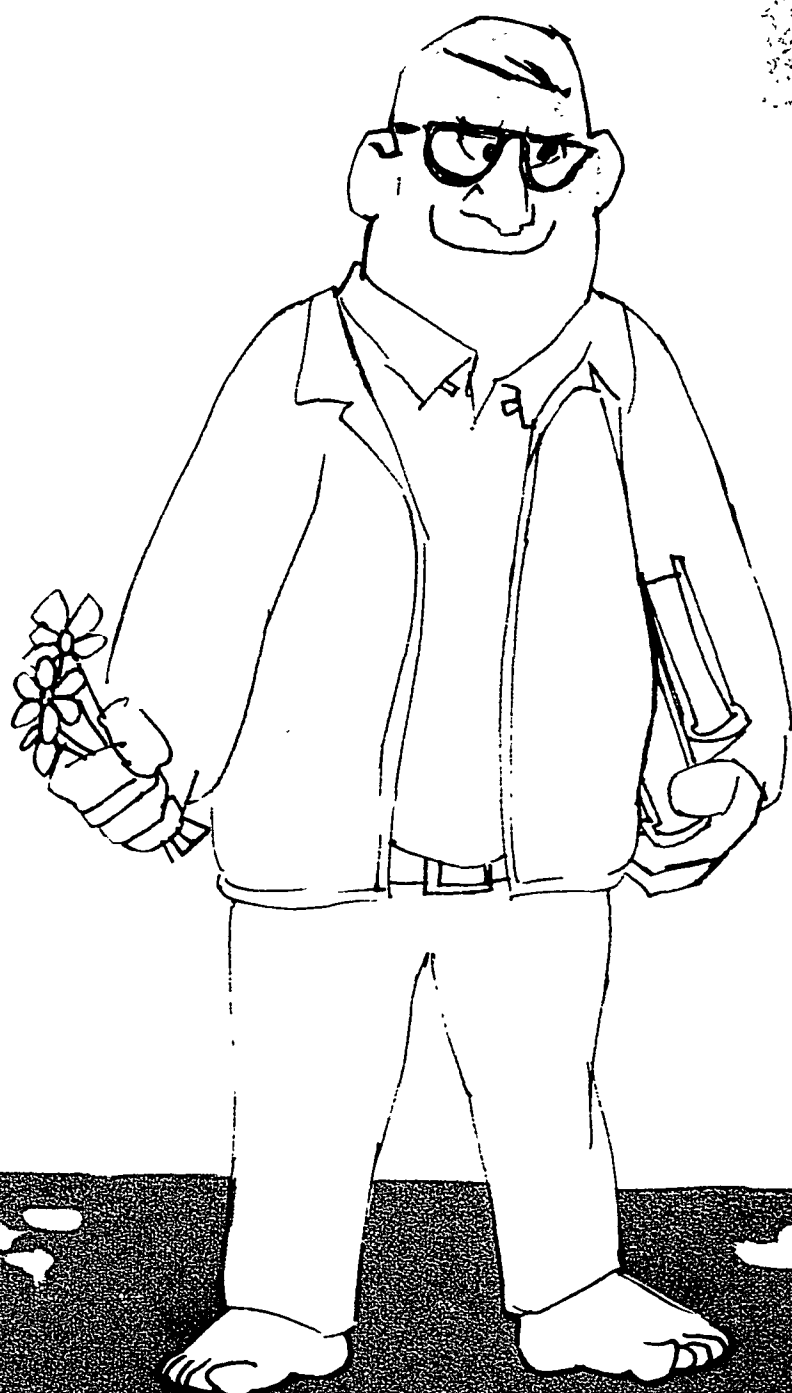
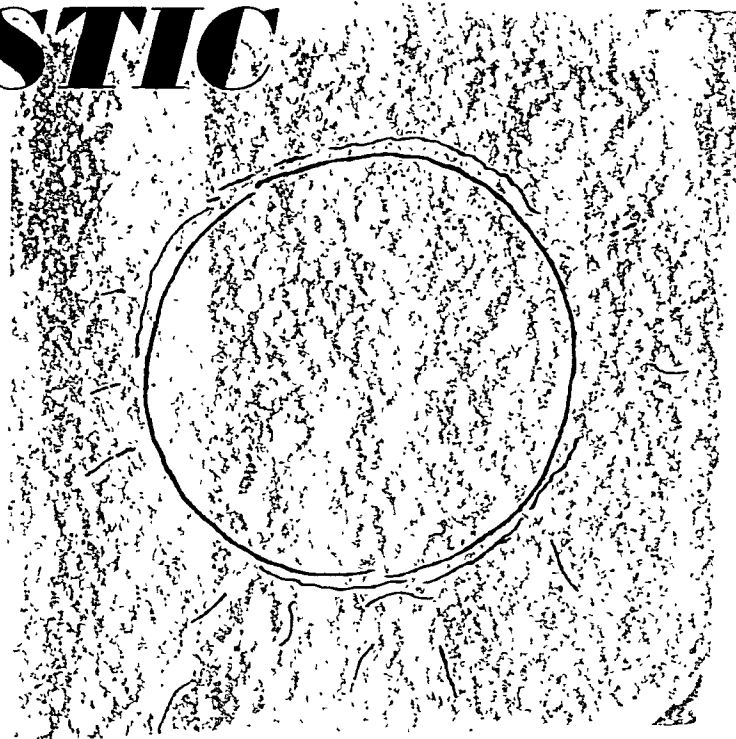


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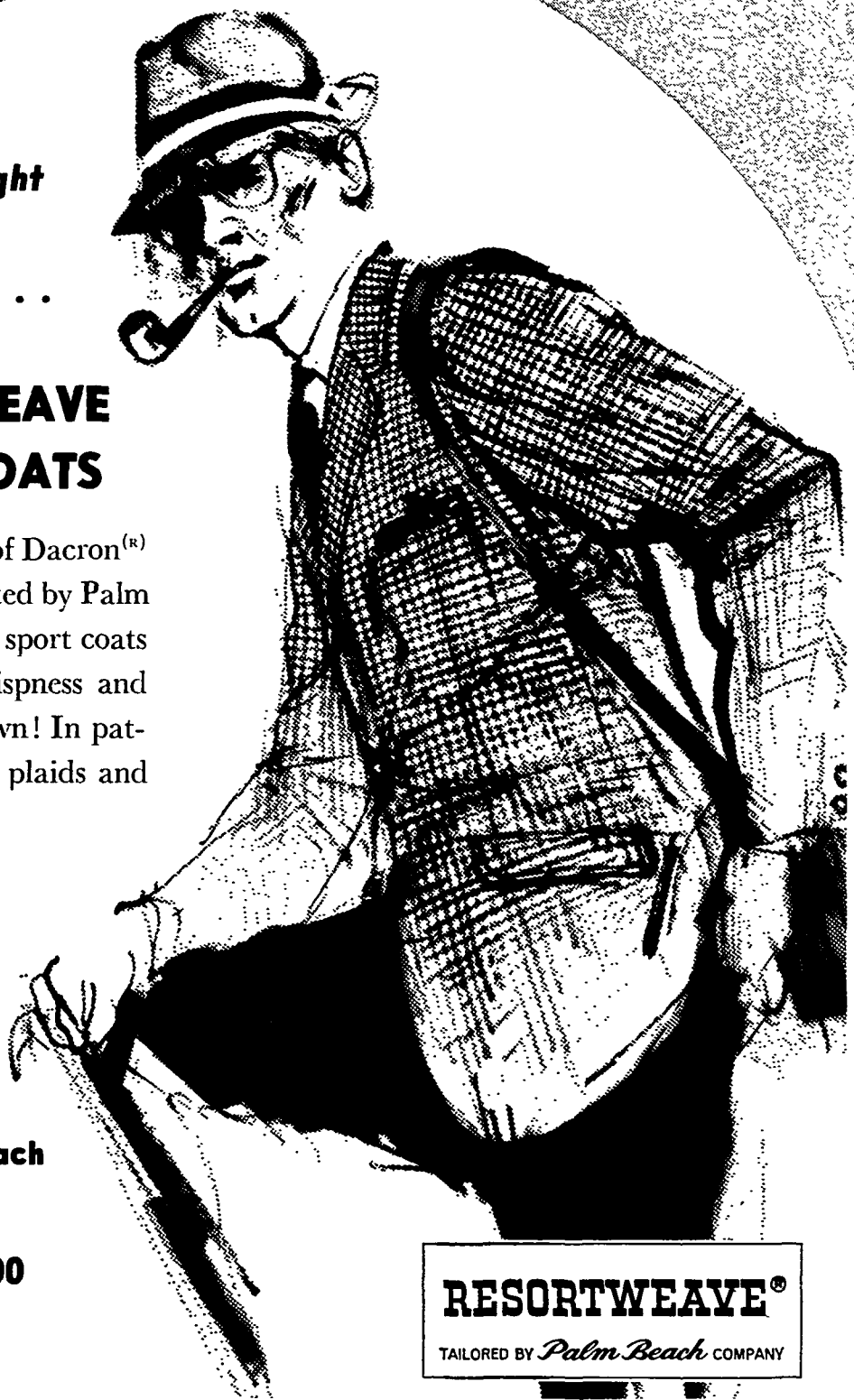
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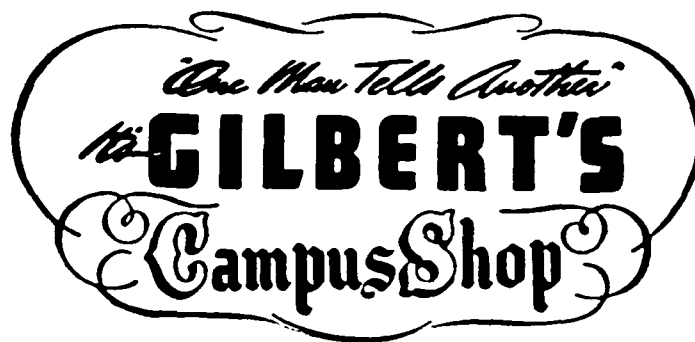
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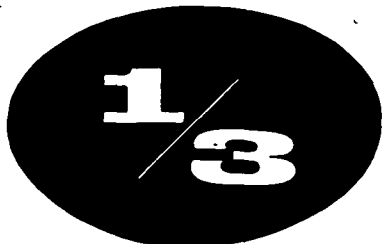
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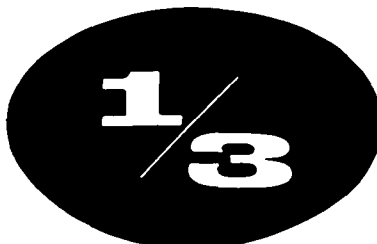


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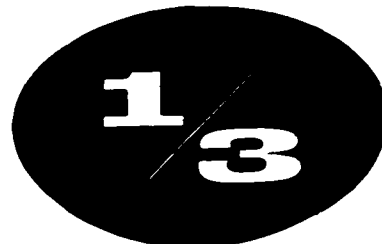
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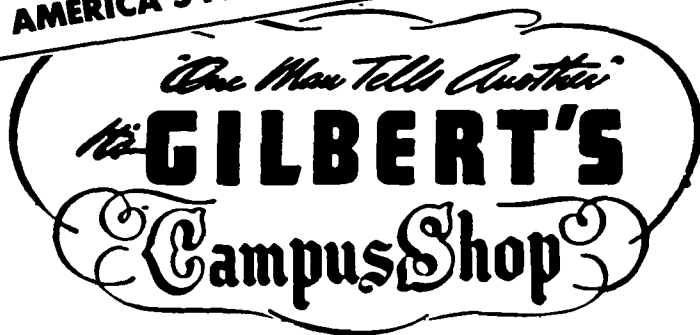
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## Status-Seeker

**W**HEN George C. Wallace came to Notre Dame on Wednesday, he was trying to manufacture respectability for his views. Wallace is a candidate for President of the United States in the Indiana May 5 primary, but, unlike his fellow politicians, needs no majority to win. For he is running as the negativist candidate and finds it easy to gild his ideology with the votes of disgruntled citizens.

But with dangerous subtlety Gov. Wallace is attempting to translate support received for diverse reasons into solid backing for a segregationist stand of his own. The votes he receives in Indiana will come from Constitutional-minded states' righters, from citizens unhappy with the new sales tax, from playful Republicans trying to embarrass President Johnson, and from segregationists. But no matter why people support the Alabama governor either by voice or by vote, he is going to interpret this support to the public as an endorsement for his complete ideology. And the problem presented to the local politician is quite perplexing. Can the Governor of Wisconsin write off Wallace's 200,000 votes as Republican chicanery or Constitutional fundamentalism? How can he or anyone be sure of the constituents' motivations?

The dilemma of diverse motivation is contributed

to, and capitalized on, by Governor Wallace himself. Down South he "stands in the schoolhouse door" and caters to racist groups. In the more liberal (and maybe more hypocritical) North, George Wallace dwells on encroaching federal power and poses as a friend to the Negro race in spite of itself. But when the votes are counted, no explanation can be appended to each ballot. When a rally is successful, no analysis can be made of the audience's motives. And yet a cheer or a vote for Governor Wallace is a concrete statistic, and can be used as evidence of support for one — or all — of his policies.

This dilemma touches even students attending a lecture, and exposes the fallacy of contributing any support to Governor Wallace for nonracial reasons. In the last analysis, such support can only be interpreted in favor of the man who appears at the speaker's platform and whose name appears on the ballot. The American democracy does not provide a clear way to vote against a single aspect of a political program. One may express disapproval only in terms of another candidate whose views may also be distasteful in part. Thus, Alabama's governor gains power and respectability for his total position by receiving a vote at the polls or a welcome at a speaking engagement.

As people who cannot agree with most of the Governor's ideology, we of a Catholic university must not allow ourselves to contribute unwittingly to his support. Exposing ourselves to his opinions and arguments in a democratic fashion may be desirable, but care should be taken to make clear our fundamental disagreement with racist doctrines. For it is as a segregationist, a racial supremacist, that Wallace must ultimately be considered. From all indications, protest movements organized on campus this week were adequate to mirror our disapproval and to prevent Governor Wallace from acquiring respectability at Notre Dame.—*M.N.*

# Progress and Maturity

**I**T IS THE TRADITIONAL PREROGATIVE OF THE EDITORS of the SCHOLASTIC to write a final editorial telling what four years have taught us about Notre Dame, what our opinion is of life and learning here, what we foresee for the future. Not that many editors think they will do any good by writing a final analysis, or that many people will even bother to read it; it is done, like so many things at Notre Dame, simply because it is traditional.

Our four years here have been marked by change so active that it has come close to being violent. What Notre Dame was in the past, is no more; what it will be, is still to come. We are between two ideals, and the second ideal has yet to be publicly defined. If it exists anywhere, it is in the mind of Father Hesburgh, who is responsible more than any other single person for the changes that have brought about an expanding student body with a yearly higher intellectual capacity, the new buildings, the higher academic rating, the curricular changes, the rules changes, the national foundation grants, and (although he would deny it) the de-emphasis of athletics.

What the ideals are that the "new" Notre Dame is being built around cannot be put into words, even by those who are planning it. The student body, which is the most impatient element of the University for change, often does not understand how strong the conservative forces are and how painful change is for them. This was the basic fallacy of last year's editors when they recommended that Father Hesburgh be named Chancellor and that a layman be appointed as President to "guide the organic growth of the academic development of the university." Aside from the remarkable naiveté in thinking that the priests of the Congregation of Holy Cross would relinquish to a layman control of the University into which has gone the bulk of their resources for many years, there remains the inescapable fact that the struggle to build Notre Dame is not over, and that Father Hesburgh is the only man with sufficient stature to lead the forces who are striving to make Notre Dame, in the words of yet another student editor, "not the 'greatest Catholic institution,' but a great university, and the heir of the intellectual tradition that inspired twenty great Catholic universities of the Middle Ages" (SCHOLASTIC, May 19, 1961).

**T**HE traditional division of the University is into three groups: administration, faculty, and students. Although their common goal would appear to be the same, since they are all members of the University, which exists for the purpose of education, the three groups are often in conflict with one another. An examination of the three groups and their places in the university community may explain why.

When people use the generic term "Administration" here, they can mean anything from the Provincial Council to Father Hesburgh to the Disciplinary Board to the lay employees in the Office of Student Accounts. The policy by which the Administration administers the University comes from all these sources and more. Furthermore, the faculty is often represented in policy decisions, and occasionally and to a lesser degree, the students. The Congregation of the Holy Cross legally controls the University, and by that fact cannot allow lay control on the highest policy-making levels, for to do so would be to allow lay control of the Congregation's affairs. On other, lower, levels criticism can justly be made that the lay faculty and, more emphatically, the students should be given a larger voice. The rationale is based on the question of whether the man exists for the state, or the state for the man.

This again, however, involves the problem of ingrained attitudes. It is only recently that the Catholic laity in this country has emerged as mature and intelligent enough to have a large say in affairs of the Church. For nearly a century of this University's existence, the priests were the only people who could administer it; it is only natural that they should feel that the work of the Congregation of the Holy Cross in beginning the University entitles them to continue to say how it is to be run, and to oppose the incursions of power by what they regard as transient groups — the students and the faculty. This feeling is commonly manifested by the attitude that if the Congregation waits long enough, all the members of the faculty and student body will leave or graduate. The catch is that those who take their places will be even more demanding and eager for a voice in running the University.

Of the three separate elements in the community, the faculty as a group is probably the least interested

in the affairs of the University. The student often regards the faculty as his natural ally in the battle against the Administration, not realizing that the faculty member has his own problems, most of which do not coincide with the student's. For many faculty members (one would guess, a majority of them), making a living is a primary consideration. This is not to say that the students are ungrateful or unaware of the real and valuable interest many professors have in the plight of the students; we realize that without the help and guidance of these men, the chances for greater student responsibility would be considerably lessened. Few faculty members, however, can be expected to have the same total commitment to Notre Dame that is inevitable for the students and the Administration. Rather than fight the system any longer, professors can choose to leave (some have done so, to the great loss of the University); for the rest of us, there is no place else to go. There are things to be desired. We still have the faculty members, satirized by Professor McDonald in his letter of last week, who believe that "the student is here to learn, and not to think." We still can see, as at the meeting to organize a protest to Governor Wallace, the kind of faculty member who would seek to belittle or humiliate a fellow professor in front of his students. Perhaps Challenge II will more than just improve the financial status of the faculty, by making it possible not only to "extend the tradition of great teaching," but make the tradition ubiquitous.

What is there that can be said about the students? Descriptions (by the students themselves) range from the ludicrous "bunch of great guys" to the unfair "pack of animals." There is no foreseeable end of those who were raised by their alumni (subway and otherwise) fathers to believe that the rules of football are the rules of life and that Notre Dame is the place that teaches the rules best. This, too, is part of the Notre Dame tradition, which for better or for worse is bound up with the school. Good cases have been made for the argument that the best academic achievement that could be made here would be to eliminate football altogether. The better decision has been made: not to be imitation Ivy League, but to make the most of our own tradition. If academic excellence is compatible with football (and it is the opinion of the policy makers of the University that it is), then we will have it. The hope is that the academic atmosphere will ultimately overwhelm the boobs and the boors and those who tolerate them. The pressure for an honor system is a result of this hope, encouraged in the belief that honor can be arti-

ficially imposed. As for the "great guys," these, too, are always with us, firmly believing that the goal of a university is the same as a social fraternity, thinking that it is incomparably worse to tread upon the main steps of the Administration Building than to flunk a course. No university can be rid of these people, which in a way is a helpful reminder that American society produces people like this: our national fetish is to be liked, to be accepted.

Annually, the I.Q. of the student body increases; from that standpoint we are improving. Perhaps that is not the only criterion to be considered. If the admissions office could determine motives, personality, goals . . . but in the end, the problem becomes a vicious circle; the type of institution will attract a certain type of student, but the caliber of the students largely determines what type of institution it will be.

It has been cynically pointed out that a great school does not need to proclaim itself as such; the fact will be self-evident. Consequently, the endlessly reiterated assurances of our commitment to excellence become hypnotic self-delusion. We ought all to remember how far we have come, and take pride in our progress. It is not coincidental that the letters from alumni defending Father Hesburgh in controversies are almost always from graduates in the late forties and early fifties. These graduates were here when things were vastly different, and see yearly growing a university that could hardly be dreamed of then. The present seniors can remember when our rectors (and this was in all the halls) turned off the electricity at eleven o'clock, and it was remarkable liberality for the senior hall rectors to eliminate morning checks. And now we hear that next year some rectors are planning to eliminate hours and put sign-in on an honor-system basis.

The modern physical plant, the improvements for faculty, the increased student freedom, even the changing attitudes of the "old guard" are here or coming. What is needed most is the maturity that marks a truly great university. We have far to go, but we can begin to consolidate our gains; much that is lacking will come with time: the outlook that will result in the Administration's allowing the students to live and think as intelligent and mature partners in the University, and the type of student that will justify such confidence. We can be thankful that we were here while it was all going on, and contributed in some way to the greatness of Notre Dame.—T.H.

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## COVER

Last year we were denied a really decent spring after a devil of a winter. This week's cover hopefully depicts the enjoyments of a fine spring after a Kentucky gentleman's winter. All is restored to Job.

The SCHOLASTIC is entered as second-class mail at Notre Dame, Indiana, at a special postage rate authorized June 23, 1918. The magazine is represented for national advertising by National Advertising Service, Inc., 18 East 50th Street, New York 22, N.Y. It receives its covers including the four-color back-page advertisement from College Magazines Inc., of New York City. Published weekly during the school year, except during vacation and examination periods, the SCHOLASTIC is printed at Ave Maria Press, Notre Dame, Indiana. The subscription rate is \$5.00 a year (including all issues of the academic year and the FOOTBALL REVIEW). The special subscription rate for St. Mary's students and faculty is \$3.00 a year. Please address all manuscripts to the SCHOLASTIC, Notre Dame, Indiana. All unsolicited material becomes the property of the SCHOLASTIC.

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# Letters . . .

## SOCIOLOGICAL SOLUTION

EDITOR:

Continued secular press reports on attacks by local teen-age Negroes on N.D. students may warrant a re-evaluation of our present posture and strategy in these teen-agers' regard.

It is quite apparent that the character of these attacks is a disinterested, perhaps racially motivated, appeal to the N.D. students' sympathetic consideration of the legitimate needs and personal preferences of these fine Negro teen-agers. I suggest, accordingly, that our policy which has served us so effectively thus far be continued and strengthened, with possibly few and relatively innocuous innovations.

1. The N.D. student shall not associate with fellow students while walking to or from town. Doing so would destroy the very conditions of that interpersonal relationship which the N.D. student is eager to establish between himself and the Negro teen-agers who may eventually approach him for help or to fulfill their need for self-expression with an educated person.

2. To conquer the instinctive bashfulness of the uneducated teen-agers confronted by the educated N.D. student, it would help if the student be supplied with a set of relatively meaningless questions to start the conversation, a decent amount of (tension relieving) cigarettes, and some money. Since teen-agers who belong to the lower strata of society tend to express their appreciation in a peculiar fashion, the foreseeing N.D. student will always carry on his person a spare set of front teeth. These teen-agers are rather direct, and their selection of strategic areas of the human anatomy, unenlightened by serious training in the biological sciences, obviously lacks sophistication.

3. The repressed unconscious fears which seem to be part and parcel of these youths' heritage, require in the understanding N.D. student a counterpart of simulated fear expressed possibly by simulated flight at the teen-agers' approach. A resolute stand by the college student, especially if accompanied by other intellectually and physically superior college students, would cause irreparable damage to the teen-agers' psyche. In fact, the very possibility of establishing further interpersonal relationships with Negro teen-agers might be severely jeopardized.

4. The condition of the teen-agers' unconscious as described in 3 seems

to lend strong support to the view that the introduction of heterogeneous elements usually associated with the legitimate coercive power of society should be carefully prevented. In all likelihood it would have a traumatic effect as destructive of the interpersonal relationship as the above-mentioned resolute stand.

J. A. Gervasi  
Grad student

## SACRILEGE FOR THE MASSES

EDITOR:

Recently one of the more profane and ridiculous radio presentations of the year came across the carrier current of WSND-AM. If our "creative voice of a great university" were FCC-regulated, there would most likely have been a premature sign-off that evening. Certainly, one could hardly justify the appearance on any radio station, much less one connected with a Catholic university, of a program as closely bordering on the blasphemous as was a late night show carried last week.

The program in question presented a parody of the life of Christ, interspersed with wonderfully asinine commentary by the announcer and "appropriate" rock-and-roll selections.

One can hardly deny that *parts* of the show were funny; one can hardly deny the right of the announcer to his own feelings, for that matter; and as a student, one is hard put to call for the long arm of Administration censorship. But it is easy to suggest that the pseudo-humorist be relieved of his unrecognized responsibilities — some parts of his presentation were quite simply in poor taste.

I've been told that the announcer just considers his shows "humorous" — in which case perhaps I've lost my sense of humor. In fact, others who heard the program agreed that it had no place on WSND. And while this is not directed toward the great majority of WSND members, the station itself must take some account of the programs it presents.

There is no call for action from sources outside the station, which is why the specific program and announcer were not named. The WSND management, however, undoubtedly recognizes its responsibility to itself and to the students, even if certain individuals don't. In that light, this is just a suggestion that WSND itself take steps to end the misuse of a program and station which I personally enjoy, but which should hardly be used at a Catholic university to make a farce of the beliefs of its listeners.

Al Dudash  
245 Badin

HALF-MAST

EDITOR:

Last Saturday's broadcast of the "Black Flag" show over WSND-AM has brought to the minds of some students the question of just how and why such a show was aired by the station.

WSND appeals to students for many different reasons. If the appeal is strong enough these students join our staff to add their part to the production of a daily programming schedule. Since WSND naturally appeals to those students interested in communications and in expressing their creative talents, the station permits staff members to initiate their own programs with the approval of the heads of the programming departments. The "Black Flag" show, which began last October, was the result of this system. The basic concept and format of the show were designed by a staff member as the vehicle that would best express his creativity. WSND has never attempted in the past, nor will it attempt in the future, to stifle such creativity through a censorship of material.

Such a policy, however, naturally forces the individual to remain within the bounds of propriety and good taste if his program is to continue. The show in question was not in good taste and has been dropped from our program schedule. Nonetheless, if in the future any staff member desires to produce his own show, WSND shall continue its policy of non-censorship in the hope that mature, intelligent radio programming tastes and techniques will be developed by its staff.

Lee McCarthy,  
Station Manager, WSND

## PRANKS AND SPANKS

EDITOR:

It is rather a bore to read another instance of the older generation berating the younger for lacking virtues which the older probably never itself possessed. Sometimes, however, there may be a modicum of truth in the charges made by the "fossilized" ones.

Boyish pranks are expected — especially in the spring — but occasionally the pranks approach the status of felonies, whether intended that way or not. Sometime Saturday, April 11, the drains in the first-floor shower-room of Stanford Hall were plugged, the shower curtains arranged to guarantee the maximum efficiency in the flow of water, and the water turned on. As a consequence, \$7,000 worth of books stored in the basement offices of the University of Notre Dame Press were ruined. We will let the student occupants of damaged rooms

in Stanford Hall speak for themselves, but we understand these losses were also considerable.

It is doubtful that the perpetrators of the "prank" directly intended to inflict damage on the Press or its possessions. Nonetheless, since collegians make such a point of proclaiming their maturity, it is only fair to judge them according to their proclaimed adult standards. So far as the University Press is concerned, this latest escapade poses a question that goes far beyond the matter of physical damage.

Our question is this: Isn't all the talk about an "honor system" somewhat premature? The system that has been discussed has concentrated on scholastic activities; it assumes that ordinary decency, and a mature sense of values, already prevails. This assumption, judging from the current prank and several earlier ones that were less damaging, is apparently not a valid one. Perhaps assumption would become reality if the pranksters were to pay for their fun.

Staff, University of  
Notre Dame Press

#### VIRTUE AND EMOTION

##### EDITOR:

A certain amount of emotionalism can be expected when several thousand people express themselves on an issue such as civil rights. Governor Wallace's visit did precipitate passionate words from attackers and defenders both, but most reaction was reasonably calm. The Unified Protest Committee fostered no violence and pickets were models of responsible citizenship. Faculty opinion, as exemplified in their press statement, did not deny Wallace's right to speak and maintained the necessary dignity. In fact, the entire protest would have ended flawlessly had not Dr. Goerner's editorial appeared in the *Voice* of April 29.

Dr. Goerner is a man of principle, one highly respected by his students, and his motives for writing the editorial are beyond reproach. However, the pressure of the moment produced factual errors and unfair implication in the article. To begin with, it is physically impossible for WSND to broadcast anything "nationally via Group W." Additionally, there were no plans to provide any coverage to the Group beyond a one minute telephoned story oriented to latest developments in the primary. Dr. Goerner's implication that the Westinghouse Broadcasting Company, a large and reputable media, would take part in "rigged proceedings" for Gov. Wallace is untrue and libelous. By

this irresponsible statement he has jeopardized the work of many dedicated students, and the standing of WSND in Group W.

Another fault of Dr. Goerner's editorial is his effort to interpret the motives of the president of the Political Science Academy. Accusing this student, or any student, of a "calculated attempt to seduce his alma mater" is unforgivable and threatens to rip the Notre Dame community apart with name-calling. No one would deny that Gov. Wallace intended to use his visit here for publicity, or that his speech would be nonacademic. But there might be students who learned from the "circus" in the fieldhouse and profited from the governor's display. I count myself one of these, and yet do not advocate support of Wallace. (see editorial, page 5) Adverse publicity for Notre Dame should be a consideration here, but first stories cleared over UPI (Wednesday night) indicated that the University has not been cast in the role of a Wallace-backer. Dr. Goerner's opposition to Gov. Wallace and his support of Civil Rights are admirable, but clouding the issue with unfair implications does not foster the growth of virtue.

Mel Noel  
337 Lyons

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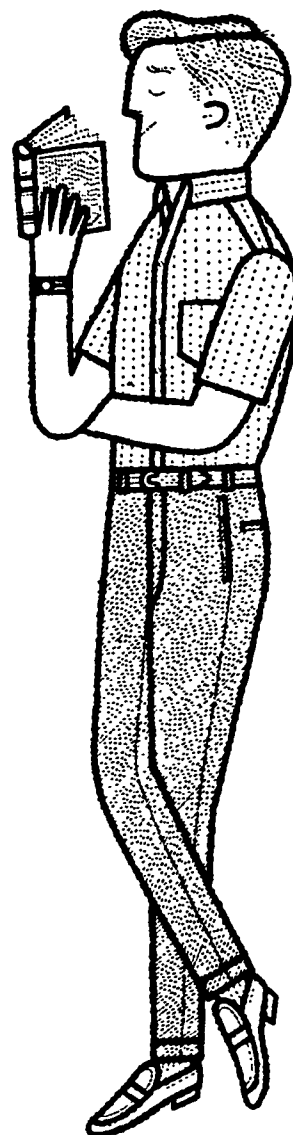
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# SENATE

by Al Dudash



FIVE-B OR NOT five-b was the question at the latest Senate meeting, Monday, April 20. In addition to finally settling the *Voice* Policy, however, the Senate combined reasonable timing, reasonable productivity and amazingly reasonable reasoning, in achieving perhaps the best balance of the three so far this year.

This was saving the best till last, as the President's report set the next meeting, May 4, for the change of officers. The report also mentioned an innovation this year, an official inauguration to take place the same day, and it requested that each Senator submit a report at that time, with suggestions for Student Government at ND, to be given to Father Hesburgh.

The report on the new Calendar was then given — no report, at least officially. At that time, the Administration was still concealing proposed changes, and most of the Senators knew as little as the students.

Perhaps recognition of this slight explains the definitive action finally taken by the body in reworking the censorship aspect of the *Voice* Policy, section 5-b. Attempts to amend the bill at the last meeting had been stymied by a quorum call, and the result at this meeting was changes even beyond those considered at that last meeting.

The proponent of the bill, Tom O'Brien, suggested an amendment incorporating the previous arguments, in anticipation of disagreement. The addition put the Senate on record as 1) opposing the exercise of censorship "except when an article is contrary to norms of decency"; and 2) recommending that the value of "constructive criticism of the University" be "kept in mind" in the use of any other criterion. Added to this was a recognition of the right of prior censorship, and the entire amendment was to serve as a footnote to the statement of censorship power in section 5-b.

Discussion of the matter, however, led Senate opinion to take a stiffer turn; Joe McGowan and Bob Stewart backed the elimination of the entire section 5-b, to remove any possible provision for Senate-recognized censorship. O'Brien argued that since the power does exist, it had to be listed among the moderator's duties and

others agreed. The final settlement (passed by a narrow 11-9 vote) did remove the stated power, however, but replaces it with the more limited amendment.

The Policy recognizes prior censorship of the *Voice*, but puts the Senate on record as attempting to limit its execution. How effective this effort will be in practice is, of course, at best doubtful. But the most important element is that the Senate did take a strong stand in an important matter; and this firm expression of student policy is a basic part of its reason for existing.

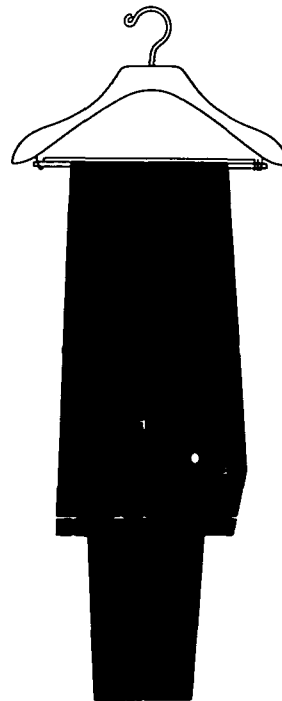
Turning to the freshmen, the Senate passed a recommendation suggesting that their Saturday curfew be extended to 12:15 to better fit the new 12:00 permissions for SMC'ers. Following that, a proposal was made for an audit of Senate finances, combined with recommendations for a sounder budgetary system. Here a

surprising number of Senators indicated their interest by participating in the debate. The choice was between a simple audit, and an audit combined with the organizing suggestions of ND's accounting fraternity. Many participants brought varied arguments, and resulted in persuasive speaking rarely observed in the Amphitheater.

The basic issue seemed to be between an examination now, and waiting until September. A few Senators suggested that action was altogether unnecessary; but, as the majority saw the need for some action, it was decided that delays would be unwise, and the appropriation passed. Thus, Student Government books will undergo yet another reorganization.

The studied approach involved did typify the entire night's proceedings, however. The Senate was dealing with important issues, showed rare finesse in debating, finished in good time (2½ hours), and managed to keep its collective head in the process. It is only unfortunate that this was largely delayed until the next-to-last meeting of these men; hopefully next year's Senate will gain possession of parliamentary proficiency somewhat earlier, to avoid the chaff that was present much of this year.

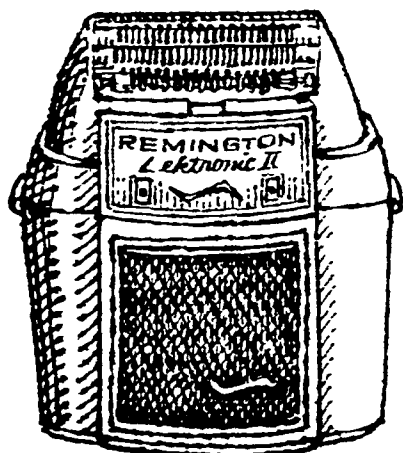
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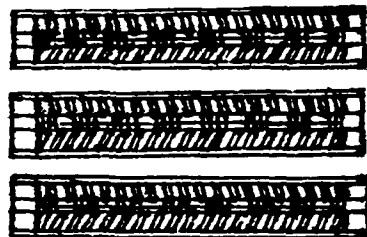
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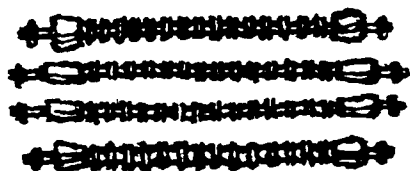
# A Freudian Analysis of the Remington Lektronic II



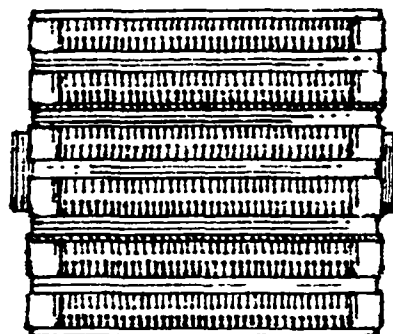
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## Memoriam

The Calendar Committee made the recommendation; the Academic Council passed the resolution — the 1964-65 University Calendar has had some, but only some, of the needed changes made. Briefly, there will be a short exam period and a semester vacation, but Easter vacation remains virtually nonexistent.

Classes are still to begin on September 23, and the vacation schedule for the first semester will remain the same as it is at present. January 23, Saturday, will be the last day of classes and the next two days will be free for study; Tuesday through Thursday will be devoted to one-hour final exams (which are to count no more than one-third of a student's mark). A four-day break will begin on Friday, January 29, and second semester classes will begin on Feb. 2, a Tuesday.

Midsemester vacation for the second semester is to begin on March 20, with classes to resume on March 29. There is no change here; Easter vacation is to be kept at Good Friday and Holy Saturday. However, in years when there are six weeks of class left after Easter the vacation will extend from Holy Thursday through Low Sunday. In this case, of course, midsemester vacation will be dropped. The two study days preceding the spring exams will be May 29, and 30; Monday through Wednesday (June 2) will then be devoted to exams.

What changes have been made in the schedule are definite improvements. The fact that final exams will not be held on regular class days, that it is again impossible to have more than three exams on one day, and that there is a "recuperation" period between the semesters is indeed reasonable. But many will, of necessity, remain somewhat dissatisfied; Easter vacation retains its impracticality for students who must travel long distances. Administration and students met half-way on finals and semester break; but the Easter Bunny is still dead.

## Present Imperfect

A week ago Thursday the Sophomore Class-sponsored Student-to-Student Discussion Series presented its second speaker, SBP John Gearen, speaking on "The Evolution of a University." Held in the Student Center Amphitheater, the discussion drew a considerably smaller crowd than the first of the series, but proved worthwhile.

After a few general statements on the scope of his talk, Mr. Gearen began tracing the evolution of a university, through its first stage as a small institution, which is characterized by its personal attention to the individual. It is loosely constructed, informal, and has a comfortable atmosphere. In the second stage of evolution one finds things harder, more institutionalized, and more controlled. There is less time, and less personal interest, but students are more serious. The emphasis is on students in class, how well they take notes, and what grades they get.

According to Gearen Notre Dame is between this and the final stage, which should combine the personalism of the first and the thoroughness of the second. The Administration feels it must "hold the student up" to keep him from drowning. However, the Administration is not perfect. Since it is imperfect, it should assume that the protective period is over and that the student knows how to decide his own course of action. Students, on the other hand, need to question material presented in classes, and to self-criticize. They need to realize they can do more to advance their cause with the Administration if they don't demand particular privileges. The faculty needs to realize that the Administration is the provider of academic freedom, and must develop less of an employer-employee relationship.

To achieve the final stage the faculty should consider themselves fellow students, and deliver lectures to equals, not to inferiors. This would result in fewer exams, more re-

search and reading. Students need to consider questions *before* answers, to improve their attitude to education, to criticize themselves and others, and to develop interests outside their own fields.

Gearen expects the change to the final stage to come in the area of student assumption of the burden of self-education. Suggestions in this area include unlimited cuts, course evaluation by students, more library research work, wider course choice, more directed reading courses, and more information for students on course content, graduate-school requirements and related topics. Further counseling would be a great aid, and a shift of emphasis to larger classes would stimulate instructors to prepare better lectures since they would be given less often than at present, allowing more time for individual tutorial work. These ideas, Gearen felt, would aid the University in functioning as a unit. Gearen pointed out that, although the responsibility for the final step to the last stage lies with the student, most of the initiative is at present being taken by the younger faculty members, since student support is sporadic.

## Spanish Disquisition

Mr. Nuno Aguirre DeCarcera, Chargé d'Affaires of the Spanish Embassy in Washington, was present on campus last week to deliver a talk on "Spanish Foreign Policy." Mr. Aguirre's appearance was sponsored by the Committee on International Relations as a part of their program to present the foreign policies of various countries to increase among students an understanding of the world climate in which the United States must function.

The Spanish diplomat spoke primarily of Spain's role in the Atlantic Community. He pictures his native land as one striving almost desperately to align itself with the rest of Europe and the United States. In recent years, European diplomats have considered that, for all practical purposes, Europe ends at the Pyrenees. This feeling became clearly evident after the Second World War when the European countries entrusted with the distribution of the Marshall Plan ignored Spain's requests to share in the benefits of the aid. The exclusion of Spain from the European Community has continued to the present day as her repeated attempts to join the Common Market have been steadfastly thwarted.

Spain has had more success in its striving to bind itself to the fortunes of the United States. This alliance has been primarily strengthened by this

country's desire to locate air and naval bases on the Spanish Peninsula. Beside creating close ties between the two countries in the area of defense, the negotiations over the bases brought about an economic alliance by which the United States gave Spain the badly needed aid to restore her economy.

Using as examples the foreign policy objective pursued by Spain in recent years with respect to both Europe and the U.S., the diplomat continually referred to Spain's "vocation" to become a part of the Atlantic Community. He described it as a "deep inward drive" which serves as the very basis of Spanish foreign policy.

### *Crossing the Bard*

Amid gales of irreverent laughter, a solitary bugler warbled the beginning of the Shakespeare 4th centenary celebration last Thursday in the O'Shaughnessy courtyard. Under the chairmanship of Larry Kelly, the afternoon program included three principal speakers and a staging of *The Dark Lady of the Sonnets* by the Impersonal Pronoun Players.

The first two speakers, Professors John Meagher and Daniel McDonald of the English Department, dealt with interesting facets of Shakespeare's drama. Meagher's concern was with the minor characters of Hamlet and McDonald questioned the authenticity of the works of the Bard himself. In both cases they neatly slapped into the stocks for all to ridicule those wayward stooped scholars who often prove nothing but their own foolishness. Meagher mentioned Horatio's girl friend "Felicity" and McDonald spoke of the ingenious code he had worked out for the inscription on Shakespeare's tombstone. The letters finally arrived at: FRA BA WRT EAR AY. Clearly, Francis Bacon wrote Shakespeare's plays. Thus, literary pomposity was shown for what it



Dr. James F. Mathias

really is.

The final speaker, white-thatched James Thurber (Dave Saur) read from his amusing *The Great Macbeth Murder Mystery*.

The presentation of George Bernard Shaw's parody followed. The wily Shakespeare, Sean Griffin, spirited lines from guttersnipe and queen alike; Roger Dalton, the sottish Beef-eater, even had his utterances taken by sneaky Will. Queen Elizabeth and "the dark lady" were played all too authentically by Kelly Morris and Jim Strahs, respectively. Part of the ingenuity of the players was shown by breaking up one of the long speeches by the clanging of flip-top beer cans thrown into the action.

It is impossible to do justice to the great humor created by the quiet lancing of intellectual pomposity that occurred. The mood was one of uproarious laughter from among the two-hundred-odd assembled, and perhaps few times will this campus see a program staged with as much freshness and gaiety.

### *Militant Creativity*

Shakespeare's birthday, April 23,

was an appropriate date for Dr. James F. Mathias' lecture, "A View of Creativity in America." Dr. Mathias, secretary of the Guggenheim Memorial Foundation, delivered his paper in the Memorial Library Auditorium before a moderately large and obviously eager audience. As secretary of a foundation which bestows grants upon individual artists to advance culture in the United States, Dr. Mathias is in a position to observe changing trends and concepts in all fields of art.

Creativity on the individual level, Dr. Mathias maintained, is essential for the processes of life and the advancement of society. Artists, sharing their experience with others by means of their chosen media, bring about changes in culture by forcing novel and unfamiliar art upon society; when the novelty has worn off, the change is completed.

The lecture centered on the creative changes in dance, music, and painting during the postwar 40's and 50's. The end of the war closed the main outlet for Americans' energy, and the art of the time shows the overflowing vitality and spirit typical of that society. The military victory, along with impressive scientific advances, gave people the feeling of power and invincibility. These were optimistic days.

A new style of dance — modern dance — was developed at this time. All movements in this dance were based on tension and contraction, in direct contrast with the ballet-like relaxation of the previous dance period. Led by Martha Graham, the school of modern dance overcame early criticism to gain acceptance in the U.S. and throughout the world. Later splinter groups of this uniquely American dance style found success, too, although modern dance is seldom found on stages outside of the big cities.

The United States, a country acutely aware of sound, has been the home of many great contemporary musicians, although the government-subsidized European *avant-garde* has had an easier time of it. Hindered by lack of funds and well-trained personnel, but abounding in Yankee determination, the dynamic contemporary music program has made great strides in many aspects. Americans put the concept of *chance* into music: musicians in orchestras played their parts at random and when they "felt like it"; gimmicky or not, they were successful.

In the 1940's the fine arts center of the world was Paris; by the 1950's it had switched to New York. Intui-



*Bubbling Birthday Speakers*



tive, unpredictable "abstract impressionists," concerned with conveying emotional truths rather than meaning, came into prominence. Working on the premise that painting doesn't exist to give meaning, but that meaning exists to explain painting, modern artists spread their souls on the canvas.

Dr. Mathias concluded with a brief description of the way that the old guard of culture had been partially shattered to make room for the new, and how the power and vitality of the U.S. military had been matched by American art.

## Ernest Drama

Saint Mary's College is readying its next theatrical production, *Ernest in Love*, for presentation May 13-17. This musical farce, an adaptation of Oscar Wilde's *The Importance of Being Ernest*, centers around the romances of Algernon Moncrief and Cecily Cardew, and Jack Worthing and Gwendolen Fairfax. Such a situation of two couples meeting, falling in love and marrying could be easily accomplished except for various absurd hindrances. Algy and Cecily are disrupted by Jack's refusal to allow Cecily to marry. Jack is Cecily's guardian. This refusal was prompted by Lady Bracknell's refusal to allow Jack to marry Gwendolen, her daughter. Lady Bracknell has declined to grant her permission because Jack can only trace his ancestry back to a handbag in which he was misplaced by a Miss Prism.

As if this chaos were not enough, the two men have invented similar devices which allow them to travel from their respective homes either to the country or London whenever they choose. Algy has invented a permanent invalid Bunbury, whom he visits. Jack has created a younger brother Ernest who has to be rescued from various sorry situations. Happy chaos is confounded when, through an intrigue, both girls think they are engaged to an Ernest Worthing, for both Jack and Algy have adopted this name to further their romances. All is resolved happily, of course, but only after much humorous confusion.

The cast includes Bob Amer (Jack), Leslie Mazer (Gwendolen), Tom Murphy (Algy), Margaret Desmond (Cecily), and William Cook, Chuck Datz, Denise Glasstetter, John Gorman, John Healey, Jean Konzen, Bill Metz, Richard Mical, Mary Mortimer, Elyse Nowak, and Rick Weirich. *Ernest in Love* is being directed by William Wolak. Musical direction is by Franklin Miller, technical direction

by William Gratton, and costumes by Portia Prebys.

## Lunar Drift to Weekend

Tomorrow evening at eight o'clock the Kingston Trio, popular folk music entertainers, highlight the "biggest prom weekend of the year." This evening the sophomores will present their cotillion, "Claire de Lune," in the LaFortune Student Center with the music of the Don Jeris Orchestra; the Junior Prom, "Moon River," will take place in the Stepan Center. Music will be by the Billy May Orchestra.



Kingston Trio

The Kingston Trio concert in the Fieldhouse, open to all classes, was arranged by the Sophomore Class. A class spokesman, however, said that all forty-five hundred tickets for the program are expected to be sold out. The Trio, made up of Bob Shane, Nick Reynolds, and John Stewart, has made eighteen albums since their organization in 1956. Such best sellers as *Tom Dooley*, *M.T.A.*, and *A Worried Man* launched the Trio to immediate success and established them as one of the leading folk groups in the nation.

Appearing with them during the hour and forty-five minute program will be comedian Ronnie Schell who often appears with the Trio in their concerts. He has described himself as "America's slowest-rising young comedian."

Saturday afternoon, a combined Sophomore-Junior Dunes party is scheduled for students and their dates, and to wind up the weekend on Sunday morning a combined Communion Breakfast will be held in the North Dining Hall. Rev. T. M. Hesburgh, C.S.C., who will be in Paris, France, the day before, expects to return in time to address those at the breakfast.

## Hall Presidents' President

Wednesday the Hall Presidents' Council of Notre Dame held its annual elections. The function of this little-known campus body is to coordinate and unify hall life on the social, academic, and religious levels. It aids individual hall presidents in planning hall functions, sponsors Homecoming and other activities.

Succeeding Tim Morrison as President is Tom Oddo, who beat Paul Knipper in a closely contested election. Jay Rini defeated Pete Goyer for the office of Vice President, in another close vote. The offices of Secretary and Treasurer were uncontested, with Hugh O'Brien and Barry McNamara assuming office respectively. Also elected were five stay members: John Moran, Jon Ritten, Pete Goyer, Don Potter, and Vic Paternostro. The new President, Tom Oddo, expressed the belief that next year the Council will assume a more dynamic and important role on the campus, increasing its activities on the hall level.

## ANGEL-Creator Speaks

Joseph von Sternberg, director of *The Blue Angel*, last Friday gave a lecture in the Library Auditorium under the auspices of *Cinema '64* and Student Government. His candid, irreverent approach toward the art of film directing and *The Blue Angel* was as entertaining as his talk was revealing. Among the many points Mr. von Sternberg stressed were the importance of proper lighting and the absolute control a director must have over a picture's production. The essential importance of lighting (the subject of a book he will soon have published) is so great that von Sternberg advises students who intend to study a particular film to view it for the first time upside down so that they can concentrate upon the abstract patterns composed by the film maker.

Even more important is the need for one man, usually the director, to exercise total control over the creation of a film. Only he, who can see the film as a whole, can consistently fill in the outline of the scenario with details of movement, lighting, speaking, and background. In Hollywood it has been all but impossible for artists to gain such control, and because of this interference by producers, Mr. von Sternberg has ceased to direct films. The film he considers to be his best, *The Saga of Anatahan*, was a commercial failure when it was first released ten years ago; now, in recent weeks, it has been very successfully revived in Paris and its popularity might draw von Sternberg back into the ranks of active directors.

# on other campuses

• Sister Jacqueline Grennan, S.L., executive vice-president of Webster College in Missouri, spoke to a student group at Monmouth College on the importance of new ideas in the Church.

Sister Jacqueline indicated her disgust with the image of nuns which is held by most: "When a nun joins a group, the conversation suddenly shifts to safe topics, as though the people were saying, 'Be careful, kids, sister is too young to know.'" She doesn't believe that one can be a good Catholic by being protected from controversy.

She urges that Catholic schools throw out textbooks whose chief merit is that they are Catholic: "In education, we don't want Catholics who write Catholic texts from the Catholic point of view for Catholic students." She feels that it is foolish to indoctrinate students to the extent that they no longer ask questions. She believes that anyone who hasn't questioned the existence of God by the time he is 19 is either a liar or a fool.

• The story was reported last week of a nonexistent student belonging to the Princeton class of 1968. The hoax was the work of six college students, four

of them from Princeton. Last October they submitted a preliminary application blank for Joseph David Oznot, giving his home as East Lansing, Michigan. Then two of the students took the college board exams under Oznot's name; one took the morning tests, the other took the afternoon portion, and both scored in the 700's. A phony high-school transcript was submitted, and last week Oznot was sent notice of his admission to the address of a Michigan State fraternity. The jokesters revealed the prank to the Princeton University Press Club, who in turn informed the University.

Twice before such a hoax has succeeded at Princeton. The last time, in 1939, the student not only was admitted, but completed his junior year. The group involved took turns taking tests for him, but when the time came for a 100-page senior thesis to be submitted, he gave up the ghost.

• An editorial in the *Hilltopper* of St. Edward's University of Austin, Texas, attacked the Bishop of Austin for refusing to allow religious to participate in a civil-rights debate taking place in the city council. The paper called the Bishop's position incomprehensible, saying that since segre-

gation is wrong, every true Catholic should be opposed to it, especially in public accommodations, a practice opposed by the encyclical *Mater et Magistra*. The editorial adds, "It seems to us that the Bishop's best course of action would be to allow these religious to participate so that the populace can see that all Catholics are willing to stand for their principles."

• An EXTRA edition of the St. Louis *University Gnu*, released on April 1, reported that the Rev. Matthias B. Martin, S.J., Dean of Student Affairs, was among 45 persons snared in a raid on a local night club. Fr. Martin, who was handcuffed to a Miss Bunny Ware, denied any personal guilt. He explained that he was checking out a report of an unauthorized party just as the police hit the club. Father Martin was freed on bond.

On the same day, the Very Rev. Paul C. Reinert, S.J., president of St. Louis University, traded two priests to Fidel Castro for five tractors. Fr. Reinert commented on the transaction, "I feel we've strengthened ourselves tremendously. We've given up nothing and we got five tractors. We should be able to find something to do with the tractors, but even if we don't we're still ahead." When asked if he thought the priests would have any problem adjusting to his subversive style, Castro said, "I don't think so. After all, they're Jesuits, aren't they?"

## feiffer

WHEN DORIS GAVE ME THE ULTIMATUM THAT WE EITHER GET ENGAGED OR WE BREAK UP I NEARLY WENT CRAZY.



I TOLD DORIS GETTING ENGAGED FOR ME, WAS A TRAP THAT I'D COME TO HATE HER IF SHE MADE ME GIVE UP MY FREEDOM.



AFTER WE'D BEEN ENGAGED THREE YEARS AND DORIS GAVE ME THE ULTIMATUM THAT WE EITHER GET MARRIED OR WE BREAK UP I NEARLY WENT OUT OF MY MIND.



I ASKED DORIS WHY NOW THAT I HAD BEGUN TO GROW AS A PERSON BECAUSE OF BEING ENGAGED DID SHE HAVE TO LIMIT MY FURTHER DEVELOPMENT BY MAKING ME MARRY HER?



ON OUR SECOND ANNIVERSARY WHEN DORIS GAVE ME THE ULTIMATUM ABOUT THE BABY I NEARLY WENT OUT THE WINDOW.

I TOLD DORIS BEING MARRIED WAS THE MOST INSPIRING EXPERIENCE IN MY LIFE—WHY SPOIL IT WITH A KID?



LITTLE LEROY IS FOUR NOW—THE MOST ADORABLE CHILD IN THE WORLD. YESTERDAY DORIS GAVE ME AN ULTIMATUM ABOUT HAVING A SECOND KID AND MOVING TO THE SUBURBS.



I'LL ARGUE. I'LL SCREAM. EVENTUALLY WE'LL DO IT.



FORTY YEARS OLD, DOING WELL IN THE MARKET, SUCCESSFUL IN MY CAREER, ACTIVE IN MY COMMUNITY, POLITICALLY AWARE—AND, AFTER ALL THIS, WHAT AM I?



DAGWOOD BUMSTEAD.



# A Return To the human

by Bill O'Grady

THE HUMAN IMAGE in modern drama is basically "unfair, foolish, untrue, not in accordance with the facts, and arbitrary." That was the verdict of Professor Denis Donoghue of University College, Dublin, speaking as a guest of the English department in a public lecture Monday night in the Library auditorium.

In a lecture justly characterized by Professor John Hardy, representing the English department, as "profound and brilliant," Professor Donoghue focused on the problem of dialogue between persons and its treatment in modern drama. Introducing his discourse with the remark that in Chekhov's *The Three Sisters* "conversation only punctuates essential human loneliness without in any way dispelling it," he developed, primarily by a careful examination of the fiction and criticism of Irish playwright Thomas Becket, his thesis that belief in the ultimate *meaninglessness* of human conversation dominates modern drama. He then explored origins and consequences of belief.

The problem of communication in life and art is of course notorious. Given an irreducible core of subjectivity in experience, some translation of speech is always necessary. This we admit, and stumble over often enough, but generally do not view it as insuperable or even as altogether uncomical.

But when, as for Becket, the central fact with respect to communication, or, less determinately, to interpersonal relations, is the "thirst for possession," the thrust to stand to another as subject to object, when (in Becket's words) "friendship is a function of man's cowardice," then dialogue, viewed as requiring an assent to the integrity of the other, is radically absurd. Failing the assent to the integrity of the other, there can be only pure void, *i.e.*, silence, or pure aggression, between persons.

If dialogue is impossible for Becket, however, dialectic is not. The drama of words can be exploited if the drama of persons cannot. Dialectic may be cast in the form of dialogue, but the dialogue is then radically impersonal. T. S. Eliot contrasted the Greek tragedians, behind whose dialogue we are conscious of persons, with Seneca the Stoic, whose verbal system is autonomous. Modern drama must be classed with Seneca, as people have been dissolved and the void filled by a sophisticated structure of words. (Becket has written "Words have been my only love.") But if we believe that significance is ultimately found in persons, then dialectic without dialogue is dishonest.

Or dialectic may be cast in the

form of monologue, baldly denying the reality of others, which is the logical extreme of Becket's drift of thought, and which he is willing to accept. Such, then, are the consequences of the denial of the validity of human conversation, of the refusal to assent to the integrity of the other.

The origin of the denial has been experiential. Professor Donoghue expressed it succinctly: "The playwright, tortured by experience, bereft of meaning, has let behavior usurp the place of reasoned human image." For Becket only behavior is relevant. Persons are "multiplicities of human phantoms," lacking a coherent principle, a hypothesis. The hypothesis can be supplied only in retrospect — and one is as good as another. Intelligibility is for Becket "that into which reality is distorted." Thus the playwright is inevitably arbitrary, his characters fundamentally uninteresting, and a reasoned human image impossible.

From the playwright's point of view, behavior is still a legitimate locus for evaluation, and he generally concludes that life is cheap and trashy, which conclusion, according to Professor Donoghue, is "easy, chic, and modish."

But his play lies; his parable of meaningless is rigged. In Professor Donoghue's words: "We all know there are human relationships of the greatest significance being inaugurated at every moment; modern playwrights invent wildly deranged characters and call it a valid test case." The moderns have succumbed to the temptation to give up the difficult but vital struggle to find value in the "unspectacular, moderate, and humane."

What is needed is a restoration of faith in the possibility of reasoned human images, not arbitrarily imposed, but discovered in existence — and discovered in time and place, here and now or there and then, as the modern experiment denies is possible. Universalization of experience is still the great principle of aesthetics, but modern playwrights have mistaken its technique. Not through depersonalized, detemporized, delocalized verbal structures, but through an appreciation of what is universal in particular men, is meaning and validity to be discovered.

Professor Donoghue observed, "literature has a critical, even a subversive mission." It must undercut the "flaccid ease and bogus simplification of *Time* magazine, most political oratory, and quite often religion." Art, when in Rome, must not be utterly Roman — it must at least "keep open a hot line to Athens."

# WALLACE AT NOTRE DAME

by Vince Beckman



**G**OVERNOR GEORGE C. WALLACE, the Dixie bantam, the pride of Alabama, the "hate peddler" — what is he doing running in the presidential primary? Why was he invited to ND? How did ND receive him? What did he say? Gov. Welsh of Indiana, stand-in candidate for President Johnson, in answer to the first question says that Wallace's states' rights platform is a farce, and that his real aim is to hurt the President, "just as he vowed he would hurt President Kennedy." Wallace admits that support for him would "shock the liberals in Washington." But Wallace's fundamental reason for drifting out of his Southern paradise has to be the Civil Rights Bill. He perceived that any support he managed to garner would be construed as white, Northern opposition to the bill, which has not been helped by the audacious temper of recent Negro demonstrations.

Why Indiana? Because he has shrewdly calculated that here, as he did in Wisconsin and probably will in Maryland, he is likely to get strong support. Indiana people are not exactly enchanted with Gov. Welsh and the sales tax. The state has always had

a strong antilabor sentiment. In the 1920's Indiana was the one state outside the South where the Ku Klux Klan literally controlled the government. The state has even turned down Federal funds for libraries, not to mention the rejection of aid to school lunches and highways.

Taking these factors into consideration: the rather determined opposition to Gov. Welsh, antilabor sentiment, the old and new prejudices, the states' rightism, the conservatism; we find that Indiana is a perfect spawning ground for Wallace dupes. And added to these there will be a great number of white-collar workers and a great number of blue-collar workers who don't wish their jobs to be given to Negroes. There is nothing to prevent prejudice and hatred from spilling out of a secluded voting booth.

Wallace's reception in Indiana has been usually cool, sometimes almost violent, and never enthusiastic. At Indiana University there were about 400 pickets. During his talk, despite a planned campaign of silence, there were catcalls, heckling, and numerous disrupting questions.

Wallace has the Democratic Party

doing somersaults in an attempt to smother all his backing. Senator Edward Kennedy of Massachusetts was flown into Indianapolis for a banquet last week. Even President Johnson saw fit to stop in the "depressed" South Bend area. Gov. Welsh himself admits he is worried, but refuses Wallace's invitation to debate, saying: "You can't escape the stench when you fight a skunk."

Why Notre Dame? Gov. Wallace was invited to speak here by Tom Woods, on behalf of the Academy of Political Science. The motives were probably not as antagonistic and malicious as some people might have imagined. Controversial and deluded as he might be, the man is the governor of Alabama, and he is technically a candidate for office. Thousands of Americans—our fellow Americans—not only approve of this man but even elected him to the highest office in their state. Surely they must have had a reason; and maybe some of us now understand more clearly the Southern mentality. And if his appearance did nothing else, at least it accomplished this much: this University was aroused from its apathy — its apathy about the Negro, his rights, his problems, his suffering, his future. For once there was talk in the dining hall about something other than the baseball season or next year's football. There was talk about possibly the most important issue of this century, a problem that intimately affects the future of our nation and the doctrine of the Catholic Church. Whether pro or con there was discussion, and I think that every student knows a little bit more about this subject than he did before Wallace appeared. In some cases there was more than just talk. There was action taken, conscientious and sincere opposition organized, which made manifest Notre Dame's clear-cut objection to Gov. Wallace and his segregation.

Notre Dame's reception? The anti-Wallace forces were soon in high gear, both among students and faculty. Led by Tom Cullen and Minch Lewis the United Protest Committee quickly contacted and received the support of almost all the campus leaders: John Gearen, Pete Clark, Paul Tierney, to name a few.

At a public meeting Monday evening some rather premature fireworks were brilliantly exploded. The gathering must have attracted close to 400 "objectors." An entire page of detailed picketing instructions was distributed, indicating a large measure of thorough organization. The rationale of the Unified Protest Committee was explicated. Un-

derlying the entire issue was the deep-seated fear that Wallace, with his own photographers and press service, would somehow distort the image of his reception here at ND. Therefore there must be a picket in every picture. It was impressed upon all the value and importance of silence as a means of protest. To applaud would, of course, have been worse than sin, and to hiss the man could possibly have been "misconstrued" by Wallace's clever cameramen.

The main reason for the protest was what was termed the "misuse of the University." But most of all they deplored the masking of segregation under the guise of states' rights, implying that his statements here wouldn't be quite commensurate with his actions in Alabama.

The storm broke when the meeting was formally adjourned and a question period followed. A wide and complete rift between those in favor of and those opposed to a walkout was revealed: Was this a gathering to protest against the political, or the moral, views of this man? Some acted like it was the Devil Incarnate — or an "evil man" anyway — that was invading our campus, and their attack of Governor Wallace took on the appearance of a moral crusade. The majority, however, didn't appear to have feelings quite as strong. They probably thought him to be merely bigoted and were not protesting the man but merely stating opposition to his beliefs.

Some believed it would be the height of rudeness to walk out on Wallace. By such actions they would be joining Wallace in the gutter. Notre Dame men are supposed to be gentlemen, and any absence of common manners would bring nothing but opprobrium on the University. But from the other viewpoint: who would think twice about walking out on the devil?

The issue was left unresolved, but over fifty students led by Al Christian who did feel deeply about the matter adjourned to another room and planned a walkout, after getting encouragement from some faculty members and student leaders.

Besides the picketing, the Committee authorized a petition to be circulated among the students: "We assert the necessity of the freedom of man, in South Bend, in Alabama, in all communities." The faculty also prepared a nice little welcome for Wallace. Under the leadership of such faculty members as Kommers, Carberry, D'Antonio, Costello, Manier, Broden and Chatagnier, vigorous and

effective opposition was organized, including a petition among faculty members, an article in the *Voice*, and a press conference.

The petition was enlarged into "States' Rights and States' Wrongs: A University of Notre Dame Manifesto." The coup de grace was executed at the press conference, which was covered by NBC, ABC, CBS, and *The New York Times*. Wallace's cloak of "states' rights" was torn to shreds by an incisive revelation of some of Wallace's "tactics" back home.

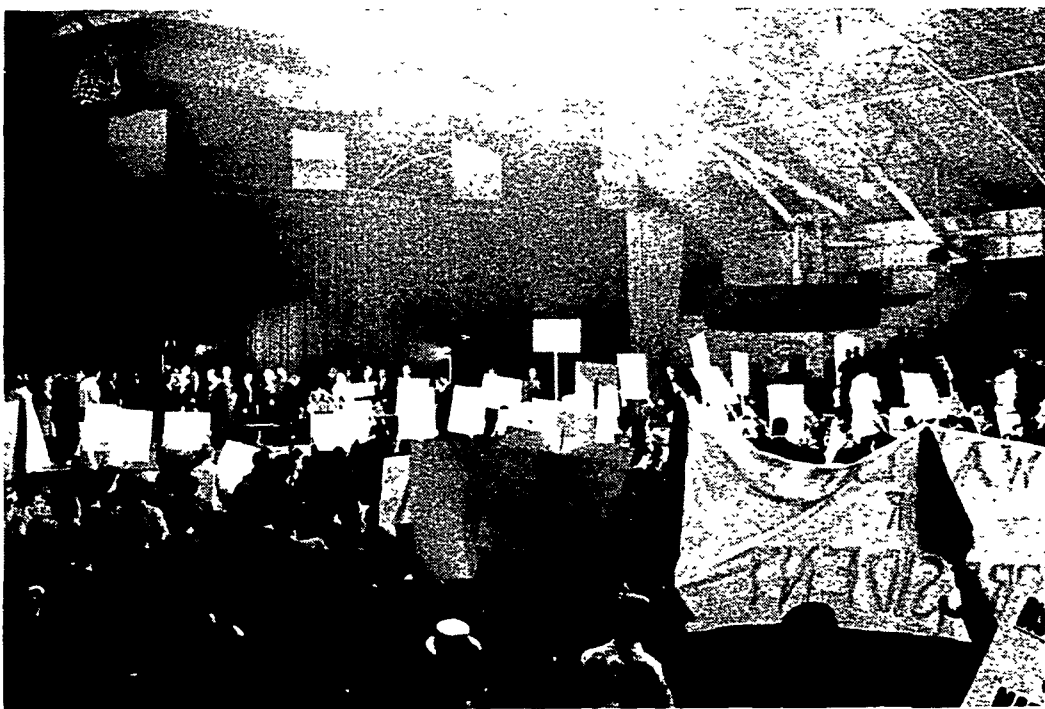
It was pointed out that Wallace maintains a system that has been called a "political spy network" by the *Birmingham News* and "Gestapo-like surveillance" by *The New York Times*. Wallace in his own press conference shrugged this off saying: "Sure, Alabama is crawling with spies. You had better watch out if you go down there" — ludicrously inadequate.

At his press conference Wallace again challenged Gov. Welsh to debate; but when questioned about debating someone from the Notre Dame faculty, he remarked that he could probably strike up a debate on any street corner. Wallace claimed that his opponents were deliberately estimating the number of votes he would get at a high figure, just so they could claim a victory when he doesn't get that many.

ON Wednesday evening the picketing went smoothly and quietly, the numbers were beyond all expectations, the protest was made and registered. The almost 700 pickets must be commended for their constructive opposition. Once inside the fieldhouse order was maintained. However with at least 5,000 people

packed inside, the 500 or so who walked out made hardly a dent in the crowd. The few "states' righters" present were left without opposition. Disillusioned, some of the pickets remained in the back, singing "We Shall Overcome" — serving only to anger the majority who had come out of pure curiosity; those outside were not allowed back in. Southerners packed the first few rows, waved the Confederate flag, rushed up to get autographs, and applauded every statement, winning the day. The campaign of silence was doomed the minute Wallace stepped inside the door. In fact, one might say that it boomeranged in the face of the protesters.

What the governor said was impressive; what he didn't say was even more impressive. Obviously witty, he cleared up many matters, but probably befuddled more. One couldn't help wondering just what the other side of the story was, just how much of what he said was truth, how much emotional topping. It was hardly an intellectual dissection of the issues — he worked himself up to a passionate intensity, precluding a really rational approach. Certainly he didn't think us gullible enough to believe everything he said about the Civil Rights Bill. And some of his sweeping generalizations were hardly credible. He actually stated that "Washington bureaucracy will take over every home, every school, every farm, every business." And of course the demonstrations in Alabama were caused by a hard core of Communists — who else? Statements such as these made one slightly skeptical. It is now up to the students and faculty of this University to investigate fully the Civil Rights Bill, to determine the facts, to ferret out the truth for themselves.





# SALON DE L'AUTOMOBILE

The aura of a popcornless carnival surrounded the "Sports Car Spectacular" in Stepan Center last weekend. The atmosphere under the crinkly dome was heavy: it was hard to tell whether it was from the deep respect held for such exotic machinery, or from a sophisticated desire not to look unduly ignorant. Constant announcements rang out on the P.A.; uncomfortable girls knew all too well what they were there for (but still seemed a little unwilling to be generally friendly), and the boys were constantly distracted by the girls, or from the girls, or something.

The motor-nuts who set up this show deserve a lot of credit, even if they are do-gooders. (The profits from the weekend's take will go to a scholarship fund for future ND students.) The array surely wasn't a Turin type of show but the budget *was* limited, you know. The Stepan Center isn't even especially good for an auto show — the reflec-

tion makes the cars look deformed in crinkled tin foil. And the reception to an auto show of any sort doesn't exactly overwhelm the general Notre Dame student. Autos are juvenile, you know.

But the machinery at this show was like Kim Novak on the main quad — pleasantly brutal. Everything from Mustangs to the Ferrari and the Meister Brauser Scarab to a Sunbeam to a Barracuda. Individually, let's get the bad part out of the way. Due to come out in the first week of May, the Plymouth Barracuda is supposed to be the Mustang's competition. It might please Gramma or Goldwater (the rear window is 2077 square inches breakable), but looking like a throwback in airplane design it'll have to do some convincing on the sports car fans; the press release says that "Racing-type chrome simulated bolt-on wheels, a floor console, a simulated wood steering wheel with three chrome satin finished support

spokes are among features offered." Be the first in your block, etc.

Chrysler had their *very* valuable turbine car there too. When the half-million-dollar price tag was announced a seminar in front of me said, "Just think how many books that'd buy." Well, it really wasn't *that* bad but all it really looked like was an overstuffed Barracuda (the car, not the fish). One felt obliged to defend, if nothing else, the spirit of innovation that it represented but the little MG-TD and the Jaguar XK-150 impressed me more. They were both in *concours* condition.

And the *weltgeist* of the auto world was there: the Mercedes 300-SL gullwing coupe. In 1958 these autos went out of production, but the two specimens at the Spectacular were in fine shape: especially a white one, vintage 1957, which was in *concours* condition and up for sale.

GM was represented by three very fragile and sculptured design at-





by Joe Wilson

tempts. The Monza Super Spyder, with its exhausts and snout very prettily and impractically positioned, was accompanied by the glass-domed, gimmick-riddled Shark, and the original Stingray (fanfare). A competition Vette sat there trying to look tough; its parentage, as it sat next to the styling prototypes (Shark and Stingray), was obvious — all were perfect examples of collusion by collision. The Stingray has the remarkable handicap of looking like a Ferrari-Maserati graft at the front and vaguely like a Jaguar from the rear, and has managed to capture the deficiencies of each design. But it is our first valid attempt at a competitive production vehicle.

And there were the Mustang and Cobra. It was my first chance to see the Mustang and I was surprised. Everyone is waiting for them to prove their mechanical prowess in actual competition (the only real proof, even of a Cobra engine) but it was the body construction which was surprising. An obvious child of economical mass-production technique, its unique merit lies in the number of seams and joints that mar its beauty. For these very blemishes promise to make it practical for competition — it won't be necessary to replace a whole fender after a wreck, hopefully.

And the Cobra was beautiful. It was green and belonged to the chairman of the event, Gary Kohs. Curiously, it was the first exhibit that you could see when you came in the front door; if it had been anything but a Cobra I would complain. Next to that was the thoroughly exotic, red California (type) Ferrari. Its two-throat Weber downdraft carburetors perched menacingly on top of the engine and the grinning grillwork gave the impres-

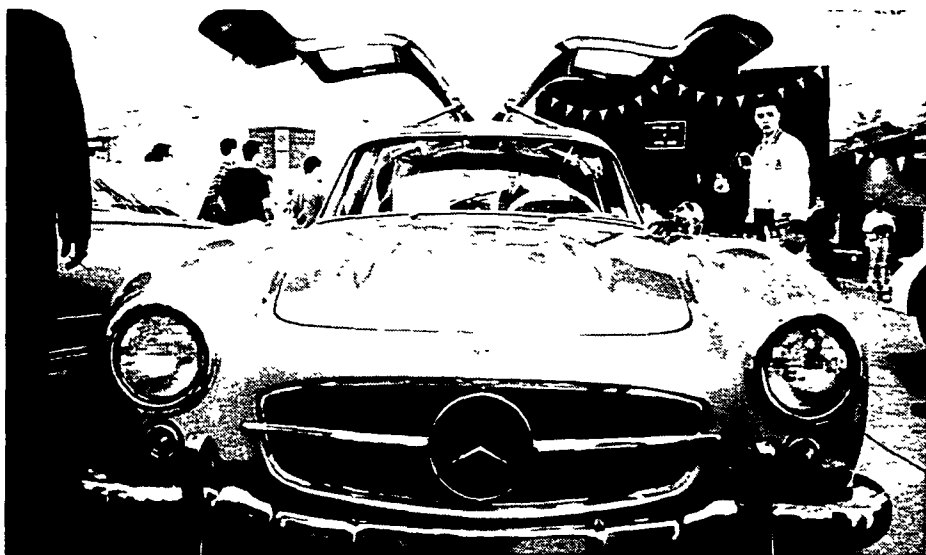
sion that it would fairly gobble down anything in its way.

There was something for everyone at the Sports Car Spectacular — even the dirty T-shirt crowd had an AA/D dragster there. "White Lightnin'" looked ridiculous in this company, like a long white straw with a lump of sewage stuck in the middle: it had a monstrous V-12; nakedly powerful, you see. There were a few rather used "specials" and a DKW Porsche, and an Arnolt Bristol with its exhaust pipes making their hot exit right in front of the rear wheels. These were rather isolated along the walls of Stepan, though, so I doubt if many paid too much attention to them.

The BMC exhibit was on the sides, too, and their version of speed, the Jag XK-E, was characteristically gorgeous. It is a freak of engineering that their advanced suspension design (along with the Corvettes, to a lesser

it again next year. This year's was well done; if any criticism could be made it would have to be that they took on just too much: too many cars for Stepan Center to give good exposure to all that were significant. They even had free movies. These were, we might say, a good touch and were interesting for the many who have never seen a road race and for the many more who have never been in a race. I refer to the Meister Brau movie where the camera was mounted on the roll-bar of the Scarab during a race. Perfect Circle Piston Rings sent a propaganda movie that played up the blood-and-guts angle of racing; there were probably more wrecked cars in this one movie than there are in the local junk yard.

But the real enjoyment of this show probably came from the people who were there. The announcer would announce that Gary "Cobra" Kohs was going to answer questions about his



degree) has produced less than marvelous success. They go like crazy in a straight line but they just refuse to corner; three of them flipped in a race out East earlier this year.

Colin Chapman's beauty, the Lotus Elite, has been taken out of production but there was a pert red one at the show. They say the British are marked by their incelerity but this was no proof; it is very quick, you know, but it was grossly neglected by most of the spectators, probably because of another British habit, i.e., understatement. Its simple body design isn't very flashy but is remarkably functional and awfully "cute" (per SMC).

Gary Kohs (chairman), and Jim Coogan and Greg Obloy (vice-chairmen), with Tony DeLorenzo deserve a lot of praise for putting this thing together. It was their first attempt, their first success, but I just hope they had enough success (monetary) to provide them with the incentive to try

Cobra. This was the signal for Gary to fire up the beast; when he shut the engine off everyone would look at everybody else a little foolishly and try to think of something intelligent to say while Gary looked like he were afraid someone would ask something a little too intelligent. Then there was the smiling little man from GM who ran around starting all three of his prototypes — "group think" dictated another foolish smile in unison when he shut them off. And you could usually hear an argument up by the XK-E that the two "valve-covers" meant that it had a V-12, or one of the girls handing out literature would explain to someone that the Ferrari had a 409-liter engine.

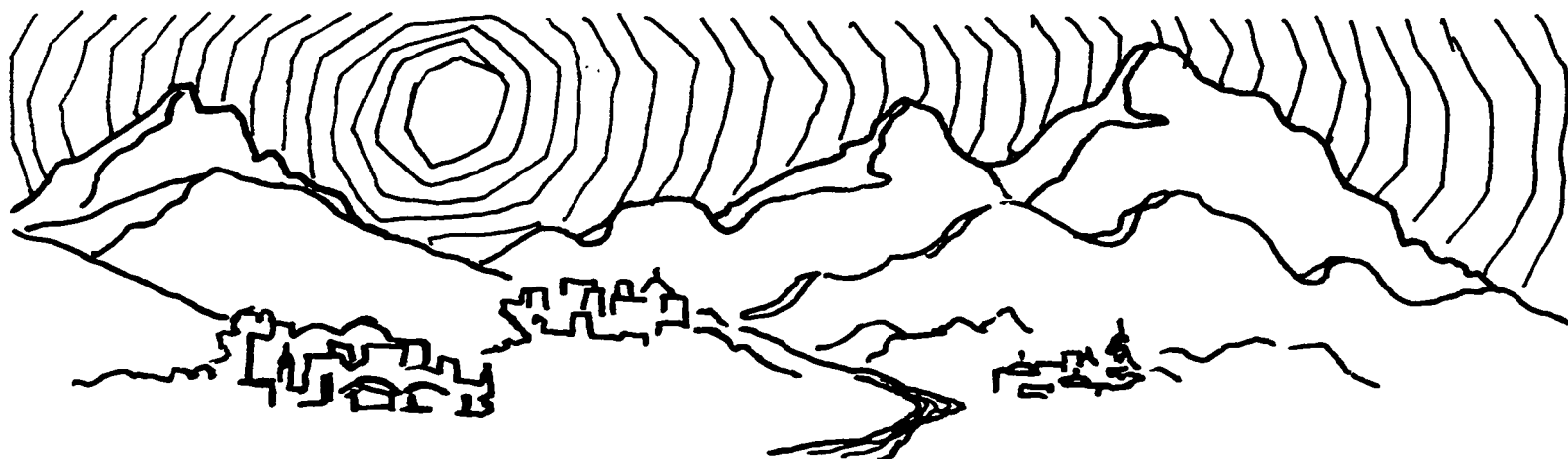
Everyone leaving the Stepan Center looked hungry, like he'd just seen "the fruit that can't be picked." A car show, especially a "sports car spectacular," on the Notre Dame campus is an awfully pleasant torment — like the Avon.



# The International Student And His Problems

By Benson P. Pena

(in collaboration with Elias F. Mansur, Jr., and Robert Val Tompkins)



THE SEARCH FOR KNOWLEDGE beyond the boundaries of one's own community, country, or culture is as ancient as knowledge itself. This undoubtedly stems from man's capacity for curiosity and adventure, for it reflects the ability of human beings to communicate with each other beyond the barriers of social peculiarities and idiosyncrasies. It is not very surprising to hear then that thousands of students each year leave their country of origin to further their studies in foreign universities and colleges. Because of its extensive and well-organized International Educational Exchange Program, the United States leads annually all other countries in the acceptance of these foreign students.

According to a prominent authority, 78,000 foreign students were enrolled in U. S. schools during the past academic year. If this exodus of foreign students into American institutions of learning remains unchecked and unregulated, within a few years' time the number of foreign students in the United States will easily exceed the 100,000 mark. Surprisingly enough the University of Notre Dame, for school year 1963-1964, has just slightly more than 200 foreign students from a total enrollment of about 6700 graduate and undergraduate students — a mere 3.3%.

## GOALS AND MOTIVES

What lures so many foreign students to seek admission in the different colleges and universities in the United States? Dr. Cora Du Bois, in her book, *Foreign Studies and Higher Education in the United States*, enumerates the following reasons: 1) an eagerness to acquire new skills; 2) a curiosity about world powers, with a desire to travel for its own sake; and 3) an apparent lack of opportunity in their homelands, for which a fellowship opportunity may appear as the first step toward possible immigration. The last two reasons may be a little exaggerated; they may even smack of "escapism," but this is fully understandable in human and individual terms. Students applying to the different U. S. schools frequently give one primary reason for wanting to study here, viz., the broader study opportunities resulting from the more extensive U. S. facilities.

Obviously, this answer is broad and admits of several interpretations. Most American colleges and universities are richly endowed with funds from both government and private sources to help qualified but needy students to acquire higher education. The school libraries are stuffed with more books and other reading materials to make possible special studies

and researches. Finally, for graduate studies the system of education in the United States is to a certain extent more advanced than in any country of the world today.

## CLOUD OF UNCERTAINTY

ENTRANCE INTO AN AMERICAN college or university is no doubt an exciting experience, but it may also be a terrifying one. It is not surprising that some students question the wisdom of the step they have taken and say to themselves — perhaps to others — "What am I doing here anyway?" For it is a generally accepted fact that the very first days of a foreign student in a different environment are the most trying. He comes face to face with a new language, new customs, a different standard of living, and above all, a new culture. While he is literally lost in a new world, he has still to achieve a relationship to the way of life of the country that is his host, and to the particular situational experiences he will encounter.

This problem of adjusting to life in a new country holds true for any foreign student enrolled in any educational institution in the United States. The foreign student at the University of Notre Dame is no exception. Answers given in the International Student Opinion Question-

naire which the authors conducted here bear out assertions made by authorities on other campuses concerning the problems of foreign students there. The major problems of the foreign student in general, and the Notre Dame student in particular, are divided into three general categories: orientation and adjustment, cultural and intellectual, and social. This article analyzes some problems directly connected with these three, with the end in view of formulating remedial measures to solve, or at least, minimize such problems.

#### ORIENTATION AND ADJUSTMENT

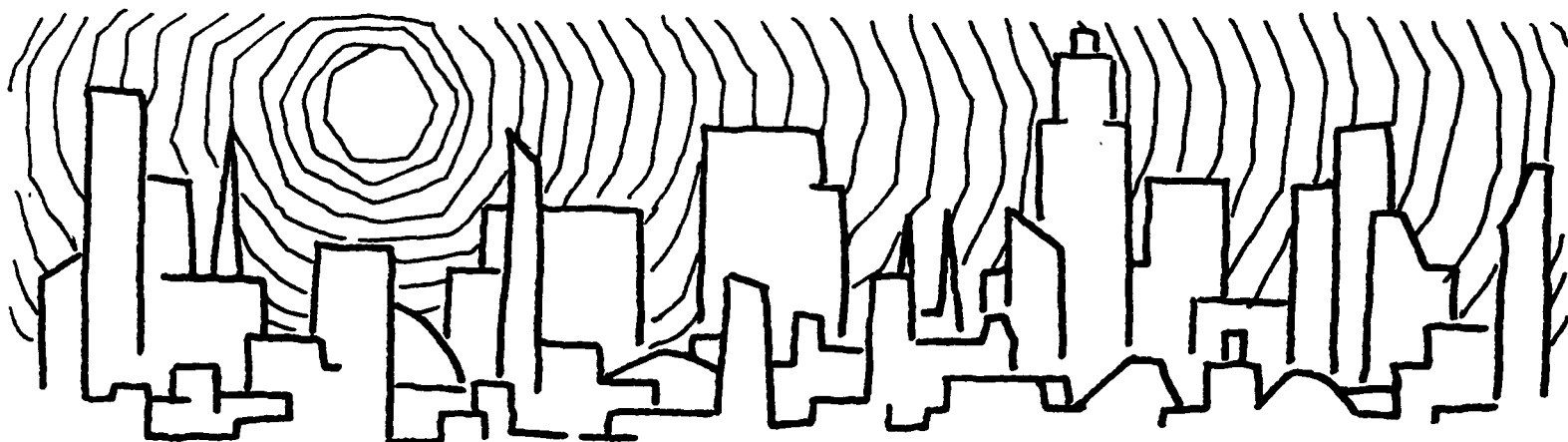
A foreign student usually finds

becomes apparent that apartment-hunting is his next big project. He arrives at a time when all available rooms and apartments near the school are already occupied or at least reserved, so when he finds one, he must be content with a room or apartment quite distant from the University. This is not the only problem connected with apartment-hunting. The student is also generally unfamiliar with rental rates or the standards of prices and runs the risk of being taken advantage of.

To the ordinary reader, the problems mentioned may not seem real problems at all. But no matter what we call them, they are still problems

a list of experienced families. The host writes to the student, giving information and suggestions, and usually arranges to meet him when he arrives. In the absence of an International House at South Bend, however, this proposal to all appearances would not prosper.

Yet, the function of the International House can be taken over by the CFM (Christian Family Movement, the only Catholic organization in the area which includes a Program for International Students) or by civic organizations such as the Jaycees or Rotary, which have shown so much interest in the welfare of foreign students studying in the South Bend



it difficult to adjust to life in a new environment. Were it not for self-respect, joined with a small amount of pride, he could get lost very easily. Now more than any other time, he needs — but very often doesn't get — the help of other people to understand the great dissimilarities he encounters. Part of the problem resides in a personal pride which refuses to acknowledge this state of confusion; another part is a lack of communication, cooperation, and coordination with the proper authorities. He cannot turn to his relatives and friends for help and encouragement. He finds himself at a loss and may regret ever having made such a bold step. How can he be helped? The standard solution is an Orientation and Adjustment Program.

From the airport or the bus and train stations, the student succeeds in picking his way to the University only to find himself headed for more worries. As he steps down from the bus or the taxi at the Circle, the first problem pops into his mind: "Where will I go now?" He was assigned to a campus residence, but he does not know where to find it among the seventy-five buildings scattered on the 1000-acre university campus, and there is no guide to help him. Generally he succeeds in finding his way. But what if he lives off-campus? It

that most foreign students at Notre Dame encounter at the onset. Only a properly implemented Orientation and Adjustment Program can help solve these problems. A foreign student should be made to feel from the time he sets foot on campus that he is most welcome and appreciated as a member of the University family. This can be done in many ways.

#### FOSTER FAMILIES

It is worth mentioning that some measures geared to help remedy the problems of the international student at Notre Dame were initiated in the past but failed. One such measure was the "Big-Brother Program." The proposal didn't work because the list of new foreign students was not available until after summer — making it impossible for experienced students to establish contact with the prospective new foreign students.

To fill the gap between the student's arrival at customs and his arrival on campus, Philadelphia's International House has set up a Host Family Program. When an exchange student is accepted by a Philadelphia college or university, his name is given to International House of Philadelphia, Inc., which sends him an invitation to take part in the program. If he agrees, he is assigned to a host family carefully selected from

area. The CFM has had an International Student and Visitor Program since 1957. Cooperating with the International Commission of Student Government, the movement organized last October here on campus the 7th Annual International Students' Dinner attended by foreign students from Notre Dame and St. Mary's College. Last December, several CFM families extended invitations to the foreign students to spend Christmas with them. One of the CFM leaders, however, sadly commented that the services of the organization have been only superficially utilized because of lack of communication with the authorities concerned.

Another proposal would be the orientation method used by the University of Washington in Seattle. New students arriving are met by their host families and will live with a Seattle family for a five-day period prior to moving into the students' residence halls or private residences. This is the time for the students to become more familiar with American English, the city of Seattle and American customs. It is to be noted here that it is the University of Washington that makes all these arrangements. Aside from these activities, there are also talks and symposia regarding immigration rules and regu-

*(Continued on page 31)*

# Developing To Maturity:

# CJF '64

by David Barrett

**I**N YEARS HENCE, CJF '64 will be remembered only as a stage in the development of a mature collegiate jazz festival. Notre Dame now has an infant with potential — a young genius that regularly displays its brilliance but also its youth.

CJF '64 was a success in terms of musical exposition. More groups played better this year than ever before. The high caliber of performance and the diversity of content provided an extremely interesting weekend for the serious jazz listener.

The above factors also contributed to a judging dilemma — selecting six finalists proved to be impossible. Three big bands were chosen and four combos. The big bands were aptly named: Michigan State University *Television Orchestra*, Northwestern University *Jazz Workshop Band*, and University of Illinois *Jazz Band*.

Michigan State and admittedly chosen one "extreme" of jazz philosophy; it operates under the principle that jazz education must inevitably be based on a thorough understanding of the jazz legacy. This viewpoint seems to be in accord with that of Leonard Feather's appraisal of CJF '63, that "too many of the contestants reflected in their work a rather shallow acquaintanceship with the heritage of jazz." Although the title "Television Orchestra" comes from an association with MSU's Communication Arts department we feel that the implication given is appropriate: a band that would appeal to the delayed taste and consumer appetite of the "average" TV viewer. This is *not* to say that playing stock numbers is to be avoided. But nostalgia, no matter how much it educates and entertains, will not win at CJF.

Northwestern's Jazz Workshop Band depends (explicitly) much less on the past but nevertheless hesitates too much in not making its own statement about the future. Rev. George Wiskirchen states his position on originality at the college level as: "When is it better, or is it better, to present an original product of admitted musical inferiority or to reproduce a product of much higher musicality? This is an extremely difficult aesthetic judgment to make." The finished product of the Workshop shows his decision to be on the side of musicality. No one can deny that Northwestern made the very best use of the given material. Compliments must go to the rhythm section for providing the best swing underpinnings ever heard at CJF. And those trumpets cause ecstasies.

The University of Illinois *Jazz Band* apparently does not view college jazz

as a choice between originality and musicality. They met both criteria and won. Phrases like "dark and nomadic" and "dry-vivid-dusty" describe moods that can be set up only when a band is in complete control of itself.

The finalist Combos all showed a proclivity to originality. The Jamey Aebersold Septet, in addition to the inventiveness rampant in its solos, made good use of a cello. While this is not a new instrument to jazz it is not quite a regular occurrence either. The Belcastro Trio used cowbells and brake drums in "Niveous." This number, by Joe Belcastro and Guy Remonko, was awarded Best Original Composition laurels. The Jazz Interpreters, from Crane Jr. College, stuffed towels into two saxes and added a muted trumpet to achieve a novel "strained" sound effecting the oriental influence heard in many numbers during the festival. The Billy Harper Sextet from North Texas State invented new time signatures as it went along. The listener could easily tap out the rhythms, provided he had three feet.

**A**PPLYING THE CRITERIA of inventiveness and musicality to the finalist combos did not effect an obvious elimination. Eventually, considering questions of taste and definitions of jazz, the field was narrowed to Jamey Aebersold and Joe Belcastro. All we can say from here is that septets found more favor than trios.

The strong point of the Jamey Aebersold Septet lies in the fact that a tremendous "group feeling" is present to balance the highly articulate solos. Also, an organized independence makes itself felt. For example, in one number the septet seemed to separate into three factions: a rhythmic base of piano, bass, and drums; the horns (oblivious to the obvious rhythm behind them); the cello (oblivious to all). They reached a common point for a while and then drifted off in separate directions. The cello was persuasive in solo passages but had a conspicuous foghorn effect in ensemble, possibly due to bad mike placement. From this group individual awards were won by Tom Hensley, best piano, and Dickie Washburn, best trumpet, attesting to the general excellence of the septet.

The Belcastro Trio was given a special commendation for excellent taste and superb musicianship. In addition to Belcastro, we expect to hear again from the Modern Jazz Interpreters, who get our award for Most Humble Acceptance of the Longest Applause, and the University  
(Continued on page 33)



# Football: a good beginning

"I AM not deaf, and I am not naive," said Ara Parseghian. "I know what the students are saying, the things they expect and hope for. They think this will be a new era in Notre Dame football, and they're right. I am determined that it will be a winning era."

It has been just over four months since Parseghian quit his job at Northwestern University and came to Notre Dame as its new head football coach, the first non-alumnus to hold such a position. Already, he has made considerable progress, and in last Saturday's scrimmage, his first team gave a very creditable performance.

There was, to be sure, room for improvement, but there was no room for student enthusiasm. Of that there was an abundance. If the objective observer saw flaws in the Notre Dame team, the student-fan saw only good. "Ara Parseghian," enthused one senior, "is the greatest thing that ever happened to this place."

During the scrimmage, Parseghian and his staff chided at times, praised

1958, and the students have anxiously awaited a Messiah to lead them from the football wilderness.

Still, disappointment after disappointment has made the student body critical and cautious, and it would not have accepted many new coaches the way it has accepted Parseghian.

He is warm and personable, aggressive and enthusiastic, and — most of all — confident, and these qualities have rubbed off on the players and students.

He has a reputation as a great developer of talent, and particularly of quarterbacks: at Northwestern, he produced two first-rate signal callers in Dick Thornton and Tommy Myers. This reputation doesn't hurt a bit at a school which has had chronic quarterback problems for five seasons.

Parseghian is also an excellent organizer, as the students discovered after watching just a few practice sessions. Finally, his acceptance lies in the fact that he is a near-fanatic on conditioning and fundamentals. In the first half of spring practice, his teams have occasionally been sloppy, but have never lacked a zest for hitting.

Also interesting is the emergence this spring of several relatively unknown players, chief among them halfback Rassas (*see cut*). Last fall as a sophomore, Rassas saw not a minute of action until the final game, against Syracuse. Then, subbing for injured Bill Wolski, he wound up as the game's leading ground gainer.

Not only has he been among the top rushers in every scrimmage of the spring, but he has developed into one of the team's top pass receivers.

Rassas believes that Parseghian football is "good, sound football. He concentrates on the fundamentals of the game, just as Leahy did. He is trying to get 100 per cent effort from each of us, and in order to accomplish this, he keeps us running for three hours every day.

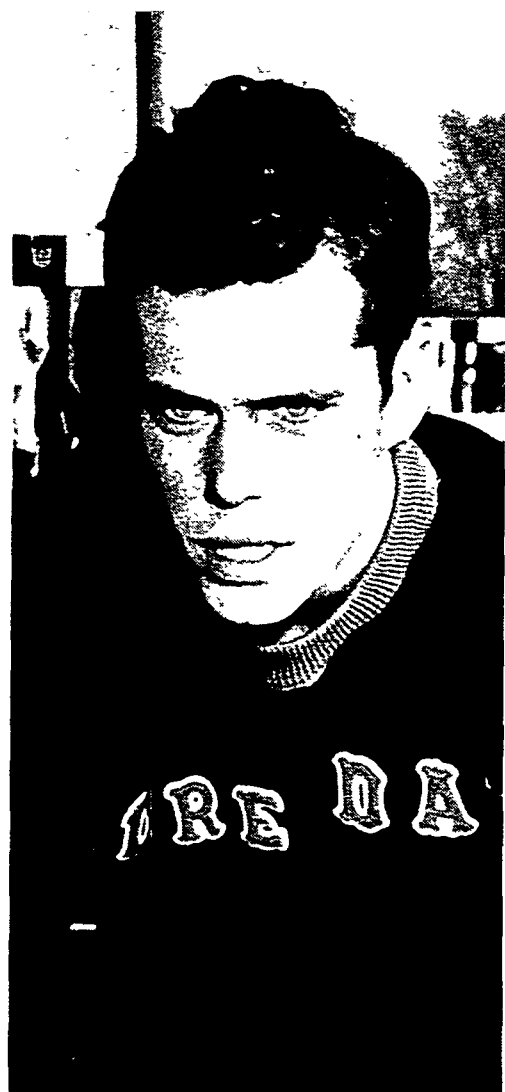
"The rotating drill system keeps us moving, and eliminates the boredom practice used to have. I think that by giving each player an equal chance, he has given the individual players more incentive and the team more unity. We're playing better together, as a unit, than we ever have."

The Irish still need a lot of polish. But Ara Parseghian is convinced that the team in top condition, the team that blocks and tackles with enthusiasm, is the team that wins football games. It is toward this goal that he and his staff are striving. His linemen have a motto: "Life, liberty, and the happiness of pursuit." That's a good start toward his goal.—REX LARDNER



at others. No matter what the outcome of the play, the crowd cheered for some player, either offensive or defensive; most of the plaudits, though, were for the running of halfbacks Nick Rassas, Bill Wolski, Dick Dupuis, and Pete Andreotti.

Parseghian's rapid acceptance by the Notre Dame student body is not really hard to understand. The Irish have not had a winning season since



# Too good to be true

Bill Boyle is Notre Dame's greatest quarter miler. But he is more: an excellent student and a remarkable man. by Terry Wolkerstorfer

NOTRE DAME, whatever its other merits, does have considerable variety in its students: some are outstanding as athletes, some as scholars; some are merely nice guys. In the last four years, I think, I have met more than a representative cross section. I have been impressed by some; some I like; others I respect. But I am awed by Bill Boyle.

It is not just that he is an athlete, *and* a scholar, *and* a nice guy. It is far more than that, for Bill Boyle is, in every sense of the word, just too good to be true. "What makes Bill so remarkable," says one of his teammates, "is his philosophy. Unlike most people our age, he has his whole life in proper perspective. He knows exactly what his ultimate goal is, and what he has to do to achieve it; everything he does is directed toward that end and, as a result, he has tremendous peace of mind."

Boyle is a man of strong conviction, and unlike many people, who are reticent to hold their innermost beliefs up to the light of public criticism, he is perfectly candid: "Life is short, and I want to make the best use of it I can. I tried to find out my reason for being here — the meaning and purpose of life — and I think I've found this meaning in the Catholic faith, which I believe is the best answer to the mystery of human existence. I believe that God loves me, and that I must do His will; this is my whole aim in life. God gave me certain talents and abilities, and I want to develop them the way *He* wants. Anything I do, whether running or studying, is an expression of my love for God."

As a devout Catholic, he leads a rigorous spiritual life: daily Mass and communion, even — as on track trips — when it involves great inconvenience; reflection; and considerable theological reading. But the real beauty of Boyle's spirituality is that it's for real; it is not put on, not phony piety. He would never even think of trying to impose his philosophy of life on anyone else. He is so unpretentious when talking of religion, in fact, that — discussing the fact that saints are ordinary human beings, subject to ordinary temptations — he once made the remark, "Even saints have dandruff."

Some people who know him only superficially believe him to be naive, and perhaps he is, to some extent. But

basically they mistake silence for ignorance. He has, for example, walked through the terrible squalor of the Harlem slums with a cop on the beat and, I think, is perfectly cognizant of the evil which exists in the world; he just doesn't talk much about it.

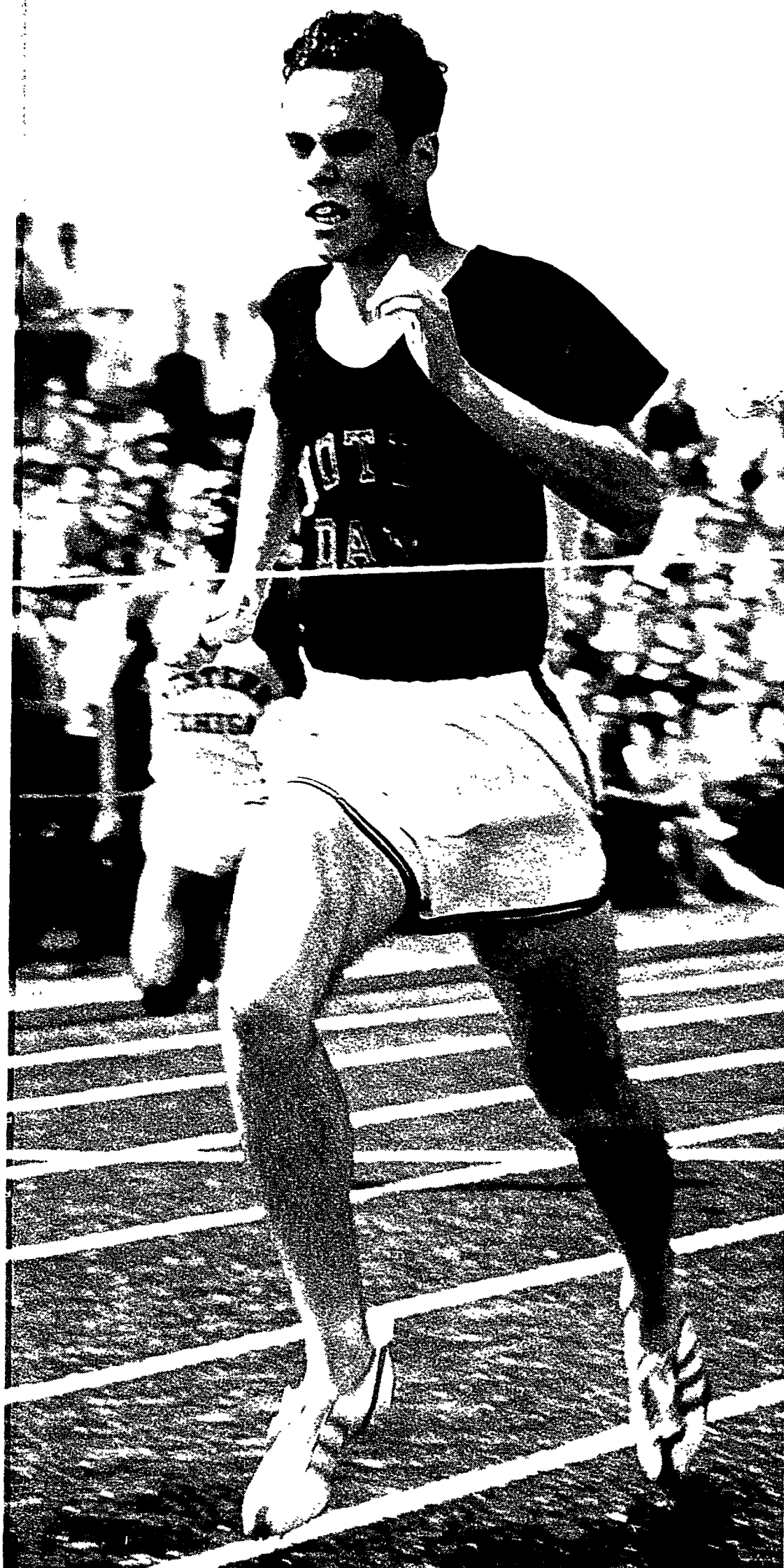
So much do his teammates respect Boyle that, rather than offend him, they keep constant check on their language and actions. Even the rather coarse conversation of the locker room moderates when he's around — although he would never criticize it.

The respect of teammates, at any rate, might be dismissed as nothing more than admiration for his accomplishments as a runner. This hypothesis holds little water, however, considering the personal esteem in which he is held by such world- and national-class runners as Bill Crothers, Al Washington, Robin Lingle, and Nate Adams.

It is as a runner of exceptional ability, however, that Boyle has gained most notice. He holds the Notre Dame freshman, Fieldhouse, indoor, and outdoor records for the quarter mile. His best time, 46.5, came on June 19, 1963, in the NCAA semifinals at Albuquerque, but his 47.9 in the indoor meet with Pittsburgh this past February was the world's best indoor quarter mile of the season. He has the potential to go under 46 seconds this summer, probably in the NCAA, AAU, or Olympic Qualifying meets — and should have a fair chance of making the Tokyo team as an alternate.

His attitude toward running is very positive, but very matter-of-fact: he knows he is better than most quarter milers, but also that there are a half-dozen or so better than he. Boyle believes, very simply, in running the best race he possibly can, and letting fate take its course; he will make every effort to beat a runner like Crothers or Mottley, even though he fully realizes his chances are slim. He is straightforward and honest about honors when he wins them, neither cocky nor falsely humble.

His greatness, like that of most athletes, is a product of two factors — natural ability and tremendous dedication and desire. Unfortunately, his potential has on several occasions been limited by injuries — an inflamed tendon which caused him to miss the entire indoor season as a



sophomore, and a strained muscle which has kept him out of action this spring. As a result he is extremely cautious, almost overly cautious, about injuries and illness.

Ever since his tendon injury, he has cut deep notches in the outsides of both street and running shoes, on the chance that the rubbing of the shoe might irritate the tendon; and his effort to sweat out a cold was classic — he bundled up in sweat clothes, closed the doors and windows to his room, piled on extra blankets, turned the radiator on full blast, and hopped in bed. But on the whole, he accepts his injuries with good humor: "If you have any foot trouble, come and see me," he quipped to Bill Clark. "I've probably had it already."

Even as a runner of considerable stature, he has remained completely unself-conscious, completely without pretense. At the Drake Relays, for instance, where even the least significant runner was decked out in his Adidas warm-up shoes, Boyle wore his street shoes with his sweat clothes, and couldn't have cared less what he looked like.

Despite the demands that running makes on his time, Boyle is an excellent student; he budgets his time so well, and is able to concentrate so completely when he is studying, that — as a philosophy major — he had a 3.8 average for the first semester. "I thought he was a conscientious student, but not an original thinker," says a friend, "until I got into a class with him. Then I discovered that he doesn't just throw material back at the teacher. He thinks things out for himself; he criticizes, evaluates, analyzes. And even if a course doesn't especially interest him, he buckles down and gets as much out of it as he can."

All this would be incredible were Bill Boyle not so real, so distinctly human. He has a hard time waking up in the morning, just like the rest of us. On one occasion, he sat bolt upright at the sound of the alarm clock, looked around quizzically, turned off the radiator, and tried to go back to sleep. Needless to say, the alarm persisted.

Were it not for these common human weaknesses, however, and for the fact that he is such a regular guy, I would often get the feeling that Bill Boyle is almost too good to be true.

# LONG ROAD TO TOKYO

by Tom O'Hara, Loyola University



THE MEN'S track and field team which the United States will send to Tokyo next fall will almost certainly be the best Olympic team in our history. The reason is that, for the first time, Americans will be contenders in the distance races as well as the sprints and middle distances. Distance running in the United States has undergone tremendous development in the four years since Rome; Americans, it seems, have finally gotten serious about training for the distances.

Track is uniquely amateur among major sports in that there is no chance to turn professional, and so for me — and for most track and field athletes — success in the Olympic Games is the ultimate achievement. Our greatest possible honor comes in representing our country in the Olympics, and our greatest possible glory in winning a gold medal.

I guess I've never been a positive thinker, but not until last summer did I seriously consider the possibility of making our Olympic team. Some kids, even when they're still in high school, have visions of being Olympic heroes. Not me. When I was in high school, I was too worried about beating the other kids in Chicago.

Last summer, however, I made a European tour for the State Department, with Dyrol Burleson and several other runners. I ran four races — in Russia, Poland, West Germany, and England. Two races — in Russia and Poland — were 1500 meters, one was 800 meters, and the fourth — in England — was a mile. The times were nothing special, but Dyrol — who won in Russia and Poland — was the only runner to beat me. For the first time I began to have confidence that I could run successfully in international competition. And my two best indoor times of this past winter — 3:56.6 at the New York Athletic Club meet and 3:56.4 at the Chicago *Daily News* Relays — gave me more confidence in my kick.

For all of us, however, the road to Tokyo will be long. My own training has been aimed at the Olympics ever since last fall; I hope to reach a peak for the National AAU Championships on June 27 and the Olympic trials on July 3-4, then take it easy for a week and start all over, aiming for another peak in the fall.

The competition for positions on our Olympic squad will be fierce. In the 1500 meters, the metric race closest to the mile, Dyrol Burleson, Cary Weisiger, Jim Grelle, Morgan Groth, John Camien and I will probably fight it out for the three positions available, but we could be pushed by a number of other runners from the college ranks. It should take a time of around 3:40 or 3:41 to make the team.

Once we get to Tokyo, we'll have our work cut out for us: beat Peter Snell. Snell did not run extremely well during his American appearances last summer, and seemed a bit out of shape. But his 1962 season, when he set the world record of 3:54.4, is a better indication of what he can do, and he is clearly the man to beat.

Herb Elliott set the Olympic and world records for 1500 meters during the Rome Olympics, when he ran an amazing 3:35.6 — roughly the equivalent of a 3:52 mile. Although it is possible, depending on conditions, that 3:37-3:38 might win at Tokyo, I believe there is an excellent chance that Elliott's record will be broken. Distance running has improved that much, even in four years.

Regardless of whether I win or lose at Tokyo — or even whether I get to Tokyo — I intend to keep running until the 1968 Olympics at Mexico City. But a lot of things can happen in four years, and 1964 is the year of opportunity.

*The Scholastic*

# SCOREBOARD

**TRACK:** In a rut, Notre Dame took five fifth places at the Drake Relays: in the university mile (Frank Carver), the three-mile (Rich Fennelly), the four-mile relay, the distance medley relay, and the high hurdles (Pete Whitehouse). Whitehouse's 14.2 in the preliminaries was the best hurdle time of the meet.

## SCORES

### Baseball

Notre Dame at Northwestern,  
rained out  
Michigan 2, Notre Dame 0  
Ohio 11, Notre Dame 1  
Ohio 3, Notre Dame 1 (10 innings)  
Western Michigan at Notre Dame,  
rained out

### Golf

Northwestern 25½, Notre Dame 10½  
Notre Dame 25½, Northern Illinois  
10½

### Tennis

Notre Dame 8, Purdue 1  
Notre Dame 7, Iowa 3  
Notre Dame 6, Wisconsin 3  
Notre Dame 9, Marquette 0

### Lacrosse

Notre Dame 13, Defiance 2

### Rugby

St. Louis Bombers 5, Notre Dame A's  
5  
Wisconsin 18, Notre Dame B's 5

## SCHEDULE

### Baseball

May 2, Illinois Wesleyan at Notre  
Dame (2 games)  
May 5, Michigan State at Notre Dame

### Tennis

May 1-2, Indiana and Illinois at  
Champaign  
May 6, Kalamazoo at Notre Dame

### Track

May 2, Army at Notre Dame  
May 4, Indiana State Meet at Lafayette

### Golf

May 2, Purdue, Illinois, Ohio State  
at Lafayette  
May 4, Indiana State Championship  
Matches at Notre Dame

### Rugby

May 2, Chicago Invitational Tournament at Chicago

### Lacrosse

May 2, Michigan State at Notre Dame

May 1, 1964

# Voice in the Crowd

IT WAS September 24, 1960. We were watching our first Notre Dame football game as members of the Class of 1964. We were a little awed, perhaps, by the spectacle, the spirit, the tradition; but we accepted the 21-7 victory over California without question, as a phenomenon to be expected at Notre Dame — much like snow in an Indiana winter.

Four years have passed since that September, passed quickly, and suddenly we find ourselves seniors, only a few weeks from graduation. At a school such as Notre Dame, where life and spirit are so intimately bound up with athletics, it is inevitable that some of our most vivid college memories are of sunny Saturday afternoons like that first one.

All, unfortunately, were not that sunny. Notre Dame athletics have provided us with some memorable moments, to be sure, but also with some bitter disappointments.

Our initial optimism was short-lived: the second game of that 1960 season was with Purdue. The Boilermakers outscored the Irish 31-0 in the second quarter, and eventually won 51-19. It was quite a traumatic experience for freshmen who equated Notre Dame with winning football. Notre Dame lost seven more games that season, before winning the finale with Southern California.

Things were bound to get better, or so we thought. Though the record was better in 1961, the season may have been even more frustrating. The Irish obviously had superior material; they won their first three games impressively, were ranked fifth in the nation, and had aroused our hopes; then George Saimes scored twice in the second half of the Michigan State game, and completely destroyed Notre Dame's aspirations for a successful season. The slide from 3-0 to 5-5 was anticlimactic.

Our third year at Notre Dame brought another 5-5 season, albeit an unusual one: an opening-game win against Oklahoma, four massacres at the hands of Big Ten foes, four wins, and a closing-game loss to Southern Cal. Again a winning season was so near . . . but yet so far.

Our final season began with a new coach, Hugh Devore, and with renewed hope. It was, perhaps because it was our last, the most disappointing of all. Indeed, it was very much like the first, except that the two wins came back-to-back in the middle of the season, rather than at the beginning and end.

But, if only because of their rarity, moments of glory were savored all the more. Some, I'll remember for a long, long time: Angelo Dabiero's 51-yard scamper for the first touchdown of 1961; Joe Perkowski's overtime field goal, which gave the Irish a 17-15 win over Syracuse in one of the classic finishes of football history; Jim Kelly's 11 catches, three for touchdowns, in the 43-22 win against Pitt; Don Hogan's 59-yard spurt around left end in the North Carolina game; Tommy MacDonald's interception and 62-yard return, for Notre Dame's first touchdown against USC in '63; Bill Pfeiffer's violent tackling in that same game; and Frank Budka's surprise running which finally overcame the Trojans and gave Notre Dame its single moment of glory for the season.

There were other highlights: Bill Crosby's 8-point job on Tony Jackson as Notre Dame beat St. John's, 63-62; basketball's Year of the Sophomore; Tim Reardon's unprecedented fourth Bengal Bouts title, and his award from the Senior Class of 1963; the spectacular wrestling of Ed Rutkowski and Dick Arrington; Shaun Fitzmaurice's 1963 hitting spree; Mike O'Connell's 64 for a Burke Course record; our cross-country team's unheard-of six-way tie for first against Indiana; and Bill Boyle's 47.9 quarter mile in the Fieldhouse.

Fortunately, time works wonders with the memory, and as the next four years pass, the disappointments will be nearly forgotten, the moments of glory recalled even more vividly. Still, I can hardly help wishing that Ara Parseghian had come to Notre Dame four years sooner.

— TERRY WOLKERSTORFER



# Golf, 1964:

## a very unusual team

**E**VEN IN collegiate golf, a unique kind of team sport, Notre Dame's 1964 golf team stands out as being highly unusual.

Golf is a team sport only in a very limited way — the scores are totaled at the end of a meet. It is essentially an individual sport, and a golf team consists of six individual players who need rely on one another in no visible way: there is no need for teamwork, encouragement, or advice. A team can be highly successful without any of these qualities, which are the essence of other sports.

But this Notre Dame golf team has all these qualities; the players have a real desire to win as a team.

It is also an unusual team in that four of the six players are in their first year of college competition, and three are only sophomores. Captain Mike O'Connell (one of the few juniors ever to captain a Notre Dame team) and Jim Hiniker, also a junior, are the only returning lettermen; Jim Tenbroeck, although playing on a college team for the first time, is a senior; and Charlie McLaughlin, Bill Regnier, and Pat Danehy are all sophomores.

With the bulk of the season still to come, the team has hacked out a 6-2 record, built on victories over Western Michigan, Bowling Green, Northern Illinois, Dayton, Toledo, and Michigan State, and including losses to Western Illinois and Northwestern.

Considering, however, that these are the weakest teams on the schedule, and especially in view of Notre Dame's inexperience, it would appear that the Irish are headed for a mediocre season. Certainly O'Connell seems rash when he says, "I don't think we play a team from now till the end of the year that ought to beat us"; when a team has already lost twice to only-fair opponents, that kind of optimism is seldom justified.

Then again, this is an unusual team. . . . Most college golf teams have three good players and three potentially lucky ones. The difference between the lucky player and the good one is consistency, for in a game of precision, where a variety of factors influence every shot and every

round, consistency is a rare commodity.

It is a product of two factors, practice and competitive experience. Notre Dame's team is unusual in that it is willing to practice and practice and practice, and in that it is exceptionally well balanced. Although the lack of competitive experience has caused scores to fluctuate at times, Notre Dame has six players of almost equal ability.

This gives the Irish a rare advantage over many of the teams they play, and already experience is beginning to mold the team's desire to win, its willingness to work, and its balance into a consistent and formidable unit.

The improvement began as early as the unofficial matches played during Easter vacation. The first was a dual meet with Memphis State, generally one of the nation's golf powers. Though the Irish led through the morning rounds, the lack of practice took its toll, and Memphis forged ahead in the afternoon. The second was the Louisiana State Invitational Tournament, played several days later at Baton Rouge. Once again the disadvantage of coming from the snow-covered Indiana tundra proved insurmountable, and Notre Dame finished ninth in a field of twelve.

But an unusual team reacts to disappointment in an unusual way; rather than destroying the team's confidence, the losses seemed to bolster it.

The first official match was at home, and was played in gale-force winds which did everything but move the greens. Looking more like extras from *Lawrence of Arabia* than golfers, the Irish struggled through the required 36 holes, and wound up beating Michigan State and Western Michigan, but losing to Western Illinois (last year's small college national champions). The difference was experience: Western Illinois had its four top players back.

Four days of practice later, and with only a torrential downpour to battle, Notre Dame soundly trounced Bowling Green, Toledo and Dayton. Bowling Green was the closest of the

lot, losing 27½-8½. Experience was having some effect.

Last Saturday at Northwestern, the Irish lost to the Wildcats, 25½-10½, and defeated Northern Illinois by an identical score. Notre Dame lost because of inexperience away from home: used to playing the relatively easy and familiar Burke course, the Irish had forgotten the need for concentration. This won't happen again.

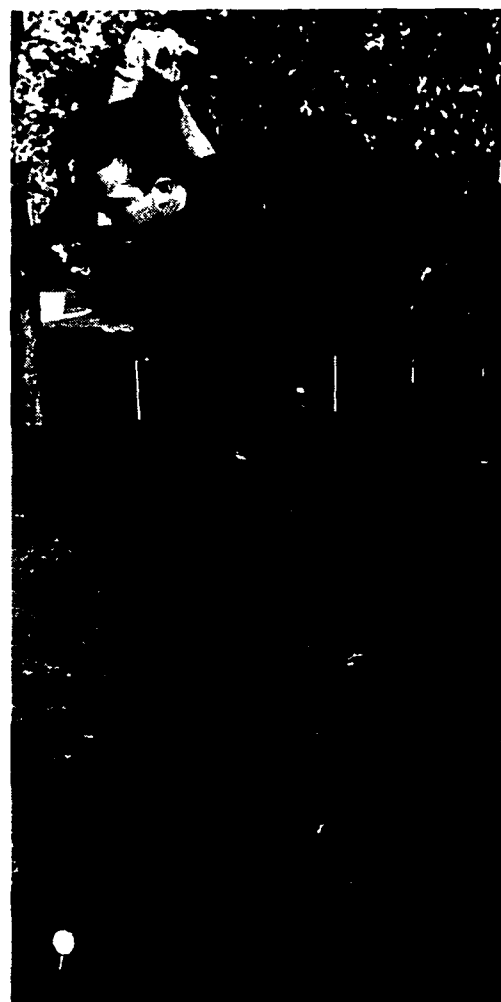
Only subsequent matches will reveal to what extent experience has developed, on the Notre Dame team, the consistency necessary in successful competitive golf.

The next two matches should be particularly significant. Tomorrow Notre Dame plays Ohio State, Illinois and Purdue at Lafayette. The Boilermakers are a perennial Big Ten and national power, and have already beaten Western Illinois this season. They will present a dramatic challenge to the maturing Irish.

On Monday, the Indiana State Championship Matches will be played at Notre Dame, and the Irish must defend the title which they won last year.

In either match, a loss would be a bitter disappointment. Perhaps not a tragedy, though, for this is an unusual team, and it seems to thrive on disappointment.

— JOHN WHELAN



Captain Mike O'Connell

## "International Student"

(Continued from page 23)

lations, financial matters like loans, scholarships, checking accounts, budgets, cars, jobs, etc., and discussions on the American academic system. The five-day affair is climaxed by a social event which includes a reception of the foreign students by the university president.

### FEELING AT HOME

**T**HE IMPORTANCE OF THE ORIENTATION and adjustment program is most often overlooked by school authorities who do not fully understand the immediate problems of a foreign student during his first days on campus. They simply shrug their shoulders and remark: That is all part of education; every student should learn how to solve his own problems. We do not doubt the wisdom of their words, but we do want to make them understand that foreign students are no different from other men — with their own moments of doubt, loneliness and fear. We do not expect the foreign student to be treated as a "rara avis," neither do we want him to be made the coddled or lionized pet of campus and community. We just want him to feel at ease in his new surroundings.

If the foreign student gets started without the proper spirit, his sojourn in the university may be but one of the big crosses he has to bear in life. He might even end up without obtaining a college degree. What he needs then at this time is personal help — personal help as between two friends. With such help, the foreign student will become aware that the university has done its part and that the next move is his.

### ADVISORY FACILITIES

**"H**AVE YOU MADE USE of the Office of the Foreign Student Adviser? What type of problem did you bring to this office (financial, emotional, social, academic, etc.)? Have your problems been handled to your

satisfaction? In what ways do you feel that the services of this office should be improved and extended?" These are some of the questions included in the questionnaire mentioned earlier. As was expected, nearly all those who returned the questionnaires answered the first question in the affirmative. Not a few, however, added the following remarks: "... but I go to the Office of Foreign Student Adviser only for registration purposes at the beginning of each semester." Regarding the last question, some presented good recommendations for the improvement and extension of the services of the Foreign Student Office. One student, for example, wrote: "A closer connection between the office and foreign students should be fostered. This can be achieved by informal meetings between the adviser and the students themselves." Another commented: "It seems to me the Office is not exactly well-informed on the circumstances of the foreign student; neither is it aware of the problems encountered by the students."

Foreign students arrive on campus variously prepared for what they will encounter. Some may have had excellent advice precisely geared to their expectations and to the resources of the institution in which they register. Others may have been improperly advised, or the advice concerning the institutional resources may have been correct but these resources may not fit the student's expectations and needs. Others may arrive on campus completely unadvised and with only vaguely formulated expectations and needs. The foreign students, then, at this crucial stage need an adviser. The very role of an adviser, like that of a therapist, makes him the natural and accessible source of advices and counsels, informations and recommendations to be followed for a certain course of action. He is looked upon as a father, friend and confidant. In several instances, he has even to play the role of "big brother."

The office of Foreign Student Adviser is certainly not a very easy

one, especially in bigger campuses where there are a number of foreign students enrolled. All problems that beset foreign students are often eagerly placed on his shoulders. He must listen to problems of the mind, of the "heart," and possibly of the pocket. He may be able to provide the needed advice, but he can scarcely be expected to discharge competently the individual academic and personal counseling that may be required of him. No matter how dedicated a Foreign Student Adviser may be, it is almost impossible for him to pay individual attention to each and every foreign student on campus.

### WHO IS TO BLAME?

**T**O THE QUESTION, "In what ways do you feel that the services of the Office of Foreign Student Adviser be improved and extended?" one student gave the following answer: "The Foreign Student Office should try to get in constant touch with foreign students, for instance, through social meetings. I have many friends studying in other universities. I often hear from them and they tell me that they are having a very grand time. They attend meetings, parties, etc., very regularly. In my point of view, social life for foreign students at Notre Dame is completely inactive." There is truism in the remarks. But who is to blame?

It is a tendency common to many students to put the blame on the adviser for the failure of an organization.  
(Continued on page 32)

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## "International Student"

(Continued from page 31)

tion to succeed. In a similar vein, according to the results of the questionnaire, it is the general sentiment of the foreign students to lay the blame on the Foreign Student Adviser for the inactivity of the IR group. The question is a delicate one and therefore requires a thorough analysis and consideration. It must be borne in mind that a cure is not possible unless there is a correct diagnosis of the illness.

For an organization to succeed, it needs the concerted efforts of both the members and the adviser. It is not a one-man affair; it is a voluntary association of individuals for a common end. Thus, if the foreign students' group in this school is to assume its rightful place in the University, both the foreign students and

the adviser must work together harmoniously. The adviser is in the best position to offer an informed and impartial point of view of great value to the foreign students as a whole. The adviser, because of the authority connected with his office, is in the best position to unite the foreign students with a view towards more active involvement in University affairs. On the other hand, the foreign students themselves must come out of their "shells" and participate actively in the different University organizations for which they think themselves qualified.

### THE SOLUTION

IN THE NEWS AND NOTES section of the March issue of "Overseas," the official organ of the Institute of International Education, there is an article concerning the recent appointment of two Deans of Foreign Students, one at the University of Cali-

fornia at Los Angeles, and the other at Southern Illinois University. This makes these two schools the first major U.S. universities on record to create the position of Dean of Foreign Students.

The question arises: But what has the appointment of a Dean of Foreign Students to do with our problem? The appointment of a dean whose sole duty will be to attend to the foreign students enrolled in the university will end all bickerings on who is to blame for the inactivity of the foreign students' group on campus. By devoting his whole time to the foreign students, he will be adding a kind of personal touch in his constant dealings with them. His frequent associations with them will lead him to understand them better, thereby creating an atmosphere of friendly cooperation and camaraderie.

(The next part of this article will appear in the May 15 issue—Ed.)

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## CJF

(Continued from page 24)

of Michigan Jazz Band, whose "Cerial" by Bruce Fisher wins our Second Best Original Composition honors.

In view of the recognition given to CJF by prominent jazz professionals, national magazines, and the U. S. State Department, we wonder why

the Music Department of our University cannot be interested enough to provide a decent piano for the festival "that will stand as the turning point in college jazz." Also, when we see the extensive backing given to jazz bands from Illinois, Michigan, Northwestern, Indiana, Michigan State, etc., we question the appropriateness of University policies "against" maintenance of our own jazz band.

While there were faults to be found in CJF '64 — particularly in the public-address system, announcing, and lack of coordination among judges table, stage, spotlight, M.C., and P.A. — we feel that a gain in maturity was evidenced. Congratulations to Sid Gage, John Borchard, Dan Ekka-bus, Bernie Zahren, Joe Stineman, *et al.*, for giving us a successful CJF '64.



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### ARE YOU VICIOUS?

The copy staff of the SCHOLASTIC is looking for trained young minds — students able to write, spell and/or type — to handle the mastication, digestion, and assimilation of each week's copy. Applicants must possess a sound moral and ethical background as well as a sadistic turn of mind. Contact Jack Pope, 232 Sorin Hall, or write to the SCHOLASTIC, Department of Health, Education, and Welfare, Local.

**Tom Hoobler . . .**

# **The Last Word**



**D**EAR MEL,

When you become editor of the SCHOLASTIC, there are several things you ought to realize. The first of these is that you never know how seriously people are going to take what you say; you can be sure that they'll miss the point, but more than that they'll ignore what you intended to be important, and play up something you hadn't realized you said. Part of this is due to bad writing, I guess, but more to the conditions that produce a desire in the students for something to Happen. People want to see "who

they've cut up this week," and are ready to see everything as a slam; this also works the other way, in that the people you write about are inordinately sensitive to what you say. This had to do with the perennial problem of apathy: people are unwilling to make things happen, but are consequently eager for somebody else to do anything that will break the boredom.

Remember, too, when you do make a constructive suggestion that does some good, you can't expect credit for it. There are too many people who want to have the glory of accomplishing something, deserved or not. You recall, for instance, when John Gearen told you that it was a coincidence that the day after our editorial urging action on the calendar change appeared, he was notified by the Administration that they had no intention of letting the matter drop.

But we've come to expect things like that from John. It's been one of the little ironies of my job that last year when I took over, it was the Gearen *Voice* that heralded the demise of the SCHOLASTIC and implicitly condemned those of us who took it over as incompetents and lapdogs of the Administration; as it turned out, it has been the SCHOLASTIC which has spoken this year for student rights, and the *Voice* which has bravely mouthed platitudes on such controversial topics as the "reading period" and the social significance of the Mock Convention (can any of us ever forget the perceptive comment: "O [sic] but it was fun.")? The *Voice's* brand of journalism, true, has earned it approving pats on the head from "T. M. Hesburgh, C.S.C." and Professor Stritch, who prefers the *Voice* because it "is at least quieter, if not much more authoritative." Wouldn't life be pleasant for everyone who is satisfied with things as they are, if we were all as quiet as the *Voice*?

If you become popular, you can be sure that you're falling down on the job. The people that ought to be criticized won't thank you for doing it, and the people that have to be protected won't realize you've helped them. That's all right; applause is unimportant. The highest compliment anyone can pay you is to read the magazine.

How you ought to deal with the Administration is a problem, since they've had a different posture toward us in each of the four years I've been on the SCHOLASTIC. I can remember in freshman year taking the copy to Father Bernard's office late at night, so that he could read it all personally before it went to press, and the many times he refused to let

us print articles and even a cover, which then had to be replaced at the last minute. Our editor that year, Chas Rieck, gave us our first push toward the freedom we have today by forcing the Administration to acknowledge its role as censor, and putting the grounds for individual cases of censoring on a basis that was at least consistent, if not always rational. The next year, Mr. Costello — who is the man most responsible for the freedom the SCHOLASTIC enjoys today — became sole judge of the copy until forces above the University level insisted on a clerical moderator as well. Still, Tom Weiss was able to print the first critical and generally free editorials in the history of the SCHOLASTIC. In my junior year, of course, the editors almost lost all the freedom that had been earned for them by printing editorials and articles that went beyond what was merely unwise or untactful — they were stupid and pointlessly antagonistic and offensive. When Mr. Costello quit for reasons of his own which were quite different from the editors' reasons for blowing up the whole controversy, they were unscrupulous enough to hide behind his respectability; actually, they treated him as badly as they had anybody by refusing to trust him with the knowledge of their editorials, which he as moderator was tacitly responsible for.

As you know, we didn't lose our freedom, but somehow emerged with what has been a complete absence of censorship or even of pre-examined copy. Whether this was entirely the intention of the Administration, I can't say; it *was* the Vice-President for Student Affairs who came to my defense in our only crisis. How long this freedom will continue is again impossible to predict. There is no specific written policy, and we have no real guarantee that some editorial in the future might again cause the SCHOLASTIC to be placed under a tight censorship.

For the immediate future, prospects are bright. You have freedom of the press, you have an excellent staff, all the SCHOLASTIC's enemies from last year have changed their minds or resumed their sluglike existence making snide remarks about the school and each other. Your only opposition will come from the people in student government, who are perennially worried that we will finally have to tell everyone what a useless sham the Student Senate is.

"Keep up the good work," he said. Keep up the good work yourself, Mel. And don't forget to change the photograph.

TOM

# FORD MUSTANG



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Ford Mustang . . . a car as American as its name. And one that aptly fits the dictionary definition: small, hardy and half-wild. Conceived as a nimble, sporty car, the Mustang offers distinctive styling in two tasty packages—Convertible and Hardtop. Both are 2-door, 4-passenger vehicles. The price? Sporty going never came more economically.

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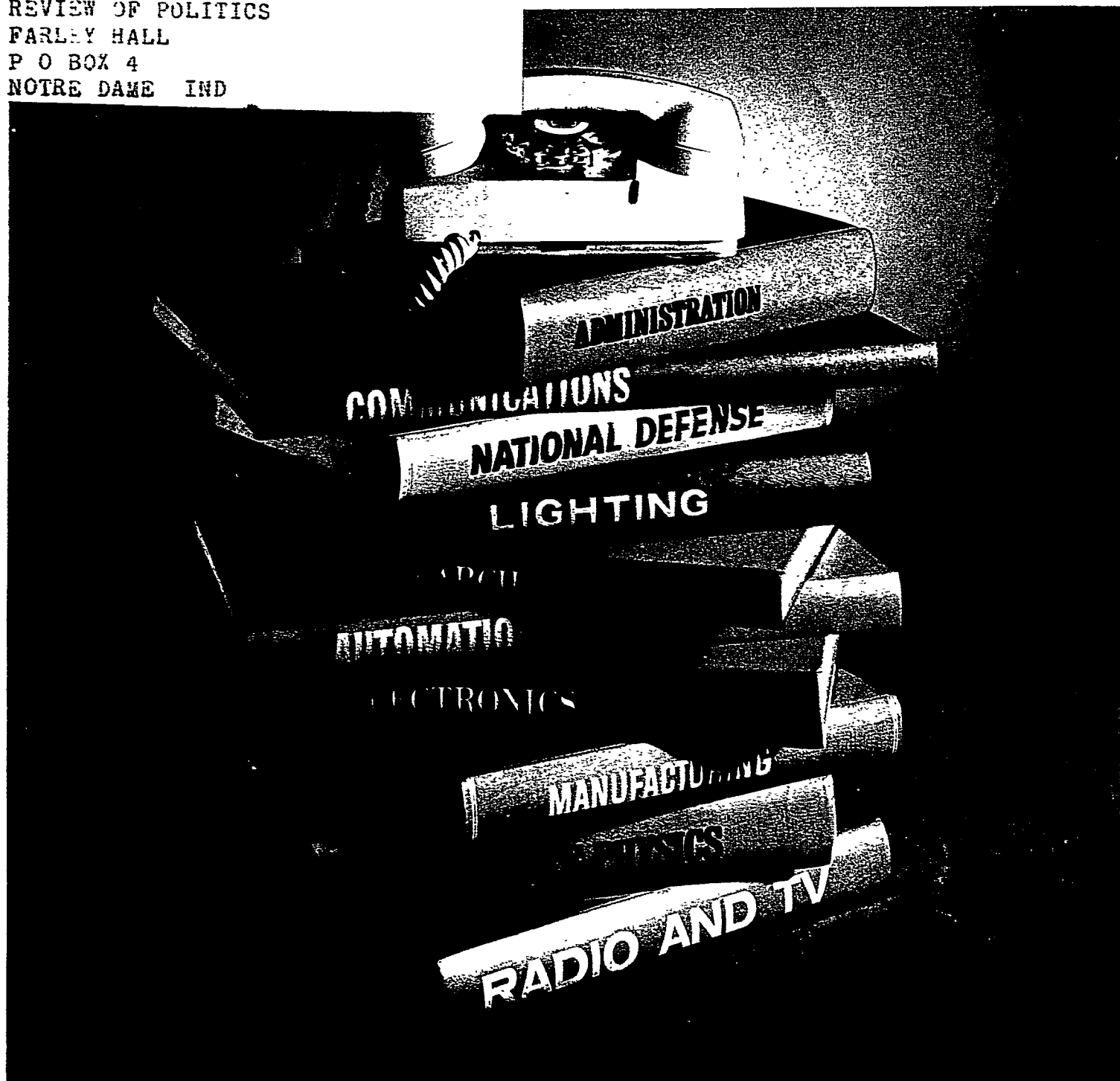


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