

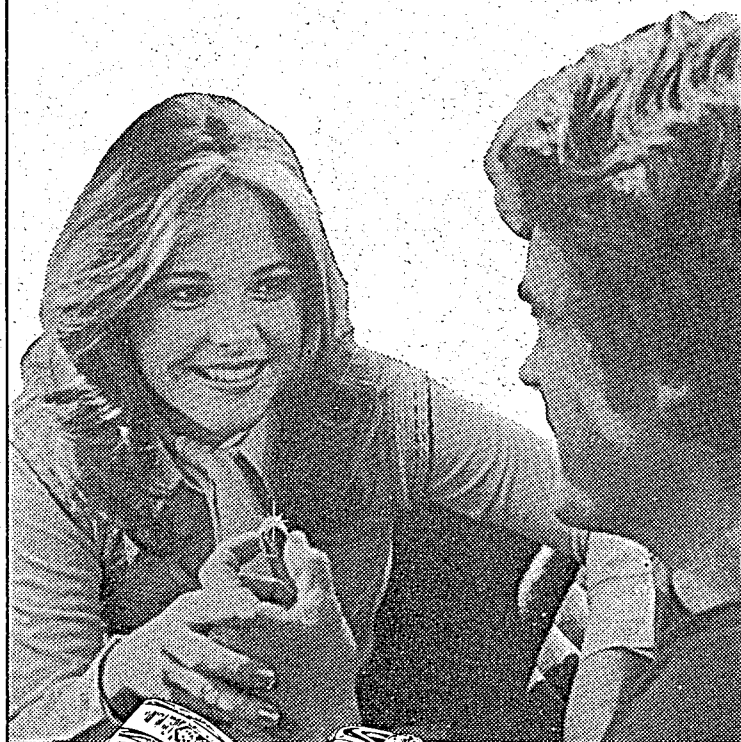
# Scholastic

November 5, 1976



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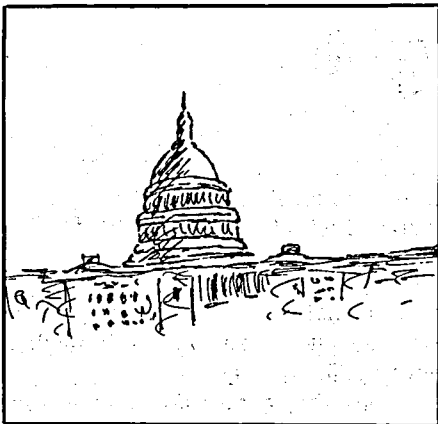
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# Scholastic

Volume 118, No. 4, November 5, 1976  
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# Civil Rights and Student Rights: Different Spheres of Freedom

by Barbara French

It is a home football weekend, the biggest game of the year. You and your roommate make a sign referring to the opposition in terms which are slightly less than tasteful. When your rector sees it hanging out of your dorm window, he asks you to take it down in terms which are slightly less than polite. You claim freedom of speech. He claims you'll soon be enrolled at your local community college if you do not comply with his order. Do you have a case?

You are a woman student applying for university employment. You are qualified to hold a specific position and have the job in the bag until they notice your name is Patricia and not Patrick. You accuse them of discrimination because of sex. They tell you to take your purse and leave. Can you fight it?

As a student in a private university, you are in a different legal setting than your friends at state schools. Your sphere of freedom is defined not by the constitution but by the administration and its policies. Many implications of this have come to light in numerous court decisions over the past few years. Private schools have become increasingly aware of the limits of their power under the law. At the same time, students are beginning to realize to what extent their civil rights are affected by their enrollment in these institutions.

"For the most part," according to Dr. Donald Kommers, Director of the Center for Civil Rights, "students here do not enjoy the kind of rights which are enforceable in a court of law." This means that a student at Notre Dame is bound to the rules and regulations of the University whether or not he believes in their validity.

Third-year law student, David Buchbinder, stated it more strongly. "Student rights are totally at the whim of the Notre Dame administration." Buchbinder, who works in the Legal Aid and Defender Association, is interested in Student

Rights law and is currently doing research in this area.

The subject of rights necessarily stems from the U.S. Constitution itself. Under the Fourteenth Amendment no state shall "deprive any person of life, liberty or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws." All actions of public schools, as functions of the state, are subject to the provisions of this amendment. Their actions are "actions of the state" and, as such, all students in public institutions are



David Buchbinder

guaranteed virtually every freedom granted in the Bill of Rights. Notre Dame, as a private institution, does not fit under this description of "state action" and is free from the responsibilities of the Fourteenth Amendment.

State action is the key to understanding the legal difference between a public and private institution. "An individual alleging that a private educational institution has deprived him of his constitutional rights must show that the institution acted on behalf of the state," explains Dr. Philip Faccenda, General Counsel to the University, in a paper dealing with the constitutional regulation of private col-

leges and universities. "If state action is not shown, a private school can be sued only as an individual citizen."\*

What this comes down to is that if a student at a private college felt that his basic civil liberties were being denied, he could, in fact, bring suit in the courts. But, before he could make a case of his individual complaint, he must prove that the school's actions against him were public in nature. If this is proven, then the private institution must submit to the laws of the state and the subject can claim a violation of his constitutional rights in a federal court.

What constitutes state action? It is a complex and rather nebulous legal concept because it is constantly being redefined by the decisions of the courts. Each time a case arises having to do with state action, it is handled individually. Specific circumstances must be weighed before the court is able to determine whether or not state action is present in a private institution. Because of this case-by-case interpretation, the only guidelines a school can follow regarding state action are precedents of the court.

"Generally," writes Faccenda in his analysis, "the actions of a private university are held to be state actions when the private institution is an integral part of the public purpose or when the state has such an active role in the private institution . . . that it must be recognized as a joint participant in the challenged activity."

If an institution like Notre Dame were ever challenged successfully in a court of law on the basis of state action, it would have terrific consequences for the University as a whole. All actions of the school

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\*Dr. Philip Faccenda and Kathleen Ross, "Constitutional and Statutory Regulation of Private Colleges and Universities," in *Valparaiso Law Review*.



would become directly subject to the Constitution of the United States. This would "change the essential character of the University," according to Buchbinder. "It would raise the question of the religious nature of Notre Dame. Crosses in the classroom would be in violation of the First Amendment clause barring the establishment of state religion."

Realizing these consequences, private universities must constantly be aware of the current decisions of the court in the area of school law. "When we talk about constitutional rights," remarked Dr. Faccenda, "we are not talking about the Ten Commandments, but a body of living law. It changes from month to month and we have to stay up on that. Dynamic law is our system and it must be handled in this way."

There are certain federal regulations which must be met by Notre Dame because of the federal subsidies it receives. These grants are not sufficient evidence of state action but do allow the government to impose regulations regarding policies of racial or sexual discrimination on private schools. Notre Dame, in its status as employer, is also subject to laws regarding labor standards, health and safety requirements and equal employment opportunity.

Getting back to the situations presented at the beginning of the article, it can be seen that the student who hangs a sign out his window has little chance of successfully challenging the University on the basis of free speech. He would be forced to prove state action by the University before the federal courts would even hear his plea. In a state school, the forced removal of signs might be a questionable action, in that the schools may only regulate free speech in terms of time, place or manner and not content. Unless a sign was blatantly obscene, a state school probably could not penalize a student for displaying it.

In the second case, that of sex discrimination in seeking a job, the woman would have legitimate grounds to sue the University. The federal government does have jurisdiction in a matter such as this.

Notre Dame, as well as all other private educational institutions, is subject to the Civil Rights Act of 1964 which provides equal opportunity in employment for all persons, no matter what their religion, color, sex or national origin.

Students at a private university may be under a different authority, yet Dr. Faccenda claims that the difference between their rights and those of students at state schools is not very great. "Leading private institutions will provide substantially the same rights to students that the Constitution requires public schools to provide, and many times even more." Faccenda noted that colleges have never been as conscious of the legal consequences of their actions as they are at the present time, in the face of increased litigation in this area. In his paper he states his conviction "that private universities would be

well advised to comply voluntarily with laws which admittedly only apply to the public institutions, because to do so will allow an orderly transition and prevent the risk of stricter enforcement which always attends an unfavorable judicial determination."

Though none fail to acknowledge the loss of immediate constitutional rights which accompanies enrollment in a private school, there are many who see this as the most favorable academic atmosphere. "I'm not sure I'm convinced that a university should have a firm structure of legality akin to the larger society," reflected Professor Komers. "We are a community, a family, and hopefully are bound by certain kinds of values and attitudes toward life which should protect us without a specific legal code." Komers professes a strong belief in the value of private education and its



Dr. Philip Faccenda

institution, which serve to strengthen the cultural and religious pluralism in America. Because of this, he feels that "a university can legitimately impose rules and regulations on the behavior of its students which are designed to maintain the uniqueness and distinctiveness of the institution as well as the cultural and religious heritage it represents."

Kommers believes that there is a definite distinction between the kinds of rules a school *could* impose and what they *should* impose. He stated that there is no legal problem in the specific policies Notre Dame chooses as a private institution, but that the policies followed should be liberal and compassionate. If a student, for instance, were accused of breaking the law, it would be up to the administration to take what it feels are necessary actions. "A university can properly expect behavior which corresponds both to civil law and the expectations of the school." In the same line, students should think of the responsibilities to fellow students, faculty and the community as a whole, according to Kommers, that correspond to their rights within the university.

Dr. Faccenda also emphasized the community aspect of a private institution like Notre Dame. "I think that we can explain anything that happens around here based on the fact that we are a university." He noted that in the past there was a common acceptance of the standards of the academic community and consequently no need for their justification over and against the law. "It came as a shock to the older generation when the younger generation questioned such things as civil law." Faccenda remarked that it was unfortunate that so many individuals within private institutions retreated to the law. "I don't like to see the segments of the University come at each other with lawyers. I think that is stupid."

Buchbinder, on the other hand, feels that Notre Dame student rights are being restricted by the University. Using the censorship of the student press through the denial of funds as an example, he claimed that the civil liberties of students are being violated by administrative policies. The recent regulation of WSND sportscasting, as well as the budget cuts to the *Scholastic*, would be in violation of the rights of the student press if

N.D. were a public university. The courts have stated that student communications in public universities and colleges cannot be controlled for purposes of content. Though it is hard to prove this claim against an administration simply on the basis of the denial of financial support, Buchbinder claims that at a state university the student media might win a court decision on these grounds. "It is a gross hypocrisy that the people who run this school travel the world screaming about human and civil rights while denying them to their own students."

Buchbinder doesn't believe that Notre Dame will ever be held "state action" in the courts. Being one of the most private of private institutions in this country, there will have to be many others challenged successfully with regards to this concept before the courts would ever touch Notre Dame. Because of this, Buchbinder suggests that if students want a guarantee of their constitutional rights and liberties, it is up to them to draft a bill of rights (the one from the Constitution would do) and have it accepted by the University administration. "And that's a difficult task," admitted the law student.

How well is one equipped to face the legal order of society after attending a school like Notre Dame? Faccenda points to the "quasi-sanctuary theory" that students sometimes possess. "Some students think they can get away with anything," he commented. Those who see the private university as a shelter from the laws are misled. "We are part of St. Joseph county and must abide by its laws."

In light of this, one may be concerned about the knowledge of civil rights one has upon leaving Notre Dame. Faccenda stated that, "Students should be aware that the outside community has limitations that are generally tighter than those within any school."

Dr. Kommers, on the subject of civic responsibility, remarked, "I would hope the University would be structured in such a way that students would be aware of their rights." Within a private university he added, "People should be given a large measure of freedom, margin for making errors."



Ronald P. Kommers



Joe Donnelly

## Speak Softly But Carry a Big Stick



Ted Robinson

by Tom Westphal

"Hello! Speaking of Sports! You're on the air!" With these words the radio announcer greets a curious sports enthusiast. These few words, however, are not lost in a sea of air-waves but are the trademarks of a sports talk show that is fast becoming as much of a tradition here at Notre Dame as the Irish Guard.

"Speaking of Sports" originated four years ago when Rocky Maurasco and Mark Arminio recognized the need for a radio show with a talk-about sports format in the Notre Dame community. The two were familiar with this type of programming and felt that a sports show would be very successful on such a sports-minded campus.

With Maurasco's graduation, Arminio took over the broadcasting reins and molded "Speaking of Sports" into the popular phone-in sports show that it is today.

Serving as Mark's apprentice during the past two years was Joe Donnelly, who now hosts and directs the show. His endeavors at WSND have ranged from a five-minute weekly sports show to play-by-play hockey and football to hosting the talk show. Assisting Donnelly this year are Paul Hess and WSND Sports Director Ted Robinson.

"Speaking of Sports" devotes most

of its one-hour time segment to questions and comments phoned in by listeners. Recent sports scores and news are reported periodically throughout the show. Topics of discussion vary from Notre Dame athletics to college football to professional sports. Individual players, coaches and teams are all possible targets for the sports enthusiast who cares to publicly vent his views.

During a recent early October broadcast, for instance, the major league baseball playoffs were the major topic of discussion. Donnelly and Robinson related the scores of the day and gave in-depth analyses of each team's chances to win the World Series. Callers asked for play-off predictions as well as prognostications on the upcoming Notre Dame basketball and hockey seasons.

A major sports issue this fall has been the refusal to allow WSND to broadcast Notre Dame hockey. On his October 10 broadcast, Robinson voiced a very demanding and persuasive plea for independence. He felt that the administration's ban on hockey broadcasts signified an infringement on the media's right to freedom of expression.

The obvious necessary ingredient for a successful show of this nature is response of the listeners. Accord-

ing to host Donnelly, "So far this school year, many people have been calling up on Sunday nights keeping our phones busy, which seems to indicate that we are doing a good job."

A problem often encountered in phone-in talk shows is listener apathy or ignorance of sports topics. Not so at Notre Dame. "People around here are very sharp on sports," insisted Donnelly, "and 'Speaking of Sports' gives the listeners the opportunity to be armchair quarterbacks and voice their personal opinions over the air."

When asked what a talk-show host contributes to the success of the program, Donnelly replied, "Respect for people who call in, a good sense of humor and a quick wit. Active participation by the audience, however, is the major reason for success."

In the past, "Speaking of Sports" has featured a few N.D. varsity athletes, and Donnelly hopes to have more guests in the future. Coaches Lefty Smith and Digger Phelps are a couple of big names that the show would like to attract. Guests such as these would, it is believed, build up the listening audience tremendously.

"Speaking of Sports" is the only time, as Joe Donnelly puts it, "where you, the listener, can be the coach."

# The Renaissance Man

by Annemarie Sullivan

Which professor at Notre Dame has served as an editor of the *Encyclopaedia Britannica*, has raised brussels sprouts and plans to raise the original French wine grape next year, designed his home library according to the divine proportion, has eight children, is a firm believer in classical, well-rounded education, and is an excellent model of such an educated man? He is Dr. Otto A. Bird, one of the most versatile and fascinating men at Notre Dame. He is also the author of *Cultures in Conflict: An Essay in the Philosophy of the Humanities*, which was recently published by Notre Dame Press.

Dr. Bird's interest in agriculture might easily be traced to his father, a gardener and a lawyer, and to his grandfather, a farmer. But to deter-

mine the source of his distinctive interest in education, literature and philosophy is more difficult. After high school in Arizona, Otto Bird studied in the English Honors program at the University of Michigan at Ann Arbor. Looking back, he once remarked, "As an undergraduate — at least as a senior — I was interested in two things: poetry and love. The connection is not always fortuitous. In my case, it led not only to marriage, but to my Ph.D."

Love and poetry were the basis of Otto Bird's master's thesis at Michigan on the medieval love lyric. His study of medieval literature led him to the University of Chicago to learn more about the philosophy and theology of the same era. In the fall of 1936, the University of Chicago was

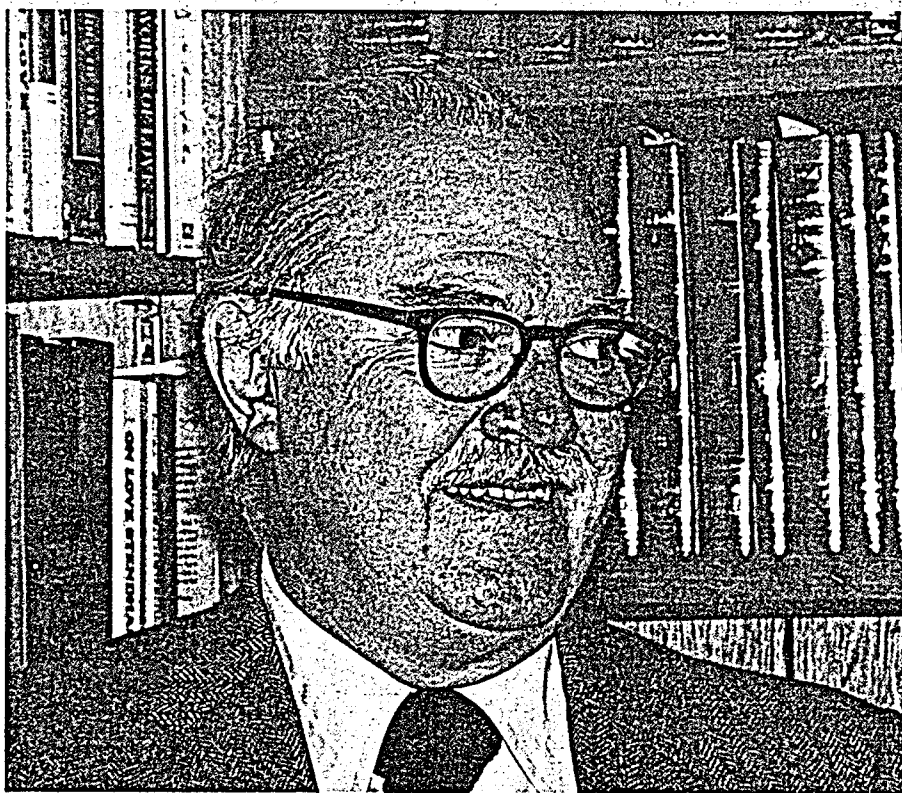
the center of a revival in research on St. Thomas Aquinas and Aristotle. The Committee on the Liberal Arts had just been established under the direction of Mortimer Adler, Scott Buchanan and Richard McKeon. The great emphasis on medieval studies and on the theory and history of the liberal arts influenced his later accomplishments.

Dr. Bird then went to the University of Toronto, where Etienne Gilson had established the Institute of Medieval Studies, in order to complete his doctoral studies. He considers his teacher at Toronto to be one of the strongest influences in his academic career. Dr. Bird explained, "Etienne is my model and ideal of an historical scholar. I admire him and I owe much to him."

During World War II, Dr. Bird taught at St. John's University in Brooklyn and wrote for the Center of Information *Pro Deo*, an international Catholic news agency. After the war, he returned to Chicago to work with Mortimer Adler on the *Synopticon*, an index of the *Great Books of the Western World*.

Because of Dr. Bird's reputation and experience with the great books and the liberal arts, Fr. John Cavanaugh, president of the University of Notre Dame, asked him to start the General Program of Liberal Education at the University. In 1950, Dr. Bird began as director and professor in the newly founded department; he served in both capacities until 1963. In 1963, he was presented with the Notre Dame Faculty Award for outstanding services.

"The 14th year after starting at Notre Dame was my first opportunity for a sabbatical, which I took in order to work on a book for Adler's institute: *The Idea of Justice*.





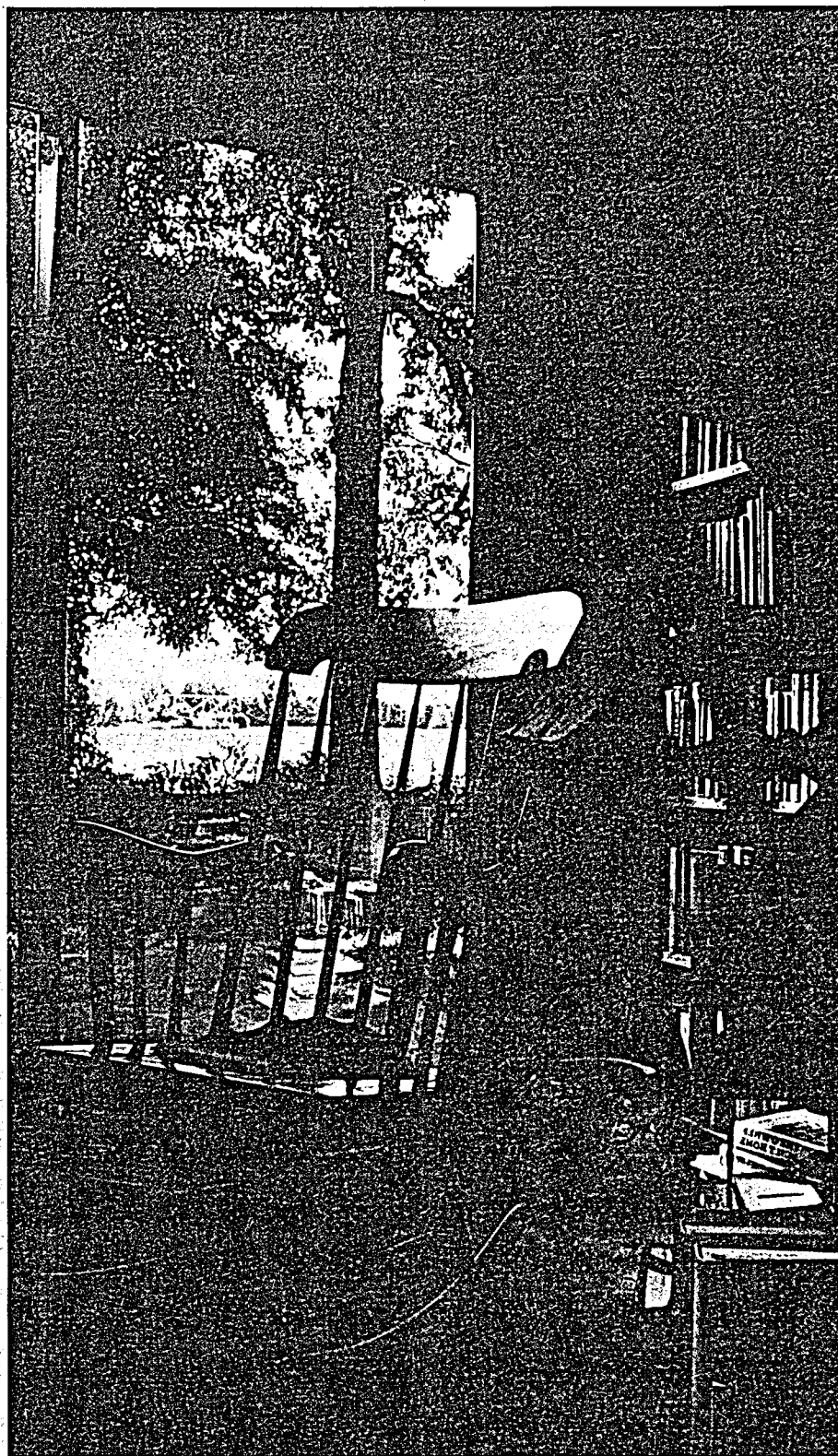
From 1964 until 1970, I also served as an executive editor for *Great Ideas Today* [an annual publication by *Encyclopaedia Britannica*]." In the late 1960's Dr. Bird served as a member of the planning committee responsible for the new edition of the *Encyclopaedia Britannica*, also under the direction of Adler.

"Mortimer Adler is my other most important teacher," said Dr. Bird. "He gave me the opportunity for experience and provided outlets for me. Much of my work is the result of the outlets his institute provided."

Dr. Bird accomplished the actual writing of his most recent book, *Cultures in Conflict*, in 1973-74 as a fellow at the Institute for Ecumenical and Cultural Research at St. John's Abbey in Minnesota. In 1974, he returned to Notre Dame, where he is now a professor in the General Program of Liberal Studies. Since his arrival in 1950, Dr. Bird has seen many changes in the General Program's method of studying the classics. G.P. students used to have a language requirement of French and Latin, and they used to read more of the classics than they do now. However, Dr. Bird still values his experience in teaching and still appreciates the main objectives of the program which have not changed.

"My great delight in teaching in the General Program is that the common academic background of the students and the reading of the great books encourage really good discussion." Dr. Bird feels that the discussion in the G.P. classes is as much of a learning experience for himself as for his students. He began *Cultures in Conflict* by acknowledging that the G.P. experience helped shape the development of his book. His students unquestionably benefit from his experience and knowledge, and they enjoy his entertaining stories and unusual tidbits of information.

This is Dr. Bird's final year at Notre Dame. He plans to retire in southern Indiana where he will build, with the help of his family, a house which he has already designed. He



will continue to pursue his avocation of agriculture and his vocation of intellectual culture by establishing his own vineyard and by writing.

Otto Bird, like 19th century humanitarian Matthew Arnold, is "above all, a believer in culture."

# Toward A Psychology Department of Being

by Michael LaValle

*Michael LaValle is a graduate student taking courses in the Counseling Program of the Psychology Department at Notre Dame.*

Several years of discussion and planning culminated this past June when the Counseling Program officially became a part of the Psychology Department. The merger marked the end of an Education Department that had functioned with little cohesiveness. It was also an attempt to broaden the scope of a young psychology program.

Prof. Paul Banikiotes, Director of the Counseling Program, explained the operations of the education curriculum: "To look at literature and see what was being offered would lead one to think the department was enormous." Counseling was only a part of the department; degrees were also offered in history of education, religious education, and several other areas. "With only 15 faculty members, it seemed as though one professor was responsible for an entire program."

The merger provides several means to "firm up" the Counseling Program which received its American Psychological Association certification in 1972. Students are now exposed to more expert training in statistics and can pursue interests in social psychology and applied behavioral analysis which were not available to them before. Additional core requirements, while not an altogether pleasing result of the union to graduate students, are designed to meet requirements of the profession. "Students really have more identification

as psychologists since the merger," related Banikiotes. There is now an increasing range of dissertation topics to show the merger's stimulating effect on counseling students.

The process of merger, however, was not uncomplicated. The idea met with great resistance from members of the Psychology Department right up until a final decision was reached. When the department was formed in 1965, a deliberate choice was made by the University to follow primarily an experimental-research orientation, as this was the direction of the field at the time. Subsequently, many

faculty members had serious doubts that the Counseling Program could enhance the department's value to the University and to the discipline.

Perhaps the most unenviable position of all was held by the Department Chairman, John Borkowski. Away on sabbatical, Borkowski was faced with mediating between the feelings of his colleagues and his own belief in the benefits of merger both for the Counseling Program and the Psychology Department. From Borkowski's point of view, the main advantages for the department were the expansion of the range of course



offerings in the undergraduate curriculum and the solidification, yet enlargement, of the operating base of the graduate program.

Borkowski worked hard for their merger, feeling that it responded to both the desire of the administration to broaden the department and his concern for conditions enabling faculty members to pursue their own interests without taking on other responsibilities.

Expanding the department comes as a breath of fresh air for many students, psychology majors and non-majors alike. The seemingly narrow orientation of the faculty prior to the merger has been an issue of great concern among students. "It would be foolish not to respect the behavioral or learning point of view that we are taught because it is prevalent today. But to see other ideas disregarded and even downgraded because they don't agree with those of the professor or with what is currently fashionable seems even more foolish," notes a senior psychology major.

Initial efforts to offer different viewpoints are found in the humanistic and analytical theories courses taught by Prof. William Tageson. Student reaction to his approach is quite favorable: "He has a bias like everyone else. But he really helps students see where other points of view fit in or contradict his preference." Tageson admits to "feeling alone" in the type of material he presents but expresses the hope that the merger will initiate a more diverse range of thought for students to explore.

Another psychology major remarks that learning different approaches to psychology has meant having to approach the theology and philosophy departments. "And often that doesn't help because those courses are theological or philosophical approaches to psychological issues."

Fr. David Burrell, chairman of the Theology Department, suggests that part of the problem is one of location. Aside from the Music Department, psychology is the only depart-



Professor Paul Banikiotes

ment in the College of Arts & Letters with offices in a separate building. While room is needed for research laboratories, Burrell points out that the separation hinders exposure to new ideas. "What often gets a teacher thinking is an informal discussion over lunch or in the hallways with a colleague from another department."

Borkowski concedes that the physical arrangement is a hindrance, but one that can be overcome. "Psychology can probably interrelate with more disciplines than any other area." Citing psychology as an attractive preprofessional major and an excellent complement to most other majors, Borkowski has high hopes for increasing interactions between departments. "What I would like to see is for psychology students to complete their major requirements

early. Then the senior year can be spent pursuing interdisciplinary inquiry with a thematic concentration." Currently, such a possibility is available in linguistics, where the topic is dealt with in the English, philosophy, and modern language departments as well as the Psychology Department. The aging program in the Psychology Department is increasing in popularity among students largely through the efforts of Profs. John Santos and Donald Kline. This topic, having roots in sociology, theology, and economics, would seemingly benefit a great deal from such an interdisciplinary approach.

Borkowski points out that the development of such programs must arise from student interest. "This type of program requires professors getting together, becoming ac-

quainted, and earning each other's trust and respect. To become involved in such a process on top of their already busy schedules would require that students really want it to happen."

With the many possibilities for expansion, Borkowski cautions against expanding at the sacrifice of current departmental strengths. While a department's national ranking is difficult to document, the success of the psychology program, even before the merger, is impressive. The best indicators are placement into top graduate schools and subsequent successes in the field. "Almost all the students who apply to graduate school from our undergraduate program not only are accepted but perform at the top of their class. Many of the majors have done quality research and the publication record of psychology students is a unique characteristic of the department." Borkowski feels it is important that the department not lose track of the direction of its past efforts which have earned for the program the reputation of excellence it now holds. Banikiotes concurs: "Different approaches must be integrated, but the fact remains that no matter what area of psychology one plans to enter, coming from a research-oriented undergraduate program virtually insures a person of more opportunities."

The issue of how much the department should expand its offerings to students boils down to conceptions of the role a university department plays in education. Borkowski views the reaction to the department's orientation as partially related to the people and the tradition at Notre Dame. Referring to the theological atmosphere at the school, Borkowski claims that the situation here often lends itself to a misunderstanding about what psychology is as a profession. "The primary purpose of our department is to prepare the student in the contemporary mode of the subject matter. The focusing of a department's orientation represents the best available prediction of what will be of worth to the discipline and society." Fr. Burrell remarks that prevailing orientations should not necessarily dictate the curriculum of a department — "The department may be reflecting a narrowness in the field."

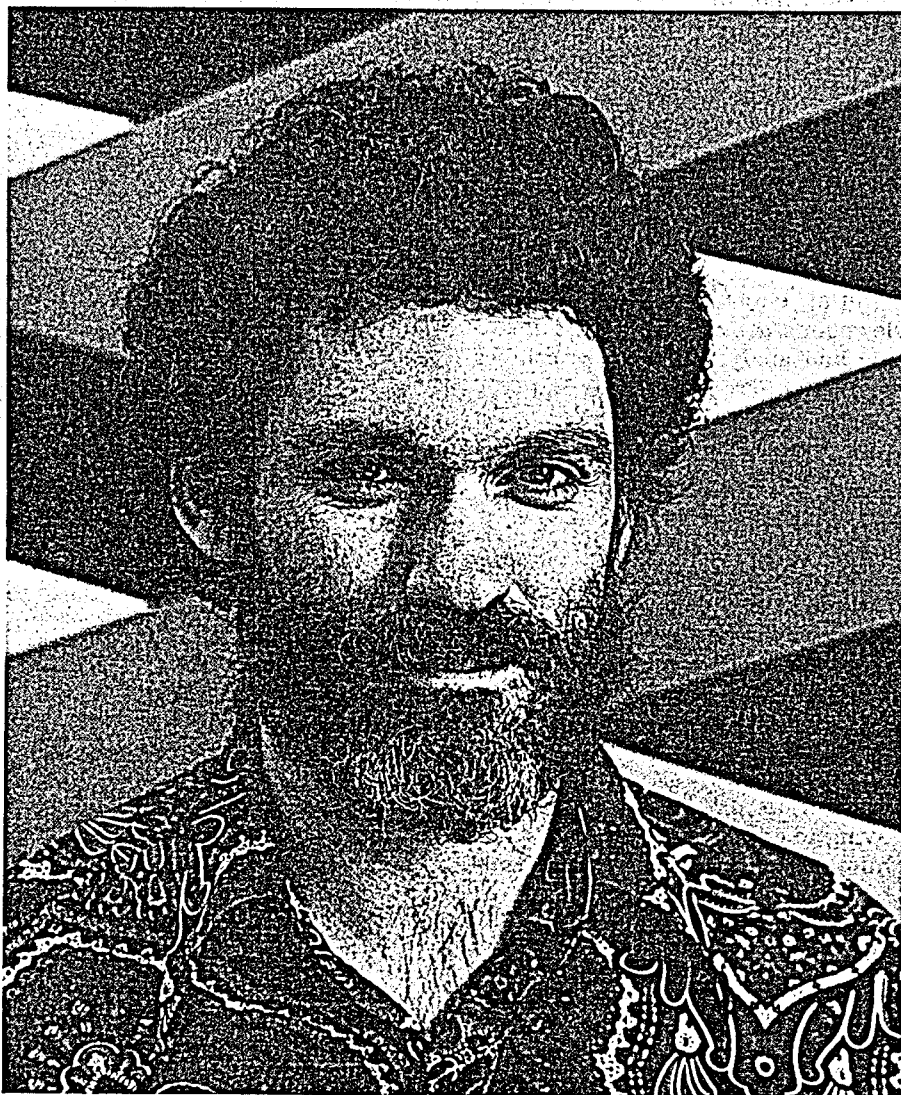
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The late psychologist Abraham Maslow theorized that when an individual's basic needs for food and security are met, he is free to pursue other types of needs — "being-needs." By this, Maslow was referring to an individual's growth via the exploration of one's potentials and actively integrating them into day-to-day living. Maslow's theory is a convenient perspective from which to view the history of the Psychology Department.

The arguments over orientation and expansion are likely to continue. Students ruthlessly critical of the department for its narrowness often overlook the positive aspects that accrue from such an orientation. Few students would take issue with either the willingness of professors in the department to help interested students become involved in research or

the invaluable worth of such experience.

But, with programs to meet a student's needs of professional preparedness firmly established, the department can now afford to foster a greater concern for the general needs of students interested in psychology. Professional preparation should not exclude a student's growth. Students need to decide for themselves what is and is not of worth in their discipline. It is a personal matter that becomes intellectually frustrating when opportunities for contrasting opinions are limited. The merger provides a crucial base for the continued growth of the department. The initiative now must be taken by students to communicate their feelings and ideas in encouraging the movement toward a psychology department that will become better able to meet the variety of professional and educational needs of its students.



Professor John Borkowski



# Chairman Siuda

by Lisa Michaels

Josef Siuda — few Notre Dame students attach any meaning to this name. Perhaps even fewer are aware of his endeavors in a small workshop in the basement of the South Dining Hall. Yet Josef Siuda has become a Notre Dame institution in his own right. Single-handedly, he has played a major part in the preservation of tradition at a school which thrives on tradition. He has gone so far as to infuse a spirit and quality of the Old World into the University.

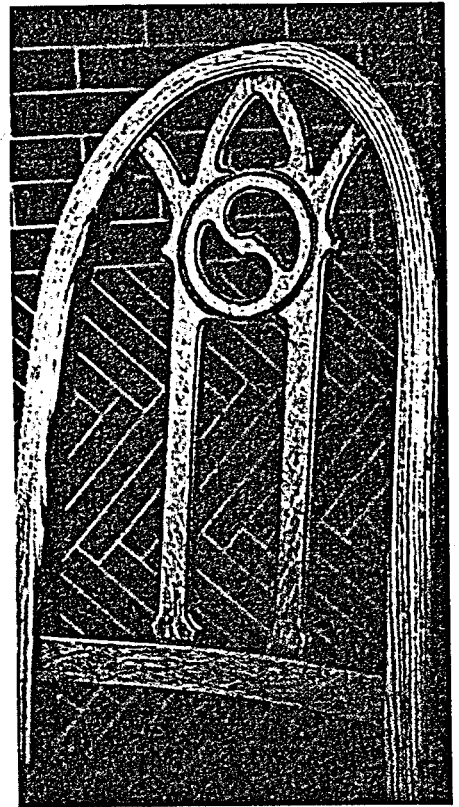


Josef Siuda has been employed by the University for 25 years — ever since coming to the United States as an immigrant from Poland in 1951. During that time he has served the South Dining Hall in the capacity of both a carpenter and a mason. His handicraft is present everywhere. In the past few years, however, his skills have been chiefly concentrated on the complete restoration of the antique chairs in the dining hall and their matching tables.

"Joe," as he is affectionately referred to by the dining hall personnel, is an Old World craftsman in the purest sense of the term. He practiced this trade in Poland before immigrating to the States and has successfully maintained, along with his prowess in carpentry, an attitude of pride in his handiwork which is so characteristic of the old country. All of his restoration work is conducted entirely by hand — each chair being treated as an individual work of art. Thus, each restored chair bears the supreme quality of handmade craftsmanship, and, after being treated by Joe, is in many ways superior to the original.

The process of rehabilitation is a painstaking one in which each section of the chair, down to the smallest part, is dismantled and then eventually reassembled. Each of the antique oak chairs is completely stripped of all finish and lacquer and all the wood is sanded. When the chair is reassembled, one coat of stain and two coats of varnish are applied. The finished result is, in effect, a brand-new chair expected to survive another 50 years of brutal South Dining Hall wear. It is of a lighter shade than the original chair, thus providing the dining hall with an overall lighter appearance.

The University has employed Josef Siuda to do this work not merely out of desire to preserve tradition, but rather out of necessity. The Phoenix Chair Company of Wisconsin, which was originally responsible for the construction of the chairs in 1927, is no longer in existence. No other company has perpetuated the "bowing process" by which the originals were built. This heat-mechanized process allowed the back bows of the chairs to be constructed out of one piece of wood whereas today several pieces would be glued together. The dining hall was forced to purchase some of these modern-built chairs



three years ago when they increased their seating capacity. These chairs have already proved to be poor in durability, thus affording Old World craftsmanship a small victory over modern technology.

Frequently the University is besieged with calls from those interested in purchasing these antique chairs and tables. Understandably, they are always refused. There is no exact estimate of the monetary worth of each of the chairs, but one unofficial appraisal places their value at approximately \$100.

Josef Siuda plans to retire in March of this school year. After 25 years of service his retirement is certainly deserved. However, the process of restoring the chairs is only half complete, and there is no one to take his place. His apprentice, graduate student Barry O'Connor, confesses that he does not have the ability to conduct the process himself. Most importantly, though, it is unlikely that someone will be found who would instill as much pride in his work as does Josef Siuda. The University hopes to persuade Josef Siuda to stay on part-time after March. The qualities of antiquity which he so creatively expresses are too valuable to be lost.

# The Post-Dantley Era

by Kevin Conolly

*For Digger Phelps, this season represents a definite challenge. In the following interview with the Scholastic done on October 15, the Notre Dame head basketball coach discusses the coming season and some of the problems which are making this season a very important one to the Irish mentor.*

**Scholastic:** Are you planning on adding anyone to replace Dantley, Rencher and Laimbeer?

**Phelps:** Hopefully, we'll be able to find three or four guys at the tryouts. We really need them because there isn't a guy on the team who doesn't miss practice because of injuries or exams or studying. But that's part of the role of playing basketball here at Notre Dame. These guys will dress for home games but they won't be able to travel with the team and they will be making a big sacrifice because they won't play much. We'll also be looking at some football players later, but much of that will depend on tryouts. Joe Montana and Rusty Lisch are good ballplayers and Kevin Hart has been in camp with us for a couple of years, but these guys have to satisfy their commitments to football first.

(Editors note: The evening of this interview, tryouts for the team were held and Phelps chose Billy Sahm, Tim Healy and Chris Fabian from the more than 50 who tried out.)

**Scholastic:** Who do you expect to pick up the bulk of the scoring with Dantley gone?

**Phelps:** Dave Batton has beefed up to 235 lbs., and we expect him to be very physical and control the inside game along with Billy Paterno and Bruce Flowers. We have a lot of experience in the backcourt with Dice (Ray Martin), Duck (Don Williams) and Carpy (Jeff Carpenter). Rich Branning will definitely make a contribution but he'll take time to fit into our system. I think Kuz (Dave Kuzmicz) as a senior

will be a factor. The only player whose status is questionable is Randy Haefner because of the back injury he suffered last year. All in all, I would say that it's really unknown as to who will do most of the scoring. Some nights you might see two guys with 25 points and another night there might be four or five guys in double figures. What we're interested in is scoring 90 points per game which was our average last year. We also want to improve our team defense, so that on some nights we can win with 70 or 80 points.

**Scholastic:** Do you think that Billy Laimbeer will be back next year?

**Phelps:** Yes, I think Billy will be back next year, because he wants to come back. He is now at a junior college in Toledo, and if his grades are acceptable, he'll be back next year. He's had a lot of offers over the summer from schools where he

could play right now but he turned them down because he wants to be at Notre Dame. Some of Billy's problems came about because he is 6'11" and people notice him. He has the potential to do better academically but he had trouble making the emotional adjustments to Notre Dame. But I think that he has matured since then and he will be back.

**Scholastic:** Do you think that the pressure from the students on him next year will be any worse than it was this year?

**Phelps:** It will be a case where the students will have to give a little and so will Billy. It's a shame that the students didn't see the last two games he played for Notre Dame last year. In the Manhattan and Pittsburgh games, he played tremendously. John Shumate had to go through many of the things Billy has had to here. People thought





Shumate had a bad attitude in his early years here, but when he left, Shumate was loved by everybody. I think that when Billy comes back and he blocks a shot or dunks a basket it will open the door for a new relationship with the students. The sad thing is that sometimes people make judgments about people based on rumors, and the next thing you know, the thing is really snowballing and rumors are flying about something that happened three or six months earlier. Billy is going through the same things that everyone goes through at one time or another in their lives. He's going through a growing period and I'm speaking of physical and mental growth. All I can say is give him a chance and it will be interesting to see what happens.

**Scholastic:** What do you think were the causes that precipitated Bernard Rencher's departure?

**Phelps:** I think in fairness to Bernard, it was a case of him being his own man and he just didn't feel he fit into the Notre Dame mold, and as a result he was very unhappy here. You have to remember that everyone you bring into Notre Dame isn't going to live and die for Notre Dame. So I'm glad he got out now so he can readjust his life to what he wants to do.

**Scholastic:** This year's schedule looks like one of Notre Dame's toughest, especially starting with Maryland. . . .

**Phelps:** We wanted to open with a game that would attract attention,

and to do that you have to open with a great game, and we felt Maryland would be that sort of game. That day (Nov. 27), both the football team and the basketball team will be on national television, and that is the first time that will happen. By playing a tough schedule early in the season, as I believe in, you find out early what you can and cannot do. Then, when you get into the meat of the schedule later on in the year, you forget about what you can't do and just concentrate on what you can do. This gives us a good indication, also, as to what we will have to improve on to get the postseason bid.

**Scholastic:** We've talked about the early portion of the schedule, which is tough, but toward the end we play teams like LaSalle, San Francisco and DePaul, who are also tough. What are your thoughts about those teams?

**Phelps:** It is very important to get the consistency that a team needs by playing the very best teams that we can. Also it's important in recruiting, in that a player who comes here knows that he will be playing against the top teams and all of the top players in the country that he's heard about. San Francisco and DePaul both come near the end of the schedule and they are great teams to prepare for the NCAA's against. San Francisco is the team to beat. I know that I do a lot of crazy things with scheduling, but it'll be an important plus to play San Francisco right near the end of the season, because you know that if they come in rated in the top four or five teams, the arena will really be hopping for that game and then DePaul the Saturday afterwards, so it will be a good prep for the tournament.

**Scholastic:** What do you consider to be your number one goal in coaching right now?

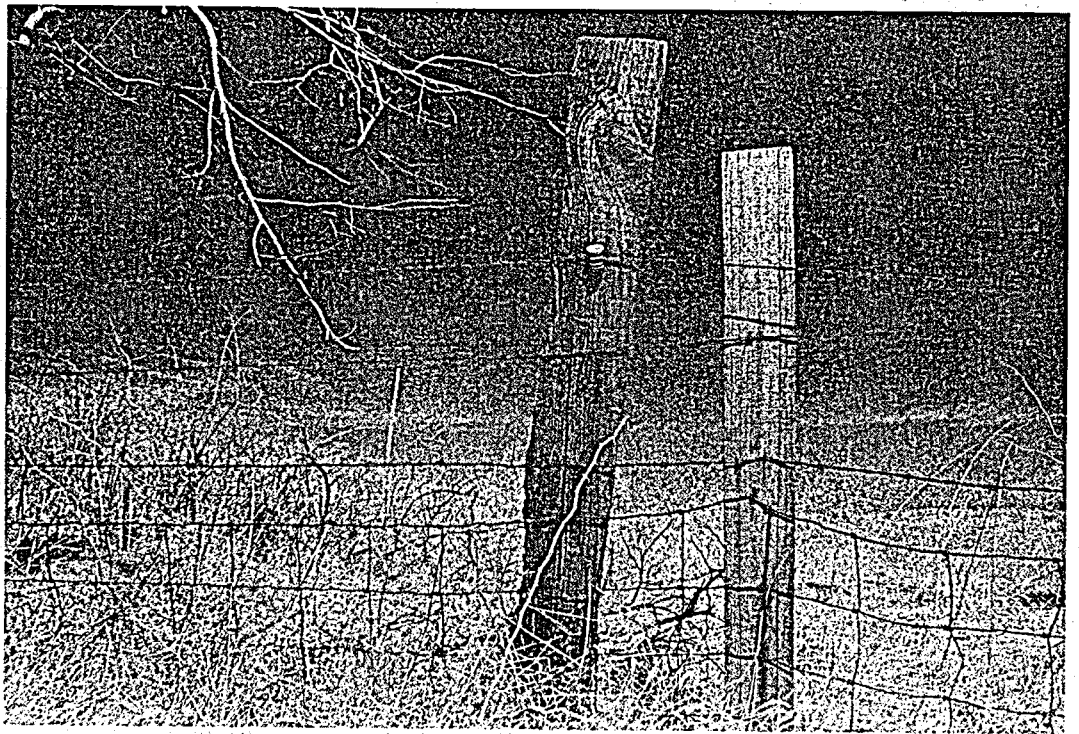
**Phelps:** Well, you have to look at my goal compared to the public's goal, which is the national championship. Obviously, I'd like Notre Dame to become national champions but I have to realistically look at our limitations here. The admissions requirements are very stiff and many of the top high school players become ineligible from our point of view because they would not be able to get into the

University. We can't recruit any junior college or transfer students. I know what the percentages are of becoming a national champion. We could be a powerhouse, but it has to be in a different way. I think Gary Novak is a good example of my goal in coaching. When Gary was a sophomore, we were 6-20 and lost to Indiana and UCLA by more than 50 points, but two years later we stopped UCLA's winning streak and we were ranked number one in the country. Gary tasted the good along with the bad, and that integration of good and bad into everyday life is going to make Gary a helluva doctor. I try to get this message across to my players and anybody I'm associated with. Dwight Clay called me last winter because he got cut by the Atlanta Hawks and he said, "Coach, it's a cold world out here." And I said, "Dwight, I've been trying to tell you that for four years." The most important thing to me is to teach my players how to coexist with the rest of the world.

**Scholastic:** Do you have any plans to coach pro ball?

**Phelps:** No, because there are too many inconsistencies right now with player salaries and relationships between players and management. Besides, I like the color and excitement of college ball. There's a lot of security in this job here. I want my kids to be able to mature into well-rounded people and I believe this is an ideal community for them to do that.









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## Gallery

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by Gonzalo Steven Reyes



# The First Frontier

by Nicholas Durso

It speaks well for the sturdiness of the Western film that it has survived since 1911 when Thomas Harper Ince (1880-1924), who inherited the Western as a stale formula, gave it a logic authenticity and vitality that the world has been responding to ever since. With Ince's two-reel *War on the Plains* and three-reel *Custer's Last Fight* (both in 1912) it seemed that the true history of the West was being portrayed on the screen. With his production of *The Bargain* (1914) Ince brought to the screen the love, passion, sorrow, regret and remorse that would be characteristic of the American Western film for the next five decades.

The first Westerns bore little relationship to the Old West, and the unique American drama known as the Western film has flourished for 50 years without any sign of fatigue because it has fixed in the minds of moviegoers an image of the Old West more romantic than the Old West ever really was. It is for this reason that some purists of the Western trace its influence back as far as Homer and other writers of the epic. It might even be possible to suggest that the twentieth century Western owes many of its characteristics to medieval morality plays or to novelists such as Sir Walter Scott and Robert Louis Stevenson. Each argument has its own validity but the reasons for the rise of the Western might be more easily found in recent movements in American cultural history. The genre owes much of its success to the combined influences of events and cultural changes that took place around the year 1900.

There was an increased interest in the West during the last two decades of the nineteenth century. Economic problems brought to mind the startling truth that the West was filling up and the wide open plains would

soon be gone. Tourists migrated to the West in droves and periodicals began to turn to Western stories, the popularity of which sent editors of eastern magazines hunting ceaselessly for contributors. The figure of the gallant hero who is always willing to risk any odds appeared in the fiction of Jack London and in the period of the Spanish-American War generations of Teddy Roosevelt. The Western also continued an American melodramatic tradition that had ap-



peared in America as early as the writings of James Fenimore Cooper, dime novels and the works of sentimental novelists. The work of Bret Harte firmly established a foundation for the Western film and the interest in Western pulp fiction that was to flourish at the turn of the century.

For the Americans of the Roosevelt era, the West was the last frontier of freedom and individualism and a fortress against industrialism. In Western films we continually see the West portrayed as a physical and psychological frontier, and our own conflicts between an industrial and agricultural America and a nostalgia for the past have provided a large

encouragement for the rise of the Western film.

Of all the money-making formulas for successful films that the Hollywood of the 1930's developed and refined (the backstage musical, gangster story, knockabout farce and Walt Disney cartoon), the most solidly satisfying and most truly American is the Western. Its popularity seems to be constant and it is the pride of a sedentary American society. Today, when moral issues are so cloudy and complicated, we are glad to identify with characters for whom right and wrong are clearly defined. The Western is able to crystallize its moral conflicts in simple and exciting gestures. Here lies the genre's appeal. It consistently deals with emotions in their pure state rather than with sublimations of them. Certainly no other art form has so little variety.

As cliché as the Western film might be, it does not provoke our resentment. It satisfies us in the same ways as Greek tragedies, Moliere comedies, opera, the Kabuki dances of Japan, bullfights and baseball games — we like them for the simple reason that they follow fixed patterns and stylized gestures.

The formula of the Western film often focuses our attention on the main street of an Old West town that in less than excellent films strikes us as unbearably picturesque. These streets are filled with the stock characters of the truculent villain, the pretty and prim schoolteacher, the doctor, the boozy and amiable sheriff, the bartender, the rough but benign prostitute and the cowboy hero. The one constant in the formula is the hero and one fact that links John Wayne in *Red River* with Alan Ladd in *Shane* with such recent heroes as Clint Eastwood in *The Outlaw Josie Wales* is that they are not

different men but one man. He is the authentic folk hero, the white knight of American mythology. Like all folk heroes from Beowulf on, he is a composite of folk types and possesses automatic traits. He is a man of unflinching courage, a man with no past (*High Plains Drifter*) who roams the range vanquishing his foes. He is sometimes fond of his horse which is often smarter than the rest of the people in the film. Likewise, the cowboy has always been—and always will be—awkward in love. It is for this reason that the cowboy and his girl are probably the most inarticulate and uninteresting lovers in the whole realm of film entertainment. Certainly, the simplicity of dialogue in the Western film is a theatrical oddity, for it often tells the viewer absolutely nothing in contrast to the dramatist's technique in any other medium.

In an attempt to satisfy whatever urge there might be for horse opera at Notre Dame, *Cinema '77* brings to campus five classic Western films. *Red River* (Nov. 14) stars John Wayne, Montgomery Cliff and Walter Brennan, and brings to the screen the clash between the moral outlook of a younger and older man and the violence that lies beneath their disagreement. The film was made in 1948.

*The Gunfighter* (Nov. 15) stars Gregory Peck and portrays the



shocking story of a hired gun haunted by his past. The hero is forced to come to terms with his own family life and his reputation as a killer that serves to thwart it. The film is one of the first examples in the genre of the psychological Western. Its portrayal of an anti-hero, although misunderstood by critics at the time of its production (1950), exerted an influence on films that were to follow it.

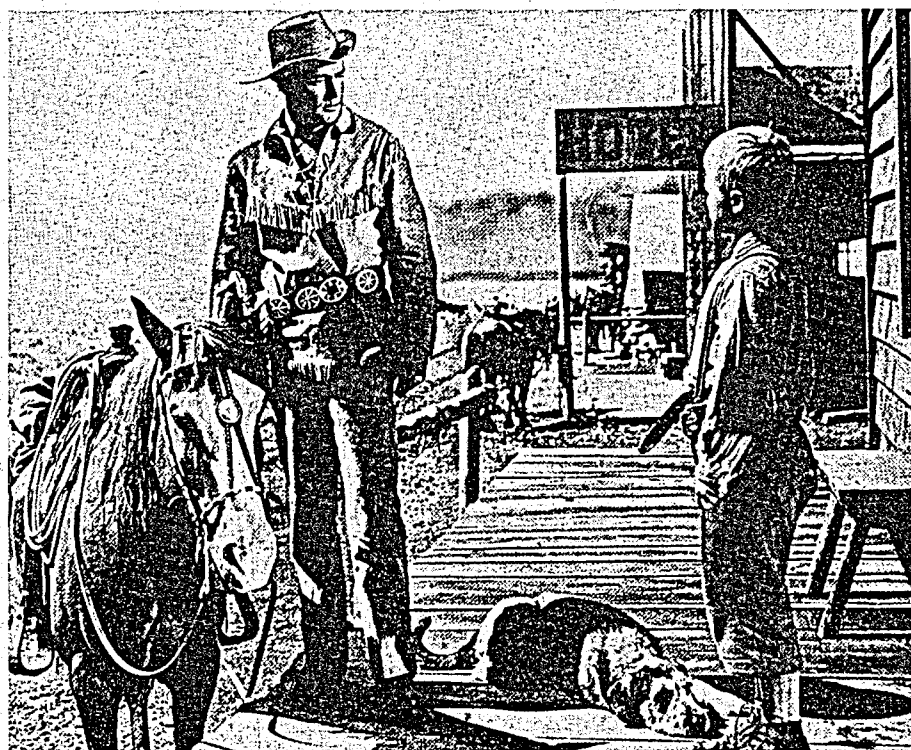
*Shane* (Nov. 16), like *The Gunfighter*, is about a gunman (Alan Ladd) whose fate it is to be quicker on the draw than anyone else. Despite his every effort to live peaceably, he is continually forced into situations that require him to use his gun to kill. The act for him is shame-

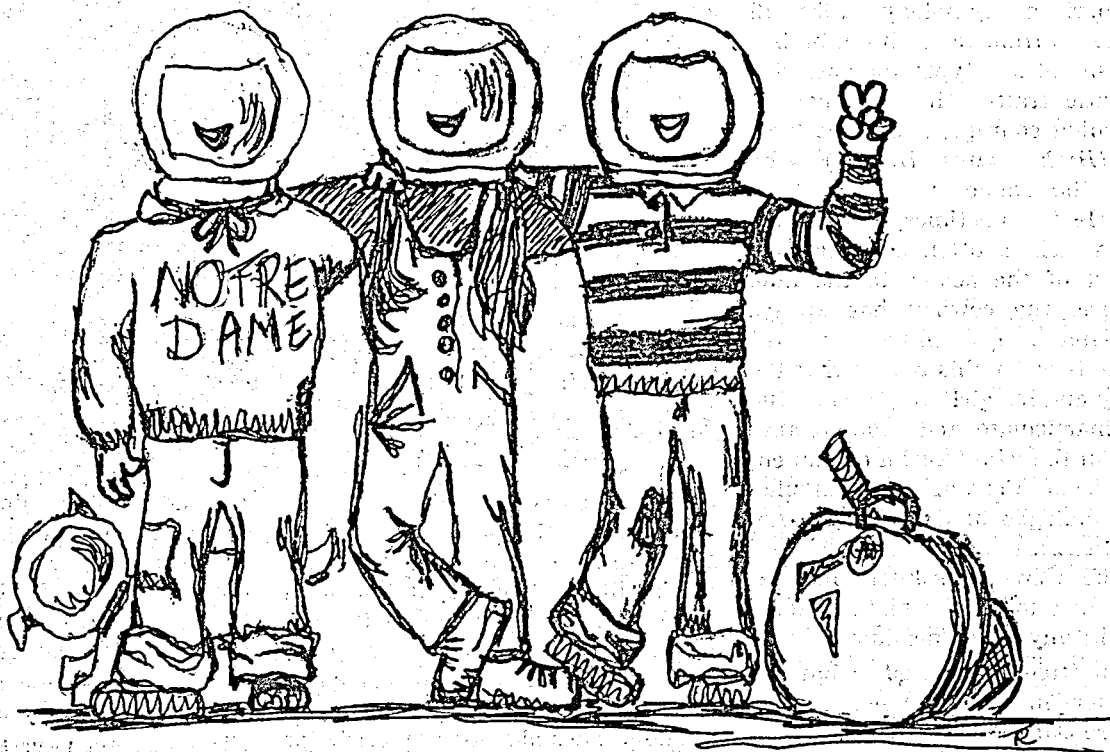
ful, and it isolates him from ordinary people, forces him to lead a lonely existence and cuts him off from human contact. Unlike many other Western films, *Shane* (1953) makes no attempt to glamorize the killer.

The director most readily associated with the Western is John Ford. His films, such as *Stagecoach* and *My Darling Clementine*, are classics of the genre. Ford's *The Man Who Shot Liberty Valence* (Nov. 17) stars John Wayne, Jimmy Stewart and Lee Marvin. In this romantic tale of the West, Ford's sentiments lie with the common man, the pioneer, whose courage and desire cause him to fight on according to the Old West's basic code of survival. *The Man Who Shot Liberty Valence* (1962) is an excellent example of the hero whose individuality is threatened by the political and industrial growth of a country no longer concerned with the ruggedness of the individual.

Like *The Man Who Shot Liberty Valence*, *Lonely Are the Brave* (Nov. 18) shows the cowboy hero as an anachronism in a modern mechanical world. No longer pitted against the black-hatted villain, the hero places his undying individualism against helicopters and electronic gear in a chase through a world that gradually closes in upon him.

In recent years, the Western film and variations upon it have continued to grow in number and popularity. Recent films such as *Butch Cassidy and the Sundance Kid* and *Missouri Breaks* are testimony to the fact. Incredible as it may seem, after more than 60 years of being exposed to the lore, traditions and dramas of the West, our interest has not yet been exhausted.





# The Final Frontier

by Joseph Caverly

Until now, the privilege of breaking earth's bonds of gravity to explore the final frontier belonged exclusively to astronauts and cosmonauts, while we, the "are-nots," could only watch via satellite. The common man's reveries of adventure in space may well be approaching reality. Recently, the National Aeronautics and Space Administration (NASA) announced a new program whereby college and secondary school students as well as faculty will have the opportunity to participate in Space Shuttle missions.

Shuttle crews will consist of as many as seven persons including a commander and pilot chosen from the NASA Astronaut Office. The NASA personnel will be responsible for control of the vessel during launch, re-entry and all other

maneuvers in space. They will also maintain Shuttle systems. One to four payload specialists will be selected for each mission primarily to execute the planned experiments.

At least one Notre Dame student is actively seeking acceptance into the training program. Senior Dexter Gourdin, a 5-year engineering-economics major, has long dreamed of voyaging into outer space. The adventure of being a modern-day explorer appeals to Gourdin, but he emphasizes qualifications over desire. In his own words, "The Space Shuttle will have no sightseers. Every crew member will have his job to do." Each mission specialist will play a vital role in achieving the operation's goals. Gourdin specializes in computers at Notre Dame and hopes that his knowledge in this field will gain him a place

in the program.

Gourdin realistically assesses his chance of flying aboard the Space Shuttle as slim. "Anyone meeting the minimum requirements can apply to the program," stated Gourdin, "but the more experienced and more qualified persons such as those with doctorates in their fields will be chosen first."

To qualify as a candidate, an applicant must have a bachelor's degree from an accredited institution in engineering, biological or physical science, or mathematics completed by December of 1977. He or she must also be able to pass the NASA Class II spaceflight physical and not be less than 5' or more than 6'4" tall. Accepted candidates must then complete a two-year training program at the Lyndon B. Johnson Space Center at Houston



in order to gain a detailed knowledge of Shuttle systems and mission objectives.

Besides the actual "Mission specialists" working on board the spacecraft, creating experiments and planning projects to be performed by the Shuttle's crew are other possibilities for civilian involvement.

The Shuttle spacecraft, designed to be reusable, will further the work of experimental investigation in space begun by Skylab. After being launched, the Shuttle will execute missions lasting up to 30 days. Upon its return to earth, the vehicle will once again be readied for takeoff, manned by a new crew with a different set of tasks to perform.

Research organizations around the country are currently competing for NASA's support for their particular experiments. NASA must be convinced of the necessity for an experiment to be conducted in the space environment and also of the

value of its possible results before approving it for a Shuttle mission.

Dr. A. Murty Kanury and Dr. John Lloyd of the Notre Dame Engineering Department are now involved in preparational work for combustion experiments to be performed in space. At present they are considering as many as 20 combustion experiments but this number will be cut down to only one or two by next year. According to Dr. Kanury, conditions of near zero gravity in space facilitate the observation of combustion processes.

The results of combustion experiments performed in space may lead to cleaner ways of burning cheap but high polluting fuels such as soft coals or diesel gas. This is just one of many possible examples of benefits to be derived from experimentation in space. The effects of zero gravity on biological processes or of solar and cosmic radiation on various materials may also be in-

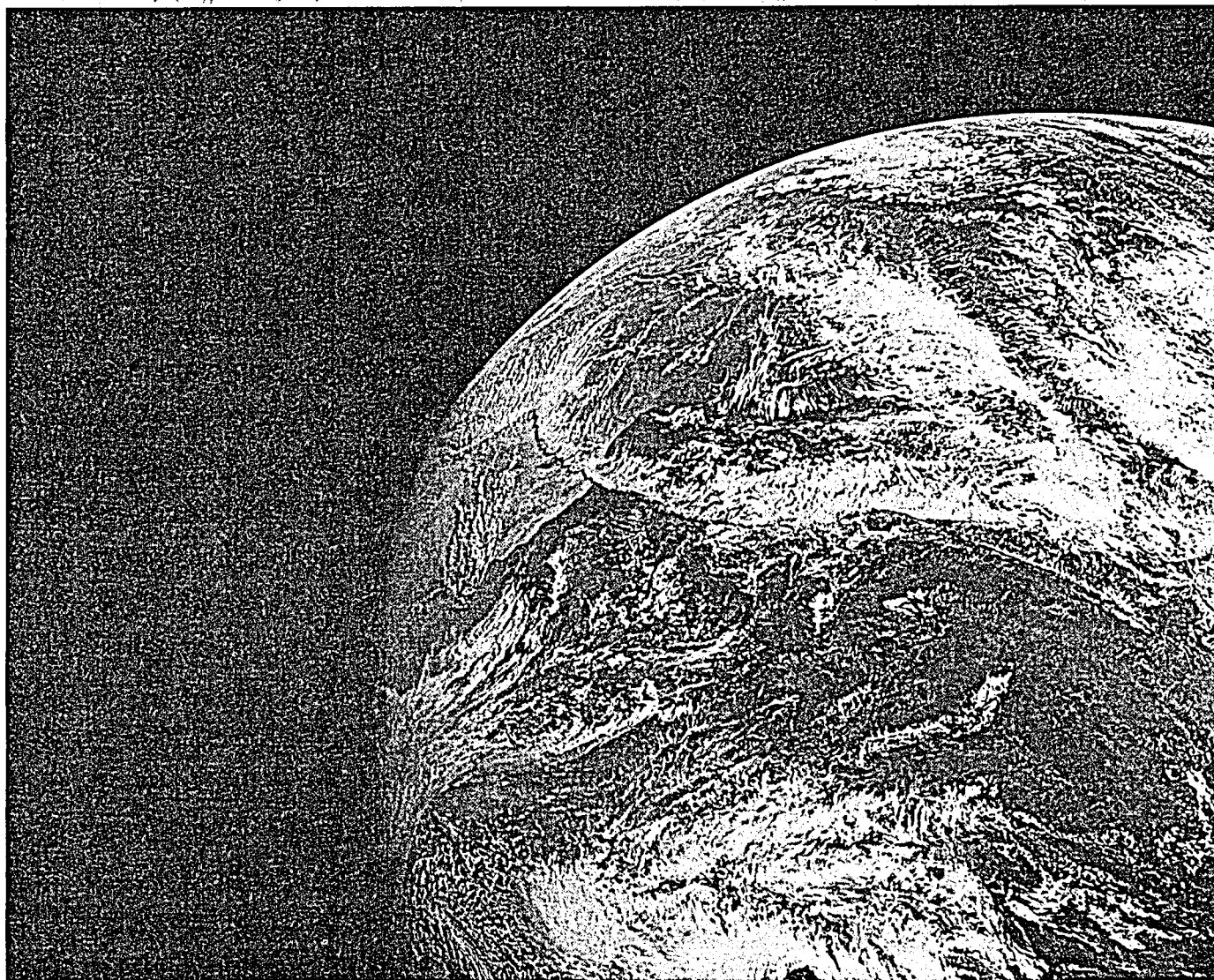
vestigated by scientists in other fields.

Should one of the experiments proposed by Dr. Kanury and Dr. Lloyd be selected by NASA to be used in space, someone capable will be needed to perform it. Being naturally curious about space, Dr. Kanury said that the opportunity to make an expedition there is at first glance inviting. But curiosity is one matter, and commitment to the mission specialist candidate program quite another.

The child's dream of landing on the moon may have faded with reality. But space is endless, and somehow the dreams still reach toward the unapproached mysteries of the last frontier.

*"There's a starman waiting in the sky  
He's told us not to blow it  
'Cause he knows it's all worthwhile."*

*David Bowie*



# The Factor That Max Forgot

by Peter H. Korth

Drag queens are the only people in the world who know how to make eyeshadow out of spit and blue-jeans. This unique talent undoubtedly augments their popularity in the more innovative gay circles. Professional drag queens, of course, are not drag queens at all, but female impersonators, and swear by Helena Rubenstein. Perhaps the professional's make-up is more cosmetically appealing, but not even Max Factor has been able to capture that Levi blue.

Many gay men wear Levis, but very few of them wear eyeshadow. Many gay women wear Levis, too, and it may not come as a big surprise that a lot of them wear eyeshadow. These observations do not merit elaboration, unless one wanted to imitate Gertrude Stein and write a short story about gay men, gay women, Levis, and eyeshadow. And who would want to? Straight men and women follow similar patterns in the wearing of Levis and the usage of eyeshadow, and no one makes much of a fuss about it.

This nonsense just goes to show you that men are men and women are women, gay or straight. At this point I am only wondering if there are any straight males who wear eyeshadow. I suppose so; anything's possible with Maybelline. It would make an interesting thesis question for a degree in cosmetology. Or is that cosmology?

The answer to that last question would plunge us even deeper in this sponge-bath in metaphysical confusion. The significance of the drag queen is not her eyeshadow, but her presence in the world as a facet of the gay subculture. It might be best to leave her prancing about the stage in some bar, her salivated jeans crumpled on a chair in her dressing room.

But suppose we're in that bar?

We've paid our cover charge, and we don't want to leave right away. The poor drag queen has already bored us to tears, however, so we look around this new and strange locale for some other form of amusement. Why is it strange, and new? Because we've never been to a gay bar before! At least, let's pretend we haven't. I bet I'm going to have to pretend a lot harder than you are.

Anyway . . . how do we know it's a gay bar? It's kind of dark . . . but it can't be The Library; some of the people in here are too old. The music is very loud . . . but it



can't be Shula's; some of the people are too young. And we drove south instead of north. And come to think of it, that woman up on the stage is not only boring, she's pretty weird. Our eyes become accustomed to the darkness — this is the darkest bar we've ever been in — and we see that men — lots of them — are dancing with other men. And women with other women. I turn to you, nudge you in the ribs, and say: "I think we're in a gay bar." You reply: "Don't touch me."

Well, you're probably a little nervous. I'm not quite as nervous. Maybe I knew it was a gay bar all along. Maybe I brought you here on purpose. Maybe I'm gay! Maybe you're gay!

But enough about us. What are these other people doing here? They're drinking and dancing, and talking to friends. They seem to be enjoying themselves. Once in a while we see two people kiss. We might see two people making out in a corner. You shake your head in puzzlement. "Are we at Fat Wally's?" you query. The two people

making out in the corner are men. "For their sake, I hope it's not Fat Wally's," I reply. With an increasingly firm conviction that this is not a student bar, we sit down at a table to await further developments.

Out of the gloom appears a large man wearing a leather vest; he has no shirt on. He strides by our table, his bulging bicep brushing my cheek as he does. "Did you see that man?" I whisper. You nod vigorously. "His idea of good sex would be to beat you to a pulp," I say. You blanch. "Just kidding," I add reassuringly. He really is harmless; he really is butch. Suddenly, the waiter appears at our table with two drinks. You explain that we did not order them. "I know, dear," he says, "your friend ordered them for you." We see a friendly looking chap across the room. He waves at us. You have broken out into a cold sweat. You turn to me and whisper rapidly: "That waiter is in my theology class. And that man who bought us the drink is my Collegiate Seminar teacher."

You realize now that there are many gay people around you, and not only in this bar. Their complexion does not have a lavender hue, and the men do not wear eyeshadow. "Are these people really gay?" you ask. I nod in affirmation. "Do you want to know who else is?" I question. You're a bit hesitant, but your curiosity is aroused. "William F. Buckley," I say. Your jaw drops. Now I'm started. "Many famous people are either gay or bisexual. Tchaikovsky, Leonard Bernstein, Michelangelo, Tennessee Williams, Edward Albee, J. Edgar Hoover, Proust, Julius Caesar, Shakespeare, W. Somerset Maugham, Plato, Cole Porter, Rodin, Walt Whitman, and Mickey Rooney."

"That's only to mention a few," I add, taking a sip from my drink.

"Do you want to hear about famous lesbians? Gertrude Stein..." You interrupt me. "Not J. Edgar Hoover," you beg. "And Mickey Rooney," I reply. I begin to realize that I must not give you too much information all at once. We sit in silence as you absorb these fascinating revelations.

I prepare my next parry. I could tell you about the 65 gay bars in Chicago; even about the two others in South Bend. About DIGNITY, the national organization for gay Catholics, and INTEGRITY, its Episcopal counterpart. I could point out the frequent magazine articles, consistent newspaper coverage, the appearance of gay characters on network television shows, and 29 weekly gay radio shows in 14 states.

Would you believe that there are approximately 20 million homosexuals in the United States? You would not be quite as doubtful if

you had seen all the bars that exist in nearly every city, and realized that only an estimated one of every ten homosexuals has been to one of them. There have always been gay people around, and the majority of them have been undetected, because they weren't that different from straight people.

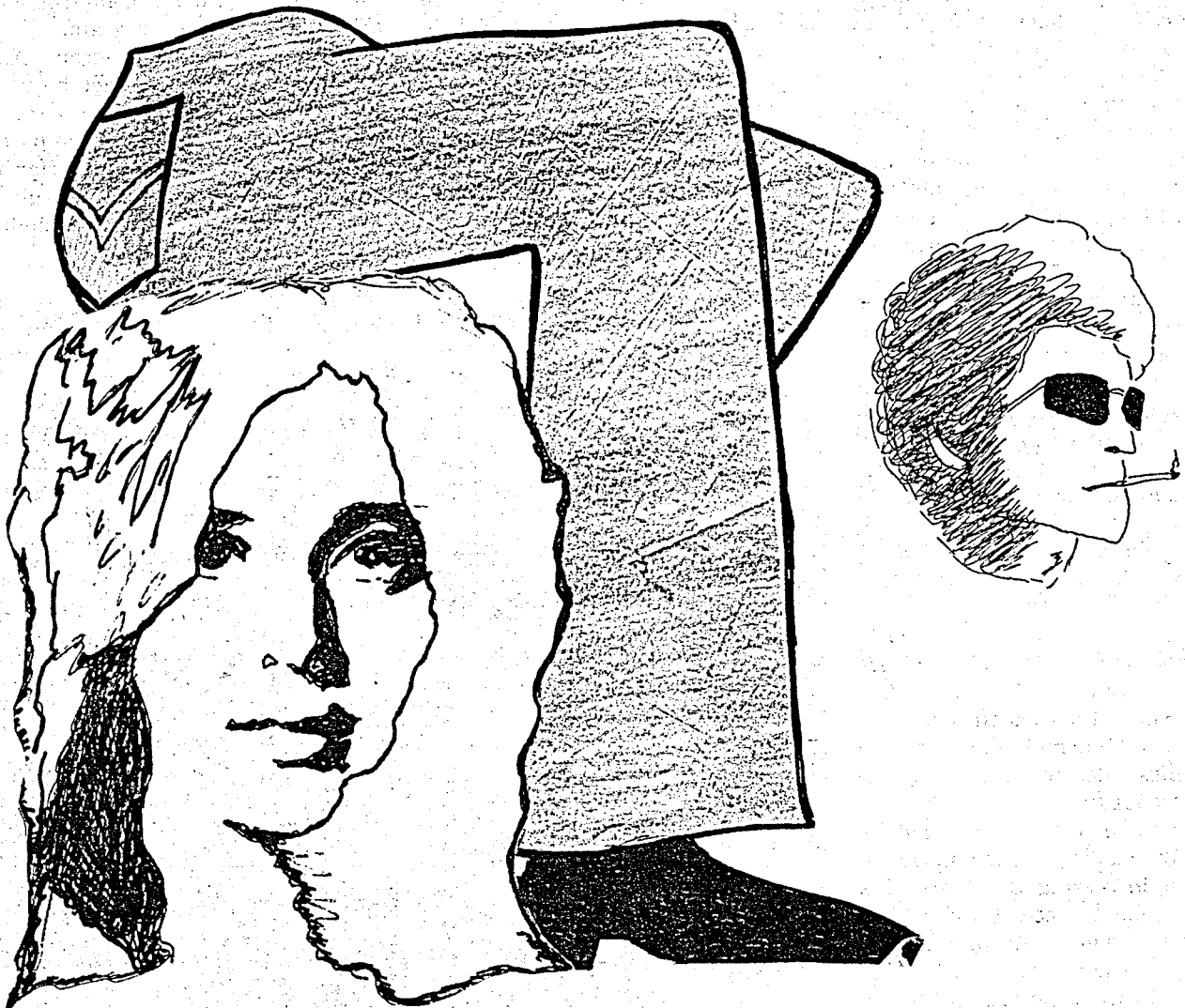
A copy of the *Advocate*, a national gay newspaper, is lying on the table next to us. I pick it up and turn to the want ad section. I read aloud: "Young W/m — 29, masculine and attractive, 5'10", 165 lbs, athletic, bright, sincere Leo. Have an open mind; am very wealthy. Seek young friend for long-term relationship." You eye me strangely. "Impressive," I say, pointing to the ad, "but is he of good family?" You aren't quite sure if you get the joke.

We once more direct our attention towards the drag queen, who has reappeared with a fresh coat of

spittle. "Is that really a man?" you ask. I confirm your suspicion. Now it's your turn to drop a bombshell. "You know, she's really not bad-looking." For a moment I thought I was going to swoon, but I pulled out my salts and came to my senses.

This whole evening has seemed like a bizarre fantasy. Were we in a gay bar? If we were on Western, Lincolnway, or Jefferson, the chances are good. Am I gay? Are you gay? Does the drag queen really make eyeshadow out of spit and bluejeans? I'm not betting on anything.

When we got back to campus, you couldn't resist a parting question or two. "Is Cat Stevens really bisexual?" I smile. "So I've heard." You hesitate a moment, and then: "Paul Newman?" I draw you a bit closer. "To the best of my knowledge, he's not," I whisper, "but I'm not committing myself to anyone until I know for sure."



# Run for Your Life

by Robbie Moore

"It takes a bit of discipline, but once you get started on it, it becomes a habit." Such is the enthusiastic opinion of Col. John Stephens (Assistant Athletic Director and former professor of military science) regarding participation in the "Run for Your Life" program here on campus. A self-monitored, self-inflicted exercise, it draws upon the aerobic theory for building strength, stamina and endurance. This type of physical training is beneficial for everyone — students, staff and faculty alike. According to Col. Stephens, it is "good for the vital processes, and helps keep you in shape."

Instituted last year by Sergeant Eugene Angstadt of the Army ROTC, the sport's enrollment has jumped from 40 to 200 participants. Although this figure continues to grow, it is still mainly comprised of Army, Air Force and Navy ROTC cadets. However, Angstadt attributes this minority of interest to bad publicity. In the future, he hopes that he may be able to arouse the interest of Notre Dame and St. Mary's women, (presently between 15-20 females are running) as his communication with the public improves.

For example, Angstadt points out that a small number of Lewis residents run together in the mornings. If, as he states, he could contact them, he might secure their membership. The sergeant himself, as "recruiter - administrator - participant," runs 15 miles per week with the group.

Even Col. Stephens has learned to juggle his time for the program. He and a small group of staff and faculty sacrifice their noon hours in order to run their minimum of two to three miles. Besides keeping themselves physically fit, their regime encourages them to skip their midday meal. By reducing their caloric intake and increasing daily exercise, these members successfully control their body weight. As an example, Col. Stephens now weighs little more than he did when he played univer-

sity athletics.

Structurally, the program follows an outline composed of three stages (Beginning, Conditioning and Sustaining) as described in a booklet which serves as Angstadt's guide. Although these three phases of progression are not treated as absolutes, they ultimately encourage a three-mile run in 25:30. In general, the cadets record averages of seven minutes.

As a weekly priority, Angstadt recommends a cumulative total of seven to ten miles. He is careful to stress, though, that these workouts should not be overdone, and a participant need not run every day. It is the participant's prerogative to establish his own routine. Yet, in moderation, a daily run will not be detrimental to the well-being of the participant.

As an initiate, the new member receives a log in which to record the dates and the lengths of performances. A composite of these personal records is kept in the Interhall Sports

Office in the ACC. On Friday's, Angstadt reviews this ledger in order to survey individual progress. Those participants who are eligible will then receive certificates in commendation of their achievements. Issued by Non-Varsity Sports, these awards cite the accumulation of 50-, 100-, 250-, 500-, 750-, and 1000-mile progressions and in increments of every 500 miles thereafter.

Although the program's first organizational meeting was held September 30, interested persons may still join by contacting Angstadt. He may be reached in his office at the ROTC building (6264) where he will eagerly explain the details of his program. Otherwise, an appointment with the Interhall Office may be obtained by calling 6100 concerning the program.

As the members time themselves in Cartier Field, as they run one of the scenic courses which the sergeant has mapped out, or as they receive their first 50-mile certificate, they take pride in their accomplishments and success in the program.

The future of the program, Angstadt feels, is bright. In fact, he anticipates that at least 300 new members will be with the program by the end of the year, and he will sign up as many people as he can recruit — even, he says, "up to and including Father Hesburgh!"





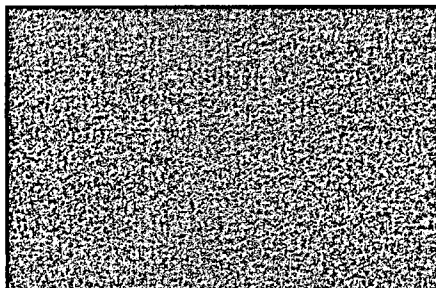
# Breakfast of Champions

by Rosemary Mills

Before the final games are over and the national champion is established, the only indication of the best college team in the nation comes from the Associated Press college poll and the United Press International college ratings. These rankings are more important to the independent teams such as Notre Dame than to the conference squads. Although it does not assure a team of becoming a national champion, the number-one rating, even for a week, is something to be strived for.

The Associated Press poll is not, as many people believe, the opinion of any AP employee. It is, in fact, the opinion of a group of sports editors of newspapers, television announcers and radio station broadcasters that subscribe to the AP service. These people rank the top 15 teams and send their choices in to the main AP offices in their states. The votes are then sent to New York City where they are tabulated. First place votes are worth 20 points, second place — 18, third place — 16, fourth place — 14, fifth place — 12, sixth place — 10, and the last nine places decrease by one point each.

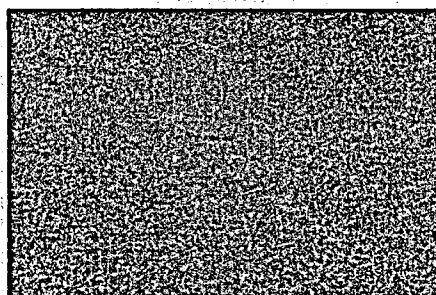
There are 63 voters in this poll, all of which are geographically proportioned. This number, according to Herschel Nissenson, college football editor of the AP, was arrived at in 1936 when the present system of the poll was put into effect. At that time there were 126 major college football powers in the nation. Each of these was allotted one-half vote. Today, the number of votes per state is still derived by this system. Indiana, at the present time, is given only one vote; one-half each for Notre Dame and Purdue. Of course, these numbers are only an approximation as it would be impossible to have a person vote one and a half times. The number per state is not constant, mainly because no team is guaranteed of being a major power from one year to the next.



Although the present polling system has only been in existence since 1936, there were polls before this date. As early as the second decade of the 1900's, Walter Camp picked what he considered the top teams in the country. After his death in the late 1920's, other ratings were given. Most of these were on a one man basis, such as that started by Alan Gould, a former sports editor of the Associated Press. This was the beginning of the AP poll. In contrast to the present system, however, this poll was not published weekly. In the mid 30's, the poll was opened to all the AP subscribers. It was not until 1960 that the board was limited to a set group.

Some of the writers who participate in the poll are Roy Damer of the Chicago Tribune, Jon Roe from the Minneapolis Tribune and Paul Hornung from the Columbus Dispatch.

The United Press International college rating is done in cooperation with the American Football Coaches Association. This is done by dividing the country into seven sections, with six coaches voting from each area. Like the AP poll,



the UPI ratings are geographically proportioned. At present, there are two coaches voting in the state of Indiana. Picked on the basis of experience and national recognition, the coaches on the board remain from year to year. If necessary, however, they may be replaced by younger and less experienced coaches.

As in the AP, each coach picks the best teams (only ten as compared to 15 in the AP) in his opinion. The votes are sent to the UPI office in New York where they are added together and the final list is compiled.

The UPI rating system was started in 1950. Joe Carnicelli, executive sports editor of the UPI in New York, gives two basic reasons for its beginnings. The first is of its being a service to the public. Sports is, after all, primarily high in the public interest. The second reason is the competition which exists between the Associated Press Service and the United Press International. As an additional fact of interest, Mr. Carnicelli pointed out the fact that the UPI prefers the title "ratings," to that of the commonly referred to poll.

The coaches' ratings have some of the top names in football today. The list includes Johnny Majors of Pittsburgh, Woody Hayes of Ohio State, Bear Bryant from Alabama, Barry Switzer from Oklahoma, Frank Kush of Arizona State and Notre Dame's Dan Devine.

Both the Associated Press and the United Press International representatives were adamant on the influence and importance of the rankings. It was proposed that a team playing one of the higher ranking teams were more "psyched" for the game than if it were playing a team which was not ranked at all. Also, it was said that when two teams are extremely close in ability, the fans are not loathe to express their opinion of errors on the part of the coaches.

## A Hard Road Travelled, Trust Found

by Gilda M. Montalvo

Our jeep jiggles up and down bumps and curves on the rocky, cactus-dotted mountains. It's already four o'clock and the air is getting colder and colder. Someone up there must have mixed up his months; July is supposed to be hot and sticky, I thought. But I'm from Mississippi and this is northern Mexico. Since ten o'clock this morning I have seen nothing but rain clouds above us, dust clouds behind us, and an occasional burro slowly shuffling his weary legs down the little trodden path.

Bucky and I should reach La

Bendita before long. The people of the *rancho*, or village, should be expecting us; Padre Michael Flannery, an Irish missionary, told them that we would be coming to take care of their toothaches. Whistling Dixie between mouthfuls of Mexican chocolates, Bucky, a dentist with a molasses drawl and a copy of *Spanish in a Nutshell* glued to his back pocket, scans the area. Only two weeks ago he had asked me to go to Mexico with him as his interpreter and assistant. How long ago that seems.

We spot the weathered stucco

*rancho* behind its living walls of huge cacti. One old *ranchero* greets us with a salute: "*Viva Porfirio Diaz!*" Diaz was deposed in 1910. A few leathery faces timidly approach the jeep, while the rest of the group — about 30 villagers — form a procession behind a fat matriarch whose folded arms hold a threadbare, tightly stretched, gray-green shawl over her massive shoulders and back; we nickname her Big Mama. After inspecting us from head to toe, she smiles, shakes hands with us, and offers to lead us to the dentist's office. I quickly glance around the dirt plaza and find eight one-room huts, but no office.

Big Mama ushers us into the largest of the huts, her home. We soon discover that it is also home for eight children, two roosters, a pig, and a little mutt — all free to enter and leave at will. Two *sarape*-covered mattresses hide most of the dirt floor. An iron stove, layered with years of tortilla drippings and spilt chili sauce, guards one corner. As we arrange Bucky's equipment on the splintered table in the other corner, Big Mama drags our first patient in. We learn that her name is Dorita, she is almost nine years old, Big Mama is her mama, and she has two abscessed molars. The teeth must come out.

While squirming in the makeshift dentist's chair, a crude bench from the church next door, Dorita surveys the gleaming tools. As I prepare a needle with anesthetic, her curiosity transforms into open distrust. I blurt out a cheery comment: "*No duele.*" ("It doesn't hurt.") With one swift injection, my attempt to set her at ease boomerangs. Convinced we are liars, enemies, perhaps even *brujos* (witch doctors), she glares at us, spits on the cracked floor of mud, and clenches her bony, brown fists.

Twenty minutes later she is still glaring. Bucky, ready to start pulling, tells me to keep Dorita's arms



out of his way, so I grab them. Although they are only half the size of mine, panic had made them twice as strong. No one has to tell Dorita to open her mouth; it is wide open with screams before Bucky even comes near. Struggling to hold Dorita's head steady, crushing her daughter's perfect, glossy, black plaits, Big Mama stands behind us. With a worried face, she flashes us an anxious smile and hisses, "*Cayate, nina. Son buenos.*" ("Quiet, child. They're good people.")

Bucky wrenches out one molar. Blood gushes with a scream that fills the room. Dorita's wind-chapped cheeks crack with her sobs, and her tear-blurred, brown eyes accuse us of every crime a Mexican *rancherita* can imagine. Her shoulders jerk; her plastic shoes, laced with dusty, frayed, velvet ribbons, scissor the air. The straw Jesus, nailed to the wall, hangs his head over us. Bucky, still curved over Dorita, wipes beads of perspiration from his forehead with blood-spattered arms.

Big Mama and I have not moved. My arms are stiff, and my face is tired of its frozen smile. Blood, warm and wet and mixed with saliva, spurts on my arms, on Dorita's faded dress, and on the puppy napping by my feet. Snuggled against my leg, sporting a new coat of crimson spots, the puppy guards his little mistress in his sleep.

The smell of blood, mingled with the fumes of old tortillas, chili peppers, and grit, hangs heavy in the windowless room. My stomach feels queasy. A swarm of flies buzzes over, under, and through us. Several crawl on my arms, and one has taken a liking to my nose. Two old cocks conduct a lively quarrel under the table.

Each minute takes a siesta before rolling into the next. As neat rows of catgut zipper the gaps left by the corroded molars, the flies' incessant buzz magnifies and slowly replaces Dorita's cries of fear. Her body shakes less, and less, and finally heaves one long, last sigh.

After wrapping Dorita's molars in tissue, I hand them to her, pat her glossy, black head, and tell her, "*Fuistes nina buena y fuerte.*" ("You



were a good brave girl.") The involuntary heroine runs her tongue gingerly over the tracks in her mouth, grabs her Kleenex-wrapped trophies, smiles at Bucky hesitantly, and scampers out of the hut.

Big Mama, blood-drenched Bucky, and I follow her to the courtyard. Rusty cans, bursting with bright red and yellow blossoms, fix the last rays of the sun on the stucco windowsills. As a few pigs and a burro raise their heads at the commotion, the *rancheros* cluster around Dorita, congratulate her, and pay homage to her two teeth.

The lines of toil, wind, and sun on Big Mama's face deepen as she smiles and thanks us. Assuring her that the little white pills are *buena medicina*, good medicine, I hand her a bottle of Bayer aspirin and give her instructions for using it. After taking the bottle, her eyes



light on Bucky, and she comments that Bucky is one of God's special angels. In this land of dusty brown faces and burros, his fair skin, blue eyes, and curly blond hair do look angelic. With Big Mama's statement our status changes; we are no longer friendly strangers. Now we are strange, but welcome, friends.

Before the sunlight completely withdraws — there is no electricity here — we shake hands, pat heads, peer into mouths, hand out more aspirin, and promise to return tomorrow. Rattling off a long list of names, Big Mama hands us a sack of tortillas for the road and assures us that the morning will bring much business and many patients. As we repack the jeep, a swollen little face reappears. Firmly extending her arms to us, Dorita wishes us a good trip down the mountain.

# Defenders in the Ice Arena

by John Delaney

"The most demanding position in all of sport" is the way N.D. hockey coach Charles "Lefty" Smith describes the goaltender. Most people think that one who plays such a position must be bordering on insanity. For those unfamiliar with the game of ice hockey, Smith likens the goalie to a baseball catcher attempting to snare a "ball" travelling at speeds approaching one hundred miles per hour. The "pitcher" can be anywhere from two to 60 feet away, and can move around. Also, other players may be moving between the pitcher and catcher. Take away the signals and add a ball which can dip, flip, and curve, and you have a situation which confronts the goalie approximately forty times each game.

Smith is fortunate to have the services of two outstanding goalkeepers for his Irish varsity. Juniors John Peterson and Len Moher compose what Smith calls "the best goaltending twosome in the Western Collegiate Hockey Association." For the past two seasons, the netminding chores have been split, with each man playing one of the two

games in a weekend series. This year, the coach plans to go with the "hot hand." He explains, "Lenny and John have matured to the point where they can handle the pressure of playing in consecutive games." Peterson and Moher saw the reasons for the "one night on-one night off" system as not only relieving the enormous pressure but also as enabling both of them to gain experience in college hockey. However, the change is welcome. As Peterson says, "Len and I now have enough confidence in our abilities to play an entire series."

Size is not an overwhelming factor in determining the worth of a goalie. Peterson, Notre Dame's biggest netminder ever at 6'2", 183 lbs., believes his stature gives him an advantage in cutting down the angles of opponents' shots. Moher, as a result of his 5'9", 155-lb. frame, has found it necessary to develop quick reflexes and an aggressive style of play. A goaltender's performance is a product of what he does with his size. The smaller man is quicker since he does not naturally cover as large an area as the

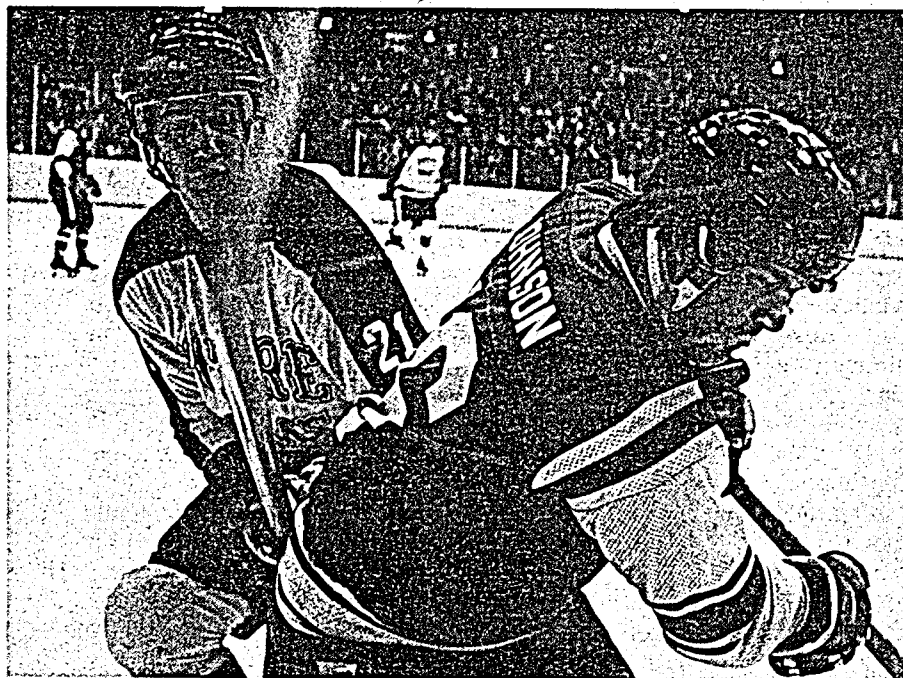
bigger man.

The third-year players also differ in their respective methods of guarding the net. Moher is a "flopper"; that is, a goalie who stays relatively low to challenge the shooter. A "stand-up" netminder is one who tries to direct the puck away from the net and remain off the ice as much as possible. Neither technique is necessarily better, according to Smith; both can be extremely efficient.

What kind of person does it take to put on 35 pounds of equipment and station himself between the offense and the net for 60 minutes? Coach Smith looks for his man in the crease to be intelligent, courageous and quick. Moher aptly states, "Being a goalie is eighty percent mental." Peterson concurs, "Concentration is the name of the game in the nets."

As paradoxical as it may seem, a goalie must be an excellent skater. His agility is limited by his cumbersome equipment, yet he has to move around to adequately play his position. Once a goalie has reached the college level, his physical abilities are fairly evident, although Smith looks to improve his goalkeeper's strength and reflexes.

The psychological requirement is especially obvious when a goal is scored. "What's done is done" is a good expression of the goalie's feeling after the opposition has put the puck in the net. The essential thing is to forget about the score and concentrate on the next shot. Another instance of the need for a disciplined state of mind is when one's team is ahead by a large margin. Peterson says, "The goalie's job is to allow the lowest possible number of goals. It doesn't matter by how many goals his team may be ahead." Moher follows the puck wherever it goes, "to maintain my level of concentration, to avert a lapse that could lead to a turnaround in the game."







Len Moher

Mental preparation before a game is instrumental for each of the Irish goalkeepers. Moher reviews the shooters and offensive style of the opposing club. Peterson, in addition to a personal homework session, likes to relax his eyes and avoid all reading on game days. When he is relaxed, he is better able to concentrate and psyche himself for the contest.

The goaltender is not alone in the duty to protect the net. Two defensemen, one playing to the left and one to the right of the goal, constitute the first line of protection. Preventing a score is the combined task of the goalie and the defensemen, but since the final responsibility rests on the shoulders of the man between the pipes, he bears the brunt of the burden.

When the little rubber disc comes zooming in at incredible speeds, the goalie should certainly fear for his life. However, this is far from the truth. "A goalie accepts the fact that he could be seriously injured," says Peterson, "but his job is to stop the puck, regardless of the risk involved." Moher goes further and adds, "If a goalie is afraid on the ice, he doesn't belong in the game." Be it with his gloved hand, stick, skate, leg, chest, or mask, the goaltender is determined to stop the puck from tickling the twine.

Due to their different styles of play, the N.D. goalies disagree on what is their most difficult play. For Moher, a deflected shot is the hardest to defend, since he moves with the puck. If the shot hits a skate or stick, and changes direction, he must compensate immediately to make the save. Lenny also finds a

low shot to his stick (right) side difficult to stop. John dislikes a shot coming after a pass from behind the net, against which he has no time to prepare for the advancing puck. In his game, preparation is the key to shot blocking and this situation minimizes his opportunity to make ready for the attack.

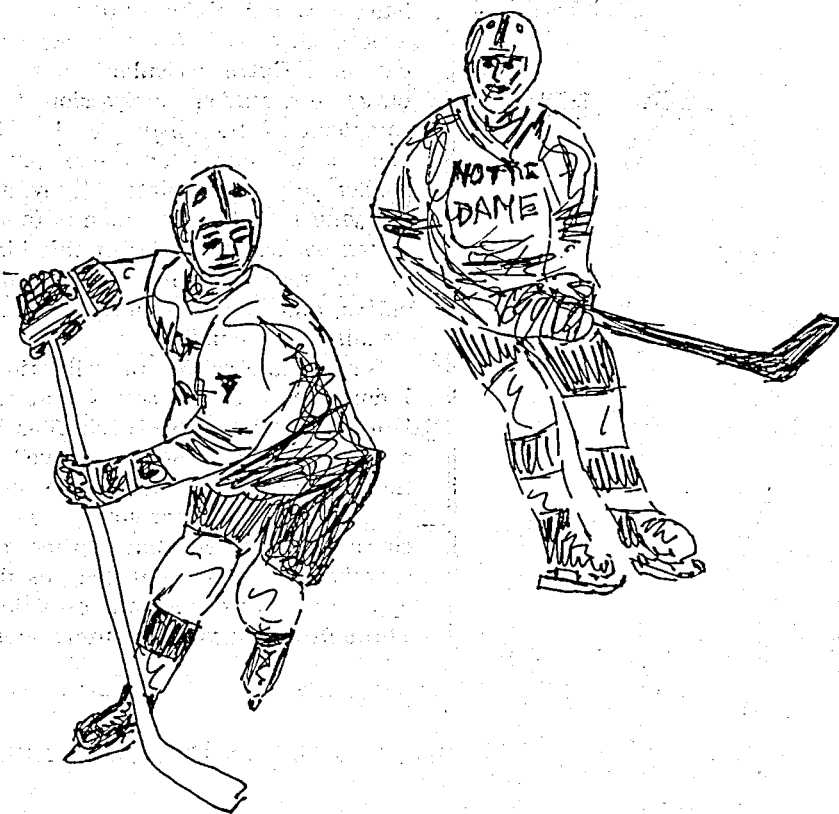
A goalie's importance to his hockey team cannot be overstated. Coach Smith singles the goalkeeper out as the most essential ingredient in the scheme of his team. Peterson sees his role in a similar light and observes, "A team is usually up or down with its goalie. Good net play inspires good offensive play." Moher compares his job to that of a football quarterback, saying, "The goaltender directs traffic, helps his defensemen by telling them things they cannot see. He can also be a real aid in beginning his team's offensive rush by guiding the puck and his teammates out of the defensive zone. He has the entire rink in his vision."

Coach Smith, in his 24th year of coaching hockey, echoes the sentiments of many fans when he remarks, "I still wonder why someone would become a goalie." He cites the demands of the position, especially the activity after a goal has been scored. "Punished" more

than any other athlete when he commits an error, the goalie is subjected not only to a halt in play, but he stands alone in his crease as the red light flashes and the opponents celebrate in front of him.

According to the pair of Irish goalies, the crowd plays an important part in their game. Since hockey is such a taxing sport, mentally and physically, an enthusiastic crowd spurs the net-minders to better performances. "A good crowd makes you want to do your best," comments John Peterson, "and a hostile crowd makes you want to prove yourself." Moher likes big crowds, in home and away arenas. "I love playing in Madison against Wisconsin. When 8,600 people point at you and call you a sieve, it pumps your adrenaline at an even faster rate. It really inspires me to play my best and prove 8,600 people wrong."

This year the Irish will be going with a different strategy for utilizing the two very talented goaltenders. Whether it will work better than the one on one day, off the next system that has been used for the past two seasons is open to question. As of now the strategy appears sound, but the real evaluation of it will be made come March when the WCHA play-offs are held.





## The Last Word

The dust is beginning to settle.

WSND, the student-operated radio station, and Bro. Just Paczesny, vice-president for student affairs, have retreated to their respective corners after a heated and vocal confrontation over station programming. Accusations and threats, indignation and rage have all been registered. Yet, in spite of all the commotion, nothing has been gained: the exact relationship between the Office of Student Affairs and the student activities is still as nebulous and treacherous as it was before the blow-up.

A myriad of questions of specific problems has been raised. What can WSND broadcast? What can *Scholastic* publish? How can Student Affairs control student activities? None have been answered. In fact, the questions themselves act as a smoke-screen which obscures a more subtle and far-reaching problem: the University's attitude toward student activities.

Why does Notre Dame have student activities in the first place? An idealist arguing for their existence would claim that they are a necessary part of a complete education. "Extracurriculars are an outlet for student expression that complement the learning in the classroom," our educational philosopher might postulate. "They are the ying to the yang which is found in textbooks. Activities of this kind are the most personal type of education, and they help build the ideal Renaissance man."

But is this really the situation? I don't think so. It seems that the University views these activities as a luxury; something they "give" to the student body. There is no positive support that encourages us to continue to learn, but rather restrictive guidelines that deny us the opportunity to choose our direction. Through the negative reinforcement

of budget control, we are seemingly guided toward goals that are set by the University. I have been told by a University official that *Scholastic* had better shape up or it won't exist in a few years. What does it mean to shape up? Shape up to what?

Without the freedom to choose our directions, and without the freedom to make our own mistakes, I can see activities only stagnating. We do not pretend to be professionals; we should not be expected to be professionals. But we are. There seem to be levels set for us; and failure to reach these levels results in a penalty of some kind. That is professionalism.

I am not complaining about the existence of levels. I actually believe that the levels which I set for *Scholastic* are much higher than any the University has set. But the condemnation for failure should not come from the University; it should come from our readers. The same applies to WSND: if no one wants hockey, the listeners, not the University, should force it off the air.

So what happens now? Everyone could scamper back to their own little worlds and ignore the situation, hoping that the memories of conflict will dissipate. Or we could have a power struggle, which would be over before it began (after all, who controls the money?). Or there could be some discussion and compromise between the parties. There does exist a benevolent middle ground which benefits both the activities and the University. The only way to reach it is through open and honest discussion.

I hope that this compromise can be sought and found. Otherwise, I think activities are doomed to subservience or to non-existence. Controlling the student activities may be done by people who feel it is their responsibility, but that is a thin guise for intellectual fascism.

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# The Notre Dame Debate Council presents: THE 26TH ANNUAL NATIONAL INVITATIONAL DEBATE TOURNAMENT

featuring top teams from across the nation

*Preliminary rounds will begin on Friday, November 5,  
at 4:00 p.m. and on Saturday, November 6, at 10:00 a.m.  
and will be held on the first floor of O'Shaughnessy Hall.*

*Final rounds, to be held in Hayes-Healy, will begin at  
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The topic of all rounds will be Consumer Product Safety.

The public is cordially invited to attend.



FRIDAY NIGHT  
NOVEMBER 5

*johnny shines*

*magic slim*

*robert jr. lockwood,  
big walter horton &  
sunnyland slim*

*fenton robinson*

SATURDAY NIGHT  
NOVEMBER 6

*lazy bill lucas*

*chicago blues jam,  
with guitar red,  
john wrencher*

*albert king*

NOTRE DAME STEPAN CENTER  
ND-SMC FESTIVAL PASS \$6.00

FRIDAY \$4.00

SATURDAY \$5.00

shows begins at 7:30 p.m.

*Bring a Blanket and Friends*