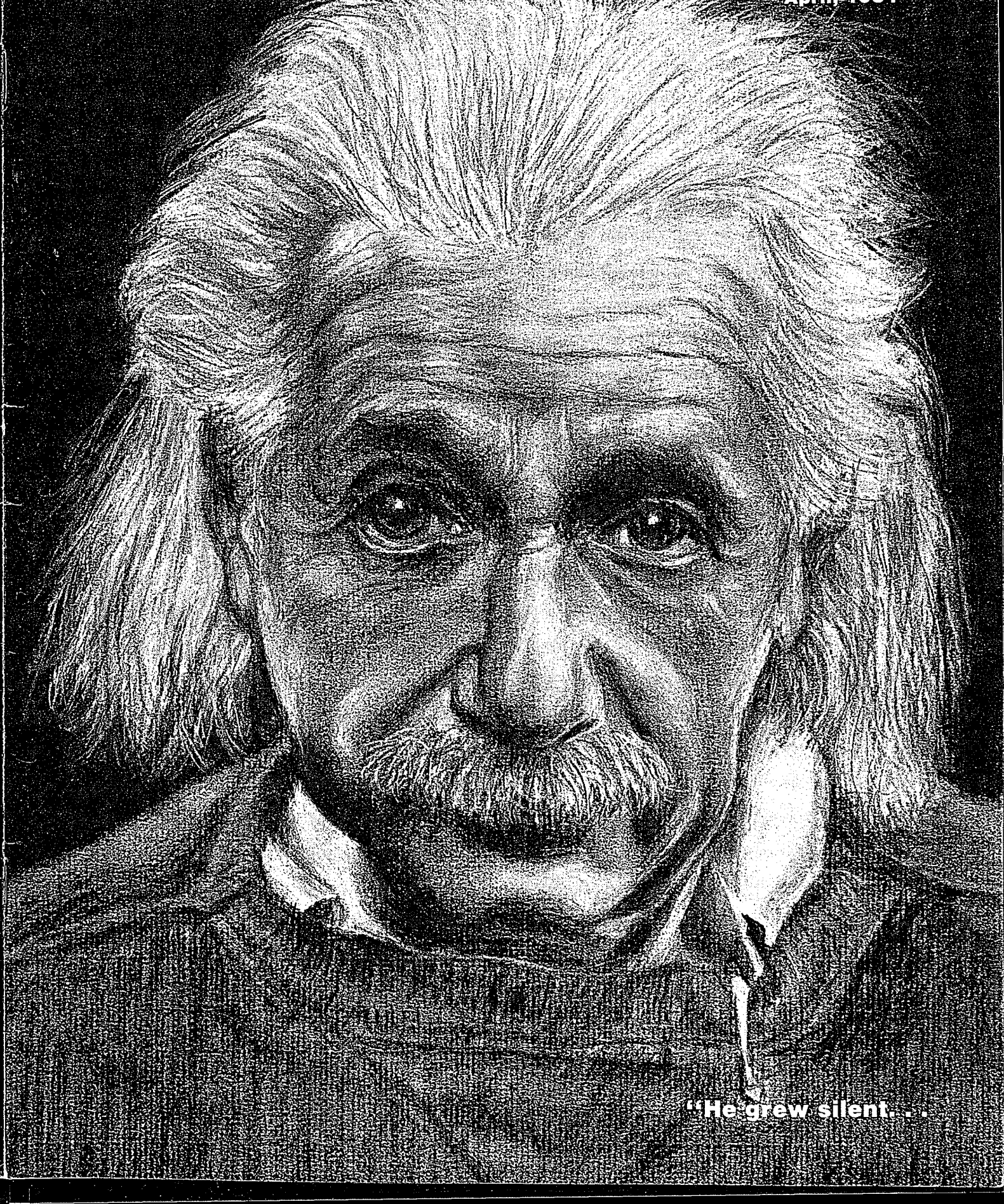


# Scholastic

April, 1984



"He grew silent..."



### **Artist at Work**

The April 1984 issue of *Scholastic* kept the magazine's Art Editor, Kathleen Keifer, very busy. Here she is photographed by next year's Head Photographer at *Scholastic*, Scott Bower. In addition to her artwork for the cover, Kathleen organized the Gallery section and the illustrations for the Kathleen Walker poems in this issue of the magazine.

Albert Einstein did not realize the future impact his invention would have. This month, *Scholastic* explores the nuclear issue and its possible effects at Notre Dame. Also, *Scholastic* looks at the admissions system at the University and offers a glimpse at *Camelot* in South Bend (a piece on the Student Players production which was, incidentally, also written by Kathleen).

# Scholastic

Vol. 125, No. 8, April, 1984  
Notre Dame, IN 46556

## FEATURES

- |    |   |                     |
|----|---|---------------------|
| 8  | The MX and Counterforce Strategy  | Paul Komyatte       |
| 12 | The Effects of Nuclear Detonation on the Campus of the University of Notre Dame | Dominic G. Gabaldon |
| 13 | Interview with Hesburgh   | Laurel-Ann Dooley   |
| 14 | Interview with Halloran   | Jim Basile          |
| 18 | The Admissions Game   | Tom Sapp            |
| 23 | Theater/"For one brief shining moment. . ."                                     | Kathleen Keifer     |
| 29 | A Humorous Look at Growing Up   | Paul Nobrega        |
| 31 | Perspective/The Way We Were: Notre Dame in the 1950's                           | John Bustamonte     |

## REGULARS

- |    |                              |                             |
|----|------------------------------|-----------------------------|
| 2  | The First Word               | Kathy Curran                |
| 3  | Arts Calendar                | Kathleen Keifer             |
| 4  | Scholastic Notables          | Kevin Donius, Patti Drabick |
| 6  | ND Focus/Fort Lauderdale     | Barb Stevens                |
| 7  | SMC Focus/"The W"            | Mary Beth Hocks             |
| 16 | Gallery                      | James Keifer                |
| 24 | Poetry                       | Kathleen M. Walker          |
| 26 | Fiction/Deep Like the Rivers | Bud Luepke                  |
| 32 | The Last Word                | Jim Ganther                 |

The opinions expressed in Scholastic are those of the authors and editors of Scholastic and do not necessarily represent the opinions of the entire staff and editorial board of Scholastic or the University of Notre Dame, its administration, faculty, or the student body.

The magazine is represented for national advertising by National Educational Advertising Services and CASS Student Advertising, Inc. Published monthly during the school year except during vacation and examination periods. Scholastic is printed at Ave Maria Press, Notre Dame, Ind. 46556. The subscription rate is \$9.00 a year and back issues are available from Scholastic. Please address all manuscripts to Scholastic, Notre Dame, Ind. 46556. All unsolicited material becomes the property of Scholastic.

Copyright © 1984 Scholastic / all rights reserved / none of the contents may be reproduced without permission.

# The First Word

by Kathy Curran  
Saint Mary's Editor

When I was nine years old I was swept away by an undercurrent while body-surfing in the Pacific Ocean. As I was being dragged through the water, sheer terror engulfed me. I realized nothing I could do would stop the force of the waves — I was drowning. While my sisters were digging for sand-crabs I was about to be devoured by sharks.

With the end of the school year coming I am beginning to feel that way again. It seems impossible to fulfill every demand — forces are pulling on me and I am losing ground. There are papers to write, tests to study for, and activities to plan. I cannot charm my way through these things; yet, I do not see how I can get them all done well.

And I am getting tired of this. Horseback riding sounds a lot more inviting than sitting through another class. I would joyfully opt for baking in the sun over spending an afternoon in the library. Feasting upon a Baskin-Robbins ice-cream cone would make me a much happier girl than attending a meeting.

It would be easy to sit here, complaining about the present and worrying about the future. Yet nothing can be accomplished that way except increasing the likeliness of an ulcer. This is a difficult time of year — but it is succeeding in these times that allows a person to shine.

We should not do only what is required of us — but “give it our all.” We should meet tasks not with the objective of getting them done but with the idea of accomplishing them to the best of our ability. That extra effort is what distinguishes the conductor from the maestro, the cook from the chef, the player from the champion.

But there is a deeper realm of living beyond simply fulfilling responsibilities. We are called not to function, but to live. And living requires an acceptance of God's role in our lives. Our actions should not be products of self-determination and selfishness, but demonstrations of our love of Him. We should study to “ace” an exam not to improve our graduate school-bound G.P.A., but to glorify God. We should thoroughly research topics not in attempt to prepare us for future pursuits, but to manifest our God-given talents.

Life will be full if we keep our purpose for living in perspective. If our actions are attempts to do the will of God, and not that of ourselves and others, there will be no failure. Our goal in life is to surrender to God. That objective will keep us from being swept away by currents — just as my father's hand saved me from the waves. □

## Scholastic Correction

Dr. Anthony Ostric, in an article in the March 1984 issue, wrote as follows: “It is stated in [*Philemon's Problem*, by Rev. James Tunstead Burtchaell, C.S.C.] that His Excellence Leo E. Pursley, D.D. (*sic*), Bishop of Fort Wayne-South Bend, gave his *Imprimatur*, i.e., official approval for the publication of Father Burtchaell's above-named book. When asked about that, this now-retired Bishop, otherwise known as faithful and totally loyal to the Church, declared that he never gave his approval (*Imprimatur*) for this book, that his name was put there intentionally, without even asking him; that ‘this represents’ as the Bishop stated, ‘the betrayal of my trust’ ” (p. 16).

In reply to a query from Father Burtchaell, Bishop Pursley has stated that in conversation and in correspondence with Dr. Ostric he had affirmed that his *Imprimatur* appeared in the book because it *had* been cleared by his censor. He had further clarified that *if* a censor would knowingly approve a book that contains doctrinal error, *then* he would betray the Bishop's trust.

*Scholastic* regrets any error in this matter, and notes that ecclesiastical authorization for the publication of Father Burtchaell's book was duly obtained.





EDITORIAL BOARD  
1983-1984

EDITOR-IN-CHIEF  
James S. Ganther

GENERAL MANAGER  
Thomas M. Sapp

ST. MARY'S EDITOR  
Kathy Curran

Photo Editor  
Michael P. Leary

News/Sports Editor  
Kevin Donius

Culture/Fiction Editor  
Laurel Ann Dooley

Copy Editors  
Kathleen Doyle  
Janet Drobinske

Art Editor  
Kathleen Keifer

Advertising Manager  
Jeannie Euch

Business Manager  
Jim Dever

Distribution Manager  
Brent Kruger

Editor-Elect  
Kathleen McGarvey

Head Photographer  
Scott Bower

Advertising Staff  
Reginald V. Daniel

Advisory Board  
Dr. James McDonnell  
Prof. Elizabeth Christman  
Mr. Michael Garvey  
Prof. Marjorie Kinsey  
Prof. Robert Schmuhl  
Dr. Linnea Vacca

Photo Credits  
All Scott Bower, except pp. 5, 7—St.  
Mary's College Public Relations  
Mike Leary, p. 21  
Illustrations  
Kathleen Keifer, pp. 3, 11, 23  
Mimi Korbuly, p. 24  
Chip Crowe, p. 25  
Liz Meyer, p. 26  
Pat Conboy, p. 27

Cover  
Kathleen Keifer

# Arts Calendar

April  
May

Student Exhibition of Art  
April 15-28  
Snite

19th c. European Photo  
April 8-  
Snite

Faculty Portraits  
April 8-  
Snite

*Camelot*  
April 26, 27, 28-8:00 p.m.  
Bendix Theatre  
Notre Dame Student Players

William Windom plays "Thurber I"  
April 25-8:00 p.m.  
O'Laughlin Auditorium

SMC Student-Faculty Show  
April 27  
Moreau Gallery

*Shoot the Piano Player*  
April 25-7:00  
O'Shaughnessy Loft

*The Face of Another*  
April 26-7:30 p.m.  
Washington Hall

*We All Loved Each Other  
Very Much*  
April 27-7:30  
Annenberg Auditorium

*Zelig*  
May 4-7:30 p.m.  
Annenberg Auditorium

*Godspell*  
May 3, 4, 5, 17, 18-8:00 p.m.  
Saint Mary's Campus

St. Mary's Senior Art Comps.  
Until April 27  
Moreau Gallery

Karl St. Clair, guest conductor  
April 28-8:00 p.m.  
Morris Civic Auditorium

Midwest Pops; Lerner & Loewe Show  
May 6-8:00 p.m.  
Century Center



# Scholastic Notables

## University of Notre Dame

by Kevin Donius  
News/Sports Editor

### Professor-Governor Gilligan

John J. Gilligan, former governor of Ohio and Thomas and Alberta White Professor of law at Notre Dame, will leave the White Chair to become Francis J. O'Malley Professor and special assistant to the president for public policy.

Gilligan, who graduated from Notre Dame in 1942, earned a Silver Star for gallantry as a Navy officer in the Second World War, and received a master's degree in English literature from the University of Cincinnati in 1947. He served on the Cincinnati City Council as well as in the U.S. House of Representatives before being elected governor of Ohio in 1970. He has held the White Chair at the law school since 1979.

The Francis J. O'Malley University Chair was established last year to memorialize one of Notre Dame's most famous and admired faculty members. O'Malley died in 1974 after 42 years as a member of the English department, in which he specialized in the relationship between religious belief and literary imagination.

Gilligan, a former student of O'Malley, will be required to teach one class in the Freshman Writing Program per semester. He will also continue to teach at the law school.

### Military Justice

Notre Dame Law School professor Kenneth F. Ripple was recently appointed to the Military Justice Study Commission by Secretary of Defense Caspar Weinberger.

The commission of nine members, three of whom must be civilians "who are recognized authorities in military justice or criminal law," was established

to study the changes in court-martial procedures and sentencing process proposed by the Military Justice Act. The commission will meet periodically to hear interested parties and will submit a report on this and other matters to Congress before September.

Before coming to Notre Dame in 1977, Ripple served as a special assistant to the chief justice of the United States and as a legal officer of the Supreme Court.

**The commission of nine members was established to study the changes in court-martial procedures and sentencing proposed by the Military Justice Act.**

### Senior Scholarship

Curtis Milhaupt, a senior government and international studies major, has become the sixth Notre Dame student to win the Japanese Government (Mombusho) Scholarship. Milhaupt, a native of Chilton, Wisconsin, was one of seven students of the Japanese language who qualified for the scholarship after a three-hour examination taken by 35 graduate and undergraduate students. Ellen Ryan, a Saint Mary's government major from Scituate, Massachusetts, qualified as an alternate recipient of the award.

The scholarship offers the opportunity for research study at a Japanese university selected by the ministry of education for a period of 18 months to two years. It provides transportation fees, tuition, board, field trips and a monthly stipend of 168,000 yen (\$730).

Last year's Notre Dame awardee, Frederick Dickinson, a government major from Lebanon, Indiana, is currently attending Kyoto University.

### Alumni Updates

Forty Notre Dame administrators, educators, and athletic staff members, including Gerry Faust and Digger Phelps, are in the process of bringing "campus updates" to alumni at more than 160 meetings held across the nation. The objective of these meetings, which were initiated in 1974, is to call attention to the non-athletic achievements of the university and to

highlight its central educational mission.

In addition to Faust and Phelps, speakers include: Rev. Theodore M. Hesburgh, C.S.C., University president; Rev. Edmund P. Joyce, C.S.C., executive vice president; Thomas Carney, chairman of the University's Board of Trustees; and William Sexton, Vice President for Public Relations.

Of the 40 speakers, 26 are administrators, seven are faculty members or deans, and seven are athletic staff members.

**John J. Gilligan, former governor of Ohio and a 1942 graduate of Notre Dame, will become the Francis J. O'Malley Professor and special assistant to the president for public policy.**

## Saint Mary's College

by Patti Drabick

### Vacca Wins Fellowship

Linnea B. Vacca, assistant professor of English at Saint Mary's College, is one of eleven college and university members in the state of Indiana to receive a Faculty Open Fellowship from the Lilly Endowment, Inc.

The fellowships, started a decade ago, allow faculty members to pursue

innovative research and work-study programs in the United States or overseas.

Vacca, a member of the Saint Mary's faculty since 1969, will spend the coming school year at the Institute for the Advanced Study of Religion at the University of Chicago. A native of Chicago, Vacca received her Ph.D. from the University of Chicago. She has also taught classes in humanistic studies and religious studies at Saint Mary's.

### Phone-a-Thon

The ninth annual Alumnae Phone-a-thon at Saint Mary's College generated pledges totaling \$71,500 during its four-night session this March.

Volunteers consisted of students, faculty members, staff, and local alum-

nae. They contacted almost 2400 SMC alumnae across the nation and 68% of those contacted promised contributions. The average pledge was \$44.51. The goal set for the phone-a-thon (\$65,000) was exceeded by 9%.

All the monies received from the annual event are used to offset the high operating costs of the college.

### Commencement Speaker

May 19 is the day of commencement for seniors at St. Mary's College this year. Abigail McCarthy—writer, lecturer, and women's rights advocate—will address the 1984 graduates. McCarthy, who was recently selected as one of America's fifty leading women, will be among 4 to receive an honorary Doctor of Humane Letters degree from the college. Author of the critically acclaimed memoir, "Private Faces/Public Places" McCarthy has also written the novel, "Circles, A Washington Story" and currently writes a regular column for *Commonweal* Magazine. She has co-authored three other books, among them "Why Catholic" and is now working on another novel. A collection of her columns and essays will soon be published by Atheneum.

McCarthy was the founding president of the Washington-based Clearinghouse on Women's Issues and has served on an advisory committee for the Women's Political Caucus. She is also vice-president of Church Women United and the National Conference for Interracial Justice. A graduate of the College of St. Catherine, and currently a member of their Board of Trustees, McCarthy received her master's degree from the University of Minnesota and has done graduate work at the University of Chicago. A member of Phi Beta Kappa, Mrs. McCarthy has received six honorary doctorate degrees.

Other honorary Saint Mary's degree recipients include: Robert Beck, chairman of the board and chief executive officer of the Presidential Insurance Company, who will receive an honorary doctorate of laws degree; Sister Olivia Marie Hutcheson, C.S.C.,

### Recitals

Two senior music majors presented recitals at O'Laughlin's Little Theatre during March. Rebecca Ann Wilson, a native of Mishawaka, presented her piano recital on March 8. Wilson's program includes pieces by Scarlett, Liszt, Beethoven, Ginastera and two works by Chopin. She is currently studying under Dr. Jeffrey Jacob, associate professor of music at St. Mary's.

Ann Harvey, a native of Cotuit, Mass., studied voice last summer at the American Institute of Musical Studies in Graz, Austria. Her program included songs by Joseph Marx, Rachmaninoff, Chabrier, and Menotti. Harpist Susan Davis accompanied her for three Irish country songs. A member of Saint Mary's Women's Choir, Harvey will serve as cantor for the Baccalaureate Mass during commencement exercises on May 19. She will also play the part of Hansel in the music department's opera "Hansel and Gretel" in April.

superior general of the Congregation of Holy Cross, who will receive an honorary doctorate of humanities; and Evans Woolen, often referred to as the "dean of Indiana's architects," who will receive an honorary doctorate of fine arts degree from Saint Mary's.

Mary Kelly McLaughlin, leader of California's Education for Parenthood Project and '42 graduate of Saint Mary's, will receive the President's Medal.



# ND Focus

## Fort Lauderdale:

### The spring break crowd invades the scene and the natives don't mind

by Barb Stevens

Miles of green sea flank a narrow strip of white sand almost completely covered with towels and sunburned bodies. A wide road, looking like the city at rush hour, stretches between the beach and a row of bars, restaurants, and shops. Known also as "The Strip" this section of road remains active 24 hours a day. At daybreak the die-hard members of the night crowd straggle home past early beachgoers and morning joggers. In the evenings, many people linger on the beaches long after others have arrived for happy hours or dinner. At all hours of the day, the poor guys who never did find a cheap place to stay and are still sleeping in their cars can be seen lathering up their hair under the beach side showers. Even the most mundane experience, like driving, becomes an adventure on the strip, the only place in the United States where people think that U-turns are legal and that a red light means enough time for four more cars to shoot through the intersection. Even more hazardous than cars are the bikers who weave through traffic popping wheelies and shooting water pistols at every driver with the window down. This place is Fort Lauderdale, Florida. The occasion — spring break!

The crew of college kids in Fort Lauderdale for spring break have only one short week to get a savage tan, and they waste no time. Early every morning people arrive at the beach, plunk down on their towels, blare their boxes, and try to add to the two hours of sleep they got the previous night. The industrious premed students, already thinking ahead to MCATS, spend a laborious hour brushing up on their anatomy — concentrating on the girl in the leopard bikini and her blond friend in the fringe. By 11:30 the beaches are so crowded that when people rotate their towels to stay in the direct line of sun they end up lying on

the people next to them, who wake up wondering how they got the white strip across their legs. The warm, clear ocean offers a refreshing break from the sun for anyone whose suit is made for swimming, and during the afternoons, groups like the *Beach Boys*, *Modern English*, and *Heart* give free concerts at the far end of the strip. By midafternoon many kids have to take a break from the relentless Florida sun. These people can give themselves pseudosunburn by entering the belly flop contests or just relax and get something to eat or drink at any number of places across the street.

Night life in Lauderdale begins before night even arrives; in fact, many doubt that it ever ends. In a variety of bars along the strip kids dance, drink, and socialize. Even walking or driving along the strip provides as much entertainment as a live show. Many of the guys lounging along the walls give the impression that they have never seen girls before or have spent the past year locked away in Pangborn Hall. For girls, driving down the strip at night is like driving through a safari park. Unless they keep their windows tightly closed at all times, something may try to enter the car.

In the middle of the strip, within easy walking distance of everything, sits the Sheraton Hotel where the students on the Student Union-sponsored trip stayed. Featuring spacious rooms, a pool, and express elevators that stop magically on every floor whether or not anyone pushed that button, the Sheraton was a choice spot. Right outside, the alumni van parked for the week — with a message board and a free Watts line for students to call home.

With a different batch of college students invading their city and beaches every week, crowding into their restaurants and jamming their roads, it would seem likely that the natives of Fort Lauderdale would resent them. However, the elderly man out for his daily walk has nothing but smiles for the

**"The crew of college kids in Fort Lauderdale for spring break have only one short week to get a savage tan, and they waste no time. Early every morning people arrive at the beach, plunk down on their towels, blare their boxes, and try to add to the two hours of sleep they got the previous night."**

girl in the leopard bikini bouncing along the sidewalk in her morning jog. The local restaurant owners and shopkeepers are friendly and eager to please the throng of students mobbing their businesses. The shopkeepers, taking a lesson from college bookstores, stamp Fort Lauderdale on any common item, jack up its price, and sell it by the hundreds. Even the bartenders, a little frazzled by 3:00 A.M., feel only good will for their customers, especially the happy boy at the end of the bar waving a twenty dollar bill and shouting "Drinks for everyone on me."

No, the natives of Fort Lauderdale don't seem to mind the spring break crowd. In fact, during the other months of the year they probably get quite lonely for the rowdy college students and even more lonely for the green pieces of paper the kids bring down to Lauderdale to blow. □

*Barb Stevens, a junior Arts and Letters major, spent her spring break in Fort Lauderdale and returned with this report for Scholastic. She is from Pitman, New Jersey, and frequently contributes to this magazine.*



# SMC Focus

## “The W”: The unique writing program since 1972

by Mary Beth Hocks

The writing program at Saint Mary's may not be great table talk but, surprisingly enough, it has been the subject of party talk upon occasion. Mysterious rumors about something called “the W” float around dorm rooms, dining halls, and yes, even parties! Here's a typical example: On one of my rare and daring visits to a capacity-packed party room, a guy I knew, as he was squeezing past, stopped to talk a minute. With him only a nose-length away, we were in a great position to do the tango, but instead, he yelled in my ear, “Hey! I just met a senior from Saint Mary's who seemed kinda quiet—a little down. Finally, she just burst out, ‘I didn't get my W,’ and then took off!” I let out a loud laugh, then regretted it: that poor girl . . . a senior? But my friend wasn't finished: “What is the ‘W thing,’ some kind of award? I always thought it was like a withdrawal—you know, a punishment.”

My imaginary inquiring friend unknowingly got right to the true, and almost paradoxical, nature of “the W” as seen from the students' point of view. It is an award; it can also be a punishment (the old torturing kind, the rack!). That bold-faced W that attaches itself to course numbers (103W) eventually belongs on the transcript as an award of sorts. But for that poor senior (and she isn't alone), that W, or actually lack of, has become a real burden: without it, she risks no less than graduation!

“The W,” translated as Proficiency in Writing, is actually the emblem of a unique writing program at Saint Mary's. Formed in 1972 as a “metadisciplinary” method of teaching college-level writing, the Saint Mary's Writing Program is one of the oldest cross-curriculum programs in the country. Writing across the curriculum has become quite popular since educators have emphasized the value in both learning and practicing writing in the context of disciplines other than English. Not surprisingly, the Saint

Mary's program was evaluated favorably by an external committee in 1982.

Saint Mary's offers W courses in a variety of subjects, ranging from Philosophy and History to Art and Music, and ideally, a student should choose a subject which interests her and study writing within that course's content. Saint Mary's students thus avoid a much-hated horror at many universities called Freshman Composition. The Writing Committee, comprised of professors from various departments, goes through training which better qualifies them to teach writing, and this same group awards “the W” to students at the end of the semester. The process culminates in reading portfolios of each student's work, with two professors other than the individual's teacher reading each one. Students who have achieved the committee's standards of writing are then awarded a W. Those who don't “get it,” however, face the “punishment” of another writing course, and possibly a lot of heartache!

Professor Ann Loux, founder and current director of the program here at Saint Mary's, understands that heartache. “Writing is terrifying,” she sympathizes, “and it doesn't always work!” She stresses that an educational institution can encourage students to write, making it rewarding and productive rather than frustrating and pointless. The difficulty, she says, is “how to produce good standards but not produce the effect” of discouragement. As a tutor in the Writing Clinic, which buttresses the W courses, I myself can certainly see the frustration of students whose insecurity about their writing abilities often stems from poor high school training. Typical comments from frantic students are: “I hate writing”; “I'm a terrible writer”; “My teacher hates my writing!” While trying to encourage my fellow students not to give up, I still can't deny that, for some, “the W” is hard to get and that these heavy writing courses are tough.

Professor Loux remains optimistic about the success of the program. She cites the objective standard and wide audience created by the committee as



**Professor Ann Loux**

helpful and demanding. She points out that writing classes are limited to 20 students, a personable atmosphere which, coupled with the help of tutors and student assistants, helps provide the personal attention so vital to writing instruction. The use of computers has added a new dimension to some writing classes. Two professors are currently having students write and revise all papers on computers, and Professor Loux looks forward to more utilization of computers in future writing courses.

The mysterious “W,” representing an interdisciplinary writing program suitable to a liberal arts education, is an award well worth having. Although, like finals and senioritis, it seems another hump to get over on the road to graduation, “the W” is not impossible to get: we just have to put up with a little writer's cramp! □



Mary Beth Hocks is a junior at Saint Mary's College and is an outstanding musician who frequently performs at “The Empty Keg.” Mary Beth hails from Columbia, Missouri.

# The MX and Counterforce Strategy: A Pursuit of Peace or of Disaster?

by Paul Komyatte

In his papal encyclical *Peace on Earth*, Pope John XXIII decreed that "the fundamental principle on which our present peace depends must be replaced by another, which declares that the true and solid peace of nations consists not in equality of arms but in mutual trust alone." Unfortunately the two superpowers in the world have an immense amount of progress to make before Pope John's goal can even resemble reality. With the United States and the Soviet Union possessing stockpiles of nuclear warheads capable of annihilating each other several times over, they have historically relied on the strategy of deterrence to uphold the state of peace between them. The strategy of deterrence holds that neither the U.S. nor the U.S.S.R. would initiate the use of nuclear weapons because the retaliation inflicted by the other side with warheads that survived the first strike would devastate the attacker, thus deterring the attack in the first place.

The current superpower balance thus relies not on trust but on the sheer ability to annihilate one another, thereby discouraging or deterring nuclear attacks. The nuclear balance therefore appears to more closely resemble a balance of terror or a precarious nuclear stalemate, threatening to unleash a torrent of destruction if deterrence fails. Indeed, fears are growing that this strategy of deterrence could break down, dooming the world to an unprecedented calamity of destruction. In its recent Pastoral Letter of War and Peace, the National Conference of Catholic Bishops analyzed our current situation and set up guidelines as to what course our deterrent policy should take in order to avoid an untimely death of society as we now know it.

Current trends and programs in our government's nuclear planning strategy, however, appear to compromise not only the policy of deterrence itself but also the goals of the Bishops' letter. A good example is one of the more recent additions to the U.S. deterrent force: the MX missile

program which unduly threatens the balance of deterrence and hence the goals of the Bishops through its destabilizing qualities.

The MX essentially has its roots in two areas of our nuclear strategy. Initially, the MX was designed to reaffirm the strength of the strategic triad. The U.S. has historically maintained its nuclear forces in a triad of land, air and sea based weapons. The U.S. currently maintains inter-continental ballistic missiles (ICBMs) as the land based segment, submarine launched ballistic missiles (SLBMs) in submarines as the sea based segment, and B-52 inter-continental bombers as the air segment of the triad. Utilizing three basing modes was rationalized as best maintaining survivability of our nuclear forces and thus as best upholding deterrence. While the Soviet Union could develop the ability to strike and knock out one leg of the triad, U.S. strategic planners felt that it was highly unlikely that the Soviets could develop the capability to simultaneously destroy all three legs of the U.S. triad.

While the triad served the U.S. goal of deterring war for nearly three decades after World War II, increasing doubt about the survivability of the land based force began to surface in the mid-1970s. As fears circulated that our land based ICBMs could no longer withstand or survive a Soviet first strike attack, the MX was proposed in order to bolster and to reaffirm the survivability of the land based segment of the U.S. triad. The MX is a super-accurate and highly powerful land based ICBM, and US planners felt that its deployment would once again make our land forces survivable and thus a credible part of the deterrent force.

In addition to bolstering the survivability of our land based ICBMs, the MX missile also finds its roots in the more recent and still evolving counterforce strategy of the US deterrent force. Counterforce targeting embraces the posture that weapons be targeted on Soviet military targets like hardened ICBM silos as opposed to population centers like cities. Counterforce strategy itself evolved from the need for a flexible and credible deterrent.

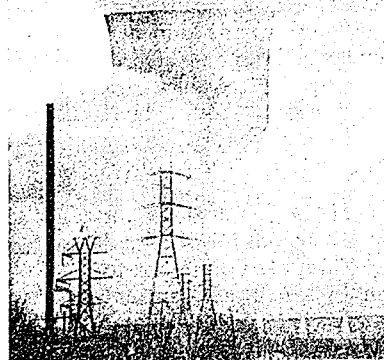
While during the 1960s and early

1970s, US doctrine stressed that credibility of our deterrent force depended on being capable of withstanding a first strike and then retaliating with devastating impact against Soviet economic and population centers, this doctrine was modified to incorporate counterforce capabilities when the previous doctrine began to lose credibility. US strategists became concerned that leaving the president with the single option of a massive retaliatory strike against Soviet cities and industry after any level of Soviet attack was not only becoming unrealistic but also less credible.

Would a US president, for example, launch a devastating retaliatory strike against the Soviet Union after a very limited Soviet attack of about 10 missiles on the US? President Nixon put the scenario in perspective when he asked Congress in 1970: Should a president in the event of a nuclear attack "be left with the single option of ordering the mass destruction of enemy civilians, in the face of the certainty that it would be followed by the mass slaughter of Americans?" Strategists maintained that, in order for the US deterrent to be credible, the US must have the option to respond in kind to a limited Soviet attack, through a retaliatory but limited strike on Soviet military targets instead of cities. Counterforce thus provided an option so that if deterrence were to break down, the US would not be doomed to a mutually suicidal nuclear war with the Soviet Union, but would instead be able to employ a limited attack on Soviet missile silos in an attempt to bring the war under control and to thus minimize the number of resulting civilian deaths.

The MX program fit into the counterforce arena by being an ideal weapon for the kind of strategy that counterforce implies. Since military targets like Soviet ICBMs are often placed in super strong hardened concrete silos, a warhead must be necessarily accurate and powerful to hit and destroy the target. Land based ICBMs have inherently been the most suited for this job of "silo busting" (as it is commonly called). The MX itself is ideal for the job. Given the missile's pinpoint accuracy and awesome explosive power, it is estimated to have up to a 99% kill

**"The current superpower balance thus relies not on trust but on the sheer ability to annihilate one another, thereby discouraging or deterring nuclear attacks. The nuclear balance therefore appears to more closely resemble a balance of terror or a precarious nuclear stalemate."**



probability against Soviet missile silos.

Counterforce capability became firmly embodied in US doctrine with the Carter Administration's promulgation of Presidential Directive 59 (PD-59). According to PD-59, signed in July of 1980, the US would now be prepared to fight a long but limited nuclear conflict by using precise nuclear strikes against military targets, employing silo-busting weapons like the MX missile. US strategic doctrine thus came to be fighting and prevailing in a possibly lengthy but limited nuclear conflict, striking against military targets instead of population centers. Since it was believed that deterrence may indeed someday break down, US strategists thought that we should at least plan to limit the resulting destruction. Counterforce strategy and the MX missile would provide the possibility of fighting a limited nuclear conflict and thus of minimizing casualties in the event that deterrence between the US and USSR did fail.

The MX thus evolved from a dual purpose of re-strengthening our increasingly vulnerable land based leg of the triad and of providing an ideal tool in the newly emerging US counterforce strategy. While the goals of the weapon are, admittedly, easy to rationalize and to justify, the accompanying destabilizing aspects of the missile lead me to conclude that it would merely increase the chance of a catastrophic nuclear holocaust. Initially, a strategy of planning to fight a limited nuclear war makes the results of nuclear war less abhorrent and thus more likely. The capability to destroy enemy nuclear forces will make nuclear weapons appear more useable in the form of precision nuclear strikes which would minimize civilian deaths. Once the effects of nuclear weapons are made to look less catastrophic, the nuclear threshold is lowered, for one factor that deters the use of these weapons is their horrendous destructive capability. Policy-makers may feel less hesitant, especially in the event of a future crisis, to use nuclear weapons if they are portrayed as being useable and not terribly destructive.

The tragic result is that nuclear war will not likely remain limited, and thus,

increasing the likelihood of nuclear weapons' use increases the chance of world destruction. PD-59 itself employs the targeting of Soviet bomb shelters protecting Soviet officials with the authority over atomic forces. It is somewhat bewildering to think how such a war is to be kept limited when Soviet command and escalation control centers have been destroyed.

Policymakers themselves appear dubious over the prospects of keeping a nuclear war limited. Former Secretary of Defense Harold Brown appeared to close the case on the very PD-59 strategy he helped promulgate by stating in 1980 Annual Report that he was *not at all* persuaded that "even a tightly controlled use of the strategic forces . . . could be kept from escalating to a full scale thermonuclear exchange." Robert McNamara, Secretary of Defense in the Kennedy and Johnson administrations and largely responsible for a great deal of our current strategic thinking, wrote an article in *Foreign Affairs* last year attesting to the sheer unlikelihood of ever keeping a nuclear war limited.

The Pentagon itself has simulated war games in which the initial use of a *single* nuclear warhead has escalated to the point where Europe as well as the US and the USSR was devastated. Simple logic dictated the unlikelihood of any nuclear conflict remaining limited. Planning to win a limited nuclear war not only increases the chances of such a conflict by making it less unacceptable, it also promises to be certain death for millions since a nuclear exchange—once started—will most likely not remain limited.

While the goal of using the MX to fight a limited nuclear war is dangerous in itself, perhaps even more destabilizing to deterrence are the qualities of the missile itself. Initially, the close resemblance of the MX to a first strike weapon threatens US-USSR stability. A first strike entails the firing of one's missile fleet in order to wipe out the other side's missiles and to effectively disarm it. By its nature, a counterforce capability implies this very ability to destroy enemy warheads before they leave the ground. Since counterforce entails the targeting and the destruction of enemy warheads, the counterforce

strikes must be fired before enemy missiles leave their silos, making them indistinguishable from a first strike attack.

While US strategists, of course, deny the intention of ever launching a first strike against the Soviet Union and claim that our counterforce planning is strictly for retaliatory purposes, the Soviets are not easily convinced. Donald Snow puts the situation bluntly in his book on nuclear strategy: "Any Soviet planner who takes the (former Secretary of Defense) Schlesinger justification and distinction between counterforce and disarming first strike seriously would have to be a palpable fool."<sup>2</sup> Perhaps the most convincing proof of our policy being synonymous with a first strike one is the comments of US strategists themselves. When defending Carter's SALT proposal in 1977, Secretary of Defense "Brzezinski said that the Soviets should recognize that the MX system 'could be extremely threatening to them' with its 'first strike capability against their land based system.'"<sup>3</sup> Statements like this are hardly reassuring to the Soviets.

Should we actually deploy the MX, we would definitely be one step closer to possessing a first strike capability. Nuclear strategist Desmond Ball as well as Herbert Scoville, the former head of the Arms Control and Disarmament Agency, has attested that the MX program would pose a serious disarming threat to the entire Soviet land based missile fleet. While the MX plans have been substantially scaled down from the initial proposal of deploying 200 missiles, and even though there are numerous uncertainties concerning whether an actual disarming first strike capability is attainable, the addition of the MX to our current ICBMs will be perceived as nothing but threatening by the Soviet Union.

In terms of deterrence, this prospective US first strike capability is extremely destabilizing. If deterrence is to work, both the US and the USSR must be able to absorb a first strike and still have enough weapons left to launch a substantial retaliatory strike. The US counterforce policy with the MX, however, will undermine this situation. According to Department of Defense figures, the USSR

has over 5,300 land based warheads compared to only 1,334 submarine launched missiles, thus relying on land based forces for 75% of their overall deterrent. A US first strike ability against Soviet land based missiles will therefore threaten the majority of what the Soviets depend on for deterrence.

The last 25% of the Soviet deterrent spread among sea based missiles and bombers can hardly be reassuring to them in the event that their land segment is knocked out. Soviet submarines are much more vulnerable than ours are, and their bombers are old and outdated, making them extremely vulnerable if caught on the ground. It thus becomes clear that if the Soviets are to maintain a credible deterrent force, their land based ICBMs must retain a high rate of invulnerability, something which becomes more unlikely if the MX is deployed.

As we move into the time period where Soviet ICBMs lose their vulnerability (because of MX deployment), the only plausible effect will be a drastic increase in the risk of nuclear war. The MX will provide the US with a potential first strike ability along with a counterforce doctrine that is indistinguishable from a first strike one. In order for the Soviets to be assured of their security, they are likely to take moves which would be counter to US security. The simplest and initial measure the Soviets could take would be to adopt a "launch on warning" posture, ensuring that their missiles are not caught sitting idly in their silos by a US surprise attack. "Launch on warning" means that the Soviets would launch their missiles as soon as their computer and radar systems detected US missiles bearing down on the Soviet Union. Many strategists have warned that as Soviet ICBMs become vulnerable, the Kremlin will be tempted to adopt such a policy in order to use their missiles before they lose them.

The unfortunate implication of this policy is that it would greatly increase the chance of accidental nuclear war. The US has already experienced numerous computer malfunctions in which our

radar systems showed the entire Soviet fleet streaming towards the US. While these breakdowns were quickly detected and solved, it is always a possibility that a future malfunction would not be detected until it was too late. The prospect of a Soviet "launch on warning" policy placing the world at the mercy of the infallibility of computer and radar systems is indeed a troubling one.

While a "launch on warning" posture is one possible Soviet response to the MX, the US first strike potential will also greatly increase the risk of a Soviet first strike against the US. In a future crisis, if the Soviets feel that the US is preparing to launch a first strike, they would be more inclined to launch a first strike themselves in a pre-emptive fashion. The reasoning behind this analysis is that it is better to strike first than to be caught unaware. Since a successful US first strike against the Soviets would leave them virtually incapable of a credible retaliatory response, they will be more apt to eliminate this US possibility by striking first in the future. It would be extremely unfortunate if the US were to put the Soviet leadership in such a predicament, yet our counterforce doctrine is indeed moving us to the point where we may invite a Soviet attack upon ourselves simply because of our threatening capability posed on Soviet ICBMs.

The only other likely route for the Soviets to take is simply one of playing the same game. If the MX makes Soviet ICBMs vulnerable, they can simply add to their forces as they see fit in an attempt to give them more warheads and launchers than the US could target. A Soviet increase in warheads in response to the MX deployment would simply exacerbate the arms race, leading to a constant pursuit to see who could attain the most missiles.

The final destabilizing aspect of the MX is that it itself is vulnerable and thus a tempting target for the Soviets. While the initial Carter MX proposal would have employed a multiple mobile basing system that was supposedly invulnerable, it now appears as if the missiles will be

placed in current ICBM silos, making them just as vulnerable as our current ICBMs. Herbert Scoville explains in his book on the MX that vulnerable weapons, especially ones like the MX that are seriously threatening to the Soviet deterrent, "become flashing beacons drawing enemy fire."<sup>4</sup> The MX would do nothing more than invite a Soviet first strike upon the US.

Having reviewed the MX qualities, it becomes obvious that it is extremely destabilizing. Not only do plans for limited nuclear war increase the risk of war, but the threatening nature of the MX to Soviet ICBMs also increases the risk of a nuclear war. It now becomes necessary to examine the specific goals of the Bishops' letter to realize just how far US doctrine is straying from peace towards a catastrophic holocaust. One stipulation in the letter concerns rhetoric about a limited nuclear war. The Bishops argue that the concept of nuclear war as a viable defense strategy must be resisted. Citing their extreme pessimism about the likelihood of any nuclear conflict remaining limited, the Bishops place the burden of proof "on those who assert that meaningful limitation (of nuclear war) is possible."<sup>5</sup>

In addition to urging resistance to plans for limited war, the Bishops also lay down specific guidelines as to what course future weapons systems should take. Initially, the Bishops oppose weapons which are vulnerable to attack, yet which also possess a "prompt hard-target kill" capability that may seem useful in a first strike.<sup>6</sup> The Bishops also oppose weapons which are planned to be used in a nuclear war-fighting capability which "encourage notions that nuclear war can be engaged in with tolerable . . . consequences."<sup>7</sup>

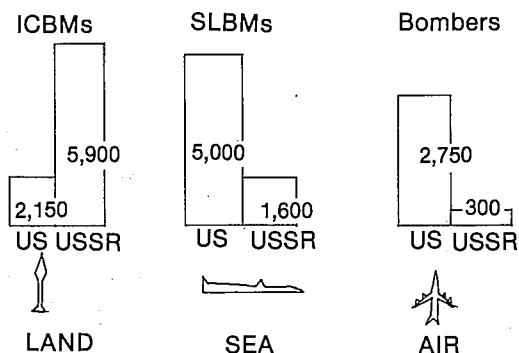
The final goal of the Bishops is to oppose weapons that seriously threaten arms control, and they write in the letter that each new weapon must be assessed precisely in light of its effect on "steps toward progressive disarmament."<sup>8</sup> The Bishops view deterrence as only a temporary situation which must be used to pursue meaningful arms control. Any weapon which threatens arms control must therefore be rejected under this criterion.

Having summarized the stipulations of the Bishops concerning our deterrent force, it becomes more than obvious that the MX seriously violates every one of them. The explicit goal of PD-59 and counterforce is to use the MX for limited nuclear options, something the Bishops adamantly oppose. The burden of proving that limited nuclear war is possible which the Bishops placed on its proponents is also not met, for people like Harold Brown who helped formulate our plans for limited nuclear war-fighting



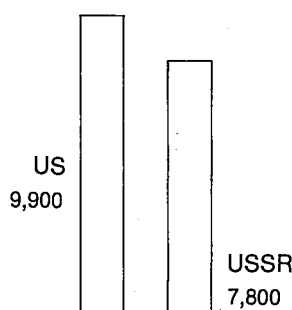
## The Strategic Balance

### 1. Deliverable Warheads in the Three Segments



**Source:**  
**Living with Nuclear Weapons**  
**The Harvard Study Group**  
**Bantam Books, New York, 1983**

### 2. Total Deliverable Warheads



admit that any nuclear exchange will not likely remain limited.

The MX also fails to meet the requirements concerning new weapons systems. The Bishops oppose weapons which are vulnerable and threatening to the Soviets as well as weapons which make nuclear war seem more tolerable. The MX, however, seriously threatens the Soviet deterrent force and will only invite Soviet attack because of its glaring vulnerability. The MX is also designed explicitly for limited nuclear options which make nuclear war appear less unacceptable and horrible, a quality the Bishops vehemently oppose.

Finally, if the MX is to have any effect on arms control, it will only serve to stimulate a new era to the arms race as the Soviets race to shore up their impending ICBM invulnerability by stockpiling more weapons than the US can target with the MX. The MX will make real arms control less likely if not impossible and, the Bishops feel, must be rejected on these grounds alone.

In conclusion, it becomes clear that the MX missile program violates every stipulation which the Bishops urge should be met in order to best avert nuclear war. While the Reagan administration claims the MX is needed in order to reaffirm the strength of the strategic triad and to improve our counterforce ability, its likely effect will be to push us closer to the

precipice of a nuclear Armageddon. Planning to fight a limited nuclear war is only likely to become a self-fulfilling prophecy of disaster, and US official counterforce strategy is seriously destabilizing to the nuclear balance because of its first strike potential.

US nuclear policy is thus being transformed into a strategic doctrine which may well prove fatal. Even if Congress decides not to appropriate funds for the entire MX program, limited nuclear war fighting and counterforce strategy have become ingrained as solid elements of official US policy. We are thus heading directly away from what the Bishops urge should be done to achieve peace and are instead pursuing policies of limited nuclear war and war-fighting ability which seriously increase the likelihood of a nuclear holocaust.

Each of us has a duty to pursue peace and to resist being dragged into a chasm of nuclear disaster just because our leaders have developed strategies they deem politically useful and viable. The Bishops conclude in their Letter that each of us is "called to be peacemakers" and that "the purpose of defense policy is to defend the peace." If the world is to achieve the peace of which Pope John spoke, the US and the USSR should refrain from programs like the MX which seriously undermine a stable deterrence situation. As Bernard Brodie wrote just

one year after Hiroshima and Nagasaki, "Thus far, the chief purpose of our military establishment has been to win wars. From now on its chief purpose must be to avert them." □



*Paul Komyatte is a junior Arts and Letters major. He is a Hoosier hailing from Munster.*



# The Effects of a Nuclear Detonation on the Campus of the University of Notre Dame

by Dominic G. Gabaldon

Educating people about the real and present dangers of nuclear weapons can go a long way in coming to grips with the problem, yet the problem is so monumental that everyone must be constantly made aware of it, lest they allow it to become an issue in the backburner of their everyday lives. It is unfortunate that any issue, be it great or small, is given full attention or the attention it deserves only when it hits close to home. Only then can people see the consequences and realize how the issue at hand will affect their livelihood. Such is the case with the nuclear issue at the University of Notre Dame. Hundreds of hours have been spent educating students about the nuclear dilemma, but more often than not the students have treated the material presented as merely subject matter to be learned in the never-ending quest for a liberal education. Little thought is given to the possibility of nuclear war occurring, for we as human beings tend to shun visions of horror from our minds. We categorize the nuclear issue into the "theoretical" portion of our minds, not being able to imagine any such disaster occurring. We don't realize that nuclear warfare is closer to reality than many of the things we take for granted as being real. We can take a class about the nuclear dilemma, but somehow it ends up fitting that 4:15-5:30 time slot in our Monday and Wednesday schedules, with little other time spent on so urgent an issue. This graphical representation is an attempt to bring the nuclear issue closer to "home," a try at instilling into the minds of people forever the reality of nuclear devastation in a way that would constantly remind them throughout their journeys in their "home," the campus of the University of Notre Dame.

As most of us know the Notre Dame environment very well, and have even come to revere the place and everything it stands for, we tend to become threatened when some "outside" force tries to downgrade or even destroy the sense of place that Notre Dame is in our minds. We identify with almost everything we

see here, be it the Dome or our dorm rooms. With this identification we feel an aura of security and stability. We could never imagine a Notre Dame being brought to its knees by some force, for as a force, Notre Dame itself is one of the more powerful in our minds. But a nuclear weapon is just the thing that brings the mightiest of places down. A nuclear weapon does not respect the sacredness or formality of architecture, but rather reduces all works to the state they were at before the influence of man or nature. What if the Notre Dame campus was indeed brought to its knees by a nuclear detonation? Would we only then realize the importance of the nuclear issue, or is it enough that we hypothesize this scenario in order to bring the issue to the point of reality in our minds? For the sake of this study, and for life itself, the second route seems more appropriate. I will hypothesize such an instance.

Imagine that after a dramatic escalation of a conventional conflict between the superpowers in Western Europe, the Soviet Union decides to launch a countervalue nuclear attack against the United States to destroy the fighting will of the American people and to coerce the United States into ceasing further hostilities, lest the Soviets continue their countervalue attacks. In the Soviet countervalue attack, American cities are selected as targets for their industrial capacity and population and for their psychological and sentimental value to the American people. South Bend, Indiana, is one such city selected, noted in the United States for its contributing role in the industrialization of the Midwest and also for one of the more famous universities in the country, the University of Notre Dame.

The warheads used in the countervalue attack are 1-megaton equivalents detonated at an altitude of 6000 feet, and are directed at the heart or downtown areas of the American cities. The weapons are airburst-detonated to maximize the area of destruction. The main component that causes the damage in an airburst detonation is the diffraction loading of the blast. As the bomb is detonated, a blast wave is formed, and when the front of this blast wave hits the

edge of a building, reflection occurs. As a result, the air pressure builds up quickly to at least twice the pressure in the blast wave, and the blast wave bends or diffracts around the structure so that the building is engulfed by the blast. Damage occurs due to the great pressure difference between the exterior and interior of the building, depending on the number of openings the building has.

In the case of South Bend, Indiana, ground zero for the detonation is the River Bend Plaza area of downtown. The campus of Notre Dame is located approximately 2.5 miles from ground zero. Damage caused by an airburst to structures is divided into three categories. The first category of damage is labeled "severe." In this category, the degree of damage is such that it "precludes further use of the structure for its intended purpose without essentially complete reconstruction." The collapse of the building is implied in this category. The second category of damage is moderate, which denotes "a degree of damage to principal structural members that precludes effective use of the structure or object for its intended purpose unless major repairs are made." The last category is slight, which denotes "a degree of damage resulting in broken windows, slight damage to roofing and siding, blowing down of light interior partitions, and slight cracking of curtain walls."

The categories of damage due to a 1-megaton airburst detonation at an altitude of 6000 feet apply to South Bend, Indiana, and Notre Dame in the following manner. At a distance of up to 1.8 miles from ground zero, the peak overpressure developed by the blast wave is 20 lb./in.<sup>2</sup> Conditions of failure of peak overpressure-sensitive structural elements require at the most 7.0-8.0 lb./in.<sup>2</sup> overpressure to cause structural failure. At a distance of up to 2.7 miles from ground zero, the peak overpressure is 10 lb./in.<sup>2</sup>, still enough to cause failure to peak overpressure-sensitive elements. The damage within these two distances would lie in the category of severe, with each building for the most part being totally destroyed. At a distance of up to 4.0 miles from ground zero, peak overpressure is

# Interview with Father Hesburgh

**Father Hesburgh, President of the University of Notre Dame, has been outspoken against nuclear warfare. Laurel-Ann Dooley, Scholastic's culture/fiction editor, spoke with Father Hesburgh at length concerning these views.**

1. In the light of the Bishops' Letter, what sort of obligation, if any, do you feel that Notre Dame has in terms of educating students on the issue and advocating the Bishops' position?

*Well, first of all, we've done some things following the Bishops' Letter which we've announced publicly. One is we've instituted an interfaith academy of peace in Jerusalem. We've also begun an interdisciplinary course in the nuclear dilemma here at Notre Dame which is now in its second semester. I think that this is doing exactly what the Bishops wanted. The Bishops did not lay down a lot of absolutely fixed positions to which people should adhere. They really put the whole question in a framework of reason and faith. They only took one strong moral stand and that is that there is no conceivable reason for killing 100,000,000 people—or even one person for that matter—if they're innocent as the majority of those killed presumably are. Out of that one moral judgement flow many other things they say. In most cases they're simply saying make up your conscience, study the problem, and see where you come out on it. At least be conscious of the problem being there and realize that you have to establish some moral stance if this is the greatest moral problem that ever faced mankind.*

2. Do you perceive the current US-USSR strategic situation as one of parity?

*I think it's certainly one of parity, but parity is the wrong word because we can both eliminate each other about seven times over. There are 50,000 warheads around and if you're just talking deterrence we could do it with 100 MIRVED.*

3. Do you see the growing emphasis on limited nuclear exchanges and programs like the MX as consistent with deterrence?

*Well, first of all, I don't believe in limited nuclear exchanges. You can talk about it, but if there's a war situation and we're losing, I assume we're going to use everything we've got and I assume they are, too. So I think limited nuclear warfare is a snare and a delusion.*

4. How do you see the new Russian leadership as affecting the prospects for arms control?

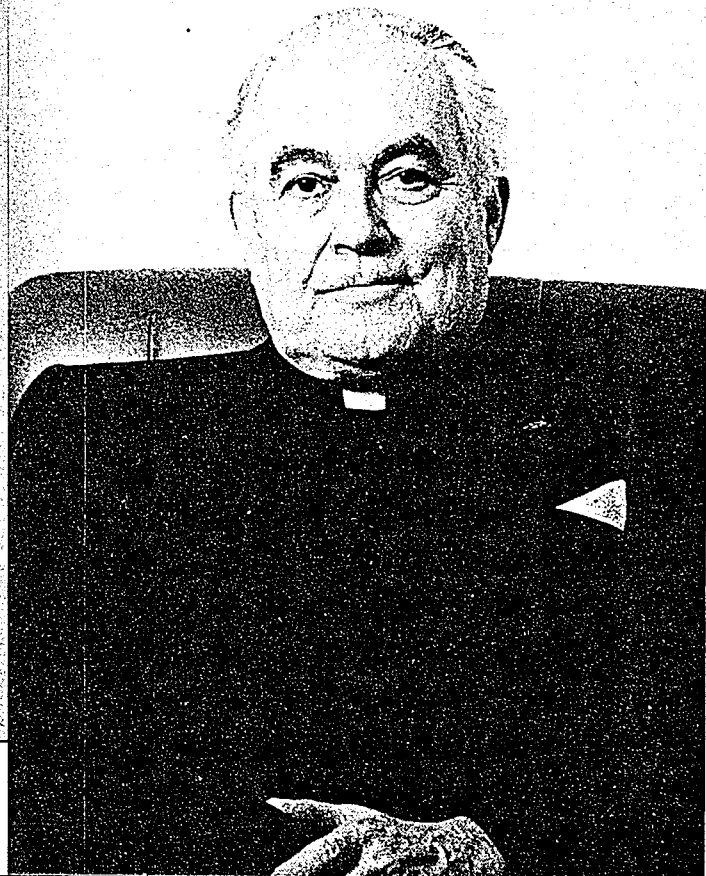
*I think every time you have new leadership you start a new chapter and you ought to try to make a breakthrough, which we certainly need because we're on dead center right now. Nobody is talking arms control right now.*

5. Given the current deadlock in the talks, would you consider a unilateral U.S. gesture of good faith such as temporary deployment of the Euromissiles?

*In general, I'm against unilateral action because this happens to be a bargaining situation and you*

*don't throw away at the opening shot that with which you bargain. On the other hand, there are certain things we could do. For example, Kennedy called off testing for a while—said he'd call it off temporarily and if the Russians went along, he'd call it off as long as they did. That worked to the extent that we got a limited test ban out of it. We would have had a comprehensive test ban out of it if we'd negotiated better. And that would have been a marvelous thing to have—we need it right now.*

*I think the Euromissiles are just part of a long series where we match what they do and they match what we do. We MIRVED first and then they MIRVED. They went into an ABM system and we started to go into an ABM system. So then we signed a treaty to call it off on both sides. We went into nuclear submarines, and they went into nuclear submarines; we went into cruise missiles, now they're going into cruise missiles. They put intermediate missiles in Europe; we put intermediate missiles in Europe. It's just back and forth—although I'd have to say that in about 80% of the cases, we started the new thing and then they followed us. We're both now doing things in space and I think that's got to be stopped, too. □*



5.0 lb./in.<sup>2</sup>, and the amount of damage is classified into the moderate range.

The campus of the University of Notre Dame lies approximately in the range of 2.5 to 3.0 miles from ground zero. Most of the buildings located on campus are either multistory reinforced concrete buildings with concrete walls or multistory wall-bearing buildings. Since the structural elements in these two types of building constructions are peak overpressure-sensitive elements, and the campus would be subjected to a range of overpressure from 5 to over 10 lb./in.<sup>2</sup>, the damage to the buildings would be classified in the severe category, which generally denotes the collapse of the building. Only those buildings which lie sufficiently out of the 2.7 mile/10 lb./in.<sup>2</sup> limit might be subjected to a damage labeled as moderate, but there are few if any that would escape the 8 to 10 lb./in.<sup>2</sup>

overpressure that is critical for the failure of such pressure-sensitive structural elements.

The Notre Dame School of Architecture is located approximately 2.6 miles from ground zero on the campus of the University of Notre Dame. The building itself is a multistory reinforced concrete structure with concrete walls and limestone veneer. The plan of the building is an Italian palazzo type, with the center portion of the building being an open volume with rooms arranged around this volume in a "doughnut" fashion. Throughout the interior of the building, marble is used as the primary material for the flooring system. Windows are single-glazed wood frame type.

Upon being subjected to the blast wave of the airburst detonation, the Architecture Building would at first experience overpressure on the south and west

facades of the building, as the site of the building is North/Northeast of ground zero. The two dormitory buildings adjacent to the Architecture Building (Howard and Morrissey Halls) would create a shadow effect on the blast wave as it hits the Architecture Building, but the pressure would be so tremendous that the blast wave would engulf the Architecture Building with little consequences from this shadow effect. Due to the nature of the plan of the Architecture Building, the wave front would not only act upon the usual four sides and roof of the building, it would also act upon the four sides of the central interior volume of the building, resulting in a nine-sided overpressure effect on the building. Because the building lies within the 10 lb./in.<sup>2</sup> overpressure range, the building would collapse either immediately or incipiently, with only the interior rein-

## Interview with Halloran

**Scholastic's Jim Basile also talked with Bernard Halloran, Special Assistant at the US Arms Control and Disarmament Agency.**

**SCHOLASTIC:** Do you perceive the current US-USSR strategic situation as one of parity?

**HALLORAN:** *No. The Soviets achieved parity in 1972 largely due to a decision on the part of the US government in 1969 to allow them to achieve parity. Such men as former Secretary of Defense Robert McNamara believed that once the Soviets achieved parity we could halt the arms race since mutual deterrence would be assured. Now the problem is that people look at specific numbers of delivery vehicles and warheads and assume that if the numbers are close that parity exists. In reality the key is not the numbers but the capability of weapons and their survivability. In this area the Soviets have gone beyond parity and have attempted to reach a first-strike capability.*

**SCHOLASTIC:** Do you see the growing emphasis on limited nuclear war and programs like the MX as consistent with deterrence?

**HALLORAN:** *The issue of limited nuclear war goes back to the late 1950's when many people outside of the government such as Henry Kissinger realized that the US and the USSR would reach parity. The question then would be whether the US would be forced to engage in brush fire wars across the world and be stalemated by the Soviet nuclear threat. To avoid this possibility it was felt that an intermediate level below general nuclear war was needed. This was limited nuclear war. The question is not whether limited nuclear war is consistent. The fact is that for deterrence to be effective it must exist across the spectrum. If deterrence breaks down at some point there must be an intermediate step before total war. Historically limited nuclear war*

*has been a possibility so we must be ready to deal with it.*

*The MX has been around for three generations. The Scowcroft Commission recently pointed out that the MX was an essential weapon as a hedge against possible vulnerability of our Trident fleet, to guarantee extended deterrence in terms of the defense of Europe, and to defend against a Soviet first strike capability. MX does not have anything to do with limited nuclear war. The fact is that we need MX to maintain the traditional policy of deterrence, unless we want to base our policy on bluff.*

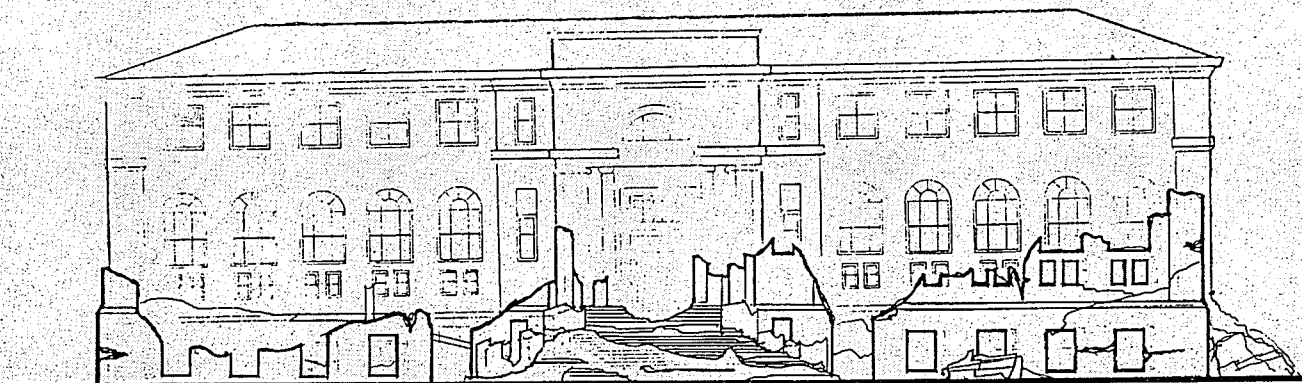
**SCHOLASTIC:** How do you see the new Russian leadership as affecting the prospects for arms control?

**HALLORAN:** *I don't see it affecting it one way or another and it is too early to tell if it will make any significant difference.*

**SCHOLASTIC:** Given the current deadlock in the talks, would you consider a unilateral gesture such as the non-deployment of Euromissiles?

**HALLORAN:** *Definitely not. The policy of our government is to proceed with the deployment. The Soviets walked away from the talks for no good reason. To not deploy the missiles would be like rewarding a spoiled child. The US has already undertaken several unilateral moves such as continuing to negotiate while the Soviets proceeded with the deployment of the SS-20. Our job is not to satisfy the Soviets but to make them do what they must—accept deterrence. They have more than enough weapons to assure deterrence right now. The US has shown flexibility and reasonableness, now the Soviets must. □*

# A Case Study: The Architecture Building



## Effects of a Nuclear Blast—2.6 mi.

"Upon being subjected to the blast wave of the airburst detonation, the Architecture Building would at first experience overpressure on the South and West facades of the building, as the site of the building is North/Northeast of ground zero. The two dormitory buildings adjacent to the Architecture Building, Howard and Morrissey Halls, would create a shadow effect on the blast wave as it hits the Architecture Building, but the pressure would be so tremendous that the blast wave would engulf the Architecture Building with little consequences from this shadow effect."

forced concrete columns and portions of the exterior reinforced concrete walls left as a reminder of what once stood there.

In researching, writing, and doing the drawings for this article, I came to a bitter realization of just how powerful a nuclear weapon is. Previously, I had thought that if a "bomb" were to be detonated "over there," there would be no possible way that it would affect me or my surroundings, because I was far enough away from "it" (the detonation) that I could continue my life in my own little environment. The nature of a nuclear blast is such, however, that distance or any of the other factors that limit the effects of conventional weapons do not apply or apply in some radical way. Notre Dame, our own little world inside the real world, is not immune from such effects, no matter what the place stands for or how beautiful it is. Yes, even a campus that took decades to build and

design can be a victim of a nuclear blast. Suddenly, the reality of nuclear warfare has come closer to the place many of us call "home," and hopefully this proximity will awaken people to the seriousness of the nuclear issue. Maybe by taking a stroll throughout campus might people realize the preciousness of life, either by seeing the man-made works of art presented as buildings or else by experiencing the natural beauty of the area. It was truly difficult drawing up the ruins of the Architecture Building after the effects of a nuclear blast, for I live in the building and no one wants to envision their house being destroyed, but in doing so, I now appreciate Notre Dame so much more. Because of this love of the place, I have come to a full awareness of the tragedy of nuclear warfare, and I will go to almost any extreme (such as doing this article) to convey this alarming message. □



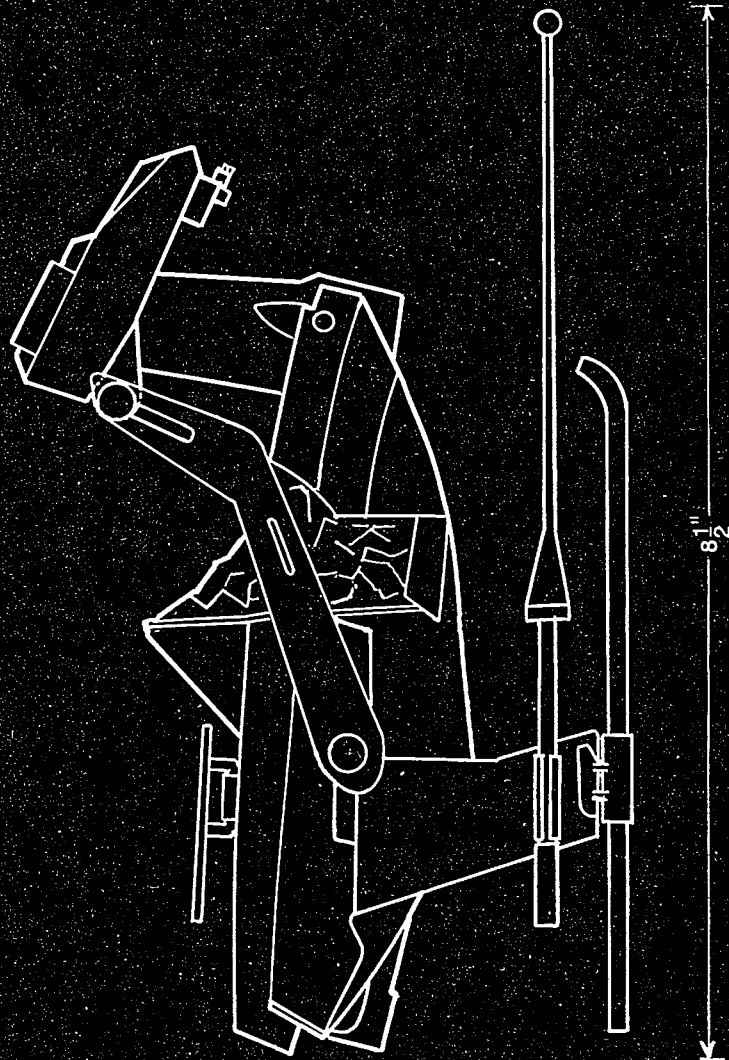
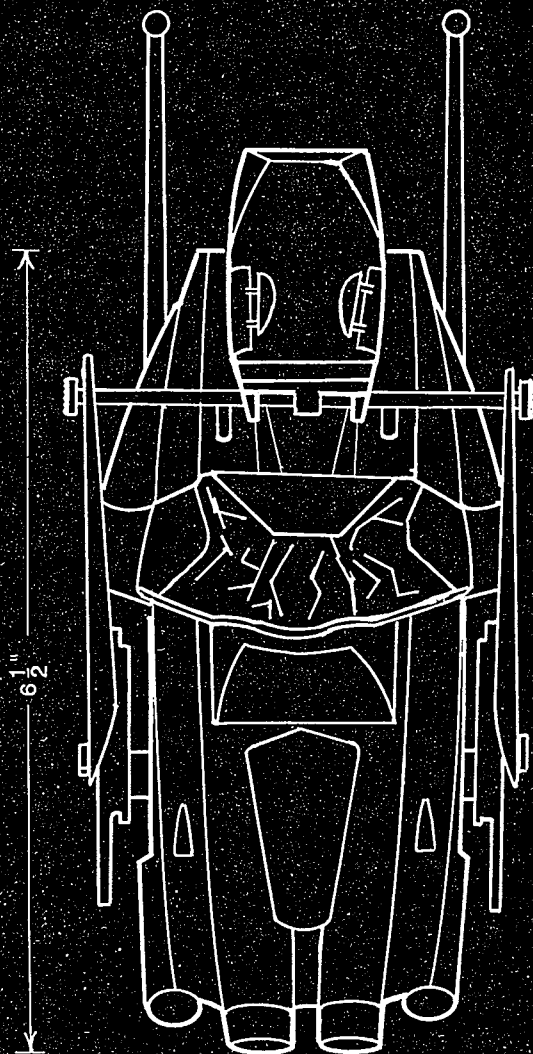
*Dominic G. Gabaldon is a fifth-year architecture student from Belen, New Mexico. This article was originally presented as the final project in the multidisciplinary course "Nuclear Dilemma."*



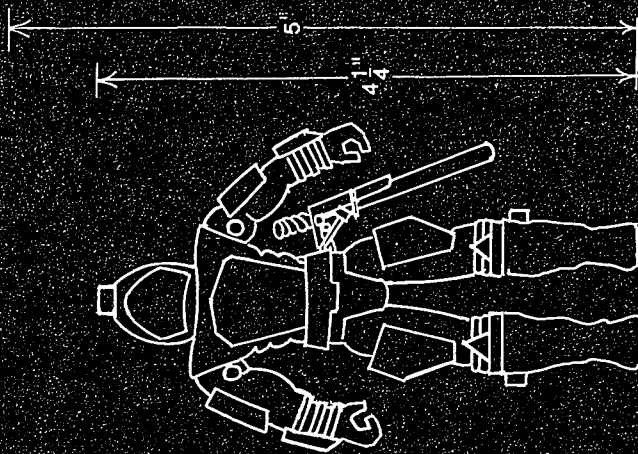
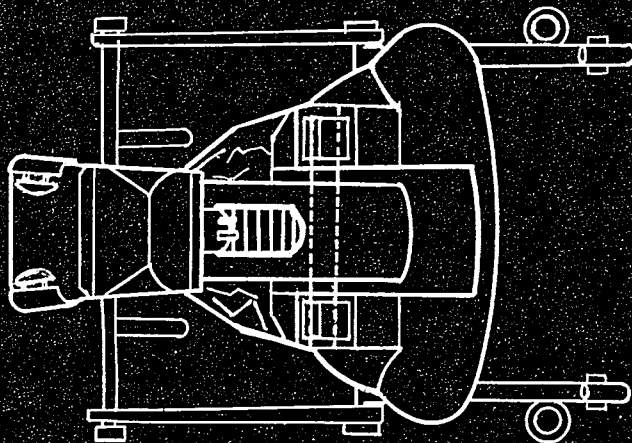


# Gallery





|   |              |
|---|--------------|
| <b>NOTRE DAME INDUSTRIAL DESIGN</b>       |              |
| FALL 1984                                 | JAMES KEIFER |
| RESEARCH PROJECT: <i>Toy Line</i>         |              |
| THEME: <i>FUTURISTIC ARTHURIAN LEGEND</i> |              |
| MAIN LINE CHARACTER "SKY KNIGHT"          |              |
| VEHICLE & FIGURE                          | SCALE: 1/1   |



# The Admissions Game

**What does it  
take for a high  
school senior to  
get into Notre  
Dame?**

UNIVERSITY OF NOTRE DAME  
Notre Dame, Indiana 46556  
219 283-6011

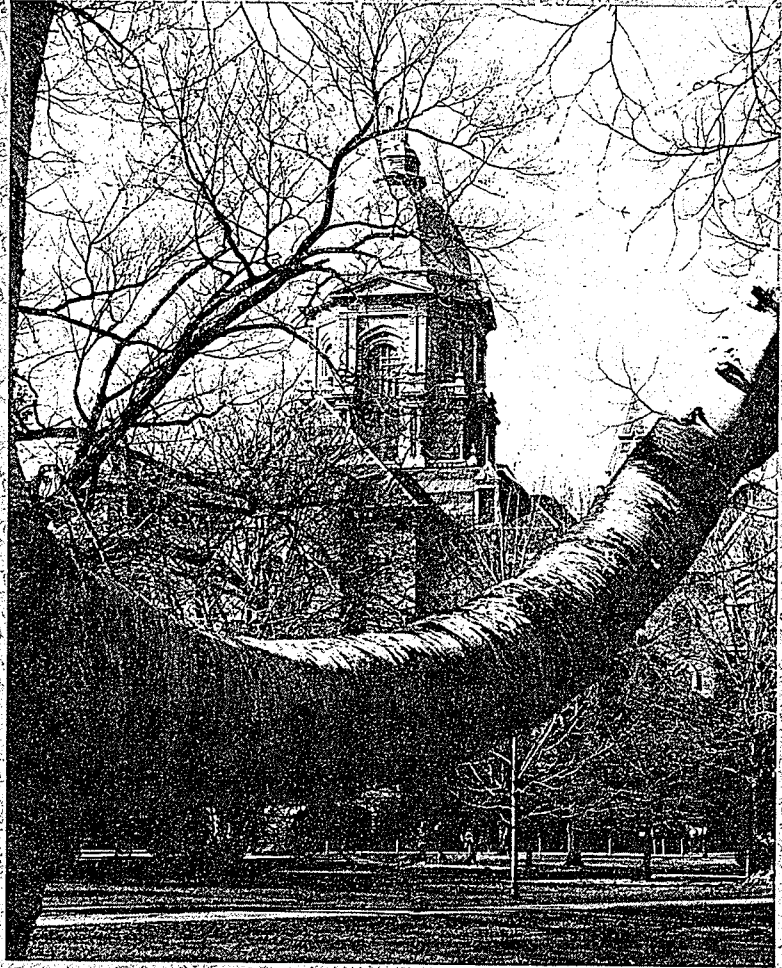
Undergrads  
Grads  
Fall Deadline

5233 M. 1516  
1368 M. 537  
March 1

Long distinguished for its football as well as its academic fields, Notre Dame, established in 1842, has a striking record in academic fields as well.

The University is located on a 1250-acre wooded campus, one mile from South Bend, a community of 130,000. Its 90 buildings include one of the largest library buildings in the world, with holdings of 1,311,432 volumes, exclusive of the Law Library, 12,831 periodicals and 597,948 microfilm items and with an acquisition rate of nearly 100,000 items a year.

Seventy percent of the faculty are above the national average. Salaries for professors are above the state and other universities on the same level. The ratio is 10 to 1.



Student Life  
from Indiana  
from the off  
from the Mid  
Jersey, Penn  
cent of ent  
drop out at  
and 44%  
profession  
school, 2  
There  
ing Phil  
are 21  
to a residence  
complex for married students  
are required to live on campus

the University offers baseball, basketball, football, hockey, lacrosse, rugby, sailing, and an open house for families.

by Tom Sapp  
General Manager

Father Edward Sorin's dream in 1842 when he founded the University of Notre Dame was that no boy should ever be denied admission to the clearing in the wilderness of northern Indiana called "L'Université de Notre Dame du Lac."

Times certainly have changed. Now women have been admitted along with "the boys" and admissions standards are tougher than ever. Father Sorin's vision of admitting everyone who applied is lost today in Notre Dame's competitive selection process.

And the admissions process is getting tougher, at least to the eyes of outsiders. This past year, the University of Notre Dame was moved from the "highly competitive" category (which includes universities such as Northwestern, Chicago, and Georgetown) to the "most competitive" category (along with the Ivy League schools, the military academies, and Stanford, for example) in *Barron's Profiles of American Colleges*.

Notre Dame has steepened its admissions standards in the past two years. Beginning with this year's freshman class of 1987, Notre Dame requires three College Board Achievement Tests in English, Math, and another of the student's choice in addition to the SAT, transcript, and teacher recommendation.

Also, the Undergraduate Admissions Office has instituted a new "Early Action" option for Notre Dame's freshman applicants. Outstanding students who are satisfied with their junior year SAT scores and who have selected Notre Dame as their first college choice, are encouraged to apply by November 1, instead of by the regular application deadline of March 1.

Early Action applicants receive their letters of acceptance or rejection before Christmas, but they have until the regular confirmation deadline of May 1 to accept enrollment. This last aspect is relatively unique; most colleges who have an early action option also have an earlier confirmation date. 925 applicants for the class of 1988 applied by November 1 of this year and 625 students were accepted. The acceptance rate for early action candidates was about 66 percent, a statistic which is much higher than Notre Dame's average acceptance rate of 35 percent.

There are many guides which are designed to provide high school students with profiles of different colleges. These profiles are usually brief and filled with statistics. *Barron's Profiles*, for example, notes that "Notre Dame was established in 1842 . . . affiliated with the Roman Catholic Church . . . located in an urban area on a 1,250-acre campus, one mile from South Bend and 90 miles from Chicago . . . 92 percent Catholic." *The Comparative Guide to Colleges and Universities* adds that the University "is determined to raise the quality and status of Catholic higher education." It further states that academic pressures are "strong but not overwhelming" and that "football remains a major campus interest."

Notre Dame does not always fare well in these college portraits, either. *The Insider's Guide to Colleges* which is

published by the *Yale Daily News*, says that "competition pervades" in the academic life of the University. *The Insider's Guide* notes that football is the social highlight and criticizes South Bend which they say is not a typical college town with bars and theaters adjacent to the campus.

*The Insider's Guide* profile of the University concludes, "Notre Dame life can be an extreme hassle at times. The big finger points most often at the administration playing the lead role in *Father Knows Best*. Often complete disregard for student input accompanies decisions which directly affect student life. But Notre Dame has many good people and provides the opportunity for a good education."

Another recent book on the market, *The New York Times Selective Guide to Colleges*, now in a new 1984-1985 sec-



**John Goldrick**  
Notre Dame's director of admissions

ond edition, rates various colleges using a scale of one to five stars. Notre Dame received four stars for academics, but only three stars for the social life. The author of the book, Edward Fiske, writes, "Notre Dame was strictly a men's school until 1972, and that is painfully obvious after one look at the uneven sex ratio. Social life is a big sore spot. Dating is described as 'infrequent and unrelaxed,' and only the presence of 1600 women at St. Mary's College across the street rescues the social scene from near oblivion. Unfortunately, once

paired up, there's little to do on weekends except drink."

Ninety percent of Notre Dame's students are Catholic, Fiske says, "and, while plenty of them are non-Irish, virtually all are middle- and upper-middle class, with 'pitifully little deviation from this norm.' Almost half of the students come from private and parochial schools, and a quarter are the children of alumni."

Fiske calls Notre Dame students "serious scholars . . . more than three-

quarters have an A or A- average in high school, and a third place in one of the top five spots of their graduating class."

The writer is complimentary towards Notre Dame's Freshman Year of Studies, the Foreign Studies Program, and the Center for Social Concerns. Fiske also notes the theology and business departments, along with the Program of Liberal Studies. Fiske adds, "At a time when many universities are retrenching, Notre Dame is completing major building projects" and "pouring money" into the library.

Fiske writes, "With the religious statues and devotional paintings adorning its old imposing buildings, Notre Dame even looks Catholic—not inappropriate for a student body that welcomes religion as an extra dimension to an already outstanding undergraduate experience."

As the catalogues all indicate with statistics, Notre Dame is a competitive school with regard to admissions. Often complaints are heard that Notre Dame

**"We have an obligation to bring students here who will not fail. It's not fair to admit a student whose record and test scores indicate that he won't succeed at Notre Dame. I think the trauma of being forced to leave this place is far greater than that of not being accepted."**

—John Goldrick

## Comparing Notre Dame . . .

Since Notre Dame is now in the "most competitive" category in *Barron's Profiles of American Colleges*, it is interesting to compare Notre Dame's statistics to a random sampling of other "most competitive" universities. Also, statistics from other

Catholic universities in the country have been included for additional comparisons. The statistics come from the 1983 edition of *American Universities and Colleges*, published by the American Council on Education.

|                                    | Enrollment | Percentage of Applicants Accepted | Percentage of Applicants Enrolled | Percentage of Students Who Graduate in Five Years | Mean SAT Verbal | Mean SAT Math |
|------------------------------------|------------|-----------------------------------|-----------------------------------|---|-----------------|---------------|
| <b>University of Notre Dame</b>    | 8889       | 35                                | 66                                | 96  | 564             | 634           |
| California Institute of Technology | 1715       | 28                                | 57                                | 68  | 650             | 750           |
| Columbia University                | 18,626     | 40                                | 48                                | 85  | 620             | 640           |
| Cornell University                 | 19,120     | 32                                | 52                                | 79  | 583             | 644           |
| Harvard University                 | 22,371     | 17                                | 76                                | 95  | 684             | 697           |
| Johns Hopkins University           | 9853       | 46                                | 40                                | 83  | 627             | 673           |
| Princeton University               | 6167       | 20                                | 56                                | 81  | 638             | 670           |
| Stanford University                | 13,592     | 19                                | 63                                | 85  | 610             | 660           |
| U.S. Naval Academy                 | 4509       | 15                                | 81                                | 67  | 572             | 655           |
| University of Pennsylvania         | 22,612     | 40                                | 48                                | 85  | 620             | 680           |
| Yale University                    | 10,201     | 20                                | 60                                | 90  | 670             | 690           |
| Boston College                     | 14,431     | 35                                | 49                                | 80  | 512             | 555           |
| Catholic University of America     | 8031       | 62                                | 45                                | —   | 509             | 531           |
| Georgetown University              | 11,939     | 32                                | 48                                | 80  | 603             | 624           |
| Marquette University               | 11,366     | 82                                | 47                                | —   | 472             | 527           |
| University of Dayton               | 10,755     | 79                                | 41                                | 64  | 467             | 529           |



has no "cut-and-dried" admissions standards, that many students who are accepted have poorer qualifications than some who are rejected.

So what does it take for a high school senior to be admitted to Notre Dame? Obviously, scholastic achievement, class ranking, SAT scores, and recommendations are important. But a student is not likely to be admitted if he shows only academic ability. "We're not interested in bookworms, the type who is involved only in studies," John Goldrick, Notre Dame's director of admissions, said in an interview in *Notre Dame Magazine* in May, 1980.

The admissions office looks for leadership abilities and extracurricular activities in applicants. The admissions office also evaluates student writing through a short essay that is required as part of the application. Students interested in entering the class of 1988, for instance, had to choose one of the following topics for a 500-word essay:

1. If you could meet any historic person, whom would you choose? Why?



2. Tell us how a particular book, play, film, piece of music, poem, dance performance, or work of art has influenced you. If you choose a novel, play, or film, assume we know the plot.

3. Read Joseph Pieper's essay, *Leisure: The Basis of Culture*. What does it say about your life?

Also, the application includes a personal statement from the student, designed to help the admissions office to get to know the individual applicant. Students are to "write an essay or a series of thoughts and observations" presenting themselves in any manner they judge to be suitable.

Indeed, as better students apply to Notre Dame, the admissions counselors are looking increasingly for something special which sets a particular applicant apart from the others. Goldrick added, "We would be more likely to accept a student who has relatively low SAT scores but who has demonstrated extremely high levels of achievement."

Notre Dame has a "rolling admissions" system, John Monczunski in *Notre Dame Magazine* explains. Applications are processed as they are received rather than after one deadline. Each application is reviewed by two admissions counselors; if their evaluation is the same, the application is passed on to the director of admissions for final approval and a letter is mailed informing the applicant that he has been admitted, denied admission, or placed on a waiting list. Those on the waiting list, applicants whose qualifications are just shy of requirements, are offered admission as spaces become available. If the two counselors do not agree on a particular applicant, the file is discussed at a Wednesday afternoon staff meeting and a binding vote on the application is made by the staff.

In making all acceptance or rejection decisions, Goldrick keeps one thing particularly in mind. "We have an obligation to bring students here who will not fail. It's not fair to admit a student whose records and test scores indicate that he won't succeed at Notre Dame. I think the trauma of being forced to leave this place is far greater than that of not being accepted."

Notre Dame is concerned with the composition of the undergraduate student body and addressed the situation in the *PACE Report*, which embraces the University's priorities for the next decade. The Report asks, "What should the University do to attract more of the most outstanding and exciting high school students to Notre Dame?"

The University recognizes that Notre Dame "can expect to attract a greater share of outstanding and exciting students as departments improve in quality, as the institution continues to develop as a major university, and as its reputation is enhanced and spreads. In addition, however, outstanding students must find at Notre Dame not only strong departments and faculty, but an environment supportive of intellectual and creative effort."

The *PACE Report* also examined the undergraduate enrollment figures. It recommended that enrollment remain at 7,300 during the 1980's, but that the University reevaluate the proportion of men to women in the student body. 1982 freshman class statistics show that of the 4933 men who applied, 2171 or 44 percent were accepted. On the other side, 2735 women applied and 837 or 31 percent were accepted. Interestingly, 59 percent (1271) of the males offered admission matriculated at Notre Dame, while 62 percent (520) of the women enrolled.

| Size of Campus in Acres | Percentage of Students Who Live on Campus | Percentage of Students Who are in-State (In-City) |
|-------------------------|---|---|
| 1250                    | 76  | 10  |
| 112                     | 34  | 21  |
| 304                     | 0   | 41  |
| 734                     | 34  | 51  |
| —                       | 93  | 20  |
| 156                     | 47  | 24  |
| 548                     | 96  | 14  |
| 8180                    | 54  | 44  |
| 329                     | 100                                       | —   |
| 223                     | 45  | 30  |
| 165                     | 57  | 12  |
| 161                     | 38  | 46  |
| 190                     | 23  | 30  |
| 101                     | 57  | 5   |
| 70                      | 40  | 47  |
| 76                      | 44  | 56  |



# From the Inside.

College handbooks such as *The New York Times Selective Guide to Colleges* and *Barron's Profiles of American Colleges* have a lot to say about Notre Dame. Good or bad, what is written about Notre Dame in those books is from the outside. It is interesting, as a contrast, to look at what Notre Dame says about itself.

**"What is this place called Notre Dame? And why does it mean so much to so many people? A thirst for knowledge, a conviction that not all truths are contained in textbooks and a desire to foster that thirst and conviction in others—these things form the keystone of Notre Dame and have always been at the heart of its pursuits."**

—The Notre Dame  
Bulletin of Information,  
1983-1984

**"The University of Notre Dame finds itself on the threshold of becoming a great university, and all our efforts should be directed towards crossing this threshold. Our purpose in this report is to think through anew the mission of the University, to consider the state of the University today, to consider our potential for the decade ahead, and to make specific recommendations on how that potential might be achieved. All the recommendations of the report can be condensed into these three: we must excel as a university in the full sense of the word, actively engaged in teaching and research; we must maintain our Catholic identity; we must remain conscious of and faithful to our mission in all our actions and decisions."**

—Provost Timothy O'Meara,  
The PACE Report, May, 1983

**"Notre Dame can and must be a crossroads where all the vital intellectual currents of our times meet in dialogue . . . where the great issues of the Church in the world today are plumbed to their depths . . . where every sincere inquirer is welcome, listened to and respected by a serious consideration of what he has to say about his belief or unbelief, his certainty and uncertainty . . . where difference of culture and religion and conviction can coexist with friendship, civility, hospitality and especially love . . . where the endless conversation is harbored, not foreclosed."**

—Rev. Theodore M. Hesburgh, C.S.C.  
Faculty Handbook, 1983-84



Indeed, the *PACE Report* asserts that Notre Dame's student body is unique as is Notre Dame. Despite mentioning several of the University's downfalls, most of the college guides assert this uniqueness, also. It may be tough to be admitted to Notre Dame, but those who finally do enroll are provided a good education. Fiske in his *Selective Guide to Colleges* adds, "While most of America thinks that Notre Dame is where smart Roman Catholic men go to play football, the administration likes to say that Notre Dame is where the Church does its thinking. In reality, Notre Dame is both and more. Above all, it provides a rigorous education to a set of highly motivated, competitive undergraduates." □



Tom Sapp is a sophomore from Columbus, Ohio. In addition to being the general manager at Scholastic, he is the design editor of *Notre Dame Science Quarterly*.



# Theater

**“For one brief shining moment...”**

## Camelot in South Bend

by Kathleen Keifer

Art Editor

“A law was made a distant moon ago here,  
July and August cannot get too hot,  
Summer lingers on until September  
In Camelot.

The rain can only fall 'til after sun-  
down,  
Winter exits March the second on the  
dot,  
In short there's simply not, a more con-  
genial spot,  
For happy ever aftering than here in  
Camelot.”

The very concept of a Camelot is hard to imagine after five months of March in South Bend. Ironical as it sounds (or as magic), Camelot—for one brief shining moment—has penetrated the muck and mud of Midwestern Pre-spring and landed at Notre Dame. The Notre Dame student players are presenting the musical April 26, 27, and 28 at 8:00 p.m. in Bendix Theatre.

Yet somehow the rehearsals, half sewn costumes, and partially built sets have begun to look too real, too mystical. An incredible synthesis of folklore, myth, magic and reality has been peacefully united to create the unreal authenticity found backstage. Perhaps the spring-cleaning breezes are partially responsible for combining and revitalizing the Arthurian legend's new life. (After all, who else manages the mystical waves that bring a creature like May each year?) But it isn't just April, not entirely the winds that brought Arthur back to life. Something subtle in the breeze with deeper magic is giving the production a soul.

While backstage I discovered it—or rather him—gleefully dancing in the shadows creating and editing *Camelot*. Merlin, self-proclaimed producer and director, had tired of men who meddled with Arthur's history and rearranged the tapestries. The magician started when he felt my eyes on him and froze guiltily—like a child caught with one arm in the cookie jar. However, I couldn't miss the twinkle in his eye as I

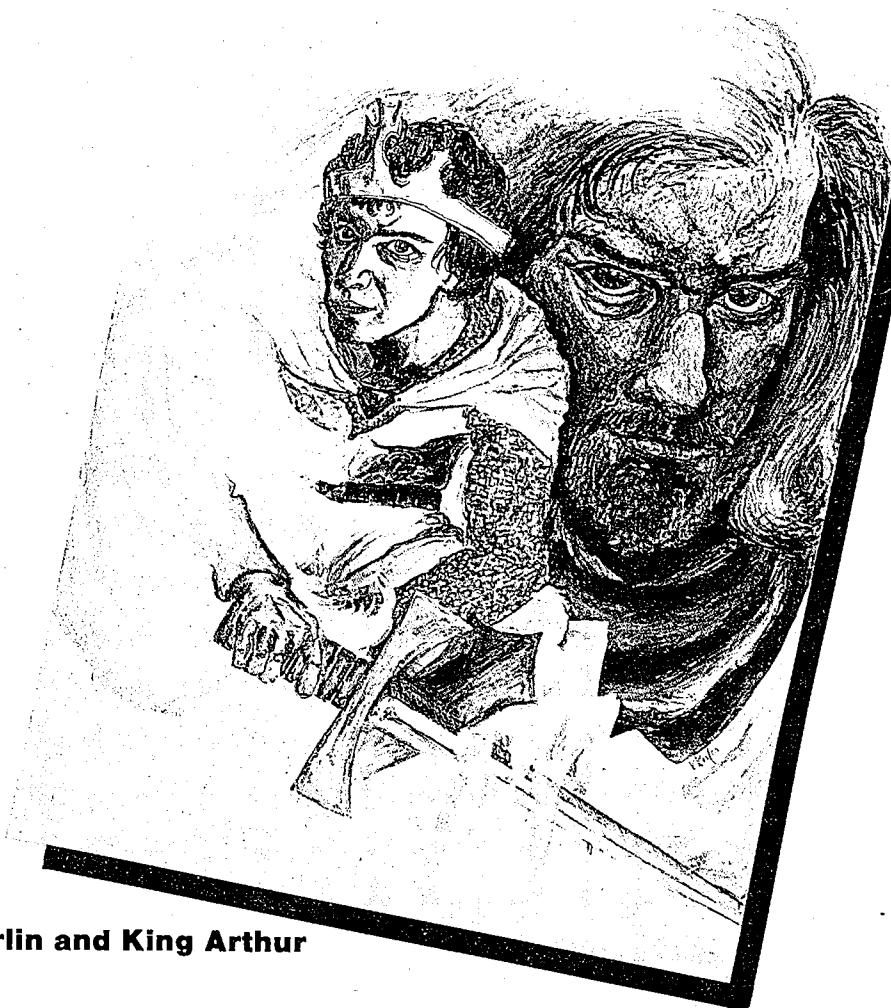
watched him skillfully manipulate the stage crew.

Just as Merlin carried Stonehenge from Ireland to Britain, he somehow managed to transport Camelot to South Bend. King Arthur (who was once, most scholars agree, just as alive as you and me), and his court have been reassembled; the once and future King lives. Arthur won't be donned in chain mail to suit the stock Norman romances, or sardined into 14th-c. French armour. There won't be any brambly ruins w/ wispy Victorian damsels handing knights in stainless steel armour a wispy Victorian token of affection. The Arthurian legend can still exist without peacock feathers

and romantic Elizabethan poets.

Merlin will bring us the Arthur of the 5th c; the King who was interested in culture and civilization in the midst of the dark ages. Only Merlin, who has seen the past and the future, can transcend time to bring Arthur to South Bend. The production promises to be an eyewitness account of the mystery, magic and pathos that embody King Arthur and his court at Camelot.

*Kathleen Keifer has been the Art Editor of Scholastic for this past semester and will be continuing her tenure next year. A sophomore at Saint Mary's College, this is her first written contribution to the magazine.*

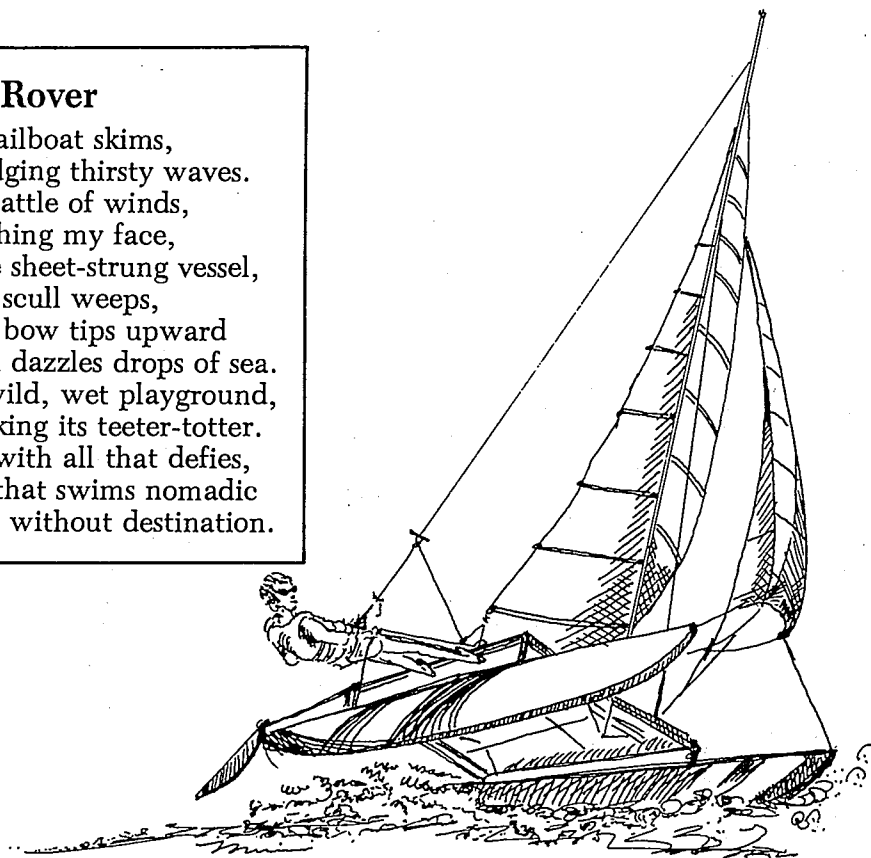


**Merlin and King Arthur**

# Poetry

## The Rover

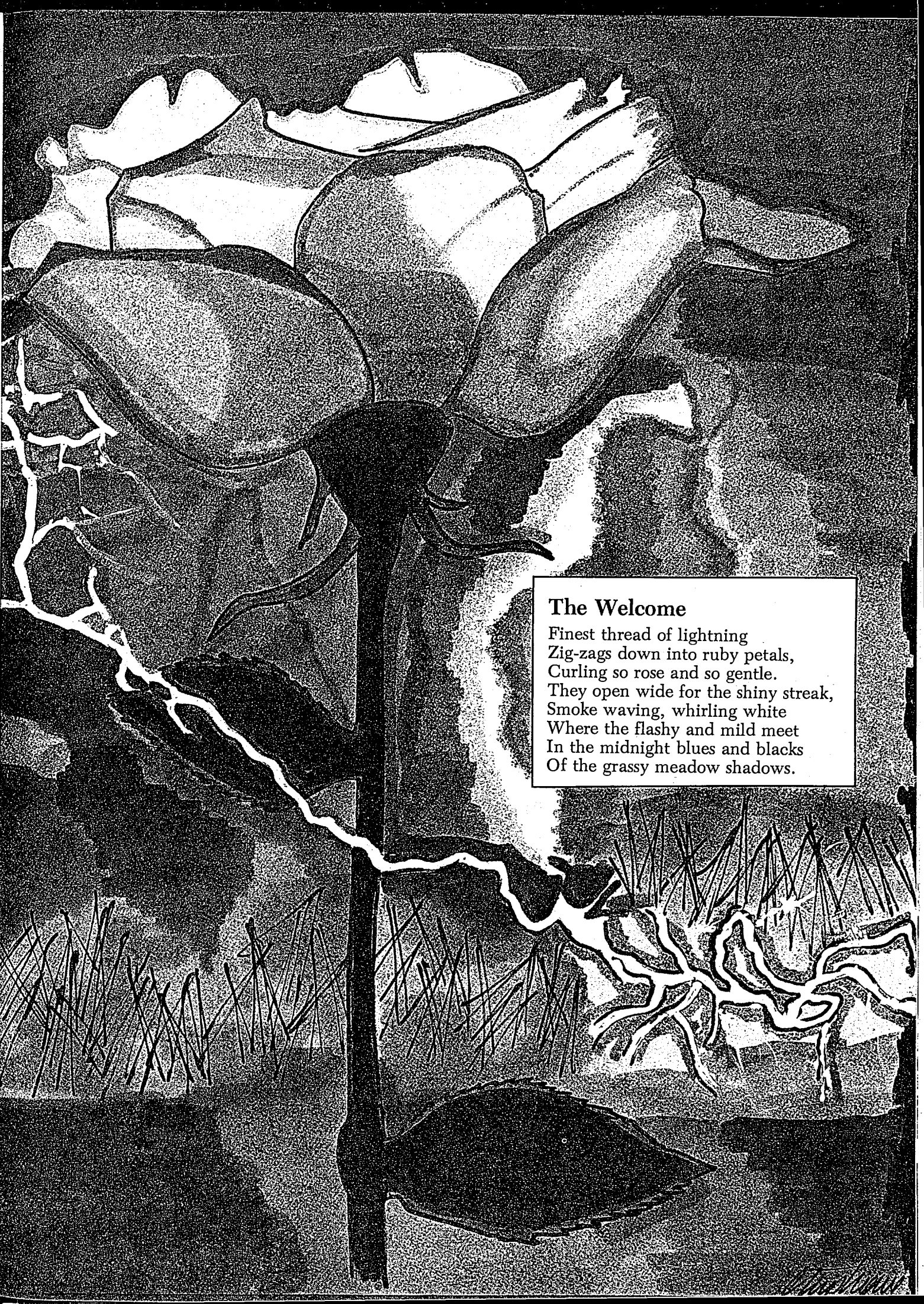
The sailboat skims,  
nudging thirsty waves.  
The battle of winds,  
gushing my face,  
In the sheet-strung vessel,  
the scull weeps,  
the bow tips upward  
and dazzles drops of sea.  
The wild, wet playground,  
rocking its teeter-totter.  
I am with all that defies,  
all that swims nomadic  
and without destination.



This month, **Scholastic** highlights the poetry of **Kathleen Mary Walker**, a student at **Saint Mary's College**. She is from **Inverness, Illinois**, and the poems were written from **1981-1983**. **Scholastic** also is highlighting the work of several **Notre Dame/St. Mary's** artists.

## The Strangulation

What would you do  
if I tied and knotted my Red ribbons  
around your wooden limbs,  
squeezed and wrenched  
all the charcoal bark  
until it fell from your trunk?  
I'd cross and wrap shoots  
too tight—  
curdling sweet sap,  
bruising smooth leaves  
and wither you,  
browned and dried.  
Almost dead  
but I'd still keep pulling,  
stretching and hurting  
until my Red ribbons,  
stained satins,  
they'd break.  
I'd cry salted tears  
and swear  
I was sorry  
And what would you do?



### The Welcome

Finest thread of lightning  
Zig-zags down into ruby petals,  
Curling so rose and so gentle.  
They open wide for the shiny streak,  
Smoke waving, whirling white  
Where the flashy and mild meet  
In the midnight blues and blacks  
Of the grassy meadow shadows.



## The Baptism

Has anyone seen Aquarius?  
Those who search among the stars and moons,  
I implore you, stop! And sink your eyes  
from the haze of the heavens  
to the clear waters of the Earth.  
For I have seen him, and I know him.  
I drown with the dying, and swim with the babe  
from his mother's womb . . .  
and am the limpidity of a diamond.  
And can moisten, sprinkle or soak,  
like the Water Bearer,  
with my buckets of spate.  
And every drop sparkles goodness, no two alike.

I am neither solid nor vapor,  
I am the fluid of all people, circulating and  
flowing with deathless essence;  
They do not know Neptune, but I do.

Every splash sends a ripple . . . tiny billows of reflection,  
currents of thought.

For me all the lovers that pick roses for vases,  
For me the boy that spits out his chewing gum,  
For me eyes that have cried, brows that have sweat,  
For me swollen bellies of mothers, and perfumed oils of embalmers.

What name do you give yourself?  
Do you believe in Neptune, God of the sea?  
I do. And I tell you, I know him  
as I know Aquarius.

The waters welcome you with great waves of joy.  
Unmask! Come to me barefaced so I may dribble  
water on your forehead.  
I can offer you life. Shall not you rejoice  
in the Salvation Bath?

The tiny fist punches the pink balloon,  
I watch the rich water gush from the hole,  
and smile when he whines.

The brown-skinned boy shoves the sun-kissed girl  
off the white pier.  
I see them tumble into the warm tides.

The giggles shake the tree's branches . . .  
the ponytailed darling drops red and gold  
apples into the gurgling brook.

The crinkled, old man smashes his worn heel  
through the frozen stream . . .  
his line is lowered . . .  
I watch the water bubble over his boots.



The moist sculpture, the artist with his earthen  
fingertips, the squeak of the potter's  
wheel with each new twist;  
The rainbow of umbrellas, the plopping, slopping  
of misty raindrops;  
The cheers for undaunted divers . . .  
The taunts for deliberate drowners;  
The splash of the wooden oar—the Skipper  
aboard, born for a sailor's grave,  
The school of peewee pupils, the little tickle,  
the leak and then, the gentle stream;  
The thirsty gardener catches the jet  
of cool wetness from the fountain  
in his parched mouth;  
The crumbling sandcastles wash and flatten  
upon Plutocratic shores,  
The slippery fish swim along . . . can you  
catch them with your lips?  
What sighs of tear-stung lovers who plunge  
in pools of desolation,  
What grunts of women scrubbing violently,  
who too quickly squeeze their sponges,  
What murmurs of beauties rubbing sweet soaps  
in their tresses, while foamy suds  
trickle down their backs.

Can a man learn to swim again, once he is old?  
I solemnly assure you, no one can enter  
into Neptune's kingdom without being  
begotten of the waters.

Death begets death.

Life begets life,

I heed them and echo their waves . . .

I roll ashore with each tide,  
And I splash barefoot in muddy puddles, everyone.



## Candlemas of Jeffrey

Cold candles we had of you.  
Just twisted tallow but twenty-two  
For a memory, and such an icy memory:  
The snub nettled and the smolder choked,  
For the very death of flames.  
And the kindred inhaled torpid fumes,  
Pinching thumbprints in your melted wax.  
Our soft puffs we bewail.  
The dancing flickers on braided wicks  
And the dripping girl striking matches.  
Then the burnt-aligned men braying and bearing  
And praying, and wanting their Kindler and  
Son  
And the whitewashed sticks allaying, in our woodbox  
And the gasping bellows and blackened eyes  
And the table dark and clouding ambrosia and  
Nectar:  
A soft wafer-seal we impressed on our hearts.  
Crying in violent streams,  
With your heat flushing our backs, breathing  
"That wetness extinguishes me," Luminary.

### Fresh

Sweatshirt girl swings her ponytail,  
Swishing, swishing a bitty-breeze  
Across her sun-soaked neck.  
Smelling warm and sprinkled wet,  
She slumps comfortable  
Before the whistling window  
To catch some soft cool  
On peachy, misty cheeks—  
Shaking, shaking sneakers  
from sticky feet.

*Amby*

# Fiction

## Deep Like the Rivers

by Bud Luepke

I've known rivers  
I've known rivers ancient as the world and older than the  
flow of human blood in human veins

My Soul has grown deep like the rivers.

The Negro Speaks of Rivers  
—Langston Hughes

Hi. My name is James Sidney. Generally, I'm a pretty good guy I guess. I play basketball for my high school. Basketball is a fun game, but I take it a little seriously. But just look at it a minute. You can play by yourself, or against somebody, or with somebody, or on a team playing in big games for big crowds. Each time you're doing the same things, but it's different. The mind and soul is what does it to you. Actually, I'm also kind of a strange person.

James ponders the inner depths of reality but is deterred. It is like a dream that James can only sense but is not in. To break in is too difficult, so James is not in the dream that is more than a dream.

James is now in the game that is more than a game. He plays hard and is tired, but the game is ending badly. Bam! Then a buzzer. It's over.

Well, it happened. We lost, and the season is over—for good now. I still can't believe it. Everyone thought we were going to the championship; then we lose in the first round. Like someone turned the lights out, and we were left groping around in a dark, empty room. Anyway, the game was close, overtime. You should've seen it. Fifteen seconds left in O.T., and we were playing for the last shot. Then a little guard steals the ball and dunks one. Just a little guy. Bam! The lights go out, and I felt empty as hell.

The locker room reeked of disillusionment as James stumbled in. "Crap," he thought out loud. He felt lost, and his mind drifted.

The dream is dark and very, very deep. It surges over the jagged rocks but never sparkles in the sun, but there is no sun; and it crashes loudly in its roughness though there is no sound, or maybe no hearing—it's difficult to tell. Now the dream stirs and is alive and moves through the haze which cannot be seen. Its long shadow slithers up the cracking walls of darkness, and its silent footsteps echo around the depths into infinity.

After the game, James peered into the deep blacktop of the parking lot. Flashes of the game spun through his mind, and he wondered in disbelief.

I walked out to my car after the game in a daze. Just a game, you say? Ya, I know. But there's something else . . . or more. Being in the game, inside the action, it's different. The reality is different from just watching. Things mean more and you sense them more; you are more. Everything is like that I guess. I don't know. It sounds weird, but it's true.

He dips into the dream briefly, but the darkness hurts his eyes. He departs sensing a slight chill in his lungs.

Exhaling a ghost-like mist into the cold air, James walks toward the front door of a suburban home.

There was a party after the game. Well, everyone called it a party, but it wasn't much of a celebration. I thought it was nice though. Everything seemed to change when I was

no longer in the game and just around the talking people. Like a whole different world. Maybe it was because Claudia was there. Claudia is the girl with an accent that I was dating at the start of the season. She's a little different I'll admit, but she's not phony like most girls. Really, she's kind of mysterious or something. Anyway, I was glad to see her because she's always happy no matter what.

Claudia spots me in the party, I wave, and she glides over smiling truly.

"What's up, Claud?"

But she doesn't say anything back. She just stands there smiling like she can see right through me and like she sees something I can't. She really is bizarre to tell the truth.

Falling. Falling. The dream has cut its path into the unseen canyon that James plunges through. Deeper. Darker. James is lost in it; is filled with it.

I was feeling pretty peculiar with her looking at me like that. Everything started to seem real strange. Like in a dream.

"Do you want to go outside?" I asked fatigued by her stare. Then she turns sharply, confident in the truth of her actions, puts on her coat and walks out and still not a word. I couldn't believe it. "Cogito ergo sum," I kept telling myself without any result. A little tense, I walked into the night.

The screen door slammed shut.

Bam! And I was in it, filled with it. Claudia was there, but it was as if she were more of an abstraction than a person. I heard her laugh though, and it was real. No sight or sound existed, but I sensed all. My heartbeat echoed off the canyon walls as the dream heaved in unison with my chest. This was all happening truly, and I was part of it; I was inside the action. Then I did see Claudia even though my eyes were useless in the dark. But inside, I could sense more, so I knew she was there because she was very real. She said nothing, but her hidden stare spoke the truth, and I studied the hidden meaning.

I felt myself to be very deep, but I also felt a soothing peace of mind, and I fell asleep on the rocky banks of the dream.

Yours truly,  
James Sidney

*Bud Luepke is a freshman from Saint Louis, Missouri. He previously contributed to the Culture/Fiction section of Scholastic.*



# A Humorous Look at Growing Up: Baa Baa Black Sheep

by Paul Nobrega

It all started in my early childhood. My brothers would get "cooler" toys at Christmas, they'd carefully put them on their shelves, and two years later they still had their "cooler" toys. I'd get cheesy toys, blow-off the instructions, and break 'em the next day, then spend most of my time trying to borrow theirs. Later childhood continued this trend. My brothers would read and do "constructive" things around the house. I'd abscond with a handful of oreos and bootleg them downstairs to watch *Gilligan's Island* and *Hogan's Heroes* (*Johnny Quest*, on Saturdays). My brothers would play "Battleship" and "Monopoly," I'd tear my jeans "horsing around" in the backyard. I learned later that at this young age my black sheep disease was but in a mild incubation period.

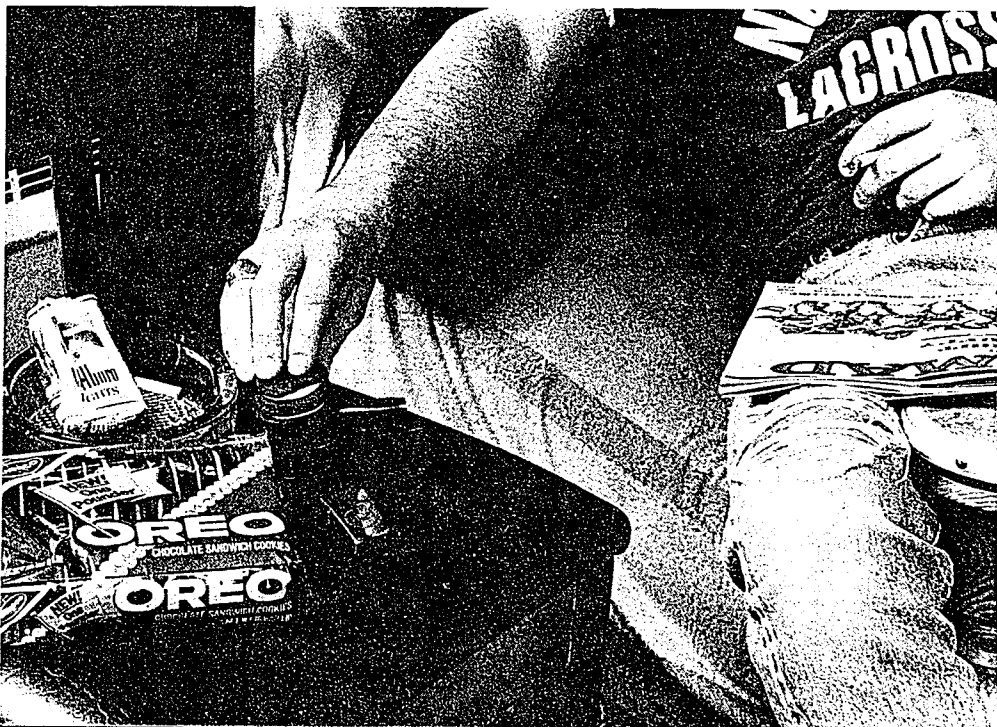
By eighth grade, the disease reared its ugly head everywhere, even in the classroom. I still hear those comforting words of my eighth grade science teacher ringing so tactfully in my ears: "YOUR BROTHERS NEVER HAD TO STAY AFTER SCHOOL AND WASH THE BLACKBOARDS, NO SIR! YOUR BROTHERS NEVER GOT AN 'F' ON THEIR WORM DISSECTIONS, YOUR BROTHERS. . . ." Ah yes, by eighth grade I was a rule-breaking, cartoon-loving, scientifically inept, self-conscious adolescent, who liked to watch t.v. and eat oreos more than he liked to read or do constructive things around the house. My parents wanted to try psychoanalysis. My brothers just kept their distance. During my now-infamous adolescence, I proceeded to break my arm going down the 9th avenue hill "no handed" on my "bitchin'," black, cast-iron Schwinn. My brothers rode strictly two-handed, and practiced their safety turn signals twice a day. I broke my wrist (other arm) a year

later, going "no handed" down the 10th street hill, just after they'd sanded the streets. My black sheep disease was obviously the cause of these incidents. Oh, and my brothers went up and down the 7th street hill, because it wasn't as steep, and was safer. They'd never venture to the 10th street hill. Mom didn't like us to.

My brothers would offer to set the table, mow the lawn, empty the dishwasher, and clean their rooms, *without being asked*. I, on the other hand, usually waited for a threat of physical injury before I'd do my chores. Naturally, when I did my chores, I didn't do them well. By high school my brothers were accelerating academically at a Newtonian pace, while I thought a C-average was a guy's best friend. What we had was a skinny 10th grade, C-average, blow-off, raised on oreos and *Starsky and Hutch*. At Notre Dame, the story is just as bad. My brothers both double majored in pre-med, one with philo, and the other, with econ. I was pre-med for two weeks freshman year. I thought I was a "double E" in a sick dream once. Naturally, I wound up Arts and Letters. My oldest brother graduated "summa cum laude"; I'll graduate "soona ifum luckie." So the story goes. My brothers are both in graduate schools now (i.e. doing "constructive" things again). I'm just a second semester senior who can tell you where to get quarter-beers five out of six nights a week. Dining hall cookies ain't oreos, but they're okay when I'm watching *He-Man and the Masters of the Universe* at 4:30 Monday through Friday. Well, I guess some things never change. I'll always be the black sheep of the family. □

*Paul Nobrega is a senior from Rochester, Minnesota. This is his first contribution to Scholastic.*

**"Ah yes, by eighth grade I was a rule-breaking, cartoon-loving, scientifically inept, self-conscious adolescent, who liked to watch t.v. and eat oreos more than he liked to read or do constructive things around the house."**



The original  
clown-delivered  
balloon bouquet

# Balloon Delight



**256-0062**

(formerly  
Balloon Bowkay)

2812 Lenson Drive  
Mishawaka, Indiana 46545

Good Thru May 84

The Colonial Pancake House

**\$1.00 OFF** With This Ad

**OUR SPECIALTY** Limit 1  
**OVEN-BAKED** per person  
**APPLE PANCAKES**

U.S. 31 North in Roseland  
(Across from the Holiday Inn) 272-7433

Open 7 days a week at 6:00 am



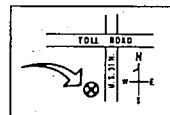
## BIG C LUMBER CENTER

- ARMSTRONG CEILING TILE
- CABINETS
- PLYWOOD
- OLYMPIC STAIN
- PANELING
- POWER TOOLS
- LUMBER
- HARDWARE
- PLUMBING & ELECTRICAL SUPPLIES

AND MUCH, MUCH MORE . . .

We make "doing it yourself"

EASY



**272-6500**

125 DIXIE WAY NORTH  
ROSELAND

# Perspective

## The Way We Were: Notre Dame in the 1950's

by John Bustamonte

Is Notre Dame going back to the strict parental environment of the fifties? The University at that time was governed by a code known as *in loco parentis* where the priests had authority nearly equal to that of the parents. This philosophy included strict dorm rules. Freshmen were allowed to stay out until midnight two nights a week. All the other nights they were required to be in for 10:00 p.m. night check. If a freshman missed the 10:00 p.m. sign-in, he was campused for a week. The electricity was turned off at 11:00 p.m. to ensure the undergrads got eight hours of sleep. But, study halls in the dorms were open until midnight in the freshman dorms and as late as necessary in the upperclassmen's dorms. Alcohol was not allowed in the dorms, but it was sneaked in often. One risked getting bounced if caught, but that threat alone usually made it worthwhile. There are countless stories to be heard by alumni who graduated in the 50's, everything from "skiving-out" after curfew to running a still in an elevator shaft made out of materials from the chemistry stock room to the legendary "Sneakin' Deacon" who wore one hard shoe and one soft shoe so as to be able to walk twice as fast to catch unwary undergrads sneaking a nip. According to Fr. Michael Murphy, who has been rector of several halls, daily Mass was never actually mandatory. Morning check had the Domer up and dressed and signed in by 7:00 a.m. so he could have breakfast and get the day off to a good start. In 1957, Fr. Hesburgh began a policy that was generally well accepted by the student body. Students were expected to wear a coat and tie to all evening meals and Sunday meals in the dining halls. This was true with all the Ivy League schools and added a touch of class to campus life. It lasted for about 10 years.

The social life of a Domer included many mixers with SMC and "Victory Dances" after the football games. The stiffest drink available, of course, was a Grape Nehi.

Those numerous short silver posts strung with cable and surrounding the small sections of grass did more than

serve as a friendly reminder to keep off the grass. A short hop over the wire or a casual stroll across the grass landed you a visit with the dean to retrieve your confiscated ID card.

In comparison, things are obviously a lot different today. But major changes didn't come until the late 60's and early 70's—and when the changes came, they were substantial: women were admitted to the university, alcohol was allowed on the campus, curfews were eliminated to name a few.

Although the University has officially said little except that it is reviewing its policy on alcohol, many students may wonder whether the strict life that typified Notre Dame of 30 years ago is returning. That seems unlikely. Change at this University (as with other universities) comes in response not only to factors within the university, but factors within America. Notre Dame is a microcosm of America and the world. People and times change and Notre Dame is no exception. A return to the 50's doesn't seem any more likely than Ike's reelection in '84. □

---

**"If a freshman missed the 10:00 p.m. sign-in, he was campused for a week. The electricity was turned off at 11:00 p.m. to ensure the undergrads got eight hours of sleep. But, study halls in the freshman dorms were open until midnight and as late as necessary in the upperclassmen's dorms."**

---



John Bustamonte is a junior History major from Dearborn, Michigan. This is his first contribution to Scholastic.



# The Last Word

by Jim Ganther  
Editor-in-Chief

As I slip another piece of erasable bond into the typewriter it occurs to me that life is like that: a blank piece of paper caught between the rollers, waiting to become something significant. Sooner or later (I hope) we will all be second-semester seniors, and the question of *What am I going to be?* will be before us. And shortly thereafter will come the realization that it is too late to be asking that question: almost invariably, what we will be we already are. After 21 years or so of rough drafts it is time for the final copy. Graduation comes and it is time to begin being what we have prepared ourselves to be. It is deadline time.

What we will hand in when that deadline comes depends a great deal on what we glean from our time here. Much is offered; what we embrace forms us. Surrounding us are countless influences, both positive and negative. And even the positive opportunities compete for our time and attention. Choices need to be made not only between good and evil, but between good and a greater good. We can spend ourselves at the Rock to strengthen our bodies, at the Library to strengthen our minds, in the dorm chapel to strengthen our souls. The best products of this University pursue all three.

Over the four years I've spent at Notre Dame I've seen a lot of friends and acquaintances grow and graduate. They have all profited from the basic education offered here—all received a diploma—but not all realized that Notre Dame offered them something more than just a place to veg out and drink beer or otherwise live for themselves alone. Not every diploma was or is conferred to a success story.

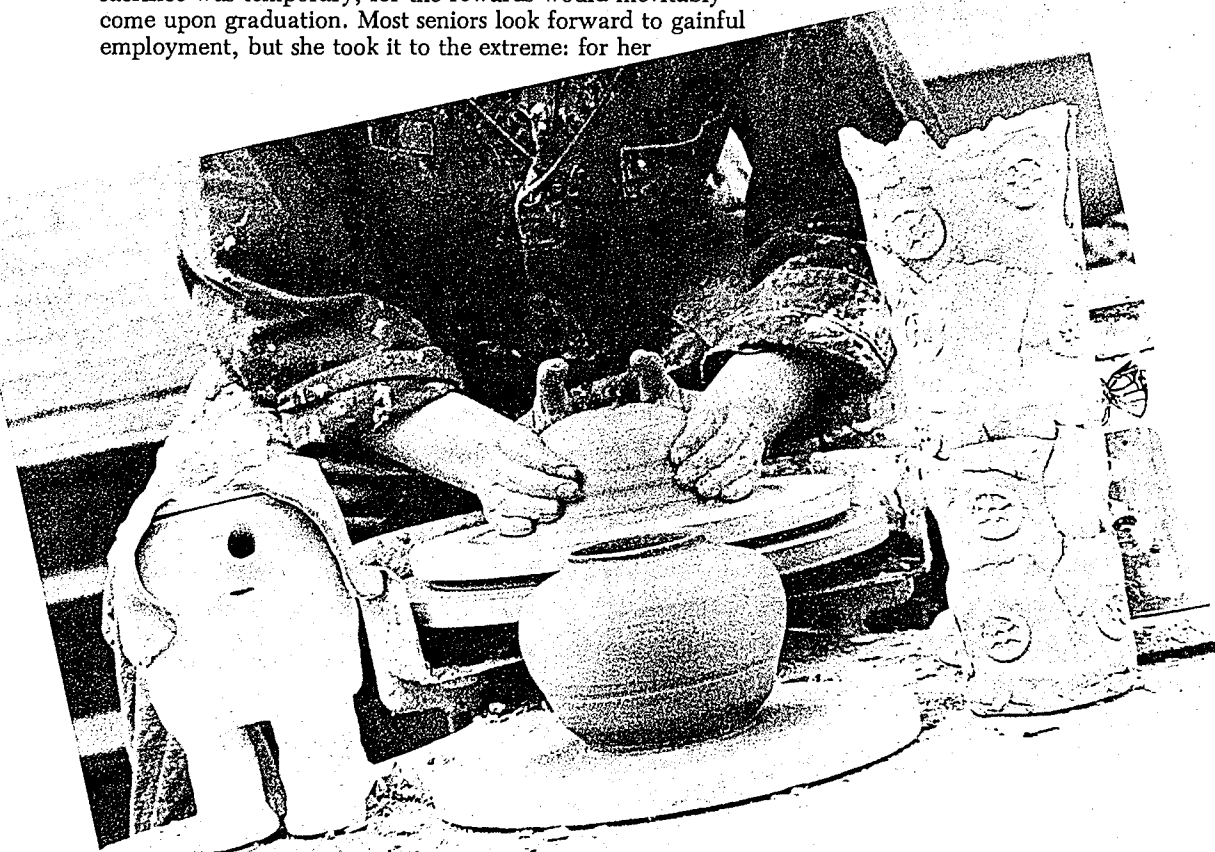
Take Karen (all names have been changed to protect the columnist) as a case in point. Her social life beneath the Dome, was dismal because she had to put her studies first. In her four undergraduate years nobody had asked her out on purpose. She was not bitter, merely honest. Karen felt the sacrifice was temporary, for the rewards would inevitably come upon graduation. Most seniors look forward to gainful employment, but she took it to the extreme: for her

money = security, and everything was subordinated to that ideal. When I asked her if she couldn't think of a more lofty ideal for which to spend her life, she admitted that materialism is rather shallow, "but once I'm rich I'll change."

Unfortunately, the human animal doesn't work that way. We cannot decide one moment to be altruistic and then be so forever more. Change and improvement take time, and the best time for change is the present. We can turn around when we're older, sure, but the process is easier for the young. The university setting is a made-to-order environment for the young to examine themselves as well as their curricula, to examine the possible and cultivate great dreams.

Mark was one such dreamer. He graduated in Economics last December with a respectable GPA and three job offers. I will forever remember him at the Grotto, where he would frequently relight the candles blown out by the autumn breeze. After making sure that all the tapers had healthy flames, he would tuck his in a holder and go about his business with an infectious smile. I remember that image of him because he blew off the job offers to go to Phoenix and work with the Spanish-speaking poor. This dream of his began with his sophomore year experience in Mexico City. Though to many the people he will be serving are just illegal aliens, to Mark they are people from whom the world has taken something as surely as the wind had taken the flame from those candles at the Grotto. Mark wants to bring that something back to them.

Betwixt the two extremes represented by Karen and Mark rests the bulk of our student body. Some will graduate and get jobs, others will graduate and jobs will get them, and either way life will go on. The blank page will fill with some kind of message for whoever reads such work. But the quality of the job can be improved at its very inception, right here, right now, and probably should be. □





ACE IS THE PLACE  
WITH THE HELPFUL HARDWARE MAN



**272-7535**

HOURS  
7:30 AM To 5:30 P.M.  
Closed Sunday

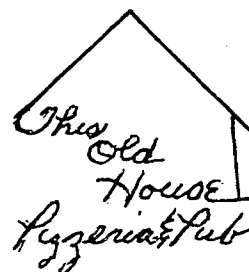
- PAINTS
- TOOLS
- PLUMBING & ELECTRICAL SUPPLIES

- GARDEN SUPPLIES
- HOUSEWARES
- HARDWARE
- SPORTING GOODS



FREE PARKING  
FRONT & REAR

219 DIXIE WAY  
NO. IN ROSELAND



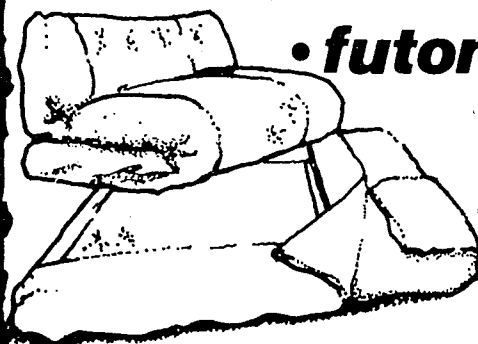
130 Dixieway North  
**277-4519**

Mondays and Wednesdays  
ONLY

**16" pizza, 2 toppings  
for \$6.95**

**FREE delivery to campus**

Open 4-10, Sun-Thurs  
4-12, Fri & Sat



**• futons naturally •**

**100% COTTON  
TRADITIONAL  
HANDMADE ASIAN  
BEDDING**

Mattresses  
Comforters  
Pillows

Standard & Custom Sizes



**232 South Michigan  
South Bend IN 46601**  
Hours:  
Tues. - Sat. 10 - 4

**219-233-8176**

**" . . . His eyes had a look of immense sadness. There was a question and a reproach in them.**

**"The spell of the moment almost paralyzed me. Then, with an effort, I released the shutter of my camera. Einstein looked up, and I asked him, 'So you don't believe that there will ever be peace?'**

**" 'No,' Einstein answered, 'as long as there will be man there will be wars.' "**

**—Phillipe Halsman**

NON-PROFIT ORG.  
U.S. POSTAGE  
**PAID**  
Notre Dame, Indiana  
Permit No. 7