

SCHOLASTIC

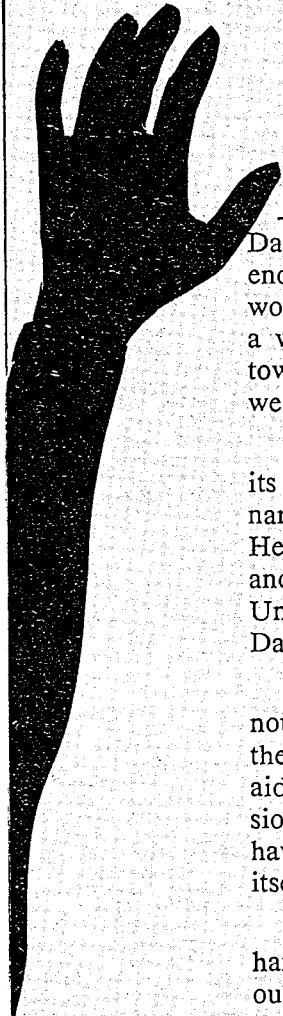
Notre Dame

September 18, 1985



**financial aid:
reaching for an affordable education**

Editorial



No university has perfected fund-raising as an art form the way Notre Dame has. She successfully convinces alumni, businessmen and national endowments that this institution, this community this "special place" is a worthwhile investment. As students, we too have decided that Notre Dame is a worthwhile educational investment. The factor which sways many of us toward this investment decision has nothing to do with money, but with what we perceive to be the special mission of Notre Dame.

Notre Dame sees itself as the place where, "the Catholic Church does its thinking." The University claims that its Catholic nature must not rest on a narrow, parochial constituency, but upon a broad, diverse community. As Fr. Hesburgh says, "We welcome students and faculty members of all religions and cultures." This diversity within our community serves to exemplify the University's search for catholicity in the broad, universal sense. The Notre Dame family must reflect the family of man.

This vision of Notre Dame has yet to be completely attained. An ominous cloud hangs over it. The rising cost of higher education combined with the crumbling consensus in Washington on the government's responsibility to aid needy students threatens to preclude the completion of Notre Dame's mission. We face the possibility of sliding into the comfortable existence of a haven for upper-middle class suburbanites. All of Notre Dame's dreams for itself scream out against such an outcome.

While faced with this crisis, we have two options; we may raise our hands in disgust, blaming the economy or Reagan's policies, or we may take our future into our own hands to fulfill our vision. Notre Dame must choose the latter course, lest our commitment to a true Catholic family be proven hollow.

Constructive action must be taken by Notre Dame to guarantee its accessibility to students of all income groups who hear its special call. An effective, far-reaching Notre Dame financial aid program is an idea whose time has come. Such a policy is not just a benevolent gesture, but a necessity for the maintenance of the true spirit of Notre Dame; familial and universal.

We applaud the policy outlined in the PACE report calling for a higher priority for financial aid. We also challenge the administration to not allow this initiative to sink into the abyss of bureaucratic stagnation. If we turn our Midas touch which raises money for fountains, pools and memorials to the task of financial aid fund-raising then we cannot fail.

In short, we are engaged in a struggle for the very soul of our school. We must decide if Notre Dame is really a family for everyone or merely a privilege for the few. We urge Notre Dame to put its money where its heart is.

-SCHOLASTIC



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SCHOLASTIC is represented for national advertising by CASS student advertising, Inc. Published bi-weekly during the school year except during vacation and examination periods, SCHOLASTIC is printed at The Papers Inc. Milford, IN 46542. The subscription rate is \$18.75 a year and back issues are available from SCHOLASTIC. Please address all manuscripts to SCHOLASTIC, Notre Dame, IN 46556. All unsolicited material becomes the property of SCHOLASTIC. Copyright © 1985 SCHOLASTIC. All rights reserved. None of the contents may be reproduced without permission.

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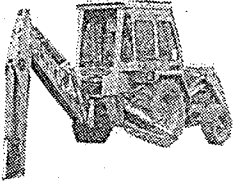
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IF I HAD A HAMMER.

Notre Dame builds on.

by Daniel Thompson

The traditional sights and sounds of autumn at Notre Dame are changing. Strains of music from the marching band on Green field and the hissing of sprinklers spraying the sod have been joined by the increasingly familiar sounds of jack hammers and construction equipment. Chain link fences surrounding piles of building materials have become a familiar sight on campus. The last five years have seen the construction of the Pasquerilla womens' dorms, Decio faculty office building, Stepan Chemical Building, Fitzpatrick Hall and the renovation of Washington Hall and LaFortune Student Center. Clearly Notre Dame is experiencing a period of rapid growth which shows no signs of letting up. At present, the University is investing over 16 million dollars on construction projects that are in progress or nearly completed.

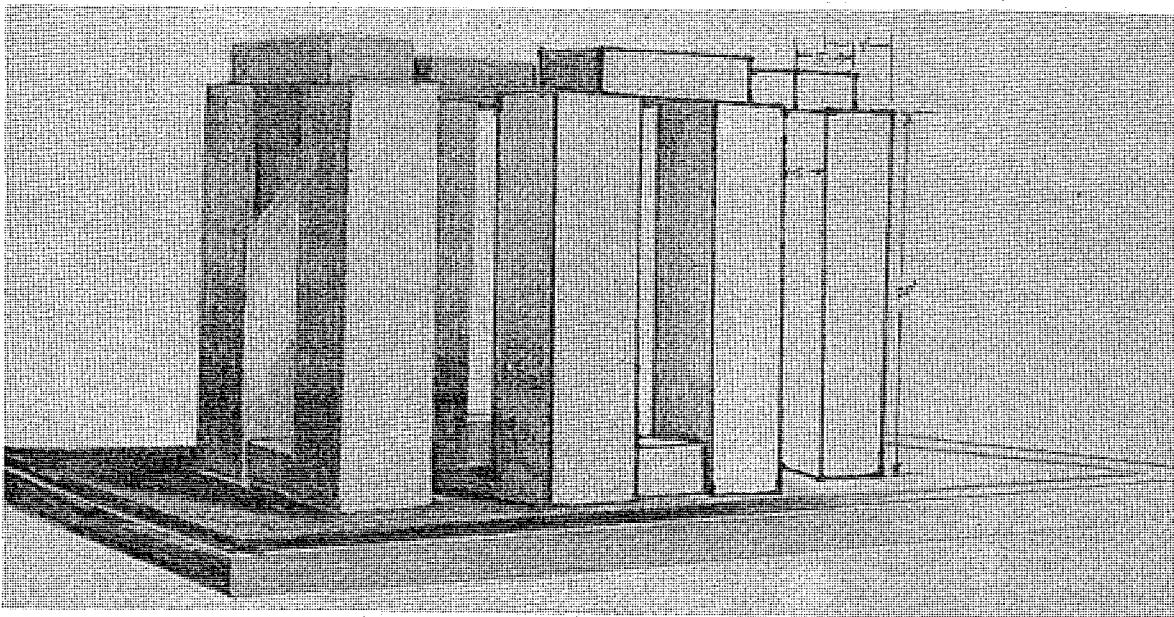
Over one quarter of that sum, 4.5 million dollars, is going toward an extensive renovation of the LaFortune Student Center. Construction has already begun on an addition to the east side of the building which will add almost 25,000 square feet of space to the present building. According to the architectural plans, the new eastern facade will have a two story porch which will closely resemble the western entrance. The Nazz and the old

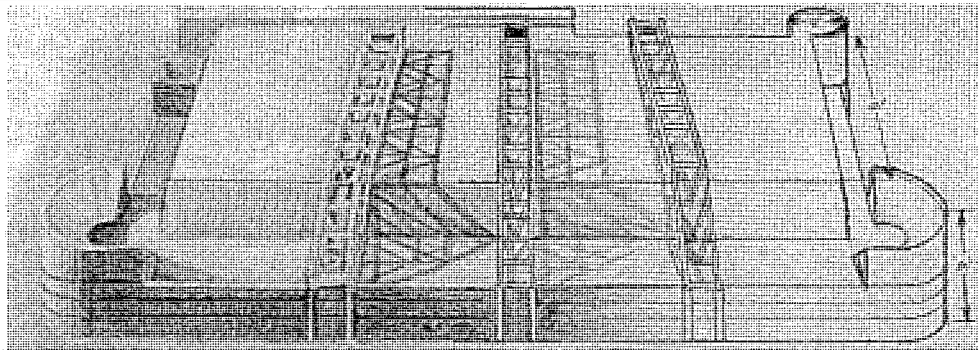
pool room will be replaced by a "mini-mall" which will have space for nine commercial businesses as well as a 24-hour laundromat, a wide-screen television room and a new recreation area with pool tables and video games.

On the main floor, the renovations center primarily around the Huddle. The seating area will be expanded so that it can hold up to 336 people, more than triple its present capacity. Plans also call for an increased variety in the food service. New counters on the south side of the building will offer Mexican and Chinese food as well as a potato and salad bars.

The second floor ballroom will receive a permanent stage as well as new light and sound booths. New lounges are to be built around the existing dance floor and plans also call for the addition of a terraced seating area and non-alcoholic bar. The student government and organizational offices on the second floor will also be renovated.

Finally, the third floor has been designated as the student media floor and will continue to house the offices of the Observer, Scholastic, the Juggler and the Dome. WVFI, the student-run AM radio station will relocate here as well. Work on LaFortune is scheduled





for completion in time for the 1985-86 school year.

Just beyond the fence that surrounds the east side of LaFortune, another fence has gone up on the Fieldhouse Mall. The University recently announced plans to erect a fountain in the center of the mall in honor of the Notre Dame alumni who have died in service of their country since World War II. The fountain was designed by John Burgee, a 1956 alumnus and architect, and consists of a black granite pool from which will rise four post-and-lintel arches. Each arch will be made of two columns of Indiana limestone 20 feet high and 5 feet square, topped by another 10 foot long piece. Within each arch will be a fountain and in the center of the monument will be a 4 foot sphere of granite. Construction, which began this fall, is expected to be finished in time for this year's commencement. The monument will cost from \$400,000 to \$500,000 according to the chief landscape architect of Cole Associates, which is assisting Burgee in the construction of the monument.

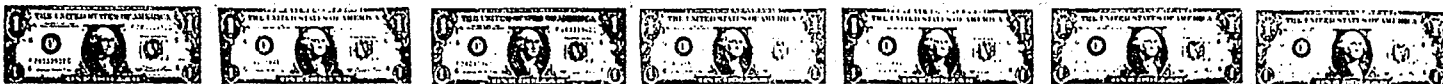
Near the Main Circle, the walls are starting to take shape on the expansion of the Notre Dame Law School. The 5 million dollar project is scheduled for completion by September of 1986. The primary reason behind the expansion of the east side of the 54 year old building is the improvement and enlargement of the Kresge Law Library. Presently the library contains about 165,000 volumes. After expansion, the new capacity will be 300,000 volumes. These additional volumes will allow for greater faculty research. The renovations also call for new faculty offices and secretary space, two new lecture rooms and a moot court room with audio-visual capabilities. The architectural firm of Ellerbe Architects and Engineers, who have designed many campus buildings such as the ACC and the Memorial Library provided the plans for the addition.

Ellerbe architects are also responsible for the design of the nearly completed natatorium which has been added to the east side of

the ACC. The new olympic-sized pool, 50 meters by 25 yards, will have two removable bulkheads which can be placed in the pool in order to divide it for different uses. The pool is scheduled to open some time after fall break and will serve both the men's and women's swim teams as well as the recreational needs of the rest of the Notre Dame community. The multimillion donation of an anonymous benefactor helped offset the estimated 4.5 million dollar construction cost.

Student residences also received renovations. Badin Hall benefited from new metal window frames and new windows, while Farley and Breen-Phillips were the subjects of extensive work. This work included newly painted walls, new corridor carpet, windows and lavatories as well as the installation of smoke and fire alarms and sprinklers in the storage and food sales areas.

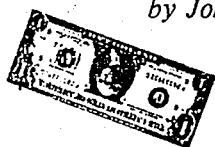
After the dust settles, the construction crews disappear and the dedication ceremonies end, count on another series of renovations and new projects to begin. Though the University has not officially confirmed the rumor, the word is out that another large endowment drive is being planned for the near future, possibly after the 1987 school year. Mr. Jim Murphy, associate vice president of University Relations, would only affirm that something was in the offing, but was not at liberty to give any details as of yet. According to one source, the projected plans for the next endowment drive might include the construction of two new women's dorms between the Pasquerilla's and the library, a new classroom building and a new athletic facility in the area of Cartier field. As none of these projects have been officially confirmed, perhaps the best way to guess what the next change in the face of Notre Dame will be is to watch for where the chain link fences will show up next. ●



The history of federal aid to education has reflected the development

Investing in the Future

by John Delaney



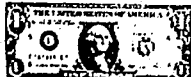
By providing varying forms of financial assistance to colleges and universities over the years, the federal government has had a primary influence on the course of higher education in the United States. From the establishment of land-grant colleges in the 1860's through the creation of contemporary financial assistance programs, a comprehensive network of federal financing has developed. Throughout this period the federal government has used its access to the educational system to address national priorities. In the process, it has provided educational opportunity to financially needy individuals. Through its efforts, higher education has become (although parents of Notre Dame students may disagree) a more feasible option for many young Americans.

An examination of several major programs instituted by the federal government over the years reveals a pattern of active government intervention. More recently, however, the extent of the federal role in financing higher education has been under the critical eye of the Reagan Administration. The previous infusions of federal monies stand in stark contrast to the current proposals advocating cuts in funding levels. The degree to which a diminished federal role would adversely affect college-bound individuals is debatable; however, it is clear that the proposals represent a significant departure from the past federal role in education financing.

The Morrill Act, enacted in 1862, provided grants of federal land to each state for the establishment of colleges specializing in agriculture and engineering studies. Entitling each state to grants of thirty thousand acres for each US Representative and Senator of that state, these "land-grant" colleges represented the first major aid-to-education legislation. By utilizing the proceeds from these grants to support the colleges, states obtained the means of financing post-secondary institutions. In 1890, after several land-grant colleges experienced financial strain, Congress amended the Morrill Act by authorizing annual grants to the state for operation of the colleges. Through the Morrill Act the federal government supplied a surplus resource in exchange for future prosperity in academic fields of study. Indeed, the development of the United States as an agricultural and industrial power is often attributed, at least in part, to the Morrill Act.

A second major federal supplement to higher education came in the fourteen and a half billion dollar GI Bill of Rights (formally known as the Serviceman's Readjustment Act of 1944). Due to our massive troop commitment to the Allied effort, Congress recognized that substantial efforts would have to be made to absorb the influx of fifteen million war veterans back into the economy. While this comprehensive bill was targeted for all Second World War veterans, the most widely used benefits were those contained in the education provisions. For any veteran who had served ninety days or more, the Veterans Administration would pay tuition and fees, up to a maximum of five hundred dollars per year, for the student veterans. In addition, a monthly allowance with a stipend for dependents was included in the student package.

In enabling millions of young men and women to finance their education, the government was symbolically expressing gratitude for these individuals' roles in the war effort. In terms of the national economy, the GI Bill allowed for a more gradual transition into a peacetime economy by absorbing some



of the nation. Has it now become too expensive a habit to keep?

of the surplus labor market. Helping to preserve individual dignity and maintaining economic stability, the GI Bill was an innovative and effective piece of legislation. The success of the original GI Bill spawned a similar bill after the Korean War and a 1965 "Cold War GI Bill" which covered members of the armed forces during both times of war and peace.



The impetus for a third major wave of federal support of education came from Russian achievements in space technology. The successful orbiting of the first earth satellite, Sputnik, in 1957 heightened the awareness of our inadequacies in technical fields. In 1958 President Eisenhower signed the National Defense Education Act (NDEA) which was drawn to encourage the study of science, mathematics, engineering, and foreign languages at all levels of the educational system. The bulk of the financial commitment, however, went to the creation of NDEA loans to college-bound students. Providing undergraduates with low-interest loans of up to one thousand dollars per year with generous repayment schedules, the NDEA loans represented the first direct loan program to individuals. The predecessor of the National Direct Student Loan program of today, this program remains a primary source of funding for needy individuals.

In 1965 Congress specifically addressed the plight of needy students in the Higher Education Act. Revolutionary in its student aid provisions, this act built the foundation for our current student assistance program. The Pell Grant, College Work Study, Guaranteed Student Loan, and federal scholarship programs were unique attempts at meeting the financial needs of qualified college applicants. This act represents a significant expansion in the scope of federal education programs. Unlike previous legislation, no specific national priority was being addressed; rather, there was a recognition of the investment aspect of higher education. By aiding qualified, albeit needy, students in meeting their financial costs, the federal government would be absorbing a substantial short-term burden.

The eventual payoff would be in a long-run diversification of the national economy and the increased earning power of college graduates. The programs created under the Higher Education Act were expanded in a series of Education Amendments in the 1970's. Most notably, the Education Amendments of 1972 provided a nineteen billion dollar extension to the HEA of 1965. This history of federal financial aid demonstrates that the government's perception of aid to education has shifted over the past century from viewing it as a means to other national goals to viewing it as a national priority in and of itself.

On the more ominous side, however, the expansion of the government's role has led to an overt influence on the essence of the educational process. These times of financial austerity have heightened fears that money is being spent on those who are not truly needy. This combination of circumstances has led the Reagan Administration to reconsider the value of such high level funding. Proposals have been made calling for substantial modifications of the Higher Education Act programs and those expanded upon in the Education Amendments. Consistent with his theme of decentralization and domestic program contraction, the President seeks significant reductions in federal aid programs. By establishing eligibility caps on family income (of \$25,000), setting a maximum individual aid reward (of \$4000), and requiring a "self-help" contribution, the Reagan Administration is shifting the burden of financing higher education to the family unit. In attempting to reverse the tide of federal funding, the President faces opposition from Congress and the adversely affected parties.

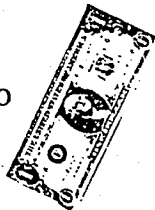
Can we afford to provide such high levels of funding? This will undoubtedly continue to be a much debated question in the next session of Congress. If history provides us with any insight, though, perhaps the more relevant question would be, can we afford not to? •



Setting the PACE

by Pat Collins

A new report attempts to revitalize financial aid.



As tuition costs throughout America increase well above the rate of inflation, more and more students are forced to search for additional financial support. Currently, a record sixty-six percent of all Notre Dame students rely on some form of financial aid to make ends meet. Approximately thirty-eight million dollars worth of scholarships, grants, loans and work programs were employed by the student body at the university last year; this figure is expected to increase this year. Yet, as the University increases tuition while striving to maintain its position among the elite schools in the country, it faces the risk of losing many talented students who simply cannot afford to attend such an expensive school.

The administration is well aware of the problems which the future holds. In the Priorities and Commitments for Excellence (PACE) report, issued two years ago, a committee recognized that "universities are beset by the general economic malaise of the times, and many anticipate considerable retrenchment in the decade ahead." Elsewhere, the study draws attention to the negative effects which recent "cutbacks in financial aid" might have upon student enrollment.

The PACE committee recognized a pressing need to substantially increase the amount of money Notre Dame currently spends to assist students and their families. Urging the administration to treat financial aid as a top priority for the future, the committee recommended "that the university seek to increase endowment for undergraduate student aid threefold by 1990." The Board of Trustees agreed with the report, commenting, "the trustees believe that Notre Dame should be open to qualified students of all economic circumstances. A concerted effort must be made to enlarge our resources for financial aid."

Mr. Joseph Russo, Director of Financial Aid at Notre Dame, is elated. "This is very, very encouraging for our office. The University is sincerely behind us. The PACE report will be the foundation of the school's next major fundraising drive, to go public in 1987. Increasing the student loan endowment will be a top concern."

The University endowment to support student scholarships presently hovers around thirty million dollars, a figure which will increase to ninety million dollars if Notre Dame is successful in achieving the goal established by PACE. This amount will help Notre Dame to continue its current policy of using only "real money" (money taken from the interest produced by the fund) to support students. Other colleges with less conservative financial policies often attempt to attract promising students by offering discounts on the price of tuition or room and board. The result of such programs is that cost usually soars for other students. Some schools use thirty percent of tuition costs to pay for scholarships. Notre Dame, with the exception of the Athletic Department, avoids discount schemes to lure students. The Athletic Department brings in more than enough money to cover its scholarship program. The result is that the money a student pays for tuition is not used to help someone else afford college costs.

Another element of Notre Dame's conservative financial philosophy is its adamant opposition towards no-need scholarships. Many institutions award scholarships solely on the basis of academic achievement to attract top high school graduates. Students who are able to pay for college often receive these awards. In a recent essay in *Change* magazine, Richard W. Haines, Director of Admissions at Lafayette College, argues, "No-need scholarships ignore the principle, widely accepted during the thirty years since it became feasible to determine financial need, that the limited funds available for financial aid should support college attendance by qualified students



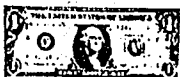
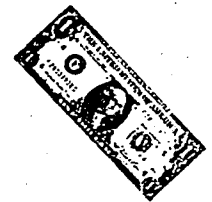
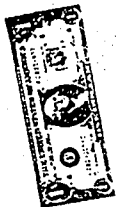
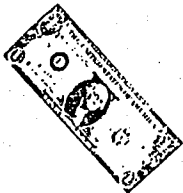
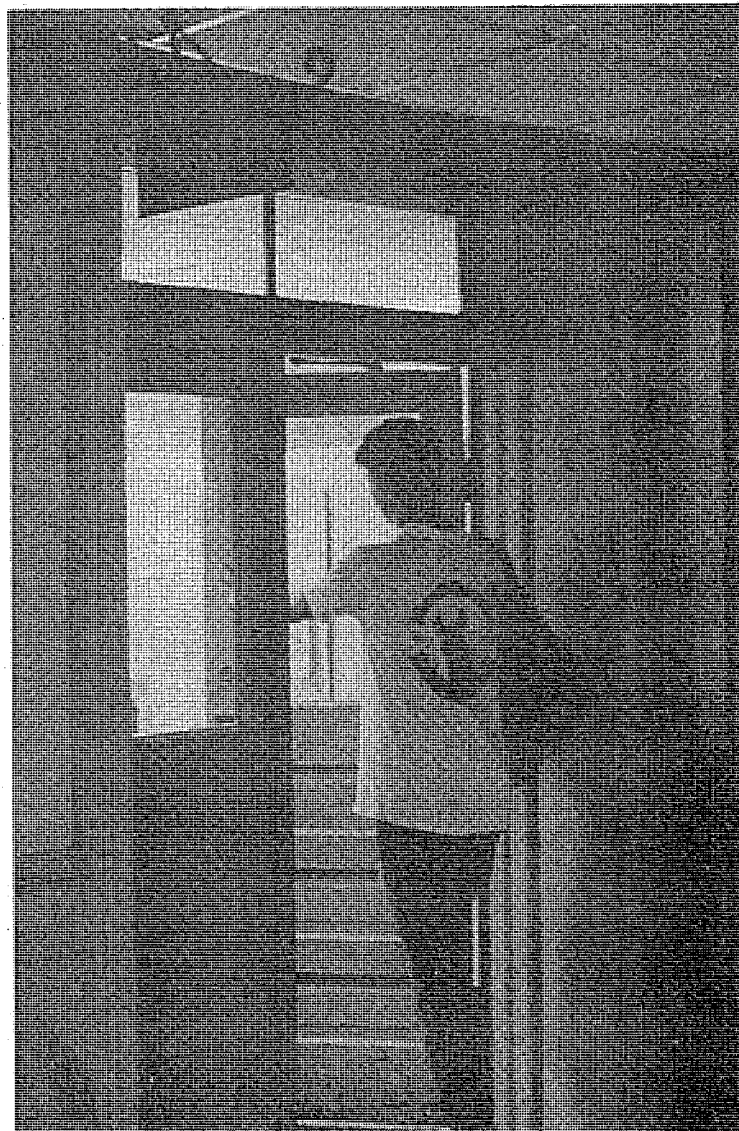


who could not otherwise afford to enroll." Although the University does recognize academic merit among applicants through the "Notre Dame Scholar" program, it steadfastly refuses to award money to scholars unless they demonstrate need. PACE strongly asserts that Notre Dame should continue this policy.

The PACE committee also emphasized the need to "significantly increase minority enrollment." Notre Dame, traditionally criticized for a low minority enrollment, is urged to cultivate the presence of minorities on campus through the use of financial aid scholarships. The stagnant economy coupled with the rising costs of a college education makes it particularly difficult for minority families to send their children to a school such as Notre Dame. Aware of the problem, Mr. Russo

asserts, "Some benefactors have donated money to be strictly used for needy minority students. The amount available will be greatly increased over the next few years." Another aid program which will see a further improvement is the hardship program. This special fund makes financial assistance available for students who have suffered an unforeseen tragedy within the family.

A sense of optimism, fostered by the PACE report, permeates Notre Dame's Financial Aid Office. The general feeling is that the University is truly approaching the day when money will no longer serve as a factor in a student's decision to enroll at Notre Dame or a less expensive school. One can only hope that the Notre Dame effort can keep pace with the spiraling costs of education. ●



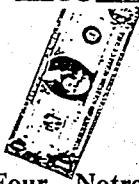


This past winter when Secretary of Education, William Bennett, urged college students to "divest" themselves of automobiles, stereos and beach vacations he struck many raw nerves. Bennett's remarks typify the Reagan Administration's attitude. More emphasis is placed on private initiative, the decentralization of federal programs and greater authority at local levels. Such an atmosphere is hostile to the pleas of lower and middle class students and can significantly diminish the affordability of private schools such as Notre Dame.

Although Congress saved student loans from Reagan's proposed cuts this summer no one can say the future looks bright for aid-needy students. College costs are rising faster than the inflation rate and the American dream of "working your way through college" is simply not economically feasible for many in this or future generations. The reality of affording a forty thousand dollar education means incurring debt, military obligation, or earning grants in addition to hard work for most Notre Dame students. Many of these students resent what they view as the insensitivity of the current administration.



Making Their Own Way



by Laurie Carrol

Four Notre Dame students struggle with higher education in the eighties.

Tim is a fourth year architect on an Air Force ROTC scholarship. He began as an engineering student but decided to change majors after a year. "They (ROTC advisors) told me it was a risk," he said. He was left in suspense for a month while a committee evaluated the switch. Luckily, the scholarship was reinstated for three more years, for without it Tim would have had to leave school. As it is, Tim will have to pay for his fifth year on his own, and then serve four years in the Air Force, but he feels very lucky. "ROTC isn't for everyone but it was a good way to go for me personally," he said. "You've got to go into debt when you go to college. You owe people either time or money."

Mark is a junior economics major keenly aware of the debt he has built up while acquiring a Notre Dame education. Upon graduation, he will owe fifteen thousand dollars "before interest", he emphasizes. "At times I wonder if a liberal education is worth the debt I'm incurring when I think of my friends at state schools." These doubts must have festered all last year as he worked eleven hours a week at the dining hall and dug graves for fifty hours a week during the summer. "I don't see why Notre Dame has an increase of eight hundred dollars a year but my financial aid package never changes. I suppose that five hundred thousand dollar fountain that looks like Stonehenge II is taking a real bite out of the endowment."



"You've got to go into debt when you go to college."

Mark has good reason to worry about his loans. An Arts and Letters degree does not guarantee a thirty thousand dollar a year job and he can expect no help from his parents. His father, a public high school teacher, has four children attending private universities now, and all have loans to repay. Two possible means of repaying his debt appeal most to Mark: marrying a rich Notre Dame girl or joining the Peace Corps so his loans will be deferred while he worries about it in the Third World.

Lynn, a former Notre Dame Scholar, speaks kindly of Notre Dame's Office of Financial Aid. At the end of the first semester her sophomore year when a balance of seven hundred dollars was outstanding on her account, Financial Aid offered to carry it over until the next semester. The offer was appreciated but declined and Lynn left Notre Dame. Her family didn't have the money for that semester and would probably be another seven hundred dollars short the next. There was no point in compiling more and more debt. Notre Dame with its travel expenses and hidden costs was simply not affordable for Lynn, even with her seven thousand dollars in loans and scholarships. She is now working full-time and taking a full-time class load at a private school in Texas. It's a lot of hard work but the hours are necessary because her financial aid package is based on full-time enrollment. If the University were to find out she worked forty hours a week her aid would be cut and her education once again be jeopardized. It is hard to estimate how many other students find themselves in Lynn's position according to

Edwin B. Harris, Associate Director of Financial Aid, because "financial hardship" is a convenient excuse given in exit interviews.

Paul, a senior, is another student not captured by William Bennett's stereotype of the rich, spoiled college kid. Although he is not eligible for loans or financial aid, he knows what it is to earn an education. He spent his summer in Chicago working sixty hours a week. He started out caddying and then found a full-time job as a proofreader for a legal publishing firm. In addition, he tended bar two or three nights a week at a country club and did part-time assembly work at a computer company. By chance, his hard work paid off, when at the end of summer he hit it big at the race track for \$640 and was able to take a week off before returning to school.

Tim, Mark, Lynn and Paul are only a few examples of Notre Dame students who are "working their way through college". Their stories, even Lynn's, are the success stories. The system is working for them because they will earn degrees and have an edge in the job market. On the down side are students attending their second, third or tenth-choice school due to cost, and those who cannot afford to become students at all. Insufficient financial aid from the federal government and private institutions is changing the nature and attitude of this generation of college students. No longer is college a four year lark. For this generation, college is becoming a much more serious and taxing endeavor. The result may be the death of the American belief that higher education is attainable for everyone. •

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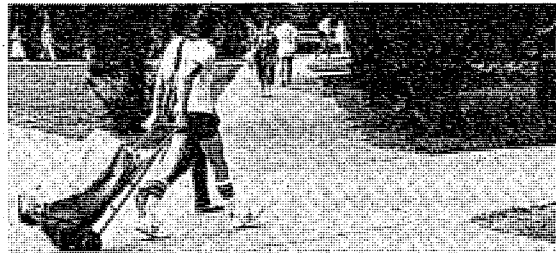




sorting through the maze



by Pete Butler and Mike Hoffman



If, like many other students, you are concerned about financing your remaining years of college, do not despair. Regardless of your family's income, you may be eligible for some form of financial aid. Many students don't know where to begin when constructing an aid package. This is easy to understand since there are literally thousands of sources of financial aid. The best approach is to break these sources down into three categories: loans, scholarships and work study.

The first step in obtaining a loan is filling out a Financial Aid Form (FAF). The FAF is used in determining an individual's need for the two major loan programs. These are the National Direct Student Loan (NDSL) program and the Guaranteed Student Loan (GSL) program. The NDSL provides students with loans for up to six thousand dollars. No interest is charged while one remains a student, but five percent interest begins with repayment six months following graduation. The GSL's are slightly different. They are federally insured loans from private institutions in the student's home state. A student may obtain up to two thousand, five hundred dollars a year as an undergraduate with interest beginning after graduation at eight percent. Further information may be obtained from the financial aid office.

Scholarships and grants are known as "free money" because they need not be paid back. These may be broken down into three categories:

* National Programs -- Examples are Pell Grants (awarded on the basis of need through the FAF), ROTC and the Westinghouse Talent Search.

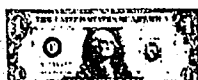
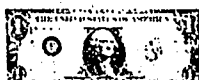
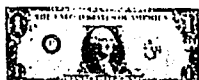
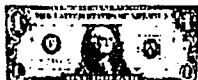
* University and College

Scholarships -- These are such sources as memorial funds, alumni scholarships and organizational scholarships. Such scholarships are handled by the Financial Aid Office and, at Notre Dame, given out only on a needs basis.

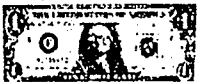
* Special and Local Scholarships -- This category requires some research on the part of the student. Some examples of these types of scholarships are religious organizations (the Knights of Columbus), children of veterans (Illinois American Legion Auxiliary, war orphans (AMVETS), clubs (Boy's Club of America, 4-H Clubs), sports organizations (North-Olmsted Soccer Organization). A fairly comprehensive collection of such scholarships can be found in the library in such books as "Financial Aid For Higher Education Catalogue" by Oreon Keeslar. The book also lists vital information such as requirements and the amount of the scholarship.

A student can also obtain aid through the work-study program. This program is handled through the Financial Aid Office and the Student Employment Office. It is administered on the basis of need, but often there are extra job opportunities on campus which are then distributed on a first come, first serve basis.

A warning should also be issued about agencies which claim to locate scholarships for which a person is eligible. These agencies are not worth the "modest" fee they charge, for most of their information consists of programs which counselors are well aware of. The Notre Dame Financial Aid Office considers their use "ill advised". It is only through careful use of all the sources of financial assistance that a student can maximize his aid. •



How to find the aid package for you.



WASHINGTON, D.C. (CPS) -- College graduates are having smaller families and postponing major purchases such as cars and homes because they are leaving school with large financial aid debts, according to preliminary results of new nationwide survey of aid recipients.

The findings confirm fears of many college aid experts that a continuing reliance on loans over grants for the last decade and skyrocketing tuition rates have forced students to borrow more than they can reasonably repay after graduating.

The student debt issue, moreover, promises to play an increasingly important role in how financial aid is structured, as well as the amount of money any one student can borrow.

"We are seeing instances where students' lifestyles are being affected by the large amounts of money they have to pay back when they graduate college," reports Dennis Martin, assistant director of the National Association of Student Financial Aid Administrators (NASFAA), which sponsored the survey of 3,000 Guaranteed Student Loan (GSL) borrowers from colleges around the country.

Among other things, the students with bigger debts tend to delay raising families, buying homes, and purchasing cars because they can't afford the added financial commitments, the survey shows.

The survey, which Martin calls the most extensive study of financial aid debtors ever undertaken, also shows that younger, more recent graduates are having the most difficulty repaying their loans because they had to borrow more to meet soaring tuition costs.

Single women, too, have more trouble repaying their loans because they get lower salaries -- only \$17,400 a year, compared to \$23,000 for men -- after graduating, the study shows.

"That's no surprise to many of us," says Arnold Mitchem, executive director of the National Council of Educational Opportunity Association and director of Educational Opportunity Programs at Marquette University.

"I think there is growing evidence that the student debt burden is affecting the lives and consumer patterns of borrowers," Mitchem notes. "And it also appears to be affecting the number of students who don't go on to grad school because they are already so heavily in debt."

Female, minority, and low income students are hit the hardest, he says, because they typically borrow more to attend school, and earn lower salaries when they graduate.

"In fact," Mitchem points out, "it can be shown that most poor and minority students never earn their bachelor's degrees, so they are stuck with repaying aid debts for an education they never finished."

Mitchem, along with many other aid experts, blames the federal government's increased reliance on loans over grants for the problem.

In the early 1970s, nearly two-thirds of all student aid money was awarded in direct, non-repayable grants to students.

Today, nearly two-thirds of all aid money is loaned.

Besides increasing grant money, the government should also stop increasing loan limits," Mitchem adds, "because it would only allow more students to borrow more than they are capable of repaying."

But the American Council on Education disagrees, and recently asked the House Postsecondary Subcommittee on Education to raise Guaranteed Student Loan annual limits from \$2500 to \$3000.

"There's a lot of concern over student debt, but there is also a lot of concern over the fact that loan limits aren't keeping pace with college costs," explains ACE policy analyst Scott Miller.

"A lot of people want the limits doubled," he says. "We're recommending what we think is a reasonable increase in limits, but not one that is big enough to add significantly to the debt burden problem." •



science & technology

Computers, many people would agree, are great sources of frustration. To other whizzes they are magical devices that can do anything. Many regard them as toys, even more think of them as mysterious boxes that whirr, click, beep and are best left alone. Through this column I will try to shed some light on the inner workings of these devices, in an attempt to make these little boxes less mysterious. In addition, a list of references, including books, articles, and classes will be given for the benefit of those who are interested in pursuing the subject to greater depth.

A number of technological advances have had a profound impact on society, such as the automobile, the printing press and the television. These advances have been readily incorporated into society. Computers are one such advance. Although computers have only in the last twenty-five years come into widespread use, they have become so firmly implanted in our world that there is scarcely a person in the country whose life is not affected by these machines. Due to their nature, computers are used for important jobs such as the supervision of production processes in industry, assisting top business executives with major decisions and the handling of daily transactions amounting to billions of dollars.

As college graduates entering business, government and industry, Notre Dame students can expect to deal with computers, computer engineers, salesmen, programmers and operators on a daily basis. A good foundation of knowledge is essential if one wishes to interact with competency and confidence. Without such a foundation, one runs the risk of making poor decisions, or even of being deceived or manipulated. This series makes no claim to providing such a foundation. Rather, it is meant to give a general idea of computer

operation, to provoke curiosity, to remove the hesitancy that might come upon the confrontation of a large body of unfamiliar knowledge, and to provide a guide to the building of such a foundation.

The first point to note has already been touched upon -- that this series is not a comprehensive course in computer architecture. The second point is that it is easy to anthropomorphise computers. A computer is a non-thinking machine, at least for the present. While it can be made to simulate, to some degree, the processes of thought, it is in actuality constrained by the laws of physics to produce a certain course of actions, defined by its physical configuration and the inputs given to it. The complexities of that configuration and of those inputs may cause the machine to seem as though it has taken on a personality, as one's car may seem to take on a personality. In both cases, this is merely an illusion. However, even experts in the computer field find it useful to use such terms as "decides", or "looks", or "wants" when describing the action of computers. This is acceptable, as long as one realizes that these are terms that describe non-sentiment functions of the computer.

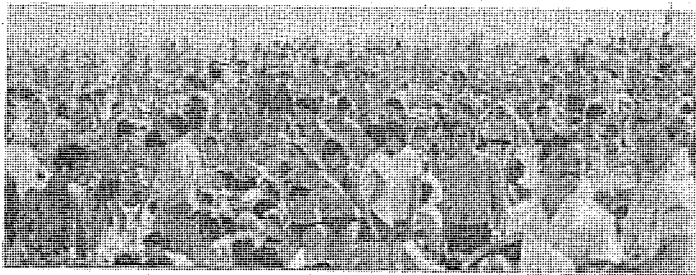
The final note is that simple concepts in computing can often be confusing to the layman when these concepts are described in computer jargon. A certain language has grown up around computers. This language, while at first misleading, is easily understood with the help of a good computer dictionary. Such an aid is invaluable even to the computer expert, and is put out by a number of sources. The library can be quite helpful in this area or you may wish to purchase a dictionary from the bookstore or computer shop.

More on computers in the next issue. ●



Killer Snake Highlights South Bend Summer

by Teresa Keefe and Barb Blanchette



Many of us are freaks about British comedy, especially Monty Python. This summer South Bend residents had the chance to meet Monty personally, but this time it was no laughing matter. A thirteen and a half foot python, Monty broke free from his weighted cage in mid-August for a three week vacation about the streets of South Bend and Mishawaka. Police have recently captured and killed the python-at-large, whose absence held the local area at bay for several weeks.

What concerned local police most was that the python, owned by Mike Herper of South Frances Street, could be dangerous at times, and was capable of crushing animals, or small children when hungry. Responding to police Chief Hurley's orders to "destroy on sight," off-duty officer Cpl. Eugene Eyster sighted and drove his car over the snake not once, but several times in an effort to protect then-frantic citizens. It may not be much, but it's as close to Miami Vice as SBPD will ever get. While it took three more backup officers and five more bullets to put Monty to rest, the town can at last breathe deeply, and brace itself for an even greater danger, the annual influx of college students.

While most of us are joining this influx after a three month leave of absence, many students have chosen to remain in South Bend to work, attend classes, or merely enjoy the residential side of South Bend which students rarely see. "South Bend is a lot bigger, and has a lot more to offer than I thought," reported Marci Woods. Lisa Wezorek added, "the college atmosphere during the summer was much more relaxed, giving it more of a feeling of home."

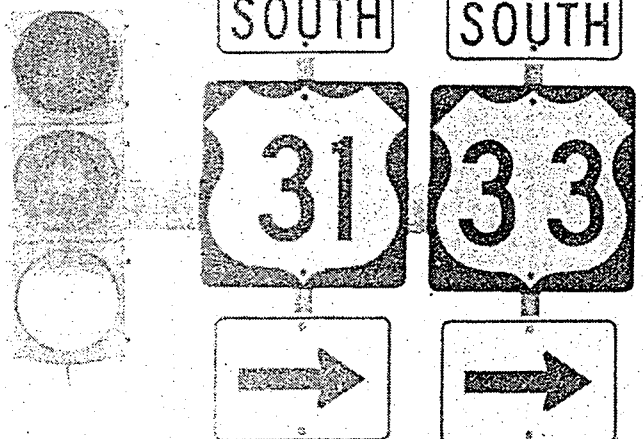
Like Monty, the University remained active, hosting an alumni weekend early in June, and conventions regularly thereafter, while Saint Mary's College held its annual sports camp.

Traffic through the North Quad was disturbed by the inlaying of pipes from LaFortune to the power plant. On a larger scale, the 10-week July through August Recreational Vehicles Jamboree blocked off traffic all along Juniper, throughout the campus routes, and filled the parking lots, forming perhaps the longest and earliest tailgater of the 1985-86 season. Work also continued on the ACC Pool, as the Ratt concert, just next door, drew in hordes of local young people.

Classes for students who remained on campus were much less hectic, and less intensely competitive, though their 6-10 week structures required a more concentrated effort. Said Kevin Kilpatrick, "I was concerned about academic burn-out, but the summer classes were less intense, and better prepared me to jump into my senior year."

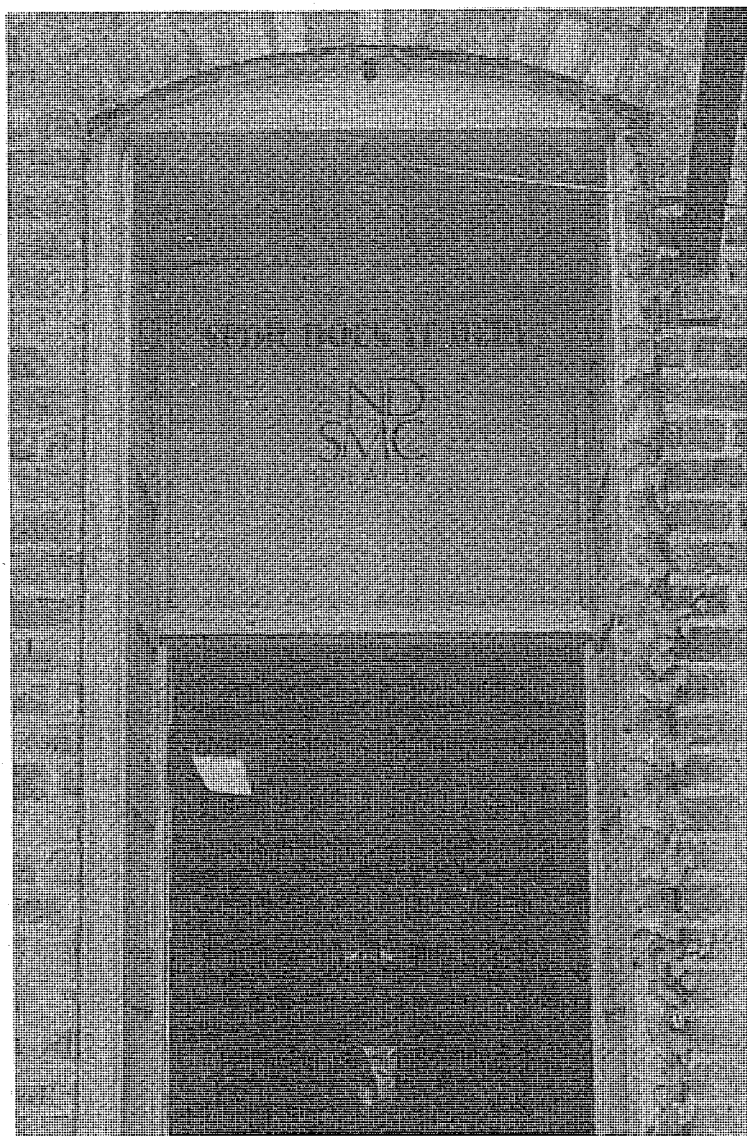
Several seniors who stayed at Notre Dame partially to continue their training as part of the Notre Dame Rowing Club reported a relatively quiet summer, yet expressed some concern about meeting Monty on their rows down the St. Joe River. "Just the fact that Monty was loose, and hadn't eaten for three weeks kept us looking over our shoulders," admitted Mike Songer.

The busy nature of life at any university or college often prevents students from learning about the town which lies just below the strata of campus activity. As you may have guessed by now, summer in South Bend is about as exciting as winter in South Bend. The special frenzy of a python-at-large is, perhaps, the only thing that can pique student interest in the river city. •



□ THE SHOW MUST GO ON □

by Mary Louise Padden



14

nd - smc Theater begins this year with major changes such as the addition of artists and an increase in student writing and directing. Kicking off the season at Notre Dame's Washington Hall will be Arthur Kopit's "The End of the World", which will be directed by Dr. Fred W. Sybur Notre Dame. The second production of the season is "Hay Fever," a comedy by Noel Howard, directed by Dr. Roberta Rude. Next in the theatrical lineup is the classic comedy "The Tempest," by William Shakespeare, directed by Notre Dame Departmental chairman, Dr. Mark Pilkington. In the 1985-86 season finale, New York City street gangs stage a musical invasion of Saint Mary's O'Laughlin Auditorium through Leonard Bernstein and Arthur Laurent's "West Side Story."

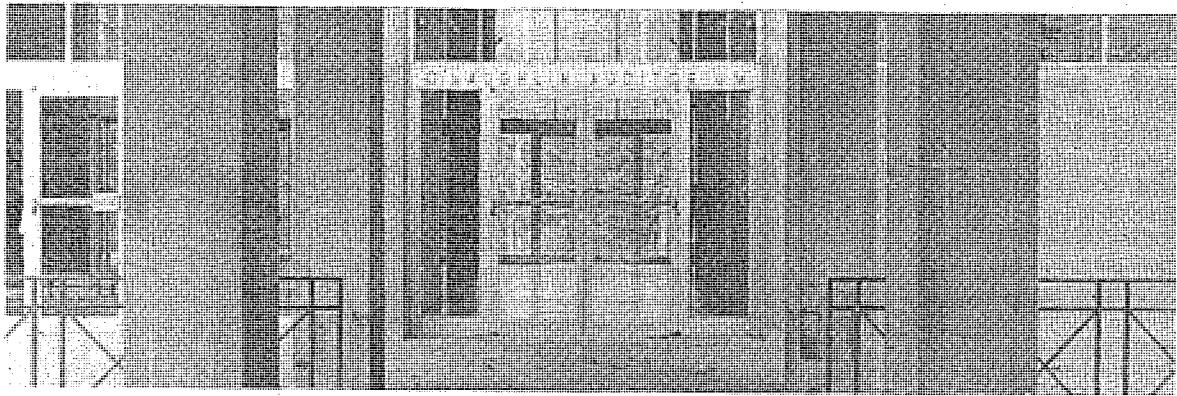
The 1985-86 season will on will be a period of reorganization and be a time of change and readjustment for Notre Dame-Saint Mary's Theater. In the past both departments operated as a single entity,utilizing the combined facilities of both campuses. In addition to performance facilities, faculty members were also shared. It was the Notre Dame administration which decided that budgeting should be separated. The focus this season is on two separate and independent departments which still engage in cooperative endeavors. The renovation of Washington Hall, it is hoped, will provide Notre Dame with an adequate performance facility.

■ Despite changes and confusion



□ ND/SMC Theater marches toward a new season.

■ SCHOLASTIC ■



According to Dr. Pilkington the changes will allow Notre Dame to better define its department. He feels it is of utmost importance that Notre Dame develop as a stronger center of theatre activity than it has been in the past. Dr. Clayton Henderson, chairman of the Saint Mary's Theatre department, does not believe the Saint Mary's program will be affected in any way. In fact, he considers this year's department to be stronger and far more capable of excelling than ever before.

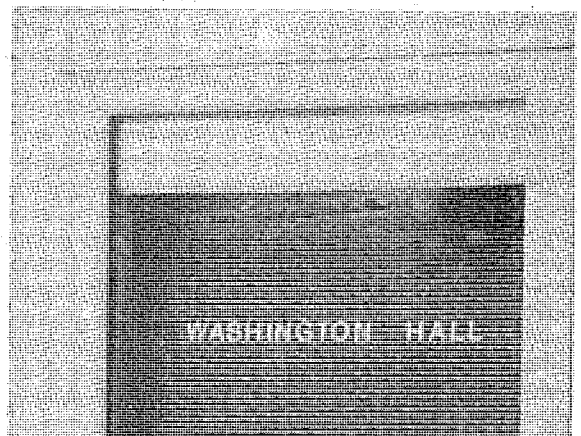
Both department chairmen clearly stress that the changes made will in no way pose any hardship to the students involved. In reality, they will have far more opportunity and flexibility. Since there are now two distinct scene and set design departments, there will be both a significant increase in the opportunity to work in this aspect of theatre, and greater access to performance facilities for many small student productions. One other advantage given to theatre students is the continuation of unlimited access to classes at either institution.

Saint Mary's welcomes Dr. Roberta Rude who will be the first professor in many years who is trained specifically to train young actors in acting, voice, and movement. She will be directing Noel Coward's "Hay Fever," the second production of the season. Indi Diekarafe is another new arrival to the Saint Mary's faculty. Diekarafe specializes in modern dance performance and choreography, and will be a vital force behind the Saint Mary's production of West Side Story. She encourages all interested to join dance classes now in preparation for this spring production.

The new plans for this season have, for the most part, worked well with one exception. The area that has seen the most confusion (possibly unexpected) has been the scheduling of auditions and rehearsal

periods. Auditions, rehearsals, and productions are being scheduled independently by one department without input from the other. Some overlapping in the rehearsal schedules for "The End of the World" and "Hay Fever" prevented students from becoming involved in both productions, since directors will not be casting out from under each other. This has caused a noticeable level of frustration among students involved because if one accepts a part in one play, it could mean not having a chance for a better part in another. Confusion brought about by this demand for an instant decision coupled with uneven rehearsal schedules and an uncertainty about whether or not directors will make exceptions, smacks of the real world, but has proven fertile ground for rumor and hearsay. Hopefully, cooperation will outshine any future complications and the spotlight will focus on a profitable season of ND/SMC Theater. ●

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- 18
- Film: Yentl ~ Engineering Auditorium
7pm • 9:30pm • Midnight
 - Art: George Pickay in South Bend
"Pioneer in kinetic sculpture
The Art Centre ~ The Smitz Museum of Art
Exhibition: Indiana University at South Bend
St. Mary's College
 - Senior Informal Sign-ups ~ La-Fortune
6pm - 8pm
 - Notre Dame Varsity Sports
Women's Field Hockey • Toledo • Home • 4pm
 - St. Mary's Varsity Sports
Soccer ~ Kalamazoo College ~ 4:30pm

- 19
- Film: Yentl ~ Engineering Auditorium
7pm • 9:30pm • Midnight
 - Death by Hanging ~ Loft 7pm
 - Notre Dame Varsity Sport
Women's Tennis ~ Illinois-Chicago
Home ~ 3:30pm
 - Notre Dame Club Sports
Women's Soccer at Purdue

- College of Business Adv.
- Film: Gorky Park ~ G
7pm • 9:15pm • 11:
- La Balance ~ Annen
- Art: Women Photo
- Pre-Pep Rally Picn
- Pep Rally ~ Stepan
- Seniors ~ Bonfire a
- Notre Dame Varsity
Soccer ~ Michigan
Women's Volley b
- Notre Dame Club
Women's Golf
- St. Mary's Varsity
Soccer ~ Michigan
Tennis ~ Anderson
Volleyball ~ Illi
6pm.

September

- 23
- Film: A Sense of Loss
Social Concerns Auditorium ~ 7pm
 - Hamlet ~ Annenberg Auditorium ~ 7pm
 - Notre Dame Varsity Sports
Women's Field Hockey ~ Lake Forest ~ 4pm
Women's Tennis ~ Butler ~ 3:30pm

- 24
- Film: My Night at Maud's
Annenberg Auditorium ~ 7:30pm
 - St. Mary's Varsity Sports
Volleyball ~ Grace College & Tri-State University
6pm

- Film: Brian's Song
Auditorium ~ 7pm
- Wild Bunch ~ Loft
- Notre Dame Varsity
Women's Volley b

PULL ME OUT
AND SAVE ME

coming

Your most complete g
September 18 - Octob

- 28
- Educational Service Exam ~ Engineering
Auditorium
 - Northern Indiana Gun Club Exhibit ~ ACC
 - Film: Flamingo Kid ~ 7pm • 9pm • 11pm
Engineering Auditorium
 - Notre Dame Varsity Sports
Football at Purdue
Soccer at Wisconsin/Green Bay ~ 2pm
Field Hockey at Ohio State/Purdue
 - St. Mary's Varsity Sports
Soccer at Purdue
Volleyball ~ St. Mary's Invitational
Tennis ~ St. Mary's Invitational ~ at Leeper Park.

- 29
- Northern Indiana Gun Club
Exhibit ~ ACC
 - Music: Quest recital ~ Chestnut
Brass Ensemble ~ Sacred Heart ~ 8pm
 - Notre Dame Varsity Sports
Soccer at Northwestern
Women's Field Hockey ~ West Lafayette ~
Indiana
Women's Tennis Invitational
 - St. Mary's Varsity Sports
Tennis ~ St. Mary's Invitational ~
Leeper Park.

- Film: Potemkin and
Movie Cameo
7pm ~ Annenberg
□ Macbeth ~ Annen

distra

20
 Advisory Council ~ CCE
 Engineering Auditorium
 7:30 pm
 Annenberg Auditorium
 Photographers ~ Moreau Gallery
 Stepan Centre
 Centre ~ 7 pm
 SMC ~ 9:00 - 1:00 21 ID required
 Sports
 State Home ~ 7:30 pm
 at Georgia
 Sports
 at Texas College
 Sports
 State University Home 5 pm
 College ~ 3 pm
 Notre Benedictine College

- 21
- medical College Admissions Test
Engineering Auditorium
 - Film: Gorky Park ~ Engineering Auditorium
7 pm • 9:15 pm • 11:30 pm
 - Notre Dame Varsity Sports
Football ~ Michigan State University
Home ~ TBA
Women's Volleyball Classic
Women's Tennis ~ Western Illinois ~ 9 AM
 - St Mary's Varsity Sports
Volleyball at Illinois Benedictine College
6 pm
 - Notre Dame Club Sports
Rowing ~ Alumni Row ~ St Joe River ~ 9:30 am

- 22
- President's reception for new faculty ~ CCE
 - Mass ~ Formal Opening of the school year
Sacred Heart
 - Film: Hamlet ~ Annenberg Auditorium ~ 7 pm
 - Music ~ Notre Dame faculty recital ~ Trio I
Annenberg Auditorium ~ 7 pm
 - Senior Challenge ~ 5K run
 - Notre Dame Varsity Sports
Soccer ~ Indiana ~ Home ~ 1 pm
Women's Field Hockey ~ Northern Illinois ~ Home ~
1:30 pm
Women's Tennis at Iowa ~ 9 am
 - Notre Dame Club Sports
Women's Soccer ~ Indiana University ~ Stepan ~ 11 am
 - St Mary's Varsity Sports
Tennis ~ University of Illinois - Chicago ~ 12 noon
Soccer ~ Quincy College ~ Home ~ 1 pm
Tennis ~ University of Wisconsin - Milwaukee ~ 2 pm

25
 Engineering
 • 9 pm • 11 pm
 ~ 7 pm
 Sports
 at Purdue ~ 7 pm

- 26
- Kellogg Centre Advisory Council ~ CCE
 - Lecture: Balthasar Fischer ~ 8 pm
Memorial Library Auditorium
 - Film: Kwaidan ~ Loft ~ 7 pm
 - Notre Dame Varsity Sports
Women's Field Hockey ~ Hope College ~ 3 pm
 - St Mary's Varsity Sports
Volleyball at Purdue - Calumet
Tennis at North Western ~ 9 am
 - Notre Dame Club Sports
Women's Soccer at Hope College ~ 4:30 pm

- 27
- Kellogg Centre Advisory Council ~ CCE
 - Film: Flamingo Kid ~ 7 pm • 9 pm • 11 pm
Engineering Auditorium
 - The Bostonians ~ Annenberg Auditorium
7:30 pm • 9:45 pm • 11 pm
 - Notre Dame Varsity Sports
Cross-Country ~ National Catholic Meet ~ 3 pm
Women's Volleyball ~ at Northwestern
 - Notre Dame Club Sports
Women's cross Country ~ National Catholic
Meet.

Guide to campus events
 er 2

30
 Man with a
 Auditorium
 ng Auditorium ~ 9:30 pm

- 31
- Lecture: Cardinal Bernadin ~ 4 pm
CCE Auditorium
 - Film: 48 Hours ~ Engineering Auditorium
7 pm • 9 pm • 11 pm
 - The Big Sleep ~ Annenberg Auditorium ~ 7:30 pm
 - Notre Dame Varsity Sports
Women's Field Hockey at Michigan State
University ~ 4 pm
 - St. Mary's Varsity Sports
Soccer at University of Notre Dame
Volleyball ~ at Tri-state University
 - Notre Dame Club Sports
Women's Soccer ~ St. Mary's College ~ Stepan
4:30 pm

- 2
- College of Arts and Letters Career
Day ~ CCE
 - President's Address to the Faculty ~
Washington Hall
 - Faculty Senate Meeting ~ CCE
 - Film: Trading Places ~ Engineering
Auditorium ~ 7 pm • 9:15 pm • 11:30 pm
 - Art - George Pickey in South Bend (See Sept. 18)
Last day
 - Women Photographers ~ Moreau Gallery
Last day.
 - Notre Dame Varsity Sports
Soccer at bowling green ~ 4 pm.

Actions

October

out & about

by Mary Dolan and
Maureen Madison

BEACHING IT

It may not be Malibu or Atlantic City, but it's all we've got.

The beach. Nothing conjures up thoughts of summer and relaxation better than sun and sand at the beach. If you are lucky enough to live on a coast or near a lake you probably spend much of your summer "beaching it" as my beach-addicted roommate says. A pair of sunglasses, suntan oil, a jam box, a six-pack (diet coke!) and a gripping summer novel (optional) all provide sufficient fun-in-the-sun entertainment. Finally you have mastered the beach technique when, alas, the fateful day arrives when summer beach bums are transformed into conscientious students and leave the beach, the sun, the fun and return to your favorite vacation spot and mine, South Bend, Indiana.

18 But all is not lost. Early September in Domerland can be beautiful and it is not long before freshmen hear incredible rumors about a beach nearby -- The Dunes. Whether you venture the short roadtrip with Emil or manage to get your own transportation, every Notre Dame student should make the trip. Whether prompted by a beautiful Saturday morning or a sweltering, crowded classroom, a trip to the Dunes demands little planning. Grab your sunglasses, some tunes, a blanket and in 45 minutes you will be on the beach of the great Lake Michigan.

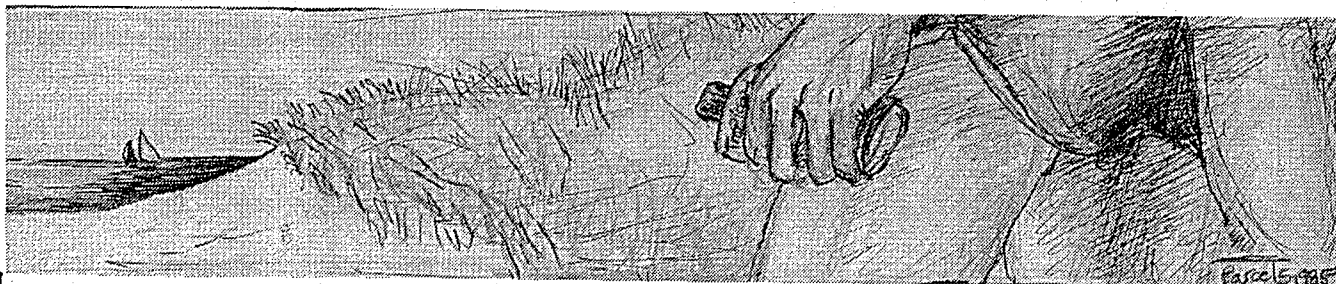
Certainly it cannot compare to the beauty of the Atlantic or the power of the Pacific (my roommate thinks I am kidding) but there is plenty to appreciate if you learn to fine-tune your tastes. The dunes are clean, intimate and plenty of fun. Bring a frisbee, soccer ball or kite. There is usually plenty of

room to spread out. If the wind is blowing you will have to work up a sweat to brave the almost always chilly lake water (I never promised paradise).

The most unique feature to the Dunes is the dunes themselves. They beckon everyone to climb them at least once. Unless you are in great shape, the assault on these solid-sand walls will include stopping to catch your breath and/or to enjoy the scenery every few yards or so. Keep going. The trip down the dunes is worth laboring to the top.

If the beach is a bit chilly, the top of the dunes yields warmer temperatures and peace and quiet. The plateau is a perfect place to steal away for an afternoon nap while catching some rays. After a long day in the sun one will start feeling hungry just as the sun begins to fade and the temperature falls dramatically. You can opt to get back to N.D. in time to catch the last few morsels of dinner but you might try a few of the places in the area. Give Redamax in New Buffalo a try. Perfect for after the beach, this casual place specializes in hamburgers, sandwiches and appetizers. And if it is warm enough, you can eat outside.

A day at the dunes is one of the best things Notre Dame can offer in the relaxation department. Be wary of relaxing too much. Alcohol is prohibited and they have police out looking for offenders. The fine can be stiff and you may have to pay right on the spot, legal or not, so think about it. At any rate, go to the dunes. They are a fun time. •



They served cream of something tan soup on the flight -- thick, lumpy, and hot as hell, so hot she burned her mouth on the first, tentative spoonful. She thought coffee would help, and swallowed three cups in quick succession, counting on the familiarity of the process. It only made it worse, for she couldn't help thinking of the yellow coffee cups in the kitchen she had just left. She smelled the acrid smoke of the cigarette that trembled slightly between her first two fingers, and she felt it beginning to sting her eyes. She took a long, deep drag and crushed it out in the armchair ashtray at her right. The damp air recirculating throughout the cabin smelled of nerves and schedules, and she wished she could open the window to the cold blue outside.

Sometime during the flight, the oxygen masks plopped like miniature parachutes from the bellies of so many unseen miniature planes and floated perfectly in the line of vision of each passenger in the cabin. Turbulence had caused the drop in air pressure. The stewardess was quick to reassure; nothing to worry about; a normal complication. Feeling a tightness in the back of her throat, she placed a mask over her face, just like the stewardess, and leaned back in the seat. She closed her eyes and pulled the cool, light oxygen into her lungs, waiting for the lightness to pass. It didn't seem to help.

When the seatbelt light went off again, she made her way back to the line for the restroom, glancing over her fellow-travelers on the way. Please, someone, she thought, please look friendly. Please don't all look like businessman behind schedule for a failing firm. Dark brown eyes above a blue sweater looked up from a book as she passed. Nice eyes, and a soft, unthreatening smile. The flash of gold on his left hand caught her eye as he reached to turn a page, and she averted her own eyes, moving up the aisle. It had been like this all day: checking the qualifications before she even gave anyone a chance. Maybe that was what happened when you gave too freely and were taken, in return, for a fool. Maybe that was the tightness in the back of her throat, the beginning of bitterness in her mouth. She was always looking for clues now, checking to see if the return on her investment would bear investment. Maybe you just learned to calculate.

Theirs had been quite a special beginning, she had thought. So much had been shared -- they'd even joked about it when the same thought would occur to both of them, or they'd discover similar opinions. "The things we have in common," he'd say with a silly, joking smile, and they'd laugh. But it had been true, and had grown more true with time. Affinities for tequila and old jeans and country music had been evident from the start. Then they'd begun to discover more -- that she really did like to golf, that he really did care what kind of tree stood in the yard; that she loved the smooth warmth of his skin, that he could gently wipe the tears which he couldn't understand. And it had been good, so good that she'd been frightened.

That was another thing in common, though neither wanted to admit it: they were both frightened. Good things never last and all that. When so much had been proved in common, they got used to it, expected it, and were confused if it didn't happen. Besides, the whole thing had come at the wrong time, hadn't fit into their perfectly planned ideas of life. And so they'd ended it, because things weren't perfect, and because they'd both been frightened. (Good things never last.) Now things were just like the cheap paperbacks, and she was going home to mother and the old life which, too, was less than perfect. She hadn't really realized this morning she was leaving -- not until she washed the yellow coffee cups for the last time.

The woman before her in line came out of the restroom, and she walked in. The door shut behind her with an authoritative click, leaving her in darkness. Mumbling quiet curses, she groped for the lightswitch and caught her elbow sharply on the corner of the sink. Even on these carefully planned planes, she thought wearily as she rubbed her elbow, managing a small, tight smile in the darkness. Even here, nothing works perfectly.

On her way back to her seat, she felt the brown eyes above the blue sweater on her, and she felt herself smiling back this time. He was reading a Stephen King novel. With a start, she realized it was the same one she had thumbed at breakfast, an age ago this morning. Remembering the soft, worn edges of the pages, she suddenly saw that the blue sweater's dark eyes were like the ones that had reflected her pain as she had boarded the plane this morning. At the thought, her heart dropped like the oxygen mask parachutes had done earlier. Again, the yellow of his coffee cups at breakfast came to mind. It wasn't a pure, even yellow -- it had flecks of dark gold, and little bumps that were lighter, nearly white. But it was a beautiful yellow, warm and a perfect contrast for dark coffee. An interesting yellow.

Back in her seat, she watched the seatbelt sign yawn to life, heard the pilot announcing the approach, and felt the tightness in her throat loosening. She waited until the cabin was nearly empty before reaching for her bag above her head. It bumped against the seats and against the backs of her legs as she walked down the aisle, but this time it didn't bother her. The aisles in airplanes were too narrow, the restroom switches hard to find, the blue-sweatered reader wore a gold wedding band, and the yellow of the coffee cups wasn't pure and even. It made her smile a little bit now.

In the noise of the airport, she found a phone and dialed; her damp hand dropped the phone and she had to try again. On the second try, she watched her fingers miss the numbers and only managed on the third try. She heard two shrill rings in her head, and then the warmth of his voice answered.

"I want to come back. I want to try again."

"The things we have in common," he said, and she could hear that funny smile in his voice.

The promise of glory

by Pete Pranica

A blue-chipper joins a golden tradition in which the promise of glory is sometimes kept, sometimes lost.

It's a crying shame that Ned Bolcar wants to play linebacker for the Fighting Irish. He'd make one heckuva leprechaun. Then again, he is a bit too big for those funny little pants anyway.

No matter. What you must understand about this young man from New Jersey is that he is wired. Just one interview with this guy and you feel like you've been through two-a-days for about a month.

"I talk a lot," he says. No kidding.

Unlike the Steve Carltons of the sports world who refuse to talk to the media and who constantly keep their feelings under their jerseys for fear of God-only-knows-what, Ned Bolcar will talk. And talk. And talk some more.

"I'm a little out of rhythm with these things," he says with a grin. Out of rhythm? You must be joking. Before the year is out, he'll probably be dancing the Victory Clog with the Irish Guard at midfield. Irish fans should be thankful that Bolcar is playing for the Blue and Gold and not somebody else. If Ned met Allen Pinkett, Notre Dame's incumbent motormouth at the line of scrimmage, Bolcar wouldn't try to tackle him. They'd just go off to a corner of the stadium and talk.

About anything.

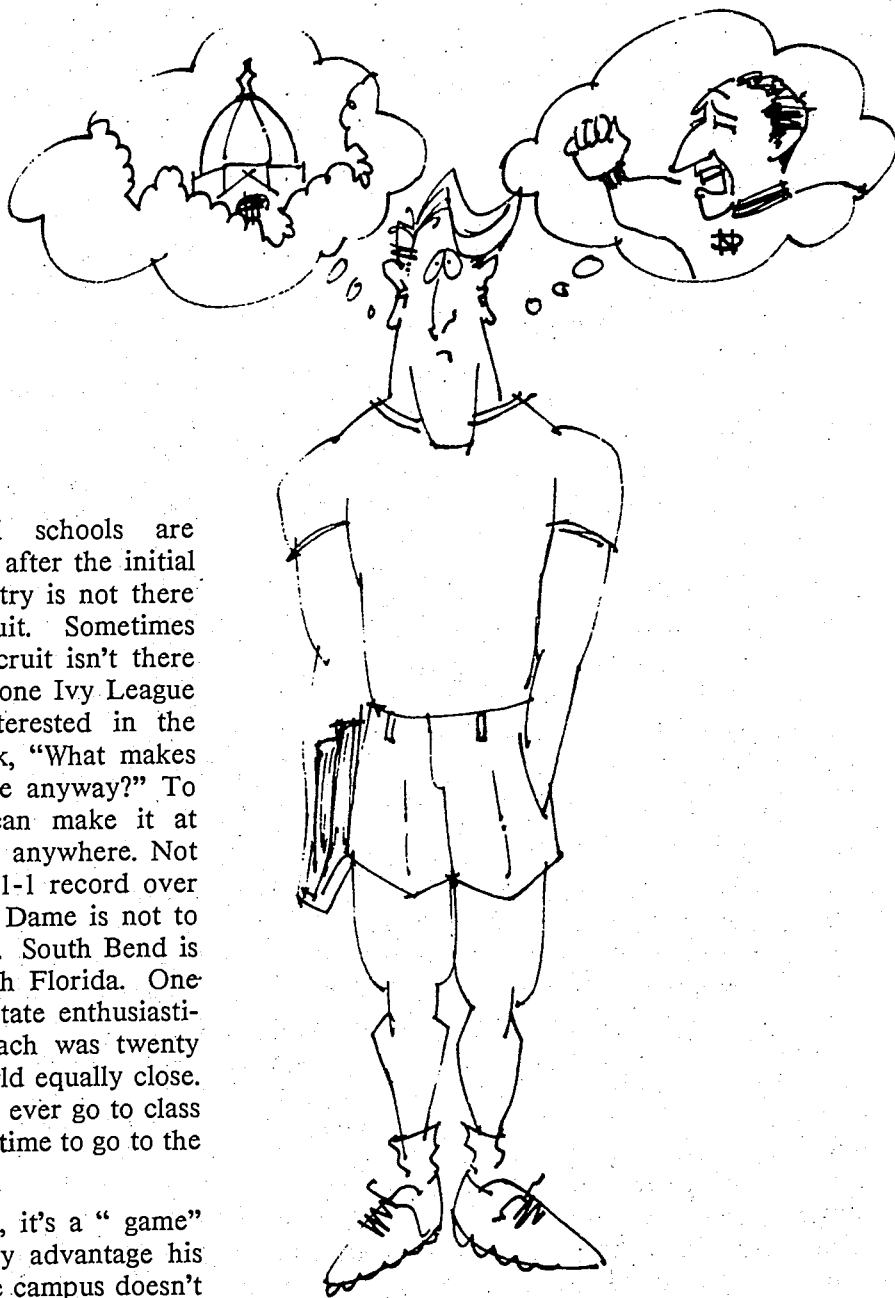
Ned Bolcar would rather not be recognized as the prep star who had his diary documenting his experiences as a recruited athlete printed in USA Today. But he is and will forever (four years at least) bear the burden of being THE recruit at the University of Notre Dame in 1985. One of the country's high school stars whose name was on every coach's wish list, he simply has no choice in the matter. His is the lot of the talented high school athlete. Since his sophomore year in high school, Bolcar's life has been one filled with letters, phone calls, posters, calendars, visits and more letters and phone calls. It is not easy for a teenager to handle the exorbitant attention of being a star athlete, let alone picking a college. Then again, Ned Bolcar is far from an average young man.

"It's a game. They play a game with you and you play the game with them," says Bolcar knowingly. "The first thing they try and do is get you interested in their school so when you're a senior you'll go and visit there." Considering that the NCAA allows a high school senior to visit only five schools while twenty times that number were tugging at Bolcar's sleeve, the competition is fierce. And, like in any competition, there are

winners and losers.

Some recruiters and schools are weeded out in the early going after the initial contact. Sometimes the chemistry is not there between recruiter and recruit. Sometimes interest on the part of the recruit isn't there either. When Bolcar informed one Ivy League type that he just wasn't interested in the school, the recruiter shot back, "What makes you think you could play here anyway?" To paraphrase Sinatra, if you can make it at Notre Dame, you can make it anywhere. Not incidentally, the Irish hold a 9-1-1 record over Ivy League opposition. Notre Dame is not to be confused with New Haven. South Bend is not to be confused with South Florida. One recruiter from the Sunshine State enthusiastically told Bolcar that the beach was twenty minutes away and Disney World equally close. "I asked him, 'Don't you guys ever go to class?' When the hell would I have time to go to the beach?" he wonders.

But like the man said, it's a "game" and a recruiter will use every advantage his campus may present and if the campus doesn't present an advantage, the recruiter will turn it around. "State U. is big, but not too big". You know that kind of reasoning. Recruiters gauge the youngster's level of credulity by personal



• the freshman year: awed optimism tempered by the imposing realities of Notre Dame football •

contact on the phone and then stretch it to the limit. "Some of these guys, it's like they're reading from a sheet of what to say and you know they really don't care about you as a person. They get cocky and tell you they've got the best linebacking corps around or whatever." As Bolcar readily admits, recruiters who take certain blue chippers for dummies end up as losers in the game.

In a way, it is understandable that recruiters can't take a full, up close and personal interest in every young man. Recruiting is a case of mass production. Let's say you recruit nationally and you've got to fill your scholarships with the best available players. It's not like the NFL draft where each team takes a turn and you might have some control over the situation as it unfolds in front of you on draft day. College football recruiting means open season on high school scholar-athletes. To fill thirty slots, you might look at over one hundred kids. Small wonder that recruiters can sound like automatons on the phone.

And therein lies the rub.

Those who aren't just calling to check your name off a master sheet and who believe that you are a quality student and athlete are the best recruiters. Bolcar nods assent. "The most important thing is that they care about you as a person. I became really good friends with Jerry Sandusky at Penn State. Other people around me said: 'Wait 'til recruiting is over. He won't even talk to you if you don't go to Penn State.'" The Sandusky home is always open to Ned should he want to visit Penn State. That's how the major colleges with clean records recruit outstanding talent. They care-- about grades, attitudes, and values. If you don't believe it, ask Ned sometime. He'll be more than willing to talk.

Part of the reason that schools like Penn State and Notre Dame can give personal attention is that they just can't go out and call the top one-hundred high school players in the country. In a word, it's academics. George Kelly, the veteran linebacker coach for the Irish, heads up the Chicagoland recruiting effort. By his estimation, Notre Dame's high academic standards mean that only thirty-five out of the top one hundred players this year would have any chance of succeeding in the Notre Dame classroom. According to Taylor Bell's article in the August 29th Chicago Sun-Times, academics is the first criterion. He quotes Kelly at length about the upcoming crop of high school seniors: "Academically, this is a decent year. But one third of the thirty players from Chicago we'd love to have are borderline students. We must make a decision by December whether we can recruit them or not. And that doesn't even take into consideration some athletes we can't even contact, bluechippers we'd love to have who don't even come close to qualifying academically."

So that's how the clean schools do business. What about all the stories about recruiting violations running rampant on college campuses? Bolcar doesn't have much to tell since he steered clear of any program that had any hint of improprieties. "You don't want to be around people who are lying and not doing things by the book, which is why I felt comfortable when I visited Notre Dame." He adds emphatically: "I worked with class programs." When prodded on the subject, Bolcar reveals that there is shady dealing going on, but it's not always the coach or alumni who cut legal corners in search of high school talent.

"It's not just the boosters, but guys who follow the program and want to get in

with the team, like they'll say 'I got you this recruit, how about some tickets?' There was this one guy who said he'd get my best friend into the same school. He was a quarterback, but no major college quarterback. And he said, 'You like that car? I could possibly get you one.' Then I told the school and they got mad! He had nothing to do with the school and he could've gotten them in big trouble."

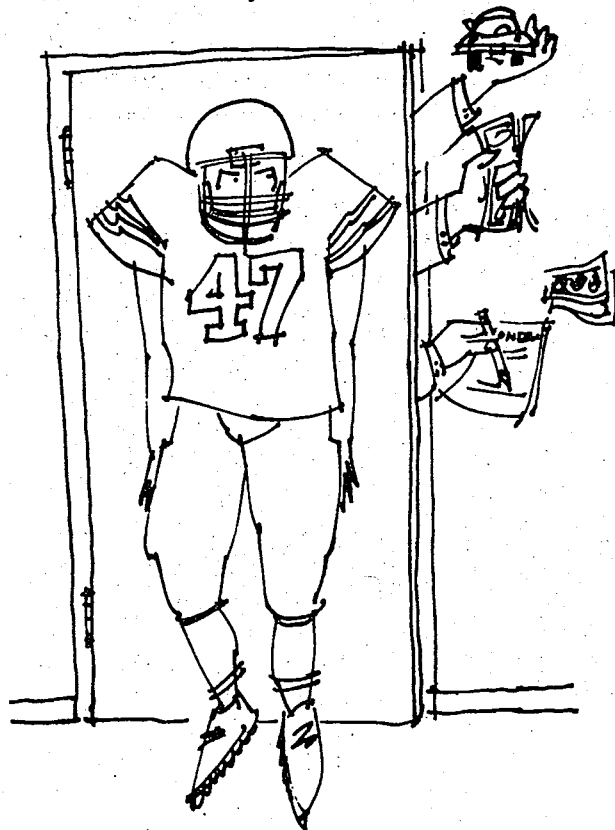
As you might expect, Bolcar is adamant when it comes to sanctions against cheaters (and there is just no other word that fits) like Southern Methodist University, which had all thirty scholarships taken away for next season and fifteen for the following year. "Yeah, I think that anyone that cheats should get burned," he says in a relative calm. "Why should they do things that no one else can do? Sure, I'd like a Porsche. But they do it and we don't, so let them get burned." The tirade picks up steam. "They've (SMU) been on probation like five times, twice in the last four years. They're stupid. You can get good players from Texas and you don't have to cheat. Let 'em get punished."

By the spring of 1985, Ned Bolcar had played the "game" with practically every major college in the country! He visited his five schools: Notre Dame, Stanford, Boston College, Ohio State, and Penn State. The signing date was on a Wednesday and Bolcar had alerted the media that he would make his decision on Tuesday night before leaving for a road basketball game.

"I had to get to my basketball game; the team bus already left, but I had to decide and I was just sitting there with my parents. I had two schools in mind: Notre Dame and Boston College, and Penn State was swinging there in the back of my mind. It was getting late and I could think of all these great reasons

to go to BC. Boston's super, there are nice looking girls there, and I could probably play sooner there than at Notre Dame--I liked everything about Boston. When I took my visit to Notre Dame, for some reason, it was just not a good visit. I was here in December, it was freezing cold and it was boring on campus.

My parents thought I was going to Boston College, but they were so burned out by this time. They never said where to go, just 'It's your decision.' But I wanted them to tell me where to go! It was just going in my mind 'Boston, Notre Dame' and finally I just said 'I'm gonna go to Notre Dame.' And my parents didn't say anything! They were just so burned out, but I know now that they wanted me to go to Notre Dame. I felt good, though, because it was my decision."



• The other "game": Bolcar shut out those who didn't play by the rules •

Decision made, it was time for the Bolcars to drive about thirty minutes to the basketball game, but not before Ned called USA Today and all the schools involved. To complete the fairy tale, Bolcar intercepted a fast break pass to preserve a one-point victory.

Afterward, in the locker room, BC recruiter Barry Gallup told Ned that he had made the right decision and wished him luck. "That's what makes it so hard 'cause you've got good people here and good people there and..." his voice trails off. "You know what I mean."

Time will tell if Bolcar will achieve the greatness predicted for him by virtue of his high school success or if he will have actually peaked in high school. For a high school football hero the autumns are filled with happiness, Homecoming parades and dances with the Homecoming Queen. Once in a while, the party continues into college and the pros. More often though, the sledding becomes noticeably more difficult. Injuries and twists of fate can both conspire to nip a potentially great college career in the bud.

Consider the case of Hal Von Wyl. A six-two thunderfoot from Ohio, he was one of the most coveted schoolboy kickers in the country. He had been a hero, toeing long distance field goals and pounding nails into the coffin corner. The future looked great for Von Wyl in 1982 because the Irish were looking to replace the legendary Harry Oliver, he of the clutch three pointer. Mike Johnston, a former walk-on who had never kicked a collegiate field goal and had only one extra point in his scoring column, was the projected kicker. Still, more than a few observers acknowledged that, certainly, Johnston was more accurate, but this Von Wyl could kick the air out of the ball. During the preseason, Johnston split the uprights with the regularity of a metronome

while Von Wyl staccatoed an occasional placement wide of its intended target. As a result, Johnston drew the placement assignment while Von Wyl was called on to drop kickoffs deep into the enemy territory. Von Wyl performed beautifully, depositing 18 of 28 kickoffs into the end zone. The freshmen had shoved his foot in the door, and when the senior Johnston graduated in the spring, the job would be his. Or so he thought. Football is not a linear game.

The record books show that Johnston connected on 19 of 22 attempts in '82 to set a school record. Since Johnston had not competed as a freshman, he decided to use another year while pursuing graduate studies. Despite this, Von Wyl was still projected to be the kickoff man. Until John Carney showed up, that is. This relative wisp of a kicker from Florida walked on and booted the opening kickoff of the 1983 season high and deep and right through the Ross-Ade Stadium goalposts. Somewhere along the line, the cartilage in Von Wyl's leg had come unglued, forcing him to take it easy. And when he did come back in '84 to try and win the kicking job left vacant by Johnston's departure, back spasms precluded him from kicking effectively and Carney now handles both placements and kickoffs. Von Wyl booted one extra point against Colorado last year, but was actually third in the pecking order behind walk-on transfer Pat Chura. Finally healthy, Von Wyl is currently battling Dan Sorenson for the vacant punting job.

Football is not a linear game. Taking a clue from its namesake, the game has all the predictability of, well, a prolate spheroid. Starting jobs are not inherited like the throne. They are won or lost on the practice field and no one waits for injuries to heal, because at

Notre Dame, where football is king, there are plenty of young lions ready to take your place in the sun."It happens; it's part of the game," muses Von Wyl. "What's so weird is that I kicked all through high school and nothing happened." That's right Hal, but football is not a linear game. High school glory days aren't always replicated in the college game.

Todd Lezon has also found that to be true. Like Von Wyl, Lezon was heralded as one of the top one-hundred recruits in the country in 1982. Having accumulated nearly 3,000 aerial yards in high school in a three year career at Bedford High School in Temperence, Michigan Lezon was a hot property destined to succeed Blair Kiel someday. Someday never came.

With Blair Kiel, Ken Karcher, and Jim O'Hara ahead of him on the depth chart, Lezon saw a lot of the bench and junior varsity in '82. Things looked better in '83 as Karcher packed up for Tulane and O'Hara received his diploma. Again a crazy twist. Ex-Notre Damer Scott Grooms decided that he didn't like Miami of Ohio and so returned, dropping Lezon to third string. And then came Steve Bueuerlein. You know about him because he put them all on the bench by mid-season. Anyway, Lezon's progress was hampered by a nerve problem in his throwing elbow. He was a valued shot putter for the Irish indoor track team. That, coupled with his penchant for bullet passes, conspired to put his right arm out of commission despite surgical repair work.

In the fall of '83 with the sudden glut of quarterbacks, Lezon was tried at line-backer, but that experiment was junked and Lezon found himself off the Liberty Bowl depth chart. Looking for another experienced backup for Bueuerlein, the Irish coaches were hopeful that a restful '83 for Lezon's arm would bring good things in '84. The arm did not respond and he was moved to tight end where the triumvirate of Bavaro, Behmer, and Gray quashed any hope of playing. This fall, though, Lezon is listed as a third tight end and making a bid for a monogram. Like Von Wyl, Lezon has had no cakewalk down the stadium tunnel. But they're in there, plugging away for another season.

Press clippings do not make winners. Execution does. Injuries and circumstance preclude execution. I like his attitude," states Bob Nagle, sports director of WSBT television

and radio in South Bend. Nagle should be able to recognize a good attitude; he's been following Notre Dame football all of his life. More specifically, it's apparent that Bolcar is happy in South Bend. Oh, sure, he'd rather be starting than struggling with George Kelly's line-backer schemes. But what's important is that he's just glad to be on a major college campus where somebody cares and where they play a tough brand of football and where the football part is not numero uno.

Informed of high school All-Americans who never quite lived up to advance billing, Bolcar acknowledges that it happens, but rationalizes the whole college athletic scene like this: "You come in and everybody expects so much of you. I'd rather be the underdog. I just said to myself that I'm going to do the best that I can, and if that's not good enough, then it's not. I get my self satisfaction by just going out there and doing my best. If I got to play a little this year and started next year, I'd just be nuts! People would say 'Why are you so excited, you should have started last year?' See, I don't like that, I want to be the underdog."

Despite his wishes, it isn't likely that he will be lost in the shuffle as an underdog. On the football field or on campus, Ned Bolcar stands out in the crowd as one of the most pleasant and unpretentious people you'd ever want to meet. Happy-go-lucky New Jersey hanging out all over the place. Is he the Bob Crable of the future? Ned really doesn't care. And one last thing. He's modest.

"I'm not that good," he swears. "That's the truth."

We'll see.



Todd Lezon



Ned Bolcar



Hal Von Wyl

ON OTHER

Dr. E. Grey Diamond of the University of Missouri's medical school says that the U.S. and the Soviet Union ought to exchange about 250,000 college students a year. The presence of the "hostages" would deter both sides from starting a nuclear war, he reasons, and fear for their citizen's welfare would reduce friction between the two countries. To decide who goes, Diamond suggests a national lottery of all college students to be held annually.

Ninety percent of Penn State's incoming freshmen expect to maintain a B average or better, though only 20 percent had done that well in high school according to a recent PSU survey. Most of the responding students said that they plan to study 20 hours a week or less, leading

PSU officials to assume that students did not see a "connection between study hours and grades."

After 30 years, Harvard plans to drop the Graduate Management Admissions Test (GMAT) as a graduate business school entrance requirement, calling the scores overemphasized. The move follows Johns Hopkins' recent decision to drop the Medical College Admissions Test and several other schools' plans to eliminate standardized entrance tests.

The Young Conservative Foundation says that its efforts to stir student protest of American corporate investment in the Soviet Union will reach at least 30 campuses in seven states this

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CAMPUSES

by Paul Aiello

fall.

University of Minnesota student Paul Webster is selling "live earrings" made by attaching surgical wire to the shells of live hermit crabs.

New college students stand a 15 percent chance of catching measles by the end of this school year according to national health officials. According to the experts, the recent epidemic can be partially blamed on a weak vaccine distributed between 1957 and 1967 and on a growing number of unimmunized young adults.

Human beings may be biologically designed to take naps, shows new research that suggests

the siesta is not a cultural practice but a universal physical need. More than 50 percent of people in the U.S. and an even higher percentage of college students take an optional snooze, generally in the afternoon, say researchers who have studied 3500 people over the last eight years. Their naps, taken about 3 or 4pm, coincide with the time many equatorial cultures hold their ritual siestas. "Siestas are to a large degree internally determined," claims David F. Dinges, co-director of the unit for Experimental Psychiatry at the Institute of the Pennsylvania Hospital in Philadelphia. "There is nothing bizarre, weird or psychologically wrong with people who take naps ... and as a matter of fact, they are common in healthy young adults." Did this guy go to Notre Dame, or what?

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N. D. Women Shake Down the Thunder

Should we change the victory march?

by Rachel Nigro

The Victory March has been a part of Notre Dame for generations. It is heard at every pep rally and every athletic event. The song is heard nearly everyday for weeks as the band marches around the campus practicing for home football games. The Victory March is snappy, upbeat. Domers everywhere love this song. Even the children of alumni love the song. The Victory March is grand, glorious and evokes exactly the spirit and pride that a fight song should evoke.

Nonetheless the words should be changed.

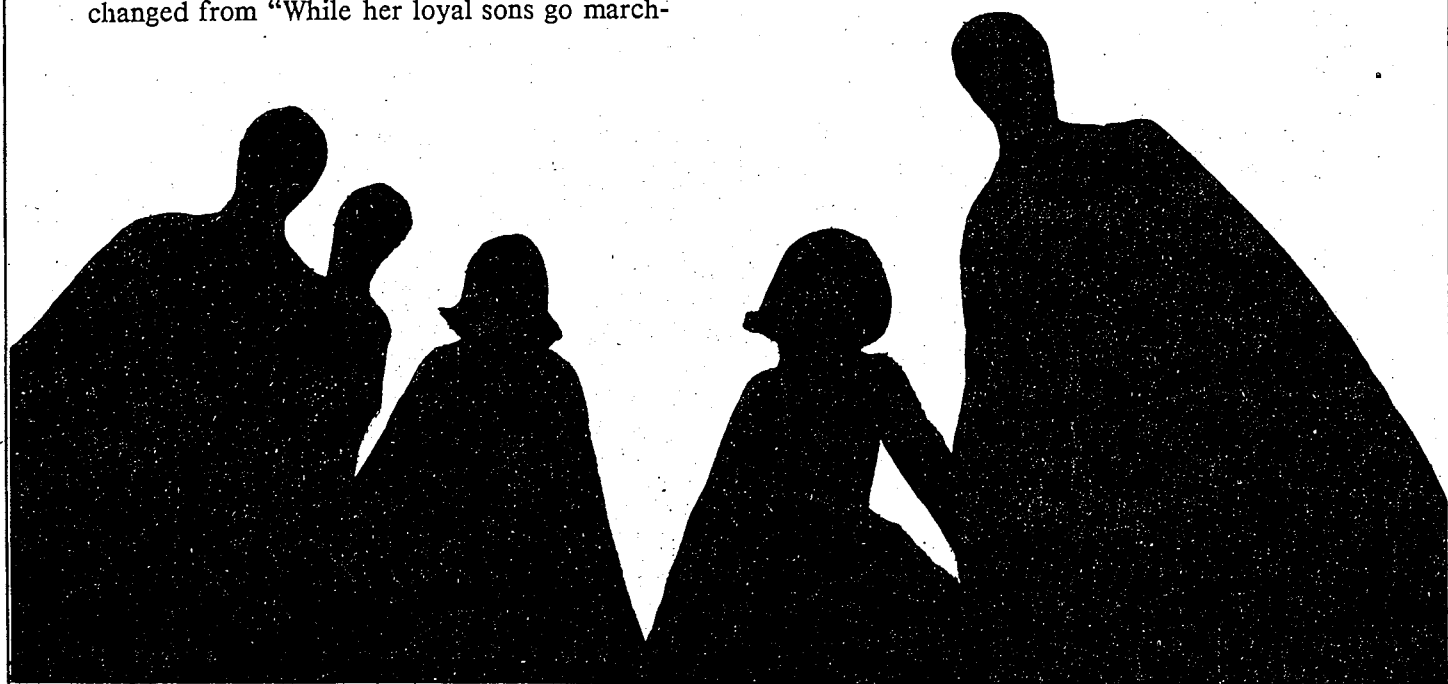
Relax. Before blood pressures begin to rise, an explanation is in order. This would not be a major overhaul. The change would involve only a few words without affecting the enthusiasm and spirit of the march. Neither would the words alter the rhythm or the melody. In fact, the words fit quite nicely, in more ways than one. Not only do they work well with the music, but the change would bring the Victory March up to date as well as make it more universal.

The last line of the march should be changed from "While her loyal sons go march-

ing onward to victory" to "While her loyal sons and daughters march on to victory."

The change is small but has major ramifications. The Victory March should be for all Notre Dame students - men and women alike. By adding the word "daughters" to the Victory March, Notre Dame would choose to recognize the presence of its women in sports, as well as their good standing as members of the Notre Dame community. The addition of "sons and daughters" most appropriately updates the march.

Tradition is an important aspect of Notre Dame. Yet the all-male tradition of this university has been replaced by a co-ed tradition for the last thirteen years. The time has arrived for some traditions to modernize themselves. Women now play a vital role in the Notre Dame community and the Victory March should finally be changed to acknowledge the female athletes, students, administrators and professionals of this university. The women of Notre Dame deserve the same recognition the Victory March gives to their male counterparts. ●





While working this past summer at a video rental store, I had the opportunity to observe the present movie marketing techniques. Customers are lured into purchases by sly marketing ploys, slick photography, and devious advertising campaigns all aimed at opening their pocketbooks while closing their minds.

"Ever seen Porky's II?" one customer asks. Having suffered through the original debacle "Porky's", I considered that question an insult to my intelligence. But I bit my tongue and responded calmly, "No," thus ringing up another easy sale for the video rental business. Oh, the power of the almighty dollar. What I should have said is, "No, I have not seen Porky's II. I do not want to see it and frankly, neither do you."

Unfortunately for us, Hollywood specializes in big business moviemaking rather than artistic, intelligent filmmaking. Consequently, we moviegoers, become content to be the butt of a million-dollar joke known as the average feature film. Few films today attempt to create social commentary through thought-provoking entertainment; something which the film medium has the ability to do with powerful results. Instead, we dish out five dollars to sit in a chair and be coaxed into a primitive emotional state. The intellectual interaction between the giant screen and its viewers mirrors all the abrasiveness of a master yanking his dog forward by the collar. Very rarely do we leave the cinema discussing themes or images in a film, and those times are only to complain because we did not completely "understand" the film. We would rather repeat a funny line in a movie over and over for a week or two until the novelty of its humor wears off.

Why have these viewing habits been accepted by the public? The answer is simple, we have simply been coerced into this pattern by marketing schemes devised to create the greatest revenue--capitalism at work. Exploitation has become the greatest of all marketing devices as in the exploitation of stars' names. Case in point: the movie "Best Defense" was advertised as an Eddie Murphy-Dudley Moore comedy when in fact Murphy only appeared in twenty minutes of it, and his appearance lacked any coherent relationship to Moore's character.

No greater exploitation in film

THE A S T S T A

advertising can be found than the infamous sequels: "Halloween II", "Halloween III", "Jaws II". "Jaws III", the list goes on and on. These films are billed as "sequels" to originals that were directed or "composed" by other people. Believe it or not, as a general rule, it is safe to assume that the director of a film is more or less its creator. Thus, a film should be chosen not by the leading actor or actress, distribution company or other highly advertised attraction to a movie, but by the director.

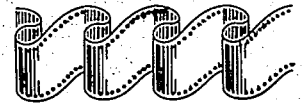
Intended to be overlooked by the average public, the director and all those faceless credits placed inconspicuously at the bottom of advertisements are responsible for what you see. By ignoring the relevant players in a film, you see, Hollywood can easily manipulate the audience with deception in advertising. But if the public carefully scrutinized those "insignificant" credits listing director, producer, writer, etc., they would soon realize why "Romancing the Stone" and "Back to the Future" share so many entertaining qualities in common. Both films are directed in similar style by Robert Zemeckis. Want to know why "Halloween" and "Jaws" were so superior to their successors? John Carpenter and Steven Spielberg were the respective directors of the original and not of the following sequels. That is the same Carpenter who directed "Starman" among others, and Spielberg's reputation need not be reiterated.

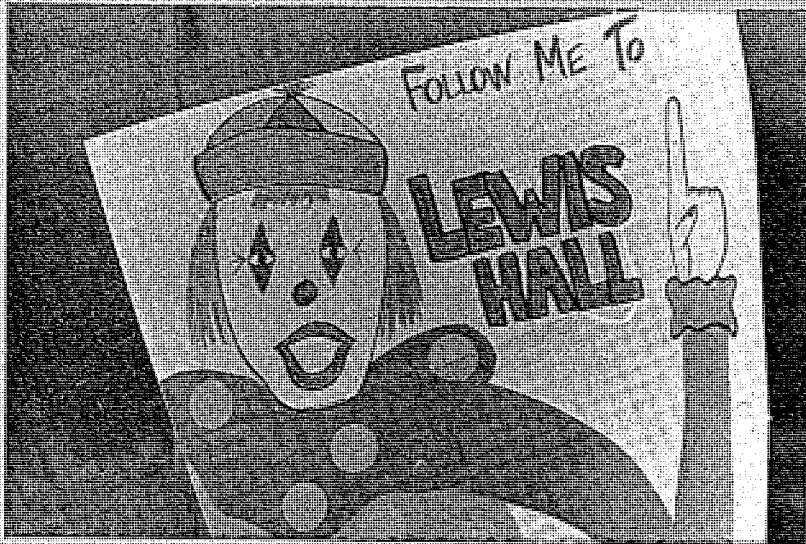
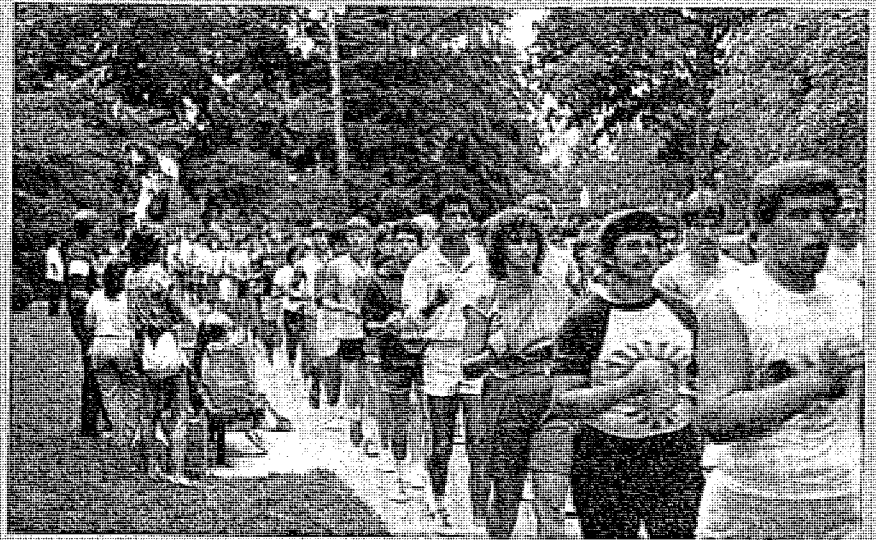
The point to be made in these examples, and so many more, is that stars do not make films, directors do. The following is a list of a few of today's most prominent directors, many of whose films will be appearing in theaters this fall:

- Martin Scorsese ("Taxi Driver", "Raging Bull", "King of Comedy")
- Robert Benton ("Kramer vs Kramer", "Places in the Heart")
- Martha Coolidge ("Valley Girl", "Real Genius")
- Milos Foreman ("One Flew Over The Cuckoo's Nest", "Amadeus")
- Norman Jewison ("Rollerball", "A Soldier's Story")
- Peter Yates ("The Dresser", "Breaking Away")
- Jonathon Demme ("Stop Making Sense", "Swing Shift", "Melvin & Howard")
- Rob Reiner ("This is Spinal Tap", "The Sure Thing")
- Ron Howard ("Night Shift", "Cocoon", "Splash")
- Lawrence Kasdan ("Body Heat", "The Big Chill", "Silverado")
- Peter Weir ("Year of Living Dangerously")

Until next time, read the small print.

by Theodore Mandell



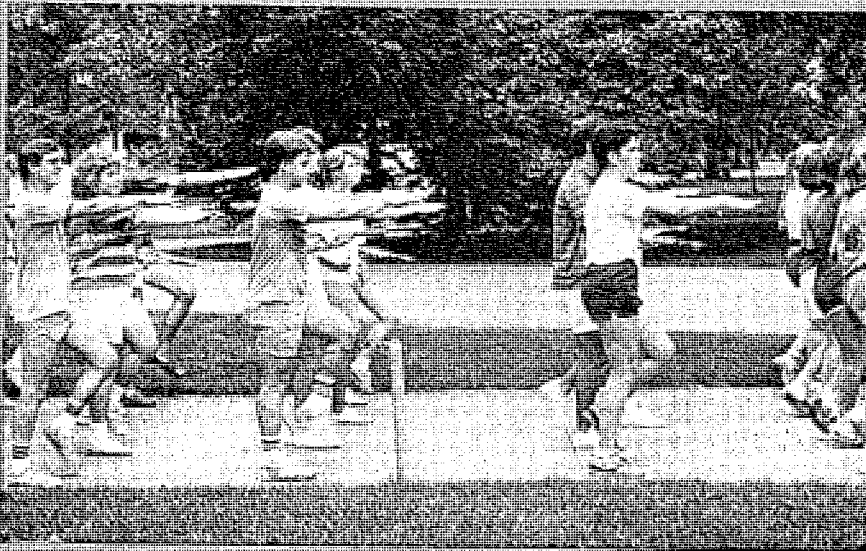


MOVING





IN ■ ■ ■ ■ ■



the final word

From Atlanta to Alaska, 63 University of Notre Dame students dedicated their summers in service to others less fortunate than themselves. The following are some excerpts from their journals recording their own private journey toward social awareness:

"Working in a soup kitchen is not a glamorous job. It means sorting through rotten fruit ... It is carrying trash bags which someone has urinated on ... It is sorting through someone else's dirty, old clothing ... In the words of one of the sisters, as we were cleaning up the trash left on the porch by people waiting for dinner, 'This is what Jesus meant when he said that we should serve the poorest of the poor.'"

• Colleen Brendice worked with four Sisters of Mother Theresa's order the Missionaries of Charity Settlement House in Norristown, Pennsylvania.

"If the President would send a few of his aides out on McKenna's Wagon he would discover that there are more than just lazy bums out on the street. The aides would find themselves handing food to weak old men and women who are without a family to support them ... Fifty percent of the homeless in Washington, D.C., are ex-patients of St. Elizabeth's mental hospital ... Should we demand that these people go find work, or should we support them as most societies support older folk?"

• Patrick Mullen served the city's hungry at Martha's Table, Washington D.C.

"Having known very little about any native American Indians ... I learned more from the Papagos than I suppose I could have taught the children ... There is little, if any, conception of time for the Papagos. Yesterday is done and gone and tomorrow cannot be planned for. What matters is today and what's happening now ... Volunteering is synonymous with giving. More than anything, I think it requires a deeply-rooted desire to see good being done for others..."

Tucson, Arizona.~ "There is a quality among children that can bring out in us older individuals great stores of energy, kindness and patience which go unrealized in pursuits of self-interest. A child ties one to a deeper meaning ..."

• John Frick served as a camp counselor at St. Theresa's Camp in Soldatna, Alaska.

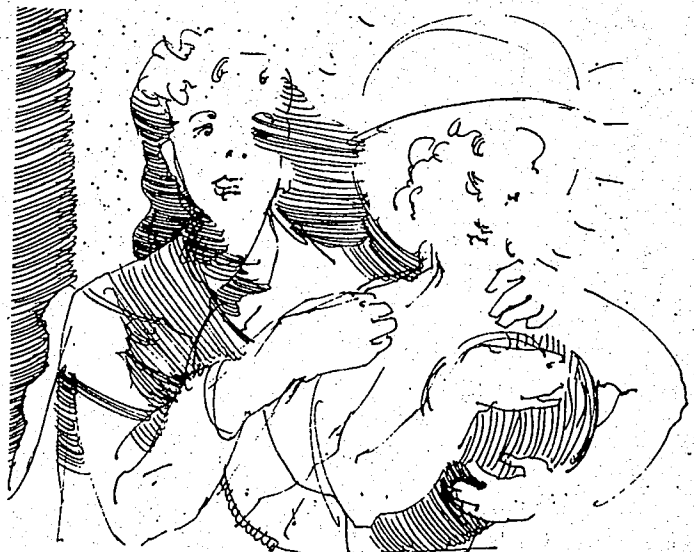
"Looking over the project as a whole, I can only say that it was one of the best experiences in my life ... I think that I was successful in filling part of the emotional needs of these kids. Many times all we can do is fill this emotional need. However, we must make a concerted effort to become servants of our fellow brothers and help to relieve their material poverty. Gandhi said that 'poverty is the greatest form of violence,' so we must heed the call to end the violence."

• Chris Edwards, Recreation Director for 183 kids at St. Joseph the Worker Camp, New Orleans, Louisiana.

"Isabelle Shade, a woman in her late 80s, was an important part of my summer in that she allowed me to become close enough to share the pains, frustrations and most importantly the joys of her life. For much of the project, I wondered if, somehow, I had not become a callous human being. The backgrounds of the seniors and children bothered me intellectually, but did not penetrate deeply enough to make me hurt or to permanently affect me ... Miss Shade challenged me to appreciate life for life, see good whenever possible and shoulder my problems with a quiet grace. Most importantly, I think my involvement at the center has helped me to realize that I am responsible for my own development as a compassionate and responsible member of the society in which I live."

• Kendra Erven, Counselor and Craft Director for St. Stephen's community house in Columbus, Ohio. •

by Mary Hartney



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