

# SCHOLASTIC

Notre Dame

October 16, 1985



Does Business  
Have Any Business  
At Notre Dame

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# editorial

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**A** great University differentiates itself from the average by the quality of services and opportunities it offers to its students. Notre Dame provides many such opportunities, but in one aspect it is sadly lacking. The student radio station, WVFI, certainly does not provide the service that it should as a representative of the University.

WVFI does not suffer from a lack of student backing. It has over 300 students working to make it a success. Nor does the station suffer from lack of University cooperation in trying to better it. WVFI does suffer tremendously from an almost complete lack of financial support. Its budget is less than half of that of its FM sister station, WSND, a station that is itself under-budgeted. The tales of financial difficulties that the staff of WVFI tell would take an entire magazine to explain, but the major and most heartbreaking difficulty is one that all students are familiar with -- namely, the antiquated transmitters in buildings around campus which make it impossible for most students to tune in to WVFI.

There has been much debate on what to do about this problem, but, unfortunately, there has been little action. The University must give the station its full financial backing and work quickly to solve this problem once and for all. The slow trickle of funds that has barely kept the station on the air so far is not enough. Even now, WVFI is in danger of being unable to stay on the air past October break due to the frequent breakdown of key equipment and its high repair costs.

While the University has been cooperative in getting experts to test the equipment and give cost estimates for repair and replacement, the need now is for action in solving the problems.

Students at Notre Dame deserve media service that is more comprehensive than a daily look through the Observer and a twice monthly look through Scholastic can possibly provide. The only way to give them a real choice of media is by making WVFI audible throughout campus and beyond, indeed throughout the South Bend area. WVFI can be a great voice for the University throughout the community. It can be a powerful information tool and a good way to cut down on the lack of communication that often results in poor attendance at campus events. While WSND has done a very good job as a representative of the University in the area through its excellent classical programming, there is still a major need for a station like WVFI. This need can be filled. The station to meet these requirements exists, we just cannot hear it.

With the LaFortune renovation in progress and the University demonstrating a welcome commitment to aiding student organizations, the time has come to throw WVFI a lifeline.

-SCHOLASTIC

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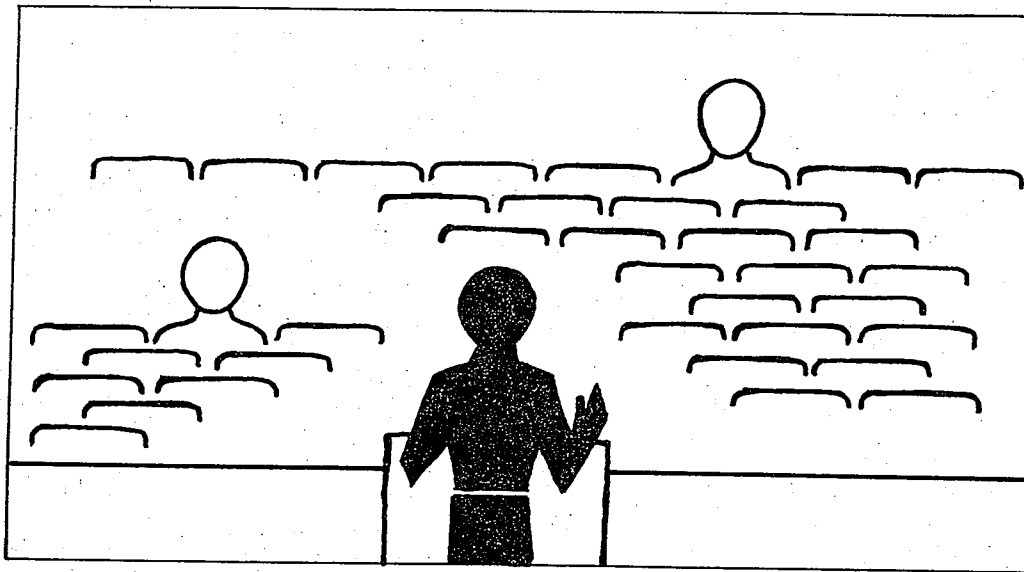
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by Bill Webber

# Where have all the Students gone?

A SEARCH FOR THE EXTRA-CURRICULAR DOMER

by Susan Yadlon



Someone greater than I once said, "Never let schooling get in the way of your education." The implication is pretty obvious: there is more to life than academia, and extracurricular activities can also serve as learning experiences. Such activities abound here at N.D.

N.D. is touted by all as the great bastion of academic excellence tempered by Catholicism and populated by the potential Renaissance man/woman of the 80's: the well-rounded student.

Ideally, we students should be preparing to enter the ranks of the working world, loving our neighbors and still finding time to play interhall soccer. Call me a cynical senior, but I find few instances of people juggling their

"N.D. is touted by all as the great bastion of academic excellence tempered by Catholicism and populated by the potential Renaissance man/woman of the 80's: the well-rounded student."

schedules so successfully and even fewer willing to make the effort.

So where have all the students gone? In my attempt to uncover what Domers do after classes, I decided to drop in at the Center for Social Concerns (CSC). I had two reasons for my visit: 1) Both N.D. and a majority of its student population are Catholic. With such an emphasis on religion it seems only logical that organizations stressing service to others would be popular with students. 2) It is the building nearest to N.D.'s version of Mecca -- the library.

Based on a 1984-85 analysis of twenty service/social action groups operating out of the CSC, an estimated 1200 students parti-

cipate in its activities. Seniors and juniors account for 55% of these students, sophomores for 28% and freshmen for 17%. Social consciences are spread fairly evenly throughout each college with Arts and Letters students comprising 27.5%, Science claiming 25.4%, Business Administration 18.3%, Engineering 16.6%, and Freshman Year of Studies bringing up the rear with 12.1%.

Women are far more likely than men to carve out time in their schedules for community service. If we normalize the data to account for the 2.48:1 ratio of men to women, the groups are 64% female compared to 36% male. Walsh and Farley provide the most resident participation with 21.1% and 13%, respectively.

A huge discrepancy exists when it comes to the type of participation in which N.D. students choose to partake. Domers opt to help others face to face. Overall they tend to be politically apathetic. In other words, they prefer to teach a child to read, and spend less time worrying about Reagan's policies in Central America.

Nine groups take up 77% of the 1200 active students. Groups such as the Neighborhood Study Help Program, Volunteers For Youth and Logan Center are incredibly popular with students. The groups that attempt to address political issues, like the Farm Labor Organizing Committee (FLOC) and the Student Organization for Latin America (SOLA) struggle along with memberships of 10 to 20.

Before we become a little too cheery about how wonderfully aware we are as a campus, let us remember that statistics can and do lie. The original number quoted estimated that 1200 students became involved in service/social action groups. But this number counts anyone who

**"Domers opt to help others face to face. Overall they tend to be politically apathetic."**

took part in an activity; it does not distinguish whether you participated twice. For example, if you belong to both CILA and the Council for the Retarded, you are now two socially active students. This is how the statistics are deceptive. Many students belong to more than one group. A more realistic statement is that anywhere between 600 to 1000 students actively participate in service/social action groups.

Kathy Royer, coordinator of service/social action at the CSC, echoes this sentiment: "It does seem at times that it's pretty much the same students that come in over and over again, but I think that is also reflective of our whole society."

So where are the other 6000 students? Not surprisingly, they're at the gym.

Combining interhall, co-recreational and club sports, 11,718 Domers participated in athletics last year. This number consists of anyone who signed up for any of the above activities. So, if you ran women's track, did aerobics and entered the turkey shoot, you're counted as three athletes.

According to a random sampling of 700 students, 79% of the males and 49% of the women polled participated in intramural sports; 86% of the men and 91% of the women did some sort of informal recreation. Notre Dame students spend an average of 7.5 hours in the gym a week. Whether you choose to interpret this as a component of the well-rounded individual, or see it as a sign of impending and terribly narcissistic Yuppiedom, I leave it to you.

One place that students definitely are not is any of the number of academic lecture series sponsored on this campus. The Kellogg Institute for International Studies ran a series last spring consisting of over fifty lectures, most politically based. On the average, 20 students attended each lecture. The Ideas and Issues Committee discovered the same disturbing statistics. Their survey found that 30 students out of a possible 600 heard William Ruckelshaus, ex-head of the Environmental Protection Agency, speak last spring. On the other hand, over 200 students heard Benjamin Hookes, director of the NAACP. The popularity of lectures depends on the name recognition of the speaker, publicity on campus and the time of the lecture. A speech given near midterms can almost guarantee an empty house.

The last place I searched for the after-hour student was the place we affectionately call the 'Brare. It is undoubtedly the most populated area on campus. I have no statistics on this, but if you doubt me, just look around the next time you're there. Why else is 2nd floor the hardest place on campus to study?

Yes, we are at a university. And yes, studying is part of academic life. But this is supposed to be the best, the freest time of our lives! We have no children, no job to worry about, and for most of us, no bills to pay. We have the time to walk around the lakes and the time to sit around and discuss life with our friends. Now is the time to worry about Central America and to teach a child to read. For in a few years, we might no longer have the time, nor the opportunity. So put down this magazine, and run starry-eyed to the CSC. Or go see a lecture on China's economy in the 1980's. But for God's sake, get out of the 'Brare! •

Compiled by Paul Aiello

# Bugs Bunny: Number 1

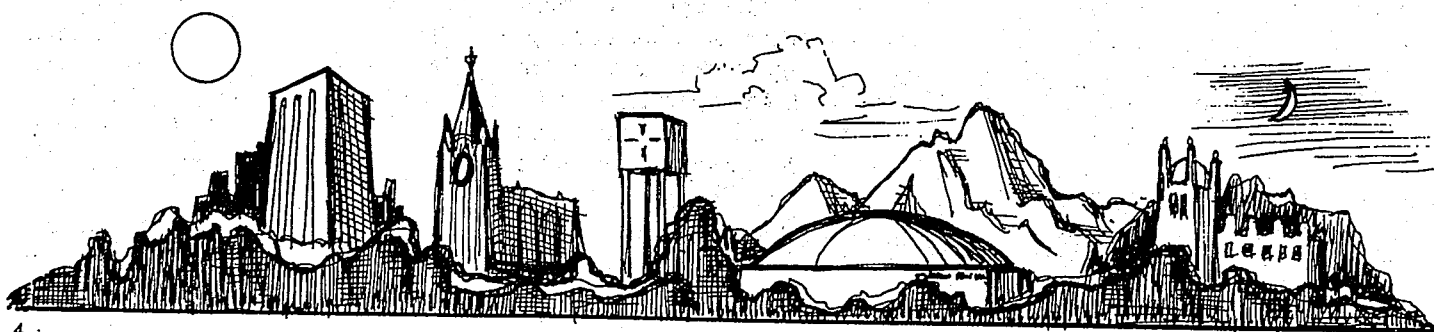
Saturday morning Bugs Bunny cartoons were watched by 82% of the students surveyed by a Radford University business professor. Road Runner was a close second, while Scooby Doo was a distant third.

Last month's military decision to require all ROTC recruits to be tested for exposure to AIDS is currently being denounced by gay advocacy organizations. Unofficially, the military forces about 200 acknowledged homosexuals out of the services each year.

Business executives are flocking back to campuses to learn foreign languages as more companies look to international markets. Why? Just ask Pepsi, which took its slogan, "Come Alive with Pepsi" to China, translated it and wound up with "Pepsi Brings Your Ancestors Back From the Grave." (And they think it's crowded there now.)

Asked to name their heroes, University of Wisconsin-Madison students picked their parents. Mom received six times the votes of any other heroine, while Dad received twice the votes of the runner up, Jesus Christ. Mother Theresa and Jane Fonda tied for second among heroines.

At a time when Greek fraternity membership is at an all-time high of 250,000 students, many universities are launching an all-out offensive against them. Currently, universities are responding to a recent increase in public outcry fueled by dramatic stories of misconduct, with much of it relating to the treatment of women by male fraternities. In the last three years, there have been fifty gang rapes at college fraternities, while 29 deaths related to hazing have occurred in the last six.





# COLLEGE OF BUSINESS ADMINISTRATION:

## Asset or Liability?

by Kathy Martin

### BATTLE BETWEEN LIBERAL AND VOCATIONAL EDUCATION RAGES ON

**J**ust what is Notre Dame's academic identity? The University boasts a traditional commitment to academic excellence and a liberal education. But how valid is this claim when the University also offers an undergraduate business major? Has the national trend toward careerism led Notre Dame to offer an education based on a marketable skill rather than a well-rounded liberal experience? Or do Notre Dame business students leave the University with as liberal an experience and approach to society as students in other undergraduate schools?

It has been suggested that an undergraduate college of business administration is inappropriate in a distinguished university committed to higher education. Harvard, Stanford, Yale and most other selective universities offer no undergraduate business programs. Historically, higher education was first developed to give aristocrats a solid grounding in the humanities as preparation for law or the clergy. A century ago, the Industrial Revolution reformed ideas of higher education to include business and science along with the humanities as part of a liberal education. At the

same time, the success of American industry in manufacturing, transportation, and invention caused the nation to develop a "business mentality" as part of its cultural consciousness which has carried over into the present.

This business mentality is reflected in the following popular attitude toward higher education: knowledge must have relevant practical application in this information age. But has the pendulum swung too far beyond relevance to specialization? Specialization in an undergraduate education is often looked upon as "tunnel vision" in which college graduates do not develop the ability to see beyond their own areas of expertise. The higher one rises in the ranks of business, the more important is the ability to see the larger picture. Flexibility, inventiveness, human relations, and the capacity to deal with change can become more important than reliance upon the traditional expertise of facts and figures. Is our nation and Notre Dame training specialists who know more and more about less and less? *Megatrends* author John Naisbitt wrote, "We are drowning in information but starved for knowledge."

There is no doubt that the undergraduate business degree from Notre Dame opens up countless doors in industry for that first job after college. But is that business degree absolutely necessary? Kenneth Woodward '57, senior writer at *Newsweek* who earned an undergraduate degree in English at Notre Dame, claims that the business degree is not only unnecessary but undesirable. Woodward argues that most large firms offer management training programs -- an indication that the specialized skills needed for business are better learned on the job. Also, MBA schools offer two year programs for those with liberal arts, science, and engineering degrees.

According to Richard McCormick, president of Northwestern Bell, industry today has expressed a need for communicators, for liberal arts majors with diverse educational backgrounds. McCormick claims that in this age of electronic communication, the "real winners are not those with the most information, rather those who know how to sort out what is important." He noted that the primary role of management is to communicate with customers, employees, regu-

lators and subsidiaries, but many college graduates cannot organize material for a report, nor compile concise one-page memos, nor choose effective vocabulary. He found liberal arts graduates to be better observers and listeners, skilled at selling ideas and services, and better able to organize thoughts into clearly understandable language. "I often realize how glad I am that on my road to employment I chose among my college electives some courses like literature, philosophy, and speech," said McCormick.

The prospects for success for liberal arts graduates in business in the past few years seem promising. An AT&T study of Bell System executives over the last twenty to thirty years found that recruits with a liberal arts degree were as a group more successful in advancement than those with business or engineering degrees. Robert Beck, AT&T's vice-president for human resources, confirmed, "This means that when it comes to management, liberal arts graduates do not have to take seats in the back of the bus."

Senior management in Chemical Bank in New York is making a "definite effort to recruit liberal arts graduates," said Gene Philippi, director of staff planning and development. Of the Bank's annual 250 college and MBA recruits, more than half hold liberal arts degrees. "We find that if you have a liberal arts background you have a better chance of understanding all the facts involved in lending money."

Trends toward success for liberal arts graduates are evident in the MBA schools also. The graduate schools must supply what industry demands, and the winning combination for the high-tech industries of the future seems to be an engineering degree and an MBA, according to the graduate business schools of Harvard, Wharton, and the University

of Chicago. However, the "managerial track is open to those with a liberal education," said David Bloom, admissions director at Wharton Graduate School of Business.

The associate dean of Cornell's Graduate School of Business, Ted Lewis, remarked in an article by Woodward for *Notre Dame Magazine*, "There is nothing more depressing than to see an 18 year-old college student determined to get a marketable skill rather than to get educated." He attributed the spirit of vocationalism to parental pressure. "They are putting out up to \$11,000 a year for an undergraduate education and they're the ones who are demanding a good return on their investment in Junior -- meaning a good job that pays well." He explained why Cornell does not have an undergraduate business program. "The most impractical undergraduate education is one which provides training in a specific skill instead of rigorous training in analysis of various kinds, which is what a good liberal education provides."

Is the liberal arts education narrowed by its lack of exposure to business skills?

The profile of the students accepted into Notre Dame's Graduate School of Business' two-year program for 1984-1985 reveals the diversity of undergraduate backgrounds. Twenty-one percent majored in business, 19% in engineering, and 13% in science. But another 19% majored in economics, 16% in the humanities, and 13% in the social sciences.

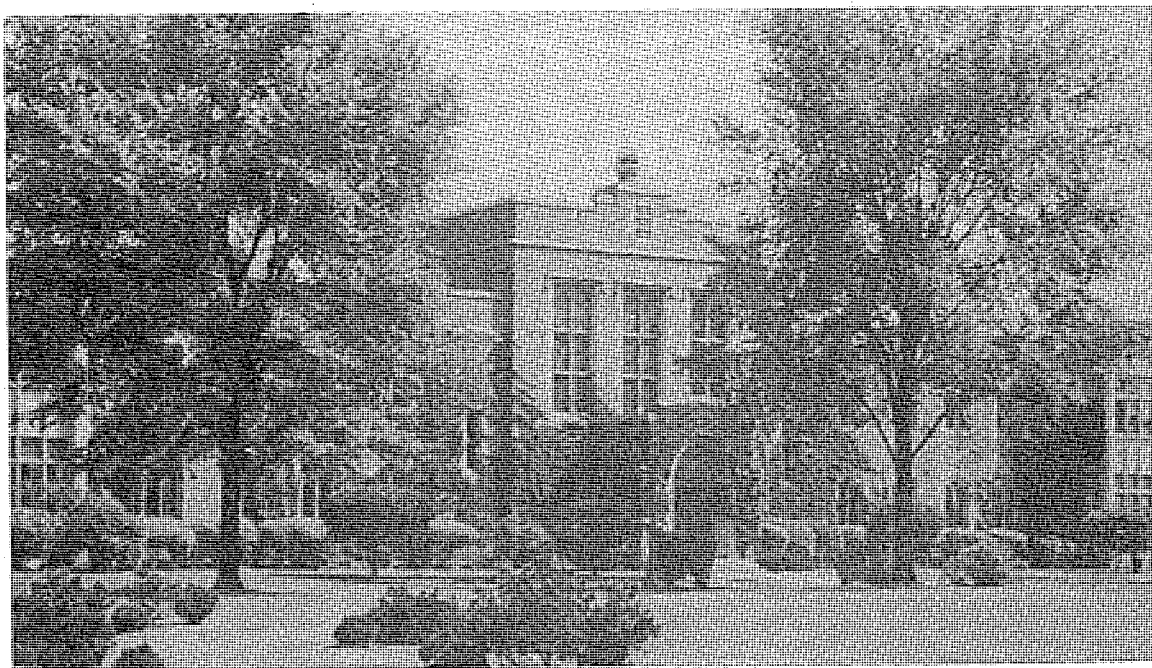
Notre Dame MBA program Admissions Coordinator Joyce Manthay said that Notre Dame, as most graduate schools, offers a one year program for those with undergraduate business degrees, and a two year program for the liberal arts, science, and engineer-

ing graduates. The criteria for admission include the GMAT score, undergraduate GPA and program, extracurricular activities on and off campus, work experience, the personal essay and interviews, and recommendations from faculty. She did stress the importance among the liberal arts graduates of exposure to quantitative skills, such as calculus, business statistics, and economics. "The liberal arts exposure is much more broad," she said. "It helps in the long run because it teaches a way to think. It is important to be as well-rounded as possible."

Robert Quinn, former general partner of the investment banking firm of Salomon Brothers and member of the Arts and Letters Council at Notre Dame, graduated from Notre Dame with a degree in history and is a firm believer in liberal arts as the best preparation for a business career. He said, "Major league business, such as commercial and investment banking, is looking for people who can think broadly, analyze from different perspectives, and grow. The technical training is now available within major corporations. Thus, it is more important to be able to assimilate technical training than to come in prequalified technically, with preconceived notions, not understanding the ethos of the company, and not having the ability to leverage the raw material of personality. To put it simply, those with a great deal of technical training must only be retrained when they enter business."

Regarding the value of an MBA, Quinn said, "The MBA can be in some ways confining. Too many MBA's together in a room is bad for business since there is no diversity." He continued, "Big business is recruiting advanced arts and letters graduates because they think more broadly. Most big businesses have become global operations and





Narrowing one's field of interest too early is risky in a fast-changing industrial world.

want to recruit people who can think globally. It is preferable to speak another language, understand history, geography, and politics, not just accounting."

Quinn spoke of current trends in corporate hiring. "When I was in school, graduates were coming out in a strong inverse proportion to the employment pay scales. Engineering paid the most, then business, and the liberal arts graduates were hopeful about getting a job. Ten to fifteen years later, I think the balances have reversed themselves dramatically. The engineers were primarily technicians, and business didn't have a broad enough background to have the upward mobility in the companies. The liberal arts graduates go to law school or for advanced degrees, and they learn the business internally, the way it

is best learned. Instead of turning out the technical aspects, they approach business with a broader perspective."

Woodward proposes a rigorous major in economics within the College of Arts and Letters in place of the business program. He also advocates a double major in accounting, for example, with a liberal arts degree, as well as continued participation in the ALPA (Arts and Letters Program for Administrators) for students wishing to familiarize themselves with business quantitative skills. This sort of "education," rather than "preparation for a job," would renew the traditional commitment of the University to the liberal arts and humanities, as well as reemphasize the value of learning for the sake of learning.

Narrowing one's field of interest too early is risky in a fast-changing industrial world. Any industry or service could conceivably become extinct or outdated in years to come. *Mega-trends* author Naisbitt wrote, "We are moving from the specialist who is soon obsolete to the generalist who can adapt." The liberal arts education is often a struggle, though, for students pressured by parents and nagged by their own worries about graduating with a marketable skill, about finding that first job. Do they graduate as "jacks of all trades and masters of none"?

Let's flip now to the pro-business side of the argument. Is the undergraduate business education at Notre Dame really so limiting and strictly vocational? And, if students flock in mass

numbers to such majors as accounting and management in order to get a job after college, what is so wrong with that? Finally, what is it that draws so many men and women of the 80's to Notre Dame's College of Business Administration?

Father David Tyson, Vice-President for Student Affairs and associate professor of management, believes the business school is an appropriate part of a "multidisciplinary" university, "especially in the context of a Catholic university." The success of Notre Dame's undergraduate business program is evident in its ranking within the top ten business programs in the country. Notre Dame's accounting program is ranked seventh nationally according to Dean Reilly of the College of Business Administration. Class sizes are small in relation to other undergraduate programs across the country, and the quality of teaching is extremely high.

"Our majors are not limited in their choices of courses. They can take fully half of their credit hours outside the college of business," said Reilly. He added that the business concentration includes five courses beyond the basics in an area, but there are still twenty-one hours of free electives available. Accountancy may require more business electives in preparation for the CPA exam, but the other departments, as well as accounting, make an effort to encourage students to go outside the business college for their electives. Father Tyson, who graduated with an Arts and Letters degree from Notre Dame and went on to earn a doctorate in business, affirmed the strength of a business curriculum structured with the possibility of liberal arts electives. The college also requires students to take six hours of credit outside of business. "When I was director of the sophomore year," Father Tyson said, "I encouraged students to double major [outside the college of business]" with the option of



**"Has the national trend toward careerism led Notre Dame to offer an education based on a marketable skill rather than a well-rounded liberal experience?"**



*Father David Tyson, C.S.C.*

the 24 to 26 elective hours. "We need exposure to multiple disciplines," he continued. In reference to what he called "the business freak," he explained, "I personally don't like all 24 elective hours to be taken in business, although it is understandable in accounting."

He believes the general education core of the first two years of the Notre Dame business program broadens the curriculum. "Yale's Arts and Letters Economics program looks like our Finance program on paper," he said. Also, the issues of Catholic values and ethics and what they mean for management is a strong component of Notre Dame's program, enhanced by a faculty who should "exude an attitude about education," added Father Tyson.

Tyson acknowledged the trend toward the business degree today, adding that the social sciences in Arts and Letters were the popular major in the 60's

when he attended Notre Dame. "The real tragedy, though," he said, "is for students to feel that they have no choice but to be here in business due to parental pressure or a national trend." An advantage of the undergraduate business education, in Father Tyson's view, is the early development of a "psychological perspective to the business world," which enables the business majors to get involved in a career tract right away and to get the MBA later, after some work experience. "The curriculum for the MBA is really no different than the Notre Dame undergraduate program, but the perspective changes with work experience," he said. The liberal arts graduate, on the other hand, should get the MBA soon after graduation, as "they will be experiencing the world business milieu for the first time."

Chairman of the Accountancy Department Leonard Savoie

said, "The intellectual content of the business program is substantial and significant. We have a right to be proud." According to Savoie, students choose business

courses as a good entry into management and because the employment rate of business school graduates is greater than in Arts and Letters, adding, "The Arts and Letters students are beating down our doors to take business courses."

The advantage of the accountancy degree within the College of Business Administration is that the accounting firms hire four year undergraduates. "Our graduates don't need the MBA program when they've already had undergraduate business--it's a waste of time. Why take seven years of school when you can get the job in four?" he asked. "Notre Dame is among a half dozen sources for all of the Big Eight (eight large firms that audit 95% of American business).

Every year a recruiting team comes to get our majors, and takes ten to forty students per firm. Two-thirds of our majors go into public accounting, which is highly respectable and lucrative at a young age."

Dr. Robert Vecchio, Chairman of the Department of Management, said it is the "spirit of careerism, employment opportunities, and competitive salaries" that attract students to the better business programs, especially in the area of management. "Management," he said, "leans more toward the people side of business, toward better understanding of social processes and human dynamics, with more potential bridges to the liberal arts than accounting and finance." The business degree may develop more technical than administrative ability, but he encourages his students, some of whom would rather "stay at home" with business courses, to take electives in psychology and sociology.

Vecchio added that the starting salaries for those with business degrees are greater than those with liberal arts degrees. "It is usually necessary for the liberal arts graduate to go on for the MBA. The liberal degree is better preparation for the second job. The big picture person who understands people and the development of character is necessary for high-level management, but the entry level position has to come first."

Dean Reilly believes that the charge of vocationalism may not be a valid one. He said that many students go into business because they have grown up in a business environment, with an uncle or father in the business, and because they find it enjoyable or a "fascinating field of study." The field of modern investment can develop "glamorous deal-makers," and there are exciting opportunities in computer science today, according to Dean Reilly.

Professor John Houck, Notre Dame professor of management and codirector of the Center for Ethics and Religious Values in Business, sympathizes with all students starting out from college today. "When I started in the 50's, we didn't worry. Society was growing, there was much more opportunity, at least in the first job," he said. "But certain fields are overstaffed now. Students today feel the pressure to go into business and engineering with the hope it will help get them started." He objected to the contribution of two institutions, the corporations and the universities, toward the "steady decline of attention to intellectual questions that go beyond the narrowly technical." He described this division of knowledge as the lack of "integrating cognition with faith, the head with the heart, and technical competence with good will."

Major league business is looking for people who can think broadly, analyze from different perspectives, and grow.

Specialization of any type breaks down communication. According to Houck, "The deeper we scholars go into our disciplines, the more difficult it is for us to talk to each other. There need to be lateral bridges between these specialties of business and of liberal arts." There have been attempts to do this, Houck continued. For example, "Every Senior in the College of Business Administration once participated in a year-long seminar in business philosophy, studying thinkers from Adam Smith and Karl Marx to John Kenneth Galbraith. The course was dropped in the 1960's."

"We have to examine what we're teaching about the business mentality. Are we serving the powerful professions of society too much, turning out men and women narrowly skilled in technical specialties? It is appropriate and necessary within the University to prepare students for these professions, but also to examine values, intellectual techniques, and a reward system critically. The trick is to encourage our business students to see more deeply what business is about and how it contributes to the common good. They need to be nurtured, not only in a managerial ethos of technical competence and personal ambition, but also in a spiritual ethos which helps them to ask the right questions and to try to do the right thing."

Fr. Tyson would like to see a synthesis for business students in their senior year of their practical skills with philosophical and ethical values. "I took a course at I.U. called Business and Society, taught by an economist, and our first assignment was a one page essay on the philosophy of man. What people decided was true about human beings tended to determine what type of managers they would make. Philosophy does have a direct impact on management, although not usually until after graduation," he said.

SCHOLASTIC



The views of Houck and Tyson on the need to integrate business and humanities introduce a new question: Is the liberal arts education narrowed by its lack of exposure to business skills? Dean Reilly, as well as others, agreed that it would be desirable for liberal arts students to take business courses, as was proposed at the Academic Council last year. The liberal arts students are "fresh," said Dr. Nichols, associate professor of

Accountancy. "They come in without preconceived ideas and they challenge what we present. They have looked at other ideas of politics, economics, and math, and their concepts have applications in business," he said. Unfortunately, the ALPA program is overcrowded, and the business school has neither the facilities nor the staff to meet the needs of the entire College of Arts and Letters.

Clearly, it is the obligation

of the University to prepare its graduates for success in careers and vocations. Nevertheless, the debate continues as to how this preparation is to take place, through liberal arts or business classes. Those on both sides of the argument seem to agree that the gulf between the business and liberal arts education must be narrowed, but whether this should come about through the integration of the two disciplines or the elimination of one remains a difficult question. •

## Accounting: Notre Dame's Most Popular Undergraduate Major

by Joe McGarry

Accounting students choose their major for many different reasons, but two of those reasons seem to stand out. One senior noted that he did not come to Notre Dame to study accounting, but was attracted to the department after hearing of its fine reputation. Another student felt that the accountancy major was the best preparation for any aspect of business he might choose to pursue in the future. The opinions expressed by these two students reflect the feelings of most in the department that accountancy is good for business and Notre Dame is good for accountancy.

When asked about the quality of the teachers and courses, all the students questioned agreed that both were generally very good but could use some work in certain areas. One graduating senior commented that he would have liked his courses to place more emphasis on preparation for the CPA examination which many accounting seniors will take in May. Other students commented that they would like to see more electives offered by the department as

well as a greater emphasis on computers because computers are now receiving such widespread use in the business world.

According to Dr. Leonard Savoie, chairman of the accountancy department, 250 students of last year's graduating class -- nearly 14 percent of the class -- were accounting majors, which makes it the largest concentration in the University. Of these, two-thirds were hired by the Big Eight accounting firms. The rest went to grad school, MBA school, law school, or were hired by industry or government. Recruiting is very competitive, and Dr. Savoie felt that the University was fortunate that all of the Big Eight, as well as some firms very close in size to the Big Eight, come to Notre Dame. One of the firms is bringing in an 18-member national recruiting team. Dr. Savoie feels that employers are attracted to Notre Dame by the high caliber of students and the excellent faculty.

Dr. Savoie explained the meaning of the top ten ranking

Every year a newsletter is sent to all accountancy department chairmen which asks the chairmen to rank the top five departments in the nation. In this ranking, Notre Dame placed seventh last year. Savoie doesn't feel that Notre Dame will go much higher because the top schools, such as first-ranked Illinois, have Ph.D. programs, and have many Ph.D.'s in the field. Notre Dame does not have a Ph.D. program.

When presented with the argument that perhaps the business school should go out of business, he countered the argument by saying that there was a demand for accounting classes, especially from the College of Arts and Letters. Savoie noted, "Regardless of the career a student chooses to pursue, that student will eventually have to read a financial statement and deal with financial information." He feels that every student should be required to take an accounting course before graduation. He realizes, though, that due to the limited size of the faculty and the large number of majors that this is not possible. •

ALPA students are tailored for jobs requiring a combination of communicative skills and corporate exposure.

## AND FOR THOSE WHO JUST CAN'T DECIDE ...

# alpa

*by Joan T. Meyer*

ALPA, the Arts and Letters Program for Administrators, provides the Liberal Arts major with a taste of the business world. ALPA students accomplish this by filling eight of their ten to thirteen free electives with business related courses: economics, statistics, finance, accounting, marketing, management, and two ALPA electives. This sequence qualifies as a "second major" in business.

The program is designed to provide undecided students with a wide range of career opportunities. Fr. Robert J. Austgen, Assistant Dean and Coordinator of the College of Arts and Letters, explained that the ALPA program provides flexibility for students who do not have a specific job in mind but are attracted to the Liberal Arts curriculum. Through the combined forces of two colleges, students gain a wide range of verbal and written skills as well as a foundation in business. With such a broad background and an understanding of the expectations of the job market, students can more easily choose a job that is compatible with their interests.

The students are not the only benefactors from the program, however. For the recruiter, ALPA students are tailored for jobs requiring a combination of communicative skills and corporate exposure. The ALPA background helps to guarantee the employer of the students' qualifications and genuine interest in the business aspects of the job.

The ALPA program, however, is not for everyone. Because it uses the majority of their electives, ALPA is not recommended for students considering law careers or graduate study. Arts and Letters students who know "what they want to do when they grow up" are advised to master the skills relevant to their ambition rather than branching out into areas of business. ALPA, sometimes referred to by anxious liberal arts majors as an "insurance policy for a job," is designed for the Arts and Letters student who wants to enter the job market immediately after graduation.

Because approximately one-third of Notre Dame Liberal Arts majors plan to start a career with their undergraduate degrees, the ALPA program is tremendously popular. Originally designed for 30 graduates a year, the program has grown to 170. Currently, a total of 400 sophomores, juniors, and seniors are enrolled, pushing the slots for classes beyond their limits. Because the number of business classes have not been sufficiently increased to accommodate the enrollment, many

frustrated students are being shut out of required courses. With no definite plans for expansion of the program, many discontented students are asking the college: "Are you offering the program or not?"

Despite the problems, the program provides a good background for students headed for the job market. Overall, the ALPA program is one more way in which the College of Arts and Letters "prepares students for a lifetime." Responding to the needs of uncertain students for a broad education, the ALPA-program provides opportunities in a variety of fields such as management and administrative positions. For Fr. Austgen, a man who has seen Arts and Letters graduates succeed in the job market with and without the ALPA background, "the ALPA students' business foundation can help them get their foot in the door, but it is their liberal arts skills that will get them the job." Calming the fears of Arts and Letters students in search of a job, Fr. Austgen remarks with pride that "they are better than they think they are." •



# INSIDE SPORTS

by Pete Pranica

You might have been there. You had to be there to really understand the depth of the public humiliation suffered on the turf of Ross-Ade Stadium on September 28. Frustration welled up over an impotent offense on the critical list with inhibited imagination and a defense simply outgunned (and outsmarted) by Boiler quarterback Jim Everett. Discretion being the better part of valor, I chose not to dispose of my notes, stats, spotter's board and headset through the window of the aptly named Booth 13 on the Ross-Ade radio deck. It took about five hours, but I found a bright spot.

Notre Dame doesn't cheat.

Sure, they don't win as often as they used to, but hey, they don't cheat. SMU has been the winningest team over the past few years under Bobby Collins, but they're also in the NCAA's maximum security doghouse. The Ponies will have to make do without the usual allotment of thirty scholarships next year and fifteen the following.

Understand that Notre Dame is THE American College for football. Their games have been broadcast for 18 years via the

Mutual Radio Network to over 180 stations stateside and overseas to Armed Forces Radio. The Irish draw more ink in the Chicago Tribune than Illinois, Northwestern or anyone else.

As such, the Irish set an example with their football program. Granted, losing two of your first three games is not much of an example. Graduating better than 95 percent of your players is.

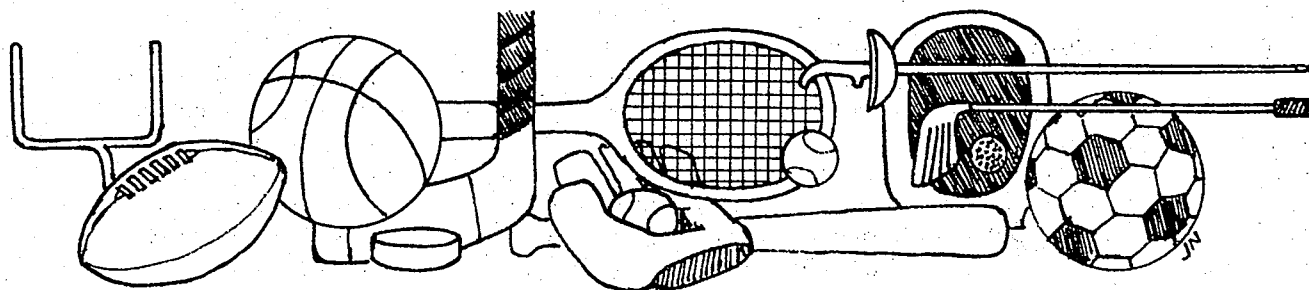
Believe it or not, that's Notre Dame's true value as a football program. Whatever their record, you know that the Irish players are student-athletes, not athlete-students studying power volleyball. Does that sound familiar, University of Florida? On top of that, Notre Dame athletes do not receive these ridiculous under-the-table payments available at the institutions of higher learning in the Southwest Conspiracy, er, I mean, Conference. Member schools Texas, Texas Tech, Texas A&M, SMU, and TCU have more than the eyes of Texas upon them. Try the NCAA.

TCU heads the list due in large part to the noble honesty-is-the-best-policy approach of Head Coach Jim Wacker who had the unprecedented audacity (read

it integrity) to suspend six of his players, including Heisman candidate Kenneth Davis. The six had accepted payments from boosters, and when Wacker confirmed this with the boosters involved, he took the matter to his assistants. They voted to suspend the players and go to the NCAA with their findings.

According to Doug Looney's article in the September 30 issue of *Sports Illustrated*, Wacker got a nifty introduction to coaching in the SWC when one of predecessor F.A. Dry's assistants informed Wacker that there was a right proper way to acquire blue chip athletes. "Wheeling and dealing," he called it. Seems that cars and cash have been just as prevalent as punts and passes in the SWC. Properly indignant, Wacker wheeled the assistant out the door. Dry had allegedly approached a wealthy alumnus with the idea of creating a slush fund for athletes to the Texas tune of \$90,000. The alumnus balked, and today Dry calls it all a fabrication. We'll see F.A. Somebody's telling a tall tale here somewhere.

Recognizing the problem is only the first step. Cleaning up the mess after the party is an entirely more difficult chore. As long as you have needy and gullible athletes as well as unscrupulous boosters with six-shooting moneybags, you will have illegal payments. In the interest of public service to the Lone Star state and college athletics in general, here are a few suggestions.



1. Get serious with sanctions. If an athlete accepts payments or violates the rules, that's it. He loses his eligibility. He gets to keep his scholarship so he can finish his education, but he'll never play again. Why? He knew the rules and so did the school and so should the boosters. The school loses a valuable player and the scholarship is tied up with someone who's not playing and therefore cannot be used to recruit some hotshot high school senior. Don't forget, the university president, athletic director and coach should all take some responsibility here, too.

2. Get the athlete a decent education. Make sure that each athlete graduates. How? Make it so that his scholarship cannot be transferred or reissued until that player graduates. That should pressure the athletic and academic community to make

sure that the athlete gets an education that will serve him beyond the lockerroom. Oh, yeah. Get rid of the academic maneuvering where the athlete signs up for a course and doesn't have to show up. Or worse yet, has someone else show up and do his work.

3. Make it illegal for boosters to pay recruits and athletes. I said illegal as in felony offense. True, payments are illegal so far as the NCAA goes, but these sugar daddies can practice their specialized form of bribery and prostitution immune from criminal prosecution. That's wrong.

4. Change the monetary composition of a scholarship. In today's economic situation, even a full scholarship isn't enough because players cannot hold a job during the school year. Pocket money becomes scarce. Families of Notre Dame athletes are generally pretty well off, but when you have athletes from the inner city, the temptation of illegal pay-

ments and cars is very strong. Give 'em a monthly stipend so they aren't tempted to scalp their tickets. Where's the money going to come from? Believe me, ESPN, WTBS, and the networks have to pay dearly to park those big trucks next to the stadium or arena.

There are other potential reforms, but these are just some preliminary ideas whose time has unfortunately come. Hopefully, college presidents, athletic directors and boosters will have learned from the "example" of TCU, SMU and their other partners in crime.

Outside Ross-Ade Stadium, the Notre Dame boosters were talking about what had happened inside. They weren't very happy. Quite frankly, their sometimes excessive whinings can be a bit offensive, but not nearly as offensive as the piles of greenbacks and brand new cars offered to, and accepted by, college athletes. ●

## Justice for all...

ON LIVING IN AND LEARNING FROM SOUTH BEND

by CathyAnn Reynolds



Reaching out to others is very difficult, but opening the closed fist we tend to offer is even harder. Students in the Notre Dame/Saint Mary's community have gradually begun to reach out to the South Bend community, and are effecting positive change.

In recent years the University of Notre Dame and Saint Mary's College have expressed the need for students to develop morally as part of their education. Said University President Father Theodore Hesburgh, "If a student learns how to care, that would be

an important part of his or her education." Added Sr. Mary Turgi of Saint Mary's Volunteer Services, "Students need to be exposed to the situation of the poor and of those who are treated unjustly. This direct experience motivates them to go back and do more analytical work in the classroom."

Many students have a sense that South Bend is primarily industrial. But in fact, South Bend no longer supports itself by industry and has become a service-oriented city. Since the Studebaker company left in the 1960's (and it seems that Bendix will soon follow), South Bend has been rehabilitating its culture and economy. This shift contradicts the notion that South Bend has nothing to offer beyond the football stadium, Five Points, or the shopping malls, and gives strength to the argument that volunteers are needed in all areas of social concern.

South Bend is not segregated, either economically or racially, as much as most cities, and a large sector of its lower income families reside close to the Notre Dame and Saint Mary's campuses. Between 1970 and 1980 the population declined by 72.6%, according to Richard Lamanna, Associate Professor of Sociology at Notre Dame. Primarily, the white sector migrated leaving a high percentage of Blacks and Hispanics. Thus, Notre Dame and Saint Mary's students traditionally from white, upper-middle class backgrounds, are surrounded by a societal group with whom they are unfamiliar.

This unfamiliarity might be expected to prompt a high degree of involvement in the local community. Yet, less than 1000 Notre Dame and Saint Mary's students are currently participating in the many voluntary groups that serve the South Bend community. Not quite 10% of the ten thousand undergraduate student population

involve themselves in the community that exists just outside of their college campus. "A lot is provided for us here, and that makes us forget about the kinds of problems that exist outside of campus," according to Julie Toth, senior Social Work major at Saint Mary's.

Assistant Director of the Center for Social Concerns Kathy Weigert says, "part of what it means to be Christian is to serve others and live out the faith. Students need to get out and understand that not everyone has the same horizons. An education comes from learning from people, not only from books."

"Only 10% of the ten thousand undergraduate student population involve themselves in the community

Under the auspices of the University of Notre Dame, with the verbal support of the administration and through some financial support from alumni, the Center for Social Concerns provides students with multiple opportunities to serve the South Bend community.

For John Eustermann, it is a rewarding responsibility to help, teach and offer friendship to people ages 7 through 12 as part of the Big Brothers program. In Big Brothers, inner city children are matched up one-on-one with student volunteers. A Big Brother for over two years, Eustermann said, "I see what people don't have and how they want you to help. I've seen people just barely making it, and it makes me appreciate this place more."

The Neighborhood Study Help Program offers 12 centers at schools and community centers and caters to elementary, junior and senior high school students needing extra help with their studies.

This program, the oldest and largest student voluntary group at Notre Dame and Saint Mary's, boasts 250-300 Notre Dame and Saint Mary's students committed to tutor twice a week. It encourages an emotional as well as interactive level. Debbie Doherty, now in her fourth year with the program added, "Some of the parents of the kids reinforce the learning. Others have economic problems and want the help, and encourage the program because it is free." This amount of student time and effort portrays only one way students have chosen to incorporate the South Bend community into their academic and personal education.

The Students Assisting Students Program provides a therapy group for adolescents who have committed minor offenses. Each adolescent undergoes a four week session at the South Bend police station in which, at the last therapy session, Notre Dame and Saint Mary's students form groups among the adolescents to discuss the previous sessions. "This program helps the kids talk and makes them participate. It works better than just slapping a kid on the wrist and letting him go," said Mike DiPaolo.

Additional community services are provided under academic auspices, through the departments of Theology, Sociology, American Studies, and the Saint Mary's Justice Program.

The Christian Life Commission at Saint Mary's, a branch of student government, sponsors and organizes events through local organizations to urge students to become involved in the local community.

# COMING DISTRACTIONS

**WED** **OCT 16**

FILM: "Godfather"

Engineering Auditorium  
7, 10 PM  
Loft  
7 PM

ART: Woman Photographers

Moreau Gallery  
September 20 - October 18  
George Rickey In South Bend  
Saint Mary's College, The Snite Museum  
September 8 - October 20  
Harry Callahan: Eleanor & Barbara  
The Snite Museum Of Art  
September 8 - October 27

LECTURE: Samuel Edgerton

Super-hero Comics And Italian Renaissance Art  
The Snite Museum Of Art  
7 PM

Alumni Board Fall Meeting: CCE

10th Anniversary Celebration Week  
North Village Mall  
October 15 - 19

**WED** **OCT 17**

FILM: "Halloween"

Engineering Auditorium  
7, 9, 11 PM

SPORTS: NOTRE DAME-VARSITY

Woman's Field Hockey - Valparaiso  
4 PM  
Volleyball - St. Francis (Ill)  
7:30 PM  
Soccer - Valparaiso  
4 PM

SAINT MARY'S-VARSITY

Soccer - At Hope College  
4 PM  
Volleyball - At Marion College  
7 PM

White Water Series

Century Center  
12 Noon

DYNASTY STUDY BREAK

HOLY CROSS PARLOR  
9-10 PM

**MON** **N.4**

FILM: "Touch of Evil"

Snite  
7 pm

FILM: "39 Steps"

Snite  
9 pm

ART: Portfolio Review

Saint Mary's Gallerys  
November 4 - 7

ART: Africa and the Americas: A Curator's Choice

Design's Past and Prelude: Chicago World's Fair  
College of Science Council Meeting -CCE

SCHOLASTIC

**THUR** **OCT 17**

FILM: "Godfather"

Engineering Auditorium  
7, 10 PM  
"Enjo"  
Loft  
7 PM

LECTURE: Dean A. Porter

"Marriage, Mousetraps And Misers"  
Annenberg Auditorium  
7:30 PM

SPORTS: SAINT MARY'S-VARSITY

Soccer - At Nazareth College  
4:30 PM

ND/SMC Theatre: "The End Of The World"

Washington Hall  
8:10 PM

**THUR** **OCT 18**

FILM: "Halloween"

Engineering Auditorium  
7, 9, 11 PM

FILM: "Crucified Lovers"

Loft  
7 PM

MUSIC: AMY GRANT CONCERT - ACC

LECTURE: Nicholas Wolterstorff  
Memorial Library Auditorium  
8 PM

Dining Hall: Steak Dinner

4:45 - 6:45

JUNIORS/SOPHOMORES:

HALLOWEEN MASQUERADE BALL  
COSTUME CONTEST  
SOUTH DINING HALL  
10 - 1 AM

**TUES** **N.5**

FILM: "The Front"

Snite  
7:30 pm

ART: Africa and the Americas: A Curator's Choice

ART: Portfolio Review

SPORTS: NOTRE DAME-VARSITY

Volleyball - Indiana  
7:30 pm

SAINT MARY'S-VARSITY

Volleyball - at Franklin College  
6 pm

Last Day For Class Discontinuance

Good Morning Movie

Scottsdale Mall

Design Past and Prelude: Chicago World's Fair

Faculty Senate Meeting

-CCE

**FRI**

Performing Arts: Carmen

The Embassy Theatre  
8 PM

Tickets - \$3.50

ND/SMC THEATRE: "The

SPORTS: NOTRE DAME-V

Cross Country - At H  
(Bloomington, I  
4 PM

Woman's Field Hocke

3:30 PM

Volleyball - At Misso

7:30 PM

SAINT MARY'S-VARSITY

Tennis - At District

NOTRE DAME-CLUB

Women's Cross Coun

(Iowa Universit

College Of Arts And Letters

Pancake Breakfast

Augusta Kitchen

9 AM

\$1 FOR GUESTS

**FRI**

FILM: "We of the Never Nev

Snite

7:30, 9:45 pm

FILM: "Exorcist"

Engineering Auditori

7, 9:15, 11:30 pm

PERFORMING ARTS: "Th

MUSIC: Glee Club Fall Conc

Washington Hall

8:15 pm

SPORTS: NOTRE DAME-V

Soccer - Loyola (ILL

2 pm

Hockey - Kent State

7:30 pm

Advisory Council Meetings:

College of Science -C

College of Engineeri

**WED**

FILM: "Stripes"

Engineering Auditorium  
7, 9, 11 pm

ART: Portfolio Review

ART: Africa and the America

LECTURE: Craig Owens

Punctuation: Arrested Nar

The Snite Museum of

7 pm

White Water Series

Century Center

12 noon

Design Past and Prelude: Chi

0.18

SAT

0.19

OCT 19-27: FALL BREAK

MON

0.28

PERFORMING ARTS: Carmen  
The Embassy Theatre (Fort Wayne)  
8 PM  
TICKETS - \$3.50

ND/SMC THEATRE : "The End Of The World"

SPORTS: NOTRE DAME-VARSITY

Football - Army TBA

Volleyball - At St. Louis

1 PM

NOTRE DAME-CLUB

Rugby - Northwestern

Behind Stepan Center

Before Football Game

SAINT MARY'S-VARSITY

Tennis - At District Tournaments

Volleyball - At Manchester College

With Anderson College And Goshen College

Graduate Management Admission Test

Engineering Auditorium

FILM: "Vertigo"

Annenberg Auditorium

7, 9:15 PM

Classes Resume At 8 AM

General Dynamics Presentation -CCE

TUES

0.29

FILM: "The Third Man"

Annenberg Auditorium

7:30 PM

McCandless Prayer Service

MC LOUNGE

9:30 PM

SOPHOMORES: Sophomore Council Meeting

Cavanaugh Hall

7 PM

SUN

N.3

ART: Africa and the Americas: A Curator's Choice

The Snite Museum of Art

November 3 - January 19

Opening and Reception 2 pm

MUSIC: Karen Buranskas, Faculty Cello Recital

The Snite Museum of Art

4 pm

SPORTS: NOTRE DAME-VARSITY

Volleyball - at DePaul 3 pm

Christmas Open House

Downtown Mishawaka

Midwest Pops Orchestra

Convention Hall - Century Center

Association of Collegiate Schools of Architecture Conferenc

-CCE

JUNIORS: Class Mass 5 pm details to be announced

SAT

N.2

FILM: "Exorcist"

Engineering Auditorium

7, 9:15, 11:30 pm

SPORTS: NOTRE DAME-VARSITY

Football - Navy

TBA

HOCKEY - Kent State

7:30 pm

NOTRE DAME-CLUB

Rugby - Marquette

behind Stepan Center

before football game

SAINT MARY'S-VARSITY

Soccer - Loyola University

12 noon

DINING HALL: Candlelight-Buffer Dinner

following football game

THUR

N.7

FILM: "Stripes"

Engineering Auditorium

7, 9, 11 pm

FILM: "Stray Dog"

Loft

7 pm

ART: Portfolio Review

ART: Africa and the Americas: A Curator's Choice

PERFORMING ARTS: Barry Manilow Concert

ACC

LECTURE: William E. Voelkle

"Seven Deadly Sins"

Annenberg Auditorium

7:30 pm

SPORTS: NOTRE DAME-VARSITY

Volleyball - Valparaiso

8 pm

Advance Registration for Spring Semester 1986

Arts & Crafts Show

University Park Mall

November 7 - 10

FRI

N.8

FILM: "Ghostbusters"

Engineering Auditorium

7, 9, 11 pm

FILM: "Bob le Flambeur"

Snite

7:30, 9:30 pm

ART: Africa and the Americas: A Curator's Choice

SPORTS: NOTRE DAME-VARSITY

Woman's Field Hockey

- at Midwest Regional Tourney (Carbondale, IL)

November 8 - 10 TBA

Hockey - at Michigan-Dearborn

7:30 pm

SAINT MARY'S-VARSITY

Volleyball - at NAIA Districts at IUPUI TBA

16 OCTOBER

NOV 1

N.6

The Justice and Peace Center offered by the academic community allows students to work with the poor of South Bend, primarily helping them through emergency situations dealing with rent and utilities.

The most intense of the many ways to become involved in the issue of social injustice is the Urban Plunge, where students "go to urban areas they have never seen to experience the conditions of injustice, poverty, and apathy found in our cities...as a more complete education," according to the Urban Plunge Booklet. Last January, 253 Notre Dame/Saint Mary's students went on an Urban Plunge. In each of these 48-hour immersions into the inner city, the students observe and/or work with programs and parishes which are striving to meet the needs of the poor.

Reflecting on her Urban Plunge experience, Mary Therese wrote, "Prior to the Plunge, I had no feeling for those who were not 'successful' and even viewed poverty as a sign of weakness. What I did not understand is that today the situation for the urban poor and immigrants is much different--the same opportunities to get out or 'move up' do not exist as they did for my family." Rose Drake, senior sociology major at Saint Mary's, said of the Urban Plunge, "You can get a brief taste of what it is like. You can handle the two days."

Jennifer Phillips, a sophomore at Saint Mary's, went on a South Bend Mini Urban Plunge, sponsored by the Saint Mary's Christian Life Commission in September. "The people coming to the soup kitchens did not seem to mind the 'rich white people' being there," Phillips said. She also cited many of the advances South Bend was making in the process of rehabilitation to supply the poor with low-cost housing rather than evicting them to make room for more expensive projects.

Sara Webb Phillips, Social Analysis Coordinator at the Center for Social concerns, observed, "When students have been on the Plunge they have an awareness that the evening news is real." One of the goals of the Plunge is to help students become more aware of the organizations in their own community.

South Bend groups also urge students to get involved. HOT-LINE is a program of the Voluntary Action Center, a United Way Agency which serves the community by being available to any one in the St. Joseph County area: to talk, explore and or find new options for an existing crisis. These trained volunteers are called "Listeners," and that is the emphasis of their work.



"If a student learns how to care, that would be an important part of his or her education." -Father Theodore Hesburgh

The United Religious Community's Shelter for the Homeless utilizes volunteers to greet each night's guests, distributing cots and blankets. These volunteers watch over the shelter until the morning, when they serve coffee and donuts.

Other service groups include the American Red Cross, Council for Fun and Learn, Council for the Retarded, FLOC, Headstart, Circle K, Student Tutorial Education Project and NCAA Volunteers for Youth.

Students have these and other service groups available. Although many are supported others, need more help. For instance, interest is growing in the Big Brothers program, but the Big Sisters program has very few volunteers and is practically nonexistent on both campuses.

These opportunities are a unique part of a student's college experience because participation in civic action "teaches students about their own values and commitment. The experience in South Bend helps the student learn about the relationship between government, businesses and people...an education that students can take anywhere," said Charles Pressler, professor of Sociology at Saint Mary's.

Why are more than eighty percent of the students here still not reaching? "Perhaps students reason that they are not affected by the South Bend community," said Notre Dame professor Lamanna.

The reasons for seeing South Bend as it really is are academically, personally and socially nutritional. Our own Center for Social Concerns is unique to American college campuses. Many colleges sponsor voluntary organizations but very few have a set of programs which urge students to care and grow through their service.



# THE LANGUAGE OF THE COMPUTER

by Louis Fuka

In the last article, we learned that a computer is made up of four basic functional blocks -- input, output, memory, and the processing unit(s). In this article, we will turn to the processing unit, also known as the Central Processing Unit or CPU. The focus of this article will be on how data and instructions are written in such a manner as to be "understood" by the CPU.

Each "letter" or place in the word (either a zero or a one) is called a "bit." A group of eight bits is called a "byte." A group of four bits, or half a byte, is called a "nibble." Computer scientists have a sense of humor, too. CPU words are usually a multiple of eight bits long. The CPU used by the Macintosh has words sixteen bits (two bytes) long. The CPU used by the Commodore 64 has words eight bits (one byte) long.

Using only ones and zeros in our machine language makes it very easy to represent our languages electrically. A one can be represented by an "on", or a high voltage (usually five volts). A zero can be represented by an "off", or a low voltage.

This is all very well, but how are we supposed to get anything accomplished with only ones and zeros? Furthermore, how can we represent data such as letters and decimal numbers using only ones and zeros? Let us look at the second question first. There are several ways of representing letters. The most common is ASCII, which is short for "American Standard Code for Information Interchange."

An automobile is a mechanical device, and we control it by mechanical means--that is, by pushing pedals, turning wheels, and pulling knobs. A CPU is an electrical device, so it makes sense that we control it by electrical means. Instructions and data are formed into units called "words". Unlike words in the English language, CPU words, also known as machine language, are made up entirely of ones and zeros. Furthermore, while the words we are familiar with are variable in length, CPU words are usually all one length. How long they are depends on the type of CPU.

0100011101001011

A machine language "word."

There is also a way of representing numbers such as 2, 34, or 4567 as a string of ones and zeros. It is not so much a representation as a conversion to a different base. We do our everyday (figure two) arithmetic in something called the base-ten system. This means that there are ten numbers -- zero through nine. To put the numbers in a form that the computer can handle, we must convert our base-ten numbers into base-two numbers. Base-two has only two digits -- one and zero.

You may be wondering by now whether the binary and ASCII representations of numbers are equivalent. They are not. But while it may seem ridiculous to represent the same thing in two different ways, it makes perfect sense to the computer. The different representations are the only way that the computer can figure out whether the numbers are meant to be part of text, such as during input and output or during word processing (ASCII), or arithmetically manipulated (binary representation.)

In conclusion, we have discovered how data and instructions are represented in such a manner as to allow the computer to work with them. Furthermore, we have seen two schemes for converting data from the form that we are comfortable with to a form that can be processed by the computer. In the next edition of Computer Corner, we will examine how the CPU is designed in such a way so as to be properly controlled by instructions made of ones and zeros, and also how the CPU tells the difference between instructions and data. •

# SETTLING THE SCORE

## ARE GRADUATE SCHOOLS MOVING AWAY FROM STANDARDIZED ADMISSIONS TESTS?

by Alison Pivonka

# MCAT

**J**ohns Hopkins recently dropped MCAT scores as a consideration for admission to their medical school. Harvard dropped the GMAT for their graduate business school. These institutions have in the past seemed to set the tone for administrative and admissions decisions across the country. For the prospective applicant to any graduate school, the possible elimination of the standardized test requirement is of crucial and immediate concern.

Will applicants to graduate schools in coming years not be required to take standardized aptitude and achievement tests? Dr. Robert Waddick, Assistant Dean of the College of Arts and Letters, does not foresee such a change. "I don't think they will completely abandon the notion of standardized testing," adding that such tests are "valuable if they are used with intelligence."

"A four-year test is more important than a four-hour test."

# GMAT

The 1985-1986 Bulletins for both the Graduate Record Examination (GRE) and the GMAT contain guidelines for the appropriate use of test scores. Foremost among these guidelines is the stipulation that admissions committees "use multiple criteria" in their admissions procedure. Both caution against the use of cutoff scores and suggest instead that the individual graduate institutions review the accuracy of standardized tests as predictors in their own particular programs. "GMAT test scores," states one, "are but one of a number of sources of information and should be used, whenever possible, with other information and, in every case, with full recognition of what the test can and cannot do."

Dr. Peter Grande, Associate Dean of the Freshman Year of Studies, believes that the standard formula of graduate school admis-

Rather than criticizing standardized tests themselves, one should criticize the way in which they are used.

sions, like that of undergraduate admissions, is to look first at the transcript, then at the personal statement or essay, and finally at the test scores of each applicant. "The best predictor (of success in the first year of college)," he maintains, "is high school rank in class (or GPA)." The same, he believes, is true of graduate school.

According to Waddick, "a four-year test is more important than a four-hour test." However, both he and Grande agree that standardized examinations are a valuable "equalizer" when admissions committees are unfamiliar with a particular applicant's undergraduate program. What is important for those committees to remember, emphasizes Waddick, is that such exams do not measure "motivation, industry, and persistence."

Why, then, are such institutions as Harvard and Johns Hopkins disregarding these exams as factors in the admissions process? Grande believes that for graduate schools with such high-quality applicant pools, standardized tests

simply "add nothing" to an applicant's subjective data. Waddick says that schools that have abandoned the use of the exams have done "longitudinal studies" on their validity and have found the results of these studies unsatisfactory.

According to the text of a letter written to Father Robert Austgen, Assistant Dean of the College of Arts and Letters, by the admissions director of the Johns Hopkins Medical School, Dr. Norman Anderson, the correlation between a student's previous test scores (for example, the Scholastic Aptitude Test) and his scores on the MCAT is high enough to no longer warrant the use of the latter exam. "Specially-devised standardized tests," the letter states, "have been used as aids in selecting medical students for nearly fifty years, despite the lack of evidence that such test scores correlate with performance in clinical training or career outcome." Thus the MCAT is now optional at Johns Hopkins; SAT, ACT or GRE scores may be submitted

The Law School Admission Test (LSAT) appears to be the exception to the rule, escaping much of the criticism that befalls the other standardized tests. Now graded on a scale of 10 to 48, it has seen only one class through its first year of law school under



Dean Robert Waddick

"Specially-devised standardized tests have been used as aids in selecting medical students for nearly fifty years, despite the lack of evidence that such test scores correlate with performance in clinical training or career outcome."

instead. "Our objectives," according to Anderson, "are to lessen the impact of testing on the college experience."

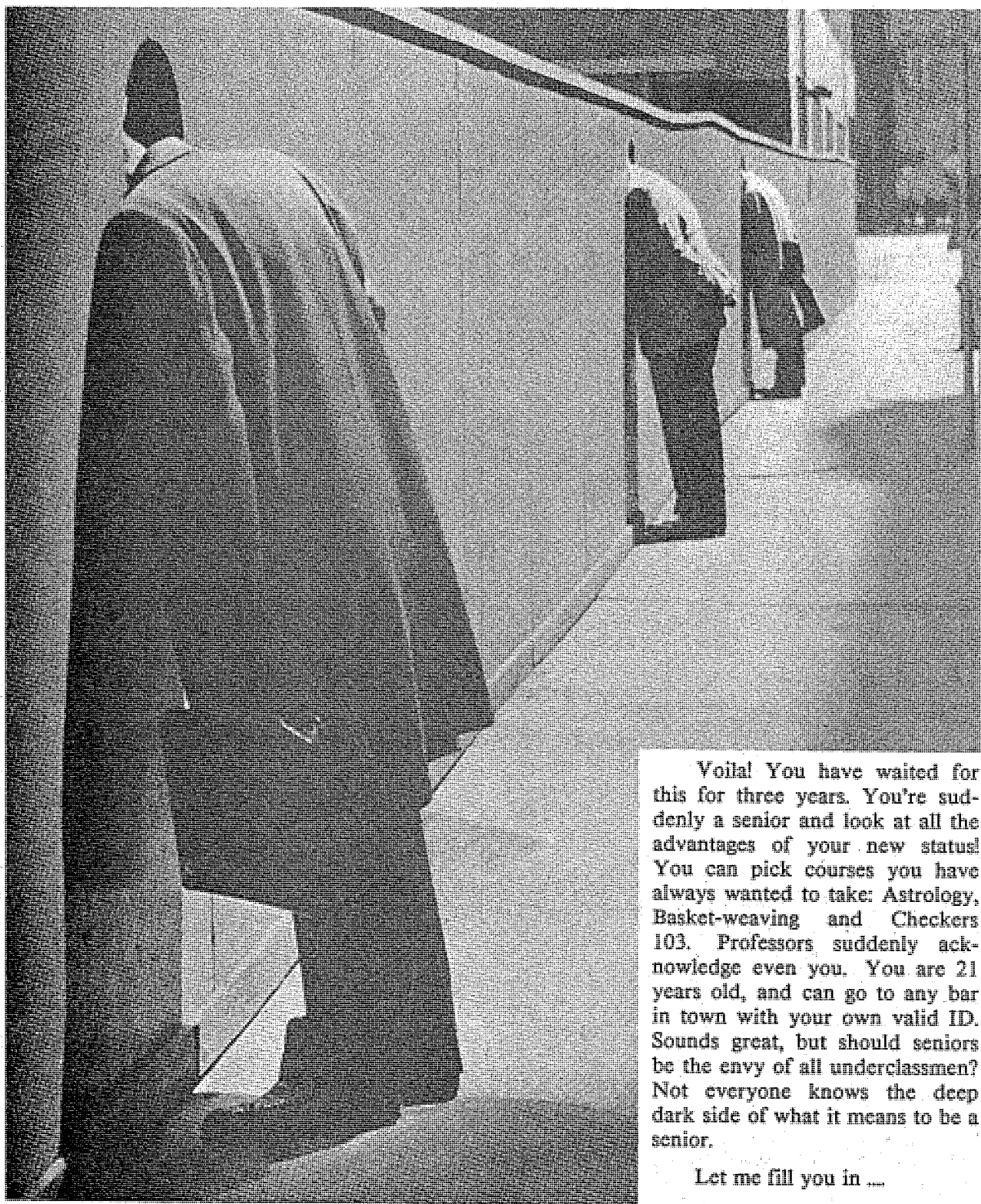
its new format. According to Waddick, five to six years are needed for an accurate validity test. But he does react strongly and positively to the structure of the exam. "The LSAT is a beauty," he says, because the placement of the essay at the beginning of the exam is "a catharsis," allowing students an opportunity to relax before proceeding to the objective sections. The MCAT, too, will soon have an essay which -- while unscored -- will be sent to the medical schools to which a student applies.

Waddick emphasizes that, rather than criticizing standardized tests themselves, one should criticize the way in which they are used. Grande agrees, "Everyone stands ready to be negative about standardized testing." Yet both believe that because of their usefulness as a method of comparison between applicants, their disappearance from the admissions process is far from likely. ●

# TOM AND KATE FACE THE REAL WORLD

THE PERILS OF BEING A SENIOR

by Maureen Thompson



Voilà! You have waited for this for three years. You're suddenly a senior and look at all the advantages of your new status! You can pick courses you have always wanted to take: Astrology, Basket-weaving and Checkers 103. Professors suddenly acknowledge even you. You are 21 years old, and can go to any bar in town with your own valid ID. Sounds great, but should seniors be the envy of all underclassmen? Not everyone knows the deep dark side of what it means to be a senior.

Let me fill you in ....



Though seniors typically enjoy their last year of school, the majority also suffer effects of this longed-for status. To begin with, very few seniors, men or women, have fingernails. This syndrome is not caused by exam anxiety or latent teething but by the search for an answer to that very difficult question: What comes next?

After going to school, not necessarily to class, for 17 years, they must decide whether or not to go on to graduate school, and if so, what and where to study. This is fine, assuming they've performed par excellence on their LSAT's, GMAT's, and GRE's. While some seniors choose this route (there must be some security in the notion of being a perpetual student), the majority must work after graduation. Of course, this means facing the dreaded job search: composing a resume, locating potential employers, interviewing with them, and then continuing to feast on one's fingernails.

"...that white streak in her razor-cut, coal black hair always made you look twice."

Do you remember Tom, the one who was in your American History class last semester? He had a beard, long hair, and he wore a diamond earring. He always seemed pretty laid back about life, didn't he? What about Katrina? She was in your Child Development class last year. She wore torn sweatshirts and patched jeans, and that white streak in her razor-cut, coal black hair always made you look twice.

When you came back to

school in August you saw Tom. He had shaved his beard, his hair had been cut remarkably short, and the diamond stud had disappeared, along with the hole that it had occupied. Then you saw Katrina. She was wearing a light-blue oxford and a navy twill skirt with navy-blue espadrilles. Her hair was completely black and cut into a neat bob, and when you spoke with her she asked you to call her Kate.

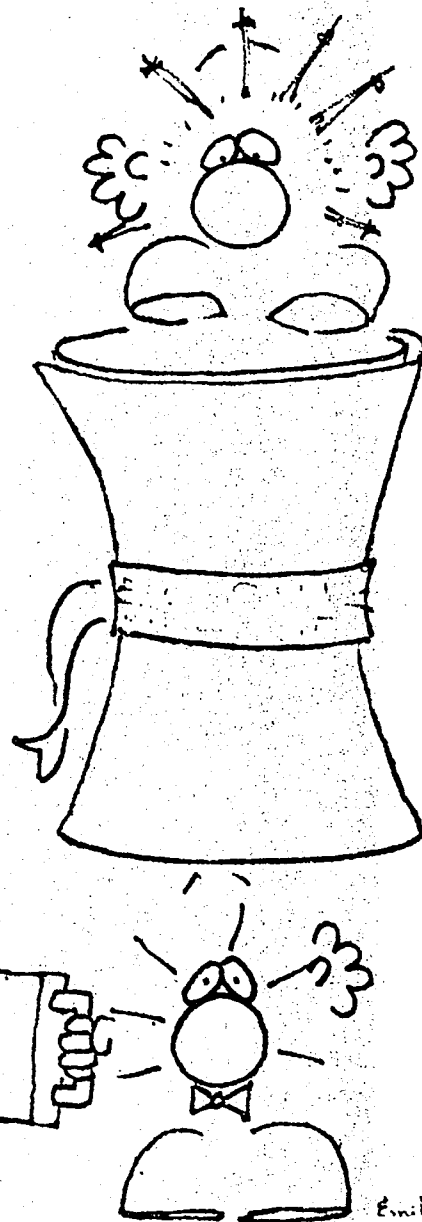
There are valid reasons for these changes.

Tom has majored in Engineering and wants to work for Exxon Corporation. Kate chose to major in Accounting. She plans on working for Coopers & Lybrand or Ernst & Whinney. Competition is keen and conservatism must dominate. Like many others in the senior class, Tom and Kate have succumbed to the relentless demands of the business world.

One more thing; don't be alarmed if you see a senior talking to herself on the way to class. Most likely, she's tackling potential interview questions: "How well do you work under pressure?" "Umm... Pressure situations motivate me to do my best." "What do you know about our company?" "You have a reputation as a reliable consulting firm, with employees working together to please their customers." Or she could merely be practicing tone of voice, heeding the advice of thoughtful professors and career development counselors to speak in "clear and confident tones."

Maybe now you can decide how envious you should be, unless you are waging your own war with seniordom. There are some benefits. Along with the benefits, however, come many frightening prospects. So, while seniors embark on their last year

at Notre Dame and Saint Mary's, they must also prepare to battle the big bad world awaiting them with what's left of their fingernails. •



# THE LAST THING WE WANT IS PITY

by Mike English

## INSIGHTS FROM BLIND STUDENTS

**W**e all know what it is like to go to college: the growing, adjusting, and balancing of the academic and social that one must do. But imagine, if you can, what your college experience would be like if you were blind.

For two sophomores here at Notre Dame there is no imagination needed. Darren Black-Grella and Matt King are both visually impaired, and both must deal with the day-to-day difficulties that are part of leaving home and going to school.

Darren has been blind since the age of seven because of a brain tumor, and while sight is totally gone from one eye, he does have 20/600 vision in the other. Provided that lighting conditions are good, he can see colors and shapes.

"I wouldn't have those on the wall if I couldn't see" he says, pointing to the Christie Brinkley posters in his Dillon dorm room.

Darren doesn't often carry a cane, although he has one. As he has gotten used to the campus, he's found it easy to get around. He even finds time to jog around St. Joe's Lake (where there are "less roots"). Yet there are still some small difficulties.

"The bike riders are a real problem. I've had a lot of close calls and was hit once by a guy going pretty fast." The snow in

winter can also be a pain. "In the winter I can't see the paths, and those diagonal ones that cut across the quad can be difficult. Sometimes I find myself walking in deep snow all of a sudden." As an English major who spends a lot of time in O'Shaughnessy, he's learned to stay away from those classroom doors which swing out into the hallway. "I try to make it a habit to stay in the middle of the hall."

The academic side of things presents no major problems. Darren can't take notes too easily, but "I try to prepare beforehand, so that I can follow what's going on pretty well." People who volunteer to read for him are helpful. Other aids such as tapes, a computer with a voice component, and a Braille typewriter all help him to carry on the life of a student.

As for the conditions for handicapped people in general at Notre Dame, Matt King feels that it's much better here than most places as far as attitude goes.



The social aspect of college hasn't always been easy. "I'm less socially extroverted than I'd like to be -- taking social initiative is a hard thing to do." But he does feel that things are getting better. "I'm finding a niche, a group of friends, which is nice because I don't have to explain all the time now."

Matt King has been blind since birth, and like Darren he also can see to a certain extent, his visual abilities varying with the lighting. "Most people don't realize that eighty percent of all 'blind' people can see," he says.

Matt carries a cane all the time, and he finds it easy to get around campus. "The campus is pretty well organized, and the quads make it simple. I think it's as easy for me to get around as for most people."

A resident of Grace, he has arranged the fourth floor kitchenette into his "office." On his desk are tape recorders, a Braille typewriter, and a magnifying device which illuminates and enlarges (up to sixty times normal size) the print in his text books and displays it on a screen.

As an engineering major he depends largely on his text books when studying for a class, but "I tape lectures when I need to." He also has a second major in music,

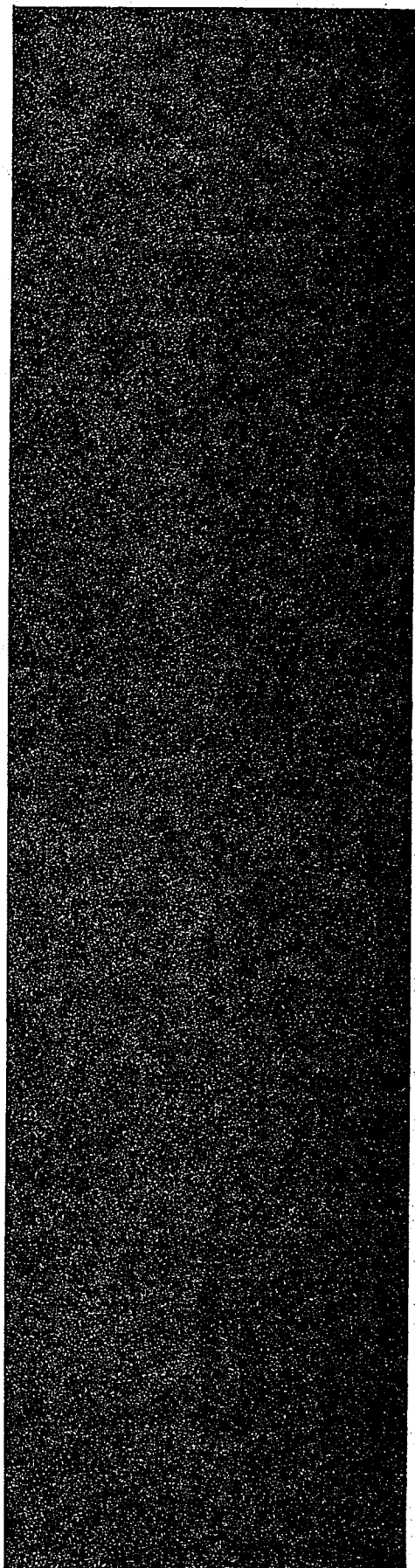
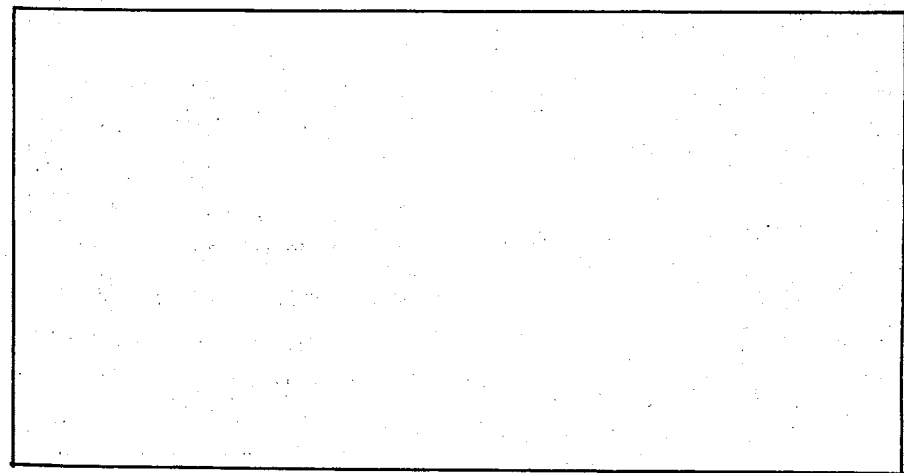
which he feels is a good example of the sensory pleasures open to the blind.

As for the conditions for handicapped people in general at Notre Dame, Matt feels that "it's much better here than most places as far as attitude goes. The students have a strong sense of service." He also feels that "the profs here are great. They trust my honesty when I need extra time for a test."

Most important to Matt is the clearing up of any misconceptions his fellow students and people in general have about blindness. "It's not the tragedy that a sighted person might think it is. The last thing a blind person wants is pity."

Darren also doesn't feel his blindness should be over-emphasized. "I'm unique not just because of my vision impairment, but because of my appearance, of who I am. I'm a questioning person -- that's an important part of me."

So being blind at Notre Dame doesn't seem to slow Darren Black-Grella or Matt King down at all. As Matt says, "all people have their own style for doing things. Ours is just a little different." •



# A TOUCH OF EVIL

## ORSON WELLES AT THE SNITE

by Theodore E. Mandell

Power destroyed by obsession. Society run by dark, sinister characters void of any morality. A touch of evil. Orson Welles presents cinematic brilliance analogous to his 1941 masterpiece, "Citizen Kane," in a cynical tale of the crumbling of a power-hungry mogul: 1958's "A Touch of Evil."

Welles stars as an inflated, visually grotesque Texas police captain, Hank Quinlan, who frames suspected villains in order to ensure their conviction. While investigating a car bombing (which occurs in a stunning three minute sequence in the film), Quinlan meets a honeymooning Mexican undercover agent (Charlton Heston) equally concerned with solving the case in the small border town. Heston then becomes the catalyst in uncovering a world of sleazy characters, materialistic greed, and social decadence. The honesty of Heston and his wife (Janet Leigh) become the targets of Welles' social statement on man's evil nature.

In contrast with Heston's lily white bride, director Welles creates the most disgusting char-

acters who seem to seep with the distaste of old mayonnaise. Nightmarish portrayals include an aged Marlene Dietrich, the cold, expressionless first lady of the brothel which entertains the obese Quinlan. Possibly the most disturbing presentation is that of Dennis Weaver as the convoluted nightwatchman of the lonely hotel where Heston's wife stays alone. In addition, his neurotic state acts as a barometer for the film's theme. Like Weaver's character, this film portrays the insecurity of individuals hiding in isolation with disregard for any social justice. A lack of social morality emanates from the real world outside the film.

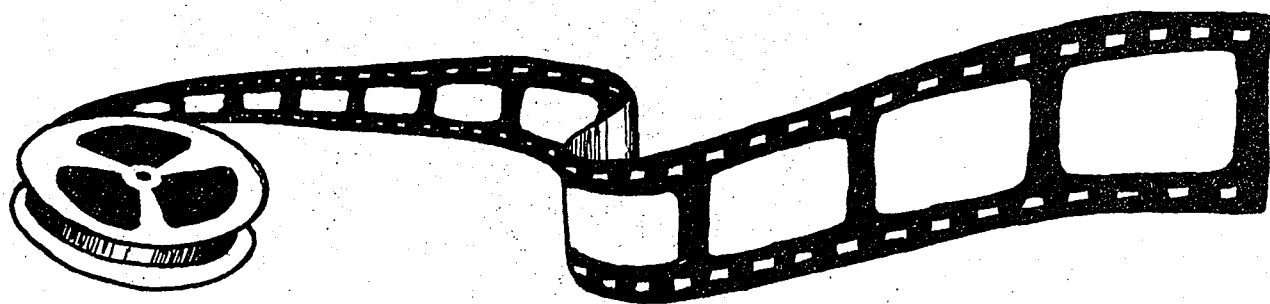
This depressing view rises from post-World War II attitudes expressed in many films of the late forties and fifties. Welles, with his hallmark film inventions in "Citizen Kane," created a visual style which accompanied this social atmosphere and inspired an era of dark film (film "noir"). Among his visual techniques were low camera angles and tracking shots which show the protagonist, surrounded by enormous objects (buildings, statues, etc.), running toward a

backing camera and apparently going nowhere. Themes of hopelessness and despair emerge. "A Touch of Evil" exemplifies Welles' views on man's demise in his quest for power and integrity.

The characters in many films of the time appear as either representative of an immoral society, like Hank Quinlan, who is a man with goals designed for personal gratification at any cost, or a well meaning newcomer like Heston, who unveils Quinlan's deceiving mask of political corruption. This view is epitomized outside the movie world by the aftermath of WW II. War is the height of achieving one's desires no matter what the price...even death.

"A Touch of Evil" exhibits a dark view of our world in which status is a goal achieved only by stepping on the feet of those in one's way. Depressing in one aspect, truthful in another.

"A Touch of Evil" shows Monday, November 4th, at 7:00 p.m. in the Annenberg Auditorium of the Snite Museum. Running time: 108 minutes. Admission: \$3.00. •



# Falling On Deaf Ears

## THE PLIGHT OF WVFI

by Rachel Nigro

Everyone here on campus has most likely heard of WVFI, Notre Dame's and St. Mary's student-run radio station. The question is, have you ever actually heard WVFI? Ever actually listened to a program over the radio?

It is not surprising if your answer is no.

WVFI has been the victim of years of apathy and neglect on the part of both the students and the administration. However, the current staff is fighting back and attempting to show students exactly how serious it is about its radio station.

Many dorms simply cannot pick up the station because of the disrepair of the carrier-current lines from WVFI to the campus dorms. The number of dorms that do get WVFI can vary from year to year, and season to season, as weather and age affects the strength of the carrier system. Here we have a student-run

radio station, catering to the students' musical interests, yet the students are unable to listen to it on their radios.

Finally, steps have been taken to correct this problem. Workmen have inspected the neglected lines. If the lines are fixed, according to remote operations director John Tallarida, everyone at both Notre Dame and St. Mary's will be able to listen to WVFI.

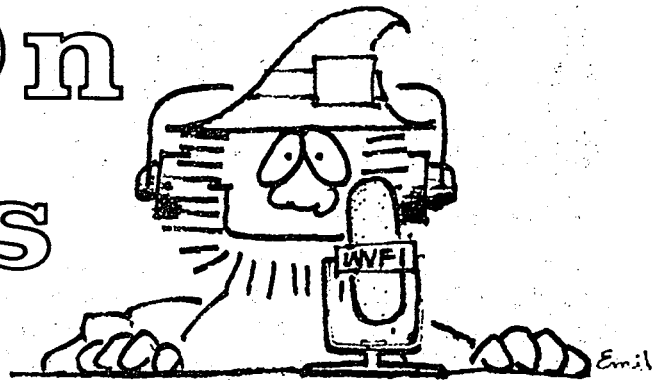
The major consideration, as always, is money. Quite a bit is needed to fix the lines. The administration has never helped the station because, quite truthfully, no one has ever asked them. The staff at WVFI has never seemed wholly interested in upgrading the station.

The current staff, however, is very interested in promoting WVFI. Yet, without the needed radio exposure, not enough people are aware that WVFI wants to be taken seriously. Many people

at WVFI find it frustrating when their promotional efforts reach so few ears. According to Tallarida, "There is a lot of motivation (on the staff), but it is hard to keep everyone feeling up."

Tallarida further explained that hopefully the administration will see that the staff at WVFI is serious about a better radio station and will be more confident in helping them.

Student support is essential. WVFI caters to students, and those who have listened to the station know that its format is new, progressive music -- a refreshing and entirely welcome change from stagnant South Bend radio stations. Isn't this what we have all been looking for? A radio station that does not consistently play WHAM? A station that doesn't still insist on playing "Flashdance"? WVFI is it, but only if we can hear it. ●





EIGHT HUNDRED YEARS LATER THE ISLAND IS STILL DIVIDED

# THE IRON CURTAIN OF IRELAND

*by Liam Brennan*



As early as the twelfth century, Ireland was dominated by England. The English realized the danger of Ireland being used as a base for attack by an enemy, and, acting on this fear, they invaded Ireland. The history of the English in Ireland is a long and detailed one. Today, the situation in Northern Ireland is one of the most misunderstood problems on the island.

The Irish did not take kindly to foreign suppression, and there were many attempted revolutions. The English tried and failed to Anglicize the people of Ireland. Their hold on the Irish remained a purely military one. When

Henry VIII turned away from the Roman Catholic Church, he and successive monarchs passed rules forbidding Catholicism and curtailing the rights of Catholics. Despite all the laws and harassment, the Irish remained largely Roman Catholic, and to this day Catholicism remains a predominant aspect of their culture.

In 1800, England passed a bill called the "Act of Union". This bill dissolved the Irish Parliament in Ireland by incorporating it into the English Parliament in England. Thus, Ireland became wholly a part of the United Kingdom. Irish politicians had very little say in the English Parliament

because they were a small minority there. The enmity between the English and Irish continued to grow. In 1867, twenty years following the deaths of over a million people in a famine which need not have been so disastrous had the English intervened, there was another uprising. It was organized by the Irish Republican Brotherhood, and it caused so much concern in England that the first Home Rule Bills were debated.

The Home Rule movement did not, in actuality, seek independence for Ireland, but only control over her internal affairs of state. The repeal of the

"Act of Union" meant a certain type of liberation for the Catholics. To the Protestants it presented certain problems. In an independent Ireland they would be a minority, and that was feared just as much as were the economic repercussions of an independent Ireland. The Protestants, who owned all the industries concentrated in the North, feared that they might be separated from the lucrative British markets.

After the failure of several Home Rule Bills in the English Parliament, in 1911 the way was paved for the Liberal government in England to pass and implement a Home Rule Bill. Home Rule for Ireland was to come into being in 1914. The bill was postponed with the advent of World War One, but even if Home Rule had been implemented in 1914 there would probably have been violence. The Protestants in Ulster (one of the four Irish Provinces) in the North had by this time organized themselves into a unified force called the Ulster Volunteer Force. They prepared to arm themselves and defend Ulster, in which they were a majority. Adding to the problems of a peaceful settlement was the Sinn Fein movement. Sinn Fein advocated total separation from

the United Kingdom and would not be satisfied with Home Rule alone.

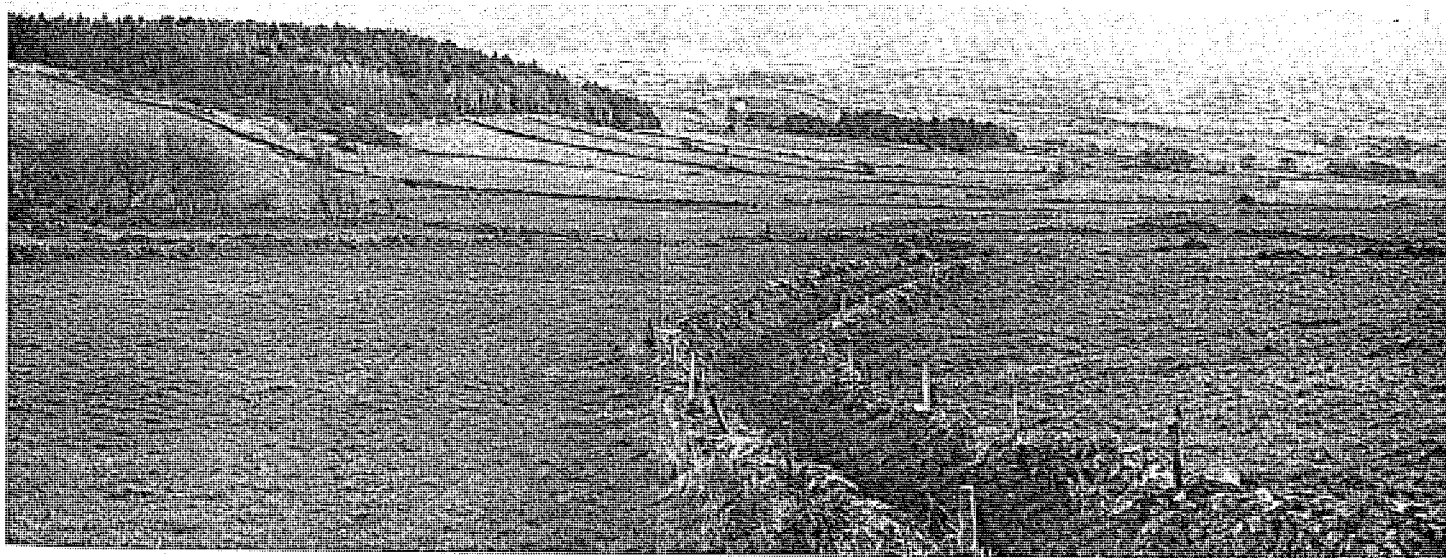
On Easter Monday, 1916, there was an uprising in Dublin. This revolt took the English by surprise. The rebels captured several key buildings in Dublin and proclaimed a new Republic. This valiant effort was rather futile, as the rebels were highly outnumbered and Dublin was soon under the control of the English again. It did, however, remind the English of the importance of implementing Home Rule.

Northern Ireland has been politically and economically dominated by the Protestants since its creation.

In 1918, elections were held throughout Ireland. The Sinn Fein Party won seventy-three parliamentary seats, another Irish Party won six seats, and the Unionist Party (referring to its desire to remain in the United Kingdom) won twenty-six seats. Twenty-three of the twenty-six Unionist seats were won in the Ulster Province. These Unionists took their seats in the parliament in England. The Sinn Fein party set up its own government in Dublin.

It was at this point in Irish history that a "two parliament Ireland" was considered. The English Prime Minister, Lloyd George, suggested that, in order to alleviate differences between the two sides (Nationalist and Unionist), two parliaments be set up, later to become one. While the English continued to debate Home Rule and the form it would take in Ireland, the Sinn Fein movement became more militant, rising up against British troops in Ireland. The English responded forcibly and guerrilla warfare broke out throughout Ireland.

In December 1921, a treaty was signed which set up the twenty-six counties in the south as an "Irish Free State". The Unionists were given the choice of joining their six counties with





While the English continued to debate Home Rule and the form it would take in Ireland, the Sinn Fein movement became more militant, rising up against British troops in Ireland.

the Irish Free State, or of remaining in the United Kingdom until a later date. The Unionists chose the latter alternative and a "Council of Ireland" was established in order to bring about the union of the two parliaments in Ireland. Many Republicans could not accept a partitioned island. Civil war broke out in the Free State, ending in a victory for the pro-treaty side. At first, the newly-created Catholic minority in the North was not overly concerned with partition. It was presumed that the division was only temporary, and that in the near future the island would be reunified under the Irish flag. Today, these Nationalists are still waiting.

The Unionists had, and have, much to lose by severing their link with Britain and joining the Republic of Ireland (the "Free State" was proclaimed a Republic under a new constitution in 1937 which claims dominance over the entire island). First and foremost, they would lose the majority status they enjoy in the North. Many Protestants fear that their children would be "Romanized" in the highly Catholic Republic. The Unionists also fear a lower standard of living if forced to join the Republic of Ireland. An almost equally important factor to understand in the North Ireland situation is the "Britishness" of the Protestants. Many of these people consider themselves British, not Irish. To them the North of Ireland is a British domicile, and many of them intensely dislike the idea of suddenly becoming Irish citizens.

Northern Ireland has been politically and economically dominated by the Protestants since its creation. As the majority, the Protestants controlled the Northern Parliament and implemented policies suited to improving their welfare. This domination has had severe consequences for the Nationalist and predominantly

Catholic minority. The police, the majority of whom are Protestant Unionists, have powers of internment which allow them to detain and search suspects without a search warrant. Secondly, as local governments are controlled in many cases by Unionists, Unionist public housing and the distribution of welfare for Protestants is better than for Catholics. Finally, since most industries are owned by Protestants, unemployment rates are significantly higher among Catholics than Protestants.

The violence in Northern Ireland does not stem from religious differences. Rather, it is the fact that Catholics tend to be anti-British and anti-Union and that Protestants tend to be pro-Union and pro-British which causes the problems between the two religions. While the fighting in the North is often viewed as "Protestants vs. Catholics," it is more correct to say it is "Nationalists vs. Unionists." Even this, however, is not quite correct.

The violence in Northern Ireland is not the result of actions taken by the majority of the people, but by the extremes on both sides of the political spectrum. The Irish Republican Army (IRA) represents the Nationalist extreme, and the Ulster Volunteer Force (UVF) represents the Unionist extreme. These organizations draw their support from people in their respective communities who are fearful and unsure of their political future and look to these organizations for decisive action. The fact that Northern Ireland no longer has a parliament, but is ruled directly from London merely adds to the uncertainty and instability.

Hope for any future solution lies somewhere between the Nationalist and the Unionist extremes. At present there is a large amount of support for the Social Democrat Labor Party. The SDLP, formed in August of 1970, appeals to both Protestant



and Catholic working class individuals. It espouses a doctrine of equality and unity for Catholics and Protestants in a united Ireland.

Before anything can be done, however, it is necessary to improve conditions within Northern Ireland. Otherwise, hostilities could well worsen after unification. One way to accomplish this goal is to use the media, the political parties, the churches, and every other possible medium help Protestants and Catholics feel they can trust each other. As long as militant organizations and discriminatory political parties have a place in Northern Ireland, there will be intimidation and violence. The southern Irish government has an important role to play as well. It is important that the Unionist movement be assured it will not be forced to give up its identity in a new unified republic. This would include

a change in the educational system as well as amendments to some of the articles in the Irish constitution. The return of self-rule might be an intermediate, though somewhat incomplete, step in paving the way for eventual unification.

Even if this milestone can be achieved, there are additional considerations. The disbanding of the IRA and UVF could prove to be a major obstacle to a truly peaceful settlement. Another problem lurking beneath the surface is the reconciliation of the IRA with the government in the South. Presently, the IRA does not support this government. For now, though, the most important goal is to get both sides to realize that violence will never be the solution to the troubles in Northern Ireland. •



## A defense against cancer can be cooked up in your kitchen.

There is evidence that diet and cancer are related. Some foods may promote cancer, while others may protect you from it.

Foods related to lowering the risk of cancer of the larynx and esophagus all have high amounts of carotene, a form of Vitamin A which is in cantaloupes, peaches, broccoli, spinach, all dark green leafy vegetables, sweet potatoes, carrots, pumpkin, winter squash, and tomatoes, citrus fruits and brussels sprouts.

Foods that may help reduce the risk of gastrointestinal and respiratory tract cancer are cabbage, broccoli, brussels sprouts, kohlrabi, cauliflower.

Fruits, vegetables and whole-grain cereals such as oatmeal, bran and wheat may help lower the risk of colorectal cancer.

Foods high in fats, salt- or nitrite-cured foods such as ham, and fish and types of sausages smoked by traditional methods should be eaten in moderation.

Be moderate in consumption of alcohol also.

A good rule of thumb is cut down on fat and don't be fat. Weight reduction may lower cancer risk. Our 12-year study of nearly a million Americans uncovered high cancer risks particularly among people 40% or more overweight.

Now, more than ever, we know you can cook up your own defense against cancer.

No one faces cancer alone.

AMERICAN CANCER SOCIETY



# BREAKING OUT

by Bill P. Webber

## THE NECESSITY OF OCTOBER BREAK

Princeton has one. Harvard does not. Notre Dame does. Georgetown does not. October Break. While most college students must wait until Thanksgiving for a brief respite from classes, papers and projects, here at Notre Dame we look forward to an earlier break in late October. Ten days to relax, regroup and prepare for the second half of the semester. It might be asked after only two months at school, why do we need a week-long break? The answers are varied.

For a freshman Fall break means going home. After eight weeks of Emil, a new roommate, a losing football team and dorm food, it is nice to know you can still go home again. Mom loves you. Dad loves you. The dog

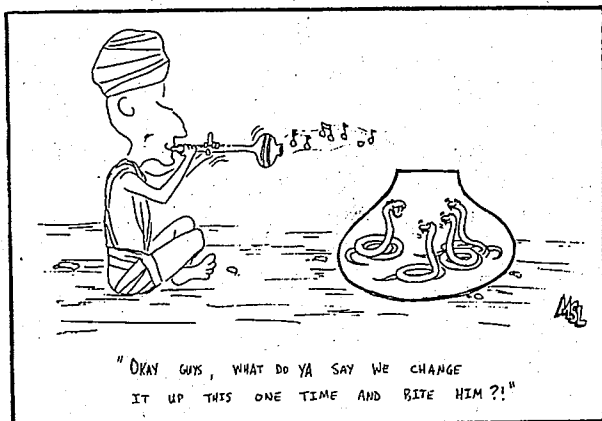
loves you. You know you have changed, but Mom is slow to catch on. Nonetheless, the week ends and once again you hide the tears and reluctantly make the journey back to South Bend.

For some the call of the open road is too enticing to resist. Some brave pioneers explore the mythical regions beyond Chicago. They seek to conquer the heights of the Rocky Mountains, tame the rapids of the Snake River and chart virgin territory in the far west. Some seek the vitality of the East Coast. Boston, New York and Philadelphia beckon. Museums, theatre, shopping, bars, real radio stations and bars all lure the deprived Domer.

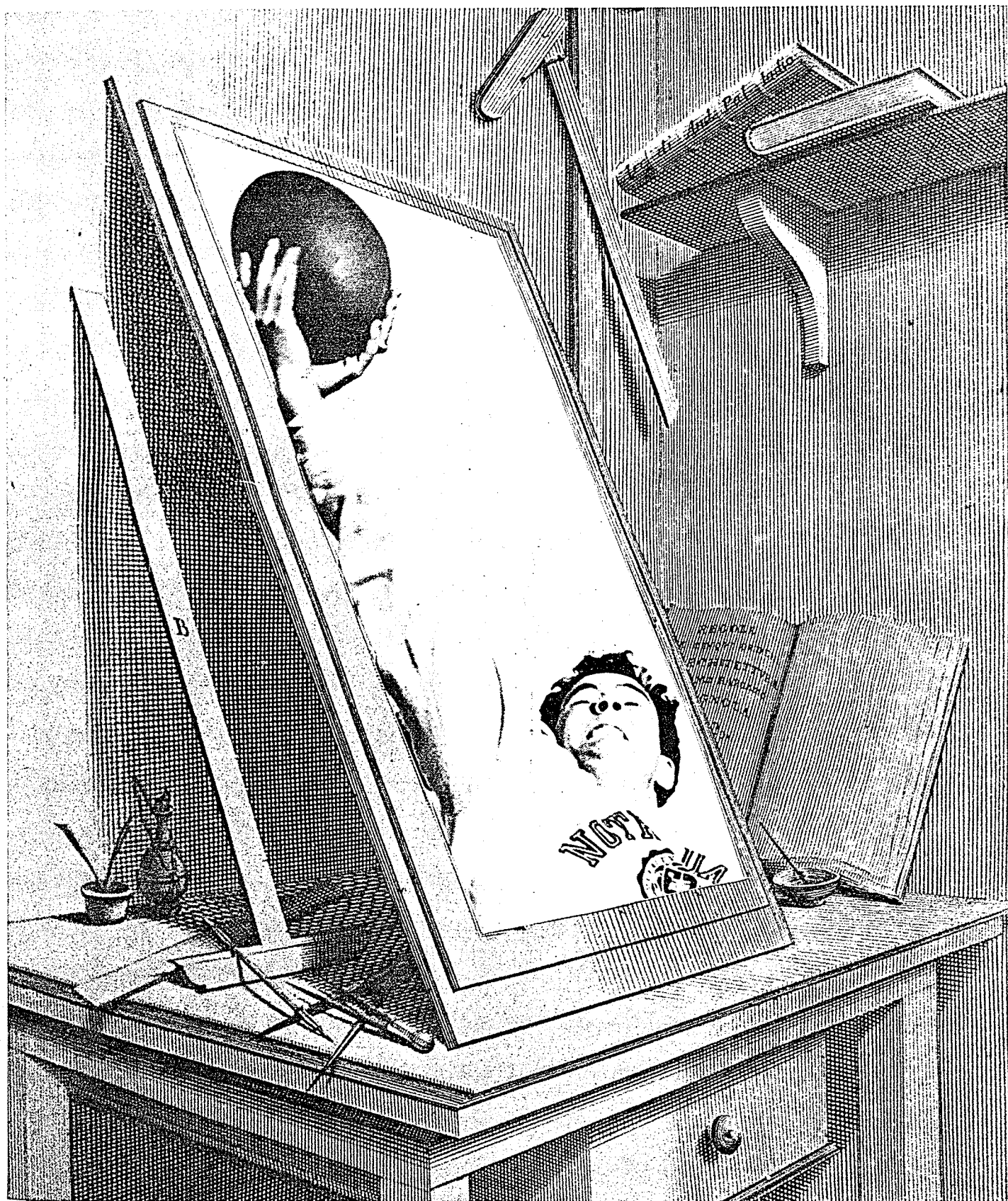
Even more ways abound to spend Fall break. For many, mid-term pink slips inspire a

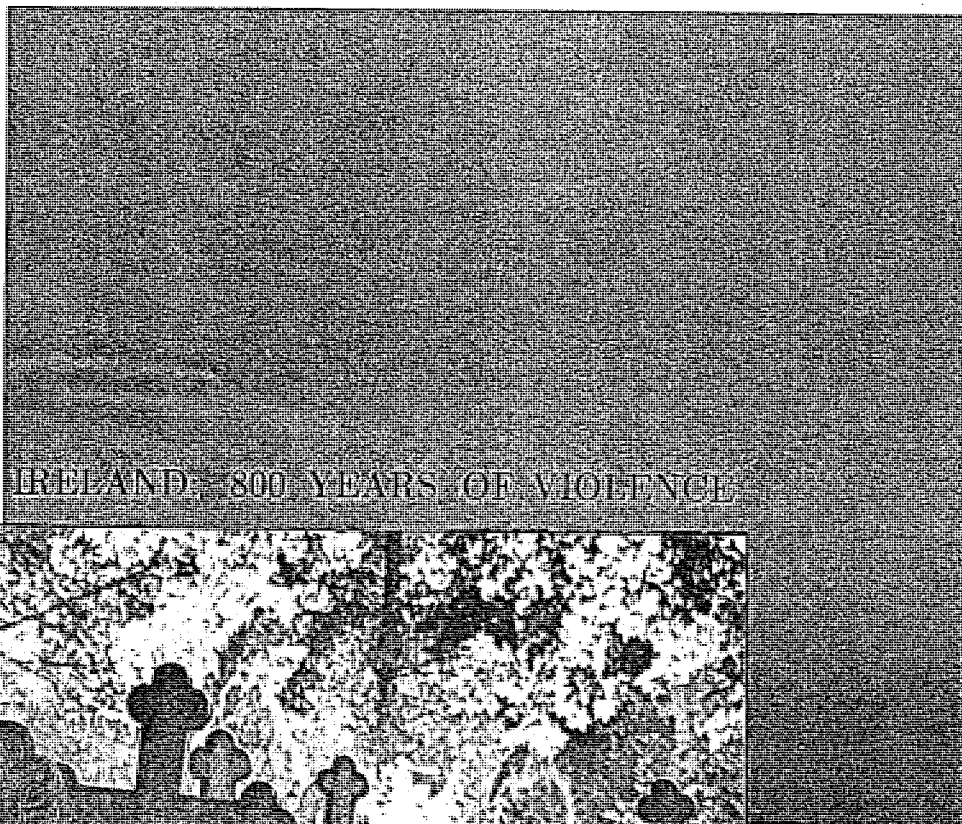
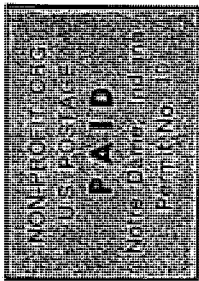
week of frenzied catching up and studying. Job interviews and visits to graduate schools fill the week for industrious seniors.

Most importantly, October break can offer a rare opportunity for a college student to step back for a moment, a week, to evaluate what has passed and consider what the future holds. A week away and the student receives a brief reminder that the world is larger than himself. The world is more than twenty-year-olds, more than the alcohol policy and more than the paper due on Friday. October break reminds one of babies and grandparents; gas station attendants and nine-to-five. Winters and ethanol aside, break can offer the insight that as students at Notre Dame we are sheltered from life's essential struggles. •



# NEXT ISSUE: INSIDE THE ND \$PORTS EMPIRE





IRELAND: 800 YEARS OF VIOLENCE

