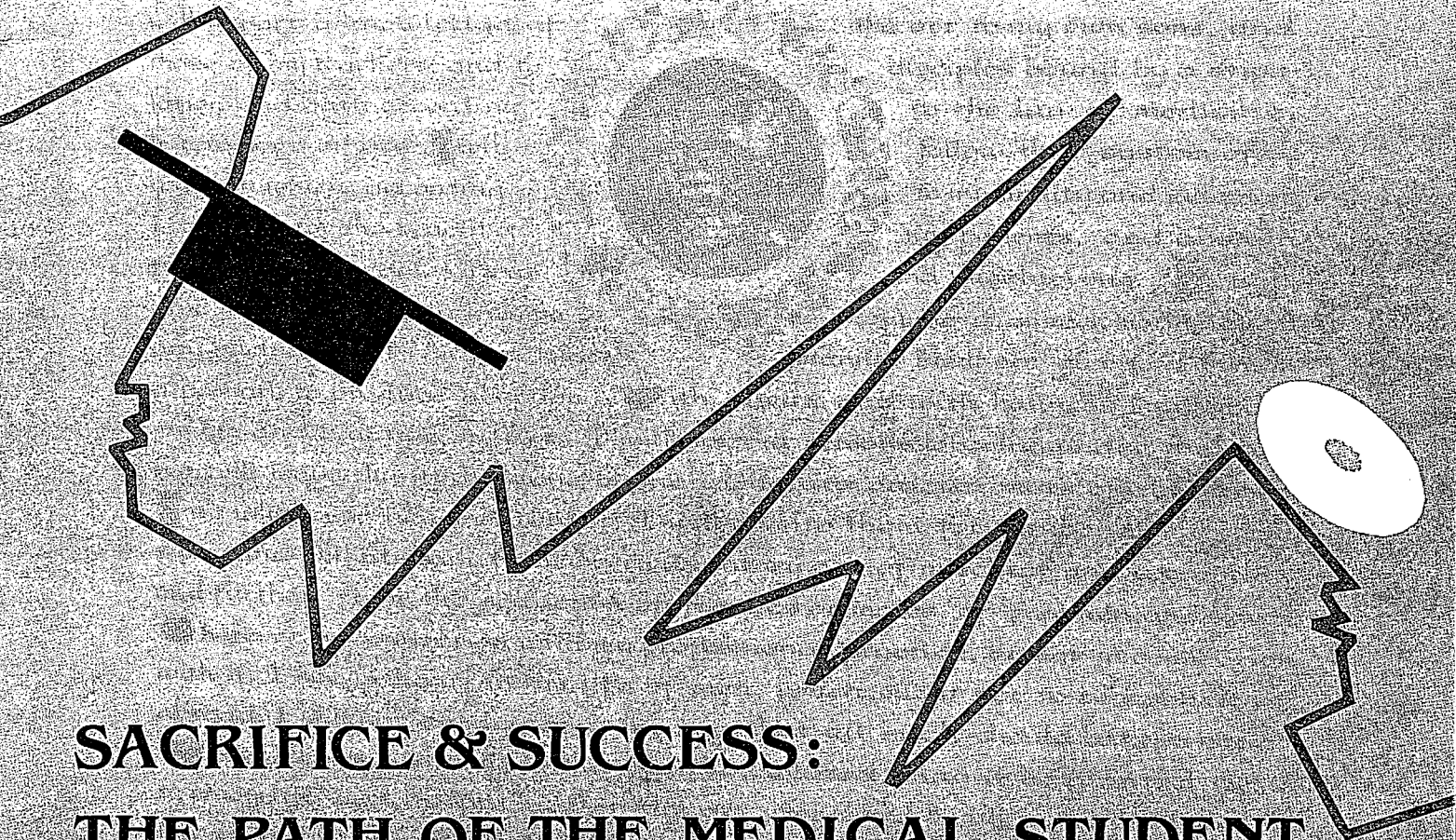


SCHOLASTIC

Notre Dame

February 5, 1986



SACRIFICE & SUCCESS:
THE PATH OF THE MEDICAL STUDENT

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irst, the good news: Notre Dame remains a highly competitive and desirable place to transfer. This past fall, admissions accepted 264 students from an applicant pool of 678.

Now, the bad news: Once accepted, transfers pay the price of having to live off-campus, a choice only 17 percent of undergraduates make voluntarily.

More good news: The average length of time a transfer must wait for on-campus housing is just one semester.

The bad news: The wait can be much longer as transfers are forced to sign leases which they cannot break (without penalty) when a room on campus finally opens up for them.

The good news: Only fourteen men are waiting for housing at this time. All fourteen have been contacted by housing at least once. Most are waiting to get out of leases; some have declined on campus offers.

The bad news: Fifty women remain on the waiting list. All these women have yet to receive notification of on campus housing.

Transfer housing is a problem readily acknowledged by the office of student residences and students alike. When students apply to transfer to Notre Dame, they know they are not guaranteed on campus housing. Unfortunately, the experience of living off-campus can be especially frustrating for these students who often have worked extremely hard to be admitted to this school. It is especially difficult to meet people. Off-campus living has its advantages but dorm activities provide the best opportunity to make friends.

Women transfers have a particularly difficult time because fewer women move between dorms and off-campus. Ironically, many women do not move off-campus for safety concerns, yet this forces more transfer women to remain without housing. Women off-campus without a car are in an especially precarious situation.

Student government has tried to ease the transition by sponsoring some social gatherings, but more than this is needed. The prospect of living off-campus should not be a daunting experience. If University money was targeted to create more attractive and safe student housing, more juniors and seniors would move off--benefitting themselves and creating more room on campus.

Making Notre Dame a better place for transfer students requires that transfer housing become a higher priority than it now is. When freshmen arrive at Notre Dame, they are given a warm welcome, participate in a long-planned orientation and are coddled by the Freshman Year of Studies. Transfers may arrive a year or two later, but this is no reason for them to be left out in the cold, literally.

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

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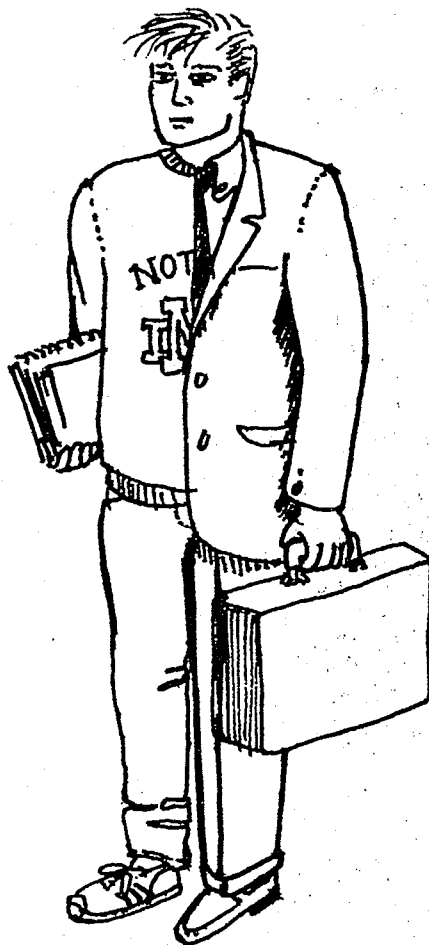
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Try It- You'll Like It

INTERNS GET A TANTALIZING TASTE OF "THE REAL WORLD"



by Jennifer Romeo

Susan recently graduated from college with an English degree. She enjoyed writing and assumed that a career working for a city newspaper would be ideal for her, even though she was unsure about exactly what the position entailed. A few months into her job, she was miserable. She found that the newspaper world's strict deadlines, high pressure, and fast pace were not what she wanted. Could this situation have been avoided?

Although Susan's is a hypothetical account, this dilemma is common to college graduates. Upon entering the "real world" many find the career they have chosen is not what they expected it to be. One step towards resolving this problem is an internship. Notre Dame sponsors a number of programs in which a student takes an apprentice position in the career in which he is interested. The student works among and is guided

by professionals and is able to see what really goes on behind the scenes. In this way, one can make a better decision about what career path to follow.

Internships are beneficial for other reasons as well. Working with an establishment while still in school can mean a job with that same company in the future. Having actual work experience can help the student get the job he wants because he has worked in a professional atmosphere and has a better understanding of what will be expected of him.

Internships can be divided into two categories: "in-school" and summer internships. "In-school" programs enable a student to participate in a semester-long internship in addition to taking regular courses. Although he is not given a salary, he does receive three credits. Summer internships are programs in which a student is hired temporarily by a company and paid. He performs similar duties to those of full-time employees while learning about the firm and the "tricks of the trade." Most students intern as juniors or seniors.

"In-school" programs are offered primarily by departments in the College of Arts and Letters. The American Studies major has internships in public relations, publishing, community service, historical research, news, and broadcasting. Most of these internships have an academic prerequisite. American Studies Chairman Donald P. Costello stated, "The intern candidate must fill out an application for the SCHOLASTIC

particular internship and then submit it to the department. If the student qualifies, we discuss job possibilities and provide him with a list of suitable places of employment. From this point on, it is up to the student to make the initial contact with the prospective 'employer' and set up an interview."

Once accepted into a program, the student must allot time in his class schedule to allow from nine to twelve hours a week for the job. In addition to the hours of work, the student is expected to turn in a midterm and final paper describing the duties and results of the internship. Students are graded either "S" (satisfactory) or "U" (unsatisfactory). At the end of the semester, Costello calls the "employer" for an evaluation of the student's performance.

This past semester senior John Hines worked at *Notre Dame Magazine*. His daily responsibilities in this publishing internship included covering campus news events, rewriting press releases, and researching facts in manuscripts. John was expected to contribute articles of his own to the magazine. "The really nice thing about this internship was that I was treated like an equal and given a lot of freedom and responsibilities," he said. Another benefit he cited was attending the editorial staff meetings which were moved to the afternoons to accommodate him. "I got a feel for the decision-making process and the work that goes into putting a magazine together."

Learning the system of a particular agency involves making some mistakes. "One problem that I was faced with was learning to use a word processor. The first time I tried it I lost all of my material and had to rewrite my whole article! After I mastered it, things went smoothly," recalled John.

"I was exposed to 'Corporate Culture.' I learned how to dress, walk, talk and act like a banker."

Because of the first-hand experience he receives, the student who has had an internship may be hired over someone who has not. Having an internship on one's resume definitely has its advantages. "*Notre Dame Magazine* has a very good reputation among publications. People in journalism are familiar with it, which is a plus when applying for a job at another magazine or in a related field," explained John.

Besides gaining insight into the workings of a magazine, John's internship experience enabled him to find out where his interests lie and what aspects of writing he enjoys the most. "In the course of writing stories and conducting interviews, I spoke to many of the most interesting people at Notre Dame. Not necessarily your Hesburghs, but others who are real characters and special contributors to the school and the community."

As a public relations intern for the Sports Information Department, senior Greta Roemer saw another side of Notre Dame. "You get a whole different view of what is involved in college sports by helping with the publicity for the athletic department." In addition to spending many hours at various games, Greta worked on programs, guides, player biographics, season outlooks, statistics, rosters, press releases and summaries. "A lot of time and commitment is involved in the public relations field. This internship was a good way to be on the inside, to see what the job entailed and find out if my talents are in this area," she said. "It is a really exciting job in which you are given more responsibility as you go along."

As in any job, added responsibility means challenge. By becoming more involved in the organization and accepting more duties, an intern will not only learn more about the occupation, but will also discover his own strengths and weaknesses. Senior Beth Rooney, who participated in a community service internship with the American Red Cross, described her work as being "a little taste of a lot of things" including public relations, marketing, writing, research and fieldwork. "As my role increased, I had greater chances to apply myself, test my abilities and realize my potential," she observed. Doing a good job at an internship can boost the

"One of my most valuable experiences in the engineering internship was getting out in the real world."

intern's confidence about the future. "Just getting out into the world and getting a position, knowing that what I learned is applicable, having work published, being able to make important decisions and gaining the respect of my coworkers have all been really good for my self-esteem," said Beth

Students, however, are not the only ones to gain from the internship experience. From an "employer's" point of view, interns can benefit the company in a number of ways. Melany Brewer, Beth's supervisor at the American Red Cross, recently said, "Beth is a great deal of help. She brings with her a variety of skills, good writing abilities, new viewpoints and fresh ideas. Her enthusiasm has a great effect, too." She continued, "Internships, in general, will always be good learning experiences. As long as the intern wants to contribute and is willing to work hard, the organization can't lose. It can be a positive experience on both sides."

Besides American Studies, other departments such as Sociology and Communications offer in-school internships for credit. The Urban Studies internship for the sociology major requires six hours per week of work with a community agency located in the South Bend area. The Department of Communications and Theatre sponsors broadcasting internships for work at WNDU and for Channel 34. The Channel 34 assignment involves the actual crewing and producing of a live television show dealing with public affairs.

Students whose major program of studies does not include internships, need not feel at a disadvantage. Through summer programs, they too can gain working experience in numerous areas of interest. Finding an internship is similar to the process of hunting for a full-time job. With planning, initiative and creativity, the student should show that what he has to offer and wants to learn is compatible with what the company has and needs.

The possibilities of summer internships are almost endless, but where should a student look? The Career and Placement Center, located in the basement of the library, is one of the best resources. Career and Placement's Nancy Graham said, "The center provides information such as company addresses, contact names and available positions." The career library contains files, indexes and books which group the programs by occupation and geographic region. In addition, notices of companies looking for interns are posted on the walls and around campus. Graham goes on to explain that "the center furnishes dates, times and applications essential for on-campus interviews. Many times, companies coming to recruit seniors will leave several time slots open to interview juniors looking for summer work." Other sources for internship information include alumni clubs, academic clubs, deans, professors, advisors and word-of-mouth. In selecting an internship, a student should take into consideration its structure, location, duration, and

salary as well as his own interest in the field and his ability. "One of the most important things in the application process is to start early," stressed Graham. By October, juniors should have completed their profiles and begun to mail in resumes with cover letters. "We supply packets of samples to help them get started, and we are more than happy to look over their resumes with them," said Graham.

After filling out a lengthy application, Senior Mike Carroll, an economics major, was selected as an intern to work for Senator Al Simpson of Wyoming, in Washington, DC. According to Mike, "It was a good way to see the area so I'll know if I want to live there in the future." He added, "For someone serious about working on the Hill, it was a great way to get to know people who hire and to make other contacts."

In the case of businesses, having an internship can be an important way to get "your foot in the door". Dave Graham, a senior who worked last summer with a Management Informations Group Division, sees internships as "a two-pronged process in which potential employers are giving you a look at their company while they're getting a look at you without giving you a permanent position." Overall, Dave was happy with the internship because of the job-related experience it provided. "Although I don't plan on going into computer programming, I learned a lot about the field by working with experts, observing, and asking questions," he said.

Mike Milani, a senior accounting major, interned last summer with the New York Chase Manhattan Bank. Like Dave, he benefitted from the experience of an internship but does not plan on going into the same type of work after graduation. "The most important aspect of my internship was that I was exposed to 'Corporate Culture.' I learned how to dress, walk, talk and act like a banker." In addition, Mike learned how to conduct himself in business situations. "It was like being immersed in an atmosphere that was totally different from school's. There was no such thing as a flexible deadline -- work had to be finished when they said it had to be done and it had to be perfect! Getting to work early and staying beyond 5:00 was expected."

Through their internships students are given the opportunity to combine and direct their accumulated knowledge from classes to a practical goal in the working world. According to Liz Huber, a senior engineering major who interned with IBM, "One of my most valuable experiences in the engineering internship was getting out in the real world. Classes and the problems in the book idealize a lot of things. There is not always a set answer in the real world -- not everything works out as planned. Sometimes, you just have to improvise."

As these students prove, internships are a valuable learning experience. By exposing students to a real work atmosphere, confidence and knowledge are gained.

"There is not always a set answer in the real world -- not everything works out as planned. Sometimes, you just have to improvise."

Compiled by Paul Aiello

SKI FOR A DEGREE

For every "A" received at Western State College in Colorado, a student will receive a free lift ticket to nearby ski areas. In its effort to stop people from calling Western State a school for ski bums, the administration has implemented a Skiing Scholar program which, in addition to rewarding students with free passes, gives a 20 percent discount on season passes to students in the top 20 percent of the class. Although the emphasis is on academics, there still seems to be a lot of merit to the ski team t-shirts which boast "Ski Western State, get a degree in your spare time."

This past year, Georgetown University received a whopping 10,000 requests for transfer applications. Students from Boston College and Villanova have asked for more transfer applications to Georgetown than any other colleges. Only 22 percent of all the transfer applicants who eventually do apply are admitted.

At Penn State University this year, a number of counter-culture psychedelic neo-sixties punks have formed their own band called the "Electric Ferrets." The most unusual thing about the band is that none of the members actually know how to play a musical instrument. The group usually "takes a stoning" before playing, smoking massive doses of marijuana, because they feel that the drug frees their senses and, as a result, their music comes from inside of them. Some of the "instruments" the group features are pots and pans, cardboard boxes and an unusual lead instrument, a smoke alarm.

Raiders at Notre Dame usually mean a police visit to Bridget's or the Commons, but at Indiana University, campus police raided an IU dorm and confiscated an X-rated film. Many campuses have issued bans or black-outs of porn films which has raised the question of censorship and first amendment violations.

Thinking about getting that last hour of studying in before the exam? Studies compiled by Texas Christian University professor Patty Randolph suggest that you would do just as well to spend that last hour jogging, swimming or involved in some sort of physical activity to give your brain an extra oxygen boost before the test. She also recommends drinking fruit juice during the exam to maintain the brain's glucose level. "It can mean the difference between a 'B' and an 'A' or a 'C' and a 'B'."

AMERICAN MEDICAL EDUCATION: art and science in transition

by John Huebl

'Medicine is a great career and like most great things, it does not come easily.'

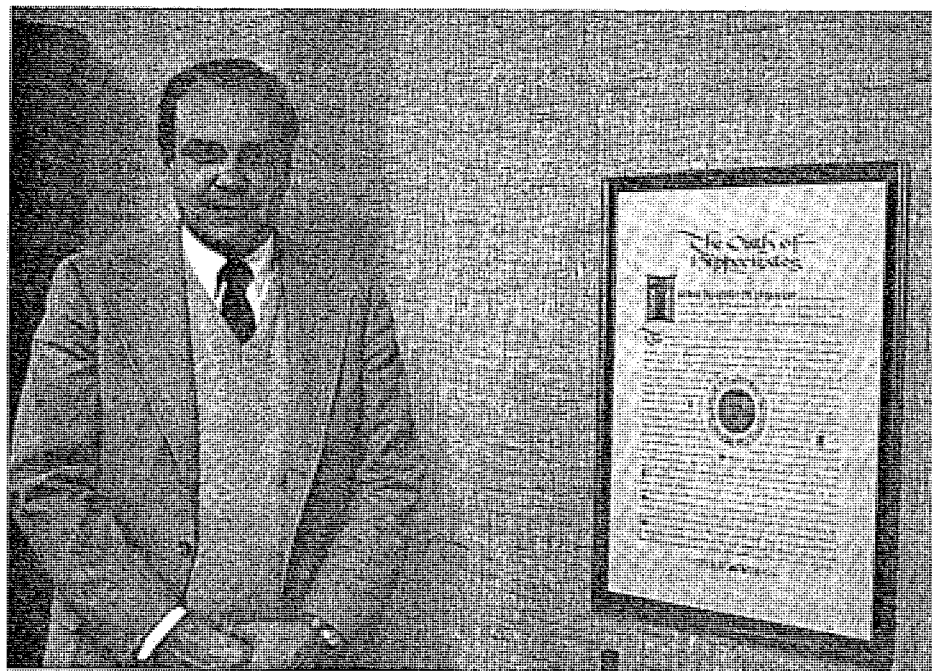
The twentieth century has brought extensive advances in medicine. Many fatal and crippling diseases have been eliminated by vaccines; major organs can be replaced by artificial organs or transplants; severed limbs can be surgically reconnected; and conception can take place outside the womb. Such stunning achievements, however beneficial for mankind, have created problems for the medical profession. Modern medicine demands physicians be more technically competent and ethically sophisticated than ever before. The formidable task of producing physicians with the outstanding personal and professional qualities necessary to keep

pace with modern medicine has placed great pressures on both the nation's medical educators and society as a whole.

Preparation for a career as a medical doctor begins long before a student enters medical school. Admissions requirements are tough and the student must prove himself during his undergraduate education. For the class entering medical school in fall of 1984 the average GPA was 3.51, with 42 percent of the students having achieved a GPA of 3.6 or higher. Such high grades and scientific background are an indication that as a group, these students are highly motivated individuals who committed themselves to medical careers either before entering or during the first two years of college. The average student accepted to medical school, in addition to having earned high grades and having completed a rigorous science curriculum, also scored well on the Medical College Admission Test (MCAT), a comprehensive exam required by most medical schools which tests students in four areas: knowledge of science (biology, chemistry, and physics), science problems, reading, and quantitative skills analysis.

Thus, by the time a student begins his first year of medical school he has already demonstrated his ability to do well in an academically competitive environment and to comprehend, assimilate, and retain scientific knowledge. For years, however, debate has raged about whether this kind of undergraduate preparation is appropriate for either medical school or the actual practice of medicine in the years following post-graduate training.

One major concern is that pre-medical students are educated too narrowly -- that their minimal exposure to classes outside the scientific disciplines inhibits development of the interpersonal and analytical skills necessary to be a good physician. In a concentrated effort to acquire the kind of knowledge and academic record which will most likely gain the student admission to medical school, the pre-med might deprive himself of the full range of opportunities that an undergraduate education has to offer. In a document prepared for the Association of American Medical Colleges (AAMC), officials of Johns Hopkins Medical School captured the way pre-med students have come to look at college: "For them, col-



Dr. Thomas Troeger Director, IUSB Medical Program

lege is not a place to sharpen critical skills, investigate opinions, and experience intellectual stimulation and growth. It is a mine field to keep them from achieving their goal of entering medical school."

The AAMC panel suggests that pre-med students should spend less time on science courses in college, and stresses the importance of a well-rounded education in the liberal arts. "To appreciate the many dimensions of human experience requires informed reflection upon the literature, the philosophy, and the arts that are included in the cultural heritage of all people in our society," the panel said. The panel noted that the current medical admissions process does little to encourage students to risk taking poetry

rather than biochemistry in college. In fact 90 percent of the students accepted to the freshman class of 1984-85 majored in science as undergraduates.

Last year Johns Hopkins Medical School dropped the MCAT as a requirement for admission, in an effort to stress the importance of a liberal education in preparation for medicine. The primary advantage in dropping the MCAT as an entrance requirement is that talented students who have excelled in the basic sciences will not feel pressured into taking additional science courses in order to ensure a high score on a standardized, scientific test. Medical schools generally require one full year of each of the following: general and organic chemistry, biology, and

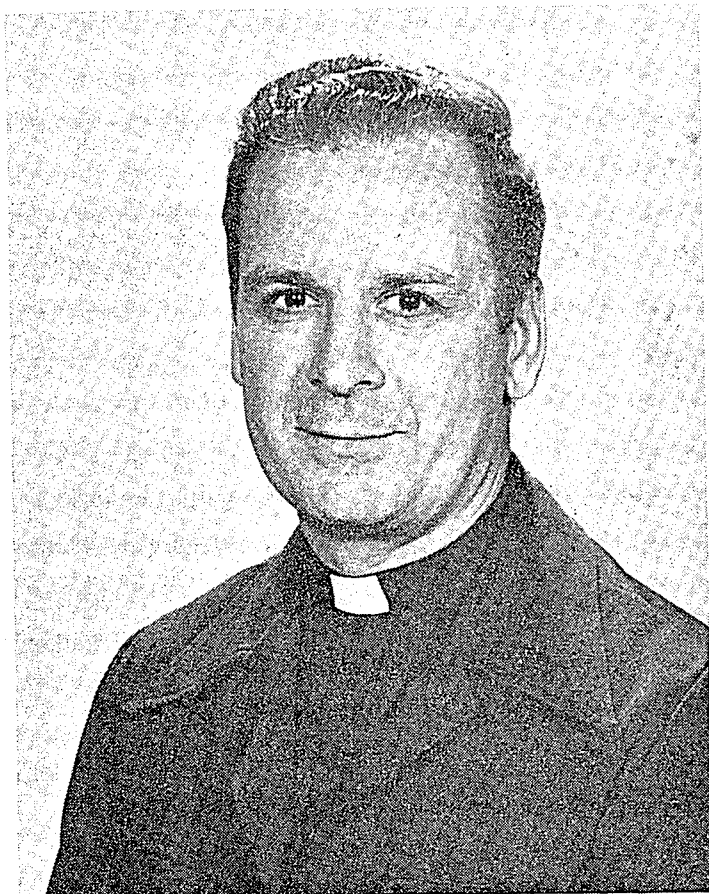
physics. If a student were to do well in each of these courses, he could then relax and take a variety of non-science courses. Having demonstrated his ability to handle scientific subjects, he would not need to take additional, more specific science courses in order to pick up a few extra points on the MCAT.

Most students and faculty of both undergraduate colleges and medical schools doubt that the change at Johns Hopkins will bring about any major revisions of admissions requirements in the near future. "Johns Hopkins is one of the most prestigious medical schools in the country," commented Fr. Robert Austgen, advisor to undergraduates in the arts and letters pre-professional program at Notre Dame. "They are able to fill their slots with the brightest students from the best undergraduate institutions in the country. Everyone knows that a student from Harvard with a strong science background and a 3.8 GPA will be able to handle the course load in medical school. But what of a student from a lesser institution with a 3.0 or a 3.1? While the MCAT may not be a perfect predictor of success, it is an objective means of ranking students in terms of acquired knowledge and quantitative skills, and as such is a valuable tool for medical schools who must try to select the best candidates from a large number of applicants."

In addition to the concern about the curriculum of pre-meds, much attention and concern have been addressed to the competitiveness of their undergraduate environment. Pre-meds are typically stereotyped as students who concentrate exclusively on science courses, and compete fiercely for top grades, generating suspicion and animosity among themselves. Despite the popularity of this stereotype, most pre-med students

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By the time a student enters med school, he must already have demonstrated his ability to do well in an academically competitive environment.



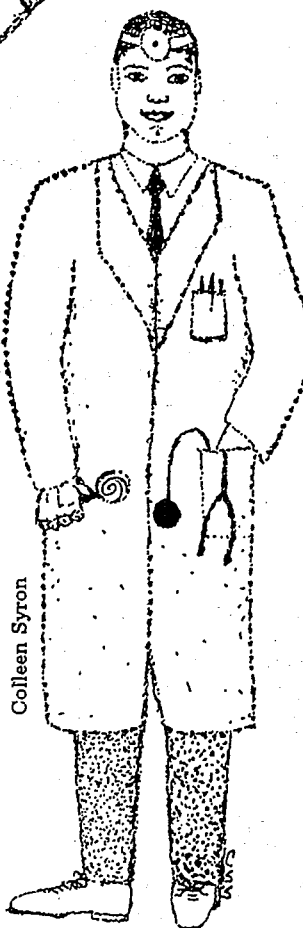
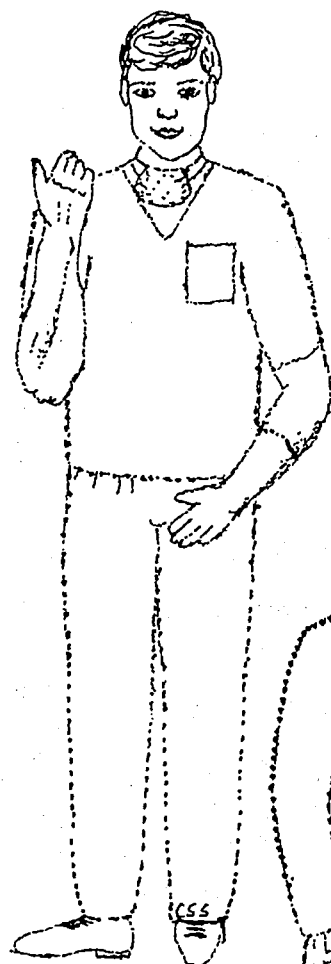
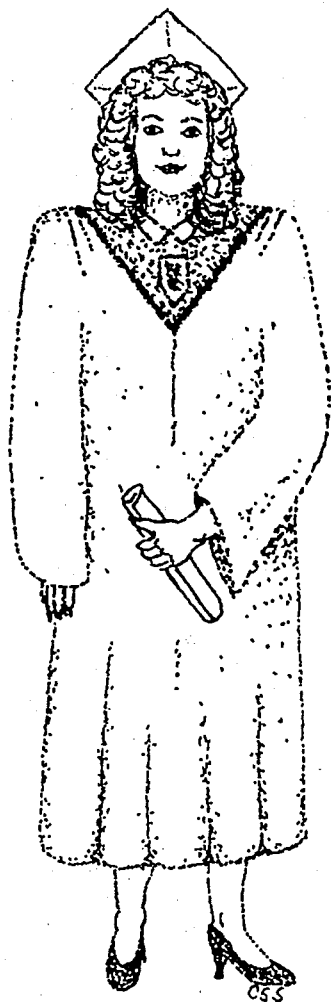
Rev. Robert J. Austgen, C.S.C.

While it is important that a physician be sensitive and compassionate, it is even more important that he be informed and competent.

and teachers downplay its validity. Says Fr. Austgen, "Pre-meds, on the whole, enter college knowing exactly what they want to do, and they are committed to success right from the start. Goal-oriented students like these tend to study hard and strive for the best academic record they can achieve. Their natural inclination to do their best does not mean that they feel pitted against one another. A highly motivated individual pursuing a dream usually competes only against himself."

These sentiments were echoed by a senior in the science pre-professional program at Notre Dame. "Sure, pre-meds study hard, but so do students in other disciplines who want to be successful," he said. "Medicine is a great career, and like most great things, it does not come easily. It requires a lot of preparation and hard work. My own experience in pre-med is limited to Notre Dame, where I've found most of the students to be friendly and cooperative. There are many close friendships among pre-meds, and we all want success for the others as well as ourselves." The student did admit that some pre-meds study too much, but he insisted that the majority of these students do it not from a cutthroat competitive perspective, but simply because they are perfectionists. "They're the kind who would study hard in any major," he said. "They want a challenge, they like to push themselves. If they were to take up jogging for fun or exercise, they'd soon be training for a marathon."

Academically, pre-meds are training for what could be considered a schooling marathon: four years of medical school after college, and three to six years of residency after that. Competition for admission to medical school is intense. In 1985, only 48 percent of the 35,994 students who



applied were accepted to medical school. The competitive nature of both pre-med undergraduate training and the medical school admissions process may have its disadvantages, but it does select a group of students with very strong academic credentials.

Once a student enters medical school, he is committed to doing little else besides hard work for the next four years of his life. According to Dr. Tom Troeger, director of the IUSB medical program which holds classes on the Notre Dame campus, the first year is the hardest of all. "The freshman year is especially difficult because of the large volume of material the student is required to learn," he said. "Most freshmen are relieved when that first year is over." The second year is not necessarily easier academically than the first, but by that time the student is more experienced and thus better able to cope with the work.

The growth and expansion of scientific knowledge and information in recent years has made it increasingly difficult to teach first and second-year medical students everything they need to know. Medical schools have been criticized for over-burdening medical students with an unreasonable amount of factual information to memorize. In the February 1985 *Journal of Medical Education*, Brian Awbrey, MD states, "Medical students are deeply concerned about the mastery of an enormous and expanding amount of scientific information, all of which faculties seem to feel must be presented in lecture form. This practice has led more than one student, including myself, to the conclusion that they were being lectured to death."

Educators also express concern that the overwhelming amount of information a student must memorize has reduced medi-

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cal education to a passive and tedious experience in rote learning. "At present, most medical students are taught by methods that make them passive recipients of information rather than active participants in their own intellectual growth," according to a AAMC recent report. While the tremendous increase of scientific information is a recent phenomenon, criticism of medical education is nothing new. An AAMC summary of a study in 1932 shows that over fifty years ago, educators were concerned about many of the same issues they still face today. The study deplored the fact that medical students spent too many hours in lectures where they are subjected to "too many details, often of temporary, miscellaneous, and inconsequential value."

Despite such criticisms, the simple fact remains that a doctor needs to have a solid grounding in medical science, and the place to acquire this basic knowledge is medical school. While it is important that a physician be sensitive and compassionate, it is even more important that he be informed and competent. Trying to find time to teach all of the factual, analytical, ethical, and humanitarian aspects of medicine to students in medical school is extremely difficult. Of the factual information alone, Dr. Troeger says, "We know that we cannot teach it all, but it's difficult to put a filter on it. In the end, what limits us is time -- the faculty has a limited amount of time in which to teach the students, and in that limited time they try to present what they consider most important."

One second-year medical student at IUSB claimed that memorizing vast amounts of factual knowledge is not a pleasant learning experience, but nonethe-

less an essential one. "I believe that the closer a person gets to the limit of his knowledge, the more likely he is to make a mistake," he said. The student also offered two suggestions for cutting the time spent in lecture, "First, they should just give you the essential information in an easily memorizable form. They should write textbooks and outlines which are designed to be memorized, and then simply hand them to you and let you take them home and study them on your own time. This would save the time and tedium of having to sit in lecture and copy all of it down. Second, they should devote teaching time to getting the students involved in labs, research, and clinical application of the knowledge the student is acquiring on his own."

In his article "Medical Education for the 21st Century", Lloyd H. Smith, Jr., MD, makes a number of pointed observations about the nature of medicine, some of its current problems, and its hopes for the future. Smith distinguishes between medicine as a science and medicine as an art. As a science, "Medicine is applied biology, openly and triumphantly. Obviously uninformed humanism is not medicine, in fact, the deepest compassion may be that of making the right diagnosis." He goes on to stress however, that factual knowledge is not what ought to be emphasized in medical school, because there are many more facts than a person can ever learn or remember. "Education," he says, "is what you have left when you have forgotten the facts." Dr. Smith views commitment to continued self-education as the most important value that must be instilled in medical students today. "We cannot teach medicine for the 21st century for the simple reason that most of it does not currently exist," he says.

Smith's proposals for change in medical education parallel those suggested by Dr. Awbrey. Awbrey writes, "A major concern of mine, a concern that I wish had been much better addressed while I was a student, is that of being prepared to learn throughout my professional lifetime." Both Smith and Awbrey propose that medical students be given greater exposure to problem-solving exercises in order to foster analytical skills, imagination, and creativity. They also call for more time in lab and less in lecture halls as well as a greater integration of factual learning with clinical experience.

The current medical education typically includes four years of medical school followed by three to six years of residency. The first two years of medical school are spent mastering basic sciences which are considered essential background for all physicians. Clinical experience is minimal in the first two years (often there is none at all in the first year), but becomes extensive in the third and fourth years, during which time the student participates in a series of rotating clerkships in the different specialties within the medical field. Usually by the beginning of the fourth year, the student will have chosen a specialty which he would like to enter and is beginning to apply for residencies within that specialty.

Whereas medical school provides a would-be doctor with background information and general exposure to the various aspects of clinical medicine, residency is where the medical school graduate acquires the experience and specific knowledge, skills, and expertise that he must have before he can practice on his own. The resident gradually acquires greater and greater responsibility and author-

ity as he moves through the years of training. Most residents view their postgraduate training with mixed feelings. The years are challenging and exciting, but also very tiring and stressful. Experience is gained by doing everything -- beginning with the most menial tasks as a first-year resident and progressing toward the responsibilities of an independent physician; which means attending thousands of operations and diagnoses and missing a lot of sleep. Residents perform the services of attending physicians, laboratory personnel, messengers, secretaries, orderlies, social workers, and I.V. nurses.

Residency, like the rest of medical practice and medical education, is currently being affected by shifts, changes, and crises in a number of areas. Two major factors are affecting residency programs in the U.S. right now. The first is the trend toward increasing specialization and subspecialization caused by the tremendous growth of science and technology during the past decade. The second is the financial strain of high medical costs. Dr. Troeger claims that these factors are exerting opposing forces on the residency programs. On the one hand, the trend toward subspecialization tends to lengthen residencies because doctors need more time to master all of the special skills and knowledge of such specific disciplines. One cannot subspecialize until one has specialized, and the years can add up. On the other hand, financial pressures exerted both by hospitals and the government work to constrain the length of the residency programs.

Until now, these opposing forces have kept residencies somewhat stable, but this could change. Financial problems have become increasingly acute as both

'Pre-meds, on the whole, enter college knowing exactly what they want to do, and they are committed to success right from the start.'

governmental and private contingencies struggle to keep medical costs under control. The fervor in Congress to reduce the federal budget deficit has prompted a close look at the 2 billion dollars spent annually by the federal government in support of residency training programs. While federal and state tax dollars are not the only source of support, they supply a large percentage of the necessary funds, and if these funds are cut back, the number of available residency slots will decrease. A recent GMENAC report predicted a surplus of 70,000 physicians by 1990. Therefore, many government and medical officials believe that reducing the number of residencies is a viable way of reducing health costs and expenditures.

This proposed reduction in residencies, however, comes at a time when there is greater competition for these spaces than ever before. Thirty years ago, 7000 medical school graduates chose

from among 11,000 available residency slots. In 1985, 28,500 students vied for 18,500 positions. Of these students who applied for residencies in 1985, 16,300 were graduates of regular four-year American medical schools. The rest came from a variety of other backgrounds and institutions including military medical schools, foreign medical schools, and osteopathic schools.

Once the residency is completed, the official training is over and the doctor is ready to practice on his own. Doctors who are beginning their careers at this time are entering a medical world in a state of flux. American society is in the process of determining what kind of medical system will provide the most fair and efficient health care. Experts have adopted a variety of positions about what should be done to promote research, contain costs, and extend service to the poor. Proposals range from a socialized system in which the government controls all, to a system of free enterprise in which competition among doctors is encouraged and for-profit hospitals are allowed to flourish.

Regardless of what formal structures evolve, it is hoped that physicians' basic ideals of scholarship, compassion, and dedication will never change. David Rogers, MD, speaking at a conference at Ohio State University College of Medicine in March of 1984, shared these thoughts, "Over time, society tends to reward groups that aspire to noble goals like improving the human condition. That is what spawned physicians in the first place. They should hang on to that high ground." If those involved in the American medical education remain true to these ideals, the country will produce the kind of doctors it needs to meet the needs of modern medicine.●

SCHOLASTIC

OFFSHORE MEDICAL SCHOOLS

by John Huebl

About half of the 36,000 Americans who apply annually to medical schools in the United States are rejected. For those still determined to become doctors, there are 140 foreign medical schools, with places for nearly 15,000 students waiting to meet their needs. The majority of those students -- about 12,000 -- will attend schools in Mexico or the Caribbean.

Unlike American schools, the "off-shore" colleges are run for profit and are not accredited by U.S. medical education agencies. Many U.S. medical authorities question whether these schools provide adequate training. A 1980 U.S. government study reported many foreign schools failed to measure up to their U.S. counterparts in terms of entrance requirements, curricula, facilities and, particularly, opportunities for clinical training.

Over all, only 1 in 3 American graduates of foreign medical schools passes an examination given by the Educational Commission for Foreign Medical Graduates -- a prerequisite for a physician's license. Commission officials maintain that 97 percent

of students from U.S. schools would pass the test if they were required to take it.

Although the offshore schools vary widely in quality, most offer a similar two-year curriculum of basic science courses. For the third and fourth years of clinical practice, students must secure a hospital "clerkship," usually in the United States. In addition to the clerkship requirement, most states will not license foreign medical graduates (FMG's) unless they complete a U.S. residency. The competition for these positions is stiff and FMG's are not nearly as successful as their counterparts in the States. In 1983, 92 percent of American medical school graduates were successful in obtaining residencies as opposed to only 16 percent of the FMG's.

In the present competitive environment, FMG's are finding it difficult to get started in the U.S. system, and according to a recent GMENAC report, the future looks bleak: "A particular concern is with the continued inflow to practice of US citizens who have studied medicine outside the country. This concern is stimulated by the recent development of many new medical schools outside the States. GMENAC strongly urges that special attention be given by the

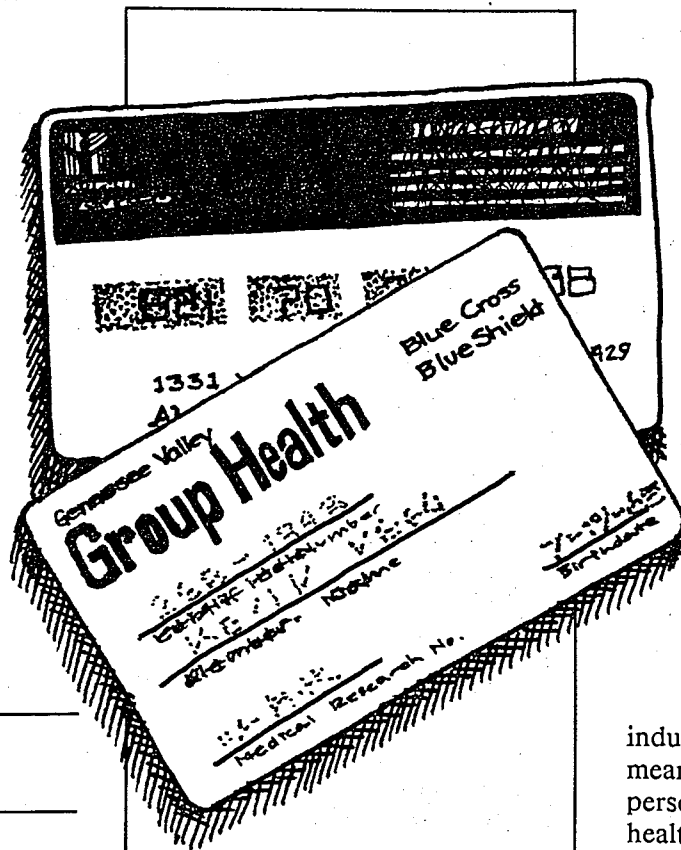
federal government to adopting measures to reduce substantially this inflow."

If the Federal Government were to stop funding residency training for FMG's, it would save 150 million dollars annually. New York, New Jersey, and California have already conducted investigations of foreign medical schools and have begun to initiate legislation which will make it difficult for FMG's to gain entry to US medicine. New York has declared that as of January 1, 1986, residents in its hospitals must come from schools that include no more than 12 weeks of clerkship in countries other than the one in which the school is located. Since offshore medical schools depend on American hospitals to provide clinical training for their third and fourth year medical students, this legislation will prevent FMG's from taking residency positions in New York.

These developments indicate that in the future nearly all residency positions in U.S. hospitals will be held by graduates of American medical schools which will make it even tougher for FMG's to practice in the U.S. and may indeed eliminate foreign medical schools as a viable alternative for those who intend to practice medicine in the United States. •

Cost Versus Quality

THE MEDICAL DILEMMA OF THE EIGHTIES



by Ted Kelleher

While the 1980's has been a period of relatively low inflation in most sectors of the economy, in the field of health care costs have skyrocketed. Fifty years ago, medical expenditures accounted for about 3 percent of total output and by 1960 that figure had risen to around 6 percent. Today however, health care expenditures consume over 11 percent of GNP, making health care a \$450 billion

"Today health care expenditures consume over 11 percent of GNP, making health a \$450 billion industry in America alone."

industry in America alone. This means that just under \$2,000 per person is being spent yearly on health care in the United States.

While these figures are alarming, the causes underlying them are even more distressing, since they point to very unpleasant options for the future. Perhaps the two biggest contributors to spiraling costs are health insurance and technology.

Earlier in this century, health care faced a crisis of availability -- not everyone could get it in the

quantity and quality needed. In the post-World War Two era, however, the federal government committed itself to providing whatever medical treatment was necessary to whomever the doctors said needed it. Thus programs like Medicare and Medicaid were born. While Congress wrings its hands in fear of the Medicare Trust Fund going broke in the 1990's, the original intent of such programs was inarguably noble. Unfortunately, what these and other third-party payment systems have created is a situation in which doctor and patient decide on a certain course of medical treatment without ever considering the financial consequences.

While no one would argue that economic considerations should take precedence over patient's health, it can be argued that third-party payment has led to a dramatic increase in the number of medical procedures being performed. When someone else signs the check consumers are more willing to undergo, and doctors more willing to prescribe, procedures which may not be necessary.

Tremendous advances in medical technology have helped push up costs as well. For decades the treatment for a bad hip was a walker and several sessions of physical therapy; today technology presents the more attractive (and substantially more expensive) option of an artificially rebuilt hip. Medical technology offers consumers exciting new prospects for better care ranging from artificial body parts and organs to new drugs to new procedures such as liver transplants. However, research and development are not cheap, and this new technology often carries an immense price tag. Coupled with the "best-quality-care-whatever-the-cost" attitude fostered by

third-party payment, the explosion in technology has led to an explosion in costs.

There are demographic factors as well. First of all, there are more of us to care for. Moreover, the general characteristics of the population are changing. The 65-and-up age group is the fastest growing sector of the American population as well as the most expensive age bracket to care for. Health care bills for this group are three times those for people under 65 and seven times those people under 19. Ironically, it is the success of modern medicine in extending average life expectancy that has contributed to its current crisis.

Several creative attempts to hold down costs are already in operation. The best known among them is something referred to as an HMO (health -- maintenance organization). An HMO is a group practice health plan which requires a family to pay a flat yearly fee in return for guaranteed comprehensive care. The burden of keeping costs down in such an arrangement is on the physicians themselves. In an HMO, physicians are paid a flat salary, and are monitored by one another and by administrators for wasteful or unnecessary procedures and practices. HMO's are fairly successful at cutting some costs. By one estimate, if the whole nation used HMO's, hospital admissions would drop by 11 million per year. HMO's fail to address, however, the critical question of soaring technology costs.

Another attempt to hold down costs is the Diagnosis Related Group (DRG) System. In this scheme, an insurer will pay hospitals or physicians for treatment given for any one of a fixed "menu" of some 450 medical

problems. Whereas in conventional health-care coverage, payment depends on what treatment is given, in the DRG system, it depends on the diagnosis. In effect, the message to the doctor is to cut back on costs, even if quality of service suffers a little.

It has long been assumed in this country that the rules governing health care are different from those governing corporate America. But the advent of "for-profit" health care institutions may soon change this notion. Profit oriented health care facilities are the major new trend in American medicine. In the 1970's these institutions grew faster than the computer industry and currently almost 80 percent of all nursing homes are owned by for-profit agencies. While this development creates a clear potential for great increases in efficiency and thus lower costs, there are fears that the profit motive may not lead to better quality health care. Some are concerned that for-profit health care will produce a situation where medical decisions are being influenced more by the balance books than by the patients' welfare.

The bottom line in all of this seems to be that Americans will soon have to decide whether to simply accept higher health care costs or resolve to settle for a lower standard of quality. It should be noted that increasing costs are not without their benefits; America's health care system is the best in the world. In Great Britain, where costs are much lower and health care is rationed, the quality and immediate accessibility to service is considerably lower than in the United States. When it comes to health care, Americans will get what they pay for: an increasingly expensive but outstanding system, or an affordable but somewhat inferior system.●

Coming Distractions

mon. feb. 3

FILM: "Ball of Fire"
Snite, 7 pm
FILM: "Bicycle Thief"
Snite, 7 pm
ART: Steven Lowery : Prints and Constructions
Moreau Gallery
January 24 - February 21
ART: Donald Furst : Prints
Hammes Gallery
January 24 - February 21
ART: Peter Mitten, Artist-in-Residence
Talks and Lectures
February 2 - 15
SPORTS - Varsity:
Men's Basketball - Maryland, 7:30 pm

tues. feb. 4

FILM: "Le Plaisir"
Snite, 7:30 pm
SOPHOMORES: Council Meeting
Flanner, 7 pm

wed. feb. 5

FILM: "Goonies"
Engineering Auditorium
7, 9:15, 11:30 pm, \$1.50
FILM: "Caligari/Nosferatu"
Social Concerns, 7 pm
SPORTS - Varsity:
Men's Basketball - at Dayton, 7:30 pm
Women's Basketball - Dayton
FRESHMEN: Reservations for Trip to Chicago
1:30 pm, \$15

thurs. feb. 6

FILM: "Goonies"
Engineering Auditorium
7, 9:15, 11:30 pm, \$1.50
SPORTS - Varsity:
Men's Swimming - Bradley, 4 pm
Wrestling - at Michigan St., 7:30 pm
NVA: Night XC Skiing, \$1.00 rentals
Keenan Review
O'Laughlin Auditorium, 8 pm
February 6,7,8

fri. feb. 7

FILM: "ET"
Engineering Auditorium
7, 9:15, 11:30 pm, \$1.50
FILM: "The Last Metro"
Snite, 7:30, 9:45 pm
SPORTS - Varsity:
Track-Indoor - at Indiana Intercollegiate
(West Lafayette)
Women's Swimming - Illinois-Chicago
/ Valparaiso, 7 pm
Hockey - at Army, 7 pm
SOPHOMORES: Class Retreat
Watervliet, MI
Fr. Andre Levielle will conduct
February 7 - 8
JUNIORS: Class Ski Trip
Cadillac, MI
February 7,8,9
Tri-Military Ball, ACC
Keenan Review

sat. feb. 8

FILM: "ET"
Engineering Auditorium
7, 9:15, 11:30 pm, \$1.50
SPORTS - Varsity:
Fencing - Northwestern/Ohio State
/ Case Western Reserve/Purdue/Lawrence
(at Evanston)
Men's Swimming - Ferris State, 2 pm
Men's Basketball - at Syracuse, 4 pm
Women's Basketball - Xavier
Wrestling - Purdue, 2 pm
Hockey - at Army, 1 pm
SPORTS - Club:
Gymnastics - at Valparaiso
Women
Volleyball - at Ohio State Invitational
8 am
NVA: Day Tour - XC Skiing
Skiing and Lunch
FRESHMEN: Trip to Chicago, 9 am, \$15
SOPHOMORES: Class Retreat
JUNIORS: Class Ski Trip
Keenan Review
We Can Make You Laugh
Washington Hall, 8 pm, SAR

sun. feb. 9

SPORTS - Club:
Volleyball - at Ohio State Invitational
8 am
JUNIORS: Class Ski Trip
DINING HALL: Chinese New Year
Mini-Dinner Special
Alcohol Awareness Week
Events TBA
February 9 - 13
Student Government

Compiled by Karen Dettling

Th. feb. 10

Paraguay: No Passaran"
Snite, 7 pm
"Passaran", Snite, 9 pm
- Varsity:
Women's Basketball - at Illinois-Chicago
Awareness Week
Festival
Events TBA, SAB
February 10 - 15

Th. feb. 11

"Try Rides Again"
Snite, 7:30 pm
- Varsity:
Men's Swimming - at Illinois-Chicago
4 pm
Men's Basketball - Fordham, 7:30 pm
HALL: Mardi Gras
Dinner Special
Awareness Week
Festival

Wed. feb. 12

"African Queen"
Engineering Auditorium
7, 9, 11 pm, \$1.00
- "Metropolis"
Social Concerns, 7 pm
SPORTS - Varsity:
Fencing - at Junior Olympics
(Minneapolis)
February 12 - 15
Women's Swimming - at Saint Mary's
(Notre Dame Rockne Memorial), 4 pm
SPORTS - Club:
Volleyball - Calvin College, 7:30 pm
Alcohol Awareness Week
Winter Festival

Th. feb. 13

"African Queen"
Engineering Auditorium
7, 9, 11 pm, \$1.00
- Varsity:
Fencing - at Junior Olympics
(Minneapolis)
Awareness Week
Festival

Fri. feb. 14

FILM: "Bachelor Party"
Engineering Auditorium
7, 9, 11 pm, \$1.50
Sponsored by the Sophomore Class
FILM: "Stravinsky", Snite, 7:30, 9:45 pm
SPORTS - Varsity:
Track-Indoor - at Central Collegiate Conference
(Madison)
Fencing - at Junior Olympics
(Minneapolis)
Hockey - at Kent State, 7:30 pm
SPORTS - Club:
Volleyball - Purdue, 7:30 pm
Women's Track - at Eastern Michigan
5 pm
SENIORS: Ski Weekend
Boyne Mountain, Feb. 14, 15, 16
Valentines Day
Winter Festival
MS Dance, Stepan Center
Around the Corner Club

Sat. feb. 15

FILM: "Bachelor Party"
Engineering Auditorium
7, 9, 11 pm, \$1.50
Sponsored by Sophomore Class
SPORTS - Varsity:
Track-Indoor - at Central Collegiate Conference
(Madison)
Fencing - at Junior Olympics
(Minneapolis)
Fencing - Carnegie-Mellon/California, PA
Oberlin/Cleveland State
(at Cleveland)
Women's Swimming - at Northern Illinois
2 pm
Men's Swimming - at Northern Illinois, 2pm
Women's Basketball - at Detroit
Wrestling - at Indiana, 1 pm
Hockey - at Kent State, 7:30 pm
SPORTS - Club:
Gymnastics - Purdue
Men and Women
Volleyball - University of Wisconsin, 1pm
SENIORS: Ski Weekend
Winter Festival

Sun. feb. 16

SPORTS - Varsity:
Men's Basketball - at Duke, 1 pm
Wrestling - Marquette, 2 pm
ART: Mauricio Lasansky: A Retrospective Exhibition
The Snite Museum of Art
February 16 - March 30
SENIORS: Ski Weekend
Model Aircraft Show, ACC

Mon. feb. 17

FILM: "Improper Conduct", Snite, 7 pm
FILM: "La Strada", Snite, 9 pm
SOPHOMORES: Council Meeting
Grace Hall, 7 pm

Commercialization of POST PUNK

R.E.M., Replacements and
Husker Du hit the big-time

by Tom Brannigan

Something very strange is happening to the American rock 'n roll scene. R.E.M. on MTV? The Replacements on Saturday Night Live? Husker Du a deal with Warner Bros.? The children of punk are becoming popular and, horror of horrors, making money. Johnny Rotten is wondering why he has been forsaken, and Sid Vicious must be rolling in his grave.

Certain things were understood by the Punks. The first was that large record companies could never be trusted, for hadn't they turned sixties garage bands into fat superstars? The second thing was that in order to be heard by people one had to be on the radio; but to be on the radio meant achieving a generic "hit" sound which compromised the band's integrity. A catch-22 situation had developed in popular music. One had to make money to keep the band going, but the only way to make money was to play the corporate rock game. Hence, a dilemma. So what did those sneaky little punks do? Simple. They signed with small record companies, packed up their guitars and hit the road.

Post punk was born. The path that these guys had chosen for themselves was just about the hardest one to take. Being on the road for a year or two will discourage even the toughest of

wills, especially when these bands played to audiences of ten or fifteen people a night in some small bar in the middle of Nowhere, U.S.A.

Two years ago, The Replacements, a band from Minneapolis, were paid 15 bucks apiece, per show, six nights a week. The group travelled in a small van and relied on the kindness of strangers for a place to sleep. The bass player, now eighteen, was on the road at the age of twelve. *The Village Voice* did an article on the band last year and titled it "Life on the Bottom."

The road was similar for R.E.M., Husker Du, Jason and the Scorchers, X, and The Del Fuegos. All were related in one way or the other to the post punk movement, and all had put in their time for the "tour till you drop" theory. These bands are now on the verge of breaking all the rules that were etched in stone by the original punk bands. The shocker is that this may not be such a bad thing. That is, as long as none pull the now infamous, "big sell out."

The most noticeable sign that these bands have changed and matured is that they have progressed beyond any label such as hardcore, thrash, new wave or any other wave. They are now just plain rock bands who are becoming popular.

Here comes the tricky part. How does one of these bands become commercially viable and

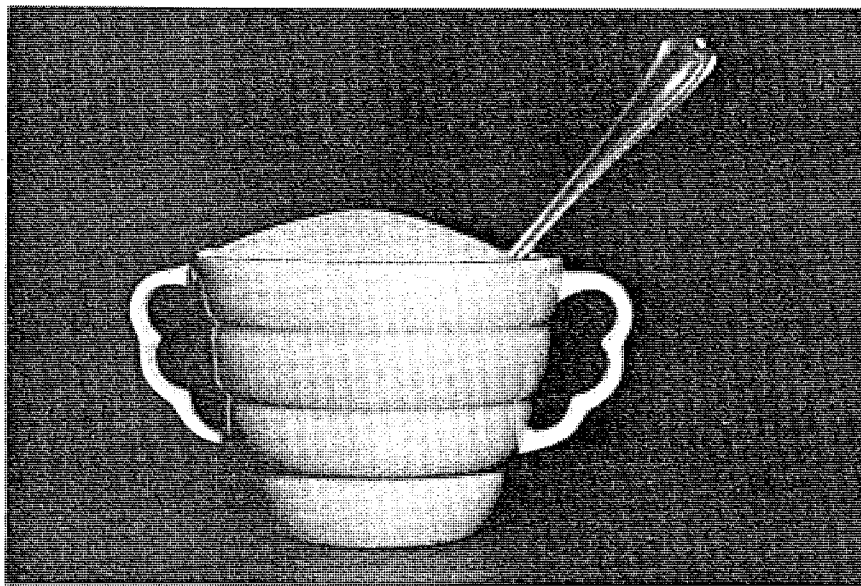
yet maintain its "punk" integrity. Well, I don't think there is any definite answer to that question, but here is how some of the bands are trying to walk the tight rope.

The Replacements signed with Sire records, a fairly large record company, and have just recently played on Saturday Night Live. Word has it that they plan to make a concert video, and as they said, they named their new album "Tim" because it, "seemed to fit, and Sire hated it."

Husker Du signed with Warner Bros., but there is little doubt that they will keep their distorted, blitzkrieg sound. The Del Fuegos have a video on MTV, and even made a commercial for Miller beer. The band, however, has stayed on the small record label, Slash. Jason and the Scorchers signed with the huge record company EMI/Epic, but still play small clubs. Considered to be one of the best performers, they feel that smaller concert places are best to see a live show. R.E.M. has released videos for MTV, played bigger concert halls, and raised ticket prices; but they have remained with their medium sized label, I.R.S., and still tour incessantly.

It is too early to see if any of these groups will be ruined by their growing commercial successes and aspirations, but for now it is fun to hear and see some great American music. ●

Waiting



by Kris Anders

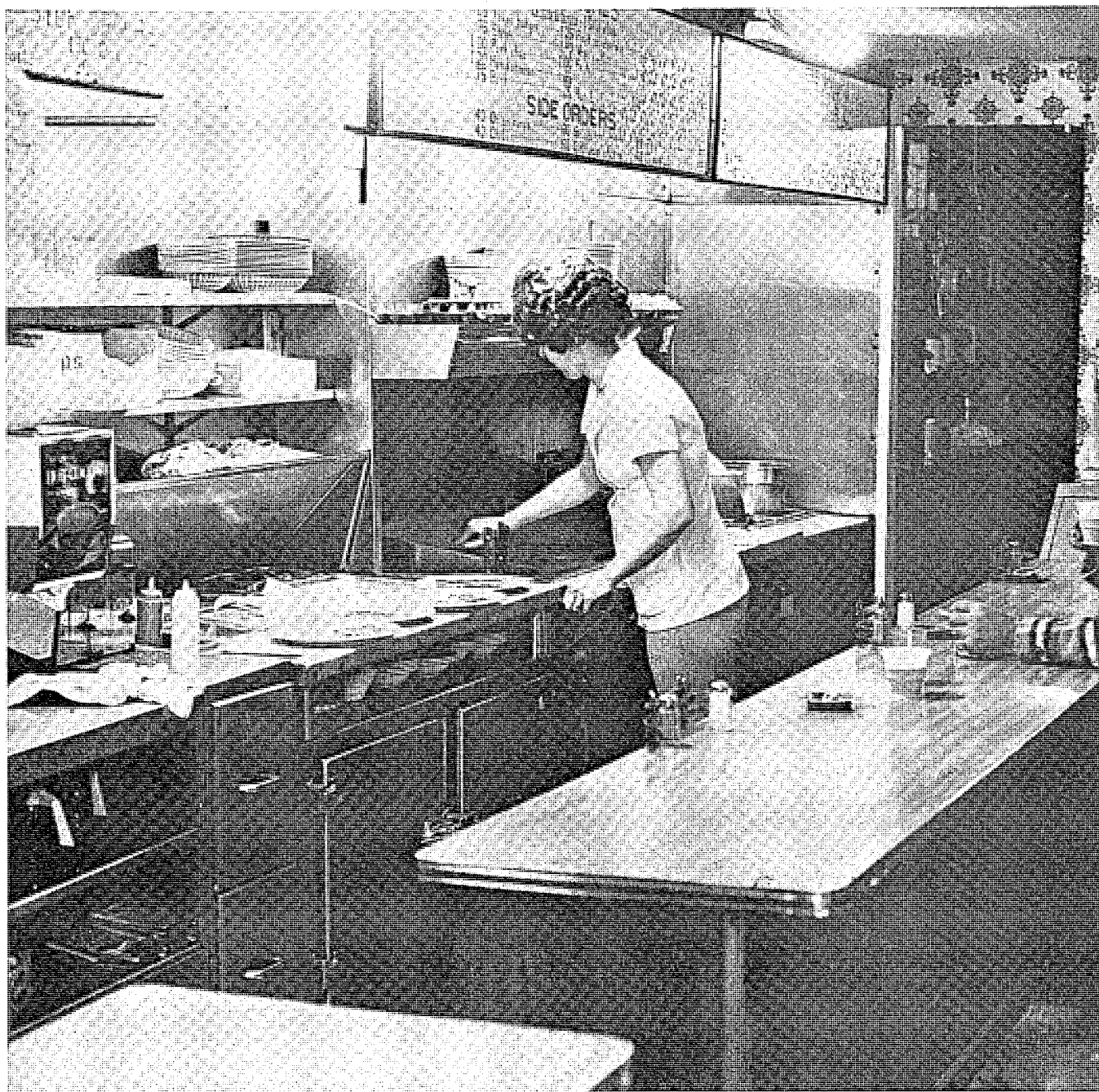
Katie put the cup of coffee down in the third booth along the windows. Every day at four minutes past three in the afternoon, a man came in and sat in the booth and had two cups of coffee, three sugars in each, and read the afternoon paper until the evening cook came in. Then he left. Katie didn't know his name. She had started putting the coffee out at three o'clock, so it be would cool enough to drink when he came in. He always smiled at her.

The restaurant was small; it was really more a diner. When Katie and Jim, the evening cook, closed up at night, it only took them twenty minutes. Katie wiped down the four tables in the middle of the room, and Jim stacked them against the wall to mop the floor. Then they wiped the counter seats, the two small window tables, and the three booths.

Jim, the evening cook, wore black boots like the ones soldiers wear with camouflage. He had a

big head -- literally -- and tied a red bandana over it so that his coarse, black hair stuck out at the back of his neck and curled against his faded t-shirt. Katie had been frightened of him when she started working there three years earlier. To a sixteen year old farm girl, he had looked like the newspaper photos of a Middle-East terrorist.

Katie walked back from the third booth and leaned against the counter. She looked up at the clock. Someone had started the



crossword puzzle in the morning paper, and she took the pen from her apron pocket and doodled around the clues. She filled in two-across, a four-letter word for bouquet flower, then one, two and five down. One-down was a three letter word, a color. She

looked at the door again. She got stuck on six-down, a seven letter word for marriage. When she had filled in the whole corner, the bell over the door jingled and the man came in for his coffee. Katie looked at the clock again; it was ten minutes past. The man saw

her glance, and slid into the booth. "Thought I forgot, didn't you?" he asked softly. He smiled. Katie liked his smile, liked the way one corner of his mouth curled down, but his teeth still managed to show. The man leaned over the table and reached

for the coffee cup with long, thin fingers.

Katie wanted to know his name. He looked like a Jack, she thought, or maybe a Jeff. Somehow, when she poured coffee for someone every afternoon day after day, she felt like she knew him. Like Herb, the old man who came in for dinner every night. She had learned his name the second night she had waited on his table. Herb was skinny, and he had a bald spot on the back of his head. No one would ever sit at the first little table by the windows for dinner, because everyone knew Herb would sit there. Herb drank decaffeinated coffee with his meal, and had rice pudding for dessert. Katie liked knowing what Herb would want for dessert, like knowing that if he ordered a hamburger, he would want raw onions on it.

The rice pudding was homemade. Every Monday, Gerri, the boss's wife, came in and made two batches with cinnamon and raisins. Katie didn't like Mondays, because she had to help Gerri and still wait on tables. Gerri had been a hairdresser in the days before she and Katie's boss got married. Her hair was a different color every three weeks. On that Tuesday in September, she was a redhead. Katie and Jim kept track of her color changes on the funeral home calendar above the deep-freezer, making little marks in red ink. Once Gerri had asked Jim about the little red marks, and Jim had blushed. Katie had never seen a terrorist blush before.

The man who looked like a Jack or a Jeff cleared his throat, and Katie turned to reach for the

Somehow, when she poured coffee for someone every afternoon day after day, she felt like she knew him.

coffee pot. He pointed at the empty sugar bowl in front of him and smiled, as if he were afraid to break the quiet of mid-afternoon in the diner. Katie leaned below the counter and grabbed a handful of sugar packets, then walked to the booth. She felt awkward, as if her legs weren't attached to the rest of her body. Her feet, in their white nurse's shoes, walked across the linoleum on their own.

Sunlight fell through the window and tumbled from the back of the spoon into a puddle of coffee next to it. Katie poured more coffee, and stuffed sugar packets into the jar. Her short fingers, with their bitten-off nails, shook gently. His hand rested beside the spoon, and Katie looked at his ring finger. Last week, he had not been wearing a ring. Today, he still wasn't. She was surprised. Katie had just assumed, when he started coming into the place, that he was a married man. Everyone in Katie's farming town was married by twenty.

Jack-Jeff smiled at her, and she smiled back, more warmly than before. He murmured a low thanks as Katie turned, and she blushed. She went back to the counter and took the green receipt slips out of her pocket. She wrote "B3" at the top, then "cof" on the lines in the middle. She looked at the slip, decided it was messy, and crumpled it in a ball. The second slip was neater, she resolved, so she wrote ".42" at the bottom and circled it. She was careful to write her name in the little space at the top. Maybe he'd call her by her name and she could ask his.

Katie took the slip over to Jack-Jeff's booth and set it next to the overturned spoon and six

empty sugar packets. He smiled again, and Katie watched for the crooked curl of his mouth, noticing his straight and even teeth. Katie remembered her grandma telling her always to look at a man's teeth and ears, because those were the things you couldn't change, and the man's children would end up with those teeth and ears, especially if they were bad. Katie thought of Jack-Jeff's children; her picture of them had her own straight blond hair and amber eyes. Jack-Jeff slid from the booth and dropped two quarters on top of the slip. He turned towards the door, said "Thanks, Katie," almost under his breath, and walked out. The bell above the door jingled, and Katie breathed deeply and blushed.

She stood at the end of the counter and watched the sun slide across the receipt on the table. She smiled again. It felt like the silly smile was stuck on her face.

Jim, the evening cook, came up behind her, and Katie didn't hear him. He put one hand on her waist and pinched her; she turned quickly, startled, and banged her hip on the corner of the counter. "Shit," slipped from her before she could catch it. She knew her irritation made it all the more amusing to Jim. She glared at him. "Think you're cute, huh?" she asked, and pushed past him to the crossword puzzle still open on the counter. "Hormones," he yelled at her. "Women and their stupid hormones."

Katie stopped staring at the puzzle and almost smiled. Jim always tried to make her smile; she didn't appreciate him enough, she knew. When Katie had finally stopped being afraid of

Jim her first year at the diner, she had started looking forward to Jim's arrival every afternoon. He could always help her fill in the clues about cars and sports figures, and he'd tell her it was great that she knew so much about books. On busy nights, like Friday fish fry, Jim would grab Katie as she tore through the kitchen and swing her into a dramatic Fred Astaire-Ginger Rogers dip. "Run away wiz me to ze Casbah," he would say, and Katie would giggle. That made Friday nights a lot easier.

Jim was nice enough, but nothing like the three o'clock coffee man, Katie thought. The bell above the door jingled again; Katie looked up as Herb walked in and headed for his table. She poured his decaf, snatched a place setting and napkin from under the counter, and met him at

the table. "Good afternoon, Honey, and how is the day going today?" he asked, easing into a chair as Katie set down the coffee. She smiled at his courtly manners. "I'm doing fine, Herb. What's new with you?" she asked. Katie leaned against the chair opposite Herb, knowing the question would be worth ten minutes of answer. Katie let her mind drift back to the spoon and the ringless hand in the sun, and the man's straight teeth. She heard Herb talking, far away, about his nephew's kids: "Lynn, she's thirteen now, pretty as a picture. But that boy; he's a real pesterer. His mom don't even like him." Katie made herself listen to Herb, but her mind watched the children with straight blond hair, amber eyes, and beautiful teeth. "I'll bet the girl's going to be a real cutie, Herb," she said. "And the boy's not a bad kid; he's just feisty,



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which is better than being a little mama's-boy." She walked back to the counter, her eyes focused far away.

Jim came through the swinging brown doors from the kitchen and sat on the stool at the end of the counter. He spun around three times, and pulled the bandana from his head. His hair stuck down on the sides of his head in the same shape as the bandana. There were little dents where the knots of the scarf had been. He grinned at Katie. "What's your problem today, anyway? You look like you're eight million miles away." He paused a moment. When Katie said nothing, he began telling her about his girlfriend of that week. "Yeah, she's pretty hot, all right. A real possibility."

Katie was again only half-listening. The word "possibility" had sent her mind away. There were possibilities, and a lot of them: a house, kids, someone to cook for, to talk to at night. Then she would come to work and complain about diapers and broken washers and dirty floors like the women in her mother's coffee club; but she knew that, underneath the talk, she would be happy. She wouldn't mind the mess. She might even like it.

Jim stopped talking and looked at Katie. She stared out the front windows, her lips turned up a little at the corners. "Man, Kate," he said, "it's a pretty good story. We went to a drive-in. You're not even listening." Herb called to Jim from the window table. "Wake that dreamer up, Jim. I need some more coffee, and I'm not leaving without my dessert." Jim leaned across the counter and swatted Katie on the

arm. He smiled a little, as if it was the least she deserved for not listening.

Katie shook her shoulders and took the coffee pot to Herb's table. His eyes were warm, and he laid a hand on Katie's wrist. "Honey, what's wrong with you today?" he asked. Katie shook her head wordlessly. Herb simply waited. Without stopping for breath, Katie told him. She heard it all come tumbling out of her mouth, and she didn't even want to stop it. She told him about the three o'clock man, about his crooked, toothy smile. "And, Herb, he doesn't wear a ring. I really don't think he's married. I know it sounds silly, but we'd have some awfully pretty kids."

When Katie finally stopped for breath, he asked another question, and Herb's face grew amused when she told him that she didn't know his name. "But he looks like a Jack, or a Jeff, I

think," she said. "And he knows my name. He used it this afternoon. I really do know him. He's here everyday." Katie felt like she was defending herself. "He was here today, and I gave him coffee. He left right before you got here." She leaned over to pour more coffee into Herb's cup.

"Only person I saw on my way in was that new young guy at the Catholic church just up by the highway. Gives a good sermon. Now go on, tell me who the boy is, Katie. You'll rest easier if you have it all out." Katie didn't say anything. She poured coffee into Herb's cup. Her eyes got cloudy, and she looked out the window, until the coffee overflowed the cup and filled the saucer. Then she took the pot back behind the counter, and walked away. She saw that the sky had clouded over. She walked through the kitchen and smacked Jim on the backside for no reason at all. •



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N.D. Security Plays Sherlock Holmes

to catch

In 1984, Notre Dame Security handled 3775 reported cases of theft on campus. Over half the student body were victims of some sort of crime.

A thief

One friend took to writing his name across the toes of his tennis shoes so he could identify them in a line-up.

by Chris Richardson

The title I have written on the front of this particular notebook is "Funny Things That I'm Glad Haven't Happened to Me." I guess you could call it a crime journal. It is a collection of stories friends have told me over the past semester about themselves and others being victimized by thieves.

One friend, after having his house broken into and all his clothes stolen, took to writing his name across the toes of his tennis shoes so he could, "identify them in a line-up." Another protected his valuable possessions by simply moving all his things into Dillon Hall every time he was going to be away from his house for more than 12 hours. His roommate thought that was a good idea and was going to leave his stereo in a dorm room over Christmas break but changed his mind because, "If it gets stolen from my house, it's insured. But, if I slip on the sidewalk and smash it, it's gone forever." A third group of guys had their house broken into and had expensive guitars stolen. The thieves also took a radio which they had tagged for Goodwill -- it didn't work.

Topping all of these stories is the tale of the generous thieves. After a scheduled break, the

residents of this house returned to find that they had been almost entirely relieved of many necessary and expensive items: televisions, stereos, etc. The thieves, however, left these guys a plate of chocolate fudge cookies and a Hallmark card on the living room table thanking them and wishing them a happy and safe holiday season. I kid you not.

Thefts seem to be more common off-campus. In the Northeast neighborhood, up and down Portage Road, there are many houses occupied by students. These houses are entered and re-entered every year by thieves and are presumably easy targets for two reasons. First, the turnover for these houses is annual; each year a new group of students occupy the houses. Secondly, in general, the houses are old and making them secure is next to impossible. Rent is reasonable, but landlords seem unwilling to do much more than paint the exterior every few years. It is not so farfetched to say that there are thieves who return to the same house each year to once again relieve the residents of their valuables.

In reality thefts of student property on campus far outstrip thefts off-campus. In 1984, Notre Dame Security handled 3775 reported cases of theft on campus. Over half the student body were victims of some sort of crime. These reports range from incidental thefts of cash to very large objects, primarily stereos and televisions. Class rings and watches were prime targets as they could be easily sold at pawn shops and jewelry stores.

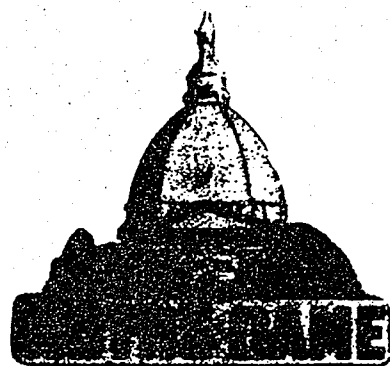
Rex J. Rakow, the new director of Notre Dame Security, just took over this past October but he has been with N.D. Security

as assistant and associate director for the last six years. When asked whether he thought much of the theft was going on from the inside, he said that there have been incidents of maids and janitors stealing from student rooms. Rakow said that N.D. Security employs two full-time investigators to check this sort of suspicion out. Security will even go so far as to bait a room to try to catch a crook, employee or otherwise. If employees are guilty, criminal charges can be brought against them. More often, Rakow said, the employees are simply dismissed. The property is often not recovered.

Continuing the discussion of these "inside jobs", Rakow pointed out that this year there have been a large number of book bags reported missing from the dining halls. He attributes this to students actually stealing from each other -- taking the books and selling them. Recently, N.D. Security obtained a search warrant in order to try and locate missing texts at Pandora's Book Store. They matched over 50 titles reported missing but only two books had names in them. Only these two were returned.

N.D. Security began a new awareness program this semester. Posters and bookmarks have been distributed around campus detailing preventive measures students can take. Rakow urges students to use security and get involved. If you see someone suspicious in your dorm, pick up the phone and let security know about it. They will be more than willing to send someone over to check it out. You can stop the thief before he steals.

And I thought all security did was give me parking tickets. •



CAMPUS CRIMEWATCH

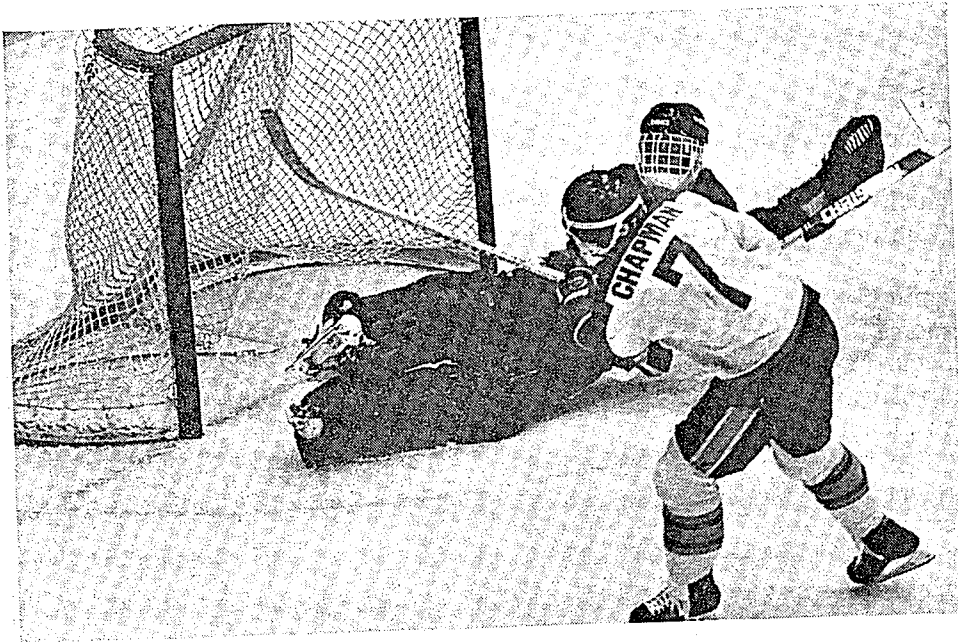
Textbooks, papers and backpacks are just some of the items stolen daily on this campus. That hurts! You can protect yourself easily by following these TIPS.

1. Write your initials and birth date on a certain page in all your books.
2. Don't leave your books unattended in classrooms or libraries, even for "just five minutes."
3. If you see or suspect a crime is being committed, pay attention to the physical features of the person and call Police and Security.
4. Your stolen books are resold immediately. Don't hesitate to call bookstores, police & security.

If your books are stolen, immediately notify Notre Dame Security, 283-4444; 239-5555 and local bookstores. Recovery of your property may be possible through the attempted resale of your books.

If you or people you know have information about those responsible for book thefts, call NOTRE DAME SECURITY 283-4444.





-Money has yet to be smartly invested in programs that have money making potential like men's soccer and ice hockey.

ND Hockey seeks a return to competitive stature.

Oh, For Those Glory Days

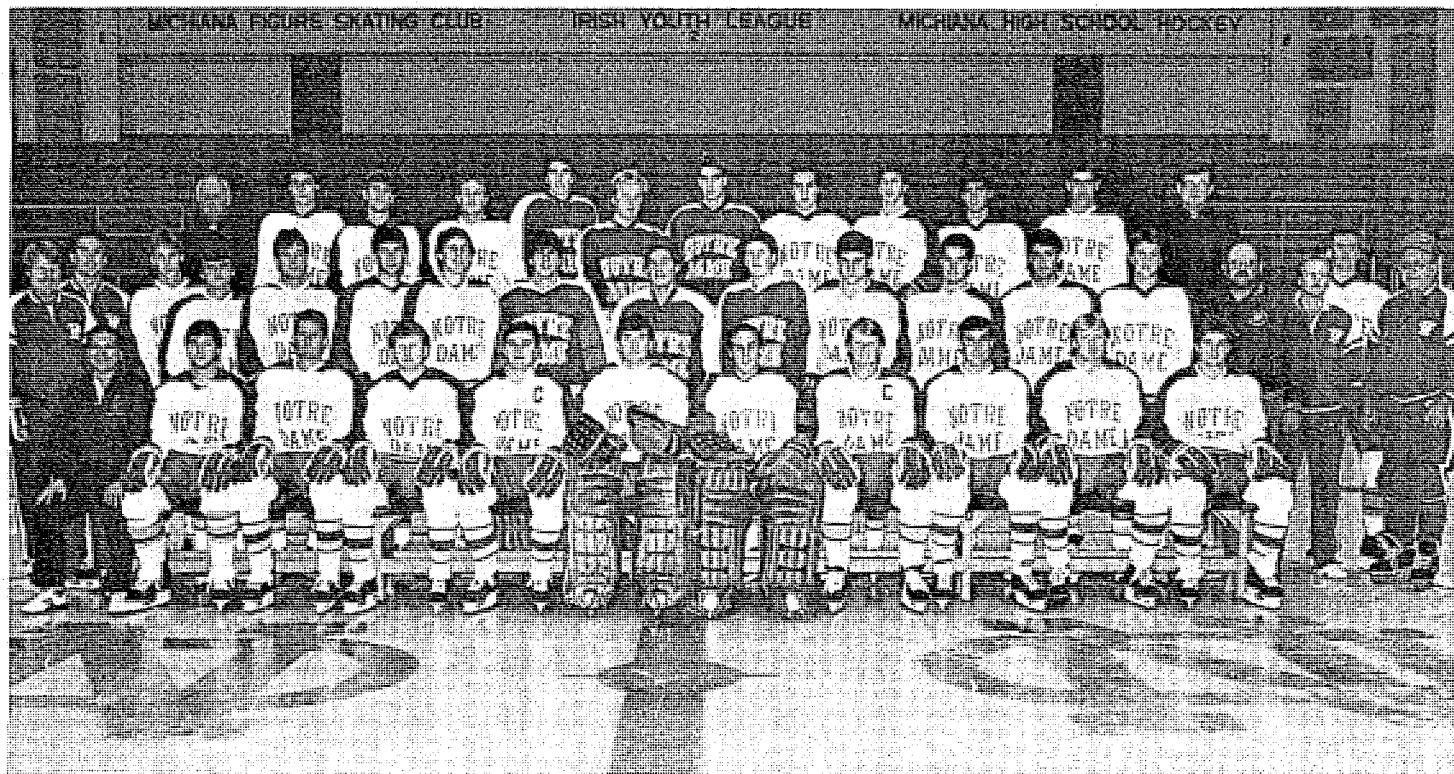
by Joe Malvezzi

The day is Friday, January 18, 1974. The Notre Dame campus is crazy with anticipation. Digger has just finished the last minute

practice instructions with his players for tomorrow's game with number one UCLA. The Bruins have come into town with an eighty-eight game winning streak. Shumate, Brokaw, Novak, Dantley, and Clay are ready. But in the North Dome of the ACC nearly seven thousand people are

going crazy, for UCLA will not be the only number one team to be beaten. The underdog Irish Icers have just crushed Michigan Tech 7-1. How sweet it is...

It is now a lonely and cold Saturday in March of 1983. The



1985-86 Irish Icers

Irish hockey team is clad in their home uniforms with a black arm band. The atmosphere is completely different than the ambience of hysteria a decade ago. The team is about to play its last Division I hockey game with a squad of scholarship athletes. The CCHA (Central Collegiate Hockey Association) playoffs are not on the players minds; only the lingering realization that, for many, their Division I career will end tonight along with a national powerhouse and a Notre Dame tradition. How sweet it was....

It is impossible for any other varsity athlete to experience what has occurred to the seniors playing hockey for Notre Dame: first Division I scholarship hockey, then club hockey, and now Division I Independents with no scholarships. More ups and downs than the latest Dow Jones. During the 1982-1983 season, the decision was made by administrators to decrease the costs of the athletic department. Scholarships

for women were now required, some sports lost money, and the cuts had to be made.

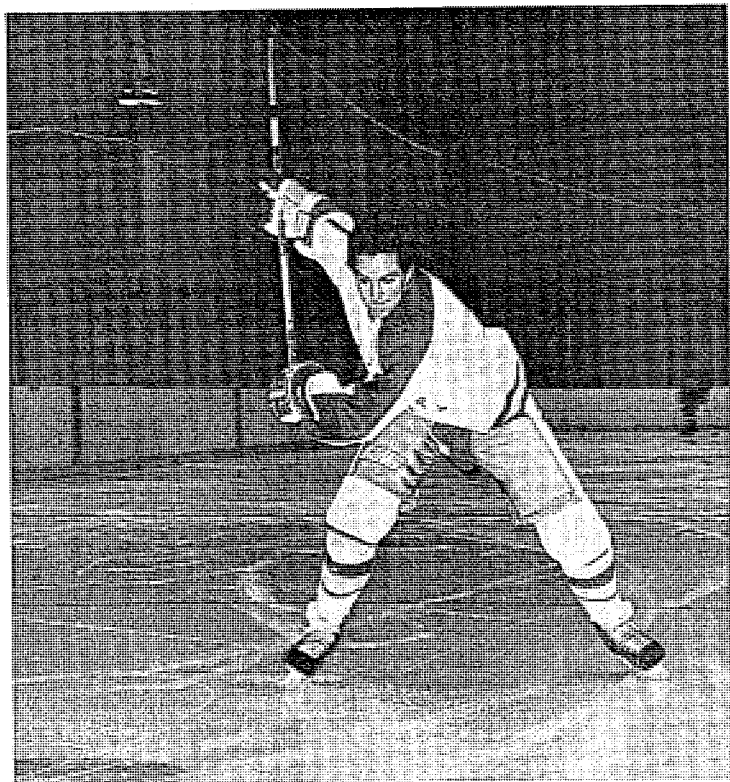
It was clear cut to the top brass: hockey is ripe pickings for the cost cutters. The administration believed that students did not support hockey. Ice hockey is an expensive sport. Suddenly, a team which one year earlier had won the Great Lakes Invitational Tournament and had taken Bowling Green to the limit in the CCHA playoffs was now a club team. This drastic move was done to protect the remaining eligibility of those who sought to transfer.

Now as a club team, the 1983-1984 season was a bittersweet one for the Irish. Although a runner-up in the Central States Hockey League Tournament and dominating regular season play, the level of competition had sunk to an all time low. Motivation is hard to retain in a season such as this. The uninspiring season as a club sport was something the scholarship holdovers actually had

endured for their fellow teammates who decided to leave the University to play hockey elsewhere. Certainly, for those who stayed, their scholarships were not taken away, but the promise of fulfilling hockey had been.

This year's team, like last year's, is playing Division I hockey without scholarships. Without that attraction, it is impossible to field a team to compete nationally. Wins have come over competitive NAIA and Division II schools, but defeats are suffered against respectable teams once vulnerable to the Irish attack. The Christmas Break trips the past two years have given the team great experience, but no wins.

The team is compiled of a great number of Americans with a few Canadian skaters. Many of the team members would not be taking regular shifts for Division I contenders. Holdovers Brent Chapman and Tim Reilly, along with Mike McNeil and Bob The-



Ray Bemiss

beau, are players to build a program around. To win in Division I, however, you must have three first rate lines.

It has truly been a shame that a major sporting program like hockey had to experience such a fate as this at Notre Dame. Loyalty for the team shown through even as its future became obvious. The students rallied to the hockey team's support on national television during an Irish-UCLA basketball game trying to postpone the inevitable. The team, in an attempt to reduce costs, the went into the Central Collegiate Hockey Association from the Western Collegiate Hockey Association.

It was not the case that the Irish had no great teams or tradition in the seventies. Powerful skaters included Dave Poulin (now captain of the Philadelphia Flyers), Don Jackson (defenseman for the Stanley Cup champion Edmonton Oilers), Jack Brownshidle (Hartford Whalers),

and Bill Nyrop (defenseman in the Montreal Canadian dynasty). Other All-Americans included winger Brian Walsh and center Ed Bumbacco. They were exciting years.

The South Bend Community, if not the Notre Dame student body, is starved for competitive hockey. But in a perplexing move, amidst all the cost cutting, twelve scholarships for women's volleyball were added at nearly the same time as the hockey cuts. A coach from California was brought to South Bend to run the team. Trips to the West Coast were added to build the program into a national power. The same men citing red ink for the hockey debacle claimed that this women's sport would be a big money-maker. Looking at the general sentiment of sports fans today, this prospect is highly unlikely.

It is not that women's volleyball is to blame for the cuts in the hockey program. Scholarships for women's athletics were long over-



Head Coach Lefty Smith

due. The point is that the administration has been inconsistent. Money has yet to be smartly invested in sports that have money making potential like men's soccer and ice hockey. There is no excuse for Notre Dame not to be a power in these two sports. The administration should have known that, in the last analysis, quality performances for a fair price are what people want. The recent balking at the football ticket prices by alumni for the first time since the early 1960's indicates this.

While we talk of basketball and spring football, a group of student athletes practice with the lofty intention of obtaining that big Division I upset at their new competitive level. No glory is involved here, only the love of sport. But, as the years go on, this will hopefully change. Until then, the Thebeaus, McNeil's, Mooney's, and Guay's will go on skating for the love of the sport and Notre Dame, not for the recognition and the awards.●

Everybody Wants to Play



by Jean Carey

"We have not yet seen what man can make of man." -- B.F. Skinner, behavioral psychologist

We have all heard the expression that DNA is the "blueprint" of life. More accurately, it is a set of instructions written in a language of three-letter words, or codons, in a four-letter alphabet. The sequence of these codons on each of the twenty-three chromosomes can dictate an obvious trait of hair color, or an obscure characteristic such as a food allergy. A simple change in one codon can have no observable effect, or it can result in a debilitating disease, like sickle cell anemia. An alteration in a few molecules is serious enough to severely limit the lifespan and development of an individual.

Each person has two copies of all the information needed by the body. The additions or subtractions to these instructions are mistakes which left uncorrected are not usually advantageous. The union of egg and sperm, which each carry one set of instructions, allows for creation of new combinations of traits which are favorable to the survival of any species. Your future is determined by which sperm and egg unite and whether or not the codon sequence in your DNA is grammatically correct.

Eugenics in its most positive form aims to better the human

stock through selective mating and reproduction in order to produce the most desirable children. The achievement of its goal depends on the ideal functioning of three fundamentals: natural selection, sociological and statistical studies, and the dominance of the genetic make-up over the environment. Theoretically, under these basic premises and conditions, man could weed out all defectives by preventing them from having offspring, while encouraging desirables to mass produce children within the confines of marriage.

By what criteria were the defectives and desirables segregated? A social test examined the reputation of the family in the community. The biological test consisted of examining the first two children born for undesirable characteristics on the premise that if there were genetic defects in the first or second child, the probability that subsequent children would have the same deficiencies would be extremely high.

The concept of the gene as the controller of human destiny fostered new developments in the lab. In 1909 the state of California began to systematically enforce a eugenic sterilization law. During the next thirty years approximately 10,000 "defectives" were sterilized under the recommendation of the Human Betterment Foundation. "Defectives" were classified as, "people who are congenitally feeble-minded,

epileptic, afflicted with certain types of insanity or subject to dangerous emotional instability." This is according to *Tomorrow's Children*, an informational book put out by the American Eugenics Society in 1935. The author Ellsworth Huntington, was president of Yale University at the time.

In another example, the Human Betterment Foundation concluded that married women were fifty percent more likely than men to be manic depressives by the age of twenty-five. Huntington suggested that new legislation must respond to this data by requiring examination before marriage, preventing young and hasty marriages, socially and geographically segregating the desirables from the undesirables and revising immigration quotas to be confluent with eugenic ideals, among other recommendations.

Scientific advancements have always been far ahead of human ability to use them positively, as is evidenced by geneticists' work to systematically reduce the mystery of life to random movements of electrons, neutrons and protons. The only defense against repeating the disaster of the past is individual awareness of genetic engineering, amniocentesis and cloning. If we fail in this personal responsibility, Aldous Huxley's *Brave New World* will have a rich and nutritious diet of public scientific ignorance to feed and grow strong upon.

final word

Passing the Reins of Power to Juniors

A NEW SOLUTION TO SENIOR BURN-OUT

by W.R. Mack

Seniors are valuable resources at Notre Dame. They know what philosophy classes are worth taking, how best to deal with the rector or rectress of a dorm, and the proper decision to make when faced with the choice of Russian vegetable pie or Hungarian noodle bake at the dining hall (The answer to this "dilemma" is a carry-out pizza). Juniors, however, rather than seniors, may be much more suited for success in positions of responsibility on campus. While many areas could be addressed as good examples, the positions of Resident Assistant and student government representative emerge prominently in my mind.

Why is it more difficult for seniors to hold these positions than others? The answers are inherent to senior year. First of all, making plans for a future career is difficult. Fighting the onslaught of applications, job

interviews and resume writing is enough to make one weary, without having to worry about other duties.

Secondly, the need for a good social life in the senior year is acute. Seniors know this will be the last year they spend together, and they want to make the best of it. Duties, like the ones RA's and student government officials assume, tend to limit the social calendar. Being an RA myself, in a dorm which requires its RAs to be on duty three times a week, I have felt the frustration of having to work while my friends attend the senior cocktail parties, away football games, and excursions to

"If seniors are completely honest with themselves, they will admit they are not as committed to anything they do as they were in their junior year."

Chicago. Of course, a junior would have to give part of his or her social life for a year, but he or she would have the advantage of being able to look forward to an exciting senior year.

Student government is another area where positions of responsibility would be better left to non-seniors. In the second semester of the 1984-85 school year, the student body government decided it wanted to reorganize itself. By the end of the school year the reorganization was dropped, and scheduled to begin again this past fall. Unfortunately, the skeleton of a student government left by an unfinished reorganization plan was thought so inefficient and inappropriate by Student Body President Bill Healy and others that they tried to completely dissolve the Student Senate.

I have talked to a few student government members in the past year, and I get the impression that reorganization could have been completed if senior members of the student body government

would have pushed for its completion in the spring of '85. Instead, the seniors became disheartened with the slow pace of the process and decided they did not want to be bogged down with details of the reorganization in their last semester at Notre Dame. The mess of student government was bestowed upon this year's office holders.

To rectify the problems I have mentioned above, I propose banning seniors from holding student and hall government positions, as well as hall staff positions in dorms. Naturally, there will be people who say this discriminates against seniors, and that many can handle positions of responsibility quite effortlessly in their senior year. I believe this is much easier said than done. Students do not realize how tough it can be to plan one's future in the senior year. Being the over-achievers we are at Notre Dame, we always think we can handle any difficult situation. As the senior year progresses, many of those who have accepted the mantle of responsibility sometimes wish they had left their positions for someone else to tackle.

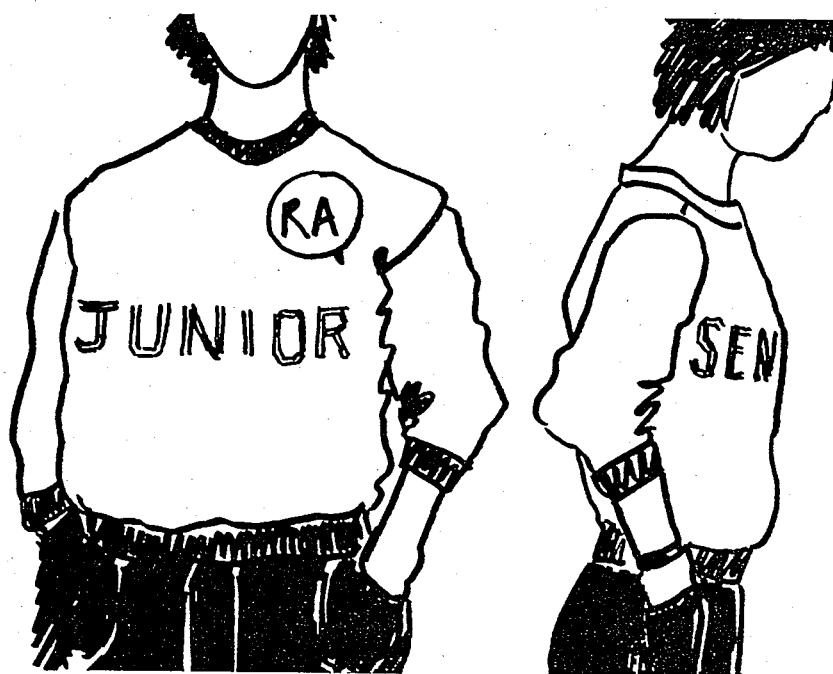
Seniors also have problems with exercising total commitment to their responsibilities. If seniors are completely honest with themselves, they will admit they are not as committed to anything they

do, like academics or work in their favorite club, as they were in their junior year. That feeling seems to be part of the senior experience.

It would be better for all students, including seniors, if positions of responsibility were available only to those who had a stake in the immediate future of the university. Unburdened, seniors could go about the never-ending task of applying to graduate schools, lining up jobs, and

spending their last remaining months with their fellow classmates. Meanwhile, industrious juniors, and possibly sophomores, could plan student life knowing they will see the fruits of their labors the next year. Most importantly, these underclassmen will have the time to commit themselves to a job well-done which seniors do not have the time or possibly the conviction to accomplish. Everyone benefits in the end.

Anyone want a job as an RA?●

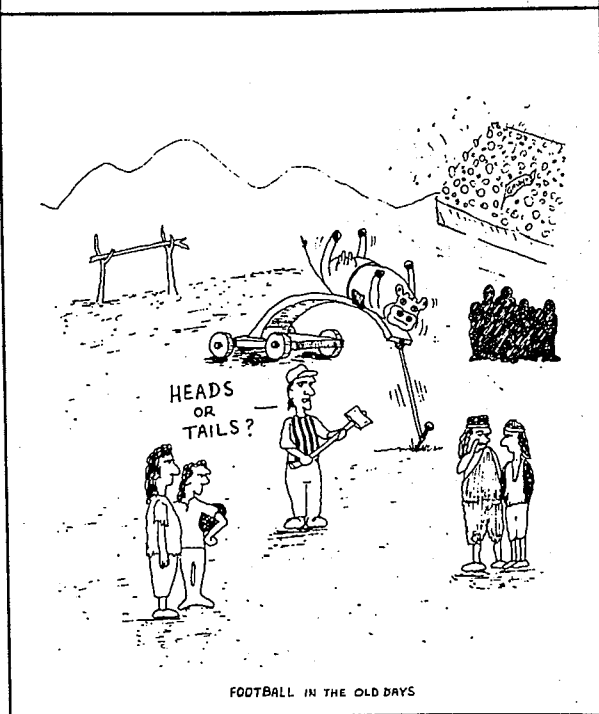


Margaret Payne

Mark Lechner

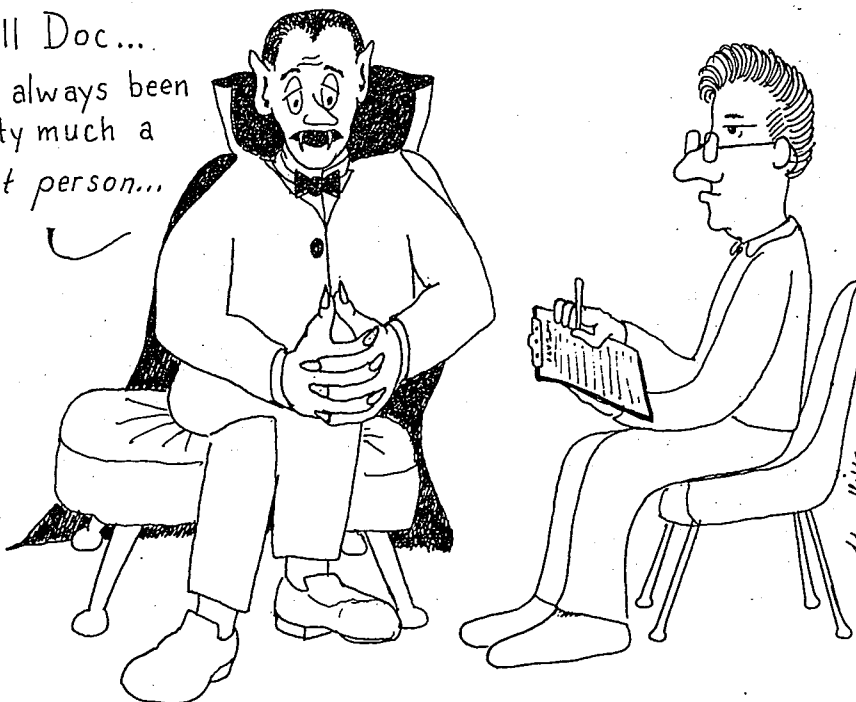


Mark Lechner

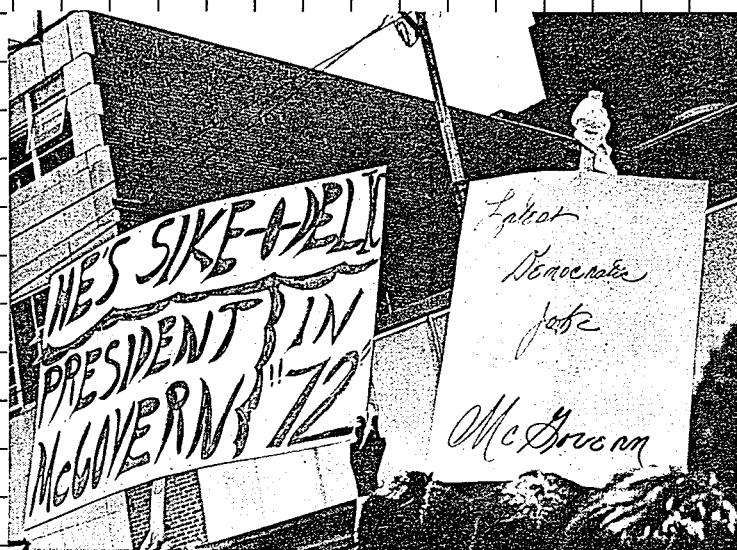


John Gibbs

Well Doc...
I've always been
pretty much a
night person...



n e x t i s s u e



1960's

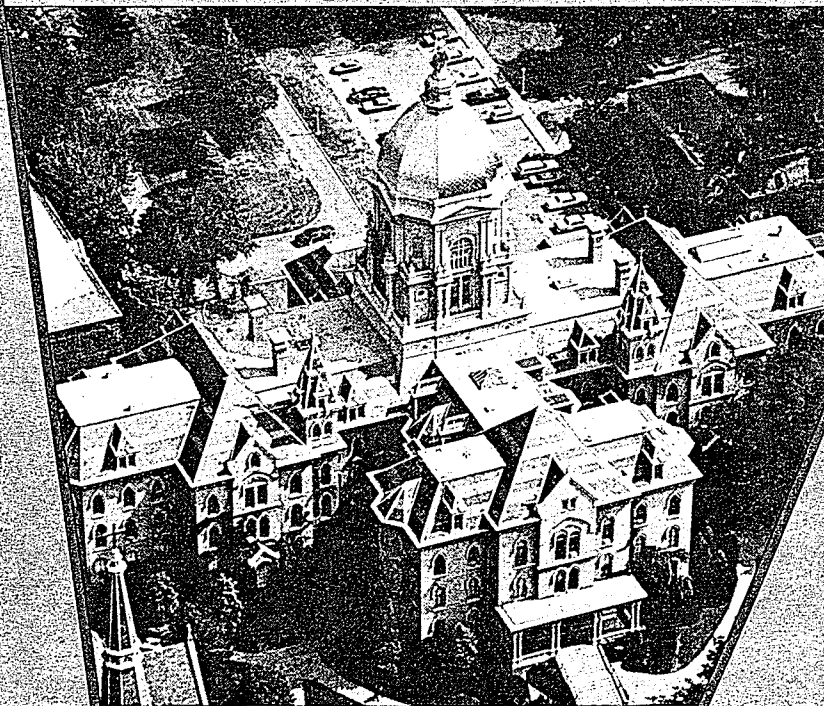
POLITICS
AT NOTRE DAME



1980's

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den of thieves?



crime at notre dame