

On The Inside

SLC candidate forumpg 3

St. Mary's SAC passes 24-hour open lobbies.....pg 13

THE OBSERVER

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Hesburgh vows co-ed increase

by Ann Therese Darin
Campus News Editor

Notre Dame plans to increase the number of female students admitted to the university to a thousand as quickly as possible, announced Rev. Theodore M. Hesburgh, C.S.C., university president, last night.

Speaking at his old student residence, Badin Hall, converted for women's use earlier this year, Fr. Hesburgh speculated that the action would be completed within two years. The university anticipates, according to Fr. Hesburgh, that at least one-half of the coeds will major in the college of arts and letters. Currently A&L ranks as the largest college in the university with 2680 students.

"The big problem gets down to the total number (of women)," Fr. Hesburgh noted. "When the girls start replacing the guys, then the crunch will be on."

In accepting women for the '73-'74 academic year, the university president said, "We will try for a mix. We want to gradually enlarge the number of freshmen and cut down the number of transfer students. Those women transfer students were our biggest break this year. We wanted kids who knew the place. It's a juggling act, but we'll have it under control in a couple of years."

Before the question session, Fr. Hesburgh, accompanied by hall director Kathy Cerkanski and several hall residents, toured the women's rooms amid popping flashbulbs. "Things have gone even better than I had expected," he said. "This is about as male chauvinist pig as you can imagine. But you girls are great!" Questions during the two hour session centered on university policies, Fr. Hesburgh's experiences in civil rights and education, and his philosophy on a Christian community.



The staff of Badin Hall presents Fr. Hesburgh with a token of appreciation

Following the visit, Badin residents presented him with a miniature paper "Badin Woman" t-shirt, a large Snoopy "welcome" card, and a steel-wire floral arrangement. "I've gone to a lot of halls, but I've never gotten anything like this before," he exclaimed. "It just proves that girls are different," he grinned looking at a sheet-cake decorated with grape vines and inscribed "Welcome Back to Badin, Fr. Ted!"

Because of another large number of women students to be admitted to Notre Dame next year, several Badin residents asked if they would be relocated in a larger dormitory. Reassuring them that they wouldn't be evicted from Badin, Fr. Hesburgh commented, "We put \$150,000 into Walsh and Badin this year. I'd say you're pretty safe for a number of years...well, for the immediate future at least."

There are no immediate plans to build another dormitory, he added. "The problem first of all is that we were thinking in terms of St. Mary's. They have quite a bit of space not being used." Because the unification with neighboring St. Mary's College was called off, the University is still repaying loans on the \$7 million Flanner-Grace Tower complex, Fr. Hesburgh predicts no new dormitories will be built.

If the university had the funds, it could build a residence hall in less than two years since it would simply modify architectural plans for Flanner and Grace. "Yale is putting up a big dorm for coeds," he reported. "Someone handed them \$15 million. If we had a Jock Whitney, we'd have one, too."

During the question and answer session with over sixty Badin residents, a black sophomore woman questioned the university president on active recruitment for minority students. "We've told the admission office," the U.S. Civil Rights Commission chairman claimed, "that we want to keep increasing the number (of minority women) every year. This year we fell low on men, but there was a run on chicanos. Every chicano we offered a scholarship to took it." Several black male prospective students, he indicated turned down N $\frac{1}{2}$ scholarships to attend other universities.

Another student concentrated questions on women's caucus and a proposed birth control campus center, advocated by an Observer columnist in yesterday's newspaper. On women's caucus establishing rapport with university administrators, Fr. Hesburgh answered, "We're glad to have it. We've got to assume that we're going to make a lot of mistakes. If something is being done that is outrageous, say something. We don't want to make goofs."

(continued on page 2)

Administration critical of faculty ideas

by

Michael Baum

Two administrative members of the Academic Council, Assistant Provost Dr. William Burke and Arts and Letters Dean Frederick Crosson, voiced some criticisms of the Faculty Senate's recommendations to the Council as expressed by two faculty members Tuesday.

In conversations reported in Wednesday's Observer, English department chairman Edward Vasta and Economics department chairman Dennis Dugan defended the "spirit" of the Senate's recommendations to the Academic Council, calling for the Council to be reduced to 40 members, including 6 voting student members.

The Senate's recommendations would also have had faculty members outnumber administrators on the Council by 20 to 16.

Both administrators denied Dugan's claim that the Academic Council's steering committee recommended that the student members of the Council be "non-voting." Crosson, who will present this section of the committee's recommendations to the Council, said that the committee merely brings it to the attention of the Council that a decision must be made on this issue. The status of student members on the Council is presently probationary. The trial period for the arrangement will end this year. According to

Crosson, "The recommendation of the steering committee is going to be that the student members be full voting members."

Dr. Burke commented, "I think that the student comments, recommendations and suggestions are very helpful. I wouldn't have them as consultants, I'd have them as voting members."

In contrast to the Faculty Senate recommendations, the Council steering committee suggests a total membership of 29, three of whom would be students. Crosson does not feel that the increase of student representation to six members would have any worthwhile effect. Pointing out that the steering committee recommendation essentially reduces the overall size of the Council, while maintaining the same proportions among the three groups, Crosson said, "It is not clear to me that short of moving to some tripartite membership (each faction equally represented) that the addition of two or three more students is going to make a difference."

Commenting on Dr. Dugan's suggestion that more than three students are needed to effectively participate, Crosson agreed that three was a small number, but, pointing out that faculty and administration both had only 13 representatives under the committee's proposal, said, "When you consider how many people are being left out that have sat on the Council for years and year, 12 or 13

is a small number too."

In contrast, Assistant Provost Burke feels that student representation should be set at either five or six positions. He believes it should be structured that one student representative comes from each of four colleges and either a graduate studies representative and a representative from the Law School, or one student to represent both of these.

"It would make good sense to me to have representatives of the four undergraduate schools and law and graduate or at least graduate student representatives," Burke commented, "I would favor any representation where each school is represented. My system would suggest five, then."

Both men denied the thesis, expressed by Vasta, that the faculty should have more representation on the Council that the administration—to counter what Vasta felt to be an administrator's advantage in voting caused by a tendency to "think and vote homogeneously," contrasted with the general disunity among faculty members.

Commented Crosson, "The Faculty Senate proposal would, in effect, mean a placing of the majority vote in the hands of faculty. They would be in a position to outvote both students and administration."

The Senate proposal set membership at six students, 14 administrators, and 20 faculty

members.

Remarking "Mr. Vasta is saying that the administration tends to vote together and what we need is to get more faculty voting together," Crosson claimed that in fact voting does not tend to be split between administration and faculty.

Claiming that the administration did not vote as a bloc in his experience, "certainly not solidly," Crosson said, "There are certainly tensions and differences between the colleges. More often the division lines on votes tends to

(continued on page 2)

Late bulletin: War may end

The United States and North Viet Nam have reportedly reached an agreement to end the Vietnam War.

According to United Press International reports early this morning (1:00 a.m. South Bend time) North Vietnam radio broadcast the news Thursday (today). According to the report, North Viet Nam is ready to sign the agreement on Oct. 31 "despite U.S. delaying tactics."

The UPI dispatch quoted South Vietnamese Foreign Minister Tran Van Lam emphasizing "there will be no ceasefire before the U.S. elections." After several students heard the early bulletin on WLS and alerted

the Observer, United Press International's Chicago Bureau was called to verify the story. Jim Smeadstead, a UPI teletypewriter, authenticated the information.

Most of the major U.S. dailies are leading with this news today. In New York City, the New York Times, which did not send the story out on the wire which the Observer subscribes to, told the Observer that "everyone here is asleep...we are using the UPI story as our lead today." The Associated Press (AP) is also running a version of the report, but UPI was first to report. No further details were available at presstime for the student newspaper (3 a.m. Thursday).

world

briefs

(c) 1972 New York Times

Paris - A high ranking French source disclosed Wednesday that a wide measure of understanding on a cease-fire and a subsequent political settlement in Vietnam had been reached between Henry A. Kissinger, President Nixon's National Security Adiviser, and Le Duc Tho, the North Vietnamese negotiator.

Detroit—Sen. George McGovern declared that the United States faces a "moral and constitutional crisis of unprecedented dimensions" because of what he called the "widespread abuse of power" by the Nixon administration. In a national televised address he described as the most important of his campaign, the Democratic nominee accused President Nixon of having catered to special interests, usurped Congressional authority and tried to undermine the political process.

Washington - Though peace negotiations are still described as precarious, American officials in Washington now believe that only a supreme act of folly in Saigon or Hanoi could prevent an Indochina cease-fire within the next few weeks, perhaps even before the Nov. 7 presidential election.

Washington - In his fifth radio campaign speech, President Nixon promised to press for legislation that would provide tax credits for parents of children in non-public schools and end "arbitrary court-ordered busing of children out of their neighborhoods." He said that "the people themselves" deserve the greatest voice in deciding education policy.

Washington - In its first attempt to halt the rising price of gasoline, the Federal Price Commission has begun an investigation of the service station rental policies of a major oil company. The commission, which did not identify the company, wants to find out if rentals based on the number of gallons sold by the station have amounted to a disguised and illegal increase in the wholesale price of gasoline.

on campus today

3:30 exhibition, jack white, billiard and trick shot artist, la fortune ballroom

Father Hesburgh speaks in Badin Hall

(continued from page 1)

Discussing a suggestion to establish a campus center similar to Planned Parenthood, the university president vetoed the idea. "I'm not terribly enthused about opening up a center," he remarked. "That is the horror approach to life. I can't. The ball game's over before you start. It's kind of a red herring! I'm not going to get excited because someone writes it in the Observer and I'm not going to get excited about what he says. I know how it can be—a slow day for news; some space to fill."

By establishing a center on campus, Fr. Hesburgh believes the university would be condoning that morality. He believes the adults on campus can advise and refer students to suitable agencies in South Bend if the occasion arises.

Other questions ranked from rumors about campus life to national personalities and world problems.

The university does not have a private jet, Fr. Hesburgh said. Father added that he "sparingly" borrows the private jets of his friends, but mostly he relies on commercial airlines. Concerning his travel and committee appointments, he remarked, "You get your money's worth out of me. I'm here over fifty percent of the time."

Besides acting as Notre Dame president for his twenty-first year, Fr. Hesburgh also heads the U.S. Civil Rights Commission, Overseas Development Council (foreign aid), and Ecumenical Institute. In

addition, he serves on the Rockefeller Foundation Board, Chase Manhattan Bank Board of Directors, and Carnegie Commission for Higher Education.

He also refuted the rumor that he lives in a penthouse apartment in the Memorial Library. "Fr. Burtchaell's always sneaking up there making dinner gough," he teased. Rev. James T. Burtchaell, Provost, doubles as a gourmet cook. "Seriously, we use the penthouse to entertain trustees and for cocktail parties when someone within the university community has been promoted. I've been tempted to move over there. But, so far, I haven't. I live over the garbage can in Corby," he said.

Several of the women were interested in his reactions to national figures, in particular President Richard M. Nixon. "Which one has impressed me the most? Well, I knew the last four popes pretty well. The present pope has got a lot

changed in the Church...Jack Kennedy was very intelligent...Johnson in one way was a very striking fellow...Eisenhower was a decent fellow and humble...I didn't like Bobby Kennedy at all much, but I admired his courage...his wife Ethel's a dream girl...and, of course, Martin Luther King and Mother Teresa in India."

Concerning Nixon, Fr. Hesburgh lauded his Russia and China diplomacy, but deplored the President's record on civil rights and the Vietnamese War. "I don't want to knock him," he remarked. Three years ago Fr. Hesburgh offered to resign from the Civil Rights Commission. "He (Nixon) called me a week later and asked me to stay. I have a feeling he regrets that decision," he said.

Fr. Hesburgh's other remarks concerned his philosophy of life and reminiscences of Badin Hall in the post-War years.

Administration criticizes

(continued from page 1)

reside along college lines rather than faculty and administration. On probably 80 per cent of the votes where there is a division they tend to reflect these verticle lines of interests within the University rather than horizontal faculty-administration lines."

Burke also denied that there was a tendency to vote in blocs, saying, "On the Council for twelve to fourteen years, I've seen the

faculty and administration members vote pretty much independently. I never thought of myself as an administration man or faculty man, I thought of how the issue would affect the University."

University Provost Fr. James T. Burtchaell, declined to comment beyond the opinion that administrative members on the Council did not have any advantage of homogeneity in voting.

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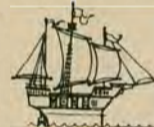
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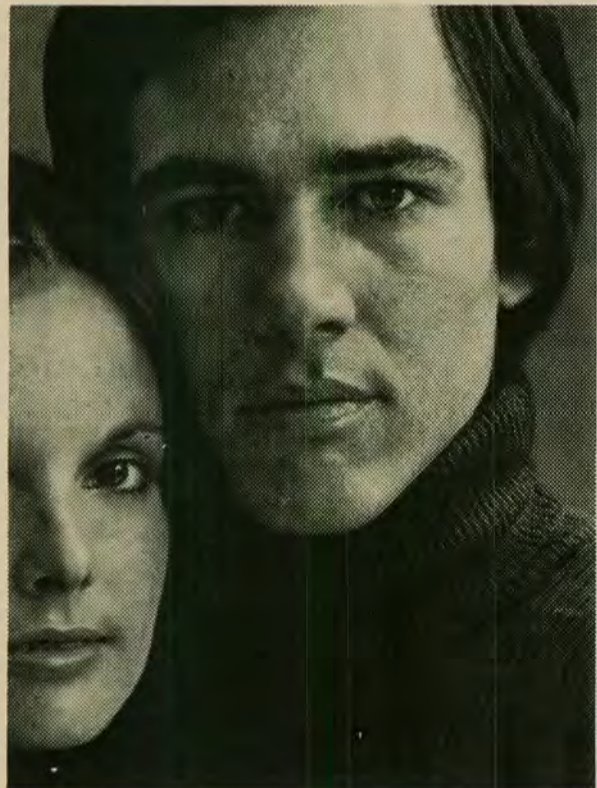
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Apathy mars SLC candidate forum

"Kids don't understand what the SLC is, and they just don't care," stated candidate Diane McDonnell after no one showed up for the planned "Meet the Candidates" discussion in Badin Hall last night.

The discussion was to give women students voting in today's Student Life Council elections an opportunity to hear the three run-off candidates and their positions on the issues.

Candidate Maureen Lathers said, "When we came here, all we

read was that this was the year that the SLC could really become something."

"But it seems that the only publicity the SLC gets is in the editorials of the Observer, although there was a small story on page two the day before the primaries," complained Janet Waltman, another candidate.

Lathers, a sophomore transfer student from Michigan State, was quite vehement about the issue of a woman being seated on the SLC as

a "token" gesture. "The seat is not token," she said, "no way. It is token only in that it is giving the women an advantage. We are getting a special chance to make our minority heard. I am going in as a woman, and I'm not going to be afraid to make myself heard as a woman."

McDonnell agreed, saying, "The seat is token only in the sense that the 325 women here are."

One woman who happened to wander by granted the fact that the

women were being given a distinct advantage, but that she was glad they were. She said, that, under the circumstances, she felt they needed it.

"A woman representative would be the only one to know what it is like to be one of the first 365 women on campus, just as an off-campus representative would be the only one able to know what an off-campus situation is like," said Waltman, a 1st-minute write-in candidate in the campus-wide SLC

elections held in September.

"All the different views and segments deserve representation," she continued. "The woman should make her voice and her views heard, and not wait to be asked for the 'woman's point of view.'"

Badin Hall Steering Committee Chairman Kim Magnotta urged all women to vote in the elections. She said that they may do so in both Badin and Walsh Halls between 11:30 and 1:00 p.m., or between 5:00 and 6:00 p.m.

HPC may get funds from student activity fees

A proposal to channel funds to the HPC was introduced at its meeting Tuesday night. According to Steve Jeselnick, Executive Coordinator of the HPC, the alternative form of funding would be "a direct subsidy from the student activity fee."

The subsidy would cover the expenses of An Tostal and include a hall subsidy, to be distributed on a per student basis.

This fund, which would be

itemized on the student's bill, could "supplement or eliminate the existing hall taxes," suggested Jeselnick. The HPC hopes, added Jeselnick, that this method of financing the HPC will be "a viable and visible usage of the students' student government fee."

A subcommittee of the HPC was formed to draw up a concrete proposal to be presented to the HPC and then to the SLC for possible enactment.

One issue the group will study is the possibility of eliminating the separate hall taxes in the future. The group will also study, added Jeselnick, whether it will be necessary to raise the present fee, to maintain the subsidy and the other organizations the fee presently supports. The subsidy would be "quite a large sum", in the words of Jeselnick. If the per student figure were \$4.00, the budget would be "well over

\$20,000."

Butch Ward, HPC President, reported that the allocation for the Hall Life Fund was given a boost since the Social Commission of the Student Union has agreed to sponsor the free concert during An Tostal weekend.

Jeselnick also requested \$500 further aid from the St. Mary's Student Assembly last night needed to meet the proposed budget for An Tostal.

Next week, a committee composed of Ward, Jeselnick, two hall presidents, and a rector chosen by the HPC will be formed to allocate the non-An Tostal funds of the Hall Life

Next week, a committee composed of Ward, Jeselnick, two hall presidents, and a rector chosen by the HPC will be formed to allocate the non-An Tostal funds of the Hall Life Fund.

Questionnaire to be sent

COUP questions students

by David Rust
Staff Reporter

Students will get their chance to register grievances against student-run profit businesses on a questionnaire to be distributed through the mail Wednesday evening, decided the new Committee On Unorthodox Privateering (C.O.U.P.) at its first meeting last night.

Gathered in the student government cabinet offices for an hour session, the committee, coordinated by Mike Hess and Dave Fromm, hammered out the shape of the forthcoming questionnaire which will be C.O.U.P.'s first official act since its inception two days ago.

The one-sheet mimeographed questionnaire will be headed by an introductory paragraph and will contain in its body a list of ten areas suggested by committee members for their frequency in recurring among student complaints.

These include hall food sales, concessions, donut sales, hall taxes, hot dog stands, solicitations, movie prices, stereo sales, and record sales. Other subject titles are not yet available for

publication.

Participants will be asked to list which they think are the most pressing, numbering them in order of importance and crossing out those which they think are no problem.

Each will also be asked to explain the specifics for each's top three on his or her list, and will be given space and opportunity to explain any further complaint or comment.

Students' names and residence halls will be requested but not required.

C.O.U.P. hopes to work through campus mail servicemen and have a questionnaire placed in each student's mailbox (one to a box, not to a student) with the Wednesday (Nov.1) 4:00 pm mail.

Boxes for receipt of these questionnaires, will be maintained 24 hours a day from Wednesday afternoon through Friday night in each hall, and students may also return completed forms to the student government offices during this time.

The committee will meet with Ombudsman personnel Nov. 8 to evaluate questionnaires and

compile the results. Courses of future action will be chosen after that time.

Committee members were generally optimistic about their efforts. However, they stress that C.O.U.P.'s work will only "catch fire" if the students take time to fill out each questionnaire.

"We've got to keep in mind that this is a student service," said one committee member afterwards, "and as such requires a good amount of student cooperation at this critical juncture (the filling out of the questionnaires)."

Boxes for questionnaire collection in each of the residential halls will be placed near the mailboxes or in hall lobbies, the committee also reported.

Return ENGAGEMENT ...

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Don Ruane
Executive Editor

Thursday, October 26, 1972

Where are the students?

Sometimes it seems as if everytime you turn around someone is asking you to do this or give that so that a little relief or happiness can be injected into someone's life.

Notre Dame students have built a fine reputation for themselves when it comes to answering those requests. The swimming team spends time with the Logan Center children teaching them fundamentals and helping them have fun.

A large group of students tutor South Bend children.

Latest response

The latest and largest response came last Saturday when more than 700 students gave up their tickets so that South Bend children could see a big time college football game. While it turned out to be a good day to stay home, no one knew in advance that it would be cold and wet, and that Notre Dame would lose, and all those who supported the program deserve a hearty well done.

But there was another request made before last week's game, that perhaps was drowned in the publicity granted the exchange. It was a request from the March of Dimes.

MOD

Usually MOD can collect \$1000 on the average by seeking contributions before game time. Lastweek they didn't come near that because only three persons answered their call.

Everybody knows, or seems to know that MOD helps fight crippling physical defects. This year's poster child has just been fitted with artificial arms at the MOD's expense. Had last Saturday been a normal day, the price of his set of artificial limbs probably would have been collected.

Without inflation, or any rise in the cost of materials and craftsmanship that go into a set of mechanical limbs, the poster child will need approximately a dozen more average Saturday's to absorb the cost of a new set each year to offset the factor of natural growth.

Only one example

This child is only one example. MOD needs your help this Saturday, and for the rest of the season. If you think you can turn around once more, give Al Brenner a call at 3666

Don Ruane

opinion

A case against Masters and Johnson fred antczak

The poses, pretensions, and assumptions of any discussion are usually its most subtle and misleading features. Now, listeners ought to suspend belief until they hear the whole story; but any evaluation of that story ought to include seeing its basis as well as following its development. It's at this level that I want to argue against Masters and Johnson's perception of sex.

"Sex is a natural function," they told us. We ought to be able to see what they mean by noting other examples of "natural functions." Well, eating and defecation are others. This ought to arouse suspicion, because sex differs from the other functions in a very important and relevant way: eating and defecation are regularly necessary to survive, but sex is a matter of choice. Simply saying that "sex is a natural function" is M&J's way of absolutely begging the interesting question: when, and why, should a man choose to function sexually?

Disguised in Clinical White

The descriptive pose of the value-free social scientist becomes clearer in their statement, "There are no considerations about sex exterior to the persons involved." I'll try to show that they've disguised in clinical white an assumption that, far from being descriptive, is prescriptive. We see how this sort of statement would be earnestly applauded by audiences of people seeking to escape any or all possibility of guilt and responsibility. What the doctors are saying is: 'do your own thing; overarching moral systems do two unacceptable things: they incorporate myths that we can prove false, and they attach bad vibrations to a stimulus that is (according to M&J) naturally neutral.' Of course, they themselves (certainly not Dr. Reubin) will determine for us what's myth and what's not, and they are the ones who, without rigorous proof, have defined certain vibrations as inappropriate.

Three Couples

While empirical misconceptions deserve debunking, let's not throw out the baby with the bath. Are we ready to accept that whatever sounds good in our mind is the final answer, with no check against any independent standard? For example, take three couples. Couple A have intercourse together and only together. This is openly because they love each other. Each member of couple B only engages in masturbation, never touching each other. Couple C each exclusively engages in bestiality. All of them claim to be perfectly happy and content with their sex lives.

Are we ready to accept that there is no way we may properly call couple A in any way healthier or better adjusted? Masters and Johnson must and do tell us that there is no "exterior" sexual differences among these examples; or again, no difference between our couple A, a homosexual couple, and a masochist-sadist duo. It doesn't necessarily matter whom or what you engage sexually, only that the participants achieve gratification.

M&J say that "sex is communication"; what could they mean, and why would we want to communicate? If there's no consideration exterior to each mind, it's impossible to prove (as the doctors never attempt) that babbling about one's own fantasies is any less meaningful than some sort of "commitment", for judgments about meaning require a transcending standard. If there's nothing necessarily true for everybody, then one sexual myth is as good as another; and after all, if there's nothing that's absolutely true, all we can have is personal myths.

The Libbie and the Stud

The upshot of this is that the women's libbie has no moral claim against the stud who objectifies her; to say that he's wrong appeals to an exterior, shared value which she can't expect anyone else to necessarily accept. Her recourse, one muses, might be to physical coercion, to which, in his turn, the stud can't morally object.

"Sex is communication." If this is true, then it ought to share generic traits with other kinds of communication. But the other ways we communicate assume that there are shared standards. Why else, for example, would Dostoevsky or Kafka have and made public Brothers Karamazov or The Trial if there were no public standard by which we can judge either work to be superior to, say, 50 pages of random vowels, consonants, and symbols? To be fair, some fiction doesn't assume the existence of a standard, whence we get the conceptual and lingual violence of Joyce, Finnegans Wake.

Exterior Considerations

Rather than denying exterior considerations, the doctors should have said that no one, including themselves, have an access to them which is exclusive or complete enough to be perfectly authoritative. The reason that sexual myths ought to be debunked is simply because they aren't true, (while other things are). It is about this standard that we may most richly communicate, and it's our yearning to share in this real world around us that is our reason for communicating. As long as we go on listening, evaluating and speaking, we are expressing our faith in, and perhaps sharing of, this exterior reality. The existence of this belief and sharing is the soul of the case against Masters and Johnson.

the observer

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Editorials printed in The Observer reflect the opinion of the writer on behalf of the editorial board. Columns reflect the opinion of the individual writer; they are not to be taken as editorial comment.

Letters

football fix

Editor:

As a freshman this year at Notre Dame, I have been exposed and subjected to various experiences and regulations. Some are quite stimulating; others are totally insipid. Recently, I have noted the difficulty that some of my fellow students have met with in attempting to slip girlfriends into the football stadium via the use of student tickets. As the university receives the same amount of money no matter who uses the tickets, I see the policy of non-transferable student tickets as ridiculously inane. Why can't the

students (and by "students" I am certain that I am speaking of a vast majority of the student body which shares this viewpoint) do something about this antiquated and unreasonable dictate? Once each year the underprivileged children of South Bend are allowed to use student tickets to enable them to see The Fighting Irish; I am sure this is a noble effort. Why then can't students be permitted to allow non-university friends to use student tickets for the same privilege? Until someone explains this situation, I shall remain utterly perplexed.

Tom Aanstoos '76

more than ever

Editor:

We were thinking about President Nixon's campaign slogan, "Now, More Than Ever", and it is remarkable just how true this statement is.

We now have more bombing than ever, more prisoners of war than ever, more unemployment, more suppression of the minorities, more inflation, more political scandal, more distrust of the government, more drug abuse, and more waste than ever before.

Nixon's the one!

Students Now Concerned
More than Ever
About the President.

(In Alphabetical Order Brian Barnett, Ricardo A. Campa, Jr., Mark Carney, Fred Graver, Mike Hatton, John Juarez, Jr., Steve Kempa, Joe Lee, Steve Petit, Henry Seduski.

telegram from sorin

T.M. HESBURGH
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I HEAR ABOUT A KING ON CAMPUS?
SORIN

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garry Trudeau

Academic Viewpoints



Academic Viewpoints is an effort to stimulate discussion and input primarily from the students, but also from the faculty and administration towards the processes that are used to review and reform the curriculums used by the four colleges at Notre Dame.

Each fall semester there are requests for student representatives to the various academic advisory councils. The slots are filled, but by whom most students would not be able to say.

Equally unfortunate is the tendency for the student academic people not to seek a wide or thorough expression of opinion from the members of their college.

The result is that neither group is aware of the thoughts and ideas held by the other. This leads to confusion about college requirements, poorly planned curriculums, and a general gripe that student opinion is not considered.

All but one of the contributors from the four colleges are members of their advisory council. The other is the managing editor of a publication that is widely read and respected within his college.

They were asked to contribute because the Observer felt they were in a position to express student concerns from the vantage point of being inside or near enough to the process of academic review to comment intelligently. However, their opinions should not be construed to necessarily represent the opinions of the faculty, student or

administrative bodies of their college.

It is hoped that their opinions encourage the members of each of these groups to contribute to the academic betterment of their college in some way, whether it be simply calling a council member and making a suggestion or by joining a college organization.

Each person was asked to contribute on a topic of his choice within the academic sphere of his college. It could have been on the need for more input from faculty or students, the need for more participatory activities, curriculum revision or an outline of the path they would like to see their advisory council follow this year.

Arts and Letters Junior Pete Homer confronts the problem of student input. He writes that it has not only been lacking, but that it has not been recognized for its intrinsic value as another perspective. Homer also chides students, faculty and administrators for assuming their views to be almost dogmatic, and encourages them to bend more in the future.

Senior Ed Burke has centered his article about the first four years the College of Engineering has experienced since dropping its degree criteria requirements from 144 to 128 credits. Drawing from experiences, he looks at the pros and cons of "core courses," urges the practical application of classroom learned tools through work study or senior research programs, and encourages the college to continue its

positive course of self-evaluation.

Science major Bill Elliot zeroes in on participatory groups by describing the functions and activities of various clubs within that college. Elliot, who is a Senior, also presents plans several clubs have made, and charts the course he would like to see the council follow.

Bill Kaufman is a managing editor of the Notre Dame Business Review, and joins Burke in recommending more opportunities to exercise tools learned in the classroom. He also tries to dispel myths about joining organizations, such as having to know someone, or feeling dumb because you are new. The emphasis Kaufman places in his article falls on the value of experience gained in using tools and in participatory activities.

Also included in the supplement is a recommendation from the Arts and Letters Dean's Committee for Collegiate Development for a 1-2-1 curriculum, which is complemented by Burke's comments on a curriculum that allows for a program to extend across several departmental lines.

A reprint of Staff Reporter Jim Ferry's report on the demise of the Honor Code at Notre Dame is part of the sidelight examining cheating and what is being done about it at Notre Dame.

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A&L Dean's Committee Viewpoint

The report of the Arts and Letters Dean's committee on collegiate development has suggested the use of a 1-2-1 instructional program to keep the goals and ideals of the college within the formal and informal dimensions of learning processes.

The report, which was recently completed, describes the formal dimension as the curriculum, and the informal as learning processes and situations which arise out of educational needs and interests for which the curriculum does not directly provide and especially from the residential nature of the College.

While the Dean's committee was formulating the 1-2-1 proposal printed below, four themes were central to all considerations.

The first involved the enlarged scope of liberal education, which has resulted from the immense growth of the natural and social sciences, two traditionally intrinsic areas of liberal education. In addition to respecting the intrinsic character of each, the committee places emphasis on science as a human creation and activity, with significance which must be appraised within the total human context.

The inner dynamics of a liberal educative system (knowledge, capacities and attitudes), is the second theme. Here the committee feels knowledge is never inert, but serves as an energizer of capacities, and suggests and recommends attitudes. In turn, capacities and attitudes must be developed as a necessary condition for the pursuit of humanistic knowledge.

The committee's third theme emphasizes the skill of dialectical or deliberative inquiry, because it tends to restore confidence in the validity of rational dialogue on matters of right and wrong, and of taste. This prepares the student for participation in a free and civil order.

Finally, the committee considers it a mark of the liberally educated man to be able to pool his knowledge and relate the result to live situations requiring judgement and prudence.

the 1-2-1 program

According to the committee's suggestion the first year is meant to give the Student a solid conception of the liberal experience. It should be a common experience for all freshmen in the college, and include the goals of liberal education: approaches to this area, what is required of the individual, and what attitudes should be developed after completing the program.

The second and third years provide a choice of selecting a major or a college sequence of study. The college sequence places a thematic emphasis on some area, such as American Civilization, and is followed through a course sequence composed of courses from various departments. Work is done under a collegiate professor, with the assistance of a counseling committee of interested professors from the departments involved to help maintain perspectives.

The fourth year emphasis is on synthesizing, deepening and evaluating the educational experience in seminars; further course sequences; personal, creative projects; or field work.

The committee's more detailed description is printed below.

organizational principle

The students' liberal educational experience should possess coherence and direction. The student should be able to participate actively and responsibly in the development of his own educational experience, within the general structure of the program, and thus acquire a sense of growth and increasing autonomy. He should understand the inner dialectic of knowledge, capacity and attitude which liberal education involves.

A vital tension will inform the instructional program if it meets these norms. On the one hand, the dynamic of the program will be toward specialization, and specific competencies; on the other, it will be toward unification, coherence, organic and directional unity. Both of these movements are necessary; while that toward unity, coherence, and direction represents the dominant movement, it can be successful only if it rests upon a solid basis of specific knowledges and competencies. The student must sense this movement and sense the essential but creative tension between them.

Competence in specific fields, subject matters, and disciplines is the office of the departments: for this reason the development of the departments must be a constant concern. The work of securing coherence and directional unity drawing upon the competencies of the departments falls to the College program and the

College is its proper locus.

the structure

The Basic formal instructional program should continue to be projected over four years, and the Developmental Program should be ordered to this projection. At the same time however, plans should be developed within four year projection which would enable some students, under specific conditions, to complete work for the degree in three years. Also, within the framework of the four year program, provision should be made for students' interrupting the program for a period of time and then resuming their college program without prejudice and possibly with some recognition (through faculty consultation and evaluation) of the experience acquired in the interval.

The College, as presently organized, follows the conventional model in American undergraduate education. Two years of general exploratory studies are followed by two years of specialization in departmental major fields. The four year Developmental Program would introduce the following structure: 1-2-1. The first year represents a period of common experience for all incoming freshmen in the College. The second and third years constitute a vertical continuity of concentrated and progressive effort in a collegiate sequence or in a departmental major. The fourth year would represent a period of synthesis and personally oriented work.

freshman year

While the Freshman Year at Notre Dame is administered by a single University office, the various Colleges have autonomy with respect to the curricular structure. The Developmental Program in the College of Arts and Letters will seek to insure that this period serve as a sound basis for the student's total experience in the College. The chief aim will be to enable the student to secure a sense, an image and an idea of the character of the liberal experience upon which he is entering. More important than that acquisition of any specific knowledge or competence should be an understanding of the type of experience, liberal education, upon which he is entering, what its goals are, the kinds of knowledge it embraces and the way in which it addresses them (i.e. as liberal and humanistic), the capacities it requires and which it will help him develop and the attitudes which it will invite him to cultivate as a liberally and civilly educated person. All of these elements should be exhibited and exemplified in the experience of the Freshman Year, i.e. the actual courses, etc; they can also become the object of specific reflective study in a course directed especially to the problem of what liberal and civil education is.

two year division

The sophomore and junior years, in the 1-2-1 structure, will form a vertical collegiate sequence and would constitute the period of the students' concentrated effort. During these years, two options would be open to him:

A. The Major

He might, with counseling, option for a major in one of the departments of the College. This would give him a central interest in which he would seek to achieve a special competence. In this case, too, however, premature over-concentration would be avoided because the major option would be buffered by course requirements which insure a reasonably extensive contact with other fields.

B. The Collegiate Sequence.

He might enter one of the two 3 year collegiate sequences which the Developmental Program will introduce. These two year collegiate sequences would place emphasis upon a theme which would be pursued and developed through a constellation of courses offered by the departments in their competencies as contributory to the theme. In the structure of these collegiate sequences, by the selection of theme and ordering of contributory courses, the character of the civil orientation of liberal education would be especially underlined. The structure of the collegiate sequence would include:

1. A theme of basic interest from the view of such civil orientation; examples of such themes are American Civilization, Science Technology and Society, and Concepts and Problems of International Community.

3. A constellation of courses for the various areas: humanities, natural and social sciences, fine arts, etc. about the theme. For example: the constellation of courses exploring the theme of American Civilization would naturally be drawn from such fields as American History, Economics, Sociology, Politics, Literature, Art

The report describes the the formal dimension as the curriculum, and the informal as learning processes and situations which arise out of educational needs and interests for which the curriculum does not directly provide.

History, Religion, Philosophy, Science and Technology.

4. A progression through a constellation of courses exploring the themes.

Each collegiate sequence would be directed by a collegiate professor aided by a counseling committee of interested professors and students, who would under the direction of the collegiate professor, design the collegiate sequence, and into a major field, from a collegiate sequence.

fourth year

The fourth year would be devoted to securing: A. Horizontal breadth from the basis of either a breadth for a collegiate sequence or a major;

B. Integration about central points such as great issues;

C. With counseling; a creative project in some area such as: art, literary or social criticism, creative writing, etc.

D. Further concentration in a major field, when recommended.

The full force here would fall upon the activity of the students in synthesizing, deepening, evaluating his educational experience in different ways. Available would be:

A. Horizontal seminars or courses;

B. An integrating collegiate seminar;

C. Further course sequences, developing further some dimension of one of the collegiate sequences;

D. Personal creative and critical projects;

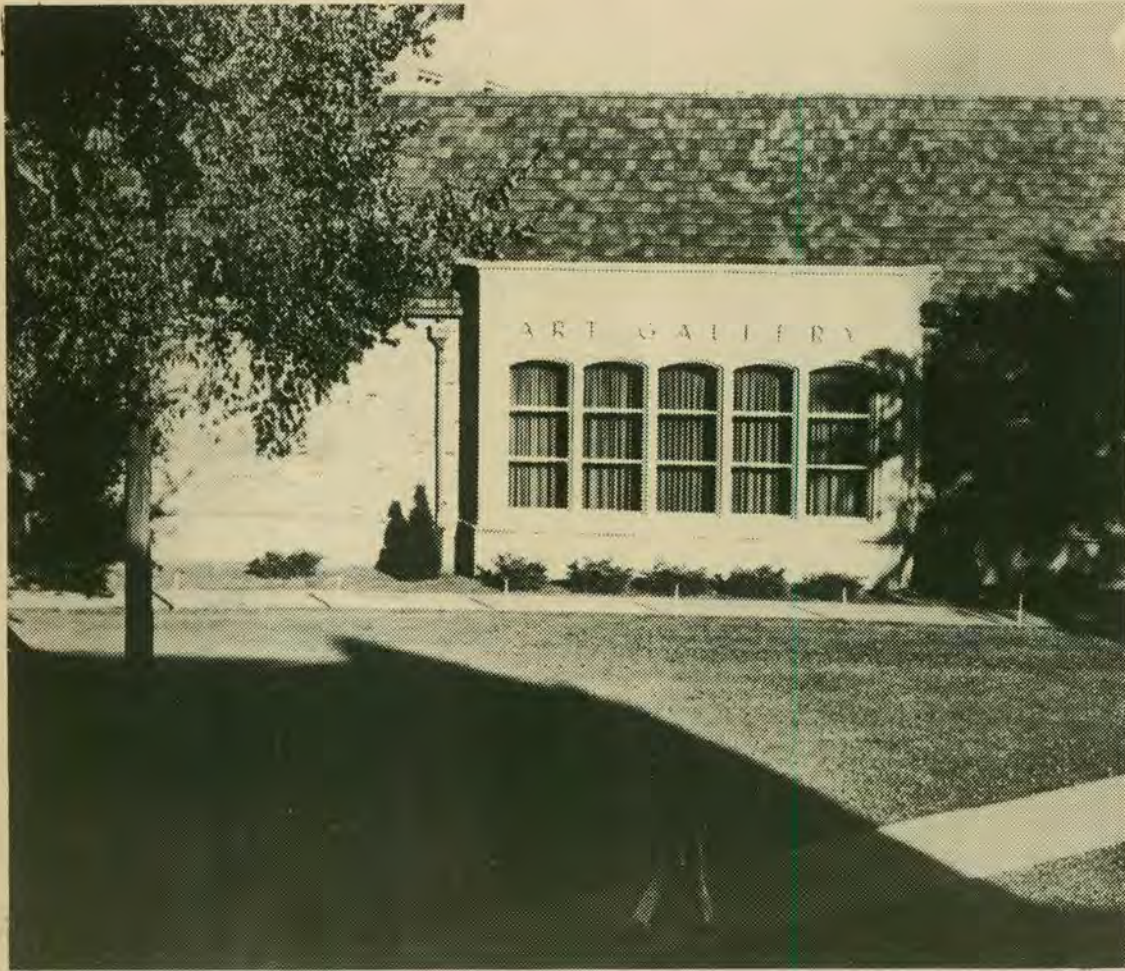
E. Field work in areas where this would be appropriate.

consultative committees

Permanent committees on the Natural Sciences and the Liberal Arts, the Social Sciences and the Liberal Arts and the Fine Arts and the Liberal Arts would be established as part of the Dean's Committee on Collegiate Development. Their purpose would be to foster communication among the elements of the College and the University. They would monitor their respective dimensions of the Liberal Arts Program to insure the relevance and effectiveness of the courses offered in these areas within the Liberal Arts Program. They would recommend for example, the courses in their areas to be included in a collegiate sequences, or a major program.

Student Advisory Council View

All parties are guilty of making their standards the final norms and judging others for failure to conform



The Student Advisory Council of the College of Arts and Letters—a body of eleven students with the function of advising the College—has formulated a procedure to allow anyone interested to have their ideas heard and acted upon.

Five members of the Advisory Council are voting members in the Arts and Letters College Council—a 50-member body including all department heads, elected faculty representatives, and the college deans. The students have introduced several proposals to the College Council since the beginning of last year (when students were seated for the first time) and all have been acted upon favorably. For one, on March 15, the College Council passed a "problems procedure" to be mediated by the Student Advisory Council with faculty participation—that allows student input to the Arts and Letters College to come from anyone.

Such "problems" might include anything as personal as a student's dislike for the way a professor runs his course to a "problem" as universal as an idea for changing the pass-fail options currently being offered. Perhaps a student feels his courses are not demanding enough—or perhaps too demanding when compared to the credit rewarded. Perhaps a student sees too much cheating in his classes and would like to do something about it.

Of course, student representatives at all levels of input have been concerning themselves with matters such as these, but their losing touch with what most students really find wrong with their education is not uncommon. The "problems procedure" is designed to avoid that problem within the Arts and Letters College.

The procedure is also intended to allow a student who feels he received an undeserved grade to do something after regular appeals channels within a department have been exhausted. Some Arts and Letters departments have grievance procedures of their own, but others don't, and students have found themselves with nowhere to turn after seeing the professor and department chairman involved. The "problem procedure" allows for a final appeal, a thorough investigation if warranted, and the weight of the opinion of other students and faculty members—people who the Dean will listen to—when a student has truly been aggrieved.

The procedure is a bit intricate and lengthy but that is the price of thoroughness. (Of course simple suggestions on any matter can be forwarded directly to the Student Advisory Council address listed below without any further procedure at all.)

by Peter Homer

Member, A & L Student Advisory Council

Part of the problem in attempting constructive changes within universities today is the insoluble nature of many issues facing them. Problems arising from finances, from coeducation, from tenure systems, and even

from food services are characteristic of all schools. However, in the past, institutions of higher learning have often attempted temporary and even haphazard solutions and treated them as if they were the final ones.

Once we realize that there is probably no complete set of solutions applicable to any of these areas, we could stop resting on some proximate solution as if it were the ultimate. Ignorance of this fact—or plain stubbornness in resisting—has presented the greatest stumbling block to constructive change within university structures. It has left schools such as Notre Dame struggling to solve problems of the 1970's with sometimes hopelessly outdated answers.

participation, autonomy

Student input into the decision-making apparatus of Notre Dame contains both ephemeral and more permanently valid elements. Although one can't say that students are more perceptive than the more experienced members of the university, it would be equally foolish to eliminate student perceptions or fail to appreciate their convictions which grow out of many varying perspectives. As university administrators and faculty recognize this, we must ask ourselves how to best effect the translation of these elements into teaching and learning activity.

This simply means that the student should be able to participate actively and responsibly in the development of his own educational experience within the general structure of the program and thus acquire a sense of growth and increasing autonomy.

deliberative inquiry

However, a problem arises, as undergraduates at Notre Dame have discovered from time to time, that established procedures are lacking for direct action upon their ideas, complaints, contributions, and problems concerning the running of the university, the individual colleges, and their own courses.

If we really need communication and constant examination of governing principles, we ought especially to encourage and develop the skill of dialectical or deliberative inquiry. A recent report of the Arts and Letters Deans Committee on Collegiate Development maintains that:

"this mode of inquiry tends to restore confidence in the validity of rational dialogue on matters of right and wrong and of taste."

All parties are called upon to exercise judgment and prudence. To understand all the dimensions that this dialectic entails, we should consider the three parties involved: faculty, student, and administrator, and their sometimes damaging interworkings.

Because the peril of disharmony from the

variety of perspectives within the university is always so great and the pride of the dominant group so imperious, some effort is always made to coerce unity. At times, the administration will fondly imagine its perspective to be ultimate. Some faculty members think themselves emancipated of all prejudice but frequently manage to express it covertly in their benevolent condescension.

As for students, they have not altogether accepted the responsibilities of power and tend to pretend it's exercised by a peculiarly virtuous student body. All parties are guilty of making their own standards the final norms and of judging others for failure to conform to them.

So after all these sweeping generalizations, where does the university stand? The answer rests in the tenet that a member of the university cannot fulfill his life within himself but only in responsible and mutual relations with his fellows. The problem lies in initiating procedures which will reduce misunderstandings and allow individuals to rise above self-interests.

The need for an established problems procedure for students wronged or unduly disappointed by a teacher, department, course, or educational program of the College of Arts and Letters has been neglected.

Students from any college who found their grades in Arts and Letters courses significantly below their just expectations; who found courses or programs of disappointing value; or who found themselves burdened with any just grievance concerning an academic matter, formerly had to personally meet a teacher, department chairman, and finally the Dean, in an often unsatisfactory and time consuming effort to resolve it. Professors were often reluctant to reconsider their decisions, department chairmen tended to remain loyal to their professors, and the Dean was forced to make a final decision without sufficient time available to fully investigate the case.

The Arts and Letters Student Advisory Council has formulated a process by which students can air these grievances and have them investigated by fellow students, with results forwarded to the Dean:

Though the Dean's and not the council's decision will be final, the council's recommendation will be a deciding factor in the final determination of the case.

The student will present his grievance according to the following procedure:

A. The student must always consult with the teacher involved as the first step.

B. If a satisfactory agreement is not reached, the student should present his grievance to the department chairman under departmental procedures where they exist.

C. If the student is not satisfied with the response of the department chairman, he should prepare a detailed written account of the particulars of his grievance and the response of the professor and the department chairman. This should be mailed to: The Grievance Committee, Arts and Letters Student Advisory Council, Room 137 O'Shaughnessy Hall, Notre Dame, Indiana 46556.

A member of the council will consider the student's claim and act upon it on the basis of the following criteria: 1) the claim must appear legitimate, and 2) the claim must involve a discrepancy of sufficient magnitude to warrant investigation (i.e., the council cannot hope to determine whether a student deserved an A- instead of a B, for example). If the above criteria are not met, the student will be so informed. If they are met, the student will be asked to appear before a panel of three members of the council and possibly a faculty participant as well.

E. At the end of this investigation, the council will again meet with the student before making its final recommendation.

F. The council makes its recommendation to the Dean.

G. The Dean makes final determination of the case.

The council wishes to emphasize that a grievance need not be based upon a specific grade or course, but may concern the quality and operation of academic programs within the college (for example, cheating, lack of rigor, general lack of academic achievement, etc.).

It is the role of the Arts and Letters Student Advisory Council to contribute to the excellence of the college through consultation with the Dean. For this reason, it is of special importance that these more general grievances be brought to the attention of the council, and subsequently, the Dean.

D. If the panel in consultation with the student, determines that the thoroughness is just, the council will make a thorough investigation, including a meeting with the professor and department chairman involved.

Engineering Viewpoint

By Ed Burke
President, Joint Engineering Council

In the College of Engineering the senior class is the first one to spend all four years under the revised curriculum. The new course of studies has been streamlined from 144 credits to 128, and was assigned to reduce redundancy in course material.

Consequently a large number of new courses were created and they were designed to have a much larger basis of appeal. Some of these courses have been very well received and others have been less than welcomed by the faculty and students.

This year's senior class will be placed in the unique position of trying to survey their four years at Notre Dame and to separate "the wheat from the chaff."

It is commonly believed that more revisions are needed and deserved, but often a new and consequently poorly organized course is confused with a useless or redundant course. It will probably take several semesters before all the course outlines can be adequately amended and texts and teaching techniques can be reviewed and finalized.

"What is education?"

One of the fundamental questions being debated in all four colleges is "What is education?" For an engineer the answer is often training for a job, and one can hardly deny that it is in a large part true. Education for the engineer must however, be viewed in two ways; as training and as developing the person, the individual.

Neither of these branches of education can be simply defined or implemented. In the field of training students are often led to believe that their proficiency in the classroom skills will be the sole determining factor in their career success.

This is not necessarily true, and in many cases the knowledge obtained from books will not be directly applicable, and only the capacity to learn and the analytical thought process will remain as tools of the trade. Experience teaches that good engineers come from the bottom of the class as well as the top.

The idea of a liberal engineer is something often ignored by most, and this is perhaps one of the largest failings of our education. The liberal engineer is not only a well rounded individual, but also a socially conscious person. He is a person who is committed to preserving and enriching our way of life and not merely having a job, profit motivation. He is one who will maintain a "realistic idealism" throughout his entire life.

curriculum review needed

The engineering college is now at a point where a review of all its curriculum is required. This includes the content of the courses and also the idea for teaching what are called core courses. Core courses are ones that must be taken by all engineering intents. They are designed to be general enough so that all engineers can take them, and yet each one applies differently to each field of engineering.

The advantages of each are obvious; they save money because of larger sections, they allow greater freedom to change majors, and they increase the interaction between the different disciplines. When on the job each engineer will be expected to work with other engineers in different fields and also be expected to solve problems which aren't really in his area.



Ed Burke is a senior in the College of Engineering.

"With the new 128 credit degrees there is much more freedom to diversify programs."



There are also some inherent difficulties in cores, and they come in the selection of materials to be taught. If an introductory to electrical engineering course is designed for chemical, civil and other engineering, it is less than ideal for electrical, and vice versa.

The one obvious solution is to teach a special introductory course for each engineering intent, but this defeats the purpose of core course. This problem is apparent in many of them.

The second problem is redundancy. Many departments cover the same material under different course titles. If the core is to be kept in its present form, all other courses must be examined to see just how they interact with the core program.

Another problem with cores is that some courses haven't seemed to take shape yet. They are still disorganized and unduly difficult in spite of all the time and effort spent by the faculty. In these cases, poor texts and course outlines are found to be at fault and in need of correction.

With the new 128 credit degrees there is much more freedom to diversify programs. A student who has a specific set of interests crossing several fields is free to pursue them. Biomedical engineering is an example. This should be encouraged, and if there is sufficient interest, specific programs should be tailored for those who are interested.

Although to get a degree from a department in the College of Engineering a large number of courses using free and technical lectures must

be taken, a proper interdisciplinary program can be designed.

Work study and senior research are two areas which can be very beneficial educationally, and also provide funds for those who need them to stay in school. Work study involves spending a year or semester working outside the University for academic credit. This makes the classroom education much more valuable because it can be put in perspective; and for some students the money earned is an absolute essential to continue their studies. This program requires much coordination, but would be extremely worthwhile here at Notre Dame.

Senior research can have many of the work study benefits. It can provide valuable job experience, a challenge not found in the classroom and sometimes it is actually subsidized financially by an outside firm and can help a student pay for his education. On a large scale this program would require some preparation but is entirely feasible in a school like ours.

The engineering college is now in a state of flux. Where it goes from here will depend to some degree on the structure in the present college. What they show an interest in will effect the students for a long time.

Although the college is less than perfect, it is in a period of reflection upon itself, and this is to its credit. Time, suggestions and constructive criticism will help the department to fulfill its function to educate students technically and as individuals in society.



Science Viewpoint

By Bill Elliott

Member, Science Advisory Council

There are basically two types of activities in an academic sphere that will be considered by the Science Student Advisory Council during this academic year. These are the activities planned and executed by the various scientifically-related clubs on campus, and other functions, that are carried out by the council as a whole.

The activities planned by the individual clubs are as varied as the clubs themselves. Practically all the clubs are involved in the sponsorship of lectures by distinguished people in their various disciplines. It seems also that the clubs are very much interested in promoting more student-faculty interactions; toward this end, many clubs plan informal get-togethers, smokers, or parties with faculty.

The Biology Club has sponsored TGIFs for biology majors and profs, the Pre-Med club has one planned at Nickie's Tuesday the 27th, and so forth. Some clubs plan to become more involved with their counterparts on other campuses; for example, the Chemistry Club is already associated with the American Chemical Society and the Physics Club is planning to join the American Society of Physics Students. Some clubs are devoting more time to future prospects in their fields. The Math Club plans a lecture series concerned with careers in Math-related fields; the AED (Pre-Med honor society) currently has a program which allows students to work in the Emergency Room at St. Joseph's Hospital in South Bend.

review language requirement

The major academically-oriented activities planned by the Council as a whole for this year are three: representation at the College Council meetings, the Science and Engineering Fair, and the Challenges in Science Lectures.

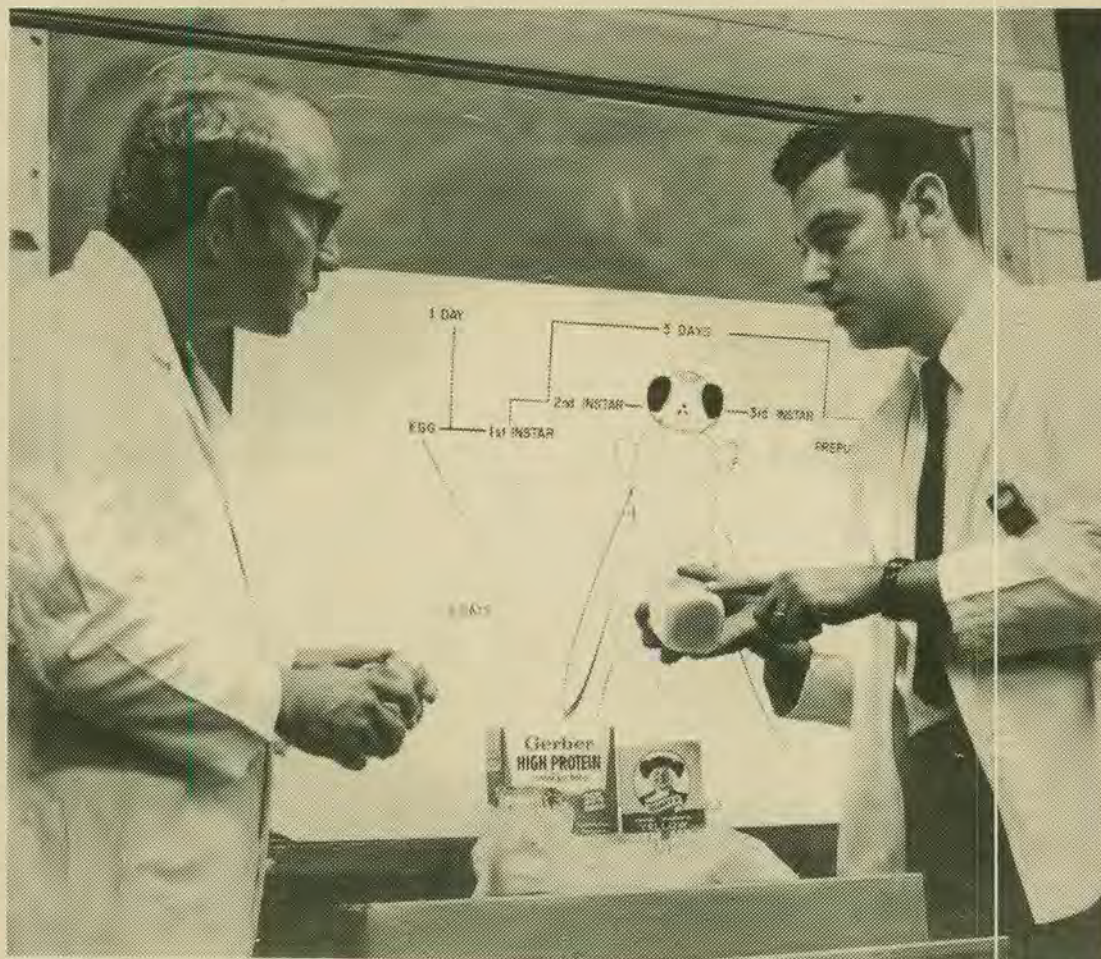
The College Council last year tabled a petition from 95 students and six members of the science faculty to reconsider the nine hour language requirement in favor of a more relaxed requirement. The current method of having to take, for example, a Russian Literature course on Tolstoy, taught in English, as a third semester of Russian language, is seen by many students as an unnecessary burden.

The college's rationale for the third semester of the language has always been that one is not able to pass a graduate school language test with the knowledge gained in only two semesters of college-level foreign language study. Of course, this rationale has been questioned by those who will not attend graduate school, and also by a good many of the Pre-Meds, who have only a two-semester requirement fill for most medical schools. Thus these students feel that they are being forced to take something that is not in the best interests of their plans for the future.

The Advisory Council plans to resurrect the idea of the reduction in the requirement, and investigate possibilities that could reduce the requirement to two semesters of the language, with the third as a strongly recommended option for those students planning to attend graduate school. This must be done through the College Council, which is why we require strong representation by the Advisory Council on that body.

This year, as has been the case since 1960, Notre Dame will provide facilities for the area Science and Engineering Fair, to be held in Stepan Center in March. The Advisory Council

Practically all the clubs are involved in the sponsorship of lectures by distinguished people in their various fields.



helps Dr. Emil T. Hofman, Dean of the Freshman Year, with the planning and coordination of activities of this fair.

This includes the organization of the "kick-off" meeting held for area high school students and their high school science coordinators (teachers), and the actual set-up, judging, and presentation of prizes for the fair. The council works in conjunction with the Joint Engineering Council on this project.

science lecture series

The Challenges in Science Lecture Series is a program funded by Arthur J. Schmitt, which invites noted scientists and science-related professionals to the campus to deliver talks in their specialties to the Notre Dame student body.

This has usually been done on a single lecturer per semester basis.

Outstanding lecturers in the past have included: Louis Alvarez "X-raying the Pyramids", William A. Nolan "The Making of a Surgeon", Arthur C. Clarke, "The World in 2001." This year, the Council will present Edgar D. Mitchell, the sixth man on the moon, astronaut, and scientist, to speak on a topic related to his science-oriented work in space.

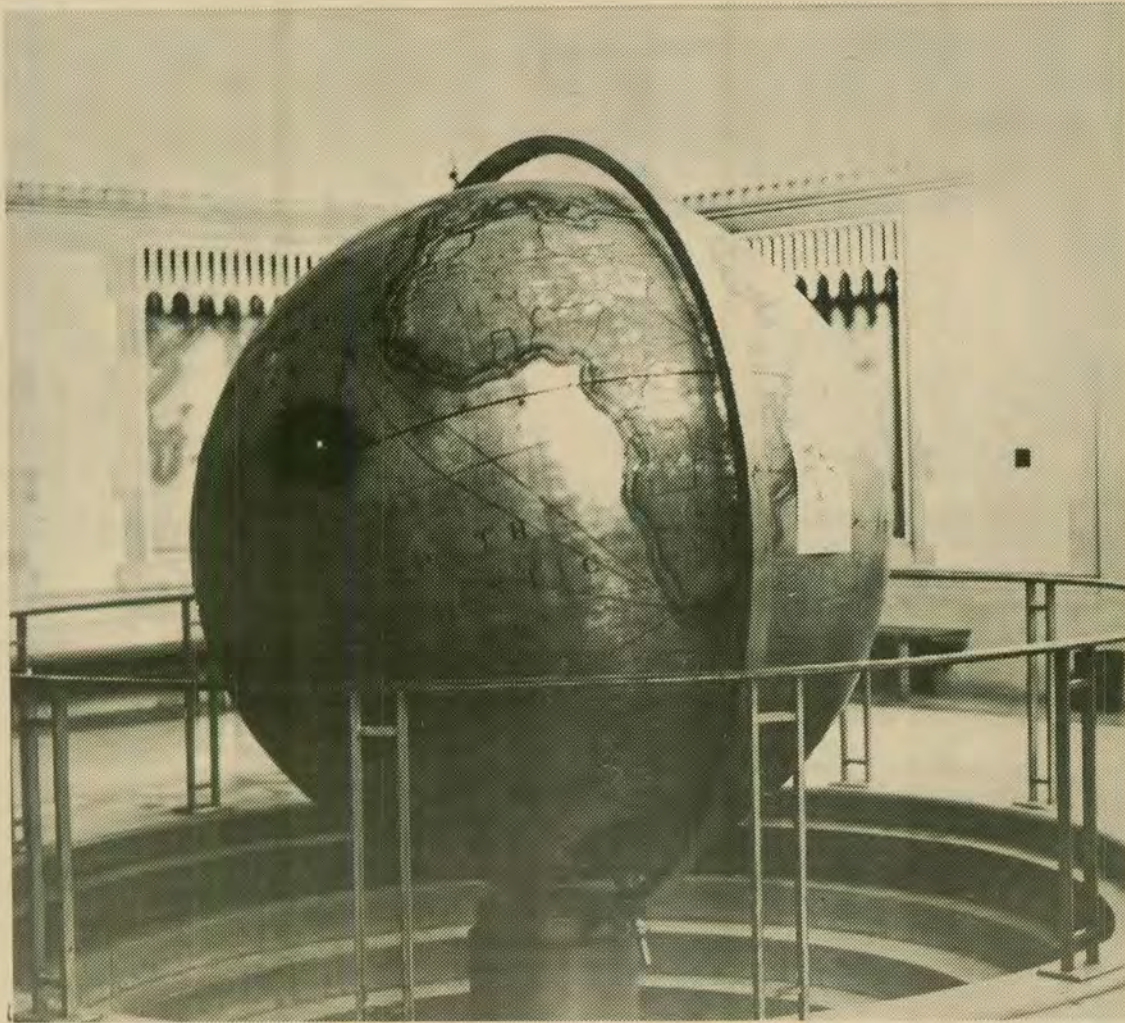


Bill Elliott is a senior student in the College of Science.



Business Viewpoint

The second phase of expanding education takes place outside the classroom, and is much more feasible as an immediate goal. I imagine that many students are under the mistaken impression that a person must "know someone to become involved."



by Bill Kaufman
Managing Editor, Business Review

It seems somewhat strange and a bit frightening to be addressing the student body through this media. Granted my work on the Notre Dame Business Review has provided me with some experience in the world of journalism, but that experience is one of a man behind the scenes. I do not often have the opportunity to express my personal opinions in the Review. Yet I have been asked to take a critical look at the business college and its students, and offer to you what ideas I may come up with. Naturally this is only one viewpoint, just one of eleven-hundred different viewpoints within the Business College.

Why does a student ever choose to major in business? Or for that matter, how does one decide to major in any field? Perhaps for some it



Bill Kaufman is a senior in business and a managing editor of Business Review.

is a career decision; the idea of a good job, hard work, upward mobility, etc. Or for others, it may be the easy way to coast through their college years. With the right amount of advanced planning, those special courses we all know about are readily available. Be it one of these reasons, or a dozen others, the choice is made, and the business student is locked into his major for the next three years.

"what do we do "

Yet after the decision is made, the vital question is: what do we do with the educational process which we pay for so highly in both time and money? Is it enough to plod along with our 15 to 18 credit hours per semester striving for that mystical "Dean's List average" which will bolt us directly into Law School or Graduate School? I think not.

It is my opinion that the educational process will be most incomplete unless it is expanded outside the classroom, professor-lecture environment. What good will come from all the facts, theories, and concepts we learn if we do not apply them on our own outside the classroom? While it can not be denied that the fundamentals are a very crucial part of our education, I would like to see more effort channeled into expanding our knowledge through application of fundamentals both in and out of the classroom.

excellent base

The Business College can offer an excellent base from which we can expand our practical knowledge. One approach is through the college's curriculum and the second approach is through increased student participation in student-oriented activities. I would like to expand on these two ideas in the remainder of this article.

During his three years in the Business College, the typical student is exposed to an abundant

amount of facts, figures, and theories concerning the business world. This is supposed to lay the groundwork for success in the "real" world. But isn't the key to success really the proper application of those very facts, formulas and theories? And isn't the basic function of education to prepare us to cope with the problems expected in the future?

I would be deceiving you if I stated the Business College did not have any courses which sought to teach the application of the fundamentals taught within the college. Yet these types of courses, most of which are based on case studies, are too few. With just one or two courses taken by the average student, the ability to sense the correct procedure in any number of situations is not developed.

more fundamentals

What I personally would like to see is more emphasis placed on the application of the fundamentals. The senior year would offer the ideal time to offer these types of courses. The previous two years are spent grasping the basic concepts. After this the senior year should be encouraged to use the knowledge in case problem-solving. This is the time for the senior to learn by trial and error. The mistakes should be made before we leave the University, not afterwards. Mistakes are not expected in the business world.

pseudo-corporations

Following this line of reasoning, another beneficial program would be setting up pseudo-corporations to be run by a team of students. This idea is similar to the recent innovations set up in the Southern Methodist University business curriculum. The program would incorporate practical experience in all operations of a business firm and also expose the students to one of the newest concepts of business: team management.

The second phase of expanding education takes place outside the classroom, and is much more feasible as an immediate goal. What I am talking about is increased student participation in student operated programs. This is not a call for the student body to rush out to become one of the "involved" or the "elite" or "poobah" or whatever tag one might hang on a student participation. Rather, it is a means by which I think any ordinary student can expand his practical knowledge, learn a few insights and perhaps reach a new level of self-assurance.

I imagine that many students are under the mistaken impression that a person must "know someone on the inside" to become involved in any particular activity. Even worse, many students are perhaps apprehensive about joining some activity cold, due to fear about feeling insecure or out-of-place. I suffered from this "disease" before I finally got untracked by joining the Business Review staff.

The sad part of the examples above is the waste of valuable man-power in the college of business, or for that matter throughout the whole University Community. It seems over the last two or three years, we have become a withdrawn student body. Perhaps this was caused by failure to achieve anything critically important to the students. Whatever the reasons, we can not permit these past failures to cause a further withdrawal.

My own personal experience working for the Review has broadened my general outlook and has given me a chance to greatly expand my range of friends. But most important it has offered diversity from the usual Monday through Friday classroom situation.

lessons and responsibilities

The Notre Dame Business Review is most likely not on the lips of those reading this article. In fact, the Review almost died in 1970. At the present time, we are trying both to upgrade the quality of the journal and also increase the student awareness of our efforts. Whatever our success this year, and for those working on the staff in the future, the lessons learned while attempting to reach our goals will remain forever with us. And the most important thing is that we will have made the effort.

And this is the very point many students are missing. The fact that one's accomplishments are small or insignificant matter not so much. It is the responsibilities encountered, and the new situations experienced that really make the activity worthwhile.

Thus, we can not let ourselves be convinced that activism is bad. Nor can we convince ourselves we do not have the time. The vast majority of us do in fact have the time, and let's make the best use of it while we are here.

Cheating at Notre Dame

By Don Ruane

Sometime between the time the present senior class was accepted, and the time it arrived on campus, its members received the official statement of the Student Honor Council.

In affect, they received a copy of the Honor Code, a document which fell by the wayside shortly after today's seniors matriculated.

The Honor Council wrote, "In an atmosphere of mutual respect, he (the student) does not take unfair advantage of another's material in any academic work, such as lab reports, term papers and examinations. He also knows that any violation of the Honor Code infringes on the integrity of the whole community by undermining the spirit of honor; as a result, if he detects, dishonesty, he will take action in accordance with the principles outlined in the code..."

It simply but formally recognized what already exists in principle—the responsibility of each student for his own actions and the good of his community."

It is assumed, by Larry Johnston who is presently investigating cheating at Notre Dame for the Arts & Letters Student Advisory Council, that the Honor Code was ineffective when it came to stopping cheating.

While his investigation is "not a response to a big crisis," he claims there are "snatches of it here and there," and personally knows term-papers being circulated. The biggest problem comes in large lecture classes such as general psychology or principles of economics.

This doesn't eliminate the the problem in smaller classes however, "When it goes on you have no idea if it is done successfully," Johnston says.

The only way under the Honor Code to know of any cheating was for a student to report it. "The Honor Code requires each individual's honesty, and willingness to report the dishonesties of others. Students just wouldn't report anything they saw, they didn't want to be finks," Johnston said.

Johnston will probably be all year in preparing his conclusions and recommendations. Thus far he has compiled a thick file of information supplied by other colleges and universities, but he has just begun to query Notre Dame administrators, faculty and students.

definition

Notre Dame has no precise definition of cheating, but Johnston has pieced together a working description. It includes intentionally taking or giving information during in class or take home exams; plagiarism; resubmitting previously used material; falsifying names, reports or other documents; and accumulating tests, lab reports and so forth to give or sell to others without prior consent of the instructor.

In fact it is difficult to find any information about cheating and procedures for prosecuting any cases in any pamphlets, manuals or brochures at Notre Dame. The 1971-72 Academic Regulations pamphlet says the official regulations are on file at the Registrar's office.

A check produced no such file. Registrar Richard Sullivan explained that since the Honor Code was dropped, the University has not had any formal regulations. Actually, Notre Dame is still working with the honor concept which is described in one paragraph of the May 1971 edition of Information for Incoming Freshmen pamphlet.

In part it reads, "As members of the academic community at Notre Dame the students have pledged themselves to accept the responsibility for honorable conduct in all academic activities...The responsibility assumed by each student under the Honor Code is based on the mutual trust between himself and his instructor."



Devere Plunkett

It also includes the idea that personal integrity will keep the individual in line and encourage one to assist fellow students to maintain the community integrity.

This is a fine concept but what happens when a student is accused of cheating. Early in October an appeal was made to the Dean of Science after

Are fake term papers used?

Competition has been drilled into us since high school, they are a waste of time and a make-work project, if I don't get anything out of it why should I do it, I could read the finished product and know as much as if I did it.

But it goes against the purpose of education, it's immoral, it should be an exercise in thought and give added perspective, one evil does not cure another.

Will the T.A. catch it, will another student get the same copy, the class is too large and the professor won't have time to check, I have too much work to do.

They are a legitimate outside source, they are not illegal,

And thus go the basic arguments for and against the growing business of selling term-papers for profit. Outfits charge anywhere from two to five dollars a page for undergraduate papers, and more for graduate papers.

Business is so great for some entrepreneurs that they refer people elsewhere. Larger organizations advertise nationally in various student publications, and request applications for campus representatives, much the way magazines such as Time and Sports Illustrated advertise.

The Observer has received two requests for advertising space, one from a firm in Los Angeles, and one from a Boston based company. Both were refused.

According to information supplied by the Los Angeles firm, it could be quite profitable to be a campus representative. The local dealer buys catalogued papers for \$1.50 per page wholesale, and markets them at \$2.50 per page, but only if he provides proof of advertising in his campus newspaper. If he doesn't the wholesale price zips to \$2.00 per page. If the salesman cannot sell a catalogued paper, he is urged to try and sell an original paper written to specifications. This costs the buyer \$4.50 per page; unless it is for business, economics, science, technical or graduate course which go for \$5.50. A minimum order for an original is \$29, and the salesman takes .75 cents a page.

The price may be higher per page if the order is not made so many days in advance, or if more than a certain number of sources must be checked. Most catalogued papers of the L.A. firm averaged seven to nine pages.

The obvious danger of termpapers is that the same one will be sent to the same school. Although many companies claim this cannot happen, it has, and students have paid more than cash for the mistake. Other dangers also exist.

Last spring the University of Wisconsin held up grades, transcripts and in some cases degrees for 600 students suspected of buying termpapers from commercial sources.

The Wisconsin attorney general had turned the records of one firm out of three that it had subpoenaed, over to the university.

Many universities and states are attempting to halt the sale of termpapers through the legal process. The California legislature introduced a bill last spring making it a misdemeanor and the New York state attorney general has instituted suits against several companies.

Colleges which bring suit usually charge the companies with defrauding the students who don't use them, and those who support the university, and for undermining the academic process.

Whether purchased termpapers are immoral or not will be debated for a long time. Thus far the only real benefit produced by the multi-million dollar industry that has been recognized by educators, is that it has thrown the whole system of competition for grades, the question of the instructor's motives when he assigns papers, and whether termpapers are still the most effective ways of teaching students to express themselves in writing; open to question and general discussion; if not revision.

In the meantime, most universities seem to treat cases involving commercial papers as a form of cheating and plagiarism. Professors have several methods of checking; including looking for style changes from previous writing, working with the student throughout the project in smaller classes, and by testing the student's knowledge of the contents of his paper. In larger classes many professors simply do not assign papers to avoid what they consider cheating.

two students were singled out by their professor for talking during an exam.

According to Dean Bernard Waldman, the present system for handling a case is to let "each department solve their problems internally." In response to the appeal, Dean Waldman created a three man committee to hear it. The body consists of a student and two faculty members from outside the involved department.

The College of Engineering has a similar system of handling cases by department, according to Dean Joseph Hogan. Engineering students first appeal to the professor, then the department chairman and occasionally to the dean.

The college uses a modified honor system, "a voluntary honor code," the dean said. Each class is contacted by the engineering honor society, and asked if it wishes to use the honor system. If a particular course section says no, then it uses the proctoring system.

Like engineering and science, the College of Business Administration has not had any problems this year, or in recent years, according to Dean Thomas Murphy.

However, there is some variation in procedure should a case arise. Again the student should first deal with the instructor. However, if the student refuses to admit cheating, or if the instructor refuses to drop the charge, an appeal may be made to either the Dean of Students, or to the department chairman, according to Dean Murphy.

Business faculty have the option of using an honor or proctoring system, just as there is a choice in appeal procedures, simply because, as Dean Murphy said, "There is nothing written."

Thus far the honor system has been a good experience for the business college. The only problem, as Johnston said, is that students didn't want to report another student.

The College of Arts & Letters also varies in some ways from the others. Its procedure includes a "review committee," set up and staffed by members of the involved department, according to Dean Devere Plunkett.

He said there are usually some instances of cheating each semester, but it is not to any degree indicating serious degeneration of academic honesty within the college.

It frequently takes the form of plagiarism in papers, according to the dean, when students quote large amounts of material, without proper footnoting, from authors with whom the professor is familiar.

to each his own

Each college has a form of cheating; peculiar to its curriculum. Engineering and Science are more likely to find cheating on lab reports or during in class exams because they are problem oriented.

In business, it is probably a cross between in class exams because much of business is problem oriented, and plagiarism, because papers are extensively used, according to Dean Murphy.

Arts & Letters makes much use of papers and reports, thus leaving room for plagiarism.

In any case, the problem is detecting and correcting the situation. While it appears that Notre Dame does not have a widespread problem, it is difficult to be sure. According to the various deans, there has been very little reported cheating, but the questions should be raised as to whether cheating only involves the more obvious forms such as plagiarism and trading answers during an exam; or whether it includes the above as well as the forms included in Johnston's working definition, and whether the students and University want to draft and enforce any rules.



Bernard Waldman



Demise of the Honor Code

by Jim Ferry
Staff Reporter

After the demise of the Notre Dame Honor Code in 1969, the University Board of Trustees requested that the Student Faculty Senates form a committee to investigate the collapse of the Code and to search out possible alternatives. In response to that request, the University Committee on Honor was formed last spring and Professor Edward Vasta of the English Department was chosen to chair it.

"We're trying to get down to the theoretical reasons why we can't have an honor system here at Notre Dame," commented Dr. Vasta last week. "For a Catholic university, this is of course, quite uncomfortable."

In a letter written in the spring of 1972 to Professor Harvey Bender of the Biology Department, Vasta explained why the old Honor Code failed:

why code failed

"The Code, the campus, and the world changed drastically between the Code's beginning in September, 1964, and its end in February, 1969. During its life the Code was never passive or stagnant; its effectiveness increased steadily during the first three years, only to decline rapidly in the last year-and-half."

"The immediate cause of its death lay with the students charged with safeguarding it: The Student Honor Council."

"The first three Councils were secure about the Code's purpose, about its means, and about its service to the community; working confidently and steadily, they brought the Code to a fully evolved form in three years."

"But the last two Councils were suddenly unsure of the Code's justification. These students--meditative, morally scrupulous--worried about the ethics of being judge of fellow students."

"The last Council found itself in such a moral

quandary that it refused to continue unless the student community committed itself unequivocally to the Code in a new referendum. To precipitate such a referendum they resigned en masse. The referendum never came and the Code was dead."

Vasta went on to write that the Faculty Advisory Council, of which he was a member, "must also share the responsibility of the Code's failure."

He went on to explain why student and faculty support for the code was not unanimous.

code ill-suited

"In significant ways, the Code itself was ill-suited to the situation. Although created and maintained by students, it was an authoritarian structure, an establishment institution, based on a type of community which did not actually exist.

It sought to legislate morality for a group in which each individual was conscious of himself as a moral center. The Code also sought to restrict a virtue of wide applicability to the narrow and exclusive limits of student cheating, as if this area were separable from the many other areas in which honesty should also apply."

He added "that the times were against such an effort as the Code."

Then the Honor Committee was formed. The Committee members were appointed by the Provost at the urging of the Board of Trustees.

The Committee is representative in that all segments of campus life are represented in the membership of the Committee.

Students, Faculty, and Administration are included in Honor Committee membership. The Committee recently voted to admit a woman student to the committee. Approval is pending from the Provost's office.

Vasta stated that "the question of whether cheating in the classroom takes place outside the context of dishonor reveals things that are happening outside on campus."

He went on to enumerate the causes of student cheating. Examining the problems of large classes, overcrowded conditions, inconsistencies in faculty procedure and expectations, and the intense pressure upon students to succeed, Vasta spoke of the overall dishonor that can be found at Notre Dame.

"These are things that go on all over the campus. Can you isolate cheating? Both faculty and students take liberties with library books. \$70,000 was spent last year replacing unreturned books."

"With such widespread practices of dishonor found on campus, can you expect students to be honorable? These were the questions we were first faced with last spring."

"That led us to the stage where we asked ourselves 'whether or not the problem on one hand is policing cheating and letting all the other stuff go on, or on the other hand, do we need to develop a new educational standard?'"

courses of action

Three points of view are held by Committee members.

The first point of view called for a concentration upon cheating, making and enforcing a new honor system. Dr. Vasta felt that the Committee rejected this option.

The second opinion calls for a "revamped basis for educational outlooks." This new basis would provide for an outlook where cheating would be eliminated because cheating would be "inconsistent with the circumstances of education." This outlook would "get to the circumstance on a campus-wide level," and would call for a "change in the attitudes of students towards their own education."

"Such changes would also have their impact on the faculty and would reduce dishonorable actions on their part," said Vasta.

The third opinion has not yet been presented. Vasta felt that it will argue on the basis of a morality, expressing a moral philosophy.

SMC student council passes open lobbies

by Mary Janca

Saint Mary's Student Affairs Council passed the 24-hour open lobbies proposal on an experimental basis Wednesday afternoon, thus insuring that there will be open lobbies for the remainder of the semester. Dr. Bambenek, member of the Student Affairs Council and the Science Department, moved that the proposal be passed,

providing that "security is now the responsibility of all the members of the community, and not the exclusive dominion of the Hall Directors or Security."

The new policy will go into effect for all dorms as soon as the halls are approved by Security, and in particular, the first floor of Regina. If great difficulty is found in securing Regina, stated Sue Welte, Student Body V.P., another alternative that could be



Welte: evaluation better be good

residents. "If Security can get this thing cleared up within the next few days, possibly it will begin next week," explained Welte. Since this proposal is experimental, she said, it will not have to be sent to the Board of Regents for approval until January or February. During Christmas vacation, however, a fall evaluation of the open lobbies is to be made.

"The evaluation had better be good...if this looks bad, they won't consider anything else," Welte stated, referring to the proposed "male visitation."

Miss Mulaney, Dean of Students, seconded the motion, and it was carried unanimously by voice vote.

Observer subscriptions tabled by SMC council

by Mary Janca

SMC Student Assembly refused to allocate student government funds for the Observer for SMC students' subscriptions yesterday. The Student Assembly had tabled the \$2.00 per student subscription proposition at the two preceding meetings on October 4 and 11.

Assembly members stated that their constituents had mixed views. Many students, they explained, wanted Student Govern-

ment to pay the \$2600 bill, while other believed that each student should pay for a subscription, if she desired, and that the money previously allocated to the Observer should go to another cause.

Student Assembly, after much discussion unanimously passed a proposal that a \$2.00 subscription slip be placed in the second semester bill, so that the \$2600 needed for the Observer will not be given to them by the Student

Government. Each student, rather will be responsible for her own subscription.

SMC's Student Government's own budget and an estimation of expenses and income was reviewed. The current balance on hand was cited at \$10,253 while Student Government plans to leave approximately \$16,393 when the current administration ends its term in office.

Also discussed at the meeting

was 'An Tostal Weekend,' which according to Steve Jaselnick, Coordinator, is tentatively scheduled to be held on the last weekend in April. The event is sponsored by the Hall President's

Council, which consists of the 22 Notre Dame Hall Presidents, as well as 4 from Saint Mary's. The HPC wants SMC to share some of the costs of the event.

YES Tickets on sale tomorrow!

9:00 at ACC Ticket Office. 3:00 Fiesta Lounge Tickets: \$5.50, 4.50, 2.75

on dropping youth fares

CAB decision 'not final'

by David Rust
Staff Reporter

Trans World Airlines representative-on-campus Dan Sheehan, responding to an article in the Observer of Oct. 16 concerning the abolition of youth fares, said today that the Civil Aeronautics Board's decision "is not final."

"The article written on Oct. 16 about the abolishment of the youth fare," said Sheehan, "has caused quite a bit of confusion among students who are planning to fly home Thanksgiving and Christmas, and think they won't be able to fly on youth fare."

The Observer said in its article that the C.A.B. had made up its mind to cut out the set of discounts which has been allowing millions of students reduced rates, and said the decision would probably come in mid-November.

Sheehan argues that, from the information he has through TWA, airlines personnel in Chicago and travel bureaus, the C.A.B. has not yet absolutely decided on abolition.

However, these same sources are of the opinion that a decision will come sooner or later to outlaw the youth fare. In any case, they agree, said Sheehan, that it can't come before Jan. 1 of next year.

The reasons for this abolition are more than those reported in the Observer. The Oct. 16th article claimed as the reason that the C.A.B. believed youth fares to constitute an unjust discrimination.

"Overhead costs of running airlines due to inflation without corresponding rises in air fares

even though recent increases have been made, and combined with the confidence of most airlines that they will be able to fill planes with full-paying passengers" are the primary factors behind the push for abolishment according to Sheehan. But, added Sheehan, if student fares are eliminated, "It will have a very bad, harmful effect on the domestic youth air travel market."

From 20 to 30 per cent of the major airlines' travel market is the 25 years of age and under segment of the population, said Sheehan. "This is the fastest growing segment of the air travel market. Projection figures have shown that by 1980 (if the youth fare is left undisturbed), those 25 and under may account for 50 per cent of airline business."

Sheehan concluded that "Abolition will really slow the growth. Students will look for cheaper means of transportation."

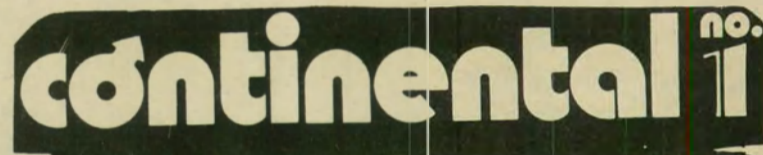
The only solution to meet the probably youth fare cut's arrival, advised Sheehan, will be in group and charter flights.

"Even though these have to be planned several months in advance," said Sheehan, "it's more to (the students') advantage to try charters or group flying." Rates for groups are usually 80 per cent of regular costs, explained Sheehan, and charters are "sometimes much lower."

In the interim, while airlines wait and watch for developments in the C.A.B. on the youth fare issue, different systems for continuation of some kind of youth air

travel advantages are being utilized. TWA, for example, while still selling youth fare cards, has initiated a discount book and travel brochure system, this book-brochure being given to holders of United and American airlines, as well as TWA, youth fare cards.

Sheehan commented on the "unjust discrimination" aspect of the C.A.B. decision to cut out youth fares. "That's a whole different issue," said Sheehan. "I believe it will have to be settled in the courts."



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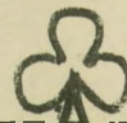


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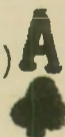


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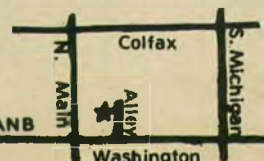
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BOONE'S FARM, MODESTO, CALIFORNIA

MOD needs more students

A plea for student assistance has been made on behalf of the March of Dimes by Campus Coordinator, Al Brenner.

The annual collection at two home football games has suffered due to lack of student involvement, he said and the Texas Christian game will be the final collection.

"In the past several years we have usually had thirty to forty volunteers, but last week we only had four volunteers," Brenner said. Inclement weather and the children's ticket program were offered as probable reasons by Brenner.

The March of Dimes concentrates its funds and resources in birth defect prevention and handicapped children. Research includes study in the areas of mental retardation, sickle cell, and rubella diseases. Brenner pointed

out that the amount raised last year was just enough to buy this year's poster child, Damian, a pair of arms. These artificial limbs must also be replaced every year.

Brenner was quick to note that it is difficult to feel that one is helping anyone. "It's hard to get

people to sympathize but they are touching and helping someone," he said.

The student effort is in conjunction with the St. Joseph County organization. The overall aim is to provide many more children like Damian with the results of new research.

Any volunteers willing to help with the collection of donations should report to the Great Hall in front of O'Shaughnessy between 10am and game time this Saturday. Brenner offered his phone number, 3666, for any questions.



FSAC on food waste

by Jerry Bradley
Staff Reporter

The Food Services Advisory Committee met yesterday afternoon in the faculty dining room and laid the groundwork for a campaign to eliminate waste in the dining halls.

Six students met with Edmund Price and five other cafeteria staff members for the fifth official session. Mr Price presented the group with itemized lists of food and utensils costs. He stressed the importance of reducing food waste and pointed out that if a student wastes two glasses of milk a day it costs the Food service \$22.20 a year.

Price also revealed that the price will increase 2 cents a gallon which will add an additional \$5,000 to the expenses. He noted that "This is their food and they paid for it and if you waste it it's like throwing away your own money."

Price mentioned a few of the benefits that could be provided if the students were to economize. He stated that they could "provide more expensive items for the students." A successful economy

program could help keep the university food rates the same in the future. Also price mentioned the possibility of an additional special dinner.

The committee plans to print up posters with slogans and facts explaining the waste problem. Signs will be scattered in the cafeterias reminding the students not to waste food and drink.

Within the next few weeks a WSND interview will be presented with Price and a student on the committee.

Price also released plans for buying compactors for the rubbish depositories next year if the budget permits. He also pointed out that the Food Service burns rubbish for other campus departments. Price added that the Health Officers are aware of the problem.

Price noted that many students are unaware of their privilege to dine wherever they please. Anywhere from 100 to 150 more

students eat on the west side. Next semester the committee may reassign the 180 residents of Howard Hall from the west side to the east side.

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WANTED

Need G.A. TCU tix, call 234-6802.

Need ride to Philly for Navy game. Will share expenses. Can leave Friday. Call 4151.

Need 6 gen adm TCU tickets, Frank 8533, Neal 6766.

2 student or 3 gen adm tics needed for TCU game, Lisa - 4556

Desperately need tickets for TCU game. Please call 3377 now!!!

Need 4 general admission tickets for TCU. Need not be together. Call John 1605.

Wanted: garage to rent near campus, Pat 8422.

Need ride to Cleveland on Friday, Oct. 27th. Call Marybeth 4391.

Need ride to Ohio turnpike exit 8 and back weekend of Oct. 27, Marianne 4611.

I SEEK JUST ONE gen. adm. admission TCU ticket. Call Paul 6167.

Need ride to O'Hare Friday morning, please. Ken 1343.

Wanted: 2 general admission TCU tickets. Call Greg 3683.

2 girls need ride to Philadelphia weekend of Nov. 4, will share expenses. 4635.

Driving to Navy game? If so I need a ride to Philly, New York or vicinity, able to leave Nov. 1, will share expenses, Paul 7861.

Need TCU tickets - general admission - call 233-9032 evenings.

2 Miami GA needed, call Don 7471 or 234-6267.

Need ride to Exit 9 Ohio turnpike, Oct. 27. Marc 6832.

Need apartment for second semester, able to move in in December. Call Fred 1487.

Need 2 GA tix for Texas Christian game, call 4978.

Need ride to Columbus O. Nov. 3, Jan 4679.

Need ride for 2 to Cleveland. Call Dan 8810.

PERSONAL

To the sender of pink carnations: thanks for your condolences, but how about some more clues? Love, your Burger "queen for the day"

ipb-wish you had been there, love! djm

LOST AND FOUND

Lost: a black switchblade, please call 2164 it is a present from my mom.

Whoever received my Meat Squad shirt in their laundry, please call me. 1348; laundry number 90641.

NOTICES

THE BOAR'S HEAD
Opening in November
A young organization with a new concept in dining, featuring a limited steak and lobster menu. We are now completing construction of our building which

Deadline for all classified ads is 1:00 pm the day before publication. All ads must be placed in person, and must be prepaid.

uses old English decor and five fireplaces to add to a warm and elegant atmosphere. Accepting Applications for cooks, bartenders, waiters, waitresses cashiers, dishwashers, dining room work. We'll be hiring about 60 full and part time people for our opening crew. An excellent opportunity for a "fun" and interesting job for the school year and summer. Please apply in person at the BOAR'S HEAD 31 North - next to Howard Johnson's Restaurant. 9 am to 6 pm. Ask for Henry or Bill

NOTICES

CALIFORNIA CLUB CHRISTMAS CHARTER SIGNUPS. This wed. thru Fri, and next Mon & Tues 1-3pm at the Travel Agency.

Beaux - Arts ball, November 4, 9:30 pm - 12 am, creative attire, band, refreshments, tickets \$4.00. Everyone welcome.

Morrissey Loan fund. Borrow up to \$150. LaFortune basement. Open 11:15-12:15. Monday thru Friday.

HELP the helpless unborn, with time, money, or both. Right to Life, Inc. 233-4295.

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Fight Abortion!

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Drew Mahalic -- no longer naive

by Vic Dorr

Drew Mahalic, by his own admission, was a bit naive when he enrolled at Notre Dame.

The Birmingham, Michigan, native came to South Bend with an impressive list of high school football honors like High School All-American and Michigan Player of the Year, and he came to South Bend largely because of the brand of football played by the Fighting Irish.

"I wanted to play with the best," he said, "and Notre Dame was the best. That was the most important reason for my coming here, and there was no question at all about my choice. But I didn't realize that there were other factors involved. I came here as a naive high school kid, and I didn't realize that I'd get

the academics, the campus life, and the coaches that I have. I was lucky, I know."

Mahalic, a 6-4, 213 pound sophomore, began the fall practice sessions as an outside linebacker, and as late as a month before the start of the season, was far away from a starting position. But knee injuries to Tom Devine and Mike Webb moved Mahalic to his inside-or "swing-slot and a pre-season shake-up saw him emerge with the starting role.

"I was moved to swing backer two weeks before the season opened," he said, "and I've been there ever since. The swing position is a combination of the middle and outside linebacking positions. I have the pass responsibility of an outside backer, but I'm in on the action like a middle backer. It's a dual type of linebacking position."

Drew credits linebacker coach George Kelly with his smooth transition from outside to swing backer, and his transition from reserve to starting status has gone equally well.

"Really, there haven't been too many problems, and I'd say that a lack of game experience has been the biggest thing. I was very nervous going into the first couple of games, but my confidence has been built since then. I don't think being a sophomore has hindered me at all."

But the progress of Mahalic--and the progress of the Irish defense in general--was interrupted last weekend when the Missouri Tigers hung a 30-26 upset on the previously unbeaten Irish. Mizzou controlled the line of scrimmage and gained key yardage through the air against the Irish "D", and ND's sophomore linebacker could do nothing but compliment the Tigers on their performance.

"It was just a case," he admitted, "of them having the ball in four-down territory. They were just making the big fourth down play."

"Missouri executed perfectly," he continued. "We didn't force them to make mistakes, and they didn't commit a single turnover. It was a case of everything going right for them, and nothing going right for Notre Dame. But I don't think our defense was flat. We knew they had the potential, but nothing went right for us."

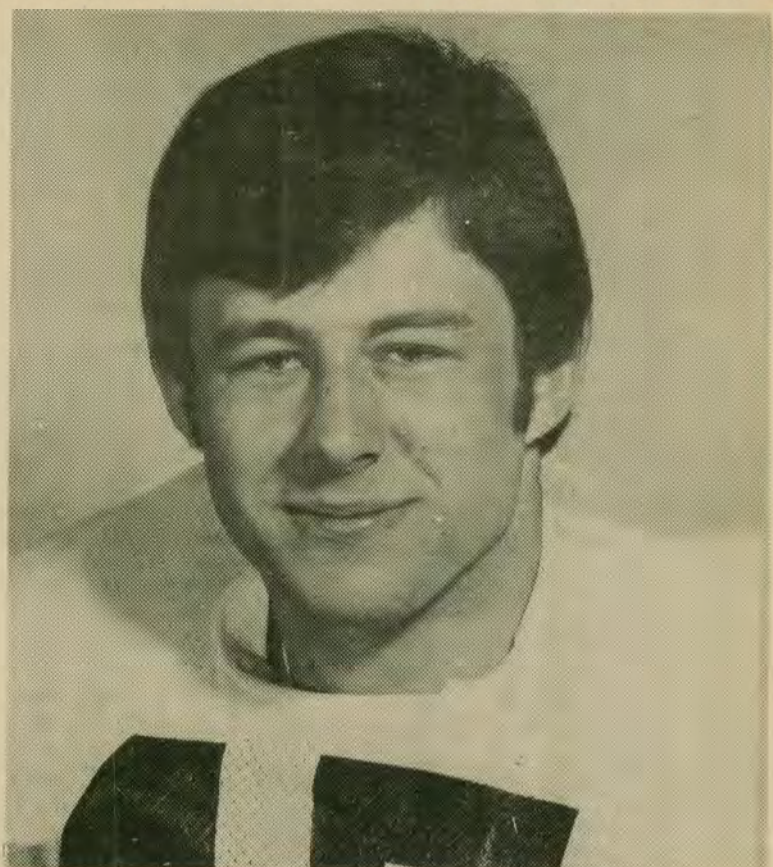
Though the loss to Missouri sent ND's national rankings reeling, it left the morale of the Irish squad unharmed, and it left Mahalic still optimistic as to the outcome of the '72 season.

"Our spirit hasn't dropped at all," he said. "It was excellent in pre-fall, and it hasn't dwindled yet. And as far as the season goes, nothing has really changed. Most of the top teams still have to play each other, and this year's national champion could well be a team that has lost. I don't think any of the top teams will be undefeated when the season's over--and I think that if we play well, and win the rest of our games--then we can win it."

"Personally, though, I'm the kind who likes to take them one at a time. I don't like to look to the future because that's the way you hurt your present day."

This week's "present play," for Notre Dame, means a clash with the potent TCU Horned Frogs, and for the Irish defense it means a fifth straight week of triple-option offense.

"In TCU," said Mahalic, "We'll be facing another wishbone team. They're 4-1--I think Arkansas was the team to beat them--and their offense looks very good. Still, if we play the kind of game we're capable of--we'll stop them."



Drew Mahalic, ND's sophomore linebacker

Jim Donaldson

The Irish Eye

Sports shorts

The injury jinx is still hovering around Cartier Field. The Irish grid squad suffered almost an injury a day last week while preparing for Missouri and the situation has improved only a little this week.

Co-captain Greg Marx was the latest to be sidelined, sitting out Wednesday's practice with a sprained ankle. Although his ankle may not be at full strength, the big defensive tackle said that he would "definitely play" Saturday.

Eric Penick appears ready to go against Texas Christian but one of his running mates, Darryll Dewan, is nursing bruised ribs and his status is questionable.

Notre Dame's wide receivers are still plagued by a variety of aches and pains. Willie Townsend has been working out with the first team this week but is bothered by his sprained knee. Jim Roof, who played with a broken finger against Missouri, had to have it reset this week and Bobby Washington is still kept out of action by his shoulder injury.

Talking about the rash of injuries plaguing his club, coach Ara Parseghian said, "These things always seem to come in bunches. You don't have any for a while, and then you suffer a whole bunch of them. It's unexplainable."

TCU Rugged

The Horned Frogs aren't the type of club the Irish can play at half-strength. Texas Christian will bring a 4-1 record into its first-ever meeting with Notre Dame, the only loss coming to Arkansas, 27-13. And TCU led in that game until the fourth quarter.

Looking at the Stats

Although playing only slightly more than 20 minutes against Missouri, the Irish offense is still among the nation's leaders in rushing and total offense. Notre Dame stands seventh in total offense, averaging 429 yards per game, and is eight in rushing, with a 306.2 ypg mark.

With Penick out of action last week, Dewan moved within 28 yards of the soph speedster for the Irish rushing lead. Penick has gained 325 yards this fall, Dewan 297.

Andy Huff's two touchdowns against Mizzou gave the senior fullback a 12 point edge on placekicker Bob Thomas in the individual scoring department. Huff has scored eight touchdowns, good for 48 points, while Thomas has booted six field goals and 18 points after touchdown for a total of 36 points.

Townsend leads all Irish receivers with 12 catches, good for 167 yards. Quarterback Tom Clements' passing stats look like this at mid-season: 44 of 86 for 614 yards and two touchdowns. He's thrown seven interceptions. Clements has done well rushing, too. The soph field general has picked up 188 yards in 38 carries, a 4.9 average.

Devensively, linebacker Jim O'Malley tops the club with 67 tacks.

Jayvees at Home Friday

Notre Dame's junior varsity football team will make its home debut Friday at noon against Michigan on the artificial turf at Cartier Field.

This will be the third game for Irish jayvees, who opened their schedule with a 17-7 win over Michigan four weeks ago at Ann Arbor but were beaten, 26-14, by Michigan State last Friday in East Lansing.

Freshman halfback Russ Kornman has been one of the top performers for the Irish this fall, rushing for 162 yards and touchdowns.

Hockey Workouts Going Well

With the season opener just eight days away, Notre Dame's hockey team has been working hard and, according to coach "Lefty Smith, making good progress.

"The guys are coming on quite well," Smith said. "We're much better defensively."

The lines centered by John Noble and Paul Regan have both been sharp in pre-season drills. Noble, until sitting out several recent practices with a bruised knee, has been between junior wings Eddie Bumbacco and Ian Williams. Regan centers for Larry Israelson and a much-improved Ray DeLorenzi.

Hockey Tee-Shirts Available.

"Fanatics" tee-shirts are still available at the pro shop of the ACC for \$1.75. The flashy looking shirts are "de rigueur" for any hockey fans planning to sit with the Fanatics at Notre Dame's home opener, November 5 versus Bowling Green.

Where Are They Now Department

Last year's cheerleading captain, Missy McCrary, was pictured in the nationally syndicated Youth Parade column, written by Reba and Bonnie Churchill. Missy appeared in several photographs, demonstrating various exercises for cheerleaders, very prettily, and in national championship style.

College Stats

| TOTAL OFFENSE | | | | |
|---------------|---|-------|------|-------|
| | G | Plays | Yds. | AVG. |
| Arizona St. | 6 | 485 | 2984 | 497.3 |
| Nebraska | 6 | 503 | 2885 | 480.8 |
| Oklahoma | 5 | 404 | 2374 | 474.8 |
| So. Calif. | 7 | 555 | 3234 | 462.0 |
| Iowa St. | 5 | 394 | 2273 | 444.6 |
| UCLA | 7 | 486 | 3040 | 434.3 |
| Notre Dame | 5 | 390 | 2145 | 429.0 |
| Texas Tech. | 6 | 438 | 2553 | 425.5 |
| N.C. State | 7 | 517 | 2975 | 425.0 |
| Florida St. | 7 | 522 | 2966 | 423.7 |

| RUSHING | | | | |
|--------------|---|--------|------|-------|
| | G | Rushes | Yds. | Avg. |
| UCLA | 7 | 436 | 2672 | 381.7 |
| Oklahoma | 5 | 332 | 1904 | 380.8 |
| Oklahoma St. | 6 | 416 | 2048 | 345.7 |
| New Mexico | 6 | 394 | 2025 | 337.5 |
| Ohio St. | 5 | 335 | 1632 | 326.4 |
| Yale | 4 | 236 | 1245 | 311.3 |
| Arizona St. | 6 | 329 | 1844 | 307.3 |
| Notre Dame | 5 | 298 | 1531 | 306.2 |
| Michigan | 6 | 386 | 1802 | 300.3 |
| Texas Tech. | 6 | 340 | 1765 | 294.2 |

| PASSING | | | | |
|---------------|------|------|------|------------|
| | Att. | Com. | Pct. | Yds. Avg. |
| Va. Tech. | 229 | 123 | 537 | 1830 305.0 |
| Florida St. | 241 | 130 | 539 | 1955 279.3 |
| Tex.—El Paso | 187 | 108 | 576 | 1496 249.3 |
| Nebraska | 154 | 89 | 578 | 1488 248.0 |
| Stanford | 230 | 123 | 535 | 1435 239.2 |
| California | 252 | 123 | 488 | 1611 230.1 |
| Utah St. | 192 | 106 | 552 | 1353 225.5 |
| Rice | 169 | 86 | 509 | 1110 222.0 |
| S. Calif. | 186 | 101 | 543 | 1541 220.1 |
| San Diego St. | 158 | 90 | 570 | 1320 220.0 |

| TOTAL OFFENSE | | | | |
|-------------------|---|------|--------|--|
| | G | Yds. | Yd. PG | |
| Strock, Va. Tech. | 6 | 1811 | 301.8 | |
| Huff, Fla. St. | 7 | 1814 | 259.1 | |
| Adams, Utah St. | 6 | 1450 | 241.7 | |
| Keithley, UTEP | 6 | 1317 | 219.5 | |
| Amndsn, Iowa St. | 5 | 1054 | 210.8 | |
| Fouts, Ore. | 7 | 1422 | 203.1 | |
| Humm, Neb. | 6 | 1207 | 201.2 | |
| Boryla, Stan. | 6 | 1201 | 200.2 | |
| Gadd, Rice | 6 | 999 | 199.8 | |
| Parr, Colgate | 5 | 989 | 197.8 | |

OBSERVER SPORTS

Catching up with Willie Townsend

Catching up with Willie Townsend isn't easy -- on or off the football field.

Notre Dame's junior split end and leading receiver is always hustling -- whether it be for Digger Phelps' basketball team, where he is a team leader in the winter, or whether it just be on campus where Willie is studying electrical engineering.

"I don't think I'm a very different person on the football field than I am on the basketball court or on campus," Willie explains. "I go through things the same ways -- hustling back and forth. Football and basketball are a part of my life. No matter what I'm doing, I try to learn new things, try to take care of myself, try to better myself."

Townsend has been successful at all those things. Last winter, with Phelps trying to guide his young basketball team through a difficult season, the new head coach said, "Willie is the most inspirational guy on the team. He can't give any less because he doesn't know how. His attitude has been a great inspiration to the team. The kids look up to him. He has pulled the team together."

Townsend is on another young team this fall, but his effect has been much the same. On road trips, he has been roomed with sophomore Eric Penick, just to

help the younger player relax.

"I like to stay relaxed," says Townsend of his multi-sports interest. "I don't like to get all wrapped up in one sport. Then it becomes football and studies, football and studies. I like to stay loose. By participating in a number of things, it helps keep both your mind and your body loose. "My scholarship doesn't confine me to one sport," he adds, "and my studies don't confine me to my books. Everyone isn't a football player or a book worm."

Football to Townsend is just one way he expresses himself.

"Football is something else to each individual," he explains. "I couldn't say myself that it is a violent sport. You get stuck -- I really got stuck against Michigan State -- but each individual is expressing something. I don't call my expression violence."

"For me, at different times of the year I like to play different sports. In the spring, for instance, I play a lot of tennis. A sport is something you like to do. If you like doing something and you're relaxed, then it's not a task."

Although Townsend was not a regular last season, playing behind All-American Tom Gatewood, his enjoyment of the game was not hindered. "I never had to play behind anybody before," he ad-

mits, "and I don't know what's harder -- waiting for someone like Tom to graduate or trying to replace him. But it doesn't matter if you're behind somebody if you're doing something you like to do."

"If nothing else, you know what you can do against your fellow teammates, and at Notre Dame, that means a lot. We have to have the best prep team in the country. Some of these guys play as hard as if they were playing defense for the other team on Saturday afternoons. Working in practice is just like playing on Saturday sometimes."

Playing two major sports at Notre Dame has made Townsend better at both.

"Basketball makes you a lot quicker," Willie explains. "It helps you co-ordinate your hands, feet and eyes at once. Football makes you a lot tougher. You learn to dish it out as well as take it. Although I'm only 6-3, I can go against a 6-11 center in basketball and control him a lot easier than I would if I hadn't played a lick of football."

"From basketball, I've learned to use my peripheral vision more; I can see and even hear a lot more things."

As far as Willie Townsend is concerned, that's probably just as true off the field, too.