Hesburgh vows co-ed increase

by Ann Darin

Notre Dame plans to increase the number of female students admitted to the university to 3,000 as soon as possible, announced Rev. Theodore M. Hesburgh, C.S.C., university president, last night.

Speaking at his annual student residence, Bene Hall, for women's day 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 additional women would major in the college of arts and letters. Currently A.L.L. ranks as the largest college in the university with 3,600 students.

The big problem gets down to the total number of women the Fr. Hesburgh needs. "When the girls start replacing the guys, then the numbers will be up," he said.

In accepting women for the 75-74 academic year, the university president said, "We will take them on a selective basis for a mix. We want to gradually enlarge the number of freshmen and cut down the number of transfer students. These 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, according to an Observer reporter, spoke to the entire faculty and several hall residents, toured the women's rooms amid peeping Bakkishaws. "This will 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.

There are no immediate plans to build another dormitory, he stated. "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 modification with neighboring St. Mary's College was called off, the University is still repaying loans for the $27 million Planter-Graze Tower complex. Fr. Hesburgh predicts no new dormitories for two years.

If the university had the funds, it could build a residence hall in less than two years since it would merely modify architectural plans for Planter and Graze. "It is going to be a big demand for coeds," he reported. "Somebody handed them $15 million. If we had a Jock Whitney, we'd have too."

During the question and answer session with university resident, a black Democrat woman questioned the university president on active recruitment for minority students.

"We've got the admission office," the U.S. Civil Rights Commission chairman commented, "that we want to keep increasing the number of minority women and men.

This year we'll see a lot more men, but there was a run on chicanos. Every chicanos we offered a scholarship to took it. Several black male prospects, he indicated turned down N.S. scholarships to attend other universities.

Another student concentrated questions on housing development. "We've got to increase the number of minorities in residence halls," he exclaimed.

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. "If we have the decision that they won't be evicted from Badin, Fr. Hesburgh commented, "we'll put $100,000 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."

(continued on page 2)

Adminstration critical of faculty ideas

by Michael Baum

Two assistant professors of the Academic Council, Assistant Prevent Dr. William Burke and Arts and Letters Dean Frederick Crouson, voiced some criticism of the Faculty Senate's recommendations to the Council as expressed by two faculty members Tuesday.

In conversations reported in Wednesday's Observer, England department chairman Edward Vant and Economics department chairman Dennis Dugan defended the Senate's recommendations to the Academic Council, calling for the Council to be reduced to 40 members, including 10 students.

The Senate's recommendations would also have had faculty members elected by students vote on faculty members on the Council by 29 to 16.

Both administrators denounced Dugan's claim that the Academic Council's steering committee recommended that the student members of the Council be "non-voting." Crouson, who will preside this section of the council, did not vote on the recommendations to the Council. He was told that the committee merely brings it to the attention of the Council, but a decision must be made on this issue. The status of student membership on the council is presently probationary. The trial period for the arrangement will end this year. According to Crouson, "The recommendation of the representative committee is going to be that the student members be non-voting." Burke commented, "I think that the student representatives' comments and suggestions are very helpful. I wouldn't have them as voting members.

In contrast to the Faculty Senate recommendations, the Council steering committee suggests a total membership of 28, three of whom would be student representation. Crouson does not feel that the increase of representation will be six members would have any worthwhile effect. Pointing out that the Senate committee recommendation essentially reduces the overall size of the Council, while maintaining the same proportions among the three groups, Crouson said, "It is not clear to me that any is going to move in some tripartite membership (each faction equally represented) that the addition of one or three members is going to make a difference.

Dugan commented, "The Faculty Senate proposal would, in effect, make a place of the majority vote in the hands of faculty members. That is a position I do not share with both students and administration."

Burke commented, "The Faculty Senate proposal, in effect, makes a place of the majority vote in the hands of faculty members. That is a position I do not share with both students and administration."

is a small number too.

In contrast, Assistant Prevent Burke feels that student membership should be set at either five or six positions. He believes it should be structured so that one student representative comes from each of four colleges and either a graduate studies representative or 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 the graduate colleges and 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 Vant, that the faculty should have more representation on the Council that the administration-to-counter what Vant felt to be an administrator's advantage in voting caused by a tendency to "think and vote homogeneously," contrasted with the general diversity among faculty members.

"We've got to have five. Dr. Burke commented, "I think that the student representatives do not have to be split between administration and faculty."

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 (1:01 a.m. South Bend time) North Viet Nam radio broadcast the news Thursday (today).

According to the report, North Viet Nam is ready to sign a cease-fire agreement. Fishing is "despite U.S. delays." The UPI dispatch quoted South Vietnamese Foreign Minister Tran Van Lam emphasizing "there will be no cease-fire unless the U.S. elections." After several students heard the late bulletin on WLS and alerted the Observer, United Press International's Chicago Bureau was called to verify the story. Jim Smeadstead, a UPI representative, 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 it will not be sent since "there is no lead story here. There is no lead story in the UPI story as our lead story today."

The Associated Press (AP) is also running a version of the report, but UPI was first to report. No cease-fire agreement was available at press time for the Chicago Daily News (3 a.m. Thursday).

(continued on page 1)
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 can't. The ball game's over before you start. It's kind of red herring! 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 compromising its morality. "The belief that one campus can advise and refer students to suitable agencies in South Bend if the occasion arises. Other questions raised 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 "sporadically" borrows the private jets of his friends, but mostly he relies on commercial airlines. "Concerning travel and committee appointments, he remarked, "You get your money's worth out of me. I've been over fifty percent of the time."

Besides acting as Notre Dame president for the 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 of Directors, and Carnegie Commission for Higher Education.

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 know the last four popes pretty well. The present pope has got a lot."

Administration criticizes faculty and administrators vote pretty much in unison. I never thought of myself as an administrator man or faculty man, I thought of how the issue would affect the University." Burke also denied that there was a tendency the number of gallons sold by the station have increased. He said that it was not a disguised increase in the wholesale price of gasoline.

"You should look at the world as a chance to do something about it. You didn't create it, but you can do something about it. Unless you do something for other people, you're not going to have any satisfaction in life," he philosophized.

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 prices 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 increase in the wholesale price of gasoline.

Washington - The Federal Energy Administration criticizes the price of gasohle. 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 increase in the wholesale price of gasoline.

English Leather. Especially if your roommate wears lipstick.

If you're sharing your pad with a groovy gal who gives you English Leather, you're well on your way to a liberal education. Maybe she's trying to educate you that English Leather's fresh, clean, honest smell gets to her. And cheap perfume stuff turns her off. On the other hand, if you're not so lucky, maybe a little English Leather would help. It couldn't hurt.
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 scheduled to give women students voting in today's Student Life Council elections an opportunity to hear the three runoff 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," added Badin. "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 taken only in the sense that the SLC women here are. One woman who happened to wander by grasped 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 last-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 Jeannie 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, 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 Assembly 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 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.
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 lastest 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.

Where are the students?

football tix
Editor: As a freshman this year at Notre Dame, I have been exposed and subjected to various pressures and regulations. Some are quite stimulating; others are totally insipid. Recently, I have noted the difficulty that my fellow students have met in attempting to slip girlfriend tickets 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 naïve. Why can't the students (and by "students" I am certain that I am speaking of the vast majority of the student body) send a message to the university? I wonder if something about this antiquated and unreasonable practice isn't worth looking into. It is justifiable and it is remarkable just how true this statement is. We now have more bombing than ever, more unemployment, more inflation, more pollution, more political scandal, more distrust of the government, more drug abuse, and more waste than ever before. As we go on listening, evaluating and speaking, we are exposed, as Dostoevsky or Kafka would have and made public the attempt (that babbling about one's own fantasies is any less a necessity than the need to communicate toward that end). The truth is that the meaning we can have is personal myths.

The Libbie and the Stud
The upshot of this is that the women's lib has no moral claim and no legitimate subject to discuss at all. It is a form of communication; what could they mean, and why would we want to communicate? If there's no consideration of exterior to each mind, it's a hard attempt that babbling about one's own fantasies is any less a necessity than the need to communicate toward that end. We can have is personal myths.

Don Ruane

MOD
Usually MOD can collect $1000 on the average by seeking contributions before game time. Last week 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 they had children fitted with artificial arms at the MOD expense. Had last Saturday been a normal day, the prize 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 foster child will need approximately a dozen more average Saturday's to absorb the cost of a new set each year, he said.

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 Breen a call at 3966.

Don Ruane

Disguised in Clinical White
The descriptive pose of the value-free social scientist becomes clearer in their statement, "There are no considerations about sex in the emotional domain. What is important is that we 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, 'to your own point; overarching moral systems do two unacceptable things: they incorporate myths that we can prove false, and they attach moral values that are necessary to survive, but sex is a matter of choice. Simply saying that "sex is a natural function" is M&J's way of suggesting that begging the interesting question: when, and why, should a man choose to function sexually?"

Three Couples
While empirical misinterpretations 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 of their mutual love. Each member of this couple is led to believe in the existence of this belief and sharing is the soul of the case against Masters and Johnson must and do tell us that there is no "interior" sexual differences among these three couples. All of them claim to be "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 "interior" sexual differences among these three couples. All of them claim to be "happy and content with their sex lives."

The Libbie and the Stud
The Libbie on behalf of the editorial board. Columns and the Stud

Call 1 for judgments about this statement is: 'do your own thing; overarching moral systems do two unacceptable things: they incorporate myths that we can prove false, and they attach moral values that are necessary to survive, but sex is a matter of choice. Simply saying that "sex is a natural function" is M&J's way of suggesting that begging the interesting question: when, and why, should a man choose to function sexually?"

DON RUANE

Never the Job
T.M. HESBURGH
Notre Dame, Ind.

TED
BEEN IN RED CHINA STOP ARRIVE HOME SOON STOP
CAMER BACK WHEN NEED LEARY NEED ACQUAINTED STOP
STOP YOU'VE BEEN DOING NICE JOB BUT WHAT IS THIS A
HEAR ABOUT A KING ON CAMPUS STOP
SORIN

Telegram from sorin

Dear Masses of students:

THERE I HAVE BEEN KIND OF HAVING IT BAD WITH A BUNCH OF FRIENDS AROUND YOUR HOUSES AND I EXPECT ME TO BE THERE I HAVE BEEN KIND OF HAVING IT BAD WITH A BUNCH OF FRIENDS AROUND YOUR HOUSES AND I EXPECT ME TO BE THERE A

DO I EVER WORK AS A GROUNDER McCORDON

WHAT IS PLEASE HELP WHAT IS PLEASE HELP

Dr. Reubin "She will determine for us what is naturally neutral."

"Sex is communication;" what could they mean, and why would we want to communicate? If there's no consideration of exterior to each mind, it's a hard attempt that babbling about one's own fantasies is any less a necessity than the need to communicate toward that end.

Dear Libbie on behalf of the editorial board. Columns and the Stud.

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The Libbie and the Stud
The Libbie on behalf of the editorial board. Columns and the Stud.

Garry Trudeau

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Editorials printed in The Ob serve reflect the opinions of its writer on behalf of the editorial board. Columns reflect the opinion of the individual writer; they are not necessarily those taken as editorial comment.
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.
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 dimensions of 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 re­spectively the essential nature of the College. While the Dean’s committee was formulating the 1-2-1 proposal printed below, four themes were recognized:

1. The first involved the enlarged scope of liberal education, which has resulted from the immense growth of natural and social sciences, two traditionally intrinsic areas of liberal education.

2. The second theme was the recognition of each student’s need for emphasis on science as a human creation and activity, with significance which must be appraised within the system of knowledge, capacities and attitudes, is skill of dialectical or deliberative inquiry, knowledge is never inert, but serves as an engine of change.

3. The committee places emphasis on the need for a common experience for all freshmen in the College. The chief aim is to provide the student with a sense of place, 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 the understanding of the type of experience, liberal education, upon which he is entering, what its goals are, and the kind of knowledge it embraces and the way in which it addresses them: i.e. as a liberal vocation. It is the capacity of this knowledge which will help him develop and the attitudes which it will invite him to cultivate as a liberal and civically educated person. Part of these elements should be exhibited and exemplified in the experience of the Freshman Year, i.e. the actual courses, etc.; but 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.

4. A vital tension will inform the instructional program if it meets these norms.

The first year is meant to give the Student a solid conception of liberal experience, with an emphasis on the nature and impact of the student, and his role in the educational experience in seminars; further course sequences; or field work. The second and third years provide a choice of specializing in departmental major fields. The fourth year would represent a period of synthesis and personally oriented work.

**A&L Dean’s Committee Viewpoint**

The Basic formal instructional program should continue to be projected as the third year, and the Developmental Program should be ordered to this projection. At the same time however, plans should be developed for each year that would enable some students, under specific conditions, to work for the degree in three years. Also, within the framework of the full-time program, provision should be made for students’ interest in the colleges 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 envisaged, 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: The first year represents a period of common experience for all incoming freshmen in the College. The chief aim is to provide the student with a sense of place, 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 the understanding of the type of experience, liberal education, upon which he is entering, what its goals are, and the kind of knowledge it embraces and the way in which it addresses them: i.e. as a liberal vocation. It is the capacity of this knowledge which will help him develop and the attitudes which it will invite him to cultivate as a liberal and civically educated person. Part of these elements should be exhibited and exemplified in the experience of the Freshman Year, i.e. the actual courses, etc.; but 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.

freshman year

Although the Freshman Year at Notre Dame is administered by a single faculty committee, the various Colleges have autonomy with respect to the curricular structure. The Developmental Program in the College of Arts and Letters and Science is designed to secure coherence and directional unity drawing upon the competencies of the departmental fields to the College program and the College is in its proper locus.

**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 a major.

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

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

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

A. Horizontal seminars or courses;

B. An integrating collegiate seminar;

C. Further course sequences, developing further with the student in mind;

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 and recommend new dimensions of the Liberal Arts Program in terms of the relevance and effectiveness of the courses offered in these areas within the Liberal Arts. For example, their charge would be to recommend, for example, the courses in their areas to be included in a collegiate sequence, or a major program.
The Student Advisory Council of the College of Arts and Letters is a body of nineteen students who have been elected by the faculty of the College. The Council serves as a representative body for the students and is charged with the responsibility of advising the faculty on matters of general concern to the students. The Council meets regularly to discuss and make recommendations on a variety of issues, including academic policies, student rights and responsibilities, and the overall运行 of the College.

The Council is composed of nine members elected by the faculty of the College and ten members elected by the students. The members serve one-year terms and are chosen by secret ballot. The Council meets weekly to discuss and make recommendations on matters of concern to the students.

The Council is an important part of the democratic process at the College and serves as an important link between the students and the faculty. The Council is an important source of student input and is an effective way for students to have their voices heard and to influence the decisions that affect their lives.

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The Council is composed of nine members elected by the faculty of the College and ten members elected by the students. The members serve one-year terms and are chosen by secret ballot. The Council meets weekly to discuss and make recommendations on matters of concern to the students.

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courses. Core courses are ones that must be taken by all students to meet the idea for teaching what are called core courses. Engineers can take them, and yet each one is designed to be general enough so that all students can take the same material under different course titles. This defeats the purpose of core courses. The one obvious solution is to teach a special introductory core course for each engineering intent, but this defeats the purpose of core courses. This problem is apparent in many of them. Work study and senior research are two areas that good engineers come from the bottom of the class as well as the top.

The idea of a liberal engineer is something that 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 to take all the core courses can be adequately ammended and tested 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 not 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 all the core courses. The idea for teaching what are called core courses is to give courses that must be taken by all engineering intents. They are designed to be general enough so that all engineers will take them, and yet each one applies differently to each field of engineering.

The advantages of core are obvious; they save time by having smaller sections, they allow greater flexibility 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.

There are also some inherent difficulties in core courses. They come in the selection of materials to be taught. 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 core course for each engineering intent, but this defeats the purpose of core courses. 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 courses is that some courses haven't seemed to take shape. They are still disorganized and unduly difficult in spite of all the time and effort spent by the faculty. In these cases, poor tests 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.

Engineering Viewpoint

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

There is 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 future 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 its time. Time, suggestions and constructive criticism will help the department to fulfill its function to educate students technically and as individuals in society.
Practically all the clubs are involved in the sponsorship of lectures by distinguished people in their various fields.

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 for a semester, and then a course 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 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 that body.

This year, as has been the case since 1968, Notre Dame will provide facilities for the area Science and Engineering Fair, to be held in St. Joseph's Hospital in South Bend.

**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.
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." 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 upward mobility, etc. 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 upward mobility, etc. or a dozen others, the choice is made, and the business student is locked into his major for the next three years.

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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 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.

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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. To 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 at 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 classmates.

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

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

This does not 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 student would call the Honor Council, the chairman, and willingly report the dishonesty of others, which they knew he was smart enough to do. And they saw, they didn't want to be�inks," 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 not received any Notre Dame administrative, faculty or student.

Definition

Notre Dame has no precise definition of cheating, but Johnston has put together a working description. It includes intentionally taking unfair advantage of another's material in any academic work, such as lab reports, term papers and examinations.

According to Johnston, it is impossible to find any information about cheating and procedures for prosecuting any member of the Notre Dame community.

A check produced no such file. Registrar Richard A. Baker, who was retained that since the Honor Code was dropped, the University has not had a system of investigating cheating.

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.

In it 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 activity. This responsibility assumed by each student under the Honor Code is based on the mutual trust between himself and his instructor." It is also includes the idea that personal integrity will keep the individual in line and encourage one to assist fellow students to maintain the community's integrity.

This is a fine concept but what happens when a student is accused of cheating. Early in October an appeal was made to Bellevue of Science after two students were singled out by their professor for talking during an exam.

"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," Johnston said.

And so the basic arguments for and against the growing business of selling term papers.

"Unless a charge anywhere from two to five dollars a page for undergraduate papers.

Business is as great for some entrepreneurs that they have an even larger edge, "Larger organizations advertise nationally in various student publications, and request applications for campus representatives, much the way manufacturers 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. The local dealer buys his stock from the national firm, and makes up grades, transcripts and in some cases degrees from commercial sources.

The obvious danger of term papers is that the student does not learn the material. He hired it to market a second grade paper, 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 tips to $1.50 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 40 percent of a page.

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

The obvious danger of term papers is that the sale of them is not to his advantage, and it is not to the same level. Although many companies claim this cannot happen, it has, and students have paid more than this if they are to remain in contact with others dangers also exist.

Last spring the University of Wisconsin held up graduate transcripts, in some cases degrees for 600 students suspected of buying term papers from commercial sources.

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

Many universities and states are attempting to halt the sale of term papers through the legal process. The California legislature introduced a bill which would make it a misdemeanor and the New York state attorney general has instituted actions 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 program.

Whether purchased term papers are immoral or not is 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 whether it is necessary to revise it. In the meantime, most universities seem to treat these involving commercial papers as a form of cheating and plagiarism.

"When someone comes to me, I will ask them if they have term papers, and whether term papers are still the most effective ways of teaching students to express themselves in writing; open to question and possibility of revision, if it is needed."

In any case, the problem is decepting 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 question 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 school will want to draft and enforce any rules.

Each college has a form of cheating peculiar to its curriculum. Engineering and Science are much more exposed to cheating during in class exams because they are problem oriented.

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

Arts & Letters makes much use of papers and reporting, according to the dean, there is quite large amount of material, with high proper footnotes, citing authors with whom the professor is familiar.

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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 Senate 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 during 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 contentedly 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 circumstances 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 ensuring that there will be open lobbies for the remainder of the semester. Dr. Bambone, 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 domain of the Hall Directors or Security." The new policy will go into effect for all lobbies as soon as the halls are approved by Security, and in particular, the first floor Regent's. If great difficulty is found in securing Regina, stated Sue Wolfe, Student Body President, another alternative that could be met to pay the $300 bill, while other believed that each student should have been given the change 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 along be placed in the second semester bill, so that the Observer will be given to them by the Student Government. Each student, rather will be responsible for her own subscription. SMC Student Government's own budget and an estimation of expenses and income was reviewed. The current balance on the account was cited at $10,253 while Student Government plans to leave approximately $16,383 when the current administration ends its term in office.

Also discussed at the meeting was "An Toastal Weekend," which according to Steve Janselnicke, 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 12 Notre Dame Hall Presidents, as well as 4 from Saint Mary's. The U.P.C. wants SMC to share some of the costs of the event.

**Observer subscriptions tabed by SMC council**

by Mary Janca

SMC Student Assembly refused to allocate student government funds for the Observer, or SMC students' subscriptions yesterday. The Student Assembly had tabled the $2.00 per student subscription proposal at the last meeting on October 4 and 11. Assembly members stated that their constituents had mixed views. Many students, they explained, wanted student government to stop dropping youth fares

**CAB decision 'not final'**

by David Bass

Trans World Airlines representative on-campus Dan Sheehan, responding to an article in the Observer on 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 abolition 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 for groups are usually taken advantage of by more adults. One C.A.B. official said she was surprised that they will be able to fill planes with full-fare paying passengers" 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 market."

From 20 to 30 per cent of the major airlines' travel market, in 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 of the youth travel will be left undisturbed, those 25 and under may account for 50 per cent of all 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 40 per cent of the coach costs. 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. "But it will have to be settled in the courts."
apple sauce!!!

BOONE'S FARM, MODESTO, CALIFORNIA
MOD needs more

A piece 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 possible reasons by Brenner.

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 Edmond, Price and five other cafeteria staff members for the fifth official session. Mr. Price presented the group with a list of items of food and drink that 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 Services $0.20 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 he can't afford their food and they paid for it and if you wasted 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 cafeteria reminding the students not to waste food and drink.

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

Price also released plans for buying competitors 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 140 residents of Howard Hall from the west side to the east side.

The March of Dimes concentrates its funds and resources in both 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 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 connection 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 team and game time this Saturday. Brenner offered his phone number, 2066, for any questions.

WANTED

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

Need ride to Philly for Navy game. (2-6-73) call 241-8577.

Need a pair of TCU tickets, Frank K535. Need $46.00.

Thursday, October 26, 1972

the observer

15

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Drew McHale -- no longer naive

by Vic Duer

Drew McHale, by his own admission, paid a heavy price last fall when he enrolled at Notre Dame. "The first time you're not the big guy, you don't realize how big you used to be," he said.

The sailing against the currents of Notre Dame's national supremacy -- from All-American to Michigan Player of the Year, and toassin against South Bend largely because of the brashness of the Fighting Irish with a "me-first" attitude. "I was waiting for someone like a guy on Notre Dame's team to say that they were waiting for me," he said. "I'd been working hard in the summer, and then I got to campus, thinking I'd be working on a Sapphire scholarship, and then it looked like I'd be working on an academic scholarship." But there was no question about my choice. I just didn't realize that I'd get the academics, the campus life, the court, the roommate. It was all lucky, I knew." McHale, 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 his starting role. But knee injuries to Tom Devine and Mike Weltz made McHale his inside--"or--swinging slot and a pre-season experience at linebacker with the Irish starting lineup were the only two factors that influenced my decision to stay at the end of the season.

"I moved to swing back toward the middle before the season opened," he said, and "I've been here since. Since then since there's not a position is a combination of the middle and outside linebacking position. I have the same 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 lineback coach George Kelly with his smooth transition from outside to swing backer, and his transition from reserve to starting status has gone equally smoothly, though he's still learning.

"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 on the first couple of games, but my confidence has been built since then. It's a matter of thinking, with sharpness, and being a sophomore has honed me a great deal.

But the progress of McHale--and the progress of the Irish defense in general--was interrupted last weekend when the Missouri Tigers broke out of the previously unbeaten Irish. Mizou controlled the line of scrimmage and slowed down the Irish on the air against the Irish "D" and "D-1" defenses for the second week in a row. "It's hard to look to the future because that's the way you hurt yourself," he said after the game.

This week's "present play," for Notre Dame's defense, will be against the potent TCU Horned Frogs, for the Irish. The Frogs mean it. These Irish freshmen have never had anything to do nothing but compliment the Irish on their performance.

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

"Munoz executed perfectly," he continued. ""We didn't force them to make mistakes, but 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 we had the potential, we just didn't have the potential, we had the potential, we just didn't win right for us."

The final 14-10 Irish loss sent ND's national rankings reeling, it left the morale of the Irish squad shattered, and it left McHale still optimistic as to the outcome of the "72 season.

"Our spirit hasn't dropped at all," he said. "It was excellent in pre-prep, 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. We know that the top teams will be underplayed when the season's over--and I think that if we played well, and win the rest of the games, we can make the playoffs. Personally, though I'm supposedly a kid, I'm learning from one at a time. I don't look to the future because that's the way you hurt yourself.

"This week's present play," for Notre Dame's defense, will be against the potent TCU Horned Frogs, for the Irish. The Frogs mean it. These Irish freshmen have never had anything to do nothing but compliment the Irish on their performance.

"I'm still learning," he said. "I still can't play like they did. I'm still learning to play."

"I play a lot of tennis. A sport is a lot of fun. The physical part makes you a lot tougher. You don't really think about playing tennis, but you're playing tennis and you're playing the game of tennis because it's a part of your life."

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 Helfin, who played with a broken finger against Missouri, had to have it reset this week and Bobby Phelps has strained his shoulder.

Talking about the rush of injuries plaguing his club, coach Ara Parseghian said: "These things always seem to come in bunches. You don't really explain yourself, and then you suffer a whole bunch of them. It's unexplainable."

TCA RUDD

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 their first ever meeting with Notre Dame, the only loss coming to Arkansas, 27-13. And TCU led in that game until the fourth quarter.

Notre Dame's junior split end is questionable after missing both of last week's games because of a bruised knee, has been between junior wings Eddie Bumbacco and Tom Hoffman.

Catching up with Willie Townsend

Catching up with Willie Townsend isn't easy--or on the football field for Notre Dame's junior split end is questionable after missing both of last week's games because of a bruised knee, has been between junior wings Eddie Bumbacco and Tom Hoffman.

Townsend leads all Irish receivers with 12 catches, good for 167 yards. Townsend leads all Irish receivers with 12 catches, good for 167 yards. Townsend leads all Irish receivers with 12 catches, good for 167 yards. Townsend leads all Irish receivers with 12 catches, good for 167 yards. Townsend leads all Irish receivers with 12 catches, good for 167 yards. Townsend leads all Irish receivers with 12 catches, good for 167 yards.

"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 the same type of hunger on campus, but at football practices, it's a lot easier to come by. Whether it's the pre-season practices or the first game of the season, you don't feel the same sort of hunger as you do when you're playing the team you beat against still.

Eric Penick is ready again to go against Texas Christian but one of his best prep teams in the country. Sports writers discount teams, but one of his top teams will be underplayed when the season's over--and I think that if we played well, and win the rest of the games, we can make the playoffs. Personally, though I'm supposedly a kid, I'm learning from one at a time. I don't look to the future because that's the way you hurt yourself.

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