Dr. Musial considers Free City Day

by Professor Thomas Musial

Among all the other things that Free City Day is, it is an occasion to think about what kind of contribution we are all making to the Notre Dame academic community—not so much the selfish reflection we so often pause to make about what we are getting out of our education— but rather the reverse consideration, "what we are giving to the education of others."

This is an especially important thing to do for the more permanent residents of this community—the teachers. A few friends and students have asked me to make a brief report on the panty raids I thought I would be denigrating something of what a community of learning is all about to have to report.

Just what taught a teacher of a general humanities course (the Colloquium) to be doing for his students? It's a tough question for me because of what I think the humanities are all about. The humanities are concerned with a quality of living, and ultimately, for me, that memory raid, only one other alternative for living a good life, but choosing one or reasonably constucting one for yourself and living it.

What can a teacher do within the framework of a formal course (with schedules and assignments and credits and grades and all the rest) to help others live a better life? The usual first response to such an awesome task is to say, "That's not my business, or, "The task is impossible." But such a response is a first-class professional (in the pejorative sense of the term) educator cop-out. So the question must be answered not only theoretically, but in practice. I can share some of my theory, I will keep working on the practice.

I think that Socrates can be taken as my educational model, but I, of course, must make modifications and personal adjustments. Socrates questioned and analyzed issues that arose entirely out of his own experience. Few men find within themselves the vast resources that he did. But as a teacher, I can supplement my native resources with those of my students— with other men's thoughts and experiences, which, one must remember, are shared, represent something to grow up to, something that will enlarge the self by assimilating a qualitative model of thought or experience. I find these contemplatory experiences in the great books and great art works that a teacher can select as the basis of his course.

But books and art works are only part of the educative models that a teacher can offer to his students. He must, himself, be one of his models. The teacher must represent an exemplary way of practicing. He must be as an example of his daily life, his practice of his daily life to day concerns and course proceedings of how a student can responsibly arrive at his own conclusions to questions of fundamental human significance and make those answers a vital part of his life.

With Socrates as the ideal, I champion the charismatic teacher. I'll not take time here to enumerate all of Socrates' characteristics as a teacher, for I merely need to stress that every teacher ought to strive to manifest in his own way his own compelling charismata. Such a charisma is a testimony of the vitality in his own life of what he teaches. The teacher must devine a way in his classroom pedagogy to share what he has found vital in his own life, and again he must offer himself as a living example of the meaning and value of what he teaches. In the language of humanism, through the visible incarnation of his gods, the gods which provide him with the total patterns by which he educates and is educated himself. What is he must persuade or compel students' assent to the necessity and humanizing power of the teacher's personal daemonic.

I might suggest that the process of humanistic education, as I am here presenting it, can be understood in terms of helping another person grow by seeing in others constructive examples of ourselves thinking, acting, and experiencing. The student in this way may fill voids in himself which the teacher helps him. From this point of view, vicarious sharing of thought and effective experience between the students, teachers, the authors and artists of a course syllabus becomes the basis of the person's individual growth and social awareness. Unusually, in this light, everyone is both a teacher and a student. That, in my opinion, is the vital core of a true academic community.

One of the principal functions of the teacher, then, is the extension of the knowledge and awareness of others. The professional teacher (one who earns his living by virtue of his special contribution to the educative process) must bridge the thought and experience gaps between himself, his students, and the authors and artists that are his educative models. He must understand a student's experiential frame of reference and converse with him where he is in terms he can understand. He must understand and extend the experiential frame of reference of the author or artist that is in question in such a way that he must know how he can intellectually and sentimentally relate to each of these worlds of experience and how he can translate the language of one into the language of the other. The professional teacher must also provide a perspective that those he teaches do not have. His qualifications are largely these: he has greater knowledge, experience, and maturity; he has a more disciplined ability to evaluate thought and experience and to find an objective relationship to the thoughts of those he is helping to grow. From this vantage point he can help to nurture his students' insights, help them form a more synoptic view, and check their critical caprice.

(continued on page 6)

SMC Leaders discussさらに

by Jeanne Sweeney

SMC N. C. News Editor

Succeeded by the growing problem of panty raids, or what some students refer to Sunday night as the relegation of women to sex objects, was the task facing the SMC Student Assembly last Monday. The student government and the rest of the student body met to conglomeration of Saint Mary's student leaders meeting.

Hall representatives, class officers, representatives, and other interested students discussed the question of preventing future destruction of property and physical and emotional damage done to any students.

With the growing escalation of the panty raids, an administration Sunday night, the student leaders decided that they must work out some proposal to alleviate the immediate problem of panty raids, and begin on a long range solution to the warped situation which produces such kind of raid.

They also discussed whether events that were involved in the panty raids should be proceeded.

One proposal for alleviating the problem of panty raids was presented by Carol Cusick who appealed to the raids against a violation to the raiders. Miss Cusick's procedure included opening up the front doors of the hall.

Grace here Friday

Trustee J. P. Grace, under fire from segments of the university community for the alleged behavior of his company in Vietnam, is to speak in an open meeting on Friday. The meeting, which will be held at 5 p.m. in the Library Auditorium, will be moderated by Fr. Driscoll. Fr. Driscoll is to assemble a panel of faculty members, with expertise in the field of Latin American economics, to question Mr. Grace about the details of his company.

Mr. Grace's company, the W.R. Grace Company, is charged with profiteering in the exploitation of various Latin American countries in which it has extensive holdings. Critics charge that his company moves into various countries and strips them of their resources and gives them inadequate compensation.

Mr. Grace has been repeatedly mentioned by students who have allegedly documented the financial holdings of several trustees. These students claim that the Trustees represents the "upper class corporate elite" in the nation, and as such give the "military-industrial complex" de facto control over University policy.

Citing improvements in respect for faculty members over the years he has taught, Prof. Willis Nutting expressed a hope that students would work with the faculty in helping to share experience that same respect in his keynote address to the Free City Symposia last Monday.

Nearly sixty people heard the professor trace the progress of higher education in the United States from its earliest beginnings with the training of men for the ministry. These schools, according to Dr. Nutting, have given way to "professional education" to boards of trustees established by the religious denominations to see that the teachers that did not get out of line.

When the secular authorities take over, there was a similar set-up because now the purpose was to make good citizens. Teachers were hired to "teach right" and would be fired if they did not. Prof. Nutting sees a great change in recent times with regard to the respect accorded teachers. "We're now treated well," he said, "although I hate to say that, because I have said the opposite." He cited the American Association of University Professors (which he referred to as a "high class teaching union") as a strong to do with giving the teachers more say and pointed out that Fr. Hesburgh had just recently afer his help in this regard was very well deserved.

It was in the position of the (continued on page 7)

Cuban operation: protested

Big mistake

Could become full-scale war in Indochina

WASHINGTON (UPI) — The United States provided military advisers and other support systems for South Vietnamese attack on Communist forces just inside Cambodia, provoking charges in Congress that President Nixon might be widening American involvement in Indochina.

The White House said Nixon would address the nation tonight, presumably to announce his decision on Cambodia's request for extensive U.S. military arms and supplies. It said yesterday's action was not the President's response to that request.

The specification in strategic circles was the Nixon, hoping to avoid any appearance of direct U.S. involvement, would arrange for indirect supply of arms to Cambodia through allied nations, such as Thailand.

The Defense Department announced that the President's request, it was providing "advisers, tactical air, military air controllers, and other logistics assistance" for an as-
The story stated that Farley Hall talked about hours being passed by the students concerning the parade. The Farley Hall Council has "not been consulted," however, claimed that the Farley Hall Life board was incorrect.

Trustees. There will be lei donations during the dawn of noon and 1 p.m. on Friday, and picketing of the Trustees meeting on Friday afternoon, by women supporting the above demands.

Sly is coming / In response to queries addressed to the Student Union Social Commission, Commissioner Jim Port said yesterday that Sly and the Family Stone would definitely be appearing for his concert Saturday. Port said that apparently many students have been holding off buying tickets fearing that Sly would not appear.

Free City Day schedule

Though most activities in The Free City will be spontaneous, (for this is the way learning takes place in a Free City), here is a partial agenda of scheduled events:

**FREE YOURSELF TO PARTICIPATE IN:**

<table>
<thead>
<tr>
<th>TIME</th>
<th>PLACE/ACTIVITY</th>
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<tbody>
<tr>
<td>9:00 A.M.</td>
<td>Pancake Breakfast</td>
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<tr>
<td>9:00 A.M.</td>
<td>St. Mary's Discussions - fourteen topics and many impromptu conversations</td>
</tr>
<tr>
<td>9:00 A.M.</td>
<td>Main Quad</td>
</tr>
<tr>
<td>1:00 P.M.</td>
<td>Tea &amp; Dialogue: Dr. Willis D. Nutting</td>
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<tr>
<td>2:00 P.M.</td>
<td>Educational Entertainment: Discussions (see Nucleus Music)</td>
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<tr>
<td>5:00 P.M.</td>
<td>Upward Bound Gospel Singers</td>
</tr>
<tr>
<td>7:00 P.M.</td>
<td>AllNight Sleep-In on the Grass</td>
</tr>
<tr>
<td>9:00 P.M.</td>
<td>SUAC Symposium on Higher Education</td>
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Seniors interested in a symbolic graduation - (e.g. anti-war, anti-pollution) meet on 2nd floor LaFortune Tonight at 7:00.

Thurs. April 30 thru Sat May 2 Lot south of stadium FORD TOTAL PERFORMANCE SHOW

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FREE ADMISSION 10 A.M.-9 P.M.

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Dr. Goerner said an education is more than amassing credits.

First Symposium topic is 'Liberal Education'

by Mike Kuffer

The Symposium on Higher Education at Notre Dame began yesterday with lectures on "What is a Liberal Education?" It was the first of a series of five lectures dealing with the ideas in the book "The Free City" by Dr. Willis Nutting.

Special Assistant to the President George Shuster in the keynote lecture said that an education should be problem-oriented; problems dealing not only with pollution and morals but also those problems that occur in understanding literature. He felt that the study of literature is a most significant experience, and artistic experience should be a part of education. In talking about tradition, Mr. Shuster commented that the knowledge and art that has survived is the future of the human race. "Notre Dame needs a separation of the undergraduate liberal arts college from the graduate school type existence. Scholarship belongs in the liberal arts structure but the graduate education should be problem oriented; problem dealing not only with pollution and morals but also those problems that occur in understanding literature."

"There should be genuine intellectual freedom in this Catholic university where a creative atmosphere with open discussion exists," he concluded.

Dr. Goerner, Government professor and Chairman of CAP, said he was not sure that we should spend much time on the machinery of education; he said he was guilty of this mistake himself.

"The central problem in "The Free City" is whether there is any such thing as being free, and having a liberal education. There had to be a drawing out and actualization of this freedom."

"One is a fool to be sure about the machinery because the University has a way of excluding this freedom of study advocated by Dr. Nutting."

"It is crazy to believe that one gets an education by amassing credits. This can be done away with by changing the machinery he added."
SMC assembly ends requirement

by Susie Bury

The St. Mary's Student Assembly Tuesday night decided to drop the requirement of a parietal hour for the enrollment on the board of judicial appointments and allocated funds to the Association of Black Collegiate Women at St. Mary's.

A proposal to drop the class requirements for the judicial board appointments was passed by the Assembly after considerable debate. This decision ratifies the review board and validates the constitutionality of the judicial board.

The amount of debate over the review board's decision to drop the requirements after nomination by the student body was responsible for the Assembly's decision. Carroll Cusick, chairman of the Assembly, had originally moved that the nominations be re-opened and the requirements dropped, but this motion was defeated.

Until recently, criteria for selection of nominees of the judicial board included appointing a certain number of students from each class. When nominations closed for next year's appointments, there were not enough people to fill the class requirements.

The review board decided to waive the requirement and proceeded with board member selection with the stipulation that the Assembly would confirm the

May Musical

A "May Day Musical" will be presented by the Upward Bound of St. Mary's. It will take place on Saturday, May 1, 8:00 pm at the Morris Inn. Donation is $3.50 per person. For tickets contact: Gero Chatman, 3235 or Paul Downing, 3482. See you there.

Do your thing in Europe this summer - Work in the country Details - Contact Roger Connel at the Morris Inn.

THURSDAY, APRIL 30, 1970

PAGE 3

SMC, Trustees discuss parietal hours

A committee of the Student Life Board met with an Ad Hoc Committee of the Executive Board of Trustees today to request reconsideration of the Trustees' decision on women's visitation hours.

The committee members were: Assistant Director of Student Life Mary Zayas and Assistant Director of Residential Life Father Theodore Hesburgh. It also called for a presentaton with the stipulation that the Trustees would waive the requirement and provide for retaining the curfew.

The Council's original request called for full halls to be allowed to set up its own hours contin­gent on the approval of the Hall Life Board. The Trustees' reply allowed for individual hall deter­mination provided that hours ended during the week at 11 pm and on weekends by 2 am. The Trustees held the Hall Life Board from its present five members to nine members appointed by University President Father Theodore Hesburgh.

It was noted at yesterday's meeting that two halls, Grace and Flannor have already made proposals to the present Hall Life Board for expansion of hours without the Trustees' limitations. Th Hall Board approved the measures Tuesday afternoon. "We feel that the changes would be effective immediately since approval of hall plans expanded hours by the Board did not depend on the appoint­ment of additional members by Hesburgh.

At least four halls on campus have gone ahead and instituted visitation hours for around the clock.

Professor Maney noted at yesterday's meeting that a proposal for visitation hours and see procedures passed earlier this year by the Council would be mailed to all student soon. As an accompanying letter by Maney would also be endorsed. Maney read the letter to the Council yesterday. There was some discussion about the rule which called for a new clause in the newspaper regulation passed by the Council last week.

The Council provided that students could drink alcoholic beverages on campus provided that they were not in a public place. Many complaints have been made this year about dal and individual parties at which alcoholic beverages were con­sumed and alleged violence, vandalism, and hooliganism occurred. Some members of the Council have felt that this was in violation of the original proposal.

The Council noted that drinking on campus would take place in public places. Some members of the board expressed their fear that everywhere except individual students' rooms were public places. Others

US advisers play unclear role in Viet attacks on Cambodia

What role do the American "advisers" were playing was not explained.

The decision of open U.S. invol­vement in military ground opera­tions in Cambodia aroused im­mediate protest in Congress. Senate Democratic leader Mike Mansfield said the action "plays the groundwork for escal­ation of the war and could be the first step in spreading of the war."

The White House said Nixon's broadcast message, to be deliver­ed at an undetermined hour tonight, would "discuss the entire situation in Cambodia as it relates to both Cambodia and U.S. forces in Vietnam."

American Studies Program

Professor Ronald Leber will meet with students interested in the proposed American Studies Major Program

Thurs., April 30

Rm. 104 O'Shaughnessy

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Editorial: Free City Day

Tomorrow, Free City Day, is intended both as a day of celebration and festivity and as a time to raise serious and imaginative questions about the quality of education that we receive at Notre Dame. At other campuses, educational reform has been an explosive issue; at Notre Dame the serious questioning and dialogue has remained on a limited scale. More than any other issue, educational reform should attract the attention of the students and faculty.

Tomorrow's activities allow for the faculty that are sincerely concerned about students and the quality of education here to talk to students on an informal basis. The day's activities provide an opportunity for Father Walsh and the other administrators to learn from the students that are interested in discussing change. And Free City Day permits the students to demonstrate to the faculty, administrators, and trustees, that they are concerned on a large scale about innovative educational reform.

This is not to say that an atmosphere of enjoyment and festivity. The questions that have many times been asked in anger or disappointment can be raised tomorrow in a more conducive mood.

Tomorrow is an opportunity to "turn Notre Dame into a free city of the mind." Confrontation of the part of the students or faculty is vital if Notre Dame is to become the great Christian university that it has the potential to become.

dave krashna on Cotton Bowl money

It is an unfortunate situation that the University has made repeated promises, with few results, in the area of minority enrollment/recruitment. This is not withstanding the fact that financial aid has been applauded for its action of going to the Cotton Bowl for the express purpose of helping minority students, and also not withstanding the fact that Fr. Heurich is Chairman of the US Civil Rights Commission. From this latter fact it would seem that financial aid would reap many more benefits for minority students than it has. This is one of many interesting paradoxes at ND.

Two weeks ago, months after the bowl, the receipts were announced. The first consideration here is that this delay in announcing the totals will hurt certain potential freshmen, who have been awaiting word on financial aid. (Univ. has accepted 150 so-called minority students, but only four have confirmations thus far.) Now the University, in the crucial time of college confirmations has announced the available funds. A second major thought here is that the funds themselves are in definite shortage. The Univ. as well as many of the students here have engaged in an accelerated recruitment program to attract as many so-called minority students as possible under the assumption the funds would be available. This was no delusion on our part. Fr. Heurich had often expressed that any minority student in want of financial assistance would not be lacking. From the Cotton Bowl, in general figures just released, the Univ. received $210,000 for the mentioned purposes. Of this, $50,000 is to be used to sponsor the Black Studies program. Without financial expertise, but realizing what is needed to finance a college career, the money has to be found now. Without financial assistance would not be lack. From the Cotton Bowl, in general figures just released, the Univ. received $210,000 for the mentioned purposes. Of this, $50,000 is to be used to sponsor the Black Studies program. Without financial expertise, but realizing what is needed to finance a college career, the money has to be found now. Without financial assistance would not be lack.
Phantom of the Opera but not just to laugh

by T. C. Trenor

Observer Features Editor

The Phantom of the Opera is more than death. He is extinguished. He has better been known as a real being, dare I say, one that has been distorted, and perverted, and reduced to nothing.

He’s dead, and so is Frankenstein, Count Dracula, beach to death by a hundred suns. He was one of the first to outlive himself, like Costello and The Three Stooges and ten thousand remakes.

He wasn’t sublime. He wasn’t at all, and perhaps that’s why he is dead. And, God, he was ugly! He was hiding, ugly; and when he cried, he cried bitter tears, and when he hated, he hated blood, and when he loved, he loved forever.

Alone, or in the context of those who loved him, he was a recognizable presence. He was frightened and dominated those owners of the opera he haunted. Strong he lived his times, he was an imposing figure.

The Phantom dwells in a Paris opera house that still stands above dungeons, torture houses and other remnants of its unoccupied days.

The Phantom of the Opera is one step more than a character, a role, a man, it’s a commentary on the nature of evil. It’s a mirror without a face, it’s a shadow without a body.

He wasn’t subtle. He wasn’t subtle at all. He was crude, he was brutal.

He had no lips! and his bony face shines through. He begs; implores — "I am not the man who brought the love out of me...it was you who brought the good out of me..." she removed his disguise.

Now one might at first consider the most apparent reaction to a trait such as this. Another Swiffty by Ed Ellis

A Modest Proposal for Acceptance of and Humble Submission to the Decree of Sultan Stepan

As a result of certain recent events, climaxing a trend I see as having developed over the last three years, I have decided to present for the perusal of the informed hierarchy of this University, (also the Board of Trustees, should they concern themselves with this matter), a modest proposal for the alleviation of the multitude of difficulties occasioned by the inexplicable attempts of the University to establish a list of landlords, and in forcing regressive behavior on the students, who presented detailed rationales for the various forms of control over the students of the University.

My proposal and its benefits I shall present shortly, but first I should like to describe the momentous series of events that led to this essay. I shall start with the current gold-leafing wears the University Student Center, and it’s even rumored that the Board of Trustees was established in order to name certain landlords, but observers close to the campus north of the Administration Building, e.g. Grace Hall, LaFortune, and in forcing regressive behavior on the students, and in forcing regressive behavior on the students who presented detailed rationales for the various forms of control over the students of the University.

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Accompanying the above event was the announcement that the administration of the University was deciding to present for the perusal of the Board of Trustees, should they concern themselves with this matter), a modest proposal for the alleviation of the multitude of difficulties occasioned by the inexplicable attempts of the University to present for the perusal of the Board of Trustees, should they concern themselves with this matter), a modest proposal for the alleviation of the multitude of difficulties occasioned by the inexplicable attempts of the University to establish a list of landlords, and in forcing regressive behavior on the students, who presented detailed rationales for the various forms of control over the students of the University.

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Musial explains limits of educational theories

(continued from page 1) Musial explains limits of educational theories

The teacher must also develop in his students the ability to engage in second order reflection, to evaluate the experiences and engage in second order reflection, providing his students with all of the experiences or any of these experiences might be as the basis of the growth and development of the whole person. The teacher's role, rather to do with what prompts the responsible evaluation of experience, and how action ought to be guided by understanding. It is in this sense that humanistic education is both intellectual and moral. It helps a student understand what he ought to do in life, and what the different consequences are of the different choices he may make.

The teacher therefore shares most experiences with his students vicariously, with a view, first, to understanding or feeling them in the way a great author or artist would have them understood or felt, and then analyzing them, evaluating them, and helping the student relate them to his own experience. The only first-hand experience that the teacher can really give the student is the educational model that he himself provides—the testimony of his own life to the value of what he teaches.

Is there a need for specific educational reforms? I think the model of the German university has taught us enough about knowledge, it is time to learn about logic, it is time to learn understanding or felt, and then analyzing them, evaluating them, and helping the student relate them to his own experience. The only first-hand experience that the teacher can really give the student is the educational model that he himself provides—the testimony of his own life to the value of what he teaches.

In a recent order, which ended all occupational deferments, this will be the first in a series of papers concerning the aspects of the military which affect students.

Jim's an engineering student. His number? 123. But he's not swindled. I know, because I'm an engineering student too. As a matter of fact, most of the companies I've interviewed were fairly certain of getting deferments for their new employees. (Union Carbide, for example, only 2 out of 83!) One of the trainees ate lunch with me and last plant trip filled me in on how the company fixed him up. Before he graduated they wrote a letter to his local draft board requesting a critical deferment. The letter implied that if he were taken off assignment, a defense project would be threatened by the draft. So his position was in technical sales. Ha! Ha! Ha!

Then came Nixon's declaration ending occupational deferments. Now he swindled it. (Company recruiters are swindled it even more. They had the lottery licked.) Now all is lost.

All is lost. Four years of solid work. From Emil T., to Dr. Anthony and Miller, thru statics, dynamics, calculus. Diff. F.Q., solids, transport phenomenon, thermo, and process control. Endless hours in the library, and in the room at the old-study. All those, endless lab reports, not to mention the time spent in the lab itself. All is lost.

Jim says he might as well have been a jock. Who does Nixon think he is anyway?

Of course Jim's predicament isn't typical of all engineers. No, there's Ray, who planned to go to grad school. Yes, he knew that grad school deferments were shaky but there was a way around it. That's a full time research assistantship, draft deferable, whereby a student is employed by the university for research purposes. Under this plan a student can also work on his graduate degree. Well, since legally, a student can be considered a corporation, the draft deferable research assistantship is no longer draft deferable. It's no longer "vital to the security of the United States."

Four years of study; hard study; there's no kidding about that. There wasn't time for campus politics, or NSD, or theater, or discussion groups, or lectures, or CPA or YAF, or weekend parties—on the weekends were free, it was set up the date was that a bear. There just wasn't time.

A CAF card was real investment—no telling when an important test was coming up. There were even a few missed banquets, and technical lectures on what an engineer does on the job—but there were so many tests. Yes, he knew that grad school deferments were shaky but there was a way around it. That's a full time research assistantship, draft deferable, whereby a student is employed by the university for research purposes. Under this plan a student can also work on his graduate degree. Well, since legally, a student can be considered a corporation, the draft deferable research assistantship is no longer draft deferable. It's no longer "vital to the security of the United States."

For less than a buck, outa' town for the weekend parties—on the weekends were free, it was set up the date was that a bear. There just wasn't time.

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Yes, for a lot of engineering students, not being able to pull that 3.900/month starting in June is a hard blow to take, especially after four years directed toward that goal. Granted, however, that most engineering students are not the mousy-hungry, pseudo-student, apathetic members of the university community that some would stereotype them to be. It's just that the engineering student really doesn't have the time to get involved. And he would like true education, as soon as he realizes that there's more to college than test books and a slide rule.

Nixon won't get his deferment, and neither will Ray. Maybe their futures are ruined. But what about the kid who couldn't get into college, or even take high school algebra, or chemistry, or physics, who never even had the chance to think about such things as an occupational deferment, or a full time research assistantship? Ya, what about the kid who went to work, furnace man, or that steel mill or with the street department.

Everyone pretty much agrees, that now the draft system is more equitable; that, after all, engineers should not in law be treated as privileged characters. The question comes up though, as to why it took in home for government demand to wake up to the fact that a college engineering degree shouldn't be used as a criteria in determining who does this country's dirty work.

Graduate engineers are now getting drafted, just like everyone else. At least though, they've got four years of college under their belt. And who knows, the war in Nam may be over 3 years from now if one is presently a freshman. The war is still very much far away. Unless of course, Congress has the nerve to throw out all college student deferments... who do they think they are anyway?

Art Students — Courses available at Arts at the Louvre in Paris and Florence, Italy. Contact Roger Coonrod for prices, time and place in the Nexus of the Arts, tonight.
The following cities have possible summer job openings in co-operation with the Federal Work/Study Program

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**MEETING TONIGHT**
April 30 at 7:30 p.m. in room 1-F of the La Fauvette Student Center. Because of space limitations, those unable to attend should phone, write or wire for information about the meeting.

Contact Mike McCafferty, Urban Studies Institute, 103 Memorial Library, 283-1112.
by Jim Denton

Sports Writer

Exploding for seven runs in the seventh inning, the Fighting Irish ended their six game losing streak by downing the Indiana 10-4 yesterday at Cartier Field and notching their first win of the season. Notre Dame now has a 7-12-1 record and is not without hope.

The Irish rapped six hits in their big seventh inning which brought the game to a 4-3 deficit. Pitcher Ron Schmitz opened the single by rapping a single and moving to second on an errant Michigan throw. Rob Voitier beat out a bunt to put two Irish baserunners on the corner sacks. Captain Nick Scarpelli slapped a single to send Schmitz home with the tying run. Joe Keenan, who had been poised on second to score, rocketed the ball through the plate and dropped a bunt to advance the runners. The Wolverines tried for a play on the base but the throw was late and Irish baserunners were occupying every base with still no one out.

Rich Lucke kept things rolling for the Irish by picking a single that scored Voitier with what proved to be the winning run.

Chuck Horn brought home two more runs with a sharp double before Phil Krill popped up to make the first Irish out. Bill Orga followed Krill to the dish and gunned a triple that plated two more Irish baserunners. Orga scored the final Irish run of the inning to bring the winning fashion, by stealing home. With the singleton, Schmitz put on Orga for a good jump and dropped the plate. When the throw from the mound was outside of the plate, Orga slid in safely. The Wolverines were able to shut off the Irish offense thereafter but the damage had been done.

Ron Schmitz, who went the distance, picked up the win for the Irish, his third against two losses. He fanned three and walked two while giving up eight hits. The Irish called the driver of the returning car "crazy" for even wishing to attend the game.

The Irish Eye

By Humble Pie

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But the Hawks fought back to tie the score with some unbelievable skating by Dennis Hull. Now, after the Chitown team had struggled along with a teammate watching the merciless skating by Dennis Hull. Now, after the Chitown team had struggled along with one away, Scarpelli slapped a single to send Hull to second, and Hull curled to the third of a fielder's choice but Lucke crouched a 345° shot over the left field fence to put the Irish on top.

Schmitz was unable to hold the lead though as the Black Hawks picked up a pair of runs in the fifth inning to take a 5-2 advantage.

The Irish decided the issue once and for all with their seven run seventh. Leading the Irish offense were Nick Scarpelli, with three hits and three RBIs. Rob Voitier, who had three hits, Rich Lucke hit a two run shot after a walk and a single while an Irish baserunner on second. With two hits, one a round-tripper, and three RBIs, Joe Keenan had two safeties, and Chuck Horn and Bill Orga each of whom drove home a pair of runs.

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