

# ACT NOW

## Here's New Puzzle

Dear Congressman:

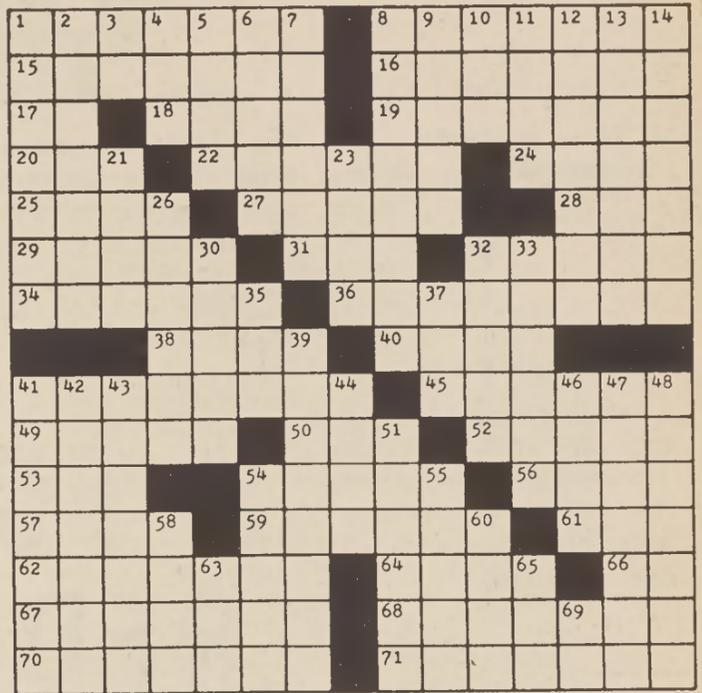
Please take action to save the Youth Fares and Discount Fares which have recently been abolished by the Civil Aeronautics Board.

I would appreciate it if you would also write the CAB and request that they delay enforcement of this decision until Congress has an opportunity to act on this important question.

Some 5-million students traveled using this discount fare in the past year. This contributed over \$400-million to cover fixed costs of the airlines. These carriers can be presumed to have a full grasp of the marketing considerations involved and are, at least, as interested as the CAB in dropping any useless discount fares. Yet, an overwhelming majority of the airlines who participated in the CAB investigation are in favor of these fares.

Millions of students have purchased their Youth Fare identification cards with the belief that the cards would be valid until their 22nd birthday. Now the cards are being abruptly cut off by the CAB's decision.

As one of millions of young voters, I respectfully request that you act to pass legislation that will allow the CAB to discriminate on the basis of age by keeping Youth Fares. I will be anxiously awaiting the results of the coming legislation concerning this matter.



Mail to:

## CRADF

(Coalition To Retain Air Discount Fares)  
413 East Capitol Street, S.E.  
Washington, DC 20003

(signature)

(address)

(city, state & zip)

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**ACROSS**

1. Fastened Together
8. Periods of Luck
15. End of Saying
16. Snood
17. "Lady \_\_\_ Good"
18. Mop
19. Judge
20. Adjectival Suffix
22. Rigorous
24. Palm Drink
25. Spring
27. Sets Dog Upon
28. Victory
29. Sex Expert Havelock \_\_\_
31. French Condiment
32. Metallic Sound
34. Influence
36. Replenish Battery
38. Lion's Noise
40. Litigation
41. Careful
45. West Point Freshmen
49. Foreigner
50. Extinct Bird
52. Foolish
53. Sick
54. Murders
56. Slant
57. Ridge of Sand
59. Make Beloved
61. Illuminated
62. Paid No Attention to
64. Scottish Kiss
66. Six
67. Every (2 wds.)
68. Surfing Feat (2 wds.)
70. Thin
71. Driving Away

**DOWN**

1. Celebration
2. By \_\_\_ Alone
3. Brightness
4. Greek Letter (pl.)
5. Pulls
6. Political Regions (Fr.)
7. Scattered Remains
8. Metal Restrainers
9. Fruit Pies
10. Tease
11. Island Country (Poet.)
12. Peace-loving
13. Retaining
14. Peculiar
21. \_\_\_ Nelson
23. Cold Drink
26. Perforate
30. Hold in Contempt
32. Mexican Food
33. Hidden
35. Scottish Digit
37. Drinking Container
39. Aid to Recollection
41. Creameries
42. Unlawful
43. Quiet
44. Related
46. Empty Boat of Water
47. Make Interesting
48. Background
51. Hebrew Letter (pl.)
54. N.H. Resort City
55. Wife of Abraham
58. Dry Wind; Var.
60. Gambling Resort
63. Stick
65. Self
69. Note of Scale

Answers on page 8

## Old Dominion Replaces Traditional Requirements

Norfolk, Va. -- (I.P.) -- Revisions in the curriculum of Old Dominion University have been passed by the ODU University Senate to replace the traditional curriculum that has been at the institution since its inception. The revisions go into effect August, 1973.

As stated in the final report of the University Senate Committee on Curriculum and Instruction, the need for revision was made clear as "student reactions indicate that the present curriculum has ceased to be a meaningful and stimulating educational experience. While the last decade has witnessed considerable innovation in higher education in curricula matters, ODU has not undertaken a comprehensive review of its degree requirements."

The committee determined that its recommendations concerning degree requirements should achieve four goals: "to respond to student complaints that so much of their time is occupied in fulfilling distribution requirements that they only belatedly move into (upper) level courses, levels at which much of a university education may be said to begin."

The other goals: "to maintain the commitment to the idea that a truly educated (person) must have a broad understanding of the thinking and expression characteristic of a number of different areas; to provide a vehicle which responds to the need to stimulate students and encourage their interest; (and) to stimulate the development of new courses and new approaches to teaching and learning."

In revising the University's distribution requirements (those courses required of all undergraduates), the committee elected

to establish five areas of study and set the number of credit hours to be required in each.

The areas are Humanistic Studies (six hours in the arts, literature, foreign language, philosophy, etc.), Social Studies (six hours in economics, geography, history, political science, psychology, sociology, etc.), English Composition (three hours in basic composition), and Methodology and/or Communication (six hours in quantitative science, computer programming, speech, tests and measurements, etc.).

Realizing that these distribution requirements make up only a small percentage of the over-all curriculum, the committee's report continued with provisions for revising the balance by stating, "It is assumed that this plan will stimulate a reconsideration of prerequisites in every department and lead to a university-wide revision in courses and curriculum."

The committee recommends that in all areas new courses be developed for non-majors. Such courses might include 'Violence in American Life,' 'The Federal Budget,' 'Marx and the New Left,' 'Shakespeare for the Twentieth Century Reader' and 'The Concept of Man and the World in Western Thought.'

The report's conclusion was modest. "The establishment of the minimum degree requirements of 29 hours creates many opportunities for students. All students should benefit, but of course the better students will benefit most because they will take the best advantage of the added flexibility in the (policy)."

Ralph M. Rotty, chairman of the committee and dean of the School of Engineering, explored in further detail the ramifications of and the philosophy behind the curriculum revisions with an attitude of cautious optimism.

"If the spirit of the philosophy behind (the revisions) is caught, then it can be tremendously innovative. If the subtleties aren't all caught by a fair portion of those concerned, then it's going to be more in the realm of mildly innovative."

Initial response to the revisions has been mixed, said Rotty, with solid support coming from students, upper-level administrators, a few academic deans, and some faculty. Opponents of the revisions included some middle-level administrators, the balance of the academic deans, and a minority of the faculty. The majority of the faculty did not register comment one way or the other.

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