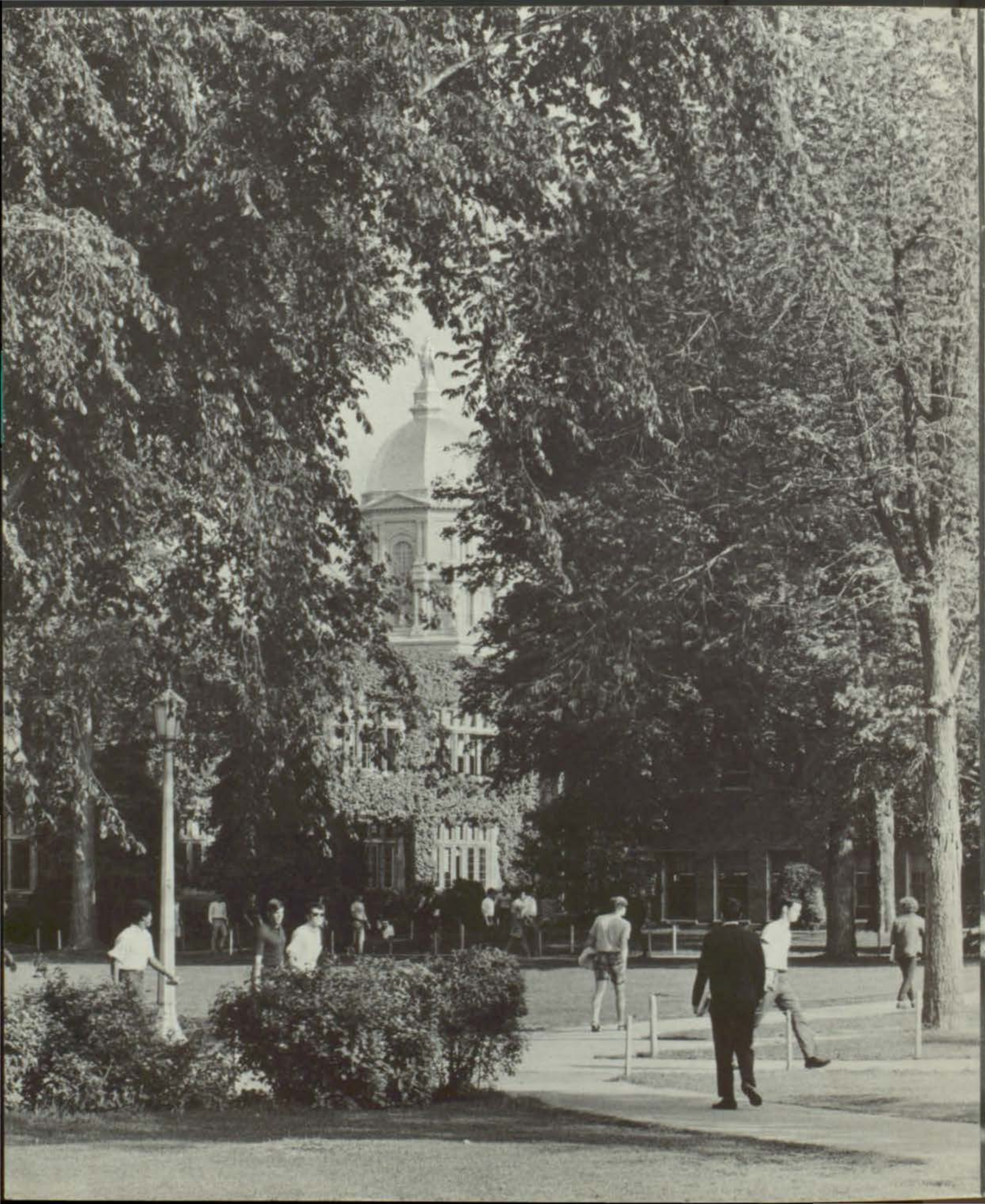


burn

bursar
burn

burn
bursar
burn



Expansion of the Notre Dame-Saint Mary's Coexchange Program from 21 students in 1965 to the present involvement of over 1,300 young men and women.

Creation of an All-University Forum as a unifying influence to involve students, faculty, trustees, administrators and alumni in the very substance and expression of the Notre Dame community.

Beginning of Notre Dame's own search for peace among men with the start of the University's Program for the Study and Practice of Nonviolent Resolution of Human Conflict.

Revision of the University's academic calendar and the proposal of certain changes in a University-wide curriculum reform ranging from new grading policies to classroom use of modern educational media.

Inauguration of a \$6 million capital funds drive for the Notre Dame Law School, this year celebrating its 100th anniversary, for the purpose of doubling the size of its student body, faculty and library and housing them in a five-floor Law Center.

Rescinding the 45-year-old ban on post-season football play with the Fighting Irish accepting a bid to meet the University of Texas in the Cotton Bowl on New Year's Day, 1970.

Construction of the Galvin Life Science Center; completion of four new high-rise residence halls; and the renovation of Sacred Heart Church and 13 residence halls.

Commitments to SUMMA, now in its third year, totaling \$47 million or 90 per cent of the five-year \$52 million goal.

1969

highlights

Statistical Highlights of 1969

Student Enrollment		1969	1968
Undergrad		6,194	6,171
Grad		1,381	1,405
Law		349	265
Total		7,924	7,841
Degrees Awarded			
June:			
Undergrad		1,443	1,321
Law		79	56
Master's		184	171
Ph.D.		74	67
M.B.A.		42	—
August:			
Undergrad		34	34
Grad		399	417
Total		2,255	2,066
Total Budget		\$45,755,200	\$41,368,000
Total Number Faculty		765	757
Research and Sponsored Programs			
Research		\$ 6,404,931	\$ 5,794,433
Facilities and Equipment		872,091	525,783
Educational Programs		1,530,153	699,850
Service Programs		485,667	80,607
Total		\$ 9,292,842	\$ 7,100,673
Financial Aid		\$4.5 Million (53% student body)	\$3.9 Million (47% student body)
Endowment at Market Value		\$61,673,000	\$61,011,000
SUMMA		\$47,811,915.63 (91.9% of goal)	\$40,990,796.02 (78.8% of goal)

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president's report

Nineteen hundred sixty-nine will be remembered for man's walk on the moon and for the growing protest which the year brought against the war in Vietnam and the plight of minority groups in America. Tangentially at least, there is a connection between Notre Dame and each of these overarching developments. Germfree animals, developed as a unique research tool at the University's Lobund Laboratory three decades ago, were employed in testing lunar materials for hostile organisms. On the other hand, protest, for the most part peaceful, touched our campus, perhaps most prominently in conjunction with the nationwide Moratorium Day observance in October. These two developments, among others that might be cited, dramatize how a major university such as Notre Dame affects and is affected by the world beyond the campus. If no man is an island, then no university is an enclave, at least no university worthy of the name.

While 1969 heralded change and progress in virtually every area of Notre Dame life, the most obvious, I suppose, was the University's physical growth and development. As the old year drew to a close, the mammoth Athletic and Convocation Center, linking the campus and community as never before, was formally dedicated. Spring brought the dedication of Hayes-Healy Center, the home of the College of Business Administration's graduate division. During the summer, 13 residence halls were renovated, making them more commodious, comfortable, quiet and conducive to serious study. In order to implement recent changes in the liturgy more effectively, Sacred Heart Church was also renovated at a cost of approximately \$250,000. By fall, construction was completed on four high-rise residence halls, accommodating approximately 1,000 undergraduates, and one of them, Flanner Tower, was dedicated. Meantime, construction began on the \$3.6 million Galvin Life Science Center which will house the departments of biology, bacteriology and the Lobund Laboratory. Half a world away, construction goes forward on the Notre Dame-administered Ecumenical Institute for Advanced Theological Study in Jerusalem which will commence operation in the fall of 1970. All this physical growth and development, reasonably impressive in itself, is significant ultimately, of course, in terms of its impact on the University's teaching, research and service as well as its effect on our student life, religious mission and community involvement.

Of the year's academic developments, among the more significant institutionally was the expansion of the Notre Dame-Saint Mary's College Coexchange Program. When this cooperative venture began in the fall of 1965, six students from Saint Mary's and 15 from Notre Dame took classes on the opposite side of the highway. Today there are 1,366 students involved in the Coexchange Program, and the number is almost sure to increase. Trustees and officials of both institutions have rejected the idea of outright merger, but I am intrigued by the thought that between us we might create a total educational opportunity that will be greater than the two separate opportunities that have existed thus far. I believe that this can be accomplished without submerging Saint Mary's or bankrupting Notre Dame, or lowering the academic standards of either school. What I am proposing is that we should continue to grow together, neither losing nor diminishing our individual strengths or identities, but melding those realities that will be strengthened by a common effort and collaboration.

"I am intrigued by the thought that between us (Notre Dame and St. Mary's) we might create a total educational opportunity that will be greater than the two separate opportunities that have existed thus far . . . we should continue to grow together, neither losing nor diminishing our individual strengths or identities, but melding those realities that will be strengthened by a common effort and collaboration."

Throughout the year, in fact since March, 1968, a University-wide curriculum revision committee has been at work. It has concerned itself with a broad spectrum of matters involving grading policy, counseling, use of modern educational media, expansion of international studies opportunities, theology and philosophy course requirements and student participation in academic deliberations, among others. At year's end, most of its recommendations are pending before the University's Academic Council. One of them, however, constituting the first major change in the University's calendar in 25 years, has been promulgated. Generally speaking, the fall semester, beginning in September, 1970, will commence about two weeks earlier than previously and end just before Christmas. In the second semester, a spring vacation the third week of March replaces the traditional Easter holiday with commencement scheduled for the fourth Sunday of May rather than the traditional first Sunday of June.

During 1969 the University created an Institute for Studies in Education to develop and coordinate academic, research and service programs in the professional field of education. It encompasses several entities including master's and doctoral degree programs in education at Notre Dame, undergraduate teacher education at Saint Mary's College, the academic year and summer high school teacher training institutes, the Office for Educational Research and the University Counseling Center.

An Industrial Associates Program was inaugurated in the fall to further mutually beneficial contacts between the University and the business-industrial community. At the outset, eight firms enrolled in the program which embraces all areas of scholarly activity including the humanities, social sciences, law and business, as well as science and engineering. Representatives of member companies participated in a two-day campus seminar, "Pollution—Time for Action," in November.

In its academic programs, Notre Dame acquired an even greater international dimension this year. For the first time, a contingent of upperclassmen majoring in art and architecture is studying in Rome. Law students are reading British and American law in the second year of a program at University College, University of London. And 79 sophomores are enrolled in Notre Dame study-abroad programs at Innsbruck, Austria; Angers, France; Tokyo, Japan; and Cali, Colombia.

Notre Dame's highest honor, the Laetare Medal, was conferred this year on Associate Justice William J. Brennan of the U. S. Supreme Court. Chief Justice Warren and virtually the entire court were present for the ceremonies in the Supreme Court Building June 9. The University's commencement was held for the first time in the Athletic and Convocation Center June 1 with presidential assistant Daniel P. Moynihan and George Cardinal Flahiff of Winnipeg as the commencement and baccalaureate speakers. Other major convocations were held in conjunction with the celebration of the Notre Dame Law School's centennial in February and the dedication of Hayes-Healy Center in May.

Notre Dame's Board of Trustees was strengthened during 1969 with the election of five distinguished new members, and seven prominent business and professional leaders accepted appointment to the University's several advisory councils.

The new trustees are Paul Foley, chairman of the board of McCann-Erickson, Inc.; Bayard Rustin, executive director of the A. Philip Randolph Institute; John A. Schneider, executive vice president of the Columbia Broadcasting System; Jerome W. Van Gorkom, president of the Union Tank Car Company; and Rev. Paul E. Waldschmidt, C.S.C., president of the University of Portland. Trustees Foley, Schneider and Waldschmidt are Notre Dame alumni, and Mr. Rustin is the first black man to serve on the board.

Newly appointed council members include Mayor Joseph Alioto of San Francisco; Louis H. Bridenstine, vice president and associate general counsel, the General Motors Corporation; and Robert A. Tarver, Hillsborough, Calif., attorney (Law); William M. Ellinghaus, vice president, American Telephone and Telegraph Company; Chinn Ho, president, Capital Investment of Hawaii, Inc.; and Thomas J. Rolfs, vice president, Amity Leather Products (Business Administration); and Bernard Levine, chairman of the board, the Vernitron Corporation (Engineering). Tarver and Rolfs are Notre Dame graduates.

Major faculty and staff appointments during the year include Rev. Ernest J. Bartell, C.S.C., acting director of the Center for the Study of Man in Contemporary Society; Rev. Thomas E. Blantz, C.S.C., University archivist; Prof. Thomas F. Broden, director of the Institute for Urban Studies; M. Robert Cahill, business manager of athletics; Richard W. Conklin, director of public information; and James V. Gibbons, director of special projects.

Also Dr. Peter P. Grande, director of admissions; Michael E. Jordan, assistant alumni secretary; Dr. Don A. Linger, chairman of the civil engineering department; Rev. Neil G. McCluskey, S. J., dean-director of the Institute for Studies in Education; James E. Murphy, assistant vice president for public relations and development; Rev. Charles E. Sheedy, C.S.C., assistant to the president and coordinator of the Notre Dame-Saint Mary's coeducational program; and Dr. Paul P. Weinstein, chairman of the department of biology.

One of the most heartening developments of 1969 was the continuing success of the five-year \$52 million SUMMA program. As of mid-December, with the further expectation of an influx of year-end gifts and commitments, the total of SUMMA commitments stood at \$46,968,900 or 90.3 per cent of the goal. Interestingly, a December, 1969, report of the American Association of Fund-Raising Counsel indicates that in terms of funds committed, the Notre Dame SUMMA program ranks 10th among 122 colleges and universities engaged in capital gift programs of \$10 million or more. The nine institutions which topped Notre Dame in the nationwide study had launched their campaigns from one to six years earlier than SUMMA's inaugural.

In conjunction with SUMMA and integrated with it, the Law School in this, its centennial year, started a \$6 million development effort, the Notre Dame Law Center Program. It seeks capital commitments, principally from lawyers with one or more Notre Dame degrees, to underwrite doubling the size of the Law School's student body, faculty and library and housing them all in a fine new five-floor Law Center dedicated not only to legal education, but also to research and service programs in law. Approximately one-third of the goal has been subscribed.

"I am hardly insensitive to the right of every American, including college students, to protest against the activities of individuals, institutions or the government which appear to be unjust or immoral . . . and, yet, protest activities cannot be countenanced which disrupt normal University operations or infringe upon the rights of others."

Despite rather remarkable success in generating outside support and a record endowment of \$63,500,000, Notre Dame's financial picture generally is sobering. I shall not dwell on it here since it is dealt with elsewhere in this Annual Report in considerable detail. It must be noted, however, that in the current fiscal year we are operating on a \$45 million budget with an \$870,000 deficit, roughly equivalent to the cost of operating the University for 6½ days. I am not, of course, proposing that Notre Dame "close down" for a week to balance income and expenditures, but one need not be an accountant to perceive that income, principally financial support, must increase and expenditures must be carefully monitored if the University is to remain fiscally healthy.

The University's urgent need for substantial funds to underwrite minority student academic programs and scholarships was the crucial consideration in rescinding Notre Dame's 45-year-old ban on postseason football play. The University's share of the proceeds of the Cotton Bowl game with the University of Texas January 1 will be earmarked exclusively for this purpose. No one can be sure how the game will turn out, but Notre Dame's disadvantaged students of today and tomorrow are bound to be the winners.

If fiscal equilibrium is essential to the health of a university, so is civility in the interpersonal relationships of members of the university community. As a member of the U. S. Commission on Civil Rights since 1957 and its current chairman, I am hardly insensitive to the right of every American, including college students, to protest against the activities of individuals, institutions or the government which appear to be unjust or immoral. And yet, as I said in my letter of February 17 to the Notre Dame community, protest activities cannot be countenanced which disrupt normal University operations or infringe upon the rights of others. Expressing the consensus of our collegiate community, I specified that anyone or any group that substitutes force for rational persuasion, be it violent or nonviolent, faces on-the-spot suspension, expulsion and action by civil authorities. This University policy was invoked for the first time on November 17 when 10 students blocked a Placement Office door, preventing fellow students from keeping interview appointments with a Dow Chemical Company representative. The 10 students have been suspended for the balance of the semester, forfeiting all academic credit and fees for same.

Notre Dame's most singular contribution toward the peaceful settlement of volatile issues in our national life could well emanate from the largely student-conceived Program for the Study and Practice of Non-Violent Resolution of Human Conflict. Interdisciplinary in nature and involving coursework, visiting lecturers and collateral activities, the program is supported by a substantial grant from the Gulf Oil Corporation.

On balance, I would say that communications among the principal segments of our Notre Dame community—students, faculty members, administration, alumni and trustees—have never been so good. Under the chairmanship first of Dean William B. Lawless of the Law School and now Prof. James Massey of the electrical engineering department, the tripartite Student Life Council is addressing itself to the issues and problems which most concern Notre Dame students. At my suggestion, an even broader body, including trustees and alumni, has been created to deal with the all-embracing topics which are the concern of the total community. This All-University Forum has neither legislative, executive nor judicial powers, but refers to already existing bodies those matters on which it develops a consensus. I have great faith in the forum and its purposes, and I am grateful to those who have agreed to serve on it.

Finally, a university such as Notre Dame is bricks and books, classrooms and laboratories, but it is, above all, people. Some come here for four years, perhaps to return only in spirit, while others' very lives revolve around this place. I like to think that Notre Dame makes its mark on all who come here, and not a few make their mark on Notre Dame.

Among those who have done so and who have been called from our midst this past year are Mrs. E. M. Morris, that great and generous lady who was the founding chairman of the Women's Advisory Council; trustee and former Alumni Association president John P. Murphy, who contributed his leadership and resources without stint; those two nationally recognized Holy Cross scholars, Fathers Philip S. Moore and Thomas T. McAvoy who devoted their very lives to this place; council member William Schmitt whose extraordinary affection for Notre Dame and its spirit brought him back to the campus for an extended visit each fall; Herbert E. Jones, business manager of athletics, who served with seven Notre Dame presidents; and students Michael Rosick and Mark Brandt whose lives, in God's Providence, were of short duration.

No one can really replace these or others like them whose names cannot be recorded here. But there is a marvelous continuity about Notre Dame, and all of us must carry on in this great enterprise dedicated to Our Lady. The University's poet-president, Father Charles O'Donnell, said it best:

At Notre Dame

*So well I love these woods I half believe
There is an intimate fellowship we share;
So many years we breathed the same
brave air,
Kept spring in common, and were one
to grieve
Summer's undoing, saw the fall bereave
Us both of beauty, together learned to
bear
The weight of winter;—when I go other-
where—
An unreturning journey—I would leave
Some whisper of a song in these old oaks,
A footfall lingering till some distant sum-
mer
Another singer down these paths may
stray—
The destined one a golden future cloaks—
And he may love them, too, this graced
newcomer,
And may remember that I passed this
way.*

Theodore M. Hesburgh, C.S.C.

(Rev.) Theodore M. Hesburgh, C.S.C.
President, University of Notre Dame
December, 1969

"... a university such as Notre Dame is bricks and books, classrooms and laboratories, but it is, above all, people. Some come here for four years, perhaps to return only in spirit, while others' very lives revolve around this place. I like to think that Notre Dame makes its mark on all who come here, and not a few make their mark on Notre Dame."

burn
bursar
burn

Burn Bursar, Burn
by Andrew A. Rooney

That chant — "Burn Bursar, Burn" — for sure sounds like something coming from a group of dissident students. But it's not. This time the protest comes from an entirely different minority group . . . unhappy, tuition-paying parents who simply want to know what they're getting for their money.

Andrew A. Rooney is their unofficial spokesman and he makes a good case for the head of the family who this year is doling out better than \$3,000 to send his son or daughter to college. Rooney, however, is worse off than most, but in better straits than a few others. He's sending four children through higher education's learning system.

Rooney, who "makes it" as a member of the CBS news team and as a professional free-lance writer, stated his grievances some time ago in a special essay he prepared for LIFE magazine. Its editors appropriately tabbed it, "Burn Bursar, Burn." We felt Rooney made a good point and that probably he expressed the feelings of most other parents in the same situation. With the magazine's approval as well as Rooney's permission, we are reprinting that article. Along with it is our attempt to answer Rooney's very basic concern, "Just where is my money going?" —Editor.

Parents, it's our turn. Now that commencement exercises are getting rid of all those noisy college students, why don't we move in? Let us seize the bursar's office, barricade the doors, ransack the files and find out what the hell they've done with our tuition money. Colleges and universities have been crying poor for so long and there has been so much talk about multimillion-dollar government grants and private endowments that no one seems to remember that there are several million of us breaking our backs to scrape together enough cash to pay the bills. The \$3,800 we put down for the 150 days the child spends in college hardly warrants a petty cash receipt.

One evening this spring I was minding my business, watching television, and my wife was minding hers, our finances.

"We are paying about \$16,000 for the kids," she said.

"I didn't even know we had to buy them," I said. "I thought they were already ours."

"For tuition, books, room and board. Education," she said.

"My God," I said. "Is that more or less than I make?"

She explained it all to me and it turns out we fall in the most unfortunate category of all. We have four kids. They are all smart enough to get into good colleges but too dumb for scholarships. I make too much money to apply for government help but not enough really to be able to pay the bills myself.

My big complaint is not paying the money I can't afford; it's that I don't know what I'm getting for what I'm paying. If the kids think the college establishment leaves them out of it, they ought to see what parents get by way of communication from the institution. We have paid for a total of six college years so far, and we still have ten to go. In that time we have heard from two colleges about five times. Three of the letters were notices that we were late with the money and would have to pay a \$12 penalty fee, two were invitations to Parents' Weekend.

Good question, Andy, and one that deserves a forthright answer. The University figures it costs the Notre Dame student \$14.13 per day for his education. That covers a lot of things, from three meals a day and a room to paying for classroom instruction which averages 15-18 credit hours per semester. For the average student that amounts to:

\$1,800	Tuition
950	Room, Board, Laundry
<hr/>	
\$2,750	TOTAL for the year

What it actually costs to educate a student is something else.

On the average,
the ordinary
Notre Dame student
who resides on
campus pays
\$14.13 per day
for the following
services.

Tuition
Room
Board
Laundry
Recreational Facilities
Library
Most Lectures and Concerts
Health Services
Athletic Events
Student Publications

“My big complaint is not paying the money I can't afford; it's that I don't know what I'm getting for what I'm paying.”

The fact is, the schools are saving their stamp money to use on money-raising mail for the rest of our lives and the rest of the kids' lives. My wife and I both went to one private school and one college each. Our son has gone to two private schools, and our three girls are going to two colleges. The only ones we don't hear from are the two current colleges. From the others, the ones we're done with, we get as many as ten pieces of mail a week, all telling us how much more it cost to educate us than we paid them. I just wish some college would tell us how much it does cost to educate a kid. I'd be happy to pay them if I could and be done with it. They could endow a chair with the money they save on stamps for me alone.

I don't know where colleges send report cards anymore. Not to the dues-paying parent. I have the feeling most professors have given up marks that mean anything, not so much from deep-felt principle but because they don't know my kid from the 50 others in the class.

Even more than a report card, I'd like to see the professor's class attendance record. I'd like to compare the blue sky fiction in the college catalogue with what actually takes place in a course. My oldest girl chose and was accepted at a first-class university because of a paragraph in the catalogue extolling the virtues of its Chinese language studies department. The catalogue was better than the department. By the time classes began, two of the five professors had left, two were on sabbatical and the fifth was translating the Bible from Chinese into Sanskrit.

It's a little more difficult to determine what it actually costs to educate the average student at Notre Dame. For example, year round maintenance of the campus and of all its buildings is an expense the University must shoulder. And yet, the students use these facilities only nine months of the year. Should the 12-month or the nine-month expense be considered part of the cost of educating a student? Well, problems like those confuse the accountant. Nonetheless, it's estimated that the cost of educating an average student is in excess of \$20 per day. Perhaps, a more accurate picture of the cost differential is reflected in the income and expense statement of the 1968-69 operating budget. There exists an undeniable deficit, one that is covered only by earnings from the endowment or from unrestricted gifts. Then, over and above the cost of doing business from day-to-day, there is the matter of financing new buildings and facilities, scholarships, research and other things. These items become reality only through the generosity of the school's alumni and friends. Need any more reason for the unending parade of direct mail solicitations, Andy?

Income

Student Tuition and Fees	13.6* — 33.0%
Investment Income	.7 — 1.7
Sponsored Research and other Sponsored Programs	10.9 — 26.4
Student Financial Aid	2.0 — 4.8
Auxiliary Enterprises	11.8 — 28.6
Cash Gift from Holy Cross order of priests	.8 — 1.9
All Other Revenue	1.5 — 3.6

*Millions of Dollars

41.3 100.0%

Expenses

Cost of Instruction	10.7* — 24.1%
Sponsored Research	9.8 — 22.0
Libraries	1.4 — 3.2
Student Services	1.0 — 2.2
Operation and Maintenance of Physical Plant	2.3 — 5.2
General Administration	2.6 — 5.8
Student Financial Aid	2.5 — 5.6
Auxiliary Enterprises	12.1 — 27.2
All Others	2.1 — 4.7

44.5 100.0%

"I just wish some college would tell us how much it does cost to educate a kid. I'd be happy to pay them if I could and be done with it."

If the professor who attracts people to the college in the first place isn't too busy consulting in Washington or isn't on sabbatical or writing a book, he usually finds other reasons for not being in class. Several times this year one of my daughters has come home for a long weekend or early vacation because, she said, there were some disruptions on the campus and everybody knew the professors wouldn't show up for class. No one ever informed me or mailed me a rebate.

When I think of paying someone to teach my children, I think of him doing it five days a week for about an hour each day with from five to 30 other students in the classroom. No college course meets more than three days a week anymore. A typical class is more likely to meet once a week for 45 minutes in an auditorium with 200 in attendance. And the professor very often can't be there because of something.

It would hurt too much to count up what I have paid for each classroom hour of instruction. I would guess the professor's per head rate compares favorably with the fee of a brain surgeon.

Most colleges hold classes on about 150 days a year. You think college students just have the summer off, but 150 days leaves a lot of summer days. Schools open in October and close in May. We hardly have time to get the beds made and the downstairs room cleaned up after the Christmas vacation before the kids are back home for their mid-semester post-exam break. The mid-semester break is the one that immediately precedes the long spring vacation. That has been extended in recent years because it takes the kids so long to get to and from Aspen or Fort Lauderdale. I'm waiting to see the first college announce a calendar for the school year in which the Christmas holiday, the mid-semester break, and the spring vacation run uninterrupted into an early closing date caused by "trouble on the campus."

This year there are 222 days on the University's academic calendar. Actual class days number 174. The difference consists of days for registration, exams, Sundays and vacations. There are four vacations of varying length: Thanksgiving, Christmas, semester break and Easter. Next year, however, because of a revision in the academic calendar, Christmas and semester vacations will coincide since the first semester will end December 20.

Size of classes do vary as indicated. The average class, however, contains somewhere between 20 - 50 students. Lecture classes at Notre Dame are held three times weekly, each for 50 minutes. Seminar classes meet twice a week for 75 minutes each time. Grades are sent to both the student and the person responsible for the account. The same is true for midsemester deficiencies, better known to Notre Dame students as "pink slips."

Days in School — 222
(Including registration
days, exam days, and
Sunday at school
with no classes.)

Vacation Days
During School Year — 40

Classes

Largest:	General Chemistry I 390 students in one section
	100 classes with 100 or more students
	200 classes with 50-99 students
	600 classes with 20-50 students
	400 classes with 10-20 students
Smallest:	400 classes with less than 10 students

"Most colleges hold classes on about 150 days a year...we hardly have time to get the beds made...before the kids are back home."

I have twins who go to the same college. During their years at home we always felt vaguely guilty that we didn't have enough space to give each one a room of her own. They are living now in a dormitory, under conditions they could only have been prepared for if our family of six had all lived in one room together. The three roommates don't flip to see who gets the top bunk. They flip to see who gets out of bed first because there's only floor space for one of them to be out of bed at a time. For this lodging, I pay \$600, or about \$4.00 a night. From the three occupants, the college gets \$12 a night for a room the Holiday Inn wouldn't give to an ice-cube maker.

Seizing control of the bursar's office is the only way that we parents can hope to learn the truth about what is being done to us. But we must all be prepared for what will happen to us afterward. As soon as our sit-in ends, we will all get bills from the colleges, charging us rent for the time we spent there.

Let's hope that if parents do seize the bursar's office they don't disrupt the records and files. Otherwise, the task of explaining the costs of a college education would be impossible. The truth of the matter is that over the years costs have been rising at a much faster rate than tuition and fees. It's now reached the point where student tuition and fees comprise only about one-third of the University's income of the operating budget. And the likelihood grows of this source of income diminishing in proportion to costs. Colleges and universities can charge just so much before they price themselves out of the market. And Notre Dame is no exception.

So, Andy, think it over. Perhaps your troubles aren't all that great. When you look at it in still another light, you're really getting a bargain. Your son may get back 60-90 per cent of the total four-year expenditure in his first year of operation in the big world outside the university campus.

	Operating Costs	Tuition Room and Board	Endowment	Plant Value
1949	\$ 8,028,640	\$1,315	\$ 7,431,812	\$15,400,852
1959	18,016,539	1,745	22,592,656	37,973,300
1964	24,741,001	2,145	31,188,883	58,465,191
1969	44,503,306	2,750	58,241,247	94,735,122

“Seizing control of the bursar’s office is the only way we parents can hope to learn the truth about what is being done to us.”

financial statements