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notre dame report

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May 31, 1972

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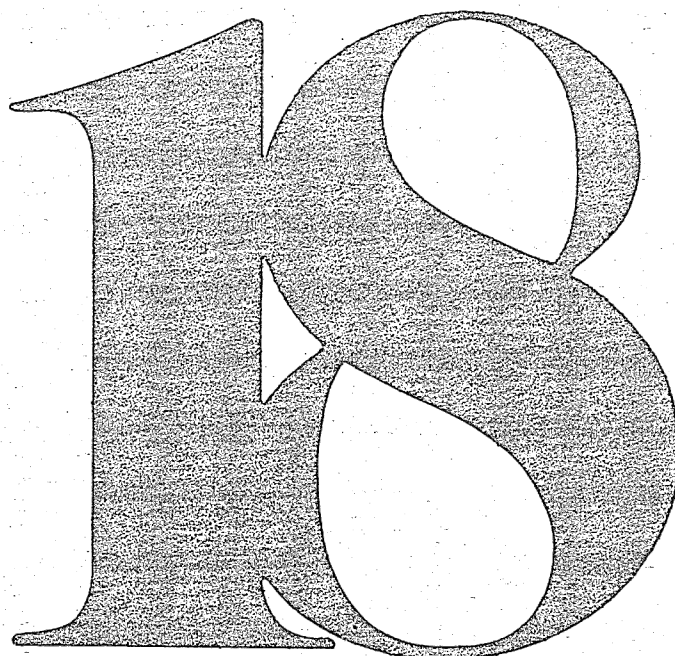
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Official announcements

NOTRE DAME REPORT: Effective July 1, the editorial responsibility for Notre Dame Report will devolve upon the publications area of the Department of Information Services. Replacing Miss Jeannine Doty, who is leaving to marry, will be Miss Mary Catherine Stevens, who will also occupy the position of catalogue editor. Her phone will be 283-1234, and her mail should be sent to the Publications Office, Main Building.

An index of all material found in Volume 1, Numbers 1-18 of the Notre Dame Report, will be published June 30. Only two issues of the Report will be published during the summer months: July 14 and August 25. The deadline for submitting copy for these two issues will be Tuesday, July 4 and Tuesday, August 15, respectively.

COMPUTING CENTER: The UNIVAC 1107 will be removed on August 15, by which time all administrative and academic computing must be converted to the System/370. The 1107 will not be available for instruction use during the Summer Session. Note: All 1107 tapes cannot be "read" by any other equipment.

Synopsis of Summa

Following is a synopsis of SUMMA, the University's current five-year development program which ends June 30. The goal of the program was \$52 million, and while the total, as of May 8, was 117.4 per cent of the goal, not all areas of the program have been over-subscribed. Two areas short of their objectives, for example, are endowment for faculty chairs and endowment for the Memorial Library.

	NUMBER	AMOUNT
GRAND TOTAL	31,426	\$61,019,734.79
Alumni	23,842	\$24,999,990.87
Non-Alumni	7,584	36,019,743.92
Corporations	1,331	7,864,552.16
Foundations	341	8,978,902.57

Parents	4,361	7,342,785.66
Wills & Bequests	74	12,362,913.00
Individuals	25,319	24,470,581.40
TOTAL	31,426	\$61,019,734.79

Gifts from Trustees \$7,262,710.69

Leadership Gifts	148	\$43,770,745.62
Special Gifts	1,947	11,798,241.46
General Gifts	29,331	5,450,747.71
TOTAL	31,426	\$61,019,734.79

Blue Cross changes

T0: All Members of the Faculty

Rates

Effective July 1, 1972 there will be changes in the monthly premium rates for our Blue Cross-Blue Shield Hospital-Surgical insurance coverage. The changes are as follows:

	Present Rates	Rates 7-1-72
Single	\$13.86	\$15.65
Family	\$36.68	\$41.64

Contributions - Deductions

The new fringe benefit, the University's contribution of one-half of the premium cost for all faculty members, will also go into effect July 1, 1972. Therefore, your individual deductions for Blue Cross-Blue Shield commencing in June (we deduct a month in advance) will be as follows:

	Present Deduction	Future Deduction for One Year
Single	\$13.86	\$7.82
Family	\$36.68	\$20.82

Please note that for faculty members on 9 month contracts the proper deductions involving the above changes were made from the May checks.

Enrollment

Those faculty members who do not have Blue Cross-Blue Shield coverage and who desire to join this program are invited to visit the Personnel Office during the month of June to complete the application.

Those who join the faculty in September will be able to enroll in the Blue Cross-Blue Shield program at the time they are processed on to the payroll.

Those faculty members who do not have Blue Cross-Blue Shield coverage and who have hospital-surgical insurance with other carriers will also be able to obtain the benefit of one-half of the premium cost this year up to the amount the University would contribute had they been enrolled in Blue Cross-Blue Shield. Those individuals are also invited to visit the Personnel Office to present their certificates of the coverage they have so that the benefit can be applied to their plans or to them directly.

It should be noted here that when the University benefit reaches the level of full contribution by the University, all members of the faculty will be enrolled in the University plan only. Contributions to outside carriers at that time will not be permitted.

Joseph F. O'Brien

Joseph F. O'Brien
Director of Personnel

1972 spring commencement

A total of 1,602 degrees were conferred at the University's 127th commencement May 21 in the arena of the Athletic and Convocation Center. Ten honorary degrees were awarded (see "Documentation" for citations), in addition to 1,262 bachelor's degrees, 124 master's degrees and 38 doctorates. A total of 128 persons received law degrees and 50 were awarded master's degrees in business administration. Yale University President Kingman Brewster, Jr., gave the commencement address (see "Documentation").

There were several major changes in the exercises, prompted by reports from two University committees which contained administration, faculty and student representation. Class Day exercises, traditionally held on the Saturday preceding the formal ceremony on Sunday, were eliminated because of flagging interest and attendance. The valedictory address (see "Documentation") and the student honors were made a part of the Sunday ceremony. Post-commencement gatherings by college to distribute diplomas were also eliminated, primarily because of their anti-climactic nature. Diplomas were distributed by department faculty to their majors just prior to the opening academic procession.

For the first time in history, the Laetare Medal was awarded as part of commencement, and Dorothy Day, founder of the Catholic Worker movement and 1972 recipient, was on hand to accept the honor.

Five awards were given to faculty and staff members (see "Documentation" for citations). Dr. Ernest E. Sandeen, professor of English and former chairman of that department, received the annual Faculty Award,

and Associate Professor Lee Daniel of aerospace and mechanical engineering was awarded the annual Thomas P. Madden Award for freshman teaching. Special Presidential Awards went to Leo M. Corbaci, dean of administration; Dr. Francis M. Kobayashi, assistant vice president for research and sponsored programs, and Dr. Marshall Smelser, professor of history and former chairman of that department.

There were also a few social innovations, including a Saturday evening reception and buffet dinner for graduates and their families in the north dome of the ACC. This event followed the 5 p.m. baccalaureate Mass, at which Father Hesburgh was the principal celebrant and homilist, and was sponsored by the Senior Class.

Mary Eileen Davey, Columbus, Mont., became the first woman to receive an undergraduate Notre Dame degree through the cooperative program with Saint Mary's College. She was graduated in marketing from the College of Business Administration. The Department of History awarded its first Ph.D.'s to laywomen--Mrs. Helen Petts Cripe and Mrs. Joan Rezner Gundersen. The first black recipient of an advanced degree in music at the University was Mrs. Mary Luten Steithens, who received a master of music education degree.

Notre Dame's Ecumenical Institute for Advanced Theological Studies

The University of Notre Dame's Ecumenical Institute for Advanced Theological Studies outside Jerusalem will be the scene of an NBC-TV program, "Quest for Hope," Sunday, June 4. The program will be broadcast locally from 4 to 5 p.m. on WNDU-TV, Channel 16.

Presented in cooperation with the National Council of Churches, the program will explore the work of the Institute, which has an international academic council of 30 theologians from all the major Christian confessions.

Participants in the discussion will be Rev. Charles E. Sheedy, C.S.C., dean of theological studies and institutes at Notre Dame and vice rector of the Institute; Rev. Godfrey Diekmann, O.S.B., a liturgist from St. John's Abbey, Collegeville, Minn.; Rev. Sherman E. Johnson, dean of the Church Divinity School of the Pacific, Berkeley, Calif., and Rev. W. Richard Stegner, Evangelical Theological Seminary, Naperville, Ill. Moderator of the program is NBC News correspondent David Burrington.

The Institute, built by private donations at a cost of \$1.75 million, is perched on a hill called Tantur midway between Jerusalem and Bethlehem. Following his historic journey to the Holy Land in 1964, Pope Paul VI asked Notre Dame's President, Rev. Theodore M. Hesburgh, C.S.C., to supervise the creation of an ecumenical study center in Jerusalem.

Accreditation for MBA

The University of Notre Dame graduate program (MBA) recently received full accreditation at the annual meetings of the American Association of Collegiate Schools in New Orleans, La. The association is the official accrediting agency for management education

of the American Council on Education.

The MBA program was established at Notre Dame in September of 1967. Three graduating classes are required prior to application for accreditation of a new program. Sixty-six students received masters degrees in business administration at the recent May commencement.

faculty notes

Non-university appointments

Leo M. Corbaci, dean of administration, has been elected to membership on the board of directors of the newly incorporated College and University Machine Records Conference. He is also on the board of the accompanying association, CAUSE, The College and University System Exchange. He is one of the founders of both groups and had previously served as chairman of the Steering Committee for the annual national conference. College and University Machine Records Conference was organized in 1956 with the advent of the computer into higher education administrative data processing. The conference has grown from 10 schools and 50 members to 300 schools with over 950 members. CAUSE includes approximately 100 schools. Both groups were incorporated last year.

Bro. Anthony J. Ipsaro, S.M., associate professor in the Department of Graduate Studies in Education, has been appointed to the Board of Trustees of the University of Dayton, Dayton, Ohio. The twenty-four member board is the legal governing body for the University which was founded in 1850. The University of Dayton is coeducational and has a student enrollment of approximately 9,000 on the undergraduate and graduate levels.

Dean Thomas L. Shaffer of the Law School has been appointed to the faculty of the Law Teaching Clinic of the Association of American Law Schools, to the faculty Advisory Board on the Uniform Probate Code, and to the board of advisors of the Estate Planning Institute.

Dr. George N. Shuster has been elected an honorary senator of the University of Munich and will represent U.S. institutions of higher education when that university observes its 500th anniversary next month. Shuster was state commissioner for Bavaria in the U.S. Zone of Germany in 1950-51 while on leave as president of Hunter College in New York City. The

honor will be awarded Shuster in Munich on June 25 by University Rector Nikolaus Lobkowitz, a former professor of philosophy at Notre Dame.

Miscellany

Dr. Robert L. Ackerman, assistant dean of students, has been honored as an "outstanding young alumnus" of the University of Wisconsin at Oshkosh and will be recognized at a testimonial dinner July 8.

Dr. Subhash Basu, assistant professor of chemistry, will deliver two papers on his work on blood-group substances during the summer in India and Europe. In July he will be at Calcutta University as the Honorary Lecturer for three weeks. August 30 he will deliver a talk at the 15th International Conference on the Biochemistry of Lipids at The Hague, Netherlands.

Dr. Thomas P. Bergin, dean of continuing education, participated in a special meeting of the Carnegie Commission on Non-Traditional Study in Washington, D.C., May 11. He also presented a special report to the Deans' Roundtable at the National University Extension Association's recent meeting in Columbia, S.C., on the progress of the national study the University of Notre Dame has underway on "Continuing Education and The Future."

Dr. Frank J. Bonello, assistant professor of economics, and Dr. William I. Davisson, associate professor of economics, will deliver a paper entitled "Computer Assisted Instruction in Economics at the University of Notre Dame" at the 1972 Conference on Computers in the Undergraduate Curricula in Atlanta, Ga., June 12-14.

Drs. Raymond M. Brach and James M. Daschbach, associate professors of aerospace and mechanical engineering, will jointly present an invited paper entitled "State Criminal Court Systems Analysis" at

the 23rd Annual Conference of American Institute of Industrial Engineers in Ahaheim, Calif., May 31 to June 2. The paper is a result of the interest of the AIIE in the Industrial Engineer's responsibility to social problem solutions. The basis of the paper is the recently completed LEADICS study--a joint Law School-Engineering College study which has received national recognition.

Dr. John Broderick, professor of law, was the guest of honor at an all-school picnic celebrating his 25th anniversary as a faculty member at Notre Dame. Students announced the establishment of an endowed fund in his honor and reported initial contributions of more than \$3,000. To be known as the John "Chief" Broderick Fund, proceeds will be used for the education of law students.

Rev. John S. Dunne, C.S.C., professor of theology, will be on leave of absence from the University during the 1972-73 academic year while occupying the Riggs Chair in Yale University's Department of Religious Studies. Father Dunne will return to Notre Dame in the fall of 1973.

Dr. William M. Fairley, associate professor of Geology, will be a panelist at a week-long Penrose Conference on the Geology of the Appalachian Piedmont at Frederick, Md., in June.

Prof. Edward A. Fischer, professor of communication arts, presented a lecture on "Aspects of Film Criticism" at Purdue University in May. He will also present a series of three lectures on "God and Man Reflected in Film" to Trappists in Kentucky in August.

Canon Astrik L. Gabriel, director of the Mediaeval Institute, will present a lecture at the University of Saarbrücken on the French-German Intellectual Relations in the Middle Ages, "The German Students at the Mediaeval University of Paris," June 7.

Dr. Robert E. Gordon, vice president for advanced studies, has received the Council of Biology Editors (CBE) meritorious award at the CBE conference in Rochester, Minn., May 15. The award consists of a medal struck for the occasion, and was established to commend outstanding achievement in the area of scientific and technical communication.

Rev. Theodore M. Hesburgh, C.S.C., President of the University, spoke at two spring commencements, Alma (Mich.) College and Stonehill College, North Easton, Mass. Both institutions also awarded him honorary degrees.

Bro. Anthony J. Ipsaro, S.M., assistant professor of education, and Dr. John O. Meany, associate professor of education, recently teamed up with five graduate students of the counseling section of the Department of Graduate Studies in Education in offering a three-day workshop for 65 teachers in Rockford, Ill. The objective of the workshop was to explore the role of the teacher in value-oriented education.

Dr. Stephen D. Kertesz, director of the Institute for International Studies, was invited to join the Committee on Atlantic Studies in Washington, D.C. The CAS is a group of professors having a special interest in European-American relations and is sponsored by the Atlantic Council of the United States.

Edward W. (Moose) Krause, director of athletics, was named Catholic Layman of the Year at the 71st Annual Knights of Columbus Convention in South Bend. The award was presented by State K of C Chaplain Father Bernard Gordon of New Albany. Krause was cited as an exemplary Catholic, family man and conscientious participant in religious, civic, fraternal, business and professional organizations.

Dr. Kenneth R. Lauer, professor of civil engineering, presented two lectures, "The Evaluation of Strength Tests" and "The Evaluation of the Strength of Existing Concrete," at an Engineering Institute entitled Concrete Deterioration and Restoration at the University of Wisconsin, May 4-5.

Rev. Ernan McMullin, chairman of the Department of Philosophy, will serve as a visiting professor at the University of Cape Town, South Africa, May 15-June 15. He also presented two lectures at the University of Johannesburg this past month.

Dr. Peter J. Naus, assistant professor of psychology, will give a presentation entitled "The Impact of Social Factors on Behavior and Well-Being of Elderly People" at a seminar titled "A Look at Old Age: A Look to the Future" at Mundelein College in Chicago, May 19. The talk was sponsored by the Mundelein College Life Movement Committee.

Dr. Daniel J. Pasto, professor of chemistry, received the Distinguished Alumnus Award of the College of Science of the Rochester Institute of Technology at a banquet held on the campus of the Institute, April 8. Dr. Pasto also presented an invited lecture entitled "Cycloaddition Reactions of Alkenylidene- and Methylene-cyclopropanes" at Montana State University, Bozeman, Mont., May 22.

Dr. Charles E. Rice, professor of law, received the Distinguished Teacher Award of the Class of 1972, an annual honor established by this year's graduating class. The award is presented to a faculty member who has contributed to their education in a special way. Dr. Rice also participated in a conference for physicians and clergy on abortion and euthanasia at Memorial Hospital in Jasper, Ind., May 8.

Dr. Michael K. Sain, associate professor of electrical engineering and Prof. Leslie G. Foschio, assistant dean of the Law School, delivered an invited address entitled "A Study of Delay in Criminal Courts" at the 41st Meeting of Operations Research Society of America, New Orleans, La., April 27.

Dr. Wilhelm Stoll, professor of mathematics, will speak at the "Colloque International sur les Fonctions de Plusieurs Variables," University of Paris, June 14-20, on "An average Bezout estimate." Dr. Stoll also will participate as a distinguished senior mathematician in the special program in value-distribution theory at Tulane University, New Orleans, La., during the spring semester, 1973. He will conduct a seminar on his work in value distribution theory in several complex variables during the semester.

Dr. Nicholas D. Sylvester, assistant professor of chemical engineering, served as chairman of the Symposium on Drag Reduction in Polymer Solutions and presented the paper "Degradation of Dilute Polymer Solutions in Turbulent Tube Flow" at the 72nd

National Meeting of the A.I. Ch.E. in St. Louis, Mo., May 21-24.

Dr. Sylvester will also present the following papers: "Non-Newtonian Thin Films" at the 1972 Heat Transfer and Fluid Mechanics Institute at the San Fernando Valley State College, Northridge, Calif., June 14-16; "Drag Reduction Degradation of Dilute Polymer Solutions" at the 8th Annual Conference of the Marine Technology Society in Washington, D.C., Sept. 11-13; "Effectiveness Factors in Three-Phase Reactors" at the 65th Annual Meeting of the A.I.Ch.E. in New York, N.Y., Nov. 26-30.

Dr. Susan Taub, assistant professor of psychology, presented a paper entitled "Influence on Model Characterization on the Acquisition of Aggressive and Nonaggressive Imitative Responses by Preschool Children" at the Midwestern Psychological Association Meetings in Cleveland, Ohio, May 4-6.

Dr. Francis H. Verhoff, assistant professor of chemical engineering, gave a seminar entitled "Ecological Modeling and Mass Transfer in Microbial Systems" to the Engineering and Applied Physics Division at Harvard University, April 12-14.

Rev. Leo R. Ward, C.S.C., professor emeritus of philosophy, has received the top award in competition between publications with membership in the Catholic

Press Association (CPA) for his poem "Only Once" which was printed in Liguorian magazine, a publication of the Redemptorist priests.

Dr. K.T. Yang, chairman of the Department of Aerospace and Mechanical Engineering, and Dr. Victor W. Nee, associate professor in the department, will jointly present a paper entitled "Mass Diffusion from a Line Source in a Neutral Turbulent Shear Layer" at the 1972 Heat Transfer and Fluid Mechanics Institute at San Fernando Valley State College, Northridge, Calif., June 14-16.

Necrology

Dr. Vincent E. Smith, a professor of philosophy at Notre Dame from September, 1950, to June, 1959, was killed May 17 by a hit-run driver in New York City. Dr. Smith served the last three years as professor of social sciences at Queensborough Community College, Bayside, Queens. A specialist in the philosophy of science, Dr. Smith served as president of the American Catholic Philosophical Association in 1955. He was the author of "The General Science of Nature," "Elements of Logic," "St. Thomas and the Object of Geometry," "Idea Men of Today," as well as the editor of The New Scholasticism, the journal of the American Catholic Philosophical Association.

office of advanced studies

Special Notice

College of Business Administration Summer Research Grants

The College of Business Administration has announced the awarding of five competitive Summer Research Grants for the summer of 1972 to the following members of the faculty:

Prof. Yu-Chi Chang, Department of Management, for the study of "A Bayesian Approach to the Problem of Multivariate Regression with Design Matrices Unequal."

Prof. Jae Cho, Department of Finance, for an investigation of "The Concept of the Firm and Business Education."

Prof. Howard Lanser, Department of

Finance, for a study of "Compensation Preferences and Perception of Corporate Objectives."

Prof. Edward J. Mayo, Department of Marketing, for "An Examination of the 'Discover America' Regional Marketing Structure."

Prof. Matt Starcevich, Department of Management, for a study of the "Relationship Between the 'Central Life Interests' of Blue Collar Employees and Job Characteristics as Satisfiers and Dissatisfiers."

The Summer Research Grants, according to Dean Thomas T. Murphy, were made possible by a recent grant from a foundation to the University to be used for research in the field of business.

Notes For Principal Investigators

National Institutes of Health (NIH) Policy on Rebudgeting of Funds Within NIH Grants

1. GENERAL The procedures and guidelines under which institutions may rebudget the funds provided by specified types of research and training grants from the NIH are described below. This policy supersedes all previous NIH Extramural Policy Statements on this subject.

2. APPLICABILITY This policy covers NIH grants which bear the following grant number prefixes:

Research Projects	R01 thru R24 Excluding R05, R09, R10, and R13.
Program Projects and Centers	M01 P01 thru P17 Excluding P09 and P16.
Research Training	T01 thru T15 Excluding T09, T10, and T14.
Training Program Projects	D02 thru D12.

It is not applicable to grants made to individuals (as opposed to Universities, Research Institutes, etc.) because individuals are not permitted to rebudget funds without prior approval of the NIH.

3. BACKGROUND Grant budgets are reviewed and receive the approval of the NIH awarding unit for specific categories of expenditures such as personnel, equipment, supplies, and travel. In certain instances, NIH policy has permitted the grantee institution to depart from the approved budget and use grant funds for other direct cost items required for the project. In other cases, prior approval by the NIH awarding unit has been required. At one time all grantees were required to obtain prior approval in writing from the NIH awarding unit for rebudgeting of essentially all grant funds prior to the performance of the act which required the expenditure of funds.

In 1964, the NIH on behalf of the PHS initiated a pilot study on increasing the role of the grantee institution in the management of projects funded through research grants. Selected institutions were assigned the responsibility to review and approve requests from principal investigators and program directors within their own institutions for changes in certain categories of expenditures. Based on results of the pilot study, the rebudgeting authority was broadened to cover certain training programs and

was gradually extended to other institutions. Such rebudgeting authority now resides in virtually all major grantee institutions of the NIH.

4. POLICY The NIH expects the grantee institution to anticipate the full extent of its financial requirements when applying for a grant, to justify them in terms of essentiality to the project or program, and to budget for those costs in each grant application. Approval of a grant budget by the NIH constitutes prior approval for expenditure of funds for costs included in the approved budget.

NIH permits grantee institutions to depart from the grant budget agreed upon at the time of award to meet certain unanticipated requirements in research and training projects, provided that grant funds are used in compliance with NIH policies and the Federal Regulations governing the respective grant program. Such departures must enhance and not impede progress of the project toward its stated objective and be in conformance with the rebudgeting guidelines of this policy statement and the policies and procedures of the grantee institution. They may further be conditioned by restrictions imposed by the NIH awarding unit as a condition of the individual award.

5. DEFINITIONS

- a. Prior Approval: For purposes of this issuance "prior approval" is defined as the written documentation of permission to use grant funds for certain purposes not included in the approved budget as shown on the award document. The request for such action is usually initiated by the principal investigator or the program director and must be approved by the NIH awarding unit or the designated grantee institution official, as provided for in this policy, prior to the performance of the act which requires the expenditure of funds.
- b. Equipment: An item of equipment is an article of property, which is complete in itself, is of a durable nature, and has an expected service life of one year or more.

General purpose equipment is defined as items which are usable for activities of the institution other than research or training, such as office equipment and furnishings, air conditioning, reproduction equipment, automatic data processing equipment, etc.

- c. Travel: Domestic travel is travel performed within the grantee's own country and travel between the U.S. and Canada for grants made to institutions within the U.S. or Canada.

The U.S. includes Guam, American Samoa, Puerto Rico, the Virgin Islands, the Canal Zone, and the Trust Territory of the Pacific Islands.

Foreign travel is travel outside the U.S. or Canada, or not within the grantee's own country. Travel within the U.S. or Canada enroute to or returning from a foreign destination is considered foreign travel.

- d. Patient costs include hospitalization, inpatient, outpatient, donor and subject costs.
- e. Trainee costs include stipend, tuition, trainee travel, and dependency allowance.

6. IMPLEMENTING GUIDELINES

a. Awarding Unit

Awarding units will not apply restrictions on rebudgeting of funds to any class of applicable grants or grant programs or to any cost category covered by this policy on an across-the-board basis without the express written prior approval of the Associate Director for Extramural Research and Training, NIH. Restriction on the use of funds for a specific purpose may be placed on an individual grant as a condition of the award at the time of award when a particular circumstance merits such action by the awarding unit. (See Section 8 - Referral of Problems to the NIH.)

b. Grantee Institution

Grantee institutions may rebudget grant funds available within the amount awarded for direct costs to meet unanticipated needs (except for cost categories listed in Section 7a. below) under the following general conditions:

- (1) The institution will designate an appropriate grantee institution official(s) to review and approve rebudgeting requests.
- (2) The rebudgeting request must be reviewed by the designated official for scientific or program propriety in relation to the objectives of the specific project supported by the grant to which the charges will be made.
- (3) The rebudgeting request must be reviewed by appropriate administrative official(s) of the grantee institution to determine that the change is permis-

sible within the policies and procedures of both the grantee institution and the NIH governing the cost category or categories concerned.

- (4) The rebudgeting action must neither impair the institution's ability to complete the project or activity as approved, nor increase the total cost to the grant.
- (5) The funds may not be used for any purpose disallowed as a condition of the award.
- (6) Decisions affecting rebudgeting must be well documented and retained in the institution's records available for inspection or audit for a period consistent with the records retention requirements of the NIH. This is an important requirement.

7. SPECIFIC LIMITATIONS AND CONDITIONS IN REBUDGETING The NIH requires that rebudgeting of certain items of cost must have prior approval by the NIH awarding unit and for other items prior approval by a designated grantee institution official(s). Grantee institutions may be more, but not less, restrictive concerning rebudgeting on the specified items. In addition, they may establish prior approval requirements within their own institution for cost categories other than those specified under 7 a., b., and c. below. Approval for rebudgeting in these "other" categories may be at any level set by the grantee institution. Approval authority, however, for rebudgeting of funds from NIH grants for the categories listed in

7 b. below may not be delegated below the level of the specifically designated grantee institution official(s). Requests to the NIH awarding unit must be in writing and signed or countersigned by the appropriate grantee institution official.

a. Prior Approval by the NIH Awarding Unit

The NIH requires prior approval by the appropriate awarding unit for rebudgeting for the following purposes:

- (1) Any purpose disapproved or restricted as a condition of the award.
- (2) Each foreign trip and attendant travel expenditure.
- (3) Purchase by foreign grantees of non-United States manufactured single item of equipment costing \$2,000 or more.

- (4) Any item of general purpose equipment costing \$200 or more, e.g., office equipment, air conditioning, reproduction, data processing equipment, etc.
- (5) Increase or decrease in the total amount budget for training stipends.

b. Prior Approval by the Grantee Institution

The NIH requires prior approval by the designated grantee institution official for rebudgeting for the following purposes and must be under the conditions set out below:

- (1) Domestic travel in any budget period in excess of \$500 or 125% of the amount for domestic travel in the NIH approved budget, whichever is greater.

Conditions:

- (a) For employees, the trip must provide direct benefit to the prosecution of the project or program funded by the grant to which the expenditure will be charged.
- (b) For trainees, in addition to the above, the trip must provide pertinent experience in the furtherance of their training on the grant to which the expenditure will be charged.

- (2) Equipment

Individual items of equipment with acquisition costs of \$1,000 or more,

AND

Total expenditure for equipment in any budget period in excess of \$1,000 or 125% of the amount for equipment in the NIH approved budget, whichever is greater.

Conditions:

- (a) The equipment is required for the conduct and productivity of the project funded by the grant to which the expenditure will be charged.
- (b) Suitable, similar equipment is not available to the project from the sponsoring institution or other sources.

- (3) Patient costs in excess of those originally approved by the NIH awarding unit.

Conditions:

- (a) Scientific need for patients and patient costs in the project must have had the approval of the NIH for the budget period involved.
 - (b) There is a need or unforeseen opportunity to add more experimental cases to the study to expedite scientific progress of the project supported by the grant to which the expenditure will be charged.
 - (c) Charges are consistent, where applicable, with rates established by the Office of Grants Administration Policy, DHEW.
- (4) Alteration and renovation costs up to the lesser of \$75,000 or 25% of the total direct costs (less exclusions) reasonably expected to be awarded for the entire project period.

Conditions:

- (a) The total direct costs against which the computation is made must exclude amounts for patient costs and trainee costs. (See Definitions, Section 5.)
- (b) Rebudgeting by the institution into the alterations and renovations category must not increase the total of that category beyond the maximum allowable of \$75,000 or 25% of direct costs, less exclusions.
- (c) The alterations and renovations must be for space occupied or totally used by the project funded by the grant to which the expenditure will be charged.
- (d) The space to be renovated must be structurally complete, have a usable remaining life consistent with program purposes, and be architecturally suitable for conversion.
- (e) The rebudgeting must not impair the grantee's ability to accomplish the objectives of the project in the allotted time, or adversely affect the conduct of the project.

- (f) Any rebudgeting into alterations and renovations must not contribute to an increase in the cost to NIH for support of the project.

c. General Limitations Concerning Indirect Costs in Rebudgeting

- (1) Funds awarded and identified for indirect costs may not be rebudgeted into direct costs during the budget period for which the funds were awarded.
- (2) When the direct cost base upon which indirect costs are calculated is increased by any rebudgeting of direct cost funds, no additional funds for indirect cost resulting from such action will be provided by the NIH. The institution must effect an appropriate reduction in the direct costs of the grant to provide for any additional indirect cost that may be due as a result of the rebudgeting, based on the rate currently in effect.

8. REFERRAL OF PROBLEMS TO THE NIH AWARDING UNIT It is not mandatory that decisions regarding rebudgeting of funds be made without recourse to the NIH awarding unit. If, in the opinion of the responsible grantee institution official, no procedure, policy, or precedent clearly applies to the rebudgeting question, he should seek advice from the awarding unit. If a request for a budget change may lead to a significant change in the direction or to a departure from the project as approved, the question should be referred to the NIH awarding unit for determination. This does not constitute a mechanism for appeal by the principal investigator or program director directly to the awarding unit. Issues may be referred by the responsible official of the grantee institution if they cannot be decided internally in the grantee institution.

If during the budget period it becomes apparent to the grantee institution or the principal investigator that a restriction made by the awarding unit at the time of award is working to the disadvantage of the project, the responsible grantee institution official may request in writing that the awarding unit rescind the restriction in question. If the awarding unit approves the request in writing, subsequent budget changes permitted by the removal of the restriction may be authorized by the grantee official.

9. EFFECTIVE DATE This policy is effective July 1, 1972.

* * * * *

COMMENTS ON POLICY ON REBUDGETING OF FUNDS
WITHIN NIH GRANTS

The University has participated in the NIH Institutional Prior Approval Program since June, 1968. At that time, it was believed that the essential features of the Program would eventually be adopted by all government agencies. Consequently, the University made the features of the Program applicable to all sponsored programs. Notices to this effect were distributed to the faculty several times between May, 1968 and March, 1972.

Our procedure specifies that whenever any fiscal aspects of an award are to be altered in any way, the changes should be approved by the Office of Advanced Studies, Division of Research and Sponsored Programs, to assure official sanction. Stated in another way, whenever unforeseen developments require changes in the award budget, or whenever a requisition or purchase order will place a line item in the budget in an overexpended position, transfers between line items in the budget are to be formally implemented through the Office of Advanced Studies. This is important because the financial terms of any grant or contract or other agreement are legally binding upon the University. Our procedure is in keeping with what is stated in Section 7 of the NIH statement. The intent of the University procedure is not to usurp the prerogative of the principal investigator on how grant funds are to be expended, but simply to minimize or hopefully eliminate overexpenditures.

Information Circulars

NSF Chautauqua-Type Courses For
College Teachers Academic Year 1972-73
Conducted by the American Association
for the Advancement of Science

NO. FY72-73

The NSF Chautauqua-Type Short Courses for College Teachers are patterned after the "Chautauquas" of the early part of the century in which lecture, musical, and other programs of cultural interest moved in succession from community to community through a "circuit."

Twelve Field Centers have been established, organized into three "circuits" of four centers each. Ten courses will be offered in each of the twelve Field Centers.

Format. The typical pattern for each class is that the participants will meet at one of the centers for an initial two days of

lectures, demonstrations, discussion, and preparation for individual work, study, research, or other activity to be carried out between that time and the second session--approximately three months. At the second two-day session, the participants will meet for discussion of the work that has been done and for a general "wrap-up." In the work assignments, consideration is given to the heavy academic loads of most college teachers.

Objectives. The primary purpose of the program is to provide assistance to college teachers in the natural and social sciences, mathematics, and engineering in keeping their courses up-to-date, in introducing materials and models helpful in the development of new topics in their established courses, and in determining a basis for the preparation of new courses.

Eligibility. Applications will be accepted from teachers of undergraduate students in the natural and social sciences, mathematics, and engineering from two- and four-year degree-granting institutions, including junior and community colleges and undergraduate faculties of universities. Any qualified teacher may apply at any Field Center. Participants will be expected to attend both sessions of the courses. Each class is limited to 25 participants.

Selection of participants will be carried out by the Field Center Coordinators on the basis of criteria established by the Course Directors, and geographic, institutional, and other factors.

Support. Through the NSF grant, the AAAS supports the administration of the program, provides a limited budget for instructional materials in each course, and lodging for 20 participants in each class on a double-occupancy basis for four nights. Participants who wish to have single rooms will pay the difference. Participants or their institutions will pay for travel, meals, and incidental expenses.

After July 1, 1972, course descriptions and application forms will be available from Field Center Coordinators. A list of these coordinators is available in the Office of Advanced Studies, Division of Research and Sponsored Programs.

Current Publications and Other Scholarly Works

ENGINEERING

Aerospace and Mechanical Engineering

J.R. Lloyd, E.M. Sparrow, and E.R.G. Eckert. "Laminar, Transition and Turbulent Natural Convection Adjacent to Inclined and Vertical Surfaces." *Internat'l. J. Heat Mass Transfer* 1972, 15, 457-473.

Chemical Engineering

F.H. Verhoff and E.W. Thiele. "Gas Acceleration Effects in Film Condensation." *Chem. Eng. Symp. Series* 1972, 118, 172-179.

Civil Engineering

M.W. Tenney and W.F. Echelberger, Jr., with J.L. Pavoni. "Bacterial Exocellular Polymers and Biological Flocculation." *J. Water Pollution Control Federation*. 1972, 44, 414-431.
M.W. Tenney, W.F. Echelberger, Jr., P.C. Singer, F.H. Verhoff, and W.A. Garvey. "Biogeochemical Modeling of Eutrophic Lakes for Water Quality Improvement." In "Advances in Water Pollution Research" (S.H. Jenkins, Editor). 1971, 2, III 21/1-III 21/12, Pergamon Press, New York.

Electrical Engineering

J.L. Massey. "Optimum Frame Synchronization." *Trans. IEEE* 1972, Com-20, 115-119.

SCIENCE

Biology

T.P. Bonner, F.J. Etges, and M.G. Menefee. "Changes in the Ultrastructure of *Nematospiroides dubius* (Nematoda) Intestinal Cells during Development from Fourth Stage to Adult." *Z. Zellforsch* 1971, 119, 526-533.
T.P. Bonner and P.P. Weinstein. "Ultrastructure of the Hypodermis during Cuticle Formation in the Third Molt of the Nematode *Nippostrongylus brasiliensis*." *Z. Zellforsch* 1972, 126, 17-24.
K.S. Rai and V.P. Sharma. "Cytogenetic Effects of Chemosterilants in Mosquitoes. III. Development of Transplanted Ovaries in Normal and Chemosterilized Females of *Aedes aegypti*." *J. Genetics*. 1971, 60, 3, 266-271.
H.J. Saz, with D.K. Saz, T.P. Bonner, and M. Karlin. "Biochemical Observations on Adult *Nippostrongylus brasiliensis*." *J. Parasitol.* 1971, 57, 6, 1159-1162.

Chemistry

- S. Basu, with M. Basu. "Enzymatic Synthesis of a Tetraglycosylceramide by a Galactosyltransferase from Rabbit Bone Marrow." *J. Biol. Chem.* 1972, 247, 1489-1495.
- R.K. Bretthauer, with R.K. Haroz and J.S. Twu. "Purification and Properties of a Yeast Nucleotide Pyrophosphatase." *J. Biol. Chem.* 1972, 247, 1452-1457.
- R.K. Bretthauer, with J.S. Twu. "Properties of a Polyriboadenylate Polymerase Isolated from Yeast Ribosomes." *Biochem.* 1971, 10, 9, 1576-1582.
- G.F. D'Alelio, D.M. Feigl, T. Ostdick, M. Saha, and A. Chang. "Arylsulfimide Polymers. VII. The Polythiazones." *J. Macromol. Sci.-Chem.* 1972, A6(1), 1-49.
- G.F. D'Alelio, M. Rahman, C.F. Rhodes, and J. Huang. "Arylsulfimide Polymers. VIII. The Conductivity of Dye Salts of Sulfonated Heteroaromatic Polymers." *J. Macromol. Sci.-Chem.* 1972, A6(1), 51-64.
- E.L. Eliel, with R.J. Abraham, H.D. Banks, O. Hofer, and M.K. Kaloustian. "Conformational Equilibria in 5-Heterosubstituted 1, 3-Dioxanes. Comparison of Calculated and Experimental Solvent Effects." *J. Amer. Chem. Soc.* 1972, 94, 1913-1918.

Mathematics

- W.J. Wong. "Representations of Chevalley Groups in Characteristic p." *Nagoya Math. J.* 1972, 45, 39-78.

Physics

- N.M. Cason, N.N. Biswas, V.P. Kenney, and W.D. Shepard, with K.F. Galloway and R.A. Mercer. "Comparison of On-and Off-Mass-Shell π -p Elastic and Inelastic Scattering." *Phys. Rev.* 1972, D5, 1097.

ARTS AND LETTERS HUMANISTIC AND SOCIAL STUDIES

Economics

- B. Skurski. "Wholesaling of Consumer Goods in the U.S.S.R." *Qtrly. Rev. Econ. Business* 1972, 12, 1, 53-67.

History

- M. Smelser. "A Note on the Castle and Walled Village of Sesimbra." *J. Amer. Portuguese Cultural Soc.* 1971, 5, 33-36.
- M. Smelser. "The Federalist Era as an Age of Passion." In "Conspiracy: The Fear of Subversion in American History" (R.O. Curry and T.M. Brown, Editors). 1972, 42-60, Holt, Rinehart, and Winston, New York.

Modern and Classical Languages

- A. Rubulis. "Cilveku liktenis." *Aglonas Vestnesis* 1972, 1/89, p.10.

- A. Rubulis. "Kaukaza eposi." *Aglonas Vestnesis* 1972, 4/92, p.6.

Music

- C. Hager, C.S.C. "Psalm Prelude." *Sacred Organ Folio* 1972, 6, 5, 38-41.

Philosophy

- C.F. Delaney. "Peirce's Justification of Deduction." *Personalist* 1972, 53, 2, 132-140.
- E. McMullin, Rev. "What Difference Does Mind Make?" In "Brain and Human Behavior" (A.G. Karczmar and J.C. Eccles, Editors). 1972, 423-447, Springer, Berlin.

Psychology

- D.C. Anderson, with L. Jensen and J. Dibble. "Effects of a Contextual Change Upon Retroactive Inhibition." *Psychological Reports* 1971, 29, 39-46.
- D.C. Anderson, with L. Jensen and A. Williams. "Proactive Inhibition and Contextual Change as Determinants of the Formation and Retention of an Attitude." *Research in Education* 1972, 15 pages. Educational Testing Service, Princeton, New Jersey.

Sociology and Anthropology

- A.J. Weigert, with D.L. Thomas. "Determining Nonequivalent Measurement in Cross-Cultural Family Research." *J. Marriage Family* 1972, 34, 166-177.

Theology

- J.T. Burtchael, C.S.C. "Hot Gospel in a Cool College? The Question of Advocacy." In Claude Welch's "Religion in the Undergraduate Curriculum: An Analysis and Interpretation." 1972, pp. 19-25. Assocn. Amer. Colleges, Washington, D.C.
- A. Kavanagh, O.S.B. "Architectural Implications of Trends in Roman Catholic Worship." *Faith Form* 1972, 5, 12-13.
- A. Kavanagh, O.S.B. "Christian Initiation: Baptism and Confirmation." *Worship* 1972, 46, 262-276.
- A. Kavanagh, O.S.B. "Ministries in the Community and in the Liturgy." In "Liturgy: Self-Expression of the Church" (H. Schmidt, Editor). 1972, 72, 55-67, Herder and Herder, New York.
- L.L. Mitchell. "The Liturgy of the Hours. An Anglican View." *Worship* 1972, 46, 4, 235-241.
- W.G. Storey. "The Liturgy of the Hours: Principles and Practice." *Worship* 1972, 46, 4, 194-203.

BUSINESS ADMINISTRATION

Accountancy

- J.G. Beverly. "An Analytical Approach to Trade Credit Management." Credit Financial Management 1971, 73, 10, 18-19.
N.G. Rueschhoff. "The Beginning of the Accounting Profession in Nebraska." Nebraska C.P.A. 1972, 7, 1, 24-27.

Marketing Management

- Y.H. Furuhashi. "Foreign Capital in Japan." Columbia J. World Bus. 1972, 7, 2, 50-56.

- Y.H. Furuhashi. "Instructors Manual for Social Issues of Marketing in the American Economy." 1971, 60 pages. Grid, Inc., Columbus, Ohio.
J.A. Weber. "Survey of International Business Journals." J. Internatl. Bus. Studies 1971, 2, 34-35.

PHYSICAL EDUCATION

- N.B. O'Sullivan. "Patience, Parallel Stroking, and Position: Basic Concepts in Handball." 1972, 22, 2, 45-46.

Monthly Summary

Awards Received

IN THE MONTH OF APRIL, 1972

Department or Office	Principal	Short title	Sponsor	Amount-\$ term
AWARDS FOR RESEARCH				
Civil Eng.	Tenney	Predoctoral fellowship	Environ. Prot. Agency	3,050 6 mos.
Civil Eng.	Tenney	Environmental health traineeship grant	Natl. Inst. Health	11,558 1 yr.
Radiation Lab.	Magee	Presidential internships in science and engineering	Natl. Sci. Fdn.	21,000 1 yr.
Sociology Anthropology	Samora	Fellowships in Mexican-American studies, 1972-73	Natl. Endow. Human.	24,000 1 yr.
Philosophy	Manier	"Chance" and "design" in Darwin and neo-Darwinism	Natl. Endow. Human.	8,628 4 mos.
Microbiology- Lobund Lab.	Pollard	Development and maintenance of germfree animal colonies	Natl. Inst. Health	95,040 1 yr.
Administration	Gordon	Biomedical sciences support grant	Natl. Inst. Health	53,090 1 yr.
Mediaeval Institute	Gabriel	Grant-in-aid	John H. Weber	5,000 ---
Chemistry	Basu	Metabolism of glycosphingolipids	Natl. Inst. Health	29,145 1 yr.
Biology	Weinstein	Parasitology: biochemical, developmental, genetic	Natl. Inst. Health	57,688 1 yr.
Biology	Rai	Mosquito biology: genetic organismic, environmental	Natl. Inst. Health	38,309 1 yr.
Civil Eng.	Morgan	Storm detection and tracking photographic mission	U.S. Dept. Commerce	3,930 3 mos.
College Eng.	Jerger	Deep sea engineering	U.S. Navy	68,664 1 yr.
Chemistry	D'Alelio	Expoxidation of divinyl benzene	Foster Grant Co., Inc.	12,450 8 mos.
Chemistry	Martinez- Carrion	Probes of structure and mechanisms of heart enzymes	Natl. Inst. Health	21,905 1 yr.
Chemistry	Pasto	Cycloaddition reactions of alkenylidenecyclopropanes	Amer. Chem. Soc.	4,500 1 yr.
AWARDS FOR EDUCATIONAL PROGRAMS				
Accountancy	Powell	Grant-in-aid	Touche Fdn.	500 ---
Psychology	Borkowski	Undergraduate research participation- psychology	Natl. Sci. Fdn.	12,440 1 yr.
Aerospace Mech. Eng.	Yang	Undergraduate research participation- aerospace and mechanical engineering	Natl. Sci. Fdn.	16,640 1 yr.
Metallurgical Eng.	Allen	Undergraduate research participation- metallurgical engineering	Natl. Sci. Fdn.	5,100 1 yr.
Law	Foschio	Law student prosecution internship program	Starke Cty. Prosec. Office	4,692 6 mos.

Summary of Awards Received and Proposals Submitted

IN THE MONTH OF APRIL, 1972

AWARDS RECEIVED

Category	Renewal		New		Total	
	No.	Amount	No.	Amount	No.	Amount
Research	9	\$353,416	7	\$104,541	16	\$457,957
Facilities and Equipment	-	---	-	---	-	---
Educational Programs	1	12,440	4	26,932	5	39,372
Service Programs	-	---	-	---	-	---
Total	10	\$365,856	11	\$131,473	21	\$497,329

PROPOSALS SUBMITTED

Category	Renewal		New		Total	
	No.	Amount	No.	Amount	No.	Amount
Research	2	\$ 69,287	14	\$589,682	16	\$658,969
Facilities and Equipment	-	---	-	---	-	---
Educational Programs	1	10,000	1	16,500	2	26,500
Service Programs	-	---	-	---	-	---
Total	3	\$ 79,287	15	\$606,182	18	\$685,469

Closing Dates for Selected Sponsored Programs

Agency	Programs	Application Closing Dates	
Committee on International Exchange of Persons	University Lecturing and Advanced Research Abroad	July	1, 1972 (Awards 12 to 16 mos. later)
Environmental Protection Agency	Water Pollution Control Training and Research Fellowships	July	1, 1972
National Endowment for the Humanities	Education Development Grants	July	1, 1972
National Institutes of Health	Medical Library Resources	July	1, 1972
National Institutes of Mental Health	Academic Training, Continuing Education, and Studies and Demonstrations in Comprehensive Health Planning	July	15, 1972
National Science Foundation	Summer Institute and Short Courses for Secondary School Teachers of Science and Math	July	1, 1972
U.S. Department of Labor	Manpower Research Projects	July	1, 1972
	Manpower Related Doctoral Dissertation Grants	July	1, 1972

documentation

Spring Commencement 1972

Honorary Degrees



At the 127th Commencement
the May Exercises
The University of Notre Dame
confers the degree of
Doctor of Laws, honoris causa
on

an original political thinker, author of books that directly address
themselves to the most urgent anxieties and perplexities of
contemporary men.

A native of Germany, an intellectual and spiritual daughter of Karl Jaspers, she found herself born "in finsternen Zeiten", in dark times, the order of human existence jeopardized by assaults of some who appeared as either gods or beasts.

Endowed with great analytical powers, a "penetrating, sagacious, and combining mind", she is at home with ancient Greeks and Romans, and intimate with Lessing and other guiding lights of our past. She has inquired into the sources of modern disorder through books on totalitarianism, revolution, and violence. She has also studied the resources of men and women who, in the midst of such darkness, lived lives of exemplary humanity, among them Notre Dame's own Waldemar Gurian.

Called by various great universities, honored by Hamburg with the Lessing Preis, she has accepted a chair at an institution that was founded, in explicit response to the powers of darkness, as the "University in Exile".

On a lady whose books are widely studied and quoted by a civilization in the throes of crisis. On

Hannah Arendt
New School for Social Research
New York, New York



At the 127th Commencement
the May Exercises
The University of Notre Dame
confers the degree of
Doctor of Laws, honoris causa
on

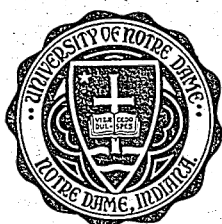
a lawyer and educator who in 1961 became the Provost of Yale University and, in 1963, its President. For many years Professor of Law at Harvard, co-author of one of the standard works in his field, he viewed law as an instrument of justice which not only maintained order, but also protected the individual.

During the years of campus distress, he with understanding sympathy, but without diminishing ideals, kept the University on its main course of learning. He gained the respect of both students and faculty, surviving the crisis when so many failed.

Beyond Yale, he has influenced higher education nationally and internationally and, beyond education, his advice has been sought in public affairs. There he brings vision, a clear-headed moral and high political conception of his country.

One of his intense concerns is the redemption of the individual who now feels almost helpless, caught in a network of big institutions apparently responsible to nobody. Being at the same time a man of aspirations and tough realism, he is one to lead, for he has a sense of compassion, of justice, and of the direction of the future, with a keen realization of the obstacles we create for ourselves. On

Kingman Brewster, Jr.
New Haven, Connecticut



At the 127th Commencement
the May Exercises
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Doctor of Laws, honoris causa
on

a social psychiatrist who has studied people, not as objects, but as human beings.

A psychoanalyst, he forged a new model for his profession by abandoning the office for the field, where for fourteen years he lived with sharecroppers, migrants, mountaineers, working class whites, and impoverished blacks. In thirteen books and some 350 articles, he has depicted their lives, creating not the brittle statistics of social science, but a moving testament to the staying power of the human spirit.

To the hollows of Appalachia and to the black ghettos of Boston, he brought a curiosity tempered by gentleness, an ear attuned to the language of the powerless, and a pen which dismantled stereotypes.

Most of all, he has given us a compelling answer to the question once asked of Christ: "Who is my neighbor?" On

Robert M. Coles, M.D.
Cambridge, Massachusetts



At the 127th Commencement
the May Exercises
The University of Notre Dame
confers the degree of
Doctor of Laws, honoris causa
on

a neighbor. He was born and resides in Columbus, Indiana, but he truly lives next door to his fellow man.

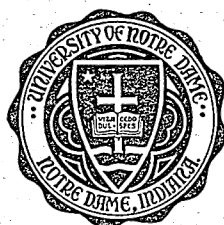
A scholar, he entered business, advancing to the Chairmanship of the Cummins Engine Company and to directorships in numerous, leading corporations. Rather than retreating to the relative security of the executive suite with his success and honors, he elected to become an activist on behalf of the Christian Gospel.

In deciding to be a neighbor in the greater world community, he chose not to play it safe. He accepted the involvement, the commitment, and the risks demanded of the role.

A prominent lay churchman, he has urged that we speak out against poverty, racism, and social injustice with the anger of the prophets, in voices impatient with complacency, conformity, and gradualism. And he has led by example, directing his business components to help solve the social problems of the communities in which they operate.

On a man who exercises the social responsibility of business without compromise. On

Joseph Irwin Miller
Columbus, Indiana



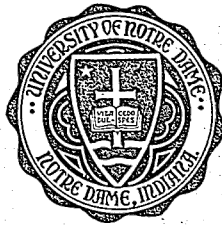
At the 127th Commencement
the May Exercises
The University of Notre Dame
confers the degree of
Doctor of Laws, honoris causa
on

a woman who is a teacher and, especially, a teacher of women.

For forty-four years a member of the Congregation of the Sisters of the Holy Cross, she has studied and taught in Los Angeles, Milwaukee, and at Saint Mary's College, Notre Dame, Indiana. In 1950, she came to Saint Mary's as a chemistry teacher. Through a leadership marked by her special style of gentleness, of charm, of wisdom, she rose to the highest administrative position at Saint Mary's, becoming as well Notre Dame's first woman Vice President. Innovations in curriculum leading to the Christian Culture Program, the beginnings of foreign study programs, continual work with the University of Notre Dame in co-exchange programs: these bright spots shine in a career of quiet and, especially, of selfless service. In difficult days, she has stood strong, with courage and with integrity.

Since the days of the cabin schools in the Indian wilderness, Notre Dame and Saint Mary's have worked together, have educated together, have prayed together, and have been friends together. Her career of steady service to Saint Mary's and to Notre Dame, to one and to both, is a perfect symbol of the ideals which have united the two schools in the past and which shall continue to unite them in the future. On

Sister Mary Alma Peter, C.S.C.
Notre Dame, Indiana



At the 127th Commencement
the May Exercises
The University of Notre Dame
confers the degree of
Doctor of Laws, honoris causa
on
a revered and distinguished jurist.

In 1951, already one of the nation's leading law professors, and a distinguished public servant, he was appointed to the Supreme Court of Illinois by his friend and associate, Adlai Stevenson. After more than two decades on the court, he is widely regarded as the Premier state court judge in the country. From the bench, he has continued to be a wise and careful thinker about law, and an effective advocate for its reform. His quiet and meticulous scholarship has appeared in a number of our law reviews, as well as in the Illinois Reports. He has been a friend, an inspiration, and a mentor to many lawyers and teachers whose lives he has touched.

On a member of our Law Advisory Council, a good friend of our Law School, and a mirror of virtue and usefulness to those who study here. On

Walter V. Schaefer
Chicago, Illinois



At the 127th Commencement
the May Exercises
The University of Notre Dame
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Doctor of Laws, honoris causa
on

a newspaperman. When the South Bend Tribune recently celebrated its centennial, its Editor and Publisher retired after a forty-six-year career which began in the Stereotyping Department and ended on executive row.

Born within a mile of the afternoon newspaper which was to become his life, he continually challenged his colleagues with technological production innovations which made the stone-and-brick plant at Colfax and Lafayette Avenues an internationally known testing laboratory for the print media industry.

Without sacrificing an editorial independence which never tolerated empty civic boosterism, he regularly brought his influence to bear on the crucial problems of the community.

On a professional level, he was the first Indiana Editor or Publisher to serve as a Director of the Associated Press, and his service as the first President of the Research Institute of the American Newspaper Publishers Association was only one of many significant contributions.

As a Trustee and benefactor of Notre Dame, his understanding and generosity have been for the long march.

On a man who has reminded us why, indeed, we have a fourth estate. On

Franklin D. Schurz
South Bend, Indiana



At the 127th Commencement
the May Exercises
The University of Notre Dame
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Doctor of Laws, honoris causa
on

a New York Times writer whose pen has chronicled the tragedies of our
decade from Dallas, Texas, to Attica, New York.

He learned his craft in the weekly and daily press of his native North Carolina, and his coverage of such diverse areas of human endeavor as sports and city hall politics was as valuable a preparation as any for a man destined to cover the White House and Congress.

His journalistic career in the nation's capitol included four years as head of The New York Times Washington Bureau, a position he held until his appointment as an Associate Editor in 1968. For six years, he has written an incisive column, "In the Nation", which now appears thrice weekly on the "op-ed" page of his newspaper.

Not a man to hide ethical concerns behind professional neutrality -- witness his early advocacy of prison reform and his service on the Observer Committee at Attica Prison -- he has also warned against the tendency of "advocacy journalism" to substitute new orthodoxies for old.

On a man who, one suspects, believes the motto of his newspaper ought to be, "All the News That's Fit to Write". On

Thomas Grey Wicker
Washington, D.C.



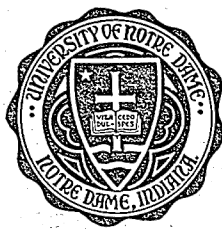
At the 127th Commencement
the May Exercises
The University of Notre Dame
confers the degree of
Doctor of Science, honoris causa
on

an engineering scientist. Born in Prague, Czechoslovakia, and educated in Germany, he has continually developed fundamental knowledge of radiation and convection heat transfer. He is a man of great erudition and has a wide range of scientific interests, as well as a keen insight into the fundamental aspects of physical problems. He has dedicated his gifted resources to learning and education and has built a fruitful career in research and teaching, first in Germany and the last two decades at the University of Minnesota.

To the perennial query of higher education, "Teaching or Research?", he has responded by excelling in both. An author of numerous papers and books and a recipient of distinguished teaching awards, he has exerted a profound influence on students, colleagues, and fellow scientists. When a book on Progress in Heat and Mass Transfer was recently published, workers in the field, including his former students, dedicated the book to him.

On a scholar and teacher who has sought an understanding of physical energies for the welfare of mankind. On

Ernst R. G. Eckert
Minneapolis, Minnesota



At the 127th Commencement
the May Exercises
The University of Notre Dame
confers the degree of
Doctor of Science, honoris causa
on

a scientist, author, and distinguished Professor who has guided the birth of developmental biology as a unified science. Beginning with his theoretical and experimental analysis of growth and differentiation, he has made contributions to studies on nerve development, regeneration and wound healing, coordination of nerve centers, and functional adaptation. Some 250 publications include the classic Principles of Development which served as a template to experimental biologists of several decades. His scholarship is also exemplified by his numerous eminent students.

As both a Special Consultant to the United States Department of State and to the President's Office on Science and Technology, and as Member of the President's Science Advisory Committee, he has given wise scientific counsel to the people of this nation. On a scientific leader and scholar. On

Dr. Paul Alfred Weiss
New York, New York

Thomas P. Madden Award

The late Thomas P. Madden devoted thirty years of his life to the teaching of freshmen at the University of Notre Dame. With the establishment of the Freshman Year of Studies ten years ago, Father Hesburgh, to emphasize the importance of excellent classroom instruction on the freshman level, established the Thomas Madden Award for "outstanding classroom teaching" of freshmen at the University. Over the past nine years, this coveted award has been won by such outstanding teachers as Father Burke and Professors Hofman, Anthony, Leader, Mead, Norling, Jeglic, Massey, MacAlpin, and Adler.

Candidates for the Madden Award are nominated by the freshmen students and by the academic counselors and deans of the Freshman Year of Studies. These nominations are then weighed by a committee composed of former Madden Award winners. This year, they unanimously selected, from 152 eligible faculty members, Professor Lee Daniel of the Department of Aerospace and Mechanical Engineering.

Professor Madden was beloved by his students because he took a sincere and personal interest in each as a person. This characteristic abounds in the teaching of Professor Daniel. A task-master and a perfectionist in the classroom, he graciously spent many hours each week helping his students to adapt to the high academic standards he demanded of them. And they responded -- respecting his gifts as a teacher and appreciating his deep concern for them as students. On a beloved and highly regarded gentleman and scholar, the University of Notre Dame proudly awards the Thomas Madden Award for outstanding teaching of freshmen to

Dr. Lee Daniel

Faculty Award

On a brilliant teacher, a wise and expert administrator, a recognized and respected scholar, and an imaginative and sensitive poet. Truly here, indeed, is a man for all seasons.

Completing twenty-six years of distinguished service at Notre Dame this year, he is not only among the wisest of our distinguished faculty, but also among the very youngest in his creativity, his verve for teaching and for scholarship.

Sensitive, compassionate, he has achieved high acclaim among his colleagues here and abroad, a recognition that has led to visiting assignments as distinguished lecturer and teacher at the University of Minnesota, the University of Aarhus, Denmark, and the University of Hawaii.

A former student of his who is now a Professor of English at Notre Dame perhaps best echoes the truest means of honoring his mentor by saying, "I matured in the sun of his respect".

On a man of integrity, a humble man, a true gentleman who teaches of the mind, but from the heart.

Ernest Sandeen

Special Presidential Awards

Pay honor to a member of the faculty for twenty-five years, a historian of the patristic period of the American Republic, Marshall Smelser. He is the father in scholarship of a large tribe of Ph.D.'s -- and a Smelser student is a synonym for mastery of fundamentals. Undergraduates do him honor -- some by avoiding, others by electing his courses deservedly celebrated for requiring completeness, directness, and accuracy.

During a difficult time of transition -- as distinguished from difficult normal times -- he chaired the Department of History and, in leaving it, characteristically choked off any sentimental Auld Lang Syne with a very few words about the vistas of improbability that stretched before the Department.

His writings have ranged from textbooks and outline-books to monographs on a naval campaign and on the foundation of the Navy. His greatest work is The Democratic Republic, a history of the Jefferson-Madison period, which one of his colleagues has called the most impressive historical work written at Notre Dame. That volume exceeds Henry Adams in learning, and approaches, if it does not rival, the Adams' volumes in art. Nevertheless, his students and friends concur: the highest praise of his work is that it meets the rigorous standards of his teaching and criticism.

Marshall Smelser

He is a Professor in the College of Engineering. His speciality is Engineering-Science. Teaching, research, administration, service -- these form a capsule summary of his successful, and yet young and still promising career.

For nearly twenty years, Dr. Francis Kobayashi devoted his life to teaching and research in Engineering. Ability, sincerity, warmth, and concern combined to make him eminently successful in these endeavors. Because of his interests in Engineering Education and Research, he accepted the opportunity to work for a time in the Engineering-Sciences program of the National Science Foundation. The records show this service was marked with rapid promotion to a top administrative position and describe his work with unrestrained enthusiasm.

For the past several years, he has served as an Assistant Vice President concerned with Research and Sponsored Programs. This is a position that requires long hours of tedious and exacting work; this is a position that requires selfless service to the cause of education, to the University, and to his colleagues. Frank does it brilliantly with patience, warmth, and understanding -- and always with a smile.

It is fitting that we honor him today for his service to education, to the University, and to his colleagues. It is fitting that we honor him today for being what he is -- a warm, selfless human being.

Dr. Francis M. Kobayashi

There is a man who for one year more than a score has spent himself and been spent for the University. Yielding a decade of achievement in the economics classroom, he became servant of faculty and students alike as Registrar.

Over chaos and disorder he has presided with system and dispatch. Our moments of frustration and seriousness he has relieved with his blessed and blustering humor. In the collision of many self-interests, he has stood firmly for fairness to all. To all, yet not to himself. For our tranquillity has come at the cost of his restless vigilance; our learning purchased by his distractions. For this, amid comradeship, both President and administration and faculty and students, all alike indebted, pay gratitude and honor.

Leopoldo Marc Corbaci

1972 Laetare Medal

The University of Notre Dame
to
Dorothy Day
Greetings

Madam:

Giving affection to those who in their poverty have forgotten what affection is, giving because one is oneself a poor handmaiden and beggar living in the spirit of Jesus, is so deeply embedded in Catholic tradition that one cannot imagine it being forgotten. Yet, bringing it to life again, restoring the vision which makes it not visionary, but realistic within the awesome framework of the Church's holiness, demands renunciation, possible misunderstanding. But it does not exact loneliness, the greatest psychical terror in urban living. You have seen its being there in so many, many eyes. You have blest those eyes and the terror has gone away, whether the persons who stared through them into nothingness were workers without hope or derelicts who had forgotten about their own mystery and meaning.

What could be more meet and just, therefore, than that Notre Dame should offer you its most prized symbol of recognition? We call this award the LAETARE MEDAL because it was named long ago for that Sunday in Lent when the Church, still brooding deeply over what has been so tragic in its own past and in that of humankind as a whole, looks forward to the joy and challenge of the Resurrection. During the past ten years, this University has provided good leadership in the movement to promote human rights and to make available educational opportunities for young men and women reared within the so-called minority groups. It has followed, though without ever quite realizing it, in your footsteps.

Almost forty years ago, when all the world was searching in vain for a way out of the great disaster of a seemingly bottomless economic depression, you abandoned a very promising literary career. You had been a Socialist, had written for Communist periodicals without being yourself a Communist, and had then become a Catholic, no doubt largely because there were people in the Church who practiced the counsels of perfection. There are those who remember reading parts of a novel you were writing and which promised to be distinguished, indeed. You did not, of course, give up writing. You accepted Peter Maurin's suggestion that you join with him in publishing the Catholic Worker -- Peter Maurin, who carried with him memories of the ill-fated French Sillon movement, whose pockets were stuffed with what he called poems, and whose red bandanna handkerchief was coaxed out of his clothes somewhere to serve any number of uses. The Catholic Worker went on to be a journal which fascinated many people. Then came the House of Hospitality and the farms. There was, first of all, the dilapidated tenement on Chrystie Street, where you still reside. Other houses were established in many cities as time marched on. You have tried to nourish them all. And the grace of God was in them.

The roster of those who have been given the LAETARE MEDAL is a long one. Some of them were great social workers and served their activities well. It is a goodly company. But there is no one on it who is like you. In your last years, you have preached the doctrine of non-violence. This doctrine is unique in our time because it does not seek to be violent for its own benefit. You have put yourself squarely in the company of Gandhi and Martin Luther King. Our hope is that you may continue to do so for many years. And so, finally, Notre Dame says to you, may God bless you and keep you.

127th Commencement Address

We meet at a time of extreme hope and extreme fear. Our hopes are that the President of the United States may have some hidden agenda for peace.

Our fears are that he may really believe his publicly asserted agenda for avoiding defeat at any cost in this misguided war.

Even the President of the United States is entitled to a presumption of innocence. But that presumption will ultimately be vindicated or rebutted by events. Most particularly it will be adjudged by the results of his stated hope for rapprochement with other major powers, particularly the Soviet Union and the People's Republic of China.

Anyway, you who are my captive audience by dint of your desire to receive your degrees from the hand of Notre Dame's distinguished President, deserve better from me than my amateur speculations about what "he" is up to. In the great headline on a column in the New York Times, "I wonder who's Kissinger now?"

Whatever the outcome of present international operations, there is a deeper tragedy for our country in the divisions which have been cleaved into our national community by the style and the process of Presidential decision. Once it is claimed that "if you are not for me you are against me," it becomes hard to restore mutual tolerance. When this all-or-nothing-at-all attitude becomes: "if you are not for me you are against my office," the cleft cuts deeper. When it is asserted that "if you are not for me you are against our country," the bone as well as the sinew of the nation may become fractured beyond mending.

This tragedy is more fundamental than the rights or wrongs of the policies of the moment. For once disagreement is consciously aggravated by the disparagement of motivation; once disapproval is wilfully rubbed with salt, it will fester into distrust. A mutually distrustful community, a mutually distrustful nation cannot be held together. This is the tragedy which will outlast the moment, unless somehow it again becomes possible to accept disagreement as the natural order of a free society. This must include room for disagreement with the President of the United States.

My message to you who are graduating is to hold fast to what I would call constitutional values. Only if we can restore a fervent allegiance to the ethic of the Constitution of the United States is there hope that we might repair the deep divisions, disapprovals, and distrust which have been sown throughout the land by the "if you are not for me you are against our country" rhetoric of the President, the Vice President, and other administration spokesmen.

The Constitution of the United States is a charter which was designed to provide a process for orderly diversity of interests and views. Its spirit, its allocation of powers, and its procedures were an inspired vision and an ingenious design to permit a diverse and scattered people to work out their destiny without resort to the dictate of the tyrant on the one hand or the disarray of fratricidal squabble on the other.

Now if we would restore the ethic, the rationale, the values of the Constitution we cannot expect it to be done for us adequately by any of the branches of government. There are severe limitations on what we can expect of the executive, the legislature, or even the courts. These limitations are much more severe today than they ever have been before.

Mr. Nixon is not the first, nor will he be the last, president to be impatient with constitutional limitations on his power. I awoke to social, political, and public consciousness during the New Deal. The exuberant Franklin Roosevelt had little patience with the niceties of constitutionalism. This was most dramatically demonstrated by his nefarious court-packing plan. But his legal latitudinarianism applied also to national security policy, when he requested his Attorney General to rationalize his fifty-destroyer deal as an exercise of the executive power. His whole purpose was to bind the destiny of the country to the United Kingdom before public opinion or the Congress was ready for it.

The spunky President Harry S. Truman had to be slapped down by the Supreme Court when he tried by the stroke of a pen to seize the Steel Industry without legislative authority.

Certainly Richard Nixon has been impatient with constitutional strictures to the point of urging the Congress to impose a moratorium on the powers of the courts to carry out the Constitution's mandate for equal protection of the laws in the matter of school desegregation.

In my personal recollection Dwight Eisenhower was perhaps the only president who showed a temperamental deference to the overriding commands of the Constitution. Apparently he really believed in the separation of powers. Despite screaming pleas from the left for "leadership" he left it to the Senate to handle their own miscreant member, Joseph McCarthy. Even though it was not his social preference, he did not hesitate to carry out the spirit as well as the letter of the Supreme Court's constitutional interpretation when he ordered Federal troops into Little Rock.

But the purpose of this recital is not to compare one President with another. It is simply to point up the fact that the chief executive cannot be relied upon to defer to the constitutional ethic when it inhibits his own perception of immediate national interest.

How about the Congress? The record is not much more reassuring. Historians of the New Deal will remember that the Congress flaunted its "what the hell" attitude toward the Constitution when it passed the Bituminous Coal Act -- the so-called Guffey Act -- despite serious questions about its constitutionality, following the Supreme Court's declaration of the unconstitutionality of the National Industrial Recovery Act.

Under the pressure of red-baiting the Congress was equally reckless in its "Constitution-be-damned" attitude when it overrode President Truman's veto, on constitutional grounds, of the outrageous McCarran Act which cast aside the first and fifth amendments as far as the Communist Party was concerned.

More recently the champions of the military, Congressman Rivers and Congressman Hebert, urged the Attorney General to prosecute draft resisters whether or not the Department of Justice felt that such prosecutions would overstep constitutional bounds. Now the champions of the anti-busing moratorium, prodded by the President and his Secretary of Health, Education, and Welfare, do not seem inhibited by the grave constitutional doubts about the power of the Congress to deprive the courts of the remedies which they think appropriate to undo unlawful segregation of public educational facilities.

Of course we have all grown up with the notion that the most alert constitutional vigilance and the most reliable constitutional protection lies with the courts. So it does. But that too has changed mightily since I was growing up. The same judicial self-restraint taking its cue from Justices Brandeis and Holmes, which opened the door to economic legislation in the thirties, has reappeared in the name of "strict construction" to fortify a new judicial conservatism which asks us to tolerate wire-tapping and no-knock powers to intrude upon the private life of the suspect citizen in the seventies.

In short, there are many constitutional values which are of deep and pervasive importance to the quality of a free society which cannot be assured if the citizen relies solely on the courts.

The capacity of the judiciary to vindicate constitutional values in today's society faces two other very significant extensions of federal power. Both defy judicial review.

The first is the enormous extension of the federal spending power. The second is the enormous extension of the presidential power in foreign and national security affairs.

Even if you do not live in public housing, the roof over your head is likely to be held up by a federally guaranteed mortgage. Your education is likely to be dependent upon federal grants-in-aid. If you are unemployed, your compensation check is dependent upon federal legislation. Your health is increasingly paid for by federal aid, either directly by subsidized insurance or indirectly by grants or loans for medical facilities. The chances are that your business depends heavily on government contracts.

In short what you can do, how you can live is determined increasingly by whether or not you can qualify for federal help. If that help is denied, the burden may be just as great as though you were subject to federal restraint or subject to a federal penalty. Yet by long standing judicial interpretation, the ability to receive a government payment or a subsidy is a privilege, not a right. Abuse of the spending power is very, very hard to challenge in court. The tax-payer certainly has no way to get into court just because he thinks that the federal fisc is being spent in an unlawful or unconstitutional manner.

This is not just the abstract rumination of an ex-law professor. It is quite close to home for anyone responsible for the affairs of a university today. There is the constant threat that because we receive federal grants or contracts or fellowships or loans, the Congress will use the spending power to blackmail us into conformity to policies and preferences which they would have no power to impose by federal regulatory or criminal law.

We came within an ace of having to impose disciplinary standards dictated from Washington if we would receive federal scholarship aid. Such was the mounting demand in Congress two years ago for federal action aimed at what was politely called "student unrest." Actually this tide was stemmed by the White House in large part because the President of this University persuaded the Governors' conference and President Nixon to withstand Governor Reagan's impatience with campus self-determination. That was during the twilight of the sixties.

Now, in the seventies, we have the effort of the House Subcommittee on Higher Education to impose admissions requirements whereby any institution would lose all its federal support, medical, scientific, as well as student aid, if it refused to remove all consideration of sex from its admissions decisions.

Perhaps most outrageous to both the national security interest and to academic freedom is Congressman Hebert's proposal to deny all defense research grants and contracts and all enrollment of military personnel to any college or university which has decided to abandon its Reserve Officer Training Program. The merits of R.O.T.C. are not my point, it is rather that there may very well be no way whereby a deprived institution could test whether the discrimination against it was a "reasonable classification" as the constitutional lawyers would say. If, for instance, there were a federal tax law which taxed institutions because of their failure to have military training programs, then the reasonableness of the imposition could be tested. When that "tax" takes the form of the withholding of the chance to do defense related research, there is no legal recourse.

In short, all the apparatus of judicial review which governs criminal and regulatory law may very well be unavailing when the spending power is involved. Yet we all know that the ability to receive assistance, especially when you are competing with those who do, may be just as real an exercise of power as the imposition of prohibitions and penalties. Now that federal bounty pervades all activities, the "money license" may be a more general nexus between the citizen and the state than all the federal criminal law put together. Yet its exercise is for the most part beyond the reach of constitutional safeguards against abuse.

The other development spurred by the necessities of the world we live in is the enormous extension of presidential discretion in foreign and national security policy. Even a most constitutionally scrupulous President cannot be expected to wait upon the niceties of congressional debate if he feels that urgent national self-interest requires immediate action.

The bind comes, of course, when his perception of the nation's interest is at odds with public opinion. It is not easy to balance the responsibilities when a President is convinced of the necessity for an action which might not command Congressional support. If he feels that imperative national interest, even survival itself, is at stake, can he be blamed for biting the bullet as the saying goes? At the same time the Constitution foresaw that a free people will not long be reliable under the lash of personal sacrifice unless there is a widespread confidence that this sacrifice was called for by a genuinely popular will expressed by the people's representatives in Congress.

The balance is one of political judgment, not abstract principle. In striking this balance the Supreme Court has been properly reluctant to second-guess the Commander-in-Chief.

We cannot wish away the facts of life which have taken so much of federal power beyond the recall of judicial review. An economy like ours cannot be either productive or just without a massive federal spending power for the general welfare as well as for the common defense. No nation in a world like ours can fail to widen the executive discretion to respond to threats to the national security.

Where, then, are we to look for the vindication of the values and ethic of the Constitution; especially in those areas which lie beyond the feasible power of the courts; particularly if we cannot count on legislative self-restraint, or upon the constitutional sensibility of an impatient executive?

A public constitutional conscience and a popular capacity for constitutional outrage is, I submit, the last best hope for a free society in a complex and terrifying world. This, in turn, will depend greatly upon the constitutional sensitivity of those of each generation who have had the privilege of an education which has been concerned with not only the history of the struggle for fairness, but also with the yearning and frustration and triumphs and failures of the human spirit.

Those of you who have been brought up to believe in a natural law which transcends the fallibility of man may have a special obligation to keep alive a constitutional conscience which is not measured or limited by prediction of what a court will do.

By constitutional conscience I mean especially two precepts: first, the presumption of innocence; second, the accountability of power.

Both are terribly vulnerable right now. Both lie deeper and reach beyond the legal process.

The presumption of innocence is not just a question of criminal guilt. It is an attitude which is willing to believe the best of your fellow men until the contrary is proven beyond doubt, not just in a courtroom but in all human relationships. Most particularly it gives the benefit of the doubt to those who are set upon by accusers, especially official accusers. It does not impute base motives to those who disagree. It leaves generous room, not only for reasonable disagreement, but for error and mistake.

The insistence on the accountability of authority is also more fundamental than the fine print of legal strictures. It is concerned with the spirit in which power is exercised. Noblesse oblige is no substitute for the willingness of governors to take into serious account the feelings and opinions of the governed. Most important it presupposes an openness and disclosure, so that those affected by the exercise of authority may decide whether or not they are in fact satisfied with what has been done to them, for them, or in their name.

Both of these precepts -- the presumption of innocence and the accountability of power -- rest ultimately upon a moral conviction that the individual human being is endowed with a dignity which must be protected from unfairness, and is entitled to have a say in his own destiny. Authority, even the authority of the majority, must not be allowed to rise above this ultimate moral concern.

Many of you, and many of your faculty, and Father Hesburgh and I, are today profoundly upset by the flouting of the presumption of innocence. We are called knaves by those in authority because they resent our opposition. It would be enough if they called us fools; but somehow the compulsion of politics has so corrupted compassion that we should be called not wrong but wicked. This is the deep insult, not to us personally, but to the process which was designed to ensure the freedom of mutually respectful disagreement.

And many of you, many of your faculty, and your University's President and I, are deeply disturbed by a self-righteousness which seems to assume that benevolence can be an excuse for high-handedness, if not dictatorship. This is a challenge not to our person, but to everything we were taught to care about in the elementary civics of constitutionalism.

As you go forward from this place, make it your job to remind the Republic of its origin, and to insist that fallible men must not judge each other quickly or impatiently. Insist also that those who do, and must, have the authority of government shall remember that they do derive their just powers from the consent of the governed.

Upon you, and others like you, will depend the vitality of our nation's Constitutional conscience.

Kingman Brewster, Jr.
President, Yale University

Valedictory Address---The Pursuit of Honor

Preface

By way of a Preface, I should note that during the past week I have learned that Father Hesburgh not only has imposed a fifteen-minute rule regarding student demonstrations, but also has imposed just this year a five-minute rule regarding student valedictory addresses. In addition, several administration officials strongly recommended that I submit a final draft of my speech to them two to three days in advance of commencement. When I showed a draft copy of the speech to an official, I was bluntly informed that although he had no qualms with the ideas of the speech, the address itself was inappropriate to the grand spectacle which they had planned. He suggested that I rewrite the speech this past Friday night and that I incorporate glittering rhetoric and simplistic slogans into it. Since none of my teachers had ever emphasized the development of these two particular skills, I was somewhat at a loss as to what to do in the two days remaining before graduation. Not wanting to be uncooperative, I decided to use phrases from the "Notre Dame Victory March" in a speech which would extol our March from the steps of the Golden Dome to the threshold of a new glory. This, however, didn't work out too well. So, after much reflection and a prayer to the Holy Spirit as recommended by Father Hesburgh, I decided to step out of the show for a few minutes and to present most of the remarks which I had planned before. And if members of the audience will just be patient, the show can begin again when I have finished.

I would like to begin, then, with an excerpt from John Lennon's album Imagine:

Imagine all the people / Living life in peace, / Imagine no
possessions / I wonder if you can / No need for greed or hunger/
A brotherhood of man. / Imagine all the people sharing all the
world / You may say I'm a dreamer / But I'm not the only one /
I hope someday you'll join us / And the world will be as one.

I point to this song because the harmony, which Lennon asks us to imagine, contrasts so radically with our feelings of uncertainty as we reflect on the future. Much of our apprehension centers around the difficulties which we envision in pursuing a path of honor and justice in a world which is remarkably complex and burdened with evil. I have no illusions that I can present a definitive solution to this problem, yet I think that it is important that we at least consider its dimensions.

The problem of striving for justice and honor in a world which is evil has baffled man for centuries and is hardly unique to our generation. Shakespeare's Hamlet is thus faced with the same basic dilemma which we confront. At the same time, radical advances in science and technology have magnified the shape of Hamlet's dilemma. However much we may marvel at America's spectacular triumphs in outer space, we cannot escape the conclusion that America has failed to use its technological power in a way which works honorably for the benefit of man. America's dishonor is evident when it continues to spend billions of dollars each year in an inane and spiralling nuclear arms race, whose final resolution can come only with the destruction of civilization. America's dishonor is evident in its participation in the war in Vietnam, where its technological force has become allied with the powers of death and destruction. America's dishonor is evident in the pollution of the environment, in the chaotic state of its cities, and in poverty and discrimination. Our Founding Fathers believed that the government of our country could channel the resources of its citizens and lead them on an honorable experiment in freedom. Yet our government has itself been a source of additional dishonor and has fostered frustration and alienation among its citizens.

America's abandonment of the pursuit of honor in favor of an unlimited pursuit of narrower ends is finally self-defeating, yet our country continues on the same futile path. This growing network of evil has stifled the creativity and optimism of its youth. It has forced us into a corner, in which we affirm with intense anguish the words of Hamlet concerning the world's state: "O God, O God! / How weary, stale, flat and unprofitable, / - Seem to me all the uses of this / world / ...'tis an unweeded garden, / That grows to seed; things rank and gross in nature / Possess it merely." Hamlet had said that the world is a prison in which Denmark is the worst dungeon. Similarly, American youths have lamented the loss of American honor and the reduction of patriotism to the blind acceptance of our nation's acts, whether they are right or wrong.

I realize that nothing I say about the dishonor in America will "catch the conscience" of President Nixon. Still, I am tempted to devote the remainder of my address to chanting the evils and dishonor of our time. There is, however, something limited to simply cataloging the evil in the world around us. After realizing the imposing presence of dishonor in the world, the most crucial question becomes whether there is any possibility of pursuing a life of honor and justice in such a world. The escapist and the conformist provide a negative answer to this question. And unfortunately, escapism and conformism are often held up as the only two alternatives left for us in the present world. There seems, however, to be a *via media*, a way between escapism and conformism, in which one can strive for true honor. The path of honor involves living by insight, insight not only into the pressing problems which exist in the world but also into the evil which dwells within each of our hearts. The path of genuine honor through self-giving is radically distinct from America's misguided quest for mutable goals through self-regard. Only in striving for true honor can one do justice both to man's limitations and to his potential for love and responsibility. The lives of Jesus Christ, Albert Camus, and Ghandi are mirrors which converge upon the meaning of a life of true honor, even in the midst of violence and oppression.

The way of true honor and concern, which obviously has eluded the grasp of nations, can never be perfectly attained even in our individual lives. Despite our continued aspirations towards love, inner forces of contraction pull us towards simple conformism with evil. The world does not offer rewards for the path of true honor, but rather sets our sights upon limited and impermanent achievements. When in school, we are pushed to attain good grades. When we embark on a career, we are drawn towards money, prestige, and social prominence. Our unlimited pursuit of such narrow goals is no less futile than the unlimited expenditure of money on nuclear armaments. One can gain the world and lose both his soul and his honor, if he fails to embrother his neighbor. The world, however, pushes men to seek only the glittering honor which it holds up. Caught up in the whirlwind of competition for limited achievements, a man's life becomes simply a process of growing old. The ideals of youth are sacrificed in favor of an all too narrow conception of reality. Eventually, our hearts are hardened and turn to stone, and our disordered lives blend in with the disorder, deception, and futility evident in the world outside of us. And we become purveyors of death and instruments of destruction.

This frightening union of the individual with the dishonor of the world awaits any of us who are content with being what President Nixon calls the "silent majority," a rather undistinguished corps of men who do not speak out against our country's evils and which apparently does not think of them either. Nonetheless, we need not become overwhelmed by the evil surrounding us. Our four years at Notre Dame have opened up for us the possibility of striving persistently to pursue justice and honor. I am speaking here not about that shallow and "glamorous" honor, which the public relations men at Notre Dame try to parade before the eyes of outsiders. I am speaking rather of the honor which we have seen in the lives of many of our teachers at Notre Dame. The best teachers here have nourished our intellectual skills and furthered our efforts to confront the deceit and ignorance underlying much of the dishonor in the world. Even more importantly, their understanding and personal warmth have transformed our lives and have shown that the process of growing old need not make our minds contracted and our imaginations decayed. Age, we have seen, can bring wisdom gained through experience. And life, even for those who are growing old, can continue to be a period of discovery and a dynamic quest for justice and peace. By sharing their insights with us, these teachers have attained the self-realization which escapes those who simply pursue their own narrow goals. In leaving them and in parting with the students with whom we have lived and learned, we harbor profound feelings of sorrow and feelings of gratitude and joy. Mingled with these feelings, however, is a fear that the elements of beauty in the experience which we have shared together will be lost and contradicted in the future shape of our lives.

Finally, though, a feeling of hope predominates as we celebrate the end of four years at Notre Dame and the beginning of a new step in life's journey. We harbor the hope that the honor illuminated in the lives of many of our teachers will find a spark in our lives, as we become the lawyers, doctors, teachers, and businessmen of the future. And we hope further that the spark of this flame of genuine honor will quicken and deepen the lives of our children. Perhaps, if many of us share this genuine honor with one another, this generation of Americans may indeed possess the torch of freedom and justice. And this torch may, as President Kennedy noted, not only give new direction to American life, but may also provide a glow that "can truly light the world."

In recalling John Kennedy's summons to a battle against dishonor and evil in the world and in reflecting upon the events since his untimely death, I cannot help but feel the tragedy of human life. For we shall never fully reach a point where our nation only pursues a path of honor and where all of us are consistently honorable and loving beings. And the purveyors of death will, I fear, never be persuaded to lay down their swords and to take up the plowshares. The world of simple harmony, which Lennon describes, stands as an "impossible possibility," an ideal which can never be realized in our lives, despite pretensions of some to the contrary. We can thus never fully succeed in transforming the world or our own lives. But there is a profound beauty in our tragic failure. In the pursuit of a path of honor and in struggling against the evil which lies outside of us and which lurks within our hearts, we may find a meaning in depth in life.

Thank you for your patience.

W. Gerald McElroy
Valedictorian
Class of 1972

University of Notre Dame Press

TO: The Editorial Board of the University of Notre Dame Press

Rev. Paul Beichner, C.S.C., Professor, Mediaeval Institute
Dr. Matthew A. Fitzsimons, Professor, Department of History
Dr. Stephen Kertesz, Director, Institute for International Studies
Dr. William T. Liu, Chairman, Department of Sociology and Anthropology
Dr. Ralph McInerny, Professor, Department of Philosophy
Dr. Julian Samora, Professor, Department of Sociology and Anthropology
Dr. Ernest Sandeen, Professor, Department of English

Dear Colleagues:

At a season in which the University finds its financial resources increasingly scarce, one naturally is led to ask whether the University Press can any longer be a justifiable expense. Not a few universities have recently answered this question negatively. Rather than address the issue from an exclusively financial standpoint, I should like to ask you to undertake a major survey of the Press, its goals, and its work, and to advise the University administration about the future.

The questions we should like to put to you are these:

1. What are the specific purposes of university presses, as distinguished from commercial publishing houses?
2. Has the production of the University of Notre Dame Press conformed to these purposes in such a way as to justify the expenditure of considerable sums which could otherwise have been used within the academic budget?
3. If the University Press were to continue, what focus would you recommend in its publishing policies?
4. Should the University of Notre Dame continue to sponsor a University press if this were to require an annual subsidy, or should these funds be used otherwise in our academic program?

I should like you to consult widely and to coopt any member of the University faculty or administration who might aid you in your inquiries. We should be grateful to hear from you before the autumn draws to a close. Meanwhile, with warmest regards, I am

Devotedly,

James Burtchell, C.S.C.

(Rev.) James T. Burtchell, C.S.C.
Provost

Report of the Advisory Committee for Coeducation

Introduction

The University of Notre Dame Advisory Committee for Coeducation was formed by the provost in March, 1972, to offer recommendations to the administration concerning the transition to undergraduate coeducation. Membership of the committee includes women and men directly associated with the University and others with interests and experience in pertinent areas.

At its initial meeting the committee attempted to outline the scope of its work and pinpoint the problems connected with the entrance of undergraduate women to the University of Notre Dame in the fall of 1972. Several areas for consideration emerged, and the committee divided itself into three subcommittees: counseling and administration, orientation and residence halls.

The Subcommittee on Counseling and Administration would make proposals concerning personnel and counseling within the residence halls and in regard to other agencies, e.g., the infirmary, insofar as the presence of women will make a difference in their operations. This subcommittee would also undertake identifying areas of the University's administrative structure where professional women might function most effectively -- not only in view of undergraduate women, but for the overall good of the University in an era becoming conscious of the potentialities of women in various roles.

The Subcommittee on Orientation was charged with recommendations for a program geared to the needs of the incoming women students, and more broadly, with suggestions for helping all segments of the University prepare for and experience the transition to coeducation.

The Subcommittee on Residence Halls would suggest adjustments in the facilities of Badin and Walsh Halls (previously designated by the administration as residences for women) and make recommendations regarding security arrangements.

Some overlapping was inevitable, and areas cropped up which did not fit nicely into the scope of the specific subcommittees. The organization of this Report reflects the basic structure of the various subcommittees, though it begins with general recommendations broader than the work of any one of them, and closes with our loose ends hanging out. Proposals were formulated by the subcommittees but thoroughly discussed by the committee as a whole. The recommendations in this document, therefore, represent a consensus achieved through long dialogue.

"Long dialogue" in a relative sense, that is. The committee met frequently for lengthy sessions, but the period of time in which it did its work was preciously short -- scarcely six weeks. The committee has been acutely aware of the time limitations involved in its task. It set for itself a target date of early May for submitting this Report, knowing that decisions are imminent and that late recommendations would be of no real assistance. Under the circumstances, the recommendations which follow have been researched as adequately as possible. Opinion at Notre Dame and Saint Mary's was solicited, though often informally. Other universities recently turned coeducational were contacted, and the Reports of the respective agencies concerned with coeducation at Yale and Princeton proved especially helpful in focusing on issues. The committee, therefore, feels that its Report is as thorough and probing as conditions allowed, yet makes no pretense that this document represents a professional study. What it does offer is a thoughtful consideration of issues concerning coeducation at Notre Dame, and asks for a hearing more on the grounds of informed opinion rather than specialized expertise.

As the context will make evident, some recommendations concern immediate action to be taken and others project long-range directions. Certain ones can be implemented rather easily; other recommendations may require changes which take time to work out or funds perhaps not presently available. The committee has attempted to suggest what it regards as ideal arrangements to be sought, while realistically assessing what may be possible within the present framework. In some cases, therefore, alternative schemes are recommended; one or another of them would be workable, allowing for certain contingencies. Thus a few recommendations assume an "if this, then that" form. The committee trusts that its preferred schemes will be given due consideration and assist future planning, even if those arrangements cannot be realized immediately.

General Recommendations

Several issues cut across the committee's division of labor and consistently came up in one or another form in all its deliberations. Because of their general bearing, and in order to highlight importance, the committee wishes to direct attention to four matters pertaining to coeducation which touch on many other aspects of life at the University of Notre Dame.

First, it is the strong conviction of this committee that Notre Dame's decision to admit undergraduate women necessitates employing professional women in increasing numbers on every level and in each department of the University. As the experience of other traditionally male universities which have recently become coeducational has shown, it is inherently frustrating to admit qualified young women, provide them with superior education and professional training, and fail to surround them with women who serve as role models. Notre Dame's women undergraduates will be intelligent, capable and undoubtedly cognizant of developments in women's liberation. In all fairness these undergraduates should see close at hand many women functioning in positions and utilizing competencies to which they legitimately may aspire. Moreover, for the sake of the Notre Dame men as well, the University should provide an educational experience which allows them to appreciate and benefit from the talents of women competent in academic fields and administrative skills. In short, for the welfare of all its students and in order to uphold the University's tradition of excellence in education and social relevancy, the committee recommends that Notre Dame significantly increase the number of qualified women on the faculty and include them in all administrative ranks.

Secondly, the committee affirms the principle that special services, programs, etc. for women should not be established when existing agencies can service their needs as students. At the same time, however, the committee recognizes that in a few areas women will have specialized needs, and that given the newness of coeducation at Notre Dame and the relatively small number of women, some compensatory measures may be appropriate, at least for a period of time. This Report makes concrete proposals illustrating the principle in specific areas; here the committee wishes simply to call attention to the principle itself. With the modesty of a suggestion regarding a general approach to and "feel" for how to go about coeducation rather than the force of a recommendation, the Committee advises the University to avoid the dual pitfalls of over-solicitude for women students on one hand, and neglect of their particular problems on the other.

Thirdly, the committee offers another gently reminder. The event of coeducation at Notre Dame offers a rich opportunity for examining and developing many institutional patterns at the University. For instance, questions about life in the residence halls for women can open up new perspectives on issues pertaining to residence halls in general. Or exploring adequate counseling programs for the incoming women may yield insights for improving counseling procedures across the board. In other words, the committee wants to use this opportunity of making recommendations concerning women at Notre Dame to remind the community that the problem of coeducation is basically the problem of education, and that thinking about the education and educational environment of women is thinking about the substantive issues of the life of the University itself.

Finally, the committee desires to address the important and perhaps delicate issue of the relationship of the Notre Dame and the Saint Mary's women. Saint Mary's College students will continue to be present on the Notre Dame campus, both in classes and in social situations. A notable number of the Notre Dame transfer students will have come from Saint Mary's and will retain deep affectionate ties there. The Notre Dame women in general, given their relatively small size as a group, will need wider opportunities for friendship with women than their own numbers may allow, especially in these early years of coeducation. For these and many other reasons sensitive persons can surmise, the committee regards it imperative that the University take positive steps to insure and promote contact, communication, and cooperation between Notre Dame and Saint Mary's women.

These four general guidelines express the committee's operative philosophy in approaching the questions concerning coeducation at Notre Dame, and constitute the bases for the specific recommendations which follow.

Counseling and Administration

Recommendations in the areas of counseling and administration fall into several categories:

- 1) the placing of women in administrative positions within the University structure;
- 2) staffs for the women's residence halls; 3) academic advising for incoming women students; 4) psychological and counseling services; 5) campus ministry; 6) medical services; 7) programs for education and counseling regarding sexual responsibility;
- 8) admissions; 9) placement; 10) financial aid; 11) status of minority group women.

1) Administrative positions. The first and most immediate problem the committee recognizes is the need for the coordination of activities related to coeducation at Notre Dame. Decisions are presently being made in various areas and by different agencies with insufficient communication, and in some instances, without adequate mechanisms for implementation. The committee wishes to make recommendations which solve the immediate pressing need, while at the same time suggesting better structural arrangements.

The Committee recommends that a woman be appointed to coordinate coeducational efforts, and that it be done as soon as possible since the need is urgent. Ideally, the Committee thinks, that task should be the responsibility of an officer of the University rather than an assistant to one of the administrative officers. A title such as coordinator of coeducation would describe one, but not the sole function of that administrative officer. In short, the name of coordinator of coeducation would specify a function of the officer but not define the administrative post itself. Thus the committee recommends that a qualified woman be appointed as associate provost or a vice president for special projects -- one of whose functions would be to coordinate matters pertaining to coeducation.

The committee envisions coeducational concerns becoming less pressing as the University makes the initial transition and gains experience in educating men and women together. In fact, the committee assumes that issues demanding a certain preoccupation at the outset of coeducation will be normalized as time goes on, and that many such issues will cease to exist. Nonetheless, certain areas concerning women will require continuing attention, especially as numbers increase. It is, therefore, the opinion of the committee that an officer of the University should be charged with the ongoing tasks and long-range planning of coeducation at Notre Dame. Most appropriately, of course, the office should be held by a woman. Such is the committee's rationale for assigning the coordination of coeducational activities to an associate provost or a vice president of special projects.

The committee acknowledges, however, that it might take time to make adjustments and to find the best qualified woman for a permanent post in the administration. As a provisional measure, then, the committee proposes an interim solution: the creation of a short-term position necessitated by the imminence of coeducation. The committee therefore recommends that a woman be named immediately as special assistant to the provost to initiate and coordinate planning for coeducation during this summer and to supervise activities in the fall.

The committee believes that it would be advisable to have a professionally qualified woman working in some capacity in the Office of the Vice President for Student Affairs. At this moment, however, the committee feels that the temporary post of special assistant should be related to the Office of the Provost to allow her wider latitude to deal with all aspects of coeducation. Also, because the new vice president for student affairs has not yet been named and since that office will necessarily be in a reshuffling process after the appointment is made, the committee does not think it wise to specify the functions of a woman in that office right now. Therefore, the committee proposes that one of the tasks of the special assistant to the provost would be to study the question of the best placement for a woman within the structure of the Office of the Vice President for Student Affairs and make recommendations accordingly. In the judgment of the committee, so long as its recommendations concerning hall directors are followed (see section 2 immediately following), there would be adequate feminine input in the Office of the Vice President of Student Affairs for the time being.

2) Staffs for residence halls. The selection of directors for Badin and Walsh Halls is crucially important for a successful transition to coeducation at Notre Dame. The committee urges that hall directors and the staffs for women's residences be chosen immediately, so as to participate in planning as much as possible.

The committee definitely thinks that hall directors should be women with professional qualifications for their duties, training at advanced levels, and some experience in student personnel work, particularly residence hall life. The committee believes the hall directors should be full-time members of the staff of the vice president for student affairs, and not themselves Notre Dame graduate students or members of the faculty. The vice president might assign these hall directors collateral responsibilities on a part-time basis in other areas of student affairs besides the residence halls, but these would be related to direct contact with students. The committee advocates and most strongly recommends that hall directors be women professionally competent for responsibilities in the women's residence halls, and that they be hired as full-time members of the staff of the vice president for student affairs.

Decisions concerning assistant hall directors and resident assistants should be made in consultation with the newly-appointed hall directors. The committee feels that if hall directors are full-time personnel with professional training, assistant hall directors may not be necessary and the staff of resident assistants (one per floor) in each residence hall would suffice. If, however, such full-time professionals are not obtained, the committee recommends that assistant hall directors be appointed to share responsibilities and duties with the directors, and that where possible, the number of resident assistants per floor be increased to compensate for special problems in the first year of coeducation.

The committee wishes to encourage long-range thinking and planning about hiring married couples as hall directors and renovating accommodations accordingly. It also suggests considering the advisability of using some women as hall directors or resident assistants in men's residence halls, and vice-versa.

3) Academic counseling. The committee foresees relatively minor modifications in academic advising procedures for the women students, though it discovered there is apparent need for review of those procedures in general given a notable dissatisfaction among administrators, faculty, and students. The committee encourages reassessment of academic advising arrangements, and specifically recommends that academic counselors inform themselves and become more aware of the expanding role of women in professional careers.

Given the existing program and considering changes being made within the Freshman Year of Studies Program, the committee assumes that freshmen women will receive adequate counseling. Transfer students at Notre Dame appear to experience more difficulties. The four colleges have a variety of systems for advising students transferring in their sophomore or junior year. The committee advises that women transfer students, as well as men, be provided with detailed information concerning advising procedures in their respective colleges.

The College of Arts and Letters deserves special mention since the majority of women students (both freshmen and transfers) will be enrolled there. In arts and letters all transfer students and all sophomores are advised by the dean's staff. If the present situation is continued, the committee recommends that an additional assistant dean of arts and letters, preferably a woman, be hired to relieve the pressure of numbers, provide additional insight into opportunities for women, and serve as an accessible and sensitive academic counselor for both men and women.

4) Psychological and counseling services. Because of arrangements with Saint Mary's College for the past several years, the Psychological Services currently assists women. The staff sees no immediate changes needed as the direct result of coeducation. A long-range consideration, however, is eventual expansion, since evidence from other universities indicates that women students tend to use psychological services more than men. The committee recommends, then, that facilities and staff of the Psychological Services be increased as circumstances require.

The Counseling Center, which is linked to the Department of Graduate Studies in Education, presently utilizes women since graduate students in the field of guidance and counseling do practicum experience there. Moreover, a funded, part-time position is available at the center, and the director is currently seeking a qualified woman to fill it.

Personnel of the Counseling Center are interested and willing to develop out-reach programs in residence halls. Some are already operating successfully. The committee supports the concept of such programs, and recommends that rectors, hall directors and students meet with the Counseling Center staff to develop programs in the halls involving both men and women, or some for women only, as the women themselves so desire.

5) Campus Ministry. The responsibility for conducting liturgical celebration and for providing religious counseling for women will rest upon the Campus Ministry, all the more because of Badin and Walsh will not have priests as rectors or assistants as do other halls. The director of campus ministry has developed plans for working with the hall directors and women students to implement programs of religious activities. The Office of Campus Ministry intends to add a woman as a half-time staff member beginning with the 1972-73 academic year. The committee strongly supports the plan and affirms the principle that women should be hired in Campus Ministry positions.

Furthermore, the committee recommends that Campus Ministry utilize the resources of women in the theology department and in religious education, and of Notre Dame graduate women in general among whom there may be sisters and laywomen interested in volunteer services.

The committee encourages the Notre Dame Campus Ministry to maintain close ties with the Campus Ministry at Saint Mary's College in view of enriching its understanding of ministry to women and benefiting from the experience of the women and men who function in it there.

6) Medical services. The infirmary will be renovated in anticipation of the incoming women students. The medical staff feels it is prepared to provide for the medical needs of all Notre Dame students, either in the infirmary, or by referral. The committee recommends, nonetheless, that the services of a part-time gynecologist be secured before September.

7) Programs for education and counseling regarding sexual responsibility. The committee strongly believes there is a need for comprehensive programs concerned with sexuality and responsible sexual behavior. It regards such a task as multi-dimensional, demanding the attention and professional assistance of many departments and agencies of the University, Saint Mary's College, and the South Bend community. Thus the committee strongly recommends that appropriate resources such as Campus Ministry, psychological counseling, and medical services, the theology department and other interested academic departments be utilized to deal realistically with the educative and practical aspects of human sexuality.

8) Admissions Office. The committee recommends that as the need arises for additional personnel, a woman admissions counselor be employed.

9) Placement. The Placement Bureau has been serving a limited number of Saint Mary's students and thus has gained some experience in placing women graduates. Because of understaffing, however, the emphasis has been on placement rather than career counseling. The committee therefore recommends increasing the present staff to include a professionally qualified person with experience in career counseling to help organize and supervise a program of career counseling for both men and women.

10) Financial aid. The Office of Financial Aid and the Personnel Office report that financial assistance and campus employment will be available on the same bases and with equal opportunity for women as for men students.

11) Status of minority group women. The committee wishes to call attention to particular problems minority group women students might experience at Notre Dame. Adjustment to academic life will probably entail the same problems which black, Chicano, or Indian men encounter. Social difficulties could be more intense, however, since these women will be living not only in a predominantly white, but also a predominantly male campus.

Since no one agency is specifically charged with the welfare of all minority group students, the committee can only make a diffused recommendation that counseling and advising staffs, as well as all departments of student affairs take note of and manifest sensitivity toward the situation of minority group women on the Notre Dame campus.

It would seem appropriate, however, (following the recommendation already made) that the woman filling the position of an associate provost or a vice president of special projects might also be responsible for the special needs of all minority groups on campus.

Orientation

Recommendations concerning orientation of the incoming women undergraduates and preparation of the entire Notre Dame community for the advent of coeducation are arranged according to two temporal segments: Phase One and Phase Two. Phase One covers work to be done from the present through the first few weeks of the fall semester, 1972. Phase Two concerns ongoing orientation and education regarding women as part of life at Notre Dame.

PHASE ONE. In order to implement ideas and get plans moving immediately, the Subcommittee on Orientation initiated some action. While the Committee on Coeducation is clearly advisory, in the absence of a coordinator for coeducation and given practical problems regarding time, it seemed appropriate for the orientation subcommittee to do some planning and organization -- all the more because its membership included all the undergraduates on the committee.

Working through the Office of the Vice President for Student Affairs, a committee to sponsor the orientation program for Badin and Walsh Halls was set up and is currently working. Some members of the Committee on Coeducation will serve on that committee to provide a liaison.

A plan for alerting the Notre Dame community to the broad implications as well as immediate aspects of coeducation was organized. Administrators, faculty and students at Notre Dame and Saint Mary's were contacted and asked to write articles for the various campus publications to stimulate discussion of the issues. Publicity was given to the work of the committee in the hope of intensifying interest and increasing awareness concerning the event of coeducation at Notre Dame. A list of women and men from Notre Dame, Saint Mary's and the South Bend area who would be willing to serve as resource persons in classroom or informal discussion was compiled. The list will be made available to the faculty, student affairs personnel and Student Government.

In support of the contact work already done, and for the sake of heightening consciousness and stimulating thinking, the committee recommends that faculty devote a class, or part of one, to discussion of issues related to coeducation in the opening weeks of the fall semester.

The committee further recommends that student organizations and informal groups continue to set up discussions, utilize resource persons and explore aspects of issues concerning women in our society in general and at Notre Dame in particular. The committee urges that special efforts be made to include Saint Mary's women in all such programs.

The committee encourages the continuation of programs concerned with exploring issues of the development of women and better understanding between men and women, such as the Student Government human relations coordinator's seminars on sexuality at Notre Dame and the Saint Mary's "Celebration of Self" events.

1) Orientation for freshmen and transfer women. Traditionally at Notre Dame, orientation programs are carried on within the halls. In the absence of existing structures and traditions in the women's halls, the special committee initiated by the Subcommittee on Orientation will devise programs for Badin and Walsh Halls. The committee recommends that transfer women, along with the freshmen, be invited to come to Notre Dame a few days early in order to participate in orientation.

2) Information and letters to incoming women. Given the newness of coeducation at Notre Dame, the committee thinks it would be helpful to send letters and fact sheets to the incoming women during the summer. These communications should be friendly and welcoming, offering information of particular interest to women and "helpful hints" of the kind college students generally seek. The incoming Notre Dame women should be informed about practical conditions such as closet limitations, and advised regarding what could or should not be brought in the line of clothing, furniture, etc.

Perhaps similar information should be sent to men students, also, but the committee feels that the women probably need such assistance more, especially in this first year of coeducation when entering students will not have female upperclassmen to consult about these matters. Therefore, the committee recommends that welcome letters and pertinent information be sent to incoming Notre Dame women before their arrival in September. Furthermore, the committee recommends that a person be designated right away to be responsible for preparing and disseminating such materials. The committee volunteers to help with concrete suggestions.

3) Organizing hall structures. The women students themselves should, of course, determine their hall organizations since the Notre Dame system of hall government is decentralized and allows for considerable variations. In the absence of particular traditions, however, the incoming women will need assistance in setting up their hall organizations. Therefore, the committee recommends that the men hall presidents and the staffs of Badin and Walsh Halls should fill in the gap before the women can establish their own form of government.

The committee views such a task on the part of the other hall presidents and the Badin and Walsh staffs as primarily consultative. Temporary mechanisms for organization should be clearly provisional and not tend to prejudge the forms of organization the women students themselves might prefer. What they will need is information, advice and presentation of alternatives. Again, the committee regards the organization of the women's residence halls as an opportunity for imaginative experimentation which may suggest new patterns at the University.

4) Orientation for hall directors and rectors. The newness of undergraduate women's residence halls on campus, and the presence of women as hall directors bearing the same responsibilities as the rectors of men's halls requires communication among all of them. The committee recommends that the hall directors and rectors participate in an orientation program for themselves, utilizing other women as resource persons. Both men and women resident assistants could share in this program, or a parallel one should be devised for them. Such programs should be planned now and take place shortly before students return in the fall.

5) Student Government orientation. The committee recommends that the Student Government makes efforts to acquaint the incoming women with its structures and operations, and devise ways to involve them since no women were present this spring to be elected or appointed. Such planning should begin immediately.

PHASE TWO. Ongoing orientation programs, perhaps better called education, should continue throughout the year to facilitate communication, broaden horizons and insure healthy discussion of issues concerning women at Notre Dame which will undoubtedly crop up. The committee has already recommended that many agencies and organizations at the University participate in such efforts in their own ways, and that generally resource persons be called upon for discussions. As part of an ongoing orientation, however, the committee here singles out two areas for recommendations.

1) Continuing programs for hall directors, rectors, resident assistants. After the initial orientation activities are over, the committee urges that the hall directors and the rectors from the other halls set up ways to continue both formal and informal exchanges throughout the year. Resident assistants, both men and women, should do the same in conjunction with the rectors and hall directors or on their own.

Continuing discussions should include a program of concrete assistance for the hall staffs in counseling and advising students in sexual matters. The committee recommends that an inservice training program for the resident assistants be developed to aid them in guiding students who seek their advice in matters pertaining to human sexuality. A program for the hall staffs could be planned as part of the comprehensive educational and counseling programs on sexual responsibility already recommended.

2) Center for Women. As part of ongoing education concerning the role of women, as well as for the sake of providing some practical services, the committee wishes to suggest the possibility of a Center for Women. The committee does not envision pretentious physical accommodations, simply a place designated for discussions, activities and communication. It would be open to men as well as women, of course, but the focus of the place would be exchange of ideas on current issues related to women, and the location of some services especially pertaining to them. The center might also provide a lounge area for Saint Mary's students or Notre Dame women who live off campus, thus providing further opportunities for meeting and exchange. Whether or not such a Center for Women is desirable and any details of planning, should be left to the decision of the incoming women students and hall staffs. The committee recommends, therefore, that the idea of a Center for Women be presented to the incoming students for their consideration.

Presumably the possibility of the center would be presented after the initial stages of orientation, but early enough in the year to allow plans to get under way if the women wish to take up the idea. The committee feels such a project might well be a healthy galvanizing influence and cohesive force among the women at Notre Dame.

Residence Halls

Recommendations concerning residences for women go beyond suggested adaptations for Badin and Walsh Halls to be made prior to September, 1972. Although the Subcommittee on Residence Halls began its work touring those halls and thinking in terms of specific renovations, it soon became apparent that decisions regarding physical changes in the buildings would have to be made within a larger context. Certain basic principles, as well as possibilities for future developments, would have to be established. The committee, therefore, suggests two principles to undergird and guide decisions concerning women's residence halls.

First, physical renovations in Badin and Walsh Halls should be assessed in relation to residence hall improvements generally needed throughout the campus. Priorities must be established; it would be inequitable to provide certain luxuries in the women's halls while disregarding necessities or basic amenities for the men's residences. Granted that a number of renovations should be made in Badin and Walsh, the committee does not deem it just nor regard it in the best interests of the women themselves to give them "special" treatment with respect to residence hall facilities. Thus, the committee recommends that physical changes in Badin and Walsh Halls be undertaken in a spirit of equitable concern for all Notre Dame residents, and that such an attitude be communicated as part of the orientation and counseling programs for the incoming women.

At the same time, however, the committee clearly recognizes that some modifications of Badin and Walsh should be effected in the interests of privacy and security (needs admittedly different for women and men), rather than for the sake of comfort alone. Furthermore, some adjustments should be made on the basis of facts about habits of female college students which can easily be learned from those with experience in women's colleges, e.g., that women generally will not send clothing to a laundry service in this drip-dry era, but will demand their own facilities.

The second principle which the committee cautions the University to keep in mind when making renovations in Badin and Walsh is that the selection of these halls as residences for women need not be a definitive decision. The University may well discover with experience that other halls would be more suitable, or even more importantly, that other patterns for living arrangements of women and men students will come into being. Without prejudging the issue of coeducational residence facilities, here the committee merely wishes to remind those authorizing physical changes in Badin and Walsh to look to future contingencies and alternatives before investing too much money in converting buildings into women's residences. In short, the committee recommends basic improvements in Badin and Walsh Halls, but ones of such a nature that those halls not be made irrevocably "feminine." (For example, it would be good to replace the very old sinks with new ones, but unwise to install vanities.)

1) Changes and conditions in residence halls. Specific recommendations for renovations in Badin and Walsh Halls are appended to the Report. Here the committee wants to single out for attention what it considers the crowded conditions of Badin and Walsh Halls. Indeed, rooms are not necessarily more crowded for women than for men, from one point of view; but from another perspective, the committee does regard the crowding as liable to cause more problems for women. Closet space is very limited, and women bring more clothes to college than men do -- to put it mildly! Even more importantly, women do generally relate somewhat differently to their immediate surroundings. Some members of the committee with experience living in women's residence halls feel that Badin and Walsh allow insufficient "breathing space" for women to live with a minimum of friction. The problem of crowded living space in Badin and Walsh could be alleviated by changing the announced policy that women transfer students must reside on the campus. The committee therefore recommends that women transfer students be permitted to live off campus if they so choose.

2) The stay-hall system and coeducational residences. The eventual increase in numbers of women on the Notre Dame campus poses a serious problem for the stay-hall system presently in operation. The displacement of men from Badin and Walsh this year will undoubtedly be only the first of a series of such moves necessitated by expanded female enrollment. Traumas may be repeated until a new stay-hall equilibrium is reached in the future.

The committee thus recommends that the University initiate a thorough study of the current residence hall system to examine problems posed by coeducation for the stay-hall arrangement and to suggest ways to alleviate disruptions.

Furthermore, alternatives to the present stay-hall system should be explored; there are other and perhaps better principles of cohesion in residence halls than the ones now operative. For example, the possibility of area-study residence groupings or those in experimental programs living together should be investigated. The committee recommends that a study of alternatives for residence groupings be undertaken for the good of the University as a whole as well as the welfare of future women students.

Such considerations naturally lead to the question of coeducational residence halls. The committee does not wish to dodge that thorny question since it is the issue most frequently asked about and one which tends to generate strong opinions. At the same time, however, the committee members neither agree on the advisability of such a move, nor feel sufficiently apprised of all the relevant data it entails. Moreover, it is not necessary for the committee to commit itself to a recommendation concerning coeducational residences at this moment when other decisions are imminent. Therefore, the committee recommends that the University should undertake a comprehensive study of the advisability of coeducational residence halls, utilizing information from other universities -- and specifically other Catholic institutions of higher education -- where such policies exist, along with consulting informed opinion at Notre Dame. Such a study should include ethical, educational, psychological and functional aspects of coeducational residences, and consider the various alternative arrangements for coeducational living, e.g., separate wings, alternating floors, etc.

3) Residence hall regulations for women. Since it assumes that general University rules apply indiscriminantly to both women and men students, the committee sees no reason why regulations pertaining to life in the residence halls should be any different for women than for men at Notre Dame. The committee recommends, therefore, that residence hall regulations apply uniformly to women and men. That means, concretely, there should be no special "hours" or signing-in and signing-out procedures specifically for women students.

Within University guidelines the women, like the men, should be afforded the opportunity of establishing policies specific to their halls should they so desire, e.g., restricting parietal hours more narrowly than the general limits. Designation of certain lounges or other areas within the hall as restricted to women, and determination of other internal policies are the prerogative of the hall residents in conjunction with the staffs. The staff and student leadership of the women's residence halls is expected to assume responsibility for establishing the necessary rules to ensure the good order of the hall community. The committee encourages the appropriate campus agencies, especially Student Government and the Office of the Dean of students, to assist in these efforts.

4) Security. The committee submits the security reports drawn up by the director of security and the assistant dean of students. In an area requiring technical expertise, the committee can do no more than recommend consideration of these reports to the appropriate authorities.

Miscellaneous

Hopefully it will not be interpreted as a sign of impending disaster for Notre Dame that the feminine hand in this Report relegates athletics to the miscellaneous section! The committee, in fact, considered the matter of athletic facilities and programs for women an important one; it just did not fit neatly into our working categories. Recommendations concerning the Bookstore, alumni, future admissions policies, funding possibilities for coeducational institutions and the status of the Advisory Committee for Coeducation share the same homeless fate in this Report. We approach the end with some consideration of each of these.

1) Athletic facilities and programs. The Department of Physical Education has been preparing for coeducation and foresees few problems. It is the intention of the staff to encourage coeducational participation in sports and physical education classes wherever possible. The committee recommends that classes in physical education be required for women as they are for men at Notre Dame.

Facilities in the Athletic and Convocation Center will be available for women; necessary renovations for locker rooms, etc. are under way. The Rockne Memorial has been operating all this year as a coeducational facility. The committee recommends that as the need arises, women be hired to help organize and coordinate the various athletic programs in which women will participate.

The committee would like to mention the desirability of making athletic facilities on the

Notre Dame campus accessible to women from Saint Mary's College as a natural way of encouraging friendship and sharing among women living on both campuses.

2) Bookstore. The Bookstore is already alert to the need to obtain new merchandise for women. The committee recommends that a suitable line of goods and reading materials to service basic needs of women be introduced.

3) Alumni Association. The committee seeks the support of the Notre Dame alumni to foster intelligent discussion of the implications of Notre Dame as a coeducational University. The committee recommends that clubs utilize local women as resource persons for discussing pertinent coeducational issues. The committee offers to meet with Alumni Association officers to make further suggestions to aid alumni understanding of coeducational issues, and for soliciting alumni assistance in helping the University make the transition.

4) Future admissions policies regarding women. The issue of plans for future admission of women to Notre Dame is too complex for the Committee to comment on at present. The committee recommends simply that the University study the patterns for increasing admissions of women in various traditionally male institutions, and weigh the evidence regarding which policies would be most beneficial to the whole University community.

5) Funding opportunities for coeducational institutions. The committee suggests that the possibility of funding, grants and extra monies for coeducational programs or special programs for women be carefully researched.

6) Status of this Committee. The committee thinks it would be wise to continue an Advisory Committee on Coeducation (though not necessarily with the present membership), at least throughout the first year of coeducation at Notre Dame. Obviously it would work under the coordinator of coeducation, and should include the hall directors of the women's residences.

Conclusion

Inconsistencies in this Report (and we admit to some!) may be due to factors other than the specific limitations of time under which the committee has worked or even the human fallibilities and foibles of its members. Ambivalences and ambiguities in the committee's assessments undoubtedly reflect the fluid state of the question itself about the position, role and development of women in our society. And regarding that problem, the committee can but recommend that adequate solutions will be discovered only by the continued intellectual seeking and compassionate sharing of women and men together. This committee, as a working group of men and women with diverse backgrounds and different perspectives has embodied something of the common task on a small scale and in a limited capacity. A co-educational University of Notre Dame can take up that task in a sustained way in all its dimensions.

Respectfully submitted,

Sister Elena Malits, C.S.C.--Chairman
Department of Religious Studies
Saint Mary's College

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Assistant Dean of Students

Mr. John Barkett
Student Body President, 1971-72

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Director of Religious Education, Sacred Heart Parish
Faculty Wife

Miss Mary Lynn Broe
Collegiate Seminar

Miss Marika Enz
Notre Dame Law School Student

Mr. Edward T. Ellis
Research and Development Commissioner, 1971-72

Miss Barbara McKiernan
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Mrs. Walter Roberts
Educational Consultant

Mr. Orlando Rodriguez
Student Body Vice President, 1971-72

Dr. Ellen Bouchard Ryan
Department of Psychology

Brother Kieran Ryan, C.S.C.
Assistant Vice President for Business Affairs

May 8, 1972

Academic Calendar--Summer Session 1972

June	17	Saturday	Graduate Record Examination
June	26	Monday	Registration 9 a.m. to 2 p.m. Advanced permission required for late registration. Specific dates and times for registration of Workshop, Institute and microcourse registrants will be supplied by respective program directors.
June	27	Tuesday	Classes begin at 8 a.m.
June	29	Thursday	Latest date for all class changes without penalty.
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July	7	Friday	Examination in Foreign Languages. Latest date for fulfillment of this requirement for master's degree in August, 1972.
July	13	Thursday	Latest date for handing in theses and dissertations for degrees, August, 1972.
July	22	Saturday	Graduate School Foreign Language Test (GSFLT).
July	28	Friday	Latest date for securing approval of subject of thesis for master's degree, August, 1973.
July	28	Friday	Latest date for general examination for candidates for master's degree, August, 1972.
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July	31 - Aug. 1-2	Monday-Wednesday	Preapplication by graduate students expecting to return for Summer Session, 1973.
August	2	Wednesday	Latest date for applying for admission to candidacy for master's degree in August, 1973.
August	9	Wednesday	Last Class day.
August	10	Thursday	Course examinations for all students.
August	11	Friday	Baccalaureate Mass and convocation for conferring of degrees.

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Jeannine M. Doty
Editor
