'72-'73

notre dame report

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February 9, 1973

the university

Junior Parent Weekend

Parents of junior students at Notre Dame have been invited to participate in special weekend activities on the campus Feb. 16-18. A talk by Rev. Theodore M. Hesburgh, C.S.C., will highlight the 7:30 p.m. dinner Feb. 17 in Stepan Center.

Performances of "After the Rain," a production of the Notre Dame-Saint Mary's College Theater, and the Ice Capades show in the Athletic and Convocation Center are also planned for the parents.

Art Gallery exhibits

An exhibition of drawings by Rev. James F. Flanigan, C.S.C., associate professor of art, opened Jan. 21 in the O'Shaughnessy Hall Gallery.

The black and white sketches of the priest-artist are predominantly facial and figure studies completed since he came to Notre Dame in 1965. The exhibit will continue through March 4.

Also on display at the Notre Dame gallery are 50 contemporary paintings from the New York University art collection. Visitors are welcome to view the displays from 10 a.m. to 5 p.m. daily and from 1 to 5 p.m. weekends.

Continuing Education for clergy

Clergymen involved in continuing education programs for priests on the diocesan level will hold their first national meeting at Notre Dame Feb. 19-22. About 100 dioceses will be represented at the sessions in the Center for Continuing Education.

Major speakers at the meeting will include Most Rev. Thomas Grady, auxiliary bishop of Chicago and past chairman of the Bishops' Committee on Priestly Formation; Rev. Daniel Danielson, Oakland, Cal., member of the National Federation of Priests' Councils (NFPC) and director of Jesu Caritas movement; and Dr. Donald Ehat, president of a Washington, D.C., consulting firm for organization and development. Rev. Nick Rice of Louisville, Ky., chairman of the NFPC committee on continuing education, is the conference director.

The formation of a national organization to assist the dioceses and the election of officers will be the principal features of the Notre Dame conference.

faculty notes

University appointments

MICHAEL J. YUHAS has been named Special Assistant to the Comptroller. Mr. Yuhas was formerly Director of Accounting. The appointment became effective Jan. 1, 1973. Frederick H. Baumer, Jr., Assistant Comptroller, will continue in charge of all accounting and related functions. His special assistants will be Brother Richard Kyle, C.S.C. and Lawrence E. Carter, the latter as Systems Analyst.

Non-university appointments

Dr. Nicholas F. Fiore, chairman and associate professor of Metallurgical Engineering and Materials Science, has been appointed to the Young Member's Committee of the American Society of Metals. The committee has as one of its major objectives "the establishment of effective communication between young professionals and the technical society."

Dr. Richard A. Kurtz, professor of sociology and anthropology, has been appointed to the Board of Advisory Editors of Sociological Symposium, a semi-annual topical journal in sociology.

Mr. Dennis Stark, assistant professor of physical education and coach of the swimming team, has been appointed to the Board of Directors of the Council for the Retarded of St. Joseph County. Also joining the Board of Directors was Dr. Stanley M. Hauerwas, assistant professor of theology.

Miscellany

Dr. William E. Biles, assistant professor of aerospace and mechanical engineering, presented a paper entitled "Constrained Sequential-Block Search in Simulation Experimentation" at the 1973 Winter Simulation Conference sponsored by Operations Research Society of America in San Francisco, Cal., Jan. 17-19.

Dr. Vincent P. De Santis, professor of history, lectured on "The Civil War: A View from the North" before the Kentucky Civil War Round Table at Lexington, Ken., Jan. 15.

Dr. Garabet J. Gabriel, associate professor of electrical engineering, presented a lecture on some engineering applications of lasers before the South Bend section of IEEE on Jan. 18 at the Ramada Inn in Roseland.

Dr. Thomas J. Mueller, professor of aerospace and mechanical engineering, and Dr. David R. Campbell, from the Aerospace Research Laboratories at Wright-Patterson AFB, presented a paper entitled "Effects of Mass Bleed on an Internal Separated Flow" at the Symposium on Application of Computers to Fluid Dynamics Analysis and Design at Polytechnic Institute of Brooklyn on Jan. 4. Dr. Mueller also presented a paper entitled "Annular Truncated Plug Nozzle Flowfield and Base Pressure Characteristics" at the 11th Aerospace Sciences Meeting of the American Institute of Aeronautics and Astronautics in Washington, D.C., Jan. 11.

Mr. Thomas L. Shaffer, dean of the Law School, was a speaker and panelist at the University of Miami's Seventh Annual Institute, Jan. 8-12, at the Americana Hotel of Bal Harbour. His topic was "A Structure for Law Office Interaction: Interviewing, Counseling, Decision-Making, and Problem-Solving." He was also a panelist on "Some Psychological Considerations in Lawyer-Client Counseling."

Dr. William G. Storey, associate professor of theology, conducted a Symposium on Prayer Reform in the Church Today on Jan. 12-13 in Jamaica.

Dr. H. Ronald Weber, chairman of the Department of American Studies, spoke on contemporary nonfiction writing at the Michiana High School Journalism Seminar, Jan. 6, at the Center for Continuing Education. The seminar was sponsored by local high schools and the South Bend Tribune.

Dr. Francis A. Yeandel, assistant professor of management, addressed the monthly dinner meeting of the Wheelabrator-Frye Supervisors on Jan. 13. His topic was "Blue Collar Blues -- Job Monotony and Job Alienation and Their Effects on Upcoming Contract Negotiations."

office of advanced studies

Information Circulars

National Aeronautics and Space Administration and the American Society for Engineering Education Summer Faculty Fellowships in Engineering Systems Design and Aeronautics and Space Research

NO. FY73-48

ENGINEERING SYSTEMS DESIGN

OBJECTIVES: (1) To increase competence and to develop concepts which will enable participants to organize multidisciplinary engineering systems design programs and courses at their home institutions. (2) To establish and further communication and collaboration between engineering and other disciplines. (3) To create a definitive engineering systems design.

DESIGN FELLOWSHIPS: Awarded to young engineering and science faculty members in programs of summer study to be undertaken by several universities in cooperation with NASA research centers. Fellows will come to universities adjacent to NASA centers to participate as members of multidisciplinary design teams. Each group will select and design a complex engineering system, such as an unmanned planetary reconnaissance vehicle, an environmental monitoring and control system, or an information management system. The Fellows will be associated directly with the NASA program and will be confronted with the most modern systems design problems. The engineering systems concept, that of approaching the design problem in its entirety, will be utilized by the faculty design teams.

FELLOWSHIPS: Stipends are intended to meet the salary of the participant but will not exceed $300 per week. Travel allowance will be paid. Approximately 80 Fellowships will be awarded. Several faculty members from a single university are encouraged to participate as a part of a design team.

DURATION: 11 weeks.

PROGRAM DESCRIPTIONS

Marshall Space Flight Center
Auburn University
June 4-August 17, 1973

A complete systems design study of an Educational Telecommunications system.

Ames Research Center
Stanford University
June 18-August 31, 1973

The design of an advanced Fire-Fighting system.

Langley Research Center
Old Dominion University
June 11-August 24, 1973

An engineering systems study approach to the energy crisis and its effect on transportation, particularly aircraft.

Manned Spacecraft Center
University of Houston
Rice University
June 4-August 17, 1973

An overall systems study of the use of hydrogen as an energy medium.

AERONAUTICS AND SPACE RESEARCH

OBJECTIVES: (1) To further the professional knowledge of qualified engineering and science faculty members. (2) To stimulate an exchange of ideas between participants and NASA. (3) To enrich and refresh the research and teaching activities of participants' institutions.

RESEARCH FELLOWSHIPS: Awarded to young engineering and science faculty members for summer research in a NASA-university cooperative program. Fellows will conduct research projects of mutual interest to the Fellow and to the NASA center. Each Fellow will work with a center colleague and will be associated directly with the aeronautics and space program and the concomitant basic

research problems. Special courses, seminars, workshops, lectures and the like are included in each cooperative program. These FelTowships may be renewed for a second summer subject to the availability of funds.

FELLOWSHIPS: Stipends are intended to meet the salary of the participant but will not exceed $275 per week for first-year Fellows or $300 per week for second-year Fellows. Travel allowance will be paid. Approximately 60 first-year Fellowships will be awarded.

DURATION: 10 weeks.

PROGRAM DESCRIPTIONS

Goddard Space Flight Center
The Catholic University of America, University of Maryland
June 11-August 17, 1973

The research programs include communication and telemetry, computers, quantum electronics, antennas, automatic control and space and atmospheric science.

Marshall Space Flight Center
University of Alabama
Auburn University
June 4-August 10, 1973

Research in space transportation systems including large launch vehicles and engines for such programs as Apollo and Space Shuttle, space flight payloads, orbital scientific programs, space sciences, simulation, environmental resources and applications and other basic and applied disciplines.

Manned Spacecraft Center
University of Houston
Texas A&M University
June 4-August 10, 1973

Science and applications research in planetary and earth sciences, space medicine and environmental physiology, life support systems, communications, guidance and control, spacecraft propulsion and power generation, structures and mechanics, aerodynamics, spacecraft design and flight operations.

Langley Research Center
Old Dominion University
June 11-August 17, 1973

Research opportunities encompass aerodynamics, structures, materials, operating problems, fluid mechanics, mechanics of flight, energy conversion, space environmental physics, and many others.

Lewis Research Center
Case Western Reserve University
June 11-August 17, 1973

Research project opportunities available in Aeronautics: low and high speed aircraft, hypersonics, gas dynamics, fluid mechanics, heat transfer, structures, acoustics, aerodynamic loads, materials, instrumentation, controls, space physics, atmospherics, energy conversion, computer sciences, shuttle, Viking, marine and domestic applications and others.

Ames Research Center
Stanford University
June 18-August 24, 1973

Topics for research in aeronautics, atmospheric entry technology, avionics, computer sciences, earth resources, environmental biology, exobiology, biotechnology, instrumentation, spaceflight and systems engineering.

Only U.S. citizens are eligible for these fellowships.

Application deadline is March 1, 1973 and the awards will be announced March 15, 1973. Application forms and information is available from:

Mr. F.X. Bradley, Jr.
American Society for Engineering Education
Suite 400, One Dupont Circle
Washington, D.C. 20036

Telephone (202)293-7080.

National Institute of Education Grants for Research in Education

NO. FY73-49

About $7 million to $10 million in Federal support for field-initiated education research will be awarded this spring in a nationwide competition by the National Institute of Education.

This is the first new program undertaken by the Institute, which was created by legislation signed into law last June.

Researchers are being asked to submit proposals on topics promising to extend knowledge about American education. Colleges, universities, state departments of education, profit or nonprofit public or private agencies, and individuals are eligible to apply. The areas of support are listed below.

Selected Disciplines Research -- Support will be provided to encourage anthropologists, economists, political scientists, and persons interested in legal issues to apply their expertise to education problems. Each of the four competitions will support 10 to 15 projects averaging about $50,000 for up to three years. Applicants are being asked to submit prospectuses postmarked by Febru-

ary 17. Those submitting the best prospectuses then will be invited to submit formal proposals.

Grants for Research in Education -- An undetermined number of grants and contracts of varying size will be provided for research by established investigators in fields other than the selected disciplines. Awards will be based on the proposal's technical quality and educational significance, the investigator's qualifications, and the adequacy of his research facilities. Support will be provided for up to three years.

Small Grants Research -- Grants and contracts of up to $10,000 will be awarded to qualified but less experienced or established researchers in any field. In addition to the adequacy of available research facilities and the quality and significance of the proposal, criteria for selection include the probability of completing the proposed work within 18 months and within the researcher's budget estimate.

Applicants in the latter two areas are being asked to submit formal proposals postmarked by March 1. Proposals and prospectuses submitted in all areas will be reviewed by NIE staff, assisted by outside experts.

Copies of the competition announcements and other information may be obtained in the Office of Advanced Studies, Extension 7378.

Current Publications and Other Scholarly Works

SCIENCE

Biology

*Rai, K.S., and J.J. McGivern. 1972. A radiation-induced paracentric inversion in Aedes aegypti (L.). Journal of Heredity 63(5):247-255.

Saz, H.J., J. Berta, and J. Kowalski. 1972. Transhydrogenase and anaerobic phosphorylation in Hymenolepis diminuta mitochondria. Comparative Biochemistry and Physiology 43B:725-732.

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*Under the Radiation Laboratory

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Chemistry

Castellino, F.J., J.M. Sodetz, and W.J. Brockway. 1972. Multiplicity of rabbit plasminogen. Physical characterization. Biochemistry 11(24):4451-4458.

Castellino, F.J., R.M. Waterson, G.M. Hass, and R.L. Hill. 1972. Purification and characterization of crotonase from Clostridium acetobutylicum. Journal of Biological Chemistry 247(16):5266-5271.

Fehlner, T.P. 1972. Reactions of borane (BH_3). VII. Reaction with ketene. Journal of Physical Chemistry 76(24):3532-3538.

*Hentz, R.R., and E.A. Rojo. 1972. Dealkylation of isopropylbenzene on γ-irradiated silica-alumina. The effect of various reagents on the active centers and on their yield. Journal of Physical Chemistry 76(25):3741-3744.

*Mozumder, A. 1972. Formation of solvated electrons in dilute solutions of polar molecules in nonpolar solvents. Journal of Physical Chemistry 76(25):3824-3829.

*Mozumder, A., and H.W. Ko. 1972. Initial ionization yield and scavengable electron yield in liquid hydrocarbons. The Journal of Chemical Physics 57(11):4724-4728.

*Schwartz, M.E. 1972. Core-level binding energy shifts and the average quantum mechanical potential at a nucleus from CNDO theory. Journal of the American Chemical Society 94:6899-6901.

*Schwartz, M.E., and C.A. Naleway. 1972. Ab initio studies of the interactions of an electron and two water molecules as a building block for a model of the hydrated electron. Journal of Physical Chemistry 76(25):3905-3908.

*Schwartz, M.E., and J.D. Switalski. 1972. Valence electron studies with Gaussian-based model potentials and Gaussian basis functions. I. General discussion and applications to the lowest s and p states of Li and Na. The Journal of Chemical Physics 57(10):4125-4131.

*Schwartz, M.E., and J.D. Switalski. 1972. Valence electron studies with Gaussian-based model potentials and Gaussian-basis functions. II. Discussion of the one-valence-electron molecular theory and applications to Li_2^+, Na_2^+, and LiH^+. The Journal of Chemical Physics 57(10):4132-4136.

*Thomas, J.K., and G. Beck. 1972. Dynamics of electrons in nonpolar liquids. The Journal of Chemical Physics 57(9):3649-3654.

*Thomas, J.K., T. Gangwer, R.V. Bensasson, and J.T. Richards. 1972. Spectra of transitory species in the pulse radiolysis of alkyl benzenes. Chemical Physics Letters 14(4):430-432.

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*Under the Radiation Laboratory

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Geology

Winkler, E.M., and P.C. Singer. 1972. Crystallization pressure of salts in stone and concrete. Geological Society of America Bulletin 83:3509-3514.

Physics

Browne, C.P., and E.A. Kamykowski. 1972. Accurate excitation energies of ^{27}Al from 5.4 to 8.4 MeV and identification of T = 3/2 levels. Physical Review C6:1644.

LAW

Chroust, A.-H. 1972. Jurisprudence in contemporary perspective. Notre Dame Lawyer 48(2):340-352.

ARTS AND LETTERS
HUMANISTIC AND SOCIAL STUDIES

English

Callahan, P.J. 1972. Frankenstein, Bacon, and the "Two Truths." Extrapolation 14: 39-48.

Callahan, P.J. 1972. Review of Charles Huttar (editor), Imagination and the Spirit, and Gunnar Urang, Shadows of Heaven. CCL Newsletter 22:26-31.

Government and International Studies

Francis, M.J. 1972. La Victoria de Allende. Editorial Francisco de Agrirre, Buenos Aires--Santiago de Chile. 238 pp.

History

De Santis, V.P. 1973. The shaping of modern America, 1877-1916. Allyn and Bacon, Boston. 259 pp.

De Santis, V.P., co-author. 1973. The democratic experience, 3rd edition. Scott, Foresman and Co., Chicago. 600 pp.

Philosophy

Pahi, B. 1972. A theorem on the iterrelationship of axiom systems for implicational calculi. Zeitschrift für Mathematische Logik und Grundlagen der Mathematik 18:165-167.

Pahi, B. 1972. A method for proving the non-existence of finite characteristic models for implicational calculi. Zeitschrift für Mathematische Logik und Grundlagen der Mathematik 18:169-172.

Psychology

Ryan, E.B., and E.M. Muench. 1972. Bilingual Education Act: implications for teachers. Notre Dame Journal of Education 3(3):235-248.

ENGINEERING

Aerospace and Mechanical Engineering

Lee, L.H.N., and C.-M. Ni. 1972. Finite earthquake-response of inelastic structure. Journal of the Engineering Mechanics Division, ASCE 98(EM6):1529-1546.

Yang, K.-T., and M. Kelleher. 1972. A Görtler-type series for laminar free convection along a non-isothermal vertical plate. Quarterly Journal of Mechanics and Applied Mathematics 25(4):447-457.

Chemical Engineering

Luks, K.D., I.B. Schrodt, and J.S. Ku. 1972. Square-well potential. III. Transport properties of liquids. The Journal of Chemical Physics 57(11):4589-4592.

Civil Engineering

Fielding, D.J., and W.F. Chen. 1973. Steel frame analysis and connection shear deformation. Journal of the Structural Division, ASCE, 99(ST 1), Paper 9481:1-18.

Singer, P.C., and E.M. Winkler. 1972. Crystallization pressure of salts in stone and concrete. Geological Society of America Bulletin 83:3509-3514.

Electrical Engineering

Gajda, W.J., Jr., and A.R. Fripp. 1972. A preliminary report of the optical properties of polysilicon as determined by photoconductance measurements. Page 7 in late news paper digest, IEEE International Electron Devices Meeting, Washington, D.C.

Gajda, W.J., Jr., W.B. Berry, and H.G. Henry. 1972. Dependence of CdS thin film conductivity on ambient oxygen. Proceedings of the National Electronics Conference 27:181-186.

Closing Dates for Selected Sponsored Programs

Agency	Programs	Application Closing Dates
National Institute of Education	Selected Discipline Research	February 17, 1973 (Prospectus) March 1, 1973 (Formal proposals)
	Grants for Research in Education and Small Grants Research	March 1, 1973
Social and Rehabilitation Service (DHEW)	Development and Expansion of Undergraduate and Graduate Programs in Social Work	March 1, 1973
U.S. Office of Education	Equipment and Materials to Improve Undergraduate Instruction	February 15, 1973
	Special Services for Disadvantaged Students in Institutions of Higher Education	March 1, 1973
	Upward Bound	March 1, 1973
	Educational Talent Search	March 1, 1973
	Construction of Undergraduate Academic Facilities	March 31, 1973
	Bilingual Education for Children from Low-Income Families	February 16, 1973

documentation

Report of the Committee to Review the Pre-Professional Programs

Reverend James T. Burtchaell, C.S.C.
Provost
University of Notre Dame
Notre Dame, Indiana 46556

Dear Father Burtchaell:

It gives me much pleasure to submit to the University the Report of the Committee to Review the Pre-Professional Programs. This Report represents the efforts of 12 individuals who gave serious consideration to these important University Programs and to ways of improving them. In the course of the review, Committee members had contact with many people who are relevant to the Notre Dame Pre-Professional Programs, including more than 200 students and approximately 30 members of the faculty and administration. These contacts were instrumental to the assessment of the Programs and to the development of recommendations.

To this day I am not certain of how Committee members were selected. But, from my perspective, the choices were certainly wise ones. From the very first meeting the Committee functioned as a cohesive unit in approaching its mission. In addition, there were obvious commitments among Committee members to education generally, to pre-professional education specifically, and to the University of Notre Dame.

I was indeed fortunate to be provided with an opportunity to chair a Committee whose members combined such commitments with an extraordinary level of ability.

Sincerely,

Richard A. Kurtz

Richard A. Kurtz, Chairman
Committee to Review the Pre-Professional Programs

The Committee to Review the Pre-Professional Programs at Notre Dame was appointed on February 15, 1972, when Father Burtchaell sent a letter to members requesting an assessment of the present programs for pre-professional students and recommendations for improvement. During the past 11 months three meetings of the Committee have been held on the Notre Dame campus and members have had additional mail and telephone contact. This document represents our assessment and recommendations.

The significance of the pre-professional programs to the University is suggested by current enrollment figures. During the first semester of the present academic year a total of 696 College of Science and 228 College of Arts and Letters students (these figures include freshmen) were either directly enrolled in pre-professional programs or had indicated intents in this direction; in addition, at least 20 seniors who are not in a pre-professional program are known to be planning medical school applications. Since the total Notre Dame undergraduate enrollment is 6,722 students, these data indicate that one out

of each seven University students is in some manner vitally concerned with the Notre Dame pre-professional programs. In this context, the pre-professional programs are among the largest within the University.

The special significance of the program to the College of Science is revealed when data concerning only sophomores, juniors and seniors are examined: 496 of the 923 College of Science and 138 of the 2,267 College of Arts and Letters students are in pre-professional programs. Thus, exclusive of freshmen, 54 per cent of the College of Science students are in the pre-professional program; the corresponding figure for the College of Arts and Letters is six per cent.

To provide an opportunity for specialized review of the pre-professional programs the overall Committee divided into three subcommittees: Pre-professional students and faculty, the pre-professional office, and the pre-professional curriculum. While subcommittees generally followed individual paths, there was constant contact among the three to assure consistency of purpose, to share observations, and to coordinate efforts.

Student-Faculty Subcommittee

During the 11 month review, members of this subcommittee conducted and supervised two waves of interviews with students. The first wave, in May, consisted of interviews with more than 80 seniors who were either in a pre-professional program or who had applied to medical schools while majoring in other departments; the second wave, in November, consisted of interviews with more than 100 sophomores, juniors and seniors who were either in a pre-professional program, had dropped out of such a program, or were planning to apply to medical school although not officially in any of the available programs. In addition, interviews were conducted in November and December with 26 faculty members and administrators who are having classroom counseling, or related contact with pre-professional students.

a) Faculty - Administration Assessments

Generally, faculty members describe the pre-professional student as a serious, highly motivated, grade-conscious individual who has a sharpened goal in life. As a consequence of these characteristics many pre-professional students exhibit strong concern about grades, with a basic commitment to achieving a grade-point average which will make them desirable candidates to medical school admissions committees, which they take as the significant reference group. Some faculty described a mass hysteria about grades. Several professors expressed a distaste of this situation, describing many pre-professional students as more concerned with grade-point averages than with obtaining an education. These students were usually described as individuals who calculatingly perceive Notre Dame as a means to an end, approaching the University solely as a step toward medical school.

Such student characteristics are attributed to the well-known shortage of student places in medical schools. Thus, the Association of American Medical Colleges estimates that 35,000 individuals have applied for the 12,900 new medical student slots in the 1972-73 academic year. Clearly, the pre-professional student is aware of the meaning of such statistics. Understanding the significance of the use of the grade-point average as a screening device by medical school admissions committees, he develops anxiety about grades.

When faculty and administrators were asked to list problems of the pre-professional programs, the relationship between the College of Science pre-professional program and the College of Arts and Letters pre-professional program, and the fate of students who apply but are not accepted by medical schools, were most frequently mentioned.

Problems between the two Colleges seem mechanical and could probably be ameliorated by a commitment to a coordinated and cooperative approach. In most years the distribution has been such that approximately three-quarters of the students who apply to medical school from Notre Dame are in the College of Science program and one-quarter are in the College of Arts and Letters departments. Some of the Arts and Letters faculty and administrators attributed at least part of this differential to an alleged biased description which students receive early in their Notre Dame careers. On the other hand, advisors in the pre-professional office, which is located in Nieuwland Science Hall, are unhappy with the College of Arts and Letters program since, allegedly, information about these students arrives late in the students' careers (virtually all medical school applicants utilize the pre-professional office facilities for application purposes). An examination of statements made by faculty and administrators in both Colleges suggest that each points to problems that are common to large-scale organizations in which separate divisions are supposed to cooperate.

The second most frequently mentioned problem, i.e., the fate of students who are not accepted by medical schools, is seen as an extremely serious one, especially for students

who have focused their academic careers exclusively toward becoming physicians. Particularly in the College of Science, such students have followed a curriculum which they feel is a single-option one since, if medical school admission is not forthcoming, alternatives seem few. Many of these students may apply to academic graduate departments, but the selection committees of such programs are often not attracted by students who are choosing their department as a psychological bounce from medical school rejection.

A related problem mentioned by several faculty members was what they described as a distinct one-option orientation within the pre-professional office, with health careers other than medicine essentially ignored or placed into an undesirable second place. Associated with this point is the large number of students enrolled in the program along with the presence of only one advisor in the pre-professional office. This may be a dehumanizing situation to students who find it impossible to obtain individualized attention. Under these conditions a student may feel that he is being processed as a grade-point average, rather than as a person. Size of classes was also roundly criticized by several respondents, who felt that 300 students in one class is not consistent with a Notre Dame education, while it specifically emphasizes the image of impersonality; reference was made to a herded atmosphere.

Most frequently mentioned as a strength of the program was the quality of the education which is received by Notre Dame pre-professional students. Tied to quality, there was reference to the Notre Dame success rate in producing students who are acceptable to medical schools (the acceptance rate for Notre Dame students who apply to medical school generally runs higher than 70 per cent,while the nation-wide rate is around 35 per cent). Another frequently mentioned strength was the pre-professional office itself. Nothing but praise was expressed for the excellent file and the processing of credentials through this office.

Faculty members and administrators were also asked to discuss the University's responsibility to pre-professional students who are not accepted by a medical school. After initial statements about the importance of early screening, a sizable proportion of the respondents suggested that each student should be forced to carry a major in some department in addition to the concentration of courses in the pre-professional program. This would provide the student with other options if medical school acceptance is not forthcoming.

In one department on campus a program has been established to help students who are not accepted by a medical school. A one-year terminal nonresearch Master's degree which starts in the summer term and leads to a degree in May has been developed in the Biology Department. Such a program can lead to a teaching Master's degree, or it might qualify a student for medically-related occupations, such as becoming a representative for a pharmaceutical house or for government work. Additionally, while still in the academic situation, these students can reapply to medical school with the possibility of acceptance the second time around.

Both the Counseling Center and the Psychological Services Center on the Notre Dame campus are underutilized by pre-professional students. Both seem to have potential. For example, a representative of the Counseling Center indicated willingness to offer health career programs and to provide an interest-testing service to students. Psychological Services can provide significant support to students who feel that they are facing serious stress from the pressures of their academic program. Contact between these resources and the pre-professional office is apparently slight.

A high proportion of faculty respondents suggested that the present pre-professional curriculum should not be drastically changed, adding that the program should not have departmental status. Rather, many suggested that it would function well in the status of a program. Thus each student would have a major in a University department, following a curriculum on a departmental level, while simultaneously following the pre-professional program.

b) Student Assessments

Student assessments of the pre-professional programs were surprisingly similar to those of the faculty and administration. With more emotion, however, an overwhelming proportion of the students acknowledge the presence of unusual pressures which follow from the severe shortage of places in medical schools. These students are quite aware of the significance of the grade-point average and its use as a screening device by medical school admissions committees. As a consequence of the pressures for high grade-point averages every test could be critical relative to medical school admission, a situation which leads to extensive competition in courses and on individual tests. In reaction many students apparently lead what might be described as a monastic life at Notre Dame. Instead of participating in extracurricular activities, taking advantage of the social life on campus, and experiencing Notre Dame as a way of life, many of these students concentrate only on their studies. Such students may be described as <u>in</u>, but not <u>of</u>, the University.

Answers to a question of what can be done to relieve these unusual pressures and stresses were highly disappointing, since practically no student offered solutions. One of the more common answers, among those who did make suggestions, indicated that nothing can be done because the pressures are a function of the shortage of student places in the medical colleges along with the medical school admissions committee reliance on the grade-point average as the basic criterion for screening candidates.

When asked why Notre Dame was selected for an undergraduate education, a sizable proportion of students indicated that their choice was based on the University's reputation for "getting students into medical schools." It will be recalled that many faculty and administration respondents had indicated that the pre-professional student tends to focus in one direction, with a sharpened goal in life. Thus, for many of the pre-professional students the choice of Notre Dame is, in itself, a manifestation of this goal orientation. This provides more insight into the pressures and stresses involved, since if the student who selected Notre Dame because of this reputation is facing grade difficulties which he feels might lead to nonadmission to a medical school, the psychological reactions must be exceedingly strong.

Consistent with these observations, when students were asked why they chose their particular program within the University, almost as one the College of Science pre-professional students indicated that their choice was based on probability data relative to medical school acceptance (in actuality, the College of Science applicant acceptance rate is only slightly higher than the College of Arts and Letters rate -- last year it was 75 per cent compared to 70 per cent). Several students reported that some faculty members and individuals who are associated with the pre-professional office had indicated that the medical college admissions rate is significantly higher for College of Science pre-professional students.

Several College of Arts and Letters pre-professional students indicated that their choice of program provided an opportunity to receive a broad educational experience at the present time, suggesting that they expect to face a narrow curriculum once in medical school. While presenting this answer, most of these students also indicated that a College of Arts and Letters background would not be detrimental to their medical school admission chances.

Most students who are neither in the Science nor the Arts and Letters programs are majoring in biology or chemistry. When asked why they decided on such majors rather than on one of the pre-professional programs, several indicated that a biology or chemistry degree would provide alternatives if they were not accepted by a medical school.

In answer to a question about strengths of the Notre Dame pre-professional programs, most students mentioned the quality of the preparation for both medical school admission and for medical school performance. However, many students exhibited strong ambivalence during their discussions, suggesting that while the education received is of high quality, the pressure for grades sours the academic atmosphere. A second strength mentioned by a sizable proportion of respondents was certain functions of the office, namely its activities as a clearinghouse of information about medical schools and as a central area to which all relevant material is sent and from which files are distributed to medical schools. From this perspective the pre-professional office received strong student endorsement.

Several complaints about the pre-professional office were also voiced by these students. One was that some consider a nonresponsive attitude toward them as individuals. This is manifested in what the students refer to as the "numbers game." Thus, several respondents indicated that the office is so strongly success oriented (i.e., interested in the percentage accepted by medical schools) that they, themselves, become numbers. As a consequence, according to several students, the office concentrates on the 3.7 student while paying little attention to the 3.2 student, who is the one really in need of guidance and counseling. Also, a clique of high grade-point average students who spend much time in the office tends to develop each year; this grouping is resented by many other students. As a consequence of what they consider nonresponsiveness, the success orientation, concentration on the 3.7 student, and the clique, many students have bitter feelings about the treatment received in the pre-professional office.

Reference was also made to the power of the chairman of the pre-professional department, with a clear suggestion that a means should be found to place some limits on the power which now exists. Thus, several students stated that if the chairman sent a negative or "not-positive" cover letter to a medical school admissions committee, there is no way that the student can gain entry.

Generally, students were unhappy with the response received from the pre-professional office when they were having difficulty, indicating once again that the office functions best for the 3.7 student who "never" encounters problems. When asked who was sought for advice when it was not available from the pre-professional office, most students indicated

that they sought out other professors on campus. In addition, several students indicated that when counseling from the chairman was not forthcoming, they sought advice from the secretary. Another source of mentioned advice was other students who are in the pre-professional progrm, often those who are a year or two ahead of the individual who is seeking advice.

Approximately two-thirds of the students included in the second survey indicated that if they are not accepted by a medical school, their plans call for applying to a graduate school, most often in departments of biology and chemistry. Many of these students also indicated that they would plan to reapply to medical schools from this new base, sometimes over and over, until acceptance was forthcoming. They seem to look upon graduate school as a means of survival while reapplying to medical school. When asked whether they are doing anything about plans in case of nonacceptance, approximately one-half indicated that they are taking the situation seriously enough to formulate a definite plan of action, e.g., taking the Graduate Record Examination.

In response to a question which asked what they would like the pre-professional office to do for them if they were not accepted by a medical school, almost two-thirds of the students indicated that they would like the office to provide information about other options in which their pre-professional education could be utilized. Several indicated that they are unaware of whether the pre-professional office actually performs this function at the present time.

Pre-Professional Office Subcommittee

From the very beginning of the pre-professional student's career at Notre Dame strong emphasis is placed on the grade-point average. Often, the student enters the University already oriented in this direction, and the feeling is reinforced during the freshman year when the student makes initial contact with the pre-professional office. The alternative for the office would be to avoid an emphasis on grades, and to encourage all students, even the weaker ones, to keep trying. The Notre Dame office feels strongly that the present course is the only just and reasonable one; the fact is that only those students with a high enough average will have a chance for medical school admission, and there is no point in disguising this situation. It appears clear that the department and the student share the same objective, i.e., entry into medical school.

Monitoring of the student's grade-point average continues throughout his entire Notre Dame career. Those who are not obtaining grades which are considered necessary for medical school admission receive letters from the pre-professional office which suggest a conference with the chairman and the possibility of seeking other career options. During the junior year the student who is obtaining the necessary grades is advised about the medical schools he might reasonably apply to and is provided information about the grade-point averages of students accepted in previous years at various schools.

The thoroughness with which a prospective medical student is guided and shepherded through his undergraduate years at Notre Dame is probably unmatched in any other department in the University. At every turn the student is made aware of his progress, problems he may face, the courses required, and the level of performance necessary for medical school admission. From the very beginning, he is aware of the preparation needed to present a solid application to a medical school.

It is the department's continuing desire to be in good standing with the medical schools in the sense that these schools know that they can depend upon the Notre Dame student being what he is represented to be. In pursuing this objective, the department takes an active role with its students. As a result, there are inevitable conflicts with individual students. Some of the sources of these conflicts may be identified as follows:

1) Science orientation: probably because of medical school requirements, the Notre Dame pre-professional curriculum has developed in the College of Science. Therefore, for the entering freshman who wants the shortest and most direct route to medical school, the pre-professional program in the College of Science becomes an obvious choice. Therefore, the chairman of the pre-professional program has always been a person with a strong interest in the science fields who has made himself knowledgeable about medical schools. The result has been that the important and decisive counseling has occurred in the College of Science. The College of Arts and Letters has not developed a counterpart advisor who has become familiar with specific medical schools and with members of admissions committees. Therefore, the Arts and Letters pre-professional advisor tends to monitor the student somewhat differently. He makes certain that the required average is achieved and that the student is enrolling in the required science courses, but when the application to medical school stage is reached, the student is referred to the pre-professional office in the College of Science. This may be the first time that the College of Arts and Letters student has had contact with

this office. The relationship between the College of Arts and Letters student and the pre-professional office which is in another college, thus cannot be the same as the one established between that office and a Science student who has had contact with the advisor since the freshman year. This problem has led to some misunderstandings and recriminations.

2) Strong medical school orientation: clearly, admission to medical school is the goal of the pre-professional office; the office does not pretend to be, nor does it intend to be, a counseling center for all paramedical careers. While information is available in the office about other options, it does not seem to be utilized at very high rates.

This is not necessarily a one-sided situation. It must be recognized that the overwhelming number of students who enroll in the pre-professional programs are interested only in medical school. To attempt counseling about nondoctor health career options early in their student careers is a useless endeavor. A large majority of those who drop out of the program do so because of difficulty in science courses; many of these students want to leave a science orientation completely, and are not interested in health-related careers. And, those who stay in the program and are not accepted by a medical school look around only late in their senior year for other options. Therefore, if the office spent much of its limited time developing expertise in areas other than medical schools, there is little evidence that it would be time well spent. Furthermore, the size of the student body interested in health careers, and the fact of only one advisor, means that a push in other directions without providing additional help in the office would be extremely difficult.

Pre-Professional Curriculum Subcommittee

The success of the Notre Dame pre-professional programs is not dependent upon any one curriculum. Students have had almost equivalent success from a base in the College of Science program, the College of Arts and Letters program, and independent major programs. Thus, one might question the need for separated programs within the University.

There are, however, certain minimal course preparations that seem necessary for students planning medical careers. Accordingly, it would seem advantageous to delineate a universal pre-professional curriculum around which students of many backgrounds and interests could tailor their individual undergraduate careers. If required courses were minimized, while still noting the expectations of medical schools and the knowledge which is necessary to score high on the Medical College Admissions Test, a student within virtually any department of the University could meet the requirements of his major while also preparing himself for medical school admission.

Actually, an examination of the three existing pre-professional programs (Science concentrate, Science major and Arts and Letters) reveals that only relatively small differences presently exist. The College of Science pre-professional concentrate curriculum differs little in content from the College of Arts and Letters program, except for a semester of mathematics and a chemistry course; the College of Science pre-professional major basically requires only two additional chemistry courses; and the biology concentrate is almost identical in content with the pre-professional concentrate curriculum.

In order to maximize flexibility for the pre-professional student, we have attempted to determine universal minimal science course requirements which have been stated by medical schools. Toward this end, a summary of medical school entrance requirements is presented in Table 1.

TABLE 1

SUMMARY OF MEDICAL SCHOOL ENTRANCE REQUIREMENTS

(Compiled from: 1973-74 Medical School Admission Requirements, Association of American Medical Colleges, 23rd edition)

For 114 Medical Schools:

	Required	%	Recommended	%
Science				
Chemistry:				
General chemistry[1]	110	(96)		
Organic chemistry	110	(96)		
Quantitative analysis	18	(15)	11	(10)
Qualitative analysis	17	(15)		
Physical chemistry	3	(3)	29	(25)
Biochemistry	1	(1)	7	(6)
Life Sciences:				
General biology[2]	113	(99)		
Embryology	8	(7)	24	(21)
Genetics	8	(7)	22	(19)
Comparative anatomy	2	(2)	14	(12)
Cell physiology	0	-	7	(19)
Molecular biology	1	(1)	3	(3)
Microbioloby	0	-	1	(1)
Cell biology	2	(2)	1	(1)
Advanced biology (unspecified)	0	-	4	(4)
Zoology	3	(3)		
Mathematics:				
General mathematics[3]	25	(22)		
Algebra, trigonometry, or analytical geometry	24	(21)		
Calculus	18	(16)	32	(28)
Physics:				
General physics[4]				
Non-Science				
Humanities:				
English	76	(67)		
Foreign language	7	(6)		
Social and Behavioral Sciences:				
Behavioral science (unspecified)	10	(9)		
Psychology, social science, sociology	18	(16)		

[1]Unspecified, general or inorganic chemistry
[2]Unspecified, or general biology
[3]Unspecified, or college mathematics
[4]Unspecified, or general physics

Recommendations

Two points became extremely significant during the Committee's deliberations on recommendations.

One point dominated discussions so persistently that it may be identified as a theme of these deliberations. This theme was the psychological pressures faced by Notre Dame students who are preparing for medical and health careers. The pressures are apparently experienced by students throughout their academic life at Notre Dame and they increase in intensity when application is made to medical or other schools; they reach a gnawing peak among students who are not accepted by schools to which they have applied. Discussion of the pressures faced by students arose in many different ways, as Committee members discussed many different issues. The recommendations which follow reflect Committee concern with these psychological pressures.

In addition, we feel that there is no one best pathway toward medical and health careers for

all Notre Dame students. Therefore, we have concluded that the presence of a variety of options for students who wish to pursue such careers is a significant strength of the Notre Dame program; if possible, the number of options should be expanded. The recommendations which follow reflect this intent.

1) Since the College of Science program is concerned with only a limited segment of professional careers, its designation as a Department of Pre-professional Studies is incorrect. We suggest that "Health Sciences" is a more appropriate name for the College of Science program.

2) We recommend the establishment of a new interdisciplinary program in the College of Arts and Letters, which should be known as the "Human and Behavioral Sciences" health program. Like the director of the Health Sciences program, the director of this new program should act in an advisory capacity for students who plan medical and health-related careers. The directors of these two programs should monitor the progress of all students in the University who are planning medical and health careers; naturally, the director of the Health Sciences program will focus attention on Science students while the director of the Human and Behavioral Sciences health program will concentrate on Arts and Letters students.

We urge extensive cooperation and coordination between the College of Science and the College of Arts and Letters programs. Together they should act as a center of information about medical and health-related careers and as a file distribution center for students who are seeking admission to relevant schools. We also recommend that the directors of the two programs should be located in one office, in a building which is not identified with the College of Science or the College of Arts and Letters.

3) We recommend the establishment of a counseling service, somewhat akin to the present Freshman Year counseling service, as an addition to this new office. This counseling service should provide information about medical, health, and related careers. It should, specifically, provide information about such medical and health-related occupations as medicine (both medical doctor and doctor of osteopathy), dentistry, physical therapy, hospital administration, etc., as well as information about graduate work in such academic fields as biology, chemistry, medical sociology, psychology, etc. Special focus should be on the counseling of students who change medical and health career plans during their Notre Dame experience.

4) This office should be asked to refrain from the display of "success rate" symbols, e.g., charts which depict the percentage of students who have been accepted by medical schools. We feel that emphasis in the office must be on helping students to make wise and realistic career choices, rather than "getting students into" medical school.

5) The data suggest that the number of minority students who have chosen the Notre Dame pre-professional programs in the past has been slight. Those who have started in the program have dropped out. This office should be directed to devote its resources to recruiting and supplementing the education of minority students, to attract and prepare them for medical and health careers.

6) We feel that the Health Sciences and the Human and Behavioral Sciences health programs should recognize the Notre Dame transition to coeducational status. The directors of the programs should give sepecial attention to recruiting females who are interested in medical and health careers.

7) We recommend the establishment of a standing Faculty Advisory Committee with a charge to monitor both programs. Special emphasis of this committee should be on the coordination and evaluation of the Health Sciences and the Human and Behavioral Sciences health programs. A first priority for this Committee should be consideration of changes in the present system of obtaining and distributing letters of recommendation for students who are applying to medical and other schools.

8) Based on an analysis of relevant information, we have derived a minimal medical-health carrer curriculum, which is listed below. This listing presents the suggested minimum requirements for a Health Sciences - Human and Behavioral Sciences student at Notre Dame, and constitutes the core of the recommended interdisciplinary curriculum for all students in the University who are planning medical or health careers.

Science Courses	Hours
General chemistry	8
Organic chemistry	8
General biology	8
Physics	8
General mathematics	6-8
Advanced science elective	8
TOTAL	46-48

Arts and Letters Courses	Hours
English composition	6-9
Public speaking	6-9
Humanities or social sciences (advanced)	6-9
TOTAL	18-27

Each of the two programs should establish its own major with this interdisciplinary curriculum as its core. Students who are planning medical and health careers should be given the option of majoring in the Health Sciences program, majoring in the Human and Behavioral Sciences health program, or majoring in a University department while meeting the requirements of the core curriculum.

Respectfully submitted,

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of the University through a board of trustees, or are owned by the university. For example, Princeton University Press is a non-profit corporation, which includes the Press as well as a printing plant, and income from the printing plant is supposed to keep the Press solvent. It is controlled by a Board of Trustees.

Most university presses are a publishing house operating independently. On the other hand, in a few states there is a state university press to cover the various institutions of higher learning throughout the state, such as the University Press of Virginia, of Kentucky, of Kansas, of New England (the only association of presses of private institutions). Some small presses have a minimum staff and employ a commercial house to promote, sell, and distribute their books (such as Bucknell and Farleigh Dickinson University presses).

II

CONFORMITY OF UND PRESS TO PURPOSES OF UNIVERSITY PRESSES

The second question asks whether the University of Notre Dame Press has conformed to the purposes of university presses in such a way as to justify the expenditure of considerable sums which could otherwise have been used within the academic budget.

The profile of books published is similar to that of other university presses in that it includes scholarly books published in formal and informal series, special studies, proceedings of conferences held on campus, symposia, paperbacks used as supplementary readings for students, and some miscellaneous books for special reasons. Some religion textbooks were published for the Catholic college market in an earlier period, and some of the miscellaneous were published for reasons best known to the Administration of the University.

The question asks whether the benefits to the University were worth the price--"considerable sums." On balance, we believe that the benefits were worth the price. The Press has given a kind of visibility to the University not obtainable by other means and has contributed to its academic prestige among scholars. Its existence has facilitated for some of our faculty the obtaining of research grants from foundations or grants for holding symposia. It has fostered a kind of focus in certain areas of research, e.g., international studies, and Mexican-American studies. It has given greater visibility to departments in whose disciplines books have been published. It has carried the University of Notre Dame Press imprint throughout the world. Some of its books have been translated and published by foreign publishers.

To give a few specific instances here might not be out of place. The publication of religion textbooks filled a need and led Catholic schools in the decade of the 1950's, but this era passed. Three consecutive grants for research and publication were secured from the Rockefeller Foundation by the Committee on International Relations in the 1950's. Two large Ford Foundation grants, in 1960 and 1965 respectively, also included substantial subsidies for publication. A fine record of book publication was an important reason for renewals. With the momentum so gained, the International Studies of the CIR have now grown to 52 volumes, 33 of which carry the name of a Notre Dame professor as author or editor. Also in the 1950's Father Mathis's series of Liturgical Studies, in the forefront of the new liturgical movement, brought the best thinking of European scholars on the subject to American readers. This was an outgrowth of his Summer Liturgy Program to which he brought distinguished authorities to teach. The series, Publications in Mediaeval Studies, originated by Father Moore, has 21 volumes to date. The Problem of Population studies, begun in 1964 and subsidized by the Ford Foundation, published 6 volumes. The Ward-Phillips Lectures (Department of English) as well as Mexican-American studies (Sociology-Anthropology) are of relatively recent origin. Books in Philosophy and in English have been published in significant numbers. Some paperbacks for students have done quite well, for example, Chaucer I has sold more than 60,000 copies, Understanding History, more than 37,000, and La Raza nearly 22,000. In its work the Press has cooperated with the efforts of the faculty and used its expertise.

For the cost of the Press to the University reference is made to schedule 45, University Press, of the UND Financial Report for the fiscal year ending June 30, 1972, and to the discussion recorded in the minutes of the Board meeting November 6, 1972, pp. 2-3. For FY ending June 30, 1972, the net loss was $51,968.54 before an inventory write down of $54,950.49 on books more than 5 years old. The sum of these figures, i.e., $106,919.03, was entered on Schedule 44, Publications, as the cost of the Press to the University. A bleaker impression of the financial operation of the Press than necessary may be given unless one is always aware of the value of the inventory after the yearly write down. After the write down June 30, 1972, the inventory value was listed as $256,917.50. The figure is conservative and the write-off period should be 8 years rather than the established 5-year period, since the average time for a book to go out of print is about 6½ years and most scholarly books take much longer.

As stated in the minutes, p.3: "Fr. Wilson brought up the point that at the present time the University Press is attached to the Business Affairs division of the University and comes under its budget. Fr. Wilson feels the Press should come under Academic Affairs, since the

Press serves the academic community. This point was then discussed by those present, and Fr. Wilson thought it appropriate for this Board to make a recommendation for a change of jurisdiction of the Press from Business Affairs to Academic Affairs." The recommendation will be stated along with others later in this report.

The Board discussed options or alternatives open to the University if the Press were dissolved. One option would be to do nothing and let other university presses and commercial publishers bring out books originating here at their own expense and profit (if any). This course of inaction would lead to faculty pressure on the University to do at least something to assist in getting their books printed. One of the consequences of this option would be to revert back to departmental sponsorship and publication such as existed before centralization under the Press. A second option would be to subsidize the publication of books by faculty members at other university presses or elsewhere to the extent that the University thinks it can afford. Something of this nature took place in a few cases several years ago. Although the second alternative may have advantages, it also has serious disadvantages, notably, the cost might be as great to the University as maintaining a University Press without the control and prestige of having a press. In addition, in both courses, immediate disposition of the inventory would bring a considerable monetary loss as well as loss of prestige.

III

FOCUS OF THE PRESS

The third question asks what focus the Board would recommend if the Press were to continue.

Over the years the Press has directed its attention to publishing in certain fields: theology and liturgy; philosophy; government and international relations; English literature, especially in the area of Middle English, and of late the Ward-Phillips Lecture series and also studies in relation of theology and literature; sociology, and recently Mexican-American studies; Mediaeval Studies; and the Mathematical Lectures series. Within a field fluctuations have occurred, for example, in sociology 5 books on population problems were printed in the mid 60's (one of the original 6 volumes was in biology); later when studies of minorities, chiefly Black, were sweeping the presses, our Press started to bring out the Mexican-American studies as practically the only one in the field. Also a few books belong under fields not mentioned above: a few under history, several under art, and several under education, e.g., Catholic Schools in Action which was the report on The Notre Dame Study of Catholic Elementary and Secondary Schools in the U.S., edited by Neuwein. In general the Press has steered clear of law, science, and engineering, but there have been exceptions, e.g., Kolupaila's Bibliography of Hydrometry, a formidable book of nearly 1000 pages, the publication of which was sponsored by a grant from NSF--a book which no one is ever going to do over.

The names of series, formal and informal, are given here. A list of books (by title, author, and year of publication) for each series is included in the appendix:

INTERNATIONAL STUDIES (Sponsored by the CIR)
MEDIAEVAL STUDIES
TEXTS & STUDIES IN MEDIAEVAL EDUCATION (Press acts chiefly as a distributing agency.)
MATHEMATICAL LECTURES
LITURGICAL STUDIES
CARDINAL O'HARA SERIES (Theology)
CONTEMPORARY CATECHETICS
WARD-PHILLIPS SERIES (English)
POPULATION STUDIES
MODERN STUDIES IN PHILOSOPHY
EARLY ENGLISH SERIES
MEXICAN-AMERICAN TITLES (Sociology-Anthropology)

As evidenced of the quality and desirability of its books, or as a measure of the impact of the UND Press abroad, a list is provided in the appendix giving the title and author of the book, translation rights sold (by foreign language), and other rights sold (reprint rights for hardbound or paperback, and by country if not the U.S.). Information of this kind is seldom brought to the attention of anyone at the University.

RECOMMENDATIONS

1. Continuation

The Board strongly recommends that the University of Notre Dame Press be continued, and that it be supported at the level the University finds financially feasible. At the present an annual subsidy of $50,000 not including a write down on inventory more than 5 years old, seems to be a workable figure. As the period of economic stringency passes, the support should be raised slowly so as to permit a build up of the backlist with more new books.

2. Jurisdiction

Since the UND Press serves the academic community, it is recommended that it be put under the jurisdiction of the Provost's Office rather than the authority and budget of the Vice President for Business Affairs and that the business aspects of it be monitored by Business Affairs.

3. Appointment and Duties of the Board

It is recommended that the appointment of members to the advisory Editorial Board be made, on recommendation of the Board, by letter of appointment from the Office of the Provost for definite staggered terms in such a manner that the Board will have continuity as well as a new input of ideas and talent. It is assumed that the Provost would be an ex officio member. The duties and responsibilities of the Board should be clarified, particularly if these are to be broadened to include more than editorial evaluations. At present, although the Board is implicitly aware of the different costs and marketability of books of different kinds, its main concern is with editorial evaluation.

4. Publishing Profile

It is recommended for austerity guidelines--

(a) that the present profile of publishing and areas of particular interest to the University be continued in so far as possible;

(b) that, as fewer books can be published, greater selectivity for quality be exercised;

(c) that in determining priorities among books, preference be given to series (formal or informal) for which publication subsidies were received from foundations with the understanding that income from books sold be used for the production of new books in the series regardless of whether a formal revolving fund was set up or not;

(d) that the Press still have the freedom to take advantage of a new, promising field, as was the case with the Mexican-American books;

(e) that the importation of books (sheets, reproduction proofs, etc.) published in English for an American edition, however small, should be carefully weighed;

(f) that translations be placed lowest on a list of priorities because translation costs must be added to the already high production costs of a book.

5. Production

It is recommended that where possible with appropriate books, savings in production costs be made by the use of the latest printing and composition methods, for example, IBM composer typewriter.

6. Financing

It is recommended that--

(a) an annual subsidy equal to the salary budget of the Press be granted by the University to the Press, and

(b) the write down on books take place after 8 years.

Although this does not seem to be the time for trying to secure endowment from foundations which appear to be making grants only for specific projects, nevertheless endowment for the Press might be one of the needs of the University which some private benefactor might be

interested in. Our Foundation Office should be made aware of this.

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Dr. Stephen D. Kertesz, Dir. Inst. for Intern. Studies

Dr. William T. Liu, Chm. Dept. of Sociology and Anthropology

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American Association of University Professors Annual Survey of Academic Salary and Fringe Benefit Data for the Academic Year 1972-73

January 15, 1973

To: The Faculty of the University

The American Association of University Professors Annual Survey of Academic Salary and Fringe Benefit Data for the Academic Year 1972-73 has been prepared and filed by our office. Table 1 of the survey is reproduced below:

TABLE 1

FACULTY MEMBERS: NUMBERS, SALARIES, FRINGE BENEFITS - TOTALS AND AVERAGES BY ACADEMIC RANK
(9-Month basis, Academic Year 1972-73)

Faculty Rank	Number of Full-time Faculty	Total Outlay for Salaries & Fringe Benefits of Full-time Faculty		
		Salaries	Fringe Benefits	Combined (3 + 4)
(1)	(2)	(3)	(4)	(5)
1. Professor	147	$2,853,149	$445,207	$3,298,356
2. Assoc. Prof.	146	2,192,084	348,020	2,540,104
3. Assist. Prof.	152	1,882,974	272,440	2,155,414
4. Instructor	20	197,057	26,958	224,015
5. Lecturer				
6. All Ranks	465	7,125,264	1,092,526	8,217,889

Faculty Rank	Average Compensation of Full-time Faculty			Fringe Benefits As % of Avg. Sal. (7 ÷ 6)
	Salary (3 ÷ 2)	Fringe Benefits (4 ÷ 2)	Combined (6 + 7)	
	(6)	(7)	(8)	(9)
1. Professor	$19,409	$3,029	$22,438	15.6
2. Assoc. Prof.	15,014	2,384	17,398	15.9
3. Assist. Prof.	12,388	1,792	14,180	14.5
4. Instructor	9,853	1,348	11,201	13.7
5. Lecturer				
6. All Ranks	15,323	2,350	17,673	15.3

Using the A.A.U.P. defined criteria, average total (combined) compensation of full-time Teaching and Research faculty for all ranks increased $1,158, or 7.0% in 1972-73 compared to 1971-72. This increase comprised additional salary of $450 (3.0% increase) and fringe benefits of $708

(43.1%). The percentage increase of 7% in total average compensation has been exceeded in only two other years of the past ten years and the absolute dollar increase of $1,158 is the largest for the decade except for that granted in 1970-71.

Eligible fringe benefits include F.I.C.A. (Social Security) tax; Retirement plan contribution (T.I.A.A./C.R.E.F.); Medical insurance (T.I.A.A. major medical and Blue Cross-Blue Shield); Group Life insurance; Disability Income Protection insurance; Unemployment Compensation; Workmen's Compensation insurance; and Cash tuition for faculty children.

New fringe benefits provided by the University in 1972-73 were the payment of full premium for Blue Cross-Blue Shield coverage, amounting to $500 per year for a faculty member enrolled in the family plan and $188 per year for the faculty member in the single plan; and the payment of the total premium for Disability Income Protection insurance, the cost of which is $77 per faculty member for those enrolled in the T.I.A.A. Retirement program, and $60 each for those not eligible for the T.I.A.A. Retirement program.

The payment of these new fringe benefits by the University actually provides greater compensation to the faculty member than the indicated dollar amount of the benefit. In previous years a faculty member paid for the cost of Blue Cross-Blue Shield medical insurance coverage from salary subject to federal income taxes. The premiums are now paid by the University and represent a benefit not subject to federal income taxes.

The following chart is a comparison by rank of average compensation components for 1972-73 and 1971-72:

Faculty Ranks	1972-73 Average Compensation of Full-time Faculty			1971-72 Average Compensation of Full-time Faculty		
	Salary	Fringe Benefits	Combined	Salary	Fringe Benefits	Combined
Professor	$19,409	$3,029	$22,438	$19,109	$2,388	$21,497
% Increase	1.6%	26.8%	4.4%			
Associate Professor	15,014	2,384	17,398	14,658	1,731	16,389
% Increase	2.4%	37.7%	6.2%			
Assistant Professor	12,388	1,792	14,180	12,209	1,054	13,263
% Increase	1.5%	70.0%	6.9%			
Instructor	9,853	1,348	11,201	9,170	672	9,842
% Increase	7.4%	100.6%	13.8%			
All Ranks	15,323	2,350	17,673	14,873	1,642	16,515
% Increase	3.0%	43.1%	7.0%			

James T. Burtchaell, C.S.C.
Provost

Father Hesburgh: "The Moral Purpose of Higher Education"

(Editor's Note: The following article by Father Hesburgh appeared in the January 8 issue of The New York Times.)

THE MORAL PURPOSE OF HIGHER EDUCATION

Somewhere, in that vague morass of rhetoric that has always characterized descriptions of liberal education, one always finds a mention of values. The true purists insist on intellectual values, but there have always been educators, particularly among founders of small liberal arts colleges in the Nineteenth Century, who likewise stressed moral values as one of the finest fruits of their educational process, especially if their colleges were inspired by a religious group.

I believe it to be a fairly obvious fact that we have come full circle in our secularized times. Today one hears all too little of intellectual values, and moral values seem to have become a lost cause in the educational process. I know educators of some renown who practically tell their students, "We don't care what you do around here as long as you do it quietly, avoid blatant scandal, and don't give the institution a bad name".

Part of this attitude is an over-reaction to "in loco parentis", which goes from eschewing responsibility for students' lives to just not caring how they live. It is assumed that how students live has no relation to their education which is, in this view, solely an intellectual process. Those who espouse this view would not necessarily deny that values are important in life. They just do not think that they form part of the higher education endeavor if, indeed, they can be taught anyway.

Moral abdication or valuelessness seems to have become a sign of the times. One might well describe the illness of modern society and its schooling as anomie, a rootlessness.

I would like to say right out that I do not consider this to be progress, however modern and stylish it might be. The Greeks (not the fraternities!) were at their best when they insisted that (arete) excellence, was at the heart of human activity at its noblest, certainly at the heart of education at its civilized best. John Gardner wrote a book on the subject which will best be remembered by his trenchant phrase: "Unless our philosophers and plumbers are committed to excellence, neither our pipes nor our arguments will hold water".

Do values really count in a liberal education? They have to count if you take the word "liberal" at its face value. To be liberal, an education must somehow liberate a person actually to be what every person potentially is: free. Free to be and free to do. What?

Excuse me for making a list, but it is important. The first fruit of a liberal education is to free a person from ignorance which fundamentally means freedom to think, clearly and logically. Moreover, allied with this release from stupidity -- non-thinking or poor-thinking -- is the freedom to communicate one's thoughts, hopefully with clarity, style, and grace, more than the Neanderthal grunt. A liberal education should also enable a person to judge, which in itself presupposes the ability to evaluate: to prefer this to that, to say this is good and that bad, or at least this is better than that. To evaluate is to prefer, to discriminate, to choose, and each of these actions presupposes a sense of values. Liberal education should also enable a person to situate himself or herself within a given culture, religion, race, sex, and, hopefully, to appreciate what is valuable in the given situation, even as simple an evaluation as "black is beautiful". This, too, is a value judgment and a liberation from valuelessness, insecurity, and despair at times. Liberal education, by all of these value-laden processes, should confer a sense of peace, confidence, and assurance on the person thus educated and liberate him or her from the adriftness that characterizes so many in an age of anomie.

Lastly, a liberal education should enable a person to humanize everything that he or she touches in life, which is to say that one is enabled not only to evaluate what one is or does, but that, in addition, one adds value consciously to relationships that might otherwise be banal or superficial or meaningless; relations to God, to one's fellow men, to one's wife or husband or children, to one's associates, one's neighborhood, one's country and world.

In this way, the list of what one expects of liberal education is really a list of the very real values that alone can liberate a person from very real evils or non-values -- stupidity, meaninglessness, inhumanity.

One might well ask at this juncture, "How are these values attained educationally?" Again, one is almost forced to make a list: language and mathematics stress clarity, precision, and style if well taught; literature gives an insight into that vast human area of good and evil, love and hate, peace and violence as real living human options. History gives a vital record of mankind's success and failure, hopes and fears, the heights and the depths of human endeavors pursued with either heroism or depravity -- but always depicting real virtue or the lack of it. Music and art purvey a sense of beauty seen or heard, a value to be preferred to ugliness or cacophony. The physical sciences are a symphony of world order, so often unsuccessfully sought by law, but already achieved by creation, a model challenging man's freedom and creativity. The social sciences show man at work, theoretically and practically, creating his world. Too often, social scientists in their quest for a physical scientist's objectivity under-rate the influence of freedom -- for good or for evil. While a social scientist must remain objective within the givens of his observable data, his best contribution comes when he invokes the values that make the data more meaningful, as De Toqueville does in commenting on the values of democracy in America, Barbara Ward in outlining the value of social justice in a very unjust world, Michael Harrington in commenting on the non-value of poverty. Again, it is the value judgments that ultimately bring the social sciences to life and make them more meaningful in liberating those who study them in the course of a liberal education.

One might ask where the physical sciences liberate, but, even here, the bursting knowledge of the physical sciences is really power to liberate mankind: from hunger, from ignorance and superstition, from grinding poverty and homelessness that have made millions of persons less than human. But the price of this liberation is value: the value to use the power of science for the humanization rather than the destruction of mankind.

Value is simply central to all that is liberalizing in liberal education. Without value, it would be impossible to visualize liberal education as all that is good, in both the intellectual and the moral order of human development and liberation. Along the same line of reasoning, President Robben Fleming of Michigan this year asked his faculty why, in the recent student revolution, it was the liberal arts students who so easily reverted to violence, intolerance, and illiberality. Could it not be that their actions demonstrated that liberal education has begun to fail in that most important of its functions: to liberate man from irrationality, valuelessness, and anomie?

But, one might legitimately ask, how are these great values transmitted in the process of liberal education? All that I have said thus far would indicate that the values are inherent in the teaching of the various disciplines that comprise a liberal education in the traditional sense. However, one should admit that it is quite possible to study all of these branches of knowledge, including those that explicitly treat of values, philosophy and theology, without emerging as a person who is both imbued with and seized by great liberating and humanizing values. I believe that all that this says is that the key and central factor in liberal education is the teacher-educator, his perception of his role, how he teaches, but, particularly, how he lives and exemplifies the values inherent in what he teaches. Values are exemplified better than they are taught, which is to say that they are taught better by exemplification than by words.

I have long believed that a Christian university is worthless in our day unless it conveys to all who study within it a deep sense of the dignity of the human person, his nature and high destiny, his opportunities for seeking justice in a very unjust world, his inherent nobility so needing to be achieved by himself or herself, for one's self and for others, whatever the obstacles. I would have to admit, even immodestly, that whatever I have said on this subject has had a miniscule impression on the members of our University compared to what I have tried to do to achieve justice in our times. This really says that while value education is difficult, it is practically impossible unless the word is buttressed by the deed.

If all this is true, it means that all those engaged in education today must look to themselves first, to their moral commitments, to their lives, and to their own values which, for better or worse, will be reflected in the lives and attitudes of those they seek to educate. There is nothing automatic about the liberal education tradition. It can die if not fostered. And if it does die, the values that sustain an individual and a nation are likely to die with it.

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