

'72-'73

# notre dame report

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June 8, 1973

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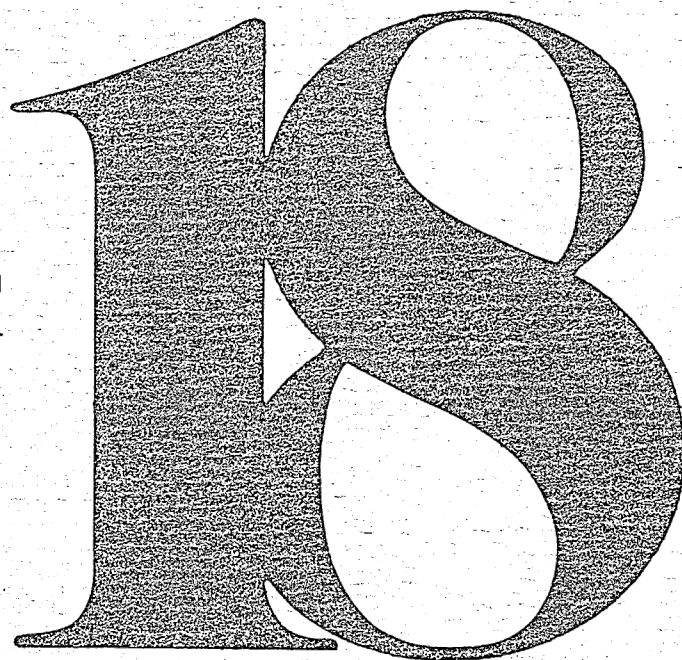
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# the university

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## New Trustees

Four new members were named at the spring campus meeting of the University's Board of Trustees, bringing its membership to 40.

The new trustees are Robert A. Erkins, president of the Snake River Trout Ranch, Buhl, Idaho; Dr. Philip J. Faccenda, vice president for student affairs; John J. Powers, Jr., honorary chairman of the board of Pfizer, Inc., New York, N.Y., and Frank E. Sullivan, executive vice president and chief marketing officer of Mutual Benefit Life Insurance Company, Newark, N.J. Sullivan, Faccenda and Erkins are Notre Dame alumni, and the last two are former presidents of the Notre Dame Alumni Association Board. Powers has served as a member of the Advisory Council for the College of Science since 1959.

Also joining the board in an ex-officio position will be William K. McGowan, Jr., vice president of the American Fletcher National Bank and Trust Company in Indianapolis, Ind., and new head of the University's Alumni Association Board, effective July 1.

Re-elected for president and secretary of the Trustees, respectively, were Edmund A. Stephan and Paul F. Hellmuth, who have served in these positions since the changeover to lay governance at Notre Dame in 1967. Dr. James Frick, vice president for public relations and development, was elected officer of the Board and will serve as its assistant secretary.

The Trustees also approved a change in structure which included formation of seven standing committees -- the Executive Committee, the Nominating Committee, the Academic and Faculty Affairs Committee, the Financial Affairs Committee, the Investment Committee, and the Public Relations and Development Committee.

The Executive Committee, which exercises the powers of the full Board between its semi-annual plenary meetings in the fall and spring, consists of the officers of the Board, the chairman of each standing committee, the president, provost and executive vice president of the University, and at-large members as appointed by the chairman of the Board.

## Weatherhead Foundation Scholarships

Fr. Michael J. Murphy, C.S.C., chairman of the Department of Geology, has announced the establishment of the Weatherhead Foundation Scholarships for Undergraduate Students in Geology.

The Weatherhead Foundation of New York City has made two grants of \$15,000 each to the University to "assist it in meeting the expenses of students majoring in geology, oceanography or related fields of earth science in the Department of Geology." The interest from the grants will provide the scholarship funds. Notre Dame's fund was made possible by Mr. John Weatherhead of Fort Wayne, Ind., a member of the Board of Directors of the Foundation.

## Faculty Library Committee

Newly elected members to the Faculty Library Committee are Dr. Raymond M. Brach, Department of Aerospace and Mechanical Engineering; Dr. Ralph M. McInerny, Department of Philosophy; and Dr. Thomas R. Swartz, Department of Economics. The Chairman of the Faculty Library Committee, Dr. Eugene J. Brzenk, stated that the total number of ballots cast were the highest in the Committee's history.

## Father Sheedy Award

Mr. Robert Vacca, assistant professor of modern and classical languages, has been named to receive the Father Sheedy Award for excellence in teaching. His selection as the 1973 recipient of the citation and a \$1,000 honorarium was announced by Dean Frederick J. Crosson of the College of Arts and Letters.

Described as an "exciting and penetrating lecturer who never fails to inspire interest in the classics" by a student-published course evaluation booklet, Vacca is the first non-tenured faculty member to receive the award established to honor a former dean of the college, Rev. Charles E. Sheedy, C.S.C. He

joined the Notre Dame faculty in 1969 after teaching at the University of Chicago, where he will receive his doctorate this month.

The award will be presented at a fall ceremony.

## Combination Liberal Arts and Engineering Program

The University of Notre Dame and DePauw University in Greencastle, Ind., have announced a five-year combination liberal arts and engineering program.

Under the so-called 3-2 plan, a student takes three years of liberal arts offerings and preparatory engineering courses at DePauw, followed by two years in Notre Dame's College of Engineering and culminating in a B.A. degree from DePauw and a B.S. in an engineering field from Notre Dame.

DePauw students will be eligible for the Notre Dame bachelor of science degree in seven areas of engineering: aerospace, chemical, civil, electrical, mechanical, metallurgical and materials science, and engineering science.

## Tennis Lessons

Beginners Tennis lessons for Faculty and Staff employees of Notre will be offered on the University Tennis Courts this summer.

The series will consist of six 90-minute lessons at a cost of \$3 for the series to defray the salary of the instructors.

Students must wear smooth soled tennis shoes. Balls will be supplied for the lessons along with loan rackets from the physical education department.

The group will be limited to the first 30 adults who register in person, no phone calls, at the Courtney Tennis Center 10 a.m. Saturday, June 9.

Notre Dame identification will be required.

First series begins Tuesday, June 12 6:30 to 8 p.m. and subsequent Tuesdays and Thursdays thereafter.

## Center for Economic Education

The establishment of a Center for Economic Education at the University of Notre Dame, the only facility of its type in the northern sector of the state, has been announced by the Indiana Council for Economic Education. Dr. Thomas R. Swartz, associate professor of economics, will serve as director.

Location of the center at Notre Dame will provide a headquarters where non-university personnel such as social science teachers on the elementary

and secondary levels, public servants, administrators, and others may gain an appreciation of the broader economic issues confronting society and to encourage the application of economic concepts in dealing with issues and problems which arise in governmental agencies.

Of the 90 college centers in the nation only five were previously in Indiana. These are at Ball State, DePauw, Purdue, Indiana University and Evansville.

The Notre Dame staff, in cooperation with Purdue and the State Department of Public Instruction, conducted a five-part program for graduate or in-service credit at the offices of the Associate Corporation in South Bend. Area teachers received consultant help on a continuous basis during the program beginning January 19 and ending May 12.

## Library Summer Hours

Due to budgetary constraints, Mr. David E. Sparks, director of libraries, and the Faculty Committee for University Libraries have decided to revise the Memorial Library's hours of opening during the forthcoming Summer Session which covers the period from Monday, June 25, 1973 through Thursday, August 9, 1973.

The new schedule will be as follows:

### Memorial Library

Monday through Saturday  
8 a.m. until 10 p.m.

Sunday  
1 p.m. until 10 p.m.

The Memorial Library will be open on July 4, Independence Day.

The College and Departmental Libraries' schedules are as follows:

### Architecture Library

8 a.m. - 12 noon Monday through Friday  
1 p.m. - 5 p.m.

Closed Saturday and Sunday

### Chemistry/Physics Library

8 a.m. - 8 p.m. Monday through Friday  
9 a.m. - 1 p.m. Saturday

Closed Sunday

### Engineering Library

8 a.m. - 5 p.m. Monday through Friday  
9 a.m. - 1 p.m. Saturday

Closed Sunday

### Geology Library

8 a.m. - 12 noon Monday through Friday  
1 p.m. - 5 p.m.

Closed Saturday and Sunday

### Life Sciences Library

8 a.m. - 5 p.m. Monday through Friday  
6 p.m. - 8 p.m.

9 a.m. - 1 p.m. Saturday

Closed Sunday

### Mathematics/Computing Library

8 a.m. - 8 p.m. Monday through Friday  
8 a.m. - 12 noon Saturday

1 p.m. - 5 p.m. Sunday  
1 p.m. - 5 p.m.

# faculty notes

## Non-university appointments

Rev. Theodore M. Hesburgh, C.S.C., president, will deliver Harvard University's commencement address June 13 at the annual meeting of the Associated Harvard Alumni. Father Hesburgh is the recipient of the first annual Lyndon Baines Johnson Award for the advancement of human rights. The award was presented to him May 31 by the National Urban League in Chicago. DePaul University will present him with its St. Vincent de Paul medal June 10 at its 75th commencement, awarded since 1965 for "serving God through the needs of men."

Dr. Thomas J. Jemielity, associate professor of English, has accepted an invitation to become a fellow of the Society for Religion in Higher Education.

Rev. Robert L. Kerby, assistant professor of history, has been appointed associate editor of the quarterly magazine "Sophia," the review of the Melkite Greek Catholic Church in America.

Dr. John F. Santos, professor of psychology, was named as a new board member of the Mental Health Association of St. Joseph County at that organization's 25th Annual Awards Dinner May 16.

## Miscellany

Dr. Alfons J. Beitzinger, professor of government and international studies, delivered the 12th annual James Taylor Lecture at Southwest Texas State University on April 12. His subject was "The Idea of Freedom in Contemporary American Political Thought."

Dr. James F. Brogle, assistant professor at the psychological services center, presented a paper at the annual Southeastern Psychological Association Convention in New Orleans, April 6-8. The title of his paper was "Performance of Normals and Retardates on Piaget's Conservation Tasks."

Dr. William E. Dawson, assistant professor of psychology, presented a paper with Mr. Robert G. Wanschura at the Midwestern Psychological Association meeting in Chicago May 11. The title of the paper was "The Regression Effect and Individual Power Functions Over Sessions."

Dr. Vincent P. DeSantis, professor of history, delivered a lecture on "Seedtime of the Republican Party: A Retrospective Look," at a seminar meeting at the Henry E. Huntington Library, San Marino, Calif. on April 21.

Dr. Frederick W. Dow, Hayes-Healy professor of marketing, has been named Senior Fulbright Scholar. As part of his commission, he will spend six weeks in Ecuador during the fall semester. He will present lectures in Quito and Guayaquil, and will serve as consultant to the Central Bank, Ministry of Development and Department of Tourism.

Dr. Joseph M. Duffy, Jr., professor of English, presented the final lecture in the 1973 Hampshire College Philosophy of Religion series at Amherst, Mass. May 6.

Dr. Richard A. Kurtz, professor of sociology and anthropology, delivered a paper entitled "English Nonphysical and Social Work Students' Perceptions of Nonphysical Conditions Relative to the Sick Role" at the 35th Annual meeting of the North Central Sociological Association in Cincinnati, Ohio May 10 through May 12. At that same meeting, Dr. Richard A. Lamanna, associate professor of sociology and anthropology, delivered a paper titled "Measuring Residential Segregation: Some Problems and Alternatives." Dr. Lamanna was also the discussant of a paper by Kent P. Schwirian, Ohio State University, entitled "Ecological Models of Urban Housing Condition: A Comparative Study of Three Metropolitan Areas." Dr. Lamanna also gave an address entitled "The Black Revolution: A Sociological Perspective" at the Indiana State Convention of the Lions International on April 28.

Dr. James Michael Lee, professor of Graduate Studies in Education, presented a paper entitled "The Role of the Catholic University in Religious Education" at the annual meeting of the National Catholic Educational Association in New Orleans, La. April 26. Dr. Lee has also been named to be listed in the 1974 edition of Who's Who in the World. He had previously been listed in Who's Who in America.

Dr. John J. Lyon, associate professor in the General Program of Liberal Studies, spoke on "The Possibilities of Peace" before the World Peace Academy meeting at the Morris Inn, April 12. He also spoke on "Celibacy, Courtly Love, and Violence" in a program sponsored April 12 by Notre Dame's Program on Non-Violence.

Rev. Donald P. McNeill, C.S.C., assistant professor in theology, Dr. Peter J. Naus, assistant professor in psychology, and Dr. John F. Santos, professor of psychology, were presented the Community Better Life Award of the American Nursing Home Association "in recognition of unselfish and dedicated efforts in behalf of better health care of the aged, chronically ill, and convalescent."

Dr. Albert E. Miller, associate professor of metallurgy, was selected the Outstanding Young Member by the Notre Dame Chapter of the American Society for Metals on April 17. Dr. Miller also served as chairman of Session F, Metals I, of the 10th Rare Earth Research Conference in Carefree, Arizona, April 30 - May 3.

Dr. Arthur J. Rubel, professor of sociology and anthropology, is participating in a Mexico City conference "Science and Man in the Americas" from June 20 - July 4. He will join with other representatives from the American Association for the Advancement of Science (AAAS) at a symposium on "The Application of Anthropology to Health Programs."

Dr. William P. Sexton, associate professor of management, presented a paper entitled "Strategies for Organization Change in Bureaucratic Systems" in the U.S. Interagency Center for Management Study program "Organizations and Their Environment" in Oak Ridge, Tenn. June 5. Dr. Sexton was also voted Outstanding Teacher in the First Year by the M.B.A. Class of 1973.

Mr. Dennis J. Stark, assistant professor of physical education and Notre Dame's swimming coach, received an award in recognition of outstanding service and dedication to the YMCA and to the sports of competitive swimming and diving. Coach Stark is a member of the National YMCA Competitive Swim-

ming Committee and accepted the award at the committee's meeting in Key Biscayne, Fla. April 22. As a member of the Board of Directors of the Council for the Retarded of St. Joseph County and Awards Chairman, Stark presented the awards at the annual dinner April 28 to several volunteer groups and individuals. On April 29, he rode a bike for the retarded children in a Bike-A-Thon. The entire University Swimming Team sponsored his fund-raising ride of 18 miles which he completed in two hours.

Dr. Edward R. Trubac, associate professor of finance, received an award for Outstanding Teaching in the Second Year, as voted by the M.B.A. Class of 1973.

Dr. Edward Vasta, chairman of the Department of English, presented a paper at the Eighth Annual Conference on Medieval Studies on April 30 in Kalamazoo, Mich. His paper was entitled "To Rosemounde: Chaucer's Gentil Dramatic Monologue." In February of this year, Dr. Vasta gave a lecture at Goshen College on the subject of Chaucer's Clerk and the Wife of Bath.

Dr. Stephen T. Worland, associate professor of economics, presented a paper entitled "The Economic Significance of John Rawls' Theory of Justice" at the meeting of the Midwest Economics Association in Chicago on April 6.

## Necrology

Dorothy Miner, a charter member of the advisory council of Notre Dame's Art Gallery, died May 15 in Baltimore after a brief illness. She was director of the Walters Art Gallery in that city and had been associated with Notre Dame since 1968.

# office of advanced studies

## Notes for Principal Investigators

### Public Health Service Signature Requirements Apply to All Research Applications

Please refer to Notre Dame Report No. 15,  
1972-73, page 352.

The National Institutes of Health, Division of Research Grants, now advises that the revised requirement for signature of the principal investigator, or program director on an application form, applies to Research Career Development Awards as well as to all training and research grant applications.

The principal investigator or program director will sign following the description of the proposed project or the summary progress report. Only the person authorized to sign for the applicant institution will sign the first page.

The statement to be signed is:

The undersigned agrees to accept responsibility for the scientific and technical conduct of the project and for provision of required progress reports if a grant is awarded as a result of this application.

Date

Principal Investigator  
or Program Director

## Information Circulars

### National Science Foundation Appointments in Reorganizing of Science Education

NO. FY73-63

The National Science Foundation has announced the appointment of an office head and two division directors in the Foundation's Education Directorate. The appointments, part of a reorganization of the Directorate, are designed to improve the effectiveness of the science education programs to meet changing national education requirements for the 1970's and beyond.

Appointed to new posts are:

- Dr. Lyle W. Phillips, Head of the recently created Office of Experimental Projects and Programs (OEPP);
- Dr. Howard J. Hausman, Division Director for Pre-College Education in Science (PES); and
- Mr. Francis G. O'Brien, Division Director for the recently established Division of Higher Education in Science (HES).

The new Office of Experimental Projects and Programs (OEPP), headed by Dr. Phillips, is responsible for supporting research and experimentation to discover methods by which education in the sciences at all levels might be improved; the testing and evaluation of those new methods to determine their success and utility as Foundation program activities for the improvement of science education; and the development and administration of highly experimental activities for the reform of science education.

Included in OEPP are the following groups: Problem Assessment and Experimental Projects; Experimental Programs; Technological Innovation in Education; and Student-Oriented Programs.

The Division of Pre-College Education in Science (PES), headed by Dr. Hausman, is responsible for the development of improvements in both curricular materials and



methods of instruction in the sciences at the elementary and secondary levels of education. In addition, PES is responsible for supporting projects which will assist in the implementation of instructional improvements.

PES includes two sections: Materials and Instruction Development, and Instructional Improvement Implementation.

The new Division of Higher Education in Science (HES), headed by Mr. O'Brien, is responsible for the development of improvements in both curricular materials and methods of instruction in the sciences for higher education. Also, the Division is responsible for supporting projects which will assist in the implementation of instructional improvements in higher education. In addition, HES is responsible for administering fellowship programs.

HES includes three sections: Materials and Instruction Development; Instruction Improvement Implementation; and Fellowships and Traineeships.

New approaches for FY 1974 for the Foundation's restructured Science Education Improvement Program provide for programs designed to increase science education effectiveness and help provide the essential number and variety of trained scientists and engineers. The program is also designed to make the general public more knowledgeable as to the potential uses of science and its limitations, so that they can deal more effectively with problems requiring an understanding of science and technology.

## **American Council of Learned Societies Aids to Individual Scholars, 1973-74**

### NO. FY73-64

The Office of Research and Sponsored Programs (ORSP) has just received the latest announcement of programs to be offered in 1973-74 by the American Council of Learned Societies (ACLS).

### General Information

The Council's programs of fellowships and grants, with the exception of Study Fellowships and Study of East European Languages, are designed to advance research. The fields of specialization included in them are: philosophy (including the philosophy of law and science); aesthetics; philology, languages, literature, and linguistics; archaeology; art history and musicology; history (including the history of science, law, and religions); cultural anthropology; and folklore. Proposals with a predominantly humanistic emphasis in economics, geography, political science, psychology, sociology, and the natural sciences will also be

considered.

In addition to the programs of fellowships and grants exclusively within the province of the ACLS, several programs of grants for area studies are conducted under the joint sponsorship of the ACLS and the Social Science Research Council (SSRC).

Below is a list of opportunities available from the ACLS:

Fellowships  
Study Fellowships  
Grants-in-Aid  
Travel Grants to International Congresses and Congresses Abroad  
Research Fellowships in American Studies for Foreign Scholars  
Area Programs

ACLS Grants for Research on Chinese Civilization  
ACLS/SSRC Grants for Research on South Asia  
ACLS/SSRC Grants for Soviet Studies  
ACLS/SSRC Programs in East European Studies

Grants for Post-doctoral Research  
Grants for Study of East European Languages  
Travel Grants to International Conferences Abroad  
Grants in Support of Conferences

ACLS/SSRC Programs under SSRC Administration

Administration by International Research and Exchanges Board

Programs with the U.S.S.R.  
Programs with Eastern Europe  
Ad Hoc Grants  
Grants for Collaborative Projects

Copies of the announcement which explains each program and provides deadline dates are available in ORSP, Extension 7378.

## **National Science Foundation Proposals for Initial Studies on Solar Energy Use for Heating and Cooling Buildings**

### NO. FY73-65

The National Science Foundation has issued a request for proposals (RFP) for initial studies in solar energy utilization which could lead to proof-of-concept experiments for combined water heating and space heating and cooling systems for buildings.

The work involves systems studies to establish requirements for combined solar heating and cooling equipment for buildings, to assess the potential economic, social, and environmental impacts of such applications,

and to identify combinations of systems, building types, and regional characteristics deemed suitable for proof-of-concept experiments.

If results warrant, the NSF program will be carried into a second phase of preliminary system design and the fabrication, test, and evaluation of critical subsystems. A third phase will provide the data and operating experience necessary to establish the competitive effectiveness of solar energy systems. The initial undertaking, however, does not include a commitment to the later phases.

Solar space heating experiments conducted since the mid-1940's, the RFP says, suggests that solar heating can provide at least 50 per cent of the space heating requirements for single-family dwellings in nearly all regions of the United States. A residential solar energy system can also be used to supply hot water and operate air conditioning units. Combined systems, with their high use factor on capital intensive equipment such as solar collectors and energy storage units, are expected to be more cost effective than separate heating or cooling systems. A range of building types will be considered in the studies -- single family, commercial, industrial, institutional, and public buildings.

A goal of the program is to stimulate the development of new products to facilitate the utilization of solar energy which, in turn, will partially alleviate problems of dwindling domestic fuel resources and growing reliance on imported fuels.

For further information about this program contact:

Office of Public Technology  
National Science Foundation  
Washington, D.C. 20550

Phone: (202) 632-4175

## Graduate School

### National Portrait Gallery (Smithsonian Institution) Training Fellowships

NO. FY73-GS24

The National Portrait Gallery offers two one-year \$7500 Training Fellowships to students who have completed or will complete a Master's Degree program or its equivalent in History by August 31, 1973. These fellowships have been made possible by a grant from the National Endowment for the Humanities, an agency of the U.S. Government.

Interns will participate in a museum program

designed to acquaint them with the uses of objects as historical documents and to expose them to the procedures and techniques required for museum-related careers. The program will be conducted at the National Portrait Gallery in Washington, D.C., from September 4, 1973 to August 31, 1974, under the supervision of the Director and the Historian of the Gallery. Interns will proceed in stages through all the duties that face a curator of a history museum: research on the permanent collection and in connection with the location and acquisition of objects to be added to that collection; research and planning for exhibitions; design and installation of exhibitions; preparation of catalogues and other museum publications, including those especially intended for secondary schools; and the array of administrative problems related to these and other museum activities. The historical, curatorial, education, exhibition, and administrative staffs of the Gallery will be directly involved in the program.

The National Portrait Gallery was founded by act of Congress in 1962 as "a free public museum for the exhibition and study of portraiture and statuary depicting men and women who have made significant contributions to the history, development, and culture of the people of the United States, and the artists who created such portraiture and statuary." Through its permanent collection, special exhibitions, and publications it fulfills its mission of bringing knowledge of American history and biography and the art of portraiture to the general public, while providing resources for scholars in these special fields.

Housed in the third oldest government structure in Washington, the Gallery also includes the Catalog of American Portraits, a research facility for data concerning American portraits in all media; and a well-equipped research library. The Archives of American Art's main processing and research center is also located in the building. The Gallery's combination of facilities render it a unique training and study center for historically-oriented museum activities.

Applicants should have some undergraduate training in History and a Master's Degree in History, or its equivalent in years of study in History beyond the undergraduate degree. Transcripts of undergraduate and graduate records must accompany the letter of application, which should also include details of age, schools attended, years of graduation, and subjects emphasized. Candidates should have two letters of recommendation sent by referees of their own selection to the Director of the Gallery.

The letter of application should include a statement of from 200-400 words explaining why the applicant is interested in this museum program, and in what way he/she thinks the training described here would



benefit his/her career. All applications and letters of recommendation should be sent to:

The Director  
National Portrait Gallery  
Smithsonian Institution  
Washington, D.C. 20560

All applications and letters of recommendations must be received by July 16, 1973.

Applicants will be notified by August 3, 1973.

## Current Publications and Other Scholarly Works

### BUSINESS ADMINISTRATION

#### Marketing Management

- Weber, J.A. 1972. Editorial and publishing policies of major management journals. Academy of Management Journal 15 (2):240-246.
- Weber, J.A. 1973. A note on keeping abreast of developments in the field of finance. Journal of Finance 28(1):161-166.
- Weber, J.A. 1973. U.S. industrial market peaks out: growth oriented firms look abroad. Notre Dame Business Review 7(2): 19-26.

### ENGINEERING

#### Electrical Engineering

- Saeks, R. 1973. Resolution space, operators and systems. Lecture Notes in Economics and Mathematical Systems, Springer-Verlag, Heidelberg, 82:x + 267.
- Saeks, R. 1972. Review of "The Analysis of Feedback Systems by J.C. Willems." IEEE Transactions on Automatic Control AC-17: 745-746.
- Saeks, R., and R. Goldstein. 1973. Trace class, widths and the finite approximation property in Banach space. Bulletin of the AMS 79:57-60.
- Saeks, R., and R. Goldstein. 1972. Cauchy integrals and spectral measures. Indiana University Mathematics Journal 22:367-378.
- Saeks, R., and M.N. Ransom. 1972. A functional approach to large-scale dynamical systems. Proceedings of the 10th Allerton Conference on Circuit and System Theory 10:48-55.
- Saeks, R., and L. Winslow. 1972. Lossless nonlinear networks. IEEE Transactions on Circuit Theory CT-19:392.
- Saeks, R., and L. Winslow. 1973. Dissipation concepts in network theory. Proceedings of the 16th Midwest Symposium on Circuit Theory 16:XIX.6.1.
- Saeks, R., S.P. Singh, and R.-W. Liu. 1972.

Fault isolation via components simulation. IEEE Transactions on Circuit Theory CT-19: 634-640.

- Sain, M.K. 1972. Review of Finite Dimensional Linear Systems by Roger W. Brockett. IEEE Transactions on Automatic Control 17:753-754.
- Sain, M.K., J.L. Massey, and J.M. Geist. 1972. Certain infinite Markov chains and sequential decoding. Discrete Mathematics 3:163-175.
- Sain, M.K., E.W. Henry, and J.J. Uhran, Jr. 1973. Interactive computer simulation of court system delays. In, W.G. Vogt, M.H. Mickle, and M.K. Sain, editors, Socio-Economic Systems and Principles, Pittsburgh University Engineering Publication Series 10:111-120.
- Sain, M.K., W.G. Vogt, and M.H. Mickle. 1973. Editors. Socio-economic systems and principles. Pittsburgh University Engineering Publication Series 10:xxi + 349 pp.

#### Metallurgical Engineering

- Fiore, N.F. 1973. Materials education for non-engineers. ASM News 4(3):1.
- Fiore, N.F. 1973. Materials education for non-engineers. Journal of Metals 25:15-18.
- Fiore, N.F., and H. Akita. 1973. Anisotropy of radiation damage and dislocation damping in Cu. Journal of Applied Physics 44(1):20-24.
- Peretti, E.A., and S. Hutchison. 1973. The pseudoternary system Sn-Pb-Sn<sub>3</sub>As<sub>3</sub>. Journal of the Less-Common Metals 31:101-109.

### SCIENCE

#### Biology

- Bolla, R.I., T.P. Bonner, and P.P. Weinstein. 1972. Genic control of the postembryonic development of Nippostrongylus brasiliensis. Comparative Biochemistry and Physiology 41B:801-811.
- Cassidy, J.D., OP, and D.S. Grosch. 1973. Quantitative effects of purine analogue ingestion on reproduction of Habrobracon juglandis. Journal of Economic Entomology 66(2):319-324.
- Trpis, M. 1972. Dry season survival of Aedes aegypti eggs in various breeding sites in the Dar es Salaam area, Tanzania. Bulletin of the World Health Organization 47:433-437.

#### Chemistry

- Basu, S., and M. Basu. 1973. Enzymatic synthesis of a blood group B-related pentaglycosylceramide by an  $\alpha$ -galactosyltransferase from rabbit bone marrow. The Journal of Biological Chemistry 248(5):1700-1706.
- Basu, S., J.-L. Chien, and T. Williams. 1973. Biosynthesis of a globosidetype glycosphingolipid by a  $\beta$ -N-acetylgalactos-

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Martinez-Carrion, M., and E.J. Shrawder. 1973. Simultaneous isolation and characterization of chicken supernatant and mitochondrial isoenzymes of aspartate transaminase. The Journal of Biological Chemistry 248(6):2140-2146.

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\*Under the Radiation Laboratory  
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\*Under the Lobund Laboratory  
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## Monthly Summary

### Awards Received

IN THE MONTH OF APRIL, 1973

Department or Office	Principal	Short title	Sponsor	Amount-\$ term
AWARDS FOR RESEARCH				
Civil Eng.	Tenney	Special purpose traineeship grant	Natl. Inst. Health	2,373 1 yr.
Chemistry	Scheidt	X-ray and chemical studies of metalloporphyrins	Natl. Inst. Health	31,022 1 yr.
College of Engineering	Hogan	Evaluation and development of a wastewater treatment apparatus	Telecommunication Ind., Inc.	16,213 3 mos.
Economics	Dugan	Grant-in-aid	Anonymous	1,759 ---
Chemistry	Basu	Metabolism of glycosphingolipids in cells	Natl. Inst. Health	30,605 1 yr.

Civil Eng.	Tenney	Eutrophic lake reclamation by physical and chemical manipulations	Environ. Prot. Agency	69,935 1 yr.
Chemical Eng.	Carberry	Grant-in-aid	Union Carbide Corp.	4,000 ---
Civil Eng.	Tenney	Interdisciplinary program in environmental health	Natl. Inst. Health	35,076 1 yr.
Sociology and Anthropology	Samora	Postdoctoral fellowship for study of U.S. ethnic minorities	Nat. Endow. Humanities	12,000 11 mos.
Microbiology Lobund Lab.	Pollard	Development and maintenance of germfree animal colonies	Natl. Inst. Health	99,360 1 yr.
Center for Study of Man	Sayre Schilmoeller	Decision-making in the power industry	Natl. Sci. Fdtn.	149,100 2 1/2 yr.

#### AWARDS FOR FACILITIES AND EQUIPMENT

Aerospace Mechanical Eng.	Lucey	Grant of plutonium held under AEC loan	Atomic Energy Comm.	4,095 ---
Physics	Blackstead	"X" band signal generator	Magnavox Co.	7,244 ---

#### AWARDS FOR EDUCATIONAL PROGRAMS

Aerospace Mechanical Eng.	Lucey	Summer workshop on electrical power generation	Atomic Energy Comm.	8,376 11 mos.
Aerospace Mechanical Eng.	Yang	Undergraduate research participation	Natl. Sci. Fdtn.	14,680 1 yr.
Student Affairs	Ackerman	1973 collegiate jazz festival	Natl. Endow. Arts	1,000 1 mos.
Philosophy	Manier	Government, the family, and abortion	Ind. Comm. Humanities	5,825 5 mos.
Psychology	Borkowski, Whitman	Research training grant in mental retardation	William Randolph Hearst Fdtn.	20,000 1 yr.
Advanced Studies	Gordon	Charles E. Merrill scholarship	Chas. E. Merrill Trust	50,000 ---
Geology	MacAlpin	Undergraduate scholarship fund for Geology (endowed)	Weatherhead Fdtn.	15,000 ---

## Proposals Submitted

IN THE MONTH OF APRIL, 1973

Department or Office	Principal	Short title	Sponsor	Amount-\$ term
PROPOSALS FOR RESEARCH				
Metallurgical Eng.	Kuczynski	Absorption bands and emission in alkali halide crystals	Natl. Sci. Fdtn.	89,175 2 yr.
Metallurgical Eng.	Miller, Allen	Common wear coatings material and testing methods	Natl. Sci. Fdtn.	119,092 2 yr.
Theology	O'Connor	Charismatic renewal	(Through DPRD)	36,970 3 yr.
Civil Eng.	Kelsey	Small college grants program (supplement to NSF, GK-35788)	Natl. Sci. Fdtn.	5,483 3 mos.
Aerospace Mechanical Eng.	Nicolaides Ingram	Dynamic studies of a device for stabilizing cylinders in flight	U.S. Navy	20,000 15 mos.
Microbiology-Lobund Lab.	Wostmann	Effect of intestinal flora on cholesterol metabolism	Max Baer Heart Fund.	--- ---
Physics	Khorana	Quantum properties of liquid helium	Natl. Bur. Standards	15,000 1 yr.
Electrical Eng.	Uhran	Simulation of delay in criminal justice systems	Engineering Fdtn.	15,000 6 mos.
Electrical Eng.	Uhran	Signal analysis for medical diagnosis	Engineering Fdtn.	20,000 1 yr.
Physics	Blackstead	Phonon spectroscopy in rare-earth metals and alloys	Natl. Sci. Fdtn.	70,964 2 yr.
Electrical Eng.	Uhran	Computer based criminal justice system management game	(Through DPRD)	61,000 16 mos.
College Engineering	Hogan	Evaluation and development of a wastewater treatment apparatus	Telecommunication Ind., Inc.	19,000 6 mos.
Collegiate Seminar	Oesterle	Translation of "De Malo" by St. Thomas Aquinas	Natl. Endow. Humanities	24,880 10 mos.

# PROPOSALS FOR EDUCATIONAL PROGRAMS

Mathematics	Borelli	Comprehensive mathematics program	Natl. Sci. Fdn.	228,600 1 yr.
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## Summary of Awards Received and Proposals Submitted

IN THE MONTH OF APRIL, 1973

### AWARDS RECEIVED

Category	Renewal		New		Total	
	No.	Amount	No.	Amount	No.	Amount
Research	7	\$257,562	4	\$193,881	11	\$451,443
Facilities and Equipment	-	---	2	11,339	2	11,339
Educational Programs	4	50,680	3	64,201	7	114,881
Service Programs	-	---	-	---	-	---
Total	11	\$308,242	9	\$269,421	20	\$577,663

### PROPOSALS SUBMITTED

Category	Renewal		New		Total	
	No.	Amount	No.	Amount	No.	Amount
Research	2	\$ 34,000	11	\$462,564	13	\$496,564
Facilities and Equipment	-	---	-	---	-	---
Educational Programs	1	228,600	-	---	1	228,600
Service Programs	-	---	-	---	-	---
Total	3	\$262,600	11	\$462,564	14	\$725,164

## Closing Dates For Selected Sponsored Programs

Proposals must be submitted to the Office of Research and Sponsored Programs ten days prior to the deadline dates listed below.

Agency	Programs	Application Closing Dates
Committee on International Exchange of Persons	University Lecturing and Advanced Research Abroad	May 1 to July 1, 1973
Environmental Protection Agency	Water Pollution Control Training	July 1, 1973
Health Services and Mental Health Administration	Studies and Demonstrations in Comprehensive Health Planning	July 15, 1973
Manpower Administration (Dept. Labor)	MDTA Research Projects	July 1, 1973
National Endowment for the Humanities	Manpower-Related Doctoral Dissertation Grants	July 1, 1973
National Institute of General Medical Sciences	Education Programs	July 2, 1973 (development)
National Institutes of Health	Youthgrants in the Humanities	July 31, 1973
National Portrait Gallery (Smithsonian Institution)	Minority Access to Research Careers (MARC)	July 1, 1973
National Science Foundation	Medical Library Resources	July 1, 1973 (project grants)
	Training Fellowships	July 16, 1973
	Summer Institutes and Short Courses for Secondary School Teachers of Science and Mathematics	July, 1973
	Scientific Conference Grants	None
Social and Rehabilitation (DHEW)	Research and Development in the Field of Aging	July 1, 1973
	Training and Curriculum Development in the Field of Aging	July 1, 1973



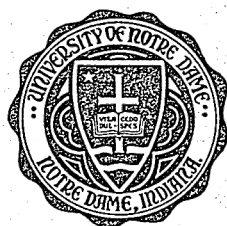
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## Spring Commencement 1973

### Honorary Degrees



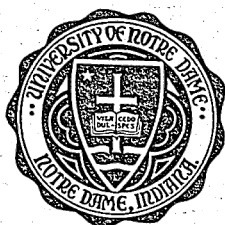
At the 128th Commencement  
the May Exercises  
The University of Notre Dame  
confers the degree of  
Doctor of Arts, honoris causa  
on

an architect, educator, designer, and planner whose work has profoundly influenced architectural thought in this country and throughout the world.

A native of Hungary, educated in Germany, he taught and practiced in that country until 1937, when he came to the United States to accept an appointment at Harvard University, where he remained for a decade.

Recognizing the significance of the use of all the visual arts in the creation of our man-made environment, his innovative designs of buildings, the spaces between and the integrated furnishings within, have become classics of Twentieth Century design. His expression of strong sculptural form, his genius in the manipulation of light and shadow, and his daring and truthful use of natural materials as an aesthetic premise, have significantly broadened the technical and spiritual parameters of the aggregate surroundings of our time. On

Marcel Breuer  
New York, New York



At the 128th Commencement  
the May Exercises  
The University of Notre Dame  
confers the degree of  
Doctor of Laws, honoris causa  
on

a statesman of the South. Mindful of his mother's admonition to her six children -- "Work hard and keep your heads high!" -- he won election to the State Legislature and served there for thirteen years before becoming Governor of Florida in 1970. His energetic efforts as chief executive have resulted in increased funding for education, strong environmental control laws, especially in the field of water pollution, an overhaul of the state penal system, and an extension of workmen's compensation benefits to Florida's migrant workers. While other political figures were bending with the winds of public opposition to busing before the 1972 primaries, he stood firm in his conviction that busing is a means to achieve equal educational opportunity. As he put it then, we must not allow "the emotions of the hour to become the legacy of a generation." Notre Dame today honors him as an able and honest leader, a sensitive and generous human being. On

The Honorable Reubin O'D. Askew  
Tallahassee, Florida



At the 128th Commencement  
the May Exercises  
The University of Notre Dame  
confers the degree of  
Doctor of Laws, honoris causa  
on

a business executive who for twenty-five years has contributed to the development of Notre Dame's College of Business Administration as a member of its Advisory Council. His business interests range from Michigan to Florida, from broadcasting to die casting. Usually found in the front office, he nevertheless retains his lifelong interest in the theatre and music -- as a member for fifty-two years of the musicians' union, as a founder and director of the fabulous Saints and Sinners, as a Director and Trustee of the Opera Guild of Greater Miami. Today, we honor him as a good and generous friend of Notre Dame who has helped strengthen business education at this University, as well as its influence and impact on the business community throughout the land. On

James Gerity, Jr.  
Adrian, Michigan and  
Surfside, Florida



At the 128th Commencement  
the May Exercises  
The University of Notre Dame  
confers the degree of  
Doctor of Laws, honoris causa  
on

a leader of the trial bench in implementing the civil rights decisions of the Supreme Court. Appointed to the Federal District Court for the Middle District of Alabama in 1955, he had the distinction of applying the new principles of desegregation to the famous Montgomery bus system. Since then, he has participated in further desegregation cases, in a number of reapportionment and voting right cases, and, most recently, in a landmark case concerning the rights of the mentally ill. From the exciting days when Brown versus the Board of Education was new, through the difficult times of demonstrations and Freedom Riders, and on into the present, he has maintained an effective and even-handed justice in times and places where it was sorely needed and not easy to afford.

On a man who has shown us that "law and order" does not have to be a shorthand reference to indignity or oppression -- that it can be a matter of high craftsmanship to those who administer it, and of peace and freedom to those who enjoy it. On

Frank M. Johnson, Jr.  
Montgomery, Alabama



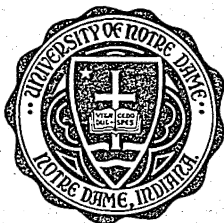
At the 128th Commencement  
the May Exercises  
The University of Notre Dame  
confers the degree of  
Doctor of Laws, honoris causa  
on

a distinguished humanist whose doctoral studies were in theoretical physics; on an historian whose writings reveal to us a new past where-  
in Nicolaus Copernicus and Niels Bohr, among others, take on an en-  
larged significance among the founders of our civilization and cul-

ture.

He is a scholar whose book on The Structure of Scientific Revolutions formed a capstone to a century's work in the historical study of science and itself fostered a revolution in man's conception of science; on a thinker whose thoughts on conceptual change have opened new vistas for humanists and social scientists; on an exemplar of liberal learning whose present achievements, while numerous, may but be an indication of greater work to come.  
On

Thomas S. Kuhn  
Princeton, New Jersey

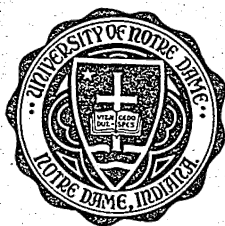


At the 128th Commencement  
the May Exercises  
The University of Notre Dame  
confers the degree of  
Doctor of Laws, honoris causa  
on

a much honored statesman of higher education, a versatile public servant, a productive scholar, and an admired teacher of political science. Long before he became the chief executive of the University of Minnesota, his teaching and administrative abilities and his scholar-

ly publications brought him national recognition. While holding various academic posts at Johns Hopkins University, he continued to give himself to public service. He was Associate Editor of the Baltimore Evening Sun, White House consultant, and administrative assistant to President Dwight D. Eisenhower. He showed a rare combination of scholarship and a sane voice with highest moral standards in our tumultuous era. As the President of the University of Minnesota, he has confronted with marked success the hard problems that beset any giant state university, greatly strengthening the University's resources, structures, and academic programs. Today, we proudly welcome him among our alumni. On

Malcolm C. Moos  
Minneapolis, Minnesota



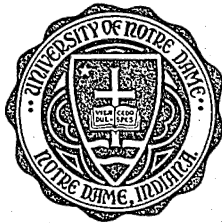
At the 128th Commencement  
the May Exercises  
The University of Notre Dame  
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Doctor of Laws, honoris causa  
on

a writer who has spoken often for those without voice. Born into the rural South at a time when a black man's life was worth less than the dirt covered by his shadow, he received one of the first Navy commissions given to men of his race and went on to distinguish himself in

government and journalism. Two decades ago, his first book, South of Freedom, was such a telling journey through the Jim Crow South that his own hometown library carried it under the counter. He later served the Kennedy Administration in several capacities, including Ambassador to Finland, and then was named Director of the United States Information Agency by President Johnson.

A new South different from the one he had known was emerging from the civil rights movement, but in the early 1960's, it still took a government official of his stature to integrate a Washington club. He returned to writing in 1965, and his syndicated columns deal with everything from South Carolina to South America, the war in Asia to the War on Poverty. His commentary bends with no popular winds, but is mindful always of the claims of the poor and the powerless -- and their plea for dignity -- not black dignity or white dignity, but human dignity. On

Carl T. Rowan  
Washington, D.C.



At the 128th Commencement  
the May Exercises  
The University of Notre Dame  
confers the degree of  
Doctor of Laws, honoris causa  
on

an industrialist and Trustee of this University whose counsel and leadership have been invaluable in the advancement of Notre Dame. A graduate of Pennsylvania State University and the Harvard Business School, he joined the Mine Safety Appliances Company in 1936 as an engineer and today serves as Chairman of the Board. He has been a leader in the National Safety Council and in several mining and metallurgical societies, as well as a great force for progress in the City of Pittsburgh. There he has concerned himself with community development, with the support of hospitals and welfare agencies, with the promotion of educational television and symphonic music. Less well-known, but no less substantial, are those personal qualities of mind and heart for which we honor him. Notre Dame has educated three of his sons and today their Alma Mater becomes his. On

John T. Ryan, Jr.  
Pittsburgh, Pennsylvania

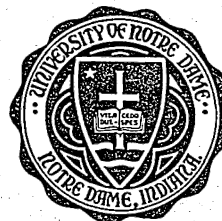


At the 128th Commencement  
the May Exercises  
The University of Notre Dame  
confers the degree of  
Doctor of Laws, honoris causa  
on

a servant of the nation, entrusted with the most difficult and delicate of all diplomatic missions, the halting of the arms race. As United States' Chief Delegate to the Strategic Arms Limitation Talks from 1969 to 1972, he has negotiated major agreements with the Soviet Union resulting in the reduction of nuclear weapons systems under the sea, on the land, and in the air. We pay tribute to a skilled diplomat, an imaginative negotiator, a patient bargainer, and, above all, a peaceful man whose integrity and deep personal commitment to arms limitation earned him the respect and confidence of Russian strategists.

It is not by craft alone that true peace is made. It is made in the end by good men, and we honor today a good man who has helped to restore a measure of sanity and security to a world in mortal danger of losing both. What greater accolade could we bestow than that of peacemaker on

Gerard C. Smith  
Washington, D.C.



At the 128th Commencement  
the May Exercises  
The University of Notre Dame  
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Doctor of Laws, honoris causa  
on

an investment counselor without peer.

A pioneer in a highly respected profession, he has trodden a memorable path through the canyons of Wall Street, wisely avoiding the pitfalls of novelty and speculation.

He is a man of rigorous intellectual honesty, a keen student of the history of capitalism, an outspoken advocate of the store of wealth theory in investments, and an experienced practitioner on the securities scene. His firm guidance of the endowment portfolio of this University for thirty years has endeared him to the Trustees who have shared his awesome responsibilities.

Unintimidated by the rampages of bulls and bears, he has nurtured our miniscule endowment from its infancy to robust maturity. Therefore, on a major financial benefactor of this University --

Bradford F. Story  
New York, New York



At the 128th Commencement  
the May Exercises  
The University of Notre Dame  
confers the degree of  
Doctor of Science, honoris causa  
on

an internationally known geophysicist, an author or co-author of more than 140 scientific articles and of four books, this Massachusetts Institute of Technology scientist pioneered in applying basic science to the study of the earth. He is honored for his outstanding contributions in bringing the knowledge of physics and chemistry to geologic problems. He has thus joined some of the greatest scientists of our age, Sir Edward Bullard, Willard Libby, and Harold C. Urey, as well as his own teacher, William Maurice Ewing.

He has been a consultant to the federal government, helping to work out seismic methods of policing nuclear test ban treaties. He headed the White House study committee that proposed a multi-million dollar research program to develop an earthquake warning system, and he has also probed the "moonquakes" of outer space. On a distinguished scholar of the earth, our fragile common home, on

Frank Press  
Cambridge, Massachusetts

## Valedictorian's Address

As we who are the Class of 1973 boldly gaze across the expansive threshold of the future, as we together prepare to go forth and confront the challenges of life in our era, might we also pause and attempt a final consideration of the legacy bequeathed to us for all time as graduates of Notre Dame.

Days, months, and years do not -- yea, cannot -- merely culminate in the possession of a scrap of paper anonymously received of no inherent value. If any validity has been realized in our lives, any significance achieved, it must of necessity be inexorably in a personal growth, a personal development -- a personal liberty in knowledge and love.

Perhaps the term "liberation" evokes images which arouse suspicion and distrust. Unfortunately, such is the problem of language. Yet for all its utilization as a trite phrase in the service of trite ideals, it retains a validity transcending popular jargon, and stands before all men as an ideal of personal fulfillment and perfection.

Peering deep within the innermost recesses of the human essence, each individual discovers the horrifying reality of his enslavement. Held captive by his environment, heritage, mental lethargy, and physical isolation and mortality, every man is painfully aware of his limitation and finitude. However, as beings of intellect and free will, all men have been savingly graced with an inner spiritual dynamism, rooted within the soul, and serving as the source of live and vigorous personal development. This intrinsic dynamic quality ever seeks an awakening and nurturing through knowledge and love, which, when once accomplished will enable the transfiguration of man from a selfishly isolated and apathetic creature into a being radiant in a living personal fulfillment. This is the liberation of which I speak: the freeing of each person's potential, the casting aside of all fetters, so that all may ultimately become vital participants in the human community on earth.

For the many gathered here today, Notre Dame has provided the means toward the realization of this personal liberation. In the years spent together as a community of men and women, each seeking a significant role in the societal drama, this internal awakening in knowledge and love has been attained to a large extent. We have been freed through an education that has emphasized knowledge rather than technique. Confronting the many faces of reality, we have seized and found delight in them, and will never relinquish our hold on their truth. Yet the fullest dimension of liberation has been discovered in love, the unifying love shared by all -- for all -- which finds its richest actuality in the loving relationship between a God and His people. In knowledge we have been emancipated from the chains of time and space, as all reality has come into our vision; in love we have transcended our isolation, our egotism, and even our mortality as brothers and sisters under the divine gaze. Our souls have been awakened and liberated, and our lives are now tremendously enriched because of this experience. This, my friends, stands as the legacy of our years at Notre Dame.

Yet many roads remain to be travelled before we can rest and rejoice in the laurels of our personal victory. Our nation today lies bound by the shackles of ignorance, poverty, and corruption. The mad debacle in Indochina continues; much of our populace still exists in

economic and social slavery; hypocrisy runs rampant in our culture, as our government flings lies as fodder to an uncaring citizenry. For our land to rise above the agony of this intolerable situation, the freedom which has always been revered as the radiant hallmark of our polity must once again be seized and held high as the standard around which all good men can rally in unity.

In this perspective, the paramount importance of our Christian education in liberation comes to the fore. As our Lord instructed, we must become the leaven of society, the vital catalyst which can effect the genuine liberation of an entire nation in a respect for truth, and in an ultimate concern for love. My friends, our path stands clear. We who have been freed must forever seek to attain a fuller measure of freedom for both ourselves and others. We who have been liberated must accept the urgent challenge of our living faith, and make the lives of our brothers and sisters our own. The sacrifices may be many, but the rewards will be great, both in this world and the one which is to come. As we have been granted freedom, let us now go forth to free all men.

Frederick Vincent Lochbihler  
Fort Wayne, Indiana

## Thomas Madden Faculty Award

It has been said that education is a movement of the mind from freedom through discipline to freedom again. The winners of the Thomas P. Madden Award for the teaching of freshmen encounter the youngest in our scholarly community just as they come from their first taste of the constraints facts impose upon learners. The reason we single out such teachers is that they show an uncanny ability to lead young persons to their second experience of freedom, where systematic knowledge and imaginative creativity merge.

We honor today a young professor who joined our faculty as a new Ph.D. four and one-half years ago in the Department of Economics. He has combined a rigorous approach to his own discipline with a sensitivity to its context among social sciences and a willingness to apply its hypotheses to current social issues. He has conveyed both a respect for basic understanding with an openness to classroom experimentation, earning the admiration of his students.

Nominated by freshman students, freshman counselors, and the Freshman Dean and chosen by vote of past Madden Award winners is

Frank Bonello

## Faculty Award

For many years at commencement exercises, Notre Dame has presented its Faculty Award to a person who has rendered distinguished service to the University. Today, we honor a tireless scholar, teacher, and administrator whose influence internationally has been as great as his impact on this campus. A specialist in the philosophy of science, he and his work are well-known and respected on campuses from Berkeley to Moscow, from Georgetown to Cape-town. He has been President of The American Catholic Philosophical Association, and yet he is a familiar figure in the corridors of the National Science Foundation. Author or editor of major works on the concept of matter and Galileo, he came to Notre Dame in 1954 from Donegal, testimony that Ireland still is the land of scholars and maybe saints, too. Here, he has been a brilliant Professor of Philosophy and for seven years a hard-working Chairman of that Department. But his influence at Notre Dame far transcends his Department and the College of Arts and Letters. As a member of the Graduate Council, the Academic Council, and the Committee on University Priorities, he is, in addition to serving the University of today, helping shape the Notre Dame of tomorrow. For these and for ever so many reasons, then, we present the Faculty Award to one whose teaching and scholarship enjoy our greatest respect, whose priestly life has edified us, and whose dedicated service to Notre Dame is a model and challenge to us all.

Reverend Ernan McMullin



## President's Awards

There is one among us whose scholarship has enlightened our cultural heritage and whose industry has preserved it.

A man of continental background who studies headwaiters with the same careful eye he devotes to incunabulae, he is without peer as an historian of Mediaeval education, and the testimony to his teaching is the quality of his students.

He has given us a Mediaeval Institute without rival in this country and has, with equal amounts of entrepreneurial finesse and historian's shrewdness, transported to our campus a collection of manuscripts and art objects above price.

As we live our cultural life forward, he has reminded us that we only understand it backward.

Astrik L. Gabriel

The Academic Manual is revised only at important intervals, through a process requiring several years. Because the Manual is the foundation of University governance, revisions of the Manual, undertaken jointly by representatives of the faculty, students, and administration, involve this campus' most meaningful decisions. During the past year, as President of the Faculty Senate, representing the Senate on the Academic Council, Professor Gerald L. Jones, Department of Physics, has made so distinguished a contribution to the process of the Manual's revision as to merit the honor of a Presidential Award. He has urged the proposals of the Senate with articulateness, trenchant clarity, and diplomatic honesty. He has tested other proposals against the firm principles of a professional faculty, and done so with calmness and gentility. His toughness and candor, always respectful and rooted in evident good will, have opened the Council's deliberations to the widest and deepest issues. Because of his presence on the Council during the deliberations of the past year, the new Academic Manual has gained in temper, the Council has gained in parliamentary maturity, and academic government in which faculty, students, and administration appropriately share has on this campus gained in stability and sophistication.

Gerald L. Jones

Walter Langford came to Notre Dame from Texas over forty years ago. He found here a new faith that he has never ceased to quietly proclaim by the splendor of his professional and personal life. Notre Dame always asked him to do the difficult -- such as coaching fencing when he didn't know a foil from a saber. He proceeded to turn out a long series of national championship teams. His first love was Spanish and Portuguese culture in the New World, a subject which he taught to long generations of Notre Dame students, many of whom he brought to Mexico over twenty Summers in a row to find the joy of a neighbor's living language understood and spoken from the heart.

When President Kennedy launched the Peace Corps, Notre Dame's President asked Walter Langford at midnight to train the first volunteers and to direct their project for two years in Chile. It took all of five minutes for Walter and his wife, Dit, to say: "Si, con much gusto" -- of course, we'll do it. And they did it splendidly.

In these very busy recent years, Walter found time to write a book on the Mexican novel and another on the Peace Corps. But the best book he wrote over forty years was the dedication of his service to those who love him and his wife, with a love normally reserved for parents. This Presidential Award comes to him with warm personal gratitude and affection from the President, and a Latin American Abrazo.

Walter Langford

# Commencement Address

## Restoring the Tidemarks of Trust

On January 18, 1961, promptly at 10:29 a.m., Sterling Green of the Associated Press said: "Thank you, Mr. President," and instantly, amidst a standing ovation from 309 journalists, Dwight David Eisenhower, 34th President of the United States, waved good-bye as he concluded his one hundred and ninety-third news conference -- his last.

Just the evening before, President Eisenhower had delivered a nationwide farewell broadcast. In it he spoke of "The conjunction of an immense military establishment and a large arms industry," which he pointed out wisely, was new in the American experience. "The total influence," he said, "economic, political, and even spiritual is felt in every city, every state house, every office of the Federal government." And then he admonished the nation solemnly:

"In the councils of government, we must guard against the acquisition of unwarranted influence, whether sought or unsought, by the military-industrial complex...We must never let the weight of this combination endanger our liberties or democratic processes. We should take nothing for granted. Only an alert and knowledgeable citizenry can compel the proper meshing of the huge industrial and military machinery of defense with our peaceful methods and goals so that security and liberty may prosper together."

Although within three months Mr. Eisenhower's farewell address began attracting national and international scrutiny, only one reporter, Mr. William McGaffin of the Chicago Daily News, referred to it at the last news conference. "Mr. President," he queried, "you sounded a warning last night of the dangers to our democratic processes implicit in unparalleled military establishment. But some of your critics contend that liberty, the people's right to know, has suffered under your administration because you have tolerated abuse of Executive privilege in the Defense Department and other departments and agencies and because you did not hold frequent enough press conferences." To which Eisenhower responded briskly, "Well, they are critics and they have the right to criticize."

And so they do. And so the conflict between the need to know and the right not to tell in the highest councils of government has become the spectre that haunts every headline. Hanging over all of us like the deadliest of all mists is not disillusion, not despair, not disenchantment, not even distrust -- but disbelief. Stated with the bark off of it, it has become difficult to believe in the existence of objective truth.

Some time ago a very wise and skilled journalist and a member of Parliament in England made the very cogent comment that "News is something somebody does not want you to print." He also went on to say that "The relation between the politician and newspapers are founded not on sympathy but antipathy. Both to some extent are rivals for influence over the public mind, and they take good care that neither should achieve a monopoly of it. "It is here," Mr. Deeds insists altogether correctly, "where the great value of the relationship lies, because in countries where newspaper and politicians are in the same camp, freedom is threatened."

The theme that I will address myself to today is that of leadership and the need for visibility. I say visibility, although accountability is a much more fashionable word. But I would be the first to insist that accountability is really what is uppermost in our thoughts when we think critically about life at the top.

First, as a Minnesota Moos who has been chief executive of a major state university for five years, let me say a word about my brief tenure. I say brief because Father Hesburgh, with twenty-one years, is the Dean of us all. In the shapeless athaeneum of modern university life, the president is continually pounded and pelted by a blizzard of mind-clogging crises and problems: the recruitment and retention of the most adventurous faculty, students, and staff; the development of the most sensitive radar scopes to scout new, untried, nontraditional ideas; and the incredibly intricate task of orchestrating resources and personnel more efficiently in a more constricted budgetary environment. Finally, of course, he must not only continue to perform an expanding bundle of symbolic duties, but he must also react speedily to increased demands for accountability to his multiplying constituencies, and he must be responsive to the explosive elements of social scope that criss-cross the nation.

Now, there are similarities between the presidency of a major university and the presidency of the United States. Both seem to have become a national lightning rod for varieties of public disaffection, distrust, and downright hostility. In the life of higher learning, the life of the mind, the presidency has entered an era of responsible reporting and instantly so. We presidents have learned, sometimes at great expense, that to maintain the public trust, we must be constantly visible, open, and forthright about our activities. In like manner, it would seem, the American presidency will enter the same era, also having learned at painful expense.

Over the years we have hesitated to tinker with the presidential system, in the halls of learning as well as the Statehouse. And wisely so, for it has served us well as we have moved, crisis by crisis. But without tampering with structure, the times demand adventurous adaptation to the challenges of the hour. It is curious that while there is a movement toward openness at all other governmental levels and in higher education, that we hear so much of "executive privilege" and that the Executive Branch appears to be moving toward increasing levels of secrecy. It is also curious that during this same time of openness, the Presidency appears to be less visible and less available, shielded from public contact by layers and layers of bureaucracy until the cocoon is no longer transparent.

Perhaps one of the most striking similarities between the president of a major university and the President of the United States is best summed up by Oriana Falacia's pithy comment in her book, *If the Sun Dies*: "When it really sets out to, America can out-bureaucratize the best." Clearly, the bureaucratization of the presidency has had an insular impact on the relationship between the presidency and his constituents. But the exaltation and isolation of the presidency from the American people is a long story. It is a matter of power beyond what was contemplated -- a staff system with inevitable justification -- but so often the product of what Mr. Eisenhower used to complain of as "over-zealous staff work," and finally, a remoteness beyond what was contemplated -- almost a semi-celestial presidency.

It is proper, for example, for the President to speak to the American people and use them as a megaphone to react upon the Congress, but I believe that the time has come in the confluence of events when the Chief Executive should speak to the Congress openly and regularly. President Kennedy, had he appeared before Congress immediately after the Bay of Pigs, might have given the legislators an opportunity to assess and understand the dilemma he faced. Or Eisenhower, after the embarrassment of the U2 overflight, might have appeared before Congress with the opportunity for a vote of confidence. Icy distance from the House and Senate can only magnify the heated adversarial roles that the Legislative and Executive branches have begun to assume toward each other. Presidents of institutions of higher learning can attest to the need for continuous communication with their own "Congresses," the faculty-student senates. Those who have not maintained internal accord have found themselves in an isolation not of their own making.

The continuity of the American presidency, of course, continues on a term basis with periodic referendums for rejection or renewal. But the time has come to institutionalize a means of restoring the tide-marks of trust between the Executive and the Congress. In essence, I suggest the functional equivalent of a vote of confidence for having the president continuously accountable to the legislative branch.

We are reliving a period quite like that of the 1950's which brought a new term into the dictionary known as McCarthyism. At every conceivable gathering -- dinner or cocktail party -- people matched atrocity stories and there was a great wringing of hands about the dreadful state of affairs that was smothering the nation. But few did anything about it.

Today all eyes are trained on the expose of abuses astride life at the top of our government. As the McCarthy period taught us, there is no time when charges should be loosely made. Consequently, I hasten to point out that convictions already obtained and acts already admitted to support the statement I have just made. As though that were not bad enough, the allegations which are yet to be examined in Congressional inquiries and in the courts are striking in their enormity. It must be faced that the sum of all the allegations is that we were the victims of a coup d'etat or an attempted coup. I weigh my words carefully. I am aware that the strict definition of a coup d'etat is "a sudden decisive exercise of force whereby the existing government is subverted". But, surely, an attempt to capture or retain control of a government by illegal means is action of the same genre.

Many of the principal "figures" involved are products of the silent generation following World War II. These are not men unschooled; almost all are products of higher education. This should give us at the universities particular reason to wonder what went wrong and why. Did we either through acts of commission or omission contribute in any way to the malaise which besets us?

Now academia has always been engaged in a search for truth. But have we passed that heritage on to our students? Is that an article of faith that has been rejected?

Yet the concern now is less with reality and more with appearance -- the difference between what is and what appears to be. Can it be that "appearances" of the sort projected by television have had a greater impact than the "reality" we contend we deal with in higher education? Have we taught men the price of everything and the value of nothing? Did higher education merely provide tools and technology, but no sense of ethics and morality to temper the far-flung influence of the military-industrial complex, an awesome floating power largely free of restraint?

In both the era of the silent generation of the fifties and the youth-quake of the sixties, we have witnessed a lack of commitment to democratic ideals and processes. And we permitted situations to develop where we did not respect the rights of others. Regrettably, at some of our finest tradition-laden temples of freedom, the right to listen as well as to speak was flagrantly violated and some of those scars have not only not been altogether erased, but they helped speed the university's swift fall from grace in the public esteem.

Is it unfair, then, to suggest that the happenings at our universities contributed to create a climate which permitted men at the pinnacle of political power to see nothing morally wrong in dealing cavalierly with democratic ideals, processes, and justice? I ask you to ponder that question, not as an exercise of self-flagellation but as a way of pointing up what needs to be done. For whatever the universities' responsibility, or lack of it, they can play a major role in restoring the tidemarks of trust.

Over the years there have been many disparaging themes about dethroning the eggheads from positions of influence in public affairs. What we need is just the opposite. Let us enthrone the egghead who is worthy of trust and the institutions that have nurtured their growth and immense capabilities. My source and documentation for this article of faith is unimpeachable -- an authoritative volume titled The Joy of Cooking. Boldly and in immeasurably clear language it sets forth this principle: "Treat eggs gently. They like this consideration and will respond to kindness." Again from an equally authoritative source another stern warning: "The first principle that cannot be impressed too strongly is that eggs cook with a very low degree of heat."

Our universities comprise the nation's most inventive spearheads. They have been through a traumatic ordeal -- some of it deservedly. But we need to restore our faith and reaffirm our confidence in them. This happens to be the track season. Remember, universities do not excel at the 100 yard dash. They are not sprinters. They are not geared to perform over the short course. They are distance runners and their performance and quest for excellence is enriched and ennobled over the long stretch.

In preparing this presentation, I did so under the heavy and constant reminder that I was born during a war and that for 24 of my 56 years -- almost half of my life -- this nation has been at war. And we are still not clear of conflict that defies the intellect. Not only the war, but the constellation of social, economic, and now environmental issues have brought colleges and universities to the very brink of perhaps their most difficult ordeal and trial.

During the first third of this century, as Spain gasped and choked with internal disorders and descended toward total collapse under governments unable to govern, the brilliant philosopher, Unamuno, wanted to make all of Spain his classroom. He desired not just a chair as a platform at Salamanca, but really as a pulpit to give him an eminence to educate all of Spain. The Spanish government had insisted and indeed promulgated the doctrine that politics and teaching were incompatible. But Unamuno countered otherwise. He declared that politics and teaching were the same thing. In essence, he argued that while politics is teaching on a national level, teaching is politics on a personal level. And when his critics denounced him for speaking in paradoxes, his rejoinder was that paradoxes could not be disposed of when it was necessary to arouse and awaken an indolent nation -- to rattle its very spine to the necessity of responding to challenge.

Clearly, members of university communities -- faculty, students, and civil service personnel alike -- wish to be heard on their deep-felt concerns for the way the nation is headed -- and lustily so. But the axis of University life is not one of taking corporate positions. Ideally a university is like a live and open microphone where all the expressions and ideas of its component parts can be picked up and their vibrations stir response and enlighten debate across the nation.

The activism that seeks to convert universities, as institutions, into political partisans, thumping for this or that ideological position, is a threat to the unique relationship between the university and external social and political institutions. Specifically, universities are uniquely the place where society builds its capacity to gather, organize and transmit knowledge; to analyze and clarify controverted issues; and to define alternative responses to issues. Ideology is properly an object of study or scholarship. But when it becomes the starting point of intellect, it threatens the function uniquely cherished by institutions of learning.

Like the individual scholar, the university itself is no longer the dispassionate seeker after truth once it adopts controverted causes which go beyond the duties of scholarship, teaching, and learning. But unlike the individual scholar, it cannot assert simply a personal choice of judgment when it enters the field of political partisanship, but must seem to assert a corporate judgment which obligates, or impinges upon, or towers over what might be contrary choices by individuals within its community. To this extent, it loses its unique identity among our social institutions. And to this extent, it diminishes its capacity to protect the climate of freedom which nourished the efficiency of freedom. The activists who want most passionately freedom of individual choice and freedom for commitment to causes should understand that, when they seek to commit the university to their chosen political cause, they threaten the unique capacity of the university to walk the razor's edge of being both in and out of the world, and yet simultaneously in a unique relationship with it.

It is very easy for those of us who seek the eye of the hurricane to ride out the storm to become immensely irritated at how the press and the media handle news. How often those of us in university life have been belted by well-meaning, dedicated alumni who have chided us during the past six difficult years for not showing the good side of university life. Why, they insist, have the tiny willful minorities dominated the television screen or the front pages?

The press, of course, have come under a drumfire of criticism for seeming to give unbalanced coverage. But the universities reflect the strain and stress of society in microcosm. Willful minorities, moreover, have a way of jaggng history.

It was the willful minority, the Bolsheviks, that overturned the majority, the Mensheviks, in the Russian Revolution, for which a terrible price has been paid. One might well ask, glancing back over our shoulders, what might have been the result in the tides of modern Russian history if the country had had a free press.

Now, our antiquarian tradition of commencement exercises ordains that appropriately some word of advice and counsel be transmitted by the speaker to the graduating class. I have carefully refrained from so doing. I would remind you, though, that no age has a monopoly on madness and even a madcap movement confronted by repressive force is like a kite against the wind. The stronger the wind the higher the kite flies.

We are confronted at times by an astounding velocity of change. When I was a boy, Miss America stood 5 feet one. Today she stands 5 feet nine. I will not comment on her other measurements, but all about us we are reminded that our problems are more explosively stacked.

And they do not sink out of sight. As my old mentor, the demolition expert on the Baltimore Sun once spoke of the "vacuum president:" "His way of dealing with the problems confronting him is to avoid them, as a sensible man avoids an insurance solicitor or his wife's relatives." Nor is a long gone French Prime Minister correct when he said: "The art of politics lies not in dealing with fundamental problems, but in keeping quiet those who raise them."

No, the late great artist Picasso found the touchstone when during a life that stretched over 90 years, he often referred to the privilege of the artist which is "to do," and when critics asked him what he was trying to explain or convey -- what he was trying to get at -- his rejoinder was: "You mustn't talk to the driver."

I have a fierce faith that your generation will invoke the privilege of the artist to do, and vigorously so, whether it be somewhere in the rainbow of the arts and humanities, medicine -- bio-medical or spare-parts surgery, science, that of the solitary tinkerer and investigator, or in the drafty rooms of politics. So be free. Feel loose in your harnesses and do not be dismayed or deterred by the critics haranguing the driver from the back seat or from sheltered burrows.

Let us re-incarnate a commitment to democratic ideals and processes. Because America that has been so adventurous, so creative and so boldly buccaneerish in the building of industry, science, commerce, finance, and a dazzling technology -- the envy of mankind, let us not drift downward spiritually with only a cosmetic concern for the light of the mind that tells us what is right.

So, as an aging Moos, let me conclude with the story of my first experience with a cricket match in Pakistan. Completely baffled after the first 20 minutes, I turned to an English newsman and asked: "What is the object of this game?" In a manner most condescending to one I am certain he regarded as a peasant from the prairie provinces, he stared at me stonily and said: "The object -- the object, my dear sir, is to get on with it!"

So saying, Notre Dame graduating class of 1973, we should be about our work.

Dr. Malcolm C. Moos,  
President, University of Minnesota

## Laetare Medal

The University of Notre Dame  
to  
Reverend John A. O'Brien  
Greetings:

The recipient of Notre Dame's cherished symbol of Christian remembrance and rejoicing is announced on Laetare Sunday, when the Church, still mourning her Master's acceptance of the bloody torment of His journey from Gethsemane to Golgotha, cannot help anticipating the supremely happy ending of the story on Easter and the Resurrection. Almost from its beginning, this University knew that its principal purpose would be educating those who might become leaders in American society -- not only Catholics, but also many other citizens of the Republic. Thus they would provide their share, difficult though it was bound to be, of those who would seek to guide the nation forward. Unfortunately, too few in the dominant society of an earlier time wanted to share power and influence with Catholic laymen. And so it was not always easy to present the Laetare Medal to men and women of great charisma and influence. The situation has changed remarkably, as exemplified by the election of President John F. Kennedy. Lately, there are so many who well deserve the honor that it is not at all simple to single out any one person.

Meanwhile, it was the priest, and upon many an occasion a Bishop, who was stripped by propagandists of his dignity, held to be of little consequence insofar as the solution of grave social problems was concerned, and, above all, though to be unwilling to accept new fiats of the Sciences. Therefore, Notre Dame then wisely and understandably decided that priests and religious should also be eligible for the Laetare Medal. That you, Father O'Brien, are the first priest to be so honored seems absolutely fitting. You have pioneered in the work of the Newman Clubs, in the fostering of the Christian family, and in serving the ecumenical movement long before coming to Notre Dame more than thirty years ago. Here, in many ways the most fruitful period of your career, you have lived and worked in a cluttered room in the University's aging Administration Building.

Here, Father O'Brien, you have continued to do what you have always done. You have cherished very deeply the "right belief", what is often called the "orthodoxy" of the Church, which in your eyes has cherished holiness while being certain that the educated conscience must necessarily be the basis on which orthodoxy and holiness ultimately rest. You did not choose to be a scholar in the research sense, though you might have been that easily, too. Your ardent commitment was to the pastoral mission. And, therewith, you appealed as a writer and a speaker to millions of Americans, to your fellow Catholics and to non-Catholics alike, by saying to the multitudes who accepted spiritual bread from you that they themselves and not some others acting for them, must understand that their own faith in the end will determine what they should believe and do. In this sense, your creative spirit will live on in the remembrance of the prodigious writing and speaking you have done. It will be reflected in the memory of the almost limitless help you have given and still give. The mission on which it has spent itself lost none of its energy because



upon occasion you had to endure in your innermost self the barbs of misunderstanding to which all that is new and alive is inevitably exposed.

For this reason especially, Notre Dame rejoices with you in the tribute which, with great affection and gratitude, it is now paying to you. We pray that a special blessing may rest on you for your insight into the great tradition which we serve, and which during the years to come we will learn to honor more and more profoundly. You have urged us to be free of any fear. Yes, probably more than anyone else who has been given the Laetare Medal, you have freed faith of fear. As all of us who now look about at American society at least upon occasion realize, it has to a large extent become what we prayed it would never be. Is it not caught up going from its own Gethsemane to its own Golgotha? What if sometime it paused to ask whether it should join in Christ's rather than pursue its own? Nobody would understand this better than you. You are as American as our country's fields and lakes, the young people whom we trust more than any previous culture, and the old priests who strive to make the dying realize that their destiny is to be seated in joy forever beside an eternal river on which the sun would never cease to shine. These are some of the reasons why Notre Dame today gives you its most beloved honor and thanks you from the bottom of its heart for having so long been a member of its company.

## Minutes of the Academic Council Meeting May 9, 1973

The Academic Council met on Wednesday, May 9, 1973, and considered these items:

### I. A Faculty Senate Resolution.

The Council continued consideration -- began at its last meeting -- of a resolution passed by the Faculty Senate on March 6, 1973:

#### Resolution:

The Faculty Senate requests that the Academic Council, either separately or jointly with the Senate, petition the Fellows of the University to elect six faculty of the University of Notre Dame to the Board of Trustees.

It was moved and seconded to endorse this resolution of the Faculty Senate.

A lengthy discussion followed:

It would be useful to the Board of Trustees to have that direct contact with that consistent and continuing section of the University that is the faculty. To have faculty members as members of the Board of Trustees is a much better way to satisfy the need than having faculty only on the Committee for Academic Affairs. There are members of the faculty as competent in their fields as members of the Board are in theirs. -- The Carnegie Commission on Higher Education has recommended that students and faculty should not be represented on the Boards of Governors but could be on subcommittees. A Board of Trustees is seen to be an external board assuring the autonomy and independence of the institution. -- The faculty can be seen as a kind of investment and a carrying on of tradition. Since governance is not especially involved it would be a good move to put faculty on the Board in the spirit of common interest and investment. -- The Board, in the context of the history of trusteeship, is to be a body that operates aside from and outside of the institution and considers the institution in an outside larger context. -- All would agree it is a good idea to have an independent and autonomous board; but a board can be such without each individual being so. The loss of autonomy and independence caused by having faculty on the board would be more than compensated for by the advantages gained. -- Among American institutions of higher education, faculty and student representation on boards of trustees is not a widespread practice, amounting to 15 per cent and 14.3 per cent respectively, according to recent surveys. The primary arguments against faculty trusteeship are the conflict of interest it presents and the untenable positions in which such trusteeship places the President and the faculty member. It is poor administrative theory when a person as faculty member reports to the President and as trustee, he has the President reporting to him. Proper representation for faculty members and students is on the appropriate standing committees of the Board of Trustees which is where the issues are researched, debated and conclusions recommended to the full board which rarely, if ever, rejects the recommendations of its own creation. -- We should accept and build on the principle that Notre Dame must be itself. The strength of this institution is that it was founded and maintained by the Congregation of Holy Cross and this is the kingpin of the structures here. Our structure takes into account the need and desire of keeping Holy Cross as the preserving principle of the University. The principle conveyed to the Board would say there should be faculty and students on the Board. The characteristic form of

government here is tripartite. There should be enough faculty and students on the Board to represent this place but not enough to lose autonomy and independence. We should also approve this motion in order to have the Board consider it. This decision goes back to the philosophy of shared governance we have developed in working on the Academic Manual. To vote approval of this motion would do a lot for the Academic Council and the University. -- How is the present system working? Do the faculty members who represent the faculty have complaints about the ways the present system is working? -- The Committee on Faculty Affairs does not perform the representational function this resolution envisions. They are still looking for a service to perform. -- The presence of a few faculty members on the Board would be enormously influential. The other members of the Board would consider them as the united voice of the faculty. They could have a paralyzing influence. On the Faculty Affairs Committee a remark can come through as faculty thought. Most every measure that comes up to the Trustees comes up through some committee or council. Two or three faculty on the Board could undercut the faculty on the Academic Council, for example, to a large extent. -- If one or two faculty could be so influential so could one or more administrators. Presence of faculty could act as check and balance.

The motion was defeated. The vote: 19 in favor; 20 opposed.

Father Hesburgh stated he would relay the discussion and the result of the vote to the Board of Trustees.

## II. A Student Government Resolution.

A resolution was presented on behalf of Student Government:

### Resolution:

1) The Academic Council recommends that Notre Dame students be represented for an experimental period of one year with full voting privileges on the Notre Dame Board of Trustees by three students: the Student Body President, one advanced student appointed by the University President after consultation with the Graduate Student Union President, and an undergraduate student appointed by the President after consultation with the Student Body President.

2) That the Board of Trustees review the experiment after one year to determine the advisability of its continuation.

The motion was made and seconded that the Academic Council approve this resolution and request its adoption by the Board of Trustees.

### Discussion:

In presenting this resolution in behalf of Student Government it was noted it was the feeling of the Student Government that full and open discussion of this request in the Academic Council would prove beneficial both for the future of student representation on the Board and for the Council itself. It was also stated this resolution was presented to the Academic Council because the Student Government felt it could not be taken to the Board without the support of the University community. The arguments in favor of this resolution are much the same as for having faculty on the Board. -- In practice all matters pertaining to students are presented to the Board by students. -- If all inside constituencies are reproduced on an outside board, this could weaken the inside influence of these constituencies and would cause that board to reconsider all that is brought to it. -- The origins, history, and philosophy of trusteeship were all discussed at some length.

The motion to amend the proposal by striking out that part of paragraph 1) after the colon was approved by voice vote.

The motion as amended was defeated by voice vote.

## III. The Freshman Year of Studies.

On November 19, 1972 Father Burtchaell sent to all members of the Academic Council a memorandum on the Freshman Year of Studies. With that memorandum he sent a covering letter the first paragraph of which read:

For more than six months now, the deans and our staff have been troubling our way through a discussion of the proper lines of authority in the Freshman Year of Studies. It has been the conviction of myself and my colleagues that the issue is but one example of several cases that remind us to reaffirm the view that basic responsibility over curricula has to be vested in the Academic Council, with subsidiary authority in the hands of subordinate councils.

Father Burtchae11 introduced the topic stating that though no decision was needed from the Council it would be profitable to discuss the matter in the Council. Father Burtchae11 went on to say: there are now more than a dozen curricula in the Freshman Year with the object of bringing the student as quickly as possible into the flow of a college or department. The curriculum of the Freshman Year should in no way be the product of or dependent on any of the colleges. At the end of the Freshman Year the student should be able to go into any college. Every college should have to present its curriculum to the Academic Council. Within major lines the college should be able to alter the curriculum within the college. Only the Academic Council has major authority over curriculum. Any major change should have to come here. For example, the major curriculum change which the College of Arts and Letters now has underway should be brought to the Academic Council. This would also apply to the Freshman Year of Studies; any major curriculum change should be brought here after it has been put together by the University Committee of the Freshman Year of Studies. There is an important principle at stake here. It is the business of the Academic Council to be concerned with major curricula of the Colleges and the Freshman Year.

The Deans were asked to comment. -- Dean Hogan: what is at stake is the Freshman Year. There are two issues: counseling and curriculum. We can here put aside counseling, so the question concerns the curriculum of the Freshman Year. It is a mistake to look at one year at a time of the student's education. The student should have a four year program of integrated design. -- Dean Murphy: the College of Business Administration is responsible both to the University and to the professional accrediting association. The professional accrediting association says that at least 40 per cent of the curriculum should consist of liberal subjects. In the College of Business Administration on the average 50 per cent of the curriculum is composed of liberal subjects. The College curriculum does not infringe at all on the Freshman Year Program since it is preferred that the first two years be devoted to liberal subjects. -- Dean Waldman: the College of Science is pleased with the Freshman Year but they do have a problem. The College of Science has the greatest outward flow including intents. The move from the Freshman Year to any other college should be an easy move for the student even if he has opted for the College of Science in his Freshman Year. Would agree with the principle. -- Dean Burns (for Dean Crosson): the College of Arts and Letters cannot consider the changes in curriculum that are under discussion without looking at the Freshman Year. The Academic Council may be the body where the question could be advanced.

Father Burtchae11 further remarked: all too often the Freshman Year has become a dumping ground. It need not be a common year nor should it neglect sequential needs. The student should not be excluded from the chance to sample what he thinks he wants to go into; for example, a student who thinks he wants to go into engineering should have some opportunity to see what it involves. The colleges should not be surprised if they do a shuffle in curriculum and the Provost's office decides it should go to the Academic Council. Anything affecting inter-collegiate relations should definitely be brought here.

Father Burtchae11's memorandum appears as an appendix to these minutes.

#### IV. Notification for one year appointments at the rank of Assistant Professor.

The Academic Manual, Article III, Section 3, Subsection (a) states that the initial appointment as Assistant Professor is ordinarily for a three year period and that if the appointment is to be terminated at the end of the contract period the University will give the Assistant Professor 12 months notice of such termination. Because it is sometimes expedient to make a one year appointment at the rank of Assistant Professor, it was moved and seconded that these two sentences be added to the second paragraph of this subsection (a):

An appointment as Assistant Professor may be made for a period of one year. In this case if the appointment is to be terminated at the end of the contract period the University will give the Assistant Professor six months notice; if the Assistant Professor elects to terminate his services he should give the University three months notice.

The motion was approved by voice vote.

#### V. Qualification for Tenure.

On December 14, 1972 the Academic Council approved the addition of these two sentences to the second paragraph of Article III, Section 5, Subsection (a) of the Manual as it was approved on November 6, 1972:

Evaluation of a member for tenure should generally be guided by the criteria for appointment or promotion to the rank of Associate Professor as contained in Section

3. Granting of tenure will not, however, necessarily entail promotion to that rank for Assistant Professors.

The motion was made and seconded that these two sentences be deleted from the Manual.

The motion to delete was put forth it was explained because of the danger of ambiguity and because it might be read to mean that any Associate Professor automatically was qualified for tenure. On the other side it was argued it was important to have some such statement and the feared danger was not real.

The motion was defeated. The vote: 16 in favor; 18 opposed.

It was then moved and seconded to insert the words "among other considerations" so that the statement would read:

Evaluation of a member for tenure should among other considerations generally be guided by the criteria for appointment or promotion to the rank of Associate Professor as contained in Section 3. Granting of tenure will not, however, necessarily entail promotion to that rank for Assistant Professors.

This motion was approved by voice vote.

Respectfully submitted,

*F. L. Brown, Jr.*

(Rev.) Ferdinand L. Brown, C.S.C.  
Secretary to the Academic Council

## Appendix

Memorandum regarding the Freshman Year of Studies

November 13, 1972

The Freshman Year of Studies has existed at Notre Dame for 11 years: 10 under Dr. Burke and one under Dr. Hofman. Some review of its performance is timely.

The program was established in 1961 principally to provide students a surer context wherein to choose their academic fields. Inadequate foresight and misleading advice from high school counsellors and parents led enrolling freshmen into colleges and departments where they suffered from ennui and frustration. Once a student had discovered his mistake, his academic performance had already deteriorated and jeopardized his good standing at the University. Further, the rigidity and particularities of the four college curricula made it difficult for a mislocated student to transfer into the college where he might be better situated. His university career would have to be lengthened by one or two semesters, or he would have to sacrifice virtually all of his electives.

The Freshman Year (FY) relieved the student of the need to anticipate his own academic interests and abilities before he had ever set foot on the University campus, or had a chance to study some of the intellectual disciplines which are available to him here, but are not taught on the high school level. The FY provided 1) a special counselling facility and 2) a nonspecialized curriculum, both intended to help the student make his academic choices more wisely.

These two features of the FY have been modified over the course of 11 years. The counselling component has been strengthened considerably. Staff are now appointed with training and interests specifically aimed at this kind of work. A corps of capable seniors now serve under their supervision as subsidiary contact persons with the freshmen.

The curriculum has been subject to several influences. The colleges now have a more free course of study. SC has introduced the concentration sequences as alternatives to majors. EG has reduced its total credit requirements by more than 20 hours. Theology and Philosophy requirements have been reduced for all. The elective allowance has been increased in all curricula. Thus it is somewhat less ominous, in this regard, to transfer from one college to another, and it rarely entails an extension of the four year period. On the other hand, another

change has been introduced which significantly inhibits the freedom of choice the freshmen were intended to enjoy. The several colleges have recently required increasingly diverse curricula for the freshmen who intend to enter them. In 1961 all freshmen took a basic ensemble of five courses: English; history or social science; natural science; mathematics; and philosophy or theology. Now there are more than a dozen course patterns which differ widely.

These latter changes all derive from the Curriculum Revision of 1968, since which time the several colleges have assumed themselves to hold jurisdiction over the curricula of the freshmen. Since that time the colleges have intruded themselves more and more into the affairs of the FY. Dean Burke and Dean Hofman have both stated that this has caused serious difficulties for the FY. A recent memorandum of the latter is attached.

We cannot ignore this state of affairs, and this memorandum is intended to offer several suggestions whereby we can best provide for the continuance and success of the FY.

It seems indisputable that the need continues to allow our students to reconsider their academic plans. Half of our students change their undergraduate college, 35 per cent during the course of their freshman year (not to mention a further 25 per cent who change their intent before matriculating). This represents a transfer rate double what it was in 1961.

It also seems clear to us that the FY serves its students best when allowed a certain responsibility over its own operations, and needs to have its authority over both students and studies protected from undue intrusion by the colleges. As regards academic counselling, it is a common complaint that all undergraduates need more of it, but such as we do give is afforded more generously and assiduously to juniors and seniors well into their departmental majors, while comparatively scant attention is paid to underclassmen who are still wrestling with decision and stand in greatest need of academic counselling. The FY has moved to fill this need, better than if these same students depended upon the colleges or departments. This is not said to criticize faculty or administration in the colleges and departments. But when everyone bears numerous burdens, we all know that freshmen and their needs have been the first to escape notice, and the provision of a staff professionally designated to help them has been a gain for us all.

As regards curriculum, the colleges have tended to impose upon freshmen course programs that harmonize with the college curricula, but are noticeably deviating from our tradition of a year of general studies that will allow the freshmen eventually to make a free choice of college. The FY was intended to be a path without ruts. But we find that when freshmen are the subject of their concern, the several colleges can tend to be aggrandizing, if not downright predatory. Every college has a natural tendency towards overspecialization. Although the colleges have ordinary authority over their own curricula, the Academic Council has periodically had to exercise supervision and control from a higher viewpoint, and this will probably continue to be the case. If the members of the various colleges do not accept this observation about their own college, I have heard it often enough from persons speaking about the "other" colleges to make me believe it true of all.

There is an important principle at stake here. The only reliable, procedural safeguard for a liberal course of studies is control of curriculum by university-wide authority. It is my contention that the basic design of every curriculum at Notre Dame should have to pass through the Academic Council. Though each curriculum is drawn up within one or another college, it must win the approval of the assembled representatives of all colleges together if it is to carry any guarantee of wholeness. College Councils then have the authority to make modifications within this basic design, but not to disturb the inter-collegiate and inter-disciplinary span of requirements. Otherwise we sacrifice our status as a University with an integrated sense of educational mission, for that of a federation of disparate and often narrow professional schools.

As regards the Freshman Year of Studies, we are persuaded that its basic curricular design should be the responsibility of the Academic Council, with subordinate responsibility belonging to the Faculty Committee, which likewise draws from all colleges. It is clear that the sequences of studies in the colleges create different demands on the FY Curriculum. But the only way we can reasonably respond to these differing needs, and still leave freshmen a liberalized educational experience and reasonable freedom to plot their subsequent academic career is by insisting that we not have four FY curricula with a dozen or more variations

imposed by the colleges, but one basic curriculum, diversified according to needs and under inter-collegiate authority.

When Dr. Burke was first charged with the FY, he met regularly with the college deans and they managed in a simple and agreeable way to arrange most matters by common consent. Since those days two changes have made this earlier format unworkable. First, the general purview of studies has gradually been shared by the deans with their College Councils. Second, in 1968 the colleges began to prescribe the FY curriculum. The result is that the FY has come to be regarded as a bureau which services freshmen for the various colleges, and the dean has had his initiative inhibited to the point where he can no longer achieve the goals for which the program was first ordained.

We have raised this matter on several occasions with the deans, and those whose administrative responsibilities makes them responsible for all the colleges indiscriminately are agreed that several rectifications must be made, which I should like to indicate here.

First, it must be acknowledged that freshmen are enrolled exclusively in the Freshman Year of Studies, and come within the jurisdiction of the colleges only at the moment of transfer.

Second, the studies of the FY should not be subject to the College Councils, which will tend too often to consider the freshmen as pursuing a chosen field of study, rather than as preparing to choose one. Except for those major decisions touching on the basic principles of the FY, which would require the authority of the Academic Council, policy for studies of freshmen should properly be vested in the Faculty Committee of the Freshman Year of Studies, which should maintain a viewpoint independent of any particular college. This committee, which is provided for in the Faculty Manual, has fallen into disuse. It should be restored. I am requesting the Deans to appoint to it the most capable and committed faculty in their colleges, faculty who will share and foster a dedication to truly liberal education. It might be best if they were appointed for three year staggered terms, in the following numbers:

Arts and Letters	3
Science	2
Engineering	2
Business Administration	2

The Dean of the Freshman Year of Studies, working in concert with his committee, has a right to expect sincere cooperation from his fellow deans, and from all departments at this University.

The FY can be proud of a marked improvement in the academic performance of its students over the last decade. It has been particularly foresighted in soliciting departments to offer advanced coursework for students whose achievement has moved beyond that of their classmates, and remedial materials for those who must progress in order to catch up. Parents, who in this year have the most inquiries to make of us, are dealt with most courteously and candidly. Advance testing is used, not to program the students into rigidly quantitative regiments, but to prepare for them course patterns that allow for most intellectual growth. In these and so many ways the staff of the FY has made the first year at Notre Dame less ominous than once it was. More needs to be done. Our concern is to give them more freedom of action, and to assure them of the collaboration of every teacher and administrator in the University.

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



# Faculty Senate Journal

## May 7, 1973

Meeting held on May 7, 1973, 7:30 p.m., Room 202, Center for Continuing Education.

1. The meeting was called to order at 7:40 p.m. by the chairman, Professor Gerald L. Jones, who called on Rev. Leonard N. Banas for the opening prayer.
2. Old Business - As a matter of information for the members of the Senate, Professor Jones reported on results of recent campus elections.
  - a. Student Life Council
    - 1) Professor Julian R. Pleasants
    - 2) Ms. Maureen L. Gleason
    - 3) Professor Thomas A. Werge
  - b. Advanced Student Affairs Council (by the Graduate Council)  
Professor James P. Danehy
  - c. Faculty Affairs Committee of the Board of Trustees
    - 1) Professor Philip J. Gleason
    - 2) Professor Thomas R. Swartz
  - d. Members of the Academic Council selected by College Councils to serve ex officio on the Faculty Senate
    - 1) Professor James E. Robinson, Arts and Letters
    - 2) Professor Mario Picconi, Business Administration
    - 3) The College Councils of the Colleges of Science and Engineering have not as yet selected an ex officio senator.
3. Mr. Richard Lynch was called out of town and so was unable to address the Faculty Senate concerning University budget matters. He will be invited to address the Faculty Senate in the next academic year.
4. Standing Committee Reports
  - a. The Committee on Administration and the Committee on Faculty Affairs had no report to make at this meeting.
  - b. Student Affairs Committee
    - 1) Professor John J. Uhran gave a summary report on the activities of the Student Life Council.
    - 2) Professors Uhran and Michael L. Doria gave a presentation of a report on Campus Security. After an extensive discussion and slight modification, the report was accepted by the Faculty Senate without dissent.
5. Changes in membership of the Faculty Senate
  - a. Retiring Members
 

Salvatore J. Bella	William H. Leahy
E. William Chapin	Robert Leader
Frederick Dow	Albert Miller
William M. Fairley	Gerhart Niemeyer
Thomas S. Fern	Albert A. Nordin
Edward A. Goerner	William G. Storey
Richard W. Greene	Thomas R. Swartz
Theodore B. Ivanus	Dolores W. Tantoco (resigning)
Richard Lamanna	Lois Warren (resigning)
	Stephen D. Kertesz (resigned)
  - b. New Members - terms expiring in 1976
 

Kenneth Jameson, economics  
 Vincent DeSantis, history  
 Elizabeth Fiorenza, theology  
 James Bellis, sociology and anthropology  
 Joseph Scott, sociology and anthropology (term expires 1974)  
 Waldemar Goulet, finance  
 Linda Hildebrand, library  
 Paul A. Rathburn, English  
 Joseph A. Tihon, biology
  - c. Ex Officio Members  
(listed above)
  - d. New Officers for 1973-74
 

Chairman:	Norman B. Haaser
Vice Chairman:	James P. Danehy
Secretary:	James T. Cushing
Treasurer:	Paul F. Conway

7. Acting Chairmen of Standing Committees  
Faculty Affairs: Rev. Leonard N. Banas, C.S.C.  
Administration: Joseph A. Tihen  
Student Affairs: Daniel H. Winicur
8. On the motion of Professor Paul A. Rathburn, seconded by Professor John J. Lyon, the Senate expressed its thanks to Professor Gerald L. Jones for his excellent year of service to the Senate as chairman.

Respectfully submitted,

*Norman B. Haaser*  
Norman B. Haaser  
Acting Secretary

#### REPORT ON CAMPUS SECURITY

As given at the May 7, 1973 Faculty Senate Meeting from Michael L. Doria and Richard Greene.

1. Purpose - The following report is based on extensive discussions with the Campus Security force. Its purpose is three-fold:
  - 1) To provide data on campus security violations for the past year;
  - 2) To point out some of the problems faced by the Campus Security office;
  - 3) To provide some suggestions for improvement.
2. Data  
The data on security violations covers the period Nov. 1, 1971 to Jan. 30, 1973. In this report all types of security violations are considered. However, the major emphasis is on assaults. The reason for this is that the number of assault cases reported is far fewer than the number of other offenses such as theft and vandalism. To include detailed information on these other categories would require quite a more extensive report.  
  
The term assault includes the following categories: assault without battery (a threatening conversation), assault and battery, strong armed robbery (robbery by force without a weapon), armed robbery, forced entry, and various types of sexual assault. The data for this report was taken from the files of the Campus Security office. The authors would like to thank Mr. Pears and his staff for the helpfulness and cooperation they extended us.
3. Data on Assaults  
For the period covered by this report (Nov. 1, 1971 to Jan. 30, 1973) there were 64 reported cases of assault. Of these 64 cases, 55 occurred on campus and nine off campus. Frequently off campus assaults are not reported to security. Therefore the off campus figure is most likely inaccurate.

Of the 64 assaults, 30 were assaults on Notre Dame students, 17 were assaults on Notre Dame faculty and staff, and 17 were assaults on non-university persons (including Saint Mary's students). Of the 55 on-campus cases, the description is as follows:

<u>Description</u>	<u>Frequency</u>
Assault without battery	14
Assault with battery	18
Strong arm robbery	4
Armed robbery	3
Forced entry	2
Sexual assault	9
Attempted rape	2
Persons struck by oranges at football games	3
	<u>55</u>

The breakdown for the nine reported off-campus assaults is:

Armed robbery	5
Strong armed robbery	1
Assault and battery	2
Student shot with pellet gun	1
	<u>9</u>

It should be kept in mind that these 64 cases are only the reported cases. The actual number may be significantly higher.

4. Comparison with Previous Data

It is interesting to compare the number of campus assaults with the data of previous years. The previous data is presented in the Faculty Senate Committee on Student Affairs Report on Campus Security by Dr. James Daschbach and dated Nov. 22, 1971. The data of this earlier report covers the period from January 1966 to October 1971 and includes only assaults on Notre Dame students. In the worst year (1970) the number of on-campus assaults on Notre Dame students was 17. For the period covered by the present report the number of on-campus assaults on students is 22. Thus, there seems to be an increase in the number of campus assaults. This is not surprising in view of some of the recent problems faced by Campus Security. These problems are detailed in Section Nine of this report.

5. Time of Day

It was thought that the time of day of the occurrence might be a factor. It was found that 17 cases occurred between 2 p.m. and 5 p.m.; 24 occurred between 7 p.m. and midnight; and nine occurred between midnight and 8 a.m. Very few cases were reported in the morning, the lunch hour, or dinner hour. Therefore these appear to be "safe" periods. It is interesting to note that the afternoon period seems more dangerous than the early morning.

6. Location

The locations of the campus assaults were studied to ascertain if any particular areas were more vulnerable than others. However, the data was fairly randomly scattered over the entire campus. Thus no one area can be singled out as a danger spot.

7. During the year 1972, the University Security department handled a total of 2097 complaints. The complaints are classed into a total of 60 categories with a representative sampling appearing below:

Auto accidents	85	
Damage to University property	107	
Damage to personal property	80	
Fires and false alarms	78	
Student emergency runs (hospital or infirmary)	121	
Theft - personal property	216	
Breaking and entering	203	
Theft - bicycle	205	
Total	1095	(the additional complaints were in other categories)

8. Bicycle Thefts

This particular category in the security records merits some special comment. Over the past five years the pattern of bicycle thefts has been as follows:

1968	102	
1969	104	
1970	94	
1971	178	
1972	205	
Total	683	

This problem has continued (in fact, increased) despite a massive public information program by the Security department. All students were given information sheets concerning protection of bikes against theft, but apparently these warnings have gone unheeded for the most part. Large posters have been placed in prominent places around the campus, articles have appeared in the Observer, and still the problem is on the increase. Part of the problem is no doubt due to the increased number of bicycles on campus in the past few years (a point for which we have no data). According to Mr. Pears, many bikes are recovered by the police, but identification is made difficult by the fact that the students have not recorded serial numbers, etched their social security number and so on. Electric engravers are available on campus for student use, and are similar to the type used for Project MARC in the South Bend community.

9. Problems Encountered in Maintaining University Security

The following account is a synthesis of many discussions carried on at different times with different members of the Security department.

- A) Lack of Student Cooperation - Mr. Pears indicated that a significant number of cases involving robbery, assault and so on are "solved" each year. By being solved, he indicated that this only meant that his office could identify and name the violator(s) involved. Prosecution of such cases, however, is an entirely different matter. Apparently, it is virtually impossible to get a student to sign a formal complaint necessary to bring action in a case. Second, even without a com-

plaint being filed, suspects are frequently apprehended, but the student involved (as victim) will not identify the suspect for fear of reprisal. Since the Security department cannot provide "one-to-one" protection for students, this then becomes a real problem.

The lack of student cooperation mentioned above is, of course, also carried over to the discussion on bicycle thefts covered in Section Eight of this report. The students must be made to realize that the Security department cannot function at all without their support. As it now stands, a student who complains that someone has broken into his car, for instance, will claim the Security department is harassing him when they ask him to identify himself while walking across campus at 4 a.m.! Thus, Security is being prevented from doing its job by the very people it is trying to help.

Other problems in this regard are numerous: 1) prank phone calls to the Security office; 2) harassment of security guards; 3) failure to lock dormitory rooms during absence; 4) failure to report strangers in dormitories; 5) failure to report incidents that occur; 6) lack of cooperation in traffic control; 7) excessive vandalism by students against both personal and University property.

Drinking in the halls has caused another problem for the Security department. Statistics show that damage to property has increased markedly with the institution of hall drinking. Granted, the incidence is seemingly declining (the novelty is wearing off), but it still represents a problem with which one has to deal.

- B) Open-Campus Policy - The fact that the campus serves as an activity center for many off-campus sponsored events creates its own unique problems. This basically means that there is no longer the control over trespass that there was earlier in the history of the University. We certainly don't wish to revert to an isolationist policy, but simply identify the problem.
- C) Inconsistent Support from University Administration
  - 1) University regulations allow drinking in residence halls, but don't allow students to bring alcoholic beverages onto the campus - such inconsistencies must be rectified.
  - 2) There is a wide variation among hall rectors as to enforcement of University rules.
  - 3) Frequently there is no feedback to security officers in cases handled by the Dean of Students.
  - 4) Security officers cannot file criminal complaints against students.
  - 5) Prosecution in criminal cases involving students (or even non-students) may be dropped at University discretion (e.g. the University may not press charges).
- D) Quality of Security Staff - We were informed that it is difficult to retain young, well-trained officers due to the unrewarding nature of the work. This is reflected in the high turn-over rate of security personnel (54 per cent last year). Salaries are comparable to those paid to first class police, but not as high as are paid by the City of South Bend. Thus, a man goes through training, may work a year at the University, then goes to work as a city policeman. The average age of the Security department personnel is about 45 years -- clerks and gate attendants are, for the most part, older; patrol officers are younger. There does seem to be some resentment by security personnel toward students, but it should be pointed out that much of this resentment is probably justified by student attitudes (see Section Nine A).
- E) Miscellaneous - A more minor problem exists in the absence of a "mug" file on campus. Neither Mr. Pears, nor do we ourselves, feel that such a file is a necessity since cooperation of the local police force has been traditional. However, it remains that each time mug-shots must be examined in a particular case, the Security people must make arrangements to go downtown. This causes delays in action which may be mistaken for inefficiency.

10. Some Positive Action

As discussed above, the Security department is trying to enlist all student to cooperate with them. This is being done mostly through their poster and brochure campaign which is trying to point out that the problem exists, and will continue to exist until everybody works together.

Improvement of campus lighting may help alleviate some of the problem with assaults and robberies. It has been demonstrated that well-illuminated areas generally act as

deterrents to crime at night.

The Security department has been attempting to make its staff more responsive to calls by the purchase of three mobile units and the addition of six walkie-talkies. In addition, a connection has been made in the interest of efficiency so that students calling Saint Mary's Security office will be connected with the UND office after 5 p.m. This was made necessary since nobody is in the Security office at SMC after 5 p.m. Under the new system, the calls are intercepted by our Security people, who can radio-dispatch SMC security personnel to the scene.

The need for better cooperation on the part of the students has already been mentioned, but the same must be said for the University administration. Inconsistent rules (as well as those inconsistently enforced) should either be enforced or dropped from the books entirely. We feel that there should also be some better feedback to Security from the office of the Dean of Students as to the disposition of student cases.

One possible means of improving the Security office which should be considered is the hiring of more graduate and undergraduate students as part-time security personnel. Some such employees are already working for Security and seem to be a big help. The advantages of such a move is that the students will help relieve some of the overload and will have a better rapport with their fellow students thus eliminating some of the antagonism felt between students and Security. Also, of course, such employees are inexpensive and provide the much needed youth for the Security office. A further reason for the hiring of graduate students is that they can be of more special help in the summer. In many ways the security problem is more sensitive in the summer than during the school year. The campus is less populated thus there is no safety in numbers. Also the warm weather and beach bring more outsiders to the campus. Graduate students who are here year around can provide Security with much needed help in the summer.

It has been suggested that part of the student-security problem is based on the fact that Security is also responsible for traffic control on campus as well as parking violations. The removal of these duties from Security might improve the situation, but this, of course, would cost money for additional personnel under some other department.

We feel that Security personnel should be able to file complaints against students who assault them.

Discussions with Security personnel indicate that card-lock systems should probably be installed in all the dormitories. They have been successful, for the most part, in discouraging strangers. In cases where they have been ineffective, the students themselves have been responsible for by-passing them.

Finally, lines of communication at all levels must be kept open. The Rules Committee of the SLC has taken a step in the right direction by calling together all of the various factions on campus involved in Security studies, services, and so on to discuss the problems of campus security openly. It is only by such communication between different groups that the best answers might be forthcoming.

## Budget Rent A Car

Budget Rent A Car is willing to extend to all Notre Dame employees the same rate the University pays under its agreement with the company. Any employee who writes directly to the local office of Budget Rent A Car, 401 N. Michigan Street, South Bend, Ind. 46601, will receive an identification card. The employee will be required to pay cash unless he or she establishes a credit rating with Budget Rent A Car. Master Charge, Diner's Card, BankAmericard, American Express, all will be accepted by Budget Rent A Car Corporation.

Under the flat rate you pay a daily charge depending upon the type of car used and gasoline. There is no mileage charge.

Budget Rent A Car can be very useful when one is picking up a car in South Bend and returning it to South Bend, or when one is picking up a car in any large city and returning it to the same destination.

We emphasize that the above procedure is for a personal card only. If you find that your travel for the University requires your having a card which would be handled through central billing, please advise this office in writing.

Rev. Jerome J. Wilson, C.S.C.  
Vice President - Business Affairs



## Academic Calendar Summer Session 1973

June	16	Saturday	Graduate Record Examination
June	25	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	26	Tuesday	Classes begin at 8 a.m.
June	29	Friday	Latest date for all class changes without penalty.
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July	6	Friday	Examination in Foreign Languages. Latest date for fulfillment of this requirement for master's degree in August, 1973.
July	12	Thursday	Latest date for handing in theses and dissertations for degrees, August, 1973.
July	21	Saturday	Graduate School Foreign Language Test (GSFLT)
July	27	Friday	Latest date for securing approval of subject of thesis for master's degree, August, 1974.
July	27	Friday	Latest date for general examination for candidates for master's degree, August, 1973.
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July	30-31-Aug. 1	Monday-Wednesday	Preapplication by graduate students expecting to return for Summer Session, 1974.
August	1	Wednesday	Latest date for applying for admission to candidacy for master's degree in August, 1974.
August	8	Wednesday	Last Class day.
August	9	Thursday	Course examinations for all students.
August	10	Friday	Baccalaureate Mass and convocation for conferring of degrees.

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