

UN  
NOTRE DAME

JUN 3 1975

NOTRE DAME  
COLLECTION

'74'75

# notre dame report

## contents

May 30, 1975

### the university

- 375 General Program Award
- 375 Murphy Center Conference
- 375 New Alumni President

### faculty notes

- 376 Non-university appointments
- 376 Miscellany

### office of advanced studies

#### Notes for Principal Investigators

- 377 Department of Health, Education and Welfare (DHEW), Research Projects Involving Human Subjects

#### Information Circular

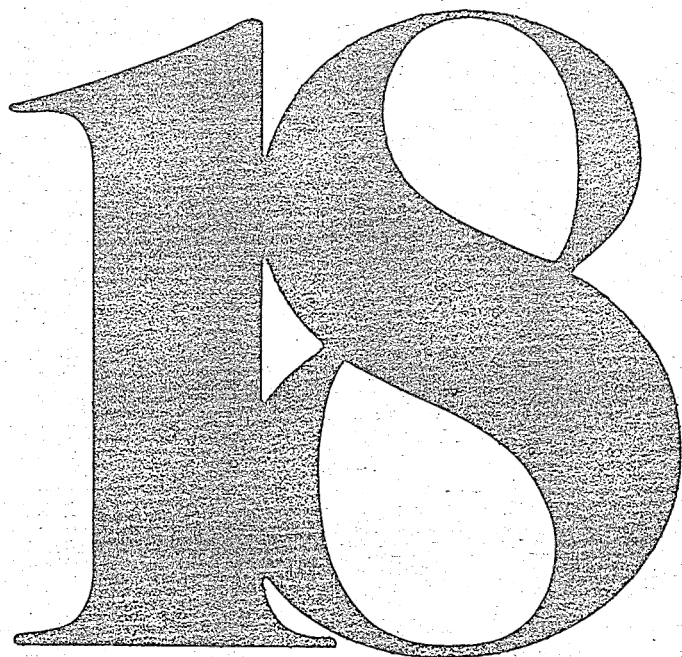
- 377 Indiana Committee for the Humanities 1975-76 Grant Cycle

#### Monthly Summary

- 378 Closing Dates for Selected Sponsored Programs

### documentation

- 379 Spring Commencement 1975
  - Honorary Degrees
- 383 Commencement Address
- 387 Valedictory Address
- 388 Laetare Medal
- 389 Reinhold Niebuhr Award
- 389 Thomas P. Madden Award
- 390 Faculty Award
- 390 President's Awards
- 392 Minutes of the Academic Council Meetings April 8, April 29, and May 5, 1975
- 399 Minutes of the Academic Council Meeting April 22, 1975
- 403 Minutes of the 165th Meeting of the Graduate Council April 30, 1975
- 405 Faculty Senate Journal April 2, 1975
- 407 Trustees Statement on the COUP Report
- 408 Faculty Promotions



---

# the university

---

## General Program Award

The 25th anniversary of the founding of the General Program of Liberal Studies at the University of Notre Dame was observed May 10 at a dinner for faculty, students and alumni of the program on the campus. A special highlight was the establishment of the Otto Bird Award to honor an outstanding senior beginning in 1976.

Professor Bird, speaker at the anniversary celebration, founded the program in 1950 at the urging of Rev. John Cavanaugh, C.S.C., then president of Notre Dame. The curriculum of the special majors program centers around use of the Great Books, interdisciplinary teaching, and the discussion method. To date, nearly 700 students at the University have graduated from the program.

Alumni and faculty contributions were used to fund the new Bird Award which will be given to students who best exemplify the high ideals of the program. Prof. John Lyon is chairman of the General Program and Professors Michael Crowe and Stephen Rogers served as co-chairmen of the anniversary celebration.

## Murphy Center Conference

A conference on "Prayer: The Heart of Christian Life and Worship" will be held June 9-12 in the Notre Dame Library Auditorium Lounge. The annual conference, sponsored by the Murphy Center for Liturgical Research, will explore the various facets of Christian prayer -- liturgical, common and private. Special effort will be made to relate to the recent reforms of worship and the subsequent interactions of prayer and worship. The conference will consist of eight orientation lectures, reflections on the lectures and experiences in different prayer forms.

Speakers at the conference will be Rev. Urban T. Holmes, dean of the School of Theology at the University of the South in Sewanee, Tennessee; Rev. Frederick McManus, vice-provost and dean of graduate studies at Catholic University of America in Washington, D.C.; Rev. George A. Maloney, S.J., of the John XXIII Institute for Eastern Christian Studies at Fordham University, New York; William G. Storey, associate professor of theology at Notre Dame; Rev. Kenneth F. Korby of Valparaiso University, editor of *The Gresset*; Rev. Nathan Mitchell, O.S.B., of the theology faculty at St. Meinrad's Seminary, St. Meinrad, Indiana; Rev. Don E. Saliers of the Candler School of Theology at Emory University in Georgia and Rev. Carl Dehne, S.J., a Notre Dame theology doctoral candidate.

## New Alumni President

A 1951 graduate of the University of Notre Dame, John A. O'Brien of Birmingham, Alabama, has been elected national president of its Alumni Association. He succeeds Richard W. Murphy, an attorney from Canton, Massachusetts, and will assume the office on July 1.

O'Brien is the owner of the O'Brien Engineering Company, Birmingham, and president of O'Brien Engineering of Georgia, Inc. Following graduation from Notre Dame, he was active in three successive University capital fund raising programs, serving as chairman of the Notre Dame SUMMA campaign in Birmingham. He is currently president of the Notre Dame Club of Alabama.

# faculty notes

## Non-university appointments

A. Robert Caponigri, professor of philosophy, has been appointed visiting scholar at the Harvard Center for Italian Renaissance Studies in Florence, Italy. Caponigri will be in residence at the center during June. Housed in the "Villa I Tatti" residence of the late Bernard Berenson, noted art critic and collector, the center contains the world-famous collection of 13th and 14th century Italian paintings, as well as an extensive library containing volumes on the history of art and art criticism. Caponigri's research at the center will be a comparison of the aesthetic and critical theories of Bernard Berenson and critic Benedetto Croce.

James W. Pattillo, Peat, Marwick, Mitchell Professor of Accountancy, has been re-appointed to a second year's term on the national board of directors of the National Association of Accountants. He has also been appointed to serve on the Research Committee of the Institute of Internal Auditors.

## Miscellany

John J. Bernardo, assistant professor of management, presented a paper entitled "An Abstract Mode Approach to Predicting Travel Demand: A Third Generation Behavioral Approach" at the 47th National ORSA/TIMS meetings in Chicago, April 30-May 2.

Carvel Collins, professor of English, lectured on "Jung and Faulkner," at the C.G. Jung Conference at Notre Dame, April 4. He lectured on William Faulkner's "Ad Astra" at the University of South Carolina, April 12. At the Mississippi State Arts Festival in Jackson, April 25 and 26, he gave lectures on Faulkner's life and on "Faulkner and Mississippi."

Jay Dolan, assistant professor of history and Philip Gleason, professor of history, were co-chairmen of a discussion at the Spring Meeting of the American Catholic Historical Society at Boston College on April 5. The subject of the panel was "The American Catholic Experience: Contemporary Interpretations."

A.L. Gabriel, director of the Medieval Institute, addressed an international congress, "The Universities During the Late Middle Ages," held May 26-30 to commemorate the 550th anniversary of the founding of the University of Louvain in Belgium. He spoke May 27 on "Intellectual Relations Between the University of Louvain and the University of Paris in the 15th Century" and later addressed the group as president of the International Commission on History of Universities.

Philip Gleason, professor of history, presented a seminar on "The History of Catholic Higher Education" at the Johns Hopkins University in Baltimore, Maryland.

Stephen D. Kertesz, director of the Institute for International Studies, at Notre Dame received an honorary doctor of laws degree at Indiana University at South Bend commencement ceremonies May 13 in the Athletic and Convocation Center at Notre Dame. Kertesz, a recognized scholar in international relations and former diplomat, was cited for founding Notre Dame's Slavic and East European Program and for his work on the Review of Politics.

Carole Moore, assistant professor of history, delivered a paper entitled "Onto the Pedestal: Anglo-Norman Women" at the Kalamazoo Medieval Conference on May 7. She also spoke at the annual Y.W.C.A. dinner May 13 in South Bend on "The Dilemma of the Modern Woman".

James W. Pattillo, Peat, Marwick, Mitchell Professor of Accountancy, delivered papers at several regional meetings of the American Accounting Association: "Insights into Guidelines for Materiality in Financial Reporting," March 6 at Houston, Southeast Region; "Researching Factors Underlying Judgments of Materiality in Financial Reporting," April 4 at Chicago, Midwest Region; "Researching Materiality Judgments in Financial Reporting," April 25 at Richmond, Virginia, Southeast Region; "Materiality and Financial Reporting," May 3 at Bowling Green, Ohio, Ohio Region.

Enrico Plati, assistant professor of architecture, served as co-chairman of a workshop on "Architectural Education: Does it Respond to Social Reality?" at the Environmental Design Research Association (ERDA) Conference at the University of Kansas in Lawrence, on April 21.

---

# office of advanced studies

---

## Notes for Principal Investigators

Department of Health, Education  
and Welfare (DHEW), Research Projects  
Involving Human Subjects

Principal investigators are reminded once again that, as of July 1, 1975, University review and approval of projects involving human subjects must be completed and certified prior to submission of proposals to DHEW. After this date, the required certification on human subjects, form HEW 596, must accompany the proposal upon submission to the sponsoring agency. Since the due date for proposals to NIH and NIMH is usually the first day of the month, it is important that principal investigators who anticipate using human subjects in their research protocol have their proposals reach the Office of Advanced Studies - Division of Research and Sponsored Programs no later than the first day of the month preceding the month of the submission due date, preferably earlier. Otherwise there will be insufficient time to process the proposal for review by the University Committee on the Protection of Human Subjects, which meets on the second Wednesday of each month.

For additional information on requirements for the protection of human subjects, refer to NDR, 1974-75, No. 1, page 6.

## Information Circular

Indiana Committee for the Humanities  
1975-76 Grant Cycle

No. FY75-85

The Indiana Committee for the Humanities has announced the program theme and due dates for the 1975-76 grant cycle. The program theme is to be "Private Rights and the Public Interest: The Continuing American Revolution." The due dates are:

Project Prospectus forms due on:	For projects begin- ning after:
June 15, 1975	September 1, 1975
August 15, 1975	November 1, 1975
October 15, 1975	January 1, 1976
December 15, 1975	March 1, 1976

Copies of guidelines and applications are available from: The Indiana Committee for the Humanities, 4200 Northwestern Avenue, Indianapolis, Indiana 46208, (317) 925-7195. The Office of Research and Sponsored Programs will soon have the guidelines and application forms.

## 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	
Council for International Exchange of Scholars	University Lecturing and Advanced Research Abroad	July	1, 1975
Department of Labor	Manpower-Related Doctoral Dissertation Grants	July	1, 1975
Department of Labor	MDTA Research Projects	July	1, 1975
Environmental Protection Agency	Water Pollution Control Training	July	1, 1975
National Institutes of Health	Medical Library Resources	July	1, 1975
National Science Foundation	Institutional Grants for Science Program	July	31, 1975
National Science Foundation	International Cooperative Scientific Activities	July	1, 1975
National Science Foundation	Oceanographic Facilities and Support	July	1, 1975

---

# documentation

---

## Spring Commencement 1975 Honorary Degrees

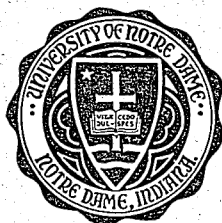


At the 130th Commencement  
the May Exercises  
The University of Notre Dame  
confers the degree of  
Doctor of Laws, honoris causa  
on

a friend of American higher education. More than two decades ago, he began a career with the Carnegie Corporation of New York and the Carnegie Foundation for the Advancement of Teaching, rising to the Presidency of both, capping a career

which was to give him a unique role in the support and evaluation of postsecondary education in our country. It was he who was responsible for the Carnegie Commission on the Future of Higher Education, which conducted the most extensive study ever made of higher education. It was he who recently called for the achievement of universal access to higher education by the year 2000. And it has been his influential voice, raised time and again in support of private colleges and universities, which has reminded us of the strength which lies in educational diversity. On

Alan J. Pifer  
New York, New York



At the 130th Commencement  
the May Exercises  
The University of Notre Dame  
confers the degree of  
Doctor of Laws, honoris causa  
on

an industrialist whose beneficiaries include his community, the Church, and this University. As a young man, he foresaw the national need for attractive but economical housing and, in responding to that need, he became the world's largest manufacturer of mobile homes. With that

same foresight, he recognized another national need, that of institutions beset by extreme economic pressures: schools and hospitals, colleges and universities, social service, and religious organizations. To this end, he serves as a member of the Board of Directors of this Diocese, as a Trustee of his city's general hospital, as an energetic advocate for the Urban League, Junior Achievement, and the Salvation Army. But most of all, we honor him as a Trustee of Notre Dame. Symbolizing his commitment to this University are his two daughters, whose education he entrusted to Notre Dame, one of whom joins him in receiving a degree today. On

Arthur J. Decio  
Elkhart, Indiana



At the 130th Commencement  
the May Exercises  
The University of Notre Dame  
confers the degree of  
Doctor of Laws, honoris causa  
on

a scholar of uncommon breadth and perceptiveness whose analytical gifts have advanced our understanding of management, the corporation, and industrial society itself. Fully at ease in all behavior science and in history, he has shown better than most the need to examine the non-economic dimensions of work and industry, a need light years removed from mere "bottom-line" evaluations of industrial enterprise. He is a prophet with honor among top-level entrepreneurs, achieving the improbable feat of informing the leaders of industry what they really do, should do, and how best to do it.

He once gently upbraided managerial decision-makers for their misplaced emphasis on "finding the right answer rather than the right question." In a lifetime of distinguished scholarship, he has posed right questions and, more often than not, produced right answers. on

Peter F. Drucker  
Claremont, California



At the 130th Commencement  
the May Exercises  
The University of Notre Dame  
confers the degree of  
Doctor of Laws, honoris causa  
on

a citizen-lawyer from Clarence Darrow's Chicago. He has been in the private practice of law in that, his native city, for forty-five years. He welcomes the unpopular and the unprofitable to his law office, as Darrow did; and, like Andrew Hamilton and Horace Binney, he leaves his office for government and community service. His sense of justice leads him to challenge the irrational and the unfair. He serves his sister and brother lawyers in the organized Bar and in legal education. A senior counsel to the Warren Commission and in the impeachment hearings before the House Judiciary Committee, he contributed much to the common good. He is a veteran trial lawyer, an unpretentious molder of public policy, and an exacting legal draftsman. We honor him for competence, for moral courage, and for example to lawyers everywhere. On

Albert E. Jenner, Jr.  
Chicago, Illinois



At the 130th Commencement  
the May Exercises  
The University of Notre Dame  
confers the degree of  
Doctor of Laws, honoris causa  
on

one of four black women in Congress and the only one from the South. By being elected to the 93rd Congress by an overwhelming majority and then being re-elected by an even greater margin, she -- a Black, a woman, and a liberal -- overcome three traditions of practical politics in her home state. In her intelligent devotion to duty -- her conception of the position to which she was elected -- she has already become a legend on Capitol Hill. She has answered ninety-nine per cent of the roll call votes on the floor. A practical politician, she can compromise when necessary, but never by surrendering her principles. Neither apologetic nor militant, she has represented her constituents -- almost entirely minority, elderly, or poor -- with dignity and thoughtfulness. With hard work and perseverance a rule of life, she has earned the true respect of her colleagues in the House. Her political dogma is a fierce devotion to the Constitution. On

Barbara Charline Jordan  
Houston, Texas, and Washington, D.C.



At the 130th Commencement  
the May Exercises  
The University of Notre Dame  
confers the degree of  
Doctor of Laws, honoris causa  
on

a man of catholic and significant talents: lecturer, translator,  
editor, author, publisher, philosopher, polemicist, preacher,  
theologian, biographer, and historian.

For half a century, the publishing house of which he was co-founder has made available to the English-speaking world the riches of a Catholic tradition that knows neither linguistic barriers nor geographical bounds.

A man of hope, clear vision, and high energy, he has borne with distinction and style the responsibility bestowed upon those extraordinary educators of mankind who are nurtured in both university quadrangles and Hyde Parks.

Our only sorrow is that she with whom he has gone about to and fro upon the earth these fruitful fifty years, Massie Ward, cannot be with him this day for our celebration and recognition of their remarkable achievements. On

Frank Sheed  
New York and London



At the 130th Commencement  
the May Exercises  
The University of Notre Dame  
confers the degree of  
Doctor of Fine Arts, honoris causa  
on

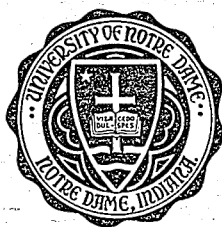
a government administrator who heads one of the most effective  
government agencies in Washington.

During years when public funds became increasingly scarce, her spirited advocacy of the humanizing value of the arts has established the National Endowment for the Arts which she directs as a working partner of American artists.

A nation's spirit flourishes to the extent its artists have the freedom and the means to create. Through her leadership, artists of all media -- composers, poets, musicians, actors, and dancers -- have been enabled to create and practice their art to the benefit of us all.

Especially in these days, when our minds and spirits need strong and healthful food, the nation is fortunate to have a woman who champions the arts and wins increasing support for them. On

Nancy Hanks  
Washington, D.C.

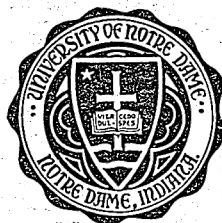


At the 130th Commencement  
the May Exercises  
The University of Notre Dame  
confers the degree of  
Doctor of Fine Arts, honoris causa  
on

a woman of extraordinary sensitivity and compassion, whose professional dedication and support of the fine arts has been lifelong. Early in her career, she declared that she existed only for music and has since devoted herself actively and vigorously to that cause, serving organizations of the arts both here and abroad.

Initially as a performer, later as a patroness, this warm and gentle woman has dedicated herself to humanitarian causes. As a collector, she has enriched her life and the lives of others with works of beauty. She has advanced the quality and range of the performing arts for millions of Americans, giving New York its first home specifically designed for chamber music, a magnificent gift to the city and indeed to the entire country. She has become very close to us here at Notre Dame through her selfless work on our Art Gallery Advisory Council. She is beloved by all who love music and art. On

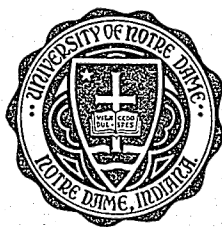
Alice Tully  
New York, New York



At the 130th Commencement  
the May Exercises  
The University of Notre Dame  
confers the degree of  
Doctor of Science, honoris causa  
on

a man whose research elucidated the mechanism whereby living organisms produce light ... and who is now faced with a more intriguing chiaroscuro landscape, that place where science and public policy meet. With a base in biology, he not only explored the research frontiers of biochemistry and genetics, but also attempted to come to grips with the larger question of how scientific curiosity ought to relate to human need. As the president of three major scientific societies, he welcomed the invitation to deal with issues such as education, conservation, and population. As Director of the National Science Foundation, he managed to increase appropriations in an unfriendly climate. As Chancellor of the University of California at San Diego, he exercises broad educational leadership. And, as President-elect of the American Association for the Advancement of Science, he brings to the task skills which encompass the trivium of contemporary higher education -- the search for new knowledge, the transmission of known knowledge, and the application of all we know in the service of man. On

William D. McElroy  
San Diego, California



At the 130th Commencement  
the May Exercises  
The University of Notre Dame  
confers the degree of  
Doctor of Engineering, honoris causa  
on

a young alumnus of this University who has distinguished himself in the field of management planning. He brought to his previous work as an Assistant Director of the White House Office of Management and Budget a quiet, easy-going yet decisive manner and proved to be an unusually incisive arbiter of competing claims on federal funds. Now, as President of the Rand Corporation, one of the nation's most prestigious intellectual enterprises, he is dealing with those urgent issues which call for the meshing of public and private interests. We honor him for the leadership he has shown in focusing interdisciplinary research on complex social problems. On

Donald Blessing Rice  
Santa Monica, California

## Commencement Address

Alan Pifer, May 18, 1975

Few things that have happened to me in recent years have afforded me more pleasure than the invitation to receive an honorary degree from this University and to deliver its commencement address. Not least it gives me the opportunity I have long hoped for to express to the assembled Notre Dame community some thoughts about your truly great president, Father Hesburgh. In an age of irresolution and small minds, he is one of only a tiny handful of genuine leaders the American people today possess. Equally distinguished and active in the intellectual, humanitarian and spiritual realms, he is a precious asset not only to the nation but to the entire world. If I may speak for men and women everywhere, we thank you at Notre Dame for sharing Father Ted with us.

My talk to you today may seem more like a sermon than a commencement address. But it is after all Sunday and Whitsunday at that. The topic I have chosen, because it is much on my mind these days, is the moral responsibility of higher education.

The issue of whether a college or university should have an institutional commitment to an explicit set of moral values would until recently have been considered an inappropriate and perhaps even dangerous question to raise on the campus - contrary to the very nature of the academy. On many campuses it would, at the least, have excited astonishment, and even derision and on others would have caused people to turn away in embarrassed silence.

Nevertheless, if the truly massive evidence of moral malaise in our society today is causing us to reassess and think deeply about our social and political institutions generally, how, then, can higher education, an activity which now involves more than half of our young people as well as numerous adults, escape its share of reexamination?

Gone today and properly so is the doctrine of in loco parentis, in which colleges and universities were expected to act as surrogate parents, supervising the moral behavior of their students. It is not this level of morality I am addressing, however, but a deeper and more difficult issue--one that appears at first to expose a number of troublesome dilemmas.

For example, have we not understood that an explicit moral commitment on the part of a college or university would conflict with its traditional commitment to academic and individual freedom? Would it not, in order to have meaning, imply institutional stands on issues such as Vietnam, the environment, Watergate, or busing, to name just a few? And would this not compromise its hard-won protected position of autonomy in the society?

Furthermore, how could it take such stands without doing violence to the rights of those within its walls who hold contrary views? Does not the ideal of the true university presuppose that every member of it is free to seek what he or she believes to be the truth in whatever fashion is thought best, provided this does not interfere with the rights of others?

To accept the traditional nature of the true university and in the same breath recognize the pressing need for all our social institutions, especially universities because of their critical importance to our nation's youth, to make a commitment to moral values would seem to confront us with an irreconcilable contradiction.

And which values? Whose values? What kind of commitment? What are supreme matters of conscience to one may be no more than personal prejudice or predilection to another. Much blood has been shed in the course of human history because people could not agree on the answers to these questions.

I choose my way out of the dilemma by saying I believe there are at least some moral values of such a high order and so important to our future as a people that a commitment to them by a university or college must override any conceivable objection. One approach to describing this set of values is to define those qualities, outside the realm of the purely intellectual, that an institution would seek to foster in its graduates. There are four which seem to me of transcending importance at this juncture of history. They are integrity, tolerance, humanitarianism, and humility.

It is painful to have to talk of integrity, or honesty, in an academic gathering. This is so because of the traditional, tacit assumption that the pursuit of knowledge by its very nature produces a deep respect for integrity. And yet we have seen all too clearly that higher education does not necessarily contribute to the growth of integrity in its graduates. Lying, cheating and lawbreaking have been the hallmarks of some of our nation's top political leadership, including even a President. One corporate executive after another has pleaded guilty to breaking campaign laws--not just inadvertently but by ingenious, deliberate design.

All of these men were products of higher education, many with advanced degrees. While the family, the community, including the church, and lower levels of schooling must assume the main burden of responsibility for moral awareness, one does have to wonder whether higher education plays any role at all. Did these morally blind individuals never in their college or university careers have any deep encounter with questions of morality, values, ethics? Can their moral insensitivity to any degree be fairly laid at the door of the higher educational institutions they attended? It is a troubling question.

Certainly there is no greater need today than to reestablish the highest standards of personal integrity at all levels of society, but especially at the leadership level. Adherence to such standards, of course, extends well beyond just shunning the more obvious forms of unethical behavior; it precludes many other practices which, while not exactly unlawful, are a good deal less than truly ethical. This kind of shoddiness, petty cheating, misrepresentation and corner-cutting we see all about us as an accepted aspect of American life, justified by the claim that it is "only smart business practice", or "realistic", or that "everyone is doing it." What will higher education have to say or do about this?

It is also somewhat painful to have to bring up the question of tolerance in an academic gathering, since knowledge of nature and mankind is the basis of tolerance. And yet, with college-educated men and women now diffused throughout the society, occupying in large part its leadership structure, we still find widespread evidence of intolerance in the nation. Race hatred, religious bigotry, class superiority and sex discrimination are evils found in nearly every community. And although there has been some real progress toward social justice in recent decades, the enjoyment of equal rights by all Americans is still a very long way from realization. What is the higher education community doing to help reduce the gross disparity between our declared democratic ideals and the reality of the way the nation lives out its daily life?

Next, we come to humanitarianism--the disposition to be kind to our fellow human beings and to help those in need. Unlike integrity and tolerance, humanitarianism has rarely if ever been considered an attribute of higher education. On the contrary, a college education in this country has always had the connotation of individual opportunity for social and economic advancement which, where success is achieved, can lead to smugness and complacency. There may well be truth to the charge that higher education contributes more to selfishness than selflessness. We could wish there was something within our colleges and universities which fostered a humanitarian outlook, which bolstered the generosity of spirit that has always been one of the finer traits of our national character.

Lastly, there is humility. Since the Second World War, over thirty years now, we have enjoyed unprecedented power in the world. More recently, however, American hegemony has begun to wane, partially through the gathering strength of other nations but also because of our own mistakes, especially the ghastly mistake of our involvement in Southeast Asia. Where we stand today, therefore, is not where we stood yesterday. We are still a very strong nation, no doubt of it, but we have suffered a resounding defeat in Vietnam. We have been beaten not so much by a "small, underdeveloped, non-white nation," as some would have it, as by a growing awareness of the contradiction between our deepest American ideals and our actions in Southeast Asia. The question now is whether we will have the courage to admit the mistake and use the experience to forge a better nation, or will be led by resentment and arrogance to make still other costly mistakes, with even more drastic consequences.

Here, of course, it was campus protest that did so much to catalyze national sentiment against our involvement in Vietnam. But it also gave rise to the greatest divisiveness in our country since the Civil War, pitting students against college administrations, children against parents, brothers and sisters and friends against each other. I do not believe that higher education has, in any coherent, institutional way, ever attempted to promote the understanding that true national maturity is an amalgam of both pride and humility on the part of its citizenry...and what I mean by that is a just sense of our limitations as well as our strengths. Our chances of world leadership from here on will, I firmly believe, be entirely dependent on a wide appreciation of that truth among our people. In the vanguard of this understanding could be those who have enjoyed the benefits of higher education. But will they?

Is it naive to expect that a college or university really can foster qualities such as integrity, tolerance, humanitarianism and humility in those who pass through its halls? Yes, I am afraid it is naive, if one holds to the simplistic notion that the inculcation of moral awareness is something that is done to the student. Education, as we know, means to lead out, with the implication that what is inherent within us needs only to be brought to the fore. Indeed, the capacity for moral awareness and sensitivity is something most people seem to have anyway, as a natural attribute of youth.

Eric Erikson, in his book, Young Man Luther, writes that youth stands between the past and the future, both in individual life and in society; it also stands between alternate ways of life. He describes the late teens and early twenties as the most exuberant, the most careless, the most self-sure, and the most self-consciously productive stage of life. At the same time, it is an age "most painfully aware of the need for decisions, most driven to choose new devotions and to discard old ones, and most susceptible to the propaganda of ideological systems which promise a new world-perspective at the price of total and cruel repudiation of an old one." The need for devotion, the need for repudiation: these constructive and destructive aspects of youthful energy, Erikson writes, have been and are employed in the making and remaking of tradition...

How poignant, how apposite these words are in the present situation. Many of the young people of the past decade and today are considered to have a profound sense of moral awareness, to be a truly moral generation. Outraged at the injustices, the hypocrisy, the baseness they have observed in the adult world, they have expressed their moral concern by rejecting the materialistic values and conventions of older generations and by seeking personal redemption in protest movements, new life styles and service to the community.

But this generation is not unique. Older generations were imbued with moral awareness and filled with righteous indignation in their youth, only to see this flame extinguished as they grew older and lost their way in the harsh realities and inflexibilities of the economic and social system. Those of us who grew up in the nineteen-thirties, for example--the Depression generation--had plenty of moral fervor, but later, in the affluent post-war era, busy with the pursuit of our own individual interests, we seemed to lack either the perception or the continued concern to do anything substantial about the problems of national and international inequality which lay at the root of so much of the world's pathology. Indeed, far from being part of the solution, we were intrinsic to the problem. Is it ever to be so? Will the present generation be any different? Is there hope in its moral commitment for a better society in the future, or will its commitment--and its acts--also give way to indifference and cynicism as time passes?

The answer, to this enormously important question, it seems to me, lies not only within young people but very largely today at the door of higher education. When I first went to college, just before the Second World War, less than 20 percent of the appropriate age group had that privilege, and a large proportion of the nation's leaders, products of an earlier age when college attendance was even less, were men and women who lacked higher education. Today about half the age group goes to college and it is rare to find a public official, a business man, a professional person, even a professional athlete, who has not attended college. In my day, therefore, higher education was at best a marginal institution in terms of having any chance to influence the moral tenor of the nation. Today it has almost unlimited capacity in that direction.

The problem that presently demands attention is how the college or university will deal with the instinctive or nascent sense of moral awareness in its students. How will it respond to their moral readiness? How can it turn this to constructive ends? How can it refine and deepen it into permanence? How, in short, can the university prove worthy of the moral propensity of the young people who put their trust in it?

The proper responses to these questions are well known and widely honored - mainly in the breach - so I have little, if anything, new to add.

First, of course, we look to the undergraduate curriculum, and within it to the traditional liberal arts fields, as places where the student can learn how mankind has grappled with the moral issues of the past. Although our age seems to have them in abundance today, the human failings of dishonesty, intolerance, selfishness and arrogance are not, after all, traits that are peculiar to modern times. Such fields as history, literature and philosophy have a lot to say about the harm these evils have done, in addition to explicating the thoughts and actions that have advanced civilization. Nothing can be more foolish than to ignore that testimony.

One can understand the desire of today's undergraduate to leave college equipped with a readily marketable skill. There is nothing wrong in this. But if our colleges and universities begin to turn out graduates with little but this kind of training, where then will be found the statesmen, the philosophers, the moralists and the thinkers, without whom no society can hope for greatness?

I must, therefore, express concern at the growing emphasis in undergraduate education on the acquisition of specific vocational skills. If it is not leavened by enough liberal education to produce a person capable of moral discrimination, who knows enough about what man has wrought in his millenia of development and about the natural world to see him or herself and the current human predicament in perspective, I fear for the future of this nation.

The curriculum, of course, has little meaning in itself without the faculty. The accusation that the faculty during the past couple of decades has shirked its primary responsibility to teach has been made ad nauseam, and in some campuses there has undoubtedly been some truth to the charge. At these institutions the rewards for faculty members have been found in lengthy publication records or in outside service activities rather than in teaching.

My purpose is not to add to the indictment; but, rather, to call attention to the essential role that faculty, especially senior faculty, must play in giving moral content and meaning to the curriculum. There are always a few students who can find their own way to the heart of a subject. But the great majority will get there only through the guidance, reinforcement and deeper understanding which comes from exposure to mature and wise scholarly minds and the opportunity to interact with them. This kind of teaching, conscientiously carried out by the faculty, is a sine qua non of any institutional commitment to moral values.

Thirdly, there is the matter of integrity in scholarship, to which I have already alluded. Here again the indictment is familiar: trivial research carried out under the specious claim that it is adding to knowledge, publication to satisfy the exigencies of "publish or perish," misrepresentation of research results, and so on. Here surely is an area where considerable reform may be necessary if universities are to measure up to their moral commitment and be worthy of the young people who attend them.

The fourth answer is less familiar and more open to challenge, although in essence it conforms to the tradition of the university as sanctuary. I speak here of the capacity of a university to serve as a forum for the debate and for the illumination of great moral issues through such means as visiting speakers, teach-ins and colloquia. Activities such as these can easily stray across the line that separates objective analysis from advocacy, thereby jeopardizing the university's traditional claim to autonomy and violating freedom on the campus. If, however, they expose young people to a broad spectrum of views, especially on the raging controversies of the day, giving students the fullest knowledge to draw their own conclusions, such activities can serve to heighten immeasurably a campus community's understanding of moral values.

Finally, there is the moral tone set by individual members of the university community, be they students, faculty, administrators or trustees, through the example of their own outlook and conduct. All of these groups are important but most so the faculty because of the preceptorial position its members occupy. It is my belief that the vogue-even fetish-in recent years of value-free teaching in the university, especially in the social sciences, may have done considerable harm. No one, of course, would advocate ideological teaching in the classroom, nor am I suggesting a return to religious sectarianism. There is, however, no canon of teaching or scholarship which forbids the professor from making clear his own commitment to moral values in his teaching and in the personal statement of his life. Indeed, I would argue that such a commitment may be essential to truly great teaching.

No person of intelligence looking honestly into the future today could be other than deeply troubled. The path ahead is uncertain at best and may be beset with terrible trials and dangers for the nation and for mankind.

As we contemplate that future, who can doubt that our ultimate strength and protection will lie not in the amount of arms or wealth we possess but in our character as a people. The university cannot by itself determine what that character will be, but its influence for good can be immense. A university, nevertheless, is not capable of making a moral commitment in itself for its members. However we may personify the institution, it remains inert and insentient. The commitments can only be made by people, by the students, faculty and administrators, who form the academic community - men and women such as yourselves here at Notre Dame. The future, therefore, lies in your hands.

## Valedictory Address

The University named two students to share valedictory honors for 1975. Both students achieved near-perfect 3.985 academic averages in four years at Notre Dame.

### Part One

Michael James Wahoske, B.A., Government and International Studies

Father Hesburgh, distinguished guests, members of the faculty, parents, fellow graduates, friends. There are many different ways in which we can look at the past four years, but what is important is that we not lose this rather unique moment for reflection on them. For this ceremony today is but a kind of visible culmination and symbolic representation of those years, and while that time is thus symbolically called together for us, we should use this opportunity to pause and pull our thoughts about it together as well.

When we begin to reflect, it seems that there are a number of things that rule over the way we live. Societal norms, peer group expectations, and our own goals and values that are often largely determined by those first two, are but a few examples. But what seems to underlie them all are certain ideas of the way things should be. Those guiding ideas are nearly always phrased in terms that speak of perfection, and it is toward their achievement that most of our strivings lead. Thus, insofar as we accept those ideas, we tend to think of our lives as attempts to realize those goals: we look for the perfect marriage, we try to be completely selfless, we strive to formulate the perfect solution, we may even try to deliver the perfect valedictory address. But we never really succeed in those tasks, as in the case of this speech at least you are probably becoming well aware. Why is that? It is because by the fact that we are human beings, we are incapable of perfection. But I will go further than that and contend that we are not being fully human when we actually try to achieve those unrealizable goals, and that it is in that pursuit of ideals that we miss the chance to live a good human life in all its richness and fullness.

The man who lives seeking those ideals, whether he realizes it or not, lives a life that is hopeless. For insofar as he is a man, he cannot achieve perfection, and if his hopes are thus unrealizable hopes, he is ultimately doomed to a life of frustration and despair. What he does achieve will never really seem enough when matched against those goals, and the background of his life will not be one of underlying happiness. For those who cannot cope with the frustration, the tendency will be to plunge to the other extreme. But to merely give up all goals and to live without any hope is no better an answer, for to live impulsively and merely for the moment is to live at the mercy of the passions and desires, to be ruled by them. The freedom of such a life is only an apparent freedom, and the man tyrannized by his desires cannot be said to be a happy or a whole man who is at all at peace with himself.

What then are we to do with that paradox, if the goals of perfection are unattainable and if there is yet some sense that without their image before us we would finally achieve even less? Maybe our problem lies in looking only at the two ends of the paradox. Perhaps the solution is somehow contained within the paradox itself. That may indeed be the hope for the future. In any case, it is to a sense of this paradox that reflections on the past seem to lead.

## Part Two

William J. Kellner, B.A., Pre-Professional Program

What then can we say of the future? It looms before us now with many faces, but it singularly demands us to be attentive, and to be decisive. We must learn to cope with a life that boggles and frustrates men with its pace and complexity. In spite of these obstacles, we will attempt to choose a lifestyle which enhances the depth and quality of our lives. But, how shall we do so?

Perhaps, after years of denying and criticizing traditional values we could now return to embrace them in the future. Realistically, such a return is not foreseeable. Too many of us have come to see that these values have imbedded within them idealized notions of the way things should be. And we find that these conceptions are all too often untenable. For example, institutions such as marriage and our family structure are often found not to promote the welfare and betterment of all individuals within these groups, but rather are ideal functional units within a particular social and economic framework. And because these institutions are not centered around men themselves, it is only to be expected that there will be unrest and despair when we try to attain such ideals.

We also find that we cannot place as strong a faith in the truth and security provided by the demigods of years gone by. The church, the government, doctors, lawyers, and educators are many times not deserving of this confidence. Our generation is still reeling because we many times believed that these people and institutions were more than the frail, human entities that they are.

And yet, we find too that the cynicism and negativism, which has surrounded us, will not direct us to the depth of life that we seek. These approaches are superficial and mask our humanity as much or more than a life ruled by unfounded ideals.

We should not be deceived by misguided ideals depicting the way man should be, nor should we succumb to a normlessness that ignores truth and quality. We must look at ourselves as we really are; as frail, yet powerful beings. From that look, we should engender goals and lifestyles that mirror, not our wildest dreams, but what is realistically possible. We can no longer afford to dream, nor can we afford to shirk our responsibility to confront the world around us. We must learn to hope for and attain realistically challenging goals, and to be happy and fulfilled with their accomplishment.

## **Laetare Medal**

The University of Notre Dame  
to  
Sister Ann Ida Gannon, B.V.M.  
Greetings:

Madam:

"Who shall find a valiant woman?" queried the Book of Proverbs long ago. "Far and from the uttermost coasts is the price of her," the revered old translation continues.

Today, a valiant woman of Twentieth Century America stands before us in you, Ann Ida Gannon. As a religious of the Sisters of the Blessed Virgin Mary and as President of Mundelein College in Chicago for the past eighteen years, you exemplify for us a profound commitment to the Church and to its role in American higher education. You are undeniably a leader of distinction in an era of tumultuous change and growth. Convinced from your earliest years of the value of a life dedicated to the Church, you have contributed substantially to the development of the system of Catholic education unique to this country, particularly through your long tenure as professor and administrator at Mundelein College.

Enthusiastic and eager as a young Doctor of Philosophy from St. Louis University, you took up teaching tasks at Mundelein in the 'fifties, performing with an ability and integrity which clearly marked you for fuller responsibility. You assumed the Presidency of Mundelein College in 1957 and, under your guidance, the institution grew from a good locally-recognized college for young Catholic women to a strongly innovative nationally-known school, its mission enlarged to include serving the needs of mature adults in the Chicago metropolitan area.

Myriad duties as college president -- educational and religious leader, fund raiser, and peace-keeper in a time of upheaval -- did not exhaust your energies, however. The call for your leadership extended to city, state, and nation. As Chairman, you have led the American Council of Education, the Association of American Colleges, and the Religious Educational Association, while at the same time you took an active role in other state and national associations.

With the growing impact of the women's liberation movement, you emerged as a significant and gracious feminine presence in American higher education. Named to the President's Task Force on Women's Rights and Responsibilities, as well as to the Illinois Commission on the Status of Women, you brought valuable and sobering insights to their deliberations and hold today a respected position among women leaders throughout the land.

In this International Women's Year, in the year in which the Universal Church raises to its altars an American sister who pioneered Catholic education in the United States, it is with special joy that the University of Notre Dame confers its highest honor, the Laetare Medal, for the first time on a woman religious, an outstanding Catholic educator, and a "valiant woman" of the contemporary American Church.

## Reinhold Niebuhr Award

His life has been one of devotion to social justice among men of all religious and non-religious persuasions. Throughout a long and distinguished career, he has thundered against totalitarianism of every form and has preached good will to all men. His books against Nazism and Communism have condemned warped racial and religious views and have defended the human rights of both Jews and Christians. He warned often that every effort to uphold Christian ethics by sustaining an anti-Christian social order was doomed to failure. His basic contention was that all brands of totalitarianism deserved condemnation, and it did institutions such as the Church no good to side with the one against the other since she would suffer under each of them. Evil was evil and the church could not be morally associated with it--not if she wished to remain a beacon of light in a world of darkness. He further revealed this affirmation for humanity and the primacy of religious values in his tireless efforts to establish UNESCO, an organization which endeavors to improve the social and economic, the educational and the moral condition of the emerging third world.

At the end of his long tenure as president of Hunter College, he heeded the request to come to the University of Notre Dame to develop the Center for the Study of Man in Contemporary Society--a Center that would provide the core round which research in the humanities and social sciences would investigate man in the universe. Now Director emeritus of the Center, he still frequents his office for afternoon appointments and still serves as father-confessor to many members of the Notre Dame family. And he still calls his wife "honey," holds her hands as lovingly as the day they were married fifty short years ago, and kisses her with his unique three-peck variety.

A man of unalterable principle, he has always been gentle to protagonists, tolerant of differences, and tough as steel when convinced of a position. He has remained a potent force in both national and international affairs for nearly half a century.

An educator, philosopher, and religious thinker, he has long opted for freedom against tyranny, for reason against passion, and for love against hate. He has always been on the side of truth, and thus it is with great pleasure that I present the Reinhold Niebuhr Award for 1975 to George Nauman Shuster.

## Thomas P. Madden Award

For excellence in teaching freshmen, the Madden Award is here bestowed upon a sometime Notre Dame freshman, who graduated a Rhodes scholar, earned a second B.A. at Oxford, went round to Yale for a doctorate, and returned to this campus where he is one of our master teachers. His range of work is high and wide, and includes a broad compass of service not only to graduate students and undergraduates, but to freshmen. To the Freshman Year of Studies he is a committee advisor and a departmental liaison. He directs two freshmen programs, and he is consultant to more than forty teachers in those programs. He teaches freshmen in several different courses--including composition and literature, which is the very subject taught by Thomas Madden, in whose name we now honor Professor Donald Sniegowski of the Department of English.

## Faculty Award

The Faculty Award this year honors a professor and gentleman whose selflessness and devotion to his students, to his classes and to his University are widely acclaimed. In nearly two decades of distinguished service at Notre Dame, he has given unceasingly of time and self to serve with great distinction on innumerable committees of department, college, and University.

Appreciation for a "job well done" all too frequently is expressed in the form of an invitation to membership on just one more committee. The reaction on such occasions can always be predicted without fear of variance: a slight smile, a light buoyant shrug of the shoulders followed in due time by another "task" efficiently performed. Liberal contributions of time and talent to local and state government committees in a variety of capacities have brought forth high admiration from business, civic and state legislative leaders.

On a man of sincerity and great dedication whose limitless spirit of cooperation and willingness to serve are beyond comparison, he is an appropriate standard for all to emulate.  
On

Herbert E. Sim  
University of Notre Dame

## President's Awards

Some twenty years ago, the graduate program in philosophy accepted a young scholar from the East who wished to complete his doctorate at the University of Notre Dame. He made a brilliant impression in the department and was invited to join the faculty of the General Program of Liberal Studies. Within a few years, because of extraordinary talents as a person able to move with grace among his colleagues and among students, he was made Chairman of his department.

When the time came to select a new Dean for the College of Arts and Letters, our honoree was a popular choice to head our largest college. Over the past seven years -- years of national travail, academic upheaval, and financial stringency -- he has served his college and this University with courage, intelligence and humaneness, characteristics that have won him the warm affection of his colleagues and the wide respect of his students.

As Dean, in spite of the many official demands on his time and energy, he has not abandoned his scholarly and teaching interests (which range widely: logic phenomenology, political philosophy, artificial intelligence, general education, Jungian psychology, to name a few) and it is for a greater concentration on these that he now steps down from a task he has shouldered so well. The University of Notre Dame gratefully acknowledges the many and valuable contributions of

Dr. Frederick J. Crosson

Our honoree joined the Notre Dame community in 1961 as a member of the Department of Marketing in the College of Business Administration. During these past fourteen years of service to Notre Dame, he has distinguished himself as teacher and scholar. As a teacher, he is highly respected and sought after by students, not only from his own college, but from other colleges of the University. As a scholar, he has developed an international reputation for his perceptive knowledge in the fields of international business, Japanese-American trade relations, and the role of marketing in a changing society.

More recently, he has also distinguished himself as an able and sensitive administrator. For six of the last seven years, he has provided strong leadership to the Department of Marketing as its chairman. During the current academic year, as Acting Dean of the College of Business Administration, he by dynamic innovating leadership has been responsible for exciting new growth and development within his college faculty, which incidentally holds him in its highest esteem. He returns now to his teaching responsibilities in the Department of Marketing with the blessings and best wishes of a truly grateful college and University.

Dr. Yusaku Furuhashi

Recipient of the Doctor of Laws degree in his native Budapest, the Diploma of the Institute des Hautes Études Internationales in Paris with post doctoral studies at Yale, Oxford and Geneva, here, indeed, is a paragon of the émigré scholar and public servant who rose to the highest levels of the diplomatic profession in his native Hungary only to be forced to begin life anew in the United States, his adopted homeland.

Twenty-five years ago he came to the University of Notre Dame, and during the past quarter of a century, as Professor of International Relations and later Director of the Institute for International Studies, he founded and inspired five area study programs on Eastern and Western Europe, Latin America, Africa, and Asia, while at the same time authoring five major works on international affairs, editing eight books, and contributing scores of articles to prestigious journals around the world.

Consultant to the Ford Foundation, the Foreign Area Fellowship Program, the American Council of Learned Societies, and the Fulbright Advisory Committee, he has been the recipient of awards from the Rockefeller and the Guggenheim foundations and has been given honorary degrees from major American universities.

A master of the diplomatic arts, a man of wit and wisdom, a scholar of the highest rank, an inspiring teacher and innovative organizer, beloved by all who know him -- Notre Dame has been enriched by the presence of this great gentleman.

Stephen D. Kertesz

To a teacher, a leader, and a lawyer. His high sense of values has inspired both faculty and students to pursue a humanistic approach to every classroom discussion and every legal question. His leadership is by outstanding personal example. And as an innovative writer his ideas for counseling a client are changing legal education. He is devoted to the law, committed to teaching, dedicated to Notre Dame, but most of all, he cares about people.

Thomas L. Shaffer

# Minutes of the Academic Council Meetings

## April 8, April 29, and May 5, 1975

The Academic Council met on April 8, 1975 to begin discussion of the Report of the Committee on the Course of Studies. This Report was published in the Notre Dame Report, Vol. 4, No. 3, October 11, 1974.

The Academic Council agreed it would meet as a committee of the whole while discussing this report. After discussions were completed, the council would vote on the recommendations as revised or otherwise acted on by the committee of the whole.

Rev. James T. Burtchaell, C.S.C., explained the Committee on the Course of Studies was a committee of the Academic Council although not all members of that committee were members of the council. The Executive Committee of the Academic Council considered how best to bring this report before the council. The Executive Committee then met in two lengthy evening sessions with the Committee on the Course of Studies. The result of these deliberations was a document presented to the council today, "Revised Recommendations for Committee on Course of Studies Report." Father Burtchaell pointed out the report of the Committee comes to the council unchanged as a report but is changed in the sense it now yields motions. He further pointed out the committee yielded to some changes in its recommendations which are obvious in the revised recommendations presented to the council today.

(These recommendations as amended and approved by the Academic Council follow as an appendix to these minutes.)

Dean Crosson, chairman of the Committee on the Course of Studies, will lead and direct the discussion of the report. Individual members of the committee will present individual proposals.

On behalf of the Executive Committee, Father Burtchaell moved a proposed limit on discussion that required 30 minutes calling of the question, with one and one-half hour discussion time for each item. This motion was seconded and approved by voice vote.

Professors Vaughn McKim and David Appel, members of the Committee on the Course of Studies though not members of the Academic Council, were present at this meeting to assist in presenting and discussing the proposals.

### Recommendation I:

This recommendation has to do with relations between the College of Science and the College of Arts and Letters. The committee in its report recommended the Academic Council authorize a study of the possibility of unifying the College of Science and the College of Arts and Letters into a single College of Arts and Science. In its revised form as presented to the council the recommendation is to authorize a study of ways of enhancing educational cooperation between the College of Arts and Letters and the College of Science. The original proposal was aimed at revisions of administrative structure. Professor McKim who presented this recommendation to the council pointed out the revised recommendation was issue oriented. The recommendation as presented was moved and seconded.

### Discussion:

During the discussion a friendly amendment to remove the word "in-depth" from the phrase "an in-depth study" was accepted. It was pointed out the possibility of combining the two colleges could be included in the study. Persons on the proposed committee could perhaps think of other modes of change of administration. Unification is no longer the focus of the report. An amendment adding that the proposed study include the possibility of unifying the College of Science and the College of Arts and Letters into a single college of Arts and Sciences was defeated by voice vote.

### The Vote:

The motion to adopt the recommendation carried by voice vote with no dissent.

#### Recommendation II:

This section of the original report concerned itself with the role of the colleges in cross-college enrollment. In its meetings with the Executive Committee of the Academic Council the Committee on the Course of Studies agreed this matter should be referred to the Deans Committee. No action, therefore, was necessary by the Academic Council.

#### Recommendation III.

This section concerns the establishment of a five-year Bachelor-MBA Program.

Professor Appel presented this recommendation. He explained: This would involve the MBA combined with a Notre Dame undergraduate degree in any college of the University; some courses would have to satisfy requirements for the undergraduate degree and for the MBA; some majors could not take advantage of this because they would not be able to condense the undergraduate major into three years; the College Council of the College of Business Administration agreed to accept this proposal on a five-year trial basis if the Academic Council and the colleges agreed.

Acting Dean of Business Yusaku Furuhashi explained: At the time the proposal was discussed in the College Council there was no unanimity of opinion; alternatives were discussed (keep the program as it is, accept a 3-2 proposal, establish a 4-1 program i.e., undergraduate degree plus a one year, probably a calendar year, MBA Program); manpower, money, logistics are all involved in a two-track system; the College Council voted to accept subject to college review after five years.

The recommendation was moved and seconded.

#### Discussion:

During this discussion a friendly amendment to change the word "instituted" to "authorized" in the first sentence of the proposal was accepted. The first sentence then reads, "that a five year Bachelor-MBA be authorized..."--An amendment to add a paragraph f) to the recommendation stating, "that the Academic Council evaluate the educational soundness of the five year Bachelor-MBA program at the end of five years," was moved, seconded, and adopted by voice vote.--An amendment specifying the stipulated evaluation by the College of Business Administration be done at the end of five years was moved, seconded, and passed by voice vote.--It was noted the Academic Council does not give license to colleges to go out and negotiate a program. The council should see what is being negotiated and who is giving what away.--The question was asked could an economics major taking this program get a liberal education.--It was noted the original proposal was for a 3-2 program.

The vote: the motion carried by a vote of 27 in favor, 14 opposed.

#### Recommendation IV

This recommendation has to do with setting up sections of a Senior Seminar; the general concern of these seminars would be a consideration of values. Some discussion questioned the value of such a required program. Was it merely an attempt to satisfy a deficiency larger than this could compensate for? Was it too late to do this in the senior year?

This amendment was moved and seconded.

#### Motion:

1. Amend paragraph a) of the recommendation to read: "that pilot Senior Seminar be set up on a trial elective basis by each college by 1975-76.
2. Strike "requirement" from paragraph b) so it reads: that the course be a one-semester one credit course available for all undergraduate students on a satisfactory or unsatisfactory basis."
3. Add a paragraph d): "that the program be reviewed by the Academic Council after three years."

(At this point, the Council meeting of April 8, 1975 was adjourned. The discussion began here at the meeting of the Academic Council on April 29, 1975.)

### Discussion:

It would be difficult to set this program up and to evaluate it on an experimental basis.-- This should be looked on not as a requirement for the students but for the faculty to give them the opportunity to reflect on the humane use of the knowledge that is theirs.--In favor of the amendment it was observed the student would not be damaged by this program but questioned if it should be tried at all. The Collegiate Seminar is generally considered a failure; students are forced to take a course they do not want from instructors who are indifferent. The situation with this proposed program is potentially the same.--We are already dedicated to values; the proposal misses the boat in that it is a requirement.--If we are going to have requirements what criteria should govern them. If this course were an elective the students electing it would present a biased sample. We already have courses that would satisfy students who would elect this course.--The amendment takes the heart out of the original proposal. The proposal addresses only a part, but a very large part of the problem. This seminar may not be the answer but we have to get started in something.-- If this seminar is to succeed its best chance is on a trial elective basis.--Some faculty would be reluctant to teach a required course in which it is possible to give only a satisfactory or unsatisfactory grade.--How will the students in the pilot seminar next year be chosen? Presumably this would be by random selection.--There is nothing worse than going into a required course where 80 percent of the people do not want to be there. This will happen if students are randomly selected or if the seminar is universally required. The value of the seminar will be judged on the basis of faculty and student interaction and 80 percent of the students will not interact.--The proposed seminar should not be compared to the Collegiate Seminar which fails because the professorate is elective. If this proposed seminar is to be a requirement it would be such for both faculty and students.

### Vote on the amendment:

The amendment was defeated by a vote of 20 in favor and 19 opposed with the chairman of the council casting the deciding vote.

### Discussion on the proposal continues:

There is nothing in the proposal to keep it from becoming a hodgepodge of different approaches to different problems. Since this is imposing new responsibilities on a busy faculty they should have something to say about this. Values should be taught in the regular courses in the general faculty interaction with students.--This would not be much of an imposition on faculty; would need only about seventy teachers a year.--Value problems should be discussed in the context in which they arise.--If the effort to try to find out how to do this fails we will have learned something. If this causes College Councils and other groups to have discussion similar to this one, we will have achieved something.--An amendment to make this a pilot sophomore year program was not seconded.

The vote on the proposal was: 23 in favor and 16 opposed.

### Proposal V:

This proposal would establish a set of university requirements. It is understood if this proposal is approved there will be programs that will want to request exceptions. It was agreed to change the proposed requirement of "Social Science (1 semester)" to "Social Science or History (1 semester)" and to move this in the Freshman Year.

The proposal as amended was approved by voice vote with no dissent.

### Proposal VI:

This proposal is about the Minicourse Concept. This proposal is for an additional option: to allow departments and teachers who would like to experiment with new courses a structure within which to try them. There would be a greater opportunity to introduce flexibility in course subject matter. There would be the chance to couple minicourses from different departments that would make sense when put together. Would multiply opportunities of access to more popular teachers. These courses would be under the option of the teachers and the department.--Would this not multiply the tendency of education to become a smorgasbord?--Will the overall results be beneficial?--The smorgasbord opportunity is there now; it would just be multiplied.--This could offer a mechanism for moving towards more meaningful interdisciplinary work.--This could produce three hour packages of real value.--It was agreed to strike in paragraph c) of the proposal the parenthetical phrase "or, some other appropriate body" where there was reference to assessment of the program after two years.

The proposal as amended was approved by voice vote with no dissent.

#### Proposal VII:

This proposal merely suggests that the Academic Council receive and approve this section of the report and refer it to the coordinator of educational media.

It was agreed to strike the words "and approve."

The proposal as amended was approved by voice vote with no dissent.

(At this point the Council meeting of April 29, 1975 adjourned. The discussion continued from this point at the meeting of the Academic Council on May 5, 1975)

#### Recommendation VIII:

This recommendation is concerned with Advanced Placement and credit by examinations.

Professor Appel presented this recommendation on behalf of the Committee on the Course of Studies. He pointed out that time-shortening processes are established to enable students to move through formal education at their own pace. He reviewed and explained the methods of time-shortening as enumerated and explained in the Report of the Committee.

This Advanced Placement Program referred to in paragraph a) of this recommendation is a nationally recognized program. We have everything to gain by using this since it is recognized and allows local control over the credit given. This is not presented as a time-shortening device but as a way of arranging the best possible program for the freshmen. To say it be utilized "as extensively as possible" does not represent a change.

In answer to the question--"Why give credit for an omitted course"-- it was said the students would not accept the situation any other way.--What do the students want?--As they enter they may be thinking of time-shortening but they lose interest in this; they want recognition for their efforts.--To what extent did the committee think it desirable to put time-shortening before the student? In the last couple of years the desire to shorten education is just about gone. This is presented as a method for advancing more rapidly and it is not pushed as a time-shortening device.--Does this cause load-lightening? Most students who do this would not be interested in load-lightening.

Paragraph b) is really just approval of what is already going on. It was accepted as a friendly amendment to say "...be continued..." rather than "...be expanded..."

Paragraph d) originally recommended that the student requesting transfer credit through a high school - college concurrent enrollment program be granted advanced placement. It was moved and seconded as an amendment that "be granted advanced placement" be replaced by "be eligible for credit as a transfer student." The amendment was approved by voice vote.

Paragraph e) recommended that applicants for admission to Notre Dame seeking early admission "...be accepted to the University as long as they meet the admission requirements of Notre Dame and the graduation requirements of the high school." An amendment was moved and seconded to eliminate "...and the graduation requirements of the high school." This amendment was approved by voice vote. As a friendly amendment it was agreed to change "be accepted" to "be eligible for acceptance."

Paragraph f): An amendment to eliminate this paragraph was moved and seconded and after a brief discussion defeated 19 to 21. A second amendment was moved and seconded to add at the end of the paragraph "and approved by the student's dean." This was defeated by a vote of 18 to 19, with the chairman casting the deciding vote.

This recommendation as amended was approved by voice vote.

#### Recommendation IX:

This recommendation for a student leave of absence policy was approved by voice vote.

#### Vote:

The chairman recalled that in discussing these recommendations the council had been meeting as a Committee of the Whole. The council now needed to vote on the nine recommendations as amended by the council.

The Vote: Approved by voice vote with no dissent.

A motion:

Father Burtchaell pointed out that approval of these recommendations required some revisions in the Academic Code. He moved that the Provost Office be warranted to make these changes and incorporate them in the Academic Code. The motion was seconded and approved by voice vote.

Respectfully submitted,

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

## Appendix

### Revised Recommendations for Committee on Course of Studies Report (As Amended and Approved by the Academic Council)

Proposed limits for discussion: required 30 minute calling of the question, with one and a half hours maximum discussion time.

#### I. Relations Between the College of Science and the College of Arts and Letters

It is recommended:

- a) That the Academic Council authorize a study of ways of enhancing educational cooperation between the College of Arts and Letters and the College of Science.
- b) That the study be undertaken by a committee directly responsible to the provost, and through him to the Academic Council; and that the committee be composed of representatives of the faculty, students and administration of both colleges.
- c) That the study should be guided primarily by a concern to increase educational opportunities and benefits for undergraduate arts and science students, though considerations pertaining to increased efficiency in both economic and human terms should not be overlooked. Moreover, in attempting to assess the viability and long term impact of any policy recommendations the following topics should be carefully explored:
  - i. The historical development and traditions of each college
  - ii. Academic programs and priorities in the colleges.
  - iii. Individual college faculty attitudes.
  - iv. Administrative structures of the colleges.

That an official final report by the committee, including any policy recommendations, be prepared for the Academic Council.

#### II. Referred to Dean's Committee

#### III. Combination Five-Year Bachelor-MBA Program

It is recommended:

- a) That a five-year Bachelor-MBA be authorized at the University of Notre Dame, beginning with the freshman class of 1976.
- b) That the number of students admitted to the program be limited in number to a small proportion (no more than 15 percent) of the total enrollment in the MBA program.
- c) That the College of Business Administration have jurisdiction over admission to the Combination Program and the establishment of admission requirements.
- d) That interested undergraduate colleges of the University specify an undergraduate curriculum for the Combination Program complete with a listing of MBA courses which may be counted as undergraduate electives.

- e) That the College of Business Administration evaluate at the end of five years the impact of Notre Dame undergraduate students upon their program and upon the academic environment the college wishes to maintain in that program.
- f) That the Academic Council evaluate the educational soundness of the five year Bachelor-MBA program at the end of five years.

#### IV. Senior Seminar

It is recommended:

- a) That pilot Senior Seminars be set up by each college during 1975-76, and that these be reviewed by the respective College Councils with a view to general implementation as soon as possible.
- b) That the course be a one-semester, one credit requirement for all undergraduate students on a pass/fail basis.
- c) That the dean of each college be responsible for course organization and logistics, and that he appoint a college coordinator who would supervise intramural planning and meet with coordinators from the other colleges for University-wide planning.

#### V. University Requirements

It is recommended:

- a) That every baccalaureate student is required to complete satisfactorily the following requirements: English composition (1 semester), Freshman Seminar (1 semester), mathematics (2 semesters), physical education (2 semesters), natural Science (2 semesters), philosophy (2 semesters), theology (2 semesters) and a Senior Seminar on value (1 semester).
- b) That English composition, Freshman Seminar, social science or history (1 semester), mathematics and physical education be completed in the freshman year; that natural science, and at least one semester of philosophy and theology be completed by the end of the sophomore year.
- c) That these requirements become effective with the freshman class of 1975.

#### VI. The Minicourse Concept

It is recommended:

- a) That a basic curricular unit of a 1/2 semester minicourse be adopted, with an attendant 1.5 credit hour per minicourse awarded.
- b) That activation of the minicourse concept be implemented in the spring semester, 1976. Departments will offer minicourses at their own option.
- c) The overall effectiveness of the minicourse concept in introducing flexibility into the undergraduate curriculum be assessed by the Academic Council at the end of two years.

#### VII. Educational Technology

It is recommended:

That the Academic Council receive this section and refer it to the coordinator of educational media.

### VIII. Advanced Placement and Credit by Examination

It is recommended:

- a) That the Advanced Placement Program in which a student is given course credit at the University for superior performance on the advanced placement examination should continue to be utilized extensively in the Freshman Year of Studies Advanced Placement/Credit by Examination Program due to its national scope, acceptance in secondary education, and adaptability to standards established by the University.
- b) That the Freshman Year of Studies Credit by Examination Program be continued as needed so that qualified students who have not participated in the Advanced Placement Program are offered advanced placement in all areas in which they are qualified.
- c) That the students requesting advanced placement through the College-Level Examination Program not be granted advanced placement on the basis of these examinations due to the lack of internal control although success in the program should automatically qualify the student to take qualification examinations in the Notre Dame Credit by Examination Program.
- d) That the student requesting transfer credit through a high school-college concurrent enrollment program be eligible for credit as a transfer student (subject to the dean's normal approval of transfer credits) as long as the program in which the credit was granted was administered and taught by the faculty of an accredited college under college level conditions.
- e) That the applicants for admission to Notre Dame seeking early admission (admission after three or three and a half years of high school) be eligible for acceptance to the University as long as they meet the admission requirements of Notre Dame.
- f) That credit by examination be available to qualified students, and by fee, beyond the Freshman Year of Studies in any, and all, areas deemed feasible by the respective departments closest to the particular course of study.
- g) That the qualification standards for all advanced placement and credit by examination continue to be established and controlled by the academic unit (usually a department) most closely associated with the particular field of study in which the advanced placement or credit by examination is to be granted.

### IX. Leave of Absence Policy

It is recommended:

That an undergraduate student is eligible to apply, and to seek the approval of the dean, for a leave of absence for an agreed upon period of time, prior to the registration period for the first semester of his absence. It is advisable that the approval be obtained as soon as possible prior to the beginning of the leave period. Upon granting approval, the student's dean will notify the Office of the Registrar and direct the student to the Office of the Dean of Students. Students who are granted a leave of absence do not have to inform the Office of the Director of Admissions of their intention to re-enter the University. Prior to the semester of re-entry the student must contact the office of the Registrar to make the necessary arrangements for registration. That office maintains the records indicating the current status of students "on leave." A two-semester limit is placed in most cases, but a longer period could be approved by the dean.

The policy does not cover the question of the transfer of credit if a student during the period of his leave of absence earns academic credit at another institution. Normally a student would not be permitted to transfer credits earned during that period. It should be noted that students who leave the University without the approval of their dean must apply for readmission through the office of the Director of Admissions. A two year trial period is suggested for this procedure at the end of which a thorough review of the process would be made.

## Minutes of the Academic Council Meeting April 22, 1975

The Academic Council met on April 22, 1975 and considered two items:

### Item I: A proposal on the Preprofessional Program.

#### The Proposal

1. Commencing with the class of 1978, students intending to pursue professional studies in medical, dental, or related disciplines, will major or concentrate in one of the regular departments or programs, while fulfilling any necessary pre-requisites. The Department of Pre-professional Studies will be discontinued in 1976;
2. An Office of Pre-professional Studies is established, independent of any single college, with a director who will be responsible for counseling all pre-professional students in the University regarding future professional studies and their pre-requisites, for maintaining academic records for such students, for writing letters of recommendation and for maintaining liaison with the medical schools;
3. The director will be assisted in these tasks by an advisory committee consisting of one faculty representative named by each college dean;
4. The director will report directly and be responsible to the Office of the Provost;
5. The director will be appointed by the provost after consultation with the deans of the colleges.

Rev. James T. Burtchael, C.S.C., introduced the proposal by recalling that some time ago (1972) a committee to review the pre-professional programs had been established. This committee was made up of 12 persons: three Notre Dame faculty members; three M.D.'s involved in the admissions process at medical schools; three medical students with undergraduate degrees from Notre Dame; and three Notre Dame students in the pre-professional program. Prof. Richard Kurtz of the Department of Sociology and Anthropology chaired this committee. (The report of this committee was published in the Notre Dame Report Vol. 2 No. 11, February 9, 1973, page 220 and ff.)

Professor Kurtz presented some background on the work and conclusions of the committee. The committee spent 11 months in its deliberations. During this period 26 members of the faculty and administration significant to the program in some way were interviewed. Two hundred students were interviewed: some of these were in the pre-professional program at the time, some were non-pre-professional students applying to medical school, some had dropped out of the pre-professional program. In summary, the strength of the program seems to be that the thoroughness with which a prospective medical student is guided and shepherded through his undergraduate years at Notre Dame is probably unmatched by any other department in this University or by pre-professional programs in other universities. The basic weaknesses of the program are described as helping to foster a situation which concentrates so strongly on getting students into medical school that the psychological, social and academic costs are severe.

Prof. Jeremiah Freeman, chairman of the Department of Chemistry, and a member of the committee made these observations: The committee understood that the program in the College of Science is a very effective one and there was no thought or implication that it was bad that the program is science-oriented. The program is an option; most students choose it. The proposal before the Academic Council eliminates that option. The students in the College of

Science already have the option of majoring in a department. The doctors on the committee said the more options the better. We must face the fact it is the medical schools that put the pressure on. The director who told a student planning on going to medical school that grades did not matter would be misguiding him. A student who goes through the pre-professional program has a good education, even if he does not get into medical school. These students do not want to be biologists or physicists. The weaknesses and strengths cited refer to the office, not to the program or the department.

Prof. Kenyon Tweedell, of the Department of Biology, and a member of the committee added several observations. He pointed out there were differences between the proposal before the council and the report of the committee. The committee recognized the pre-professional program as a good one and its report did not imply it should be done away with or dismantled. The committee did feel the pre-professional office could be improved in that it could be made available to students in other colleges. The committee felt the pre-professional office should be more concerned in directing to options other than medical schools for persons in the program; students should be made aware of these options from the time they leave their freshman year. The office, the committee thought, should be made a clearing house for all possible options in medical careers.

Rev. Joseph Walter, C.S.C., chairman of the Department of Pre-professional Studies, made these observations: The reputation of the University and of the Pre-professional Program here has been a very prestigious one for many years. It is the medical school deans and admissions committee that force the director of pre-professional programs to run a one-man show. They look for the judgment of one person and at how demanding he is of that student. There are psychological pressures about grades. Trying to get students interested in something other than medicine is not easy; they want to be M.D.'s. They are told of opportunities in optometry, podiatry, physical therapy, and so on; they are not interested. Those who want to go into dentistry or veterinary medicine get in. These students need to be grade conscious. They are aware of the pressures before they come to the University. Parents of prospective pre-professional students call the Admissions Office to find out our success in medical school admissions. There is the notion that students with averages below 3.7 are ignored by the pre-professional office; this is not so. They do come in asking what they can do. Some are advised, e.g., to complete their pre-professional studies and plan on getting an MBA with thoughts of a career in hospital administration, environmental health, public health. There is the notion that the office of pre-professional studies is opposed to students in the College of Engineering and in the College of Arts and Letters; this is not so. The College of Engineering has invited Father Walter to talk to students about opportunities for medical studies in engineering. Prof. Richard Thompson, pre-professional advisor in the College of Arts and Letters and Father Walter seem to work well together. The number of pre-professional students has almost tripled in the last four to five years and probably has not yet leveled off.

Professor Thompson, assistant dean in the College of Arts and Letters, and director of the pre-professional students in that college offered these remarks. In Arts and Letters they are passionately neutral about the proposal. They can live with what exists or with any other program. The success of the students is due to the folders coming out of the pre-professional office and to the science courses taught. In Arts and Letters a major in an Arts and Letters department is required of all pre-professional students. The problems that have arisen from the present arrangement are minor and have been worked out.

Father Burtchaeil commented: The pre-professional students constitute the largest gathering of students with career or departmental interests in the University. The appointment of the committee arose from the fact it is a large program with success and a succession of complaints. The committee filed its report and those involved in the program took issue with it. There were discussions. There are problems with the program. Some of these problems are Psychological: the students have to make a career choice before their fellow students. There is a single-mindedness among the pre-professional students that makes it seem a disaster not to become a doctor. The desire to have good grades creates a psychological problem. There are strong complaints about the office (not necessarily about the chairman or the secretary) and the students are hypersensitive about the way they are treated there. An academic problem arises from the fact that in the College of Science most of the students are pre-professionals and their only advisor is in the pre-professional office. It would be better if the student had a departmental advisor for his major and another for things relating to medical school. There would be a core of faculty who in their departments would be departmental advisors for those in the pre-professional program.

The proposal was moved and seconded.

### Discussion:

The pre-professional students are not the only students who are grade conscious; to say so is unfair. The competition for law school, e.g., is very bad. Grade consciousness encompasses all Notre Dame students. There would be greater psychological damage to the students if they did not know where they stood.

A petition signed by 307 pre-professional students to defer consideration of the present proposal until a more complete study could be made by getting a broader base of preprofessional student opinion was presented. This petition was formalized as a motion to table the present proposal. This motion was unanimously defeated.

How would the existing program be damaged by the new proposal? Yale and Notre Dame are unique in that they have the only programs where the students are designated as pre-professional. Here if the student has another major he has no reason to go to the pre-professional office; often too late will he start to get involved in the process of getting into medical school. It is better for the director of the pre-professional program to get to know them from their freshman year on.--If the students had a major other than pre-professional and faculty members were added to make a larger office it would be counterproductive since it is important that one man write the letters to the medical schools.

Dean Bernard Waldman made these six points and observations for the College of Science and the College Council of the College of Science:

1. This present proposal was sent to the College Council by the Executive Committee of the Academic Council. The College Council considered the proposal in October 1974 and again in December 1974. In December the College Council voted on the proposal. There are 20 members of the College Council: two were absent, four abstained, and 14 voted against the proposal.
2. The program as it exists is a successful program; why tinker with it?
3. The pre-professional program is a major segment of the college. If the program is removed from the college then the situation would be similar to the former Computer Science Department, that existed in no college. The man who runs this program must be in charge and he must be in the College of Science.
4. If the department is dissolved the students would get advisors elsewhere. Where? There would be approximately 500 students in biology with a faculty of 20; are they competent and willing? All this in addition to the usual problems of any department.
5. It is said the major gives the student a tag. This will not necessarily be helpful. What good will a 2.7 average do a biology major? No graduate school will take him on. Having a tag, i.e., a major, will not help with a 2.5 or 2.6 average.
6. This proposal is not from the Committee to Review the Pre-professional Programs.

Notre Dame has a special program. It is one of very few in the country. If this proposal passes we will have a program like all others in the country.--In the College of Science, students generally in the major programs are preparing for graduate school. Why not prepare for medical school as well?--The quality of the school and the image it creates are important in medical school admissions. It would be presumptuous to change a successful program without more clear advantages.--Pre-professional students who do not seek advice outside the pre-professional program are few and far between. If they take advantage of the opportunities they get advice.--One of the realities of advising is that students get advice from other students.

In behalf of the proposal Father Burtchaeil pointed out: a student gets letters of recommendation from teachers of large sections who do not know him well; the proposal would augment the contacts the student has. The director would not have diminished contact with students. The proposal would add to our program, not make it like other schools. The director would be responsible to all colleges. The program here is successful only on one criterion. The new program would advise the student not to abandon the pre-professional advisor but to get an additional one.

Dean Waldman stated there are some problems with the present program and there are ways in which it can be improved; all changes have been held in abeyance, however, since 1972 when the Committee to Review the Pre-professional Programs was set up; it was not thought appropriate to make changes in structure or in the program in this period. Dean Waldman further observed: for many years all undergraduate degrees from the College of Science were called simply Bachelor of Science. Only since 1961 has the degree given those from the pre-professional program been called "Bachelor of Science in Pre-professional Science." This could be changed.

From the evidence presented, including the petition of the students and letters from medical schools, it would seem that the chances of getting something worse from a change must be much greater than the chances of getting something better. Everywhere in this community students are grade conscious. It is argued the program is competitive; so is life. It is easy to compare the defects of an existing program with the virtues of a proposed one. All the probabilities are for a change to something worse.

The central effect of the proposal would be to remove the department from the College of Science. The pre-professional concentration is a very broad-based science program in the College of Science. There is the assumption this program serves only the pre-professional student; this is not so. This program is good for business administration in any science related area. It is not a limited area option. The College of Science thinks it is a good program and a good degree; it is just what is needed for someone who wants or needs a general science education. Pre-professional students are not like they have been described this afternoon. They are not inferior in breadth of interest or in willingness to work for grades; generally their extra-curricular activities are broad.

It had been observed earlier in the meeting that the percentage of pre-professional students in Arts and Letters (where they must also have a departmental major) admitted to medical schools approximately is the same as the percentage of pre-professional students admitted to medical schools from the College of Science. This must be understood in this context: in the College of Arts and Letters if the average of a student falls below 3.0, he is disenrolled as a pre-professional student in the college.

The vote:

The proposal was defeated by a vote of  
13 in favor and 39 against.

Item II: The Rank of Associate Professor and Tenure in the Law School.

Dean Thomas L. Shaffer stated that the Law School in hiring new faculty usually hire lawyers who have been practicing for several years. Generally in coming into the teaching profession they must take a cut in salary. They have had no teaching experience. It is difficult, because of this experience, to hire these people at the rank of assistant professor. A much more attractive offer can be made if an associate professorship can be offered but this gives too short a time in which to make a tenure decision.

Dean Shaffer moved revision of the Academic Manual.

Motion:

To amend the Academic Manual, Article III, Section 5, Subsection a, second paragraph to read as follows: (the underlined parts are added by this motion).

Members who are appointed to the rank of Professor or Associate Professor, except in the Law School, will not be retained without tenure for longer than four years total service at Notre Dame, including service at previous regular ranks. Members who are appointed to or promoted to the rank of Assistant Professor will not be retained in that rank without tenure for longer than seven years. Members of the Regular Teaching-and-Research Faculty in the Law School will not be retained without tenure for longer than seven years.

The motion was seconded.

The motion was approved by voice vote with no dissent.

Respectfully submitted,

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

# Minutes of the 165th Meeting of the Graduate Council April 30, 1975

Present: Professor Robert E. Gordon, Chairman; Dean Frederick J. Crosson (Arts and Letters); Fathers Robert Austgen, Thomas Blantz, William Botzum; Professors Frank Bonello, Sperry Darden, John Derwent, John FitzGerald, Stanley Hauerwas, Edward Jerger (for Dean Hogan, engineering), Albin Szewczyk, Robert Vasoli; Paul Walkowski (Graduate Student Union).

Excused: Dean Bernard Waldman (science); Professors Walter Gajda, Kenneth Lauer, Donald Sniogowski; W.L. Smith-Hinds (Graduate Student Union).

Absent: Prof. Robert Bretthauer; David Sparks (University Librarian).

The 165th Meeting of the Graduate Council was called to order by the chairman, Prof. Robert E. Gordon, at 3:35 p.m., Wednesday, April 30, 1975 in Room 121 of the Hayes-Healy Center.

## I. Approval of the minutes of the previous meeting

The minutes of the 164th Meeting, March 10, 1975, were unanimously approved after item 4 of page 5 had been amended to read "That the appropriate college dean be cued-in to the external reports in order to include his perceptions and judgments prior to the final report to the reviewed department."

## II. Final Reading of the proposal from the modern language department for a doctoral program in French, German and Spanish.

Following his practice of providing first and final readings in successive Graduate Council Meetings for substantive proposals, Professor Gordon called first on Dean Crosson and then on Prof. Conrad Schaum, chairman of the Department of Modern Languages to present the final reading of that department's proposal for a doctoral program in French, German and Spanish.

1. Dean Crosson recalled his earlier strong support of the proposal in order to strengthen the quality of both the teaching and content of the current Modern Language Program as well as strengthen the academic status of the only large department in the Arts and Letters College without a doctoral program.
2. Professor Schaum presented an addendum to his original proposal explaining that a drastic reduction of enrollments in many universities' graduate language programs is expected to reduce the current over-supply of language doctorates within the next five to seven years. He saw in this current surplus a sobering fact which calls rather for caution and restraint than abandonment of such soundly conceived and fiscally viable
- 2.1 Prof. Schaum noted further that the proposal in question looks to a gradual development of Ph.D. production beginning with one or two by the early 1980s when some improvement in the job market might be expected.
- 2.2 Market conditions aside, a high quality modern language Ph.D. program would in, Schaum's as well as Dean Crosson's view, uniquely strengthen the humanistic commitment of the Arts and Letters college, afford significant reinforcement of the existing international studies and other graduate programs, as well as contribute to the development of a program of comparative ethnic studies. An incidental but significant bonus of such a carefully designed and closely administered doctoral program would be a needed improvement in the quality of some of the elementary undergraduate foreign language classes; an additional stimulus to the research efforts of the staff and a raising of staff morale presently somewhat depressed by its exclusive service function.
- 2.3 These benefits are expected to result from restricting the 500 level courses in each foreign language doctoral division to two per semester and looking to quality courses in existing cognate graduate programs to achieve that comparative, historical and philosophical configuration indispensable to a first rate modern language program. By way of preparing for the program, the department is about to hire two or three additional young scholars of considerable promise selected from a large pool of qualified applicants.

3. The council secretary presented the available descriptive data on the present staff, teaching loads, research and publication records, graduate enrollments, graduate student financial aid and costs in the current as well as the recent summer and academic year modern language master's program.
4. After some discussion of the import and plausible interpretations of these data, Dean Crosson moved that the Graduate Council authorize the regularization of the current M.A. program, largely restricted to the summer session, through the development of an academic year master's program beginning in the fall of 1975 and developing through the spring of 1978. At that time an external review would be initiated to evaluate the program and decide the advisability of expanding it to the doctoral level in the fall of 1978. The motion was seconded. An ensuing discussion raised the question whether the heavy teaching loads, imposed by the department's present extensive service functions, would allow for the sustained concentration in course work and research direction of the small number of top graduate students expected in the new program. This difficulty could, it was noted, be met by a more judicious disposition of existing teaching and research resources. Put to a vote, Dean Crosson's motion carried unanimously.

### III. Report of the Chairman

The hour being advanced, Chairman Gordon confined his comments to:

1. Noting the favorable but informal reports on the April 14 and 15 site visit of the Philosophy Department by Professors Lewis White Beck (University of Rochester) and Manley Thompson (University of Chicago) and the April 20 and 21 site visit of the Economics Department by Dean Donald White (Boston College) and Professor Wilson Schmidt (Virginia Polytechnic Institute).
2. Requesting council concurrence in his intention to appoint Prof. James Danehy, the Faculty Senate nominee, and Prof. Walter J. Gajda to represent the Graduate Council on the Advanced Student Affairs Committee (ASAC).
3. Expressing his appreciation for the positive, sustained and perceptive cooperation of the Council Members throughout the year.

There being no other business, the meeting adjourned at 5:22 p.m.

John J. FitzGerald  
Secretary

# Faculty Senate Journal

## April 2, 1975

At 7:36 p.m., the chairman, Prof. James T. Cushing, called the meeting to order and requested Prof. Robert L. Anthony to offer a prayer. The minutes of the meeting of March 13, 1975 were approved as circulated, with a single correction. The chairman read replies from the letters which had been sent to Edmund Stephan, chairman of the Board of Trustees and Rev. Theodore Hesburgh, C.S.C., a letter from Rev. Edmund P. Joyce, C.S.C., stating that he had recommended to the Board of Trustees that a budget priorities committee be established, and a letter from Prof. Erhard Winkler, requesting that the senate narrow the scope of its activities.

The chairman pointed out that the senate has the responsibility of nominating candidates for the Student Life Council (SLC) and the Faculty Affairs Committee of the Board of Trustees (FACBT). He called on Prof. Paul F. Conway, chairman of the nominating committee, who passed out copies of a list of persons willing to serve in various capacities. Conway requested that we use this list as a ballot, vote for six persons for SLC and four persons for FACBT, and turn in the ballots to him before leaving. The senate is directly responsible for nominating one person to serve on the Advanced Student Affairs Committee (ASAC). Conway, seconded by Prof. William P. Sexton, nominated the incumbent (Prof. James P. Danehy). The nomination was approved unanimously by voice vote.

The chairman summarized the voluminous correspondence dealing with the Faculty Service and Self-evaluation Form (FSSF): Cushing to Rev. James Burtchaeil, C.S.C., March 10, 1975; Burtchaeil to Cushing, March 12; Prof. Joseph A. Tihen to Burtchaeil, March 17; Cushing to Burtchaeil, March 19.

The chairman then circulated a draft of a letter to Burtchaeil with a request for approval. Professor Anthony moved, and was duly seconded, that the draft be sent to Burtchaeil. Prof. Robert L. Kerby offered, as a friendly amendment, that a sentence be added to the letter requesting that any future form be submitted in advance to the senate for its consideration. The amendment was accepted by Anthony. Motion passed, 22 to 1. The chairman suggested that it would be well to circulate a copy of the entire correspondence to each departmental chairman. Kerby requested that Burtchaeil's permission be obtained before circulating his (Burtchaeil's) letter in this fashion. Prof. Gerald L. Jones moved, and was duly seconded, that we send our part of the correspondence if Burtchaeil objects to circulating his letter. Motion passed, 23 to 2.

The final version of the provost evaluation form (published in N.D. Report #16 as an appendix to minutes of the meeting of March 13) and the cover letter drafted by the chairman were accepted informally. The chairman announced a mailing and tabulating schedule. Prof. Daniel H. Winicur moved, and was duly seconded, that only permanent, full-time faculty be polled. After some discussion the motion passed, 15 to 13. After some discussion as to what should be done with the results of this evaluation poll, Prof. Ellen B. Ryan moved, and was duly seconded, that the results be sent only to the President of the University, the Board of Trustees, the Academic Council and the review committee appointed by the President. Motion passed. Professor Kerby moved, and was duly seconded, that the executive committee of the senate appoint two senior, discreet members of the faculty to compile and transmit the results. Motion passed. Prof. Vincent P. DeSantis moved, and was duly seconded, that the senate preserve one copy of the result confidentially. Professor Anthony spoke against the motion: it serves no useful purpose. The motion passed, 14 to 10.

The meeting was recessed at 8:41 p.m. and reconvened at 8:55 p.m.

The unanimous decision of the executive committee of the senate, that the report of the ad hoc committee on procedures for appointments and promotions (Tihen report) be sent to the Academic Council with the recommendation that it be adopted, was conveyed to the senate. In order to facilitate discussion Tihen summarized the main points. In reply to a question from Mrs. Gleason, Tihen said that the specific recommendations in the report stemmed directly from the recent referendum of the faculty. Prof. John J. Lyon spoke against the motion: it appeared to him that "the procedure leaves out the individual." He felt also that "he could not see how one could simultaneously have a strong CAP and a strong, independent administration." DeSantis, seconded by Prof. Robert H. Vasoli, moved that the word "separate" be substituted for "minority" in the first line on page 2. Motion defeated.

A motion of Professor Ryan, seconded by Prof. Norman B. Haaser, to divide the original motion (i.e., the recommendation of the executive committee), was defeated. Dr. Alberta B. Ross, seconded by Ryan, moved to strike "full-time" from sub-section i of Article IV, Section 3. Motion passed, 14 to 5. Both Anthony and Prof. Julian R. Pleasants supported the opinion of Lyon. There was a considerable exchange of opinion between DeSantis, Jones, and Tihen as to what relations might exist between the proposed appeals committee (Article IV, Section 3, sub-section i) and the CAP on the one hand, and the administration on the other hand. Vasoli moved to amend, seconded by Ryan, by adding "after consultation with CAP in the department in which appointment is to be made." Jones spoke against the amendment. Ross offered as a friendly amendment, and Vasoli accepted, adding "after the following procedures have been carried out." Amendment passed. DeSantis moved, and was seconded by Anthony, to strike the last sentence on page 4 (The decisions of this committee shall be final and binding on all persons concerned.) Prof. Bobby Farrow raised the question as to what the legal position of the administration might be in view of an adverse final decision by the appeals committee. DeSantis expressed the opinion that it was "inconceivable that an appeals committee would have the power to overrule the President." Motion passed 13 to 8. Prof. William E. Biles moved, and was duly seconded, to amend by adding terminally "The findings and recommendations of this committee will be transmitted directly to the President of the University." Motion passed. Prof. Conrad L. Kellenberg moved, and was duly seconded, to amend by substituting "findings and recommendations" for "final decision" at the bottom of page 2. The motion for amendment passed unanimously. The original motion (i.e., the recommendation of the executive committee) passed 20 to 1.

Meeting adjourned at 10:15 p.m.

Those absent but not excused were: Professors R.M. Brach, aerospace & mechanical engineering; W.J. Gajda, electrical engineering; G.M. Gutting, philosophy; J.W. Hunt, modern and classical language; Sydney Kelsey, civil engineering; J.R. Lloyd, aerospace & mechanical engineering; W.D. McGlinn, physics; V.R. McKim, philosophy; H.F. Moore, general program; V.W. Nee, aerospace & mechanical engineering; J.D. Noell, sociology and anthropology; Irwin Press, sociology and anthropology; J.E. Robinson, English; R.E. Rhodes, law; John Roos, government and international studies; S.H. Seid, music; R.W. Williamson, accounting.

Respectfully submitted,

James P. Danehy, Secretary

## Trustees Statement on the COUP Report

The Board of Trustees of the University received the Report of the Committee on University Priorities at its spring meeting in 1974. At that time, the Board asked the University administration to comment upon the various recommendations made by the committee and its subsidiary task forces and this has been done. Further, the Board has had the benefit of study and comment by some of its own committees.

The Board views the report as an admirable document and commends the members of the committee and of the task forces for the long, painstaking and intelligent efforts that brought the report into being.

It appears to the Board that the report assumes or expressly endorses certain basic objectives that are central to the existence and future of the University and with which the Board is in full agreement. These include:

1. Our dedication to Notre Dame's Catholic character.
2. Our continuing commitment to a vigorous intellectual climate rooted in freedom in inquiry and thought.
3. The importance of the role of the Holy Cross Order in administrative, academic and pastoral work.
4. The overriding need to increase the University's endowment and, concomitantly, the necessity of living within our means.
5. A strong emphasis on residentiality as one of Notre Dame's strongest and most cherished traditions and one which, at least for the predictable future, calls for a stabilization of undergraduate enrollment.
6. The continuing improvement of the academic standards of the University with special stress on the role of teaching in both graduate and undergraduate programs.

To attain these goals, the report makes several additional recommendations which in and of themselves may be viewed as priorities, but which in many instances are a delineation of specific means to attain the basic objectives set forth above. While commending many of these recommendations in principle, the Board of Trustees does not believe that it is necessary to give its approval to the report in toto. Many of the matters touched upon in the report are administrative or academic in nature and not such as would ordinarily come before the Board for approval. Further, it would seem imprudent to "freeze" the precise means by which the major goals of the University are to be attained in a world of constant change. Accordingly, the Trustees wish to adopt the policy of passing on specific proposals only when and if they are presented to it for definitive action.

One recommendation in the report which has given rise to extended comment and debate on the campus "is that the University have a faculty and student affairs staff among whom committed Catholics predominate."

The University, since its founding in 1842, has had a faculty composed predominantly of Catholics. Given the traditions and stated purposes of the University we find this a natural and desirable state of affairs and we endorse its continuance.

We do not interpret the report as in any manner sanctioning specific numbers or quotas in faculty hiring or promotions. We express confidence that in the promotion process all criteria will be applied with scrupulous fairness and that the totality of a faculty member's contribution to the life, character and scholarship of the University will be the controlling factor in such process.

In conclusion, the Board wishes to express how deeply Notre Dame is indebted to the many faculty members who, while not sharing the Catholic tradition or Christian faith, have helped create and deepen the present reality of a Catholic spirit in its best sense. At Notre Dame this kind of scholar will always be held in special esteem.

Approved  
May 9, 1975

# Faculty Promotions

## To Emeritus

John J. Broderick, Jr., Law  
 John T. Croteau, Economics  
 G. Frank D'Alelio, Chemistry  
 John N. Hritzu, Modern and Classical Languages  
 Darwin J. Mead, Physics  
 Brother Edmund Hunt, C.S.C., General Program of Liberal Studies  
 Alphonse Sesplaukis, Librarian

## To Chair

George B. Craig, The George and Winifred Clark Professor of Biology

## To Professor

Joseph Blenkinsopp, Theology  
 Rev. James T. Burtchaell, C.S.C., Theology  
 Theodore J. Crovello, Biology  
 Thomas P. Fehlner, Chemistry  
 Morton S. Fuchs, Biology  
 William H. Leahy, Economics  
 Kraemer D. Luks, Chemical Engineering  
 Bernard P. Norling, History

## To Tenure

Frank E. Booker, Law  
 William Cerny, Music  
 Ambrose M. Richardson, Architecture  
 Robert A. Vacca, Modern and Classical Languages

## To Associate Professor

James O. Bellis, Sociology and Anthropology  
 Howard A. Blackstead, Physics  
 Regis W. Campfield, Law  
 Sister Isabel Charles, O.P., English  
 William E. Dawson, Psychology  
 Michael Delich, Aerospace and Mechanical Engineering  
 Elisabeth S. Fiorenza, Theology  
 Gary M. Gutting, Philosophy  
 Rev. Robert L. Kerby, History  
 Kwan S. Kim, Economics  
 Edward J. Mayo, Jr., Marketing  
 Dean A. Porter, Art  
 Gary J. Quinn, Theology  
 L. John Roos, Government and International Studies  
 Hansjurgen Verweyen, Theology  
 Donald G. Vogl, Art  
 John Weber, Marketing

## To Assistant Professor

Roberta C. Chesnut, Theology  
 John G. Duman, Biology  
 Rev. Edward A. Malloy, C.S.C., Theology  
 Thomas V. Merluzzi, Graduate Studies in Education  
 Rev. Claude A. Pomerleau, C.S.C., Government and International Studies  
 Mary Edith Scovill, Economics  
 Yu-Ming Shaw, History

## To Associate Professional Specialist

James W. Kaiser, Physics  
 Marlyn T. Ritchie, Center for the Study of Man

## To Assistant Professional Specialist

Kook Ching Huber, Center for the Study of Man

## To Librarian

Palmer E. Cone, Chemistry and Physics Library  
 Joseph H. Huebner, Memorial Library

## Twenty-Five Years of Service, 1950-1975

Otto Bird, University Professor, College of Arts and Letters  
 L. Leon Bernard, History  
 Thomas F. Broden, Law, Director of the Institute for Urban Studies  
 Bernard D. Cullity, Metallurgy  
 Mortimer J. Donovan, Mediaeval Institute  
 Joseph W. Evans, Philosophy, Director of Jacques Maritain Center  
 Stephen Kertesz, Government and International Studies  
 Lawrence H.N. Lee, Aerospace and Mechanical Engineering  
 Charles F. Roedig, Modern and Classical Languages  
 Robert J. Schultz, Architecture  
 George W. Viger, Accountancy

Mr. Anton C. Masin  
Memorial Library  
Notre Dame, IN 46556

---

## notre dame report

An official publication published fortnightly by the University of Notre Dame, Department of Information Services. Individual copies are available in the Notre Dame Hammes Bookstore at 30 cents. Mail subscriptions are \$6 an academic year. Back copies are 50 cents each.

Vol. 4 No. 18  
May 30, 1975



Teresa A. Porro, Editor  
Printing and Publications Office, 415 Administration Building  
P.O. Box 637, Notre Dame, Indiana 46556

---