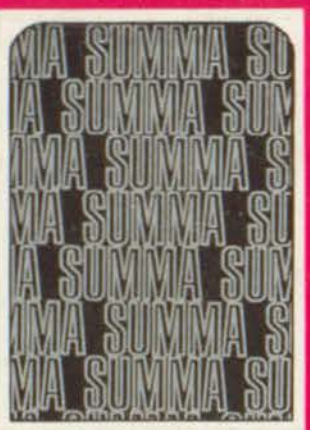

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NOTRE DAME'S GREATEST CHALLENGE

: NOTRE DAME

Insight

FALL 1967

SUMMA SUMMA SUMMA SUMMA

COVER STORY

For the Notre Dame family the word SUMMA in the days ahead will become a household expression. Its traditional academic connotation and religious implication will not be forgotten, but the immediate association will be with the University's new $52 million development program. SUMMA, Notre Dame's most recent and "greatest challenge," comes just a little more than a year after the end of the $20 million Challenge II program and four years after the completion of Challenge I, the University's first major capital funds drive for $18 million.

This issue of INSIGHT presents an overview of the entire SUMMA program. It also looks behind the towering financial goals to ask: "After Challenge I and II, why a third major campaign?"

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FALL 1967 FALL

SUMMA SUMMA SUMMA SUMMA

THE CONTINUING STORY OF A GREAT UNIVERSITY

: NOTRE DAME

Insight

VOL. II NO. 3

TODAY. 125 years old, Notre Dame is the picture of a university on the move. Its structures are extending upward and outward to meet the needs of higher education. Its dreams and plans are turning into realities.

Through the years Notre Dame has become a place where the emphasis is on academic progress . . . where new areas of dramatic research emerge almost weekly . . . and where involvement in public service has become a credo. Now, as fall brings a new school year, the tenor is that of a community vibrant with new energies and even more ambitious designs. Every activity is committed to the excellence that is always **NOTRE DAME.**

STEVENS

Rev. Theodore M. Hesburgh CSC

WOLF

AUTONOMY and ACADEMIC FREEDOM

In late July, presidents and leading officials of virtually all top Catholic universities in North America issued a statement defining the basic characteristics of the contemporary Catholic university. The 2,400-word document, formulated at a meeting hosted by Notre Dame President Rev. Theodore M. Hesburgh CSC at the University's Land O'Lakes Lodge (Wis.) was signed by 26 prominent Catholic educators. The working paper stressed foremost the need for autonomy and academic freedom in today's Catholic university "... in the face of authority of whatever kind, lay or clerical, external to the academic community itself."

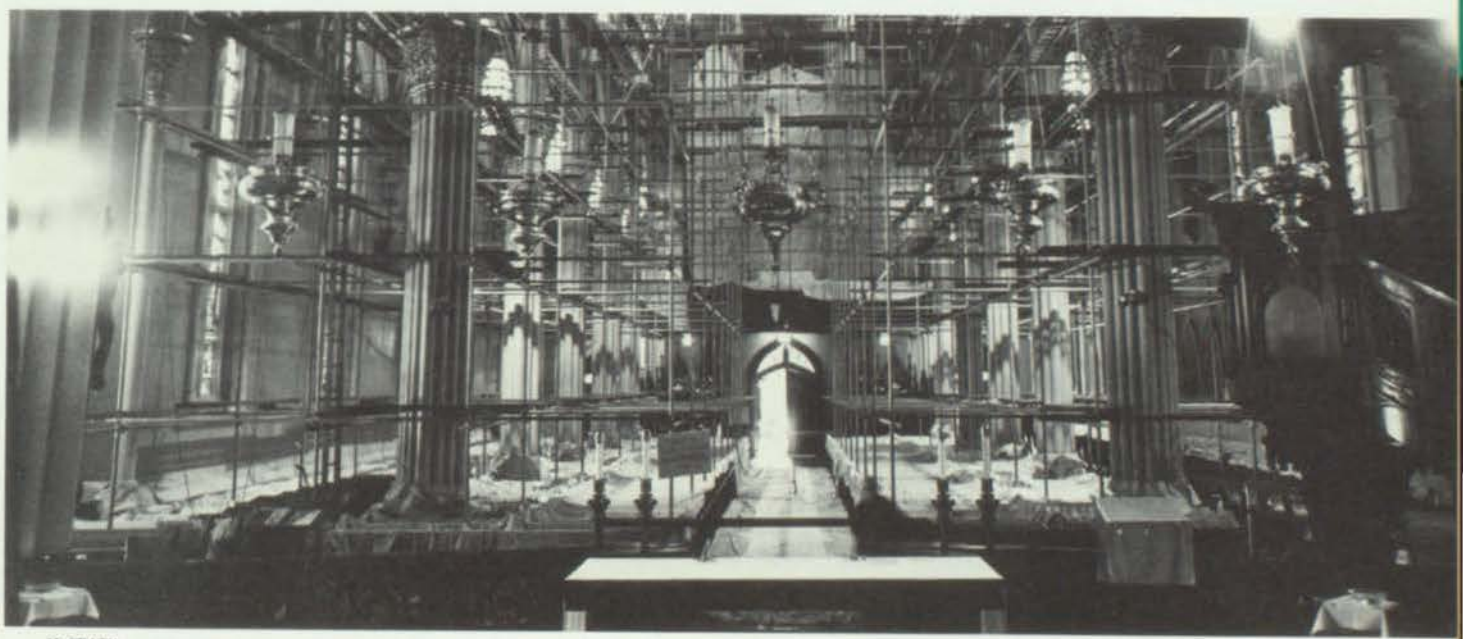
The statement went on to recognize theological sciences "not only as legitimate intellectual disciplines, but also as ones essential to the integrity of a university." In addition the document touched on the importance of Catholic universities carrying on a continual examination of all aspects and activities of the Church, evaluating them objectively. "Catholic universities in the recent past have hardly played this role at all," the document declared. "It may well be one of the most important functions of the Catholic university of the future."

Signers of the statement included two prelates, Archbishop Paul J. Hallinan of Atlanta, and Bishop John H. Dougherty, of the Episcopal Committee for Catholic Higher Education, as well as the presidents or ranking officials of Catholic University of America, St. Louis, Boston College, Fordham, Georgetown, Notre Dame, Laval and Sherbrooke of Canada, the Catholic Pontifical University of Peru and the Catholic University of Puerto Rico.

NEW CLUB FOR FACULTY

A University Club, which will serve members of the faculty and professional staff, is now under construction at the entrance to the campus. The $350,000 facility is the gift of Robert H. Gore Sr. of Fort Lauderdale in memory of his wife, Lorena, a member of the Women's Advisory Council at the University who died in 1964. Gore, a former governor of Puerto Rico, has numerous business interests and is the former publisher of the *Fort Lauderdale News*. Six of his seven sons attended Notre Dame; in addition he has served for many years on the advisory council of the University's College of Business Administration.

The Club is situated on Notre Dame Avenue just south of the Center of Continuing Education. The club's principal facilities will be a large lounge, which can be converted into smaller meeting rooms, and a dining room or rathskeller accommodating approximately 150 persons. Architectural features of the rathskeller include a large fireplace, a vaulted ceiling and a plank floor. Governor Gore's own lifelong collection of steins, many of them of great value, will give the room its distinctive decor.



McGRATH

STILL SACRED HEART

Though St. Peter's Basilica in Rome looked much the same in the days immediately preceding Vatican II, Sacred Heart Church is not being prepared for an ecumenical council. It did, however, undergo an "updating" this summer when workmen spent weeks painting the interior of the Church while others tuck-pointed the exterior of the 96-year old building. In addition to having the wall and ceiling murals restored, the University ordered the removal of the pulpit and altar railing. New Stations of the Cross have also been mounted. According to one member of the Administration, this will be the extent of the renovation for the time being. A low-modeled wooden altar was installed three years ago for daily mass while, immediately behind it, the main altar houses the Blessed Sacrament.

BIG TOPS BUT A YEAR AWAY

One of the most dramatic construction projects ever undertaken at the University is the $8 million Athletic and Convocation Center immediately east of the stadium. The duo-domed structure, begun in July, 1966, is well over half completed with full occupancy expected a year from now. More than 200 workers presently are on the project and to date better than 13,000 yards of concrete have gone into the 700′ x 485′ building. Its total area will come to 460,000 square feet, making it one of the largest convention facilities in the area. It will be only slightly smaller (in area) than Chicago's original McCormick Place.

The fully air conditioned Center is actually three separate and independent structures: the Arena (south dome) which will seat 12,500 people for basketball, convocations and exhibitions; the Central Concourse which will

HARLAN

house administrative offices and locker facilities; and the Field House (north dome) which will contain the ice rink, indoor track and practice field.

People coming to Notre Dame this fall for football games will see noticeable development of the building from week to week as it takes on its distinctive profile. By early November the south dome, 308 feet in diameter, will be complete. Concrete will then be poured for the floor and the construction of bleachers will begin. Roofing of the north dome should be finished by Christmas; while at the same time plastering and painting in the Central Concourse will be well underway.

ROBERT BLAKEY

ROBERT HASSENGER

JOSEPH SEQUIN

TAPPED FOR KNOW-HOW

Much of the "action" at Notre Dame today may be found wherever you find the faculty. Summer, which used to be a time for reading and relaxation, now has charged the professorial set with a challenge to practice during vacation what they preach on the job. From the preparation of legislation controlling "wiretapping" to curing the ills of a community's public transit system, Notre Dame academicians have emerged on the pedestrian scene, donned crash helmets, and have come up with some solid answers.

G. Robert Blakey of the Law School is just such an activist. An expert consultant to the President's Crime Commission, Blakey has moved into the nation's wiretapping "tug of war." Appearing before a Congressional subcommittee in July, Blakey proposed legislation which would generally outlaw private and governmental use of wiretapping and bugging. He did, however, qualify his curb against such practices urging that electronic surveillance be permitted in certain specified crimes and with strict safeguards.

Joseph Sequin, another man who literally is "on the move," has waded into the knotty issue of mass transportation and, in particular, the bus problem that now faces South Bend. The associate professor of management in the College of Business Administration heads a special mayorally appointed committee that will recommend a program for operating bus service in the city. Recently, South Bend bought out the privately owned Northern Indiana Transit System which served notice to the public that it was being forced to dissolve because of financial difficulties. Sequin's job now is to come up with answers for the city fathers on matters of financing, service, equipment and rates.

Robert Hassenger, on the other hand, is concerned with education itself and has taken a good hard look at the entire system of Catholic higher education. His book, *The Shape of Catholic Higher Education* (U. of Chicago Press, 378 pages, $8.95) is a collection of articles by young Catholic intellectuals who have documented the belief—collectively held by them—that greater concern must be given the quality of Catholic college and university education and far less to the quantity. Receiving generally "rave" reviews from the public media on his book, Hassenger, a graduate of Notre Dame, does not believe that his piece is a definitive work. "Rather, it is an attempt to present a series of portraits and snapshots on Catholic colleges and universities," says the associate professor of sociology, "which may well be the least understood group of American higher education institutions."

Edward Manier is still another professor among many at Notre Dame engaged in unusual work this summer. He has taken his professional competence in philosophy —together with a $7,200 grant from the National Science Foundation—into the biology lab, hopeful of coming up with an objective technique for appraising the fitness of specific organisms for certain environmental tasks. Regarding his research "of obvious importance to man and his evolution," the philosopher is using his own background to look at things in terms of functions and goals and to translate them into language which he terms "nontediological." Two statements serve to illustrate the case in point: "One of the functions of the pancreas is the production of insulin, which in turn has a part in controlling the body's use of sugar and starch"—AND— "A function of the swarming of birds at dusk is to provide a ritualized, non-combative competition which results in the exclusion of weaker birds from reproductive activity and limits population density." Both examples differ in

the type of data available for their confirmations, and differ with respect to their theoretical significance. Nevertheless, Manier believes he can formulate abstract, logical patterns to describe and classify the various types of functional analysis to be found in such different biological contexts.

Now, then, continuing education being what it is, any one for a bout with "plasticity and inelasticity instability of cylindrical shells"?

EDWARD MANIER

"MR. ALUMNUS" RETIRES

For 41 years the University of Notre Dame has been the life of James E. Armstrong. While for the same period—almost one-third of the University's own life—Jim Armstrong has played an influential part in the growth and development of Notre Dame. At the end of July, this working relationship ended when the University's distinguished director of Alumni affairs retired.

Since his appointment to the Alumni Office in 1926, Jim has guided the Association's growth from 4,000 to 43,000 members; and from 39 local Alumni clubs to 183 centers of Alumni activity in this country and abroad. Editor of the ALUMNUS magazine for the same period, Armstrong has effectively help initiate numerous programs for the school and Alumni such as the Notre Dame Foundation, the Alumni Senate and Communion Sunday. In addition he insured the continuance and steady improvement of Universal Notre Dame Night and Class Reunions.

HARLAN

Armstrong who returns from a European tour in late September—a gift from his own Class of 1925—plans to catch up on some reading, writing and arithmetic during his retirement. He told one newspaper reporter, "I want to read and write the things I wasn't able to get around to because of the job, and the retirement income will sharpen up my arithmetic."

STEVENS

NOT IRISH? WHO SAYS SO?

Working their way from ground level up to game-performance peak, Notre Dame's Fighting Irish prepare to defend their national championship this fall as they launch the University's 79th season of intercollegiate football. At home against California's Golden Bears, September 23, in the season's opener, the Irish will be fielding a new team. June graduation claimed 10 All-Americans with these losses felt hardest in the offensive backfield and the defensive line.

Nonetheless, a large nucleus of the team will consist of well-known veterans. Among returning players whom Ara Parseghian—now starting his fourth season at the University—welcomed to practice the first of September, were Captain Bob Bleier, Terry Hanratty, Jim Seymour, Coley O'Brien, Kevin Hardy and, practically, an all-veteran defensive secondary and offensive line. Additional help also is expected from barefoot punter Rene Torrado and rookies Mike McCoy, Bob Olsen and Terry Brennan.

What else does Ara need? Just a glance at this year's roster alone will assure even the most pessimistic that this will be "a year for the Irish."

ND "ON CAMERA"

The nation's TV viewers will have three chances this fall to get a good look at Notre Dame. And on all three coast-to-coast hookups, the programs will be in color.

On the weekend of October 27 and 28, the American Broadcasting Company will give full treatment to what it's like being on a college campus for a football weekend. On Friday evening (10 pm EST), a one-hour special will depict the excitement and color of a university homecoming. Narrated by singer John Davidson, the TV special will be taped at the University in mid-October and will include interviews with Notre Dame people, an appearance by the Glee Club as well as varied shots of the campus. Joining Davidson—co-star of the soon-to-be-released movie, "The Happiest Millionaire"—are comedian George Carlin, Spanky and Our Gang, and other TV entertainers.

On Saturday, October 28, ABC-TV cameras will turn from the "homecoming" special staged in Stepan Center to the ND stadium where the Michigan State Spartans and the Fighting Irish resume "the battle of the century," Chapter II.

One week later, Nov. 4, over CBS-TV a five-member student team will represent the University in General Electric's TV College Bowl. Coached by Professor James J. Carberry of the chemical engineering and general program departments, the team will meet the winner of the previous week's competition. Those schools preceding the University on earlier weeks include Wisconsin, Southern Methodist, Nebraska, California at Riverside and Bryn Mawr. This will be Notre Dame's second appearance on the G.E. Bowl. The first time was in the spring of 1959 when it defeated Georgetown and, the following week, was stopped by Barnard College. Departing from its normal Sunday showing this fall while professional football is in season, the College Bowl will be seen on Saturday at 5:30 EST.

ONLY ONE DIRECTION

It was strictly a matter of looking upward this summer for 52 college hopefuls. Long on ambition, hot on studies and cool to the idea of dropping out, these "Upward Bound" students were quick getting into the rhythm of higher education. Days of work, study and play formulated the winning atmosphere for a war on wasted talent. Director of the federal government's local "war on poverty" program held at Notre Dame, Richard J. Thompson, assistant dean of the College of Arts and Letters, set up a fast moving curriculum. Seminars in languages, math and the arts were a warm up for working with the tools of sculpturing, the language of film-making and the teamwork in athletics.

"The most significant development in this project," Dr. Thompson commented, "is the awakening responsibility on the part of the student. The result has been a totally improved attitude and disciplinary reaction." Completing its second year at the University this August, Upward Bound has had many notes of success. The program's efforts have motivated one student enough to be nominated for an academy in Massachussetts where he could finish his high school education with grants from the U.S. government. A machine apprenticeship awaits the talents of one graduate while another plans to enroll at the new Holy Cross Junior College across the way from ND. "Our greatest success is getting most of these fellows to college," Thompson says, "and that's winning part of the war."

McGRATH

SUMMA

is more than just another campaign to raise funds for Notre Dame. SUMMA is a blueprint of the University's growth in the next five years. In so meeting the "greatest challenge" of its history, Notre Dame will have filled its unrelenting commitment to shape in even greater proportions the world of Catholic higher education.

SUMMA

THE UNIVERSITY OF NOTRE DAME embarked on a period of vigorous new growth September 12 when the University's president, Rev. Theodore M. Hesburgh CSC, announced an unprecedented five-year, $52 million development program called "SUMMA: Notre Dame's Greatest Challenge."

Focusing largely on faculty development, graduate education and special research programs but also providing for the construction of seven buildings, SUMMA will accelerate the pace of the University's progress. In a very real sense it will move the future forward.

"It will make possible in five years," Father Hesburgh emphasized, "programs and facilities which would emerge in 15 years of normal growth. The success of this development program will propel the University onto a plateau much higher than might be reached in the ordinary course of events. This is why SUMMA constitutes Notre Dame's greatest challenge."

The University's newest development program —and the last capital funds drive for a decade— was launched at a two-day conference attended by trustees of the University, members of the SUMMA national committee and more than 300 campaign leaders from 38 cities around the country. Four days earlier Notre Dame hosted a national news conference at which the University's future plans were outlined to 35 education writers representing newspapers, magazines and television stations from coast-to-coast.

SUMMA, the third capital funds drive in seven years, will be led by prominent national leaders who are either Notre Dame alumni or long-time friends of the University. National chairman for SUMMA is Oliver C. Carmichael Jr., chairman of the board of Associates Investment Company of South Bend and a trustee of the University. He will have 7,000 committee members headed by these national divisional chairmen:

• Honorary Chairman J. Peter Grace, president of W. R. Grace & Company shipping line of New York.

• Alumni division chairman Most Reverend Paul J. Hallinan DD, archbishop of Atlanta.

• Parents division chairman Don McNeill of Breakfast Club fame and head of Don McNeill Enterprises in Chicago.

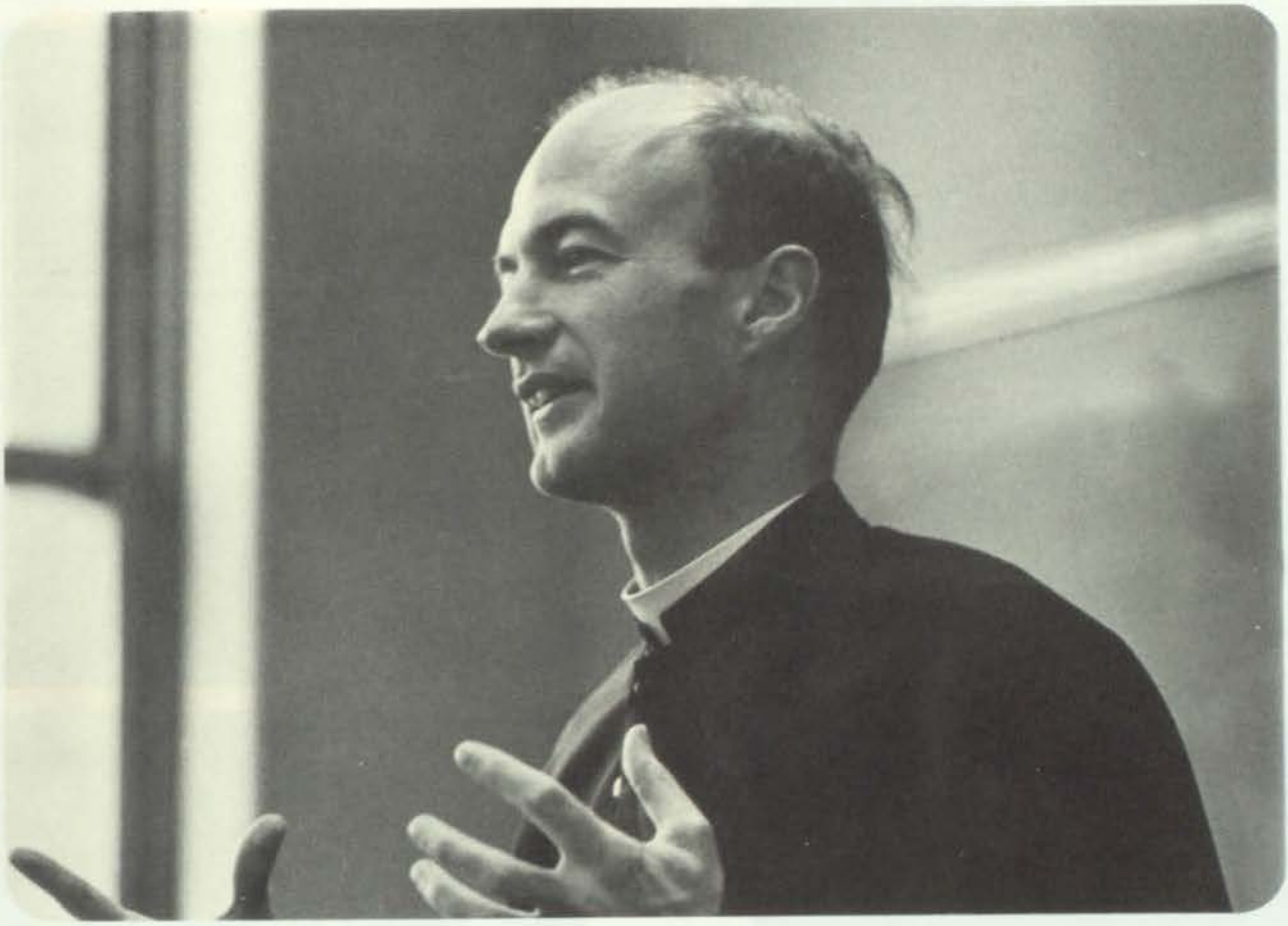
• Friends division chairman Richard Tucker, star of the Metropolitan Opera, New York.

• Women division chairman Irene Dunne Griffin, movie personality, Beverly Hills, Calif.

• Corporations division chairman C. R. Smith, chairman of the board of American Airlines, New York.

• Public relations-events chairman Paul Foley, chairman of the board of McCann-Erickson, Inc., New York.

• Foundations division chairman Dr. George



FACULTY DEVELOPMENT *merits the biggest portion of SUMMA funds. Twenty million dollars will provide 40 endowed professorships and keep faculty salaries up to standards of the competitive universities.*

N. Shuster, assistant to the president of the University of Notre Dame.

• Faculty division chairman Frank O'Malley, professor of English at Notre Dame.

To underscore the vital importance of SUMMA to Notre Dame's future, teams of ranking University officials will appear in cities throughout the country beginning with dinner meetings in 38 communities during 1967-68. At these dinners alumni and friends will see and hear at firsthand the program which will move Notre Dame across the border which divides good from great.

SUMMA IS FIRMLY ANCHORED to the University's present strengths and distinctive qualities. However, it reaches out to new areas of activity in which Notre Dame recognizes special opportunities and responsibilities.

So vital to Notre Dame' future is *faculty development* that 38 per cent of the SUMMA program, in terms of dollars, is devoted to that purpose. The heart of faculty development during the 1967-72 period will be the creation of 40 endowed professorships. In addition to these endowed chairs, whose occupants will invigorate many of the academic departments, the University will establish other new faculty positions and maintain faculty salaries competitive with those at other leading universities. Nothing less will provide the scholarly manpower required to mount new, exciting and sophisticated educational and research programs.

Growth of **GRADUATE EDUCATION** *programs calls for $13,925,000 worth of SUMMA funds. Six million dollars will support the five-year development plans for the colleges of science and engineering. Another $2.5 million will go to the graduate school of business and public administration with $2,250,000 for library development.*

SUMMA

SPECIAL RESEARCH PROGRAMS *will benefit from $4,550,000 of Notre Dame's greatest challenge. The Institute for Advanced Religious Studies will get $3,150,000 while the Center for the Study of Man in Contemporary Society, Office for Educational Research, Research Center for the Study of Christian Democracy and Area Studies will receive lesser amounts.*

The second largest segment of SUMMA funds is earmarked for the growth of *graduate education* at Notre Dame. Included are new graduate programs in science, engineering, theology, psychology, business administration and urban studies. Because these and existing doctoral programs require a continuing increase in books and graduate materials, library development is a major SUMMA objective. The growth of graduate education also will be speeded by the construction of new facilities for the College of Science and Engineering, by new support for the Social Science Training and Research Laboratory and by resources, largely unavailable previously, for the recruiting of outstanding graduate students.

In addition to 180 continuing research and research-related programs receiving more than $7 million support annually, SUMMA will generate resources for five special *research activities*. By far the most ambitious of these is the Institute for Advanced Religious Studies, a genuinely unique center for post-doctoral research on problems in which religion plays a major role. Even broader in its concerns is the Center for the Study of Man in Contemporary Society, which has stimulated more Notre Dame social science research in the past five years than existed in the previous 25.

Two new research units to be financed by SUMMA are the Office of Educational Research, which will concern itself particularly with studies of Catholic education, and another center which will produce research and publications dealing with the growing Christian Democratic Movement. Finally, SUMMA funds also are to be allocated for the strengthening of Notre Dame's existing research-oriented area study programs and the inauguration of an African Studies Program.

SUMMA projects grouped under General Development. Included are the construction of three high-rise residence halls and an addition to the North Dining Hall to consolidate Notre Dame's

SUMMA

Undergraduate students will benefit from the residential character. The University's student aid program of scholarships, loans and campus employment is to be stepped up to meet the growing need of both freshmen and upperclassmen. The Sophomore Year of Studies is expanding to include a Notre Dame contingent in Tokyo as well as Innsbruck and Angers, and new areas of cooperation between the University and nearby Saint Mary's College are to be explored and underwritten. SUMMA funds will be used for the development of educational television at Notre Dame, to initiate a Bureau of Institutional Research and to improve and expand Admission Office procedures for the recruiting of those students best suited to spend their four undergraduate years at the University.

BEFORE SUMMA WAS ANNOUNCED September 12 at the national kickoff on campus, Notre Dame already had to its credit two highly successful campaigns.

Challenge I, which began in August, 1960, brought the University $18 million and won an additional $6 million matching grant through the Special Program in Education of the Ford Foundation. The three-year drive made possible the construction of the 13-story Memorial Library.

In 1963 University officials, aware that much more had to be done in building a greater Notre Dame, formulated another three-year development program. They took into account the fact that no college or university had successfully conducted two multi-million dollar capital campaigns in a row. Notre Dame's leaders were confident that the school, its alumni and friends were ready for a second challenge. It came quickly.

In December, the Ford Foundation awarded a second $6 million grant to Notre Dame on the condition that the University at least double that amount in gifts and non-government grants by June 30, 1966. And so in January, 1964, Notre Dame announced Challenge II, a $20 million program that focused on people and programs and also provided for the construction of several buildings. It's theme was "Extending the Tradition of Great Teaching"—to new generations of Notre Dame men and into new fields of study and research. The response was magnificent, the end result an overwhelming success.

THE SUMMA PROGRAM is Notre Dame's answer to the inevitable question, "Where do we go from here?" Even with the momentum already generated by earlier campaigns, it will demand the very best of Notre Dame as well as its alumni and friends.

GENERAL DEVELOPMENT *of the University will account for the remainder of the SUMMA campaign goal. The largest share of this fourth category, $9 million, will be used for residence and dining facilities and $2.5 million will go for student aid programs. Other areas to share in the funds will be the cooperative program with St. Mary's College, the Bureau of Institutional Research, educational TV at ND, the admissions office and foreign study programs.*

More than the mere acquisition of factual and theoretical knowledge, a college education should give a student a sense of all that is involved in becoming a complete human being. This is realized at Notre Dame and on many other campuses through the collegiate seminar of "great books" where important ideas of yesterday and today are intensely pursued. At the University, in seminars where engineering students are as much in evidence as literature majors, this priceless experience of personal exploration and discovery is regarded not only as a possession but also as a method of search which does not and cannot end.

THE CASE FOR BECOMING MORE HUMAN

BY THOMAS MUSIAL

SEVENTEEN leisurely dressed students, all juniors and seniors, sat around the three smooth-topped tables moved together in the center of the seminar room. While some nervously puffed on their 100 millimeter filter tips, others leaned forward on their elbows, their expressions locked in a semi-state of puzzlement that verged almost into protest. Their attention was on Jan, a chemical engineer at the end of the table, whose defense of Hegel was becoming sharper and more distinct. For Jan, at least, Hegel's system of dialectics was irrefutable.

"It has every possible objection answered," he insisted. "Nothing can possibly escape the influence of the dialectical process. The ideal and real worlds at last are brought together. Every action and event in the history of the world is completely explained."

This was Collegiate Seminar 32 on the third

floor of O'Shaughnessy where a rather unique group of engineers and AB men meet regularly to discuss man, his world, and his ideas.

At the other end of the table, squirming nervously in his seat, Mike, a political science major, lodged a protest. The others shifted their attention and listened.

"I just can't respect any of these Monday-morning quarterbacks," Mike began. "Hegel sees everything in retrospect. Or even if there is such a thing as an ideal pie-in-the-sky somewhere, no man could ever convince me that he knew what it really is or that it has anything to do with what happens in the world I live in."

Leaning back in his chair and on a positive note, Mike concluded, "Give me the guy in the clutch who realizes that nobody really knows the score, but who feels the sweat in his hair, and who can act on whatever concrete facts are in front of him."

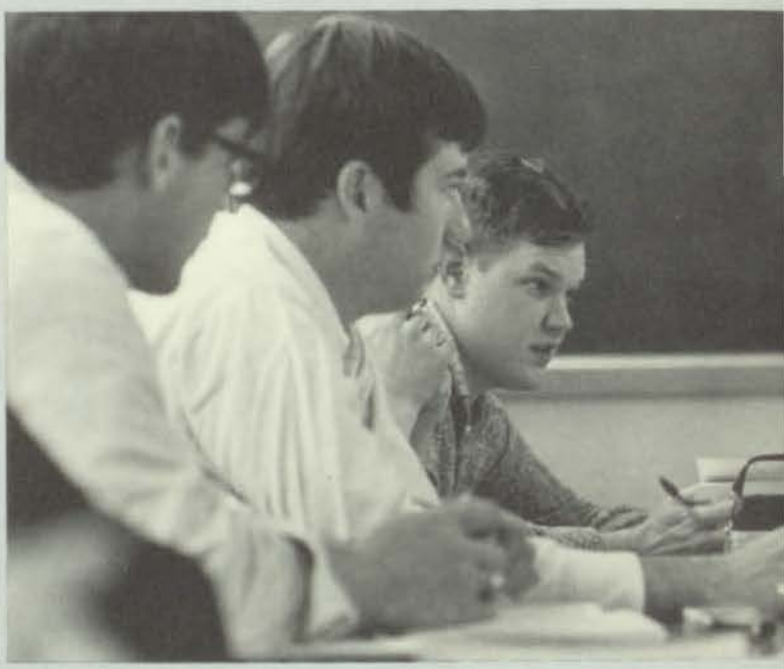
Between the two friendly assailants sat I, an instructor and assistant director in the Collegiate Seminar Program, trying to discern how accurately either had understood the reading for that class period.

By the end of our two 75-minute classes that week on Hegel's *Reason in History*, I felt we had pretty accurately come to understand the central position of one of the most influential idealisms in the Western world. But that wasn't really what was so satisfying about the week's work. More than that I was pleased that I didn't have to define and explain my understanding of Hegel's position. Collectively, the students had arrived at a remarkably fine understanding on their own.

True, I had never before heard of Hegel's dialectical theory of history discussed in terms of a Monday-morning quarterback. But I knew that the student who had put the argument in such terms had meaningfully related an important idea to his own life. He had thought about what he read. He had digested it. He had made it his own, and probably from then on had command of a notion that was capable of motivating action in his own life.

STATED FORMALLY in the University's "General Bulletin," this reading-discussion course is designed to acquaint the student with some of the great books in the Western tradition and to develop skill in the analysis and discussion of issues and their relations. At the very marrow of Seminar 32, however, is an intense pursuit—shrouded in informality—into the ideas of yesterday's and today's great minds.

Along with his other students, Mr. Musial (center) listens to what a chemical engineer has to say about Hegel's system of dialiectics.



The Collegiate Seminar originated at Notre Dame in 1956, and was required of every junior in the College of Arts and Letters. The students enthusiastically came to regard the course as one of the most stimulating in their curriculum, and eventually requested that a Senior Seminar be offered as an elective for those who had found the Collegiate Seminar particularly profitable.

In the spring of 1965, conscious of the ever-widening gulf between the "two cultures," the College of Engineering undertook plans to make the Collegiate Seminar a requirement for all engineering students. The program became the common ground for the mutual concern of the humanities and engineering faculties to improve communication between them and for upgrading the liberal aspect of engineering education. As school begins this fall, the Collegiate Seminar will enroll some 750 students, 125 of them Engineers.

"True, I had never before heard of Hegel's dialectical theory of history discussed in terms of a Monday-morning quarterback. But I knew that the student who had put the argument in such terms . . . had made it his own, and probably from then on had command of a notion that was capable of motivating action in his own life."

IN THE COLLEGIATE SEMINAR, the basis for study over two semesters is approximately 30 of the so-called great books. One of the greatest features of these books is that they embody the full complexities of the most important problems that have faced mankind. They offer the student the necessary latitude to discover what ideas are most importantly related to their own lives.

These books can be approached from any number of points of view, and there is rarely a book in the program that does not have important bearing upon theology, philosophy, political science, history, the social sciences, or art—all at the same time. Within the seminar framework, made up of students from almost every department within their respective colleges, there is the opportunity for everyone to approach these books in the context of his own personal experience and his own learning background. Invariably, members of the class will branch out in all directions in their preparation of any one book. But this simply enhances the course, enabling students to enlarge their understanding because of the many more ideas to share.

Typical of the diverse ideas that enter most class discussions were the thoughts expressed last semester when the class read a selection by Sigmund Freud. Brother James, a theology major, was prepared to distinguish various ways in which Freud was a threat to religion, and an asset in understanding what constitutes a mature religious attitude. In addition there were two English majors, fresh from learning of Freud's impact on literary criticism in the '20s, who were eager to impress the class with the "real" reason for including Freud on the reading list. And there was Ed who in all his political science courses—or English courses either, for that matter—had never before come to

realize that Freud had anything to do with early twentieth century literature. He listened thoughtfully, waiting for an opportunity to question.

"It all goes to prove," the class sociologist insisted, "that man is nothing more than the product of his environmental influences." An engineer kept wanting to know whether value and justice rested on some foundation other than custom, and a psychology major insisted that Freud was so obsessed with sex that anything he saw that was longer than it was wide became for him a phallic symbol. Later, a student with an open notebook came up to see me.

"I'm leading the discussion tomorrow," he said. "Where do we go from here?" After I was certain that he understood the full complexity of all we had unraveled that day, I assured him that I was just as anxious to see the direction in which he would lead us.

"One of the greatest features of these books is that they embody the full complexities of the most important problems that have graced mankind. They offer the student the necessary latitude to discover what ideas are most importantly related to their own lives."

THE GREAT BOOKS raise many fundamental questions about what it means to be human, questions which each person must answer by the way he lives his life. Some men live without ever thinking of these questions or giving them any answers. But, as Socrates said, such an unexamined life is not worth living. We want our students to face these questions consciously, to examine critically the answers that have been given to them, and thereby to become more human.

So our primary interest in these books is not information—who said what. Instead, we want to see how successive authors take up, reformulate and answer certain very basic and fundamental questions. If we thus trace a history of ideas—and understand how man got to where he is—we will be better equipped to meet the future. The great books, as Mortimer Adler has remarked, are not merely the record of a civilization, but the most potent civilizing influence in the world today. And for this very purpose it is not enough to lecture on the books, to "explain" them; each student must participate fully in the program. Otherwise, he will be cheated of what truly can be termed "a liberal education."

To achieve these aims, the Collegiate Seminar reverses the usual teacher-student relationship. The responsibility is given the student of defining what is important to know about the material being studied. It is he who must define—not only to

the satisfaction of the instructor, but of the class at large—whatever he has found of particular importance in the assigned reading material. Thus, the Collegiate Seminar student is rarely given a chance to become a passive "receptacle" of knowledge. He must weigh and evaluate what he reads so he can present ideas to those who make up the small academic community of his class.

The Seminar itself is a necessary form of learning, providing a forum in which a student can freely articulate and question ideas with his fellow-students and the instructor. A dialectical exchange in which ideas are presented and challenged is the heart of the course. A student comes to learn that the only ideas he ought to take with him from a seminar session are those which, to his satisfaction, have been acceptably demonstrated.

Sometimes this form of learning disturbs the student. Often he comes out of a seminar not knowing what, if anything, he has profited. He feels a dull sense of discomfort when he is not given any definite answers to the questions that he asks, or when he suspects that he may not have even been asking the right questions.

I remember one seminar on Pascal when we spent 45 minutes inextricably involved in trying to discover whether or not there was really such a thing as infinity. But this is all part of a desirable process. Whether or not he knows it the student is being exposed to the difficulties of approaching important intellectual ideas. Gradually, he learns that the more important questions cannot be answered in a single formula.

It is also true that the path a discussion may take will seem devious not only to the students, but also to the instructor. Yet, who is to say which path is the most meaningful for any single student to follow? As long as a student can demonstrate that his approach leads into—and not around or away from—a meaningful answer, it must be respected. Oftentimes in such a process, "coverage" must be sacrificed. But perhaps this is necessary to insure a process that is the very essence of education. There can be no real substitute for personal exploration and discovery, and such an opportunity, given to the junior or senior who we must presume is sufficiently prepared for it, is the priceless experience of self-education. It is one of the very few indications we have that a student will continue his education as long as he lives. For this reason, we look upon the Collegiate Seminar not only as a possession, but as a process—not merely a *thing* one gets and keeps, but the methodology of a search, which by its very character does not and cannot end.

My former students constantly tell me that they never sensed the importance of the Collegiate Seminar until after they had completed it. Only then did they have the perspective to judge all that they had profited.

INSTRUCTORS often deal with material which lies outside their own subject. But since the classroom is meant to be a community of learning, a teacher is not expected to assume the role of an expert instructing novices. His main task is to provide standards of disciplined thinking, mature perspective, and leadership in the mutual quest for knowledge.

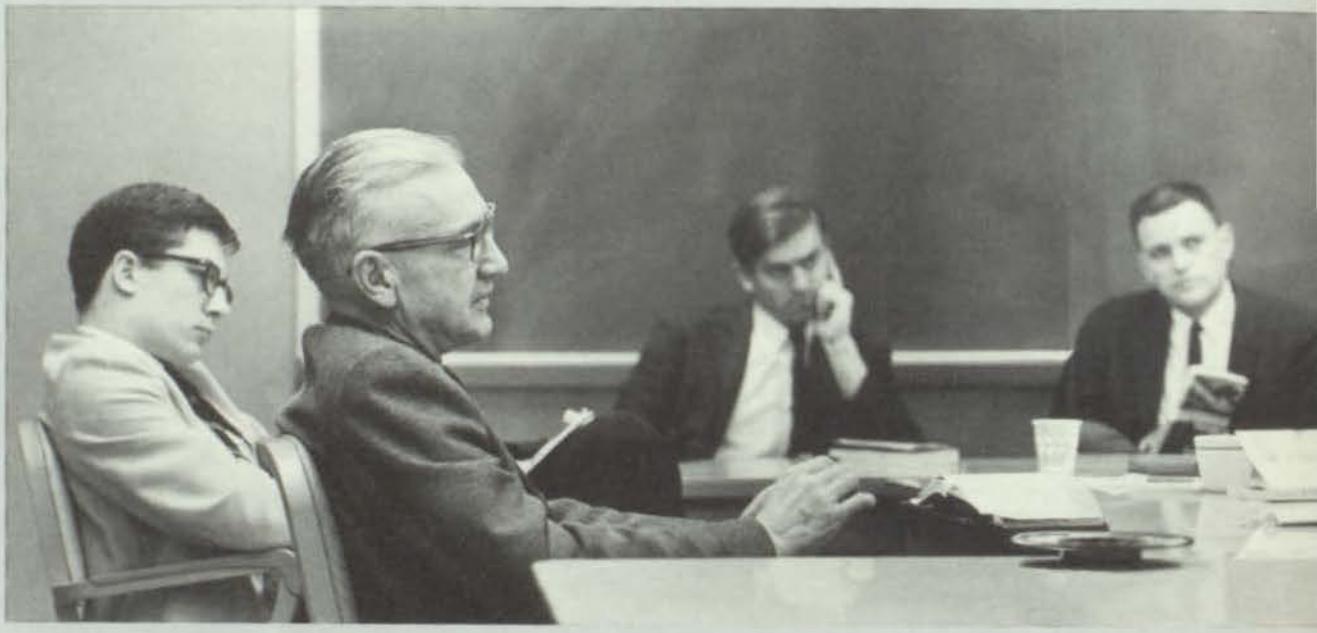
Collegiate Seminar instructors are selected from almost every department whose students participate in the program. Last year, as engineering students came into the program, five qualified professors of Engineering joined the teaching staff after undergoing a special study program during the previous summer to help prepare them to teach this kind of course. This year, the teaching staff will number 24 instructors representing 18 different academic disciplines, six of them from the engineering sciences and architecture.

It goes without saying that all the instructors in the program must be liberally educated. But since no one can be a master of all areas of knowledge, the instructors are constantly exchanging ideas among themselves about the books read in the course. Written notes are circulated to each instructor every week, and each Monday a noon luncheon is held where, in advance of their class meetings, they discuss the major ideas of the book for that week.

The exchange of notes is generally lively. One of our Engineering instructors recently wrote me that he ". . . would like to do a write-up on Pascal; especially his influence on scientific thought before he became such a mystic and 'religious nut'."

The various backgrounds of the teachers serve to increase the mutual understanding between their professional specialties. Thus, the community of learning which is established in the classroom begins with the faculty well before they enter class. A lecture program adds a final touch to this vast and intricate exchange of ideas by bringing guest lecturers to the University to speak on topics on the reading list that are being discussed in class. Staff instructors also contribute lectures in their area of specilization. Yes, the program is large and expensive, but its needs demand little justification.

"... since no one can be a master of all areas of knowledge, the instructors are constantly exchanging ideas among themselves about the books they read in the course."



NOTRE DAME is committed to doing more for its students than merely preparing them to become competent professionals. Yet, ironically, the structure of a university does not always offer the best framework for the development of important human factors. By necessity, to give its students professional competence, a university is rather rigidly divided along the lines of its various subject matters, and while this structure facilitates the advancement and communication of knowledge, it risks the danger of allowing its students and faculty to lose sight of the larger human perspective of their total educational responsibilities.

To begin with, a university teacher's education is highly specialized, and there is the danger that he may be professionally prepared only to perpetuate his own specialized skills. Often it takes heroic efforts for an instructor to go beyond his professional responsibilities in the classroom to answer an individual student's personal educational needs. Some instructors, moreover, insist that this isn't their responsibility. Often, there is little professional recognition for those who realize and accept the responsibility.

The university framework handicaps the student in other ways. Since students will not be, and probably never can be, formally tested by the university on what kind of human being their education has enabled them to become, they tend to see their educational responsibilities all too exclusively in terms of the number of courses they are required to take for graduation. A student knows he will take several courses in a certain department to acquire a specialized proficiency, and other courses in various departments because he is vaguely aware that he ought to do something to "round out" his education. But all too often, the human element of his education gives way under the pressure of specialized course requirements, with the final result that he may graduate with nothing more than a basic competence in a

Once a week instructors in the Collegiate Seminar discuss the major ideas of the book for that week. Professor John A. Oesterle (left front) is director of the program.

smattering of subjects as defined by the limits of each of the particular courses he has taken.

Just last semester, one of my students made this painfully clear when he wrote the following note regarding his education at Notre Dame at the end of an assignment dealing with Newman's *Idea of a University:*

> . . . each individual course deals with its specific area, such as criminology, romantic prose, metaphysics, etc. But very seldom does any teacher try to fit his specialized course into the over-all scheme of "liberal" education. Perhaps this is the student's job and not the teacher's, but seldom is the student reminded of his task. In the scramble for good grades, class rank (and a little fun!), one easily loses sight of the fact that he is striving to be the liberally educated gentleman. More and more I feel that I will be glad to end my formal education, so that real education can then begin.

This personal appraisal does not necessarily describe the general situation at Notre Dame. But it is an indictment against educational fragmentation and the danger of not sufficiently motivating a student to incorporate his studies into a way of life. Such a threat is inherent in the structure of any university, and these are precisely the dangers that the Collegiate Seminar is designed to combat.

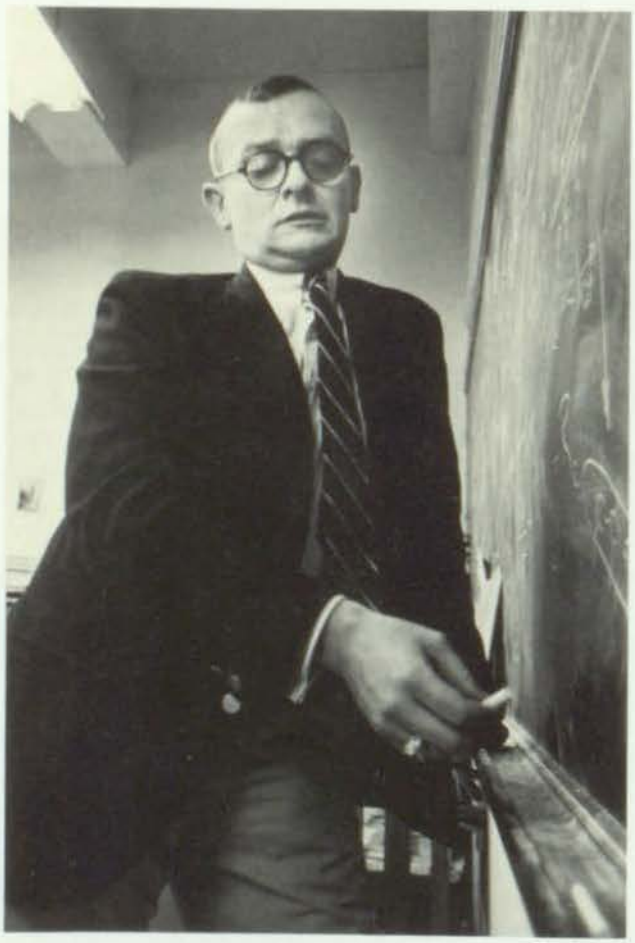
THE COLLEGIATE SEMINAR is not opposed to specialized competence; as a matter of fact, it presupposes a certain proficiency in it. Students take the course in their third or fourth year, after they have successfully completed basic work in the fundamental disciplines. The program is interdepartmental in both teaching approach and subject matter. In this way it broadens a student's appreciation of topics in various fields and enables him to grasp their interrelations. It gives him the opportunity to raise questions which often fail to come under the jurisdiction of any particular course. It forces him to fit the specialized courses he has taken into some sort of consistent and comprehensive scheme. It deepens and enlivens the Christian tradition he has inherited.

This course cannot achieve the more thorough and intensive kind of understanding and appreciation possible within a given area of concentration. It is a mistake to suppose that it is trying to achieve what is possible only within a department and by means of specific scholarly competence and comprehension. We presuppose such intellectual formation is going on within the respective departments of the University, and build upon it.

The unity of the Collegiate Seminar is thus both broad and integrated. It is not the unity of a research problem or the unity of a subject matter, or the unity of a department. It is the unity of the inquiring mind—of the liberally educated person.

ABOUT THE AUTHOR: Thomas Musial teaches full-time in the Collegiate Seminar and is assistant director of the program.

JAMES J. CARBERRY



McGRATH

"Actually, I was only interested in coming back to Notre Dame to teach because of my respect for its liberal arts element," said the professor of chemical engineering. And if that sounds unusual you should get to know Notre Dame's "winning football coach" whose sights are now set on bowl competition.

A man who once had the reputation of being the only winning football coach on campus will have another chance to enhance that distinction this fall—but it won't be football this time. Professor James J. Carberry is well satisfied with Coach Ara Parsegian's efforts and he's not going to try to best him at all. However, he is going to try to come up with a Notre Dame winner in a bowl game—on General Electric's TV College Bowl.

"I think the principal reason they asked me," he confides, "is that I've been a coach of interhall football for about four or five years—and they wanted someone who is aggressive enough to whip the troops into shape."

Carberry admits the story regarding his "winning coach" reputation is at least partially true. When Carberry returned to his alma mater as a faculty member, Notre Dame football was having its lean years. The results didn't please Carberry in the least and he commented that Notre Dame had good talent but bad coaching. The head coach was said to have muttered something to the effect that if Carberry was so good, he should be a coach. The chemical engineering professor did just that—and his interhall team had a great year. Hence the reputation.

Although Carberry's football spirit might be one of the reasons for his selection as the College Bowl coach, the "powers that be" no doubt had in mind some other unique qualifications: his television experience and his keen knowledge of both science and the humanities.

Carberry, a familiar TV personality to South Bend residents, is a regular moderator on "The Professors," a local television commentary show featuring ND faculty members. The program, going into its fourth year, "has a small but good and faithful audience," Carberry says, "although the late hour (1 am, Sunday) is hardly ideal—and, too, we're competing with that (Joe) Pyne fellow." During the decent hours of the day, Carberry, who has earned all three of his degrees in chemical engineering splits his teaching load between the College of Engineering and the general program of Arts and Letters.

When he was at Notre Dame as an undergraduate, he minored in English literature; but when he returned to the campus in 1961 as a professor, he found the program for chemical engineering majors was so rigid and crystallized that his students couldn't take certain courses. After learning that most of the engineering students were migrating to economics for their electives he began to "beat the drum to do something about it."

The final result was bringing the engineering seniors into the "great books" Collegiate Seminar for a year of study. Carberry calls it a very successful program, says his best paper this year came from an electrical engineer.

"At first the students resisted the idea because of the tremendous reading load," he explains. "But after they're through, they're all very happy about it."

Carberry started at Notre Dame—with a diploma from well-known Brooklyn Technical High School and three years' experience in the Navy—and at first was "not too happy with the chemical engineering program here. All over the country the approach was largely empirical with little interesting theory."

But then he got to know Jack Treacy, a faculty member who revealed to him "a whole new dimension in chemical engineering." He went on to take his master's degree under Treacy but had no plans for a doctorate or teaching. He went to work at DuPont and then won a fellowship to Yale. While he was there Treacy was killed in an experiment at Notre Dame.

"This shook me up, to say the least," Carberry said. "I don't want to sound melodramatic, but I was cognizant of the influence he had on me. I knew that if he had gone into industry and stayed there the course of my life would have been different. So I took a teaching assistantship and found I liked it.

"Actually, I was only interested in coming back to Notre Dame to teach because of my respect for its liberal arts element. Also, I am interested in the fact that ND is essentially an undergraduate school with a limited number of graduate students. I rather like the ratio. Then there is this avocational interest of mine, coaching football. It is good for me to meet students outside the engineering college."

Another point in favor of Notre Dame as a place to teach, as far as Carberry is concerned, is the academic freedom. The fact that it was until recently a clerically owned university didn't bother him at all. "There's no such thing as a Catholic chemical engineer," he quipped. And he appreciates the University's non-interference with his political activities.

He was one of the organizers of the State "Scientists and Engineers for Johnson-Humphrey" and he recalls that professors from Indiana and Purdue were afraid to sign their names to anything because of their connection with the state-supported schools. "If anything, you can get away with more here than most other places," Carberry says.

Now a full professor, Carberry was here only one year until he was made an associate professor. He believes national recognition should be one criteria for promotion.

The youthful-looking professor looks back on his years of experience in industry and says, "I gained a great deal of very valuable experience and it helped me crystallize my thinking. Working in industry prevents you from getting too involved with idealistic, unreal problems. But sometimes there was a certain atmosphere that was not conducive to research—in spite of what you see in a company's publicity.

"Another point is that industry operates to make a profit. If they could make money by praying, they'd do it. This is frustrating to the physical scientist. Businessmen always want questions answered yesterday; they want educated guesses, not real answers. Guessing all year is frustrating for a scientist. And they had more bloody committees than there are molecules in the universe!"

While he is quick to point out the disadvantages of working in industry, Carberry admits professors have their difficulties, too. Attracting high school students is one problem facing engineering schools around the country today, Carberry says. He blames this on a lack of communication and high school guidance counselors.

"Just the other night I saw a guy interviewed on television. The screen identified him as Joe Blow, engineer—the guy ran a train! Parents don't really know what the word means. The dictionary says an engineer is someone who runs an engine; so they urge the kids to be scientists, not engineers.

"They read in the newspapers every time a rocket is fired that it is 'a scientific success' but if the thing blows up it's 'an engineering failure.' Newton developed all the scientific laws used in the Manhattan project and at Cape Kennedy—actually everything new has been the result of engineering success."

The guidance counselors, he says, are interested only in getting kids into college, not into suitable majors. They push students who get high math grades and low English grades into math or science careers. "Actually, the best indication of math ability is the verbal scores on college boards," Carberry believes. "A math major is almost a philosopher. Physicists and chemical engineers deal in abstractions. People with low verbals are bound to have problems."

Besides traveling extensively in this country, Carberry has spoken in many countries in Europe and the Middle East and will go next year to Russia at the invitation of the Academy of Science there. He finds this lecturing stimulating and he's also using it to try to bring more qualified foreign students to the ND chemical engineering department.

"Ara and I—athletics and academics—are looking for the same thing: a hungry people," he says.

ERNEST E. SANDEEN

Poetry—like a painting—reflects something of its creator. The lyric verses of Dr. Ernest Sandeen, head of the English department, show him to be a gentle man who loves. A talk with him unveils other interesting facets of the man.

He stems from an Illinois family of Swedish farmers and was the first in his generation to attend college. He began thinking of a career as a professor while a college freshman. He says now, "I also thought I would like to spend all my time as a writer. But now I don't know if I would have the courage or if I would have enough competence. Teaching has been very congenial to me and I suspect that it really has been my vocation all along."

Dr. Sandeen describes the most important part of being a teacher thusly: "I look on English as a discussion in humanities—even on the graduate level. When teaching graduate students to be professionals, you must remind yourself and them of the humanistic aspects. What literature is all about is to bring about an enrichment of life. We hope to widen our students' horizons and deepen human sympathies through the imagination, to make them more sensitive to their own lives and others."

Regarding the other half of his position, being department head, Dr. Sandeen says his most important task now is developing a strong graduate curriculum in English. "We have a pretty good reputation in our undergraduate schools—the whole University and our department. Our graduates can get in schools anywhere. But our English program in the graduate school is another matter. It is relatively new. It is a long slow process of building prestige to attract graduate students. This is the main push now."

He sees the Notre Dame student as "tremendously well-informed, bright and sophisticated and certainly hard to fool." And notes, "this sophistication used to come from reading; but now there are many other media to give it."

He worries, however, that the students don't read enough and feels this might be somewhat the fault of teachers who don't inspire them to read more. Tugging on his pipe, he conceded that the tastes of the general public are rising. "As society becomes more affluent, people are going to want not just any refrigerator, but the best refrigerator; not just any TV, but the best TV.

HARLAN

They will demand the best music and books, too. If our culture is rooted in human nature, this is bound to happen."

The professor got his start as a professional poet from editor-writer Louis Untermeyer who came to lecture at Knox College while Sandeen was on the faculty there. He looked over some of the poems and urged him to submit them to the *New Yorker* magazine. Sandeen sent two and this one was chosen:

PARKED CAR

You straightened; your hands flew to your head
tidying your hair; you yawned and shivered;
and, now I'll have a cigarette, you said.
I lighted up a pair
and by the infant light
I saw you still tidying your hair.
And so we breathed on fires not our own.
Breathed long and hard to stun the blood;
somehow to shock the lung, enflame the bone,
somehow to fetch the body out of stone.
(And as you drank for flame, pale yellow wings
held tremulous war with darkness for your face,
made fluttering reach for your collar's rumpled lace.)
Breath-parched, we tossed the stubs on the night's damp
floor and sat and sat and stared upon
the twin progeny our love could bring to pass:
two mites of fire smoking in the dew
two tiny sun-downs choking in the grass.

He's cracked the tough *New Yorker* market two or three times since then but with a good laugh he says, "On the other hand, I also just got some back today." His other publishers have included *Poetry, Commonweal* and *The Nation.*

He has the distinction of being the author of the first book of poetry ever to be published by the University of Notre Dame Press. But with a chuckle he explains there was only one other after it and the Press must have discontinued its plans for a series of poetry books "because these two did so badly."

Every non-writer wants to know: Where do the professionals get their ideas and how do they go about the work of writing? Dr. Sandeen explains his method:

"Lyric poetry can begin in almost any way. It has to have certain emotion to it or an image or sometimes just a very vivid picture of reality—sometimes just a verbal tune or a chance phrase. Then you have to sit down to it and things begin to associate very quickly and you have what Robert Frost called a 'gatherer'—a magnet to draw things out of your mind, your experience. Things come into focus. I stay with a poem for a long time but I can work only at odd moments. It's good to have long intervals to rest and see it fresh. For me, my revisions are as inspiring as any first text."

Dr. Sandeen's first book of poems, *Antennas of Silence,* is dedicated to Rev. Leo L. Ward CSC, former head of the ND English department. His affection for Father Ward is revealed further by the portrait of him which is on a shelf in his office in O'Shaughnessy Hall. It was Father Ward who hired Sandeen for Notre Dame after he had been on the faculties at Knox and the State University of Iowa. Father Ward "started everything as far as this department is concerned," according to Dr. Sandeen; "all the chairmen who followed him have been carrying on from his start."

The second book of poems—the one published by the University Press—is called *"Children and Older Strangers"* and is dedicated to "My Three E's"—his wife Eileen and his children, Eric and Evelyn.

Besides these two volumes and single poems published in magazines, Dr. Sandeen has authored critical essays and chapters for books about American writers. Currently, he is spending as much time as he can working on a project which brings together several authors he has studied throughout his career. This book will especially analyze their anxiety to find and define their own unique and sympathetic reader. He has recently given a tentative title to the book: *The Rhetoric of Individualism in 19th Century American Literature.* His future plans also include another volume of poetry.

Looking back over the last 21 years to reflect on how life at Notre Dame has affected him, Dr. Sandeen's first answer—with another laugh—was "It has exhausted me!" But his more serious answer was this: "I've had many more opportunities to do a variety of different things, such as teaching different courses and teaching graduate courses earlier, than I would have had in more mature English departments. I have enjoyed this opportunity to work in different areas and different levels.

"I have also enjoyed Notre Dame students a great deal. When I came here I felt there was a great difference in Notre Dame students. I don't know just what the difference is. It's not necessarily that they are brighter, although I think they are. It's just a higher level of students —both in tastes and their interests."

. . . his is the love of the humanities. As professional poet and professor, head of the English department and specialist in 19th century literature, Dr. Sandeen stirs the desire in students and colleagues to enrich life itself.

ROBERT E. GORDON

A secretary for Dr. Robert E. Gordon describes him as jet-propelled, fascinating and fun to work with. But, perhaps the remark that was most "telling" was: "I haven't had a break in six years and I just love it."

Aside from keeping his staff's noses to the grindstone —happily, at that—Dr. Gordon works away at his new job of being associate dean of the College of Science. Before his appointment this fall, he was professor and head of the department of biology. He saw the department grow from having one major in 1960 to 54 during the last school year. Microbiology has split off into its own bailiwick, but counting both departments, there has been a seven-fold increase in graduate students since the late '50s.

Dr. Gordon, who was born in New York City but grew up and went to school in the South, found his way to Notre Dame in 1958 by answering a blind advertisement in a magazine. Shortly after joining the faculty, he was editing *The American Midland Naturalist* which, by coincidence, was the magazine in which he had published his first major scientific paper. He succeeded in changing it from a natural history and taxonomy journal into a broad spectrum biological magazine which circulates in more than 50 foreign countries.

The Notre Dame publication was a launching pad for Gordon. Because of the magazine's new prestige, he was soon being asked to participate in conferences around the globe concerning scientific communication. These included the UNESCO meetings on scientific publications in 1963-64 and the US-Japan Science Program in 1965. Now he is considered an expert on the problems of scientific communication.

He is chairman of the Council on Biological Sciences Information (BSI) which was organized by the National Academy of Science to design a model system for scientific communication in biology. He hopes for a national network which will start with the material received from the producer-scientist and carry it on until it finally reaches the research scientist who is the user-consumer.

"Ninety percent of all scientists who ever lived, are living today," according to Dr. Gordon. The amount of scientific information they are producing is almost staggering. Consequently, "science has almost choked on its own product in the last few years," he says.

The Council on BSI was set up in January and is just beginning its work; but a model system for biology should be on paper within a year, according to Chairman Gordon. "Then we will have to try it out. I look forward to the day when a computer TV network will cover the country. A person could then send in an inquiry by a desk instrument no larger than today's telephone. He would get his answer immediately on the screen or via a printed copy."

To those who wince at the staggering cost of such a network, Dr. Gordon is quick to answer, "Then I would say to you it was expensive to put lights and telephones in houses, too."

The scientist-administrator is a man who obviously enjoys what he is doing. "I like to work with people," he says. "I wish I had 48 hours a day to spend half of it in teaching and research, and the other half in developing opportunities here at Notre Dame for people to do teaching and research. Just a few months ago I had to ask myself what I wanted to do and why I'm in this job. I decided on this answer: I'm seeking to create an environment for both faculty and students in which the only limiting factor is the bias they bring on this campus when they come here.

"I think the best job in the world is being a professor —a professor can build his own little playhouse. But if you want to see your department and the University advance, you must coordinate all these playhouses." That

McGRATH

He loves to fly and has even laid claim to Notre Dame's Pan American chair. But when it comes to biology, "I think a salamander in hand is worth two birds in the bush."

is the Gordon philosophy on administration.

But his new responsibilities leave little time for work in his ecology laboratory. As he says, "I do most of my research vicariously now—through graduate students."

When he does get to the lab, it is to study his "pet" salamanders. Why salamanders? "Well, I started out as an ornithologist, but I think a salamander in hand is worth two birds in the bush," he says wryly. Another reason, he explained, is there is very little known about the creatures.

Discussing locomotive periodism of salamanders—when they move and why—gave Dr. Gordon an opportunity to tell a story in keeping with his charming Southern accent.

"When 'Ah' was at the Highlands Biological Station in North Carolina, we had to have some special equipment built for our studies and the only help we could get was from the mountaineer carpenters. Ah had to kind of 'talk it through' to get the work done, you know what Ah mean? We had found a rare hairy-tailed mole and Ah asked this mountaineer when those creatures moved."

The man was quick with his answer, according to Dr. Gordon: "Oh, they move on the odd hour. I never knew one to move on the even hour," he said with authority.

Gordon is so fond of his work that he even has chosen a hobby to fit right in with it. He collects postage stamps featuring reptiles, amphibians and fish.

A busy lecturer, he is often hopping off on a junket for some scientific organization or another. This "flightiness" of his caused one of his students to question: "Do you hold the Pan-American chair at Notre Dame?"

His travels took him to Europe just last spring and he was off to visit Asia in September. Science nomenclature is the same all over the world and he finds the international aspects of this work most interesting. "This is an exciting part of being a scientist," he says. "Everyone hopes that a meeting of the scientific minds might someday lead to world peace."

REV. ALBERT L. SCHLITZER CSC

Seeing to it that his university became one of the handful in this country to grant a doctorate in theology might be enough for most professors. But Rev. Albert L. Schlitzer CSC, in his 20th year at Notre Dame, is leading the department he heads into an exciting new relationship with a non-denominational divinity school.

"One advantage of a Catholic university is the presence of a strong, creative theology department," the soft-spoken priest says. "There is still a place for a committed Catholic university with its primary purpose being to explain Catholic theology. However, you cannot understand the Catholic faith unless you understand others; so it (the department) cannot be exclusively Catholic."

The first stages of the cooperative program with the University of Chicago have already been accomplished. This year a common library for the two schools was established and the two departments agreed to invite each other to hear their special guest speakers.

As Father Schlitzer sees it, the next phase will be an actual exchange of classes. "Since Notre Dame is a liturgy specialist, Chicago will probably be sending their students here for those courses," he says.

The groundwork for the unique relationship between the two schools was laid about two years ago. "We both recognize that each of us has work to do," Father Schlitzer points out.

Serving his third stint on the faculty (1936-39, 1946-55 and again beginning in 1959), the Holy Cross priest has had an opportunity to survey the attitudes of the students through the years. Although he says it is difficult to compare one batch with their predecessors, he declares today's Notre Damers "are more candid with themselves and others. Before, they may have resented it but they were inclined to go along with accepted ideas. But now there has been a change in this attitude.

"Today the students are more preoccupied with religious topics than ever before. They are preoccupied with the meaning of life. We can't begin to satisfy the demands for teaching jobs for our graduates—both in Catholic and other schools. Every MA graduate has two or three jobs offered to him. They're getting to be like cooks—they can dictate their own salaries.

"We hear all this business that God is irrelevant, that God is dead, that men and women are living for this world alone. But I just don't find this attitude here. The students here seem to go for religious topics in the lectures—both the ones they schedule and the ones we arrange. This intense interest in religion is a phenomenon; we are witnessing a rebirth of interest in religion.

"Older people may question having guitars at Mass and laugh at the Pentecostal Movement—and these contemporary developments may be questionable—but these people want to reach God in a way that is authentic. We older people are supposed to lead them, but sometimes we have to let them lead us."

Father Schlitzer is the author of three textbooks including *Redemptive Incarnation* which is now in its third edition. The title of another which he co-authored,

HARLAN

Chairman of the University's department of theology, Father Schlitzer sees today's ND student as being more preoccupied with religious study and discussion than former generations of Notre Dame men. "It's a phenomenon. We are witnessing a rebirth of interest in religion."

McGRATH

Love Is Life, reveals his interest in the problems of matrimony. His doctoral thesis at Gregorian University in Rome was "To Holiness through Marriage," a study of an encyclical of Pius XI which was the first of the documents of the Church to say couples should love one another to grow closer to God.

Disagreeing with the reporters' clamors that birth control is the central problem in Catholic marriages, Father Schlitzer declares, "If the Pope came out in favor of birth control, it would only solve some of the problems. But by solving one problem, we always get another. At least the Church today is not so confident that it thinks it has all the answers. Vatican II blasted the idea that all Catholics think the same. We are not one-minded in everything."

One of the other important problems in marriage which Father Schlitzer points out is divorce. "If we say the reason divorce is wrong is that it destroys permanency and that a child needs both a mother and a father, is there any reason for a marriage to continue after the children grow?" He offers no answer for his rhetoric but asks the question to point out one of the considerations.

Discussing the birth control pill, Father Schlitzer says he knows priests elsewhere who are endorsing it and "they will continue to do so in spite of what the Pope says. Whether this is right is another question."

Regarding the population explosion, he argues that "The greatest danger of overpopulation is in India and China, countries that are not bothered by Christian morality. I am not denying the Church has a responsibility toward these nations; but I am sure no Catholic can impose his views on a non-Catholic."

Father Schlitzer had a respite from his academic duties from 1955-59 when he served the parishes of Sacred Heart Church at Notre Dame and another in nearby Granger. He found the two lives, pastor and professor, "quite different. In pastoral work I was closer to the total Christian life of the family; I was involved in all sorts of family happenings from baptism to burial. Teaching is more academic and intellectual, though not exclusively so. I guess I could say the satisfactions are more immediate in the parish; in the academic world they are not so readily visible."

One of Father Schlitzer's most recent ventures has been promoting interfaith dialogue by lecturing in Jewish synagogues. He describes the reaction of the reformed Jews as "good."

He likes to bring new ideas to his own department, too. In the summertime he replaces those on his 26-man faculty who leave to study or write, with visiting professors from theological centers around the world. "They give us a fresh look and approach," he explains.

The department head himself takes a fresh look at theology no matter where it appears. He must enjoy at least a small dose of "Peanuts" religion for a cartoon just inside his office door shows Lucy and Linus reflecting on a rainstorm.

Lucy wonders if the rain might bring another flood. Linus replies that God promised Noah there wouldn't be any more floods and the sign of the promise is the rainbow. "You've taken a great load off my mind," Lucy sighs. "Sound theology has a way of doing that," Linus concludes.

Professor James Dincolo of the accounting department is a man who enjoys a joke—even when he's on the receiving end. The chairman of his department describes him as a man who "bulks large in our program." And Dincolo adds his own comments about his circumference: "I don't ever remember weighing 170. I jumped that one completely."

He's one fellow who multiplies the fun in life even though he divides his energy between two full-time jobs: being a professor and a downtown businessman. And during football season he subtracts time for another labor of love—presiding in the press box as chief statistician for the Fighting Irish.

He's been on the latter assignment for 27 years and still loves it—especially the excitement of the opening play. In one of the games he recalls most vividly an Oklahoma quarterback who hid the ball so well everyone missed the first play and the opponents almost ran for a touchdown. In the same game, a tackle (now a part of Irish lore) by Dan Shannon, one of Dincolo's accounting students, caused an Oklahoma man to fumble and ND scored.

Regarding the role of sports, the genial accountant says, "I believe athletics has a place in a university and I think it's entirely possible to have high academic standards and representative football teams. Harvard and Yale have always been good schools—even when they had good football teams."

It was football, in fact, that brought him to Notre Dame 30 years ago. While Dincolo was line coach at St. John's in Collegeville, Minn., Joe Benda, a former ND player, was backfield coach. When Benda moved to ND, he mentioned his ex-colleague to the dean of the College of Business and Dincolo was offered a job.

When the professor joined the ND staff, Dean James McCarthy thought a man with practical experience would be a more effective teacher. He encouraged Dincolo to earn his public accountant's certificate and go into business in South Bend. Now there is a partner and one of Dincolo's sons in the business, too, so he can spend about 75 percent of his time at the teaching job.

From 1946 to 1960 Dincolo was head of the department of accounting but he found the pressures of business and teaching were too great for the added administrative responsibility. "I was willing to make the sacrifice of giving up the department chairmanship to go on teaching because I just plain like teaching," he explains.

He has become widely known in Indiana business circles and has served two terms—under former Gov. Matthew Welsh and Gov. Roger Branigin—as a member of the State Board of Certified Accountants which handles the examinations for state CPAs. He has been on the board of the Indiana Society of CPAs and served as president of the Northern Indiana Chapter of the Indiana Society.

One of the veterans of the ND teaching staff, with 30 years to his credit, Dincolo was named the recipient of the Lay Faculty Award in 1956. Commenting on the life of a teacher, he says, "As you get older, you learn a lot from your previous experience. You learn the truths about teaching and you don't waste as much time; you get right to the point. Being in a classroom you learn from your students—if you're alert. And if you're not alert, you'll be a poor teacher all your life.

HARLAN

"I'm a firm believer, myself, that the students of today are just as intelligent and alert as the students of the past. They are more challenging, stimulating and responsive in the classroom. As we get 'em, they're just as well or better-prepared than when I went to school. I'm a great believer in youth. People say that youth is deteriorating—that's a lot of hogwash.

"When I hear old timers saying, 'well, WE never did it that way . . .' you know what I say? 'Yeah—and look what you missed!' "

During his tenure at Notre Dame, Dincolo notes, the atmosphere has changed considerably. "It has advanced academically; the leadership of the deans and faculty has improved. The faculty is better prepared, more experienced and does a better job."

There have been other changes, too. Recreation facilities for the students is one of the improvements he cites. And you get the idea Jim Dincolo is one fellow who likes seeing an occasional skirt on the mall.

"When I came here, the campus was like a monastery," the professor recalls. "You never saw any women on campus—and I even hesitated about having my wife visit.

"Yes," he says, "things have changed a lot—and for the better."

: NOTRE DAME
Insight

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Businessman, teacher and former administrator, Jim Dincolo packs a lot of experience, humor and physique into Notre Dame's accounting program. Just ask his boss!

NOTRE DAME first and foremost, should be a community of scholars, learning and teaching together, and together dedicated to serve in our day mankind's total development. It should be a place where all the great questions are asked... where an exciting conversation about the most important human concerns is continually in progress... and where the mind constantly grows as the values of intelligence and wisdom are cherished and exercised in full freedom.

Notre Dame, as a Catholic university, must be all of this and something more. The Catholic university is universal in a double sense: its concern touches the moral as well as the intellectual dimensions of all the questions it asks. It must be a witness to the wholeness of truth from all sources, both human and divine. The Catholic university must reflect profoundly, and with full commitment, its belief in the existence of God and in God's total revelation to man. Somehow all of this must be reflected in the very atmosphere of this beautiful campus—in civility as well as in love, in openness as well as in commitment, in its pilgrim search as well as in its enduring faith and hope.

We may do all of this poorly but we cannot, as a Catholic university in the modern context, attempt to do less. A large part of the honesty is that all who are really interested in the vision of a great Catholic university in our times are welcome to help make it come true at Notre Dame.

REV. THEODORE M. HESBURGH CSC
President

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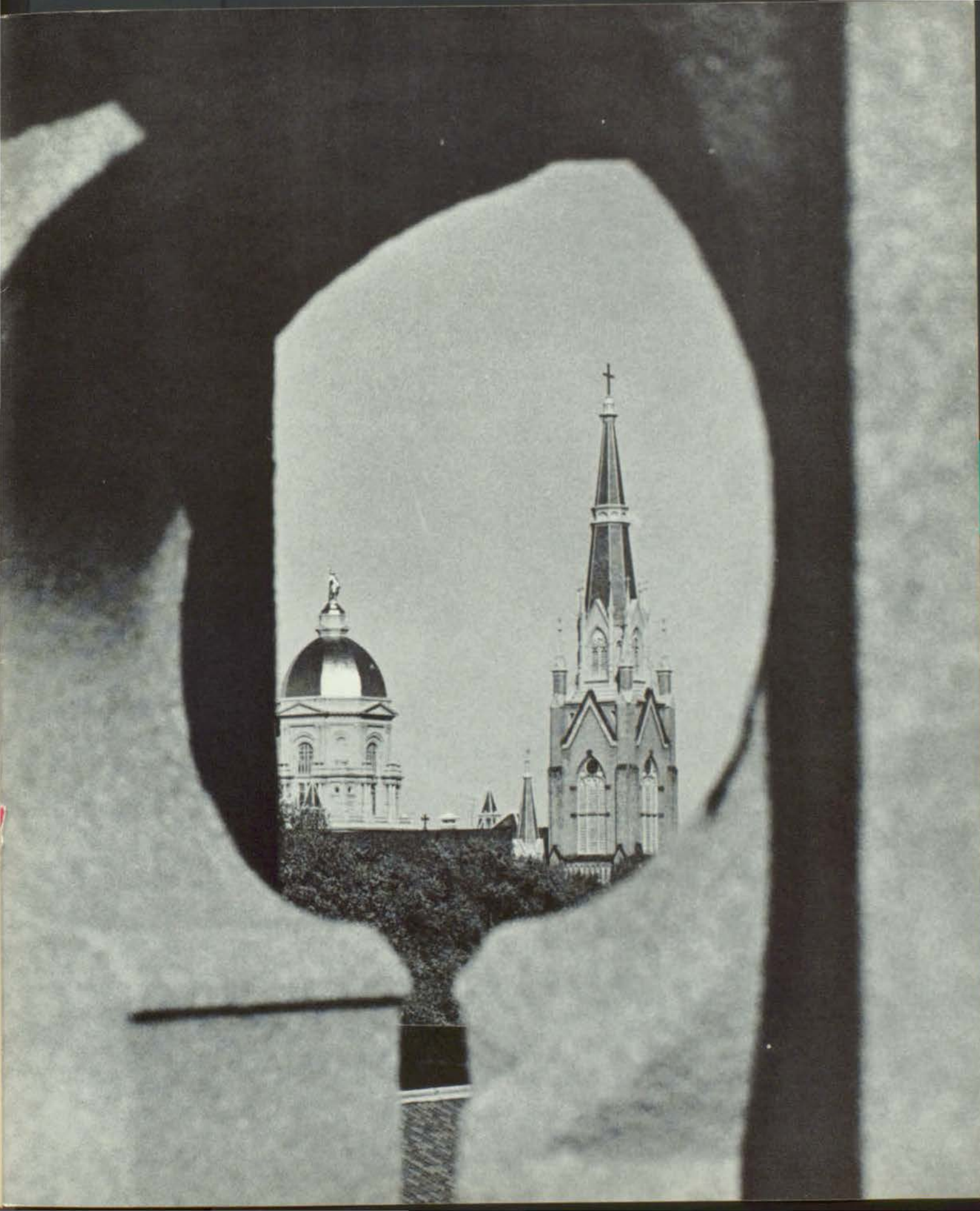

: NOTRE DAME

Insight

IN THE NEXT ISSUE

INSIGHT: Notre Dame takes a look at the Master of Business Administration (MBA) program, one of the most recent graduate departments at the University and the first of several programs to be developed in the next five years by the graduate division of the College of Business Administration.