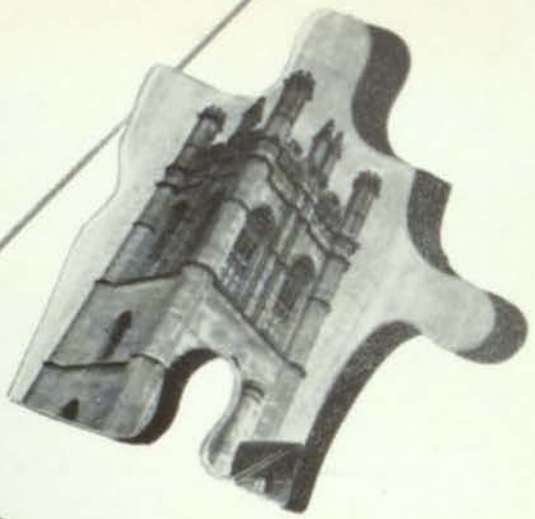
THE CITY

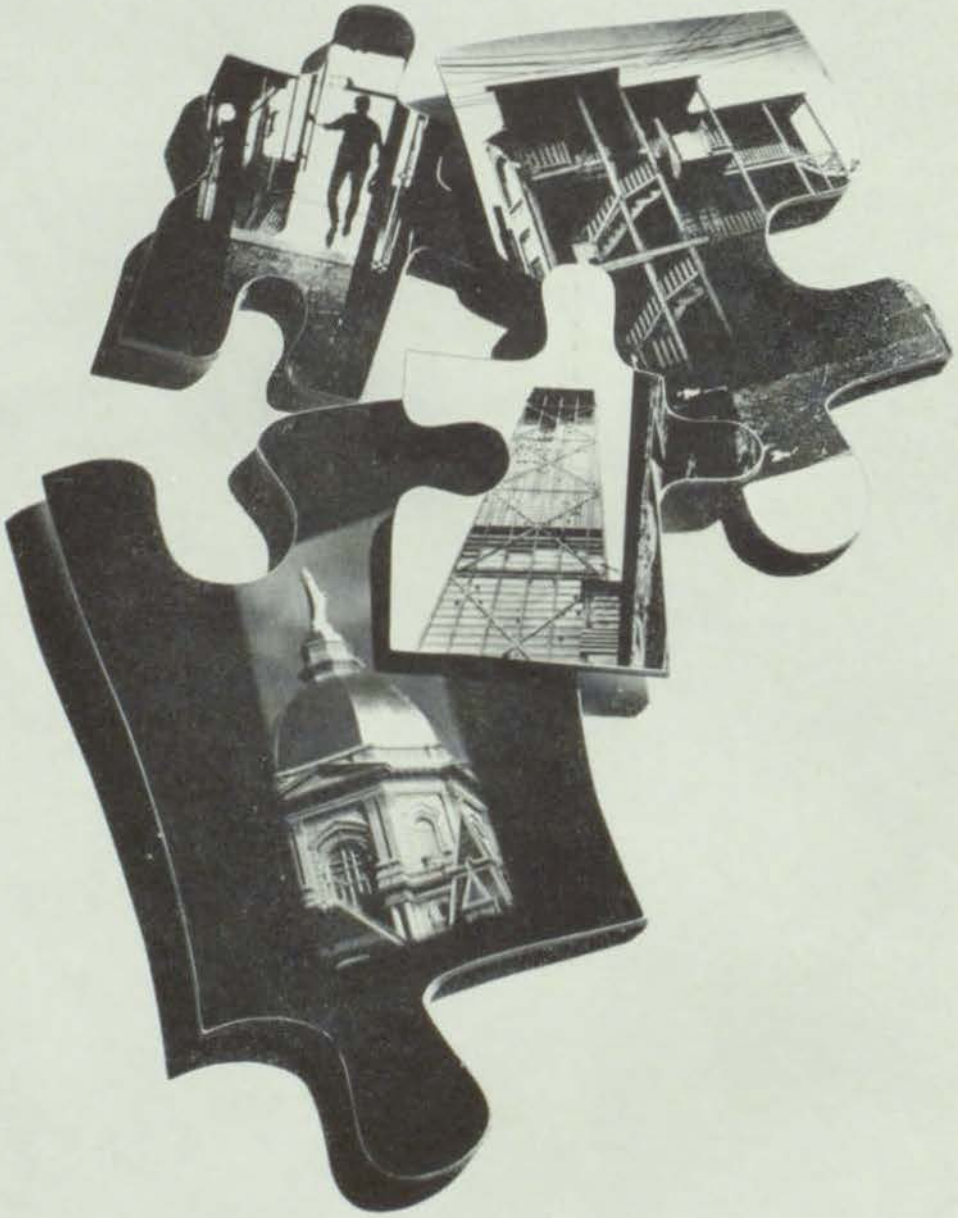
Help from the Ivy Tower?



: NOTRE DAME

Insight

FALL 1968



□: NOTRE DAME
Insight
FALL 1968
VOL. III NO. 3

INSIGHT: Notre Dame is published quarterly by the University of Notre Dame. Second Class postage paid at Notre Dame, Ind. 46556.

EDITOR John P. Thurin. MANAGING EDITOR Thomas J. Sullivan. ASSISTANT EDITOR Meg Zwers. EDITORIAL ASSISTANTS Jay J. Kane, Bill Mitchell, Mike McCauley and John McDermott. CHIEF PHOTOGRAPHER M. Bruce Harlan. ARTIST Joseph Van Huffel.

PHOTO CREDITS: Covers — M. Bruce Harlan. Flysheet — Peter McGrath. Pages 2-5 — Dick Stevens. Page 7 — Henry Wolf. Pages 9-19 — Harlan. Page 25 — Stevens. Page 28 — McGrath. Page 30 — Robert Phillips. Pages 32-33 — Harlan.

THE CITY

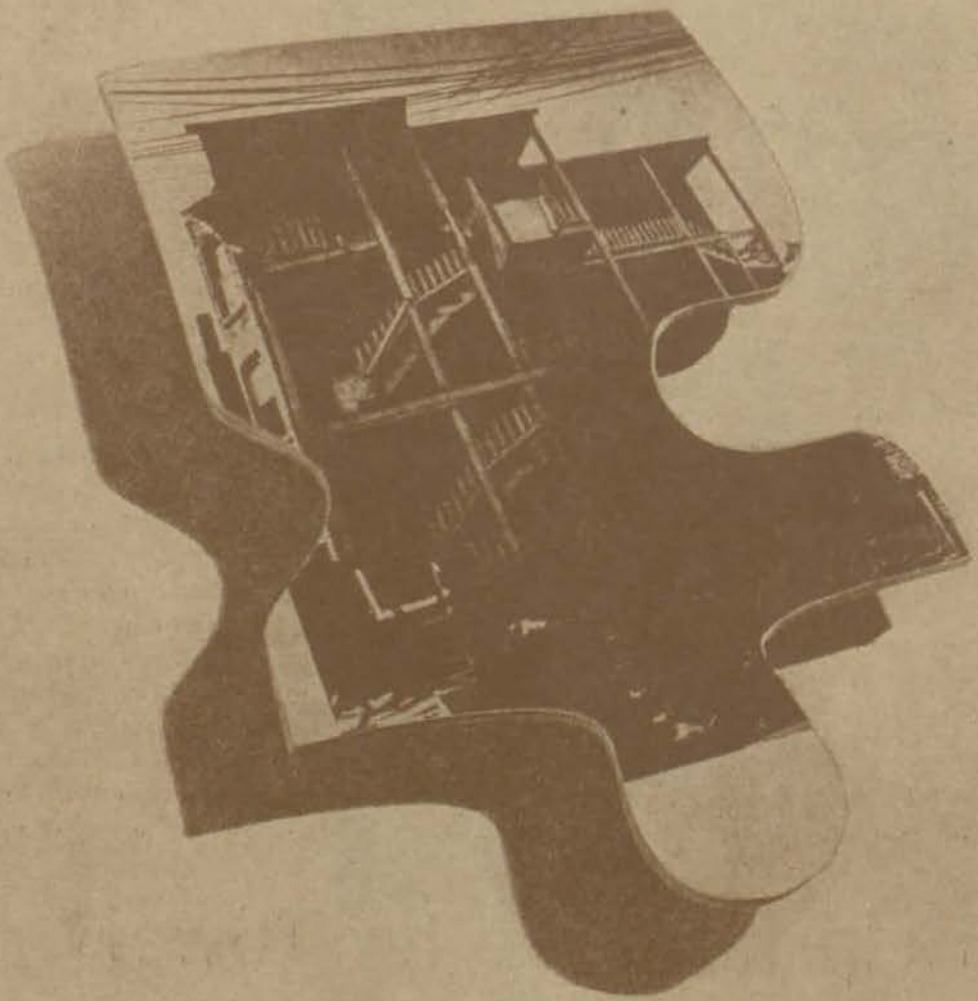
For most Americans the country's urban crisis suddenly has grown old and cold. The nation has heard so much in the last two years about the dilemma of the city that for them the crisis has become an impossible puzzle. Nevertheless it persists. And one wonders, "Where does the nation go from here?"

The awesome question bothers many, not the least of whom are members of the university community. Practically to a man, they believe solutions can be found though in no swift, simple way. To a man, they also believe the university community, as a vital piece in the now unresolved puzzle, can give of its talent and resources and that it must if all the pieces of the puzzle are ever to be assembled.

This issue of *INSIGHT* explores various ways the university community can play a part in relieving the urban quagmire. It also discusses the degree to which faculty, administration, students and alumni can become involved. The story is told in four parts:

PART ONE: THE INNER CITY Art McFarland is a Notre Dame student who was raised in a ghetto. As told to fellow student Bernie Lechowick, his life vividly depicts the conditions that exist in the city today. *PART TWO: THE UNIVERSITY* Notre Dame faculty members comment on the contribution their respective disciplines can make. *PART THREE: THE ENGAGEMENT* Notre Dame's president encourages the community of scholars to "strike a balance between two extremes" in seeking answers to the crisis. *PART FOUR: AND YOU, THE READER* A closing note on why and how you might become a part of the solution rather than a part of the problem.

Help from the Ivy Tower?



Arthur McFarland is one of an elite group of students at Notre Dame. He is a black member of a poor family. Statistically this makes him unusual, and characteristically it makes him exceptional. Art, with his button-down shirts and Notre Dame blazer, knows well the scramble of a cockroach across the kitchen table, the boldness of rats not intimidated by daylight. While young, he learned to improvise: paper in your shoes protects your feet from the rain and cold. He learned to knock when arriving home from school and ask if one of his brothers could come out and play because the welfare department worker might be there, and Art's project was reserved for families of five or less. He has eight brothers and sisters, and, fortunately, both parents. Art, working at a part-time job in Memorial Library, understands the power of money and the bind of poverty. Lack of money is the curse of the Inner City. Outside, money talks; but there, lack of money does more than that. It wakes you up in the morning and leaves you too weak, physically and emotionally, to get out of bed. The really astounding thing, however, is the number of poor people who *do* get out of bed to survive another day. There is the mother with fatherless children who wakes up. The mother of fatherless children, the most widely maligned individual on the Outside, begins her day in the Inner City trying to produce a breakfast for these children. The father has succumbed to the pressures of his society on a family man and left. She has stayed, yet she is maligned. She gets up after the man staying with her has gone, hoping that he will not stay away permanently, knowing that eventually he will. Despite the fact that his stay is temporary, he is welcome because he will leave a few dollars for groceries, and because he provides some imperfect restoration of her damaged pride in herself. She does not have a job because she cannot get anyone to care for the children and because she would lose her ADC (Aid to Dependent Children) check if she did. Such is the consistency of those on the

PART ONE: THE INNER CITY BY BERNARD LECHOWICK AND ART McFARLAND

The PROMISED LAND
It's Not!


We want you
to be rich
The First National Bank of Chicago

The central city . . . despised from the INSIDE, shunned by the OUTSIDE, breeder of disease and pestilence, captor of many.

outside who lament the neglect of Inner City children while demanding that ADC mothers get themselves off welfare by holding down jobs. A miracle happens every day when these mothers wake up and summon the courage to get out of bed.

The jobless man finds it more difficult to get up in the morning, and, as with all things in the Inner City, there are psychological as well as physical reasons for this. Hunger would be obvious. A hangover is more likely. But where would a hungry, jobless man find money for liquor? In the Inner City the admonition to beg, borrow or steal can be interpreted literally. Any psychologist can tell you that severe and continuous frustration can lead a person to escape in the use of alcohol, and continued use can lead to dependence. Outside the Inner City it is the same, except that one is called an alcoholic instead of a drunk. Not surprisingly, the man who became a drunk because he could not get a job cannot now get a job because he is a drunk. For the man who stays sober, each day finds him a little dirtier, a little hungrier, a little more despondent. The dime for the newspaper with its classified ads is more and more difficult to come by, especially since two dimes will buy a loaf of two or three day-old bread. So he works for a labor supply company once or twice a week, losing to the agency fees for its transportation and services, and weekly going further into debt for his groceries.

The men with jobs are among the few who venture to the Outside in the morning. Notre Dame Junior Art McFarland's father is a porter for his local Chamber of Commerce, and has been for the past 35 years, although he is not making very much more now than he was when he started. Mr. McFarland and Blacks like him go out to service the rest of the city, manning the kitchens and counters, sweeping floors and hauling trash, cleaning restrooms. These are the lucky ones. They know it, and not even the dirt level of their wages can keep them from their jobs. Uninsured, with no pension plans and no opportunities for advancement, they have *jobs*. No matter that they leave the stainless steel and glass, the aluminum-clean buildings for unpainted and weather-weary shacks; no matter that the maids leave tiled bathrooms, wall-to-wall carpeting and central heating for cold-water-only apartments with naked light bulbs in the ceilings; no matter—they have jobs. That steady, sinfully small income works its magic and draws these Inner City dwellers out to be tantalized by what is not theirs. They do not find it hard to get up in the morning; it is the going back to bed that is painful.

The children of the Inner City, like all children, have no trouble getting up in the morning. They may be sick and hungry often, but while they are still small they cannot know the absence of hope for their future. Inevitably, however, children grow up quickly in poverty, and this is almost a greater sin than the lack of adequate food, medical care, and educational opportunities. They are denied the chance to enjoy the wonder years, to be oblivious to economic and social pressures. They are robbed of their childhood. But they go to school, because their mothers tell them that school is a good thing. Art McFarland, now rooming in Alumni Hall, attended Black schools as a child, and was taught by Black nuns who showed him that faces in the coloring book were to be colored

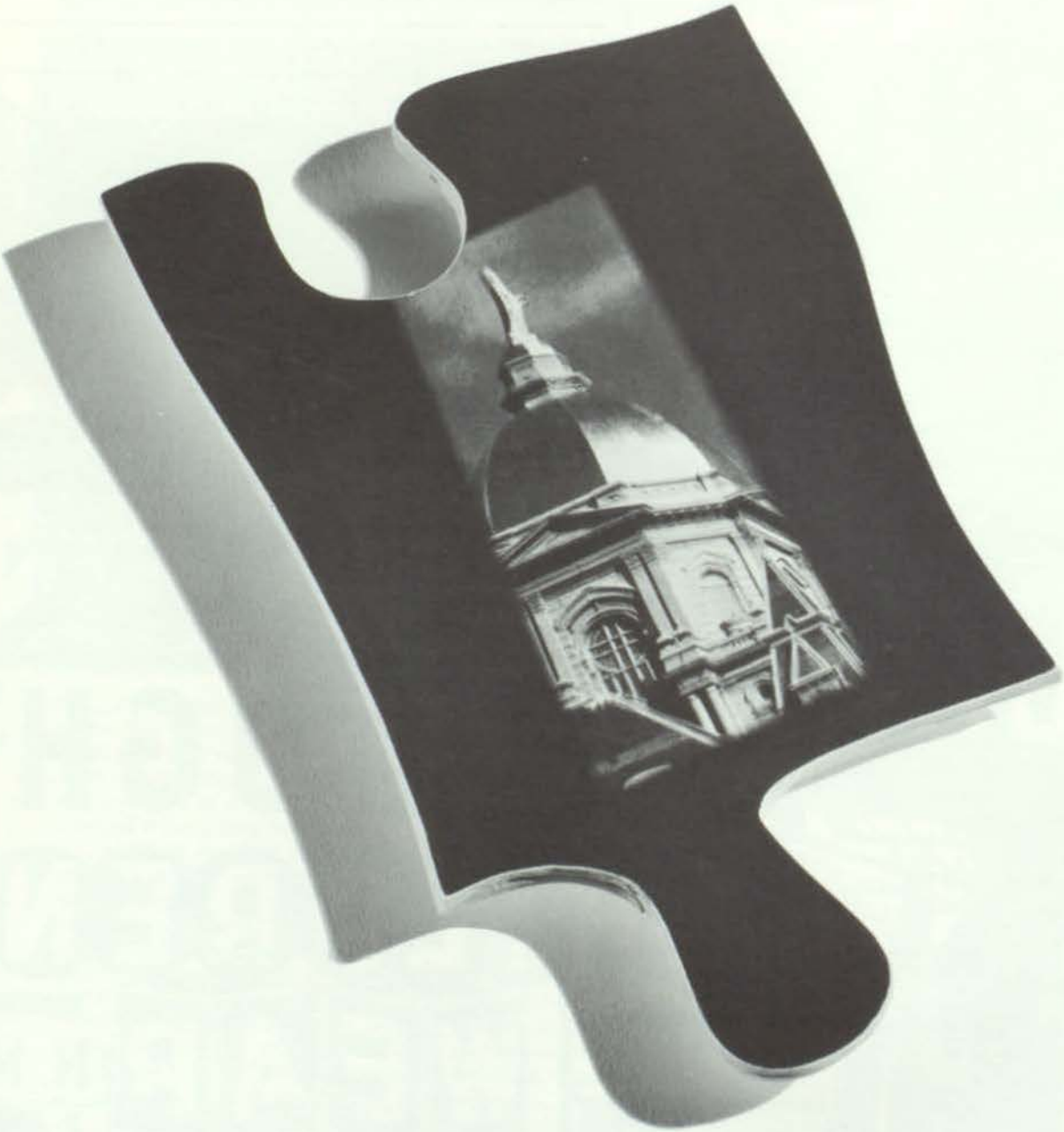
The inner city dweller, plagued by severe and continuous frustration each day finds himself a little dirtier, a little hungrier, a little more despondent.

pink, an approximation of a White man's skin tone. A common reprimand in school was "White children don't act like that." But Black pride was unknown to Art as a child, so he survived these things, for his mother, too, had told him that school was a good thing. The only thing to mar its effect was the absence of his breakfast and lunch. For some children, school *is* a good thing: an escape from the dirt and disorder of the slum to the cleanness and order of the school, and, sometimes, a hot lunch program. For many others, in dilapidated facilities, school is merely an extension of the inadequacy of the slum, having little resemblance to what is called education on the Outside.

In these formative years the Inner City children have been watching television. This is a strange thing. The growing up children see that there is something more than what they have. Saturated with the produce of rich, blue-eyed America, television sows the seeds of discontent within the Inner City, all unwittingly. In high school these youths know there is something wrong with the way things are set up. They grow angry and with their youthful impatience they drop out of school. They fill the street corners at night, making it dangerous for anyone from the Outside to venture in. They excel in violent crimes because the atmosphere is conducive to committing them, and because they lack the education and sophistication to practice the non-violent ones, which is unfortunate, because that's where the money is. They cannot respect the law which protects the status quo, they must in fact be openly hostile to police who enforce the law of the Outside at home. These are angry and irresponsible young people, and anything could happen when they get up in the morning.

Senior Bernie Lechowick is an English major from Mentor, Ohio. Art McFarland, a junior, is from Charleston, South Carolina.


YHOUND
Shop
ENAUGH'S
CHILDRENS
WEAR
N. MAI
JENNING'S
RESTAURANT
DRINK
Coca-Cola



Insight: Notre Dame, itself a university publication, addresses itself in this issue to one aspect of Dean Bergin's "environment and society as it exists at the moment"—the inner city and the university's relation to it. How can universities relate to the problems of the inner city? Furthermore, will they respond? And, if so, how soon?

In the following pages members of the Notre Dame community answer these questions. Administrators, faculty, and students alike express their views and, in conclusion, an alumnus looks to the university from his perspective as mayor of Toledo, Ohio. Their answers are as diverse as one would expect from a community of scholars, and yet, there is a consensus. The university with the power of its many faceted disciplines has a unique expertise and a consequent unique obligation to lend itself to the solving of the problems of the city.

Universities in the Middle Ages were developed so that scholars might find it possible to withdraw from the larger community and pursue intellectual inquiry within their own academic circles. These scholars needed an environment conducive to research and learning. The concept of community service was not overlooked but scholarly contribution was to be of a long range nature rather than an immediate one. The greater knowledge resulting from this work of the university community was to be utilized by each new generation as it sought to effect needed change. Each generation was to make its own mark. Each was to generate needed change by utilizing the improvements, the rewards of new knowledge and new developments. The role of the university was to continue to provide for tomorrow by concentrating on research and teaching in the search for truth. Early in their development, universities were called upon to provide special attention, special emphasis and special training for particular professional groups. In doing this for the medical and legal professions, you have, it seems to me, the beginnings of the public service concept. The emphasis, however was still on training for tomorrow.

But what of the university today? The unprecedented rate of change and the magnitude of the people being affected by change in the world is such that the public service aspect of the university takes on an entirely new dimension. It is true, change has always been with us; but in the past we were given time to catch our breath, to reappraise and reevaluate the changes and their effect upon the social, political, economic and religious environment. Today breathing spells are few and far between. Constantly we are being called upon to act and re-act with almost staccato frequency. The significance of the vast and sweeping changes taking place in our society cannot be exaggerated. They have placed new demands on all of us and the university is no exception. It can no longer educate for tomorrow. Its education must be for today. In its public service aspect the university must provide for the needs of the generation in command—for the mature individuals who must make decisions in light of sweeping social, political, economic, and religious change.

PART TWO: THE UNIVERSITY

BY DR. THOMAS P. BERGIN
Dean, Center for Continuing Education

KNOWPOWER
for a new day

Architecture

New awareness of the city's needs thrives in the minds of Notre Dame architects, among them Frank Montana, Ken Featherstone, Don Sporleder and Brian Crumlish. The target of their wrecking ball is a social structure which has grown too big and inhuman.

A table-top model of a dream community rests in a rear office of the Notre Dame Architecture Building. Tiny homes, schools, lakes, industries, stores and theaters are clustered under a forest of thumbnail trees. This isn't just a teaching aid. It's a model of Spencer-Sharples New Town, a city of the future planned for a wooded area of Lucas County near Toledo, Ohio.

Don Sporleder and Brian Crumlish, associate professors in the University's Department of Architecture, helped assemble the proposed community where more than a thousand families will find respite from the oppressions, frustrations and shackles of the central city. Right now it's only a model. In a few short years it will be a reality and this is the theme of progress the Notre Dame department is implementing. Frank Montana, chairman of the department, describes it as a moving out from the encapsulation of the campus toward a wider world view.

Underscored in the Notre Dame Department of Architecture, as it is in many university departments, is the awareness of the urgent need to improve living conditions and social structures in America. The architects direct their particular energy to the rehabilitation of the neglected areas of our cities. Their prime concerns are privacy, cleanliness, practicality and proximity to employment. Component housing is a term borrowed from the high fidelity enthusiast who adds amplifiers, tweeters, woofers and auxiliary speakers to his original equipment. For the architect it is one solution for those who believe that home ownership contributes to responsible, community-conscious and stable populations. Young couples would purchase a master living unit containing the bare necessities in a selected area. As their income increases and their family grows they would order additional bedrooms, baths and family rooms to be shipped to the site and attached in less than one day. The absence of a burdening debt and down payment could open doors to the pride that goes with home ownership.

Students in American universities, Notre Dame included, are organizing behind NASPA, the National Association of Student Planners and Architects. There is also ferment in the student membership of AIA, American Institute of Architects. According to Prof. Montana, the newly activated consciences of universities have begun to attract increasing attention from members of the profession who see merit in the attempt to break up social structures that have grown too big and inhuman, and are forcing a climate where new ideas can breathe. Many architectural interns are volunteering to serve in community design centers where the new awareness thrives in a ghetto storefront or chapter office of the AIA. Last year there were 20 such centers in the country.

Upperclassmen in Professor Kenneth Featherstone's class adopted a project in Chicago's inner city last year. They prepared the preliminary plans for converting a crowded tenement building teeming with rats, disease and filth into a modern dwelling boasting humane living conditions and many of the latest in architectural innovations. Hopefully, these graduates are developing similar projects in farflung home areas while a new breed of upperclassmen develop fresh programs.

Engineering

"If the university can't contribute ideas and solutions to the problems of the cities, no place can." So says Dean Joseph C. Hogan of the College of Engineering who sees many of the urban problems having a technological origin. To him engineering is a unique discipline at a university because it is a problem-solving profession by its very nature.

Notre Dame's engineering mentor feels that the technological problems of the cities—especially problems like air and water pollution, transportation and low-cost housing—can be solved by the universities. And Hogan doesn't speak from mere speculative theory. Two of his civil engineering professors are involved in water pollution studies. The first is a three year study that has centered on the restoration of scum-covered Stone Lake in Cassopolis, Michigan. The other is a cooperative program between the University and the city of South Bend involving the construction of a demonstration pilot plant which will remove pollutants from municipal waste water. In projects such as these Hogan sees a dual benefit. "The cities are getting help in their disposal problems and the university is generating valuable information which can eventually be used nation-wide." According to Hogan, "Most work in the city is done on a piecemeal basis. Planners look at problems separated from other urban problems. They often fail to recognize that each problem has an impact on other areas of city planning." Here Dean Hogan believes the university can make its greatest contribution to the alleviation of urban problems. "If we have the expertise we claim to have," Hogan asserts, "the university is probably the one place where experts can talk about all the different factors involved, interrelate those problems, and come up with a total, long range solution."

Science

"Scientific research is a jealous mistress. She demands much of your time." Harvey Bender, Notre Dame biologist, puzzled aloud in answer to the question of university involvement in city problems. As an individual in a university community he recognizes an obligation to become involved. But he struggles with priorities—the type and style of service that a trained geneticist might give.

"It seems that our role should have an academic slant; we could be useful in advisory capacities. But I am not solely a university person. I am also a resident of South Bend and, in conscience, must live that role in order to fulfill my own personality."

Dr. Bender answers this dilemma by way of direct participation in a local project. He is an executive board member of the Council for the Retarded of St. Joseph County, a group working to allay the growth of mental retardation, primarily, in the children of low-income families. With the aid of federal funds the Council is establishing motivational clinics to discover and aid those children with the least environmental stimuli to learning. "Naturally the preventive aspect of the work interests me. Work like this entices many of the faculty members and I would bet that individual contributions, as a result, are immense. But a useful idea for a city adjacent to a university to keep in mind is that it has a community of gifted scholars at hand—all diversely trained and all capable of contributing much in relation to their particular fields."

In exploring the manner of best utilizing those capabilities Bender rejects the concept of the university instituting a department of "inner-city affairs." He fears that men of so many varied interests and disciplines working together might lose sight of their own disciplines. "I find that I do my best work with five or six men who can form with me a critical mass." Specifically, for Harvey Bender that "critical mass" might mean a group of biologists working on the problems of human ecology or other environmental problems. Insect control, sewage disposal, air and water pollution would all be of great concern to such a group.

But more specifically what would be of even greater concern to a geneticist? It almost frightens one to hear Dr. Bender's terse summary of man's relation with his environment. "Historically we were at its mercy," the young biologist noted. "Man buttressed himself against its forces. Then, by smooth progression, man began to shape the environment for his own betterment. He turned up the furnace when it was cold; and turned on the fan when temperatures rose. In the future there will be a different sort of shaping. Bioengineering will offer the possibility of shaping man for the environment —genetically designing man."

Regarding the possibility of direct genetic modification, or behavior control, Professor Bender becomes quite thoughtful. "I do not speak of these for dramatic or emotional effect but rather that men will begin to consider the problems that will arise from such work. New value judgments will have to be made. It is the task of the university, with its capacity for free research, to make its findings known so that responsible prethinking can be done." Leaving the office of the Notre Dame biologist and his genetically designed man one becomes more convinced than ever that a university could provide some very unique answers for the problems of the inner city.

Education

Educational philosophy has advanced considerably since the days of the one-room schoolhouse. Notre Dame educators Lee and Hassenger call on the university community to commit itself to a deeper involvement in speeding the solution of society's problems.

Professor James Lee, chairman of the Notre Dame Education Department, takes exception with Cardinal Newman's long-standing premise that the university is solely an educational institution. He contends, "A basic task of the university is to reconstruct society." He looks at university involvement in the urban crisis from the point of view of a scholar who has spent years concentrating on a seething city problem—education.

"The university should not function solely as a welfare agency, but rather as a place where the insights and research findings of the sociologist can shed light on the problem of juvenile delinquency, or where the conclusions of the educator can point up the effects of racial discrimination on educational proficiency, or as a place where scholars can redesign schools to be more conducive to the learning process. We've come a long way, in concept and practice, from the one room school house."

As an individual, Lee finds the practical order of events superior to the speculative and theoretical order. "In the practical order," he says, "government and private foundations have given fantastic amounts of money for the solution of many social problems." Notre Dame has been the recipient of a great deal of private and federal money, and Dr. Lee's department reflects this incentive

with a beehive of research and counseling programs. The Education Department is currently involved in such programs as creating laboratory experiences in city classrooms, providing internships for educational work in the inner city, offering a unique master of arts in teaching program designed for teachers who will work in the ghetto, and forming on-the-job training for graduate psychology students in guidance and counseling. These projects and numerous others, coupled with Dr. Hassenger's Office for Educational Research, make Notre Dame an educator's heaven for creative and long range work in education.

There is a deep sense of dedication in Professor Lee's department of education, and this is reflected when Lee muses on the idea of university action in the city. "It is incumbent in terms of a Christian university founded on the ideals of Christ, who did not spout theories, that it become involved in the solutions of social problems." The educator concluded, "As Christians we have a particular social obligation."

"Power" is the basic problem for Dr. Robert Hassenger when it comes to relating the university to the crisis in the cities. As director of Notre Dame's Office for Educational Research, Hassenger has confronted power in the cities, and he has seen the continued growth of it inhibiting the effective interaction between the university and the city.

The emergence of Black Power in the inner city is one facet of the complex struggle going on in the urban areas of America. For example, by 1975 blacks will control city hall in the city of Chicago — unless, of course, there is a redistricting which would now look like overt racism. This development deeply affects university involvement in the cities. Hassenger feels that "It is a strange time for the university to finally get involved in the city, just when black dominance is coming to fruition. What can the white university do in the black city? The question is not really whether the university desires to become involved, but rather, will the blacks allow it when they finally control the power institutions of the city?" Another manifestation of the power problem emerges when the university, which naturally tends to shy away from political control and power, attempts to work with the city government which thrives on the dynamics of political power. Hassenger sees the cities becoming more and more power oriented while the universities continue to be extremely nervous about power. Dr. Hassenger questions, "Where can the university fit in? In a city power struggle such as the situation recently in New York City with the teachers' strike, does a university even matter?"

Hassenger is a veteran of some of these city-university power struggles in the field of education. He has seen university projects like research programs to evaluate and reconstruct Catholic metropolitan school systems destroyed in power struggles between mayors, archbishops, and the department heads of various universities.

Despite all of the problems inhibiting university involvement in the cities, Dr. Hassenger feels that interaction is the key to forming the vitally needed relationship. More and more, universities will make available to the cities valuable counseling and advisory facilities of the various research institutes within the university. Notre Dame is already involved in that capacity, with several research projects going on in the fields of education, government and other crucial areas of city planning. On the student level, Hassenger sees the undergraduate demand for relevance in education as a catalyst to aid the university in adapting to its academic and social role in the city. "Undergraduates are going to become increasingly involved in the city," asserts Hassenger. "They are going to be moving from school to school within different urban areas. We are entering the age of the peripatetic scholar who will be in a new place every year, looking for a variety of experiences. He may choose one year in bucholic remoteness and the next year right in the middle of Harlem. The university must learn to cope with this transient student population of the future." As head of a dynamic office in The Center for the Study of Man in Contemporary Society, Dr. Robert Hassenger sees a panorama of educational complexities in the city of tomorrow. "We are on the brink of new directions," he says. "What those directions may be in the field of education for both the university and the city is anybody's educated guess."

Law

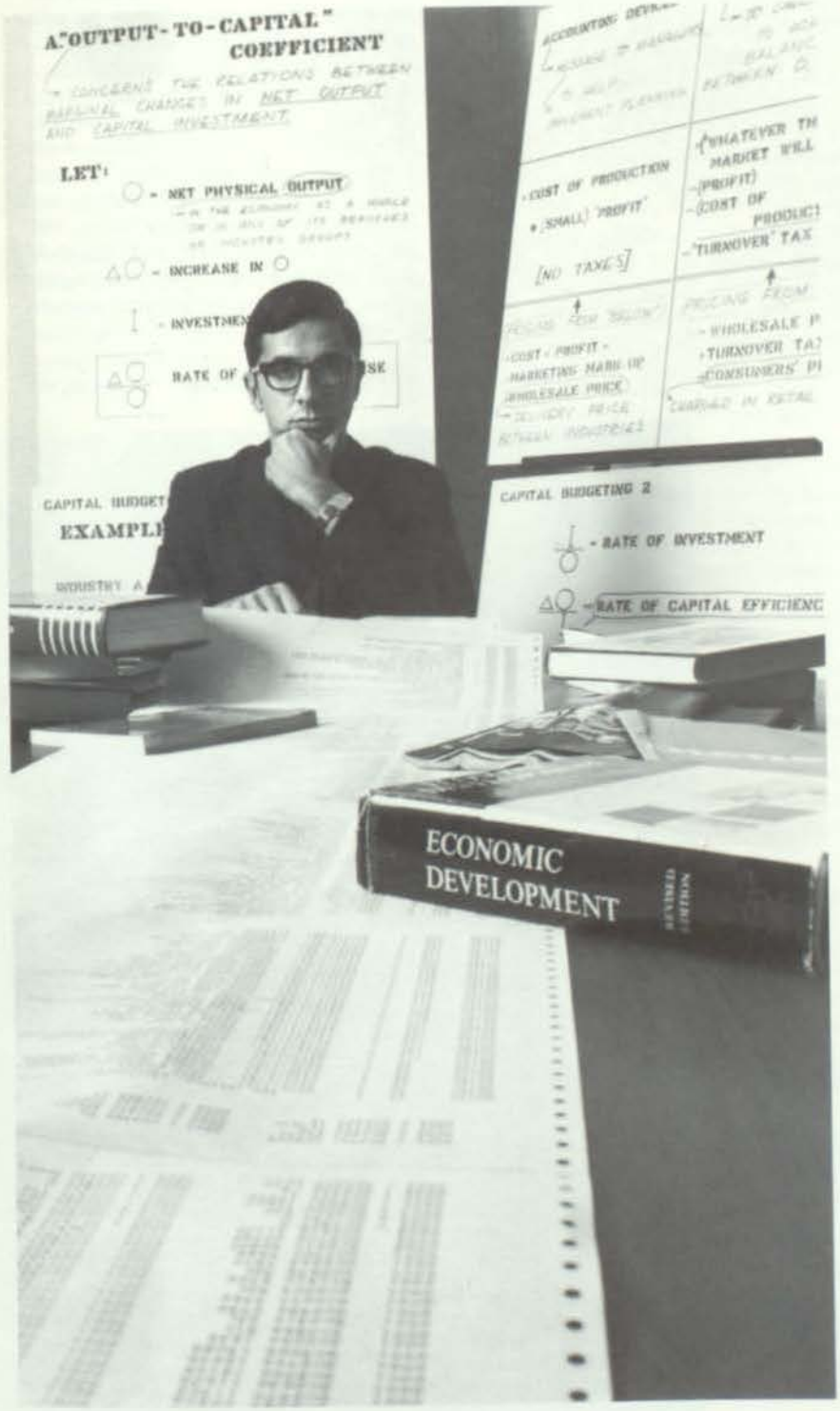
Notre Dame's Bill Lawless looks to the university for help in crime prevention and criminology but feels that it must apply its expertise to the spectrum of critical social and urban problems that have come to the surface in recent years.

"The problem of law and order is, perhaps, the most serious urban problem facing the nation today." William B. Lawless, new dean of the Notre Dame Law School feels that the ever-growing crime rate stems from the breakdown of the American family unit— "the lack of discipline, motivation and supervision within the family." He believes the university can play a key role in the area of crime prevention. "The campus community has a definite responsibility to act to solve critical urban problems, first by collecting and interpreting data. We must know more about our cities—how many deprived people there actually are, what they need, where new housing should be built, and what the inherent causes of the various problems are. The university must also come up with a truer 20th century definition of crime, one that meets the needs of the day."

The former New York State Supreme Court Justice is convinced that most urban centers lack qualified sociologists, penologists, criminologists, lawyers and judges and that the university must educate the people to fill these vital positions. He notes significant changes in legal education directed toward a confrontation with today's critical social challenges. "Generally, legal education has concentrated on laws and procedures to train its purveyors. The new trend in law is to provide a research laboratory for our many social problems and to create better relations with local and state bar associations in an effort to provide more opportunities for our students to confront the real problems they will face in practice."

The experienced jurist is leading the Law School in a broad restructuring of its philosophy. "We now have many of our second and third year students actively involved in local legal aid and defender programs. They do basic case work, research, interviews, briefs and, in general, sense where their services will be most needed in the future."

Lawless is generally optimistic about the future. "For a long time our fathers and their fathers swept under the rug the problems of the impoverished. Our generation has moved a giant step forward in recognizing the problems and bringing them to the surface for view. Now that they're in the open we can, through our separate disciplines — through law, criminology, sociology, psychology, education and theology—work toward the needed solutions."



Economics

"To permit unemployment to exist in our cities is a waste of the most valuable resources we have," says Rev. Ernest J. Bartell CSC, chairman of the Notre Dame Economics Department. "I'd like to see America invest in human capital as the first consideration in the economic rehabilitation of the cities." He goes a step farther. "Racial discrimination in hiring is the most flagrant example of waste."

The young priest-professor sees tomorrow's economist developing areas of participation for the private investor. "Just as the universities have a large stake in the future of our communities," he says, "so do our manufacturing and business firms who not only have manpower needs but are looking for fertile sales areas in the future." Fr. Bartell thinks the universities can help by developing criteria and programs for the profitable investment of private funds. He notes that an added inducement would be the establishment of government subsidies and tax rebates. Increasing costs of manpower retraining, social services and health programs poses an overwhelming burden on state and local governments just when city tax bases are declining.

"Inspired educational programs in our universities will maximize the opportunities for effective urban planning," Fr. Bartell says. "These must be interdisciplinary ventures that will make use of the talents in all departments and will instill in the students the eagerness to come to grips with the need in their particular area of the country," he said. The priest scoffed at critics who say universities are "selling out" to big money, research programs, etc. He sees the major educational institutions vitally concerned with the country's future and involved, as they should be, with convincing "big money" of the urgent needs in our cities.

Theology

The university must educate people and provide them with a personal motivation before it can devote itself to society's practical problems, according to Notre Dame theologians Burtchaell and McKenzie.

"Social Involvement" is a term that has a multi-dimensional meaning for Rev. James Burtchaell CSC, chairman of Notre Dame's theology department. When you begin to understand some of the ramifications which this term has for him, you begin to see more clearly Father Burtchaell's thoughts on the roles of the Church and the university in the modern city. Ultimately, all of his thoughts revolve around the central idea that "all learning is useless unless one thinks in terms of helping his fellow man."

Burtchaell is a strict traditionalist when it comes to defining the purpose of the university. But that is about the only traditional facet in his thought-provoking opinions on university involvement in society. Burtchaell contends that "the primary purpose of the university is to educate its students and faculty, and by its very nature this is essentially a withdrawn activity. The university is trying to free people from overfixation with the present and its problems and encourage them to look back on the problems of history and how they were solved. Then, with this background, they will hopefully look with new insight on our present social difficulties and come up with a solution."

When Father Burtchaell speaks of the

necessity of withdrawal in university life, he doesn't intend that everyone should become a recluse. He encourages part-time involvement of both students and faculty in social action programs, and he yearns for increased cooperation between the student and faculty communities in this type of extracurricular activity. He says, "Part-time involvement in social action is needed because one does not 'postpone' life while he is studying. At all times one should have some involvement like this. It would be pretty hard to educate someone to be humane unless he was so involved." The theology department head also has strong feelings on the role of the Church via parish life in the city. He contends that the Church should be the greatest stimulant of social service, stressing the Christian concepts of helping and loving others. He points out that many parish organizations do such things, giving the example of several parishes in Chicago which carry much of the burden in educating ghetto children who are non-Catholic. However, Father is far from satisfied with the Church's social commitment in the urban crisis of Church finance, complaining that in recent years, parishes have spent most of their fiscal resources in the construction of either new churches or additional school buildings instead of channeling their money into the desperately needed social services.

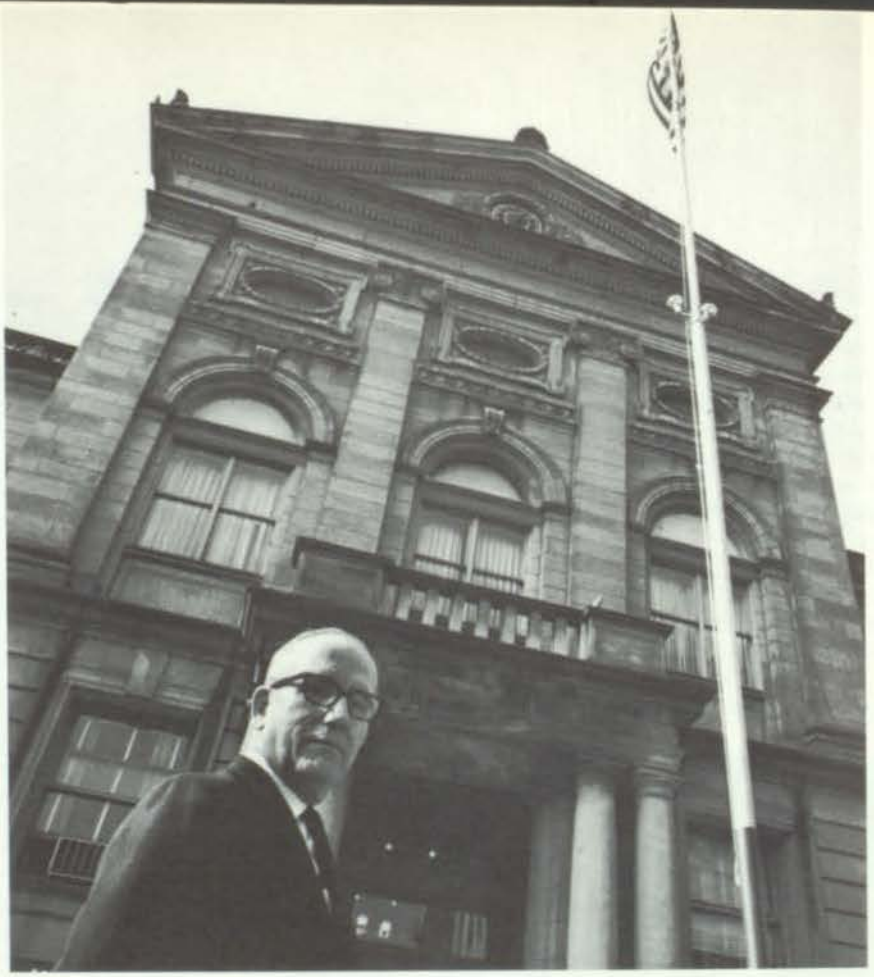
What Father Burtchaell sees for the future in this area is a creative and innovative thrust on the parish level by both layman and priest to involve the Church in badly needed social reforms. Instead of having parishes "adopt" a Latin American parish, they might accept the burden of making a certain area of a city slum more livable.

But where does a university theology department fit into all of this? Father Burtchaell maintains that the university can only work part-time in the nitty-gritty, while devoting most of the time to long range, serious scholarship. Where it will ultimately fit in may be in the most basic and crucial area of concern—in the hearts and minds of men. "If the city needs anything," Father Burtchaell adds, "it needs faith, and hope and love."

"All I wanted was a ticket to Poughkeepsie," the theologian reminisced. "But the ticket agent was so absorbed in the giant TV flashing pictures of man's first orbital flight that he paid little attention to me. At that moment I needed Poughkeepsie; the moon could wait." Rev. John McKenzie SJ, scriptural scholar residing at the University, tends to the problems at hand. "People are starving and dying now. Their claims are valid. To me their plight comes first." Despite his conviction that there is much to be done now in alleviating the social ills of the city, Father McKenzie doesn't believe it falls to the theologian to spell out specific methods or establish priorities. "As a theologian I cannot tell you about the city's public transit system, housing projects, air pollution. But I can tell you about the city's people which is the one thing that theology should really be concerned about."

McKenzie drives a hard bargain when he says that ills of the city will only be solved with religious motivation. As a scriptual expert he proposes a scriptural bargain. "Go sell what you have and give it to the poor." He is rather cynical about many of today's solutions. It seems to him that everything is to be achieved without giving anything up. "In theology we study God's manifestation of Himself. His form of life can be perceived." From such perceptions McKenzie believes certain techniques should emerge.

Does he see the Church struggling to manifest these techniques in his remarks on authority and structure? "The Church in the new city will have to have a different concept of authority. It will be a less political, more Christian authority. In the realm of political authority we don't expect people to go overboard for us; in Christianity we have the right to expect them to do so." In clarifying the changing structures of the Church McKenzie points out the long overdue burial of the large city parish. "It is already a dead pigeon. I don't know if fragmentation is the total answer, or if it can achieve anything at all. But at least the new forms will be more than spiritual service stations."



Government

Governmental efficiency on the local level is one answer to the nation's menacing urban problems according to Notre Dame political theorist Paul Bartholomew. He calls on the university to provide the basic research that will breed efficiency of government and formulate a basis for action.

The street department run-around and the problems associated with garbage disposal and building inspection are all part of the governmental inefficiency that Notre Dame political scientist Paul Bartholomew sees at the heart of many of our pressing urban problems. "Where you have a host of overlapping jurisdictions, as we have in most of our big cities, the net result is governmental inefficiency and a breakdown of law enforcement and all that goes with it. The element of inefficiency continually pervades the picture. For example, a recent study indicates that there are between 1,000 and 2,000 separate governing units in the Chicago area. It's this type of duplication that contributes to a lack of coordination in attempting to solve the problems of the inner city. If something is going to be done about the problem on a comprehensive basis viable local governments will have to be established—governments that can pick out goals and proceed to them without countless shackles."

Bartholomew believes the university has a definite relationship to the problem. "The research for the solutions to these many problems must come from the university realm. A very real first step would be the determination of what can be done to guarantee efficiency within the governmental structure. We of the political science discipline must formulate a theoretical basis for action." The former consultant in Chicago Mayor Richard Daley's urban renewal project maintains, "Once the underbrush has been cleared away the sociologists and economists can proceed to point out solutions and the governmental structure can implement the solutions." Basic to the whole problem, as Bartholomew views it, is the matter of human attitudes. "You can have the greatest structure in the world and the finest organization on paper but without proper attitudes you won't get far. This applies to the system of government as well. Before a change in governmental structure can come about the fellow living in the suburbs is going to have to abandon the attitude, 'We like it here the way it is and we're going to keep our area air-tight.' Here again, I think the university comes into the picture because its prime objective is to educate and a big part of education is attitude."

Reiterating his watchwords, Bartholomew says, "We must create an organizational set-up that breeds efficiency. Only in this way will we be able to direct the tools of government toward practical solutions to our urban problems."

Sociology

Ask a sociologist for a remedy to the problems of the central city and you taste the smorgasbord of Pandora's Box. To the trained sociological researcher the city is a realm of control groups, variables and casual relationships where conclusions and opinions are as varied as the backgrounds of their authors.

Among Notre Dame sociologists there is an agreement on at least one thing. Migration is the key factor. Underprivileged and black families by the thousands are moving from the rural areas and the south to the cities where they occupy the discarded dwellings of suburbia-bound refugees. Suffocation is uncontrolled.

These American migrants, many with less than average educational backgrounds, find unskilled job openings limited, living conditions deteriorated and educational opportunities cramped. Thus begins a piling on of problems that never quite ends. City governments face the need for additional funds to house and feed the swelling urban population at the same time their tax bases are dipping to new lows. So the city, hoping to combat the added cases of unemployment, school dropouts, delinquency, crime and racial disturbances, goes to work on a solution.

Leaders in the community and leaders in the academic world are brought together for their practical and theoretical knowledge. "And we can and do help in certain instances," says Prof. Frank Fahey of the Notre Dame Sociology Department, "but not always in the problems selected by politicians. More freedom should be given to the people in the universities to select the areas where they can work effectively and with more cooperation."

William D'Antonio, chairman of the Notre Dame department, scowls on the notion that any program started is automatically going to be successful. "It may be naive on the part of the citizens to expect a three-year solution," he says. "But it may be even more naive if the scientist expects a solution to every problem. I think we tend to want answers more often than we as scientists have a right to expect them," he adds. An authority on community power, national images and Mexico, D'Antonio points to the millions that are spent annually in cancer research, military projects and the like. And D'Antonio adds, "No one suggests that we scrap these projects."

Dr. John Koval, a specialist in occupational sociology and youth problems, remembers one notable failure. This was a highly professional study on juvenile delinquency in Oregon where a large and extremely qualified staff was recruited, adequate research money was available and permission given to restructure existing programs. "After the first year and a thorough analysis of our program we realized we weren't going anywhere," he said. "Another three years and a fourth evaluation in all areas and on all levels resulted in no difference. With an annual retooling we weren't able to measure a dent anywhere, even in places where, at the surface level, we were sure we had. We thought we could do something and I'm still not convinced we can't. It's just that it's not as simple as when we sat in the university and said, 'We've got the answers. When are you going to ask for them?' It turns out we didn't have any better answers at all."

Richard Lamanna, another professor who has participated in the study of race relations and urban sociology, believes the eyeballs of the university must be higher than the community in which it is located. He is convinced disadvantaged minority groups are having trouble in our inner city, "not because they are living in the inner city, but because a society has failed them or their parents before they were living there." He sees the problem as one of national scope just coming to a head. Technology is forcing more than 800,000 people each year to flee the farms, coal mining areas and cotton growing states and to seek refuge in the cities where employment possibilities appear bright.

"But part of the university's difficulty in feeling obliged to help solve the problems of the nation is that it can only deal effectively on the local level," says Dr. Joan Rytina, a specialist in perception of economic opportunities. "If you aim for the overall distribution of income or the national labor market," she adds, "you are out of your realm. One function we can perform is analyzing reports of projects and telling the students what is nonsense and what isn't." The visiting professor thinks that some of the things sociologists suggest, like integration, will not get widespread public support. Nevertheless, she'd like to see more of them attempted at the community level, "because fundamentally I have the muddle-through or drip-drip theory of social change."

What's the solution? Lamanna suggests: get more money in the hands of the poor to equalize opportunities; expand available opportunities in disadvantaged areas; and provide the make-work situations for those that can be employed. D'Antonio proposes, in addition to family allowances, more progress in the early socialization process of children trapped in poverty, where their learning of the middle-class language in school would not be nullified when they returned to the disadvantaged environment. Dr. Rytina would concentrate on the labor market where 60 percent of the people currently defined as poor have no jobs or are looking for jobs. Supplementary income is suggested for the other third. "To sustain this thing we call our society before it destroys itself and to suppress the blatancy of the problem," Koval seconds the aforementioned ideas. "Then I'd throw out all the things in the middle because we don't know what we are doing there. Finally, the focus should be on fundamental research on the panacea as a way to understand how world social reality works. We need to run experiments on a more sizeable scale, to find out what are the causal relationships of two or three or four social programs interacting in a community," he concludes.

Student View

"Universities in general and Notre Dame in particular are not utilizing their full capabilities to alleviate the critical problems confronting the cities today." This consensus opinion resulted from a student forum on the university and its relationship to the urban crisis. INSIGHT organized a group of students with varying backgrounds and majors who have demonstrated an interest in the problems associated with poverty and asked them for their views on the university's relationship to the critical urban crisis facing the nation today.

Out of the forum came three recommendations: 1) the university should take a more active advisory role in shaping governmental attitudes and programs; 2) it should actively recruit more minority group students; and 3) it must strive to educate the typical white middle class college community, alumni and students to the basic problems existing in the core cities.

Two of the participants, drawing from their own personal experience, supported the first recommendation. Vince Spohn, who spent the past summer as a supervisor in San Francisco's Neighborhood Youth Corps, listed the university's capacity for research and counseling as primary, "because many of the governmental programs existing today are using out-moded and archaic methods to solve the relatively new and complicated problems of the poor and they simply aren't effective." Don Wycliff, a black senior majoring in government, shares Spohn's apprehension about current government techniques. He is particularly concerned about the transferral of UPWARD BOUND—a summer program geared to pre-college disadvantaged students—from the jurisdiction of the Office of Economic Opportunity to the Health, Education and Welfare Committee. Based on his two years experience with Notre Dame's "UB" program, Wycliff believes that the flexibility of the OEO approach was its greatest merit. "The government gave us the money, required a few basic guidelines and allowed us to shape the program around the kids. In the new program HEW inspectors will check periodically, dictating how and what must be done, in effect destroying the flexibility of the program."

The group agreed that while the role of counseling was an important function, the university should not limit itself to "Monday morning quarterbacking." Steve Moriarty, a senior theology major with a background of two summers working in the west side ghettos of Chicago stressed the importance of recruiting minority students. "Recruitment of black students —this is where the university is really failing. Natural leaders arise in every culture and society. The university must lend itself to providing the leaders of the underprivileged and minority cultures with the opportunity to educate themselves and, subsequently, to educate their people." Statistics implying that the number of students with college potential in ghetto areas is low were generally disputed by the group. They felt that the university should take the first step of waiving entrance requirements for minority group students, subsequently allowing them to become exposed to the mainstream of education and provide compensatory help so that they can "catch-up." Spohn stated that, "some schools are doing this already and causing a lot of debate in the process. But the

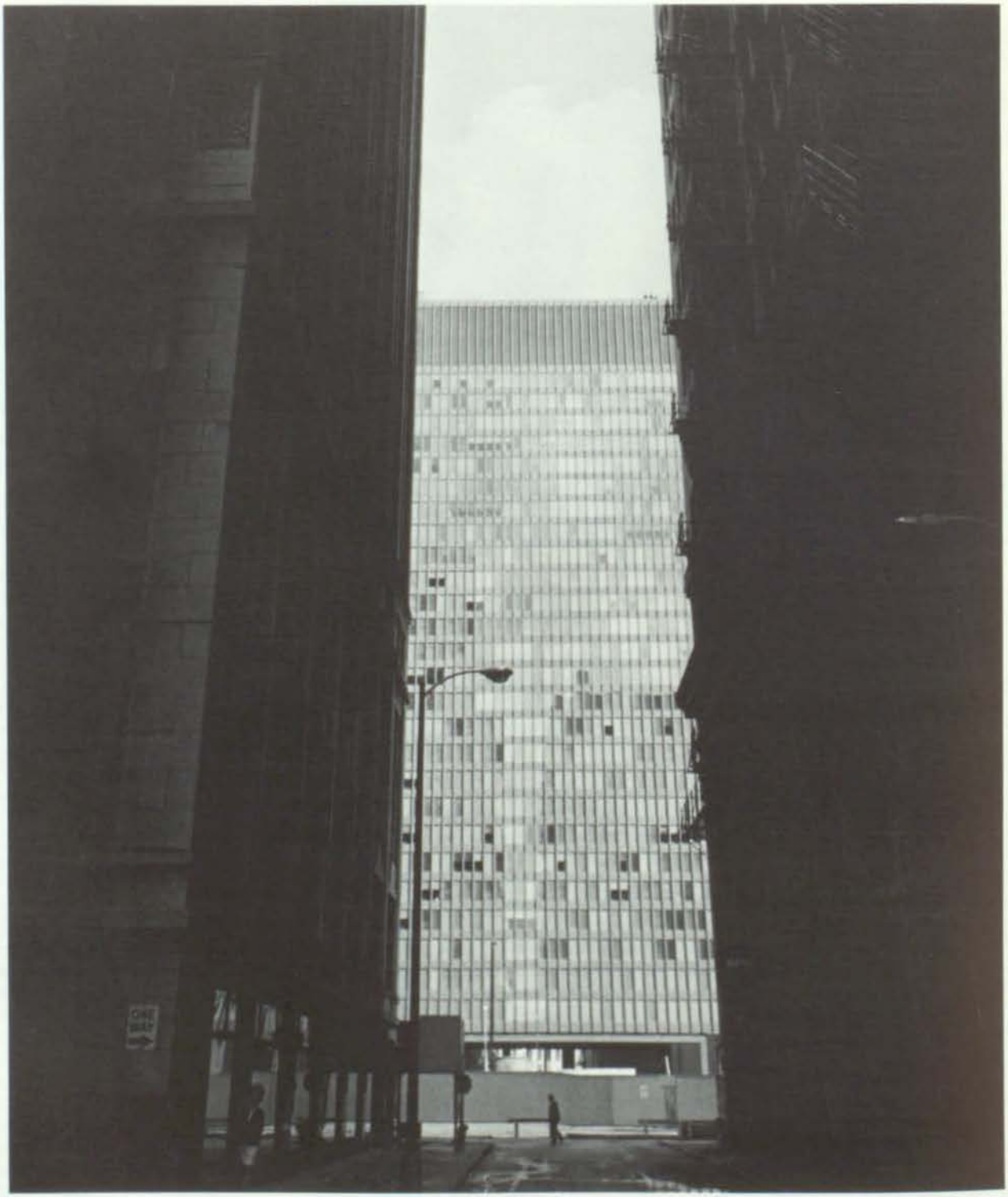
merit is that these kids are being allowed the chance to get an education and everyone involved is learning something, especially the university communities."

The third recommendation was a natural result of the forum's general agreement with the Kerner Report on racism. The group proposed the use of various educational means directed at both students and alumni as a weapon against white racism. Chris Kennedy, a St. Mary's College junior who spent the past summer working in the ghettos of Harrisburg, Pa., believes that the university should attempt to draw more alumni into direct participation in urban affairs, "not so much to help the disadvantaged as to help themselves understand what it's all about." Cluny Shiel, also from St. Mary's, who shared Chris Kennedy's experience in Harrisburg, feels strongly that firsthand knowledge of environmental hardships is a necessity to teachers to better understand the needs and mo-

tivations of children who are products of poverty. John Garvey, director of ND's Big Brother program, added that it's going to take an effort from all factions of society to coalesce and form a "receptive community" to obliterate white racism.

The forum placed great emphasis on a university effort to inform and involve its alumni because, they emphasized, they are the people who are face-to-face with the critical problems on a day-to-day basis and can most effectively solve them. Minority private enterprise was described by the students as one of the more effective ways to instill pride and provide a means for the underprivileged to pull themselves up by the bootstraps. The racism charge was also levelled at the ND student body. Moriarty feels the difficulty rests in basic attitudes. "Notre Dame turns out a lot of people who say 'I worked my way up, why can't they?' If this University can turn out top business leaders and professional men and still neglect to impress them with the problem of racism, it fails miserably." Knowing that poor and black are most often synonymous terms, a Washington, D.C. "ghetto graduate," Rick Ward, suggested that universities establish programs that would make it possible for students to obtain scholastic credit for working in the central cities. "This is the only way to really understand the problem—to get out and get the feel of it, to involve yourself in it."

There was no polite side-stepping involved in the forum. The issues were confronted openly and discussed. Some practical solutions came from the meeting and there was a lot of soul-searching because answers to problems of this magnitude involve much more than talk. Garvey synthesized the consensus most accurately by stating, "If there is anything significant in the fact that Notre Dame is a Catholic university, it is that we must be concerned with turning out moral leaders, not just leaders."



An Alumnus Mayor and His City

The shrill of sirens in the night, trips through steaming ghettos on summer afternoons and the handicapping red tape of bureacracy day and night are no strangers to Bill Ensign '50. As mayor of Toledo, Ohio, the nation's 31st largest metropolis, he finds himself enmeshed in circumstances that breed some of the most critical urban problems in the country today.

A relative newcomer to politics, Ensign in his second year as mayor has plunged headlong into the project of alleviating many of his city's difficulties. He feels Toledo is typical of urban centers confronted with crime prevention, race relations, air and water pollution and inferior education. However, he points out, "Much of the difficulty in offering solutions to the ills in our urban centers today arises from the fact that very few people—many times those who are trying to solve the problems—actually don't understand what the problem is. I find a tendency among those who have the responsibility of offering solutions to seek quick and easy one-shot answers."

The mayor believes the classroom approach now fostered by most universities is often far-removed from what actually is taking place. "I would suggest that universities might invite 'practitioners' to meet with students on a regular basis to better acquaint them with the real situation."

At the same time, however, Ensign is encouraged by the potential good that can come from a university-city relationship. "I feel that the university and the city must develop a strong partnership," the mayor maintains, "combining the capabilities of advisor and practitioner in order to come up with effective solutions to our burgeoning urban challenges."

There are concrete examples of the cooperation between town and gown, the most prominent of which is Toledo's Spencer-Sharples New Town currently under construction north of the city in a cooperative effort with Notre Dame's Department of Architecture. "The University's impetus was at the base of this new program. By it we were able to find out what our people actually wanted and needed. We found that their desires and needs were pretty realistic and the help furnished by the University gave us a broader base upon which to develop our project."

Ensign cites a number of areas in which the university can offer immediate aid in alleviating unhealthy urban conditions. "The university can help establish data bases which are essential to a proper analysis of problems. It can offer more specialized programs designed to accommodate various segments of local and regional government, such as police science. And it can stress the importance of urban research. We have to come up with new methods and new techniques—programs and concepts that haven't even been thought of yet and I don't know where they'll come from if not from the university."

He adds, "Here in Toledo we've been fortunate to have had constructive help from a number of universities and we like the results. We'll be glad to try new ideas and programs in cooperation with the university in the future."

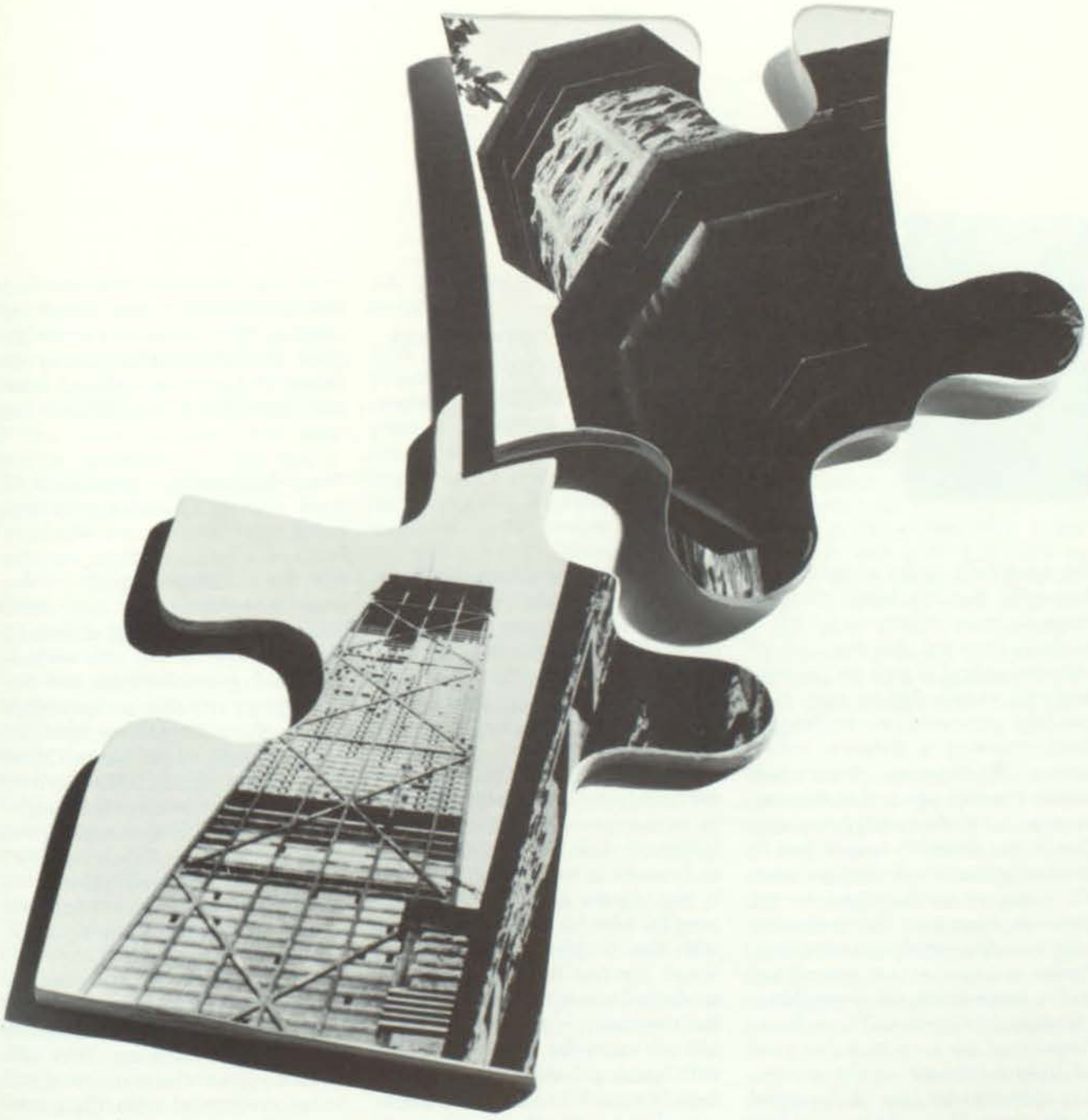
Bill Ensign is a man who has come face to face with urban crises. His plan of attack has been a head-on collision and his methods include using the expertise and resources provided by learning centers around him.

The problem of the cities is extremely complicated. It's a legal problem as much as it's one of equal opportunity. It's a problem with political, social, economic and moral implications. It relates to the social sciences as well as to esthetics for it seems that we have purposely made our cities ugly places in which to live. It touches all of the physical sciences as well—it relates to the air we breathe, the water we drink and the noise that rings in our ears day and night. Countless factors have arisen to bring about the problems of the city. People are now leaving the central city and moving to the suburbs, leaving the core to the poorest who only have access to the worst and most degrading facilities in which to live. There is no simple panacea to the causes of the problem. The only prevailing answer is that in general the minority populations of the country have not been given equal opportunity to advance themselves. How can many generations of inferior education be overcome? About 90 percent of the black population in this country is in poor schools. The underprivileged have access mainly to menial labor at sub-standard wages leading to poor housing and therein develops the vicious circle of poverty. Pulling all factors together it becomes apparent that what we really have in the US is a huge underdeveloped country within the most advanced country on the face of the earth. There is much speculation as to what the university can offer in bringing about solutions to the problem. Indeed, some question whether or not the university should even become involved. One school of thought accuses the university of coming off quite badly in its relationship to the urban crisis and proposes that there is much to be done in the future. Another school feels that the university is being asked to do so many things in

PART THREE: THE ENGAGEMENT

BY REV. THEODORE M. HESBURGH, C.S.C.

Striking a BALANCE between two extremes



Basically, the university can do two things . . . it can bring informed, disciplined intelligence to bear on the problem . . . and it can foster an interest among people who should be involved.

the pragmatic order of service to humanity that it's being diverted from its main objective which is to push forward the frontiers of knowledge and to pass on the new and old knowledge to each succeeding generation of students. I think there is a balance somewhere in between these two views. I would agree that the university can't do everything and that it can do much in one line of endeavor that might negate what it's doing in another line. In the time of Newman the university was merely a teaching institution. Today universities are committed to the three functions of teaching, research and service. These functions must be kept in some kind of fruitful balance so the university doesn't become a lopsided institution. The whole problem can be brought into perspective by looking at the city as a living laboratory. A university's faculty and students together should become involved in research relating to the myriad of urban problems and should be able to check their results in microcosm—in the laboratory of the city. It should be a great advantage to verify research results in a living, functioning laboratory that is near the city.

Basically the university can do two things in moving toward solutions to urban problems. It can bring informed, disciplined intelligence to bear on a problem. Moreover, it can foster an interest among people who should be involved with the problem. We shouldn't forget the fact that by interesting students in this kind of problem the university is turning out people who may be disposed to devote part of their professional lives in search of solutions, wherever they eventually live. The university should afford them the opportunity to learn the depth of the problem so they might meet it realistically after graduation. In that way they can approach the problem with some understanding and motivation to do something about it. If this result can be multiplied throughout every university in the land we'll be making a realistic approach to the solution of many problems.

There is already a good deal of work relating to urban problems going on at Notre Dame. We have initiated a series of legal services for the underprivileged in the area. The University has done countless studies on the economic development of the area including housing, employment and discriminatory attitudes and practices among the different segments of the city population. Notre Dame students are significantly involved in area projects such as the Neighborhood Study Help tutoring program, Big Brothers, Reach Up, CILA and Upward Bound, as well as many other similar programs around the nation in the summer.

Although much is being done, what we really must do is pull the entire complex together into an urban studies program that will involve all of the various disciplines concerned with the problem. We think the problem is one we cannot afford to avoid and, consequently, we are in the process of instituting an inter-disciplinary urban studies program at Notre Dame. No university can

disassociate itself from the problem, given the crisis in America and the world today. The university must involve itself in a way that includes every single interest and capability at its disposal. But at the same time we must also involve ourselves in a way that is not distracting from the main purpose of the university.

The problem's solution will not simply be a matter of making laws. It's going to be largely a matter of attitudes. It's going to be a question of motivation and one of making equality of opportunity available to all. It's going to be many things; but all of them have an intellectual content and all of them are amenable to an intellectual approach which is proper to a university. Again, the universities must not disengage themselves from the major domestic problem facing our country and many countries of the world. Whatever the university does, however, it must do according to the modality of operation proper to a university. We must evaluate the problem from an educational point of view and from a research point of view. We must realize that the service we render will not cover the broad spectrum of the world. Rather it will likely be nearby in a kind of prototype or pilot experiment and the eventual solutions will come in microcosm not in macrocosm.

One notes that there are two phases in every kind of social revolution. One is to attempt to achieve something akin to a national consensus. The second is to implement that consensus on the local level. Many of the proposed solutions to the problems of the city will relate to making equality of opportunity a reality for people in a given local situation, thus decentralizing the problem. It's a problem which is organically connected. It's not an economic, social or legal problem alone. It's part of a total complexion of attitudes and motivation that must be organized in a way that is conducive to solving the problem. The road to social improvement is a rocky one. There are numerous obstacles and most of them are human obstacles. If we can get a man on the moon, which I assume we'll do in the near future, we should be able to arrange for a man to have a decent house, a decent education, a decent job and decent participation in the political, social and cultural life of his community. If we can solve the problem of getting a man on the moon with all its complications, we certainly should be able to solve a problem which is much less complicated from an environmental point of view.

Ideas are integral to the solution of the problem, as well as to the good intention of the general population. And this has many educational implications. Solutions to the problems of the city will take money and the country is certainly capable of developing the necessary money. But money alone won't do it. What good is money in the hands of a black man if it will only buy half as much in the housing market as the money of a white man? And just as sad, what good is the money if the house he wants to buy isn't available to him because people don't want a black man living next door?

There are countless factors to be considered but the overall value of utilizing the city as a laboratory is that many of these untested solutions can be evaluated in a small, controlled environment. If we attempt to apply untested solutions to the problems throughout the country we may succeed in creating confusion and counterproductive measures. Hopefully, the involvement of the university will make for controlled experiments under the best of circumstances which will subsequently produce some useful conclusions as to what will work and what will not.

The creeping urban plight in America's cities is overwhelming. For certain it is not a problem for a few to face. Just as surely, masses of arm-chair Americans asking "What can I do?" will not eliminate racial discrimination, improve sub-standard housing or ease unemployment. The issue is no longer one of finding out what the problems are. They have been determined, dissected and deplored for perhaps too long by too many who have stopped too short. What is desperately needed now is for America—and particularly affluent America—to generate the initiative, imagination and energy to save the cities. Unfortunately there is no master blue-print, no simple instruction sheet for those who would ask "But what can *I* do?" At best, magazines like INSIGHT can only hope to establish a general awareness of the plight. The rest is up to YOU. Ready made solutions are not found on these pages, but they are within the grasp of your imagination and determination. Look at your city. What are its needs? They are most likely glaring at you daily. If not, get on the phone. Call the Urban League or the Welfare Department. Inquire at your place of worship, the local school board, the community hospital. Contact your political leaders. Find out! Many individuals who have already begun to help are working in groups, others are doing it on their own. The mode depends on the man and the city. Organizations —especially fraternal groups such as university alumni clubs—can be particularly influential in effecting change in the city. It often demands going out on a limb, taking a risk or two for the sake of justice and peace in the city. Whether by professional expertise, financial support or political influence, you and your organizations—working in such areas as education, employment and race relations—have the power to save the cities. And lest you wonder if the cities are really your problem anyway, it might be helpful to recall that "if you're not part of the solution, you're part of the problem."

AND YOU . . . part of the problem, or part of the solution?

FACULTY SKETCHES

WNDU calls him the "first professor"; his students have dubbed him Socrates; and his wife considers him quicksilver. His name is

FREDERICK J. CROSSON

And this is a study in two parts of Notre Dame's dean of the College of Arts and Letters.

Part I: "I have been accused of being academic."

It's amazing how a man can step over years of his life in just one sentence. "I was brought up in New Jersey and from there I went to war." Then leisurely, Dean Crosson describes that portion of his life most important to him: his education, teaching and research.

"After the war I attended Catholic University where I began in economics. But," he then chuckled, "I was later seduced into philosophy. Next came the University of Paris and my great interest in existentialism. I took most of my course work there, wrote my thesis for Notre Dame and after a couple more courses received my doctorate."

In 1951 the student Crosson arrived in Paris, a city still very much affected by the aftermath of the war. Existentialism was prevalent and one of its leading proponents, Merleau-Ponty, co-editor with Sartre, became a real educative force in Frederick Crosson's life.

"He introduced me to a philosophical position that gave me a sense of dealing with human realities rather than abstract metaphysical principles," Crosson recalled. "The phenomenological method of inquiry, which gives such a primary place to the attitude and assent of the knower, forced me to be more aware of the notion of the individual. I was influenced by Gabriel Marcel's thought that relationships define the person."

For teacher Crosson, the conviction that one's first concrete experience is always the experience of communion with another person cast a good deal of illumination on his reading of literature. He began to see the *Odyssey* as a quest for identity. Odysseus could not be happy on Calypso's island because he could not be who he was, husband of Penelope, father of Telamachus, son of Laertes. Until he could again step into those relationships Odysseus remained a non-entity.

In 1953 Professor Crosson himself stepped into a new relationship that was to establish his identity on the Notre Dame campus for the next 15 years. The University began the General Program of Liberal Studies and Fred Crosson became one of its most enthusiastic supporters, first as seminar leader and eventually as chairman. Dean Crosson's enthusiasm for the program has not lessened. He considers one of its aspects, the great books seminar, a real answer to the needs of today's students.

"The seminar discussion is brought to bear on a person's life and on the world that everyone must come to grips with. It provides a meeting where students are addressed in the total sense of that word."

Looking back to his time as seminar leader Crosson recalls how much he personally gained from the re-reading of great works and the ever-fresh reflections of the students. (A particularly "fresh" one: "Imagine what a surprise when a student discovered a grammatical flaw in *Oedipus Rex!*") He added that students frequently had the power to elicit new insights from him. (Here a touch of humor as the dean related how he would hurry out at the end of class to jot down his new "discovery".)

The skill acquired in leading the seminar helped him in another project. South Bend radio and television station, WNDU, began a discussion series featuring Notre Dame professors. Fred Crosson was asked to chair the weekly programs and soon became known as the "First Professor".

Looking ahead now as dean of the College of Arts and Letters, he hopes to expand the seminar program, especially with the freshmen who are most in need of personal encounter. Other designs for the future include more inter-departmental programs and a banishing of the "Continental Divide". (Dean Crosson's colorful term describing the present system that forces a student to choose his department at the end of his sophomore year, ready or not.)

Lastly, one final quote reveals the wide spectrum of his academic interests. "I do not think we have to throw away everything that is traditional. Thomistic philosophy has had a strong intellectual influence on me. I would be the first to acknowledge my debt of order and hierarchy to that system."

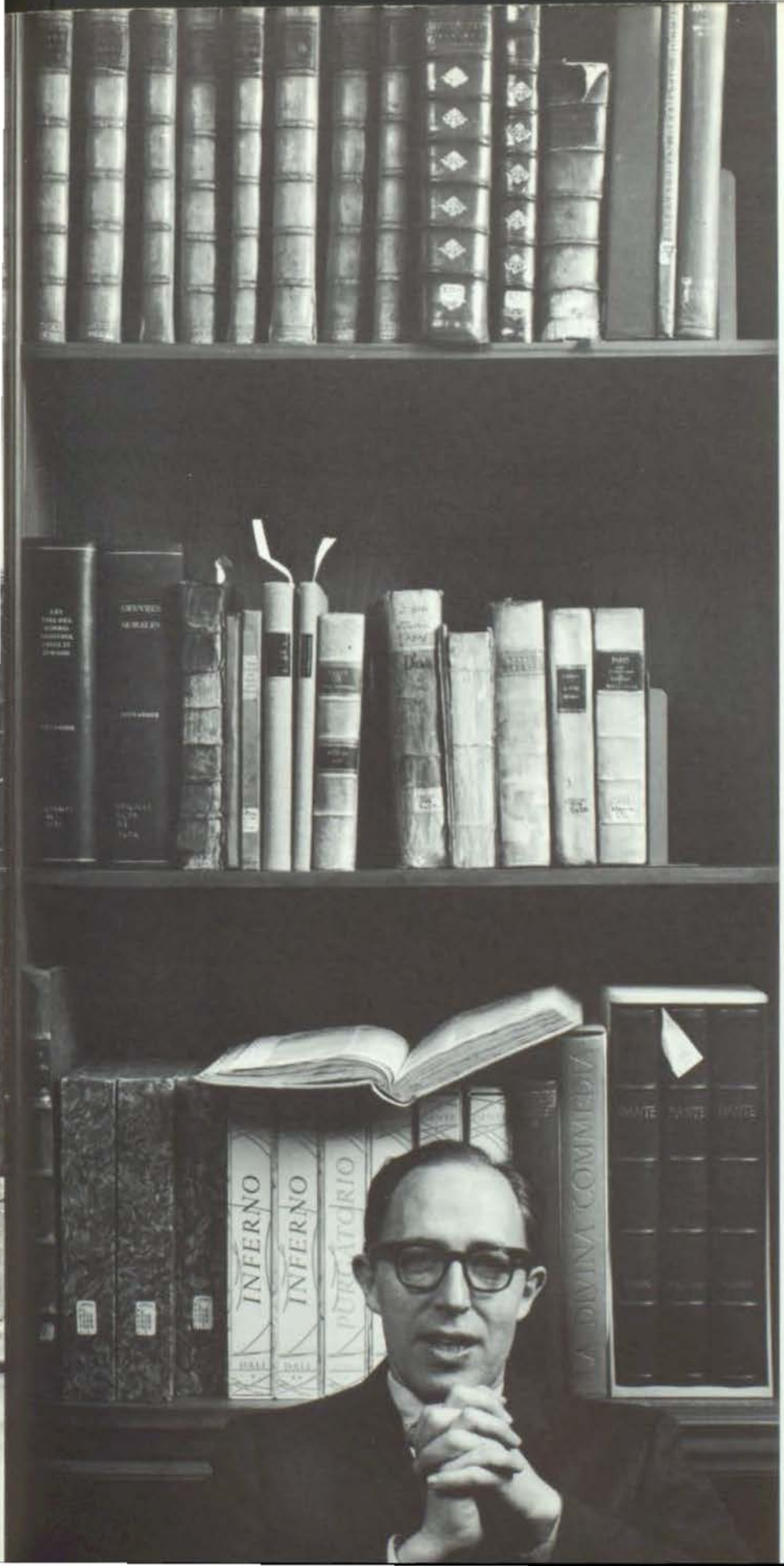
Part II: "He is not a simple man."

There is a Notre Dame senior who gave Dean Crosson's name in answer to the question, "Who would you like as a guide through Dante's *Inferno*?" The same student also tells of the dean's charismatic power in the seminar and of his ability to quickly psyche out and re-formulate a student's view. But the student admits he's one who never gets too enthusiastic about such matters. He offers to put you in contact with a fellow student who "really will talk about Crosson." Once found, the second student had much to say about the Dean and a seminar held in Crosson's home.

"We were to discuss *Moby Dick* that night," said the student. "But my attention was divided between a modern metal sculpture of Don Quixote and a great old fireplace with a table of chess in front of it. The diversity reminded me of the Dean himself. And can you imagine how human Crosson seemed to us sophs when, for refreshments, he gave us a choice of soft drinks or beer?"

Professor Willis Nutting added his impressions. "Fred Crosson is one of the most convinced Christians I know. And he makes it all practical by his concern to present Christian beliefs in a framework of phenomenological thinking. That way the beliefs are not so foreign to the way people are thinking.

"The dean is a genuinely good guy." Nutting adds. "He has a real concern for the students. I remember one time when a man turned in a senior essay that was very much better than what



we judged him capable of doing. Fred said that it would be a very serious thing to accuse him without evidence. 'It could shatter him if the fellow had worked very hard and we said we don't think you are that good.'"

Professor Nutting concluded "Above all Crosson has some "great kids" and that says a lot about any man."

At 1307 East Jefferson, five-year-old Ben and Mrs. Crosson give the final clarifying word. "He is like quicksilver. And since our days together at Catholic U and the Sorbonne and the 15 years of our marriage I am constantly discovering something new about my husband. He is not an ivory tower person."

As Mrs. Crosson relates the Dean's activities one thing, at least, was explained. Jessica, Christopher, Veronica and Benedict have every opportunity to be those "great kids" whom Willis Nutting mentioned.

Their mother explained that Fred not only gave the children ample of his time, but he was concerned about the quality of that time. Each child receives special attention.

"Chris likes cars and so Fred takes him to see them. Veronica thinks there is nothing like eating on the Notre Dame campus; so the two of them do that together. When the older girl was studying Indiana history her father took her to see Council Oak. And even Ben can now join the group around the fireplace as Fred gives lessons in chess playing. Nor is their father above a game of hide-and-seek or pool when there is an excess of energy around."

Mrs. Crosson herself found it difficult to sum up this man. She told how he realized that as administrator he would have to make undesirable decisions but that he would always be true to himself and, perhaps, it is that ideal that keeps him from being predictable.

As Ben sent a "mysterious mile of string" down from the second floor his mother wanted one last word. "My husband always tries to put himself into the other man's frame of reference. I do believe that is his life-style."

—Meg Zwers

Dr. Waldman, dean of the College of Science, discusses Notre Dame's proposed new Life Science Building.

If there ever wasn't an absent-minded professor who looks like one it's

BERNARD WALDMAN

He's short, balding and bespectacled, not physically impressive but he does look the part of the expert scientist he happens to be.

When he speaks you get the impression he's of the same ilk as a Currie, an Einstein or a Pasteur. But more important to the Notre Dame community is the fact that Dr. Waldman, eminent physics teacher and researcher, is the new dean of the College of Science.

If there's one thing Bernie Waldman isn't, it's an absent minded professor, as most people who know him will readily assure you. He's characterized by his friends as a dedicated researcher, a kind and generous man, a good boss, an astute administrator and a direct and sincere individual. He is all of these things. But that doesn't tell the whole story of Bernie Waldman.

He came to the University 31 years ago and has since garnered a significant number of accomplishments in his field. He is a nuclear physicist and by trade is interested in elementary particle physics and fundamental interaction which, to the layman, means he studies the most basic particles in matter and their various interactions.

A former director of nuclear physics research at the Midwestern Research Association Laboratory in Madison, Wis. and now a regional trustee of the Universities Research Association Inc., Dr. Waldman has guided the steady development of Notre Dame's own burgeoning low-energy nuclear physics program. He was instrumental in the construction of the University's first three "home-made" electrostatic generators, known commonly as atom smashers, and the current one—four times the size of its predecessors with a $2.5 million price tag attached—is largely the result of his efforts.

In the post of associate dean, which he held from 1964 until assuming the deanship last year, he worked closely with former dean, Dr. Frederick Rossini, formulating a science development program for the University. Their collective efforts bore fruit last year when the College was awarded a $5 million research and development grant by the National Science Foundation. The grant represents a tremendous achievement and will be used to increase the quality of faculty, facilities and equipment and for a new building.

Though science is his calling Bernie Waldman enjoys life in all its forms. He likes people, travel, classical music, yard work and just plain puttering around the house. He is a sensitive man and he is blest with the ability to relate his technical specialty in terms a layman can understand.

For instance, he will tell you why the newly acquired accelerator is important to the average science student who never sees it. "It means we are able to attract outstanding faculty. Moreover," he continues, "the men who are doing graduate research are generally the men who are also involved in undergraduate teaching. This means that our students are exposed to top-flight scientists actively involved in the field, not mere mechanical men whose knowledge comes only from books and journals."

He will also tell you, without much prodding, what the new atom smasher means to students, faculty and alumni who never spent an hour in Nieuwland Science Hall.

"We like to think of ourselves as striving to make the big league of universities. To reach that goal we must continually evaluate our competition—other first-rate universities—and ask 'how did they get their reputations and build strong programs and why do government and private industry turn to them to solve complex problems?' We have to answer these questions and do something about it or we won't make the big league."

The dean is proud of the progress Notre Dame has already made in science. He has witnessed the growth of the College and feels that the undergraduate program compares favorably with any in the country. He thinks the graduate program, while needing further development, has also come a long way in recent years.

We're checking our mailing list. Will you help?

From time to time we review our magazine mailing list. It gives us the chance to eliminate duplications as well as to make additions and deletions. But to do this we need your help.

On the card below please note:

- If the address on this issue's mailing label is incorrect.
- If you are receiving more than one copy of the magazine.
- If you know of someone interested in the University who would enjoy receiving *INSIGHT: Notre Dame*. No cost involved.
- If you no longer wish to receive *INSIGHT: Notre Dame*

Thank you.

TO: INSIGHT: Notre Dame
University of Notre Dame
Notre Dame, Indiana 46556

FROM: _____

Please note the following changes on your INSIGHT: Notre Dame magazine mailing list.

CHANGE OF ADDRESS: _____

_____

_____

DELETION: _____

_____

_____

_____

ADDITION: _____

_____

_____

_____

dean notes, "and with the emphasis on research and entific projects by private he lawyer with a basic ackground is going to be- mely valuable." The same the areas of business and it, and study involving the of combination programs lds is also underway.

st men Bernie Waldman His is somewhat out of the nd certainly unique. He war years on leave from ity as liaison between the nd the Los Alamos Labor- played a key role in the t of the first atomic bomb ne of four scientists who B-29 which made history hima, Japan in 1945.

ked if he has any second out his involvement in "the e replies, "We were so rossed in our research that le time to contemplate the of the bomb and its effects. actually find out about the levastation until reconnais- s returned a few days after

se of the bomb warranted? cientist explains, "I think shortened the war and we wanted to accomplish. e a mere demonstration of would've convinced the stop fighting. A demon- something you don't norm- ring a war because time is nce and your own people illed needlessly. We would o do some extensive plan- e devising a satisfactory ion and even then its ef- in deterring the enemy was e."

Waldman, along with his r attributes, is a receptive ot unusual for him to take nto his office and spend an talking things over. He is ected as a teacher and has classroom regularly until nester when administrative vented him from devoting ary time. Check this semester's course book, though, and you'll find his name listed next to a physics course.

Talking to Bernie Waldman is an unusual experience. You become enthralled with his intellectual appearance and then he starts hitting you with questions about your background, discussing the student body and talking about, of course, the ND science program. "We're really quite excited about our program here," he recounts. "As a matter of fact we have gone out to seek the advice of our students on how we can improve the setup to suit more of their needs. Many of their suggestions are realistic and we expect to implement them in the near future."

He is also noted for his ability to get things done efficiently. "I'm a strong believer in getting the most out of available capabilities. Right now we're concerned with both our graduate and undergraduate programs and with utilizing the capacities of our 127 faculty members. I think we can do much more with what we have."

Bernie Waldman is unusual. He's a top-flight scientist. He's a nice guy. He's an amazing combination of academician and practitioner. He looks like a thinker and acts like a doer .... no matter how you slice it, Notre Dame's gain is the world's gain too!

—Tom Sullivan

Low-energy nuclear physics is his specialty.

Dr. Waldman, dean of the College of Science, discusses Notre Dame's proposed new Life Sci

If there ever wasn't an absent-minded professor who looks like one it's

BERNARD WALDMAN

He's short, balding and bespectacled, not physically impressive but he does look the part of the expert scientist he happens to be.

When he speaks you get the impression he's of the same ilk as a Currie, an Einstein or a Pasteur. But more important to the Notre Dame community is the fact that Dr. Waldman, eminent physics teacher and researcher, is the new dean of the College of Science.

If there's one thing Bernie Waldman isn't, it's an absent minded professor, as most people who know him will readily assure you. He's characterized by his friends as a dedicated researcher, a kind and generous man, a good boss, an astute administrator and a direct and sincere individual. He is all of these things. But that doesn't tell the whole story of Bernie Waldman.

He came to the University 31 years ago and has since garnered a significant number of accom
his field. He is a nuclear
by trade is interested i
particle physics and fund
action which, to the layn
studies the most basic pa
ter and their various int

A former director of n
research at the Midwest
Association Laboratory
Wis. and now a region
the Universities Researc
Inc., Dr. Waldman ha
steady development of
own burgeoning low-en
physics program. He wa
in the construction of th
first three "home-made"
generators, known comm
smashers, and the curre
times the size of its pred
a $2.5 million price tag
largely the result of his e

In the post of associat
he held from 1964 until
deanship last year, he w
with former dean, Dr. F
sini, formulating a scie
ment program for the
Their collective efforts b

Questioned about wanning interest in the study of science among college students Waldman expresses some alarm. "I've become quite concerned about fewer students enrolling in science. The trend is apparent not only at Notre Dame but at colleges and universities throughout the country."

He attributes it to two factors. "I feel our high school students aren't getting competent advice as to what to do with their capabilities. Counselors generally aren't scientists and they tend to steer students away from a discipline with which they are unfamiliar. Consequently, we only get the exceptional students when in fact, there is plenty of room for good students in science.

"The second factor is that we made a serious mistake in the post-Sputnik era. Russian space successes goaded us into accelerating our secondary school education, particularly in science. We boosted our science education so high—giving students too much too rapidly—that today it has become largely a superficial knowledge. It emphasizes all of the new things while neglecting many of the basics. The kids know a lot of new-fangled names and they can discuss complicated terms. Yet, they lack the solid foundation and many times don't really know what they're talking about."

Notre Dame is attempting to do something about the fall-off in science enrollment by providing new alternatives for students expressing an interest in science but not wanting to spend their lives as pure scientists.

Under Dean Waldman's direction a new "concentration" option will be instituted next fall. The number of required hours in science will be reduced from approximately 70 to near 50 and will allow the student more elective study and more flexibility in his major. "For instance, if a student desires to combine the study of biology with chemistry to become a biochemist he will be able to do so."

The Waldman impetus is also carrying the College of Science toward the possible institution of a number of combination programs. "Science and law have become more akin to each other," the dean notes, "and with the increased emphasis on research and related scientific projects by private industry, the lawyer with a basic scientific background is going to become extremely valuable." The same is true in the areas of business and management, and study involving the feasibility of combination programs in these fields is also underway.

Like most men Bernie Waldman has a past. His is somewhat out of the ordinary and certainly unique. He spent the war years on leave from the University as liaison between the Air Force and the Los Alamos Laboratory. He played a key role in the development of the first atomic bomb and was one of four scientists who trailed the B-29 which made history over Hiroshima, Japan in 1945.

When asked if he has any second thoughts about his involvement in "the project," he replies, "We were so deeply engrossed in our research that we had little time to contemplate the actual use of the bomb and its effects. We didn't actually find out about the extent of devastation until reconnaissance planes returned a few days after the drop."

Was the use of the bomb warranted? The ND scientist explains, "I think it certainly shortened the war and that's what we wanted to accomplish. I'm not sure a mere demonstration of the weapon would've convinced the Japanese to stop fighting. A demonstration is something you don't normally use during a war because time is of the essence and your own people are being killed needlessly. We would have had to do some extensive planning before devising a satisfactory demonstration and even then its effectiveness in deterring the enemy was questionable."

Bernie Waldman, along with his many other attributes, is a receptive man. It's not unusual for him to take a student into his office and spend an hour or so talking things over. He is highly respected as a teacher and has been in the classroom regularly until the past semester when administrative duties prevented him from devoting the necessary time. Check this semester's course book, though, and you'll find his name listed next to a physics course.

Talking to Bernie Waldman is an unusual experience. You become enthralled with his intellectual appearance and then he starts hitting you with questions about your background, discussing the student body and talking about, of course, the ND science program. "We're really quite excited about our program here," he recounts. "As a matter of fact we have gone out to seek the advice of our students on how we can improve the setup to suit more of their needs. Many of their suggestions are realistic and we expect to implement them in the near future."

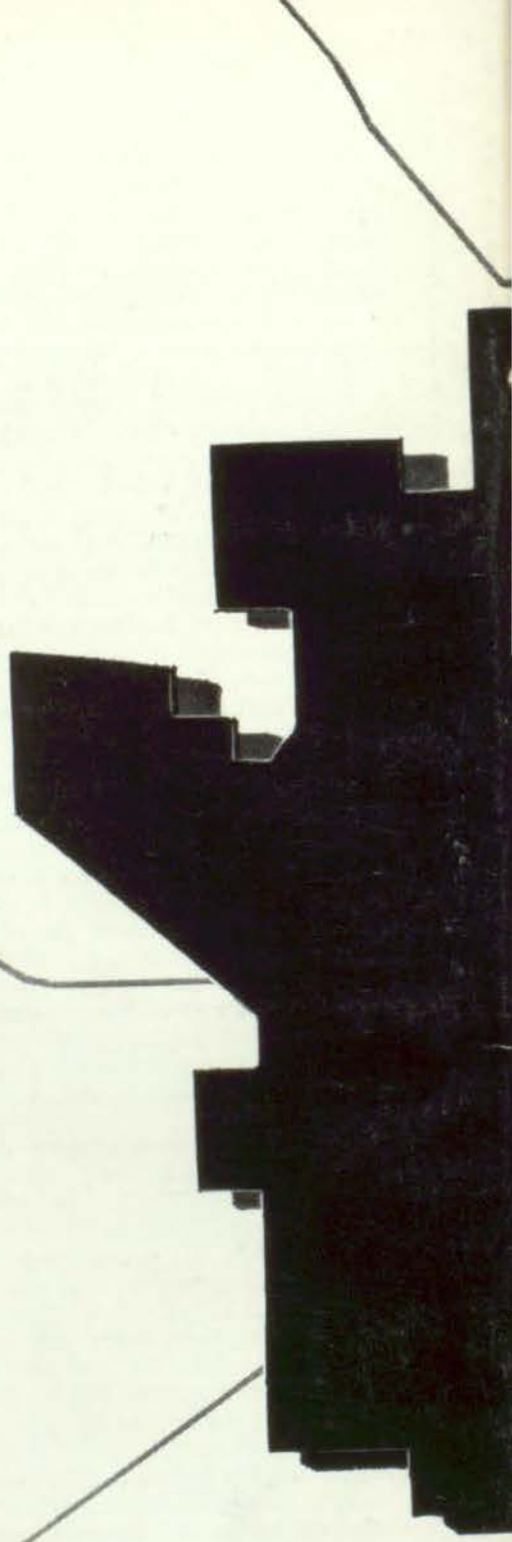
He is also noted for his ability to get things done efficiently. "I'm a strong believer in getting the most out of available capabilities. Right now we're concerned with both our graduate and undergraduate programs and with utilizing the capacities of our 127 faculty members. I think we can do much more with what we have."

Bernie Waldman is unusual. He's a top-flight scientist. He's a nice guy. He's an amazing combination of academician and practitioner. He looks like a thinker and acts like a doer .... no matter how you slice it, Notre Dame's gain is the world's gain too!

—Tom Sullivan

Low-energy nuclear physics is his specialty.

Mr. Joseph H. Carey, Jr. C.S.C.
Moreau Seminary, Box C
Notre Dame, Indiana 46556



: NOTRE DAME
Insight
FALL 1968

IN THE NEXT ISSUE

A TOUR THROUGH
NOTRE DAME'S ATHLETIC
AND CONVOCATION CENTER