

Notre Dame

BUSINESS STRATEGIC ADVANTAGES

COLLEGE OF



LAFAYETTE HONORS FATHER HESBURGH

Rev. Theodore M. Hesburgh, C.S.C., president of Notre Dame, received an honorary Doctor of Laws degree at the annual Founders Day convocation at Lafayette College, Easton, Pa., on October 26. The degree was conferred by Dr. K. Roald Bergethon, president of the Presbyterian institution.

SIX AFRICANS HOLD SCHOLARSHIPS

Six students from African nations are currently enrolled at the University of Notre Dame under the African Scholarship Program of American Universities, according to Rev. Joseph McGrath, C.S.C., adviser to international students.

The group includes Thomas Echewa, a junior Chemistry major from Nigeria; Samuel Iwobi, a Nigerian sophomore majoring in Mechanical Engineering; Eliud Ndirangu, a sophomore pre-professional student from Kenya; Callisto Madavo, a junior Liberal Arts student from Southern Rhodesia; George Padambo, of Nyasaland, a freshman pre-Medical student; and Oleseinde Sawyerr, also a pre-Medical freshman, from Nigeria.

JERGER GIVES SPACE SEMINAR

Dr. Edward W. Jerger, head of the Mechanical Engineering department, presented a seminar on "Sub-Normal Gravity Effects on Free Convection" in the Space-Science Seminar at Michigan State University, East Lansing, Mich.

FATHER LANE DIES

Rev. Thomas J. Lane, C.S.C., associate professor of Chemistry at Notre Dame, was found dead in his room in Corby Hall on the campus on September 25. A native of Merrill, Wisconsin, he was 57.

Father Lane was a specialist in Inorganic Chemistry and had been a Notre Dame faculty member since 1951. He was associated with the University's Radiation Laboratory and was currently directing two Chemistry department research projects supported by the National Institute of Health.

DEAN BURKE ON PANEL

Dr. William M. Burke, dean of the Freshman Year of Studies at Notre Dame, was a featured panelist at a national conference held in October at Williston Academy, Easthampton, Mass. Representatives of more than 85 colleges and universities from 30 states and 35 independent schools from 20 states attended the conference for freshman deans.

CARDINAL O'HARA LECTURES BEGIN

Two of the four speakers in this year's annual Cardinal O'Hara Memorial lecture series in the Notre Dame College of Business Administration have made campus appearances recently.

Professor Richard A. Musgrave of Princeton University spoke on "Federal Tax Reform" on October 10 and Mason Haire, professor of Psychology and research associate of the Institute of Industrial Relations, University of California, spoke on November 13.

On April 9, Richard N. Gardner, deputy assistant Secretary of State for International Organization Affairs will speak and on April 29, Andrew Barr, chief accountant of the Securities and Exchange Commission, will be featured.

Dr. Herbert E. Sim, associate professor of Finance and Business Economics is chairman of the Cardinal O'Hara Memorial Lecture Committee, which is named after Notre Dame's 13th president and first dean of the College of Business Administration.

CANON GABRIEL LECTURES

Rev. A. L. Gabriel, director of the Mediaeval Institute at Notre Dame, addressed the staff of Quincy House, Harvard University, in November on "The Mediaeval Origin of Modern University Terminology." Father Gabriel is on leave from Notre Dame during the 1963-64 school year to serve as Charles Chauncey Stillman Guest Professor of Roman Catholic Studies at the Harvard Divinity School.

Father Gabriel lectured at Regis College, Boston, Mass., in October on "Academic Freedom at the Mediaeval Universities." He is the author of two books and numerous articles in the field of mediaeval education.

SIX SENIORS AWARDED NSF GRANTS

Six seniors majoring in Chemical Engineering at Notre Dame have been awarded National Science Foundation grants to participate in research programs currently under way in the department of Chemical Engineering.

The recipients are: William K. Blake, Franklin Lakes, N.J.; John P. Clark, Glenside, Pa.; Charles L. Hemler, Hanover, Pa.; Edward A. Maciula, Waco, Tex.; David S. McCaffrey, Bloomfield, N.J.; and Joseph V. Wig, Milwaukee, Wisc.

(Continued on page 18)

● EDITOR: JOHN H. JANOWSKI

NOTRE DAME'S CENTER for the STUDY of MAN

by GEORGE N. SHUSTER

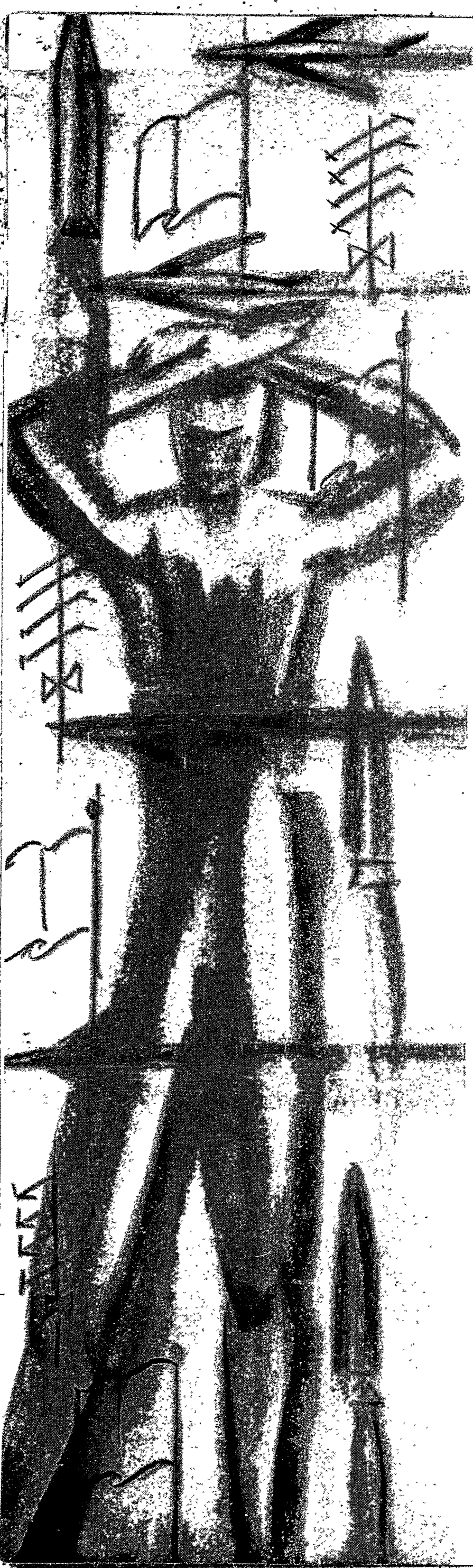
When somebody asks, which happens frequently enough, where the Center for the Study of Man in Contemporary Society is, I answer, "In Father Hesburgh's head and mine." That would seem to indicate that the second part of the housing leaves very much to be desired. To be sure, the answer is not correct in the absolute literal sense. We have housed one of our major research projects in a building primarily occupied by the University's mathematicians, and the central office for another project is in New York. Nevertheless the Center as such has no fixed habitat other than a small office. It is the idea which counts, and all that is needed is somebody who will take that idea seriously and try to make a reality of what would otherwise necessarily be just a dream which ought to come true. Naturally the situation may change. As you will see, I am later on suggesting the erection of a building to house one of the most important of the Center's potential undertakings.

Today the Natural Sciences, the Liberal Arts and the Social Sciences all have two dimensions insofar as the modern university is concerned. The first dimension is that of instruction in both the undergraduate college and the graduate school. The second dimension is what I have sometimes called the "area of inquiry." For example, most courses offered provide information based on what is known about part of a given field of study. Thus a professor may teach organic chemistry, medieval history, or American literature. But though some instructors (naturally not any at Notre Dame!) may not act as if they realized it, "what is known" about any of these subjects changes. The mathematics now taught in college or even in high school is very different from what it was thirty years ago, for example. Even in the fields which once seemed relatively static — English literature of the sixteenth century, for instance — textbooks used in 1933 are now hopelessly out of date and as a matter of fact misleading.

THE "AREA OF INQUIRY"

This is because of the "area of inquiry." University scholars are constantly at work digging deeper into every kind of reality. Sometimes the results are revolutionary in the most precise sense of the term. We live in the kind of world we know because quantum physics superseded Newtonian physics, because depth psychology has been added to other kinds of psychology, and because (to take just one more example) medicine has reduced infant mortality and lengthened the span of life. Notre Dame as a distinguished university must be and is hard at work in the "area of inquiry." Sometimes the effort is that of an individual scholar, but sometimes also it may be that of a Department either as a





whole or in part. Upon occasion we call the part an "Institute." The expectation of course is always and must be that the results will trickle down and improve the instruction offered at all levels. Life is too short and education too expensive to justify giving the student anything but the very best.

The Study of Man in Contemporary Society is an overall designation for the "area of inquiry" insofar as the Social Sciences and the Humanities are concerned. It is of course not all-embracing and deprives no individual scholar of his freedom. Let us look at the terms. The "Study of Man" is a phrase which describes what many notable thinkers about education have said concerning the range of interest in the university. Man is a creature who both is and ought to be. "HE" is the one who explodes a bomb in a Birmingham church, is the victim of that bombing, is the shocked American citizen who reads about the outrage, and is the native of Rhodesia who forms a picture of the United States on the basis of what he reads in his newspaper. But "HE" is also one who should be concerning himself with trying to make human life, both his own and that of others, nobler, richer, more rewarding than it is now. Literature in the broadest sense is the record of man as he really is and has been, but it is also the blueprint of what he might sometime become if he really so desired.

The university necessarily underlines the word *Study*. For example, it is not an institution for the writing of novels, plays and poems, but rather one which makes an effort to find out what is of value in the literature so written. Nor is it a vast army of social workers concerned with improving conditions in urban neighborhoods. Its function in this respect is to be a place where social workers can be trained in the light of the best information research can supply about the community, what is happening in it, and what methods have proved best in dealing with people. That such study must be contemporary goes without saying, just as it would be impossible to deny that what is always most contemporary is the Society in which we live.

THE STUDY OF CATHOLIC EDUCATION

A Center such as we are now establishing at Notre Dame does not, of course, accept responsibility for all study that goes on in the Humanities and the Social Sciences. It assumes that the Faculty have been recruited from among men who have done first-rate graduate research in their fields of interest and who are continuing to keep in the forefront of constantly expanding knowledge. No effort is made by it to guide, control or influence anything done by the scholars so assembled. What the Center attempts to do is to open up areas of inquiry and to develop resources with which to make possible work in these areas, with the thought in mind that as a result wider opportunities will be made available to Departments. Of course it may also respond to the requests of individual scholars and so make it easier for them to accomplish what they set out to do.

A good example is one of the Center's most ambitious undertakings to date, the Study of Catholic Education in the United States. During more than a year the directors of the Study have been gathering and sifting data about this important American educational effort. The result is a vast accumulation of information on the basis of which it will for the first time be possible to tell the public what the Catholic elementary and high schools really are like. And as a consequence we shall also know a great deal more about what still needs to be explored, as well as have a basis for making attempts at evaluation. Therefore, we are now able to predict that the Department of Education at Notre Dame is sure to possess opportunities for teaching and research which it could not have acquired otherwise. Granted certain definable developments in financial resources and teaching personnel, the Department will become second to none in its field.

How was this Study undertaken? First of all, we drew up a proposal in which the objectives sought and the methods to be adopted

(Continued on page 18)



JOHN FITZGERALD KENNEDY
1917-1963

"On behalf of the students, faculty members and the entire Notre Dame family, I wish to express to Mrs. Kennedy, to the children and to the entire Kennedy family our most profound sympathy on the sudden and tragic death of the President. Two years ago this very day, on November 22, 1961, Notre Dame presented to Mr. Kennedy, an honorary alumnus of this University, the highest honor within its power to bestow, The Laetare Medal. At that time the University saluted the President for his 'calm determination and imaginative courage' in this age of prolonged and ever-increasing danger. Today, calmly and with courage, the President met his death. In the spirit of his religious faith, we pray for the eternal repose of his soul and for the nation he led and served."

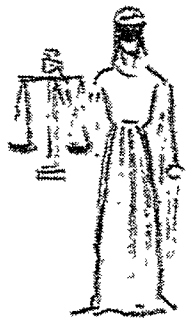
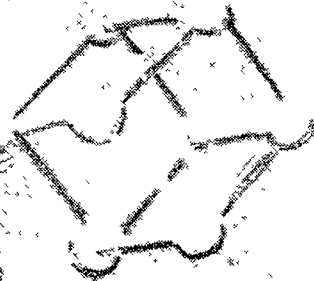
REV. THEODORE M. HESBURGH, C.S.C.
President, University of Notre Dame



The



Presidents Page



During the past years I have on many occasions attempted to thank our alumni for their magnificent participation in our Challenge Program. I believe there are few, if any, universities in the country that have had the alumni loyalty represented by more than 80% participation. Now, I would like to recognize those other non-alumni who have contributed mightily to our success in the campaign just completed.

All of these others might be listed as Notre Dame friends. In this category, we have many thousands of people, parents, friends of alumni, and long-standing supporters of the University's goals. Then there are the hundreds of corporations throughout the country, 926 to be exact, among whom there were two giants who contributed \$100,000 apiece. We should also mention the foundations, beginning with the Ford Foundation that has given over ten million dollars to this University during the past ten years and gave great impetus to this past campaign by its matching program, and then all of the others, such as the Alfred P. Sloan, Jr., Foundation which contributed one million dollars for Engineering Education, the Carnegie Corporation which contributed \$350,000 for the Catholic Education Study, the continued support of the Rockefeller Foundation of which I have served as a Board member during the past two years, and then the Kresge Foundation, too, which contributed \$100,000. To these must be added a million-dollar donation from the Frank J. Lewis Foundation which made possible the Sisters' Residence Hall which will be constructed early next year.

Viewed together, these non-alumni contributors to the University have been increasing to a point which must attract our utmost gratitude and confidence for the future. Put in a column, these non-alumni sources manifest a very striking generosity indeed, during the past three years:

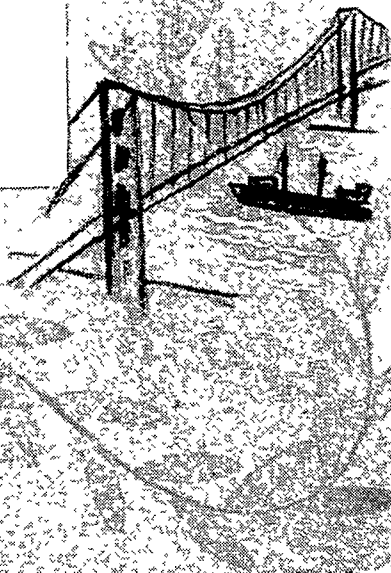
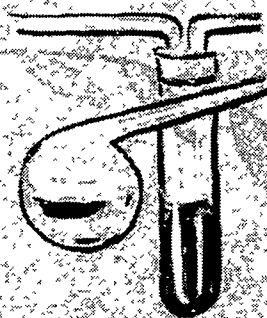
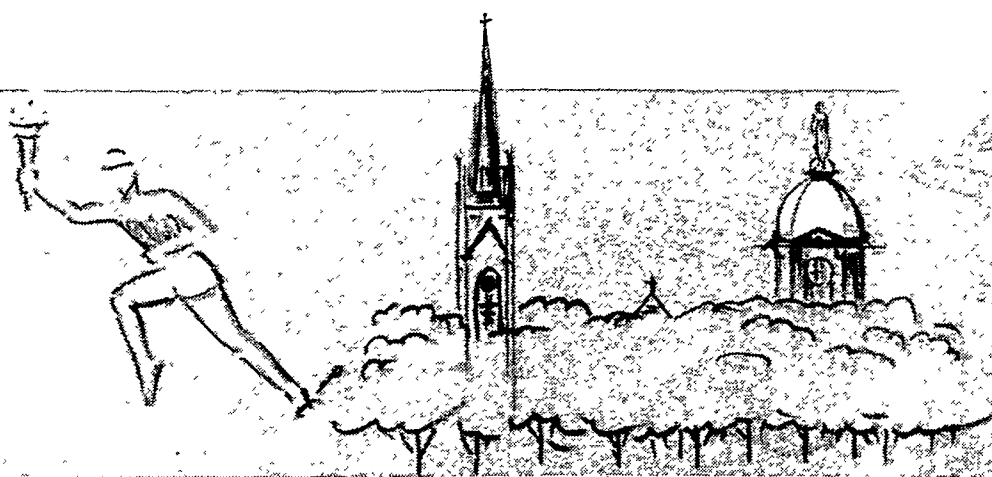
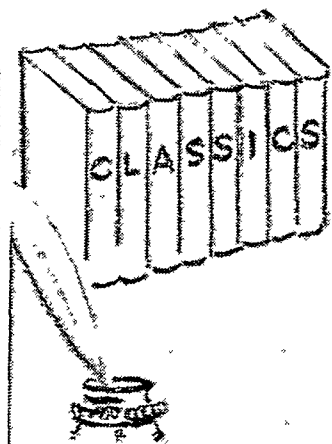
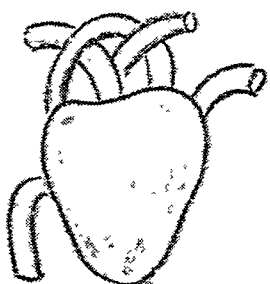
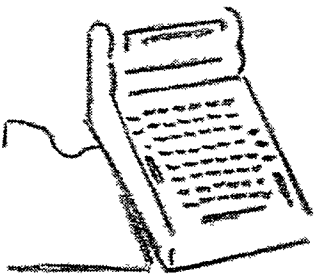
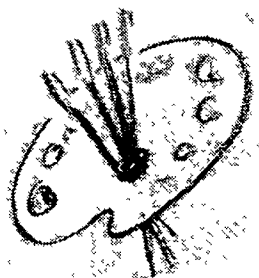
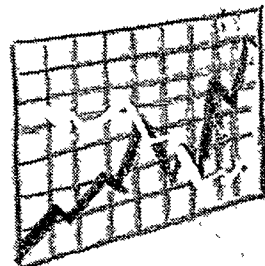
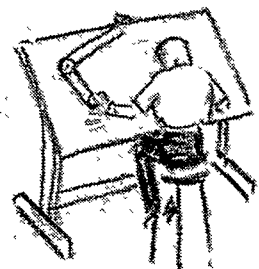
Notre Dame Friends	—\$5,316,446.51
Corporations	—\$3,660,157.72
Foundations	—\$4,113,473.82
Total	—\$13,090,078.05

It would not be proper as we close one campaign and look forward to Challenge II if I did not give special acclaim and, on your behalf as well as my own, a sincere word of thanks to all of these Notre Dame Friends and corporations and foundations who have manifested by their generosity how deeply they believe in the goals and achievements of our University. To all of these, one might hope that it could be said that what is past is prologue, and in the achievement of these years just completed we may find the indication of a broad understanding and support of what Notre Dame stands for in our country and in our world. We cannot hope to construct here at Notre Dame the greatest Catholic university of all time without the broadest kind of support from our alumni and friends. I have put the alumni first because I believe that the magnificent record of alumni giving is the solid base upon which all other giving must be built. Our alumni are our proudest product, and it would be fictitious to look for support elsewhere if we did not have support from the closest members of our own family. I know that all of you would want to join with me in thanking our friends, new and old, and in telling all of them that we are proud to have them associated with us in this great endeavor.

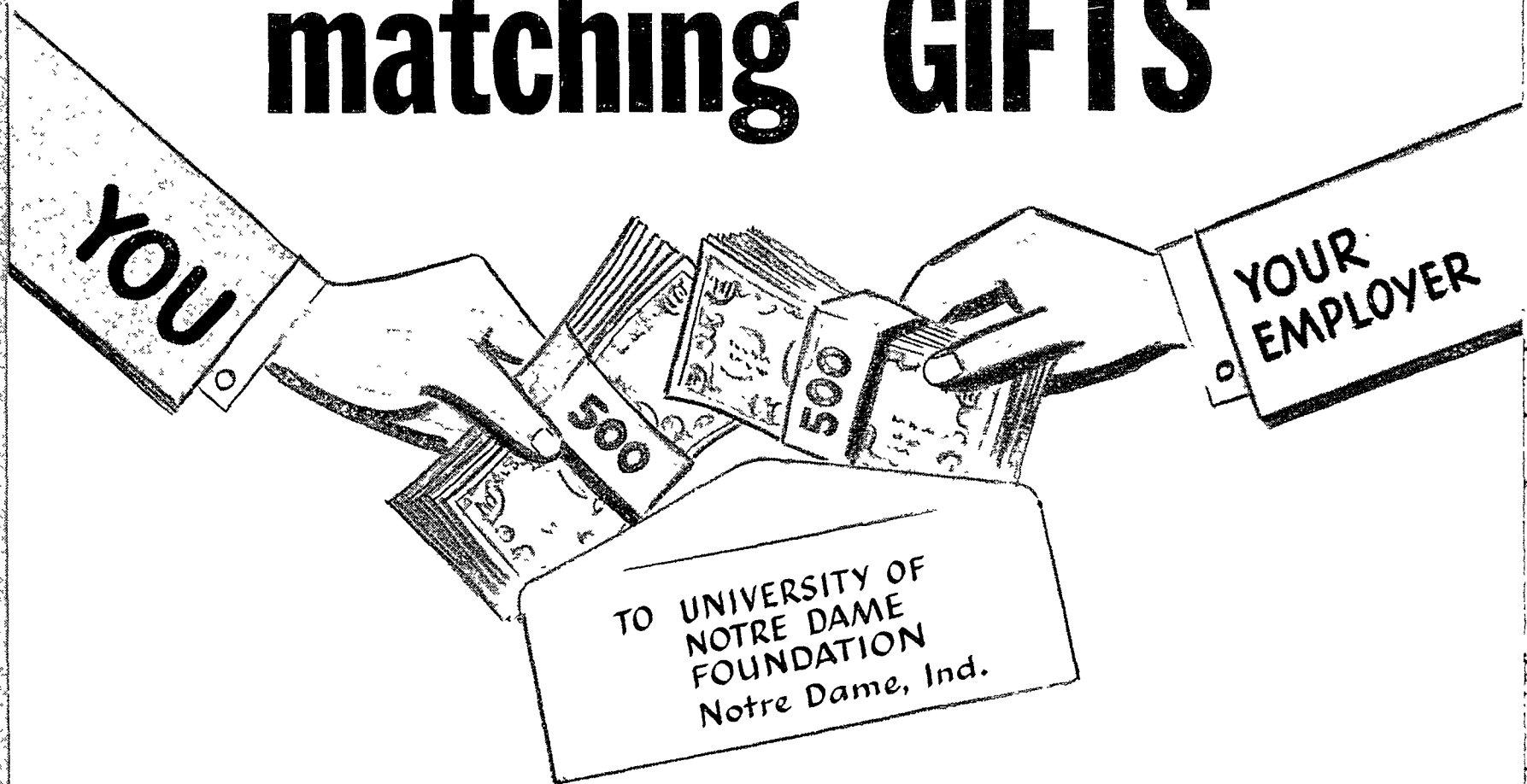
When all of this is said, I am always left with the impression that there is much more that ought to be said, but then how can one formulate adequate words to express our appreciation for what all of this generosity has made possible here. Perhaps the best thanks of all is to tell our alumni and friends that they are ever welcome here, to see for themselves what their generosity has made possible, and to assure them that in the Providence of God we share with them the eternal merit for all that has been accomplished and will yet be accomplished over the years to come because of their interest and their dedication to this University. To all of our family and friends then, many, many thanks and may the good Lord and His Blessed Mother thank you all in the way that only They can.

With all best wishes, I am
Ever devotedly in Notre Dame,

ImHsburg, S.J.



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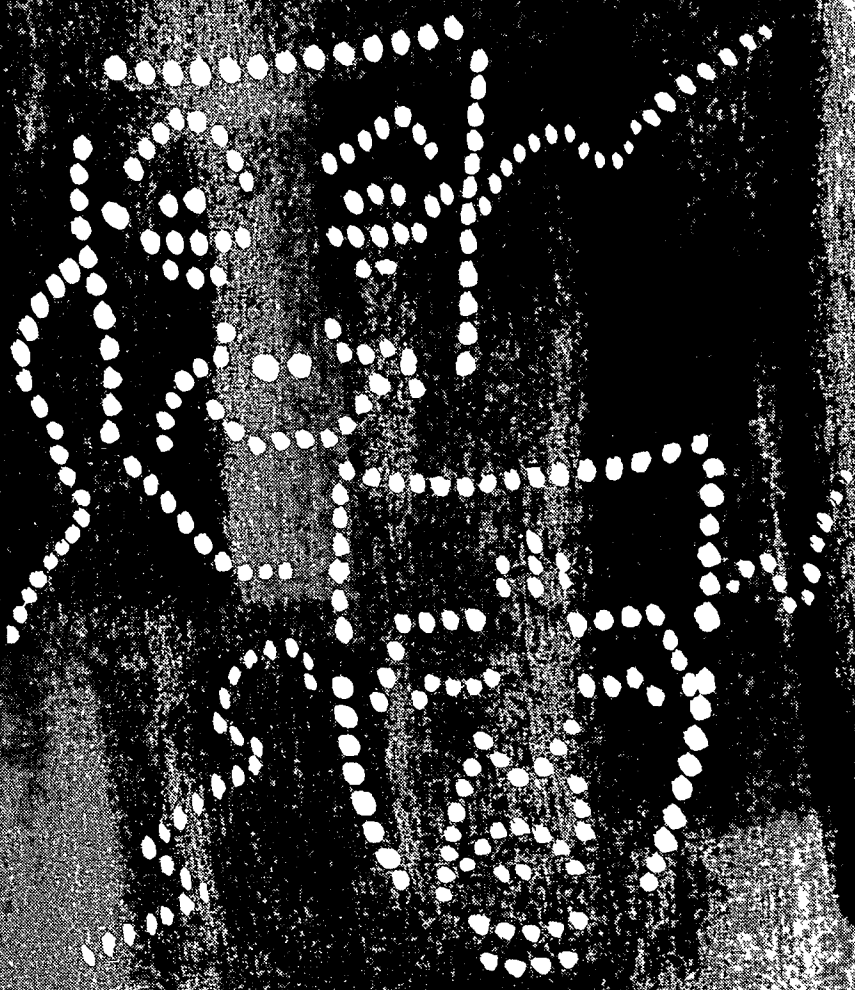
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MR. DENNIS F. TROESTER
Foundation Office
Notre Dame, Indiana



UNIVERSITY
THEATRE
CELEBRATES
50th
ANNIVERSARY

by FREDERIC W. SYBURG

In August, 1963, the University Theatre of Notre Dame climaxed nine years of growth and development by presenting three productions at the National Catholic Theatre Conference convention in Miami Beach, Florida. Rev. Gabriel Stapleton, SDS, general chairman of the convention and former president of the conference, had invited Notre Dame to participate in recognition of the Theatre's achievements and the quality of Notre Dame productions. Two plays were presented for the convention audience at the Deauville Hotel: Eugene O'Neill's *Long Day's Journey Into Night* and Edward Albee's *The Zoo Story*. In addition, the two-hour videotape recording of Shakespeare's *Hamlet* which had been produced by University Theatre in conjunction with WNDU-TV was broadcast over Miami television station WLBW during the convention. With these presentations came national recognition of the dedicated efforts of the Theatre staff and the many Notre Dame students who have worked so hard to achieve the high quality characteristic of University Theatre productions.

The University Theatre was organized under its present director, Rev. Arthur S. Harvey, C.S.C., in 1953. At that time Father Harvey put into effect a plan which he had prepared in the course of a year's consultation

and study before he was named to head the Theatre. This plan viewed the Theatre both as a training ground for students interested in the theatre arts and as a medium of cultural education for the University and the community. Although not a professional school of drama, the University Theatre has attempted to maintain the highest possible professional standards in production and both staff and students have been expected to live up to these standards.

A BALANCED PROGRAM

For the University as a whole and for the community the Theatre has tried to present a balanced program of classical and modern plays and musicals. Within each student "generation" of four years the major periods of dramatic activity have been represented. Plays have been chosen for their historical importance and literary merit rather than primarily for box-office popularity. Not that the plays have been unsuccessful at the Washington Hall box office.

Broadway successes such as *Death of a Salesman* and *Detective Story*, *Oklahoma!* and *South Pacific* have been presented along with *Hamlet* and *Othello*. Shake-



Hank Whittemore (Billy) and Richard Kavanaugh (Captain Vere) in a scene from the '62-'63 production of *Billy Budd*.



"When I take you out in the surrey" — Dan Ferrone (Curly) sings to Ann Rody (Laurie) in *Oklahoma!*



Marilyn Petroff (The Girl) and Richard Kavanaugh (The Narrator) singing and dancing in the musical, *The Fantasticks*.



"Honey Bun" Myrna Walker as Ensign Nellie Forbush in the highly successful production of *South Pacific*.

speare and Shaw, Ben Jonson and T. S. Eliot have all been represented in University Theatre productions and the audience has responded and grown in size with each succeeding year. The plays were originally performed on four nights; now each production is given at least seven performances and in some cases more — *South Pacific* was presented ten times. Season ticket sales have trebled in ten years and student attendance has more than doubled.

DEDICATION AND HARD WORK

What is behind this growth? Mostly dedication and hard work which have produced results in the form of polished productions. Father Harvey believes that theatre work deserves to be treated seriously and to be given the best efforts of students and staff. Hard work is the keynote; each production is rehearsed for six weeks (musicals for seven) and the weekly rehearsal schedule calls for five evenings and Sunday afternoon. Thus each production is the result of over one hundred hours of preparation in rehearsal plus the work done in set construction, costuming and lighting.

Along with the hard work, of course, there is the excitement which always accompanies theatrical production. For the theatre staff this excitement often comes from the discovery and encouragement of talented stu-

dents. University Theatre alumni have gone on to a variety of careers connected with theatre. Some have chosen the professional theatre; among those who have appeared in professional productions in New York are Dan Ferrone, Jerry Dodge, Tom Karaty, and Hank Whittemore. Ferrone, Dodge and Whittemore have also been seen on network television from New York. Two students — Michael Kennedy and Richard Kavanaugh — received Fulbright awards for study at the London Academy of Music and Dramatic Art. Other students have gone on for graduate work in drama at such schools as Yale University, Catholic University of America, Tulane University, and the University of Arizona. Reginald Bain, William Clark and John Kent entered the field of educational theatre.

For most of the students who work on University Theatre productions, of course, theatre is a stimulating extracurricular activity. Here they can exercise talents which complement and enhance their academic achievements. Here, in a practical way, they make contact with some of the major examples of dramatic art. Here they learn the cooperation and teamwork so necessary for good ensemble theatrical production. Here they feel that thrill and excitement that go with actual performance: the tension in the Green Room before the opening, that first entrance, the response of the audience, the release of tension and the gayety backstage after the final curtain call. For these students, theatre is an important and worthwhile segment of their university life.

REUNION PLANNED FOR JUNE

When the theatre reunion commemorating these ten years takes place next June, there will be many memories of plays and individual performances. The "old-timers" will remember that first season when the theatre, operating in inadequate shop space and with a minimum of lighting equipment, opened the season with *Detective Story*, a production which made a bare \$36.00 over operating expenses. They will also remember the moving performance by Gene Gorski, now Rev. Eugene Gorski, C.S.C., as *Cyrano de Bergerac*, and the performances by Gayle Baumer in leading roles in all three of those first-year productions.

A university theatre often depends on a "fortuitous find": a student who shows up for his first tryout and proves to be just right for a major role. Such a find was Bob Sasseen, who walked into Washington Hall a stranger but remained to become an unforgettable Captain Queeg in *The Caine Mutiny Court-Martial*, the hit of the 1955-



Rev. Arthur S. Harvey, C.S.C. (left) has been director of the University Theatre since 1953, and has compiled a long list of successful productions.



Frederic W. Syburg (right) is an assistant professor at the University of Notre Dame and assistant director of the University Theatre.



Michael Kennedy as Macbeth. His work in Shakespeare earned him a Fulbright award to study acting in London.

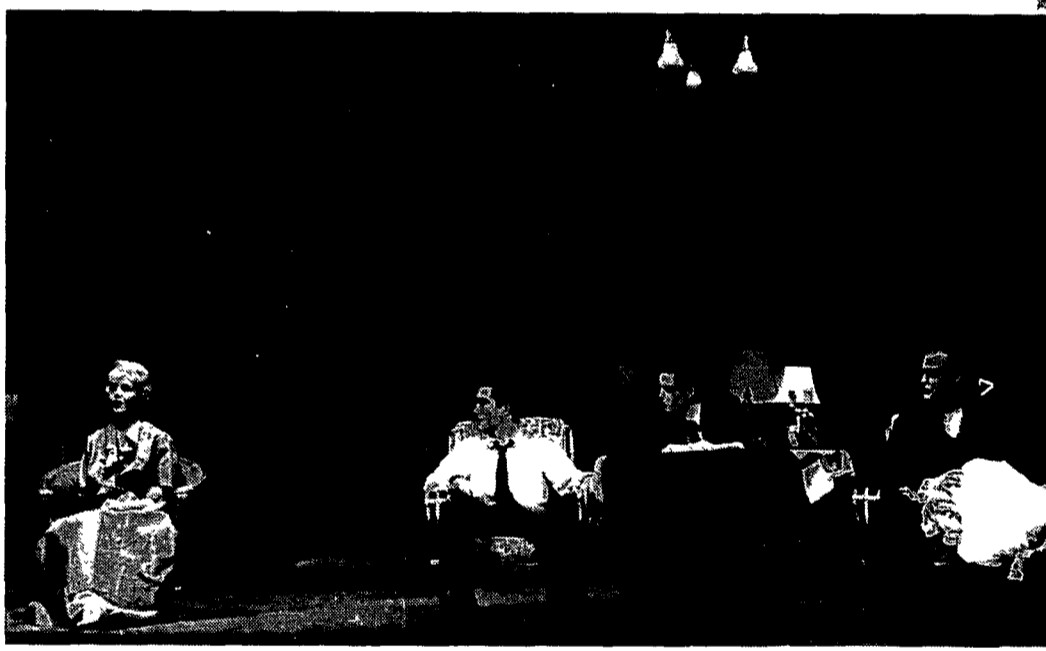


Robert Sasseen on the witness stand as Captain Queeg in *The Caine Mutiny Court-Martial*.



Below, top—Angela Schreiber (Mary Tyrone), Richard Kavanaugh (Edmund Tyrone), Hank Whittemore (Jamie Tyrone) and James Cooney (James Tyrone) in the final scene of Eugene O'Neill's *Long Day's Journey Into Night*.

Below, bottom—The duel scene from *Hamlet*. The production in 1962 was staged in Washington Hall and also televised over WNDU-TV.



56 season. Also memorable that year was Sue Brown, the little girl with the big voice, who sang about "Glocca Morra" in *Finian's Rainbow*. 1956-57 will be remembered as a year of great tragedy — Arthur Miller's *Death of a Salesman*, with George O'Donnell as Willy and Phil Donahue as Biff, and Shakespeare's *Macbeth* with Michael Kennedy playing the title role.

FULL ORCHESTRA USED

But also, no one will forget Dave Shanahan's show-stopping song-and-dance routine with "Five Foot Two" in *Good News*. The high point of the following season was the production of Rodgers' and Hammerstein's *Oklahoma!* For the first time a full orchestra was used, conducted by Dr. Charles Biondo of the music department. Dan Ferrone as Curly, Ann Rody as Laurie, and Barbara Benford as Ado Annie gave outstanding performances. There were more of those "fortuitous finds" during the season of 1958-59. Freshman Joe Harrington got the coveted role of Johnny Pope, the narcotics addict in *A Hatful of Rain* and Father Peter Sweisgood, O.S.B., a graduate student in the department of philosophy, gave a powerful and dignified performance as Thomas à Becket in T. S. Eliot's *Murder in the Cathedral*.

For some theatre alumni the high point of the 1959-60 season will be the "tour" to Chicago where Jean Gir-



Production List

1954-55

Detective Story by Sidney Kingsley
Cyrano de Bergerac by Edmond Rostand
Seventeen by Sally Benson, Kim Gannon, and Walter Kent

1955-56

The Alchemist by Ben Jonson
The Caine Mutiny Court-Martial by Herman Wouk
Finian's Rainbow by E. Y. Harburg

1956-57

Death of a Salesman by Arthur Miller
Macbeth by William Shakespeare
Good News by Laurence Schwab, B. G. DeSylva, Lew Brown and Ray Henderson

1957-58

Time Limit by Henry Denker and Ralph Berkey
The Importance of Being Earnest by Oscar Wilde
Oklahoma! by Richard Rodgers and Oscar Hammerstein

1958-59

A Hatful of Rain by Michael Gazzo
Murder in the Cathedral by T. S. Eliot
The Boy Friend by Sandy Wilson

1959-60

The Hasty Heart by John Patrick
Tiger at the Gates by Jean Girardoux
The Most Happy Fella by Frank Loesser

1960-61

Holiday by Philip Barry
Othello by William Shakespeare
Babes in Arms by Richard Rodgers and Lorenz Hart

1961-62

The Cocktail Party by T. S. Eliot
Arms and the Man by Bernard Shaw
South Pacific by Richard Rodgers and Oscar Hammerstein

1962-63

Hamlet by William Shakespeare
Billy Budd by Louis O. Coxe and Robert Chapman
Long Day's Journey Into Night by Eugene O'Neill
The Fantasticks by Harvey Schmidt and Tom Jones

1963-64

The Visit by Friedrich Duerrenmatt
Tartuffe by Moliere
The Caretaker by Harold Pinter
The Threepenny Opera by Bert Brecht and Kurt Weill

andoux's *Tiger at the Gates* was performed at the Eighth Street Theatre, sponsored by the Notre Dame Club of Chicago. For others the highlight will be the *big* musical — *The Most Happy Fella* — with its 46 musical numbers. 1960-61 was marked by the production of Shakespeare's *Othello*. Richard Kavanaugh gave a stunning performance as Iago and James Loula, a member of the football squad, displayed a magnificent voice and great physical power as Othello. Unquestionably, most memories of the 1961-62 season will cluster around *South Pacific*. The Theatre's outstanding box-office success, it has given a total of ten performances to near-capacity houses. Myra Walker, a St. Mary's student, had played leading roles in two previous Notre Dame musicals as well as in two musicals at St. Mary's, but she topped them all with her performance as Nellie Forbush and her unforgettable rendition of such songs as "I'm in Love with a Wonderful Guy" and "Honey Bun."

MOST OUTSTANDING ACTOR

Richard Kavanaugh is probably the most outstanding actor to have worked with University Theatre during the past ten years. In 1962-63 Kavanaugh played four major roles which demonstrated his versatility as well as his maturing talent. The most demanding of these roles, of course, was Hamlet. No one produces *Hamlet* without some qualms, for to do this most famous of all plays is to announce that your theatre has arrived. Over a year of preparation went into the Notre Dame production. Father Harvey had dreamed for a long time about doing this play and all the creative effort and talent available was utilized in the production. In addition to directing the play for the stage, Father kept in mind the preparation of the play for a telecast.

The versatile Richard Kavanaugh, playing a character role as Major Petkoff, in a scene with Peggie Hess (Louka) in G. B. Shaw's *Arms and the Man*, presented in the 1961-62 season.



Working with the staff of WNDU-TV and with Dr. Terence Spencer of the English department, who was to be the television director, Father Harvey brought into being a production which was not only effective on stage but also could be televised without loss of dramatic power. The Theatre performances were highly acclaimed and the telecast proved very successful—a 16 mm film of the telecast has been rented many times by high school and college groups. The performance of Richard Kavanaugh in the title role was praised for its youthful vigor as well as its sensitivity. Kavanaugh's other roles that season were Captain Vere in *Billy Budd*, Edmund Tyrone in *Long Day's Journey Into Night*, and the Narrator in *The Fantasticks*. There were other memorable performances that year, notably Hank Whittmore as Billy Budd, and James Cooney as James Tyrone in *Long Day's Journey Into Night*.

FOUR PRODUCTIONS THIS YEAR

The 1963-64 season promises to be a successful culmination of Father Harvey's first ten years as director of University Theatre. The schedule calls for productions of *The Visit*, by Friedrich Duerrenmatt, Moliere's *Tartuffe*, *The Caretaker* by Harold Pinter, and *The Threepenny Opera* by Bert Brecht and Kurt Weill.

Future plans include more television presentations and further experimental productions. Plays on the list for future production include *King Lear*, *A Man for All Seasons*, and *My Fair Lady*.

The hotel room scene from Arthur Miller's *Death of a Salesman* George O'Donnell (Willy Loman, right) pleads with Phil Donahue (Biff Loman) for understanding.

Joseph Harrington (Johnny Pope) tells Lee Lagessie (John Pope, Sr.) that he is a narcotics addict in a climactic scene from *A Hatful of Rain*. Betsy Finneran (Celia) and James Cooney (Polo) look on in sympathy.



Reflections on College and University Development



by REV. JOHN E. WALSH, C.S.C.
Vice-President, Public Relations and Development

Whatever their intrinsic worth, several recent developments and tendencies in American life have forced the colleges and universities in this country to some serious soul-searching. This reappraisal, however agonizing, is all to the good for higher education in our time. It is long overdue.

I am not referring simply to such obvious, though ominous, developments as the "tidal wave" of enrollment projected to hit the colleges and universities in the 1970's and to keep pounding at the shores for the indefinite future. Quite clearly the task of financing higher education in the coming decades will be monumental. Neither am I thinking, for example, of the various forms of cooperation between and among colleges and universities that are already far-reaching enough in some cases to be changing the concept of the self-contained administrative unit formerly called a college or university.

Rather, I am thinking about such developments as the following:

1. It used to be taken for granted that one of the reasons for a student's going to college or a university was that it would help him later to make more money. Few were ever quite this blunt about it, but most worked on this assumption. The typical college graduate will still make more money during his lifetime than the man without a college degree. There are many positions and careers open only to college graduates. But the gap, the differential, between what a college graduate makes and is able to keep and what, for example, an electrician or a truck driver makes and is able to keep, is rapidly diminishing. Making money as a reason for going to college is losing its appeal.

2. Many used to consider the college or university was in some ways a private club or even a fairly close-knit family unit. The years of study were akin to the initiation or apprenticeship and the years that followed were filled with happy memories, friendly relationships, mutual business-assistance pacts, and a high degree of social prestige. In a friendly, gregarious, and mobile society such as that of present-day America the typical person finds all kinds of associations, other than college ones, which necessarily occupy his time and are adequate to him.

3. It used to be thought by some that the college or university owed it to its students, alumni, faculty members and the public at large to provide recreational and entertainment thrillers in the form of public sports spectacles. The rise of *professional* baseball, basketball, football, and almost every form of organized sport has brought this proposition into serious question.

4. It used to be thought that the young man or woman went "off or away" to college and university. This was his first real break with the family and going to college was a way of "growing up." Now the situation is quite different. On the one hand, boys and girls do a lot of traveling, they see many things, and they get used to life away from home long before college age. On the other hand, more and more students are getting their higher education in their own home cities while they continue to live at home.

5. It used to be thought that a man went to college or university to acquire the skills and techniques necessary in the business and professional world. It has lately been discovered that these skills and techniques are even more

effectively mastered “on the job.” The whole new development on the American scene of business and profession-sponsored training and educational programs, orientation courses, and executive seminars has changed the thinking about the college and university’s responsibility for skills and techniques.

6. Finally, it used to be held that one of the main purposes of a college or university was to supply the leadership for the nation. It is now quite clearly recognized that there are many other avenues to leadership positions and that there are many other ways of acquiring leadership abilities. Furthermore, if, as anticipated, larger and larger numbers of students continue on into higher education, it is certain that not all of them can be leaders.

These developments and others that could be mentioned have served a much-needed and valuable end. They have forced and are forcing educators to take a new look at higher education with a view toward more sharply defining its genuine and essential purposes and finding ways of moving toward accomplishing them. No longer is it possible to escape the hard questions and no longer is it possible to justify or sell higher education, either within the academic world itself or before the constituencies from which we seek moral and financial support, on grounds that are nonessential, if not altogether spurious and dishonest.

WHAT ARE THE PURPOSES?

This leads us to the question: what are the purposes of higher education and how do we put the case for higher education convincingly before the American and the world public?

I hope I will not appear facetious when I say it is becoming clear at long last that the purpose of the college and the university is to provide a *good* education. And may I also add I suspect we’re getting closer to the time, though it may still be somewhat distant, when alumni and friends will support higher education for the right reasons.

Let me attempt to state what I consider the purposes of higher education. This analysis is submitted for your consideration. Some may agree with it; others will find it useful in furthering their own thinking.

First of all, it should be perfectly obvious that higher education is distinctively different from elementary and secondary education. It is not just more of the same. Though it is clearly dependent on these and must be closely articulated with them, it has its own principles and its own purposes. If we roughly characterize elementary education as that which provides the introduction to learning and the rudiments of it — the ability to read well, to write well, to figure or calculate well, and, if we characterize secondary education as that which provides general knowledge or cultural or liberal education, then how do we characterize formal higher education?

What is the unique purpose of higher education? I am using the term “higher education” here to refer to that education which in this country typically begins with what we call “the major” and extends through

the Ph.D. or first professional degree. As you know, our system of higher education in this country is different from that found in any other part of the world. Some of what we call higher education is really a part of secondary education.

MUST BE BASED ON LIBERAL EDUCATION

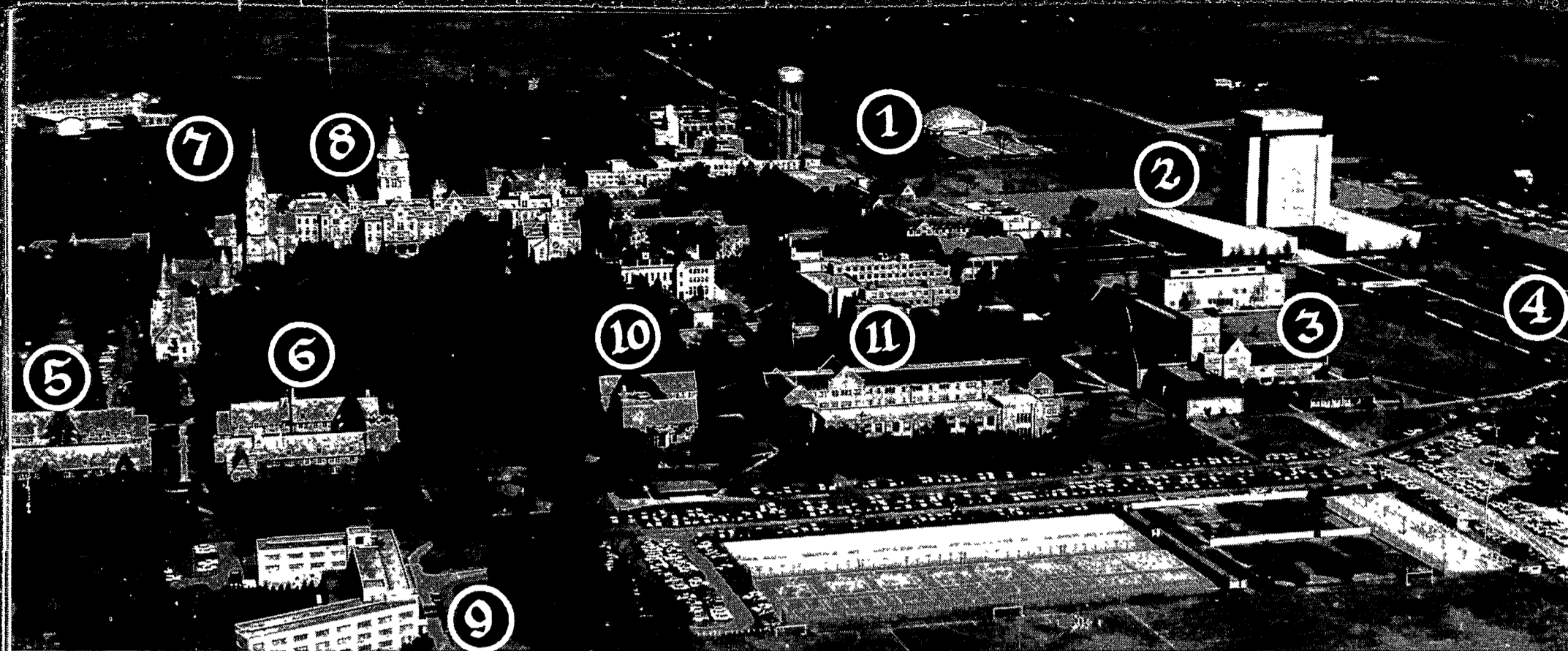
I can’t emphasize enough that higher education must be based on a solid and meaningful general or liberal education. Personally, I prefer to think of liberal education as preceding higher education both logically and chronologically, though I’m willing to admit a good case can be made for holding that liberal or general education and specialized education could well take place simultaneously. It is during the period of his secondary education rather than that of his higher education that a student encounters and comes to grips with philosophy and theology, with the humanities, the arts and sciences, and in which he develops an appreciation and understanding of the fine arts. Secondary education is the work of what we call “natural intelligence” or what the Greeks called *Paideia* culture. Higher education is the work of intellectual virtue or what the Greeks called *arete*, that which makes a thing to be most perfect or excellent in its class.

The unique purpose of higher education is to make it possible for the student to acquire a mastery of a specified area of knowledge. *Higher* education really means *deeper* education. It means coming to know some subject matter or discipline thoroughly and profoundly, or, as the students say “backwards and forwards.” Our students give one of our faculty members credit for knowing his subject backwards and forwards, but they claim he insists on teaching it backwards. Higher education means a familiarity with and a grasp of the discipline principles, its relationships with other disciplines, its organization and its methods, and eventually it means pushing back still further the frontiers and horizons of this particular discipline.

DEFECTIVE WITHOUT TOTALITY

Higher education is concerned primarily with the forming, developing, and perfecting of man’s mind — it is a work of our intellect — but it is also concerned, as is all education, with the moral and spiritual dimensions of human life. Man is not pure mind; indeed he is heart and soul as well. Any education, including higher education, which takes place without reference to the unity in man of mind and heart, body and soul, — without reference to his totality as a human person, without reference to man’s dignity, his freedom, and his place in the world of God’s creation — is defective.

I think, too, that higher education should be mostly a matter of coming to see and to understand. It is descriptive and speculative rather than practical. Its function is not primarily one of doing or of making it possible to get things done. That may or may not come later. This is just another way of saying that the college or university is genuinely and properly the “home of theory.” You may recall that among the Greeks of classical times the *theoroi* were the persons sent out from



Recent development on the Notre Dame campus is illustrated by this latest aerial photo. Built within the past two years are Stepan Center (1), the Memorial Library (2), the Radiation Research Building (3) and the Computing Center and Mathematics Building (4). Other campus landmarks include Dillon and Alumni Halls (5) and (6), Sacred Heart Church and the Administration Building (7) and (8). At the entrance to the University is the Morris Inn (9), with the Law School (10) and the Engineering Building (11) east of the circle.

the city-state to observe and to study how other people lived and thought. Our modern word *theory*, as contrasted with practice, implies the effort to get at the principles, the causes and reasons of things. Higher education is not at all exclusively informational. It seeks to find why things are as they are and why and how they could or should be different.

Higher education, properly conceived has both a personal and a social aspect. As far as the student himself is concerned, he is engaged in the pursuit of knowledge as a means of perfecting and fulfilling himself. He is more fully human, more properly a man, to the extent he knows more, for man is essentially distinguished from other forms of life precisely by his rational and spiritual powers. The perfecting of man depends on the perfecting of his reason. This perfecting takes place both in breadth and depth. Granted, as was said before, that higher education must be based on the possession of a good general or liberal education, then higher education is the only way possible in our day for a man to continue to perfect himself in knowledge.

So vast and complex has knowledge become that no man can now hope to be a "universal" man, knowing all there is to know. Unless he is to spend his life as a dilettante, he must move into some fairly restricted area of knowledge and make it his own. Higher education protects us against what might be called "the superficial man."

On the social side, higher education gives birth to those ideas and movements which most profoundly affect the life of society. Though the university is the home of theory, there is a constant interchange between theory and practice. The processes of evaluation and criticism provided by higher education are not only inescapable — they are essential for the vitality and strength of both higher education and society. The confirmation of old ideas and the coming to life of new ideas are further direct correlatives of the interplay between higher education and society.

Higher education produces for society the man of knowledge — the man of deep, genuine and sure knowledge. And no society can long exist without such

knowledge and without such men. It also produces thoughtful, alert, cooperative citizens who realize the importance of ideas and knowledge in the life of society. Some of these men may become the leaders of society; others will not. But society will be stronger and more secure by reason of the fact that both the leaders and the led have had a good higher education.

Now, if all of this is true, what does it mean for alumni directors and development officers and their important work in the years ahead? I am as convinced as you are that the support of a particular college or university by alumni and friends is not just a matter of logic and conviction. It is often a matter of emotion and affection, and this is perfectly proper and to be expected. The motives which prompt either an alumnus or a friend to interest himself in a college or university, to work for it, and to support it financially, are often obscure, subtle, and even darkly hidden from the man himself.

But insofar as logic does enter into the question of assistance and support, it is the logic of realizing that a particular college or university is doing well what higher education should be doing. Even many who have finished colleges and universities do not realize what higher education is all about. They are pleased with the experiences they had in colleges or universities and they know how much their higher education has meant to them, but they do not realize fully or sharply the inner nature and commitment of higher education. They have a vague realization of the importance of higher education but they have not analyzed its proper claim to their support. They have not contemplated, for example, the life of a society in which there would be no formal higher education. Such a society would soon shrivel up and dry out because its wellsprings of knowledge had been closed.

Higher education performs a noble and crucially important service to the individual and to society. If we are to expect the support of alumni and friends, we must represent this service to them as it truly is. In speaking for higher education or for a particular college or university, we are not, obviously, selling a tangible commodity; we are not appealing to the health and cure of the body as a hospital or a heart fund might; we are not

talking of social or financial advantage as a country club might; we are not enlisting aid for the training and disciplining of students as an army camp might; we are not running colleges and universities to keep the boys off the streets, or off the labor market, or even out of the clutches of the Communists; we are not even appealing to alumni and benefactors on the basis of the beauty of the campus and the ties of sentiment. Rather, we are suggesting that higher education has a distinctive life of its own which in our day is essential to the perfecting of man and society. Our best case for higher education comes from our own understanding of this life and mission. In the final analysis, the best case for higher education is good higher education.

And finally, what is to be said of the Catholic college or university?

Recently in reading a novel, I came across what I consider to be the best possible statement of the case for a secular university:

Professor Smith clasped his hands and gazed upward in a posture curiously reminiscent of the conventional attitude of prayer. "This is a great University," he said quietly. "One of the greatest. And

to me a great university is nothing less than the noblest achievement of man. I do not happen to believe in the existence of God. There may be a God, but if there is, He has never chosen to reveal Himself to me. In the absence of such revelation, I have no choice but to believe that man is alone in the universe — or at least in this very tiny corner of it. I believe that whether or not man is to edure, and if so, under what conditions, is in his own hands. And I believe that the knowledge with which man must face this challenge is discovered and disseminated primarily by the company of scholars — the citizenry of the few great universities."

The case for a Catholic college or university is, of course, fundamentally different. We do believe in God and in His Revelation. We do not believe that man stands alone. To us the building of a great secular university, whatever its contributions and accomplishments, rings strangely hollow. But if the building of a great university is the noblest achievement of secular man, how much more true is it that the building of a great university is the noblest achievement and the finest flowering of Catholic man and his Church.

PROFESSOR KENNEDY APPOINTED CHAIRMAN

The appointment of Professor John Joseph Kennedy as chairman of the Department of Government and International Studies at the University of Notre Dame was announced recently by Rev. Theodore M. Hesburgh, C.S.C., University president.

Kennedy, a Latin-American specialist who taught at Notre Dame from 1951 to 1959, returns to the campus from his current post as professor of foreign affairs at the University of Virginia, Charlottesville, Va. His appointment is effective July 1, 1964.

Currently, Dr. Stephen Kertesz is acting head of the Department of Government and International Studies at the University.

Father Hesburgh also announced that Kennedy will become director of the interdepartmental program of Latin-American Studies at Notre Dame.



JOHN J. KENNEDY



THOMAS T. MURPHY

MURPHY NAMED DEAN OF COLLEGE

The appointment of Thomas T. Murphy as dean of the College of Business Administration at Notre Dame

was announced in October by Rev. Theodore M. Hesburgh, C.S.C., University president.

Murphy, who is a specialist in investments and business finance, had been serving as acting dean since December 1, 1962, when Dean James W. Culliton relinquished the post to become a member of the U. S. Tariff Commission.

A member of the Notre Dame faculty since 1946, Dean Murphy holds two degrees from Boston University and has taken additional graduate studies at the University of Michigan, Indiana University and Notre Dame.

LIBRARY COUNCIL ESTABLISHED

The establishment of The Notre Dame Library Council and the appointment of eight charter members were announced recently by Rev. Theodore M. Hesburgh, C.S.C., University president.

The Council, Father Hesburgh said, will consist of book collectors, bibliophiles and authors who will assist the University in obtaining rare books and outstanding collections for the new Notre Dame Memorial Library. Believed to be the largest college library building in the world, the thirteen-story facility opened in September and will be formally dedicated in the spring.

Charter members of the Notre Dame Library Council, all of whom have an active interest in the world of books, include John Paul Cullen, regional manager, U. S. Veterans Administration, Milwaukee, Wisc.; John T. Frederick, retired head of the Notre Dame English department, Iowa City, Ia.; Paul Horgan Pulitzer Prize-winning author, Roswell, New Mexico; and Senator Eugene McCarthy of Minnesota.

Also Ralph G. Newman, owner of The Abraham Lincoln Bookshop, Chicago, Ill.; Lester W. Olson, a retired official of the Nunn-Busch Shoe Co., Milwaukee, Wisc.; John Bennett Shaw, Tulsa, Okla., businessman; and Walter Trohan, chief of *The Chicago Tribune's* Washington bureau.

The Study of Man

(Continued from page 4)

for reaching them were outlined. This proposal was modified after discussion with the Carnegie Foundation, which then made a substantial grant to the University. We next had to assure ourselves of the good will of Catholic educators, who had until then not participated in an inquiry of this kind. Very fortunately we found an eminent patron in Cardinal Albert G. Meyer of Chicago. The profound interest and support of at least three other men occupying key positions in the Catholic school world were secured — Archbishop Lawrence J. Shehan, Monsignor Frederick G. Hochwalt and Monsignor William McManus. Notre Dame could then immediately proceed to recruit the necessary staff and to organize the Study. The cooperation since received from dioceses, superintendents, religious communities and schools has been extraordinary in terms both of candor and cordiality.

More generally, the manner in which the Center functions may be described as a threefold one. It explores, it promotes discussion and it fosters research. Let me define these briefly. By "exploration" I mean the plotting out of an area of inquiry which happens to be of natural interest to Notre Dame, as an American and Catholic university. This is never an easy task and involves lengthy discussions with members of the Faculty and many others. Among the areas we have thus far looked into are ecumenical discussion, particularly in Scripture study, African education, Social Change in Latin America, the Mass Media, Demography, Religion and Education and above all the American Community and Race Relations.

The next step is discussion, which we stimulate by organizing conferences. These bring to the University for several days groups of distinguished authorities. Such meetings can be very lively and sometimes produce quite startling results. Thus a conference we held on the subject of African Education led to active cooperation between Catholic and Protestant schoolmen in Africa. For each of these we have had benefactors, ranging all the way from Cardinal Spellman to the Rockefeller, Ford and Hazen Foundations. If as a result we find that active continuing research is desirable, we proceed to the drawing up of proposals for promoting it. Sometimes we succeed and then again we do not. But we keep on trying and as a result lead busy lives. Of special value has been the friendly cooperation of the Notre Dame Foundation.

At the present time our principal immediate hope is to establish as the continuing core of the Center's activities an Institute of Higher Christian Studies. The underlying reason why is this: like its university peers, Notre Dame is dedicated to Liberal Education in the deepest and richest sense, but its special and secure place among American institutions of higher learning is in large measure determined by its commitment to the convergence of Religion and Education. The value of this commitment depends of course on the relative excellence of each part of the educational program, and yet its total success can be secured only by the quality of the work done in the general field of Religion. This field is not limited to Theology alone but embraces areas of inquiry and exploration which are scientific, historical, sociological and humanistic in character.

It is not difficult to see why Higher Christian Studies in this sense are of the greatest practical importance. First, thinking about Religion in our time has taken on a new dimension, namely ecumenical thinking, often popularly referred to as the "dialogue," which explores the possibilities of conciliation and common action rather than those of conflict. Second, higher education in the United States will within the foreseeable future largely be conducted under public auspices. This means that if Religion is to be a part of that education, centers must be established, the influence of which can be felt throughout the institutions they serve. Those who conduct the work of such Centers must be adequately trained. Third, progress is being made throughout the

world in recognizing a measure of consonance between the great religious traditions and therewith in setting the Christian mission in a new context. We need to study the nature of that progress and the setting in which it takes place.

I cannot outline this proposal in detail here because it would be quite inappropriate to impose to that extent on the hospitality of the editor of *Notre Dame*. It must suffice to say that nearly everything the center has so far done points to the need for such an Institute and demonstrates also that Notre Dame is the ideal place in which it could be established. The University provides above all a place in which men and women of widely divergent convictions and backgrounds can feel at home. It can also make it relatively easy for Catholic scholars, both clerical and lay, to speak and write with a measure of freedom they might not enjoy elsewhere. Finally, the resources at the University's disposition are very considerable. Perhaps one ought to stress just another fact which we often take for granted and which is nevertheless of the greatest importance. Notre Dame is an extraordinarily beautiful place. It haunts the imagination of those who come even when, as is not infrequently the case, the infamous climate of Northern Indiana makes its mark on body and soul.

These then are a few reflections of the Center for the Study of Man in Contemporary Society which it is hoped will give you who are so deeply interested in the well-being of Notre Dame some idea of what it is and strives to become.

NOTRE DAME NEWS

(Continued from page 2)

NSF MAKES \$616,000 GRANT

The University of Notre Dame has been awarded a grant of \$616,000 by The National Science Foundation to expand the research facilities of its Lobund Laboratory.

Rev. Edmund P. Joyce, C.S.C., executive vice president, said the NSF grant will enable the University to triple the experimental laboratory facilities of its famed germfree animal research center.

A new Lobund Laboratory building will be erected, Father Joyce said, as part of a larger complex of biology facilities on the mall near the new Notre Dame Memorial Library. Architectural details of the 20,000 square foot building and related structures are not complete, he said.

UNIVERSITY AT ELECTRONICS CONFERENCE

In October, the University of Notre Dame and several faculty members of the Department of Electrical Engineering par-

ticipated in the National Electronics Conference in Chicago.

Dr. Eugene W. Henry, associate professor of Electrical Engineering, coordinated the University's participation in the three-day conference which included more than 200 technical papers, exhibits by 500 electronics firms and a wide range of seminars, symposia and refresher courses.

Three Notre Dame Electrical Engineering professors appeared on the conference's technical program. Prof. Basil R. Myers, head of the department, served as a panelist for a discussion on "The Role of the Humanities in Engineering Education." Dr. Harry G. Lafuse, delivered a paper on "A Wideband Communication System Using Frequency Scope Modulation." Dr. James L. Massey spoke on "Error Correcting Codes Applied to Computer Technology."

CROTEAU PUBLISHES BOOK

Dr. John T. Croteau, professor of Economics at Notre Dame and a specialist in the field of cooperative credit, is the author of a new book, *The Economics of the Credit Union*, which was published by the Wayne State University Press, Detroit, Mich.

TWO LOBUND SCIENTISTS FEATURED

Two research scientists from the University of Notre Dame's Laboratories of Bacteriology (LOBUND) were featured in programs in Fort Wayne and Indianapolis recently.

Dr. Morris Pollard, director of LOBUND, addressed the Isaac Knapp Society in Fort Wayne, describing the research program of LOBUND in the areas of cancer, viral infections, dental caries and radiation disease. Brother Raphael Wilson, C.S.C., also a member of the LOBUND staff, conducted a workshop on testing and evaluation at St. Vincent's Hospital, Indianapolis, for the Indiana Conference of Catholic Schools of Nursing.

SMELSER ADDRESSES PIONEERS

Dr. Marshall Smelser, professor of History at Notre Dame, was the principal speaker at the annual dinner of the Society of Indiana Pioneers in November. The dinner was the closing event of the 45th annual Indiana History Conference.

THREE PROFESSORS AT ANNUAL MEETING

Three University of Notre Dame faculty members participated in the annual meeting of the Indiana Academy of the Social Sciences recently at Butler University, Indianapolis.

They were Peter T. Brady, associate professor of Accountancy in the College of Business Administration, Dr. John J. Kane, professor of Sociology and acting head of the Sociology department, and William F. Eagan, associate professor of Business Organization and Management and acting dean of the Graduate School.

LAWLESS NAMED TO LAW COUNCIL

Judge William B. Lawless, of the Supreme Court of the State of New York, has been appointed a member of the Notre Dame Law School Advisory Council by Rev. Theodore M. Hesburgh, C.S.C., University president. Lawless, who is a 1944 Notre Dame Law graduate, presides over the Court's Eighth Judicial District in Buffalo.

CRAIG PARTICIPATES IN SYMPOSIUM

Dr. George B. Craig, associate professor of Biology and director of the Mosquito Genetics Laboratory at the University of Notre Dame, participated in a World Health Organization symposium at Gainesville, Fla., recently. Thirty-five authorities from throughout the world attended the symposium which dealt with bioengineering for biological control of insects. Dr. Craig presented a paper on "Application of Genetics to Mosquito Production."

POWELL NAMED NATIONAL CHAIRMAN

Dr. Ray M. Powell, head of the department of Accountancy in Notre Dame's College of Business Administration, has been named national chairman of the Accounting Careers Council.

The Council was created in 1959 by five professional organizations to coordinate accounting careers guidance among young people. Recently, under Dr. Powell's direction, the Council sent letters to 32,000 mathematics teachers in public and private high schools and colleges pointing out the opportunities for good mathematics students in the accounting field.

LUDWIG ATTENDS POLISH CONFERENCE

Dr. Peter K. Ludwig, a research scientist in the Radiation Laboratory at the University of Notre Dame, delivered a paper at the International Conference on Luminescence held at Torun, Poland, in September. His subject was "Fluorescent Decay Time Measurement in the Nanosecond Region."

FATHER O'BRIEN DISCUSSES BIRTH CONTROL

Rev. John A. O'Brien, research professor of Theology at the University of Notre Dame, proposed a White House conference to discuss measures that would "help the underdeveloped nations deal effectively with their urgent population problems," and also called on the federal government "to conduct a crash research program on human reproduction in all its phases."

Father O'Brien made the two proposals in an article, "Let's End the War Over Birth Control" which appears simultaneously in the current issues of *The Christian Century* and the *Ave Maria*. An earlier article by the noted priest-author, "Family Planning in an Exploding Population," appeared in the same Protestant and Catholic magazines in late August and attracted world-wide interest.

HOLD SIX BIOLOGY SEMINARS

A series of six seminars were held in Notre Dame's Biology department in September and October under the direction of Dr. Ralph Thorson, head of the department.

The speakers for the public lectures included Dr. Charles Ehret, of the Division of Biological and Medical Research at the Argonne National Laboratory; Dr. Reznat M. Darnell, associate professor of Biology at Marquette University; Dr. A. C. Leopold, professor of Physiology of Horticultural Crops, Purdue University; Dr. Charles S. Thornton, chairman of the Zoology department, Michigan State University; Dr. Earl Savage, assistant professor of Biology at Notre Dame; and Dr. Philip Hauser, chairman of the department of Sociology at the University of Chicago.

Miss Mildred Baumgartner
23638 Edison Rd.
South Bend 28, Ind.

The College of Business Administration until 1961 the College of Commerce was officially organized in 1921 although courses in business were offered as early as 1913.

Currently the College of Business Administration is headed by Thomas Timothy Murphy, dean, who is assisted by Professor John R. Malone, assistant dean.

Sophomores, Juniors and Seniors currently enrolled number 925. In addition approximately 300 Freshmen have indicated a Business preference, bringing the total enrollment to 1225. As well, a summer graduate program, leading to the MBA degree, is inter-departmental, and currently has 120 students enrolled.

The faculty of the College of Business Administration is composed of 42 members who offer the professional areas of the liberal program for business responsibility leading to the BBA degree. Approximately half of the Business School's program is offered by the faculties of the College of Arts and Letters and the College of Science.

The Departments include: Accountancy, Business Organization and Management, Finance and Business Economics, and Marketing Management.

The College is headquartered in the Hurley Building of Foreign and Domestic Commerce.



Today, Notre Dame's ability to provide scholarships to deserving students is limited by a lack of funds for this purpose.

As an alumnus or friend of the University, you can recognize the importance of maintaining the high level of students coming to Notre Dame, and making sure that financial problems do not exclude deserving students from the opportunity of obtaining a degree from Notre Dame.

To assist these deserving young men, memorial scholarships are available through the Notre Dame Foundation at remarkably low cost.

For additional information please contact:

SCHOLARSHIP CHAIRMAN

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