

THIRTY YEARS LATER
.....SOME REFLECTIONS

KIT KAT CLUB
FRESHMAN PAPER
MICHAEL C. SCANLON
NOVEMBER 16, 1982

INTRODUCTION

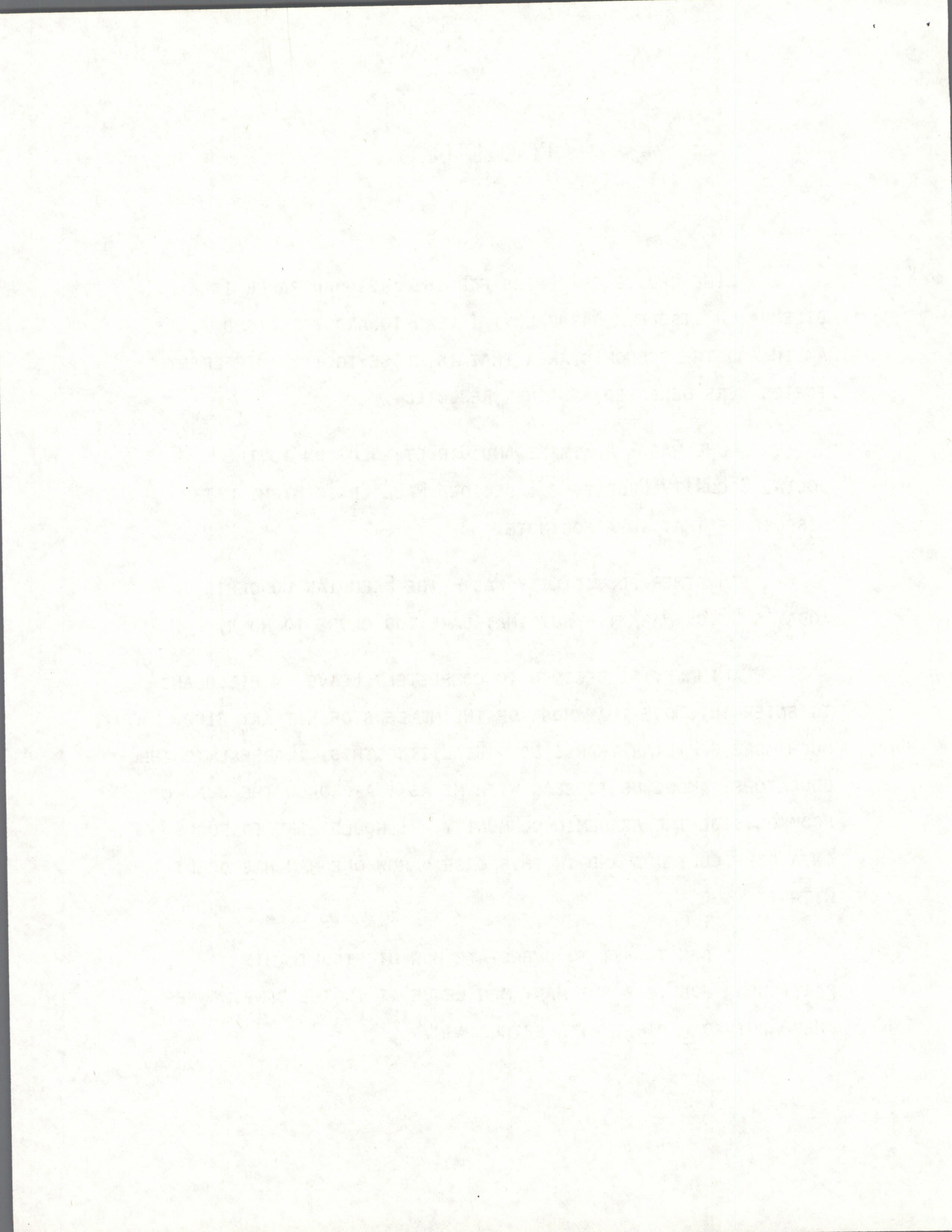
THE CHOICE OF TOPICS FOR THE FRESHMAN PAPER IS A DILEMMA IN ITSELF. NATURALLY, I LEAN TOWARD THE FIELD I AM IN AND THE ECONOMIC AREA THAT IS CLOSE TO IT. DIFFERENT TOPICS WERE SELECTED AND THEN REJECTED.

ONE WAS - A SIMPLE AND DIRECT SOLUTION TO THE SOCIAL SECURITY PROBLEM - I DECIDED PAUL CRAIG MIGHT LATER DISPOSE OF THAT IN A FOOTNOTE.

ANOTHER POSSIBILITY WAS - THE FREUDIAN CONCEPTS IN TODAY'S STOCK MARKET - BUT THAT CAME TOO CLOSE TO HOME.

FINALLY, I DECIDED TO COMPLETELY LEAVE MY FIELD AND TO ENTER INTO ONE THAT MOST OF THE MEMBERS OF KIT KAT FIND MUCH MORE FAMILIAR THAN I DO. REALIZING THIS, I APPEAL TO THE EDUCATORS AMONG US TO BEAR WITH ME AS I APPROACH THE SUBJECT FROM OUTSIDE THE ACADEMIC COMMUNITY. I WOULD LIKE TO FOCUS ON A DIFFICULT JOB AND IN THIS CASE - HOW ONE MAN HAS DEALT WITH IT.

I DON'T WANT TO OVERSTATE HOW DIFFICULT THIS PARTICULAR JOB IS - BUT MANY MEN LEAVE IT IN THE SAME MANNER THEY ARRIVED - FIRED WITH ENTHUSIASM.

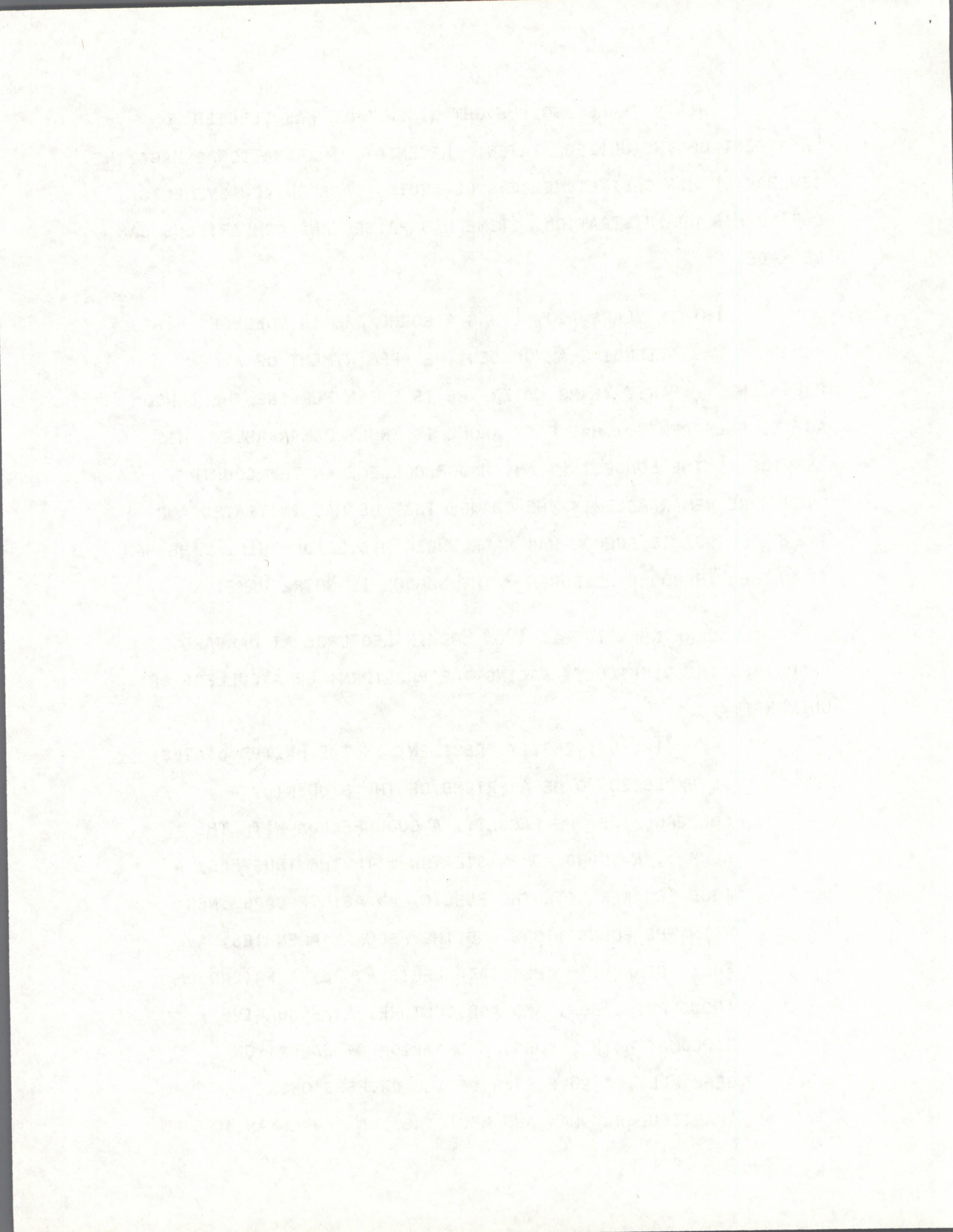


THIRTY YEARS AGO, DWIGHT EISENHOWER WAS ELECTED PRESIDENT OF THE UNITED STATES. RECENTLY, IN A NATIONAL MAGAZINE, SEVERAL OF HIS CABINET MEMBERS REFLECTED BACK ON ACHIEVEMENTS DURING HIS ADMINISTRATION. TIME HAS PASSED AND COMPARISONS CAN BE MADE.

THIRTY YEARS AGO, I WAS A SOPHOMORE IN COLLEGE. THE SCHOOL I WAS ATTENDING ANNOUNCED THE APPOINTMENT OF A NEW PRESIDENT. THIRTY YEARS LATER, HE IS STILL SERVING THE SCHOOL AS ITS PRESIDENT. THAT FACT ALONE IS TRULY REMARKABLE. HIS SERVICE IS THE LONGEST AT ANY MAJOR COLLEGE IN THE COUNTRY. EVEN MORE REMARKABLE IS THE CHANGE THAT HE HAS INITIATED AND THE PROGRESS HIS SCHOOL HAS MADE UNDER HIS LEADERSHIP. THE MAN IS FATHER THEODORE HESBURGH - THE SCHOOL IS NOTRE DAME.

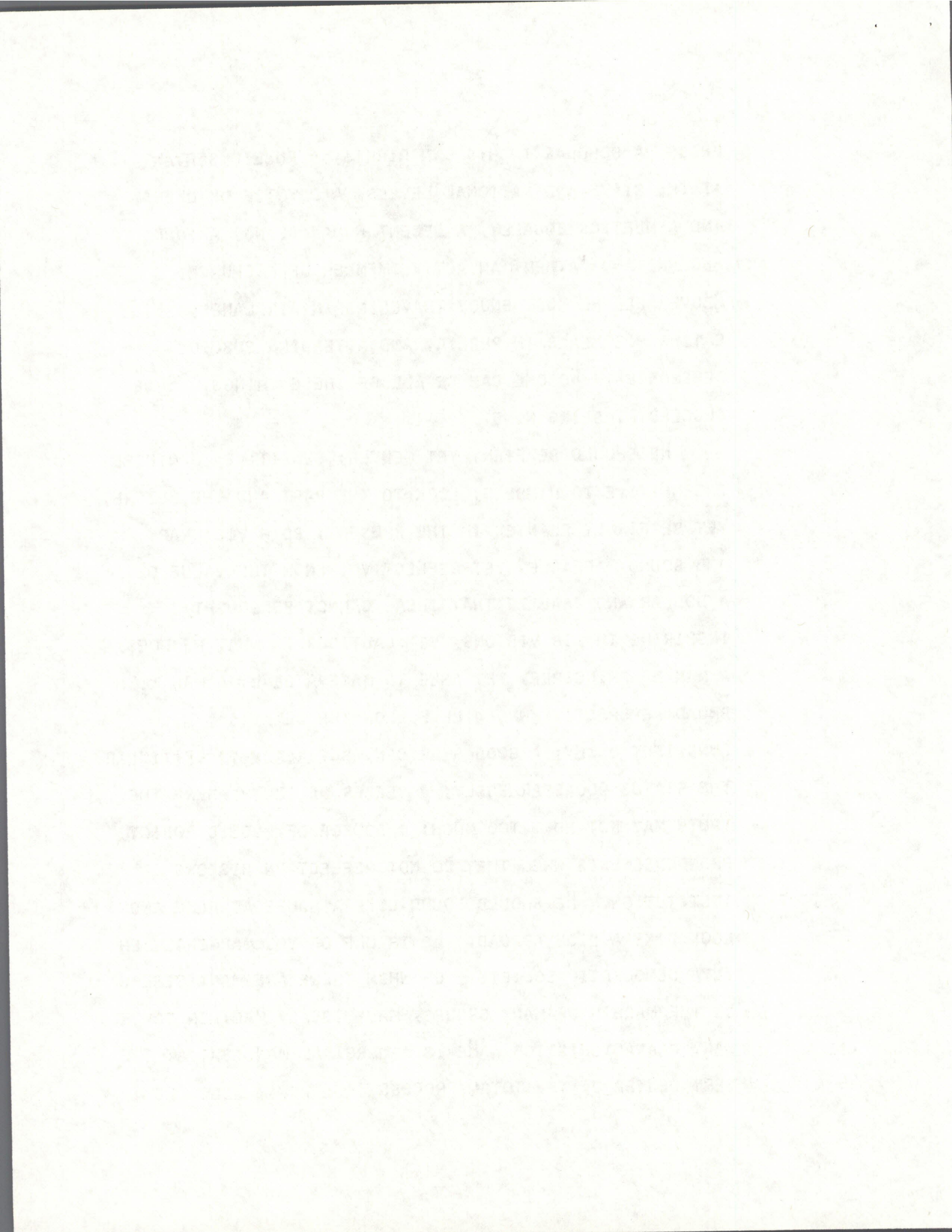
CLARK KERR IN HIS 1963 GODKIN LECTURES AT HARVARD, DESCRIBED THE DIFFICULTY FACING THE PRESIDENT OF A COLLEGE OR UNIVERSITY:

"THE UNIVERSITY PRESIDENT IN THE UNITED STATES IS EXPECTED TO BE A FRIEND OF THE STUDENTS, A COLLEAGUE OF THE FACULTY, A GOOD FELLOW WITH THE ALUMNI, A SOUND ADMINISTRATOR WITH THE TRUSTEES, A GOOD SPEAKER WITH THE PUBLIC, AN ASTUTE BARGAINER WITH THE FOUNDATIONS AND THE FEDERAL AGENCIES, A POLITICIAN WITH THE STATE LEGISLATURE, A FRIEND OF INDUSTRY, LABOR, AND AGRICULTURE, A PERSUASIVE DIPLOMAT WITH DONORS, A CHAMPION OF EDUCATION GENERALLY, A SUPPORTER OF THE PROFESSIONS (PARTICULARLY LAW AND MEDICINE), A SPOKESMAN TO THE



PRESS, A SCHOLAR IN HIS OWN RIGHTS, A PUBLIC SERVANT AT THE STATE AND NATIONAL LEVELS, A DEVOTEE OF OPERA AND ATHLETICS EQUALLY, A DECENT HUMAN BEING, A GOOD HUSBAND AND FATHER, AN ACTIVE MEMBER OF A CHURCH. ABOVE ALL, HE MUST ENJOY TRAVELING IN AIRPLANES, EATING HIS MEALS IN PUBLIC, AND ATTENDING PUBLIC CEREMONIES. NO ONE CAN BE ALL OF THESE THINGS. SOME SUCCEED AT BEING NONE.

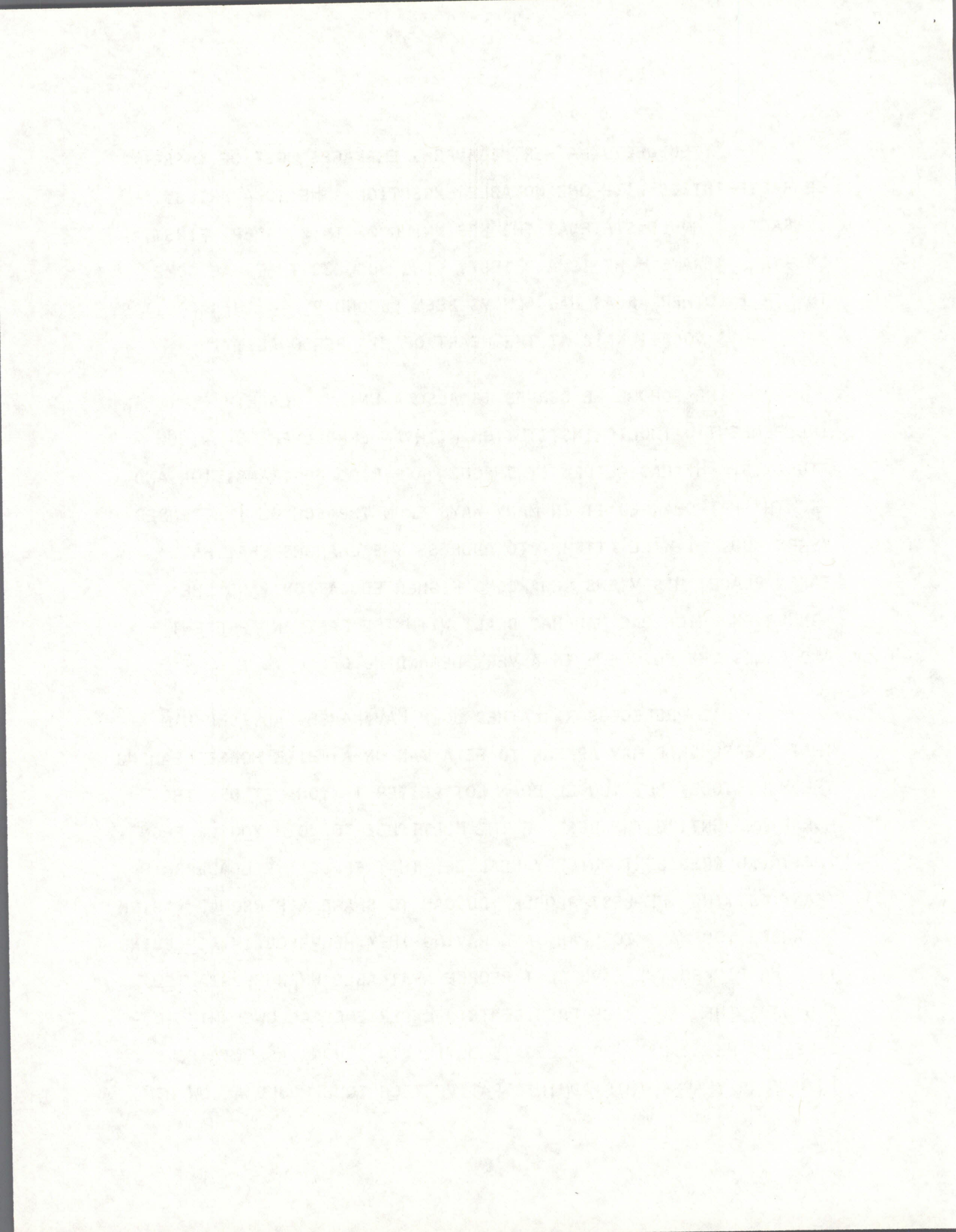
HE SHOULD BE FIRM, YET GENTLE; SENSITIVE TO OTHERS, INSENSITIVE TO HIMSELF; LOOK TO THE PAST AND THE FUTURE, YET BE FIRMLY PLANTED IN THE PRESENT; BOTH VISIONARY AND SOUND; AFFABLE, YET REFLECTIVE; KNOW THE VALUE OF A DOLLAR AND REALIZE THAT IDEAS CANNOT BE BOUGHT; INSPIRING IN HIS VISIONS, YET CAUTIOUS IN WHAT HE DOES; A MAN OF PRINCIPLE, YET ABLE TO MAKE A DEAL, A MAN WITH BROAD PERSPECTIVE WHO WILL FOLLOW THE DETAILS CONSCIENTIOUSLY; A GOOD AMERICAN, BUT READY TO CRITICIZE THE STATUS QUO FEARLESSLY; A SEEKER OF TRUTH WHERE THE TRUTH MAY NOT HURT TOO MUCH; A SOURCE OF PUBLIC POLICY PRONOUNCEMENTS WHEN THEY DO NOT REFLECT ON HIS OWN INSTITUTION. HE SHOULD SOUND LIKE A MOUSE AT HOME AND LOOK LIKE A LION ABROAD. HE IS ONE OF THE MARGINAL MEN IN A DEMOCRATIC SOCIETY - OF WHOM THERE ARE MANY OTHERS - ON THE MARGIN OF MANY GROUPS, MANY IDEAS, MANY ENDEAVORS, MANY CHARACTERISTICS. HE IS A MARGINAL MAN, BUT AT THE VERY CENTER OF THE TOTAL PROCESS."



MY SUBJECT, FATHER HESBURGH, EMBRACES MOST OF THESE CHARACTERISTICS WITH ONE NOTABLE EXCEPTION. HE IS A PRIEST. IN FACT, I WOULD STATE AT THE BEGINNING OF THIS PAPER, FIRST, LAST AND ALWAYS - HE IS A PRIEST. THE SUCCESS THAT HAS COME TO HIM IN OTHER AREAS HAS ALWAYS BEEN SECONDARY TO THIS SOLITARY FACT. HIS VOCATION IS AT THE HEART OF HIS PERSONALITY.

THE SCHOOL HE SERVES IS ALSO A UNIQUE PLACE. IT IS AN INDEPENDENT CATHOLIC INSTITUTION WITH AN ENROLLMENT OF 9,000 STUDENTS. HE HAS GUIDED IT THROUGH A PERIOD OF TRANSITION AND GROWTH THAT CHANGED IT IN MANY WAYS FROM THE SCHOOL I ATTENDED YEARS AGO. I WILL ATTEMPT TO ADDRESS THE CHANGES THAT HAVE TAKEN PLACE; HIS VIEWS REGARDING HIGHER EDUCATION; AND THE MANNER IN WHICH ONE MAN HAS DEALT WITH THE PAST AND PRESENT - AND FACES THE FUTURE - IN A VERY DEMANDING OFFICE.

HIS PREDECESSOR, FATHER JOHN CAVANAUGH, ADVISED HIM THAT "LEADERSHIP MAY APPEAR TO BE A MAN ON A WHITE HORSE LEADING THE MULTITUDE, BUT YOU'LL DO A LOT BETTER IF YOU GET OFF THE HORSE AND ENTICE THE BEST OF THE MULTITUDE TO JOIN YOU UP FRONT." THE YOUNG PRESIDENT QUICKLY REALIZED THAT EFFECTIVE LEADERSHIP MEANT GETTING THE BEST PEOPLE YOU CAN TO SHARE A PERSONAL VISION OF WHERE YOU WANT TO LEAD, AND HAVING THEM HELP YOU IN ACHIEVING IT. HE PICKED THE FIVE BEST PEOPLE AVAILABLE WHEN HE STARTED AND MADE THEM ALL VICE PRESIDENTS. EXPERIENCE ALLOWED HIM TO DEVELOP THE ABILITY TO DELEGATE DUTIES TO STRONG ASSOCIATES. IN FUTURE YEARS, THIS ADMINISTRATIVE TECHNIQUE WOULD ALLOW HIM

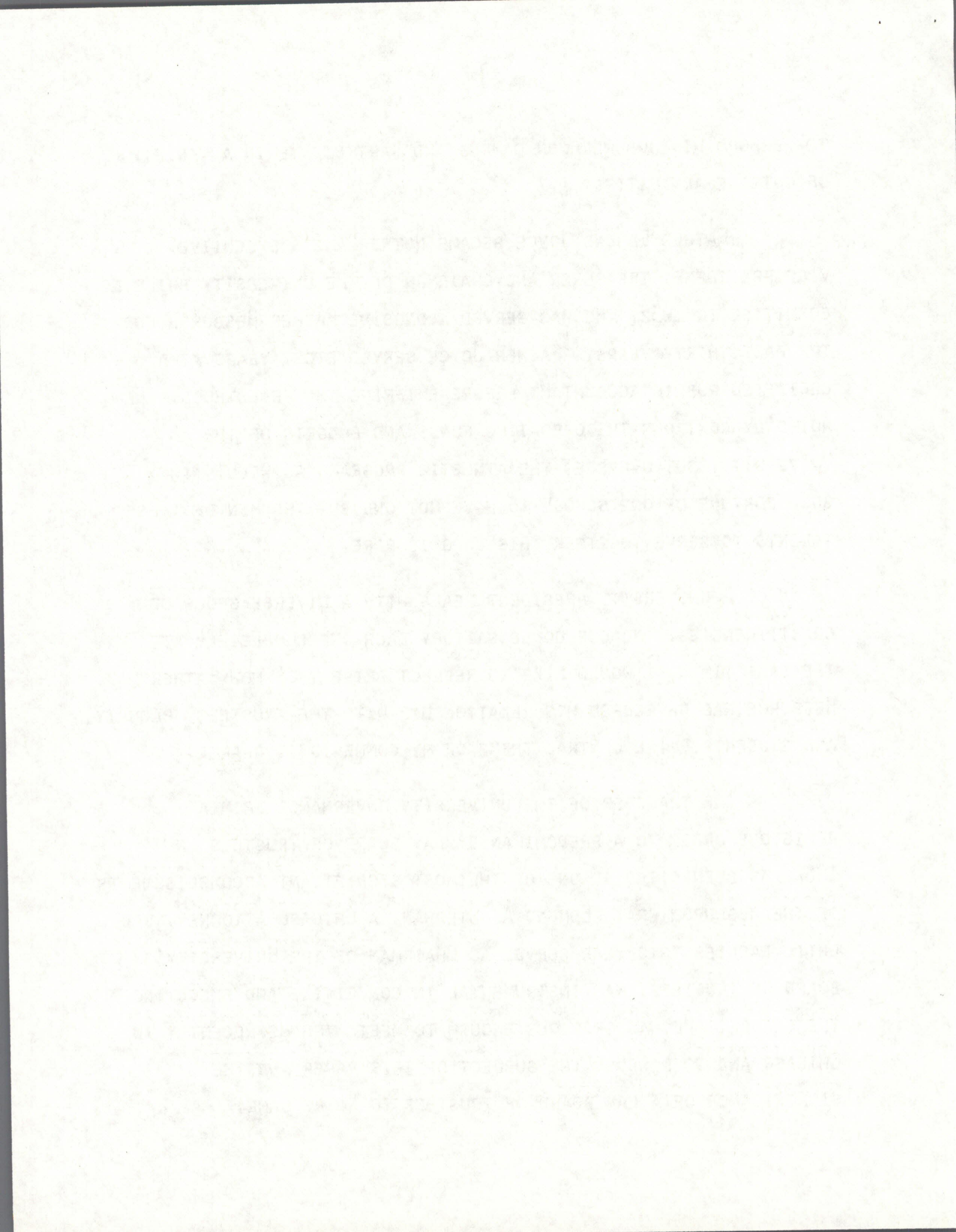


TO PERFORM HIS JOB WELL ON CAMPUS AND PARTICIPATE IN A VARIETY OF OUTSIDE ACTIVITIES.

FATHER EDMUND JOYCE BECAME NOTRE DAME'S EXECUTIVE VICE PRESIDENT, TREASURER AND CHAIRMAN OF THE UNIVERSITY BUILDING COMMITTEE IN 1952. HE HAS SERVED ALONGSIDE FATHER HESBURGH FOR THE PAST THIRTY YEARS. FATHER JOYCE SERVED EIGHT YEARS AS A CERTIFIED PUBLIC ACCOUNTANT BEFORE ENTERING THE PRIESTHOOD. HE NOT ONLY CONTROLS THE OPERATING FUNDS AND BUDGETS OF THE UNIVERSITY; BUT OVERSEES THE ATHLETIC PROGRAMS AS WELL. THE GOOD FORTUNE OF ONE SCHOOL TO HAVE NOT ONE BUT TWO MEN OF THESE TALENTS TO SERVE TOGETHER THIS LONG IS RARE.

A UNIVERSITY PRESIDENT DEALS WITH A DIVERSE GROUP OF CONSTITUENCIES. NO ONE COULD SATISFY EACH ONE COMPLETELY AT THE SAME TIME. I WOULD LIKE TO REFLECT BRIEFLY ON HOW FATHER HESBURGH HAS DEVELOPED HIS RELATIONSHIP WITH THE TRUSTEES, FACULTY, AND STUDENTS. THE CENTRAL THEME OF MY COMMENTS IS CHANGE.

THE TRANSFER OF THE UNIVERSITY GOVERNANCE FROM A RELIGIOUS ORDER TO A PREDOMINANTLY LAY BOARD OF TRUSTEES IN 1967 HAS BEEN CITED AS ONE OF THE MOST SIGNIFICANT ACCOMPLISHMENTS OF THE HESBURGH ERA. EDMUND A. STEPHAN, A CHICAGO ATTORNEY, WHO UNTIL EARLIER THIS YEAR SERVED AS CHAIRMAN OF THE UNIVERSITY'S BOARD OF TRUSTEES, WAS INSTRUMENTAL IN CONCEIVING AND EXECUTING THE CHANGE. HE WAS GRACIOUS ENOUGH TO MEET WITH ME RECENTLY IN CHICAGO AND TO DISCUSS THE SUBJECT OF THIS PAPER AND THE SIGNIFICANCE OF A LAY BOARD OF TRUSTEES TO NOTRE DAME.



THE CHANGE TO LAY TRUSTEES WAS NOT ACCOMPLISHED WITHOUT PROTEST. THERE WAS A RELINQUISHING OF POWER AS WELL AS POSSESSIONS. THE MOVE PRODUCED MORE FREEDOM FOR GOOD AND HONEST INTELLECTUAL ENDEAVOR THAN EVER BEFORE. IT LED TO MORE MORAL AND FINANCIAL SUPPORT. NOTRE DAME'S SPECIAL JURIDICAL AND INSTITUTIONAL STATUS BECAME MORE VISIBLE AND CLEAR-CUT VIS-A-VIS THE CHURCH AND THE STATE.

THE DICTUM OF GEORGE BERNARD SHAW THAT IN A SECULAR WORLD THE CATHOLIC UNIVERSITY, OR ANY DENOMINATIONAL INSTITUTION, WAS A CONTRADICTION IN TERMS WAS SPECIFICALLY ADDRESSED WITH THE CHANGE TO A LAY BOARD. IT SIMPLY FREED THE UNIVERSITY MORE TO PURSUE ITS ACADEMIC GOALS. FATHER HESBURGH SAW THE CHANGE DEMANDED BY THE REALITIES OF THE TIME. THE QUESTIONS OF ACADEMIC FREEDOM AND AUTONOMY OF THE UNIVERSITY HAVE BEEN MORE CLEARLY IDENTIFIED AND ANSWERED SINCE 1967.

THE WORK OF EDMUND STEPHAN, A FRIEND OF THIRTY-SIX YEARS, BROUGHT THE FOLLOWING APPRAISAL BY THE NOTRE DAME PRESIDENT, "HE'S PERSUASIVE RATHER THAN TOUGH, POSSESSING A FINE POWER OF MEDIATION BASED ON INTELLIGENCE. IT'S HARD TO RESIST A MAN WHO'S MAKING SENSE IN A DIFFICULT SITUATION." FROM WHAT I AM ABLE TO OBSERVE, THE SAME STATEMENT APPLIES APTLY TO FATHER HESBURGH. MEDIATION BASED ON INTELLIGENCE - COULD BE THE FORMULA THAT HAS WORKED BEST DURING THE HESBURGH ADMINISTRATION. CERTAINLY, THESE ATTRIBUTES WERE TESTED AND TEMPERED THROUGH THE HEAT OF THE SIXTIES.

The first part of the report deals with the general situation of the country and the progress of the work during the year. It is followed by a detailed account of the various projects and the results achieved. The report concludes with a summary of the work done and the plans for the future.

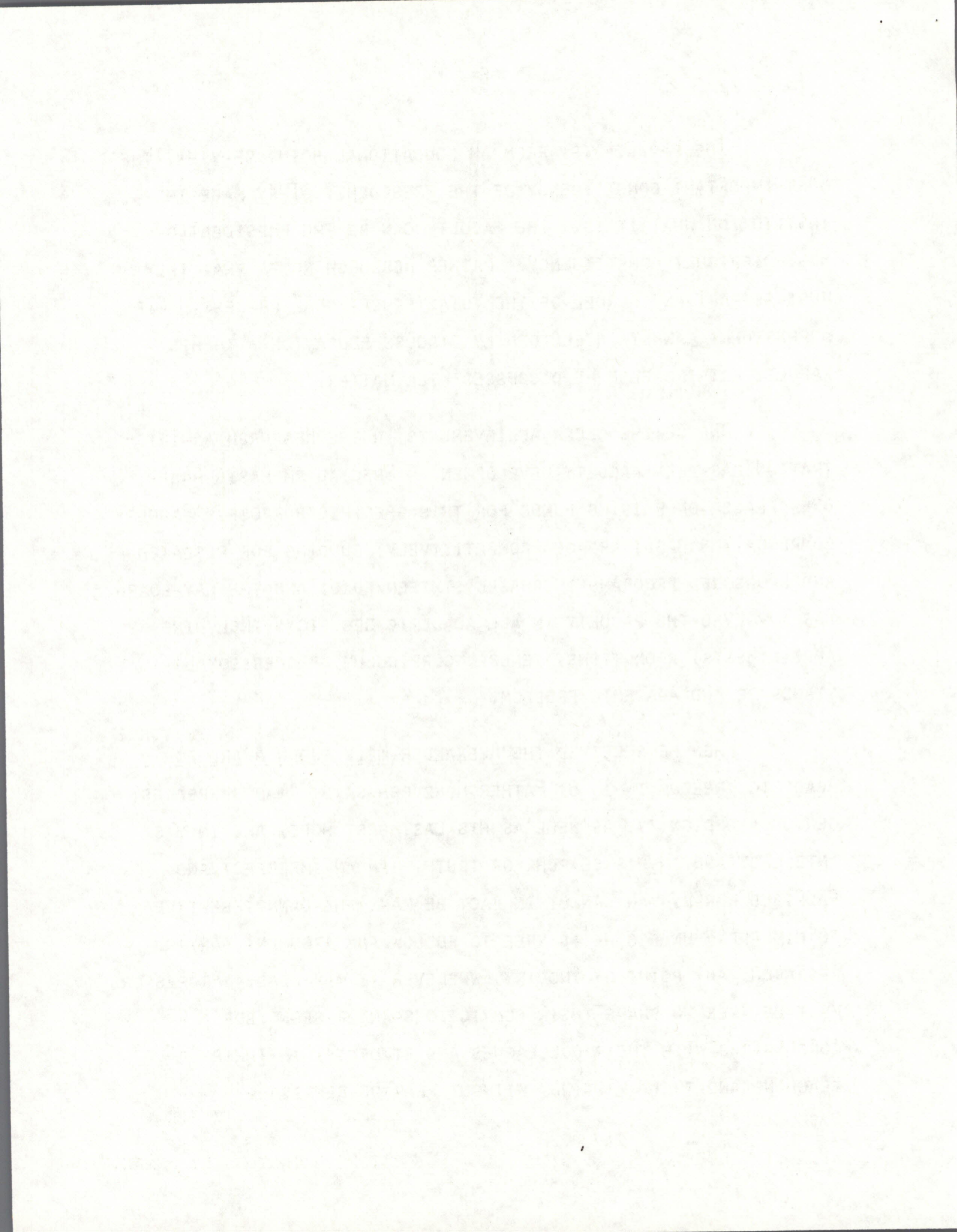
The work has been carried out in accordance with the programme of work approved by the Council of the League of Nations. It has been a year of active and fruitful work, and the results are most encouraging. The various projects have been carried out in a most efficient manner, and the results have been most satisfactory. The work has been carried out in a most efficient manner, and the results have been most satisfactory.

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THE FACULTY IS, FROM AN EDUCATIONAL POINT OF VIEW, THE MOST IMPORTANT CONSTITUENCY OF THE PRESIDENT. THEY MAKE THE INSTITUTION WHAT IT IS. THE FACULTY CAN BE THE PRESIDENT'S MOST DIFFICULT CONSTITUENCY. FATHER HESBURGH NOTES THAT THEY MUST BE PART AND PARCEL OF THE TOTAL EDUCATIONAL PROCESS. "IF A PRESIDENT CANNOT INTELLIGENTLY DISCUSS EDUCATION WITH HIS FACULTY NOTHING ELSE HE DISCUSSES WILL MATTER."

ONE OF THE CLEAR ACHIEVEMENTS IN THE HESBURGH ADMINISTRATION HAS BEEN FACULTY DEVELOPMENT. SPECIAL EMPHASIS HAS BEEN PLACED ON RAISING FUNDS FOR THIS SPECIFIC PURPOSE. FACULTY COMPENSATION HAS INCREASED COMPETITIVELY; FUNDING FOR RESEARCH AND SPONSORED PROGRAMS INCREASED SIXTEEN-FOLD; AND THE LAY BOARD HAS INVOLVED THE FACULTY IN ALL ACADEMIC DECISIONS INCLUDING APPOINTMENTS, PROMOTIONS, TENURE, CURRICULUM, PROFESSIONAL STANDARDS AND ACADEMIC FREEDOM.

WHEN HE RECEIVED THE ALEXANDER MEIKLEJOHN AWARD FOR ACADEMIC FREEDOM IN 1970, FATHER HESBURGH SAID: "MAN'S GREATEST GENIUS AND DIGNITY, AS WELL AS HIS LAST BEST HOPE, ARE IN HIS INTELLECT AND IN HIS SEARCH FOR TRUTH. IN AN IMPERFECT AND FALLIBLE WORLD, MAN CANNOT IN FACT BE MAN - HE CANNOT BE TRUE TO HIMSELF - UNLESS HE IS FREE TO FOLLOW ANY ARGUMENT, ANY RESEARCH, ANY POINT OF INQUIRY, WHEREVER IT MAY LEAD. PROFESSORS MUST BE FREE TO SHARE THEIR CONVICTIONS AND RESPONSIBLE CONCLUSIONS WITH THEIR COLLEAGUES AND STUDENTS, IN THEIR TEACHING AND THEIR WRITING, WITHOUT FEAR OF REPRISAL."



THE BASIC CONCEPT HAS NOT ALWAYS BEEN CARRIED OUT IN CATHOLIC COLLEGES. ACADEMIC FREEDOM DOES NOT LIVE BY RHETORIC ALONE. THE POINT EMPHASIZED BY FATHER HESBURGH WAS THERE MUST BE NO THEOLOGICAL OR PHILOSOPHICAL IMPERIALISM; ALL SCIENTIFIC AND DISCIPLINARY METHODS, AND METHODOLOGIES, MUST BE GIVEN DUE HONOR AND RESPECT.

THE STUDENTS ARE THE MAIN REASON FOR WHICH OUR EDUCATIONAL INSTITUTIONS EXIST. THIS THIRD CONSTITUENCY OF THE PRESIDENT IS ONE THAT WILL PERCEIVE HOW DEEPLY THE ADMINISTRATION CARES ABOUT THE PEOPLE THEY ARE BECOMING, THEIR CONCERNS, THE INTERESTS AND ATTITUDES THEY PORTRAY. FATHER HESBURGH HAS STATED THAT HE SHOULD BE "DEEPLY CONCERNED THAT HIS STUDENTS ARE BEING EDUCATED FOR TOMORROW, NOT FOR YESTERDAY; THAT THEY DO EMERGE FROM THE WHOLE PROCESS KNOWING HOW TO THINK, WRITE, SPEAK AND ORGANIZE THEMSELVES EFFECTIVELY; THAT THEY HAVE A SENSE OF VALUES AND JUDGE THEIR WORLD BY REASON AND JUSTICE WITH LOVE; FINALLY, THAT THEY HAVE SITUATED THEMSELVES, AND ARE AT PEACE WITH THEMSELVES AS THEY ARE AND ARE BECOMING."

IF A MIND IS A TERRIBLE THING TO WASTE, THEN THE COROLLARY MUST BE IT IS A BEAUTIFUL THING TO FULLY DEVELOP. FATHER HESBURGH'S MOST RECURRENT THEME IN WHAT HE HAS WRITTEN IS THE IMPORTANCE OF VALUES IN HIGHER EDUCATION. HE STATES, "I REALIZE FULL WELL THAT EDUCATION IS ESSENTIALLY A WORK OF THE INTELLECT, THE FORMATION OF INTELLIGENCE, THE UNENDING SEARCH FOR KNOWLEDGE. WHY THEN BE CONCERNED WITH VALUES? BECAUSE WISDOM IS MORE THAN KNOWLEDGE, MAN IS MORE THAN HIS MIND, AND WITHOUT VALUES, MAN MAY BE INTELLIGENT BUT LESS THAN FULLY HUMAN."

The first part of the report is devoted to a general description of the project and its objectives. It is followed by a detailed account of the methods used in the study, including the design of the experiments and the procedures for data collection and analysis. The results of the study are then presented in a series of tables and figures, which are discussed in detail in the following sections. The final part of the report is a conclusion, which summarizes the main findings of the study and discusses their implications for future research.

HE IMPLEMENTED CHANGE FOR THE STUDENTS BY GRANTING MORE FREEDOM WITH RESPONSIBILITY TO THEM. THIS INCLUDED REVISING THE REGULATIONS THAT HAD BEEN IN FORCE FOR YEARS. THE DORMITORY RESTRICTIONS SUCH AS LIGHTS OUT AT NIGHT AND THREE MORNING CHECKS AT THE HALL CHAPEL WERE ABOLISHED. THE DISCIPLINARY SYSTEM WAS CHANGED TO INVOLVE THE STUDENTS MORE AND TO MAKE THEM RESPONSIBLE WITHIN THEIR OWN COMMUNITY.

IN 1972, NOTRE DAME ADMITTED WOMEN UNDERGRADUATES. THIS BECAME A SIGNIFICANT TURNING POINT FOR THE FORMER ALL-MALE INSTITUTION. IN THIS ERA OF EQUALITY AND OPPORTUNITY FOR WOMEN, HE WAS QUICK TO SEE THE JUSTICE IN SUCH A MOVE. THIS MOVE COINCIDED WITH A NEW EMPHASIS ON AND CONCERN WITH THE NATURE OF WOMEN'S POSITION IN SOCIETY. HE SENSED THAT THEY WOULD NOT ONLY BENEFIT, BUT CONTRIBUTE TO THE INTELLECTUAL, CULTURAL, MORAL AND SOCIAL LIFE OF THE UNIVERSITY. THE CAMPUS BECAME A MORE CIVILIZED PLACE WITH THEIR PRESENCE. ABOVE ALL ELSE, THE QUALITY OF THE STUDENT BODY IMPROVED ALONG WITH THE ACADEMIC IMPROVEMENTS FOSTERED BY HIS ADMINISTRATION.

THERE IS A DEGREE OF IRONY IN THE FACT THAT AN ACTION TAKEN BY FATHER HESBURGH IN 1969 DURING THE STUDENT PROTESTS IS ONE THAT IS BEST REMEMBERED; WHILE A SUBSEQUENT ACT EIGHT DAYS LATER WAS PROBABLY MORE MEANINGFUL AND RECEIVED LITTLE PUBLICITY. PERHAPS, HIS FIFTEEN MINUTE RULE WAS THE FIRM STAND ON CAMPUS PROTEST THAT WAS NEEDED AT THE TIME. STUDENTS WERE GIVEN FIFTEEN MINUTES TO MEDIATE AND STOP THEIR ACTIONS WHERE FORCE WAS BEING

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SUBSTITUTED FOR RATIONAL PERSUASION. AFTER THAT, ACADEMIC SANCTIONS WERE ENFORCED. COMMENTS CONTAINED IN THE SAME LETTER REGARDING THE RIGHT TO PROTEST WERE VIRTUALLY IGNORED. THE MEDIA PICKED UP THE RULE AND RAN WITH IT. IT WAS PUBLICIZED WIDELY FOR SYMBOLIZING LAW AND ORDER.

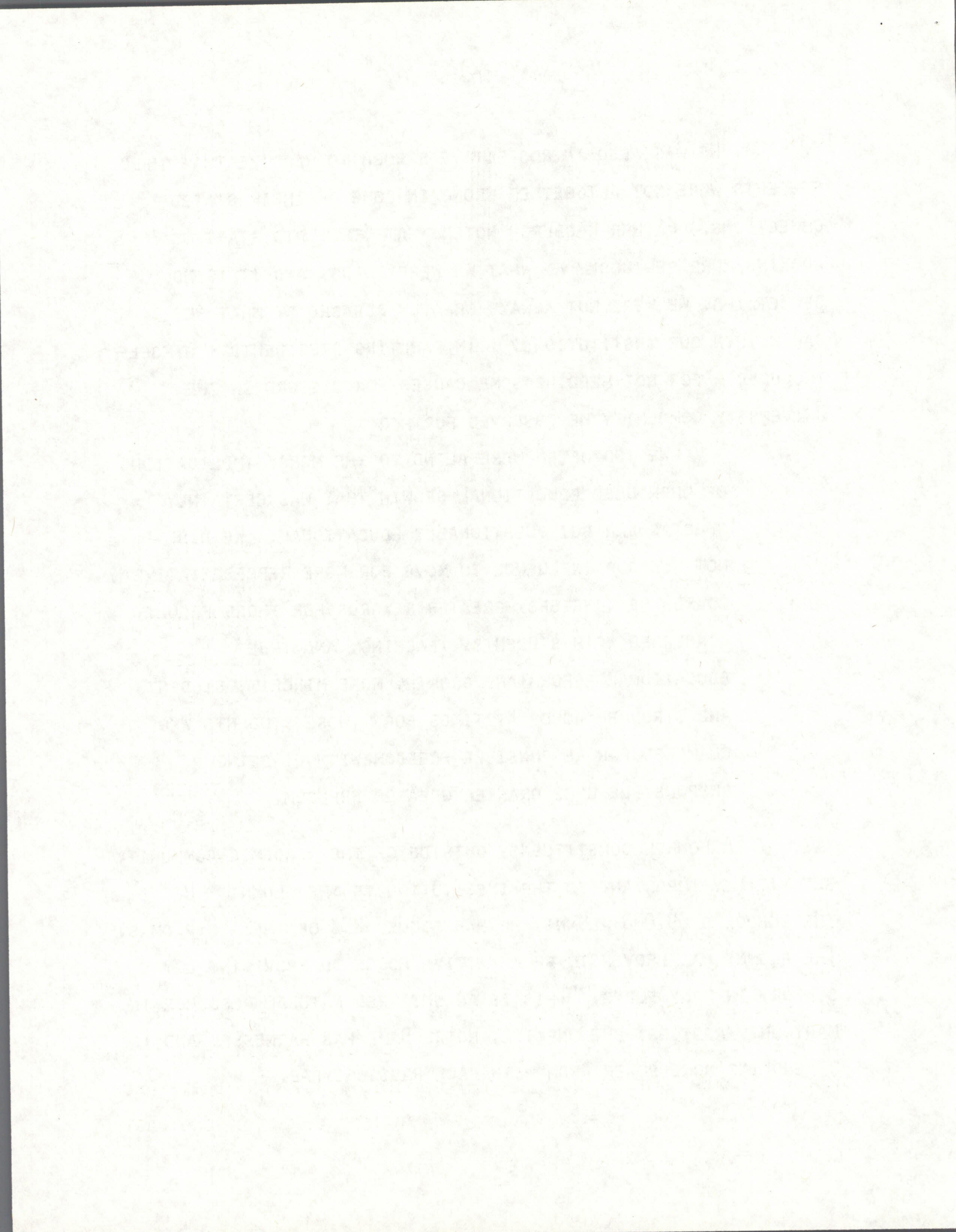
PRESIDENT NIXON ASKED HIM TO GIVE HIS VIEWS REGARDING CAMPUS UNREST AND POSSIBLE FEDERAL LEGISLATION TO PREVENT IT. A MEETING OF THE GOVERNORS OF THE FIFTY STATES HAD BEEN CONVENED TO DEAL WITH THE PROBLEM. REALIZING THAT REPRESSIVE LEGISLATION WAS THE LAST THING NEEDED AT THIS TIME, FATHER HESBURGH WIRED FROM BOGATA, COLUMBIA, AT A TIME WHEN FORTY GOVERNORS WERE PREPARED TO CAST THEIR VOTES FOR LEGISLATION AGAINST THE UNIVERSITIES. COPIES OF THE CABLE ARRIVED AT THE LAST MINUTE AND WERE DISTRIBUTED AND READ. THE NET RESULT WAS MORE THAN FORTY VOTES WERE CAST AGAINST REPRESSIVE LEGISLATION. HE QUOTED THE SAME LINE USED IN HIS LETTER TO THE STUDENTS: "WE RULE OURSELVES, OR OTHERS RULE US, IN A WAY THAT DESTROYS THE UNIVERSITY AS WE HAVE KNOWN AND LOVED IT."

ON ONE HAND, HE SHOWED THE ABILITY TO PROTECT HIS UNIVERSITY AND THE PEOPLE IN IT FROM FORCE EXERTED BY THOSE WHO WOULD NOT CHOOSE TO USE REASON IN REGISTERING THEIR PROTESTS OR CALL FOR CHANGE. AT THE SAME TIME, HE WAS QUICK TO DEFEND THE RIGHT OF THE UNIVERSITY TO BE FREE AND INDEPENDENT AND TO GOVERN ITSELF.

HE WAS ALSO INTROSPECTIVE ENOUGH TO REALIZE THAT THE STUDENTS WERE NOT ALTOGETHER WRONG IN SOME OF THEIR STATED OBJECTIONS. FATHER HESBURGH NOTED THAT "THEY DID START US LOOKING MORE SERIOUSLY AT WHAT WE WERE DOING, AND IT IS NO SECRET THAT WE WERE NOT ALWAYS GREATLY PLEASED BY WHAT WE SAW WITHIN OUR INSTITUTIONS." IN FAULTING PRESIDENTS - HIMSELF INCLUDED - FOR NOT HEEDING SOME CAUSES FOR DISCORD IN THE UNIVERSITY COMMUNITY HE OBSERVED FURTHER:

"WE TOO OFTEN WERE BLIND TO THE MORAL IMPLICATIONS OF UNBRIDLED EDUCATIONAL GROWTH THAT WAS CERTAINLY SPECTACULAR BUT QUESTIONABLY EDUCATIONAL. WE DID NOT USE OUR INFLUENCE TO MOVE FOR MORE REPRESENTATIVE BOARDS OF TRUSTEES, GREATER REWARDS FOR THOSE FACULTY CONCERNED WITH STUDENTS, TEACHING, AND TRUE EDUCATIONAL REFORM AND GROWTH, MORE MINORITY STUDENTS, AND STRONGER WORDS AT TIMES FOR THOSE STUDENTS WHO CLAMORED FOR RESPONSIBLE FREEDOM WITHOUT BEING RESPONSIBLE ONCE GRANTED GREATER FREEDOM.

A FOURTH CONSTITUENCY OUTSIDE OF THE ACADEMIC COMMUNITY BUT VITALLY IMPORTANT TO THE INSTITUTION IS THE ALUMNI. OF THE SCHOOL'S 69,000 ALUMNI, HE HAD SIGNED 85% OF THEIR DIPLOMAS. THE ALUMNI HAS PROVEN TO BE AN ACTIVE FORCE IN PROVIDING LOYAL SUPPORT IN MANY FORMS. THIS IS AN UNTAPPED NATURAL RESOURCE IN MANY UNIVERSITIES; BUT ONE THAT NOTRE DAME HAS HARNESSSED AND IS DEVELOPING MORE POWER FROM WITH EACH PASSING YEAR.



IN A REPORT TO THE FORD FOUNDATION IN 1960, FATHER HESBURGH ASSESSED THE SCHOOL HE HAD TAKEN OVER EIGHT YEARS EARLIER. "THE POST-WAR SITUATION WAS TYPICAL ENOUGH. OUR STUDENT BODY HAD DOUBLED. OUR FACILITIES WERE INADEQUATE. OUR FACULTY QUITE ORDINARY FOR THE MOST PART; OUR DEANS AND DEPARTMENT HEADS COMPLACENT. OUR GRADUATES LOYAL AND TRUE IN HEART, BUT OFTEN LACKING INTELLECTUAL CURIOSITY. OUR ACADEMIC PROGRAMS ENCRUSTED WITH THE ACCRETIONS OF DECADES; OUR GRADUATE SCHOOL AN INFANT; OUR ADMINISTRATION IN NEED OF REORGANIZATION; OUR FUND-RAISING ORGANIZATION NON-EXISTENT."

THE DEANS CHANGED. BUILDINGS WENT UP. ENROLLMENT INCREASED. THE GRADUATE SCHOOL GREW. NEW EMPHASIS WAS PLACED ON ADVANCED STUDIES AND RESEARCH. FATHER HESBURGH BEGAN LIFTING ACADEMIC STANDARDS AND CHANGING THE SCHOOL'S ACADEMIC CONCEPTION OF ITSELF. THE ENERGY OF ALUMNI AND FRIENDS WAS NOW TO BE UTILIZED.

A MILESTONE TO REFLECT BACK ON HAPPENED IN SEPTEMBER OF 1960. THE FORD FOUNDATION SELECTED NOTRE DAME (ALONG WITH JOHNS HOPKINS, BROWN, STANFORD, VANDERBILT AND DENVER) TO RECEIVE A GRANT OF \$6 MILLION EACH IF A MATCHING \$12 MILLION COULD BE RAISED FROM OTHER SOURCES WITHIN THREE YEARS. THE FORD GRANT WAS VIEWED BOTH AN AS ACKNOWLEDGMENT OF THE UNIVERSITY'S GROWTH IN THE PRECEDING DECADE, AND THE BEGINNING OF THE INSTITUTION'S QUEST FOR PHILANTHROPIC INCOME IN THE YEARS TO COME. THE CHANGE EFFECTED BY THIS FIRST FUND DRIVE WAS ENORMOUS. IT DARED THE INSTITUTION TO EXTEND ITSELF BEYOND PAST LEVELS OF ACHIEVEMENT.

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THE FORD FOUNDATION REPEATED THE SAME OFFER IN 1963. WHEN THE SECOND DRIVE ENDED SUCCESSFULLY IN 1966, THE UNIVERSITY TOOK THE INITIATIVE AND STARTED A MUCH LARGER, AMBITIOUS DRIVE OF ITS OWN. THE FIRST TWO DRIVES RAISED OVER \$34 MILLION; WHILE THE THIRD RAISED \$62.5 MILLION. THE FUNDS WERE DIRECTED TOWARD FACULTY DEVELOPMENT, STUDENT AID, ACADEMIC PROGRAMS, ENDOWMENT AND BUILDINGS.

IN 1972, FATHER HESBURGH APPOINTED A COMMITTEE ON UNIVERSITY PRIORITIES TO STUDY THE SCHOOL AND EXPLORE WHAT IT IS AND WHAT IT CAN BECOME. IT WAS DETERMINED THAT ENDOWMENT SHOULD HAVE THE HIGHEST PRIORITY. THE LIBRARY NEEDED ENDOWMENT SPECIFICALLY RESTRICTED TO IT; FACULTY DEVELOPMENT AND GRADUATE SCHOOL PROGRAMS WERE ALSO STRESSED. WITH A GOAL OF \$130 MILLION, THIS FOURTH FUND DRIVE BEGAN IN 1975. IT CLOSED FIVE YEARS LATER WITH \$180.5 MILLION - \$50 MILLION OVER QUOTA. THE ALUMNI PARTICIPATED 86.4%. MORE IMPORTANTLY, THE ALUMNI IN LARGE MEASURE EXECUTED THE TASK OF ASKING FOR MONEY - A CHORE NOBODY LIKES - BUT ONE THAT HAD BECOME NECESSARY IF THE SCHOOL WAS TO MOVE FORWARD.

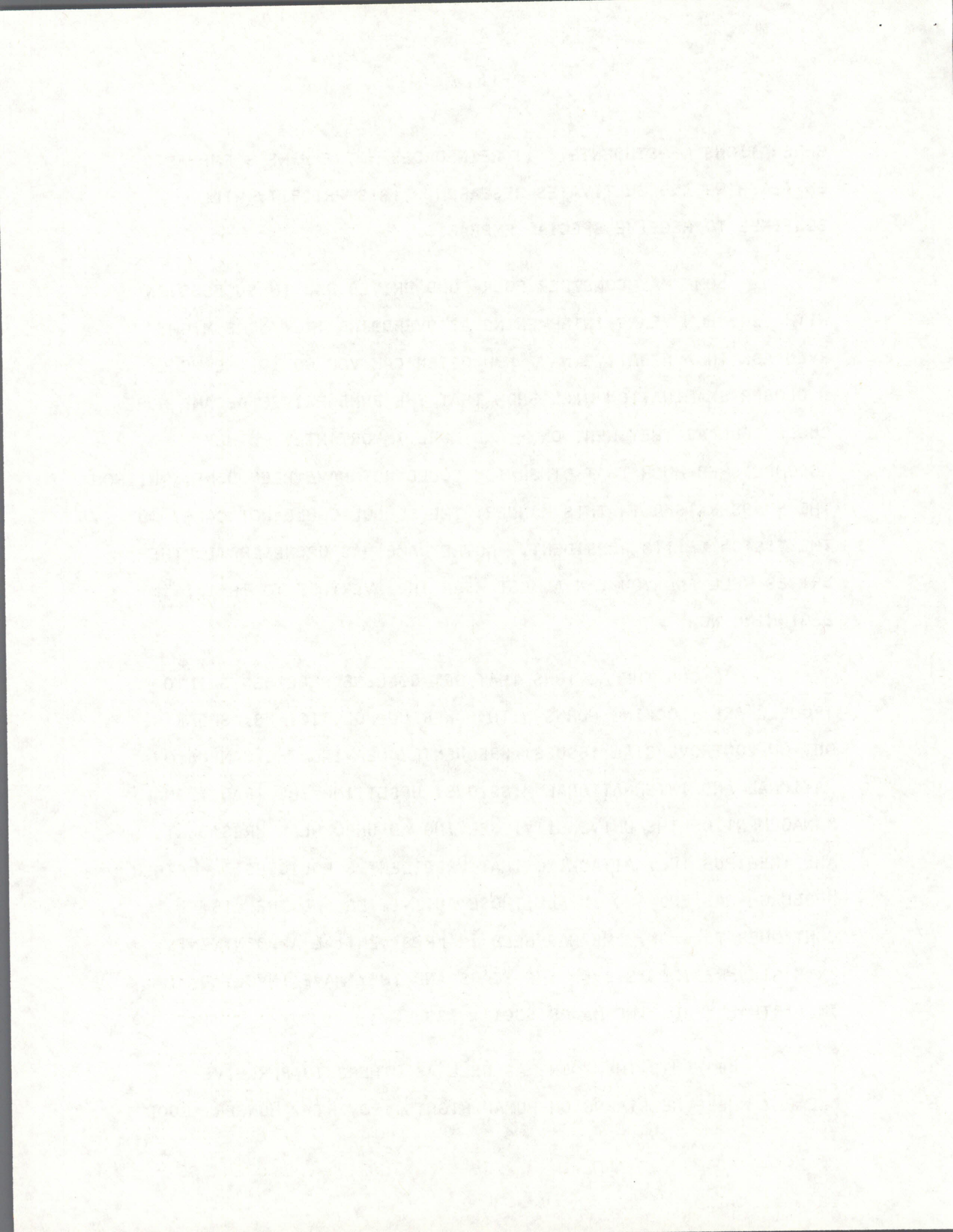
THE ENDOWMENT DURING THE HESBURGH ERA HAS INCREASED FROM \$9 MILLION TO \$220 MILLION. THERE ARE PRESENTLY SIXTY-ONE ENDOWED CHAIRS OF WHICH THIRTY-THREE HAVE BEEN FILLED. BEFORE HE STEPS DOWN IN 1987, ONE HUNDRED ENDOWED CHAIRS IS NOT AN IMPROBABILITY. THE BENEFITS OF AN ENDOWED CHAIR OUTLASTS EVEN BRICK AND MORTAR. THE CHAIRHOLDER HAS DIRECT IMPACT ON

GENERATIONS OF STUDENTS. IT REINFORCES NOTRE DAME'S EMPHASIS ON TEACHING AND CULTIVATES RESEARCH. THIS PRIORITY WILL CONTINUE TO RECEIVE SPECIAL EMPHASIS.

SOME MAY CONSIDER FOUR FUND DRIVES RUN IN SUCCESSION WITH VERY FEW YEARS INTERVENING AS OVERDOING IT. SOME MIGHT EVEN ASK IN A NEGATIVE WAY, HOW OFTEN CAN YOU GO TO THE WELL? A CLOSER EXAMINATION WILL SHOW THAT THE FUND DRIVES BECAME MORE SUCCESSFUL AS THEY WENT ON - AND MORE IMPORTANTLY - THEY ACCOMPLISHED MUCH THAT OTHERWISE COULD NOT HAVE BEEN DONE. WITHOUT THE FUNDS RAISED IN THIS MANNER, THE SCHOOL COULD NOT CARRY OUT THE VISION OF ITS PRESIDENT. NOTRE DAME HAS ORCHESTRATED THE DRIVES WELL AND YOU CAN ALMOST HEAR THE OVERTURE TO THE FIFTH BEGINNING NOW.

"AMONG THE ACTIONS THAT GET COLLEGE PRESIDENTS INTO TROUBLE ARE: LOCKING HORNS WITH POWERFUL POLITICIANS; SPEAKING OUT ON CONTROVERSIAL ISSUES; FREQUENTLY LEAVING THE CAMPUS ON NATIONAL AND INTERNATIONAL MISSIONS; UPSETTING THE TRADITIONAL MANAGEMENT OF THE UNIVERSITY; SERVING AN UNPOPULAR PRESIDENT AND THEN PUBLICLY ATTACKING THAT PRESIDENT'S POLICIES." FATHER HESBURGH HAS ENGAGED IN ALL THOSE ACTIVITIES AND THE LIST CONTINUES TO GROW. HE HAS HELD 14 PRESIDENTIAL APPOINTMENTS FROM SIX PRESIDENTS OVER THE YEARS AND THEY HAVE INVOLVED HIM IN VIRTUALLY ALL THE MAJOR SOCIAL ISSUES.

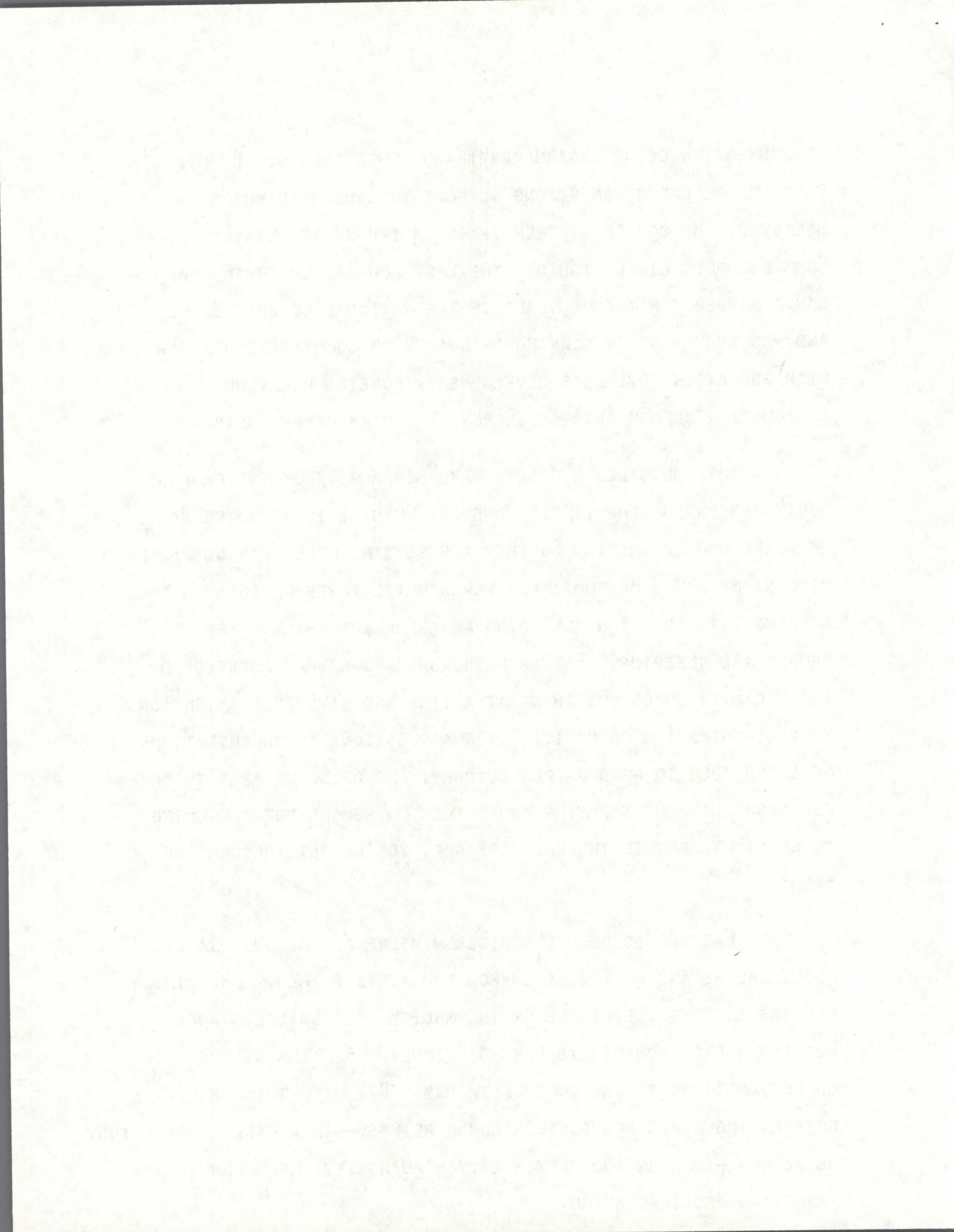
HE WANTS THE YOUNG AS WELL AS OTHERS TO PERCEIVE CLEARLY WHERE HE STANDS ON HUMAN RIGHTS, POVERTY, HUNGER, GOOD



GOVERNMENT, NUCLEAR DISARMAMENT, AND OTHER ISSUES. BY HIS EXAMPLE, HE HAS GIVEN STRONG SUPPORT TO CAUSES IN WHICH HE BELIEVES. HE SERVED FIFTEEN YEARS ON THE UNITED STATES COMMISSION ON CIVIL RIGHTS - THE LAST FOUR AS CHAIRMAN. HE WAS A MEMBER FOR TWELVE YEARS OF THE NATIONAL SCIENCE BOARD AND HAS SERVED OR IS SERVING ON BOARDS OR COMMITTEES DEALING WITH EDUCATION, OVERSEAS DEVELOPMENT, FOREIGN RELATIONS, IMMIGRATION REFORM, ATOMIC ENERGY, AND MANY OTHER AREAS.

HIS OUTSIDE INTERESTS TAKE HIM AWAY FROM THE CAMPUS FORTY PERCENT OF THE TIME. HOWEVER, WHEN HE IS AT NOTRE DAME, HE WORKS DOUBLE SHIFTS, SO THEY ARE GETTING MORE THAN ONE HUNDRED PERCENT OF HIM. HE ROUTINELY WORKS UNTIL THREE OR FOUR IN THE MORNING. IN ADDITION TO "DOING AN AWFUL LOT WHILE OTHER PEOPLE ARE SLEEPING," FATHER HESBURGH SAYS HE HAS "DEVELOPED THE FACILITY TO DO ONE THING AT A TIME AND GIVE FULL ATTENTION TO THAT WHILE I'M DOING IT. IT'S A QUESTION OF CONCENTRATION, OF BEING ABLE TO READ FAIRLY QUICKLY, AND OF BEING ABLE TO MAKE DECISIONS WITHOUT WORRYING ABOUT THEM. THEY'RE NOT ALL GOING TO BE RIGHT, BUT IF THE MAJORITY ARE, YOU'LL GET THROUGH THE NIGHT."

FATHER HESBURGH DESCRIBES HIMSELF AS "A CONSERVATIVE ABOUT VALUES AND A LIBERAL ON HOW YOU ACHIEVE THEM." HE SIMPLY REFUSES TO TAKE THE SIMPLE OR THE MODISH IDEOLOGICAL STANCE. PUTTING A LABEL ON HIM IS VERY DIFFICULT. HE AIMS AT SYSTEMIC CHANGE, GETTING TO THE CORE OF THINGS. BUT WITH THIS ZEAL, GOES AN INGRAINED RESPECT FOR HUMAN BEINGS. IN A RARE COMBINATION, HE BLENDS FIRMNESS AND FLEXIBILITY - AUTHORITY AND OPENNESS - TRADITION AND INNOVATION.



HIS PRIMARY OUTSIDE INTEREST AT THIS TIME IS PLAYING A KEY ROLE IN ORGANIZING AN INTERNATIONAL MOVEMENT AGAINST NUCLEAR WEAPONS. THE ALLIANCE HE IS WORKING TO FORGE CONSISTS OF EDUCATORS, SCIENTISTS AND CHURCH LEADERS. HE IS DEADLY SERIOUS ABOUT THIS SUBJECT WHICH IS SERIOUSLY DEADLY.

"RELIGIOUS LEADERS ARE ALMOST ALWAYS ACCUSED OF BEING NAIVE WHEN PASSING MORAL JUDGMENT ON NUCLEAR WAR. THIS TIME, THEY COME ARMED WITH THE BEST INFORMATION THAT THE SCIENTIFIC COMMUNITY CAN PROVIDE."

REGARDING THIS CONTROVERSIAL SUBJECT HE OBSERVES:

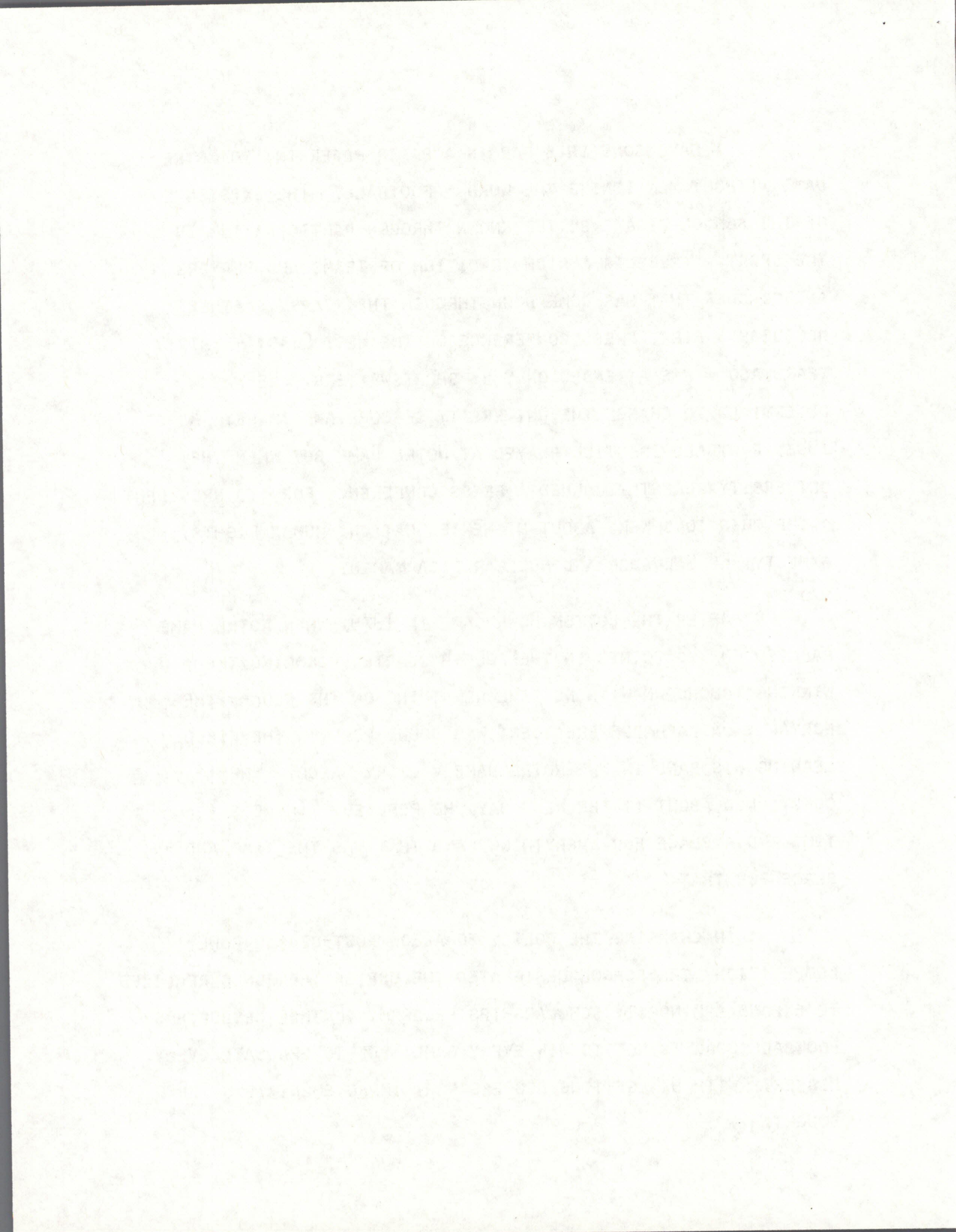
"FIRST, NUCLEAR DISARMAMENT CAN'T BE UNILATERAL; SECOND, IT HAS TO BE VERIFIABLE. THIRD, IF YOU THROW IN PACIFICISM ISSUES, YOU LOSE HALF THE PEOPLE YOU WILL HAVE TO DO THE WORK TO GET THIS THROUGH." HE DOES NOT WANT TO DO THIS IN A NAIVE WAY THAT WILL GET WRITTEN OFF AS THE WORK OF WILD-EYED LIBERALS. QUESTIONS ABOUT THE ABOLITION OF WAR, CONVENTIONAL WEAPONS, ENVIRONMENTAL FACTORS OR UNILATERAL DISARMAMENT ARE AVOIDED. NUCLEAR FORCE IS VIEWED BY HIM NOT AS A WEAPON BUT AS A MEANS OF MUTUAL SUICIDE. YOU MAY FIND FAULT WITH HIS REASONING AND SAY IT IS COMPLETELY FUTILE BECAUSE OF OUR ADVERSARIES - THE RUSSIANS AND THE CHINESE. HOWEVER, THE EXISTENCE OF THE THREAT IS CLEAR AND FATHER HESBURGH BELIEVES SOMETHING CAN BE DONE ABOUT IT.

The first part of the report is devoted to a general
description of the project and its objectives. It
then proceeds to a detailed account of the work
done during the period covered by the report.
The results of the work are then discussed and
compared with those of other workers in the field.
Finally, the report concludes with a summary of
the work done and a list of references.

I HAVE GONE THIS FAR IN A PAPER REFERRING TO NOTRE DAME WITHOUT MENTIONING THE WORD - FOOTBALL. THE EXISTENCE OF THE SCHOOL BECAME BETTER KNOWN THROUGH PARTICIPATION IN THE SPORT. THERE IS A RICH TRADITION OF TEAMS AND PLAYERS AND COACHES THAT HAS COME DOWN THROUGH THE YEARS. FATHER HESBURGH'S FIRST PRESS CONFERENCE ON THE WEST COAST - THIRTY YEARS AGO - WAS ATTENDED ONLY BY SPORTSWRITERS. HE WAS DETERMINED TO CHANGE THE UNIVERSITY'S SCOPE AND IMAGE. AS OF 1982, FOOTBALL IS STILL PLAYED AT NOTRE DAME BUT WHEN THE UNIVERSITY RECENTLY CALLED A PRESS CONFERENCE FOR ITS PRESIDENT - THE QUESTIONS WERE ABOUT HIGHER EDUCATION, HUMAN RIGHTS, AMNESTY, EL SALVADOR AND NUCLEAR DISARMAMENT.

AFTER THE COTTON BOWL GAME IN 1979, WHEN NOTRE DAME RALLIED FOR 23 POINTS IN THE FOURTH QUARTER, SCORING THE WINNING TOUCHDOWN WITH NO TIME REMAINING ON THE CLOCK, THE NORMALLY UNFLAPPABLE PRESIDENT WAS FOUND DOWN ON THE FIELD LEADING HIS BAND IN THE NOTRE DAME VICTORY MARCH. WHEN QUESTIONED ABOUT IT THE NEXT DAY, HE REPLIED, "THERE'S A TIME AND A PLACE FOR EVERYTHING, AND THAT WAS THE TIME AND PLACE FOR THAT."

IN CHANGING THE POLICY TO ALLOW POST-SEASON BOWL COMPETITION, THE SCHOOL DESIGNATED THE USE OF THE FUNDS REALIZED TO EXPAND A MINORITY SCHOLARSHIPS PROGRAM. FATHER HESBURGH'S FOOTBALL GOAL IS NOT TO WIN EVERY GAME; BUT TO GRADUATE EVERY PLAYER. WITH 97% GETTING DEGREES NOW, IMPROVEMENT IS STILL SOUGHT.



YOU MIGHT HAVE SENSED THAT I ADMIRE AND RESPECT THE MAN WHO IS THE SUBJECT OF MY PAPER. IT COULD ALSO BE NOTED THAT I HAVE OFFERED LITTLE CRITICISM OF HIM. HE HAS TAKEN MANY CONTROVERSIAL STANDS OVER THE PAST THIRTY YEARS. I AM SURE THAT HE HAS MADE MISTAKES, CHANGED OPINIONS, MODIFIED POSITIONS IN ORDER TO GET THE JOB DONE, AND AT TIMES BEEN EXPEDIENT WITH THE REALITIES OF THE MOMENT. OPERATING IN THE POLITICAL ARENA AS HE HAS, HE WOULD PROBABLY AGREE THAT YOU ACHIEVE AS MUCH AS POSSIBLE EVEN THOUGH YOU FALL SHORT OF YOUR GOAL. THE POINT I WOULD LIKE TO MAKE IS THAT HE TEACHES VALUES AND HE LIVES BY WHAT HE TEACHES. MISTAKES ARE ONLY HUMAN AND IF THEY ARE MADE AFTER A VALUE JUDGMENT - I CAN FIND LITTLE FAULT.

FATHER HESBURGH HAS SOUGHT TO BRING INTELLECTUAL CREDIBILITY TO NOTRE DAME. AT THE SAME TIME, HE HAS MAINTAINED THE CATHOLIC CHARACTER OF THE SCHOOL. HE HAS BEEN THE ONE CONSTANT FACTOR IN A PERIOD OF UNPRECEDENTED CHANGE. HIS EFFORTS HAVE BEEN RECOGNIZED IN A VARIETY OF WAYS. SOME NINETY INSTITUTIONS OF HIGHER LEARNING HAVE AWARDED HIM HONORARY DEGREES. INCLUDED IN THE LIST OF AWARDS HE HAS RECEIVED IS THE MEDAL OF FREEDOM, THE NATION'S HIGHEST CIVILIAN HONOR.

IN AN ESSAY REGARDING EDUCATION IN THE YEAR 2000, FATHER HESBURGH ATTACHES IMPORTANCE TO THE PROCESS OF LEARNING. HE SEES HIGHER EDUCATION IN THE FUTURE MORE CLOSELY AND FIRMLY FOCUSED ON HOW TO LEARN CONTINUALLY. "STUDENTS MUST LEARN TO LIVE WITH RAPID, ABRUPT, AND EVEN FRIGHTENING CHANGE."

The first part of the report deals with the general situation of the country and the progress of the work done during the year. It then goes on to discuss the various projects and the results achieved. The report concludes with a summary of the work done and a list of the recommendations for the future.

The second part of the report deals with the financial aspects of the work. It gives a detailed account of the income and expenditure for the year and shows how the work has been financed. It also discusses the various sources of income and the methods of expenditure.

The third part of the report deals with the personnel and the work done by the staff. It gives a list of the staff and their duties and discusses the progress of their work. It also discusses the various methods of recruitment and the methods of training.

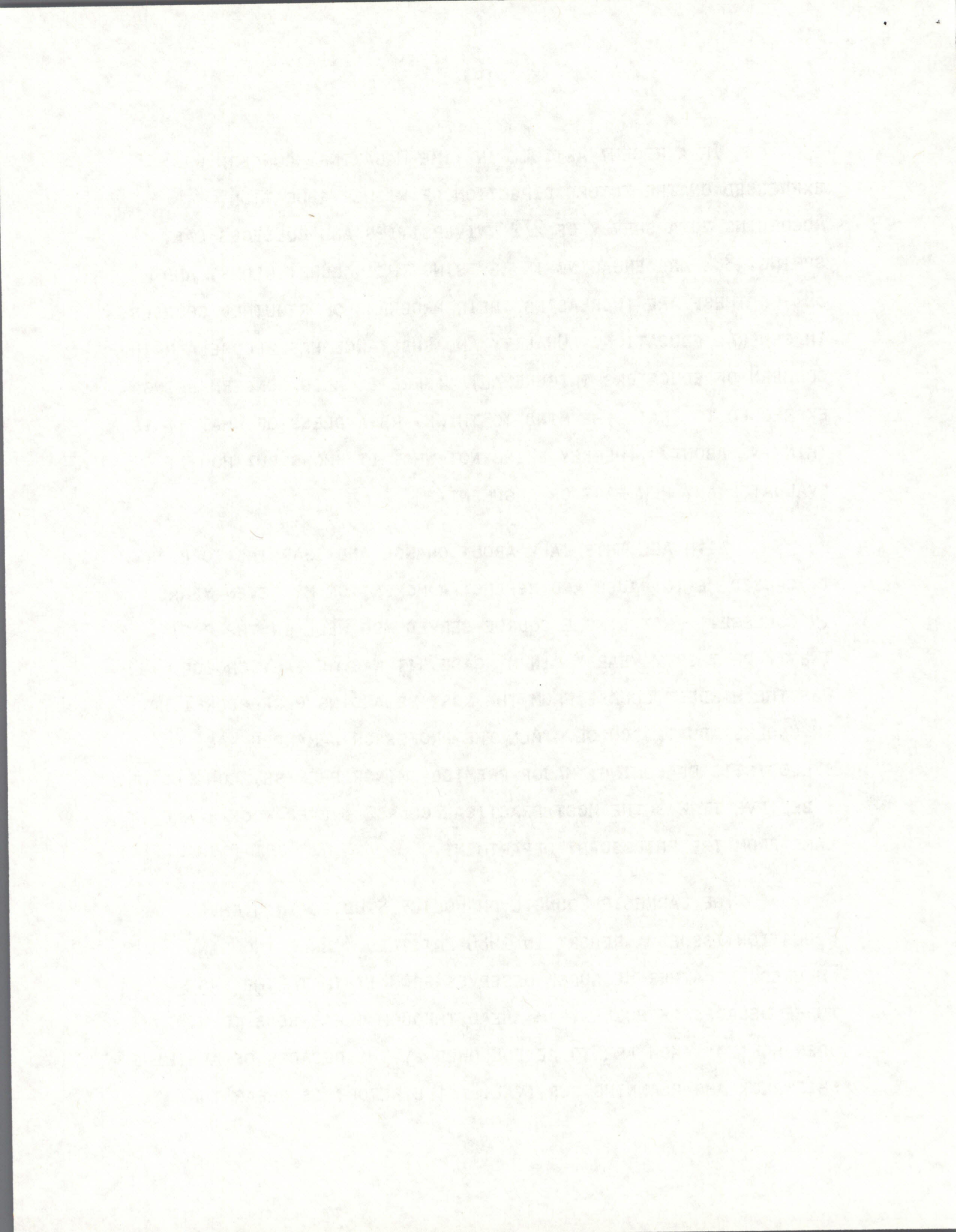
The fourth part of the report deals with the various projects and the results achieved. It gives a detailed account of the progress of each project and discusses the various methods of work. It also discusses the various results achieved and the methods of evaluation.

The fifth part of the report deals with the various recommendations for the future. It discusses the various methods of work and the various results achieved. It also discusses the various methods of evaluation and the various methods of recruitment and training.

IN A RECENT ARTICLE IN TIME MAGAZINE, CONCERN WAS EXPRESSED ON THE FUTURE DIRECTION OF HIGHER EDUCATION. ACCORDING TO A SURVEY OF 272 UNIVERSITIES AND COLLEGES LAST SPRING, 88% ARE ENGAGING IN REVISING THEIR CURRICULUMS, AND 59% OF THESE ARE INCREASING THEIR PROGRAMS OF REQUIRED COURSES IN GENERAL EDUCATION. QUALITY AND SUBSTANCE HAS BECOME A MAIN CONCERN OF EDUCATORS IN GENERAL. THERE IS ALSO CONCERN BEING EXPRESSED TO TRAIN THE MIND TO THINK, REGARDLESS OF WHAT IT IS THINKING ABOUT. THE KEY BEING NOT WHAT IT KNOWS BUT HOW IT EVALUATES ANY NEW FACT OR ARGUMENT.

WITH ALL THIS TALK ABOUT CHANGE AND LEARNING TO LEARN, IT CAUSED ME TO PAUSE AND REFLECT A MOMENT ON MY SEVEN YEARS IN COLLEGE. WHAT SINGLE COURSE SERVED YOU WELL IN THE PAST TWENTY OR THIRTY YEARS? IN MY CASE, IT WAS AN EASY CHOICE. IT WAS THE HARDEST COURSE FROM THE MOST DEMANDING PROFESSOR I HAD IN UNDERGRADUATE SCHOOL. ALL THE PROFESSOR DEMANDED WAS SYLLOGISTIC REASONING: MAJOR PREMISE, MINOR PREMISE, CONCLUSION. I BELIEVE IT WAS THE MOST PRACTICAL COURSE I EVER TOOK - AND IT CAME FROM THE PHILOSOPHY DEPARTMENT.

THE CARNEGIE COUNCIL ON POLICY STUDIES IN HIGHER EDUCATION ISSUED A REPORT IN 1980 ENTITLED "THREE THOUSAND FUTURES." FATHER HESBURGH OBSERVES FROM IT THAT "THE LAST THREE DECADES OF FULL STEAM AHEAD THROUGH CLEAR SEAS TO WIDE OPEN HORIZONS NOW ARE TO BE FOLLOWED BY TWO DECADES OF AVOIDING SHIPWRECK AND PLANNING SURVIVAL." THE REPORT IS CLEAR THAT



THERE IS NOT ONE FUTURE, BUT THREE THOUSAND FUTURES FOR HIGHER EDUCATION, THAT BEING THE NUMBER OF INDIVIDUAL INSTITUTIONS AND THE TITLE OF THE REPORT. EACH INSTITUTION MUST STUDY ITSELF AND PREPARE FOR ITS OWN FUTURE.

IN HIS ADDRESS TO THE FACULTY ON OCTOBER 4TH OF THIS YEAR, FATHER HESBURGH SAID:

"THE STRONG INSTITUTIONS MIGHT JUST GET STRONGER, NOT BY GROWING EXTERNALLY, BUT BY PURSUING FRUGALITY, INTEGRITY AND QUALITY INTERNALLY. IT WILL REQUIRE A GOOD DEAL OF ANALYSIS BY ALL PARTS OF THE UNIVERSITY TO BE SURE OF THE FACTS AND TO PREDICT, AS FAR AS POSSIBLE, THE GENERAL UNCERTAINTIES AS THEY WILL OR WILL NOT APPLY. THIS WILL CALL FOR LEADERSHIP AND UNDERSTANDING ON ALL LEVELS OF THE STRONG UNIVERSITY, COOPERATION OF ALL IN APPLYING STRINGENT SOLUTIONS INSTEAD OF COMPETING FOR SCARCE TURF. THE COMMON GOOD OF THE INSTITUTION MUST ONCE MORE BE THE GUIDING STAR. THERE MUST BE HOPE, MORALE, PRIDE, IMAGINATIONS, WISDOM, AND SO MANY OTHER GREAT QUALITIES AT WORK TOGETHER IN BOTH FACULTY AND ADMINISTRATION. FUNDAMENTALLY, ALL MUST BELIEVE THAT IN A TIME OF POTENTIAL DISASTER, THEIR INSTITUTIONS CAN AND WILL NOT ONLY SURVIVE - AS FAULKNER PUT IT IN ACCEPTING THE NOBEL PRIZE - BUT PREVAIL.

ALL THE PRESIDENTS OF DIFFERENT EDUCATIONAL INSTITUTIONS ARE FACING THIS SAME CHALLENGE AT THIS TIME.

IF EVER THE WORDS OF KIPLING APPLY, THEY APPLY NOW TO THESE INDIVIDUALS. "IF YOU CAN KEEP YOUR HEAD WHEN ALL ABOUT YOU ARE LOSING THEIRS AND BLAMING IT ON YOU, IF YOU CAN TRUST YOURSELF WHEN ALL MEN DOUBT YOU BUT MAKE ALLOWANCE FOR THEIR DOUBTING TOO."

AS A MEMBER OF THE BUSINESS COMMUNITY, I RESERVE THE RIGHT TO BE TRITE. A QUOTATION THAT IS TRULY TRITE IS LACKING IN FRESHNESS BECAUSE OF EXCESSIVE REPETITION. WHAT I REALLY WANTED WAS SOMETHING THAT WAS TRITE AND TRUE. REALIZING THIS, I WOULD LIKE TO EMPLOY A FEW WELL-CHOSEN WORDS THAT HAVE BEEN BEATEN TO DEATH THROUGH THE YEARS. THEY ARE CREDITED TO A MAN THE LATE SPORTSWRITER, RED SMITH, DESCRIBED AS HAVING "AN AGILE AND ORIGINAL AND KEENLY ANALYTICAL MIND, A QUICK WIT, AND A TREMENDOUS GIFT FOR INFLUENCING PEOPLE."

FATHER HESBURGH HAS DEMONSTRATED OVER THE LAST THIRTY YEARS THE NECESSARY INNER TOUGHNESS AND LEADERSHIP THAT IS REQUIRED OF A UNIVERSITY PRESIDENT. THE FUTURE OF OUR COUNTRY AND ITS SOCIETY RESTS WITH THE MINDS THAT ARE BEING DEVELOPED TODAY. THE FUTURE CHALLENGE TO ALL THE DIFFERENT COLLEGE AND UNIVERSITY PRESIDENTS AND THEIR RESPECTIVE CONSTITUENCIES IS AWESOME. IT WILL TAKE COOPERATION AND STRONG EFFORT WORKING TOGETHER TO GET THE JOB DONE.

I WOULD LIKE TO CLOSE WITH THE THOUGHT:

WHEN THE GOING GETS TOUGH - THE TOUGH GET GOING.

The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that every entry should be supported by a valid receipt or invoice. This ensures transparency and allows for easy verification of the data.

In the second section, the author details the various methods used to collect and analyze the data. This includes both primary and secondary data collection techniques. The primary data was gathered through direct observation and interviews, while secondary data was obtained from existing reports and databases.

The third part of the document focuses on the statistical analysis of the collected data. It describes the use of descriptive statistics to summarize the data and inferential statistics to test hypotheses. The results of these analyses are presented in a clear and concise manner, highlighting the key findings of the study.

Finally, the document concludes with a discussion of the implications of the findings. It suggests that the results have significant implications for the field of study and provides recommendations for further research. The author also acknowledges the limitations of the study and offers suggestions for how these can be addressed in future work.