

'72-'73

# notre dame report

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September 15, 1972

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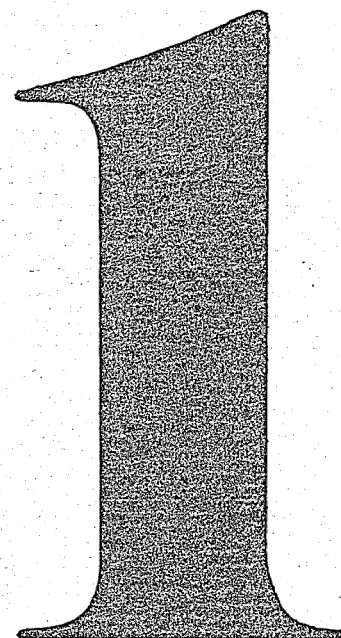
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# faculty notes

## University appointments

Sr. John Miriam Jones, S.C., has been appointed assistant to the provost.

In her newly created position, Sr. John Miriam will coordinate coeducational efforts at the University. The holder of a Notre Dame doctorate in microbiology, she will also be an assistant professor in the Department of Microbiology.

Born in Chattanooga, Tenn., Sr. John Miriam attended Loretto Heights College in Denver, Colo., before entering the novitiate of the Sisters of Charity in Cincinnati in 1943 and finishing her undergraduate work in biology, chemistry and mathematics at the College of Mount St. Joseph in Cincinnati.

After 15 years of teaching at the elementary and secondary level in the Midwest and Rocky Mountain areas, she received her M.S. in biology in 1961 from Notre Dame. From 1961 to 1966 she was principal of Pueblo (Colo.) Catholic High School. After obtaining her Ph.D. from Notre Dame in 1970, she was a post-doctoral fellow at the University of Colorado Medical Center in Denver and then taught and was part of the campus ministry team at the Colorado Springs Center of the University of Colorado.

She will be assisted in her new job by Mrs. Walter Roberts, Edwardsburg, Mich., who served as a consultant to the University's advisory committee on coeducation.

Dr. Philip J. Faccenda, acting vice president for student affairs at the University, has announced a reorganization of his central staff.

Rev. James F. Flanigan, C.S.C., an associate professor of art, has been appointed acting associate vice president for student affairs and will be primarily concerned with the residence hall staffs.

Rev. James L. Shilts, C.S.C., will serve as assistant vice president for administration and director of student services. He will coordinate the staff activities of the student affairs office, provide liaison to other major University offices and oversee the activities of the Infirmary and Psychological Services.

Rev. James L. Riehle, C.S.C., retains his position as

an assistant vice president and dean of students but has assumed the duties of director of on- and off-campus housing. Rev. Thomas E. Chambers, C.S.C., has resigned his position as director of student housing in order to resume full-time graduate study.

Rev. William A. Toohey, C.S.C., will remain as assistant vice president and director of campus ministry.

Dr. Robert L. Ackerman has been appointed assistant to the vice president and director of student activities. He will advise and assist Student Government, the Student Union, class officers, clubs and residence halls with their programs and will also handle special projects for Dr. Faccenda.

Rev. David Schlaver, C.S.C., has been appointed director of volunteer services, maintaining continuity in the several community projects involving Notre Dame students.

Dr. Faccenda, Fr. Flanigan and Fr. Shilts will have offices in Room 309 of the Administration Building. Fr. Riehle will remain in his present office, 322 Administration Building. Dr. Ackerman and Fr. Schlaver will have offices in LaFortune Student Center and Fr. Toohey will retain his Memorial Library foyer office.

Rev. William A. Toohey, C.S.C., director of the campus ministry, has announced the appointment of Sr. Jane Pitz, C.S.J., to the campus ministry team.

Sr. Jane Pitz, who holds a master of fine arts degree from Notre Dame, will be particularly concerned with the 325 undergraduate young women enrolling at Notre Dame this month but will also contribute to the general campus ministry program at the University, according to Fr. Toohey. She will be the first woman formally involved in campus ministry activity in the 130-year history of the University.

Sr. Jane Pitz is a native of Manitowoc, Wis., who entered the St. Joseph of Carondelet order in 1957 and received her undergraduate degree in art and philosophy from Fontbonne College in St. Louis, Mo. She has taught elementary and secondary school in St. Louis and Kansas City, Mo. At Notre Dame she will be assistant director of Walsh Hall, one of the two residence halls on campus to be occupied by women.

Fr. Toohey also announced the appointment of Rev. Thomas McNally, C.S.C., as associate director of

campus ministry. Fr. McNally who formerly worked in the vocations office of the Holy Cross Fathers, will also serve as rector of Grace Hall.

Other assistant directors of campus ministry will be Rev. Robert Griffin, C.S.C., rector of Keenan Hall; Rev. Thomas Stella, C.S.C., assistant rector of Howard Hall; Rev. Terrance Lally, C.S.C., rector of Stanford Hall, and Rev. Donald Schlaver, C.S.C., coordinator of student volunteer services.

Mr. James C. Fogarty joined the staff of the Office of Advanced Studies - Division of Research and Sponsored Programs as Sponsored Programs Administrator. He succeeds Mr. J. Timothy DiPiero, who will be entering the University of West Virginia Law School.

Jim will assist Dr. Francis M. Kobayashi, assistant vice president for advanced studies, in carrying out the day-to-day operations of the division.

## Non-university appointments

Brother Edmund Hunt, C.S.C., currently a visiting professor in the General Program of Liberal Studies, has been appointed to the Board of Trustees of St. Edward's University, Austin, Tex. The University, in existence over 75 years, is coeducational and has about 2,000 students, mostly undergraduate. It is owned and operated by a Board of 21 members, mostly laymen and a few religious, as at Notre Dame. Brother Edmund was formerly president of St. Edward's.

Rev. Ernan McMullin, professor of philosophy, has been appointed president of the philosophy of science section of the World Congress of Philosophy to be held in Bulgaria in 1974.

Dr. Julian Samora, professor of sociology, was appointed chairman of the Continuing Education Training Review Committee of the National Institute of Mental Health, Department of Health, Education and Welfare effective July 1.

## Miscellany

Dr. Thomas P. Bergin, dean of the Center for Continuing Education, proposed a universal bill of educational rights as one of 10 national action possibilities in a talk delivered before members of the National Conference of Title 1, Health, Education and Welfare in San Francisco on Aug. 21. Bergin's talk, "A New Look at National Needs in Continuing Education: The End to Discontinuity," included points recommended by the various task forces involved in a national study originated at Notre Dame to determine the most effective and appropriate role of Continuing Education for the future as reflected in the current emerging patterns.

Dr. Robert Betchov, a professor of aerospace and mechanical engineering, presented a new formula for weighted voting which may speed up deliberations of United Nations committees at the World Association of World Federalists' meeting in Brussels Aug. 14-18.

Dr. William E. Biles, assistant professor of aero-

space and mechanical engineering, participated in an 11-week Summer Faculty Fellows program at the NASA-Marshall Space Flight Center in Alabama. The Summer Faculty Fellows are involved in a joint NASA and American Society for Engineering Education program aimed at the development of multidisciplinary systems engineering design courses.

Rev. Jay P. Dolan, assistant professor of history, participated in a panel discussion on "The Church and the Immigrant in New York" televised in the New York metropolitan area on Aug. 6. Rev. Dolan was a guest on a program entitled Point of View.

Msgr. John Egan, Lewis Senior Fellow in Pastoral Theology, spoke on "The Christian Mandate for Human Development" Aug. 7 at Social Concerns Day at Viterbo College, LaCrosse Wisc. Msgr. Egan also addressed the Congress of the Sisters of Charity in Mt. St. Joseph, Ohio, Aug. 12 on "The Religious Woman -- a Participant in World Development." Also speaking at the Sisters of Charity Congress were Dr. Stanley Hauerwas, assistant professor in Theology, who spoke on "Contemporary Ethics: Love is not Enough," and Morton T. Kelsey, assistant professor of education, who addressed a general session on "Relating to the Spiritual World: Preparation for Prayer." Workshop speakers included Dr. Timothy Glenn Binkley, assistant professor of philosophy; Dr. Josephine M. Ford, assistant professor of theology; Sr. Patricia McNeal, SSND, administrative assistant in the non-violence program; and Dr. Julian R. Pleasants, assistant professor of microbiology.

Elisabeth Schussler Fiorenza, assistant professor of Theology, addressed the International Congress of Learned Societies in the Field of Religion in Los Angeles from Sept. 1-5. Her topics included "The Political Term 'Basileia' as a Central Motif of the Apocalypse," "Women in Theology or a Theology for Women?" and "Redemption in the Apocalypse." Also addressing the Congress were Francis P. Fiorenza, assistant professor of theology, who spoke on "Progress and Eschatology Within Ernst Bloch's Philosophy of Religion"; Dr. Josephine M. Ford, associate professor of theology, who spoke on "Christian Prayer and the Humanizing Experience"; Dr. Stanley Hauerwas, assistant professor of theology, speaking on "Christian Ethics and the Humanization of Man: A Test Case for the Methodology of Theological Ethics"; and Dr. John O. Meany, associate professor of education, giving an address entitled "Toward a Psychology of 'Theology' and Prayer."

Rev. Aiden Kavanaugh, O.S.B., director of the graduate program in liturgical studies, was a participant in a conference, "Christianity -- a Decision," sponsored by the New England Liturgical Committee in Lenox, Mass., Aug. 27-30.

Dr. Brij M. Khorana, assistant professor of physics, was invited to be a member of the panel in a discussion at the Thirteenth International Conference on Low Temperature Physics Aug. 21-25 at Boulder, Colo. The subject of the panel discussion was "Josephson Effects in Superfluid Helium."

Dr. James Kritzeck, professor of history, addressed the Committee on Ecumenical and Interreligious Affairs of the National Conference of Catholic Bishops on June 22. He lectured for the French Ministry of Education at the abbey of Cluny on July 4, and ser-

ved as chairman of the section on Interreligious Relations of the Society for Religion in Higher Education at its annual meeting at St. John's Abbey in Minnesota, Aug. 20-25.

Dr. John Matthias, assistant professor of English, gave readings from his poetry at the Aquinas College Festival of The Arts in Grand Rapids, Mich., in April and at the Peninsula School of Art in Door County, Wisc., in July. In the autumn and winter he will read and lead seminars on poetry writing in Chicago area high schools under the sponsorship of the Illinois Arts Council. His bio-bibliography was recently added to the Directory of American Poets compiled by the National Endowment for the Arts and to Contemporary Authors.

John David Mooney, assistant professor of art, was a fellow at the MacDowell Colony in Peterborough, N.H., for the first part of the summer. A one-man show is scheduled for September in the A. Montgomery Ward Art Gallery on the campus of the University of Illinois at Chicago Circle. The exhibit will be comprised mainly of the work executed while at the MacDowell Colony.

Dr. Julian Samora, professor of sociology, presented a paper at the Institute for Humanistic Studies, Aug. 26-30 in Aspen, Colo., under the sponsorship of the Weatherhead Foundation Conference on "The

Economic and Educational Perspectives of the Mexican American."

Dr. William P. Sexton, associate professor of management, presented a series of lectures on "Modern Organization Theory" at the U.S. Interagency Executive Seminar Center in Oak Ridge, Tenn., during July and August.

Dennis J. Stark, associate professor of physical education, served as a stroke judge in the U.S. Men's and Women's Olympic Swimming Trials, Aug. 1-6 at Portage Park in Chicago. Stark was also invited by the National Council of YMCA's to serve on its Subcommittee for Competitive Swimming.

New works by Don Vogl, assistant professor of art, are among three one-man shows by South Bend artists which opened the South Bend Art Center season Sept. 10. The exhibit closes Oct. 1.

## Necrology

Rudolph J. Kilian, formerly of the Department of Aerospace and Mechanical Engineering, was killed recently in a single-car accident on the Borman Expressway, Gary, en route to South Bend from visiting a brother in Omaha, Neb.

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# events

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## Music Department concerts

The Music Department will be sponsoring a series of concerts throughout the 1972-73 academic year.

The next concert in this series will be Thursday, Sept. 21, when the Chicago Symphony String Quartet and Louis Sudler, baritone, perform at 8:15 p.m. in the Library auditorium. There will be no admission charge. Daniel Pedtke, F.A.G.O. organist, will perform Wednesday, Oct. 11 at 8:15 p.m. in Sacred Heart Church. There will be no admission charge.

Sicilian puppets in "Don Quixote" will be presented Thursday, Oct. 19 at 8:15 p.m. in Washington Hall. There will be an admission charge. Marjorie Hayward-Madey, soprano, will perform a program of Poulenc songs in a free concert Wednesday, Oct. 25 at 8:15 p.m. in the Library auditorium. James Schwabacher, tenor, will perform a program of baroque songs in a free concert on Tuesday, Nov. 14 at 8:15 p.m. in the

Library auditorium.

Josefina Cubeiro will present a program of Spanish songs in a free concert on Friday, Nov. 17 at 8:15 p.m. in the Library auditorium. Daniel Pedtke will direct the Notre Dame Glee Club in a free concert on Monday, Nov. 20 at 8:15 p.m. in Washington Hall.

Tzigane! Gypsy Folk Festival: Song Dance, Orchestra will be presented from the first time in the United States at 8 p.m. Monday, Dec. 4 in St. Mary's College O'Laughlin Auditorium. There is an admission charge. Carlo Curley, organist, will perform at 8:15 p.m. on Wednesday, Feb. 7 in Sacred Heart Church. No admission charge.

James Gold, guitarist, will present a program titled "The World of the Guitar" at 8:15 p.m. Wednesday, Feb. 14 in the Library auditorium. There is an admission charge. The Philidor Trio will present their fifth concert at Notre Dame on Saturday, Feb. 24 at 8:15 p.m. in the Library auditorium. There

will be an admission charge.

Gregory Bonetrager, classical guitarist, will perform at 8:15 p.m. on Wednesday, March 7 in the Library auditorium. There will be an admission charge. The Elizabethan Consort of Viols will present an authentic Elizabethan music program at 8:15 p.m. on Wednesday, March 28 in the Library auditorium. There is an admission charge.

Other events which are planned include the Chicago Symphony Trio; Josef Sluys, organist from Belgium; the University of Notre Dame Concert Band and the University of Notre Dame Glee Club.

## Lobund Laboratories Seminar series

Lectures in the Lobund Laboratories Seminars series, sponsored by the Department of Microbiology, continue at 4 p.m., Tuesday, Sept. 19 with a lecture by Dr. Michael Sela of the Weizmann Institute of Rehovot, Israel titled "molecular basis of antigenicity." The lecture will be in the Lobund Auditorium. Dr. Sela will present a second lecture, "Genetic control of immune response," at 12:15 p.m. Wednesday, Sept. 20 in room 109.

Dr. Natan Goldblum, from the Department of Virology of the Hebrew University - HADASSAH Medical School in Jerusalem, Israel, will lecture on "RIFAMPICIN: an antibiotic with antiviral activity" at 12:15 p.m., Thursday, Sept. 21 in Room 109. Dr. Goldblum will also discuss "A theory of the mechanism of oncogenesis, as exemplified by malignant transformation of BSC cells by SV 40 virus" at 12:15 p.m. Friday, Sept. 22.

## Permanent art collection exhibit

A major exhibit of the best works in the University's permanent art collection opened to the public Sept. 3.

The exhibit, featuring several major works never before seen in this country, will continue through early November when several hundred delegates are expected to attend the annual meeting of the Mid-America College Art Association on the Notre Dame campus.

A highlight of the exhibit is an oil on canvas, "Bacchus and Ceres," which was purchased earlier this year from the Heim Gallery of London. The painting by Francesco De Mura is considered to be one of the more important works of the artist, who was born in Naples in 1696. The painting depicts the god of wine and goddess of grain. It was for several years a highly prized exhibit in a private German collection.

Concurrent with the permanent collection display is a one-man show featuring the drawings and metal sculptures of Michael Todd, a Notre Dame graduate who is gaining considerable renown for his art work.

Other works exhibited include a selection of paint-

ings, sculptures, and graphics by artists who have been guests of the Notre Dame Department of Art. These include Marc Chagall, the recipient of an honorary doctorate from the University, where his "Le Granc Cirque" is displayed; Richard Hunt, metal sculpture; Carol Summers and Paul Bräch, graphics; and other works by Richard Stankiewicz, Clifford Chieffo and others.

Dean A. Porter, curator, and Donald G. Vogl, assistant and professor of art, are collaborating on the publication of a new checklist in connection with the exhibit. This will serve as both a supplement to a Notre Dame Handbook published in 1967 and as a catalogue for the autumn exhibition.

A series of special programs and lectures is planned by the Art Department in conjunction with the showing in the O'Shaughnessy Hall Gallery. Visitors are welcome to view the exhibit without charge from 10 a.m. to 5 p.m. weekdays and from 1 to 5 p.m. on weekends.

## "Civilisation" film series

The College of Arts and Letters has purchased and has received the Kenneth Clark "Civilisation" film series. This outstanding series consists of 13 full color presentations of 52 minutes each on western civilization.

Beginning on Monday, Sept. 18, and running over the next 12 weeks, general viewing sessions of each film have been scheduled for faculty and students at 3:30 Monday and Thursday afternoons in the Engineering Auditorium. The first program, "The Frozen World: Disintegration of Roman Empire through Charlemagne coronation" will be shown on Monday, Sept. 18, and on Thursday, Sept. 21. "The Great Thaw: Emergence of medieval Europe 11th and 12th centuries" will be presented Monday, Sept. 25, and Thursday, Sept. 28.

Faculty wishing to schedule all or part of the series at times more appropriate to the organization of their courses can do so by calling Miss Patricia Lippold in the Dean's office at 283-7016.

In addition to the film series, the College has also acquired a 16-part color-sound filmstrip set of "Civilisation" based on the film series. The sound filmstrip consists of 16 filmstrip segments of approximately 70 frames each and 16 33-1/3 RPM recordings of comments to accompany each filmstrip segment. The filmstrip set is kept in the Arts and Letters Audio-Visual Lab, 301 O'Shaughnessy Hall and can be examined and viewed there Monday through Friday from 9 a.m. to 4 p.m. Faculty wishing to use the color-sound filmstrip set in their classes may do so by scheduling for the set and equipment to use it with Mrs. Sickinger in room 301 O'Shaughnessy, phone 7620.

# office of advanced studies

## Notes for Principal Investigators

### National Institutes of Health Continuation Applications

Application forms for continuation of non-competing research grants (PHS2590) are normally mailed by the Division of Research Grants (DRG), NIH, to grantee institutions. If the blank forms are not received three months prior to termination of the current budget period, the grantee should request them from DRG. Completed forms should be returned to the Division two months before the expected beginning date of the next budget period.

When a grant is in the last year of recommended research grant support, a form PHS 398 for competing renewals is also mailed to the institution. This is for use in the event a grantee wishes to request renewal beyond the recommended period. The Schedule of due dates for receipt of a renewal application in DRG is included in the application kits.

Both PHS 2590 and PHS 398 kits are available in the Office of Advanced Studies, Division of Research and Sponsored Programs.

### National Institutes of Health Substitute Budget Page for Competing Grant Applications Form PHS 398

Policy of the National Institutes of Health now requires that salary information be omitted from copies of competing grant applications which are made available to reviewing consultants.

In compliance with this policy, the National Institutes of Health is providing a SUBSTITUTE BUDGET PAGE in each application kit, to be used in place of the original budget page in the application which should be discarded. The substitute page will not contain individual salary amounts. However, if a grant is to be awarded, information con-

cerning specific salary rates or amounts for individuals is needed by the awarding unit. A separate sheet for administrative use is attached to the substitute budget page. All personnel shown on the budget page, their salaries, and the fringe benefits requested should be listed on this page - as indicated in the guidelines in the Information and Instructions provided with the application.

This substitute budget page and separate sheet for administrative use will be available in the Office of Advanced Studies, Division of Research and Sponsored Programs. Call Extension 7378 for additional information.

### Student Appointment and Employee Status Forms

The University Comptroller has announced that the University Accounting Office will use the following procedure for Student Appointment and Employee status forms.

For all status forms for which:

- 1) the effective dates listed on the form are not within the term of a grant or contract, or
- 2) the grant or contract account has insufficient funds in a specific line item to cover the request, or
- 3) the account has been closed,

the student or employee salary will be paid, but, the over-expenditures will be charged to the academic unit having direct budgetary control over the program until:

- 1) the Accounting Office is provided with an account number to cover the over-age, or
- 2) transfers are implemented between line items in the approved budget of the grant or contract to cover the request.

Consequently, for sponsored programs, it would be well to limit the effective dates



on status forms to be within the term of the program. If the period of appointment will extend over two budget periods of a continuing grant or contract, a new status form should be submitted when the account number for the second budget period is established.

For sponsored programs, transfers between line items in the approved budget are to be implemented through the Office of Research and Sponsored Programs.

## Estimation of Fringe Benefits for Sponsored Programs

Principal investigators are reminded that for sponsored programs at Notre Dame, fringe benefits are to be treated as direct costs. The benefits include: (a) contributions to TIAA for members of the faculty; (b) contributions to FOAB (Federal Old Age Benefits) or "Social Security, contributions to Workmen's Compensation Insurance, and contributions to Blue Cross-Blue Shield Hospital-Surgical insurance coverage.

In anticipation of an increase in the base for both FOAB and TIAA in 1973, and also for the Blue Cross-Blue Shield premiums which the University plans to assume, average fringe benefit rates to be used for sponsored programs have been recalculated.

For each proposal involving salaries and wages, the budget should include a line item for fringe benefits. Until further notice, fringe benefits are to be estimated as follows:

- (1) For faculty members, for academic year programs or academic year plus summer programs, eleven (11) percent of the salaries listed.
- (2) For faculty members, for summer programs only, three (3) percent of the salaries listed.
- (3) For graduate students who are to be research assistants, no fringe benefits. This is related to the tax-free status of the stipend.
- (4) For postdoctorals, and graduate or undergraduate students who are to be research aides, six (6) percent of the salaries listed.
- (5) For secretaries and technicians, six (6) percent of the salaries listed.

The line item for fringe benefits should carry the sum of foregoing items (1) through (5) inclusive. Except for programs which are limited to the summer period only, the rates are calculated on the basis of an even distribution of the fringe benefits over a one year period.

## Information Circulars

### U.S. Department of the Interior Office of Water Resources Research Research Proposals in the Field of Water Resources

NO. FY73-4

The Office of Water Resources Research, U.S. Department of the Interior, Washington, D.C. 20240, is now accepting unsolicited research proposals in the field of water resources for consideration for fiscal year 1974 support, beginning July 1, 1973, pursuant to Title II of the Water Resources Research Act of 1964, as amended.

Title II of the Act authorizes the Secretary of the Interior to make grants, contracts, and matching or other arrangements with educational institutions, private foundations or other institutions, with private firms or individuals whose training, experience, and qualifications are, in his judgment, adequate for the conduct of water research projects, and with local, State, and Federal Government agencies to undertake research into any aspects of water problems related to the mission of the Department of the Interior which he may deem desirable and which are not otherwise being studied.

Within the broad research program authorized by Congress, the Office of Water Resources Research desires to encourage and support research investigations dealing with major water problem areas and which hold promise of contributing to the solution of important water problems. In its fiscal year 1974 program, the Office of Water Resources Research proposes to emphasize support of research in the following major subject fields:

1. Analysis of Planning, Managerial, Financial, Operating and Regulatory Policies of Water Resources Institutions
2. Water Resources Policy and Political Institutions
3. Hydrologic Systems Analysis
4. Urban and Metropolitan Water Resources Problems
5. Ecologic Aspects and Environmental Consideration of Water Resources Planning and Management
6. Evaluation of Economic Importance of Various Uses of Water, Cost Allocation, Cost Sharing, Pricing and Payment
7. Analysis and Evaluation of Water Resources Projects
8. Ground-Water Supply, Management, and Protection
9. Protection and Rehabilitation of Estuarine Resources
10. Thermal Loading Problems
11. Water Demand Considerations

Priority consideration will be given to those proposals that explicitly relate to one of the major subject fields or to any of the problems identified under those major subject fields. However, research support is not necessarily limited to those priority research subjects and any technical approach or idea which holds promise of contributing to the solution of the Nation's water problems will be given every consideration for support.

To allow sufficient time prior to July 1, 1973 for proposal review, contract negotiation, and transmittal to the Congress for a 60-day period as required by Title II of the Act, formal proposals must be submitted to the Office of Water Resources by January 12, 1973, in order to be eligible for fiscal year 1974 funding. Although proposals may be submitted to OWRR at any time, those received after January 12, 1973 will be held for future consideration for support.

Detailed instructions and forms for the submission of proposals for consideration for funding under the Title II provisions of the Water Resources Research Act may be obtained from the Director, Office of Water Resources Research, U.S. Department of the Interior, Washington, D.C. 20240.

Previously submitted Title II proposals to the Office of Water Resources Research should be critically reviewed for their relationship to fiscal year 1974 priority research subject areas before resubmitting for further consideration for support.

### **Barber-Scotia College Recruitment Interviews**

#### NO. FY73-5

Barber-Scotia College, Concord, North Carolina is interested in having representatives from our various departments of our Graduate School to recruit students on their campus. If anyone is interested, please let the Graduate School know.

### **St. John Fisher College Graduate School Day Program**

#### NO. FY73-6

St. John Fisher College, Rochester, New York, is extending a cordial invitation to the representative(s) of our graduate degree program(s) to attend a Graduate School Day Program on October 27, 1972. The format will be basically the same as last year with interviewing scheduled between the hours of 9:30 and 12:30 followed by a reception and luncheon with members of their faculty. One major difference in this year's program from

last year's is that seniors from all of the colleges in the Rochester area will be invited to attend - namely Nazareth College, Rochester Institute of Technology, University of Rochester, State University Colleges at Brockport and Geneseo, and Roberts Wesleyan College. Total number of students to be invited will be approximately 5,000. If anyone is interested in attending, please inform the Graduate School.

### **National Institute of Mental Health Small Research Grant Program**

#### NO. FY73-7

The National Institute of Mental Health has announced an increase in the maximum funds allowable to young scientists for research in the behavioral, biological, and medical sciences relating to mental health.

The small grants program may under certain circumstances, award up to \$6000 for a 1-year grant period; previously, the maximum award was \$5000. However, requests for more than \$5000 must be strongly justified and budgets will be subjected to special scrutiny.

The program allows young scientists to develop new techniques to conduct preliminary or pilot studies; to exploit unexpected research opportunities, or to analyze data previously collected. It does not provide support for projects under review nor does it supplement research already supported.

Applications may be submitted at any time and proposals are reviewed five times yearly. Approximately 5 months are required from the date of submission of the application to the starting date. Applications with June, July, or August starting dates must be submitted by February 1 of the previous year.

Additional information and applications may be obtained from:

Chief, Small Grants Section  
National Institute of Mental Health  
5600 Fishers Lane  
Rockville, Md. 20852



**U.S. Office of Education  
Division of Foreign Studies,  
Institute of International Studies  
Strengthening the International Dimensions  
of General Education at the  
Undergraduate Level**

NO. FY73-8

The U.S. Office of Education is inviting proposals from institutions of higher education desiring to establish or improve programs for the development of the international dimensions of general education at the undergraduate level.

The purpose of the program is to stimulate and assist innovative efforts to infuse an international perspective into general education at the undergraduate level, particularly in the first two years of post-secondary education, by providing interested and committed institutions with a modest margin of funds for a limited period of time. Such funds may permit the recipient institution to develop or rework curricula, orient faculty, or perhaps accelerate plans for the hiring of new people to round out existing staff resources. The proposed program must be self-sustaining from funds regularly available to the institution no later than 2 years from the beginning of the grant period. Funding responsibility must be shared by the institution from the beginning, throughout the Office of Education grant period.

Insofar as possible, awards will be allocated to secure representation of a variety of approaches which give greatest promise of serving as models for replication in other institutions. The final list of grants will also reflect a careful attempt to assist some innovative efforts in all regions of the United States and in all categories of institutions. Efforts which reflect an interdisciplinary or comparative approach and which show special promise of helping teacher education become more relevant to the world of the 1970's and 80's are especially welcome. The purpose of this program, however, is not to foster the creation of formal centers for foreign language and area studies with a single geographical regional focus, such as African studies or Latin American studies.

Depending on the nature and scope of the program proposed and assuming Congressional approval of the appropriation request, it is anticipated that grants up to \$30,000 per year will be awarded to approximately 40 new programs for the 1973-74 academic year, in addition to the second year grants for programs funded in 1972-73. Initial grants will be for one year, renewable for one year subject to the availability of funds and successful completion of the first year.

The proposed programs may include summer symposia, workshops, or intensive training as well as academic year activities. The initial grant period will extend from July 1, 1973 to June 30, 1974.

Proposals for 1973-74, in six copies, must be received by the Division of Foreign Studies with a postmark no later than October 15, 1972. The proposals will be reviewed by an assembled panel of experts, and successful applicants will be notified by February 1973.

Additional information about the program, preparation of a proposal, and its submission is available in the Office of Advanced Studies.

**Swedish Medical Research Council  
Postdoctoral Research Fellowships**

NO. FY73-9

The National Institutes of Health has been requested to announce the sponsorship by the Swedish Medical Research Council of three research fellowships in 1973. These will be awarded to qualified biomedical scientists who are citizens of the U.S.A., and will provide support for 12 months of research training at a Government-supported training institution in Sweden. The fellowships are intended to provide research experience and training at the postdoctoral level in basic or clinical sciences related to health.

To be eligible, candidates must have an earned degree of Ph.D., M.D., D.V.M., D.D.S., or an equivalent degree, and must have been engaged in independent, responsible research in one of the health sciences for at least two of the last four years. The fellowships are intended for scientists in a formative stage of their research careers.

Interested scientists should request the necessary application forms from the International Fellowships Section, Fogarty International Center, NIH, on or before February 1, 1973. Final selection will be made at the May, 1973 meeting of the Swedish Medical Research Council, and nominees will be notified of the results shortly thereafter by the Council.

The starting date of the Fellowships will be set by mutual agreement of the applicant and the institution, provided it is within the ten-month period immediately following the date of the award. The Fellowships will normally extend for 12 months after the starting date, but exceptions may be considered if recommended by the training institution and approved by the Swedish Medical Research Council.

Stipends will be at two levels: the more

senior fellows will receive \$6,000 per year; the less senior fellows will receive \$5,500. In addition, each fellow will be granted \$500 per year for each dependent listed in the fellowship application, whether or not they accompany the fellow to the training institution. For the purposes of this program, a dependent is defined as a spouse or child who receives one-half or more of his or her support from the fellow. When a fellow notifies the Swedish Medical Research Council, prior to activation of his fellowship, that his dependency status will change (by marriage, etc.), his dependents' allowance will be adjusted accordingly, effective from the date of actual change of status. However, in the absence of prior notification, no increase in the dependent's allowance is permissible during the fellowship year. Conversely, any decrease in number of dependents should be reported immediately to the Swedish Medical Research Council.

### University Space Research Association USRA Institute for Computer Applications in Science and Engineering

NO. FY73-10

The University Space Research Association with funding from NASA has recently begun the organization and operation of an Institute at the NASA Langley Research Center to be concerned with the effective utilization of the next generation of computers. The Institute is to serve as a center of the academic community for activities related to applied mathematics, computer science, and the application of the computer to problem solving.

With the leadership of a Director (to be appointed), a concerted team effort to develop new methods in the use of computational capability in selected aerospace disciplines will be launched. Other envisioned activities include the support of projects on computational capability proposed by individual investigators, the organization of study groups and small topical conferences to assay state of the art and progress, the holding of selected major conferences and symposia and short courses and other instructional programs.

USRA plans the establishment of a University Relations Committee to advise the Director on matters pertaining to maximum involvement of the academic community.

The Institute will associate closely with the Analysis and Computation Division (ACD) at the Langley Research Center. Computational capability of the ACD will be enhanced by the early installation of the Control Data STAR-100 Computing System.

Detailed information is available in the Office of Advanced Studies. The University is a member institution of USRA.

### National Science Foundation Science Course Improvement Program Division of Undergraduate Education in Science

NO. FY73-11

#### OBJECTIVES

The Science Course Improvement Program supports projects designed to improve the effectiveness of post-secondary education in science and technology. Such projects may explore alternative instructional modes, effective applications of technology for the initiation and implementation of these modes, and other improved strategies in science education. They often will involve the development of new delivery systems for education and of associated specialized materials to bring about a greater choice of educational options for the students. The desirability of accommodating to variations in student ability, interest, mobility, and available time will lead to projects designed to match materials, modes of presentation, and sites of learning to their diverse needs.

#### SCOPE

The central role of this program is to support those projects which promise to improve the effectiveness of post-secondary science education in the areas of mathematics; physical, biological, and social sciences; engineering, history and philosophy of science; and combinations as found in interdisciplinary studies or programs for non-science majors.

Projects should take a national perspective and be designed for ultimate national impact while utilizing the best available resources. Those projects whose principal goal is the improvement of instruction locally do not fall within the scope of this program.

Among the types of projects which will be considered under these guidelines are the following:

- New uses of learning materials
- Information dissemination
- Curriculum management
- Learning contexts

These examples are not meant to be restrictive or limiting.

#### SUBMISSION OF PROPOSALS

Preliminary Proposals - All proposals received by this program for the first time are treated as preliminary proposals and serve as the basis for discussion with the program staff. They may range from relatively brief statements, to more detailed documents embodying most or all of the points listed as necessary for formal proposals. The purpose of the preliminary proposal is to enable the Foundation to

determine whether the project described is eligible for support in this program, and to provide whatever feedback is necessary to insure that when a formal proposal is submitted, it will have the maximum chance for success. The staff will make every effort to respond to preliminary proposals within a month of the time they are submitted. Two copies should be submitted.

**Formal Proposals** - The formats and procedures described here are designed to ensure the proper evaluation of the proposal by the reviewers drawn from the nationwide scientific community and are not meant to be restrictive. Following are a series of points which shall appear in the proposal:

- Background
- Results
- Plan
- Resources
- Evaluation
- Dissemination
- Detailed Budget

#### DEADLINES

There are no specific deadlines for the submission of either preliminary or formal proposals. They may be submitted at any time. Formal proposals require approximately six months before a final decision is reached. This time frame should be kept in mind when considering the probable starting date for a given project.

#### WHERE TO DIRECT INQUIRIES AND PROPOSALS

Letters and preliminary proposals should be addressed to:

- Science Course Improvement Program
- Division of Undergraduate Education
- in Science
- National Science Foundation
- Washington, D.C. 20550.

Additional information is available in the Office of Advanced Studies, Division of Research and Sponsored Programs, Extension 7378.

### University Committee on Research and Sponsored Programs

NO. FY73-12

Members of the Committee as of July 1, 1972

#### Ex-officio Members

- Robert E. Gordon, Vice President for Advanced Studies
- Francis M. Kobayashi, Assistant Vice President for Research and Sponsored Programs
- James T. Burtchaell, CSC, Provost
- Jerome J. Wilson, CSC, Vice President for Business Affairs
- Frederick J. Crosson, Dean of the College of Arts and Letters

- Thomas T. Murphy, Dean of the College of Business Administration
- Joseph C. Hogan, Dean of the College of Engineering
- Bernard Waldman, Dean of the College of Science
- Thomas L. Shaffer, Dean of the Law School
- John J. FitzGerald, Acting-Director of the Center for the Study of Man in Contemporary Society
- Stephen D. Kertesz, Director of the Institute for International Studies
- Thomas F. Broden, Director of the Institute for Urban Studies
- Morris Pollard, Director of the Lobund Laboratory
- John L. Magee, Director of the Radiation Laboratory

#### Elected Members

- James L. Massey, at-large (To June 30, 1975) (Chairman)
- Philip J. Gleason, (To June 30, 1975) at-large (Vice Chairman)
- John J. Kennedy, from the (To June 30, 1974) College of Business Administration (Secretary)
- K-T. Yang, from the (To June 30, 1975) College of Engineering
- Louis Pierce, from the (To June 30, 1974) College of Science
- Howard J. Saz, from the (To June 30, 1974) College of Science
- Ralph E. Thorson, (To June 30, 1974) at-large
- Cornelius P. Browne, (To June 30, 1974) at-large
- Julian Samora, at-large (To June 30, 1974)
- William T. Liu, from the (To June 30, 1973) College of Arts and Letters
- John F. Santos, from the (To June 30, 1973) College of Arts and Letters
- Ruey-Wen Liu, from the (To June 30, 1973) College of Engineering
- David T. Link, from the (To June 30, 1973) Law School
- Bernard D. Cullity, (To June 30, 1973) at-large

Members of the faculty are urged to communicate their views on problems concerning research and sponsored programs to the Chairman, Vice Chairman, Secretary, one of the representatives from the colleges, or one of the members at-large.

### American Association of University Women Educational Foundation Graduate Fellowships for Women 1973-74

NO. FY73-13

All Fellows required to devote full time to their study or research for the tenure of their fellowships. No restriction as to age for any award. Deadline for receipt of

applications by the American Association of University Women: December 1, 1972.

Requests for applications must indicate country of citizenship and permanent residence as well as purpose for which fellowship would be used. Application forms may be obtained from AAUW Fellowships Office, 2401 Virginia Avenue, N.W., Washington, D.C. 20037.

#### For Women of the United States:

60 Dissertation Fellowships for those who will have completed all required course work and examinations except the defense of the doctoral dissertation by March 1, 1973, but not later than June 1, 1973.

A few awards for postdoctoral research.

Period of award: Twelve months beginning July 1, 1973.

Stipends: \$2500-5000. Financial need is considered in determining amount of award.

Applicants must be citizens or permanent residents of the United States.

No restriction as to place of research but intention to pursue professional career in the United States required of all applicants.

#### For Women of Countries Other Than the United States:

50 awards for graduate study or advanced research at approved institutions in the United States.

A few awards for members of associations/federations affiliated with the International Federation of University Women for advanced research in any country other than the Fellow's own.

Fellowships are normally awarded for the academic year (September-June).

Stipends vary according to financial need. In some cases required tuition and fees will also be paid by AAUW directly to the University.

#### Requirements:

Academic degree equivalent to the bachelor's degree from a U.S. university.

Satisfactory English proficiency required for study in the United States.

A plan of study or research which will advance applicant's professional competence.

Intention of applicant to pursue her professional career in her home country.

## National Aeronautics and Space Administration (NASA) NASA Life Scientist Program

No. FY73-14

The National Aeronautics and Space Administration has announced the 1972 NASA Life Scientist Program.

In 1970 the National Academy of Sciences recommended to the National Aeronautics and Space Administration (NASA) a Life Scientist Program which could lead to greater participation by the scientific community in space and aeronautics research in the broad field of life sciences. The new approach would be the requirement for the principal investigator and his designated graduate student(s) to spend about one-third of their time at one of the designated NASA research centers. This requirement would ensure close collaboration and interaction with the NASA Intramural Research Program.

In 1971 the NASA Life Scientist Program was initiated. This program is in addition to the regular NASA Life Sciences Extramural Research Program. Three awards were made under the 1971 NASA Life Scientist Program.

In 1972 NASA plans to continue the NASA Life Scientist Program by making up to five new awards. Such awards will be made on the basis of proposed investigative programs embodying the goals of collaboration and/or interaction, and other pertinent factors.

One of the highly desirable elements of this program will be the use or sharing of unique NASA research facilities, equipment and computers located at the NASA research centers. The NASA programs in the life sciences include: Research and technology; biological, behavioral, and engineering sciences. Work is related to aeronautic and space operations, and therefore, associated with --

Understanding the physiological and psychological processes and medical aspects occurring in man during flight.

Assessment of the importance of the changes to man's health and safety. Design of advanced life support systems, including crew equipment, atmospheres, food, water and waste management subsystems.

Studies concerning man-machine integration, human augmentation devices, bioinstrumentation, and habitability considerations.

Use of flight environment to gain

better understanding of living systems.

The inquiry into the existence of life elsewhere in the universe and the scientific explanation of the origin of life -- and

The detection and characterization from space of ecological phenomena on earth or other planets.

While flight operations and the conduct of experiments in flight are an important part of the NASA Life Sciences Program, most NASA-sponsored investigations are accomplished in Earth-based laboratories. The NASA Life Scientist Program is confined to ground-based studies; however, out of such studies there may develop an opportunity for a later, separate proposal for a flight experiment or in-flight study.

Grants will be awarded for a 3-year period

on a step-funded basis, renewable annually. It is anticipated that the annual level of effort for each grant will be approximately \$50,000. Thus, an award of \$50,000 per year would be initially funded as follows:

\$50,000 for the first year.  
\$33,400 for the second year.  
\$16,600 for the third year.

The second year funding in such a case would be another \$50,000 with 1/3 of it on each of the next three years. In this way the second year would be \$50,000, 3rd year \$33,400, and the 4th year \$16,600.

The due date for proposals is no later than the close of business' (4:30 PM EST) on November 30, 1972.

Additional information on the submission of proposals is available in the Office of Advanced Studies, Division of Research and Sponsored Programs, Extension 7378.

## Monthly Summary

### Awards Received

IN THE MONTH OF JULY, 1972

Department or Office	Principal	Short title	Sponsor	Amount-\$ term
AWARDS FOR RESEARCH				
Chemical Eng.	Banchero	Fellowship	S. Rubin Fdtn.	3,500 9 mos.
Sociology Anthropology	DaSilva	Dissertation fellowship in ethnic studies	Ford Fdtn.	4,800 9 mos.
Metallurgical Eng.	Fiore	Heat exchanger alloy development	Rudy Mfg. Corp.	12,012 1 yr.
Music	Leahy	Edition of Manuscript, Rome, Vat. Basilic B. 79	Natl. Endow. Human.	8,165 5 mos.
Aerospace Mech. Eng.	Nicolaides, Ingram	Nonlinear magnus on small caliber bodies of revolution	U.S. Army	40,000 1 yr.
Civil Eng.	Linger	Integrated air pollution/law training program	Environ. Prot. Agency	25,884 1 yr.
AWARDS FOR FACILITIES AND EQUIPMENT				
Aerospace Mech. Eng.	Yang	Undergraduate Instructional Scientific Equipment Program	Natl. Sci. Fdtn.	10,800 2 yr.
Biology	Fiorindo	Undergraduate Instructional Scientific Equipment Program	Natl. Sci. Fdtn.	17,800 2 yr.
AWARDS FOR EDUCATIONAL PROGRAMS				
Art Gallery	Lauck	Eleven Peruvian textiles	Mrs. Ann McNear	5,450 ---
Psychology	Santos	Ford Foundation study fellowship-Martinez	Ford Fdtn.	5,190 1 yr.
Civil Eng.	McFarland	EPA research fellowship- Bachman	Environ. Prot. Agency	6,600 1 yr.
AWARDS FOR SERVICE PROGRAMS				
Urban Studies	Broden	Youth advocacy training	Soc. Rehab. Serv.	99,700 1 yr.
Urban Studies	Broden	Project understanding	School Theology Claremont	67,000 1 yr.

## Proposals Submitted

IN THE MONTH OF JULY, 1972

<u>Department or Office</u>	<u>Principal</u>	<u>Short title</u>	<u>Sponsor</u>	<u>Amount-\$ term</u>
PROPOSALS FOR RESEARCH				
Physics	Blackstead	Phonon spectroscopy in rare-earth metals and alloys	Natl. Sci. Fdn.	49,825 2 yr.
Aerospace Mech. Eng.	Novotny	Fire and smoke spread in corridors	Natl. Sci. Fdn.	265,550 3 yr.
Civil Eng.	Tenney	Phosphorous removal by secondary effluent treatment	So. Bend Water Works	2,000 4 mos.
Physics	Poirier	Counter and spark chamber research	Natl. Sci. Fdn.	448,978 2 yr.
Chemistry	Walter	Spectra of amino acids and protein metal complexes	Natl. Inst. Health	21,340 1 yr.
Urban Studies	Broden	Delinquency prevention demonstration program	Urban Coalition St. Jos. Cty.	12,746 4 mos.
Aerospace Mech. Eng.	Szewczyk	Turbulence and shear on flow past bluff bodies	Natl. Sci. Fdn.	85,009 2 yr.
Biology	Saz	Intermediary metabolism of helminths	Natl. Inst. Health	77,113 1 yr.
Microbiology- Lobund Lab.	Pollard	Studies of virucidal effects of ozone	Telecomm. Indus. Inc.	22,480 1 yr.
Electrical Eng.	Massey	Convolutional coding techniques for data protection	Natl. Aeronaut. Space Admin.	36,109 1 yr.
Electrical Eng.	Sain, Massey	Unified study of coding and control theories	Natl. Sci. Fdn.	79,301 2 yr.
Aerospace Mech. Eng.	Atassi	Unified kinetic theory approach to transitional flows	U.S. Air Force	15,329 1 yr.
PROPOSALS FOR EDUCATIONAL PROGRAMS				
Philosophy	Manier	Summer and in-service Institutes- politics of environ. quality	Natl. Sci. Fdn.	100,426 2 yr.
Geology	Murphy	Summer institute in earth science	Natl. Sci. Fdn.	69,493 2 mos.
PROPOSALS FOR SERVICE PROGRAMS				
Urban Studies	Broden	Project understanding	School Theology Claremont	76,000 2 yr.

## Summary of Awards Received and Proposals Submitted

IN THE MONTH OF JULY, 1972

### AWARDS RECEIVED

<u>Category</u>	<u>Renewal</u>		<u>New</u>		<u>Total</u>	
	<u>No.</u>	<u>Amount</u>	<u>No.</u>	<u>Amount</u>	<u>No.</u>	<u>Amount</u>
Research	4	\$ 63,677	3	\$ 32,884	7	\$ 96,561
Facilities and Equipment	-	---	2	28,600	2	28,600
Educational Programs	-	---	3	17,240	3	17,240
Service Programs	-	---	2	166,700	2	166,700
Total	4	\$ 63,677	10	\$ 245,424	14	\$ 309,101



PROPOSALS SUBMITTED

Category	Renewal		New		Total	
	No.	Amount	No.	Amount	No.	Amount
Research	5	\$226,609	7	\$ 889,171	12	\$1,115,780
Facilities and Equipment	-	---	-	---	-	---
Educational Programs	1	69,493	1	100,426	2	169,919
Service Programs	-	---	1	76,000	1	76,000
Total	6	\$296,102	9	\$1,065,597	15	\$1,361,699

## Closing Dates for Selected Sponsored Programs

Agency	Programs	Application Closing Dates	
American Council of Learned Societies	Fellowships in the Humanities	October	15, 1972
	Computer-Oriented Research in the Humanities	(None)	
	Travel Grants to International Congresses and Conferences Abroad	(6 mos. in advance)	
American Philosophical Society	Research Grants	October	1, 1972
Folger Shakespeare Library	Senior and Short-Term Fellowships	October	15, 1972
J.S. Guggenheim Memorial Foundation	Fellowships	October	1, 1972
National Endowment for the Humanities	Fellowships and Summer Stipends	October	16, 1972
National Science Foundation	NATO Postdoctoral Fellowships in Science	October	23, 1972
	Undergraduate Research Participation	Probably October	15, 1972
U.S. Office of Education	Foreign Curriculum Consultants	October	1, 1972
	Group Projects Abroad	October	1, 1972
	National Defense Foreign Language Fellowships	October	2, 1972
	Faculty Research Abroad	October	15, 1972
	Undergraduate Programs in International Studies	October	15, 1972
	Doctoral Dissertation Research	October	15, 1972
	Cooperative Education Programs	Probably October	15, 1972
	Special Services for Disadvantaged Students in Higher Education	Probably October	15, 1972
	Upward Bound	Probably October	15, 1972
		October	15, 1972

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## Summer Session commencement address

EDITOR'S NOTE: The following is the complete text of the commencement address presented by Professor Robert E. Rodes, Jr., of the Notre Dame Law School, at the 1972 Summer Session graduation ceremonies Friday, Aug. 11, in the Athletic and Convocation Center. Degrees were presented to 427 candidates at the 127th annual commencement including 43 doctorates, 401 master's degrees, and 26 undergraduate degrees.

It seems that the normal thing at a commencement is for someone to welcome you into the great wide world outside the university. But this occasion is different. Most of you, I have no doubt, have been spending nine months out of the year in the great wide world for some time. I, on the other hand, have been right here -- barring a few visits to equally esoteric spots elsewhere. So it is probably more to the point on this occasion to reflect on what you have been doing with your summers.

In the first place, you have been assembling this stack of documents that had just been given out. Employers, religious superiors, and even faculty selection committees, will be greatly tempted to take these more seriously than all the education that has gone into them. In this peculiar society, you will probably need them for most of the interesting, useful, or remunerative things you would like to do with the rest of your lives. But in spite of all the pressure, most people don't come to universities just for credentials. Most of you were looking for something more, and I hope you found it.

The Book of Common Prayer of the Episcopal Church, which so often has felicitous ways of putting things, has a prayer that asks for God's blessings on Universities, Colleges, and Schools, "that knowledge may be increased among us, and all good learning flourish and abound." It is this good learning that we ought to be aiming for in our studies, and that we ought to be putting together in our minds on an occasion like this, when our studies, or some phase of our studies, are done. So let's think about what there is in a person's intellectual formation that rates to be called good learning.

First, I think we have to distinguish good learning from the indiscriminate absorption of information. There is a parlor game called "Trivia" that involves remembering or looking up trivial facts like who won the World Series in 1938, or who were the characters in Allen's Alley on Fred Allen's radio program. It's a harmless enough amusement, but if you look through the pages of any learned journal, you will see that a good many academics are making their living by it. This is not good learning, if it is any learning at all.

I have heard the amassing of data in these times referred to as a "knowledge explosion," but in fact I am more impressed with what might be called an "ignorance explosion." Of good books, good food, good wine, of birds, trees, and flowers, of how to make things and how to fix things, in fact, or all the amenities of civilization, I know less than my parents, and my children show every sign of growing up to know less than I do. The multiplication of library shelf space and computer programs won't make up for this. It is no consolation that our computers know more and more if our children know less and less.

I don't mean there is no good work being done with computers -- of course there is. But, I suspect that for a good many of us a computer serves as a kind of attic, where you put things that you have no use for, but haven't the strength of character to throw away. I know the feeling. I have the instincts of an intellectual packrat myself. I am constantly tempted to fill out my work with extraneous footnotes, because when I have unearthed a fact I can't bear to see it drop back into oblivion. The last thing I need is a data retrieval

system. I have a data non-retrieval system. It is called a waste-basket. As research goes on and the price of xerox copies comes down, I use it increasingly. What I need most is the will power to use it still more than I do.

The point is that the whole intellectual enterprise of the West is choking on data. The danger is unique in Western thought because Western thought is uniquely in love with reality. Facts are important to us, we treat facts reverently, because they are the work of God. They tell us about a reality greater than the capacity of our minds to order it. But you do not show reverence for facts by taking great gobs of them and shovelling them all in a heap. You show reverence for facts by taking a few of them, dwelling on them lovingly, and seeing where they fit in with each other. Let me give you an example. I was working some time ago on papal administration in England in the Middle Ages. There are in the library about 14 fat volumes containing abstracts of entries in the papal registers relating to the British Isles from the twelfth through the fifteenth centuries. I went through these taking all the material for one year at fifty year intervals -- ending up with a random sample of one-fiftieth of the available material. I'm sure I didn't find out everything there was to find out about the subject, but I certainly found out as much as I could conveniently absorb and give a coherent account of -- perhaps more.

Good learning, then, is a matter of ordering selected facts. For selection, a random sample will often do as well as anything else. But for ordering them, you need a principle -- something that will give you a basis for taking them all seriously, and yet seeing which are the most important and how they all fit in. I like to think that in this place the essential Christian understanding of the universe, and of man and his affairs, can supply such a principle. Whether it does or not, you will know better than I.

If good learning is not indiscriminate, neither is it "relevant" in the sense we hear so much about nowadays. That is, it does not have to have an obvious payoff in terms of the things people happen to be concerned about at this particular moment in time. This kind of relevance is in the deepest sense irrelevant, because it narrows your horizons just when they need to be enlarged. The quest for this narrow relevance seems to me to rest on a great misunderstanding of history, a great misunderstanding of what is going on.

The underlying idea seems to be that the present time, unlike any other, is one of great change -- that we are currently passing from one relatively static period of history into another. So the education that served us in the period left behind must be replaced by one that will serve in the period that is to come. What was useful in the former period is called "irrelevant;" what will be useful in the upcoming period is called "relevant."

A bit of reflection on history will show what is wrong with this. In fact, the present time is no more -- and no less -- a period of change than any other. Certainly, there are great changes going on, but there always have been. If you look back in a series of 50 year jumps, you will see what I mean. A person who fell asleep in 1922 and woke up today would remark on the number and efficiency of the automobiles, airplanes, and household appliances that were just beginning to come into their own in his day. He would be surprised at the power of the mass media, at the abolition of colonial empires, the ecological crisis, the population explosion. But a person who fell asleep in 1872 and woke up in 1922 would be seeing his first automobile, his first airplane, his first Communist government, his first woman voter, his first federal regulatory agency, his first short skirt. In addition, he would find he had just slept through the worst war in history. If he had been awake, he could have seen his last cavalry charge, and his first tank. Then, a person who fell asleep in 1822 and woke up in 1872 would find that the land had filled up with railroads and factories and the ocean with steamships. He would have slept through the consolidation of the British Empire, the abolition of slavery, the Communist Manifesto, and the peopling of the American West. A person who fell asleep in 1772 and woke up in 1822 would have slept through the American Revolution, the French Revolution, and the Napoleonic Wars. And so it goes.

If change is relatively constant, as it seems to be, then what looks relevant today will be of no more use fifty years from now than what looked relevant in the twenties is today. Good learning will have to be relevant not to the temporary needs of the moment, but to whatever there is in the human condition that does not change. It is through this kind of relevance that good learning copes with the future. It keeps your options open. It allows you to take an intelligent approach to things you hadn't thought of before -- that is, with half the things you will encounter as the years go by.

Let me give you a few examples. We are often reproached in the Law School with teaching rich men's law. A number of our students are commendably unconcerned with the legal problems of the rich. They would like us to teach them how to serve the poor. The problem is, to a great extent, rich men's law is the only law there is until these students get out of law school and make some more law. Meanwhile, there it the law they will have to

use to serve the poor -- just as the lawyers of the nineteenth century used horse traders' law to serve great corporations. What we are trying to do in the Law School is produce neither poor men's nor rich men's lawyers, but lawyers with open options -- men and women who know enough of basic legal techniques so that they can serve not only the poor but anyone else they meet that needs to be served.

It is the same in other fields. If you learn contemporary technology, you can replace nuts and bolts in contemporary machines, but if you learn basic principles of science and engineering, you can make new machines to serve new needs. If you study contemporary writing, you may learn something about the problems of contemporary life, but if you study a broad range of great works, you will have something to draw on for whatever comes up, or if you learn the principles of good writing, you will be able to write about whatever you want to write about. If you learn to read Dick and Jane readers, you will learn about life in a particular white middle class milieu, but if you learn to read fairy stories, you will learn about life everywhere.

So good learning requires, first, some kind of principle for ordering data, and second, some kind of principle that transcends historical change. I think that means that it has to relate its subject to Philosophy -- that is, to the general order of the universe and the fundamental categories of thought -- and to History -- that is, to where it came from, and by inference, where it is going. Both of these offer a basis for ordering data, because they enable you to put facts into categories and archetypes, and to say that one fact is more important than another. Both of them transcend historical change -- Philosophy because it offers principles that do not change, History because it takes change itself into account.

This doesn't mean that good learning involves taking Philosophy or History courses instead of courses in whatever else you are interested in. It means that whatever you're studying you should aim for a philosophical and historical understanding of it. It means that if you study art or literature you should try to work out the philosophical relation between goodness and beauty, and the historical relation between classicism and romanticism. If you study science, you should consider the relation between truth and utility, and the evolution from Newton's thought to Einstein's. If you study economics, you should think about what part material goods play in satisfying real human wants, and how the Industrial Revolution or the Great Depression came about.

Note that I am leaving Theology out of all this. Not that Theology is unimportant. Quite the opposite. But I think its importance lies -- at least intellectually -- in the light it sheds on Philosophy and History. Through Revelation, we are given an enhanced understanding of the ultimate order of the universe and the categories of thought -- that is, of Philosophy -- and of the direction and meaning of history. Then, it is through Philosophy and History that Revelation enhances our understanding of everything else.

With this kind of understanding, we can take what we learn and make it a part of our own humanity, of the humanity of others, of the world in general. We can also keep our options open and use what we have learned in whatever situation seems to call for it.

Good learning, then, is fully human learning, and learning with open options. It is rooted to what does not change, and it is open to what change brings. I hope that has been your experience of learning in this place. More important, for those of you who will be teaching in one form or another, I hope it will be other people's experience of learning from you.

God Bless you all.

Prof. Robert E. Rodes, Jr.  
University of Notre Dame Law School

## Rectors and assistant rectors 1972-73

\*RECTOR  
+ASSISTANT RECTOR

PHONE ALUMNI HALL ROOM

6202 \*Rev. John Mulcahy 168  
6334 +Rev. Denis Madden 355

### BADIN HALL

1716 \*Miss Kathleen Cekanski 233  
6116 +Sr. Susan Bennett 333

### BREEN-PHILLIPS HALL

6515 \*Rev. John Schuneman 110  
6621 +Rev. Robert Nogosek 211

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## Letter from Fr. Hesburgh thanking the Holy Cross order for its annual gift

Recently the Indiana Province of the Holy Cross order made its annual gift to Notre Dame. Fr. Theodore Hesburgh, responded as follows in a letter to Fr. Howard Kenna, provincial:

I would like to acknowledge, with the deepest of gratitude, the wonderful check for \$732,103.00, the contribution to the University of the brothers and priests of the Indiana Province who are on the staff of the University. As a member of the Board of Trustees, you understand, as well as I do, the enormous needs of the University and the particular significance of this gift when added to the personal services of so many of our religious here.

As you know, we are trying to designate very special areas of University support that will reflect the commitment of Holy Cross religious to the growth and development of this University. I am sure our whole apostolate is enriched by your generosity as Provincial and by the dedicated service and financial support of so many devoted Holy Cross priests and brothers.

Words fail me in saying thanks adequately, but I am sure you will understand what I mean to say.

All best wishes.

Ever devotedly in Holy Cross  
(Rev.) Theodore M. Hesburgh, C. S. C.  
President.



# University of Notre Dame

## Academic Calendar for 1972-73

### Fall Semester 1972

Sept. 2-4	Sat. thru Mon.	Orientation and counselling for new students
Sept. 5	Tuesday	Registration for all students
Sept. 6	Wednesday	Classes begin at 8:00 a.m.
Sept. 10	Sunday	Formal opening of the school year with Con- celebrated Mass.
Sept. 11	Monday	Latest date for all class changes
Oct. 9	Monday	Columbus Day (classes meet).
Oct. 23	Monday	Veteran's Day (classes meet).
Oct. 24	Tuesday	Midsemester Report of Deficient Students.
Nov. 1	Wednesday	All Saints' Day (classes meet).
Nov. 22-26	Wed. thru Sun.	Thanksgiving Holiday begins at noon.
Nov. 27	Monday	Classes resume at 8:00 a.m.
Nov. 30-Dec. 7	Thurs. thru Thurs.	Advance Registration for Spring Semester 1972-73.
Dec. 8	Friday	Feast of the Immaculate Conception (classes meet).
Dec. 14	Thursday	Last Class Day.
Dec. 15-21	Fri. thru Thurs.	Final Examinations (Grades due 48 hours after exam is given. No Sunday exams on Dec. 17)

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