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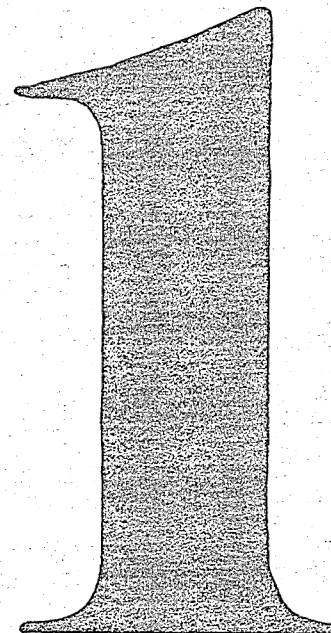
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the university

Theatre presentations

Four major productions, including a world premier, a memorable American drama and a romantic musical, have been scheduled by the Notre Dame-Saint Mary's Theater for public presentations during the new academic year. The performances are sponsored by the two institutions' Cooperative Department of Speech and Drama, headed by Dr. Reginald F. Bain.

The season opens with Ketti Frings' comedy-drama, "Look Homeward, Angel," with performances at 8 p.m. on Oct. 4, 5, 10, 11, 12. The play focuses on small town life in the America of President Wilson's era and the dreams of its youth. Charles Ballinger, who directed Moliere's "The Miser" for a summer audience, will direct this play, scheduled for O'Laughlin Auditorium on Saint Mary's campus. The drama is based on the best-selling novel of Thomas Wolfe.

"Fellows," a comedy-intrigue written by Christopher Ceraso, a 1974 Notre Dame graduate, will have its world premier in Notre Dame's Washington Hall on December 6, 7, 12, 13 and 14 at 8 p.m. Bain will direct this production with the assistance of the author, who is expected to return for final rehearsals. Bain was the director of "A Man for all Seasons," a summer production on the campus.

Second semester productions open with Robinson Jeffers' adaptation of "Medea" on February 21, 22, 27, 28 and March 1. Frederick Syburg will be the director for this production, described as an "impassioned drama." The play will be presented in Washington Hall.

"Man of LaMancha" will be the final production of the season, with Bain directing the modern musical based on Don Quixote's romantic adventures, on April 25 and 26, and May 1, 2 and 3 at 8 p.m. in O'Laughlin Auditorium. The musical involves the hilarious adventures of a fumbling old knight who imagines the vulgar world around him is still the golden age of chivalry.

Special season tickets, priced at \$7.50 for the general public and \$5.50 for students and faculty, may be purchased at the box office in advance of the first production.

Happy Day, Inc.

An expanded pre-school program and a larger staff will highlight the fall reopening of Happy Day, Inc., the day care center located on the campus of Saint Mary's College and receiving financial support from the University.

According to Pat Garreffa, administrator, and one of the center's three new teachers, the daily programs will stress the importance of the individual in developing a readiness for school.

"Arts and crafts, music, drama, and physical activity will all be incorporated in the day's schedule to promote the child's development as a total person," she explained.

The new developmental nursery school will run from 9 a.m. to 11:30 a.m., five days a week. However, parents may choose to send a child two, three, or all five days.

The afternoon day care program will not be as strongly sequential as the morning session, but will still emphasize individual development. A two-hour rest period will be provided in the afternoon session, which runs from 12:30 to 5 p.m.

Continuing as a teacher at the day care center will be Margaret Petersen, who will be concerned primarily with the nursery school.

New personnel in addition to Mrs. Garreffa are Mildred Ballinger and Shirley Harris Lewis. Mrs. Ballinger will teach creative arts, while Mrs. Lewis is a reading specialist.

Happy Day is open to youngsters three to five years old, who are children of the faculty, staff, and administration of Saint Mary's College and the University of Notre Dame. The calendar for the day care center conforms to that of the two institutions. The day care center is located in the Clubhouse on the Saint Mary's campus. For additional information, contact Mrs. Garreffa, 291-8847.

Publication schedule

The following is the publication schedule for Volume 4 of the Notre Dame Report, to be printed during the 1974-75 academic year. Please note that all deadlines are on Mondays.

<u>Number</u>	<u>Deadline Date</u>	<u>Publication Date</u>
1	Sept. 2	Sept. 13
2	Sept. 16	Sept. 27
3	Sept. 30	Oct. 11
4*	Oct. 14	Oct. 25
5	Nov. 4	Nov. 15
6	Nov. 18	Nov. 29
7	Dec. 2	Dec. 13
8	Dec. 16	Dec. 27
9	Jan. 6	Jan. 17
10	Jan. 20	Jan. 31
11	Feb. 3	Feb. 14
12	Feb. 17	Feb. 28
13	March 3	March 14
14	March 17	March 28
15	March 31	April 11
16	April 14	April 25
17	May 5	May 16
18	May 19	May 30
19	June 16	June 27
20	July 14	July 25
Index	-----	Aug. 29

*This will be an updated version of NDR 1973-74 No. 4 which carried University administration, University committees and the official faculty roster. Notre Dame Report 1974-75 No. 4, then, will be a departure from the usual format.

faculty notes

University appointments

Ten new appointments and two reappointments to chairmanships of departments have been announced by deans of the University of Notre Dame's Colleges of Arts and Letters, Business Administration, Engineering, and Science.

Dr. Frederick J. Crosson, dean of the College of Arts and Letters, announced seven appointments and two reappointments to department chairmanships. Two of the appointments come from faculties outside the University. Dr. Leo Despres, former professor and chairman of the Department of Sociology and Anthropology at Case Western Reserve University, will assume that position at Notre Dame, and Dr. Konrad Schaum, former professor and chairman of the Department of Foreign Languages and Literature at the University of Denver, will head the Department of Classical and Modern Languages at Notre Dame.

Five new chairmanships in the college went to current Notre Dame faculty members: Rev. Marvin O'Connell, Department of History; Rev. James Flanigan, C.S.C., Department of Art; Dr. Reginald Bain, Notre Dame-Saint Mary's Cooperative Department of Speech and Drama; Dr. Vincent Lannie, acting chairman, Department of Graduate Studies in Education, and Dr. William Leahy, acting chairman, Department of Economics.

One chairman and one director were reappointed in the College of Arts and Letters: Rev. David Burrell, C.S.C., is chairman of the Department of Theology, and Dr. Ronald Weber, is director of the Program in American Studies.

In the College of Business Administration, Dr. Yusaku Furuhashi, acting dean, announced the appointment of Dr. David Appel as acting chairman of the Department of Marketing Management, while Dr. Joseph C. Hogan, dean of the College of Engineering, announced the appointment of Dr. Ettore A. Peretti, assistant dean, as acting chairman of the Department of Metallurgy and Material Science, and Dr. Bernard Waldman, dean of the College of Science, announced the appointment of Dr. Warren J. Wong, as chairman of the Department of Mathematics.

Walter Gintner, presently serving as minister of music at First Presbyterian Church, Niles, Mich., has been appointed director of the University Chorus. The appointment was announced by Dr. William Cerny, chairman of the Department of Music.

Barbara J. Kawka, has been named to the newly created position of registration coordinator at the Center for Continuing Education by Dr. Thomas P. Bergin, dean.

Timothy L. Truesdell has been appointed assistant to the director of the Alumni Association. The appointment was announced by Dr. James W. Frick, vice president for public relations and development.

Non-university appointments

Dr. Thomas P. Bergin, dean of the Center for Continuing Education and chairman of the Indiana Arts Commission, has been appointed chairman of the artists in schools advisory panel of the National Endowment for the Arts.

Dr. A. Robert Caponigri, professor of philosophy, has been named a Rockefeller Fellow in the Humanities for the forthcoming year. Caponigri is also chairman of the committee on the humanities of Notre Dame's Center for the Study of Man in Contemporary Society.

Dr. James Kritzeck, professor of history, has been appointed a consulting editor of the American Journal of Mental Deficiency.

Dr. James Michael Lee, professor of education, has received a Senior Fulbright grant.

Dr. Ronald Weber, director of the Program in American Studies, has been named to the three-member executive committee of The Poynter Center for the Study of American Institutions at Indiana University, Bloomington. He will also edit a book for the Poynter Center dealing with contemporary American culture.

Miscellany

Dr. Charles W. Allen, professor of metallurgical engineering and materials science, attended the International Crystallography Conference at Melbourne, Australia; the International Conference on Electron Microscopy at Canberra, Australia, and a Spring School for Electron Microscope Image Computation at Phillips Island, Australia, Aug. 16-Sept. 9. He also delivered three papers at the Canberra meeting.

Dr. John Borkowski, associate professor of psychology, was a participant in a conference on "Training Retarded Children in the Use of Cognitive Processes" held at the University of Kansas Medical Center on July 25 and 26. He presented a symposium paper on "Long-term Transfer of Mediation Strategies by the Retarded" at the American Psychological Association convention on Aug. 30 in New Orleans, La.

Dr. Michael J. Crowe, professor in the general program and the graduate program on the history and philosophy of science, was an invited participant in an Aug. 8-9 conference at the American Academy of Arts and Sciences in Boston. He prepared a manuscript entitled "On the Historiography of Mathematics." He was also an invited participant in a week-long conference in June at Ohio State University on the history and philosophy of theories of perception.

Rev. Robert L. Kerby, assistant professor of history and director of the deacon formation program for the Melkite Church in the United States, conducted a session for the formation of deacons from May 22 to June 12. He conducted workshops in liturgy, patristics, and the history of the Melkite Church in America. The program was held at St. Basil's Seminary, Methuen, Mass.

Dr. James Kritzeck, professor of history, reported to the Bishops' Committee on Ecumenical and Interreligious Affairs, National Conference of Catholic Bishops, on June 20.

Dr. George C. Kuczynski, professor of metallurgical engineering and materials science was invited to lecture at the Union Carbide Research Institute, Tarrytown, N.Y. on Aug. 5 and 6.

Dr. James Michael Lee, professor of education, gave a public lecture sponsored by the Graduate Division of the Department of Theological Studies at the University of Dayton. The title of this public lecture was: "Major Issues in Religious Education." He also gave a seminar for advanced graduate students in this same department on the general theme: "Data and Inference in Religious Education."

Dr. Cary K. Mak, associate professor of civil engineering, presented a paper entitled "A General Purpose Computer Program for Creep Analysis of a Multi-Storey Steel Frame in a Fire" at the Sixth National Conference on Electronic Computation, Georgia Institute of Technology in Atlanta, Ga. on Aug. 7.

Thomas T. Murphy, former dean of the College of Business Administration, was awarded the U.S. Army's Certificate of Appreciation for Patriotic Civilian Service for his outstanding support of the Army ROTC program during his term as dean, from 1962 to 1974.

Dr. Charles E. Parnell, professor of modern and classical languages and director of the Year Abroad Program in Angers, France, was honored recently by French church officials when they presented the Gold Medal of the Catholic University of the West.

Dr. Paul A. Rathburn, assistant professor of English, was a participant in a week-long workshop on the teaching of the humanities in community discussion sponsored by the National Endowment for the Humanities. The leadership workshop was held at the Midwest Center for the National Endowment at the University of Wisconsin, Madison, Wisc. from Aug. 18-23. Dr. Rathburn also presented a paper and led a discussion section on "Shakespeare and Psychology" in Chicago. The paper was prepared in collaboration with Dr. John O. Meany, associate professor of education.

Dr. Ellen Bouchard Ryan, assistant professor of psychology, presented a paper entitled "Mexican American Reactions to Accented Speech" at the biennial meeting of the International Association for Cross-Cultural Psychology in Kingston, Ontario, Aug. 7. During the past few months, joint papers with students have been delivered to the Southwestern Sociological Association, the Midwestern Psychological Association, and the VIIIth World Congress of Sociology.

Dr. Michael K. Sain, professor of electrical engineering, gave a series of 10 invited lectures on "Applications of Modern Algebra in Engineering" to students and faculty of the Departments of Electrical Engineering and Mathematics at Texas Tech University, Lubbock, Tex. from Aug. 5-Aug. 16.

Dr. Hans J. Verwey, assistant professor of theology, completed his habilitation in philosophy at the University of Munich on May 22. He delivered two lectures before the faculty of the Department of Philosophy at Munich, on the understanding of private property in the philosophy of Aquinas, and on the origin of the modern concept of science. He also discussed a paper on the transcendental foundation of first principles with members of the Medieval Institute at the University of Bonn. On May 10, he served as chairman of the session on the session on "Thomas Aquinas: Theology" at the Ninth Conference of Medieval Studies at Western Michigan University.

Necrology

Rev. Francis P. Goodall, C.S.C., died August 17 in St. Joseph's Hospital, South Bend, where he was admitted after a heart attack. A resident of Holy Cross House, Notre Dame, since 1968, he was 77.

office of advanced studies

Notes for Principal Investigators

Indirect Cost Rates for Government Sponsored Programs for Fiscal Year 1975

Negotiations for the fiscal year 1975 indirect cost rate for Government sponsored programs have been completed. A significant change is the base to be used in calculating indirect costs. Heretofore, the base was salaries and wages. The new base to be used is Total Modified Direct Costs (TMDC), defined as total direct cost less cost for capital equipment. Until further notice, the indirect cost rates to be used for Government sponsored programs are:

Research Projects:	
On-Campus	46.94% of TMDC
Off-Campus	9.78% of TMDC
Education Projects:	
On-Campus	44.31% of TMDC
Off-Campus	12.01% of TMDC
Radiation Laboratory	15.99% of TMDC

Cost-Sharing for Government Sponsored Research Projects

Under current Federal law, Government agencies which award research grants are required to award an amount less than the full cost of the project. To comply with this law, the University policy has been to cost-share in the amount of five percent of the total cost of the proposed project, the cost-sharing to be on salary of the principal investigator in the academic year, together with associated fringe benefits and indirect costs.

Using the new indirect cost rate for research for fiscal year 1975, the formula for calculating the cost-shared salary of the principal investigator is:

$$\text{Cost-shared salary} = \frac{5\% \text{ of total project cost}}{1.646}$$

Cost-shared fringe benefits are still 12% of cost-shared salary. Indirect cost to be cost-shared is now 46.94% of the sum of cost-shared salary and cost-shared fringe benefits, rather than a percentage of the salary only.

Computer Center Rates

The new rate structure for computing services has been announced for the fiscal year 1974-75. A substantial reduction in rates resulted from the dramatic increase in computer usage over the past fiscal year. All rates are determined by dividing the budgeted costs for various resources by the anticipated usage of those resources.

Several users usually share the various computer resources in a multiprogramming operating system. While it is difficult to develop a charging algorithm that exactly identifies that portion of the resources that each user has used, the Center has developed a cost allocation algorithm that has the following objectives:

- o To distribute all operating costs of of the Center to the budget areas of the University using its services.
- o To distribute costs to individual users for the cost of those resources that he alone required.
- o To try and have the cost allocation repeat each time a program is run without any changes.

The algorithm is based on those resources for which a reliable measure of use may be obtained.

The algorithm is basically the same for both batch processing and time-sharing. Jobs submitted via time-sharing for batch processing are treated as a batch job.

The charging algorithm is as follows:

BATCH

Job Cost = (Rate(1)*CPU time)+(Rate(2)*
Disk Controller & Channel Time)+(Rate(3)*
Tape Controller and Channel Time)+(Rate(4)*
Tape Drive Allocation Time)+(Rate(5)*Core
Allocation Time)+(Rate(6)*Lines Printed)+
Rate(7)*Cards Read)+(Rate(8)*Cards
Punched)+(Rate(9)*Connect Time)+Rate(10).

TIME SHARING

Job Cost = (Rate(1)*CPU Time)+(Rate(2)*
Disk Controller and Channel Time)+(Rate(5)*
Core Allocation Time)+(Rate(11)*#TPUTS)+
(Rate(12)*#TGETS)+(Rate(13)*Connect Time)+
(Rate(10)).

RATES

- Rate (1) = \$170.00 per hour
Rate (2) = \$103.50 per hour
Rate (3) = \$ 62.00 per hour
Rate (4) = \$ 12.25 per hour
Rate (5) = \$.12 per hour
Rate (6) = \$.03 per 50 lines printed
Rate (7) = \$.0025 per card read
Rate (8) = \$.0025 per card punched
*1 Rate (9) = \$ 5.00 per wall clock hour
(2400 Baud Rate)
Rate(10) = \$.29 per Job or Logon
Rate(11) = \$.004 per TPUT
Rate(12) = \$.004 per TGET
*2 Rate(13) = \$ 1.05 per wall clock hour
(110-300 Baud Rate)

Notes:

- *1 This connect time charge applies only to
high speed remote entry jobs submitted via
HASP.
*2 This connect time charge applies only to
TSO.

Processing of Check Requisitions and Travel Vouchers

Both Government and University regulations
require proper documentation for payments re-
quested on check requisitions and reimburse-
ment on travel vouchers. Principal investiga-
tors are reminded that:

1. The original bill should be attached
to check requisitions
2. Airline ticket stubs, public trans-
portation tickets, hotel or motel
bills, and other receipts are to be
attached to travel vouchers.
3. Both Government and University
regulations do not permit reimburse-
ment for a double room rate when
spouses accompany principal investi-
gators on trips. The bill should have
an indication of the single room rate.

Attachment of appropriate documentation will
expedite payment and reimbursement.

Department of Health, Education and Welfare Research Projects Involving Human Subjects

The purpose of this notice is to provide
clarification of that portion of the Instruc-
tion Sheet (Rev. 2-73) for Form NIH 398 per-
taining to Research Involving Human Subjects.

DHEW regulations define "subject at risk" as
"any individual who may be exposed to the
possibility of injury, including physical,
psychological, or social injury, as a conse-
quence of participation as a subject in any
research, development, or related activity
which departs from the application of those
established and accepted methods necessary to
meet his needs, or which increases the ordinary
risks of daily life, including the recognized
risks inherent in a chosen occupation or field
of service."

DHEW is concerned with the protection of the
rights and welfare of human subjects in all
research, development, and related activities.
The Department's regulations (45 C.F.R., Part
46) are concerned with protection of rights
to privacy, the need for informed consent,
protection of confidentiality of data, and
protection against physical, psychological,
sociological, or legal risks. The need for
protection of rights and welfare and protec-
tion against risks to the individual is not
limited to activities involving children and
adults but also includes the fetus, and abortus
and the dead. The uses of organs, tissues,
body fluids, or graphic, written or recorded
information, while they present no physical
risks to the subjects, may create medico-legal
risks, or expose the subject to public embar-
rassment or humiliation through break of con-
fidentiality and invasion of privacy. The ma-
jor focus of a project (for example, on a med-
ical procedure) is not the sole determinant of
the need for protections. The safeguarding
and confidentiality of medical records and
other forms of data collected on individuals
and groups and the use of such data either by
the investigator or conducting the original
research, concurrent use of the data by other
investigators, or use of the data at a later
time considered within the scope of concern
of this policy.

While safeguarding the rights and welfare of
subjects at risk is primarily the responsi-
bility of the organization conducting grant
activities, the responsibility for determining
the adequacy of proposed procedures is shared
by organizational review committees and DHEW
staff and advisory committees. Therefore, if
the proposal involves human subjects, the
principal investigator shall, under the heading
HUMAN SUBJECTS at the end of the Methods of
Procedure section of the application:

- 1) Describe the requirements for a subject population and explain the rationale for using in this population special groups such as prisoners, children, the mentally disabled or groups whose ability to give voluntary informed consent may be in question.
- 2) Describe and assess any potential risks--physical, psychological, social, legal or other--and assess the likelihood and seriousness of such risks. If methods or research create potential risks, describe other methods, if any, that were considered and why they will not be used.
- 3) Describe consent procedures to be followed, including how and where informed consent will be obtained.
- 4) Describe procedures (including confidentiality safeguards) for protecting against or minimizing potential risks and an assessment of their likely effectiveness.
- 5) Assess the potential benefits to be gained by the individual subject, as well as benefits which may accrue to society in general as a result of the planned work.
- 6) Analyze the risk-benefit ratio.

The statements are subject to review, approval, and modification by your local organizational review committee. To insure timely completion of this review, your application and any additional materials requested by the committee should be submitted for local review well in advance of Public Health Service deadlines. If this review is not completed in advance of the deadline, it will be your responsibility to see that any modifications of the Methods of Procedure or HUMAN SUBJECTS section as a result of the review are forwarded to the PHS. These should be sent directly to the Division of Research Grants, NIH, Bethesda, Maryland 20014, and should be identified by principal investigator's name, project title, and name of organization precisely as entered on the receipt of application card returned with the original application.

The regulations concerned with the protection of human subjects effective July 1, 1974, require that organizational review and approval be completed and certified prior to submission of proposals to DHEW. However, by separate notice, the DHEW will provide that for a period of one year from the effective date of these organizations may submit certifications no later than 30 days following the deadline for which the proposal was submitted, or, if no deadline is specified, 30 days following the submission of the proposal. If a certification is not received within the 30 days, as provided above, the application will be administratively withdrawn by the Division of Research Grants and returned to the applicant institution.

AFTER JULY 1, 1975, ORGANIZATIONAL REVIEW AND APPROVAL MUST BE COMPLETED AND CERTIFIED PRIOR TO SUBMISSION OF PROPOSALS TO DHEW.

Information Circulars

Department of Transportation Program of University Research

NO. FY75-6

The Department of Transportation is seeking new proposals for its 1975 fiscal year Program of University Research. The program's objectives are: to stimulate innovative transportation research at universities; to stimulate industry and local, state and regional agency sponsorship of university-based transportation research; to stimulate university research that will contribute to the development of a national transportation policy; and to attract bright, young talent to transportation careers. Since its inception in September 1972, over 70 contracts totaling more than \$6 million have been awarded to universities covering virtually every major area of transportation research. The deadline for receipt of proposals is October 1, 1974. For further information, contact the Office of Research and Sponsored Programs, Extension 7378.

National Science Foundation U.S.-Australia Cooperative Science Program

NO. FY75-7

The United States-Australia Agreement for Scientific and Technical Cooperation is intended to provide increased opportunities for scientists and engineers from both countries to engage in joint research projects of mutual interest to exchange scientific and technical information, to work together in unique environments, and to utilize special facilities.

The National Science Foundation (NSF) is the executive agency for the program in the United States. It serves as the focal point for U.S. projects and selects and approves those to be included in the program. The Australian Department of Science has been designated executive agency for Australia. All projects have to have joint approval by both executive agencies to be included under the Agreement. Cooperation will cover all recognized branches of science and technology.

For further information, contact the Office of Research and Sponsored Programs, Extension 7378.

National Endowment for the Humanities Summer Stipends

NO. FY75-8

For college, junior college, and university teachers, and other humanists who have completed their professional training and are not degree candidates. Applicants must be nominated by their institutions and each institution may nominate three applicants for Summer Stipends. Two (but not more than two) of the nominees should be in an early stage of their careers and one (but not more than one) nominee should be in a more advanced stage of his career. Persons not employed by academic institutions may apply directly.

Includes, but is not limited to, the following: languages, both modern and classical; linguistics; literature; history; jurisprudence; philosophy; ethics; comparative religion; archaeology; the study of the history, criticism, theory, and practice of the arts; those aspects of the social sciences which have humanistic content and employ humanistic methods; and the study and application of the humanities to the human environment, with particular attention to the relevance of the humanities to the current conditions of national life.

The purpose of this program is to help college, junior college, and university teachers, and other humanists in their research and as teachers by providing support for two consecutive months of full-time study. The work proposed by the applicant may be study or research within his special area of interest, or it may be study in some other area that will enable him to understand his own field better, enlarge his competence, and become more broadly informed. Applications will be judged by the following criteria:

- (1) the quality of the applicant's work, or the promise of quality;
- (2) the importance of the applicant's proposal to his own field or the humanities in general, in comparison to other proposals in his and other fields;
- (3) the conception, definition, organization, and presentation of the proposal;
- (4) the likelihood that the proposed undertaking will be brought to completion.

During this period of the bicentennial observance of the American Revolution, the Endowment has a special interest in studies relevant to the Revolutionary era and to the philosophical and social foundations of the Revolution and the history of our nation. This interest is directed not only to studies of the Revolutionary era itself, but also to studies of American institutions in general. The Endowment also continues its special interest in studies of the relationships between human values and science and technology.

Recipients must devote two consecutive months of full-time study to their projects.

The deadline for receipt of application is October 15, 1974. For further information, contact the Office of Advanced Studies, Extension 7378.

National Endowment for the Humanities Due Dates for Proposals

NO. FY75-9

The National Endowment for the Humanities has announced due dates for proposals for its programs:

	<u>Postmark date</u>
Division of Public Programs	
Media grants	Oct. 1, 1974
Museum and Historical Societies grants	Oct. 1, 1974
Program Development (Special Projects)	Oct. 1, 1974
Division of Education Programs	
Project grants	Nov. 1, 1974
Planning grants	Nov. 1, 1974
Division of Research Grants	Nov. 18, 1974
Division of Fellowships and Stipends	
Fellowships for Independent Study and Research	Oct. 15, 1974
Fellowships in Residence for College Faculty	Nov. 18, 1974
Summer Stipends	Oct. 15, 1974
Youthgrants in the Humanities	Nov. 15, 1974

Bicentennial Programs

NO. FY75-10

A recent workshop in Washington, D.C., sponsored by the American Revolution Bicentennial Association (ARBA), discussed three authorized theme areas under which bicentennial programs fall. They are:

1. Heritage '76, which involves historical preservation, restoration, etc.
2. Festival U.S.A., which encompasses the celebrations to be held during the bicentennial period.
3. Horizon '76, which focuses on the future of the United States.

To date, Congress has authorized \$30 million for programs in the following manner:

- \$10 million for administrative costs (\$7.1 million for federal expenses and \$25,000 to each of the 50 states).
- \$11 million -- \$200,000 to each state and U.S. territory for various programs on a matching basis.
- \$9 million to be allocated to various localities for the most innovative program plans.

Funding is available for all project areas -- education, health, humanities, and social welfare. Sources of support included federal, state, and private nonprofit organizations such as the ARBA, National Park Service, National Trust Consultant Grant Program, National Trust National Historic Preservation Fund, American Association for State and Local History, National Endowment for the Arts, National Foundation for the Humanities, National Science Foundation, and the America the Beautiful Fund.

For further information, contact the American Revolution Bicentennial Association, 736 Jackson Place, Washington, D.C. 20276.

National Science Foundation Student-Oriented Program

No. Fy75-11

The Student-Oriented Program of the National Science Foundation is composed of three discrete but mutually complementary program elements:

- A. Student Science Training (SST) for high ability secondary school students;
- B. Undergraduate Research Participation (URP) for college undergraduates inclined toward science; and
- C. Student-Oriented Program has two closely related goals:

(1) to provide talented students with science* learning opportunities above and beyond those normally available in most formal science education programs in the Nation's schools and colleges, and

(2) To increase the variety of instructional modes and of institutional patterns of instruction by demonstrating to both students and faculties the capacity of students to be motivated by independence and thus to accept greater responsibility for planning and carrying out their own learning activities.

The foundation has invited submission of proposals for support of three types of activity directed toward achieving these primary goals.

a) For high ability secondary students: Student Science Training (SST)

SST will continue to support summer science programs established by academic institutions, non-profit laboratories, and certain types of profit-making institutions, aimed at testing the aptitude of outstanding secondary school students for science by bringing them into direct contact with teachers and research scientists of recognized competence who can provide them with educational experiences in science and mathematics beyond those available in the usual high school courses.

b) For undergraduate students: Undergraduate Research Participation (URP)

URP projects are aimed at providing experiences, through participation in research, that will enable undergraduate students to grow in independence, and will at the same time demonstrate the potential of this kind of activity as an adjunct to or as a replacement for traditional formal classroom instruction.

The program is open to all science disciplines. However, within those disciplines or specialties in which energy-related research is feasible, highest priority will be given to projects that are significant to the national commitment to energy research and fall within the scope of "energy-related general research" as defined by the Foundation's Office of Energy Related General Research.

c) For undergraduate and graduate students: Student-Originated Studies (SOS)

The general aim of SOS is much the same as that of URP - the provision of student experience in independent, self-directed study, and demonstration of the effectiveness of such study as an adjunct to or replacement for traditional, formal course work - but the mechanism is different. In SOS, the projects are wholly student-originated and student-managed, with faculty in a strictly advisory role, in contrast to URP, in which the faculty plays a guiding role and the student participates as a junior colleague. While the program has been addressed primarily to undergraduates (with some graduate students permitted in principally undergraduate

groups), it is now open also to groups of graduate students. The general requirement is that the studies be conducted by multidisciplinary groups and be concerned with problems of the physical, biological, or social environment.

The closing date for receipt of proposals under the Student Science Training program element is October 11, 1974. Proposals for the Undergraduate Research Participation program have a closing date of September 20, 1974. And November 15, 1974, is the closing date for receipt of proposals for the Student-Originated Studies program.

For further information, contact the Office of Research and Sponsored Programs, Extension 7378.

Office of Advanced Studies
Division of Research and Sponsored Programs
August 2, 1974

Office of Education International Educational Exchange and Training Programs

NO. FY75-12

The International educational exchange and training programs sponsored by the U.S. Government have involved more than 100,000 participants since 1946 when Congress passed the Fulbright amendment authorizing the use of U.S.-owned foreign currencies to finance the exchange of students and scholars. Since the first International exchange in 1948, more than 110,500 U.S. and foreign students, teachers, and scholars have participated in educational activities in approximately 150 countries.

The Doctoral Dissertation Research Abroad program provides opportunities for advance graduate students to engage in full-time dissertation research abroad in modern foreign languages, area studies, and world affairs. The program is designed to develop research knowledge and capability in world areas not widely included in American curriculums by helping prospective teachers and scholars conduct original research in their area of specialization and enhance their knowledge of the region, its people, and its language. The deadline for receipt of applications will be October 15, 1974.

The Faculty Research Abroad program offers selected opportunities for research and study abroad in foreign languages, area studies, and world affairs. It is designed to help universities and colleges strengthen their programs of international studies in two basic ways: (1) By helping key faculty members remain current in their specialties and (2) by assisting institutions in updating curriculums and improving teaching methods and materials.

The Group Projects Abroad program is designed to help U.S. educational institutions improve their programs in foreign languages, area studies, world affairs, and/or intercultural education. Universities, 4-year colleges, community and junior colleges, developing institutions, State departments of education, nonprofit educational organizations, and various combinations of such institutions are eligible to apply for grants. Proposals for the last two programs must be received by October 1, 1974.

The Foreign Curriculum Consultant program enables selected U.S. educational institutions and organizations to bring specialists from other countries to the United States to assist in planning and developing curriculums in foreign language and area studies. In 1975-76, the program will provide support for consultants for 8 to 10 months. Assistance is not available under this program for consultants who would serve for less than an academic year. October 1, 1974 will be the deadline for receipt of applications.

For further information, contact the Office of Research and Sponsored Programs, Extension 7378.

National Science Foundation United States-France Exchange of Scientists

NO. FY75-13

In furtherance of a decision by the governments of France and the United States of America to develop scientific and technical cooperation, a program for exchange of young scientists is jointly sponsored and administered by the National Science Foundation of the United States and the National Center for Scientific Research of France. Exchange awards are made for study or work in the mathematical, physical, chemical, engineering, biology and social sciences including economics. Awards will not be made in the Medical sciences or in education or business fields.

Eligible individuals are citizens or nationals of the United States and France who will have earned in the science areas designated in the preceding paragraph a doctoral degree or its equivalent, normally not more than five years prior to the commencement of the exchange visit. Foreign nationals in the United States with permanent resident status are not eligible to apply for awards under this program. Eligible institutions are, for French candidates, any appropriate nonprofit United States institution, and, for American candidates, any appropriate nonprofit French institution. Appropriate nonprofit institutions in this program will normally be institutions of higher education; government research institutes, laboratories or centers; and privately sponsored.

sored nonprofit institutes. The period of the exchange visit shall normally be between five and fifteen months. Shorter or longer visits, or extensions of time, may be approved upon adequate justification when recommended by the host institution.

The closing date for the submission of applications is November 1, 1974. For further information, contact the Office of Advanced Studies, Extension 7378.

The Latin American and Caribbean Learning Fellowship on Social Change

NO. FY75-14

The Inter-American Foundation is making available a small number of pre-and post-doctoral research fellowships to provide opportunities for scholars to learn from Latin American and Caribbean social change programs.

The Fellowships are designed to enable the Fellow to study the change process through affiliation with a host country institution. The Foundation collaboratively arranges such an affiliation with either a Foundation supported development project or an agency retained to evaluate such project. Upon completing the field work, Fellows are invited to spend up to three months as interns analyzing their data and writing up their results.

Fellows must be specialists in the behavioral sciences or the professions, and must evidence a commitment to multidisciplinary inquiry and be knowledgeable about Latin American or Caribbean area studies.

Objectives:

1. Contribute to research and scholarship on social change in Latin America and the Caribbean;
2. Provide an opportunity for scholars to learn from Latin American and Caribbean initiated and operated social change programs;
3. Involve the academic community to learning about social change from a multidisciplinary perspective; and
4. Advance academic-practitioner cooperation.

Eligibility

Doctoral candidates and postdoctoral scholars in the social sciences and professions. Candidates should be concerned with the process of social change from a problem-oriented perspective.

Stipends

Stipends vary from country to country and include allowances for maintenance, transportation, and health and accident insurance for the Fellow and dependents.

Duration of Fellowships

Field research is normally supported for nine months, but it is expected that more Fellows will need to be in the field for varying periods. In no case is field research supported for more than a two-year period.

Orientation

Several months before the effective date of award, the Fellows are invited to participate in a one-week orientation session at the Foundation offices in Virginia.

Selection

Fellows are selected by a multidisciplinary term of scholars and specialists in the area of Latin American and Caribbean social change. An eligibility screening of applications, followed by a request for supporting documents and personal interview, constitutes the initial selection process.

Applications

Application forms may be obtained by writing:

Learning Fellowship on Social Change
Inter-American Foundation
1515 Wilson Boulevard
Rosslyn, Virginia 22209

Applications must be post-marked on or before December 1, 1974. Awards will be announced by April 1, 1975.

Rockefeller Foundation Humanities Fellowships

NO. FY75-15

The Rockefeller Foundation has announced a new program of awards to support the production of works of humanistic scholarship and reflection intended to illuminate and assess the values of contemporary civilization. The focus will be on contemporary experience and its dilemmas as well as on long-range, perennial, and universal human concerns in a world context.

Scope and Eligibility

Support will be given to applicants in the traditional areas of the humanities broadly defined as the branches of knowledge concerned with the human experience, but proposals in the social sciences or in fields not generally considered as humanities will also be encouraged so long as their humanistic implications and methodology are made clear; these include, among others, law and jurisprudence, health and medicine, journalism, architecture, urban planning, business and finance, psychology, education, and related fields. Awards cannot be made for the completion of graduate or professional studies; nor can proposals for the writing of poetry or fiction be entertained under this program.

Preference will be given to mature scholars and humanists but younger persons of high creative potential will also receive consideration. Applicants with interdisciplinary skills and interests planning to apply their background and experience in new or related fields will be favored, as will projects that show promise of trans-disciplinary significance.

Objectives

- o The illumination of contemporary social or cultural perplexities
- o The expansion of intercultural communication
- o The search for comparative cultural values in a pluralistic society and world
- o The articulation of a relatively uncharted area of significant human experience
- o The analysis and criticism of present perceptions and institutions of contemporary life
- o The clarification, deepening, or expansion of the historic meaning and tasks of the "humanities"
- o The elucidation of relationships between science and the humanities
- o The exploration of the relevance of the humanities for the individual, society, and human existence

Suggested Research Area

Central ideas, concepts, and perceptions in contemporary culture.
The humanities in an international context.
The formation and transformation of values.
Science, technology, and society in the context of humanistic values.
The humanities in the contemporary professions:
The examination of values and moral choices.
The public role of the humanities: New dimensions.

Duration and Payment

The proposed fellowships will normally extend for one year, although half-year or two-year fellowships may also be granted. The ordinary grant will be of the magnitude of \$10,000 to \$15,000.

Procedures for Application

First stage:

Candidates must submit (1) a description of their project, typed and double-spaced, of no more than 500 words, including a brief statement of their qualifications with respect to the proposal and a synopsis or evaluation of any previous relevant work by the researcher or others; (2) a vita and bibliography of publications; and (3) the names of three persons who may be asked to serve as referees.

Mail to:

Rockefeller Foundation Humanities Fellowships
The Rockefeller Foundation
111 West 50th Street
New York, New York 10020

Second stage:

Candidates whose projects have been approved in Stage One will then be asked to submit three copies of the fully developed proposal. Each proposal must contain in sufficient detail all information necessary to allow proper evaluation of the scope, purpose, and methodology of the study. Each proposal must:

- Δ be typewritten, double-spaced, and bear the name of the applicant on the upper right corner of each page
- Δ include a covering sheet showing:
 - o Rockefeller Foundation Humanities Fellowships
 - o the name and institutional affiliation (if any) of the principal researcher (and of colleagues, if a joint project)
 - o the title of the project
 - o the total amount sought
 - o the duration of the project
- Δ indicate other sources of support for

which the applicant has applied and other sources of income during the tenure of the fellowship such as sabbatical salary or other research grants

- Δ contain an itemized budget showing all costs, with adequate explanation of key budget items, including travel

The candidate will be responsible for asking at least three persons familiar with his or her work to send a written evaluation of the proposal directly to the Foundation. These independent evaluations should be received at the Foundation as near to the date of the second-stage submission as possible.

Closing Dates and Notification

Although there are no standardized application forms, the procedures described above are to be followed. First-stage proposals must be received by October 15, 1974; second-stage proposals, when requested, by December 15, 1974. Awards will be announced in March, 1975.

FOR FURTHER INFORMATION

Rockefeller Foundation Humanities Fellowships
The Rockefeller Foundation
111 West 50th Street
New York, New York 10020

National Science Foundation Alternative Formulae for General Revenue Sharing

NO. FY75-16

The Division of Social Systems and Human Resources (SSHR) of the Research Applications Directorate (RANN) of the National Science Foundation intends to provide up to approximately \$800,000 to support a number of studies on the allocation formula in the State and Local Fiscal Assistance Act of 1972 (Public Law 92-512) on general revenue sharing. It is expected that awards will not involve more than approximately two equivalent professional person-years of effort over not more than approximately an 8-month period.

The State and Local Fiscal Assistance Act of 1972 (Public Law 92-512), commonly known as the Revenue Sharing Act, provides for the allocation of \$30.2 billion to State and local governments over a five-year period. These funds are apportioned among all general purpose governments according to a complex formula described in the Law. This formula specifies both data elements (or factors) and equations which are used by the Office of Revenue Sharing to make allocations to governments. Many alternatives to the allocation approach reflected in the existing legislation have been considered during and since the passage of the Law. Research projects funded under this solicitation will evaluate the ex-

isting formula and alternative formulae which utilize different data elements and equations. These alternative formulae will be designed to move the existing formula toward some goal identified as desirable by groups involved in the initial debates over the existing formula and the newly created alternatives will be evaluated to determine their efficacy in meeting goals chosen for maximization and other goals. The pattern of allocations across areas with different social economic, and political characteristics will be described for all formulae. The collection of studies produced under this solicitation is intended to provide a comprehensive review of formula possibilities which are likely to receive serious consideration during debates over the renewal of the Law.

The closing date for receipt of proposals is October 1, 1974. For further information, contact the Office of Research and Sponsored Programs, Extension 7378.

National Science Foundation Regional Research Conferences in the Mathematical Sciences

NO. FY75-17

The National Science Foundation is seeking proposals from prospective host institutions in the U.S. for five-day regional conferences, each to feature ten lectures by a distinguished guest lecturer on a subject of current research interest in the mathematical sciences. The conferences are to be held during the summer of 1975 or during the succeeding fall or winter. The objective of the regional conference project is to stimulate and broaden mathematical research activity, particularly in regions of the country where such activity needs further development. As in past years, the organization of the conferences, evaluation of proposals, and arrangements for publication of expository papers based on the guest lecturers' lectures are to be carried out by the Conference Board of the Mathematical Sciences, Washington, D.C., under contract with the National Science Foundation.

About a dozen conferences per year are projected, each to take place at a host institution during a summer week, or possibly within a recess of the succeeding academic year. Topics for conferences may be concerned with one or more of the various disciplines of the mathematical sciences, including, in addition to pure mathematics, fields such as applied mathematics, statistics, computer science, operations research and management science.

Each conference should plan for a single principal guest lecturer and about twenty-five other formal participants, the latter to be active research mathematicians from the broad geographic region around the host institution. It is expected that the lecturer

would give two lectures per day during the five days of the conference, with the remainder of the time available for study, informal discussion and exchange of ideas.

All formal participants in a conference receive allowances for travel and subsistence under the host institution's grant from the Foundation for the conference. In addition, the principal lecturer receives, from the Conference Board under its contract with the Foundation, a fee for delivering his lectures and a second fee for organizing these into a substantial expository paper. The Conference Board arranges for the editing and publication of these expository papers.

Proposals should be received by December 1, 1974. For further information, contact the Office of Research and Sponsored Programs, Extension 7378.

Woodrow Wilson International Center of Scholars Fellowships—Fall, 1974

NO. FY75-18

PURPOSE

Created by the United States Congress as the nation's official memorial to the twenty-eighth President, the Center was established as "a living institution expressing the ideals and concerns of Woodrow Wilson...symbolizing and strengthening the fruitful relation between the world of learning and the world of public affairs." The Center seeks to commemorate through its residential fellowship program of advanced research and communication both the scholarly depth and the public concerns of Woodrow Wilson.

SCOPE

The Center's fellowship program is organized in terms of three broadly defined academic divisions. The Division of Historical and Cultural studies welcomes proposals in the fields of history, literature, philosophy, jurisprudence, religion, and other humanistic areas of inquiry including the creative arts. The Division of Social Studies is designed to accommodate research and writing in political science and international relations, sociology, anthropology, economics, psychology, and other disciplines. It also seeks applications from qualified men and women in government, law, journalism, and other professions and occupations. A third division, entitled Resources, Environment and Growth, supports research and writing from a wide variety of disciplinary and cultural perspectives, in the broad and interrelated areas of environment, economic growth, resources availabilities, the uses of the seas, and other topics.

ELIGIBILITY

Eligibility is limited to the post doctoral level for academic participants, and to an

equivalent degree of maturity and professional achievement for those from other fields. Men and women with outstanding capabilities and experience from a wide variety of professions and occupations—academic, government, and others—are eligible for support. Those selected for appointment in the past have come from careers in the social sciences, humanities and natural sciences as well as from the fields of law, diplomacy, journalism, government, international organizations, the creative arts, and others

STIPEND

Within certain limits established by the Board of Trustees, it is the Center's policy to enable each fellow to meet, but not to exceed, his or her income rate for the preceeding year, on the principle that a fellowship should not involve financial loss or gain. Each fellow is required to take advantage of any leave, sabbatical, or other funding that may be available to him from other sources for the period of appointment. In calculating stipends for non-U.S. scholars, cost of living adjustments are extended whenever possible to bring stipends up to equivalent rates for U.S. scholars of comparable experience and position. Certain travel expenses for a fellow and accompanying spouse and younger children may also be provided.

DURATION

The Center's program is residential in character, and fellows are expected to devote full time to their research and writing. A Center fellowship normally extends from several months to a year in duration although a limited number of longer term appointments are also made. Since the fellowships are designed to support major scholarly undertakings, a minimum duration of four months is required.

SELECTION PROCESS

Selection advisory panels of distinguished scholars in each of the Center's broadly defined divisions of study are convened periodically to review applications and recommend eligible candidates. The final selection of all prospective fellows is made by the Director and the Fellowship and Guest Scholar Committee of the Board of Trustees.

CLOSING DATE

The deadline for the receipt of applications in the fall round of fellowship competition is October 1, and applicants will be notified of appointment decisions in mid-December.

APPLICATION FORMS

For application materials, applicants are advised either to call the Center and request that they be forwarded by mail or to write to the following address:

WOODROW WILSON INTERNATIONAL CENTER FOR
SCHOLARS
Smithsonian Institution Building
Washington, D.C. 20560

Ford Foundation Economic Research Competition

NO. FY75-19

The Ford Foundation has announced competition for the second round of proposals for research in the field of international economics. Because of the importance of economic questions to improved international relations, the Foundation has appropriated \$1 million for research needed to promote new understanding of international economic phenomena and to help establish new policies. Proposals should address problems in: the international transmission of economic disturbances; organization of world monetary, investment, and trade systems; relations among trade and investment, income distribution, and economic policy; trends and policies in commodity supply and demand; and international aspects of environmental problems.

The due date for formal proposals is January 1, 1975, but applicants are requested to submit outlines for preliminary evaluation before proceeding to formal proposals. The preliminary outlines should be submitted to:

Ford Foundation
320 East 43 Street
New York, New York 10017
Attention of: Economic Research
Competition

Faculty interested in submitting outlines should contact the Office of Research and Sponsored Programs, Extension 7378, before submission.

Graduate School

AAUW Graduate Fellowships for Women 1975-76

NO. FY75-GS1

Program: For Women Citizens of the United States. Approximately seventy dissertation fellowships for those who will have successfully completed all required course work and examinations for the doctorate except defense of the dissertation by January 2, 1975.

Several awards for postdoctoral research for those who hold the doctorate at the time of application.

Period of Award: Twelve months beginning July 1, 1975.

Financial Provisions: \$3500-\$6000 (up to \$7500 for postdoctoral fellowships).

Qualifications: Applicants must be citizens of the United States or hold permanent-resident status at the time of application and must intend to pursue their professional careers in the United States.

An AAUW Fellow is expected to devote full time to her project for the fellowship year.

Age, academic field, or place of study is not restricted.

Deadline: Receipt of applications in AAUW Fellowships Office by January 2, 1975.

It is recommended that application forms be requested by November 15, 1974, and that information be requested prior to November 1, 1974.

For application forms or further information, write:

AAUW Fellowships Office
2401 Virginia Avenue, N.W.
Washington, D.C. 20037

AAUW Graduate Fellowships for Women 1975-76

NO. FY75-GS2

Program: For Women of Countries Other Than the United States. Approximately fifty International Fellowships for one year's graduate study or advanced research at approved institutions in the United States.

Approximately five AAUW-IFUW awards for advanced research in any country other than the Fellow's own, for women who are members in their own countries of national associations/federations affiliated with the International Federation of University Women.

Period of Award: Fellowships are normally awarded for the academic year (September to June).

Financial Provisions: Stipends vary according to financial need. In some cases for those enrolled in U.S. graduate schools, tuition and fees will also be paid by AAUW directly to the University.

Qualifications: Academic degree equivalent to the bachelor's degree from a U.S. university at the time of application.

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

Intention of applicant to return home to pursue her professional career.

Satisfactory English proficiency.

Age, academic field: Unrestricted.

Deadline: Receipt of applications in AAUW Fellowships Office by November 15, 1974.

It is recommended that application forms be requested in July, August, and September, 1974 but no later than October 1, 1974.

For application forms or further information, write:

AAUW Fellowships Office
2401 Virginia Avenue, N.W.
Washington, D.C. 20037

Current Publications and Other Scholarly Works

ARTS AND LETTERS HUMANISTIC AND SOCIAL STUDIES

Economics

- Bonello, Frank J.
F.J. Bonello, W.I. Davisson, K. Jameson, F.J. Navratil. 1974. Economics and methodology: A freshman course. Economic Education Experiences of Enterprising Teachers 11:95-101.

Government and International Studies

- Francis, Michael J.
M.J. Francis. 1974. The United States at Rio, 1942: The strains of Pan-Americanism. Journal of Latin American Studies 6(1):77-95.

History

- Blantz, Thomas E., CSC
T.E. Blantz, CSC. 1974. The librarian as archivist. Catholic Library World 46:14-16.
Kerby, Robert L.
R.L. Kerby. 1974. Review of Douglas Edward Leach, Arms for Empire: A Military History of the British Colonies in North America, 1607-1763. Review of Politics 36(3): 450-453.
R.L. Kerby. 1974. Herculean comments. Air Classics 10(9):9-10,80.

Modern and Classical Languages

- Rubulis, Aleksis
A. Rubulis. 1974. Lidziba. Aglonas Vestis 7(119):24.
A. Rubulis. 1974. Latgalu Dizkungs. Aglonas Vestis 4(116):4.

Sociology and Anthropology

- Kurtz, Richard A.
W. Wolfensberger and R.A. Kurtz. 1974. Usage of retardation-related diagnostic

and descriptive labels by parents of retarded children. Journal of Special Education 8:131-142.

- R.A. Kurtz, H.P. Chaifant, and K. Kaplan. 1974. Inner-city residents and health decision-makers: Perceptions of health problems and solutions. American Journal of Public Health 64:612-613.

BUSINESS ADMINISTRATION

Management

- Bernardo, John J.
J.J. Bernardo and W.J. Heisler. 1974. The ideal management curriculum: What are its features? Pages 275-278 in, K. Rowland, ed. Proceedings of the Seventeenth Annual Conference of the Midwest Academy of Management.

ENGINEERING

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- Huang, Nai-Chien
N.C. Huang and G. Funk. 1974. Inelastic buckling of a deep spherical shell subject to external pressure. AIAA Journal 12(7):914-920.
Lee, Lawrence H.N.
L.H.N. Lee. 1973. Dynamic plasticity. Second International Conference on Structural Mechanics in Reactor Technology in Berlin, Germany, September 10-14. 6(B):1-18.
L.H.N. Lee. 1973. Inelastic asymmetric buckling of ring-stiffened cylindrical shells under external pressure. Second International Conference on Structural Mechanics in Reactor Technology in Berlin, Germany, September 10-14. 5(L): 1-14.
Mueller, Thomas J.
A.E. Fanning and T.J. Mueller. 1973. On the solution of a Neumann problem for the inhomogeneous laplace equation. Journal of Computational Physics 13(3):450-454.
Nee, Victor W.
K.S. Rao, V.W. Nee, and K.T. Yang. 1974. Mass diffusion from a point source in a neutral turbulent shear layer. Thermophysics and Heat Transfer Conference. AIAA Paper No. 74-736, ASME Paper No. 746HT-43. 7 pp.

Civil Engineering

- Mak, Cary K.
W.C. Cheng and C.K. Mak. 1974. A general purpose computer program for creep analysis of a multi-storey steel frame in a fire. Pages 381-403 in, Proceedings of the Sixth National Conference on Electronic Computation, Georgia Institute of Technology, Atlanta, Georgia.

Electrical Engineering

Magee, Carl J.

- C.J. Magee and M. Russo. 1974. Some aspects in the preparation of light-sensitive superconducting tunnel junctions. VUOTO scienza e tecnologia 1(1):4-13.

SCIENCE

Biology

Fuchs, Morton S.

- D.A. Schlaefer and M.S. Fuchs. 1974. Dopa decarboxylase activity in *Aedes aegypti*: A pre-adult profile and its subsequent correlation with ovarian development. Developmental Biology 38:209-219.

- S.H. Kang and M.S. Fuchs. 1974. Isolation of a chymotrypsin inhibitor from *Drosophila melanogaster*. Insect Biochemistry 4:1-8.

Rai, Karamjit S.

- S.V. Brat and K.S. Rai. 1973. An analysis of chiasma frequencies in *Aedes aegypti*. The Nucleus 16(3):184-193.

Trpis, Milan

- M. Trpis. 1974. An improved apparatus for separation of mosquito eggs from soil. Zentralblatt fuer Bakteriologie, Parasitenkunde, Infektionskrankheiten und, Abteilung I. Originale. A226:418-423.

Chemistry

Basu, Subhash

- K.-K. Yeung, J.R. Morkal, J.-L. Chien, D.A. Gardner and S. Basu. 1974. Biosynthesis of globoside and Forssman - related glycosphingolipid in mouse adrenal Y-1 tumor cells. Biochemical and Biophysical Research Communications 59(1):252-260.

Hentz, Robert R.

- *Farhataziz, L.M. Perkey, and R.R. Hentz. 1974. Pulse radiolysis of liquids at high pressures. V. Absorption spectrum and yield of the solvated electron in liquid ammonia at 23°C and pressures up to 6.7 kbar. Journal of Chemical Physics 60(11):4383-4389..

Mozumder, Asokendu

- *A. Mozumder. 1974. Effect of an external electric field on the yield of free ions. I General results from the Onsager theory. Journal of Chemical Physics 60(11):4300-43-4.

- *A. Mozumder. 1974. Effect of an external electric field on the yield of free ions. II The initial distribution of ions pairs in liquid hydrocarbons. Journal of Chemical Physics 60(11):4305-4310.

*Under the Radiation Laboratory

Microbiology

Pollard, Morris

- *K. Seibert, M. Pollard, and A. Nordin. 1974. Some aspects of humoral immunity in germ-free and conventional SJL/J mice in relation to age and pathology. Cancer Research 34:1707-1719.

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Physics

Cushing, James T.

- B.C. Chen and J.T. Cushing. 1974. Radiative Corrections for the process $\pi^+p \rightarrow \pi^+\pi^+n$. Physical Review D 10:113-115.

Mihelich, John W.

- A.G. Schmidt, J.W. Mihelich, and E.G. Funk. 1974. Mutipole mixtures of gamma-ray transitions depopulating the 1318-keV and 1518-keV (6^+ or 7^-) states in ^{17}yb . Physical Review C9:2346-2357.

MEDIAEVAL STUDIES

Beichner, CSC, Paul E.

- P.E. Beichner, CSC. 1974. Confrontation, contempt of court, and Chaucer's Cecila. The Chaucer Review 8(3):198-204.

Gabriel, Astrik L.

- A.L. Gabriel. 1974. The ideal master of the mediaeval university. Catholic Historical Review 60(1):1-40.

Monthly Summary

Awards Received

IN THE MONTH OF JULY, 1974

<u>Department or Office</u>	<u>Principal</u>	<u>Short title</u>	<u>Sponsor</u>	<u>Amount-\$ term</u>
AWARDS FOR RESEARCH				
Microbiology - Lobund Lab.	Wostmann	NIH research fellowship	Natl. Inst. Health	1,000 1 yr.
Biology	Saz	Postdoctoral research fellow- ship	Natl. Inst. Health	3,000 ---
Biology	Craig	Postdoctoral research fellow- ship institutional allowance	Natl. Inst. Health	3,000 ---
Civil Eng.	Linger	Interdisciplinary evaluation of eutrophic lake reclamation	Environ. Protec. Agency	60,198 1 yr.
Art	Fern	Research and exhibition of Thomas Moran drawings	Natl. Endow. Arts	31,000 16 mos.
AWARDS FOR FACILITIES AND EQUIPMENT				
Library	Sparks	College library resources program	U.S. Office Education	4,235 1 yr.
Administration	Kobayashi, Jerger	Equipment for improvement of undergraduate instruction	U.S. Office Education	8,000 1 yr.
AWARDS FOR EDUCATIONAL PROGRAMS				
Psychology	Borkowski, Whitman	Research training in mental retardation	Natl. Inst. Health	45,821 1 yr.
Financial Aid	McCauslin	Educational opportunity grants program	U.S. Office Education	115,170 1 yr.
Business Administration	Bella	Jesse H. Jones professorship	Houston Endow.	25,000 1 yr.
Psychology	Borkowski, Whitman	Mental retardation program	W.R. Hearst Fdtn.	20,000 1 yr.
Inst. Urban Studies	Broden	Upward bound	U.S. Office Education	109,100 1 yr.
Aerospace Mech. Eng.	Yang	Program, test-balance-adjust, environmental systems	SMACNA Michiana, Inc.	3,377 8 wks.
Economics	Leahy	Fellowship	Natl. Fellowship Fund	2,910 10 mos.
SERVICE PROGRAM				
Urban Studies	Egan	Training of Catholic personnel in social ministry	De Rance, Inc.	35,000 1 yr.

Proposals Submitted

IN THE MONTH OF JULY, 1974

Department or Office	Principal	Short title	Sponsor	Amount-\$ term
PROPOSALS FOR RESEARCH				
Electrical Eng.	Liu	Finite-time dynamics of large- scale systems	Natl. Sci. Fdn.	120,005 2 yrs.
Electrical Eng.	Gabriel	A new phenomenon in photo- emission	Air Force	160,019 2 yrs.
Chemistry	Nowak	NMR studies of metals in kinases and related enzymes	Natl. Inst. Health	32,382 1 yr.
Chemistry	Freeman	Use of Δ^4 isoxazolines as synthetic intermediates	Natl. Sci. Fdn.	46,679 2 yrs.
Chemistry	Castellino	Studies on plasminogen isozymes and streptokinase	Natl. Inst. Health	9,319 4 mos.
Biology	Craig	Genetics and reproductive biology of Aedes mosquitoes	Natl. Inst. Health	121,266 1 yr.
Aeros. Mech. Eng.	Lee	Dynamic finite plasticity and high energy forming of metals	Natl. Sci. Fdn.	106,410 2 yrs.
Electrical Eng.	Magee	Optical integrated circuits-pas- sive and active elements	Natl. Aero. Space Admin.	26,316 1 yr.
Electrical Eng.	Nahas	Wind electrical power generation	Natl. Sci. Fdn.	54,576 1 yr.
Chemistry	Hayes	X-ray photo electron spectro- scopy of heme compounds	Natl. Inst. Health	9,923 1 yr.
Aeros. Mech. Eng.	Yang	Heat and humidity transfer through air curtains	Clark Equip. Inc.	18,549 13 mos.
PROPOSALS FOR EDUCATIONAL PROGRAMS				
English	Vasta	The boundaries of literature	Xerox Corp.	10,000 1 yr.
Earth Sciences	Murphy	Fundamentals of earth science for Chicago area teachers	Natl. Sci. Fdn.	60,555 1 yr.
Mathematics	Borelli	Secondary mathematics instruc- tional improvement project	Natl. Sci. Fdn.	80,435 1 yr.

Summary of Awards Received and Proposals Submitted

IN THE MONTH OF JULY, 1974

AWARDS RECEIVED

Category	Renewal		New		Total	
	No.	Amount	No.	Amount	No.	Amount
Research	-	\$ ---	5	\$ 98,198	5	\$ 98,198
Facilities and Equipment	-	---	2	12,237	2	12,237
Educational Programs	4	269,270	3	52,108	7	321,378
Service Programs	-	---	1	35,000	1	35,000
Total	4	\$269,270	11	\$197,543	15	\$466,813

PROPOSALS SUBMITTED

Category	Renewal		New		Total	
	No.	Amount	No.	Amount	No.	Amount
Research	4	\$282,972	7	\$422,472	11	\$705,444
Facilities and Equipment	-	---	-	---	-	---
Educational Programs	2	140,990	1	10,000	3	150,990
Service Programs	-	---	-	---	-	---
Total	6	\$423,962	8	\$432,472	14	\$856,434

Closing Dates for Selected Sponsored Programs

CLOSING DATES FOR SELECTED SPONSORED PROGRAMS

Proposals must be submitted to the Office of Research and Sponsored Programs ten days prior to the deadline dates listed below.

Agency	Programs	Application Closing Dates
National Science Foundation	NATO Postdoctoral Fellowships in Science	October 29, 1974
Office of Education	College Work-Study Program	October 18, 1974
	National Direct Student Loans	October 18, 1974
	Supplemental Educational Opportunity Grants	October 18, 1974

documentation

Summer Commencement Address August 9, 1974

Seventy four years ago the average life expectancy in the United States was 50 years. Infectious diseases exacted a lethal toll among young people; or so maimed them, that a normal life was not theirs. At that time, we were actually at the threshold of a new era in which the fires of infectious diseases would be practically extinguished. No longer would tuberculosis, typhoid fever, rheumatic fever, and others, be a barrier to a fruitful life. The momentum was accelerated through the development of antibiotics and virus vaccines which reduced the incidences of venereal diseases, pneumonia, poliomyelitis, measles, and rubella. In concert with improvements in nutrition, housing, clothing, and most important education, the general health status of our people was impressive by international standards. I should emphasize that those diseases are not now extinct - they are merely submerged by the pressure of our public health practices. Exemplary of this is the recent recurrence of plague in New Mexico, cholera in Portugal, paralytic poliomyelitis and typhoid fever in Mexico. Through PH practices we no longer need hospitals for rehabilitation of polio, and tuberculosis victims; and hopefully, victims of mental retardation are declining in numbers.

Because fewer children die, we have a growing population of older people. At present, the average life expectancy in the United States has reached 70 years. By contrast, in parts of the Third World it is under 40 years. Gerontologists estimate that we can aim for a useful life expectancy of 140 years; however, maintaining our present level of 70 is being impeded by newly recognized hazards.

Man is constantly concerned with the aging process. Like fruit, "first we ripen, then we rot." We must prolong the ripening process. Old age or senescence is a relative term which reflects the functional deterioration of the individual. Middle age today was old age 100 years ago. Perhaps old age today will be middle age 100 years hence. In our laboratory, the life expectancy of healthy experimental animals has been extended to the equivalent of 100 years in man, merely through improvement of the environment in which they live. We should have the same goal for man. For many people over 70 years of age, the quality of life is deplorable. In general, we have not developed the means of keeping older people competent. While we now have an increasing population of older people, increasing numbers of them are being relegated to the so-called "holding pens" which we call nursing centers, in which they have neither dignity nor purpose to their lives.

In spite of the impressive victories over infectious diseases, man faces new challenges in chronic degenerative diseases. We suffer the cumulative effects of genetic defects. Many people are eating their way into the grave, and being buried in wastes and poisons. If we fail to correct current problems, we will enter (if not already), an era of decline in the curves of life expectancy and in quality of life. Read the obituary columns if you seek proof. We are concerned with the new epidemics of diseases, most prominently exemplified by coronary heart disease and cancer. We are concerned with subtle disease-inducing factors in our environments which are difficult to detect, which cause gradual degenerative changes and premature deaths among our people. Many of the known hazards are man-generated. Let me exemplify: Entire communities are polluted by asbestos fibers

which cause lung cancers and fibroses. Rivers are contaminated by insecticides, by toxic heavy metals, and other industrial wastes. So-called fresh water for many of our cities is actually decontaminated waste water (sewage); and some of the decontamination procedures are incomplete. The nutritive qualities of foods (especially the over-priced prefabricated varieties) have been replaced by artificial colors, flavors, fillers, and preservatives. Salt and sugar are the principal ingredients of many dried soups and cereals. We condemn and underwrite the epidemics of addictive drugs (including tobacco and alcohol). While radiation hazards are increasing almost exponentially, we really don't know how small a dose of x-rays will actually cause disease. In nutrition we suffer too much or too little—victims of fads, of misinformation, or of neglect.

What can we do about these bleak, erosive prospects? I am not a prophet of gloom and doom. In my opinion, improvement is inevitable in an enlightened and educated society.

Many of us may feel so burdened with the responsibilities of day to day challenges, that we fail to look for horizons or goals. If we don't plan the future, we will wander aimlessly, hoping for a euphemistic form of retirement in a nursing home. It is imperative that we prepare for and participate in the shaping of the future. One of our pioneer microbiologists, Pasteur, stated that, "Fortune favors the prepared mind." If we are not prepared mentally, the future will be invisible. In other words, we should know where we are going. If we don't know, how can we tell that we have arrived.

Extremists among environmentalists would have us return to the living standards of the 1900's. This is unrealistic. Most of our problems can be resolved through positive planning and applications of scientific methods. We live in an age of experimentation and a rational approach to challenges. One does not have to be a scientist to participate in new programs and new concepts resulting from investigations. As representatives of the so-called informed public, the responsibilities are yours, as well as mine. Health should be the goal of everyone. Disease is everybody's problem.

Health problems can be resolved in two ways: through treatments or through preventive measures. I prefer prevention because the benefits are directed at large populations, while treatments are restricted to individuals. Most of the infectious diseases of the past 74 years have been controlled by prevention: through vaccines, through decontamination and improvement in foods, water, and wastes, through rodent and insect control, through quarantine and others. Actually, we don't have many treatments for the current three great killers: heart disease, cancer and accidents. Witness the tragic failures of treatment through heart transplantation during the past decade. Most treatments for cancer are cruel and relatively ineffective. Arthritis is inexorable in its course. Once these diseases appear, they are irreversible.

Consider two urgently needed steps in promoting a healthy community: (a) sustaining our present level, and (b) searching for improvements. For the first, we must support an Environmental Protection Agency (free of politics), and a strong, independent Food and Drug Administration. Workers need protection against occupational hazards. We need consumer protection agencies. We need improved health delivery systems. There is urgent need for better health information services. For instance, some of us know that infants on deficient diets have lifelong stigmata of mental retardation. We do not know the nutritional requirements of aging man. In this regard, I don't know of a single medical school curriculum with a course in nutrition, a subject of obvious importance at every level of human development. At the local level, we need vigilant state, city, and county health departments. All of these activities are designed to prevent us from sliding back to the primitive days. Public Health practices build walls to exclude disease. On the other hand, through research we probe the frontiers for new walls against diseases. We need national support for broadly based research programs ranging from improved energy sources and utilization thereof, to new concepts in biomedicine, all of which are inter-related. We cannot stand still. Progress is like riding a bicycle, if we stop pedaling, the vehicle falls over. In our search for clarification of our problems, we need the active support and endorsement of every knowledgeable and articulate person in the land. This includes all of you.

Unfortunately, there is an anti-intellectualism at the national levels of government. We must do everything possible to change the image of science from a private domain, suspected of selfish motivations to that of a national resource, vital to the welfare of the country and the world. If what we have done in biomedical science has improved the status of man and given dignity and hope to his life, let our methods and philosophies serve to guide the less fortunate in the world who aspire to the better life.

I endorse completely the concept of prevention. I would like to leave with you a guiding credo in preventive medicine which I received from a teacher, which some may consider unrealistic and naive. I hope that it will coincide with your views:

"Preventive medicine dreams of a time when there shall be enough for all, and every man shall bear his share of labor in accordance with his ability, and every man shall possess sufficient for the needs of his body and the demands of health. These things he shall have as a matter of justice and not of charity. Preventive medicine dreams of a time when there shall be no unnecessary suffering and no premature deaths; when the welfare of the people shall be our highest concern; when humanity and mercy shall replace greed and selfishness; and it dreams that all these things will be accomplished through the wisdom of man. Preventive medicine dreams of these things not with the hope that we, individually, may participate in them, but with the joy that we may aid in their coming to those who shall live after us. When young men have vision the dreams of old men come true."

Dr. Morris Pollard
Chairman, Department of Microbiology
Director of Lobound Laboratory

Sermon at Mass Inaugurating the Academic Year Sacred Heart Church September 1, 1974

Fellow scholars of the University,
Sisters and brothers in Christ:

At the beginning of our annual learned tasks, we gather to pray because we believe that our efforts in learning and teaching are a human furthering of the work of creation begun by God's unaided hand, and we would be most creative if most bent to his purposes. The words of worship this morning speak of a new year, a new start, a new round of seasons of new energy. For my theme, I add to those words a paragraph of Paul, closing his letter to the Philippians:

Finally, brethren, whatever is true, whatever is honorable, whatever is just, whatever is pure, whatever is lovely, whatever is gracious, if there is any excellence, if there is anything worthy of praise, think about these things. (4,8)

Consider this morning these wonderful things, these qualities of heart, of character -- so lovely, so desirable: with them the uneducated can be wise; without them the educated are so foolish. Consider especially the quality of honor, of honorableness, which imposes itself upon us at all times, yet now seems so specially timely. Its timeliness is accented by recent trends among our students, trends we might briefly review this morning.

Colleagues at colleges and universities in the land have lately noticed a "new vocationalism" in their students. Today's students display a heightened uneasiness about their future employment, an earlier readiness to plan their careers, and a more inquisitive concern about eventual income. One notices a corresponding dissipation of vital interest in the political process or the public good. Teachers whose method it is to tease and taunt their students into independent, disciplined and discriminating inquiry must now brook a new resistance from pupils who prefer job-training and negotiable knowledge to any sort of education into perspective.

Students also evince a new and compelling desire to join the learned professions. Some universities are reporting that half of their enrolled students hope to enter medical school. Applications to law schools have doubled and redoubled in six years or so. At Notre Dame matters stand not significantly otherwise. The single most attractive study sequence for undergraduates is the preprofessional curriculum leading to medical or dental school. Two of each five graduating seniors this spring were heading towards one or another of the learned professions. These undergraduates, added to students in our graduate and professional programs, combine to include well over half of all who study at Notre Dame.

This trend has within it much to give educators pause. We wonder immediately whether the nation can offer employment to so many professionals. We suspect that many young graduates enter professional studies with no clear intention of becoming practitioners, seeking only a postponement of final decisions about employment. We wonder about their motivation. Is it to be students, to bind up the wounds of society? Or might the motive be security, social status, power, money? Often their motives are the highest, yet perhaps not often enough.

I take note of these contemporary student proclivities this morning, however, not to unfold these misgivings, but rather to recognize a challenge to us as educators of so many men and women whose desire it is to become members of the learned professions.

Which are the learned professions we speak of? The three most ancient are well known from the three departments of the early universities: Divinity, Law and Physick. A fourth was later created, so to speak, by these three when the academics who trained the priests, advocates and physicians developed scholarly interests that transcended the training needs of their students, and evolved a profession of their own: that of the scholar-teacher. Other learned professions are presently gaining age and maturity alongside these, but for the moment let us consider the four prototypes.

What could we say is distinctive about a profession? How do we earn our bread differently from the rest of mankind? To begin with, each of the professions is dedicated directly to the enduring needs of the human person. Still more specifically, each is particularly needed to intervene at the critical points in life: the physician, at the failing moments of the body's health; the scholar-teacher, in the growing season of the mind's maturing; the advocate, when men are in conflict within society; the priest, at people's turning points before God.

There is also a peculiar way in which training and intelligence have to combine in professional activity. It is never enough that one be brilliant. There is a body of knowledge to be instructed in, a tradition to be mastered by priest, lawyer, doctor or academic. The young aspirant has to be initiated by his or her elders, to become "learned," to come to know the constant truths imbedded in different experiences. And yet, when one comes to practice on one's own, it is not simply knowledge that people require, but a certain sagacious sense of how to apply learning to the problem at hand. Discretion, wit and sober sense are what make the tradition live in anyone's grasp. The professional person is in this curious sense both companion and virtuoso. Professional training involves a period of apprenticeship when the future practitioner works under critical supervision and direction. Yet on the day one gains full professional status, one succeeds to the responsibility and autonomy of one's most senior colleague.

It is said that a professional person is never quite an employee. His pay is a fee, rather than a salary. Of course he is appointed, and has tasks and often working conditions set either by those who hire him or by his peers acting collectively. In the actual performance of duties, however, in the very moment when he renders his professional judgment, he assumes a radical independence, he has no master. His service is precisely one of judgment and discretion. It is unsupervised because unsuperviseable. Let a person exercise significant responsibility in banking or journalism, government or manufacturing -- he will never be clothed with quite the same freedom which the professional enjoys. Nor will he have quite the same lonely burdens. Engage the services of a professional and you will hear what it pleases him to say. It is you who are served, but he who determines the service. You may terminate his services; you may not dominate them. If through craven or corrupt or confused performance he should tell you, not what he judges to be true but what you wish to hear, then you will be ill-served, however satisfied. If conscientious, a priest, attorney, physician or teacher will not hesitate even to rebuke the very ones who engage his or her services.

The point we might draw from this is that at critical junctures in a person's life, at sometimes unrepeatable moments when one's future and character and safety lie exposed to great jeopardy, one is in the hands of a professional person. The very lives of people -- physical, mental, social and spiritual -- are at stake. Even more significantly, if the professional servant be not capable or conscientious, not only can clients suffer unrecoverable loss: they may never know they have been ill-served. It is in the nature of the work of doctor, lawyer, teacher and priest that neither patient nor client nor student nor believer need discover that they deserved better than they got.

Mischief lies close at hand to any career our students may choose to pursue. Dishonesty in business and incompetence in government service occur often enough to persuade some young women and men possessed of stern ideals and generous energies that they would be awkward walkers along either of these ways of life. Nevertheless there is in these careers at least the likelihood of outside voices calling for justice. The customer generally knows when he or she has been cheated; the citizen, when he or she has been ignored. Both have their remedies. But in the activities of the learned professions, standards of right conduct can be discerned, protected or imposed competently only by those who stand within. An angered public may on occasion strike out in censure at one or another profession, but the only deft and effective discipline is what comes from the guildsmen themselves.

How often does this self-discipline exist in the professions? With miserable rarity. Doctors known to be habitually incompetent are protected by their fellow-physicians rather than exposed, in the absence of a public scandal. Chronically ill-tempered or useless clergymen are transferred, not unfrocked. Teachers generally know which of their colleagues are incapable, yet consider them a burden to be borne rather than laid aside -- borne by others, that is. Lawyers are rarely disbarred unless convicted of a felony. The record of collective conscience brings exercised to maintain ethical standards in the learned professions is less than impressive. Indeed, to outsiders it often appears that the professions prefer to cloak misbehavior and incompetence in their midst rather than to purge themselves. What an American Bar Association committee reported in 1970 can apply to the other professions as well: "With few exceptions, the prevailing attitude of lawyers toward disciplinary enforcement ranges from apathy to outright hostility."

My point this morning is not that ethical performance within the learned professions is any less honorable than in other walks of life. In two regards, though, to work there is more parlous. There is more at stake, since the welfare of human persons is directly in one's charge at times of crucial importance in their lives. And there is little moral surveillance or admonition to be expected either from laymen or from professional comrades, as a stay against those cheaper and more exploitative tendencies we all commonly bring to our work.

Our students, then, many of whom will hold in trust the bodies and souls, the personal destinies of their fellow humans, have a special educational need that constitutes a claim upon us. They must leave this place as men and women who have internalized their own moral norms, whose consciences are vigorously active. In the teeth of public reticence and of apathy or even corruption in the professional guilds which are unlikely to discontinue using their immunities as a protection for privilege, these must be young men and women who, upon the threshold of their careers, facing great pressures and early decisions that will form habits, will impose upon themselves stringent standards.

This, surely, is what honor is all about. Honor is that courage by which we commit ourselves to a higher moral standard than the common conscience will support, a determination to fulfill claims of duty, promise and equity no matter whether others observe, ignore or dissuade. The honorable woman or man need be sustained neither by honor at large (which shall never be) nor by honor in the corporate profession (which is only slightly more likely). It is a stubborn virtue, and often a lonely one. It is also a Christian virtue, embodied in Jesus who took up his cross while deserted by people, kin and disciples. Because it is a Christian virtue, and a gift of the Father's grace, it is agreeable to hope that in this Catholic university it might flourish, not simply in honorable and persistent

individuals, but in the company of us all. It is a personal virtue, but not a private one: ironically, it is the honorable person, not dependent on the public or his peers for self-discipline, who has both vision and courage to assault those corrupt structures and vicious prejudices and unjust institutions which stifle honor in both the public and the profession. The honorable professional is a hero who struggles that heroism be not so necessary.

Failing education in honor, our education fails. Each of us, dear colleagues, will have our own opinion in this matter, but it is a fair estimate that our various courses of study -- undergraduate, professional and graduate -- treat far too little of the claims of honor, and take too much for granted. Our students have a right to an explicit consideration of this terribly fundamental character trait which will prevent their lives' work from spoiling. Since we are ourselves professional people our own behavior, which is most cannily watched, will be the more compelling cue. A campus survey on the question of academic honesty revealed last year that students tended to excuse their own dishonesty when they observed us, their mentors, taking advantage of our unaccountability to play favorites, to evade duty, to give lazy instruction, or otherwise to use our freedom to personal comfort and advantage. Who will learn honor if we be not intransigent to practice it? As President Ford said last week when asked whether there would be an ethical code published for the executive branch: "The ethical code will be what they see me doing."

The new year begins at Notre Dame. Let it begin with a scrutiny of our consciences that our students, who are to hold their fellows in trust as we now hold them, may scrutinize theirs.

Finally, brethren, whatever is true, whatever is honorable, whatever is just, whatever is pure, whatever is lovely, whatever is gracious, if there is any excellence, if there is anything worthy of praise, think about these things. What you have learned and received and heard and seen in me, do; and the God of peace will be with you.
(4,8-9)

May that God of peace share with us more of that stubborn purposefulness of sweet Jesus, who swerved not from His task, that we might live.

Rev. James T. Burtchaell, C.S.C.
Provost

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