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UNIVERSITY OF
NOTRE DAME

OCT 14 1974

NOTRE DAME
COLLECTION

'74-'75

notre dame report

October 11, 1974

contents

the university

- 37 AATS Membership
- 37 Phi Beta Kappa
- 37 Book Sale
- 37 CPA Exam Results
- 37 Philosophy Department
Perspective Series

faculty notes

- 38 University appointments
- 38 Non-university appointments
- 39 Miscellany

Office of advanced studies

Notes for Principal Investigators

- 42 Indirect Cost Rate to be used
in Proposals to Private Organ-
izations
- 42 Indirect Cost Rate for Govern-
ment Sponsored Education Pro-
jects for Fiscal Year 1975
- 42 National Science Foundation
(NSF) Salary Information in
Proposals for NSF Support

Information Circulars

- 44 Danforth Foundation Kent Fel-
lowships for College Teaching
Careers 1975-76 (No. FY75-28)
- 45 National Science Foundation
Engineering Research Initia-
tion Program (No. FY75-29)
- 45 National Science Foundation
Research on General Revenue
Sharing (No. FY75-30)
- 46 Technicon Instruments Cor-
poration Program of Grants
for Research in Biomedical
and Industrial Instrumenta-
tion (No. FY75-31)

- 47 Social Science Research Coun-
cil Fellowships and Grants,
1974-75 (No. FY75-32)
- 49 National Science Foundation
Graduate and NATO Postdoctoral
Fellowship Program (No. FY75-33)
- 50 The George A. and Eliza Gardner
Howard Foundation Fellowships
(No. FY75-34)

Graduate School

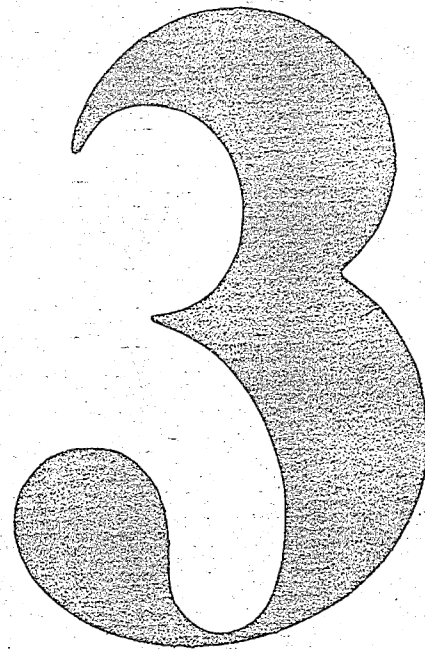
- 50 Department of the Interior
Water Resources Research
Project Proposals (No. FY75-
35)

Monthly Summary

- 51 Awards Received
- 52 Proposals Submitted
- 53 Summary of Awards Received and
Proposals Submitted

documentation

- 54 Report of the Committee on the
Course of Study
- 68 Faculty Senate Journal
- 71 Fall Semester 1974-75 Final
Examination Schedule
- 74 The University Press: Some
Observations



the university

AATS Membership

Rev. David Burrell, C.S.C., chairman of the Department of Theology, has received notice that the Notre Dame Department of Theology for its graduate professional programs has been accepted as an associate member of the American Association of Theological Schools. The AATS Executive Committee approved the department's application for associate membership in June.

Phi Beta Kappa

Members of the faculty who are also members of Phi Beta Kappa are invited to affiliate with the Notre Dame Chapter, Epsilon of Indiana. Faculty members who are interested in affiliating with the chapter are asked to contact the secretary of the Notre Dame chapter, Robert L. Anthony, professor of physics, and supply the year of their initiation and the name of the college or university where they were initiated.

Book Sale

The University of Notre Dame Press will hold a book sale in O'Saughnessy Hall on October 16 and 17 from 9 a.m. to 4 p.m. More than 150 titles will be available at discounts ranging up to 90 per cent.

CPA Exam Results

Early returns have been tabulated for the first 42 University of Notre Dame Accountancy Department undergraduate majors to report their results on the May 1974 Uniform CPA examination. Twelve accountancy majors have yet to report.

Chairman of the Accountancy Department Professor Ray M. Powell reports that 17 May graduates passed all parts of the exam for a 30 per cent completion.

Nationally six per cent complete the exam on the first try. Of 30,000 taking the exam, sixty were awarded Honorable Mention Papers; Notre Dame undergraduates received two of them.

Philosophy Department Perspective Series

Moral Philosophy is the topic of the Department of Philosophy's Perspective Series for 1973-74.

Bernard Williams of Cambridge University, the first lecturer in the series delivered lectures on September 30 and October 2 and 4. The following visitors will be in residence one week each, lecturing at the times and places indicated:

Richard Brandt, University of Michigan

Nov. 11 and 13, 8 p.m., New Biology Auditorium

Nov. 15, 3:30 p.m., Faculty Lounge (Library)

Alasdair MacIntyre, Boston University

Feb. 17 and 19, 8 p.m., New Biology Auditorium

Feb. 21, 3:30 p.m., Faculty Lounge (Library)

Alan Gewirth, University of Chicago

April 7 and 9, 8 p.m., New Biology Auditorium

April 11, 3:30 p.m., Faculty Lounge (Library)

faculty notes

University appointments

Joseph P. Cummings, deputy senior partner of Peat, Marwick, Mitchell & Company, of New York City, has been appointed to the advisory council of the College of Business Administration.

Thomas F. Grojean, president and chief executive officer of North American Car Company, of Chicago, has been appointed to the advisory council of the College of Business Administration.

Frank E. McKinney, chairman of the board and chief executive office of American Fletcher National Bank and Trust Company, of Indianapolis, has been appointed to the advisory council of the College of Business Administration.

Non-university appointments

Dr. Thomas R. Bergin, dean of the Center for Continuing Education, has been named chairman of the recently formed 19-member Artists-in-Schools Advisory Panel of the National Endowment for the Arts. Dr. Bergin chaired the panel's initial meeting September 22-24 at the Center for Continuing Education.

Dr. Elizabeth Schussler Fiorenza, assistant professor of theology, has been appointed the Harry Emerson Fosdick Visiting Professor at Union Theological Seminary, New York, for the fall semester. She was also appointed associate editor of the Journal of Biblical Literature, the official journal of the Society for Biblical Literature and of Horizons, the new journal of the College Theology Society.

Dr. Jeremiah P. Freeman, chairman of the Department of Chemistry, has been elected chairman of the Division of Organic Chemistry of the American Chemical Society for the 1974-75 academic year.

David G. Gordon, assistant director for administration of the University Libraries, has been appointed a member of the Executive Board of the International Relations Round Table of the American Library Association. Mr. Donovan also was recently reappointed to a two-year term on the Planning Committee of the Association of College and Research Libraries.

Dr. Joseph C. Hogan, dean of the College of Engineering, has been elected a vice president of the American Society of Engineering Education (ASEE) for 1974-75.

Dr. Konrad Schaum, professor and chairman of the Department of Modern and Classical Languages, has been appointed to the National Board of Consultants of the National Endowment for the Humanities, Washington, D.C. The board was recently formed by NEH to assist educational institutions in the improvement of academic planning and in curricular development for humanities programs.

Thomas L. Shaffer, dean of the Law School, has been named to the task force of the American Bar Association mental health project and to the Committee on educational and judicial administration of the A.B.A.'s Judicial Administration Division. He has also been named to the adjunct faculty in estate planning at the University of Miami.

Miscellany

The General Program of Liberal Studies and the Indiana Committee for the Humanities presented a conference July 9, 11, 16, 18, and 21, entitled "The Ethics of Public Office: A Humanistic Perspective". It was held at the Center for Continuing Education with the July 21 session at the South Bend Y.M.C.A. Social Hall. Dr. John Lyon, chairman of the General Program of Liberal Studies, was the director and Dr. Walter J. Nicgorski, associate professor in the General Program of Liberal Studies, was co-director. Paper were presented by the following:

Dr. Lyon - "The Statesman as a Servant of Tradition",
Dr. Nicgorski - "The Statesman as Servant of the Times" and "Secrecy and Public Office",
Dr. Harold F. Moore, assistant professor of sociology and anthropology, "The Statesman as Servant of Social Science" and "Moral Values in a Democratic Society: Public Good and Private Goods",
Mary Katherine Tillman, assistant professor in the General Program of Liberal Studies - "The Statesman as a Servant of Society",
Dr. Stephen J. Rogers, Jr., associate professor in the General Program of Liberal Studies - "The Statesman as Servant of Self" and "One Structure of Public Opinion - A Mythological Essay."

David Clarke Isele and Sue Henderson Seid, assistant professors with the Department of Music, acted as musical resource leaders for the Worship-Social Consciousness Workshops of the Indiana-Kentucky Synod of the Lutheran Church of America.

Eight workshops were organized to present new Lutheran worship material to the congregations of the Indiana-Kentucky Synod. Mrs. Seid and Mr. Isele were chosen to conduct the music sessions in Lafayette on Sept. 22, and in South Bend on Sept. 29.

Dr. Frank J. Bonello, associate professor of economics and Dr. William I. Davisson, professor of Economics, delivered a paper and conducted a workshop on "The Use of Computers in Economic Education" for the faculty of the College of Arts and Sciences at Illinois State University, Normal, Illinois, on September 26. Dr. Bonello and Dr. Davisson also were visiting lecturers at a day-long workshop and seminar on Computer Assisted Instruction, August 14, at Northern Illinois University, DeKalb, Illinois.

Dr. Francis J. Castellino, associate professor of chemistry, was an invited lecturer on "Current Status of Plasminogen Research" for the International Committee on Thrombosis and Hemostasis in Basel, Switzerland, on September 8 and on "The Activation and Inhibition of Fibrinolysis" to the 5th International Symposium on Drugs Affecting Lipid Metabolism in Milan, Italy on September 9. Also presented was his work on "The Activation of Rabbit Plasminogen by Urokinase" at the Cold Spring Harbor Symposium on Proteases and Biological Control on September 12 at Cold Spring Harbor, New York.

Dr. Y.C. Chang, assistant professor of management, will deliver a paper with Dr. Kwan S. Kim, assistant professor of economics, on "Public Response to Alternative Measures to Limit Gasoline Consumption, Price vs Rationing - A Survey Data Analysis for the United States" on October 25 at a meeting of the Indiana Academy of the Social Sciences.

Michael J. Crowe, professor in the General Program of Liberal Studies and Graduate Program in the History and Philosophy of Science, served as program chairman for the 1974 semicentennial meeting of the History of Science Society to be held at the Burndy Library in Norwalk, Connecticut on October 25-27.

Msgr. John J. Egan, assistant professional specialist in theology, delivered the keynote address for "Celebration of Ministry Day" in the Archdiocese of Louisville, on October 5.

Dr. Elisabeth Schussler Fiorenza, assistant professor of theology, gave three talks entitled "The Eucharistic Traditions of the New Testament", "The Eucharist - Proclamation of the Death of Jesus," and "Eucharist and Ministry" at the workshop on "Eucharist in the Church Today" held June 10-12 at Viterbo College Fine Arts Center, LaCrosse, Wisconsin.

Dr. Francis P. Fiorenza, assistant professor of theology, spoke on "Political Theology or Liberation Theology" at the Annual Conference of the College Theology Society held May 31-June 2 in Dayton, Ohio, and delivered a paper on "Theological Responses to Feuerbach" at the Annual Conference of the Society for Religion in Higher Education, August 19-23 in Maryville, Tennessee.

Professor A.L. Gabriel, director of the Mediaeval Institute, was an invited speaker at the International Congress of Mediaevalists held at the University of Cologne, September 11-14. He spoke on "Conflict between the Chancellor and the 'Universitas' of Masters and Students at Paris during the XIIIth Century".

Dr. Eugene W. Henry, professor of electrical engineering and director of the Engineering Computer Laboratory, gave a presentation entitled "The Notre Dame Fast Fortran Assembly System (NDFOR)" at the General Automation Users Group Meeting, September 5-6 in Denver, Colorado. NDFOR was developed by Robert S. Eikenberry, professor of aerospace and mechanical engineering.

Dr. Moses R. Johnson, assistant professor of psychology, presented a paper entitled "Effectiveness and Durability of Written Instructions on Parental Modification of Undesirable Behavior in Children" September 1 at the American Psychological Association meeting in New Orleans.

Dr. Thomas K.J. Kapacinskas, assistant professor of theology and Collegiate Seminar, conducts weekly training seminars in Chicago for the Inter-Regional Society of Jungian Analysts of North America. In August, Dr. Kapacinskas served as a delegate to the Sixth International Congress of Analytical Psychology (Jungian) at the University of London.

David T. Link, associate dean of the Law School delivered an address entitled "Evidentiary Problems, Record Keeping and Privacy" September 23 at the 25th Anniversary Tax Institute, in Pipe Stem, West Virginia.

Dr. M. Martinez-Carrion, professor of chemistry was an invited speaker for the American delegation to the joint USA - USSR Academies of Sciences Symposium on Pyridoxal Catalysis held in Leningrad, USSR, August 16-22. The title of his presentation was "NMR Probes of Enzyme-coenzyme-substrate Interactions in Aspartate Aminotransferase". He was also a guest of the Basic Research Laboratory of the Italian Petroleum Institute at Monterotondo, Rome and at the Laboratory of M Molecular Biology of the University of Rome where he discussed "Uses of NMR probes in covalent enzymatic catalysis" and "Ligand interactions with purified and membrane-bound acetylcholine neuroreceptors."

Dr. John O. Meany, associate professor of education, gave a workshop on "Psychology and Poverty" for the School Sisters of St. Francis at their national center at Rockford, Illinois, on September 28.

Dr. Kenneth W. Milani, assistant professor of accountancy, served as a member of a three-person panel which discussed "Profit Planning Techniques" on September 17 at a Professional Development meeting sponsored by the Michiana Chapter of the National Association of Accountants.

Dr. A.E. Miller, associate professor in the Department of Metallurgical Engineering and Materials Science presented three papers at the 11th Annual Rare Earth Conference, October 6-10. They were "Magnetization and Magnetostriction in $\text{Lu}_2\text{Co}_{17}$, $\text{Tm}_2\text{Co}_{17}$ and $\text{Lu}_x\text{Tm}_{2-x}\text{Co}_{17}$ Intermetallics"; "Magnetocrystalline Anisotropy in RCO_5 and R_2Co_{17} Compounds" and "Magnetization and Magnetic Anisotropy in $\text{Y}_x\text{Dy}_{2-x}\text{Co}_{17}$ Intermetallics". On October 13-16 he will participate in an International Workshop on Rare Earth Cobalt Permanent Magnets at the University of Dayton, Ohio. On October 17 he will present a paper at the Welding Research Council Meeting in Kokomo, Indiana, entitled "Dry Abrasive Wear Testing and Its Application to the Selection of Materials for Use in Coal Gassification Applications".

Dr. Wilhelm F. Stoll, professor of mathematics, delivered four lectures at universities in West Germany during the summer. They were: "Developments in Value Distribution in Several Variables", Memorial Colloquium in honor of Hellmuth Kneser at the University of Tübingen on June 22; "Bezou Estimates", Mathematical Colloquium at the University of Konstanz on June 24 and "Value Distribution on Parabolic Spaces", Mathematical Colloquium delivered at the University of Freiburg on June 28 and at the University of Münster on July 1. He also presented the lecture "Value Distribution on Parabolic Spaces" at the Conference on Complex Analysis, University of Michigan, Ann Arbor, Michigan on August 14 and spoke on "Value distribution on pseudoconvex spaces with non-harmonic exhaustion" at the Conference on Value Distribution Theory at Purdue University, West Lafayette, Indiana, on September 2.

Thomas L. Shaffer, dean of the Law School delivered the 75th anniversary convocation address at St. Elizabeth's College, Convent Station, New Jersey, on September 8. The title of his address was "The Dawn from on High".

Dr. Lloyd R. Sloan, assistant professor of psychology, co-authored the paper "Wearing the Warm Glow of Success: A (Football) Field Study", presented at the American Psychological Association Meeting held August 30-September 3 in New Orleans.

Dr. J.K. Thomas, professor of chemistry, was awarded the 1974 Radiation Research Award of the Radiation Research Society in July at the Seattle meeting of the International Congress of Radiation Research. The award recognizes Dr. Thomas' work in Ultra Fast Chemical and Physical Processes and their relationship to Biological Events.

Dr. Eugene Ulrich, assistant professor of theology, was an invited lecturer at the annual meeting of the International Organization for Septuagint and Cognate Studies, incorporated within the general congress of the International Organization for the Study of the Old Testament, held in Edinburgh, August 17-23. His topic was "The Qumran Scroll of Samuel (4QSama) and its relation to the Septuagint and Josephus' Jewish Antiquities."

Dr. K.T. Yang, professor and chairman of the Department of Aerospace and Mechanical Engineering, attended the 5th International Heat Transfer Conference, September 3-7 in Tokyo, at which he presented the following six papers from the Heat Transfer and Fluid Mechanics group in the department (faculty names are underlined): "Vapor-Liquid Interaction in a High Velocity Vapor Jet Condensing in a Coaxial Water Flow," by R.J. Young, Dr. Yang and Dr. J.L. Novotny; "The Sudden Melting of a Thin Plate in a Forced Convection Flow," by K.S. Rao, Dr. Nee and Dr. Yang; "Reflectance of a Scattering Medium Containing Polydisperse Non-spherical Particles," F.H. Howard and Dr. Novotny; "Experimental Investigation of Laminar Free Convection about Short Vertical Flat Plates and a Horizontal Disc at Small Grashof numbers," R.J. Gilmore, K.E. Yelmgren, Dr. A.A. Szewczyk and Dr. Yang; "Vortex Wavelength in the Transition Flow Adjacent to Upward Facing Inclined Isothermal Surfaces," Dr. J. R. Lloyd.

Dr. Daniel H. Winicur, assistant professor of chemistry, presented a seminar entitled "Effects of Inner-Shell Electrons on Molecular Collisions" at California Institute of Technology, Pasadena, California on July 24 and at the University of California, Los Angeles, on July 25. He also presented the paper at the Conference on Molecular Collision held at the University of California, Santa Cruz on July 24-August 2 along with a paper entitled "Electronic-Energy Transfer between Ar* and N₂."

Dr. Thomas L. Whitman, associate professor of psychology, presented a paper entitled "Self Control Through Use of a Token Economy" on September 2 at the American Psychological Association meeting in New Orleans.

Change in Faculty Notes: Dr. Richard A. Kurtz, professor of sociology and anthropology, has been appointed a consulting editor of the American Journal of Mental Deficiency. The appointment was erroneously reported as going to Dr. James Kritzek, professor of history.

office of advanced studies

Notes for Principal Investigators

Indirect Cost Rate to be used in Proposals to Private Organizations

Until further notice, the University established (and Government negotiated) indirect cost rates are to be used in all proposals to be submitted to private organizations. Since the indirect cost allowed by private organizations varies, the following footnote is to appear on the budget page to be submitted:

The ____% of TMDC is the established University rate for indirect cost. Any and all aspects of this proposal are subject to negotiation to conform to sponsor requirements.

When the private organization specifies an indirect cost rate, the footnote should be:

The University's established indirect cost rate is ____% of TMDC. The difference between the ____% rate and ____% allowed will be contributed by the University.

Indirect Cost Rate for Government Sponsored Education Projects for Fiscal Year 1975

Notre Dame Report No. 1, 1974-75, listed the fiscal year 1975 negotiated indirect cost rates for Government sponsored education projects as follows:

On-Campus	44.31% of TMDC
Off-Campus	12.01% of TMDC

To maintain the University's position in those sponsored education programs which are of a continuing nature, the University has agreed to the use of the following rates for proposals to Government agencies for educational projects:

On-Campus	30.00% of TMDC
Off-Campus	12.01% of TMDC

The difference between the 44.31% and 30.00% will be contributed by the University.

Until further notice, the 30.00% and 12.01% rates are to be used for all proposals for educational projects to be submitted to Government agencies. If the agency specifies a lesser rate, the University will make a judgement on whether the specified rate is acceptable.

In all cases where the full negotiated rate of 44.31% is not used, the following footnote is to appear on the budget page to be submitted to the agency:

The University's negotiated indirect cost rate for educational projects is 44.31% of TMDC. Only 30.00% of TMDC is being requested for this project. The difference will be contributed by the University.

National Science Foundation (NSF) Salary Information in Proposals for NSF Support

Proposals for NSF support are normally reviewed not only by Foundation staff but also by selected outside reviewers chosen for their knowledge in the subject areas of proposed projects. An integral part of most proposals is a budget which lists by category the various direct and indirect costs of the project for which NSF funds are requested. Among these categories is "Staff Salaries and Wages," including the proposed commitment to the project by named senior personnel of a specified amount of time or effort for which the proposal requests NSF support and the corresponding salary amounts. Unless the proposing organization itemizes these salary amounts in a separate statement, rather than in the budget itself, this information is available to outside reviewers as part of the evaluation process.

The purpose of this notice is to clarify and expand the salary disclosure option currently described in NSF 73-12, "Grants for Scientific Research." Consequently, effective at once, any academic institution or non-academic organization submitting an unsolicited pro-

posals for support under any NSF program has the option of listing in a separate the salary amounts for named senior project personnel which it proposes be reimbursed through an NSF award.

The proposal narrative should continue to indicate the total amount of time or effort which the principal participants plan to devote to the project if NSF agrees to support it, even when only partial or no salary support is being requested from NSF. This may be expressed either as a percentage of time or effort or as the fractional number of man-months of planned participation. The amount of time or effort must be stated explicitly and should be compatible with the other obligations of the named individuals. The separate expression of the number of man-months for which NSF funding is requested is no longer required in the narrative.

Whether or not the option is exercised, the proposal budget should continue to list the names and titles of senior project personnel; the total senior personnel salaries for which NSF funding is requested; and other totals called for in the budget format. If the option is selected, the proposal budget may substitute asterisks for the expressions of both the time or effort for which NSF support is requested and the corresponding salary amounts. In this event, the omitted information is to be furnished in a separate salary schedule, two copies of which should be attached to the original proposal budget only.

This schedule should:

- (a) Identify the proposing organization and project title.
- (b) Add a legend similar to the following, signed by the official who endorses the proposal: "It is requested that the following salary information not be released to persons outside the Government."
- (c) Identify, by name, the senior personnel and list the amount or percentage of time or effort and the salary to be charged for each against the NSF award, if approved.

The separate salary schedule will not be made available to reviewers outside the Government.

If the proposal results in a grant, the budget will display on one line the NSF share of the salaries of the (co)principal investigator(s) and, on a separate line, comparable data for all other senior staff (faculty associates in research grants to academic institutions). The stipulated man-months of effort or percentage of time (rounded to the nearest whole month) of those categories of senior personnel which will be charged to the project will also be shown. Proposals resulting in NSF awards, including the budget, will be made available to the public, upon request, pursuant to NSF

procedures under the Public Information Act of 1966. However, any separate salary schedule bearing the legend suggested above will be considered confidential and withheld from release to the extent permitted by law.

OAS-RSP RECOMMENDS THAT PRINCIPAL INVESTIGATORS SUBMITTING PROPOSALS TO NSF SELECT THE OPTION OF THE SEPARATE SCHEDULE LISTING SALARY AMOUNTS FOR SENIOR PROJECT PERSONNEL.

For the sake of uniformity and to facilitate review, OAS-RSP recommends the following format for the Salaries and Wages section of the budget to be included in the proposal.

- A. Salaries and Wages
1. Senior Personnel
 - a. Name and Title of Principal Investigator *
 - b. Name and Title of Co-Principal Investigator *
 - c. Name and Title of Faculty Member
 2. Other Personnel (Non-Faculty) (Title of position (Amt.))
- Total Salaries and Wages (Amt.)

The asterisk (*) should be footnoted at the bottom of the budget page with the comment:

* See text of proposal for percentage of effort for Senior Personnel.

In addition, the usual footnote on cost-sharing should appear at the bottom of the page:

The University of Notre Dame will cost-share in accordance with current National Science Foundation policy.

In the text of the proposal, the percentage of effort for Senior Personnel should be listed as follows:

Name and Title of Principal Investigator
Acad. Yr., %, months
Summer, %, months
Name and Title of Co-Principal Investigator
Acad. Yr., %, months
Summer, %, months
Name and Title of Faculty Member
Acad. Yr., %, months
Summer, %, months

For the separate salary schedule, OAS-RSP recommends the following format on a separate sheet:

Supplementary Information for Personnel
Costs Requested

(It is requested that the following salary information not be persons outside the Government)

Institution: University of Notre Dame

Project Title:

Principal Investigator:

Salaries and Wages Requested for Senior Personnel

Name and Title of Principal Investigator		
Acad. Yr.,	%,	months (Amt.)
Summer,	%,	months (Amt.)
Name and Title of Co-Principal Investigator		
Acad. Yr.,	%,	months (Amt.)
Summer,	%,	months (Amt.)
Name and Title of Faculty Member		
Acad. Yr.,	%,	months (Amt.)
Summer,	%,	months (Amt.)
Total		(Amt.)

Approved: _____
 Rev. Jerome J. Wilson, C.S.C.
 Vice President for
 Business Affairs

Call the Office of Research and Sponsored Programs, Extension 7378 for clarification of any point.

Information Circulars

Danforth Foundation Kent Fellowships for College Teaching Careers 1975-76

No. FY75-28

PURPOSE

The purpose of the Kent Fellowship Program is to give personal encouragement and support to selected persons pursuing graduate studies who seek to become college teachers and who are vitally interested in relating their educational plans to their basic values. Kent Fellowships have been awarded by the Danforth Foundation since 1962.

QUALITIES SOUGHT

In selecting Kent Fellows, special attention is given to three areas: 1. Evidence of intellectual ability which is flexible and of wide range; of academic achievement which is a thorough foundation for graduate study. 2. Evidence of personal characteristics which are likely to contribute to effective teaching and to constructive relationships with students. 3. Evidence of a concern for the relation of ethical or religious values to disciplines, the educational process, and to academic and social responsibility.

ELIGIBILITY

1. Fellowships are open to all qualified persons of any race, creed or citizenship, single or married, who have serious interest in careers of teaching and/or administration in colleges and universities, who intend to

attain a Ph.D. (or an appropriate advanced terminal degree) in any field of study common to the undergraduate liberal arts curriculum in the United States. 2. A minimum of one year of full-time graduate study toward a Ph.D. in the applicant's major field of study must have been completed at the time of application (September 1974). 3. Students in professional schools (law, medicine, theology, etc.) may apply the year immediately preceding the beginning of graduate study for the Ph.D. degree or its equivalent, provided that the professional degree will give them one year's advanced standing in a Ph.D. program. 4. The applicant must be less than 35 years of age at the time application papers are filed. 5. Previous unsuccessful applicants may reapply once, but two full academic years must elapse between applications. 6. Persons working for a second doctorate and all postdoctoral candidates are ineligible. 7. Foreign nationals who have completed one year of full-time graduate study in the United States and who are living in the United States at the time of application may apply, although foreign nationals living abroad are ineligible, except Canadians. Citizens of the United States and Canada living abroad may apply. IT IS NOT POSSIBLE TO WAIVE ANY OF THESE ELIGIBILITY REQUIREMENTS.

PERIOD OF AWARD AND STIPEND

The award is for one year, and is normally renewable until completion of the degree or for a maximum total of three years of graduate study. Fellowship stipends are based on individual need, but may not exceed:

	Single	Married
For the academic year	\$2,025	\$2,200-

plus dependency allowances for children and required tuition and fees.

STIPULATIONS

Applicants are required to present scores from the Graduate Record Examination Aptitude Tests in Verbal and Quantitative abilities and the Advanced Test (if it is offered in the applicant's major field). Since persons engaged for the selection of candidates of several stages are often assisted by having available the applicant's scores, it is advisable that the applicant either present GRE scores from examinations taken subsequent to October 1969, or take the GRE on either October 26 or December 14. A GRE Information Bulletin is sent to an applicant with an endorsement form. Note: October 8, 1974 is the final registration day for the October test; November 26 for the December test. About 6 weeks should be allowed between the test date and the Foundation's receipt of the scores. THE GRE REQUIREMENT WILL NOT BE WAIVED.

Other fellowships may be held concurrently with a Kent Fellowship, except for those administered through other programs of the Danforth Foundation. CANDIDATES MAY APPLY TO ONLY ONE FELLOWSHIP PROGRAM ADMINISTERED BY THE DANFORTH FOUNDATION IN A GIVEN YEAR. Income from other awards or from teaching or research assistantships will be taken into consideration in determining the supplementary living expense stipend if the amount received is less than the Danforth Foundation maximum, and if the agency concerned will allow this.

PROCEDURE OF NOMINATION AND APPLICATION

Persons may be nominated by Kent Fellows, Danforth Fellows, members of the Society for Religion in Higher Education, or members of graduate faculties. Persons also may apply directly. Each applicant must have endorsement from a member of the graduate department in which his or her work is being done. Endorsement forms are available (beginning September 15) and are mailed by the Danforth Foundation directly to the applicant. Only after the endorsement form has been received will the candidate be invited to complete the application. Deadlines are as follows:

- December 1, 1974 Receipt of nominations or direct application requests.
- December 15, 1974 Receipt of completed endorsement forms and last day application forms are sent out.
- December 31, 1974 Receipt of completed applications.

FOR FURTHER INFORMATION

Write to: Kent Fellowship Program
Danforth Foundation
222 South Central Avenue
St. Louis, Missouri 63105

National Science Foundation Engineering Research Initiation Program

No. FY75-29

The National Science Foundation seeks proposals for its Engineering Research Initiation Program that offers broad opportunities for young engineering faculty members to conduct research on campus, and with industry, government, and research organizations.

The program is designed to encourage the development of graduate research programs by engineering faculty members at the assistant or associate professor levels who have had no previous substantial research support. The program is for full-time engineering teaching faculty of U.S. institutions that award graduate degrees

in engineering. To be eligible to participate in the program the faculty member must have received the doctoral degree in 1973, or 1974, or have completed all degree requirements by October 1, 1974.

The program offers special research engineering opportunities in key societal problem areas such as energy, environment, food, natural hazards, natural resources, and productivity. However, applicants may submit proposals in any area of engineering. The program is divided into Option A and Option B. Option A supports only academic research on campus, and maximum award under this option is \$17,000. Under Option B, which involves research in a nonacademic engineering environment, the maximum NSF support has been increased to \$35,000 for a two-year grant period. Research under Option B offers advantages that may include the use of specialized equipment and facilities, the service of highly qualified technicians, access to unique data, as well as increased awareness and sensitivity to current engineering problems and closer contact with practicing professionals.

The application deadline is December 2, 1974. For further information contact the Office of Research and Sponsored Programs, Extension 7378.

National Science Foundation Research on General Revenue Sharing

No. FY75-30

The Division of Social Systems and Human Resources of the Research Application Directorate (RANN) of the National Science Foundation intends to provide up to approximately \$1,200,000 for applied research on selected topics related to the impact of the State and Local Fiscal Assistance Act of 1972 (Public Law 92-512). Final research reports from these awards must be received by June 30, 1975; preliminary reports by April 15, 1975. It is expected that awards will not involve more than approximately three or less than approximately one-half equivalent professional person-years of effort and that the duration of awards will not exceed 15 months.

Research topics of high priority are:

1. The impact of general revenue sharing on relations between State and local governments.
2. The impact of general revenue sharing on local intergovernmental cooperation, including a review of alternative mechanisms for increasing intergovernmental cooperation and/or reform.

3. An empirical estimation of the fiscal impact of general revenue sharing on State and local governments, including a comparison of estimates with planned and actual use reports.
4. An estimation of the proportion of revenue sharing funds which are being allocated by State and local governments to meet the needs of the disadvantaged, including an evaluation of the degree to which planned and actual use reports reflect these allocations.
5. An investigation of the degree to which citizens are informed about and involved in decisions regarding the use of general revenue sharing funds, including a review of alternative mechanisms for increasing accountability to local citizens.
6. An identification of innovations (including the use of new technologies) in the procedures, services and programs of State and/or local governments which can be casually attributed to general revenue sharing.
7. The costs and consequences of the requirement that funds received by local governments be used only for priority expenditures including a review of alternatives to present requirements and enforcement mechanisms.
8. The costs and consequences of prohibitions of the use of general revenue sharing funds by State and local governments including a review of alternatives to the present prohibition and enforcement mechanisms.
9. The effectiveness of provisions for the nondiscriminatory use of funds including a review of alternatives to present requirements and enforcement mechanisms.
10. The effects of provisions requiring prevailing wage rates on construction projects funded 25 percent or more from revenue sharing funds, including a review of alternatives to present requirements and enforcement mechanisms.
11. Estimates of charges in Federal assistance to State and local governments from 1969-1974 based on a broad overview of the charges in Federal programs to pay for functions performed by State and local governments.
12. Empirical estimates and projects of the fiscal pressures faced by different levels and types of governments to be of use in setting the volume of revenue sharing funds and amounts for different types of governments.

13. The impact of general revenue sharing on State and local tax decisions indicating specific revenue sources which have or have not been affected by substitutions of shared funds.

The deadline for receipt of proposals is January 31, 1975. For further information, contact the Office of Research and Sponsored Programs, Extension 7378.

Technicon Instruments Corporation Program of Grants for Research in Biomedical and Industrial Instrumentation

No. FY75-31

Technicon Instruments Corporation's purpose in this new program is to identify and support significant academic research on novel ideas and technologies in their general areas of interest. The firm expects that they may later have an opportunity to bring the fruits of such research to the development of products for the general scientific community.

Technicon defines its major business interest as supplying diagnostic information. This runs the full gamut from simple analytical chemistry methodology and instrumentation to large scale noninvasive diagnostic techniques. It also supplies analytical instruments for foods, drugs, agricultural products and many other industrial materials.

The company plans to make several grants each year, depending upon the merit of the proposals submitted. Each grant will cover the usual direct and indirect costs of research, up to a maximum of \$100,000 per grant year. In general, grants will be renewable for a second year.

The proposals will be reviewed first by a panel of academic scientists from outside Technicon, which will consider the scientific merits and recommend those most worthy for final consideration.

Deadline for submission of proposals is November 15, 1974. Final selection will be completed within two or three months after that date. It is hoped that negotiation of agreements can be a speedy process, so that work can start by March 1, 1975.

It is Technicon's desire to encourage basic as well as applied research, and they want proposals for initiating a particular line of inquiry and for bringing a scientific or engineering research program to the next level of development.

Both basic and applied research proposals will be considered. A proposal may involve a new concept or support for development of a process or device. Each submission will be judged for scientific merit as well as for its potential or practical utilization. The following examples are merely illustrative, and do not represent the limits of suitable proposals.

In the biomedical and diagnostic area:

- * New and improved diagnostic procedures that are of broad utility and adaptable to automation for the determination of the chemical constituents of body fluids (e.g., blood and urine), for measurement of enzyme activities, for the differentiation of cells and viruses, and for other common and important medical laboratory tests.
- * New methods of imaging or diagnosing internal organs via x-rays, ultrasonics, or other non-invasive techniques.
- * The measurement of flow in individual blood vessels, of cardiac function, or other physical parameters of significant diagnostic importance.
- * Development of new analytical detectors and new approaches to analytical techniques of ultra-high sensitivity, e.g., immunochemistry.
- * Computer methods to aid the physician in his interpretation of clinical tests, and the use of computers in health care generally, including hospital administration.
- * Instruments for the detection and diagnosis of dental pathology.

In the industrial area:

- * Automated instrumentation and methods for the analysis and characterization of a wide variety of materials, including agricultural products, drug preparations, minerals, and other industrial products.
- * Instrumentation for industrial process control and for pollution analysis and control.
- * Novel procedures for the analysis of food products.

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

Social Science Research Council Fellowships and Grants, 1974-75

No. FY75-32

The Social Science Research Council is an organization for the advancement of research in the social sciences. Its fellowships and grants are offered in furtherance of that purpose. This announcement describes the programs of fellowships and grants offered by the Council and the foreign area programs that it sponsors jointly with the American Council of Learned Societies. The former programs embrace only training and research in the social sciences; the latter include the humanities.

Awards are made directly to individuals, not to universities or other organizations, with a few exceptions in the case of aids for research on Latin American and the Caribbean area.

Postdoctoral Research Training Fellowships: Research Training Fellowships are offered to social scientists who wish to obtain training in research beyond that normally required in doctoral programs in their own disciplines, to prepare them for innovative research in the social sciences. Acquisition of special technical skills, intellectual contact with scholars whose orientation is radically different from that of the applicant, or training in research in another discipline may be most desirable in a given case. Promise of original contributions to the advancement of social science and the prospect that the proposed additional training may enhance the fulfillment of that promise will be the criteria of selection.

For fellowships during the academic year 1975-1976, preliminary inquiries should be made as early as possible before November 1, 1974, and formal applications must be submitted by December 2, 1974.

Fellowships and Grants for Training and Research on Foreign Areas:

Fellowships are offered to support doctoral dissertation research conducted abroad. Applications are accepted from advanced graduate students in the humanities and social sciences who will have completed all requirements for the Ph.D. except the dissertation by the time the fellowship is activated. There are no age restrictions. Stipends vary from country to country, and normally include maintenance and transportation for the fellow and dependents, a research allowance, health insurance for the fellow, and limited assistance toward tuition costs.

Completed applications for all fellowship programs are due November 1, 1974.

Grants for Research:

Grants for research on foreign areas are offered to scholars whose competence for research in the social sciences or humanities has been demonstrated by their previous work and who hold the Ph.D. degree or have equivalent research experience.

Geographical Areas and Deadlines include:

Africa

Fellowship deadline: November 1, 1974.

Research deadline: December 2, 1974.

Asia

Fellowship deadline: November 1, 1974.

Research deadline: December 2, 1974.

Contemporary and Republican China

Fellowship deadline: November 1, 1974.

Research deadline: December 2, 1974.

East Europe

Research deadline: December 31, 1974.

Travel Grants

Travel Grants for attendance at international conferences abroad on East European studies are offered to American specialists in the field who are to read papers or otherwise participate officially in such meetings.

Application deadline: February 15, 1975.

Grants for Study of East European Languages

Grants are offered to both mature scholars and predoctoral students for training in the U.S. or abroad in the contemporary languages of the following countries: Albania, Bulgaria, Czechoslovakia, Greece, Hungary, Poland, Romania, and Yugoslavia.

Application deadline: February 3, 1975.

Japan

Fellowships are offered for dissertation research in Japan. Deadline: November 1, 1974.

Research deadline: December 2, 1974.

Korea

Fellowship deadline: November 1, 1974.

Grant deadline: December 2, 1974.

Latin American and the Caribbean Area

Fellowship deadline: November 1, 1974.

United Kingdom

Fellowship deadline: January 11, 1974.

Canada

Fellowship deadline: January 15, 1975.

Inter-American Research Training Seminars

In June-August 1975, the Latin American and Caribbean Area Program will hold an Inter-American Research Training Seminar on approaches to the study of the social security system in Latin America.

Application deadline: January 15, 1975.

Inter-American Research Training Seminars

Submission of Proposals for 1976

Proposals for conducting Inter-American Research Training Seminars in June-August 1976 are invited from Latin or North American advanced scholars in the social sciences or the humanities.

Deadline for proposals: March 1, 1975.

Collaborative Research Training Projects

Submission of Proposals for 1976

Latin American and North American scholars in the social sciences and humanities are invited to submit jointly-designed proposals to direct Collaborative Research Training Projects in June-August 1976.

Deadline for proposals: March 1, 1975.

Grants for Research

These grants are offered to social scientists and humanists of any country for research related to cultural economic, political, social, or scientific development in Latin American or the Caribbean area in the nineteenth or

twentieth centuries. While research proposals on any topic are eligible, proposals relating to the following will be especially welcome: 1. the various roles of the State; 2. the labor force; 3. literature, ideology, and society; 4. intellectual history; 5. Latin American or the Caribbean area within the international political economic system.

Application deadline: December 2, 1974.

Collaborative Research Grants

Grants are offered jointly to two scholars of approximately equal scholarly maturity in the social sciences or the humanities who wish to collaborate on a research project dealing with nineteenth- or twentieth-century Latin American or Caribbean cultures, societies or institutions.

Application deadline: December 2, 1974.

Group Research Projects

Support is offered for a limited number of cooperative research projects on topics that can be studied most effectively by a group. Scholars from Latin American and the Caribbean area, North America, and elsewhere design and carry out these projects cooperatively. Suggestions are invited for research.

Deadline for submission of proposals: December 2, 1974

Conference Support

Partial support is offered to the organizers of conferences or seminars intended to advance research in the social sciences and humanities on Latin America or the Caribbean area.

Deadline for submission of proposals: December 2, 1974.

Near and Middle East

This area includes North Africa, and the time period on which research may be supported is that since the beginning of Islam.

Fellowship deadline: November 1, 1974.

Grants for research are offered to citizens of the U.S. or Canada whose competence on the area has been demonstrated by their previous work and who intend to make continuing contributions to the field.
Application deadline: December 2, 1974.

Collaborative Research Grants:

Grants are offered to a North American scholar holding an appointment at an institution in North America and a Near or Middle Eastern scholar holding an appointment at an institution in the area for collaboration.
Application deadline: December 2, 1974.

South Asia

Fellowship deadline: November 1, 1974.

Grants are offered to specialists who have demonstrated scholarly expertise or professional competence on Bangladesh, India, Nepal, Pakistan, or Sri Lanka.

Application deadline: December 2, 1974.

Southeast Asia

Fellowship deadline: December 2, 1974.

Research deadline: December 2, 1974.

Soviet Union

Grants for Research

Grants are offered for postdoctoral research in the social sciences or humanities on Revolutionary Russia and the U.S.S.R.

Application deadline: December 31, 1974.

Western Europe

Fellowship deadline: November 1, 1974.

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

National Science Foundation Graduate and NATO Postdoctoral Fellowship Program

No. FY75-33

The National Science Foundation (NSF) has reopened annual competition for Graduate and the North Atlantic Treaty Organization (NATO) Postdoctoral Fellowships.

Early next year NSF plans to award 500 Graduate Fellowships and 50 NATO Postdoctoral Fellowships in Science to citizens or nationals of the United States. Application materials for both programs are now available.

Graduate Fellowships are awarded for full-time study leading to the master's or doctor's degree in science, including the social sciences, mathematics, or engineering. The deadline for Graduate Fellowship applications is December 2.

NSF awards the NATO Postdoctoral Fellowships for scientific work or study in the sciences, mathematics, or engineering in foreign countries that are members of NATO or co-

operate with NATO. The program is designed primarily for applicants who have received their doctorates within the past five years.

The stipend for the NATO Postdoctoral Fellowship has been raised to \$9,600 per year, up from \$9,000, plus a limited travel and dependency allowance. The usual tenure period is nine or twelve months. The application deadline for the NATO Postdoctoral Fellowships is October 28. Graduate Fellows receive stipends of \$3,600 for a 12-month tenure, or \$300 per month. No dependency allowances are paid. Graduate Fellowships are awarded for a three year period, dependent on the student's satisfactory progress and availability of NSF funds. Awards are not made in clinical, education, or business fields; in history or social work, or in studies toward medical, dental, law or joint Ph.D. - professional degrees.

Program Information:

Graduate Fellowships

Announcement and Application

Forms	Now Available
Application Deadline	December 2, 1974
Award Date	March 14, 1975

For copies of the announcement and application materials contact the Fellowship Office, National Research Council, 2101 Constitution Avenue, N.W., Washington, D.C. 20418.

NATO Postdoctoral Fellowships in Science

Announcement	Now Available
Application Deadline	October 28, 1974
Award Date	January 31, 1975

For copies of the announcement and application materials contact Fellowships and Traineeships Section, Division of Higher Education in Science, National Science Foundation, Washington, D.C. 20550.

The George A. and Eliza Gardner Howard Foundation Fellowships

No. FY75-34

The George A. and Eliza Gardner Howard Foundation seeks to aid the personal development of promising young individuals at the crucial middle stages of their careers.

Fellowships are offered in the following areas:

- * Humanities
- * Social studies (including History), science-related projects, journalism, and miscellaneous
- * The arts, on the basis of a three-year rotational system.

For 1975-76, applications will be accepted in the humanities. Thereafter, applications will be accepted in each area once every third year, following the order listed above.

A limited number of fellowships are awarded each year. Stipends range from \$3,000 to \$7,000 for a one-year period, July 1 through June 30.

Applications should be between thirty and forty years of age. In addition, the following restrictions apply:

- * Fellowships are not available for work leading to an academic degree, for coursework or training at any academic institution, or for private study.
- * No grants are made to or through organizations, but only to individuals.
- * No fellowships are available for technical research in the physical sciences.
- * Support is given for projects requiring essentially full-time work, although additional sources of income are permitted. Faculty members must be eligible for sabbatical or other leave, or make arrangements for time released from normal duties. Grants are not available for summer research or other short term projects.
- * The work undertaken should be of sufficiently broad nature to be comprehensible to persons outside the immediate field of specialization.
- * Individual applications are not accepted; rather, a candidate must be nominated by the president of the institution, or his designated representative. Each institution is requested to nominate no more than two individuals. Thus, faculty members are requested to contact the Office of Advanced Studies, Extension 7378, and not apply on their own initiative.

Timetable:

- November 1 - Closing date for nominations.
- December 15 - Deadline for completed applications.
- April 15 - (approximately) - announcement of awards.
- July 1 - beginning of fellowship tenure.

Graduate School

Department of the Interior Water Resources Research Project Proposals

No. FY75-35

The Office of Water Research and Technology, U.S. Department of the Interior, proposes to negotiate for experimental, developmental, or research work in the field of water resources during fiscal year 1976 beginning July 1, 1975, pursuant to Title II of the Water Resources Research Act of 1964, as amended. Title II of the Act authorizes the Secretary of the Interior to make grants, contracts, and matching or other arrangements with educational institutions to undertake research into any aspects of water problems related to the mission of the Department of the Interior which he may deem desirable and which are not otherwise being studied.

Within the Title II research program authorized by Congress, the Office of Water Research and Technology (OWRT) desires to encourage and support research investigations which hold promise of contributing to the solution of important water problems. In its fiscal year 1976 program, the Office of Water Research and Technology proposes to emphasize support of research in the major subject fields listed. However, any technical approach or idea which holds promise of contributing to the solution of important water problems related to the various missions of the Department of the Interior will be given every consideration.

- Improving Water Resources Planning and Management
- Encouraging Indian Self-Determination and Improvement in the Quality of Life on Indian Reservations
- Solving of Energy-Related Water Problems
- Promotion of Water Use Efficiency
- Protection of the Environment

Proposals must be submitted no later than January 10, 1975 to be considered for funding in the first quarter of FY 1976. Proposals submitted after that date will be considered for funding in subsequent quarters. For further information, contact the Office of Research and Sponsored Programs, Extension 7378.

Monthly Summary

Awards Received

IN THE MONTH OF SEPTEMBER, 1974

<u>Department or Office</u>	<u>Principal</u>	<u>Short title</u>	<u>Sponsor</u>	<u>Amount-\$ term</u>
AWARDS FOR RESEARCH				
Chemistry	Nowak	NMR studies of metals in kinases and related enzymes	Natl. Inst. Health	34,670 1 yr.
Biology	Saz	Chemotherapy and metabolism of filariids	Natl. Inst. Health	27,018 1 yr.
Microbiology Lobund Lab.	Pollard	Institutional allowance for research fellowship	Natl. Inst. Health	3,000 1 yr.
Biology	Craig	Genetics and reproductive biology of Aedes mosquitoes	Natl. Inst. Health	123,113 1 yr.
Electrical Eng.	Magee	Optical integrated circuits- passive and active elements	Natl. Aero. Space Admin.	25,000 1 yr.
Aeros. Mech. Eng.	Lloyd, Mueller, MacDonnell	Transport phenomena related to prosthetic heart valve	Natl. Sci. Fdn.	51,900 1 yr.
Aeros. Mech. Eng.	Novotny	Fire and smoke spread	Natl. Sci. Fdn.	74,900 1 yr.
Biology	Saz	Intermediary metabolism of helminths	Natl. Inst. Health	78,869 1 yr.
AWARDS FOR EDUCATIONAL PROGRAMS				
Law, Biology	Murdock, Bender	Legal internship program: Law and the handicapped	Natl. Center Law Handicapped	37,800 1 yr.

Proposals Submitted

IN THE MONTH OF SEPTEMBER, 1974

Department or Office	Principal	Short title	Sponsor	Amount-\$ term
PROPOSALS FOR RESEARCH				
Aeros. Mech. Eng.	Brach	Wet-weather skidding accident reduction	Natl. Acad. Science	198,496 27 mos.
Law School	Shaffer	Textbook and teaching materials on legal counseling	Russell Sage Fdn.	68,122 1 yr.
Microbiology- Lobund Lab.	Pollard	Spontaneous prostate adenocarcinoma	Natl. Inst. Health	13,500 1 yr.
Aeros. Mech. Eng.	Biles	Interactive computer modeling technique for instruction	(Private foundations)	5,136 1 yr.
Chemistry	Creary	Orbital symmetry forbidden reactions	Amer. Chem. Soc.	9,000 3 yr.
Microbiology- Lobund Lab.	Pollard	Prostate adenocarcinomas in rats	Natl. Inst. Health	102,764 1 yr.
Microbiology- Lobund Lab.	Asano	Physiological aspects of senescence in germfree rats	Natl. Inst. Health	49,006 1 yr.
Inst. Urban Studies	Broden	Urban observatory program	City South Bend	32,732 1 yr.
Microbiology- Lobund Lab.	Wostmann, Webb Pleasants,	Enteric antigen in age-related immune changes	Natl. Inst. Health	134,729 1 yr.
Physics	Browne	Cross sections related to energy production	Natl. Sci. Fdn.	123,447 2 yr.
Psychology	Anderson, Kline	Toward a nonhuman model of human aging	Natl. Inst. Health	43,633 1 yr.
Management, Civil Eng.	Bernardo, Long	Demand for transportation	Dept. Transportation	38,516 1 yr.
Electrical Eng.	Uhran	Signal analysis applied to cardiovascular disease	Amer. Heart Assocn., Inc.	25,001 2 yr.
Civil, Eng. Management	Long, Management	Patronage model for estimation of local bus ridership	Dept. Transportation	50,082 1 yr.
Aeros. Mech. Eng.	MacDonell, Ariman	Motivational techniques for hyperactive patients	Natl. Inst. Health	69,712 1 yr.
Civil Eng.	Linger, et al.	Effect of government decision- making on public transportation	Dept. Transportation	127,522 1 yr.
Biology	Morgan	Acoustic dialects as a natural tag for the beluga whale	Marine Mammal Commission	32,347 1 yr.
Marketing	Mayo	Individual demand for public transportation service	Dept. Transportation	26,210 8 mos.
PROPOSALS FOR EDUCATIONAL PROGRAMS				
Aeros. Mech. Eng.	Yang	Undergraduate research partici- pation - Aerospace Mech.	Natl. Sci. Fdn.	19,900 1 yr.
Student Affairs	Schlaver	Notre Dame collegiate jazz festival	Natl. Endow. Arts	1,500 ---
Philosophy	Manier	Public policy on population and environment	Ind. Comm. Human.	15,816 5 mos.
Electrical Eng.	Gajda	Undergraduate research partici- pation - Electrical	Natl. Sci. Fdn.	12,263 3 mos.
Psychology	Borkowski	Undergraduate research partici- pation - Psychology	Natl. Sci. Fdn.	11,643 3 mos.
Chemistry	Fehlner	Undergraduate research partici- pation - Chemistry	Natl. Sci. Fdn.	10,411 3 mos.
Civil Eng.	Irvine, Ross, Ketchum,	Undergraduate research partici- pation - Civil	Natl. Sci. Fdn.	32,164 4 mos.
Biology	Ross	Undergraduate research partici- pation - Biology	Natl. Sci. Fdn.	22,180 3 mos.
Administration	Gordon	MBA - Minority scholarship aid	Chase Manhattan Bank	15,900 2 yr.
Cent. Study Man	Santos	Mental health outreach training to serve the elderly	Natl. Inst. Health	61,082 1 yr.

Summary of Awards Received and Proposals Submitted

IN THE MONTH OF SEPTEMBER, 1974

AWARDS RECEIVED

Category	Renewal		New		Total	
	No.	Amount	No.	Amount	No.	Amount
Research	6	\$390,470	2	\$ 28,000	8	\$ 418,470
Facilities and Equipment	-	---	-	---	-	---
Educational Programs	1	37,800	-	---	1	37,800
Service Programs	-	---	-	---	-	---
Total	7	\$428,270	2	\$ 28,000	9	\$ 456,270

PROPOSALS SUBMITTED

Category	Renewal		New		Total	
	No.	Amount	No.	Amount	No.	Amount
Research	1	\$102,764	17	\$1,047,191	18	\$1,149,955
Facilities and Equipment	-	---	-	---	-	---
Educational Programs	2	21,400	8	181,459	10	202,859
Service Programs	-	---	-	---	-	---
Total	3	\$124,164	25	\$1,228,650	28	\$1,352,814

documentation

To: Faculty and Students of the University

September 18, 1974

From: Rev. James T. BurtchaeII, C.S.C.

The Committee on the Course of Study has submitted its report to the Academic Council and I have, because of the far-reaching implications of its recommendations, caused it to be published forthwith, so that members of the community may have the opportunity of making known their opinions on these matters prior to consideration by the Academic Council. All who wish to submit comments are asked to send them by October 30 to Rev. Ferdinand Brown, C.S.C., secretary of the Academic Council.

Report of the Committee on the Course of Study

Coincident with the establishing of the Committee on University Priorities, the President named a committee to review the undergraduate courses of study at the University. The Committee met frequently for over a year, received hundreds of suggestions, interviewed many from the Notre Dame community and some outside it, and submits its report now more in deference to considerations of time than to exhaustion of subjects of inquiry (whatever may be said of the exhaustion of its members).

The report does not aim at establishing a novus ordo seclorum for the undergraduate curriculum. We received and considered proposals for more radical reform than any proposed here. Many of these suggestions, at Notre Dame and elsewhere, implied the imputing to colleges of capacities and resources which it seemed to us they do not possess. Colleges are "species-specific" institutions, with limited ability to pursue goals other than those relating to learning and knowledge and the good. It appears that a number of "reforms" of higher education which flourished in the late sixties and early seventies were more the product of that feverish time than of sober assessment of ends and means.

Notre Dame's traditional concern with the heart as well as the mind, with the spiritual as well as the temporal, and with the moral as well as the intellectual virtues seems sufficient aspiration to keep us from any complacency. We must adjust to the changes in our society--and this report evidences that need--but the adjustment must be guided by our long experience of the unchanging needs of students, as well as by their changing needs.

Thus among the proposals discussed was the now-familiar one of three-year bachelor's programs. We found little support for this as a widespread restructuring in the colleges of the University, and nationally the earlier enthusiastic discussion of it has diminished almost to the vanishing point. It is possible, as it has always been, for a student to accelerate his passage through college by extra courses and summer study, but we found little educational benefit in such acceleration. Alternative forms of "time-shortening" are recommended below.

Similarly, presentations on "bankruptcy" semesters, work-study for all students, Collegiate Seminar for all students, a single undergraduate college, and various other ideas remain only as records in our minutes, silent witness to many hours of meetings.

The order of the recommendations below is not a ranking, but simply one logical grouping.

The first three recommendations reflect relations between the Colleges. The most important of these seemed to us the relations between the Colleges of Arts and Letters and of Science, and the possible union of these. The next concerns a five-year bachelors-MBA program, and the third addresses the continuing problem of cross-college course enrollment.

The second group of recommendations, four through eight, concern University course offerings with respect to specific courses, University requirements, the structure and form of courses and alternative forms of credit.

The fourth is a recommendation for a required senior seminar on personal responsibility. Our conviction of the importance of such a course outweighed our hesitations about its logistics and difficulty.

The fifth recommendation aims at clarifying and formalizing University-wide course requirements, presently existing in a limbo of *de jure* and *de facto* requirements and divided among the colleges. The format was worked out in discussions with the Dean of the Freshman Year, who is submitting a separate program for freshman students.

Sixth is a proposal for half-semester courses, which could well have the most extensive consequences of any recommendation made. The seventh advances some propositions on television utilization and the eighth offers options for time-shortening.

Ninth is a proposal for a "stop-out" policy to allow students to take a leave of absence without having to sever their status at the University.

Last at the risk of appearing immodest, the Committee proposes its reincarnation (in different members!) as a standing committee of the Academic Council. Long-lived as we were, we could not adequately deal with many ideas without prolonging our life interminably. New vistas arose constantly, new suggestions were made to us, more study than we had time for was needed.

Among the issues which we leave for future concern are the following:

- relations with St. Mary's College. We are moving out of the post-merger period, but many problems and opportunities remain. Looking only five years ahead, it is apparent that much can be done now, if a responsible and continuing body explores the complementarity of our schools.
- Intercollegiate programs. With the marginal exception of the mathematics major in Arts and Letters, there are no intercollegiate majors. Should there not be!
- Grading. The inflation of grades should be the subject of an early inquiry.
- International education. The Committee felt strongly that the international dimensions of our undergraduate education, from individual courses to cultural emphasis, needs attention. Our study abroad programs are good but touch relatively few students. Yet the world in which our students will lead their lives is shrinking on every level.

These are only a few of the issues which will deserve scrutiny. The Academic Council as a whole is a deliberative, not an initiatory body. Yet it is the inter-collegiate academic structure. Without a continuing Committee on the Course of Study, topics such as we have reviewed will tend to float about until they, hopefully, take root - but perhaps without fruit. At any rate, the Committee appears to us a realistic body to perpetuate - and we who are about to die, salute it.

Frederick J. Crosson
William Burke
Richard Sullivan
David Sparks
David Appel
Antonio Colacino

Donald Costello
Dennis Dugan
John Kozak
Stuart McComas
Vaughn McKim
John Mihelich
John Ring

RELATIONS BETWEEN THE COLLEGE OF SCIENCE AND THE COLLEGE OF ARTS AND LETTERS

Two of Notre Dame's undergraduate Colleges have significant professional ties. The distinctness and autonomy of the Colleges of Business and Engineering are natural consequences of the fact that their curricula must conform to standards set by national professional accrediting associations. But what of the College of Science and the College of Arts and Letters? Does the present system of separate Colleges in these areas make sound educa-

tional sense for the University at this time? This is a question fraught with difficulties, but also one which requires examination in view of the increasingly atypical character of such a dual administrative arrangement in American higher education.

In approaching this problem, the Committee tried to focus its attention on the educational advantages and disadvantages of the present dual College structure vis-a-vis a unified College of Arts and Sciences. It soon became clear however that questions about the relative educational merits of each alternative could not be responsibly addressed in isolation. Account also had to be taken of the many other problems that would be posed by a decision to create a unified College of Arts and Sciences. Indeed, the question of whether to combine the two present colleges into a single College of Arts and Sciences raises more fundamental issues than any other single topic addressed either by the recent Committee on Priorities or by this Committee. Because of the magnitude of such a proposal, and because of its far-reaching ramifications, much research would need to be undertaken before even exploratory discussions directed towards eventual merger could take place effectively. Nevertheless, as a result of its own deliberations the Committee is convinced that additional research on this topic would represent effort well spent in view of the following considerations.

Even in the absence of administrative restructuring, a large group of "arts and science" students has effectively come into being at Notre Dame. More than 55% of the students in the College of Science are pre-professional majors or concentrates who take approximately one-half of their academic work in the College of Arts and Letters. University statistics also indicate that College of Science students as a whole take proportionately more courses in the Arts and Letters College than do students in Engineering or Business. In the reverse direction, Arts and Letters students presently take more courses in the College of Science than do students from the other two Colleges though the flow in this direction is on a very much smaller scale. (Arts and Letters pre-professional students comprise the bulk of this group.) It may be worth conjecturing, however, that the flow of what are now Arts and Letters students into science courses could be substantially increased if these students did not tend to perceive such a move as taking them into the ambit of an "alien" or strange college. Equally important is the fact that opportunities for worthwhile inter-disciplinary concentrations, e.g. in psychology and biology, would be substantially enhanced if they did not require coordination between the differing administrative requirements of distinct colleges.

Of course it can also be argued that the rationale for the collegial structure of the University is less an educational one than it is purely administrative. Given certain thresholds of faculty size, and the diverse character of the fields of scholarship brought together in a university setting, some type of administrative "grouping" is inevitable. Still, the Committee could discern no obvious inevitability in the present system of distinct Colleges of Science and Arts and Letters. Reluctance to re-examine seriously this structure often seems to have stemmed more from attachment to certain distinctive "images" and pre-conceptions about the colleges on the part of administrators and faculty alike than to any well-articulated rationale for the continued existence of the present tandem structure.

In light of these considerations, the Committee on the Course of Study recommends:

- 1) That the Academic Council authorize a serious, in-depth study of the possibility of unifying the College of Science and the College of Arts and Letters into a single college of Arts and Sciences. The study should lead to an eventual policy recommendation, and should therefore explore in detail questions pertaining to the optimal administrative structure of a unified college and the advantages and disadvantages of the envisioned structure with respect to the status quo.

Research for the study should be undertaken by a committee representing the faculties and administration of each college but the director(s) of the study should be directly responsible only to the Provost and through him to the Academic Council.

While the study should be guided primarily by the concern to safeguard and hopefully to increase educational benefits and opportunities, considerations pertaining to efficiency in both economic and human terms should not be overlooked. In addition, the following areas of concern should be explored in attempting to assess the long term impact of any policy recommendation:

- (a) The historical and philosophical traditions of each college.
- (b) Individual college faculty attitudes--prides and prejudices and the extent to which objective evidence supports them.

- (c) Budgets and financial structures.
- (d) Administrative and College Council functions
- (e) Academic programs and priorities.
- (f) University logistics.

- 2) That, in the interim and independently of the above recommendation, the College of Arts and Letters and the College of Science begin to actively explore ways of enhancing their cooperative educational endeavors. These colleges are presently serving in common a large group of what are in effect arts and science students. It is imperative that the exigencies of administration not constrict, however inadvertently, the intellectual growth or academic horizons of individual students.

II

THE ROLE OF THE COLLEGES IN CROSS-COLLEGE ENROLLMENT

Undergraduate education at Notre Dame has been characterized for many years by its organization into four distinct and autonomous colleges (Arts and Letters, Science, Engineering and Business). The pattern was altered slightly by the development of an independent Freshman Year of Studies some years ago, but has otherwise remained essentially unchanged for several decades. An attempt to evaluate the strength and weaknesses of the undergraduate course of study at the University would thus be remiss if it failed to concern itself with the direct and indirect effects of the college structure on the educational experience of undergraduates.

With this in mind, the Committee on the Course of Study devoted several of its meetings to intensive discussion with the Deans of the four colleges. Each Dean was requested to reflect on his own conception of the distinctive role played by his school in the overall program of undergraduate education at Notre Dame, and to comment on current problems and trends as he perceived them. As a result of these meetings and subsequent discussions within the Committee, two areas of concern were highlighted. The first pertains to the flexibility and freedom of movement of students selecting courses (as requirements or electives) in colleges other than their own. The second concerns the special relation between the College of Science and the College of Arts and Letters.

A. Student Course Selection Among the Colleges

All undergraduates take courses in at least once college other than that in which they major after the freshman year; most take courses in at least two others. This cross-college pattern of course selection is certainly a healthy one, and one to be encouraged. Nevertheless, it has given rise

to two distinct though related problems. In the Colleges of Business and of Arts and Letters there is increasing pressure for admission to certain courses and types of courses from students in other colleges. Repeated failure to gain admission has led to disenchantment and disappointment. By contrast, in the Colleges of Science and Engineering numerous elective courses suitable for students from other colleges, e.g. in ecology, energy resources, etc., are very poorly subscribed.

Rightly or wrongly, many Notre Dame students today feel that they are not being treated impartially when they seek to enroll in courses outside of their own college. Better information and counseling about available alternatives should serve to reduce unrealistic pressure for certain select courses. Nevertheless, openness and fairness in the registration process is essential to the maintenance of optimal educational opportunities for every student.

With the aim of encouraging undergraduates to make use of the full range of educational opportunities available in the several colleges, the Committee on the Course of Study recommends:

- 3) That a concerted effort be made to increase the quantity and quality of information about course offerings in each college available to all undergraduates, and that steps be taken to ensure that departmental advisers are themselves better informed about the full range of course options available to their students in other colleges.

- 4) That measures be undertaken to ensure that all courses in the University are equally available to all qualified students. Obviously departments have a special responsibility to their own majors. But after the needs of such students have been satisfied, all courses should be open to qualified students from any college on a first-come-first-served basis at registration.

III

COMBINATION FIVE-YEAR BACHELOR-MBA PROGRAM

I. Introduction

A substantial portion of the deliberations of the Committee on the Course of Study was devoted to the discussion of new academic programs and innovative academic formats to attain traditional academic degrees. Generally, the Committee emphasized the need for diversity in academic programs and it will recommend more experimentation and innovation in the curriculum. At the same time, the Committee recognized the fiscal constraints that permeate the current higher education scene and the financial stress experienced at the University of Notre Dame. Nonetheless, within the constraints of the available time and effort of the faculty and existing resources at the University, new and innovative academic programs were encouraged. One academic program that was proposed as a potential degree program was the Combination Five-Year Bachelor-MBA Program. The bachelor degree could be from any undergraduate college of the University and the Master's degree would be granted by the College of Business Administration.

The MBA Program of the College of Business Administration was established in 1967, and it has developed a sound academic curricula, and has gained academic stature among the MBA programs throughout the country. The MBA Program is designed to provide a unique learning experience for the students that participate in it.

II. Combining the MBA Program with Existing Academic Programs at the University of Notre Dame

The Committee on the Course of Study entertained a proposal for a degree program that combined the MBA Program and a Bachelor's degree from any of the colleges at the University into a five-year Bachelor-MBA program. In essence, the undergraduate major for the Bachelor's degree would be completed in the first three years of the undergraduate study, and the final two years of the program would be devoted to study within the MBA Program. Some of the MBA courses would count as electives towards the Bachelor's degree. The undergraduate college of the student would decide when the student could receive the undergraduate degree.

At a time when MBAs are very attractive in the market place yet at the same time when students have limited financial resources to pursue advanced degrees, it is appropriate to offer a combination program that has academic merit and takes into account financial considerations of the student. Such an academic program would be attractive to undergraduates in several of the colleges at the University of Notre Dame, including Engineering, Science and Arts and Letters in addition to the College of Business Administration. The students currently enrolled in the MBA would have a substantial amount of experience in the business community that was attained before embarking upon their program. Business experience is not an absolute prerequisite for the MBA program, yet it is a qualification that is weighed heavily by the MBA Admissions Committee. The business experience of those in the program is shared by others in the program with similar backgrounds and by those students with little work experience. The Committee on the Course of Study felt that this aspect of the academic environment of the MBA Program is an essential ingredient of the program and should be fostered. Although the combination program might be attractive to a large number of Notre Dame undergraduates, it is suggested that a relatively small number of our undergraduates be admitted to the combination program to insure the continuation of the academic environment that draws upon the business experience of the majority of its students. Experience in the business community of the students should remain a vital ingredient of the educational program, and the sharing of experiences should remain an integral part of the program. A relatively small number of "inexperienced" undergraduates would not alter that environment appreciably.

Finally, certain logistical problems would have to be worked out concerning the admission and enrollment process in the combination program and the progress made towards the combination degree. It was envisaged that several prerequisites would have to be met in the first three years of the student's participation in the combination program. These prerequisites would include (1) a grade point average of a specified level and (2) certain courses that would have to be taken during the first three years of the undergraduate

program, e.g., the required philosophy and theology courses. Also discussed were the necessity of the undergraduate student being able to pursue a regular bachelor's degree without undue hardship if, after a certain length of time, he (she) did not meet the specified academic requirements for the combination program.

III Recommendations:

- 5) That a five-year Bachelor-MBA be instituted at the University of Notre Dame.
- 6) That the number of students admitted to the program be limited in number to a small proportion (no more than 15 percent) of the total enrollment in the MBA program.
- 7) That the College of Business Administration have jurisdiction over admission to the Combination Program and the establishment of admission requirements.
- 8) That interested undergraduate colleges of the University specify an undergraduate curriculum for the Combination Program complete with a listing of MBA courses which may be counted as undergraduate electives.
- 9) That the College of Business Administration evaluate the impact of Notre Dame undergraduate students upon their program and upon the academic environment it wishes to maintain in that program.

IV SENIOR SEMINAR

A person shows his education in his choices as well as in what he knows. What one chooses to read, to view, to do, reflects the values which education has disclosed as beautiful or good, desirable or imperative.

By far the most common and most effective disclosure of values comes indirectly, almost unconsciously, in the silent testimony which the behavior of others who influence us exhibits. What teachers and public officials, parents and friends really value appears not only - perhaps less - in what they say but in what they do, what takes priority in their day, what they expect and indeed insist upon from us.

Teachers thus cannot help being value educators. But here as elsewhere, the Socratic dictum that the unexamined life is not a fully human life holds. Unless we are content to function as mere conditioned organisms, we must reflect on the values which motivate us and subject them to discursive examination. Only so can we move toward becoming truly responsible persons, critically aware of what does and of what would guide our choices.

The true and the beautiful receive their share of attention in our curriculum, and the good is not ignored. But the character of the options in the philosophy and theology requirements makes it possible for a student never to be obliged to confront the question of responsibility in a formal setting.

It is clear that no course can exhaust or resolve the indefinite multitude of situations which will bring us up against the simple question, "is it right to do this?" But complexity can never be an excuse for silence where what is at stake is so important.

It is also clear to the Committee that the teacher in such a course cannot be an expert, as he might in other subjects. But any of us with more experience and with intelligence can learn to raise these questions as citizens of many communities, as members of professions, as human beings. And the least that can be said of requiring a course in this area is that, henceforth, no student would graduate from Notre Dame without formally addressing the issues of being a responsible person.

The Committee on the Course of Studies therefore proposes a required senior seminar, to be taken by all students and to be directed by virtually all of the faculty. We envisage a seminar meeting weekly, sometimes en masse to hear invited speakers, sometimes in small groups to read and discuss. We envisage the President of the University (renewing an old American tradition) addressing the whole group, as well as guests from government, the professions, business, and all the major segments of our society.

Beyond this, the content would vary according to the college, the professional intent, the talents of the teacher, and to some extent inevitably the interest of the students.

Perhaps these courses would reveal to us the need for other subject-matter courses. In any case, it seems to us a worthy project.

Recommendations

- 10) That the Academic Council establish a one-credit, one semester required senior seminar for all undergraduate students.
- 11) The course would be graded satisfactory/unsatisfactory.
- 12) The seminar would be organized along college lines with the respective College Council's authorization.
- 13) The Dean of each college would be responsible for the logistics of the course offerings. It is suggested that each Dean designate a college co-ordinator for the course and that a committee of these co-ordinators would provide University-wide planning.
- 14) Pilot courses might be tried during 1974-75, but each college would be expected to have established their course by 1975-76.

V

UNIVERSITY REQUIREMENTS - FRESHMAN YEAR OF STUDIES REQUIREMENTS

The Course of Study Committee recognizes that there are three kinds of academic requirements that each undergraduate must fulfill if he or she is to receive a baccalaureate degree from the University of Notre Dame. Briefly, these are the University requirements which all students must fulfill, and the respective college and departmental requirements of the College of Arts and Letters, College of Science, College of Engineering, and College of Business Administration. The Course of Study Committee in its deliberations reviewed in depth only the first area, believing that individual college programs and requirements may best be structured by the respective College Councils.

University Requirements

Presently, the University requirements for all undergraduates consist of six hours of theology, six hours of philosophy, and a year of physical education to be taken in the freshman year. ROTC students may substitute their freshman ROTC course for this physical education requirement. The Course of Study Committee deliberated at length on these requirements and concluded that, in fact, the Notre Dame student is presently obliged by the Freshman Year - college structure to meet a number of additional but non-statutory requirements: mathematics, natural science, composition and a humanities seminar. These courses have become de facto requirements by virtue of their locus in the freshman year.

In order to clarify and legitimate this situation, the Committee recommends that the Academic Council formally enunciate the University requirements for all baccalaureate students. We have made two changes from the present schema: the addition of a one-semester course in the social sciences and the expanding of the time presently allowed for fulfilling some of the requirements.

The schema proposed is as follows:

Requirement	Time allowed for Completion			
	Freshman	Sophomore	Junior	Senior
English Comp/Seminar				
Mathematics (2 sem.)				
P.E. or ROTC (2 sem.)				
Natural Science (2 sem.)				
Social Science (1 sem.)				
Philosophy* (2 sem.)				
Theology* (2 sem.)				
Value Seminar (1 sem.)				

*One semester of requirement must be completed by end of the sophomore year.

Recommendations:

- 15) That every baccalaureate student is required to complete satisfactorily the following requirements: English Composition (1 semester), Freshman Seminar (1 semester), Mathematics (2 semesters), Physical Education (2 semesters), Natural Science (2 semester), Social Science (1 semester), Philosophy (2 semesters), Theology (2 semesters) and a Senior Seminar on value (1 semester).
- 16) That English Composition, Freshman Seminar, Mathematics and Physical Education be completed in the Freshman Year; that Natural Science, Social Science and one semester of Philosophy and Theology be completed by the end of the Sophomore Year.

VI THE MINICOURSE CONCEPT

The goal of achieving a liberal education (used here in the broadest sense of the phrase), has often been impeded by seemingly unavoidable constraints on student elective choices - constraints which relate to course availability per se (e.g., pre-registration schemes for majors vs. non-majors) and constraints determined by the upper bound on the possible number of courses a student can take during the academic year (i.e., five to six courses per semester).

In pursuit of possible ways of introducing greater flexibility into the undergraduate curriculum at the University of Notre Dame, the desirability of introducing "mini-courses" was explored. For the moment, we shall use the word "minicourse" to designate some fractional part of a full semester course for which a corresponding amount of academic credit is awarded. Outlined below is a summary of the main points that were made in discussions of the committee.

As a general rationale, one might argue that the minicourse concept would tend to encourage students to study subjects in disciplines somewhat removed from their main-line interest since regardless of the success or failure of a student in coping with a given subject, the effect of the minicourse on the GPA tends to be buffered by the grades achieved in other full semester courses. For students in the lower biennium who are still undecided on specific career choices, the introduction of minicourse would provide a viable and efficient means of "sampling" alternatives, this with the hope of gaining some preliminary understanding of the problem treated and objectives sought in each case. Students in the upper biennium settled on a particular career, or those intending to take a graduate degree in some interdisciplinary field, could augment their background in several areas which have bearing on their proposed specialty without sacrificing the possibility of elective choices in areas more directly related to their interests. A further advantage to the student is that the more sought-after professors in the University would become available to a greater cross-section of students (not just majors), were the professor to offer a two-minicourse sequence during the semester rather than a single, semester course.

In discussions of the committee, the point was made that the faculty itself might benefit from the introduction of minicourses. Attention was drawn to a rather common instance of the faculty member who is slowly developing expertise in a new area, possibly one tangential to his main interests. Such a person, though understandably reluctant to teach a full semester course at an intermediate stage in the development of his ideas, might welcome the opportunity to develop certain aspects of his subject within the framework of a minicourse. This last remark might be interpreted as a desideratum. If we are to encourage education "experiments" on the parts of our students, we should certainly provide the faculty with a format for moving off in new directions as well. Pursuant to this last remark, it would seem that a more imaginative, interdisciplinary brand of teaching (both intra-college and inter-college) might be encouraged by the implementation of the minicourse concept. In the Area Studies Program, for example, it was suggested that a sequence of minicourses devoted to Asian, African, Eastern European and South American affairs might provide the kind of overview that would be especially valuable at the freshman level. As a second example, minicourses devoted to the main concepts in a certain area of chemistry, physics, biology or geology could be interlaced with minicourses on history of science, economic aspects of the industrial revolution, the structure of scientific revolutions or "ways of knowing."

Conclusions and Recommendations

The Committee on the Course of Study strongly recommends the adoption of the minicourse concept. It is the view of the Committee that this mechanism would serve to broaden in a significant way the undergraduate experience at the University by pro-

viding, in effect, an expanded curriculum for each student at each stage of his undergraduate career. The Committee suggests the following guidelines:

- 17) A basic temporal unit of 1/2 semester per minicourse be adopted with an attendant 1.5 credit hour per minicourse awarded.
- 18) No restriction be imposed on the number of minicourses available to a student, other than that the student must carry a minimum of twelve credit hours per semester.
- 19) Activation of the minicourse concept in the spring semester, 1975. Given this activation date, the identification of minicourses by individual departments or programs should be realized early in the fall semester, 1974, so that the Office of the Registrar has ample time to prepare for pre-registration.
- 20) The overall effectiveness of the minicourse concept in introducing flexibility into the undergraduate curriculum be assessed by the Academic Council (or, some other appropriate body) at the end of two years.

VII EDUCATIONAL TECHNOLOGY: TELEVISION

It remains a problem to find the appropriate ways to graft television into the educational enterprise in the most effective ways. Despite the fact that it has become the dominant and most influential medium of communication and entertainment in our society, it has not yet found a place in the higher learning which is generally accepted. This is due in part to the limitations deriving from its formal nature as a means of communication; in part to the lack of adapting traditional teaching forms such as the lecture to its demands; in part to the conservative character of education and educators.

Lectures on television, if they are to be effective, require not only adaptation by the lecturer, but an increment of motivated attention on the part of the viewer to compensate for the absence of the physical presence of the lecturer - though the effect of that presence may diminish to the vanishing point in very large lecture classes. TV does not lend itself to interaction, although this lack can be mitigated by a supplementary audio system. But these and other limitations are more readily apparent to us than its possible benefits and the ways in which it might be used which could circumvent its shortcomings. Any method of communication has an optimal employment, and every method requires imagination, experience and knowledge to be well used.

The video devices currently available to us are closed circuit television, video tape cameras and recorder-players, and cable TV networks. Video recordings which can be played directly onto TV sets will not be on hand for several years, and "software" development for them is further off. Some suggestions can be made however about uses of the present means.

Closed circuit television is the oldest and most widely used video employment. Putting lecture courses on closed circuit is being done extensively at Michigan State University and many other universities, simply to handle large numbers of students. As an alternative to four hundred students in one large hall for a required course, it certainly seems plausible. A variant which we have not tried at Notre Dame is its use to "multiply" popular teachers and courses. As noted elsewhere in this report, a perennial problem at registration time is the "closing-out" of the courses of sought-after teachers and courses and consequent complaints to deans and advisors. It would be worth trying to leave some such courses open to wider or unlimited enrollment, and to make one or more sections available by closed circuit. The teacher or the class could alternate locations so that everyone had the opportunity for physical presence and questions.

This is only one suggestion, though one which corresponds to a real need. We presently have rooms equipped with monitors which need only the interest and imagination of teachers willing to try these and other uses.

Video tape has the advantage over closed-circuit TV of not being bound by "real time" requirements. Not only does this allow the taping of lectures, classes and demonstrations in advance, but it allows a teacher or a class to observe itself retrospectively and to evaluate the effectiveness of the undertaking. Several departments have made use of this latter capability, and the Department of English has developed an internship program for its teaching assistants which includes taping and reviewing classes.

This can be instructive for a class as a whole, for example in a seminar or discussion course, where the subsequent viewing makes a silent but salient assessment of the contribution of each person to the progress of the dialectic.

In conjunction with monitors or as outside assignments, taping also makes possible the viewing of special lectures or demonstrations, of films and of contents limited only by available or created materials. Dean Hofman has pioneered in this area, and can counsel those interested.

Cable TV networks are still in the toddling stage, but they are growing rapidly in extent and in range of offerings. Notre Dame is linked into IHETS, the Indiana Higher Education Television System, and a national network is not far off. Courses, film series and lectures are presently available to us through IHETS, although we have as yet made no use of them. Moreover we have the means for initiating programs for input to the network which we have not yet employed. (Several freshman courses are to be video taped, but not for IHETS use.) In a time of scarce resources and of a freeze on new programs, cable TV may well offer the opportunity to provide courses in areas which we do not and cannot offer. For example, we have not had a geographer on our faculty, although departments in at least three of our colleges are keenly interested in having courses in geography for their students. The area of Asian studies is growing in local and national interest, but courses in the languages, history, and culture of Asia are extremely limited. Cooperation between universities and colleges in sharing such scarce courses, just as in the area of library resources, is clearly dictated by future constraints.

Indeed, the use of video would appear to be a promising path toward the increase of productivity in educational institutions and hence toward the economic stability of college teachers. This is a goal which must go hand in hand with retaining and increasing the quality of our educational endeavor. Only by trying these new means can we discover how they can best serve those ends.

It should be emphasized that the aim, and hence the criterion and limit, for our recommendations is to enhance the educational process for students and faculty - for example by enlarging the range of classroom presentation and by increasing the time outside the class in which faculty can meet with students.

Recommendations:

- 21) Most important is the attitude of faculty members toward trying new means, and their willingness to rethink their aims in this light. We recommend that the University facilitate this by a) providing regular information on available technology, b) by sponsoring periodic workshops to inform faculty of the media available and their use, c) by modest investments in requested resources, and d) that faculty members consider proposals to the growing number of agencies and foundation programs in these areas.
- 22) We recommend that administrators and faculty explore the possibilities of utilizing cable television for the expansion of course offerings and for sharing our courses with other schools on a controlled exchange basis.
- 23) We recommend that department chairman plan to try one or more closed-circuit sections of high-demand courses on a trial basis. This should involve the evaluation of student response to these sections and the working-out of optimal arrangements.
- 24) We recommend that the Academic Council establish a standing University Committee on Educational Media, to advise on the purchase of standard equipment, to effect liaison with WNDU and with IHETS and to foster University progress in this area.

VIII

ADVANCED PLACEMENT & CREDIT BY EXAMINATION

The original thrust of this report was into the area of time shortening in general. The time shortening methods of early admission, compression and curriculum change were studied and evaluated. As a result of this early evaluation, the major emphasis of the study was directed at compression (mainly advanced placement and credit by examination) and early admission. At the present time, there appears to be no consensus about these concepts, except that most advocates do tend to agree that these methods of time shortening should

be options for the exceptional student, rather than any type of norm. A little background on the Notre Dame situation may be helpful to the reader.

BACKGROUND

A.P./C.B.E. and the Freshman Year of Studies

The majority of all advanced placement and credit by examination at the University of Notre Dame occurs in the Freshman Year of Studies. Two methods presently in use in the Freshman Year of Studies are discussed below. Following this, is a discussion of several additional methods under consideration.

The Advanced Placement Program is a national program designed to stimulate secondary school students and their teacher to study advanced work in a number of subject areas. Through the Advanced Placement Program, participating colleges grant credit and advanced-placement to students who excel on specific examinations. Presently, there are thirteen fields of study included in the program. In each of these fields, the grade required on the examination and the course to be waived is determined by the Notre Dame department most closely related to the field of study. In this way, the decision as to acceptable levels of achievement is localized, even though the test are administered on a national basis.

The Freshman Year of Studies at the University of Notre Dame maintains an elaborate program in guidance testing for freshman. All of the incoming freshman take achievement tests in mathematics, a natural science, and a social science. In addition, each freshman takes an achievement test in an elective subject according to his, or her interest. If a student performs exceptionally well on one of these examinations the student is recommended as a candidate for credit by examination at Notre Dame. If the student's performance on the second examination meets the prescribed standard, the student is given credit for the appropriate course in that subject. The various examinations in each area are developed by respective departments, and administered by these departments jointly with the Freshman Year of Studies. Each participating department then grades the examinations, and decides which students should receive credit by examination.

Recently, the Admissions Office and the Freshman Year of Studies have expressed concern about several new methods of advanced placement. The methods are both external to the University, and are untested at Notre Dame. Each of these methods is discussed below.

The College Entrance Examination Board has established the College-Level Examination Program (CLEP) to enable those who have reached the college level of education demonstrate their achievement, and receive college credit. The CLEP program offers two types of examinations. The first is the general examination, which provides a comprehensive measure of undergraduate achievement in five basic areas of liberal arts education. The second type of examination is a subject examination which measures achievement in specific undergraduate areas of study. The results of the examinations are reported in scaled scores with the norms available at a national level. Local norms may be developed, but are currently not available.

A second new method of advanced placement of current concern to Notre Dame consists of combined high school and college programs. In these FAST programs, a high school works with a local college in order to teach college level work--and grant college level credit--in the senior year of high school. Two of Notre Dame's prominent "feeder" schools are currently engaged in this type of accelerated program. St. Louis University High School is working with St. Louis University, and Chaminade High School is working with the C.W. Post College of Long Island University. A variant on this theme occurs when the courses are taught by a regular high school faculty, and "college-level" credit is granted. This variant is perhaps more troublesome than the original FAST program.

A third method of time shortening currently evident is early admission to colleges. In this method of time shortening, high school students fulfill their state education requirements by the end of their junior year. These students then are graduated from high school, and attempt to enter college directly after their junior year of high school.

A.P./C.B.E. Beyond the Freshman Year of Studies

Although advanced placement and credit by examination has been evident primarily in the Freshman Year of Studies, several observations concerning credit by examination beyond the freshman year should be made. The report earlier mentioned the lack of credit by examination beyond the freshman year. This relative lack of advanced credit by examination does not appear to be due to the lack of a formal process by which the student can petition for, and receive, credit by examination. In fact, in many of the courses of study at Notre Dame, there already exists the machinery to receive credit by examination.

However, either the departments have not adequately informed students of this option, or the students do not desire the accelerated approach to education. Or perhaps the present curricula are too inflexible to allow sufficient use of credit by examination. In any case, there is not a significant quantity of credit by examination beyond the freshman year.

DISCUSSION

Before listing the recommendations with respect to advanced placement and credit by examination, several areas should be discussed briefly. The first of these concerns the three-year baccalaureate degree. The pressure for a three-year baccalaureate degree has often been given as prime reason for advanced placement and credit by examination. In discussions with student, faculty, and administration, the committee has found little support for a three-year program. The argument for a three-year course of study appears not to be an important element in the advanced placement and credit by examination discussion at Notre Dame. However, there are examples of students who do desire to spend less than the traditional four years working toward the baccalaureate degree. According to the Registrar, Mr. Richard Sullivan, some eighty-eight baccalaureate degrees were granted by the University of Notre Dame in January, 1974. Some provision must be made for this small, but important group of students.

A second area warranting discussion is the confusion arising from the terms "advanced placement" and "credit by examination." Although the terms are often used as synonymous, in reality they are not. Advanced placement at Notre Dame is a phenomenon of the Freshman Year of Studies. Students having advanced placement credit from the A.P. Program, or scoring high enough on the examinations given by the Freshman Year of Studies, are allowed to waive certain required courses, and are placed in an advanced position in the program. Credit by examination refers to the granting of credit for a course on the basis of an examination. It is not uniquely a Freshman Program but rather has application at all levels of the college-level education. Credit by examination may advance a student toward degree requirements, and remove a required course consistent with the degree requirements of the program in which he is matriculating.

Recommendations

The Committee is in basic agreement with the concepts of advanced placement and credit by examination. In this context, the concept of credit by examination is broadly interpreted as the granting of credit in a specific course on the basis of a student's performance of a qualification examination in the particular course of study. Both advanced placement and credit by examination should be continued, and increased to embrace all students in as many subject areas as the respective departments deem appropriate. Advanced placement and credit by examination should be freely available to the superior student in every field and level of study. However, advanced placement should remain an alternative route for the exceptional student, rather than the norm.

More specifically, the committee recommends the following with respect to advanced placement and credit by examination.

- 25) The Advanced Placement Program should be utilized as extensively as possible in the Freshman Year of Studies Advanced Placement/Credit by Examination Program due to its national scope, acceptance in secondary education, and adaptability to standards established by University.
- 26) The Freshman Year of Studies Credit by Examination Program should be expanded as needed so that qualified students who have not participated in the Advanced Placement Program are offered advanced placement in all areas in which they are qualified.
- 27) The students requesting advanced placement through the College-Level Examination Program not be granted advanced placement on the basis of these examinations due to the lack of internal control, although success in the programs should automatically qualify the student to take qualification examinations in the Notre Dame Credit by Examination Program.

- 28) The student requesting transfer credit through a high school - college concurrent enrollment programs be granted advanced placement as long as the program in which the credit was granted was administered and taught by the faculty of an accredited college under college level conditions.
- 29) The applicants for admission to Notre Dame seeking early admission (admission after three or three and a half years of high school) should be accepted to the University as long as they meet the admission requirements of Notre Dame and the graduation requirements of the high school.
- 30) The concept of credit by examination should be expanded beyond the Freshman Year of Studies in any, and all, areas deemed feasible by the respective departments closest to the particular course of study.
- 31) The qualification standards for all advanced placement and credit by examination should continue to be established and controlled by the academic unit (usually a department) most closely associated with the particular field of study in which the advanced placement or credit by examination is to be granted.

IX

LEAVE OF ABSENCE POLICY

Discussion by members of the Course of Study Committee raised questions concerning the current University readmission practice for students who, for any reason, interrupt the continuity of their course of study. These students would fall into two categories: 1) failure to register for one semester after completing the preceding semester, and 2) subsequent to the student's registration for a particular semester, a student-initiated (or University-initiated) withdrawal process during the course of that semester. At the present time the former procedure simply becomes a statistic without much supporting information or documentation while the latter is a very well defined process. In both instances the students are required to apply for readmission through the Office of the Director of Admissions. The University has never guaranteed the readmission of a student who discontinued under either of these circumstances and occasionally, what was thought by the student to be a routine application for readmission had to be denied. It was suggested by members of the Committee that the withdrawal process during the course of a semester would be consistent with the current procedures and would not be affected by a "stop-out" or leave of absence policy. The situation in which a student completes a semester and does not return for the succeeding semester would be handled somewhat differently. Therefore, the introduction of a policy was suggested by which students would be allowed to discontinue the normal succession of semesters by the obtaining of a leave of absence.

Reasons which might be suggested for students to require a break in the normal flow of studies in the pursuit of a degree could, of course, be extensive, would include:

- financial concern
- reasons of health, both physical and psychological
- circumstances beyond the control of the student, e.g., family situation at home requiring the student's presence.
- the desire to obtain a reprieve from the continuity of their studies. This could be the result of indecision of career goals, dissatisfaction with their program, the need to remove themselves from the pressures found in academic communities, etc.

Members of the Committee suggested that these reasons which force the student to discontinue studies at the University would be sufficient grounds to guarantee that student automatic re-entry into the University. With these reasons in mind the committee believed that there should be a procedure at the University whereby students could discontinue their studies without penalty and also not fear the uncertainty of the readmissions process.

The following procedure is recommended:

- 32) A student would be eligible to apply, and to seek the approval of the dean, for a leave of absence for an agreed upon period of time, prior to the re-registration period for the first semester of his absence. It is advisable that the approval be obtained as soon as possible prior to the beginning of the leave period. Upon granting approval, the student's dean would notify the Office of the Registrar and direct the student to the Office of the Dean of Students. Students who would be granted a leave of absence would not have to inform the Office of the Director of Admissions of their intention to re-enter the University. Prior to the semester of re-entry the student would contact the Office of the Registrar to make the necessary arrangements for registration. That office would maintain the records indicating the current status of students "on leave." This policy does not cover the question of the transfer of credit if a student during the period of his leave of absence earns academic credit at another institution. It should be noted that students who leave the University without the approval of their dean must apply for readmission through the Office of the Director of Admissions. It is proposed that a two-semester limit be placed in most cases, but that a longer period could be approved by the dean. A two-year trial period is suggested for this procedure at the end of which a thorough review of the process would be made.

Faculty Senate Journal

September 3, 1974

Professor James Cushing, chairman of the Senate, called the meeting to order at 7:40 p.m.; Professor Robert Kerby offered a prayer. Forty-three members attended.

The minutes of the May 7, 1974, meeting were approved by unanimous voice vote after one correction, the addition of Professor Waldemar Goulet's name to the list of officers as treasurer.

Professor Cushing reviewed events since the last meeting. A contribution from the Senate in memory of Professor Frank O'Malley was given The Juggler; a like amount in memory of Rev. Charles Doremus, C.S.C., was presented to the Notre Dame Merit Scholarship Fund. Rev. Jerome Wilson has agreed to the Senate's proposal, reproduced in Notre Dame Report #19 (1973-74), that parking in the areas designated A-2 and B-1 shall hereafter be permitted on a "first come" basis for the faculty and staff assigned to them. The final tabulation of last spring's poll of the faculty concerning faculty salaries and retirement benefits has been forwarded to Rev. Theodore Hesburgh: with a response from slightly more than three-quarters of the eligible faculty and professional staff, 90% of those who replied favored the Senate's resolution reproduced in Notre Dame Report #16, (1973-74) and summarized in N.D. Report #19 (1973-74). Edmund Stephan, chairman of the Board of Trustees, has replied to the Senate's resolution that the University's bylaws be amended to permit in future the appointment of a President who is not a member of the Congregation of Holy Cross. He states that the Board concurs unanimously in the belief that such a change is not now appropriate, but he expresses willingness to reconsider such a change at some future date.

Professor Cushing next noted the faculty membership of two committees. Members of the Student Life Council and the expiration dates of their terms are:

Ms Maureen Gleason (75)	
Professor Julian Pleasants (75)	
Professor Thomas Werge (75)	
Professor Michael Francis (76)*	
Professor Walter Nicgorski (76)*	
Professor William Sexton (76)*	
Professor Paul Conway+	*Elected this spring
Professor Daniel Winicur+	+ex officio from Senate

Members of the Faculty Affairs Committee of the Board of Trustees and their terms' expirations are:

Professor Matthew A. Fitzsimons (75)	
Professor Joseph A. Tihen (75)	
Professor J. Philip Gleason (76)	
Professor Thomas R. Swartz (76)	
Professor William D. McGlinn (77)*	
Professor Edward R. Trubac (77)*	*elected this spring
Professor Vincent P. De Santis (75)+	+ex officio from Senate

Finally, Professor Cushing encouraged members of the Senate to respond in writing to questions relevant to Senate business which they may receive from the media. In this way it is hoped that maximum accuracy can be encouraged. News releases from the Senate itself will likewise be offered in writing through Professor Leslie Martin, the secretary.

The main business of the meeting concerned the Executive Committee's activities during the past summer. Under the provisions of the bylaws (Article II, section 8), subcommittees can be constituted by the Senate's standing committees. Three subcommittees constituted in this way during the summer have completed reports which were now presented to the Senate: the Committee on Recent University Budgets (Professor Irwin Press, chairman); the Committee on the Legal Implications of Religious Preference in Employment (Professor Robert Vasoli, chairman); and the Committee on the Appointments and Promotions Process (Professor James Cushing, chairman). Four additional committees, constituted by the same means, will offer their reports when appropriate in the future: the Committee on the Budget Review Proposal (Professor James Danahy, chairman), the Committee on the Status of the Faculty (Professor Leslie Martin, chairman), the Liaison Committee to the Board of Trustees (Professor William McGlinn, chairman), and the Committee on Collective Bargaining (Professor Paul Rathburn, chairman).

No motion was required to receive or to accept the committees' reports because they neither urge nor recommend any action and because the bylaws, as noted, provide for the appointment of such committees. After remarking the importance of such committees to the faculty's legitimate concern for matters of University governance and to the Senate's mandated duty to convey to the administration the faculty's sentiments and proposals, Professor Cushing outlined the procedure to be followed in considering their reports. Each will be discussed; modifications, where deemed necessary, solicited; a final position paper designed to interpret the reports' factual finding will next be formulated; and, finally, a referendum of the entire faculty conducted.

Professor Press, reporting for the Committee on Recent University Budgets, detailed figures from the budgets of the past three years with particular reference to the disposition of unrestricted funds in relation to the rapid growth of the endowment and the less satisfactory increments to faculty salaries. Although the factual content of the report had been attested by Professor Richard Lynch, comptroller of the University, Rev. Jerome Wilson, vice president for business affairs, responding to the same inquiry sent Professor Lynch by the committee concerning factual accuracy, disputed the committee's findings. His objections centered upon diction in the report which described the University's financial situation as "excellent."

Professor Vasoli, reporting for the Committee on the Legal Implications of Religious Preference in Employment, briefly recounted the informed legal opinion on the current status of this issue in law. He further noted that the report had been sent to Professor Howard Glickstein, director of the Center for Civil Rights, for comment.

Professor Cushing, reporting for the Committee on the Appointments and Promotions Process, described the paramount issue in this area to be the need for appointments and promotions committees to receive adequate explanations in cases where their recommendations are reversed. Though such inadequately explained reversals have been few in number, their apparent occasional occurrence warrants further examination of the appointments and promotions process.

The chairmen of three of the four additional ad hoc committees briefly outlined their objectives. Professor McGlinn described the function of the Liaison Committee to the Board of Trustees as the continuous transmission of faculty opinion to members of the Board. Current issues include further dialogue regarding eventual provision for the possibility of a lay President for the University and the reviews, conducted at intervals of five years, of ranking administrative personnel, reviews which, as outlined in the Academic Manual, require faculty participation. Professor Martin discussed the eventual report of the Committee on the Status of the Faculty, which will address the interpretation of the factual matters contained in the other committees' findings in the context of the faculty's present professional and financial status. Calling attention to the COUP Report recommendation that the faculty review the University's annual budget before it is put into its final form, Professor Danehy specified the objective of the Budget Review Committee to be the preparation of a specific proposal to this end for presentation to the Academic Council. In the absence of Professor Paul Rathburn, Professor Cushing summarized the task of the Committee on Collective Bargaining: to provide information about the experience of other universities with regard to collective bargaining, as well as to outline its history, potential advantages and liabilities, and possible pertinence to the situation at Notre Dame. This committee does not envision its goal to be organizational; it is entirely informational.

At the conclusion of these reports, Professor Daniel Winicur, seconded by Professor Gerald Jones, moved to amend the bylaws, Article XVI, sentence one: "The terms of members who have completed their service shall expire on the 15th day of April in each year." In order to avoid conflict between Article XVI and Article I, which stipulates election of officers at the last meeting of the academic year, Professor Winicur proposed to replace the first sentence of Article XVI as follows: "The terms of members who have completed their service shall expire at the last meeting of the academic year, at which time the newly elected Senate members shall be installed." Because amendments to the bylaws of the Senate must be circulated ten days prior to the vote, action was delayed until the October meeting.

Attention turned to the nomination of a representative from the Senate to the Advanced Student Affairs Committee of the Graduate Council. Professor James Danehy, the incumbent representative, was elected by unanimous voice vote.

After a brief recess, Professor Robert Anthony, seconded by Professor Norman Haaser, moved that in future the Senate send pertinent reports and other materials to the elected members of the Academic Council--those members of the council who are permitted to attend Senate meetings and to speak, though not to vote. The motion passed by unanimous voice vote.

Professor Winicur, seconded by Professor Gary Butting, moved that the report of the Committee on Recent University Budgets be circulated to the entire faculty. Although fairly lengthy, the ensuing debate centered upon these points: the data sheet used by Professor Press to clarify his presentation should also be given the faculty; the report should be modified to accommodate Father Wilson's objections; the report should be scrutinized to eliminate any interpretative gestures, retaining only matters of fact; because Father Wilson's remarks address priorities rather than factual matters, it would be well to eliminate areas of peripheral debate for now in the interest of establishing the objective facts of current fiscal procedure; if distributed, the report should be accompanied by a covering letter stressing its informational nature; though it might seem premature to some to circulate the report at this time, the object of such circulation is to engage the faculty in the flow of useful information and in constructive debate; in all events, the report should be made public before the October meeting of the Board of Trustees; and the suggested covering letter should make clear that no proposal for a salary raise of any percentage amount is made or implied.

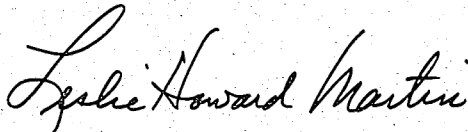
Professor Julian Pleasants moved to delete one sentence and to amend another so as to eliminate the problematic passages; Professor Martin seconded. After further debate, this motion was defeated by voice vote. Professor John Roos then moved that the report's rhetoric be slightly revised at the discretion of the committee itself. Professor Winicur accepted this as a friendly amendment, whereupon Professor Jones moved to table the motion until the next meeting, at which time the minor changes suggested could be reviewed. Professor Winicur concurred, and the motion to table for one week passed by voice vote.

Professor Cushing announced the resignation from the Senate of Professor Paul Rathburn, whose replacement will be certified by Dean Robert Burns.

After the appropriate motion, the meeting adjourned at 9:33 p.m.

Absent without explanation was Professor James Noell (sociology-anthropology)

Respectfully submitted,



Leslie Howard Martin
Secretary
The Faculty Senate

Fall Semester 1974-75 Final Examination Schedule

- I. LAST CLASS DAY - - is Friday, December 13, 1974. Examinations begin at 8:00 a.m., Monday, December 16, 1974 and continue through to 9:30 p.m., December 20, 1974.
- II. REGULATIONS FOR FINAL EXAMS - - Two hour finals must be given on the assigned examination dates. Changes in the hour, date or place of an examination as assigned by the Registrar are not permitted. Unless a course is designated as a departmental, the examination in each section of the class must be given at the hour designated.
- III. JANUARY GRADUATES - - Names of eligible students will be provided to the faculty. These students take their final examinations at the regularly scheduled time. If a graduating student has a "B" average in the class, that student may be exempt from the final examination at the discretion of the instructor.
- IV. FRESHMAN DEPARTMENTALS - - All freshmen courses are examined departmentally, although instructors need not give a uniform departmental exam. Freshmen with conflicts in Social Science courses on Monday, December 16, 1974, are to report to Freshmen Year of Studies Office.
- V. UPPERCLASS DEPARTMENTALS - - Upperclass courses which are authorized departmental examinations are:

<u>DEPARTMENT & COURSE NUMBER</u>	<u>EXAMINATION TIME</u>	<u>DATE OF EXAMINATION</u>
ACCT 221	7:30 - 9:30 p.m.	Wednesday, December 18
ACCT 261	8:00 - 10:00 a.m.	Wednesday, December 18
ARCH 144	8:00 - 10:00 a.m.	Thursday, December 19
ART 151	10:15 a.m. - 12:15 p.m.	Thursday, December 19
BA 234	7:30 - 9:30 p.m.	Thursday, December 19
BA 340	7:30 - 9:30 p.m.	Monday, December 16
CHEM 223	7:30 - 9:30 p.m.	Monday, December 16
ECON 223	7:30 - 9:30 p.m.	Monday, December 16
EE 222	7:30 - 9:30 p.m.	Tuesday, December 17
EE 232L, 240L, 416L	7:30 - 9:30 p.m.	Friday, December 20
EE 362L	10:30 a.m. - 12:30 p.m.	Tuesday, December 17
EG 226	7:30 - 9:30 p.m.	Thursday, December 19
EG 321	7:30 - 9:30 p.m.	Wednesday, December 18
EG 328	7:30 - 9:30 p.m.	Monday, December 16
EG 334	2:00 - 4:00 p.m.	Monday, December 16
FIN 231	8:00 - 10:00 a.m.	Wednesday, December 18
FIN 360	7:30 - 9:30 p.m.	Friday, December 20
FIN 370	7:30 - 9:30 p.m.	Wednesday, December 18
FIN 371	7:30 - 9:30 p.m.	Thursday, December 19
MGT 231	7:30 - 9:30 p.m.	Wednesday, December 18
MGT 373	2:00 - 4:00 p.m.	Friday, December 20
MGT 461	2:00 - 4:00 p.m.	Monday, December 16
MGT 463	7:30 - 9:30 p.m.	Friday, December 20
MGT 475	7:30 - 9:30 p.m.	Monday, December 16
MARK 231	7:30 - 9:30 p.m.	Wednesday, December 18
MARK 371	2:00 - 4:00 p.m.	Monday, December 16
MARK 374	7:30 - 9:30 p.m.	Wednesday, December 18
MARK 471	2:00 - 4:00 p.m.	Friday, December 20
MARK 472	2:00 - 4:00 p.m.	Tuesday, December 17
MATH 225	2:00 - 4:00 p.m.	Tuesday, December 17
MET 225	7:30 - 9:30 p.m.	Tuesday, December 17
ML 111-121, MLFR 131, CLLA 111	2:00 - 4:00 p.m.	Friday, December 20
PHYS 201, 210, 221	2:00 - 4:00 p.m.	Thursday, December 19

- VII. NON-DEPARTMENTALS - - Non-departmental exams are "class" exams; they meet in the same classroom used during the semester. Please note the exact starting time for each examination since these hours differ from the starting hours of the classes.

CLASSES MEETING AT:	WILL BE EXAMINED AT:	DATE:	CLASSES MEETING AT:	WILL BE EXAMINED AT:	DATE:
8:00 a.m. MON*	4:30 p.m. WED	DEC 18	8:00 a.m. TUES*	10:30 a.m. FRI	DEC 20
9:05 a.m. MON	8:00 a.m. THURS	DEC 19	9:05 a.m. TUES	8:00 a.m. FRI	DEC 20
10:10 a.m. MON	10:30 a.m. WED	DEC 18	10:10 a.m. TUES	10:30 a.m. MON	DEC 16
11:15 a.m. MON	8:00 a.m. MON	DEC 16	11:15 a.m. TUES	4:30 p.m. FRI	DEC 20
12:00 p.m. MON	7:30 p.m. FRI	DEC 20	12:00 p.m. TUES	7:30 p.m. FRI	DEC 20
1:15 p.m. MON	10:30 a.m. THURS	DEC 19	1:15 p.m. TUES	4:30 p.m. TUES	DEC 17
2:20 p.m. MON	4:30 p.m. MON	DEC 16	2:20 p.m. TUES	4:30 p.m. THURS	DEC 19
3:25 p.m. MON	8:00 a.m. TUES	DEC 17	3:25 p.m. TUES	10:30 a.m. TUES	DEC 17
4:30 p.m. MON	7:30 p.m. TUES	DEC 16	4:30 p.m. TUES	7:30 p.m. MON	DEC 16

* MONDAY - Includes classes which meet for the first or only time each week on either MON or WED or FRI.

TUESDAY - Includes classes which meet for the first or only time each week on either TUES or THURS.

75 or 90 MINUTE CLASSES - - These are to be examined at the time which corresponds to the starting time of a 50 minute class held at the same hour, i.e., 8TT10 will be examined at the same time as 8TTF, etc.

	Monday December 16	Tuesday December 17	Wednesday December 18	Thursday December 19	Friday December 20
8:00 a.m. to 10:00 a.m.	11 MWF 11 M 11 W 11 F	3 MWF 3 MW5 3 M 3 W 3 F	ACCT 261 ENGL 109 FIN 231 FS 180 HUM 185 SEM 181 <u>SMC</u> SOC 153 CHEM 155	9 MWF 9 MW11 9 M 9 W 9 F	9 TT11 9 TU 9 TH
10:30 a.m. to 12:30 p.m.	10 TT12 10 TU 10 TH	3 TT5 3 TU 3 TH EE 362L <u>SMC</u> HIST 101, 103 12 TT	10 MWF 10 MW12 10 M 10 W 10 F	1 MWF 1 MW3 1 M 1 W 1 F ART 151	8 TT 10 8 TU 8 TH
2:00 p.m. to 4:00 p.m. FRESHMEN DEPARTMENTALS	CHEM 115 EASC 101, 111 121, 141, 159 PHYS 111 BIOL 101 UNSC 100, 111ABC EG 334 MGT 461 MARK 371 <u>SMC</u> BIO 103 PHYS 101	MATH ALL 100's MATH 225 MARK 472 <u>SMC</u> MATH 101, 102 HUM 463	HIST 109, 111, 113, 115 ECON 101, 121 ANTH 109 SOC 111 PHYS 221L EG 120, 126 BIOL 103, 201 PSY 111 PHYS 125, 141 FIN 372 <u>SMC</u> GOVT 152	PHIL 101 THEO 111, 112 114, 115, 116 117, 118, 119 120, 121 PHYS 201, 210, 221 FIN 361 <u>SMC</u> RLST 111, 211 331	MARK 471 MGT 373 MLFR 111, 121 MLGR 111 MLRU 111 MLJA 111 MLSP 111, 121 CC 111, 121 <u>SMC</u> MLIT 101 MLSP 101, 111

	Monday December 16	Tuesday December 17	Wednesday December 18	Thursday December 19	Friday December 20
4:30 p.m. to 6:30 p.m.	2 MWF 2 MW4 2 M 2 W 2 F	1 TT3 1 TU 1 TH	8 MWF 8 MW10 8 M 8 W 8 F	2 TT4 2 TU 2 TH	11 TT1 11 TU 11 TH <u>SMC</u> ENGL 307
7:30 p.m. to 9:30 p.m.	4 TT6 ECON 223 4 TU EG 328 4 TH CHEM 223 BA 340 MGT 475 PSY 111 <u>SMC</u> BUEC 201 RLS 151	4 MWF EE 222 4 M MGT 231 4 W 4 F <u>SMC</u> SOC 203 BUEC 307 MLFR 111	7 MWF EG 321 7 W FIN 370 7 F MARK 231 7 M MARK 374 <u>SMC</u> BUEC 251, 252 HIST 459	7 TU BA 234 7 TH FIN 370 MET 225 EG 226 <u>SMC</u> BUEC 313 ENGL 102, 103 253	12 MWF ACCT 221 12 M EE 232L 12 W EE 240L 12 F EE 451 L 12 TU FIN 360 MGT 463

The University Press: Some Observations

It is common knowledge that university presses face tremendous challenges in attempting to publish scholarly works while sidestepping financial disaster. Inflation, tight library budgets, paper shortages, and shifting patterns of enrollment and classroom adoption orders all seem to conspire against our task. Most university presses have been able to adapt rapidly and thus to survive. We have learned how to cut production costs, discovered the advantages of building smaller but stronger lists and found out how to manage our limited funds with more finesse. Perhaps that is all to the good.

At the same time, we find it distressing to realize that in the past decade hundreds of millions of dollars have been provided by federal, corporate, and private grants to support highly intensive research, while literally miniscule amounts have been forthcoming in support of proper publication of the research findings. Goldmines of vital information sit undigested and unpublished. We have tried with highly limited funds to alleviate this situation. But much more needs to be done. It would help immensely if it became standard procedure to include in every request for research funding at least some money to aid in suitable publication.

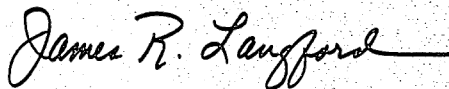
It is paradoxical that at a time when university presses are under greater restrictions than ever before, their contribution to intellectual and social development is more necessary than ever before. Commercial publishers are laying off staff and curtailing investment in books which, however intrinsically meritorious they might be, do not promise to be more than marginally profitable. Major gaps in the publishing of serious and high quality books are beginning to form. University presses can fill those gaps only by expanding at a time when contraction seems to be the password for survival.

How does all of this affect the program of the Notre Dame Press? It seems to me that the Press has a twofold responsibility which it must fulfill in order to justify the funding required. The first is to the University and the scholarly world. The Press must reflect the academic strengths and spiritual excellence of the University, thus enhancing the reputation and scholarly contribution of Notre Dame. This means maintaining high standards, aggressively seeking out the best work being done here and elsewhere, and publishing with the visibility that results from proper focus.

The second responsibility is to the faculty. The Press must be alert for opportunities to serve the faculty well without becoming thereby merely a service organization. This involves communicating with the faculty about scholarly publishing, being a resource for advice and consultation, and encouraging the development of those projects which deserve publication whether by this or some other publisher.

The Press has published many distinguished books and earned a solid reputation in various fields. We will continue to publish important works in theology, philosophy, sociology, political science, history, and literature, thus building on strengths already present in the program. We are also investigating the possibility of publishing in fields where we have had no focused program in the past. The Press should reflect the University's strength in Law, Business, Engineering, and Science. While it is true that no small press can publish well in all fields, it is also true that well-planned, finite series in new areas can be a form of very sound expansion.

The success of our program will depend in no small measure on our ability to develop lists which contribute to the advancement of knowledge and which also have impact on the social, political, and moral atmosphere in which we live. To do this we need the support and cooperation of the faculty. We need to identify, early in their development, those projects which, for one reason or another, are not feasible for us at this time. But in all cases we will make a strong effort to be open, thorough, and prompt in our deliberations, and constructive in our advice.



James R. Langford
Director

notre dame report

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