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November 15, 1974

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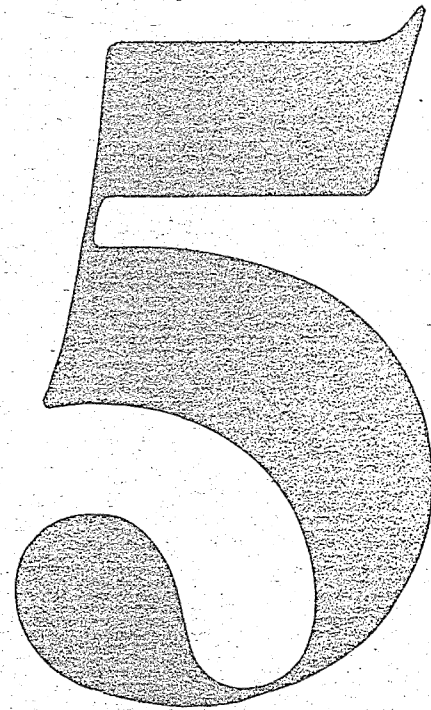
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the university

Endowed Chairs

The following configuration of endowed chairs at the University was announced by Father Hesburgh at the October 9 President's Faculty Meeting and subsequently approved at the Board of Trustees meeting on October 18.

The George and Winifred Clark Chair in Biology
(Prof. George B. Craig, Jr.)
The Packey J. Dee Chair in Government and International Studies
The Frank M. Freimann Chair in Electrical Engineering (Prof. James L. Massey)
The Michael P. Grace Chair in the Mediaeval Institute (Prof. Jeffrey B. Russell)
The Catherine F. Huisking Chair in Theology
The Charles L. Huisking Chair in Chemistry
(Prof. Anthony M. Trozzolo)
The Kenan Chair in Sociology and Anthropology
The Howard J. Kenna Chair in Mathematics
The Thomas D. McCloskey Deanship in Engineering*
The John Cardinal O'Hara Chair in Philosophy
The C.R. Smith Chair in Business Administration
The Fred B. Snite, Jr., Chair in Oriental Theology*
The Andrew V. Tackes Chair in History
The Thomas J. White Chair in Law*
The William White Chair in English
*Committed, but to be funded in the future.

Together with an undesignated chair in the College of Engineering, which is to be funded in the future, this makes 16 chairs either already endowed or to be endowed at \$800,000 each.

Father Hesburgh said the purpose of the chairs is to take the most expensive faculty positions off the operating budget and support them by endowment funds which can appreciate in time and survive inflation. Also, he pointed out that this frees funds to be used for raising compensation of other faculty. Departments have the clear option of bringing in outside scholars at senior positions or recognizing the highest level of scholarship among the University's own

faculty members. Fiscal realities previously have allowed only the latter option.

At the same faculty meeting, Father Hesburgh also announced the establishment of endowments for the Memorial Library, the Law Library and Minority Student Aid. These also were approved by the Trustees.

New Trustees

Dr. Percy Pierre, dean of the School of Engineering at Howard University, Washington, D.C., and John D. Rockefeller IV, president of West Virginia Wesleyan College in Buckhannon, West Virginia, have been elected members of the University of Notre Dame Board of Trustees.

Dr. Pierre received his B.S. and M.S. in Electrical Engineering from Notre Dame and his Ph.D. from Johns Hopkins University. He is a former White House Fellow in the Office of the President and has been dean of engineering at Howard University since April 1971. Since July, 1973, he has been giving half-time to the Sloan Foundation, administering a major new program to increase minority participation in engineering.

Rockefeller was graduate from Harvard with a bachelor's degree in Far Eastern Languages and Oriental History and subsequently studied Japanese in Tokyo and Chinese at Yale University. He entered government service in 1962 as assistant director of the Peace Corps and then served in the Far East Section of the State Department. He was elected to the West Virginia House of Delegates in 1966 and secretary of state two years later. Following an unsuccessful bid for governor in 1972, Rockefeller became president of West Virginia Wesleyan in March, 1973. He is a trustee of the Rockefeller Foundation and of the University of Chicago.

Also elected a trustee was Jane P. Cahill, vice president for communications for International Business Machines, whose nomination for the board was announced previously. The new trustees bring membership on the board to 39, seven priests and 32 lay persons.

Faculty Salary Supplement

A \$600 salary supplement for faculty of the University of Notre Dame has been announced by Rev. Theodore M. Hesburgh, C.S.C., University President. The announcement was made at the traditional President's Faculty Meeting on October 9. (A text of the President's statement on the salary supplement is included in Documentation in this issue of the Report.)

Dean Crosson

Dr. Frederick J. Crosson, dean of Arts and Letters at the University of Notre Dame since 1968, will leave that position at the end of this academic year and return to teaching following a year's sabbatical.

Crosson, who joined the University faculty in 1953, taught in the Department of Philosophy and directed the General Program of Liberal Studies from 1964-1968 before assuming the deanship. He was the first lay dean of Arts and Letters in the history of Notre Dame.

Haggar Hall Dedication

Newly renovated Haggar Hall was dedicated in ceremonies at the University of Notre Dame on October 19. Renovation of the former Wenniger-Kirsch Biology Building for the Department of Psychology was made possible through a gift of \$750,000 from the Haggar Foundation of Dallas, Texas, in honor of J.M. Haggar, Sr., founder and honorary chairman of the board of the Haggar Company.

The gift was presented to the University in 1972 by Haggar's two sons, Edmond R. Haggar, '38, chairman of the board of the family firm, and Joseph M. Haggar, Jr., '45, president, and his daughter, Rosemary Haggar Vaughn.

Haggar Hall now houses seven classrooms ranging from a 150-seat auditorium to a 20-seat seminar room. Among the renovated building's special features are several research rooms with one-way mirrors for observation; a soundproof chamber and lightproof room and a "germ-barrier" animal colony.

Memorial Library Vacation Hours

Memorial Library Hours, Thanksgiving Holiday:

November 27-30

1st and 2nd Floors

Open: Wednesday - Saturday, 8 a.m.-5 p.m.

Closed: Thursday, November 28 (Thanksgiving)

4th and 13th Floors (Tower)

Open: Wednesday - Saturday, 8 a.m.-10 p.m.

Closed: Thursday, November 28

Return to regular schedule on Sunday, December 1.

Academic Garb

Dates for purchase and rental of academic garb for the May 18, 1975 Commencement Exercises have been set by Brother Conan Moran, C.S.C., manager of the Notre Dame Hammes Bookstore. They are:

January 23-24--Representatives from Collegiate

Cap and Gown will be at the bookstore from 1-5 p.m. to take orders for master's and doctor's caps and gowns for faculty and students who wish to purchase this apparel.

February 10, 1975--Deadline for purchasing caps, gowns and hoods for May commencement exercises. After this date, the receipt of the appropriate gown for the school from which the degree was received can not be assured.

April 9-10--Measurement and collection of fees for student rental of caps and gowns.

May 2--Deadline for rental by faculty of caps, gowns and hoods.

Notre Dame Report

Notre Dame Report No. 6 will carry substantive corrections and additions to the information in Notre Dame Report No. 4. Kindly notify us of any changes before November 19.

faculty notes

University appointments

The following members form the executive committee of the University of Notre Dame Academic Council for the 1974-75 academic year:

Elected Members are Dr. Frederick J. Crosson, dean of the College of Arts and Letters; Dr. Robert Gordon, vice president for advanced studies; Dr. Gerald Jones, professor of physics; Dr. James Massey, Frank M. Freimann professor of electrical engineering, and Rev. Ernan McMullin, professor of philosophy. Members appointed by Father Hesburgh are James Ambrose, student academic commissioner; Dr. Fernand Dutilleul, associate professor of law, and Dr. Robert Williamson, Jr., associate professor of accountancy. Ex-officio members are Rev. James Burtchaeil, C.S.C., provost, and Rev. Ferdinand Brown, C.S.C., associate provost.

The following individuals have been approved and appointed by Father Hesburgh to the various advisory councils:

Art Gallery Advisory Council

Mrs. Lorraine Gallagher Freimann of Palm Beach, Florida.

Arts and Letters Advisory Council

Russell G. Ashbaugh, Jr., president and chief executive officer of Elkhart Brass Manufacturing Co., Inc., Elkhart, Indiana.
Donald R. Keough, president of Coca-Cola USA, Atlanta.
Anthony J.F. O'Reilly, president and chief operating officer, H.J. Heinz Company, Pittsburgh.
Richard Tucker, opera singer and 1965 recipient of doctorate in fine arts of Great Neck, Long Island.

Engineering Advisory Council

David Berreta, president and chief operating officer of Uniroyal, Inc., Middlebury, Connecticut.
William W. Bond, Jr., chairman of the board of William Bond, Inc., Memphis, Tennessee.
T. Brooks Brademas, president of First Community Development Corporation, Mishawaka, Indiana.
Henry R. Dowd, chairman of the board of Ecological Shipping Corporation, New York City.

John T. Massman, vice president of Massman Construction Co., Kansas City, Missouri.
Dr. Donald B. Rice, Jr., president of Rand Corporation, Santa Monica, California.
Richard A. Van Auken, president of Van Auken Bridges Pimm Poggianti Inc., Cleveland.

Law Advisory Council

James F. Dwyer, senior partner of Satterlee & Stephens, New York City.
William C. Keefe, chairman of the board of Panhandle Eastern Pipe Line Company, Houston.
George B. Morris, Jr., vice president - Industrial Relations Staff of General Motors Corporation, Detroit.
Robert E. Short, president of Hotel Leamington, Minneapolis.

Library Advisory Council

Gabriel C. Austin, assistant vice president of Sotheby Parke Bernet, Inc., New York City.
John F. Campbell, of Loudonville, New York.
Alfred M. Donovan, M.D. of Wakefield, Massachusetts.
Mrs. William J. Gearns of Garden City, Long Island.
Hon. Richard J. O'Melia, member of the Civil Aeronautics Board, Washington, D.C.

Science Advisory Council

Dr. Arthur L. Kranzfelder, director of Process Research and Development for Eli Lilly and Company, Indianapolis.
Hon. Walter B. LaBerge, assistant secretary of the Air Force for research and development, Washington, D.C.
Dr. James B. McCormick, president of Pelam, Inc., Chicago.
John W. Simpson, president of Power Systems Company, Westinghouse Electric Corporation, Pittsburgh.
Dr. Harvey J. Taufen, vice president of Hercules Incorporated, Wilmington, Delaware.

Rev. J. Robert Rioux, C.S.C., has been appointed director of the University of Notre Dame annual fund. He will be in charge of direct mail solicitation of Notre Dame alumni and friends.

Non-university appointments

Rev. Thomas E. Blantz, C.S.C., assistant professor of history has been appointed chairman of the American Catholic Historical Association's Committee on the History of American Catholicism.

Dr. Elisabeth Schussler Fiorenza, assistant professor of theology, was appointed to the executive board of the Catholic Biblical Association during its annual meeting in Chicago, August 19-22.

Dr. Waldemar M. Goulet, assistant professor of finance, has been elected treasurer of the Social Action Commission of Christ the King Church.

Rev. Theodore M. Hesburgh, C.S.C., president of the University of Notre Dame, has been elected a member-at-large of the National Academy of Education. Membership in the academy is limited to 50 Americans whose accomplishments in the field of education are judged outstanding.

Dr. John A. Kromkowski, assistant professor of government and international studies, has been appointed chairman of the Bicentennial Committee of the State of Indiana, Division of the Polish American Congress.

Dr. Timothy O'Meara, professor of mathematics, has been appointed to the Advisory Panel for the Mathematical Sciences of the National Science Foundation.

Eugene Ulrich, assistant professor of theology, has been elected treasurer of the International Organization for Septuagint and Cognate Studies.

Miscellany

Dr. Teoman Ariman, associate professor of aerospace and mechanical engineering, presented an invited lecture entitled "Blood Rheology and Thermal Hemolysis" on October 9, at the 27th Annual Conference on Engineering in Medicine and Biology in Philadelphia, Pennsylvania.

Dr. Willis E. Bartlett and Dr. C. William Tageson, associate professors of graduate studies in education reported research results from a Report on Study of Church Vocations, Phase I: Status and Prospects to the National Conference of Diocesan Vocation Directors held in St. Louis, September 29-October 4.

Dr. Thomas P. Bergin, dean of the Center for Continuing Education served as chairman of National Endowment for the Arts regional conferences November 6-8 in Columbia, South Carolina.

Dr. Joseph Blenkinsopp, Jr., associate professor of theology, spoke on "The Prophetic Character of the Twelve" in a Seminar on Early Christian Prophecy, October 25 in Washington, D.C.

Rev. David B. Burrell, C.S.C., chairman of the department of theology, delivered a talk entitled "Analytical Language in St. Thomas Aquinas" on November 13 as part of the University of Chicago's month-long "Celebration of Mediaeval Heritage".

Dr. James J. Carberry, professor of chemical engineering spoke on "Oxidation Catalysis" October 28 as part of the Forefront Areas of Chemical Engineering lecture series at Virginia Polytechnic Institute in Blacksburg, Virginia. He discussed "Some Unique Physical and Chemical Aspects of Carbon Monoxide Oxidation Over Supported Platinum" at the Philadelphia Catalysis Club on October 29; at the Mobil Oil Research and Development Corp. in Paulsboro, New Jersey on October 30 and at the chemical engineering department of Princeton University, Princeton, New Jersey on October 31.

Leo M. Corbaci, dean of administration, presented a paper on the Relationships between Management Information Systems and Administrative Systems at a workshop October 30-31, in Indianapolis sponsored by Indiana Association of Collegiate Registrars and Admission Officers.

Dr. Michael L. Doria, assistant professor of aerospace and mechanical engineering spoke on "Recent Developments in the Notre Dame Fire Research Program" at a meeting on fire research at the National Bureau of Standards, Washington, D.C., on October 29.

Msgr. John J. Egan, associate professional specialist in the theology department served as facilitator for a meeting of the New Jersey Catholic Conference Consultation on Social Concerns in East Brunswick, New Jersey on October 23-24. Msgr. Egan, who is also chairman of the Catholic Committee on Urban Ministry (CCUM), directed the CCUM Conference on Justice and the Economic System at the University of Notre Dame Center for Continuing Education November 10-14. He will speak on "New Hope in the Church" at the Ascension Parish Adult Education Lecture Series in Oak Park, Illinois on November 21.

Dr. Elisabeth Schussler Fiorenza, assistant professor of theology, spoke on "Cultic Language in Qumran and the Pauline Tradition," at the annual meeting of the Catholic Biblical Association in Chicago, August 19-22.

Dr. Moses R. Johnson, assistant professor of psychology participated in a workshop on Current Trends in Preprofessional Education sponsored by Howard University College of Medicine, Washington, D.C., on October 9-11.

Sr. John Miriam Jones, S.C., assistant to the provost, delivered a paper entitled "The Feminine Dimensions of Faith" to the Region VII (Indiana and Michigan) meeting of the Leadership Conference of Women Religious held in Terre Haute, Indiana on October 23-24.

Rev. Morton C. Kelsey, assistant professor of graduate studies in education, spoke on October 13, and Jill Boughton, assistant professor in Collegiate Seminar, October 20, on "Lutherans and the Charismatic Movement" in the Continuing Christian Education series offered by the Association of Lutheran Churches Cluster Project in Youth and Education at Our Redeemer Lutheran Church in Mishawaka, Indiana.

Dr. Robert L. Kerby, assistant professor of history, presented a paper at the Northern Great Plains Historical Conference, Mankato State College, on October 18. His topic concerned Tactical Air Operations in Vietnam before the Gulf of Tonkin Incident.

Rev. Edward Malloy, C.S.C., spoke on "Theological perspectives on Abortion" at a Statewide Conference on Abortion in Indianapolis, October 11, sponsored by the Indiana Catholic Conference.

Dr. John O. Meany, associate professor of education, gave a workshop on "Celibacy and the Psychology of Personal Growth" at Kalamazoo, Michigan, on October 25-26 at a Community Development Workshop sponsored in part by the Human Resources Commission of the Marianist Province of Cincinnati.

Rev. Leonel Mitchell, assistant professor of theology, led a tri-diocesan conference on Rites of Initiation in Vicksburg, Mississippi, November 4-5 for the Episcopal dioceses of Mississippi, Louisiana and Arkansas.

Dr. Carole E. Moore, assistant professor of history, delivered a paper on the History of American Feminism at the University of Illinois, Champagne-Urbana, on October 7.

Dr. Thomas J. Mueller, professor of aerospace and mechanical engineering, participated in the NASA University Conference on Aeronautics at the University of Kansas, October 23-24. The future roles of the university-government-industry relationship in education and research were discussed in view of national goals in aeronautics.

Dr. Victor W. Nee, professor of aerospace and mechanical engineering, was an invited speaker at the "Euro-mech Colloquium 50" held in Berlin, Germany, September 23-25, in which experts were actively involved in doing wind-tunnel simulation. Dr. Nee spoke on "Wind Tunnel Simulation of the Atmospheric Boundary Layer."

Rev. Edward D. O'Connor, C.S.C., associate professor of theology, preached a retreat for the priests of the diocese of St. Paul-Minneapolis, Minnesota on October 20-24. Father O'Connor also gave an address September 26 at Calvin College, Grand Rapids, Michigan, on "What is Happening in the Catholic Church Today". He gave three talks at a diocesan Day of Renewal September 28 in Metuchen, New Jersey, on "Renewal in the Church", "The Function of Discernment" and "What to Do When the Glow Goes."

Dr. Thomas J. Schlereth, assistant professor of American studies, gave a talk entitled "Above-ground Archeology: Discovering the Community's History" October 23 at the Forever Learning Institute, South Bend, Indiana.

Dr. James P. Sterba, assistant professor of philosophy, presented a paper entitled "Prescriptivism and Fairness" at the meeting of the Indiana Philosophical Association in Indianapolis on October 19.

Dr. Thomas R. Swartz, associate professor of economics, received the third place award from the Calvin K. Kazanjian Foundation of New York for innovative teaching techniques.

Dr. Thomas L. Theis, assistant professor of civil engineering, participated in a workshop session entitled "Nutrition Inactivation" at the Conference on Lake Protection and Management at the University of Wisconsin Extension, Madison, October 21-23. He

presented data on the lake restoration project currently underway in the Notre Dame department of civil engineering.

Dr. Mary Katherine Tillman, assistant professor in the General Program of Liberal Studies, presented a lecture and chaired a panel discussion on October 7 at a conference in Elkhart, Indiana on "Women and the Political Structure" sponsored by the Indiana Commission for the Humanities, the Elkhart League of Women Voters and the YWCA.

Rev. William Toohey, C.S.C., director of campus ministry, gave three talks at the Holy Year Congress held in St. John, New Brunswick, Canada on October 11-13, entitled "The Reconciliation of the Nation," "Blessed Are the Peacemakers," and "For Conscientious Objectors in the War on Poverty."

Dr. Hans Verweyen, associate professor of chemical engineering, presented an invited lecture November 14 at the Kant Symposium, University of Guelph, Ontario, on "A Social Contract Among Devils."

R. Brian Walsh, director of the Computing Center, was an invited participant in the August 18-22 Fifth Annual Seminar for Directors of Academic Computing Services in Snowmass, Colorado. He delivered a keynote address entitled: "The Management of a Highly Technical and Structured Service Unit within an Unstructured Technical Environment or How to Respond to the Human Nature of a University and Survive."

Erratum: Notre Dame Report #3, David G. Donovan, assistant director for Administration of the University libraries, not David G. Gordon, was 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 Fanning Committee of the Association of College and Research Libraries.

Necrology

Arthur L. Schipper, who was an associate professor of biology at Notre Dame and editor of the American Midland Naturalist, from 1948 to 1957, died Oct. 11.

office of advanced studies

Information Circulars

National Science Foundation Improved Dissemination and Use of Scientific and Technical Information

No. FY75-36

NSF's Office of Science Information Service (OSIS) intends to provide funds to support experiments and other research activities leading to more efficient dissemination and use of scientific and technical information.

Proposals are being solicited in nine subject areas:

1. Improvements in management and use of scientific and technical information in industrial settings,
2. Innovations and improvements in science communications systems and services,
3. Tests and analyses of marketing strategies and techniques,
4. Economic characteristics of scientific and technical information communications,
5. Performance evaluations of services and systems,
6. Energy R & D information,
7. Data tagging - design studies and operational experiments,
8. Editorial processing center - operational experiments, and
9. Assessment of the health of the scientific and technical communication system in the United States.

Proposals must be received by the Central Processing Section of NSF, 1800 G Street, N.W., Washington, D.C. 20550, not later than December 1, 1974 to be considered for support in fiscal year 1975. For additional information contact Carole Ganz, Phone: (202) 632-5850.

International Exchange of Scholars Supplementary Announcement of Available Senior Fulbright-Hays Appointments 1975-76

No. FY75-37

An early review of applications for senior Fulbright-Hays awards for all or part of the 1975-76 academic year has shown a need for additional candidates for a number of appointments. The openings are lecture-ships, most of which allow time for research. For interested applicants the list of openings and contacts is available in the Graduate Office, 316 Administration Building.

BASIC ELIGIBILITY REQUIREMENTS:

- * United States citizenship
- * For lecturing--college or university teaching experience and, when indicated, foreign language competence.
- * For research---a doctoral degree or, in some fields, recognized professional standing as demonstrated by faculty rank, publications, etc.

TERMS OF AWARDS:

- Generally:
- * Grants tenable in one country only.
 - * Roundtrip travel for the grantee (transportation is not provided for dependents); a small incidental allowance for travel, books, and services essential to the assignment.
 - * A grant to cover normal living costs of the grantee and family while in residence abroad. Specific terms differ from country to country.

REGISTRATION:

Scholars who do not wish to apply at this time but would like to receive the principal annual announcements of the senior Fulbright-Hays program for the next two years are invited to register with the Council if they have not already done so. Registration is

open in all fields, and the registration form is available on request. Registrants will receive an announcement of awards for 1976-77 as soon as it is issued in the spring. July 1, 1975 is the deadline for applying for lectureships.

Interested persons may write to Council for International Exchange of Scholars, (Senior Fulbright-Hays Program), 2101 Constitution Avenue, Washington, D.C. 20418.

National Research Council Postdoctoral Research Opportunities for 1975

No. FY75-38

The National Research Council announces the Postdoctoral Research Associateship programs for 1975. These programs provide opportunities for basic and applied research for postdoctoral and senior postdoctoral scientists and engineers of unusual ability and promise in participating federal research laboratories. Through the Associateship Program, well equipped laboratories and staff colleagues are available to the awardees who receive these appointments and thereby make contributions to the general research effort of the host federal research organizations.

Areas of research include the biological, medical, and behavioral sciences; the chemical, engineering, mathematical and physical sciences; and the atmospheric, earth and space sciences.

The closing date for postmark of completed applications is January 15, 1975. For further information, contact the Office of Research and Sponsored Program, Extension 7378.

The S & H Foundation, Inc. Lectureship Program, 1975-76

No. FY75-39

This lecture program, sponsored by The S & H Foundation, has a dual purpose: 1. Enrich established undergraduate and graduate curricula by bringing public and scholarly experts into direct and informal contact with faculties and students; 2. Extend and strengthen the influence of the sponsoring school, through its constituency and the nearby community, by the presentation of at least one public lecture by each distinguished visitor. Emphasis is in the fields of public affairs and the social sciences.

Every written proposal received not later than April 15, 1975, will be given full consideration. Awards will be announced in June, 1975.

Faculty members formulating a proposal should bear in mind the guiding philosophy that underlies the Lectureship Program. The lectures are intended not only to have educational value in themselves, but also to focus public attention on the colleges and universities presenting them. Thus, the public character of the lectures should be clearly defined. To ensure full consideration of each request, proposals should also include:

- * An outline of the proposed program.
- * Possible speakers.
- * Brief identification of speakers and their topics.
- * A schedule of their visits, including those lectures to which the general public is invited without charge.
- * A breakdown of the budget for the amount requested.

It is understood that this information will be tentative.

Care should be taken to show that the proposed program is feasible and that there is adequate administrative machinery for its implementation. Costs of publication should not be included in the budget.

The maximum annual award is \$2,000.

For further information contact the Office of Advanced Studies, Extension 7378.

National Science Foundation Instructional Scientific Equipment Program

No. FY75-40

The National Science Foundation has reopened annual competition for its Instructional Scientific Equipment Program (ISEP), and seeks proposals from universities. The program is designed to help universities improve the quality of undergraduate science instruction by updating courses and teaching laboratories.

NSF has budgeted \$3 million for the 1975 equipment program. Under the program, institutions must match NSF funds by providing at least 50 percent of the equipment costs. The maximum NSF award for individual proposals is \$20,000. In the 13 years of the program, ISEP has assisted 1,183 institutions through 7,373 grants totaling \$63.9 million. In June 1974 NSF awarded grants totaling \$3 million to 289 colleges and universities for scientific equipment.

The application deadline for receipt of proposals at NSF is December 13, 1974. The guidelines indicate that Notre Dame is entitled to submit five proposals for this program. Past experience indicates that more than five proposals will be forthcoming. Consequently, an internal review

will have to determine which five proposals are to be submitted. Completed proposals for this internal review should reach the Office of Research and Sponsored Programs by November 25, 1974. For further information, contact the Office of Research and Sponsored Programs, Extension 7378.

National Science Foundation Program to Train Personnel for Energy-Related Research and Development

No. FY75-41

The purpose of this program is to assist in providing experience in energy-related work and research to postdoctoral scientists and engineers as a means of strengthening the energy-related science base of the nation. The National Science Foundation, subject to the availability of funds, plans to award approximately 90 postdoctoral fellowships on March 10, 1975. These fellowships are intended primarily for research postdoctorals who have demonstrated a special aptitude for research and who have an interest in energy-related problems.

Awards of National Science Foundation Postdoctoral Fellowships will be made for energy-related study or research in the mathematical, physical, medical, biological, engineering, and social sciences. Applicants interested in interdisciplinary energy-related studies are encouraged to apply. Awards will not be made in clinical, education, or business fields, nor in history or social work.

ELIGIBILITY

National Science Foundation Postdoctoral Fellowships will be offered only to persons who (1) are or will be citizens or nationals¹ of the United States as of February 23, 1975, (2) will have earned by the beginning of their fellowship tenure a doctoral degree in one of the fields of science listed above or have had research training and experience equivalent to that represented by such a degree, and (3) will have held the doctorate for no more than 5 years by the beginning of their fellowship tenure. Individuals who hold a degree such as M.D., D.D.S., D.V.M., J.D., or LL.B. and who desire to obtain further research experience for a career in research are also eligible to apply provided that they present plans for energy-related study or research in science of the same level of merit and indicative of the same level of general competence as those presented by applicants trained in the basic sciences.

Each applicant must present an acceptable plan of energy-related study or research. Awards may not be used to support residency training or similar work which may lead to qualification or certification in a clinical field.

STIPENDS AND ALLOWANCES

The normal stipend rate for Postdoctoral Fellows will be \$12,000 per annum (12 months) pro-related for tenures which may be no less than 6 months nor more than 12 months. Stipends for Fellows who will be entitled to sabbatical leave pay during tenure will be subject to adjustment on an individual basis. No dependency allowance is available.

An allowance to aid in defraying travel costs from the Fellow's place of permanent residence or the place from which application is filed, to the fellowship institution to begin tenure, and later to return home, will normally be offered if reimbursement is not received from other sources, and if the distance between the two points exceeds 300 miles. For domestic travel, using a privately owned vehicle from any starting location within the United States, Mexico, or Canada to a terminal location within these areas, the allowance will be computed at the rate of 6¢ per mile for the Fellow, and 2¢ per mile for each accompanying dependent up to a maximum of 12¢ a mile for the distance as determined from standard highway mileage tables. If travel by air, rail, or other common carrier is undertaken, the allowance will be computed for the most direct route (polar route if appropriate) as determined from the standard air mileage tables, at the rate of 6¢ per mile for the Fellow, 6¢ per mile for an accompanying spouse, and 3¢ per mile for each accompanying dependent child. No travel allowance will be provided for dependents who accompany a Fellow abroad for a tenure period abroad of less than 6 months. If tenure is split among two or more institutions the allowance may be used for travel between institutions. Where foreign institutions are involved, however, the allowance is available for only one round trip abroad per fellowship. The maximum travel allowance is \$1,500 for the total fellowship tenure.

Inasmuch as this allowance is provided from U.S. Government funds, recipients must perform any travel undertaken outside the United States via U.S. flag carriers unless exceptional circumstances make it impossible to carry out the purposes of the award without the use of foreign carriers.

A postdoctoral Fellow will also receive a Special Allowance of \$300 at the beginning of his or her tenure to aid in defraying special fellowship costs such as incidental travel to other laboratories or scientific meetings. In addition, the National Science Foundation will normally provide the fellowship institution, upon its request, with an allowance on behalf of the Fellow to cover tuition and fees chargeable to the Fellow, and to assist the institution in meeting the cost of providing the Fellow with space, supplies, and equipment.

TENURE

The usual tenure of a Postdoctoral Fellowship is 9 or 12 months. However, tenures as short

as 6 months are available upon adequate justification.

A recipient of a Postdoctoral Fellowship in this competition must begin tenure within one year after March 10, 1975. The total elapsed time from the date of award to termination of the fellowship may not exceed 36 months.

LOCATION OF WORK

In accordance with the provisions of the National Science Foundation Act of 1950, as amended, fellowships are awarded for scientific study or scientific work at any appropriate nonprofit United States or nonprofit institution. Appropriate nonprofit institutions in this program include government laboratories, national laboratories, and privately sponsored nonprofit institutions as well as institutions of higher education. However, an applicant planning to study outside the United States must state specifically the particular scientific benefits that would accrue from attendance at the proposed foreign fellowship institution.

All arrangements for affiliation with his or her fellowship institution(s) are the responsibility of the Fellow. A Fellow proposing study at a foreign institution will be required, prior to beginning tenure, to submit evidence that he or she has been accepted for study by that institution.

EVALUATION AND SELECTION OF FELLOWS

The evaluation of applicants will be based on ability as evidenced by academic records, letters of recommendation, and other indications of scientific competence. The appropriateness of the fellowship institution for the proposed plan of energy-related study or research will also be considered. Applicants' qualifications will be evaluated by panels of scientists appointed by the National Research Council.

The selection of Fellows will be made by the National Science Foundation, and all applicants will be notified by letter on March 10, 1975 of the disposition of their applications.

CONDITIONS OF APPOINTMENT

A National Science Foundation Postdoctoral Fellow is required to devote full time to energy-related scientific study or research during the tenure of the fellowship. However, since a meaningful and carefully structured teaching experience is frequently desirable as part of a period of advanced study, the Foundation will usually approve a Fellow's request to undertake, during tenure, limited teaching responsibilities approved by the fellowship institution and by the Foundation and to accept some remuneration for this service. Agreements between the Fellow and the Foundation on the extent of these responsibilities and amount of remuneration must be obtained in advance, and all requests will be handled on an individual basis.

Except for remuneration for teaching and for sabbatical leave pay, Fellows may not accept

any compensation or supplementation, or receive another fellowship or similar award during tenure, whether or not duties other than approved fellowship activities are involved, without the prior approval of the Foundation.

An award recipient who wished to spend any portion of the fellowship tenure at the institution where he or she is currently employed must file in advance with the Foundation a letter from the appropriate departmental chairman or academic vice-president, certifying that the Fellow will be free of all duties and responsibilities to the institution during fellowship tenure.

After an award is made, a major change in the plan of energy-related study or research, tenure, or fellowship institution must receive the prior approval of the National Science Foundation. A Fellow is expected to adhere to the program for which the fellowship was awarded. Any major departures therefrom will be approved only for compelling reasons.

The results of work carried out by a Fellow may be made available to the public without restriction unless such is required in the interest of national security.

These fellowships are not designed to support the preparation of prior research results for publication or the writing of textbooks as a primary objective.

All fellowship awards are made subject to the provisions in the booklet entitled Information for Postdoctoral Fellows (and any subsequent amendments thereof) which will be mailed to successful applicants. The announcement sets forth the most basic information contained in the booklet.

APPLICATION MATERIALS

To be eligible for consideration, an application must be complete and must be submitted on standard forms provided by the Foundation. An application submitted in any other form will not be accepted.

The duly executed Oath of Affirmation and the Supplementary Statements required by Section 15 (d) of the National Science Foundation Act of 1950, as amended, must constitute part of the application.

Application materials may be obtained from the Fellowship Office, National Research Council, 2101 Constitution Avenue, N.W., Washington, D. C. 20418. The deadline for filing applications for Postdoctoral Fellowships is December 6, 1974; applications submitted by mail must be postmarked not later than this date.

¹ The term "national of the United States" designates a citizen of the United States or a native resident of a possession of the United States such as American Samoa. It does not refer to a citizen of another country who has applied for United States citizenship.

National Science Foundation Energy-Related Graduate Traineeships

No. FY75-42

The National Science Foundation (NSF) has reprogrammed the schedule for Energy-Related Graduate Traineeships. Application materials and guide for preparation of proposals are expected to be available in November. The application deadline has been changed from November 1 to January 6, 1975. Awards are now scheduled for late April. The earlier application data was contained in Schedule of NSF Programs for Education in the Sciences - Fiscal Year 1975.

National Science Foundation Improved Dissemination and Use of Scientific and Technical Information

No. FY75-43

The Office of Science Information Service (OSIS) of the National Science Foundation intends to provide approximately \$2,000,000 to support experiments and other research leading to more efficient dissemination and more effective use of scientific and technical information (STI). Proposals are solicited in nine subject areas. The problems addressed may be technical, managerial, organizational, or marketing issues and may concern either information services or users. The study designs and experimental samples must represent a larger class of situations, so that the anticipated results can be meaningfully generalized. The expected results of supported projects will be information for decision making by managers of STI services and/or user organizations.

The Office of Science Information Service administers the Foundation's science information program to help scientists, engineers, and others to obtain and use effectively the results of worldwide scientific research and development. To this end, OSIS supports projects designed to enhance the usefulness and utilization of scientific and technical information. The objectives of the awards to be made under this program solicitation are: (1) to increase the use and usefulness of STI to a wide range of users, and (2) to improve the cost effectiveness and economic viability of information services. In pursuing these objectives, OSIS seeks to stimulate innovation and entrepreneurial activity that may result in more effective systems and services. Proposals submitted under this solicitation may be empirical or analytical studies, theoretical analyses, design and development efforts, field experiments and demonstrations of technological, organizational, managerial and/or marketing innovations.

The nine topic categories for investigation under this solicitation are:

- * Improvements in the management and use of scientific and technical information in industrial settings.
- * Innovations and improvements in science communications systems and services.
- * Tests and analyses of marketing strategies and techniques.
- * Economic characteristics of scientific and technical information communication.
- * Performance evaluation of services and systems.
- * Energy R & D information.
- * Data tagging-design studies and operational experiments.
- * Editorial processing center - operational experiments.
- * Assessment of the health of the scientific and technical communication system of the United States.

The closing date for receipt of proposals is December 15, 1974. For further information, contact the Office of Research and Sponsored Programs, Extension 7378.

Graduate School

Educational Testing Service 1975-76 Graduate Fellowship Programs

No. FY75-GS-3

The Ford Foundation has announced the transfer of the administration of three of its graduate fellowship programs. Beginning September 1974, the Educational Testing Service will administer the following fellowship programs:

- * Graduate Fellowships for Mexican Americans
- * Graduate Fellowships for Native Americans
- * Graduate Fellowships for Puerto Ricans

With the support of the Ford Foundation, Educational Testing Service is awarding a limited number of graduate fellowships to Mexican Americans, Native Americans (Aleuts, Eskimos, Indians, Native Hawaiians) and Puerto Ricans who intend to pursue a career in higher education. This is a continuation of the Ford Foundation Fellowship Program that has been conducted for several years. These fellowships are offered as part of a broader Ford Foundation interest in programs of assistance to historically disadvantaged minorities - such as Black Americans, Mexican Americans, Native Americans, and Puerto Ricans-whose opportunities for participation in higher education have been limited as the result of racial discrimination and/or other factors.

To be considered for one of these fellowships, applicants must meet ALL of the following qualifications:

1. They must be citizens of the United States.
2. They must be enrolled in or planning to enter an accredited U.S. graduate school offering the doctoral degree in their field of study.
3. They must be currently engaged in or planning to enter a career in higher education.

Eligibility is limited to (a) applicants who plan to pursue full-time study toward the doctoral degree in the Arts or Sciences or (b) applicants who hold a first post-baccalaureate professional degree - such as the M.D., J.D., or the masters in architecture, business administration, education, engineering, library science, public administration, public health, or urban affairs and planning - and plan to continue on to the doctoral degree in preparation for a career in higher education.

These awards are for one year only, but they are renewable upon reapplication if the fellow maintains satisfactory progress. The fellow will be expected to study full time and to complete the requirements for the doctorate as soon as possible.

Fellowship awards for 1975-76 will include the full tuition and fees required by the graduate school, an allowance of \$300 for books and supplies, and a monthly stipend of \$250 to help meet living costs. A married fellow may apply for an additional stipend of \$50 a month for his or her spouse and each dependent child, provided that dependency can be substantiated. Applicants receiving Special Dissertation-Year awards may apply for a research allowance in lieu of the book allowance.

Twelve-month awards are available for applicants planning to study full time during the summer session 1975 and the academic year 1975-76, starting with July 1975. Ten-month awards are available for those planning to study full time during the academic year 1975-76, starting with September 1975.

ALL applicants are required to submit scores on the Graduate Record Examinations Aptitude Test and one Advanced Test. These tests will be administered on October 26 and December 14, 1974, and the deadlines for registering for them are October 8 and November 26, 1974, respectively.

Arrangements for taking the tests should be made by the applicant directly with the Graduate Record Examinations, Educational Testing Service, Box 955, Princeton, New Jersey 08540. Applicants should request that their scores be sent directly to "Graduate Fellowships Program, Code Number R2251-7."

The deadline for submitting completed applications and ALL supporting documents is January 5, 1975.

Applicants will be notified about award decisions on March 25, 1975.

Application forms must be requested by the individual applicants. No applications will be sent to intermediaries. For application forms and additional information write to:

GRADUATE FELLOWSHIPS FOR MEXICAN AMERICANS and NATIVE AMERICANS
EDUCATIONAL TESTING SERVICE
BOX 200

BERKELEY, CALIFORNIA 94704
OR

GRADUATE FELLOWSHIPS FOR PUERTO RICANS
EDUCATIONAL TESTING SERVICE
BOX 2822
PRINCETON, NEW JERSEY 08540

The National Fellowships Fund Graduate Fellowships for Black Americans 1975-76

No. FY75-GS-4

With the support of the Ford Foundation, the National Fellowships Fund is offering a limited number of graduate fellowships to Black Americans who intend to pursue a career in higher education. These fellowships are offered as part of a broader Ford Foundation program of assistance to historically disadvantaged minorities such as Black Americans-whose opportunities for participation in higher education have been limited as the result of racial discrimination and/or other factors.

To be considered for one of these fellowships, applicants must meet ALL of the following qualifications:

1. They must be citizens of the United States.
2. They must be enrolled in or planning to enter an accredited U.S. graduate school offering the doctoral degree in their field of study.
3. They must be currently engaged in or planning to enter a career in higher education.

Eligibility is limited to (a) applicants who plan to pursue full-time study toward the doctoral degree in the Arts or Sciences or (b) applicants who hold a first post-baccalaureate professional degree - such as the M.D., J.D., or the masters in architecture, business administration, education, engineering, library science, public administration, public health, or urban affairs and planning - and plan to continue on to the doctoral degree in preparation for a career in higher education.

These awards are for one year only, but they are renewable upon reapplication if the fellow maintains satisfactory progress toward the doctorate. The fellow will be expected to study full time and to complete the requirements for the doctorate as soon as possible.

Fellowship awards for 1975-76 will include the full tuition and fees required by the graduate school, an allowance of \$300 for books and supplies, and a monthly stipend of \$250 to help meet living costs. A married fellow may apply for an additional stipend of \$50 a month for his or her spouse and each dependent child, provided that dependency can be substantiated. Applicants receiving Special Dissertation-Year awards may apply for a research allowance in lieu of the book allowance.

Twelve-month awards are available for applicants planning to study full time during the summer session 1975 and the academic year 1975-76, starting with July 1975. Ten-month awards are available for those planning to study full time during the academic year 1975-76, starting with September 1975.

ALL applicants are required to submit scores on the Graduate Record Examinations Aptitude Test and one Advanced Test. These tests will be administered on October 26 and December 14, 1974, and the deadlines for registering for them are October 8 and November 26, 1974, respectively.

Arrangements for taking the tests should be made by the applicant directly with the Graduate Record Examinations, Educational Testing Service, Box 955, Princeton, New Jersey 08540. Applicants should request that their scores be sent directly to "National Fellowships Fund, Code Number R5487-4."

The deadline for submitting completed applications and ALL supporting documents is January 5, 1975.

Applicants will be notified of award decisions on March 25, 1975.

Application forms must be requested by the individual applicants. No applications will be sent to intermediaries. For application forms and additional information write to:

GRADUATE FELLOWSHIPS FOR BLACK AMERICANS
NATIONAL FELLOWSHIPS FUND
SUITE 484
795 PEACHTREE STREET, N.E.
ATLANTA, GEORGIA 30308

The National Fellowships Fund is an agency of the Council of Southern Universities, Inc., operating under a grant from the Ford Foundation.

National Science Foundation Graduate Fellowships for 1975

No. FY75-GS5

NSF Graduate Fellowships are awarded for study or work leading to master's or doctoral degrees in the mathematical, physical, medical, biological, engineering, and social sciences, and in the history and philosophy of science.

New fellowships to be awarded in Spring 1975 will be for periods of three years, the second and third years to be approved by the Foundation on certification by the fellowship institution of the student's satisfactory progress toward an advanced degree in science.

Eligibility: American citizens or nationals who will be college seniors or first year graduate students in the spring of 1975.

Stipend: \$3600 for a 12 month tenure or prorated at \$300 per month for lesser periods.

Application: Application materials may be obtained from the Fellowship Office, National Research Council, 2101 Constitution Avenue, N.W., Washington, D.C. 20418.

The deadline for filing applications for Graduate Fellowships with the Fellowship Office, National Research Council, is December 2, 1974. On March 15, 1975 the National Science Foundation will notify all applicants by letter of the outcome of their applications.

The Business and Professional Women's Foundation

No. FY75-GS6

I. 1975-76 LENA LAKE FORREST FELLOWSHIPS

ELIGIBILITY:

1. Citizen of the United States of America.
2. Doctoral candidate whose proposal for research has been approved by academic authorities in an accredited graduate institution.

(or)

Person able to demonstrate that the proposed research will be conducted under standards of scholarship recognized at the doctoral level.

REQUIREMENTS:

1. Proposed research must pertain to educational, economic, political, social or psychological factors affecting the business and professional woman.
2. Quarterly progress reports.
3. One copy of the unpublished research findings and two copies at date of issuance, if published.
4. Authorization for reproduction of excerpts from research findings for public information.
5. Credit line in any published or unpublished report of the research findings.

AMOUNT:

Fellowships range from \$500 to \$3,000 for one year.

APPLY TO:

Business and Professional Women's Foundation
2012 Massachusetts Avenue, N.W.
Washington, D.C. 20036

Applications due not later than January 1, 1975. Candidates notified by April 1, 1975.

II. SALLY BUTLER INTERNATIONAL SCHOLARSHIP

1975-1976

for Latin American Graduate Students

Criteria for Application:

Applicants must be women from Latin American countries who have been graduate students at a U.S. university, who want to continue their graduate studies in the U.S. and who expect to return to their own countries after graduation.

Amount:

Scholarships range from \$500 to \$2,000 for one year.

Requirements:

Quarterly progress reports in English must be submitted to the Foundation.

Applications may be obtained by writing to:

Business and Professional Women's Foundation
2012 Massachusetts Avenue, N.W.
Washington, D.C. 20036

Applications, in English, must be submitted not later than January 1, 1975, and must include a copy of all university-level transcripts.

Applicants will be notified by April 1, 1975.

Resources for the Future, Inc. Annual Doctoral Dissertation Fellowships in Natural Resources, 1975-76

No. FY75-GS7

PURPOSE

The purpose of these fellowships is to assist qualified graduate students in completing doctoral dissertation work and stimulate their interest in the application of social science disciplines to problems in the field of natural resources. The fellowships are designed to enable selected students who have completed all doctoral requirements except the dissertation to devote full time for one academic year to dissertation research.

ELIGIBILITY

1. Fellowship candidates must be nominated by the academic department in which the student is a doctoral candidate. Direct applications are not accepted. Nomination forms for submission are supplied only to the chairmen of eligible departments. A department may nominate more than one candidate.

Institutions in the United States or Canada that offer doctoral degrees may nominate candidates. Consideration for nomination should be without regard to whether a student is currently in residence.

2. Nominees must have completed all requirements for the doctorate except the dissertation before the start of the 1975-1976 academic year.
3. The research proposed by the candidate must relate to natural resources, their products, or their services, including land, water, minerals, energy materials, forests, outdoor recreation, fish, wildlife, and air, or any combination of these. It must involve the social sciences or related fields of study, such as economics, economic history, economic geography, business administration, political science, political history, political geography, public administration, planning, sociology, statistics. Interdisciplinary research involving the application of more than one social science or the combination of social science with a physical, biological or engineering science are appropriate. If the study is in the field of agriculture, it should focus on the natural resource characteristics of land and water rather than on agricultural commodities or the problems of individual farm enterprises.

DURATION

The fellowship tenure period will be the regular 1975-76 academic year, consisting

Current Publications And Other Scholarly Works

ENGINEERING

Aerospace and Mechanical Engineering

- Lee, Lawrence H. N.
 L.H.N. Lee. 1974. Dynamics plasticity. Nuclear Engineering and Design 27(3): 386-397.
 L.H.N. Lee. 1974. Inelastic asymmetric buckling of ring-stiffened cylindrical shells under external pressure. AIAA Journal 12(8):1051-1056.
 Mueller, Thomas J.
 T.J. Mueller. 1974. On the Fluid Dynamics of Prosthetic Heart Valve Flow - A Preliminary Numerical and Experimental Study. von Karman Institute for Fluid Dynamics, Rhode Saint Genese, Belgium. ix and 29pp.

Metallurgical Engineering

- Peretti, Ettore A.
 E.A. Peretti, T. Jelinek. 1974. Contributions to the system indium - arsenic - tellurium. Journal of the Less Common Metals 35:293-297.

SCIENCE

Biology

- Bender, Harvey, A.
 H.A. Bender. 1974. Biomedical ethics. The New England Journal of Medicine 291:476.

Chemistry

- Freeman, Jeremiah P.
 J.P. Freeman and E. Janiga. 1974. Molecular rearrangements of N-hydroxypyrazole derivatives. Journal of Organic Chemistry 39(17):2663-2664.
 Hentz, Robert R.
 *L.M. Perkey, Farhataziz, and R.R. Hentz. 1974. The photoconversion of solvated electrons into trapped electrons in ethanol glass at 6°K. Chemical Physics Letters 27(4):531-534.
 Mozumder, Asokendu
 *A. Mozumder. 1974. Effect of an external electric field on the yield of free ions. III. Electron scavenging at small concentrations. Journal of Chemical Physics 61(3):780-785.
 Pasto, Daniel J.
 D.J. Pasto and J.K. Borchardt. 1974. Chiral 1,2-bisalkylidenecyclopentanes. Direct formation via cycloaddition reactions of chiral substituted alkenylidenecyclopropanes. Journal of the American Chemical Society 96:6220.

Scheidt, W. Robert

- P.L. Piciulo, G. Rupprecht, and W.R. Scheidt. 1974. Stereochemistry of nitrosylmetalloporphyrins. Nitrosyl- $\alpha,\beta,\gamma,\delta$ -tetraphenylporphinato Cl-methylimidazole) iron and nitroso 1- $\alpha,\beta,\gamma,\delta$ -tetraphenylporphinato (4-methylpiperidine) manganese. Journal of the American Chemical Society 96(16): 5293-5295.
 Winicur, Daniel H.
 D.H. Winicur and J.L. Fraites. 1974. Electronic-energy exchange cross sections for $\text{Ar}^(^3\text{P})$ and $\text{N}_2(^1\Sigma_g^+)$. Journal of Chemical Physics 61 (4):1548-1553.

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 * Under the Radiation Laboratory
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Mathematics

- Stoll, Wilhelm F.
 W.F. Stoll. 1974. Holomorphic functions of finite order in several complex variables. Conference Board of the Mathematical Sciences Regional Conference Series in Mathematics 21:83pp.

Microbiology

- Wostmann, Bernard S.
 *E. Bruckner-Kardoss and B.S. Wostmann. 1974. Blood volume of adult germfree and conventional rats. Laboratory Animal Science 24(4):633-635.

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 * Under the Lobund Laboratory
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Physics

- Blackstead, Howard A.
 M.T. Elliott, J.T. Wang, and H.A. Blackstead. 1974. Generation of gigahertz phonons in dysprosium films through the excitation of normal magnetoelastic modes and parametric processes. International Journal of Magnetism 6:33-45.
 H.A. Blackstead. 1974. Phonon spectroscopy: An experimental technique for the investigation of dynamic magnetoelastic interactions in rare metals. Pages 1096-1104 in, J.M. Hosehke and H.A. Eick, eds. Proceedings of the Eleventh Rare Earth Research Conferences. USAEC Technical Information Center, Oak Ridge, Tennessee.
 Rollefson, A. Andre
 G.A. Huttlin, S. Sen, W.A. Yoh, and A.A. Rollefson. 1974. Spin assignments through $^{62}\text{Ni}(\bar{d},p)^{63}\text{Ni}$. Nuclear Physics A227:389-398.

ARTS AND LETTERS
HUMANISTIC AND SOCIAL STUDIES

American Studies

- Schlereth, Thomas J.
T.J. Schlereth. 1974. *Geranimo: the Last of the Apache Chiefs*. Forum Press, St. Charles, Missouri. 15pp.

Economics

- Davisson, William I.
W.I. Davisson and J.J. Ubran, Jr. 1974. Limits to growth and World III - A followup. Pages 50-54 in, *Proceedings of the 1974 International Conference on Systems, Man and Cybernetics*.
Leahy, William H.
W.H. Leahy. 1974. Dualism and regional and urban integration. *Revue Tiers - Monde* 40(58):315-326.

English

- Dougherty, James P.
J.P. Dougherty. 1974. Review of The Political Identities of Ezra Pound and T.S. Eliot. *The Review of Politics* 36(4): 621-623.
Rathburn, Paul A.
P.A. Rathburn and J.O. Meany. 1974. Shakespeare work in progress: Psychology, psychodynamics and teaching. *The Shakespeare Newsletter* 24(3):27.
P.A. Rathburn and J.O. Meany. 1974. Shakespeare on film at Notre Dame, *The Shakespeare Newsletter* 24(3):32.
P.A. Rathburn and J.O. Meany. 1974. The psychology of Macbeth. *The Shakespeare Newsletter* 24(3):29.

Government and International Studies

- Bartholomew, Paul C.
P.C. Bartholomew. 1974. *Leading Cases on the Constitution*. Ninth Edition. Littlefield, Adams and Co., Totowa, New Jersey. xxiv and 407pp.
Francis, Michael J.
M.J. Francis. 1974. The United States at Rio, 1942: The strains of Pan-Americanism. *Journal of Latin American Studies* 6(1):77-95.
Kromkowski, John A.
J.A. Kromkowski, Msgr., G. Baroni, and B. Tschabold. 1974. Public administration, ethnicity, and neighborhood development. *National Center for Urban Ethnic Affairs and IUSPEA*. Running time:thirty minutes.
Niemeyer, Gerhart
G. Niemeyer. 1974. The autonomous man. *Intercollegiate Review* 9(3):131-137.

Graduate Studies in Education

- Meany, John O.
P.A. Rathburn and J.O. Meany. 1974. The psychology of Macbeth. *The Shakespeare Newsletter* 24(3):29.
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- P.A. Rathburn and J.O. Meany. 1974. Shakespeare work in progress: Psychology, psychodynamics and teaching. *The Shakespeare Newsletter* 24(3):27.
Tageson, Carroll W.
C.W. Tageson and J.G. Corazzini. 1974. The para-professional in the minority community. *Counseling and Values* 18(3):193-198.
C.W. Tageson and J.G. Corazzini. 1974. A collaborative model for consultation and paraprofessional development. *Professional Psychology* 5(2):191-197.

History

- Chroust, Anton-Hermann
A.-H. Chroust. 1974. *Pseudo-Ocellus Lueanus, De Universi Natura III, 4, 41* (ed. Harder): A fragment of Aristotle's *On Philosophy*. *Classical Philosophy* 69(3):209-210.

Modern and Classical Languages

- Lanzinger, Klaus
K. Lanzinger. 1974. Der MLA-Jehreskongress in Chicago 1973. *Die Neueren Sprachen* 2:117-179.

Music

- Biondo, Charles A.
C.A. Biondo, arr. and ed. 1974. *G Minuets and Trios K. 65a. by W.A. Mozart*. M.M. Cole Publishing Co., Chicago, Illinois.

Philosophy

- Chroust, Anton-Herman
A.-H. Chroust. 1974. A Fragment of Aristotle's *On Philosophy*: Some remarks about Philo of Alexandria, *De Aeternitate Mundi VIII, 4*. *Wiener Studien* 8(1):15-19.
Evans, Joseph W.
J.W. Evans. 1974. *Art and Scholasticism and The Frontiers of Poetry* by J. Maritain. (Transl. from French) Notre Dame Press, Notre Dame, Indiana. 234pp.

Psychology

- Farrow, Bobby J.
J.M. Farrow, W.E. Lohss, B.J. Farrow, and S.I. Taub. 1974. Note on scuttlebutt effect among college students. *Perceptual and Motor Skills* 39:353-354.

Theology

- O'Connor, CSC, Edward D.
E.D. O'Connor, CSC. 1974. Institution and inspiration: two modes of Jesus' presence in the Church. Pages 189-204 in, *Jesus, Where Are You Taking Us*. Creation House, Carol Stream, Illinois.
E.D. O'Connor, CSC. 1974. God's love for His people. Page 101-112 in, *N. Wogen, ed. Jesus, Where Are You Taking Us*. Creation House, Carol Stream, Illinois.

BUSINESS ADMINISTRATION

Accountancy

Rueschhoff, Norlin G.

N.G. Rueschhoff. 1973. U.S. dollar based financial reporting of Canadian multinational corporations. The International Journal of Accounting 8(2):103-109.

N.G. Rueschhoff. 1974. Explosion de la Education Continua en Contaduria. Pages 239-249 in, Trabajos Presentados para su Estudio. Tomo II, XI Conferencia Interamericana de Contabilidad, San Juan, Puerto Rico.

N.G. Rueschhoff. 1974. Critique of article on funds flow statement-Rejoinder. The CPA Journal 44(3):18-19.

Finance and Business Economics

Goulet, Waldemar M.

W.M. Goulet. 1974. Price changes, managerial actions and insider trading at the time of listing. Financial Management 3(1):30-36.

Management

Sexton, William P.

W.P. Sexton. 1974. A future model of the Catholic hospital. Hospital Progress 55(10):41-60.

LAW

Laing, Edward L.

E.L. Laing. 1974. Revolution in Latin American legal education: The Columbian experience. Lawyers of the Americas 6(2):370-415.

Murdock, Charles W.

C.W. Murdock. 1974. Tax sheltered Securities: Is there a broker-dealer in the woodwork. Pages 55-83 in, S.E. Roulac, ed. Due Diligence in Real Estate Transactions. Practicing Law Institute, New York City.

Shaffer, Thomas L.

T.L. Shaffer. 1974. Some thoughts on the psychology of estate planning. Trust and Estates 113(9):568-571.

T.L. Shaffer. 1974. The overture in a well-drawn will. Pages 15-20 in, The Practical Lawyer's Manuel on Wills and Probate. American Law Institute, Philadelphia, Pennsylvania.

MEDIAEVAL STUDIES

Gabriel, Astrik L.

A.L. Gabriel, P.O. Kristeller, and R.P. McKeon. 1974. Memoirs of fellows and corresponding fellows of the Mediaeval Academy of America. Jacques Maritain. Speculum 49:606.

Closing Dates for Selected Sponsored Programs

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

<u>Agency</u>	<u>Programs</u>	<u>Application Closing Dates</u>
American Academy in Rome	Rome Prize Fellowships	December 31, 1974
American Council of Learned Societies	Grants for East European Studies	December 31, 1974
American Council of Learned Societies	Grants for Soviet Studies	December 31, 1974
American Council of Learned Societies	Programs in East European Studies - Grants for Post-Doctoral Research	December 31, 1974
Department of Transportation	Fellowships in Highway Safety	December 31, 1974
Department of Transportation	University Research Training in Urban Mass Transportation	December 31, 1974
Huntington Library & Art Gallery	Fellowships	December 31, 1974
Institute for Advanced Study	Postdoctoral Fellowships	December 31, 1974
International Research and Exchanges Board	Ad Hoc Grants to Promote New Exchanges	December 31, 1974
National Endowment for the Arts	Craftsmen Fellowships	December 20, 1974
Organization of American States	Fellowship Program	December 31, 1974

documentation

North Central Accreditation Report

Notre Dame's primary academic accreditation comes from the North Central Association of Colleges and Secondary Schools, whose jurisdiction extends over nineteen states from Ohio to Arizona. This past summer the University had its full accreditation extended for ten years. One feature of an accreditation review is a three-day visit by a team of experienced evaluators from other universities. The visiting team has access to all files and records, and interviews faculty, students, and administrators as it chooses. The report of the team is then filed with the accrediting association, and sent to the president of the institution for his response.

Those of us who have seen a good number of those documents found the Notre Dame report particularly positive and favorable. There are a few matters of fact and of judgment which we would disagree with, and which Fr. Hesburgh has noted before the Commission on Institutions of Higher Education. On balance, however, it is felt that an outside view is always valuable, and on the recommendation of its Committee on Academic and Faculty Affairs, the Board of Trustees authorized us to take the unusual step of publishing this report.

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

REPORT OF A VISIT TO THE UNIVERSITY OF NOTRE DAME

South Bend, Indiana--March 18-20, 1974
for the
Commission on Institutions of Higher Education
of the
North Central Association of Colleges and Secondary Schools

EVALUATION TEAM

- Dr. Janet L. Abu-Lughod, professor of sociology, Northwestern University, Evanston, Illinois
- Dr. Harvey D. Buchanan, provost for humanities and arts, Case Western Reserve University, Cleveland, Ohio
- Dr. Walter C. Daniel, vice chancellor, University of Missouri, Columbia, Missouri
- Donnell W. Dutton, professor of aerospace engineering, Georgia Institute of Technology, Atlanta, Georgia
- Dr. Francis H. Heller, Roy A. Roberts professor of law and political science, University of Kansas, Lawrence, Kansas
- Dr. James W. Moulder, professor of microbiology, University of Chicago, Chicago, Illinois
- James W. Stevens, vice president for finance, Knox College, Galesburg, Illinois
- Dr. Burton M. Wheeler, dean of the College of Arts and Sciences, Washington University, St. Louis, Missouri
- Dr. Irvin G. Wyllie, chancellor, University of Wisconsin-Parkside, Kenosha, Wisconsin
- Dr. Martin L. Zeigler, associate vice president for planning and allocation, University of Illinois, Urbana, Illinois

The Occasion of the Accreditation Review

This report on the University of Notre Dame is a periodic review, covering institutional developments of the last decade. The University, which was founded in 1842, received its first North Central accreditation in 1913. Its status as a fully accredited institution at all degree levels, including the doctoral, was last reaffirmed in 1964.

Though the University's main goal (to be the best Catholic university on the North American continent) has remained unchanged, substantial changes have occurred in the last ten years in the make-up of the governing board, the beginning of coeducation, the strengthening of the university's endowment, and steady striving for quality improvements throughout the institution. On this visit Notre Dame impressed the North Central team as an institution with a clear and strong sense of purpose, outstanding leadership, academic and financial strength, high morale, and a strong sense of community. Though the University had to cope with and adjust to the pressures, tensions, and changes that affected all of American higher education in the 1960's and early 70's, it managed to do so without losing its distinctiveness, its internal cohesiveness, or its sense of academic purpose and direction.

None of the foregoing should suggest that Notre Dame is a monolithic institution in which all internal constituencies think the same thoughts, share the same values, and agree on all matters of program and policy. As this report will indicate, there are significant differences of opinion on many vital matters. But that is characteristic of any healthy university undergoing change. What is striking at Notre Dame is that these differences have not isolated the faculty, administration, and students into warring camps, and have not undermined the ideals and traditions that make Notre Dame a "caring place" for all members of the University community.

The North Central visitors wish to thank the University for its full cooperation in the conduct of the accreditation review, for its openness and candor, and for its generosity and hospitality throughout the visit.

The Transition to a Lay Board of Trustees

From 1842 until 1967 six priests of the Congregation of Holy Cross, the French missionary order that founded the institution, served as the University's Board of Trustees. In the spring of 1967, in the wake of Vatican II, Notre Dame became the first major Catholic University to transfer governance to a lay board. That was a special accomplishment of the President, who said of the University's long-standing relation to the Holy Cross fathers, "My job was to get the order disentangled from the University financially, and then disentangled from it juridically. The second was the tougher job, but I have succeeded at both."

The University's vice president for business affairs oversees all business operations of the University, including personnel, plant services, financial control, and internal auditing. Ten individuals report directly to this vice president, which adds up to a broad and burdensome span of control which can be managed only through long hours of dedicated service. Internal financial control is adequate, and thanks to a new accounting system the vice president is able to provide reports to the various campus administrative offices on a more timely basis.

The business office has the main responsibility for developing budget estimates over a three-year forecast period. This requires close cooperation with the Office of Administration in order to predict the number of students likely to be enrolled, inflation prospects, the level of tuition, indirect cost recovery, and sponsored research. After agreement is reached on these points, income is estimated for each of the next three years. These estimates are then reviewed by an executive budget committee composed of the executive vice president, provost, associate provost, and the vice presidents. Allocations to the operating units of the University, including the colleges, are determined by this group. The allocations are decided largely by negotiation among the principal parties. Though the deans are involved in the original request process, neither they nor the faculty are involved in the final allocation determinations. After allocations are made to the colleges each dean is responsible for making allocations to the several departments under his jurisdiction.

This highly centralized decision-making process requires that few errors of judgment be made at the top, which again highlights the importance that the administration attaches to the development of a sophisticated management information system and the use of effective control tools. All of this needs to be better understood at the faculty and middle-management levels, where in some quarters there seems to be a lack of information, uncertainty, and unnecessary suspicion.

The University's physical facilities, though constructed over a long span of time, are in good condition and blend together to make a coherent campus. With some exceptions to be

noted later in connection with specific academic programs, the buildings adequately support the University's educational mission.

Approximately 6.7 per cent of the University's total budget is assigned to the maintenance of physical facilities. This figure is quite modest in comparison to maintenance costs at similar institutions, where this budget item usually runs between 10-14 per cent. Nevertheless, Notre Dame's buildings and grounds are well maintained. Major repair work is ordinarily done on a contract basis with local firms. This saves money because high-cost tradesmen and craftsmen are on campus only when there is actual work to be done. Another cost-saving feature of the Notre Dame operation is that the institution generates all of its own electricity and heats its buildings as a by-product, relying on a power plant that is equipped to burn coal, gas, or oil, whichever is least expensive at any given time.

Several remodeling projects are envisioned for the near future--in the bookstore, the student center, and the old biology building--but as indicated previously the construction of new buildings has a low priority as the University goes about the business of strengthening its endowment.

Library and Computing Center

The 1964 North Central accrediting report recognized the splendid potential of Notre Dame's new library facility, and the strength of its holdings in some fields, such as biology and the natural sciences. But it also called attention to deficiencies in the size of the total collection, and to the modest and marginal holdings in the social sciences. In the last decade gains have been made in the size of the total collection, but progress has been spotty and uneven among the various disciplines. The faculties in history and English now feel that their collections are excellent both for undergraduates and the most advanced graduate students. Engineering, on the other hand, feels that its holdings are good for undergraduates, adequate for masters candidates, and barely adequate for doctoral students. These few illustrations simply speak to the point that there are great variations, by field, in the strength of the library's holdings, and that the institution has made much less progress in this area than in many others in the course of the last decade.

Currently only 5.8 per cent of the University's educational and general budget goes for library support. A 1973 University task force report on research and instruction declared, on the basis of data supplied by the national Association of Research Libraries, that "The Memorial Library ranks near the last among research libraries in volumes held, new volumes added annually, size of staff, spending for supplies and binding, and in total dollars spent for the library. Its rank is not only low but is declining in relation to all libraries of institutions we would like to think comparable." The peer group with which Notre Dame was compared included thirteen other institutions which the ARL categorized as having "medium small" libraries, among them Boston University, Florida State, Maryland, Rochester, Temple, Tennessee, Texas A&M, and Washington State. The task force report observed that "we do more than Rice, Howard, Alabama, St. Louis, and Oklahoma State, each of which we outdo...Disillusioning as it may be, we surpass no other. This is our league."

Clearly there is at Notre Dame, as at other major universities, a need for better vertical and lateral communication. Effective vertical communication should be a matter of concern to the top administrators, because their objectives, intentions, and motives are frequently misunderstood and misinterpreted down the line. At the level of middle management lateral communication seems to be a special problem. There the sharing of information is limited, and communication seems to be organized on a need-to-know basis. Throughout the University there is general agreement that the various constituencies are better informed than they were a decade ago. But since the goals and objectives of the Trustees and principal administrators are supported and shared by most members of the University community, these parties would like to be better informed, so they too can feel that they are insiders and trusted members of the team.

The Management of Resources

Unlike many other private universities Notre Dame finds itself in a relatively strong financial position. In a time of rapidly rising costs it has generally avoided operating budget deficits, and has therefore been able to add the bulk of unrestricted gifts received each year to endowment. The institutional endowment of \$84 million is modest in comparison to the size and mission of the University, but the significant point is that it has risen to its present level from a base of \$12 million after World War II. The University's success in keeping a tight rein on operating expenses while increasing its endowment provides evidence that the management responsibilities of fund raising, accounting, budget, personnel control, investments, and other such functions are well managed by highly competent individuals.

The University's investment portfolios appear to be well diversified and soundly invested. Yield and growth, in some cases, have reached 35 per cent--an excellent return in light of

the grave uncertainties and downswings that have afflicted the stock market in recent years. Growth from this source, as well as unrestricted gifts and bequests, have generally been added to endowment.

The University worries about the level of tuition, presently \$2,650, and room and board charges, which are now approximately \$1,100. The concern focuses on the institution's desire not to price its middle class students out of the market. But when Notre Dame's charges are compared to those of other private colleges and universities, many of lesser academic stature, the University appears to be offering its students a comparative bargain. The President estimates that 57 per cent of Notre Dame students receive some form of financial aid, at an average of \$1,600 per year to each student receiving such assistance.

The President also expresses concern that in a time of tight budgets he does not have enough discretionary money to be able to shoot at "targets of opportunity" as they present themselves each year. There are occasional surprise windfalls, such as the \$100,000 that came from Gulf Oil in response to his strong stand against student unrest, but discretionary gifts of that kind do not come often enough, or in sufficient amounts, to permit the University to take advantage of all of its opportunities for quality improvement.

In the fund raising field the North Central team was greatly impressed by the energy and leadership of the vice president for public relations and development. His office raised approximately \$9.2 million last year, from parents, alumni, and a carefully screened group of friends of the University. Almost two-thirds of the gifts, amounting to \$5.7 million, came from individuals who are not graduates. "Notre Dame has many more alumni than it has graduates," said the vice president in reference to the institution's so-called "subway alumni." About half of the University's actual alumni contribute on an annual basis. That group, numbering about 20,000 individuals, contributed \$3.48 million last year.

Notre Dame is highly professional and systematic in its fund-raising approach. In addition to its home office in South Bend it maintains satellite development offices in New York, Chicago, and Los Angeles. About 20 per cent of all gifts come via the New York office, an indication of the importance of the institution's distant collection points.

The principal officers of the University, as well as the fund-raising staff, work at conditioning prospective donors. The President's role is to head up a quality University, to reassure parents and alumni of Notre Dame's continuing commitment to religious and moral values, and to stand as the personal symbol of the institution's national reputation. He is supported in this work by a Student-Alumni Relations Group (SARG) that works at allaying parent and alumni fears that the University is becoming less Catholic, more secular, and too permissive in respect to student discipline. The President himself makes comparatively few direct solicitations, perhaps no more than 15 to 20 each year. The vice president for public relations and development personally handles about 100 to 125 top prospects. Other major University administrators, as well as the professional fund-raising staff, are matched up annually with 500 of the most likely prospects. In these contacts University representatives emphasize Notre Dame's academic quality, its Catholic character, its residentiality, its national standing, and its special needs--such as endowment money, and funds for special chairs.

In recognition of his heavy workload and the fact that "too many problems were reaching me on first bounce" the President recommended and the Board two years ago agreed to create a new office, that of provost. The position of provost, clearly the number two position on campus, is filled by the Board on recommendation of the President.

There is some, but not universal, faculty unhappiness on the point that the position of provost was created by direct agreement between the President and the Board, and filled without benefit of faculty involvement in a standard search-and-screen process. The present provost, who was chairman of the theology department, is a young priest of excellent academic qualifications and outstanding ability. Those who are unhappy about the method of his selection believe that the President and the Board may in choosing him have already decided the question of presidential succession. Others, however, believe that the provost's administrative style and the liabilities that will inevitably accrue through the fulfillment of the duties of his office will make it difficult for him to succeed to the presidency.

The provost is a man of decision and action, dedicated to change and to the general quality improvement of the institution. He is also perceived as "the President's lightning rod," and his man for saying "no" when "yes" might be more popular. He is definitely an initiator and a man of ideas, which is troublesome to those who prefer the status quo. The faculty attributes to him a private opinion that faculty committees move too ponderously and unimaginatively to initiate major changes, thus requiring him to take the lead. They concede that he is willing to have his proposals discussed, reviewed, and modified, but claim that he is not willing to have them defeated. Some regard him as more outspoken than the President on the question of adherence to Catholic educational values and traditions, again

a matter of concern to relaxed or liberal Catholics who regard such talk as unnecessary and retrogressive. In general operating style the faculty believes that the provost acts on the principle that an administrator should exercise his prerogatives when more than half of any matter can be claimed to be in the sphere of administrative responsibility (setting the academic year calendar, for example). Though their personal styles are different, there is general agreement that the provost, like the President, is energetic, extremely able, and very effective. He has a following and is not without admirers.

The same can be said of the executive vice president of the University, who is responsible for fiscal management and other matters relating to technical administration. Until the creation of the office of provost, the executive vice president was the number two man at Notre Dame, with wide-ranging responsibilities commensurate with his executive talents, his long experience, and his intimate familiarity with the internal and external environments of the University. The University's academic manual describes the executive vice president's role succinctly: "He assists the President in the work of general administration in whatever way the President may desire." This officer, who is also a Holy Cross priest and a fellow of the University, is widely respected in the University community and is generally credited with responsibility for Notre Dame's present sound financial condition. His supporters believe that had his prior service been more academic than administrative, he might have been in line for succession to the presidency.

Another new key officer in the administrative structure is that of dean of administration. This dean serves as the principal interface between the provost and the executive vice president in supplying institutional research and management information system needs. The dean of administration is responsible for facilities analysis, planning, institutional research, management information systems, the development of analytical models, and control of administrative systems. The techniques and methods used by his office in the analysis of physical facilities requirements and the assignment of space match the most sophisticated techniques available anywhere in the country. The creation of this office, and the use of the information that it supplies, is but another indication of the forward-looking management of the University by its principal officers.

Collectively the President, provost, and executive vice president constitute a very strong administrative team. There is enough diversity of opinion among the top three to assure healthy disagreement on particular questions, but enough agreement on ultimate objectives to guarantee teamwork and the achievement of results. Members of the University community who are most satisfied with Notre Dame regard the top three as strong, capable, responsible, and effective. A less satisfied minority, representing in many cases the academic "generation of the sixties," view the principal administrators as not only dominant but domineering. They cite as evidence the administration's apparent control of the policy-making Academic Council, its method of creating and filling the office of provost, its unilateral determination of the calendar, its tight control of budget information, its policy pronouncements on tenure density, and its sudden and unexpected abandonment of a much-heralded Institute for Advanced Religious Studies.

The new governing arrangement called for two intermixed bodies, the Fellows of the University (which inherited the original charter powers of the Trustees), and the Board of Trustees (which by delegation became the effective policy-making and governing body). The fellows of the University are 12 in number, six Holy Cross priests and six laymen. The fellows also serve as Trustees, and elect new Trustees. The by-laws of the Board state that the Trustees shall consist of not less than 30 nor more than 45 members. Under present practice the elected Trustees are laypersons, which makes them a distinct majority. The Board meets only twice a year, but its various committees meet four to six times a year and are unusually active, maintaining close supervision over policy issues. The Executive Committee of the Board is made up of persons who chair the various Board committees.

The practical effect of these new arrangements was to make Notre Dame a free and autonomous University, free of Vatican control, of control by the Holy Cross order, and of control by the local bishop. The change did not make the institution any less Catholic, however, or less dedicated to religious and moral objectives. The statutes of the University clearly state that "The essential character of the University as a Catholic institution of higher learning shall at all times be maintained, it being the stated intention and desire of the present Fellows that the University shall retain in perpetuity its identity as such an institution."

To allay fears that the transition to a lay Board might lead to total secularization of the University, the President and provost have in their actions and public utterances of the last few years made clear to faculty, students, parents, alumni, donors, and other constituencies that Notre Dame will remain steadfast to its Catholic traditions and educational purposes. These statements of commitment, while reassuring to some, have alarmed many

liberal Catholics within the University community (both laymen and priests), who fear that under lay control the University may become more aggressively and narrowly Catholic than ever before.

The principal administrators of the University serve at the pleasure of the Board, on a year-to-year basis. The President offers his resignation every year, but the Board, in recognition of his long service and outstanding leadership persuades him to stay on. The North Central visitors had an opportunity to discuss frankly with representatives of the Board a variety of sensitive issues, among them the question of presidential succession, the institution's awareness and responsiveness to the needs of women students, and the effects on various constituencies of constant reiteration of Notre Dame's strong Catholic commitment. The visiting team came away from these discussions favorably impressed with the calibre, dedication, alertness, thoughtfulness, and all-around capability of the Board of Trustees.

Administration

The key figure in the hierarchical order of the University administration is the President. He is the personal embodiment of Notre Dame--its traditions, its commitments, its achievements, its progressiveness, its ultimate purposes. Among all University constituencies, from groundskeepers to Trustees, there is a universal perception that the President not only represents the University, but that he runs it as well. "When the fire is on," said the President of his leadership role, "you don't waste time discussing who is going to fill the pail with water."

Despite heavy outside responsibilities as a national educational leader, responsibilities that have taken him away from the campus about half time in recent years, the President has managed to stay on top of his own institution through long hours and hard work. He has also managed to be accessible to students, faculty, and other elements of the University community. This, together with his personal touch and his record of accomplishments, accounts for his standing as a well-liked and respected leader of the University. On most, if not all issues, he could carry the day at Notre Dame on the strength of personal prestige alone.

One of the sources of the President's strength is his candor in stating his opinions and feelings on key issues. His well-publicized stand on student unrest was only symptomatic of that quality. He intends that Notre Dame shall remain a Catholic university, with a strong commitment to moral and value-oriented education. "I care if Notre Dame students are stretched out on drugs, or sloshed on alcohol, or sleeping around on week-ends," he says.

He cares about other things too, things having to do with the educational quality and financial well-being of the University. He has committed himself to trying to create 120 new endowed chairs, at a cost of \$800,000 each, to attract new star faculty to Notre Dame. Internally he hopes to increase faculty salaries by 6 or 7 per cent for 1974-75. In order to avoid leaving his successor with a debt-ridden institution he has insisted that operating income match expenditures, and has pumped every extra dollar into the upbuilding of the University's permanent endowment, now estimated at \$84 million. This has required general belt-tightening, and a virtual halt to the University's building program, even though the institution has a need for additional office, instructional, and research space.

Clearly, spending for the Notre Dame Library has not kept pace with inflation. Between 1967-71 the cost of hard cover books increased by an average of 57 per cent, while the library's book budget increased by only 12.5 per cent--a highly specific measure of slip-page. Today the Memorial Library and its six specialized satellite libraries have slightly more than one million volumes.

In reacting to such data it should be remembered that Notre Dame, though fully accredited at the doctoral level, conceives of itself as primarily an undergraduate university. For its main mission in undergraduate instruction, and for an undergraduate student body of 6,800, the library is certainly better than adequate. But Notre Dame also enrolls more than 1,500 graduate and professional students and has many research-minded faculty, and their needs are not fully and appropriately met by present library holdings or by the present level of spending. This is a matter that deserves high-priority administrative attention.

On the other hand the Computing Center, a more recent educational resource, seems to be in a comparatively stronger budgetary position than the library, though it serves many fewer students and faculty. The budget of the Computing Center is in excess of \$1 million, as against \$1.48 million for the library. An offsetting consideration is that the computer is also used for administrative purposes, and is therefore not strictly a research and instructional facility. Administrative uses accounted for 11.6 per cent of computer time and 21.7 per cent of costs during 1972-73.

To meet its combined computer needs the University leases an IBM Model 370/158 with one and one-half megabytes of core. This high-powered machine appears to be serving all three functional areas effectively and efficiently, handling instructional and research requirements during the day, and administrative data processing at night. There are more than seventy remote terminals available across the campus for students, faculty, and administrative use, and forty-one of these can be placed on line simultaneously. Approximately one-third of the student body availed themselves of these excellent and well-placed facilities last year.

The Faculty

The faculty at Notre Dame meets the standards appropriate to a doctoral university, and faculty qualifications have improved substantially in the last decade. The University's commitment to the establishment of endowed chairs to attract new star faculty reflects administrative awareness that there is still need for improvement as Notre Dame reaches for true academic distinction.

The North Central visiting team sensed that, despite some expressed concerns and grievances, faculty morale and institutional loyalty run very high at Notre Dame, that the faculty is student-oriented, and that while it is active in research and graduate instruction its primary commitment is to excellence in undergraduate teaching. This is not lost on students, who speak highly of the accessibility of the faculty, of the personal attention they receive, and of the high quality of their instruction. As one high-ranking administrator expressed it rather pungently, "Our students don't think our faculty are a bunch of bastards."

a. The Faculty's Role in Institutional Governance

Faculty participation and influence at Notre Dame are strongest at the departmental and college levels. Within the limits of their budgets departments appear to have a great deal of freedom and autonomy. There are numerous departmental and college committees, and each college has a Council through which faculty opinion can be expressed and made effective. As a result, morale is very good and the sense of meaningful involvement is strong at the department and college levels.

In terms of university-wide influence the faculty has made some gains in the last decade, but still feels that it is comparatively weak vis-a-vis the administration. Prior to 1967 the only forum for the expression of campus-wide faculty opinion was the AAUP. In 1967 a Faculty Senate was created, consisting of 50 faculty members elected from the various colleges; the law school; the library; and the special professional faculty. The role of the Senate is to "formulate opinion" on matters affecting the faculty as a whole. In other words, the Senate is a forum and its function is advisory, rather than policy-making. Leaders of the Senate openly admit that the Senate is an ineffective body, that its morale is low, and that for those reasons many faculty members are unwilling to stand for election to that body.

The great "gain" recently is that under the latest revision of the Faculty Handbook the Senate's recommendations to the Academic Council must be placed on the Council's agenda, for consideration. As the Handbook states, "the recommendations of the Senate are referred to the Executive Committee of the Academic Council, which shall place the recommendations on the agenda of the Council." As the Senate sees it, this was a concession not easily won. And to date the Academic Council has not hesitated to turn down some Senate recommendations, perhaps the most important of which was the one calling for the creation of a faculty budget committee. According to the senators this action widened the credibility gap between the administration and the faculty in regard to the budget, prospects for salary increases, and the like. The North Central visitors were surprised to learn that the Senate had launched its own independent study of the question of how many recommendations for promotion to tenure have been turned down administratively in the last few years, a question that presumably could and would be willingly and accurately answered by the provost in a matter of minutes if the Senate would only ask.

The Academic Council is the key policy-making body at Notre Dame. The Council has a wide span of authority and represents various constituencies, including students, faculty, and administrators. There are seven student members and 32 elected faculty members, and all of the top-echelon administrators are represented, with the President of the University serving as chairman ex officio. According to the Faculty Handbook, "The decisions of the Council are reached by majority vote and are subject to the approval of the President." The general assessment on campus is that, though they may be outnumbered, the administrators are not outgunned on the Council, and that they dominate it. Apparently they have substantial input into the agenda, come well-armed with information and proposed solutions to problems, and stand together more solidly than do the other constituencies. Critical faculty characterize the Academic Council as a "tool of the administration." They have

hope, however, and claim that even in the Council "the votes are getting closer." Administrators, on the other hand, view the Council as the best-informed and most responsible body on campus, and suggest that faculty complaints about faculty ineffectiveness in governance are simply "self-fulfilling prophecies."

Whatever the merits of these different views, it seemed clear to the North Central evaluators that the faculty has gained in influence in the last decade, but that its influence is still less than at other comparable major universities.

b. Other Faculty Concerns

Though the faculty is proud of its own steady quality improvements, and is committed to further strengthening of professional qualifications, it is uneasy about the highly-publicized push for endowed chairs that would attract three or four new stars to the campus each year. To many this sounds like a public put-down of the quality of the present staff. Those who have served the University for many years are not satisfied that their own salaries have kept pace, and feel that it is unfair to ask them to make salary sacrifices in the interest of institutional solvency at a time when the institution is raising fresh money for endowed chairs that will be occupied by professors who have not served Notre Dame for a single day. As noted previously, the President has said that he hopes to increase salaries by 6 to 7 per cent for 1974-75. If this materializes, and other keep-up increases follow in subsequent years, faculty concern about attracting high-salaried outsiders to endowed chairs is likely to diminish. Comparative salary data published in the AAUP Bulletin and by the Chronicle of Higher Education indicate that total faculty compensation at Notre Dame is competitive.

There is also faculty uncertainty in respect to tenure density. Three years ago, in an effort to meet this problem before it became critical, the administration announced that henceforth no more than half to two-thirds of the faculty in any department would be tenured. Though cognizant of the problem, faculty spokesmen insist that such a policy would not have passed if put to a vote, and would not pass today. They claim it was simply imposed by administrative fiat. The lingering questions have to do with whether the announcement established immediate quotas or merely set long-term goals, and how successful departments will be in winning exceptions when they begin to push against the ceiling set by the rule. So far two departments have requested and have been granted waivers. The North Central visitors came away with the impression that there is considerable flexibility in the announced policy, but that is not the universal appraisal on campus.

As noted before, some faculty, especially adherents of the Catholic faith, are troubled by the President's and provost's constant reiteration that Notre Dame intends to remain a Catholic institution devoted to moral education. Some internal critics see this as mere public relations bombast, a kind of verbal assurance that "the cross will stay atop the golden dome." Others see it as having operational meaning, but express bafflement as to its intended application to personnel decisions and program directions. The administration has gone on record to the effect that Catholics shall always constitute a majority of the faculty, and the official printed personnel questionnaire that is circulated to prospective faculty has an entry that asks the candidate to reveal his religious affiliation. Some department Chairmen express embarrassment at confronting faculty prospects with this question, and indicate that when the item is left blank they refuse to press the inquiry, to the displeasure of the higher administration. Sentiment against trying to be more Catholic than the Pope seems to be strongest among young priests and liberal lay Catholics on the staff. They suspect that the rhetoric has operational meaning, in the sense of providing a "loose cover" for arbitrary administrative program judgments and personnel decisions. Protestants, Jews, and other non-Catholics, who are in fact well-represented on the faculty, seem to be untroubled by the rhetoric, and express no fear that the institution's continuing religious commitment will have an operationally negative effect on them. They regard the whole matter as a problem within the Church, to be settled among the faithful, rather than as a threat to academic freedom and tenure.

Again, for the purposes of perspective, the North Central evaluators emphasize that though they found pockets of discontent and heard a number of specific criticisms during their visit, their general impression was that the faculty has very good morale, strong institutional loyalty, and that it derives both material and psychic satisfaction from its association with Notre Dame.

Students

Notre Dame students are drawn from all parts of the United States, and generally come from middle class backgrounds. Two thirds of them come from Catholic schools, a matter of concern in connection with future enrollments because of the steady closing of Catholic secondary schools. To offset the declining pool of parochial school graduates the University is likely to increase its public school contacts and use its national alumni network

to help recruit academically qualified applicants. Eight-four per cent of all entering freshmen ranked in the top quarter of their high school classes, and 96.5 per cent ranked in the top half. The student body is carefully selected, and that applies to minority students too, because in that sphere Notre Dame elects to concentrate its efforts on academically superior minority students who may qualify for leadership roles after leaving the University. In terms of size, the undergraduate student body is likely to remain in the 6,700-6,800 range in the years ahead.

The undergraduates seem proud of the University, consider it an honor to be enrolled at Notre Dame, and speak favorably of their professors, the administration, and the residential atmosphere and general spirit of the campus. There is strong student support for the Freshman Year Program, which aims not only at keeping beginning students in the mainstream of general education and out of the clutches of specialists and professionals, but also at providing them with essential counseling and tutorial support.

The residence halls, by tradition, are the centers of student organization and activity. The Hall Presidents' Council is considered to be the most functional and influential student organization on campus. By contrast, the campus-wide student government has no ready constituency and no great power. Much of its effort goes into the administration of a budget for cultural and social affairs. As noted before, seven students serve on the influential Academic Council; they would like more representation. Generally they feel that they have open channels through which to make their wishes known, and that they are free to propose, appeal, and even protest. They appreciate the accessibility of the principal officers of administration, especially since they too understand who runs the university.

Student complaints are few. They would like to see even more relaxation of the University's parietal rules, less enforcement of student discipline, and more student involvement in the real world. They feel isolated and insulated not only from national and international events, but even from the daily life of nearby South Bend. Since a significant minority of students now live off campus, they believe that the University should do more to assist them in their dealings with landlords, businessmen, and other off-campus groups. They also feel that the University is not fully alert to the needs of commuting students. Students also express a desire for more student financial aid, and for improvements in the recreational and activity space available to them, particularly in the LaFortune Center. But otherwise they seem well satisfied.

a. The Beginnings of Coeducation

In 1972, after the final breakdown of prolonged merger negotiations with nearby St. Mary's College, Notre Dame began systematically to enroll women undergraduates. As far back as the 1930's Catholic sisters had been admitted to the Graduate School during summer sessions. By the 1960's lay women were being admitted to the Graduate School during the regular season. Before 1972 there had been some crossover enrollment in certain courses and programs by St. Mary's undergraduates, in anticipation of a merger that was never consummated. In 1972 Notre Dame admitted 365 women, of whom 125 were freshmen (selected from some 1,200 applicants) and 240 were transfer students (212 from St. Mary's). In May 1973 another 130 seniors from St. Mary's were matriculated at the last minute and granted Notre Dame degrees; many of them were business majors who had taken most of the work for their majors at Notre Dame in anticipation of merger.

During the present year 331 undergraduates are in residence. Of these, 417 entered as freshmen, 323 are continuing students, and 91 are new transfers. Half of the new transfers came from St. Mary's. For next fall, with the admission of 400 additional women, total female undergraduate enrollment will reach 1,000. Notre Dame also has more than 400 women enrolled for graduate degrees. No firm decisions have been made as to the number of women the institution will eventually enroll, and what their proportion in the student body will be.

So far the coming of female students has not significantly changed enrollment patterns within the University's colleges and programs, but if the declared interests of freshmen women are any indication some changes may be on the way--changes that could have a significant impact on budgeting and staffing. The College of Arts and Letters is likely to experience an increase; the College of Science should just about hold its own; and Business and Engineering, unless they engage in active recruitment, are likely to experience a decline.

At present four dormitories are designated as women's residence halls, and next year a fifth will be so designated. For next year women have been granted the right to live off campus if they wish. This should remove one of the objections raised both by women students (who sought equal rights) and male students (who understood that preferential housing of women on campus forced more men to live off campus, usually at greater expense). Since by tradition student political and social life have been organized a-

round the residence halls and geared to male interests and values, women students now find themselves in a catch-up game when it comes to establishing their own version of "school spirit." As will be noted, they are pleased by their easy access to athletic programs (always a large element in Notre Dame's school spirit), but what they would appreciate more is improved academic, social, and personal counseling for women.

Present female undergraduates seem to be quite euphoric about Notre Dame, considering it a special honor to be enrolled there. And they have been well-accepted. According to male students they were at first regarded as curiosities, or "museum pieces," but now they are casually accepted as worthy additions to the student body. What the attitude of women students will be in the future remains to be seen. They now consider it an honor and special privilege to be at Notre Dame; whether their attitude will remain the same when they begin to think they have a "right" to be there is another question. The administration seems to feel that since the Church has dealt with women for centuries, and since Notre Dame has been dealing with them one way or another for nearly forty years, there is no unique problem connected with their presence. The North Central visitors have no basis for raising a cry of alarm, but think it would be advisable for the institution to be alert to the special problems of women students and open to the possibility that their presence may produce programmatic and other important changes inside the University.

In that connection, the euphoria expressed by undergraduate women does not seem to be shared by their graduate student counterparts. They say that they suffer a double invisibility, claiming that they share with all graduate students a sense of being of secondary importance in an institution that emphasizes its undergraduate character, and that they feel particularly ignored as women. They assert that there is condescension toward them on the part of the faculty, and that the absence of women in key faculty and administrative positions means that the institution is failing to provide its female students with role models that would inspire them to high achievement.

At the time of the visit there was no woman on the Student Affairs staff, no woman in a key administrative position, and only 41 of 656 teaching and research faculty were women (6 per cent). No woman was a full professor, only three held associate professor rank (including the one tenured female faculty member at Notre Dame), and more than 92 per cent were assistant professors, instructors, or lecturers. There is concern that the institution's policy in respect to tenure density may block the advancement of significant numbers of female faculty into the tenured ranks. The President has indicated that he is not fully satisfied with the institution's affirmative action achievements for women and minorities on the faculty side.

b. Athletics

Athletics is a bright spot in the Notre Dame picture, and not just because of the success of the football, basketball, and other teams in intercollegiate competition. There is every indication that the athletic program is subordinate to and that it supports the educational purposes of the University. Athletes are students first, members of the Notre Dame community second, and athletes third. The athletic department claims that more than 95 per cent of its student athletes graduate within four years, a record that few other major athletic powers could match. There are no separate athletic dormitories or feeding facilities, and for social as well as academic purposes athletes are completely intermixed with the rest of the student body.

The athletic department, like other departments of the University, must live within a fixed budget. The department has produced substantial earnings beyond the budget, but those earnings are not retained and go instead to the support of student financial aid, the endowment, and other general University purposes.

Students are enthusiastic about the athletic program, feeling that it is an interesting diversion for them and a means of keeping the University's name before the national public. "Most of the hoopla," they insist, "is on the outside." Both men and women students feel that they have good access to athletic facilities and that the club sport and intramural programs are quite strong.

In many ways the athletic department seems to be more alert and responsive to the needs and interests of women students than does the academic side of the University. Strong intramural programs have been organized, women have good access to facilities, and the athletic director has assured them that as soon as club sport teams (in tennis, for example) demonstrate that they are capable of successfully representing Notre Dame in intercollegiate competition, they will be recognized and funded to compete. During an unscheduled visit to the Athletic and Convocation Center (a magnificent facility that houses an ice rink, an indoor track, several tennis courts, and other kinds of recreational and athletic space) North Central observers noted that all of the tennis courts were occupied by women, and of several persons working out on the track, only one was a man.

The Graduate School

Graduate studies at Notre Dame are coordinated by the vice president for advanced studies and research, a relatively new officer who performs most of the functions traditionally associated with the office of graduate dean. This vice president is responsible for the development and well-being of all post-baccalaureate work at the University, for the administration of the Graduate school (admissions, faculty, programs, courses of study, fellowships), and other activities associated with graduate instruction. He is also responsible for the general supervision and administration of research activities, including all sponsored research. In fulfilling his responsibilities, the vice president for advanced studies and research is assisted by a support staff and by the University's Graduate Council. His reporting line is to the provost.

This is an office of limited power because the deans of the colleges, as well as departments and departmental chairmen, have a great deal to say about the actual content, staffing, and conduct of graduate programs. There is presently some confusion in regard to the scope of the vice president's jurisdiction: he states that his control extends to the professional programs of the Law School and the School of Business, but the deans of those schools, together with the President and provost, state that he has responsibility only for graduate assistantships in the professional schools. The vice president for advanced studies and research is not perceived as an educational innovator, but as a system-and-order officer whose main energies are occupied with monitoring activities, rule enforcement, and the development of procedures.

The vice president did take the lead in initiating a 72-credit requirement as a means of meeting the former three-year residency requirement for the Ph.D.. In some quarters that move was regarded as a backward step educationally, reflecting the vice president's passion for order and his displeasure with loose departmental enforcement of the residency rules. In other quarters the move was regarded as a statesmanlike effort to build up measurable production of graduate credit hours, in order better to compete for the available educational dollar. In those same quarters the vice president is credited with having established that thesis direction is a part of workload, and not an uncounted and uncompensated add-on.

The quality of graduate students attracted to Notre Dame has, by institutional self-admission, never equalled that of undergraduates. Institutional priorities, financial resources, library holdings, and other such factors reinforce the secondary role of graduate studies at South Bend. This is not to say that graduate programs and graduate students fail to measure up to acceptable standards for a doctoral institution. They are certainly adequate, but not superior. The University does have some noteworthy special resources for the support of its graduate programs, among them the materials assembled in the Civil Rights Center, the interdisciplinary Center for the Study of Man, the Loebund Institute for microbiology, the Medieval Institute, a Radiation Laboratory, and a Social Science Training and Research Laboratory.

The sciences have long been regarded as the center of strength in Notre Dame's graduate programming and research. That assessment is still accurate in comparison with the social sciences and humanities, but on a national scale the science departments would rank as good but not outstanding. They no longer benefit, as they did in the late '30's and early '40's, from the infusion of refugee scientists from Europe, and like science departments everywhere they have suffered recently from cutbacks in federal spending for research and student support, shifts in student interests, and a declining job market for graduates. Institutional resources are not sufficient to cover those losses, even if there were a desire to do so. The faculty reports that there is talk of treating the sciences with benign neglect while applying new resources to the building of strength in other parts of the University--in the humanities for example, which are not only less expensive but which presumably would contribute more to Notre Dame's value-oriented education.

Other Academic Program Observations

The quality of instruction across the whole range of undergraduate offerings produces a high level of student satisfaction. Whatever the limitations of the faculty in various graduate fields, its performance in undergraduate instruction ranges from good to quite superior.

During their three-day visit the North Central evaluators could not probe deeply into every program and field, but they did sample widely, and make the following summary observations:

a. The Sciences

Undergraduate science education is a major activity at Notre Dame, and it is done very well. The record of medical school acceptances of graduates is as good as that of any institution

in the country. If graduate work and research in the sciences slip, however (and those are distinct possibilities), faculty quality will in time be eroded and this will have a negative effect on undergraduate science education.

b. The Social Sciences

Generally the social sciences feel misunderstood and neglected. Despite those feelings, and despite unevenness in the quality of the several disciplines, undergraduate instruction appears to be quite adequate.

More attention should be paid to rigorous methodological training of students who plan to go on to the graduate school. So far the resources and potential of the Center for the Study of Man and the Social Science Training and Research Laboratory seem not to have been fully utilized to strengthen the preparation of such students.

Members of the visiting team were told that in the social sciences, and particularly psychology, there is conflict between the religious, moral, and humanistic goals of the University and the demands of scientific method, which emphasize technique rather than the uses to which new knowledge can be put (character building, service to society, etc.). This tension is less pronounced in history, government, and economics than in psychology, sociology, and anthropology. The evaluators found no evidence that the administration is "leaning" on any discipline to become less scientific and more humanistic. The principal academic administrators believe that the personal, social, and ethical purposes of the University are not incompatible with professionalism and good scholarship.

The interdisciplinary major in American Studies appears to be one of the most successful offerings in the College of Arts and Letters. Academic standards are high, as is the quality of students attracted to the program. Admission to the major is quite selective. The program has superior leadership and provides a good bridge linking the social sciences and humanities.

c. The Humanities

As the administration looks to the future there are indications that for cost-benefit as well as for various mission and educational reasons it has decided to strengthen the humanities. This presumably will be accomplished through the addition of endowed chairs and through continuous reexamination and reallocation of present resources.

While about this task it will be necessary to make some firm decisions about the future role of the fine and performing arts at Notre Dame. Fields such as music and drama were on the bridge linking Notre Dame to St. Mary's when that bridge collapsed. And whereas those fields, together with art, were once regarded as recreational and somewhat peripheral, there is now evidence that with proper facilities and budget support they could make strong contributions to the University's humanistic educational purposes. They are also fields that will continue to appeal to women students.

In art, where the quality of the tenured faculty is uneven, there is concern that able young staff may not be permitted to stay on and contribute, especially if the announced tenure density policy is rigidly enforced. At present the department has squatter status in the old Field House. That arrangement works surprisingly well, but faculty and students live in constant fear that the building may be torn down.

Music is experiencing a surge of growth and vitality under the energetic leadership of a new chairman. Its faculty is greatly improved, and its resources have generally been strengthened. The most acute problems facing music are lack of space and equipment--not enough soundproof practice rooms, and not enough pianos, for example. This dynamic and progressive department also suffers from tensions arising out of the St. Mary's relationship.

Drama continues to be shared with St. Mary's, but operationally (budgets, faculty, facilities, equipment) it seems to be more "split" than "joint." This contributes to identity problems, which are not lessened by the fact that the department is still largely housed at St. Mary's. Despite these handicaps student and faculty relationships are excellent, and professional dedication is extraordinary.

The administration needs to bring the fine and performing arts elements of the humanities program into sharper educational focus (and budget and facilities focus as well) as it moves to strengthen the humanities generally.

In other humanities departments some of the advantages of discipline-based socialization are lost through physical arrangements that locate departmental chairmen in O'Shaughnessy Hall and most of the faculty offices some distance away in the basement of the library.

d. Engineering

Engineering at Notre Dame is good and getting better. The North Central evaluators agree with the faculty's assessment that the school's reputation is "on the rise." Much of the credit for this goes to the dean and the departmental chairmen, who are capable, energetic, and quality-minded.

Faculty claim that the top administrators on campus do not fully appreciate or correctly assess engineering's strength and its present and future contributions to the institution's general health and well-being. They confess to being annoyed by the constant liberal arts rhetoric that emanates from humanities-oriented administrators. "Such talk will continue," they say, "as long as priests have academic control of the institution."

Facilities for engineering instruction are widely scattered on campus, a definite handicap that militates against efficiency of operation and makes it difficult to develop a sense of community among engineering faculty and students. The curtailment of the University's new building program means that this problem, though recognized, is not likely to be solved in the near future.

e. Business

The Business School has grown rapidly in recent years as students have become increasingly job conscious. But the University has not been able to match the growth in students with a corresponding increase in faculty. The faculty, which now numbers 50, offers instruction to 1,200 undergraduates. Seven years ago an MBA program was launched. That program, in attracting 160 graduate students, placed an added load on the faculty.

Business School facilities are very good and can accommodate further enrollment growth. Necessary faculty growth is another matter.

The Business School, like engineering, feels that the University's top administrators are not as sympathetic to their "applied" field as they are to such disciplines as theology and philosophy.

A Summary of Institutional Strengths

Notre Dame has a clear sense of educational direction and purpose.

Administrative leadership is outstanding.

The University is in good financial condition and benefits from capable fiscal management.

The Board of Trustees actively promotes the well-being of the institution.

The faculty is well-qualified, and effectively supports the institution's general educational purposes.

The University offers high-quality undergraduate instruction, and its other services to undergraduate students are quite superior.

Doctoral programs meet acceptable standards.

The Institution has a strong sense of community, reflected in high student, faculty, and administrative morale.

The highly successful athletic program is subordinate to and supportive of the University's educational purposes.

Computer services, and access to computer facilities, are superior.

Institutional Areas of Concern

There is a need for more sharing of information, and for better communication on policy, personnel, and budget questions.

The faculty expresses frustration in regard to its ineffectiveness in the realm of institutional governance.

For a doctoral university the library has substantial deficiencies in its holdings and in its financial support.

There is a need for heightened sensitivity to the concerns and interests of women students. Preoccupation with undergraduate instruction leaves graduate studies in an amorphous state and deprives them of the analytical attention they need.

The institution's traditional graduate strength in the sciences may be slipping.

In the interest of institutional balance thoughtful attention should be given to the competing merits and claims of liberal arts and professional programs.

Minutes of the Academic Council Meeting October 21, 1974

The Academic Council of the University of Notre Dame met on Monday, October 21, 1974 and took these actions:

I. The Executive Committee

In accord with the Academic Manual, Article IV, Section 3, Subsection (a), the Council elected five members to the executive committee for the year 1974-75. Since the meeting, Father Hesburgh, also in accord with the Academic Manual, has appointed three members to the executive committee. As a consequence of these actions the executive committee is as follows:

Ex Officio:

Rev. James T. Burtchaell, C.S.C., provost, chairman
Rev. Ferdinand L. Brown, C.S.C., associate provost

Elected:

Dr. Frederick J. Crosson, dean of the College of Arts and Letters
Dr. Robert E. Gordon, vice president for advanced studies
Dr. Gerald Jones, department of physics
Dr. James Massey, department of electrical engineering
Rev. Ernan McMullin, department of philosophy

Appointed:

James Ambrose, academic commissioner
Dr. Fernand Dutile, the Law School
Dr. Robert Williamson, department of accountancy

II. Revision of Enabling Act of the New Academic Code.

On May 13, 1974 the Academic Council approved this statement as the enabling act for the new academic code: "The provisions of this academic code became effective in the fall 1974 semester except for additional tuition charges for overloads which shall take effect in the spring 1975 semester and except for the newly established criteria for honors which shall take effect for 1976 graduates."

On behalf of the Executive Committee it was moved and seconded that the position of this act relating to additional tuition charges be changed to read, "...shall take effect in the fall 1975 semester..."

This motion was approved by voice vote without discussion.

III. A Proposal to the Academic Council from the University Committee for the Freshman Year of Studies for a Curricular Format for the Freshman Year.

(Note: A copy of this proposal as amended by action of the Academic Council is attached as an Appendix to these minutes.)

The Council was told by Father Burtchaell that this proposal was coming up for consideration now because if it is to go into effect for the fall 1975 semester there is a lot of work that needs to be done rather soon. What is proposed here is suitably congruent with the report from the Committee on the Course of Study that will be considered by this Council at a later date. Dean Hofman presented the proposal to the Council for approval and a lengthy discussion followed.

Discussion:

The absence of history from the format for the proposed two semesters of the freshman program was the cause of some discussion. It was noted that the recommendation, "social science or elective" instead of "social science or history" was made to conform with the forthcoming proposals from the Committee on the Course of Study. A letter from Rev. Marvin R. O'Connell, chairman of the department of history to the Council was circulated; his concern was to discover why the format had been changed to exclude history. Two other members, both of the department of history, spoke at length in behalf of restoring history to the freshman curriculum format.

Because of the concern of some members from the College of Science and because of the natural science requirements proposed by the Committee on the Course of Study this motion was presented:

Motion:

To postpone discussion of the proposal for a curriculum format for the freshman year until after the discussion of report from the Committee on the Course of Study.

The motion was seconded.

In discussion on this motion it was pointed out the Council could act independently on this proposal without anticipating now the report from the Committee on the Course of Study.

The motion to table this present motion was passed by voice vote.

Further discussion led to this motion:

Motion:

To amend the proposed format:

(1) to read "... one course in a social science or history..." instead of "...one course in a social science..." and,

(2) to read "social science/history or elective" instead of "social science or elective."

This motion was seconded and approved by voice vote.

As discussion continued a motion to require all freshmen planning to enter the College of Arts and Letters to take any foreign language course for which they were qualified was defeated.

The motion to approve the total proposal as amended was seconded and approved by a vote of 36 for and 13 against.

Respectfully submitted,

(Rev.) Ferdinand L. Brown, C.S.C.
Secretary to the Academic Council

Attachment I

A Proposal to the Academic Council from the University Committee for the Freshman Year of Studies for a Curricular Format for the Freshman Year.

At the May 22, 1961 meeting, the Academic Council considered a proposal to establish a Freshman Year of Studies. The proposal indicated that the program would be a year of opportunity for students to discover their abilities and aptitudes. The discussion, as reported in the minutes of the meeting, emphasized "the great benefits the program would bring in the selection of students for admission, in obviating wrong choices of fields of study with their sad consequences, in flexibility and convertibility and in providing freshmen with the supervision, counseling and direction which they need and deserve". At the conclusion of the meeting, the council voted unanimously to recommend to the President of the University that a separate division for freshmen, to be known as the Freshman Year of Studies, be established.

However good the reasons might have been for instituting the Freshman Year of Studies, they were thwarted during the early years because of the academic program initially adopted for the freshman year.

In this program, each freshman was required to follow either of two very rigid and significantly different curriculums according to the college he planned to enter in the sophomore year. Thus, all freshmen planning to enter the Colleges of Arts and Letters and Business Administration followed one curriculum, and all freshmen planning to enter the Colleges of Engineering and Science followed the other curriculum.

The science-engineering curriculum proved to be much too rigorous for many freshmen who started in it. Also, the differences between the two curriculums caused serious difficulties for students who wanted to change from arts and letters or business administration to science or engineering after the start of their freshman year. Further, neither of the curriculums gave all freshmen following them an opportunity to sample the field in which they intended to major. For example, engineering intents did not have a chance to take a course in engineering.

The Curriculum Revision Committee of 1968 changed the original academic program for the freshman year to the one that is being implemented at this time.

In this program, an incoming freshman selects one of sixteen distinct intent areas with its specific corresponding curriculum for the freshman year. Many of these curriculums are integral parts of a four year sequential academic program.

Descriptions of the freshman curriculums and the related four year sequences are given in the FRESHMAN ACADEMIC GUIDE, 1974-1975.

From the first year of implementation of the current academic program for the freshman year, many people, including the staff of the Freshman Year of Studies and most prominently the freshmen themselves, recognized several shortcomings in the program. During 1973-74, the University Committee for the Freshman Year of Studies did a thorough review of the program and agreed that it did have several shortcomings that caused some serious difficulties for many freshmen and that obscured the purposes of the Freshman Year of Studies. The committee then sought to design a more suitable academic program for the freshman year.

Foremost among the shortcomings of the program is that it does not recognize the kinds of questions, problems and confusions that beset high school seniors as they apply to college. It requires high school seniors to make decisions with long range implications. It requires high school seniors to specify the intent they plan to follow in their freshman year. It then requires that in their freshman year they take a package of courses specially designed for their intent. The package permits no essential choice. It differs in various ways from the package for other intents. Frequently, it is an integral component of a four year sequence of a majors program.

Some high school seniors are able to identify their long range goals. They can, with some confidence, specify an intent and then comfortably follow the curriculum for that intent during their freshman year.

However, most high school seniors have neither the experience nor the information to enable such confidence and comfort. They specify intents for rather frivolous reasons and, in many cases, for no reason at all, simply because they were required to specify one. In their freshman year at Notre Dame, many of these young people find an entire package of courses specially designed for a particular intent, insecurely chosen, to be more than they can handle or appreciate. Even some students who more securely specify their intent find the freshman intent package less than satisfactory.

In each of the years since the start of the current academic program for the freshman year, an average of approximately 60% of the freshmen changed intents at least once between the time they were accepted to Notre Dame and the start of their sophomore year. Some other freshmen advanced to the sophomore year still insecure in their goals. An analysis of student flow in the graduating class of 1974 shows that only 50.5% of the respondents finished in the same program in which they started. Indications are that refinement of the study would show a greater than 60% change from the time of acceptance to graduation.

It might seem that the high percentage of change among freshmen validates the purposes and functioning of the Freshman Year of Studies. Indeed, freshmen are able to change from one intent to another as they recognize their goals more clearly and they become more settled as students. One might wonder, then, why the matter of intents with specific accompanying course packages is considered to be the foremost shortcoming of the current academic program for the freshman year.

It is true that the Freshman Year of Studies provides counseling to help freshmen recognize their goals and that it enables intent changes to be made without administrative difficulties. However, the academic experience that accompanies the counseling - change process is painful for most freshmen. Involvement in a complete package of courses for a particular intent, not well chosen, endangers the academic good standing of some freshmen and makes recovery difficult, even after change to a more suitable intent. Also, many of these freshmen equate the change, erroneously perhaps, with failure. For example, preprofessional intents who

experience some difficulties during their first semester and then change to some other intent usually regard the change as "not having made it in premed". For these young people, the experience represents a demeaning set-back, a defeat.

The University Committee for the Freshman Year of Studies believes that the academic program for the freshman year should be based upon opportunity for exploration and discovery for the freshmen. It should enable freshmen to take a course in the spirit of sampling of a particular field without involvement necessarily in a full program nor commitment to a specific long range goal. Nevertheless, it should also permit those freshmen who are secure in their long range goals to embark upon an academic program which in their freshman year would provide a good start towards the realization of those goals.

The differences between this type of program and the existing one might seem to be subtle and to involve approach only rather than substance. However, they could also be the difference between accomplishment and defeat - the difference between synthesizing and identifying goals rather than defeat in pursuing goals too hastily chosen.

Considerations of this type guided the committee as it sought to design a more suitable academic program for the freshmen year.

The shortcomings of the existing academic program for the freshman year are not limited to the general approach of the intent package.

The composition of some of the packages is unsatisfactory for the purposes of general education which is recognized as a major responsibility of the curriculum for the freshman year. For example, some of the packages include a rigorous mathematics course, two rigorous science courses and only one non-science course.

The course-package for arts and letters intents might have more shortcomings than any other package. Although it can be recognized as a good general education format, it permits no choice by the freshman. Further, it includes the required set of mathematics, science and foreign language. None of these courses is very attractive to large numbers of arts and letters intents. The set of all three courses is close to intolerable for many.

The business administration intent package is a good general format, but it does not give the intent an opportunity to sample a course in business administration.

Following its review of the existing academic program, the University Committee for the Freshman Year of Studies concluded that an academic program for the freshman year should include these essential features:

1. It should be based upon a curricular format common for all freshman but including adequate opportunity for individual choice.
2. It should provide a good foundation in general education.
3. It should enable the undecided or insecure freshman to sample areas of possible interest before becoming involved in a sharply directed curriculum or making commitment to a long-range goal. On the other hand, it should permit the prepared freshman to select and to start a curriculum directed towards a particular goal. Thus, a freshman should not be required to take a specific or rigid package of courses. Instead, he or she should be guided into appropriate courses towards the goal of selecting and then entering in the sophomore year the college program of his or her choice.

The Committee also agreed that the program must take into account several practical considerations. It then concluded that the program should satisfy these conditions:

1. It should be compatible with and lead into the curriculums of the four colleges.
2. It should not require subsequent modification of any of the college curriculums.
3. It should include the essential features of the current intent packages.
4. It should start with existing courses only, but new courses with innovative approaches should be developed through the cooperative efforts of the Committee and the departments.

The curricular format which the Committee believes includes all of the important features of a good academic program for the freshman year and for which it now requests approval from the Academic Council is the following:

1. Each semester a freshman will take either four or five courses with a minimum of fifteen credit hours and either Physical Education or R.O.T.C. One voluntarily chosen Freshman Colloquium may be added.

2. The ten course total will include two courses in the humanities (Composition and Literature, Freshman Seminar), two courses in mathematics, two courses in either a natural science or a foreign language, one course in either a social science or history, and three elective courses.
3. Arranged by semesters, the format will be:

<u>First Semester</u>	<u>Second Semester</u>
Composition and Literature <u>or</u> Freshman Seminar	Freshman Seminar <u>or</u> Composition and Literature
Mathematics	Mathematics
Natural Science <u>or</u> Foreign Language	Natural Science <u>or</u> Foreign Language
Social Science/History <u>or</u> Elective	Elective <u>or</u> Social Science/History
Elective	Elective

4. The elective courses available to a given freshman will be those 100 series courses for which that freshman is qualified and which are compatible with the overall rationale of the program. Courses above the 100 series will be available as electives only with the approval of the department involved and the Dean of the Freshman Year of Studies.

The subject areas specified in the format constitute the general education component of the program. However, freshmen may use their elective courses for additional general education.

When considering the general education component, the Committee did not attempt to justify the purposes and role of general education through long debate. It readily accepted the time-honored arguments in favor of general education. It then considered the subject areas to be included in the format. The subject areas first decided upon were those included in the format with the exception that two semesters of either Social Science or History were specified rather than one semester of Social Science and one semester of elective courses. The change was made to conform with the recommendation of the Course Study Committee for university requirements.

The Committee recognizes that because all freshmen will be in a common curricular format, it will be necessary for planning purposes at the University that the tentative plans of entering freshmen be known. Thus, on the admissions form the applicant will be asked his or her intended college and program of choice for the sophomore year.

The specific ways in which the components of the curricular format can be related to the tentative plans for entering freshmen can be shown as follows:

1. All freshmen will take the Composition and Literature-Freshman Seminar combination.
2. The mathematics course taken by a freshman will depend not only upon his or her tentative plan for the sophomore year but also upon his or her background as well. For example, although a freshman expecting to enter science or engineering will be required to achieve a proficiency in mathematics equivalent to Mathematics 125, 126, those entering freshmen not yet prepared for Mathematics, 125, 126, will be able to develop the required proficiency in some way other than by taking the current Mathematics 125, 126, as such, in the freshman year. A subcommittee working in cooperation with the Department of Mathematics is considering ways in which this alternative can be done. Hopefully, entering freshmen with potential but lacking in background can be spared from defeat because of poor arrangements.
3. Freshmen planning to enter one of the science departments in their sophomore year will naturally choose the science of that department as their third course in the curricular format. Freshmen planning to enter the College of Engineering should choose the science course recommended by that college. Freshmen planning to enter the College of Arts and Letters or the College of Business Administration may select any science or foreign language course for which they are qualified. It is expected that the College of Business Administration will recommend that a science be taken in the freshman year.
4. It is expected that a large number of places in a variety of one semester social science and history courses will be available each semester so that each freshman will be able to take one social science or history course of his or her choice during one of the semesters.
5. The elective courses chosen by a freshman may be taken for general education purposes; or, they may be taken as a sampling or a start for a tentative sophomore program. For example, a freshman planning to enter the College of Science may take additional science courses, if adequately prepared and inclined to do so; or, he or she may take a non-science course, if it better suits his or her purpose for the freshman year. A student planning to enter the College of Engineering should want to take the engineering courses as the electives.

Freshmen planning to enter the College of Arts and Letters may take any course in which they are interested and for which they are qualified. Those freshmen who have no particular preference might consider taking other university or college required courses. Freshmen planning to enter the College of Business Administration have the same elective options as the students planning to enter the College of Arts and Letters. At this time, courses in business administration are not available to freshmen.

The Committee is aware of the new and special problems that might arise in the implementation of the format. Subcommittees have been formed to study each area and to make recommendations. The Freshman Year of Studies is girding itself for the task. Both the Committee and the Freshman Year of Studies are confident that the format can be implemented successfully and in relative ease.

Also, the Freshman Year of Studies recognizes that an academic program that permits choice and flexibility requires good guidance for the students in that program. Thus, it has designed a counseling program that includes meaningful input by the colleges and departments and that should be effective for freshmen as they select the courses for their freshman year and the college and program for their sophomore year.

It is the wish of the Committee and of the Freshman Year of Studies that the curricular format described in this proposal be approved for implementation in 1975-76.

In conclusion, it should be pointed out that the Admissions Office considers the format described in this proposal to be much more attractive to applicants for admission than is the existing program. Also, the format has been endorsed by the Freshman Advisory Council, a group of twenty freshmen representatives, as being an academic program that they would rather have had than the one available to them.

Submitted by the University Committee for the Freshman Year of Studies

Ms. Mary Lynn Broe
Dr. Nicholas F. Fiore
Dr. Emerson Funk
Dr. Peter P. Grande
Dr. Emil T. Hofman, chairman
Dr. Kenneth P. Jameson

Mr. James Rosini
Dr. Herbert Sim
Dr. Donald Sniegowski
Dr. Ralph E. Thorson
Dr. Robert W. Williamson
Dr. Kwang-Tzu Yang

President's Statement on the Faculty Salary Supplement

(The following is the statement of the Rev. Theodore M. Hesburgh, C.S.C., on the cost-of-living salary supplement as given at the October 9, 1974, President's Faculty Meeting.)

Salary increments this year for faculty have suffered considerably from the national inflation. The average increase for continuing faculty across the University this year, compared with last year, stands at about six percent. This increase compares reasonably well with what other universities are able to give, but poorly in the face of rising prices.

At the close of the last fiscal year, in the early summer, there was a modest residue of operating funds, and at that time the Officers of the University decided to set these aside for a special cost-of-living supplement.

I am pleased to announce that a supplement of \$600 will be added to the compensation of all regular, full-time, faculty who continue on appointment here from last year. This will apply to those on leave of absence supported by University-controlled funds, but not to emeriti. Part-time faculty will receive a pro-rated supplement. It will be paid in two equal installments, with the salary payments for November and for March. It is not as much as we should like to be able to make available, yet more than we thought we could. Because it comes from last year's excess of income over expenditures, it cannot be incorporated into the salary base (and therefore will not appear in our entry in the national AAUP compensation report), but it will result in a realistic income rise of about nine percent this year, and as budget meetings for next year begin it will be our urgent mandate to provide for significant cost-of-living increases for all of the faculty, administrators, and staff who serve at this place.

Faculty Senate Journal

September 11, 1974

Professor James Cushing called the meeting to order at 7:37 p.m. Professor Ellen Ryan led the thirty-eight attending members in prayer.

After introducing Professor Dolores Miller (Psychology), a new member, Professor Cushing recognized Professor James Danehy, who moved the approval of the minutes of the last meeting (September 3, 1974). Professor Joseph Tihen seconded, and the minutes were approved by voice vote.

Professor Cushing announced the appointment of Professor Irwin Press as permanent chairman of the Faculty Affairs Committee. Professor Gerald Jones has agreed to serve as chairman of the Committee on Collective Bargaining. It was further agreed that it was the sense of the Senate that elected student members of the Academic Council shall, like elected faculty members, receive the Senate's agendas, informational materials, and official reports.

Professor Irwin Press, seconded by Professor Julian Pleasants, moved that the report of the Committee on Recent University Budgets, tabled at the preceding meeting, be returned to the floor for discussion and, as previously moved and seconded, distributed to the faculty at large in its revised form. Professor Paul Conway offered an amendment, seconded by Professor Danehy: that the Report also be distributed to members of the Board of Trustees.

The ensuing discussion touched upon several points: it might be well to await the responses of the faculty so that their feelings on the matter could likewise be transmitted to the Trustees; since the report is factual in nature, however, the faculty could scarcely offer opinions about facts; it might be better to communicate only matters of the greatest importance to the Trustees, and not to encumber them with more routine matters; the report might not yet be a finished document; but the Trustees need all pertinent information to consider in their deliberations. The amendment to distribute the report to the Trustees was defeated by voice vote.

Professor Robert Vasoli next moved, and Professor James Robinson seconded, that debate on the motion to distribute the report to the faculty be limited to thirty minutes. The necessary two-thirds majority carried this motion. Debate centered upon these issues: "net worth" and "assets" seem to be terms which reflect different modes of computing the University's financial condition; the terminology of the report, which is accurate, reflects differences between "fund accounting," proper to our situation, and corporate accounting, which uses other methods; the method used in the report is that which has been used in similar studies at other universities; two different issues are involved in determining the overall financial position of the University and in determining how discretionary funds shall be deployed: the report concerns only the former issue; the report's data, which are derived from the University's own financial reports, have been deemed factually correct by Professor Richard Lynch, comptroller, and Rev. Jerome Wilson, C.S.C., vice president for business affairs, though inclined to stress the University's financial plight, has not contradicted the data. Discussion next turned to the relation between the report and the Summa Campaign. What has become of the funds collected for Faculty Improvement? Presumably those funds either still exist or have been expended, but no public report of their disposition was known to have been rendered. Would it be fair to infer that in addition to the discretionary funds the University still has access to other monies originally earmarked for faculty development and if so, when will some accounting be forthcoming?

Finally, opinions were offered regarding the implications of the report. Though some members felt it insufficiently dispassionate and that it could only be interpreted as a rationale for salary raises, others insisted that, for now, the issue was merely the existence of discretionary funds more ample than heretofore supposed. After a reminder that the Senate's duty, as specified by the bylaws, lies with the University as a whole and not merely with the faculty's interests, the motion to distribute the report to the entire faculty passed by voice vote.

Professor Conway moved, and Professor Press seconded, that the "Report on the Economic Status of the Faculty at the University of Notre Dame" by Professor Thomas Swartz and the recent report by Professor Robert Williamson concerning the overall financial status of the University--both prepared for the AAUP--be distributed with the Report on Recent University Budgets. The motion passed by voice vote.

Attention now turned to a previously drafted covering letter for the report. Professor Vincent De Santis, seconded by Professor Robert Anthony, moved the acceptance of the letter. Professor John Roos, seconded by Professor Anthony, moved that two sentences be inserted to make clear the Senate's concern for the entire University community: "It should be clear

that the question of faculty salaries is one of our concerns. But it should also be clear that if there are surplus funds of the magnitude we estimate, a variety of priorities of the community must be considered by the faculty." Professor Roos' motion passed by voice vote; the main motion, to accept the covering letter as amended, likewise passed by voice vote.

After a brief recess, Professor Robert Vasoli moved the adoption of the Report on the Legal Implications of Religious Preference in Employment; Professor Anthony seconded. The debate covered these points. In response to an inquiry regarding the fate of a previous Senate suggestion sent to the Academic Council for modification to the COUP Report in the language of the section on religious preference in hiring, it was answered that the suggestion had been sent to the Trustees, from whom no action relative to it has been forthcoming. The report, it was argued, means merely to look into the legal implications of this policy in the wake of certain complaints; it is not intended to provoke action by an aggrieved party or to promote a test case in the courts. The report is a piece of "legal advice" to the University community which explains various ways in which one could proceed. No difference in the status of the issue occurs if the COUP Report limits the issue to teaching faculty because the executive order which prohibits discrimination in hiring by those contracting with the federal government does not, in its present wording, warrant any such exception. Though it was objected that the report could only reopen the vexing controversy concerning relations between Church and State, others argued that all debates are improved by intelligent and orderly accumulation of accurate data. Professor Pleasants particularly noted that the proposed dialogue among articulate believers is moot: no structured channels for such dialogue now exist; if they did exist, no preferential policy would be required because "articulate believers" would gravitate toward such a center of enlightened discussion by their own volition. After urging from another member to open and air this issue now, the question was called. The motion to distribute the report passed unanimously by voice vote.

The next item of business was a covering letter for this report. The executive committee was empowered by voice vote to draft a suitable covering letter after two suggestions had been made: first, that the letter call attention to the bearing of the report upon the eventual acceptance or non-acceptance of the COUP Report itself, which, at present, is merely a report, and not, as is widely assumed by some faculty, University policy. Second, the letter should note the existence of Senate amendments to the COUP Report as recorded in Notre Dame Report #19 (1973-74).

Professor Cushing now yielded the Chair to Professor Conway in order to speak on behalf of the Report on the Appointment and Promotions Process. Professor Cushing noted that Rev. James T. Burtchaeil, C.S.C., provost, has observed that the data in the report--data concerning numbers of promotions in relation to the recommendations of A.P. committees in all University departments--are numerically about half the actual number of cases dealt with in the specified years, but that Father Burtchaeil confirms the accuracy of the percentages in each category as approximately correct. With regard to a related matter, the controversy surrounding the appointment of one chairman in the College of Arts and Letters during the past summer, Professor Cushing expressed the belief that while an honest confusion seems to exist among the parties involved as to what transpired, the episode does confirm the need for more clearly defined and uniform procedures for A.P. committees.

Professor Cushing moved to distribute the report to the faculty; Professor Anthony seconded. After a brief discussion centered upon the meaning of the categories used in questionnaires distributed to departmental chairmen, the doubtful utility of asking the provost to supply further data in light of his affirmation of the approximate percentages involved, and the desirability of avoiding niggling technicalities concerning categorization, Professor Gary Gutting moved to ask the provost to supply further data. He was seconded by Professor Robert Kerby. In speaking against this motion, other members argued that the report should be accompanied by a covering letter that these are the data as gathered from departmental chairmen by the Senate and that, for our purposes, their ways of interpreting the data are of primary importance. Professor Gutting consequently amended his motion to provide for an invitation to the provost to respond to the report if he wishes and if he thinks important discrepancies exist in it. In amended form, Professor Gutting's motion, as well as the main motion to distribute the report, passed by voice vote.

The meeting adjourned at 10:48 p.m.

Members absent but not excused were: J. William Hunt (Modern and Classical Languages), Sydney Kelsey (Civil Engineering), and James J. Noell (Sociology and Anthropology).

Respectfully submitted,

Leslie Howard Martin
Secretary
The Faculty Senate

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