

'75-'76

notre dame report

November 14, 1975

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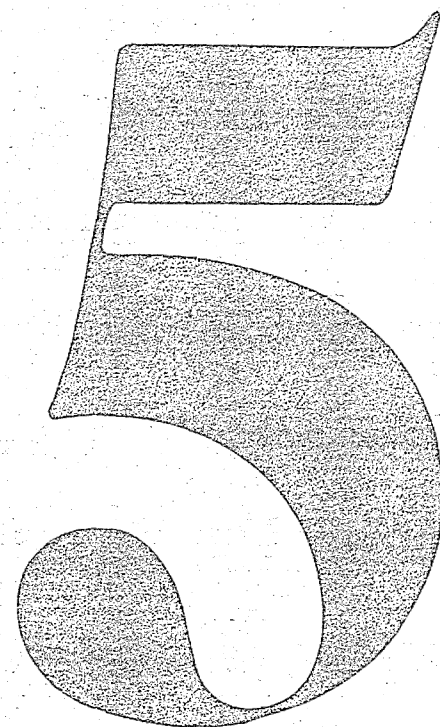
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the university

Matthews Chair In Engineering

An endowed professorship will be established in the University of Notre Dame's College of Engineering by Donald J. Matthews of New York City, in memory of his father, Capt. John N. Matthews, who died in 1970. "The John N. Matthews Chair in Chemical Engineering will further enhance the quality of teaching and research in one of our most respected departments," said Rev. Theodore M. Hesburgh, C.S.C., president of the University.

Captain Matthews was a ship's master who in 1929 founded his own marine cargo firm in New York City, the Universal Terminal & Stevedoring Corp. He retired as president in 1957. The younger Matthews, a 1955 graduate of Notre Dame, served on Notre Dame's College of Engineering Advisory Council from 1967 to 1972. He was elected to the University's Board of Trustees in 1971.

C.R. Smith Professorship

Lee A. Tavis, professor of finance at the University of Texas and a specialist in managerial finance and international financial management, will assume the C.R. Smith Chair in the College of Business Administration at the University of Notre Dame next July.

Tavis is a Notre Dame alumnus with an M.B.A. from Stanford University in 1960 and doctorate in international business from Indiana University. Tavis was a Ford Foundation doctoral fellow from 1964 to 1967. He will join the Department of Finance at Notre Dame.

The C.R. Smith Chair was established in 1971 by American Airlines, Inc., and C.R. Smith. Smith was one of the founders of American and served as its chief executive officer for 40 years. He also served as Secretary of Commerce in the Cabinet of President Lyndon Johnson. Smith has served on the University's College of Business Administration advisory council since 1953.

Between 1961-64 Tavis was associated with the International Center for the Advancement of Management Education at Stanford University. He has co-edited two casebooks in marketing, as well as a third volume on corporate planning models. His latest book on "Managing the Firm's Short-Term Funds During Inflation" was published in 1974.

Confidentiality of Recommendations

The University of Notre Dame has taken steps to assure the confidentiality of faculty recommendations, William M. Burke, assistant provost, has announced.

At nine locations on campus, a stamp reading, "I hereby waive any rights I may have to examine this confidential recommendation," will be available to faculty members wishing to use it. The stamp carries a space for the student's name to be printed and for the student's signature. Use of the stamp on the covering sheet of a faculty recommendation will insure that the student subject of the recommendation will not have access to it, either in a Notre Dame file or in a file at the recommendation's destination, Burke said.

Burke said provisions of the recent Buckley Amendment led to the University's providing the stamp service. He said use of the stamp was completely optional for faculty and added that a faculty member could not legally refuse a student request for a recommendation on the grounds that the student declined to sign such a waiver.

The stamp locations are the Registrar's Office; deans' offices in O'Shaughnessy, Nieuwland Science, Hayes-Healy, Cushing Hall of Engineering, and the Law School; the faculty steno pool in the Library; the Graduate School Office, and the Mathematics Office.

Phi Beta Kappa

Members of the faculty who are also members of Phi Beta Kappa are invited to affiliate with the Notre Dame Chapter, Epsilon of Indiana. The Notre Dame Chapter needs your support and also your assistance in carrying out its proper functions. Please contact the secretary of the Notre Dame Chapter, Robert L. Anthony, Department of Physics, and supply the year of your initiation and the name of the college or university where you were initiated.

Affirmative Action

The University of Notre Dame's affirmative action program for employment of women and members of minority groups has been approved by the Department of Health, Education and Welfare (HEW), University officials have been formally informed.

The action clears a federal grant of \$1.3 million from the Energy Research and Development Administration to support Notre Dame's Radiation Laboratory over the next 12 months. The grant was threatened last June when Notre Dame and 15 other schools were told HEW's Office of Civil Rights did not have time to evaluate their submitted affirmative action plans before new federal contracts went into effect July 1. Such clearance is necessary for all government contracts above \$1 million. The University, which had submitted its employment program in April, received an extension to Sept. 30, by which time personnel in HEW's regional Office for Civil Rights in Chicago were able to examine and approve its plan.

S&H Lecture Series

The College of Business Administration, under a grant from the S & H Foundation, is sponsoring a lecture series during the 1975-76 academic year on "The Design of Humanistic Work."

Lectures have been delivered by John Julian Ryan, St. Anselm's College, Manchester, New Hampshire ("The Design of Humanistic Work: Philosophical-Cultural Considerations") on Sept. 25 and by John W. Houck, professor of management at Notre Dame ("Worker Alienation: An Historical Perspective") on Oct. 29.

On Nov. 14, Dr. Stanislav V. Kasl, Yale University School of Medicine, will speak on "The Design of Humanistic Work: Psychological and Mental Health Considerations." On Jan. 29, Ted Mills, Director of the National Quality of Work Center in Washington, D.C., will present a lecture on "Current Blue- and White-Collar Perspectives."

Additional speakers will be scheduled throughout the spring semester. William J. Heisler, assistant professor of management, and John W. Houck, professor of management, are co-directors of the series.

Library Hours Thanksgiving Holiday

Memorial library hours during the Thanksgiving holiday, Nov. 26 - 29 will be:

1st and 2nd Floors
Open: 8 a.m. - 5 p.m.

4th - 13th Floors
Open: 8 a.m. - 10 p.m.

The building will be closed Nov. 27 (Thanksgiving Day).

The regular schedule will be resumed on Sunday, Nov. 30.

Mileage Allowance

Due to the increase in gasoline costs, the University has raised the mileage allowance from 12¢ per mile to 15¢ per mile when personal cars are used on approved University business. The new rate will be effective with all trips commencing Nov. 1, 1975

faculty notes

Honors

Thomas P. Bergin, dean of continuing education, has been elected a member of the Indiana Real Estate Advisory Council.

Leo A. Despres, chairman of the Department of Sociology and Anthropology, has been named president-elect of the Central States Anthropological Society and has assumed responsibility for organizing the CSAS 1975 program of papers to be presented at the annual meetings in St. Louis in March.

Frederick W. Dow, Hayes-Healy Professor of Travel Management, has been named a director of Berkel Incorporated, LaPorte.

James Kritzeck, professor of history, was elevated to the rank of Knight Commander of the Order of the Holy Sepulchre of Jerusalem by Terence Cardinal Cooke at ceremonies in St. Patrick's Cathedral on Sept. 27.

Rev. Edward Kilmartin, S.J., professor of theology, has been appointed to the newly formed editorial board of the magazine, Emmanuel.

James L. Massey, Frank M. Freimann Professor of Electrical Engineering, was presented with the conference award at the 11th International Telemetry Conference held in Silver Springs, Maryland on Oct. 14-16. The award cited Professor Massey's "contributions to the field of coding theory." Massey also has been appointed to a one-year term on the Advisory Panel for Electrical Science and Analysis, Division of Engineering, of the National Science Foundation.

Yu-ming Shaw, assistant professor of history, recently was elected vice executive secretary and member of the board of directors of Man and Society, a journal in the humanities and social sciences published in Taipei, Taiwan.

Anthony M. Trozzolo, Charles L. Huisling Professor of Chemistry, has been appointed associate editor of the Journal of the American Chemical Society.

Activities

Teoman Ariman, associate professor of aerospace and mechanical engineering, presented an invited lecture on "Micromechanics of Blood" at the 12th Annual Meeting of the Society of Engineering Science, on Oct. 19-22, at the University of Texas, in Austin.

Harvey A. Bender, professor of biology, and his wife, Eileen, a Notre Dame doctoral student in English and teaching assistant at Indiana University at South Bend, directed a session at the national conference for Final Year Fellows of the Danforth Foundation held Nov. 6-9 at Illinois Beach Lodge, Zion, Illinois. The subject of their discussion was "Values, Myths and Assumptions: Science and the Humanities." Professor Bender also delivered a lecture on prenatal diagnosis of genetic birth defects and the legal and ethical dimensions of advancing medical technologies at the seventh annual March of Dimes symposium on birth defects Oct. 17 in Garden City, New York.

Fabio DaSilva, associate professor of sociology and anthropology, presented the following co-authored papers: "The Social Realms of Music" at the South American Sociological Association Conference in San Francisco on Aug. 28. "A Phenomenological Critique of the Behavioral Concept of Attitude" and "Freud and Marx: The Foundations of Self and Society" for the Indiana Academy of Social Sciences in meeting in Indianapolis, Oct. 17.

Walter Davis, professor of English, spent the summer in resident research at the Huntington Library in San Marino, California, under a research grant from the library.

Astrik L. Gabriel, director of the Folsom Ambrosiana Microfilm and Photographic Collection, gave an address on "The Illustrated Manuscripts of the Ambrosiana from the Vth to the XVth Century" on Oct. 12, at the Thirteenth Annual Meeting of the Midwest Medieval Conference held at Notre Dame.

Walter J. Gajda, Jr., associate professor of electrical engineering, presented a paper entitled "Low Frequency Electrical Properties of Advanced Composite Materials" at the Air Force Workshop on Communications/Electronics, at Sagamore, New York on Aug. 20.

Philip Gleason, professor of history, participated as a commentator in the conference on Millennialism in American Religious History at Harwichport, Massachusetts, Aug. 20-22. The conference was sponsored by the Johns Hopkins Program in American Religious History. Professor Gleason also delivered a lecture on "John Carroll and American Catholic Higher Education" at John Carroll University, Oct. 10.

Rev. Tjaard G. Hommes, associate professor of theology, spoke on "The Role of Pastoral-Theological Reflection in Continuing Education for Ministers" at the National Association of Continuing Education for Roman Clergy Directors Meeting at Holy Cross Junior College Sept. 18. On Oct. 13, he directed a symposium on "Theologizing in the Parish" at the Center for Pastoral Ministry in Chicago.

Kook Ching Huber, assistant professional specialist in the Social Science Training and Research Laboratory, gave a presentation on "Choosing a Software Package for Survey Data Management" at the first annual conference of the Midwest Association for Public Opinion Research on Oct. 24.

Moses R. Johnson, assistant professor of psychology, and Thomas L. Whitman, associate professor of psychology, were invited members of a team participating in an institute on the Prevention and Rehabilitation of Mental Retardation in Families at Risk in Las Vegas on Oct. 21-23.

A. Murty Kanury, associate professor of aerospace and mechanical engineering, attended the International Symposium on Fire Safety of Combustible Materials at the University of Edinburgh, Scotland, Oct. 15-17, and presented papers on "Theoretical Analysis of Fire and Flammability Tests: The Limiting Oxygen Index Test," "A Profile of the Heat-Release Rate Calorimeter" and "Some Experiments to Delineate the Conditions for Flashover in Enclosure Fires."

Rev. Robert L. Kerby, associate professor of history, served as a commentator on "Responses to Expanding Presidential Power" at the Ninth Annual History Forum of Duquesne University Oct. 30 in Pittsburgh. He conducted a workshop for Religious in Byzantine Spirituality at St. Teresa's College in Winona, Minnesota, from July 13-19 and on Oct. 15-18, attended the Great Plains History Conference at Grand Forks, North Dakota, where he delivered a paper on Air Force operations in Laos from 1958-63.

Lloyd H. Ketchum, Jr., assistant professor civil engineering, presented a lecture on "Fundamental Hydraulics" at the Sprinkler Irrigation Short Course on Basic Irrigation Principles and Practices held at the Notre Dame Center for Continuing Education, Sept. 30 - Oct. 2

Sister Madonna Kolbenschlag, assistant professor of American Studies, presented a paper on "News Media as Language and Literature" for the Citizen and News Workshop at Poynter Center, Indiana University, Bloomington, on Oct. 4.

George C. Kuczynski, professor of metallurgical engineering and materials science, chaired a meeting of the Basic Science Division of the American Ceramic Society at Indianapolis on Sept. 22.

Klaus Lanzinger, associate professor of modern and classical languages, spent several weeks at Harvard's Houghton Library during the summer examining the diaries of Herman Melville as part of a research topic on "The European Image in American Literature." The research stay at the Houghton Library was made possible by a grant of the O'Brien Foundation.

James Michael Lee, professor of graduate studies in education, delivered a lecture in May to the faculty and students at Institut Catholique de Paris, entitled "Theorie et Pratique dans la Pedagogie Religieuse: Vers un Rapprochement plus Intime."

Rev. Edward A. Malloy, C.S.C., assistant professor of theology, gave a speech before the priests of the diocese of Spokane, Washington on Sept. 30 entitled "Spiritual Renewal of the American Priesthood."

John R. Malone, associate dean and director of the graduate division of the College of Business Administration, conducted a seminar on "The Economic Outlook and Operational Analyses and Strategies" at the International Music and Amusement Machines Exposition of the Music Operators of America on Oct. 17 in Chicago.

Rev. Patrick Maloney, C.S.C., associate professor of music, and Chicago Opera baritone Louis Sudler, presented a voice concert on Oct. 22 in the Memorial Library Auditorium. Father Maloney and Sudler performed tenor-baritone duets from "The Pearl Fishers" by Bizet, and "LaBoheme" by Puccini, as well as arias from "Faust" by Gounod, and "Eugene Onegin" by Tschai-kowsky.

Marino Martinez-Carrion, professor of chemistry, presented two invited lectures entitled "Basic Research and Clinical Use of Isozymes of Heart Glutamate Aspartate Transaminase" and "Effects of Cholinergic Ligands on Isolated and Membrane-bound Acetylcholine Receptors from Electrolax" at the American Heart Association, Indiana Heart Affiliate Basic Research Conference and at the Department of Biochemistry at Purdue University in Indianapolis, on Sept. 26 and in West Lafayette on Sept. 29.

James L. Massey, Frank M. Freimann Professor of Electrical Engineering, presented a graduate seminar on "An information-theoretic approach to data-processing algorithms" at Syracuse University on Sept. 19 and also addressed the Syracuse IEEE Joint Information Theory-Communications Society chapter on "Toward a theory of communications compatible with coding." On Oct. 3, he chaired a session and presented a paper "Sub-Baud Coding," co-authored with John J. Uhran (associate professor of electrical engineering) at the Allerton Conference on Circuit and System Theory in Monticello, Illinois. He presented a short course in convolutional coding techniques on Oct. 14 to participants at the 11th International Telemetry Conference in Silver Springs, Maryland, and on Oct. 30, presented a graduate seminar, "Some New Developments in Convolutional Coding," at the University of Ottawa, Canada.

Albert E. Miller, associate professor of metallurgical engineering and materials science, presented a paper entitled "Abrasive Wear Studies at Notre Dame" before the Welding Research Council, Cheswick, Pennsylvania, Oct. 9.

Thomas J. Mueller, professor of aerospace and mechanical engineering, attended the EUROMECH COLLOQUIUM 67 on Respiratory and Cardiovascular Mechanics in Aachen, Germany and presented a paper entitled "Numerical and Experimental Fluid Dynamic Studies Related to Prosthetic Heart Valve Thrombus Formation and Erythrocyte Damage". He also presented a seminar on the same subject at the von Karman Institute for Fluid Dynamics held Sept. 12-23 in Rhode-Saint-Genese, Belgium.

Robert C. Nelson, assistant professor of aerospace and mechanical engineering, presented a paper entitled "High Angle of Attack Stability and Control for Missiles" at the Air Force Systems Command Science and Engineering Symposium, Albuquerque, New Mexico, Oct. 15-17.

Gerhart Niemeyer, professor emeritus of government and international studies, delivered a commentary paper entitled "Religion, Ideology, and Society," at the Fourth International Conference on the Unity of the Sciences, Nov. 27-30 in New York City.

Rev. Leonel Mitchell, assistant professor of theology, was the keynote speaker at a conference for Diocesan Liturgical Commission and Music Commission Chairman of the Episcopal Church in Ocean City, New Jersey, Sept. 29.

Rev. Edward D. O'Connor, D.S.C., associate professor of theology, lectured on "The Gifts of the Holy Spirit" at the Eastern Regional Conference on Charismatic Renewal in Atlantic City, Oct. 10-12.

Timothy O'Meara, professor of mathematics, was the invited speaker at the Mathematics Colloquium at Laval University, Quebec, Sept. 22-26. He delivered two lectures entitled "A general isomorphism theory of linear groups" and "The construction of indecomposable positive definite quadratic forms."

Daniel J. Pasto, professor of chemistry, presented a paper on "Interpretation and Comparison of ^{13}C Chemical Shifts in Alkenylidenecyclopropanes, Methylidenecyclopropanes, and Allenes" at the NMR Spectroscopy Symposium at the Federation of Analytical Chemistry and Spectroscopy Societies in Indianapolis, on Oct. 6.

Konrad Schaum, chairman of the Department of Modern and Classical Languages, served as consultant/panelist at the National Endowment of the Humanities meeting in Washington, D.C., on Sept. 24.

Thomas J. Schlereth, assistant professor of American Studies, delivered a lecture on "The Historic Museum Village as a Learning Environment," at the National Trust for Historic Preservation's Annual Meeting and Preservation Conference, Oct. 10 in Boston, Massachusetts.

William G. Storey, director of the Graduate Program in Liturgical Studies, delivered five lectures at a "Prayer and Praise Workshop" Oct. 10-12 at the Benedictine Motherhouse in Cullmar, Alabama. The lectures were on "Christian Prayer," "Trinitarian Prayer," "Liturgy of the Hours," "The Benedictine Opus Dei" and "Mass and Hours." He gave a lecture on "The Prayer of Jesus and Prayer to Jesus" as part of the Bonaventure Lecture Series at Quincy College, Quincy, Illinois on Sept. 28. He also spoke before the Missouri Liturgical Congress on Sept. 19 on "The Liturgy of the Hours in Praxis" and conducted two seminars on the subject the following day.

Albin A. Szewczyk, professor of aerospace and mechanical engineering, presented a paper entitled "Flow Characteristics of a Bluff Body in a Low Turbulence Shear Flow," and headed the U.S. delegation of scientists at the XIIth Biennial Fluid Dynamics Symposium held in Bialowieza, Poland, Sept. 8-13.

Anthony M. Trozzolo, Charles L. Huisling Professor of Chemistry, presented an invited lecture on "Cyclic Photochemistry" at the Eighth International Conference on Photochemistry in Edmonton, Alberta on Aug. 8-13. He delivered a lecture on "The Image of Chemistry" Nov. 7 in Notre Dame's Center for Continuing Education. The lecture was part of inaugural ceremonies honoring the holder and the donor of the Charles L. Huisling Chair of Chemistry.

Eugene C. Ulrich, assistant professor of theology, read a paper entitled "4QSama: The Vorlage of Josephus for 2 Sam 6?" at the Catholic Biblical Association Meeting in Denver, Aug. 18-21.

Evelyn Eaton Whitehead, assistant professor of theology, delivered a paper entitled "Value, Ministry and Higher Education," at the ecumenical consultation of the National Institute for Campus Ministry held in Boston on Oct. 5-7.

James D. Whitehead, adjunct assistant professor of theology, spoke on "Theological Reflection in the Personnel Ministry of the Church" at the National Association of Church Personnel Administrators Sept. 24 at Notre Dame's Center for Continuing Education.

Daniel H. Winicur, assistant professor of chemistry, gave a lecture at the Illinois Institute of Technology, Chicago, on Sept. 24, entitled "Non-elastic Scattering of Rare Gas Metastables."

Deaths

Alden E. Davis, professor of business administration from 1932 to 1950, died Sept. 30. He was 77.

Frank J. Fahey, 47, associate professor of sociology and anthropology, who had been a member of the Notre Dame faculty since 1959, died Sept. 2 in South Bend.

Rev. John P. Lynch, C.S.C., 72, prefect of religion at Notre Dame from 1937 to 1942, died Sept. 16 in St. Louis, Missouri.

Reginald A. Neuwein, 70, former director of the Notre Dame-Carnegie Foundation national study of Catholic Schools and former director of the University's Office of Educational Research, died Oct. 6 in Fort Worth, Texas.

John H. Sheehan, former chairman of the Department of Economics and professor of economics from 1938 to 1968, died Oct. 11 in South Bend. He was 73.

Everett A. Warren, former sports photographer, acting director and advisor for the audio-visual department at Notre Dame, died Sept. 30 in Niles, Michigan. He was 61.

Rev. Jerome M. Boyle, C.S.C., 63, former professor of philosophy at Notre Dame, died April 23 in South Bend.

office of advanced studies

Notes for Principal Investigators

Cost Transfers in Grants and Contracts

Effective immediately, the following HEW policy on cost transfers will be applicable to all current sponsored program accounts at the University.

BACKGROUND AND PURPOSE

Recent audit reports have cited instances where grantees have transferred costs from other projects or programs to HEW grants many months after the original charges had been recorded in the grantee's accounting records. In many cases, the transfers were not supported by documentation which adequately explained why the transfers were made. The Department recognizes that transfers of costs from one project to another are occasionally necessary to correct bookkeeping or clerical errors in the original charges. The Department also recognizes that closely related work may be supported by more than one funding source and that in such cases a transfer of costs from one funding source to another may be proper. However, frequent, tardy, and unexplained (or inadequately explained) transfers, particularly where they involve projects with significant cost overruns or unexpended fund balances, raise serious questions about the propriety of the transfers themselves as well as the overall reliability of the grantee's accounting system and internal controls. The purpose of this chapter is to prescribe the conditions under which cost transfers may be accepted as charges to HEW grants.

APPLICABILITY

This chapter is applicable to all HEW grants.

POLICY

A. Correction of Errors

Transfers of costs to HEW grants which represent corrections of clerical or bookkeeping errors must be made promptly after the

errors are discovered and, where possible, prior to the submission of the grant expenditure report. The transfer must be supported by documentation which contains a full explanation of how the error occurred and a certification of the correctness of the new charge. An explanation which merely states that the transfer was made "to correct error" or "to transfer to correct project" is not sufficient. It should be noted that frequent errors in the recording of costs may indicate the need for improvement in the grantee's accounting system and/or internal controls. Therefore, where such errors occur, grantees are encouraged and may be required to evaluate the need for improvements in these areas and to make what improvements are deemed necessary.

B. Closely Related Work

1. When closely related work is supported by more than one funding source, a cost transfer from the originally charged funding source to an HEW grant may be made provided the transfer meets all of the following conditions:
 - a. The cost is a proper and allowable charge to the grant.
 - b. The transfer is supported by documentation which contains a full explanation and justification for the transfer and a certification of the propriety of the transfer by the principal investigator, project director or other responsible program official of the grantee organization.
 - c. The transfer is reviewed and approved by a responsible financial or administrative official of the organization.
2. To the maximum extent possible, cost transfers involving closely related work should be made within 120 days of the original charge. Grantees are cautioned that transfers made long after the original charge raise seri-

ous questions concerning the propriety of the transfers. Therefore, if a transfer is made after the 120 day period, the supporting documentation described in 6-05-20B.1.b., in addition to the normal explanation and justification for the transfer, must also include an explanation of why the transfer was tardy.

C. Retention of Documentation

The documentation described in paragraphs 6-05-20A. and B. must be retained by the grantee for the period stipulated in the Department's records retention regulations (subpart D of 45 CFR Part 74) and be made available for verification during the course of an audit or other review made by, or on behalf of, the Department. Grantees are expected to make all pertinent documentation regarding the transfers of costs available to the auditor at the time of the audit.

Information Circulars

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

No. FY76-35

Purpose

To identify and support significant academic research on novel concepts of technologies in biomedical and industrial instrumentation, with a view towards possible commercial application of the results.

Awards

Meritorious proposals will be considered for grants covering direct and indirect costs, to a maximum of \$100,000, for a one-year period. In most cases, renewal for a second year will be possible. In exceptional circumstances, support for a third year may be considered.

Scope

Both basic and applied research proposals will be considered. It may involve a new concept or support for development of a process or device. Submissions will be judged for their scientific merit, as well as for potential for practical utilization.

The following examples are merely illustrative, and do not represent the limits of suitable proposals:

In the biomedical and diagnostic area:

*New and improved diagnostic procedures that are of broad utility and adaptable to automation for the determination of the chemical constituents of body fluids (e.g., blood and urine), for measurement of en-

zyme activities, for the differentiation of cells and viruses, and for other common and important medical laboratory tests.
*New methods of imaging or diagnosing internal organs via x-rays, ultrasonics, or other non-invasive techniques.
*The measurement of flow in individual blood vessels, of cardiac function, or other physical parameters of significant diagnostic importance.
*Development of new analytical detectors and new approaches to analytical techniques of ultra-high sensitivity, e.g., immunochemistry.
*The use of computers in health care delivery, including hospital administration.
*Instruments for the detection and diagnosis of dental pathology.

In the industrial area:

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

Eligibility

Open to faculty members and scientists from colleges, universities, medical centers, and nonprofit research institutes in North American, Western European, and Mediterranean countries.

Where to Submit

Technicon Research Grant Program
c/o Dr. Morris H. Shamos
Technicon Instruments Corporation
511 Benedict Avenue
Tarrytown, New York 10591

When to Submit

Preliminary submissions are welcome at any time. Early submission is recommended to leave adequate time for preparing the complete proposal. The firm deadline for proposals is December 15, 1975.

What to Submit

Preliminary Submissions:

A form provided by the sponsor should be used for a preliminary submission. The purpose of this submission is to enable Technicon to make a preliminary appraisal of its potential interest in the proposed research.

Research Proposal:

Instructions will be sent for a full proposal if funding research program is deemed possible.

Inquiries

Any inquiries concerning this program should be addressed to:

Dr. Morris H. Shamos
Technicon Instruments Corporation
511 Benedict Avenue
Tarrytown, New York 10591
or telephone (914) 631-8000, Ext. 2195

For preliminary submission forms, contact the Office of Advanced Studies, Extension 7378.

National Science Foundation Undergraduate Instructional Scientific Equipment

No. FY76-36

The National Science Foundation has announced the opening of its annual competition for grants to acquire scientific equipment needed to improve undergraduate scientific instruction. The Instructional Scientific Equipment program is a matching fund program with the grantee institution providing at least 50 percent of the equipment costs. In the 1975 program NSF awarded grants totaling more than \$4.5 million to 388 colleges, universities and two-year institutions.

The equipment program is one of several NSF activities designed to help institutions improve the quality and effectiveness of undergraduate science instruction by updating courses and teaching laboratories. Successful proposals will demonstrate planning to improve content and focus of undergraduate science instruction and a need for scientific equipment to implement these improved courses.

The deadline for submitting proposals for the 1976 Instructional Scientific Equipment program is January 19, 1976. For further information, contact the Office of Advanced Studies, Extension 7378.

The Ford Foundation Graduate Fellowships Educational Testing Service For Mexican Americans, Native Americans, (Aleuts, Eskimos, Indians, Native Hawaiians) Puerto Ricans — 1976-77 Final Competition Year

No. FY76-37

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 the final competition year for the fellowships.

Qualifications

1. Must be citizens of the United States.
2. Must be enrolled in or planning to enter an accredited U.S. graduate school offering the doctoral degree in their field of study.
3. Must be currently engaged in or planning to enter a career in higher education.
4. Must be pursuing or planning to pursue full-time study toward the doctoral degree.

There are no restrictions as to field of study, but applicants in the professional fields--education, law, medicine, public administration, and so forth--must have received the first post-baccalaureate professional degree before the award can be initiated. Awards are for one year, but are renewable if the fellow maintains satisfactory progress toward the doctorate.

Award will include full tuition and fees, an allowance of \$300 for books and supplies, and a monthly stipend of \$300. A married fellow may apply for an additional stipend of \$50 a month for his or her spouse and each dependent child.

Twelve-month awards are available for applicants planning to study full time during the summer session 1976 and the academic year 1976-77, starting with July 1976. Ten-month awards are available for those planning to study full time during the academic year 1976-1977, starting with September 1976.

Applicants should submit scores on the Graduate Record Examinations.

Deadline:

The deadline for submitting completed applications and all supporting documents is January 15, 1976. Notifications of award decisions will be mailed on April 12, 1976.

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

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

U.S. Office of Education
Financial Assistance for Environmental
Education Projects

No. FY76-38

The Environmental Education Act authorizes a program of grants and contracts to support research, demonstration and pilot projects designed to educate the public on the problems of environmental quality and ecological balance. Such projects shall support the development of educational processes dealing with man's relationship with his natural and man-made surroundings, and include the relation of population, pollution, resource allocation and depletion, conservation, transportation, technology, and urban and rural planning to the total human environment. These processes would be designed to help the learner both to perceive and understand the concepts of "environment" and environmental principles and problems and to be able to identify and evaluate alternative solutions to environmental problems. Emphasis shall be placed on the development of skills and insights needed to understand the structure, requirements and impact within and among various environmental entities, systems and subsystems.

In accordance with this purpose, financial assistance will be provided for projects involving participants in inquiries into both the specific and general environmental implications of human activities and their short and long range effect on societal resources and general public policy. Areas of participant inquiry should encompass or fall within one or more of the following:

- (1) The import of the application of scientific and technological findings (e.g., the impact of "inventions" on social and environmental quality and resources).
- (2) Human settlements-urban, suburban, and rural (e.g., impact of urban, suburban, and rural balance on ecology of an area and the human condition).
- (3) Food production; energy production; population dynamics; transportation; planning-urban, suburban, and rural (e.g., implication of selected inter-related human life support activities).
- (4) Air; water-fresh, estuarine, marine; land use; and other resource utilization, allocation, depletion, and conservation; and environmental pollution (e.g., use, depletion, and destruction of life support resources).

Thus the environmental education process is multifaceted, multidisciplinary, and an issue or problem-oriented. Otherwise worthwhile but specialized and narrowly defined educational approaches, such as traditional learning approaches to such areas as conservation and resource use, environmental science, nature study, outdoor education, or sex education, which normally tend to exclude consideration of mutually reinforcing social, physical, cultural, and policy implications of these concerns do not adequately meet the scope and purposes of the act. While an environmental education project supported under this part could draw upon some of the ideas and materials of these traditional subject areas, it could do so only in synthesis with ideas and materials from a number of other subject areas, including social sciences, technology, arts and humanities as appropriate and needed for the area of inquiry.

The due date for receipt of applications is December 1, 1975. For further information, contact the Office of Advanced Studies, Extension 7378.

Exxon Education Foundation
IMPACT PROGRAM: Funds to Implement
Educational Innovations

No. FY76-39

Program

The Exxon Foundation's involvement in the funding of innovations has made it increasingly aware of the time lag between the development and evaluation of new educational techniques and materials and their widespread adoption by colleges and universities. Out of this awareness has grown the IMPACT (Implementation of Materials and Procedures Affecting College Teaching) program. Under IMPACT, the Foundation will disseminate information about certain educational innovations of demonstrated merit and, insofar as its funds allow, will share the cost of implementation with institutions that wish to adopt one.

Grants

The innovations selected will be relatively inexpensive to implement. Consequently, most grants are not expected to exceed \$6,000.

Areas of Support

- *Student-to-Student Counseling. A systematic approach to training students as academic counselors.
- *Exper Sim. A system for teaching research design through computer simulation.
- *Guided Design. A new teaching method combining principles of programmed instruction with open-ended problem-solving.

*Tips. A diagnostic tool to individualize instruction in the large class.

Deadline

There are two closing dates a year for the submission of applications: February 1 and July 1.

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

National Science Foundation Science Faculty Fellows

No. FY76-40

The National Science Foundation has reopened its annual competition for Faculty Fellowships in Science Applied to Societal Problems. NSF will award approximately 80 Science Faculty Fellowships in mid-April 1976 to science teachers at two-year and four-year colleges, and at universities. The fellowships are designed to broaden the perspectives of science faculty and to improve their effectiveness in teaching and research directed toward the understanding and solution of societal problems.

Awards will be offered in all fields of science, including the social sciences, mathematics, and engineering to citizens or baccalaureate degree and five years or more of full-time college teaching. Applicants will be divided into three categories: those with doctoral degrees; and faculty from two-year or community colleges. Awards will be based on merit and applications will be evaluated by panelists appointed by the American Council on Education.

The application deadline is February 6, 1976. For further information, contact the Office of Advanced Studies, Extension 7378.

Exxon Education Foundation Funds for Research and Development

No. FY76-41

The Exxon Education Foundation has funds available under its Educational Research and Development program for projects that promise to lead to wide improvement in instructions, administration, or physical facilities utilization in higher education. Grants support falls into three categories:

1. Pilot Projects: The design and testing of new methods or materials.
2. Developmental Efforts: Attempts to perfect, expand upon, or disseminate materials or methods of recognized merit.

3. Studies: Examination or analysis of practices, trends, and developments in higher education and other investigations having direct practical value for institutions of higher learning.

Criteria:

1. Broad Applicability.
2. Efficiency and Effectiveness.

Categories of Support:

1. Instruction: Methodology; the curriculum and related programs.
2. Administration: Academic and related administrative activities; methods of securing and administering revenue.
3. Physical Facilities: Use or design of academic structures and equipment; utilization of land.

Grants:

Grants are made to the institution sponsoring the project rather than to an individual. Most grants are in the amounts not exceeding \$100,000. Preference is given to projects that can be completed within a reasonable period of time. Ideally, no more than one or two years should elapse between the initiation of a project and its preliminary evaluation.

Application:

To apply, an institution should submit a preliminary outline of the project. There are four closing dates a year for submission of preliminary proposals: March 1, June 1, September 1, and December 1.

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

Monthly Summary

Proposals Submitted

IN THE MONTH OF SEPTEMBER, 1975

Department or Office	Principal	Short title	Sponsor	Dollars Months
PROPOSALS FOR RESEARCH				
Microbiology- Lobund Lab.	Pollard	Therapy of experimental prostate adenocarcinoma	Marion Cty. Cancer Soc.	8,000 12
Chemistry	Nowak	NMR studies of metals in kinases and related enzymes	Natl. Inst. Health	92,096 12
Microbiology- Lobund Lab.	Pleasants	Factors in Lysinalanine nephrocytomegalia in rats	Natl. Inst. Health	32,960 12
Metallurgy	Fiore, Miller	Low temp. abrasive wear in coal mining, handling, gasification	Energy Res. Develop. Admin.	296,365 24
Aerospace Mech. Eng.	Yang	Coil optimization for volume and performance	Clark Equip.	2,950 8.5
Electrical Eng.	Gajda	Radiation damage of transformer materials	General Electric	1,183 2
Modern Class. Lang.	Anadon	Orig. manuscripts of Oviedo's Historia General Y Natural	Guggenheim Fdtn. ACLS	14,000 9
Microbiology- Lobund Lab.	Pollard	Experimental analyses of the proc. of cancer metastasis	Elsa U. Pardee Fdtn.	10,000 12
Chemistry	Martinez- Carrion	Dynamics of synaptic receptors ligand interaction	Natl. Inst. Health	89,008 12
PROPOSALS FOR FACILITIES AND EQUIPMENT				
Memorial Library	Sparks	College library resources program	U.S. Office Educ.	5,000 12
PROPOSALS FOR EDUCATIONAL PROGRAMS				
Economics, Elec. Eng.	Davisson, Uhran	Development of language translator	Natl. Sci. Fdtn.	20,200 7
Aerospace Mech. Eng.	Lucey	Workshop on electric power generation	Energy Res. Develop. Admin.	13,314 12
Sociology Anthro.	Sena-Rivera	Undergraduate research participation	Natl. Sci. Fdtn.	19,680 2.25
Chemistry	Martinez- Carrion	Undergraduate research participation	Natl. Sci. Fdtn.	18,580 2.25
Biology	Greene	Undergraduate research participation	Natl. Sci. Fdtn.	20,150 2.25
Advanced Studies	Gordon	Minority fellowship fund for advanced students	General Electric Fdtn.	149,250 - - -
Center Cont. Educ.	Bergin	Social sciences and humanities for secondary school teachers	W.K. Kellogg Fdtn.	420,000 48
General Program	Crowe	Faculty seminar on development of science and technology	Uniroyal Fdtn.	5,000 3
Freshman Year Studies	Hofman	Arthur J. Schmitt Lecture Series	Arthur J. Schmitt Fdtn.	3,000 9
Civil Eng.	Marley	Pre-engineering summer program for minority students	Amer. Soc. Civil Eng.	18,927 8
Student Affairs	Benesh	1976 University of Notre Dame Collegiate Jazz Festival	Natl. Endow. Arts	11,000 1

Awards Received

IN THE MONTH OF SEPTEMBER, 1975

Department or Office	Principal	Short title	Sponsor	Dollars Months
AWARDS FOR RESEARCH				
Biology	Morgan, Crovello	Computerization of the Indiana lake fisheries survey data	Ind. Dept. Nat. Resources	27,046 24
Aerospace Mech. Eng.	Yang, Lloyd, Coria	Fire and smoke spread in corridors	Natl. Sci. Fdn.	80,100 12
Biology	Craig	Genetics and reproductive biology of <i>Aedes</i> mosquitoes	Natl. Inst. Health	127,977 12
Chemistry	Nowak	NMR studies of metals in kinases and related enzymes	Natl. Inst. Health	34,610 12
Biology	Rai	Investigations of genetic mech- anisms in <i>Aedes aegypti</i>	World Health Organization	2,250 - - -
Electrical Eng.	Magee	Optical integrated circuits- passive and active elements	Natl. Aero. Space Admin.	26,316 12
AWARDS FOR EDUCATIONAL PROGRAMS				
Economics	Skurski	AID contract for participant training (Mr. Legesse Lemma)	Agency Internatl. Dev.	3,245 12
Psychology	Crutchfield, Santos	Legal internship program: Law and the handicapped	Natl. Center Law Hand.	54,960 9
General Program Lib. Studies	Lyon	Obscenity and community stand: Loc., natl., or none at all?	Ind. Comm. Human.	488 - - -
SERVICE PROGRAMS				
Theology	Egan	Training of Catholic personnel in social ministry	De Rance, Inc.	10,000 - - -

Summary of Awards Received and Proposals Submitted

IN THE MONTH OF SEPTEMBER, 1975

AWARDS RECEIVED

Category	Renewal		New		Total	
	No.	Amount	No.	Amount	No.	Amount
Research	4	\$ 269,003	2	\$ 29,296	6	\$ 298,299
Facilities and Equipment	-	- - -	-	- - -	-	- - -
Educational Programs	2	55,448	1	3,245	3	58,693
Service Programs	-	- - -	1	10,000	1	10,000
Total	6	\$ 324,451	4	\$ 42,541	10	366,992

PROPOSALS SUBMITTED

Category	Renewal		New		Total	
	No.	Amount	No.	Amount	No.	Amount
Research	1	\$ 92,096	8	\$ 454,466	9	\$ 546,562
Facilities and Equipment	-	- - -	1	5,000	1	5,000
Educational Programs	4	39,894	7	659,207	11	699,101
Service Programs	-	- - -	-	- - -	-	- - -
Total	5	\$ 131,990	16	\$ 1,118,673	21	\$ 1,250,663

Closing Dates for Selected Sponsored Programs

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

Agency	Programs	Application Closing Dates
American Council of Learned Societies	Grants for East European Studies	December 31, 1975
American Council of Learned Societies	Grants for Soviet Studies	December 31, 1975
Department of Transportation	Fellowships and Scholarships in Highway Safety	December 31, 1975
Department of Transportation	Research and Development for Highway Safety Education	December 31, 1975
Huntington Library and Art Gallery	Fellowships	December 31, 1975
Institute for Advanced Study	Schools of Mathematics and Natural Sciences	December 31, 1975
International Research and Exchange Board	Ad Hoc Grants to Promote New Exchanges	December 31, 1975
International Research and Exchange Board	Special USSR Travel Grants in the Contemporary Social Sciences	December 31, 1975
National Institutes of Health	General Research Support Grants	December 31, 1975
National Science Foundation	Energy Related Graduate Traineeships	December 15, 1975
National Science Foundation	Scientists and Engineers in Economic Development	December 15, 1975
Office of Education	National Defense Foreign Language Fellowships	December 31, 1975
Organization of American States	Fellowship Program	December 31, 1975

documentation

COUP Report on University Broadcasting

In the COUP Report published nearly two years ago the committee set for itself a further task of inquiring into Notre Dame's broadcasting enterprise. The resulting report is now published, with special acknowledgement to the subcommittee which drafted it:

Sister Madonna Kolbenschlag, assistant professor of American Studies, chairperson
Richard Conklin, director of Information Services
Robert Gordon, vice president for advanced studies
Ernan McMullin, professor of philosophy
Timothy O'Meara, professor of mathematics

In fulfilling our charge to "inquire into the financial health and quality of the University's broadcasting activities" we first attempted to reconstruct the initial concept and purpose of the TV station and place it in a proper historic context. The record indicates clearly--on the basis of the statements of the President of Notre Dame and the testimony of station officials--that the priority was originally twofold: educational¹ and commercial.

In the early years of the station's existence there seems to have been a forthright attempt to fulfill the educational mandate, in programming (e.g., "The Professors") as well as in a direct instructional tie-in (Tele-com course in Communication Arts). After 1963 the original thrust in this area seems to have waned, no doubt affected by commercial exigencies and by the demise of the Communication Arts Department. While it was expedient at the time to adjust this goal, we feel that continued existence of the station as an auxiliary enterprise should include a more active participation in the first priority of the University: education.

The role of television and radio is too important to the future of society and to the preparation of candidates for media positions for Notre Dame to ignore this priority. Notre Dame continues to send a significant number of graduates into the mass media each year, and that number seems to be increasing.² Moreover, queries from graduate communication schools concerning internships are also increasing on undergraduate applications.

In respect to the financial viability of station WNDU, the committee asked two major questions of station officials:

- 1) Is the station a profit-making enterprise?
- 2) Does the TV station depend on advertising revenues from the radio station to produce a margin of profit?

¹The committee understands the term "educational" in its broadest sense, implying that the relationship of WNDU to the University both includes and goes beyond the concept of instruction. Television and radio, by their nature, are educational instruments and are fast becoming the most significant source of information and persuasion for the general public. In this respect, University-sponsored media should be informed by appropriate, well-defined policies.

²Recent statistics from the American Studies Program indicate that out of last year's graduating class of fifty-two at least thirteen students accepted media-related positions or entered communications graduate schools. This number does not take into account a trickle of graduates entering media professions from other departments, primarily English, government and business.

The committee was assured that the station is indeed a profitable enterprise and would be so without the radio station. It goes without saying that if WNDU-TV were incurring an annual deficit, this would be sufficient reason for the University to consider divesting itself of ownership of the station.

In respect to programming, the projected expansion of Cable TV and public access channels will necessarily qualify our expectations of commercial television. Any general qualitative assessment of WNDU is further complicated by the diversified constituency which the station serves. As faculty members, our view is no doubt circumscribed by the University community. We realize that the station must serve a civic community and local interests that go far beyond the perimeters of the University. Nevertheless, as an auxiliary enterprise of the University, the station is one of the chief vehicles of the Notre-Dame name and image in the South Bend area, and to this extent it should complement and enhance its mission. In our estimation the present lack of formal communication between the station and the University faculty diminishes the potential impact of the station on the entire community. The committee believes that systematic attention to "feedback" from the academic sector would contribute significantly toward mutual understanding and toward qualitative improvement in programming and performance. We have addressed this problem in our suggestions for structural modification in the station's relationship to the University.

In our deliberations we have consulted the experience of other university affiliated commercial TV stations, notably: WOI of Iowa State (ABC), KOMU of University of Missouri (NBC), and WWL of Loyola University, New Orleans (CBS). It is evident from this cursory survey that university priorities do indeed impinge on the operation of these stations--perhaps more so in the case of state institutions heavily committed to media preparation programs. It seems universally true, however, that none of these stations are free of some structural tie and obligation to the university endeavor.³ As the station manager of KOMU-TV put it, his first priority is, "What is in the best interest of the institution, given its specific identity and educational commitment?" We feel it is even more incumbent on a private institution such as Notre Dame to make this priority operational in its auxiliary enterprises.

We therefore make the following recommendations:

1. The establishment of a Broadcasting Advisory Board for the Notre-Dame campus, to be composed of five members.

The purpose of the board shall be advisory and consultative rather than deliberative. It will not exercise any supervisory function relative to the ordinary operations of WNDU or WSND but will restrict its area of responsible interest to:

- a) fulfillment of the stations' commitment to assisting the University's educational-instructional endeavor;
- b) evaluation of general quality of programming in the light of the institutional character of the University of Notre Dame.⁴

³In some cases there is a direct line of authority between the station manager and provost (WKAR, Michigan State) or information officer (WOI, Iowa State). In another instance, the station manager must consult with a campus media board (KOMU, University of Missouri). Station WWL of New Orleans is the most autonomous operation of the ones surveyed. Nevertheless, there seems to be a degree of "osmotic" influence in terms of University goals, since the station manager is a Jesuit faculty member, and the board of directors includes four or five Jesuits who meet with the station manager and other directors once a month on matters of policy. (The university--Loyola--and the station are not separately incorporated, hence they have the same board of directors and are exempt from federal taxes. The station represents the largest single source of endowment for the university.) WWL has an overriding policy goal which identifies the station with Loyola's educational mission in a "Second Campus" concept. This policy has a significant influence on programming.

⁴A typical, even if minor, instance might be a discussion concerning the relative merits of certain "spots" used at half-time during the telecast of Notre Dame athletic games.

The specific makeup of the Board should represent a spectrum of those most concerned with the effective functioning of campus media (with a public constituency). A tentative board model might include:

The director of Instructional Programs (A communications instructor or supervisor of internships)
The WNDU station manager (or his designate)
The director of Information Services
Two faculty members at large (according to interest and expertise)

The two members at large could be appointed by the deans, for two-year staggered terms. No member at large should serve for more than two consecutive terms.

Presumably the board itself would report to the University officer charged with responsibility for auxiliary enterprises.

2. Appointment of a director of Instructional Programs with expertise in both the commercial and academic spheres.

The concept of joint appointments between station and a specific faculty department has been applied successfully in situations resembling Notre Dame's. The management of WNDU has explored the possibility of a joint appointment and is definitely interested in such an arrangement, particularly with a view to developing the broadcast-laboratory concept. In our opinion this professional nexus would greatly enhance the quality and effectiveness of the University's educational preparation for media careers.

3. The University makes a substantial contribution toward improving and promoting the student educational station, WSND.

It is apparent that WSND-FM/AM offers a broader programming spectrum than WNDU-FM/AM, one which could potentially enhance the University's presence in the South Bend area. The current inadequacies in staffing, training, equipment and facilities might be remedied by additional subsidies and systematic instruction. In the past, WNDU has provided technical assistance to the student station. We commend that interest and urge that it be expanded--particularly with a view to summer support and stipends to attract competent undergraduate and graduate students.

June, 1975

Provost's Statement on Financial Support for Catholic Higher Education

(A statement presented to the Subcommittee on Postsecondary Education of the U.S. House of Representatives, October 22, 1975, by Rev. James T. Burtchaeil, C.S.C., provost of the University of Notre Dame representing the College and University Department of the National Catholic Educational Association)

Mr. Chairman:

I am Father James Burtchaeil, C.S.C., Provost of the University of Notre Dame in Indiana, representing the College and University Department of the National Catholic Educational Association. With me today are the Executive Secretary of that organization, Msgr. John Murphy, and its consultant on governmental affairs, Mr. Joseph Kane. We are here on behalf of the 250 Catholic institutions of higher education in America.

Our immediate concern is directed to H.R. 3470, which provides a new Title XII on Institutional Aid for the Higher Education Act. At this point, however, as your series of hearings on amendments to the entire Act is nearing an end, we should like to speak also to the entire federal program of financial support for higher education.

An organization like ours might well be faced by a single, direct question: Why should the federal government assign moneys from the tax purse, through either institutional or student aid, to finance students at universities and colleges which are private, and relatively more expensive? That is the crucial question for us, and I should like to answer it today.

To begin with, it is misleading to call our schools private. Notre Dame and Loyola and Marymount are institutions established for the higher learning of the American public. So are Brandeis and Saint Olaf and Southern Methodist. So also are Yale and Stanford and

Vanderbilt. Likewise Wayne State and City University of New York and Colorado State. In the truest sense none of these is private. We oppose the commonly accepted but wrongheaded custom of calling government schools "public" and independent schools "private". A school is public if it is for the people, whether or not it be an agency of the government. (Ironically, the best known really private colleges in America are the governmental seminaries, the military academies, which enroll only members of the armed services.)

The point I plead is not simply semantic. It resists the notion that the only truly public activities in America are those managed by the state or federal governments. I am familiar with this state of mind. It resembles that of some churchmen of my own faith, who cannot comprehend how anything could be really Catholic unless they can govern it. We have insisted to them that our colleges and universities, most of which are free of any authoritative link to the hierarchy, are as Catholic as can be. Similarly, we insist to you that the government has no right whatsoever to claim a monopoly upon what is public. The government is one of the institutions created by the people for the public welfare -- but only one.

Let me try to illustrate this. Shall we call the Detroit Street and Railways public, because it is run by the city government, and call American Airlines private, even though it carries the citizens on their travels and transports their mail for the U.S. Postal Service? Does it make sense to call Cook County Hospital public, and Presbyterian-St. Luke's a private hospital, when both serve the health needs of the people? Does it ring true to think of Western Union as private, as contrasted with the old Postal Telegraph agency as public, even though both transmitted exactly the same kinds of telegram? What sense would it make to insist that the Smithsonian institution is public, but not The Metropolitan Museum of Art? Or to call the Lincoln Center for the Performing Arts private, while the Kennedy Center for the Performing Arts is called public?

It is plain as a pikestaff that, whether they be for profit or not-for-profit, whatever their funding, whatever their governance, these are all institutions that serve the people's welfare. All are truly public in this most basic sense. The government directs some of them, while others are governed by trustees that represent either the stockholders or the public. All are for the people. And all are potential recipients of governmental moneys if the lawmakers believe that their public services are such as should be provided to the people from the tax purse.

It might be argued that the colleges and universities I represent, being Catholic, are not quite cleanly public. Likewise Quaker or Jewish or Methodist schools. But we all know that years and years before the states of this Union undertook to found schools, and centuries before the federal government involved itself in education, the opportunity to learn was provided to the American people by schools that were, for the most part, religious. How is it that they come to be deprived of their public character by the appearance of state schools? Does the determination of governments to sponsor institutions in some sector of society rightly drive all existing social institutions from the field and rob them of their original relationship with the people?

It is true that no government school may be religious. This is not because it is a public school; it is because it is a government school. Religious identity, because of our unusual Constitution in this country, may disqualify a college from being a state subsidiary, but it certainly does not keep it from being in the public service. Religious schools may educate students predominantly within one religious tradition. But this should still not stand in the way of governmental funding for public service, unless one were also minded to exclude all funding from the Boston Hospital for Women -- Lying In Division, because it treats only women, and pregnant women at that.

In a word, Mr. Chairman, the colleges and universities I speak for today lay claim to entitlement as institutions founded for the public service, and for the education of the people. We are only one of many sectors wherein the government may choose to provide public services partly through institutions of its own management, and partly through institutions that are not governmental. Often the services are rendered more effectively and at lower cost when the government funds them through agencies not its own, and this brings me to the second point of our question: are independent colleges and universities more expensive than those run by the states?

The fact is that they are less expensive. John Moseley of the Association of American Colleges has testified before this Subcommittee (March 13, 1975), and John Silber before the Education Committee of the General Court of Massachusetts (Feb. 24, 1975) that a comparison of prices between independent and state schools is wrongly confused with a comparison of costs. I join them in this argument, and confirm it with evidence from my own part of the country. The illustration I cite is drawn from 1973-74, because fiscal information from that year is more complete than later data. The place is a certain mid-western state -- like yours, Mr. Chairman (Michigan), or like mine (Indiana).

The Jones family is made up of a father, 55, a mother, 44, and four children, of whom two were enrolled in universities. The family income was modest (\$9,133), and their home equity very modest (\$1,000). According to the standard, national calculations the family was expected to contribute \$580 to the annual education of each child: \$500 from the student and \$80 from the parents.

Jane Jones went to a midwestern Catholic university, and a rather costly one. Her total costs were calculated at \$4,400: \$2,650 for tuition, \$1,150 for room and board, and \$600 for incidentals. Minus her family contribution of \$580, this left her a financial "need" of \$3,820. This was provided as follows:

Basic Educational Opportunity Grant	\$ 124
College Work Study	650
National Direct Student Loan	1,000
Supplemental Educational Opportunity Grant	1,000
University scholarship	1,050
	<u>\$3,824</u>

That year Jane cost the federal government \$1,864 (if we reckon the cost of the loan at 9% of the principal).

Down the road, at a midwestern state university, her brother John faced total costs of only \$2,300: \$650 for tuition (compared to Jane's \$2,650), \$1,050 for room and board, and \$600 for incidentals. Minus his family contribution, this left him a financial "need" of \$1,720. This was provided as follows:

BEOG	\$ 124
CWS	600
NDSL	500
SEOG	500
	<u>\$1,724</u>

The federal outlay for John's year at school was only \$1,269. It might appear more responsible for a federal government, pressed with many heavy financial burdens, to send both Jane and John to the state school for only \$1,269 apiece.

But this is a false cost analysis. The taxpayers were really paying enormously more for John at the state school than for Jane at the Catholic school. The true cost per Full Time Equivalent (FTE) student at the state university that year was \$3,437. The taxpayers paid all of that except for the \$650 tuition, a net of \$2,767. The total cost to the taxpayers for John's education that year at the "inexpensive" state university was \$4,036. Now the true cost of educating a student at the Catholic university was \$3,485. This means that besides awarding Jane a scholarship of \$1,050, the school also had to attract a further \$835 to cover the difference between tuition and true cost.

Now which university is more expensive to the government and its taxpaying constituents? Both provide educations that cost about the same to the schools (\$3,437 vs. \$3,485). But the student at the state school costs the taxpayers \$4,036, and the student at the Catholic school costs them \$1,864.

This contrast is borne out if we compare the true costs per FTE student at all state universities and colleges in this state: \$3,021 per annum in that year. The comparable costs in the average independent school in that state were \$2,782 in the same year.

These figures, I repeat, are two years old. The costs have inflated, but the ratios are surely the same. And though the data I offer you are from only one state, the reports from other states simply confirm the truth of what I am saying to you today. The taxpayers may indeed hesitate to subsidize the education of those members of the public who attend independent colleges and universities, but they could never do so on grounds of economy, for it saves the taxpayers money to help them attend these schools. Indeed, in the case of Jane Jones at the Catholic university, far from saying that the federal government is paying \$1,864 to educate her, you could more truthfully state that the federal government makes it possible for the Catholic school and its supporters to relieve the taxpayers of \$1,885 in costs for Jane at that school, and to relieve them of having to spend \$4,036 to send her to the state university. Every way you come at them, the facts demonstrate that the colleges and universities I represent are delivering higher education for the public at much less cost to the government and to the taxpayers. Indeed, they are subsidizing the federal budget, which is no mean public service.

But this point is even further strengthened by the following considerations. In the five-year period previous to our sample year, the state colleges and universities in this state had to enlarge to receive an enrollment increase of more than 22 per cent. The taxpayers

had to fund the capital expansion necessary to handle these students. Yet in our year it was reckoned that the independent schools in the state had faculty and space resources that were under-utilized by about 13,000 students. Now we all know that the nation must expect a downturn of college student population beginning about 1983 and lasting about 15 years. What fiscal responsibility to the taxpayers can possibly underlie a decision to expand these government plants, adding buildings and faculty to create student spaces that will soon be redundant?

In so many ways, Mr. Chairman, it seems to us that aid programs which help members of the American citizenry to obtain their education in independent colleges and universities are sound policy and sound economy. We represent colleges and universities that are in the public service and that cost the government much less. If I may say so, a policy that prefers to give an educational monopoly to the government schools because they are public and are lower-priced is about as acceptable as a policy to expand the U.S. Air Force to take over public passenger and mail transport from the existing carriers.

Thus I argue that we represent colleges that are in the public interest, and that cost less, not more.

This having been said, you will perhaps more clearly understand the following recommendations:

1. We recommend authorization of institutional aid in the form of cost-of-instruction payments, despite the unwillingness of the present administration to seek funding for it. We cannot help noting, however, that the law would be much fairer if this aid were calculated upon all students enrolled, and not just those receiving federal student aid.
2. We recommend strenuously that the one-half cost limit on BEOG grants not be removed. To remove it would, in effect, make the BEOGs effective only for students enrolled in state schools, and cast the entire burden of support for students in independent schools upon the SEOG program, which is no favorite of the administration anyway, and which, once it began to serve only students in independent schools, would also be vulnerable to attack from those who favor only the government schools. For the present we should prefer a strong BEOG program which serves students in both sectors.
3. We recommend that the SEOG program be force-funded before the BEOG program can be activated.
4. We strongly recommend that administration of the BEOG moneys not be contracted to the states. Their demonstrated affection for their own colleges and universities would work to diminish access to these funds by our students.
5. We recommend generous authorization of the State Scholarship Incentive Grant program, to encourage the states to fund higher education through aiding students, and not simply institutions. We would favor a program that encouraged the states to create tuition-equalization grants for students attending independent colleges and universities. It would also be appropriate for these federal funds to serve as an incentive to let state moneys travel across state boundaries.
6. We recommend continuance of the NDSL program. Student appreciation of and commitment to higher education is often helped by a stake in the financial responsibility to pay for it.

I thank you, Mr. Chairman, for the opportunity to be heard by you and your colleagues.

Father Hesburgh's Eulogy for Richard Tucker Saint Patrick's Cathedral, Oct. 14, 1975

(Eulogy delivered by Rev. Theodore M. Hesburgh, C.S.C., at a Memorial Mass for Richard Tucker at St. Patrick's Cathedral, New York City, Oct. 14, 1975)

On behalf of His Eminence, Terence Cardinal Cooke, who is offering this Memorial Mass, and especially on behalf of the family of Richard Tucker, his dear wife, Sara, and his sons, Barry, David, and Henry, I welcome all of you, his friends, to this memorial service in the great Cathedral of Saint Patrick, in the great city in which Richard was born, grew up, performed as few others have, so well and so long and so thrillingly, and where so sadly last January he was laid to rest after a heartrending service at the Met in Lincoln Center.

To the casual observer, this must seem to be a very unusual occasion: to have a Memorial Mass offered by the Cardinal Archbishop of New York for a deceased Jewish opera star in this great cathedral, with a eulogy preached by the President of the University of Notre Dame.

All I can say to you, my friends, is that this great man whom we remember so fondly today was a very unusual person. The unusual was the story of his life. The son of poor Bessarabian immigrants, Richard began singing at the age of six in the Allen Street Synagogue on the lower East Side. He was later a drop-out from Brooklyn's New Utrecht High School, to work at every manner of odd jobs so that he could earn enough money to pay for his voice lessons. He was no drop-out in his goal to become a great cantor, which goal he soon achieved at the Brooklyn Jewish Center. But there was yet another goal, one he had never even dreamed about until Paul Althouse, a great former Metropolitan Opera tenor, induced him to use his obvious talents to "sing unto the Lord a new song" in the great themes of Puccini and Verdi.

How unusual it was for an unknown young cantor to step onto the stage of the Metropolitan Opera in January of 1945 as Enzo Grimaldi in "La Gioconda" and to bring down the house in one of those great spontaneous bursts of applause that recognize the promise of genius. Even more unusual, this budding young star had never even been in the Met before that day to hear and see an opera! In a field dominated by the great Caruso, here was a young American, trained here in the city of his birth, where he was to become the greatest tenor alive, and now in memory. Who could have thought on that freezing January night of 1945 that he would still be performing at the height of his powers 30 years later, a feat only achieved by two of his predecessors in the 90-year history of the Metropolitan Opera.

I remember well the night of his twenty-fifth anniversary when I had the unusual pleasure of escorting his beloved Sara to that unusual anniversary performance with Joan Sutherland as his Traviata, Leontyne Price as his Aida, and Renata Tebaldi as his Gioconda. I felt in the presence of unusual musical magic that evening as Sara enthusiastically bravoed each magnificent performance as though it were his debut and she a young bride. Twenty-five years melted away before their ardor and love for each other.

Another unusual facet of Richard's life goes back to the very beginning of his singing. He promised his mother, as only one can promise a Jewish mother, that despite fame and fortune, he would never give up his work as an ordained cantor. Accordingly, he passed up all opera and concert engagements twice a year to return to the ministry for the Jewish High Holy Days and the traditional Spring Passover Seder Services. He was in passing years to perform these services all over the world, most poignantly in Israel in 1963 at the great Synagogue in Tel Aviv. His religious commitment overflowed as he sang to help the Cardinal launch the annual charity drive, or when he touched the nation by singing "Panis Angelicus" from the choir loft of this Cathedral during the funeral services of Robert Kennedy.

Perhaps the most private memory of this unusual man was that of his three sons who often heard him chant the Kiddush with the traditional blessings of the bread and wine as their mother lit the sabbath lights. You will hear echoes of these lovely blessings in the offertory prayers of the Mass today.

Blessed art Thou, O Lord, our God, King of the Universe, who bringeth forth bread from the earth.

Blessed art Thou, O Lord, our God, King of the Universe, who createst the fruit of the wine.

It reminds us that Mass was first offered at a Seder in Jerusalem.

Ten years ago, when one of our University trustees, Alfred Stepan, wrote me to suggest that we confer an honorary doctorate of fine arts on this unusual man, he alleged four simple, but telling reasons. In his own words:

Richard Tucker is the best husband I know.
Richard Tucker is the best father I know.
Richard Tucker has the greatest talent for friendship of any man I know.
And lastly, Richard Tucker is the best tenor I know.

Perhaps in another very unusual way, that list best expresses the priorities that long characterized Richard Tucker's life. Sara and the boys, and the grandchildren, too, can attest to the first two. Who could count the tens of thousands who were touched by his warm friendship? You saw long lines of them standing outside the Met last January to bid him a fond farewell. They came from all over the world to fill the great red and gold palace of lyric art. They poured out words of grief in all the languages in which he sang so powerfully and so beautifully: Italian, French, Hebrew, German, English. They represented every class from the highest to the lowest, for everyone was important to Richard -- he had been on all levels of life himself. His friends' hearts were touched by the simple service, Isaiah and the psalms he loved, the eulogy by the Chicago Rabbi whom he had helped so often at Rosh Hashanah and Yom Kippur, and the words of Cardinal Cooke; his good friend, "Praise Richard Tucker, a man totally dedicated to the full and generous use of a voice and a marvelous talent that the good Lord had given him." His friends could hardly believe that this was the end of over 700 performances in New York and on tour in 30 different roles.

It is typical and not unusual that the end found him in Kalamazoo that day last January, doing what he loved to do: despite a busy day of travel, practice, and performance, he found time to audition and counsel a young operatic aspirant -- as Paul Althouse had once counselled him, so many years before.

Last June, on the tenth anniversary of Richard Tucker's receiving the honorary doctorate at Notre Dame, we had planned to have a quiet Mass there with Richard and Sara and, hopefully, the sons, to commemorate that happy family anniversary -- joys were always a family affair for Richard. Well, God chose otherwise, so we have a more splendid, albeit sad, memorial Mass for Richard and his family here today.

There is a beautiful prayer in the Jewish religious tradition called the "Mourner's Kaddish," a prayer redolent of the promise of resurrection and the assurance of immortality. As Rabbi Joseph Hertz's authorized Daily Prayer Book explains it:

"The Kaddish prayer is daily recited by hundreds of thousands of old and young, rich and poor, learned and ignorant, throughout the world. The tenderest threads of filial feeling and recollection are entwined about this prayer. Even those Jews who are lax and indifferent in religious observance deem it a sacred act of reverence toward their departed father or mother to say Kaddish every day for a year and then one day a year, on the Yahrzeit -- (the memorial day).

"Thus is the Kaddish a bond strong enough to chain earth to heaven. It keeps the living together, and forms the bridge across the chasm of the grave to the mysterious realm of those whose bodies sleep in the dust, but whose souls repose in the shadows of the Almighty. It teaches our soul to cling in trust and hope to One Whose decree obtains in the daily happenings of our individual lives as well as in the larger destinies of mankind, nay, of the universe. This (Kaddish) prayer, in short, is the thread in Israel that binds the generations 'each to each in natural piety' and makes the hearts of parents and children beat in eternal unison." (p. 269-71)

Thus spoke Dr. Hertz, the late Chief Rabbi of the British Empire.

For us, the living beneficiaries of the rich and unusual life of Richard Tucker as husband, father, friend, and tenor, may I suggest that in your hearts you join me as I recite this ancient prayer for Richard Tucker who did so much for all of us.

Mourner's Kaddish

Mourner -- Magnified and sanctified be his great Name in the world which he hath created according to his will. May he establish his kingdom during your life and during your days, and during the life of all the house of Israel, even speedily and at a near time, and say ye, Amen.

Congregation and Mourner -- Let his great Name be blessed for ever and to all eternity.

Mourner -- Blessed, praised, and glorified, exalted, extolled and honoured, magnified and lauded be the Name of the Holy One, blessed be he; though he be high above all the blessings and hymns, praises, and consolations, which are uttered in the world; and say ye, Amen.

May there be abundant peace from heaven, and life for us and for all Israel; and say ye, Amen.

He who maketh peace in his high places, may he make peace for us and for all Israel; and say ye, Amen.

Financial Aid for Undergraduate Students, 1974-75 and 1975-76

Type of Aid Provided	Academic year 1974/75 Summary			Academic year 1975/76 Preliminary		
	No. of Students	Average Award	Total Amount	No. of Students	Average Award	Total Amount
SCHOLARSHIPS-UNIVERSITY ADMINISTERED						
From Endowed Funds of University	669	1,067	713,613	743	1,188	882,788
From Current Contribu- tions	180	1,108	199,441	168	1,157	194,380
Total	849	1,075	913,054	911	1,182	1,077,168
OUTSIDE SCHOLARSHIPS						
State Scholarships Re- ceived	458	1,174	537,711	504	1,290	650,303
Brought to University- Various	393	866	340,451	383	912	349,207
Total	851	1,032	878,162	887	1,127	999,510
Total Regular Scholarships	1,700	1,054	1,791,216	1,798	1,155	2,076,678
ROTC AWARDS						
Air Force	57	2,701	153,936	63	3,096	195,068
Army	102	2,772	282,750	138	3,042	419,772
Navy	163	2,676	436,224	188	3,044	572,246
Total	322	2,711	872,910	389	3,052	1,187,086
TOTAL ALL SCHOLARSHIPS	<u>2,022</u>	<u>1,318</u>	<u>2,664,126</u>	<u>2,187</u>	<u>1,492</u>	<u>3,263,764</u>
GRANTS-IN-AID, REMISSIONS, ETC.	449	2,905	1,232,774	474	2,869	1,354,162
UNIVERSITY PART-TIME EMPLOYMENT	1,321	602	794,691	652	801	522,245
TOTAL	<u>3,792</u>	<u>1,237</u>	<u>4,691,591</u>	<u>3,313</u>	<u>1,553</u>	<u>5,140,171</u>
FEDERAL ASSISTANCE PROGRAMS						
National Direct Student Loans	731	822	600,525	818	900	736,100
Basic Educational Oppor- tunity Grant	155	575	89,153	273	850	232,150
Supplemental Opportunity Grants	111	850	94,400	105	861	90,450
College Work-Study (Fed- eral %)	52	1,059	44,073	73	959	70,000
Total	1,049	789	828,151	1,269	889	1,128,700

Type of Aid Provided	Academic year 1974/75 Summary			Academic year 1975/76 Preliminary		
	No. of Students	Average Award	Total Amount	No. of Students	Average Award	Total Amount
OTHER LOAN ASSISTANCE						
USAF-Institutional Guar. Loans	--	--	--	--	--	--
Guaranteed Loans	977	1,582	1,545,617	791	1,639	1,296,601
Various Other Loans	122	1,541	188,020	84	1,563	131,300
Total	1,099	1,577	1,733,637	875	1,632	1,427,901
GRAND TOTALS	<u>5,940</u>	<u>1,221</u>	<u>7,253,379</u>	<u>5,457</u>	<u>1,411</u>	<u>7,696,772</u>

Unduplicated no. of Students Aided	4,108		3,763
Unduplicated Average Aid Provided		1,766	2,047
Total Undergraduate Enrollment	6,820		6,846
Percent of Undergraduates Aided		60.2%	55.0%

Minority Enrollment Report: Correction

The following graph should replace Table A in Notre Dame Report 3, page 75:

COMPREHENSIVE STATISTICS ON MINORITY ETHNIC GROUP ENROLLMENT SINCE THE 1966-67 ACADEMIC YEAR

Academic Year	Total Freshmen	Black Amer.	Span. Amer.	Amer. Ind.	Oriental Amer.	Amer. Samoan	Transfers	Total
1966-67	12	12						12
1967-68	29	29						29
1968-69	23	23						23
1969-70	37	28	6	1	2			37
1970-71*	76	59	10	1	6			76
1971-72	82	54	19	4	5			82
1972-73	66	21	38	3	4		12	78
1973-74	89	45	35	3	5	1	7	96
1974-75	94	36	42	2	14		6	100
1975-76	105	53	39	1	12		2	107

*This marks the first year that the University established funds specifically to provide financial aid to students from minority ethnic groups.

Faculty Senate Journal

September 9, 1975

At 7:32 p.m. the chairman, Prof. Paul F. Conway, called the meeting to order in Room 222 of the Center for Continuing Education and called upon Prof. Robert L. Kerby to offer a prayer. Conway then requested each of those present at this first meeting of the academic year to introduce themselves.

The minutes of the meeting of May 1, 1975, which had been mailed to each senator, contained an account of a discussion on percentage raises in faculty salaries and an accompanying table of data. After some discussion it was overwhelmingly voted to delete this passage from the minutes.

Conway suggested a clarifying addition to the fourth paragraph on page 2 of the circulated minutes. Kerby moved, and was duly seconded by Prof. Peter T. Brady, that the addition be accepted verbatim and that other wording in the paragraph be adjusted accordingly. The motion was passed without dissent.

Conway suggested that a letter written by him to Rev. Edmund P. Joyce, in accordance with a motion passed at the meeting of May 1, be appended to the minutes of that meeting when printed in the Notre Dame Report. It was moved by Kerby, and seconded by Prof. Leslie H. Martin, that this action be taken. The motion was passed with three dissenting votes.

Conway reported that Senators Bergwall and Goulet had left the University. The former had been replaced on the senate by Professional Specialist Alan Hagopian of the Radiation Laboratory but the latter has not yet been replaced by the faculty of the College of Business Administration. There is also some question about those members of the senate who are ex officio from the Academic Council.

Conway briefly summarized correspondence with:

Fr. Hesburgh re a proposed meeting between him and the executive committee of the senate; departmental chairmen re the senate's CAP proposal; the newly established University Budget Priorities Committee.

Alberta B. Ross, chairperson of the senate's Committee on Administration, reported that at its first meeting the committee had discussed in a preliminary fashion liaison between the senate and administration, the provisions for appointing administrators, and other matters.

Prof. Irwin Press, chairman of the senate's Committee on Faculty Affairs, reported that a "one year later" letter (re the report of the senate's Recent University Budgets Committee) is being drafted, and he reviewed what may go into it.

Prof. Kenneth E. Goodpaster, speaking for Prof. Sheridan P. McCabe, chairman of the Student Affairs Committee, reported that the committee is looking into the grade inflation problem. Their point of departure is a letter on the subject by Kerby. The committee would also like to support extracurricular student-faculty interaction.

Prof. Bobby Farrow announced that he has personally initiated a study of the existing Teacher-Course Evaluation. He invited volunteers to join him.

Prof. Joseph A. Tihen summarized the situation regarding the senate's CAP proposal which will be debated at the next meeting of the Academic Council. There was a general consensus that Tihen, at his discretion, call a meeting of his CAP committee with interested persons to discuss the proposal before it comes before the Academic Council.

Prof. James P. Danehy, chairman of the senate's Committee on the Retired, moved that the report of the committee, previously mailed to each senator, be accepted with approval (including its recommendations) by the senate. The motion was seconded by Prof. James T. Cushing. Initially, discussion focused on recommendation C.6 (to the administration):

"Guarantee that each retired person who has served at least 20 years on the Notre Dame faculty will receive an annual income of not less than \$7,000, including social security, and a proportionate amount for those with fewer years of service."

Prof. Paul McLane said that the present guaranteed income of \$5,500, including wife's social security (if any), was out of date. Prof. Paul Bosco spoke of the importance both of including a cost of living adjustment and of helping those at the very bottom of the distribution of income. Brady moved, and was duly seconded, that immediately after the words, "social security," be inserted, "...for the calendar year 1975, adjusted in subsequent years for increases in cost of living..." The motion was passed without dissent. Prof. Robert E. Rodes suggested deleting "...who has served at least 20 years on the Notre Dame faculty..." as well as the final clause, and adding "...and other retirement income..." after "...including social security..." Prof. Norman B. Haaser, duly seconded, moved that the substance of Rodes' suggestion be adopted so that the recommendation would read:

"Gurantee that each person who has retired from the Notre Dame faculty will receive an annual income of not less than \$7,000, including social security and other retirement income, for the calendar year 1975, adjusted in subsequent years for increases in cost of living."

The motion was passed without dissent. Rodes, seconded by Prof. Harold F. Moore, moved to defer discussion of recommendation C.5:

"Extend to each faculty member who has reached his sixty-fifth birthday the opportunity to continue in full-time employment, if he wishes to do so, provided that he is capable of discharging his duties, subject to annual review. Alternatively, provision should be made for part-time teaching, for those who wish it."

The motion was passed. Prof. Vaughn R. McKim, seconded by Goodpaster, moved to table discussion of the report. The motion was defeated. Kerby, seconded by Brady, moved to replace "Add" with "Continue", and to place "faculty" before "football tickets" in recommendation C.2. The motion was passed without dissent.

Moore called the question on the original motion. The motion was passed without dissent. (Note: The acceptance with approval is temporarily qualified by the deferring of discussion of recommendation C.5. to a later meeting.) Rodes, multiply seconded, moved to commend the committee for having produced a thorough and excellent report. The motion was passed with applause.

The chairman recessed the meeting at 9:28 p.m. and reconvened it at 9:40 p.m. Belatedly, the minutes of the meeting of May 1, 1975 were approved on motion of Brady, duly seconded.

Cushing, chairman of the senate's Committee on Collective Bargaining, initiated the discussion of the committee's report by calling attention to several typographical errors. He stated that the committee's purpose is "...to try to resolve the collective bargaining issue at Notre Dame by seeing if there are enough persons to support a position." He then read two formal motions and introduced the first one, seconded by Prof. Richard LaManna.

1. Be it resolved that the Faculty Senate Collective Bargaining Report No. 2 be distributed by the senate to the Notre Dame faculty as soon as possible.
2. Be it resolved that the senate now cosponsor and cofinance with the Notre Dame Chapter of the AAUP a series of outside speakers, two from universities having had collective bargaining experience for some years, one from the national office of the AAUP, as well as a subsequent series of faculty forums on collective bargaining at Notre Dame.

Rodes opposed the motion: he does not believe the senate should be associated with what he sees as a "kick-off" of an organizing drive. Prof. Gary M. Gutting disagreed with Rodes: Gutting sees the report as a response to last year's referendum which revealed interest, on the part of the faculty, in more information on this subject. Haaser opposed the motion at this time only because he believes the senate should discuss the matter thoroughly before possibly sending it on to the entire faculty. Brady agreed with Haaser and LaManna agreed with Gutting. Haaser, seconded by Prof. John Lyon, moved to defer discussion of this report until the next meeting. The motion was defeated. Cushing called for a straw vote to see what the prevalent attitude of those present was toward the tenor of the report. Kerby distinguished between the motion on the floor (simply to circulate the report to the faculty) and Cushing's query regarding the extent of feeling for or against the report. Prof. Arthur J. Quigley moved, seconded by Brady, to amend by deleting the last two sentences on page 3 of the report (i.e., the last two sentences of the report). The motion was passed, 12 to 9, with 5 abstentions. McKim, seconded by Brady, moved to eliminate the rest of the final paragraph of the report. The motion was passed. Prof. V. Paul Kenney moved, seconded by Prof. Sarah Daugherty, to delete the fourth sentence

from the preceding paragraph. Moore, supported by LaManna, objected since he believed the statement was true. The motion was defeated. Haaser, duly, seconded, moved to postpone further discussion until the next meeting. The motion was passed without dissent. Cushing, duly seconded, moved that "we have a meeting next week." The motion was passed 16 to 10.

The meeting was adjourned at 10:25 p.m.

Absent but not excused was Robert L. Anthony, physics.

Respectfully submitted,

James P. Danehy
Secretary
The Faculty Senate

Faculty Senate Journal September 18, 1975

At 7:36 p.m., the chairman, Prof. Paul F. Conway called the meeting to order in Room 202 of the Center for Continuing Education and requested Prof. Arthur J. Quigley to offer a prayer.

Conway reminded those present that the sole purpose of the meeting was to continue the discussion on the report of the senate's Committee on Collective Bargaining and to act on motions having to do with this report. He then read a short letter from Prof. John D. Lyon, who hoped that the motion to cosponsor and cofinance a series of outside speakers would be amended to include sponsoring "...an equal number of outside speakers who are opposed to faculty unionization."

Conway then invited a continuation of the discussion of the motion on the floor. Prof. James T. Cushing offered to withdraw the motion in favor of three others, to be introduced one after the other. He also identified and credited the members of the committee and indicated individual responsibilities for the parts of the report. There was no objection to Cushing's offer to withdraw the motion.

Cushing then moved, and was seconded by Prof. Peter T. Brady, that the "...senate accept and endorse the Report of the Faculty Senate Committee on Collective Bargaining-II." Cushing then suggested, but did not move, that the last paragraph of page 3, which had been deleted at the meeting of Sept. 9, be replaced by:

"Accompanying the answer to this primary question must be an assessment of whether the faculty really wants a greater involvement in the running of the University with the attendant steady output of effort required to make its voice effectively heard and whether the faculty would use such increased authority well and avoid decisions which undermine the quality of the institution."

By common consent the consideration of this suggestion was deferred. Prof. Robert L. Kerby, seconded by Prof. Kenneth E. Goodpaster, moved that the words "...and authoritarian..." be struck from the fourth line on page 2. Conway requested that the report be considered page by page, but agreed to entertain Kerby's motion first. The motion was passed 19 to 4. Brady moved, seconded by Kerby, to change "...roughly..." to "...approximately..." on the fifth line of page one. Cushing accepted this change as a friendly amendment. Cushing noted that the first word in the text on page two should be "...A..." rather than "...The ...". Brady suggested that, in the substitute final paragraph for page 3 which Cushing had introduced (see above), the word "...governance..." be substituted for "...running...", and this suggestion was accepted as a friendly amendment by Cushing. After being read aloud, at the request of Kerby, the new paragraph was accepted as a part of the report by consensus.

Turning to Appendix 1, Kerby, seconded by Lyon, moved that, in view of the action taken by the Board of Trustees re the COUP report, point 2 (re religious preferences) be deleted. Both Cushing and Fuchs spoke against the motion. It was pointed out that the Trustees' statement didn't resolve any issues. Quigley suggested that the point might be reworded. Kerby said the Trustees' statement did constitute an indirect acknowledgment of the senate's position: must recognition take the form of a letter to the senate? Prof. Irwin Press stated that the Trustees are not the administration. Prof. Vincent P. DeSantis said the issue is not religious preference but the administration's failure to acknowledge receipt

of the senate's report. Prof. Julian R. Pleasants considered the Trustees' statement quite limited, but he questioned the words "...announced policy..."; "...proposed..." would be more accurate. DeSantis disagreed: the Trustees approved the COUP report. Kerby called the question on his motion, Cushing objected, and calling the question was defeated, 19 to 4. Cushing moved to amend by dropping "...announced..." so that passage read "...pursue a policy of religious preference..." The deletion was accepted and Kerby's motion to delete point 2 was defeated; the motion received only two favorable votes. Prof. James P. Dougherty suggested that in the last line of the same point 2 the words "...the senate on..." be added so that the sentence would read "The administration made no formal recognition of receipt of this report nor did it respond to the senate on the central issue raised." Cushing accepted this suggestion as a friendly amendment. Brady suggested substitution of "...increase of compensation..." for "...raise..." in the third line of point 4; accepted by Cushing as friendly amendment. Substitution of "...disposition..." for "...disposal..." (Prof. Gary M. Gutting; second word on page 5) and transferring "...notwithstanding..." to position immediately before the parenthetical reference (Prof. Norman B. Haaser) were both accepted by Cushing.

Appendix 2 was then considered. Prof. Julian R. Pleasants suggested that in the third line of point 1 "...proposal for the structure of such a committee..." be substituted for "...report..."; accepted by Cushing. Kerby said that he was "...afraid that if three of the four examples cited were contrary to the provisions of the 1967 edition of the Faculty Manual, the response may be that this is ancient history. Is it possible to get more recent examples? From the considerable discussion that followed there was a clear consensus that the incidents cited were contrary to the Faculty Manual regulations at the time they occurred, that there was a repetitive pattern of administrative erosion of the Faculty Manual, and that the latter point would not be supported if examples a.-c. were deleted from point 2.

Press inquired if the administration had ever responded to the Budget Priorities Committee, or even acknowledged receipt of its report. Conway replied, "Not to my knowledge." Press moved that the sentence, "The administration never responded formally or acknowledged receipt of the detailed proposal of the Budget Priorities Committee," to be added to the end of the first paragraph of point 1. Cushing accepted this addition.

Conway declared a recess at 8:44 p.m. and reconvened the meeting at 8:58 p.m.

Attention was turned to Appendix 3. Conway stated that, since this was a factual summary of collective bargaining agreements at St. John's and Temple Universities, there was little basis for suggested modification. Brady called the question on Cushing's original motion. Quigley objected, but the motion to call the question was supported, 22 to 7. The motion was then passed with two dissenting votes.

Cushing moved, seconded by Brady, that "...the Report of the Faculty Senate Committee on Collective Bargaining-II be distributed by the Senate to the Notre Dame faculty as soon as possible." The motion was passed with one dissenting vote. Press moved, seconded by Prof. James O. Bellis, that the report be sent also to all members of the administration and of the Board of Trustees. The motion was passed without dissent.

Cushing, seconded by Brady, moved that "...the Faculty Senate now cosponsor and cofinance with the local AAUP Chapter a series of outside speakers, two from universities having had collective bargaining for some years and one from the National AAUP office, as well as a subsequent series of faculty forums on collective bargaining at Notre Dame." Press asked if we have funds to back up this resolution; there is no corresponding line item in the senate's budget. Cushing replied that "cofinance" would mean no more than half of the expenses. Kerby moved, seconded by Prof. Robert H. Vasoli, to delete the middle clause and to substitute in its place "...equally divided pro and contra on the issue of faculty unionization." Prof. Morton S. Fuchs suggested, and Kerby accepted, retention of "...including a national AAUP representative..." Prof. James E. Robinson opposed the amendment which implies pro and contra, rather than the original purpose of dissemination of information. Following considerable discussion the amendment was defeated. Kerby suggested that, immediately after the words, "...outside speakers...", "...for the purpose of exploring the issue pro and con..." be added. Cushing accepted this as a friendly amendment and the motion was passed without dissenting vote.

Prof. Edward Manier, member of the Academic Council, asked what the senate would like the council to do with regard to this report. Cushing replied that he hoped that the members of the council would help to disseminate the information therein.

The meeting was adjourned at 9:34 p.m.

Those absent and not excused were: Robert L. Anthony, physics; Brian J. Crumlish, architecture; Vaughn R. McKim, philosophy; Harold F. Moore, philosophy; Victor W. Nee, aerospace and mechanical engineering; Joseph A. Tihen, biology; Ronald H. Weber, American Studies.

Respectfully submitted,

James P. Danehy
Secretary
The Faculty Senate

On Receiving the Sheedy Award for Excellence in Teaching

This award is the precious honor of a lifetime whose balance I tremble to make. The stern taskmaster's eye, as I envisage it, may look askance at middling worth so rewarded. Against not these thoughts but the logic of renunciation, the ego, like the heart, has its reasons: a respect more than decent for the opinion of the committee that named me, and Portia's assurance that mercy falls like the gentle rain--and should I add upon the just, etc.

About teaching I know a truth: apart from trying to teach, I have never spoken or written anything helpful. Logic now encourages me, for if I can speak one truth, I may be capable of more. One subject with which I have had considerable experience may be promising: obstacles to teaching, that is, idols of the teacher.

The first idol is the idol of self. This appears at the very time when a young person decides upon a career of teaching either the liberal arts or social studies. In spite of all professions of social helpfulness and zest for learning, the individual, somehow identifying with teachers, decides upon teaching before he has something to teach. This idolatry may permanently impair the teacher who prides himself upon "making it," that is, finding employment and advancement in education. One may be active as a teacher and yet be self-restricted from contributing to the rational, spiritual and emotional development of the young.

This idol may be shattered by its nemesis, a question, "What do I have to teach?," a question sometimes of piercing anxiety, and a sometime question as enduring as mortality.

A second stumbling block is the idol of subject matter. Of course my subject is important, but it does not follow that all I know or a branch of it is important in a particular undergraduate course. The value of the subject matter must never be taken for granted. Two of the most effective as well as popular teachers I have known are a metaphysics teacher who in his teaching wrestled with the question, "Is metaphysics possible?," and a theologian teacher who told me that he sometimes shaped his lectures by trying to comment on what Jean-Paul Sartre might say on the subject. Others may transform this approach into the teacher's excited solo chase of an idea or problem. The students may hear the teacher's elated "tally-ho" but, as they were never in on the secret, may not share his conviction that it was a great class.

A third obstacle is the idol of relevance. This is a clear exception to the French rule that only the provisional is lasting. The teacher, in using the past and present for the future, cannot worship relevance as a tribal, temporal, fashion-of-the-moment deity. The temptation to do this is all the greater because we must concern ourselves with the ordeal of our own city of man, the United States with its bedraggled and pragmatic innocence, and its greatest sin--confronting with alienation a selfish and sinful world. A few years ago students might encounter Plato once, but it was hard not to miss four or five different assignments to read a then very topical and moving book, Eldridge Cleaver's Soul on Ice. On this subject I recently received a come-uppance. Some years ago I threatened to strangle any of my children who might elect to devote their graduate years to the witty desert that is Samuel Beckett. But this year my youngest son is taking a semester course in the works of Vonnegut, a bush leaguer even in a third rate town.

This idol may manifest itself in another form: focusing educational emphasis on the things the teacher himself had to learn on his own, on the defects of his own educational experience.

Without exhausting the pedants (pedants are self-enclosed pedagogues) pantheon I shall cite a final idol: "the natural teacher" without tactics or artifice. The insidiousness of this idol may lead a teacher to present to the young a paralyzing plurality of problems without plausible courses of action or, even worse, to present at once, and not in prepared stages, a major truth so that it reaches the student unrecognized or jaded or emetic.

No more--for this time. Criticism is often self-criticism, and education can never be a matter of satisfying a customer. If it were, how could the teacher lead the student to questions, not answers?

I conclude on the conservative but not complacent note. Teaching always requires a relationship to others and that means for me sometimes unrequited affection in the relationship. If I do not always do the good that I see and hope for, sometimes I know that inadvertently or by example I am a party to a good that I never planned.

May I reverse the Peter Principle. I have had the somewhat Faustian pleasure of never being overqualified for my job.

M.A. Fitzsimons
October 3, 1975

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