

'78-'79

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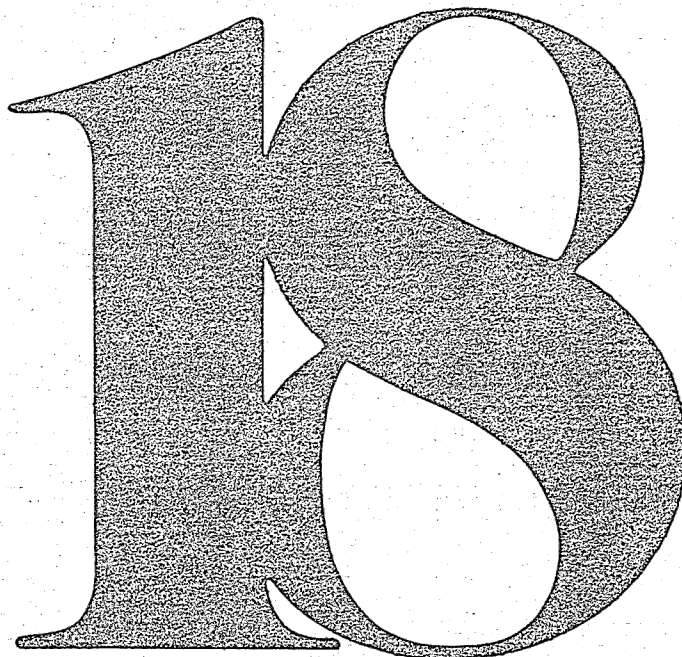
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(continued on back cover)



the university

Endowed Chair in Education for Justice

A unique professorship devoted to promoting scholarly activities in support of justice has been established at the University of Notre Dame by a gift from an alumnus, W.J. O'Neill, Sr., founder of Leaseway Transportation Corp. in Cleveland.

O'Neill, a 1928 Notre Dame graduate, founded Leaseway Transportation, one of the nation's largest transportation companies serving all areas of motor vehicle transportation. A resident of Chagrin Falls, Ohio, William O'Neill was a trustee of St. Vincent Charity Hospital and of Trinity College, Washington, D.C. He is a trustee and first lay president of Gilmour Academy in Gates Mills, Ohio, a trustee of the Cleveland Foundation, the O'Neill Brothers Foundation, the Sherwick Fund, the W.J. and D.K. O'Neill, Sr., Fund, Cleveland, Ohio.

In the person who holds the Mr. and Mrs. William J. O'Neill, Sr., Professorship in Education for Justice the University hopes to have an individual whose career embodies all those disciplines which impinge on the work of education for justice. These areas are as diverse as biology, law, business, government, economics, engineering, philosophy and theology. That individual will then stimulate other faculty members and provide a central focus to scholarly activities as applied to serving justice.

ND Wins Conservation Award

The State of Indiana's highest energy conservation award, the Robert C. Morris Award, has been presented this year to his widow and the University of Notre Dame. Lt. Gov. Robert D. Orr, director of the Indiana Department of Commerce, made the presentation at an Indianapolis ceremony.

Morris was executive director of the state commerce department before his death in an airplane accident in 1974. This award recognizes the University's energy-use program, which includes an \$80,000 computer that regulates energy use in 90 buildings, resulting in an estimated annual savings of \$600,000.

ND Press Announces Schossberger Award

An annual award in memory of the late Emily M. Schossberger, the first woman executive at the University of Notre Dame, has been announced by the Notre Dame Press which she served as director from 1960 to her retirement in 1972. The award will honor a member of the Notre Dame community who has made outstanding contributions to the cause of scholarly publishing and will be announced at the annual Christmas reception for faculty and staff.

Miss Schossberger, who died in South Bend on May 15, was the first woman elected to the board of directors of the Association of American University Presses and the first woman to receive the Republic of Austria's Cross of Merit.

Volume 8, No. 18

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Fr. Sheedy Award

Rev. Thomas E. Blantz, C.S.C., an associate professor of history and Fellow of the University of Notre Dame, has been named recipient of the Sheedy Award for outstanding teaching in the College of Arts and Letters. The award includes a \$1,000 gift and will be presented to the former vice president for student affairs during a November 2nd meeting of the college's advisory council.

St. Cecilia Award

The St. Cecilia Award of the University of Notre Dame will be presented this year to Robert Hoe, Jr., of Poughkeepsie, N.Y., a nationally recognized historian and author of several articles on early march music. The award includes honorary membership in the Notre Dame Band.

faculty notes

Appointments

Francis J. Castellino, professor of chemistry, has been appointed dean of the College of Science effective Sept. 1. Castellino succeeds Bernard Waldman, who will retire in August after 12 years as dean and more than 40 years on Notre Dame's physics faculty.

Norlin G. Rueschhoff, assistant professor of accountancy, has been named chairman of the Department of Accountancy succeeding Robert W. Williamson, associate professor of accountancy, who is returning to fulltime teaching and research in the department after a three-year term as chairman.

Kathleen M. Weigert, visiting assistant professor of the Collegiate Seminar, was named an assistant dean of the College of Arts and Letters, replacing Richard J. Thompson, who is retiring after 31 years at the University as a teacher and an administrator.

Honors

Frederick J. Crosson, O'Hara Professor of Philosophy, has been elected to the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools.

Cornelius F. Delaney, chairman and professor of philosophy, was named chairman of the program committee for the Western Division meeting of the American Philosophical Association in 1981.

Thomas P. Fehlner, professor of chemistry and Kenneth Wade, reader of chemistry, University of Durham, England, have received a joint award from the NATO Research Grants Programme to support a collaborative research effort.

Richard F. Foley, assistant professor of philosophy, won the American Philosophical Quarterly prize for 1979 with his paper on "Justified Inconsistent Beliefs."

Canon A. L. Gabriel, director of the Frank M. Folsom Ambrosiana Microfilm and Photographic Collection, has been appointed chairman of the program committee for the International Committee of Historical Sciences, International Commission for the History of Universities, for the August 1980 meeting of the World Congress of Historical Sciences. He will preside at the 1980 meeting of the International Commission of History of Universities representing the United States.

Rev. Theodore M. Hesburgh, C.S.C., President, delivered the commencement address and received an honorary degree, Doctor of Humane Letters, from Albion College, Albion, Mich., on May 5.

Joseph C. Hogan, dean of the College of Engineering and professor of electrical engineering, received a 1979 Alumni Achievement Award from the School of Engineering and Applied Science of Washington University in St. Louis.

Donald P. Kommers, professor of law, professor of government and international studies, director of the Center for Civil Rights and the Western European Studies Program, was appointed to the board of directors of the Society for the Study of Religion and Communism.

Ralph M. McInerny, Grace Professor of Medieval Studies and director of the Medieval Institute, delivered the commencement address at Benedictine College, Atchison, Kansas on May 19, receiving at the same time the degree of Doctor of Humane Letters (*honoris causa*). McInerny has also been named to the executive council of the Medieval Association of the Midwest.

Dennis W. Moran, adjunct assistant professor of English, has been selected as a National Endowment for the Humanities Summer Seminar participant at Yale University. The seminar topic is "The Crisis of Western Culture and Its Critics."

Activities

John G. Borkowski, professor of psychology, presented a paper with John Cavanaugh (University of Minnesota) on "Development of Metamemory-Memory Connections" at the meetings of the Society for Research in Child Development on March 15-18 in San Francisco. He also chaired a paper session on Story Recall at this same meeting. Along with Constance Kendall, a former graduate student, he presented a paper on April 13 at the Twelfth Annual Gatlinburg Conference on Research in Mental Retardation, "Training Generalized Strategies: Traditional vs. Self-Instructional Procedures" in Gulf Shores, Ala. On April 27, he presented a colloquium on "Intelligence Theory and the Race-IQ Controversy", at Bowling Green State University, Ohio.

John T. Cacioppo, assistant professor of psychology, presented a paper, "Self-schemata and the Processing of Attitudinal Information" with two graduate students, Joseph Sidera and Richard Petty, at the annual meeting of the Midwestern Psychological Association in Chicago, May 3-5. Cacioppo and Petty also presented a paper, "Effects of Issue Involvement on Information Processing and Persuasion" at the meeting, and joined Margo Saddler, another graduate student, in presenting a paper on "Effects of Persuasive Intent of Attitude Change: Reactance and Counterarguing." Cacioppo and Petty, Greg Bovee, a graduate student, and Charles W. Snyder, assistant professional specialist of psychology, presented a paper, "Effects of Processing Depth and Stimulus Affectivity on Recognition, Response Latency, and Electromyographic Activity" at the same meeting.

Dino S. Cervigni, assistant professor of modern and classical languages, organized two special sessions on Dante and read a paper on "Temporal and Spatial Elements in the Vita Nuova", at the 14th International Congress on Medieval Studies, May 3-6, Kalamazoo, Mich.

Steven F. Crockett, instructor in the general program of liberal studies, spoke on "Abraham Lincoln, the Temperate Tyrant" at the last of this academic year's Friday Evening Lectures at St. John's College, Santa Fe, N.M., on April 27. Crockett was also appointed to the visiting faculty of the Graduate Institute in Liberal Education at St. John's College for the coming summer, teaching in the Institute's Mathematics and Science Seminar.

Charles R. Crowell, assistant professor of psychology, and Riley Hinson and Shepard Siegal, graduate students, presented a paper on "Extinction of Tolerance to Ethanol-induced Hypothermia by Exposure to Drug-related Cues Only" at the annual meeting of the Midwestern Psychological Association in Chicago, May 3-5.

Walter R. Davis, professor of English, directed a dramatic reading of Edmund Spenser's *The Sheperdes Calender* at the 14th International Congress on Mediaeval Studies at Western Michigan University, Kalamazoo. On May 5, Davis read a paper, "Dual Structure in Spenser's Eclogues" before the Spenser Section of the congress. That same day Davis received the First Annual Award of the International Porlock Society for the Interruption of Thought.

William E. Dawson, associate professor of psychology, and Bruce Frayman, a graduate student, presented a paper on "The Effect of Object Shape and Mode of Presentation on Judgments of Apparent Volume" at the annual meeting of the Midwestern Psychological Association in Chicago, May 3-5. Dawson and Nancy Cox, another graduate student, presented a paper, "Loudness and Softness Masking Functions: Raised Threshold and Threshold Curvature Effects in Power Functions" at the same meeting.

Msr. John J. Egan, special assistant to the President and director of the Center for Pastoral and Social Ministry, was an invited participant in a consultation on parish renewal in Marriottsville, Md., May 28-30.

Richard L. Farrell Jr., systems analyst, presented a paper, "Teaching Activity Report: A Professor's Concise and Simple Summary of Individual Instructional Effort," (coauthored with Charles W. McCollester, coordinator of analytical studies), at the 1979 forum of the Association for Institutional Research on May 14, in San Diego.

Thomas P. Fehlner, professor of chemistry, presented a lecture, "Ferraboranes, Structures and Properties" to the Department of Chemistry, University of Cincinnati, Cincinnati, Ohio on May 4.

Guillermo J. Ferraudi, assistant professional specialist in the Radiation Laboratory, presented a seminar, "Free Radical and Photochemistry: Generation and Behavior of Cu(I) and Cu(III)" at Wayne State University, Detroit, Mich., on May 10.

M.V. George, visiting professor of chemistry and scientist in the Radiation Laboratory, presented a seminar entitled "Photochemical Transformations of Sydnones and Related Studies" at the Lederle Laboratories, Pearl River, N.Y. on May 7.

J. Michael Gould, assistant professor of chemistry, presented a seminar, "Coupling Between Proton Gradients and Endergonic Reactions in Membrane Systems--Kinetic Approaches" to the Department of Biological Sciences, University of Cincinnati, Cincinnati, Ohio on May 14.

Nai-Chien Huang, associate professor of aerospace and mechanical engineering, presented a seminar "Biaxial Extension of Plain Woven Fabrics" at the Massachusetts Institute of Technology on March 15.

David C. Isele, assistant professor of music and director of the Notre Dame Glee Club, conducted the Notre Dame Chorale in a campus concert April 25 featuring the midwest premiere of a new work, "The Radiant Dawn" by Oberlin Conservatory faculty member Gwyneth Walker. The chorale was also featured in two performances of J.S. Bach's Cantatas 4 and 78 with the Indianapolis Symphony April 8 and 10.

Edward A. Kline, director of the freshman writing program and associate professor of English, participated in the National Seminar on Competency Based Education sponsored by Change Magazine in Rosemont, Ill., April 26-27.

Donald P. Kommers, professor of law, professor of government and international studies and director of the Center for Civil Rights and the Western European Studies Program, delivered a major paper, "The Federal Republic of Germany," at the Conference on Comparative Analysis of Constitutional Law sponsored by the Annenberg Center for the Study of the American Experience and the University of Southern California Law Center, Los Angeles, April 5-7. He also delivered a paper on "Expression and Security in the Federal Republic of Germany: A Constitutional Analysis" at a conference on German terrorism sponsored by the Conference Group on German Politics, Center for Continuing Education, at Notre Dame, Feb. 28-March 2.

Kommers also chaired a panel on the United States Supreme Court at the annual meeting of the Midwestern Political Science Association, Chicago, April 19.

John J. Kozak, director of the unified science program, professor of chemistry and senior scientist in the Radiation Laboratory, gave an informal seminar at the Institut fur Theoretische Chemie of the University of Tubingen, Tubingen, Germany on April 28. Kozak also participated in the International Workshop on Synergetics held at Schloss Elmau, Bavaria, West Germany, April 29-May 5. On May 7, Kozak gave a seminar entitled "The Role of Geometry in Cooperative Phenomena" at the Institut de Chimie Physique, Ecole Polytechnique Federale de Lausanne and one entitled "Theoretical Aspects of Energy Storage and Transfer in Organized Molecular Assemblies" at the Departamento de Fisica, Universidad Autonoma de Madrid on May 10.

Rev. Anthony J. Lauk, C.S.C., professor emeritus of art, has a carving, "Mr Whodunit" and a stone-ware relief, "The Prophet Samuel" on display at the Indiana Artists' Contemporary Summer Exhibition, Indiana State Museum, Indianapolis, Ind.

John R. Lloyd, professor of aerospace and mechanical engineering, presented a paper, "Electrochemical Techniques Applied to Evaluation of Prosthetic Heart Valve Performance," and participated in a panel discussion on Evaluation Techniques for Prosthetic Heart Valves at the Advancement of Medical Instrumentation Annual Meeting, May 20-24, held in Las Vegas, Nev.

Anton C. Masin, assistant librarian, gave a talk on 15th-century books to the Schoolmen's Wives Antique Study Group of South Bend on May 14.

John J. McDonald, associate professor of English, gave a presentation on academic tenure for the faculty and board of trustees at the Illinois College of Optometry in Chicago, April 11.

Ralph M. McInerny, Grace Professor of Medieval Studies and director of the Medieval Institute, read a paper, "Boethius, Equivocation and Analogy" at the 14th International Congress of Medieval Studies at Western Michigan University on May 4.

Thomas J. Mueller, professor of aerospace and mechanical engineering, presented a seminar, "The Numerical Treatment of Physiological Flows," to the Mechanical Engineering Department, Michigan State University, May 8.

Bruce I. Rose, assistant professor of mathematics, delivered a colloquium lecture to the Mathematics Department at Michigan State University entitled "Model Theoretic Algebra" on May 3.

Ellen B. Ryan, chairman and associate professor of psychology, and George Ledger, a graduate student, presented a paper, "Differences in Synatactic Skills Between Good and Poor Readers in the First Grade" at the annual meeting of the Midwestern Psychological Association in Chicago, May 3-5.

Thomas J. Schlereth, associate professor of American studies, gave the keynote address, "Cultural History and Cultural Anthropology" at the Indiana Historical Society Regional Conference held at the Auburn-Cord-Dusenberg Museum, Auburn, Ind., April 20.

Charles W. Snyder, assistant professional specialist of psychology, presented a paper, "Effects of Processing Depth and Stimulus Affectivity on Recognition, Response Latency, and Electromyographic Activity" with graduate students Richard Petty and Greg Bovee, and with Assistant Professor of Psychology, John T. Cacioppo at the annual meeting of the Midwestern Psychological Association in Chicago, May 3-5.

Carleton W. Sterling, assistant professor of government and international studies, presented a paper, "The Limits of Legislative Enactment of Higher Voter Participation," at the annual meeting of the Midwest Political Science Association in Chicago, April 21.

Anthony M. Trozzolo, Huisking Professor of Chemistry, presented an address, "Genesis and Products of the First Chicago Section ACS Undergraduate Research Symposium--1950" at the 30th Annual Chicago Section ACS Undergraduate Research Symposium, Elmhurst College, Elmhurst, Ill., on May 19.

Arvind Varma, associate professor of chemical engineering, presented a seminar, "Some Problems in Catalytic Reactor Design Engineering" at the Department of Chemical Engineering, Northwestern University, on April 16.

Rev. Joseph L. Walter, C.S.C., chairman of preprofessional studies and associate professor of chemistry, was the chairman for the 10th annual meeting of the Central Association for Advisors to the Health Professions at Rochester, Minn., May 2-5.

office of advanced studies

Special Notice

Faculty Research Fund for 1978-79

The University Committee on Research and Sponsored Programs announces the Faculty Research Fund awards made for 1978-79:

- * Prof. Stephen M. Batill, Dept. of Electrical Engineering. Flow visualization using the smoke-wire technique. \$2,462.
- * Prof. Thomas G. Marullo, Dept. of Modern and Classical Languages. From realism to modernism: The prose fiction of the Russian decadence. \$1,500.
- * Prof. Tomoaki Asano, Dept. of Microbiology. Carcinogenesis by dietary nitrite. \$2,500.
- * Prof. Gary R. Burleson, Dept. of Microbiology. Cytomegalovirus: Virus-host interactions. \$2,500.
- * Prof. Arthur E. Livingston, Dept. of Physics. The atomic physics of highly-ionized atoms. \$2,500.
- * Prof. John A. Ruhe, Dept. of Management. Moral dilemmas and ethical responsibility in business organizations: A pilot study. \$2,471.
- * Prof. William Stanchina, Dept. of Electrical Engineering. Application of calcia-stabilized zirconia electrolytic cells to the study of thermal oxidation of GaAs. \$2,467.

There were thirty-two proposals submitted for consideration for this year's competition. Eleven were approved for funding, with the available funds permitting seven awards.

The review committee members were: Dr. Paul M. Meltema (Chairman), Dr. Robert W. Williamson, Dr. Robert E. Burns, Dr. Morris Wagner, Dr. Thomas F. Broden, Dr. Thomas J. Mueller, Dr. William C. Strieder and Dr. Walter R. Johnson.

Awards from the Zahm Research Travel Fund for 1978-79

The Office of Advanced Studies announces the following awards from the Zahm Fund for the period July 1, 1978 through June 30, 1979:

- * Ms. Barbara J. Bowler, Department of English. To consult source material on W.H. Auden, Oxford Libraries, Oxford, England. \$1,400.
- * Dr. Dino S. Cervigni, Department of Modern and Classical Languages. To participate in an invited research symposium, Associazione Internazionale per gli studi di Linguae Letteratura Italiana, Belgrade, Yugoslavia. \$950.
- * Dr. Nancy L. D'Antuono, Department of Modern and Classical Languages. To consult source materials and present as invited paper at closed conference on 17th Century Spanish Theatre in Rome, Italy. \$1,000.
- * Ms. Patricia S. Fenelon, Department of English. To consult source materials on Edward Eggleston. Cornell University, Ithaca. \$310.
- * Mr. Richard S. Figliola, Department of Aerospace and Mechanical Engineering. To participate in a closed conference on the state of the art of biomedical engineering for cardiovascular fluid mechanics, Las Vegas. \$510.
- * Mr. Kevin A. Synnott, Department of English. To consult source material on Willa Cather in the Boston, Mass. area. \$350.
- * Dr. F. Ellen Weaver, Department of Theology. To examine archival records and other sources pertaining to French liturgical and social reforms in the 17th and 18th centuries, France. \$2,000.
- * Mr. William R. Wians, Department of Philosophy. To conduct research on the philosophical importance of Aristotle's work in biology. Cambridge University. \$2,500.

Information Circulars

Additional information on all circulars listed below may be obtained by calling the following extensions:

- Extension 7432, for information on federal government programs.
- Extension 7433, for information on private foundations, corporations and state agencies.

National Endowment for the Humanities Media Program

No. FY79-158

The challenge of the Media Program is to identify, encourage and support those groups, institutions and organizations which show a desire and an ability to mount imaginative television, radio and film programs in the humanities and to interest scholars in the humanities in the service that they can provide as collaborators in the design, development and implementation of such projects.

While Endowment interest in media clearly acknowledges the importance of television, radio and film as the primary sources of information for the vast majority of the general public, support for media projects is only provided within the specific context of increasing public access to and understanding of the subject matter with which the disciplines of the humanities have characteristically dealt: the history of individuals, cultures and societies; the interpretation and examination of works of literature; the development of logical systems of thought; the analysis of the growth and use of languages; the history, theory and criticism of the arts as an expression of human culture; the comparative study of social, political, legal and religious systems and institutions; the philosophical examination of value questions which are raised by the historical analysis and critical study of various human cultures.

Because the humanities form the basis for our cultural heritage and can offer personal enrichment and insight, the endowment particularly encourages the development of media applications which are designed to make the humanities accessible to all citizens regardless of language or physical handicap.

The Media Program therefore urges all prospective applicants to seriously consider concurrent efforts to develop humanities projects which would be equally available to English and Spanish-speaking citizens. In addition, the Media Program encourages applications for the development of specific projects and continuing activities for the blind and print-handicapped, and the hearing-impaired citizens.

It is the nature of the project, the substantive and clearly defined use of specific humanities resources (published scholarship, archival materials, field research and artifacts), the direct collaboration between the appropriate scholars in the humanities and highly skilled and experienced media professionals, the ability of the individual, institution or organization to execute the project successfully, the clear promise of a regional or national audience and of secondary nonbroadcast distribution and long-term utilization that determine support.

Five basic kinds of grants are provided: planning, research and development, pilot, production and acquisition.

The next deadline for applications is Aug. 24, 1979.

Council for the International Exchange of Scholars Fulbright Opportunities Abroad

No. FY79-159

Applications for Fulbright-Hays awards for university teaching and advanced research abroad generally must be submitted by June 1 (Australia, New Zealand and American Republics) or July 1 (Africa, Asia and Europe), 12-18 months in advance of the grant period.

Basic Eligibility Requirements:

- * U.S. Citizenship.
- * For lecturing -- usually postdoctoral college or university teaching experience except for awards designated "junior" or for teaching English as a foreign language.
- * For research -- a doctoral degree at the time of application or recognized professional standing as demonstrated by faculty rank, publications, compositions, exhibitions, etc.
- * For some awards, foreign language fluency.

Opportunities for 1980-1981:

Awards are to be available for university teaching and advanced research in about 100 countries. In addition to the usual variety of academic-year awards, there are listed a number of short-term grants and a number of travel-only awards for applicants with financial support from sources other than the Fulbright program. A number of award opportunities are unrestricted as to subject field but most are earmarked for a discipline.

Areas of Interest:

American Republics; American Studies; Anthropology and Sociology; Economics and Business Administration; Education and Library Science; Engineering and Computer Science; Fine and Applied Arts; Law and Political Science; Life Sciences; Linguistics and English as a Foreign Language; Mass Communications; Mathematics and Physical Sciences; Psychology; Younger Scholars.

For Further Information, Contact:

Council for International Exchange of Scholars
Suite 300
Eleven Dupont Circle
Washington, D.C. 20036
Telephone: (202) 833-4950

**The Woodrow Wilson International
Center for Scholars
The Wilson Center Fellowships**

No. FY79-160

Eligibility:

For academic participants eligibility is limited to the postdoctoral level, and normally it is expected that candidates will have demonstrated their scholarly development by the publication of some major work beyond the Ph.D. dissertation. Candidates with a wide variety of backgrounds in academia, journalism, government, law, diplomacy, international organizations, the creative arts, etc., are eligible.

Stipend:

It is the Center's policy to enable each fellow to meet, but not exceed, his income rate for the preceding year. Each fellow is required to take advantage of any leave, sabbatical or other funding that may be available from other sources.

Duration:

The Center's program is residential, and fellows are expected to devote full time to their research and writing. A fellowship normally extends from four months to a year, although a limited number of longer appointments are made.

Deadline:

Oct. 1, 1979.

Application Forms:

For application forms and additional information, contact:

The Woodrow Wilson International Center for
Scholars
Smithsonian Institution Building - Room 321
Washington, D.C. 20560
Telephone: (202) 381-6247

**Mademoiselle
College Photography Competition**

No. FY79-161

Program:

Competition for college students offering cash prizes and possible publication of winning photographs in Mademoiselle.

Eligibility:

Undergraduate students who are regularly enrolled for a degree in an accredited college, junior college or art school are eligible.

Financial Data:

First and second prizes of \$300 and \$200 respectively are awarded. Winnings entries may be published in Mademoiselle.

Application:

Not more than twenty nor fewer than five black and white prints on any subject may be submitted. Work that has appeared in college publications is acceptable, though it cannot have appeared elsewhere.

Deadline:

Jan. 15, 1980.

Address Inquiries to:

College Photography Competition
Mademoiselle
Condé Nast Building
350 Madison Avenue
New York, NY 10017
Telephone: (212) 692-4381

**National Institute of Mental Health
Center for Studies of the
Mental Health of the Aging**

No. FY79-162

The Center for Studies of the Mental Health of the Aging (CSMHA) is the focal point in NIMH for aging. The major role of CSMHA is to stimulate, coordinate and support research, training and technical assistance efforts relating to aging and mental health.

CSMHA supports those studies which have a primary focus on the mental health and illness implications of the aging process and of old age. It supports a wide-ranging, multidisciplinary set of studies which have both theoretical and policy or applied implications.

National Research Service Awards, including individual fellowships and institutional awards at the predoctoral or postdoctoral levels, are given to provide support for the training of research scientists in the area of mental health and aging.

All categories of grant support focus on training persons to work with aged persons with mental health problems.

The CSMHA provides technical assistance through consultation for the development and stimulation of research and training applications focused on the mental health of aging persons. Researchers and directors of training programs are encouraged to contact the Center for discussion of ideas for new research or training projects. Concept papers, preliminary proposals and later drafts can be submitted for staff review and comment prior to formal submission of the proposal.

Major technical assistance efforts are available to public and private agencies at regional, state and local levels with the objective of improving programs affecting the mental health of aging persons and especially the delivery of services to aged persons by community mental health centers. For this latter effort, CSMHA staff works with regional offices, states and individual community mental health centers.

Technical assistance is carried out through consultation, active participation at national, regional and local meetings and conferences and development and distribution of publications and other written materials. Particular emphasis is placed on dissemination of information about NIMH funded research and training projects concerning the mental health of the aged.

As the focal point for activities on mental health of the aging at the National Institute of Mental Health, CSMHA responds to inquiries from professionals and public alike and provides information and referral to other appropriate organizations when indicated.

National Science Foundation Research in Science Education

No. FY79-163

Scientific knowledge changes as well as the contexts in which it is taught. These changes have implications for public issues, technology and individual decisionmaking. The processes by which people, young and old, both professionals and nonprofessionals, may be helped to acquire what they need to know are not well understood. Furthermore, in a society such as we have become, the vigor of science and technology is central to the health of the economy. In turn, the scientific and technological enterprise is dependent upon the quality and vitality of science and mathematics education. The Research in Science Education (RISE) Program seeks to assist in creating and organizing a body of fundamental knowledge that can be used to improve the quality and effectiveness of science education for a wide spectrum of consumers. For this reason the RISE Program of the National Science Foundation provides support for research that might ultimately lead to the improvement of the quality of science and mathematics education. The focus of RISE this year will fall primarily in five areas of current concern.

1. SCIENCE EDUCATION FOR THE EARLY ADOLESCENT

For many students the last opportunity to learn science in school occurs during the period of early adolescence. This is also a key period in which to stimulate continuing interest in science. However, early adolescence is also a period characterized by rapid change in biological, social, intellectual and attitudinal characteristics. The RISE Program is especially interested in those studies that would focus on the learning and teaching of science and mathematics to early adolescents. Research which elaborates biological, social, intellectual, motivational and instructional factors that may specifically influence learning of science and mathematics during adolescence is especially encouraged.

2. SCIENCE FOR WOMEN, MINORITIES, AND HANDICAPPED

No group should be exempted from the opportunity to learn science and mathematics and to participate in science-related careers. The RISE Program has a particular interest in coming to understand those psychological, social, economic and intellectual factors that would facilitate more participation in science-related activities by women, minorities and handicapped.

3. TECHNOLOGY IN SCIENCE EDUCATION

Costs of technologies that can make science and mathematics information and instruction widely available are dropping so rapidly that general use in the service of education is becoming increasingly feasible.

There is a need for development of theory and research to guide us in making effective applications of these technologies to problems of science and mathematics education, such as that of continuing education of scientists and engineers.

4. SCIENCE LITERACY

We live in a world built on the findings of science. It is a world in which the nature and quality of life may rest in part on the ability of people to keep alive to the ideas of science; namely, to acquire and then maintain a useful, updated level of science enlightenment. RISE seeks research that has implications for science literacy. Research on science literacy questions may extend to out-of-school contexts for learning.

5. COGNITIVE PROCESSES AND THE STRUCTURE OF KNOWLEDGE

Research in this area is intended to increase our understanding of the relationship between learning processes and the nature and structure of scientific and mathematics knowledge.

Proposals directed at concerns other than these five areas may be submitted but they will need to be of substantially greater-than-ordinary interest or potential national value if they are to gain serious consideration.

Topics of investigation should be relevant to science and/or mathematics education. Investigators should keep in mind the five areas of research emphases already described. Activities such as curriculum or test development, program operation or dissemination are not eligible for support in RISE unless they are clearly necessary in order to conduct research which fits RISE purposes.

In summary, to be eligible for support from the RISE Program:

- * Proposals for research must demonstrate close, direct and realistic ties to science education or to education in the sciences. Eligible projects may deal with the physical, biological and social sciences, mathematics, engineering, technology, the history and philosophy of science or may involve combinations of these disciplines. The practice aspects of technical, clinical, health, social or business fields are excluded. Examples of topics outside the program are medicine, nursing, clinical psychology, social work and business administration. However, the science education aspects of these disciplines are eligible.
- * Proposals should be aimed at developing fundamental and generalizable knowledge; the research should focus upon issues of national importance or of fundamental significance to science education research; studies that focus solely on problems of local concern are not eligible.

National Endowment for the Humanities Museums and Historical Organizations Program

No. FY79-164

Every historical organization and museum--history museum, natural history museum, science museum and art museum--is an institution that deals fundamentally with the humanities.

Their collections are a manifestation of man's continuing thirst for knowledge, and provide a magnificent resource for understanding the history of man: the creative reach, aspirations, values and civilized perceptions that make up the human past. By continually presenting the intellectual and cultural heritage of human civilization to the public, museums and historical organizations educate--and enhance man's understanding of himself. Among the professional staff of these institutions are some of the nation's most accomplished scholars, who use the disciplines of the humanities to develop their programs and to extend the horizons of knowledge for the public.

The Museums and Historical Organizations Program of the National Endowment for the Humanities, therefore, assists museums and historical organizations to develop, implement and expand these programs--existing and potential--which convey and interpret knowledge of our cultural legacy to an interested public.

In order to provide maximum assistance, the Endowment provides two basic kinds of support: grants for GENERAL PLANNING--which deal with strengthening or developing entire areas of an institution's program--and grants for PROJECTS--which include Exhibitions, Interpretive Programs, Interpretation of Historic Sites and Personnel Development.

The next application receipt deadline for the Museum and Historical Organizations Program is Aug. 24, 1979.

National Institute of Law Enforcement and Criminal Justice Unsolicited Research Program

No. FY79-165

The basic research mission of NILECJ is threefold:

- a) to design and sponsor research on crime prevention and control and criminal justice operations to expand knowledge and improve capabilities;
- b) to assess the results of Institute-sponsored research and to evaluate criminal justice projects at the national, state and local level; and,
- c) to identify, validate and disseminate research findings of criminal justice projects and practices.

Most research funded by NILECJ is the result of solicited grant applications or responses to Request for Proposals. The topics are selected after a comprehensive and lengthy planning process involving NILECJ staff, other LEAA program specialists and criminal justice researchers and practitioners outside of LEAA.

However, NILECJ is also interested in funding other research and development projects which it has not initiated, but which will complement and provide additional dimensions to its planned program and involve the research community more directly.

The specific goal of this program is to fund a limited number of proposals that address significant research issues pertaining to the adult criminal justice system but which are not necessarily designated as priority areas in the NILECJ's Program Plan. Under this program the NILECJ is particularly interested in funding proposals of the following types:

- a) Small individual research projects for which there are few alternative funding mechanisms;
- b) Research projects with innovative approaches to criminal justice problems;
- c) Basic or theoretical research on interdisciplinary subject areas that may be relevant to criminal justice;
- d) Exploratory studies in criminal justice areas in which there has been little previous work;
- e) Research not currently identified as priority areas in NILECJ's Program Plan; and,
- f) Research within priority areas of NILECJ's Program Plan but which take alternative, innovative approaches to the priority areas.

The closing date for the next funding cycle will be June 30, 1979.

National Science Foundation Program for the Analysis of Science Resources

No. FY79-166

The Division of Science Resources Studies (SRS) of the National Science Foundation (NSF) is responsible for the development and analysis of data pertaining to the Nation's scientific and technological endeavors, from which a number of analytical reports are prepared and published including the National Science Board's biennial report, Science Indicators. SRS welcomes proposals for studies under its Program for the Analysis of Science Resources. These studies are expected to focus on:

- Training and employment of scientific and technical personnel;
- Funding of scientific and technical activities;
- Scientific and technical employment forecasting activities; and
- Quantitative studies of the impacts and outputs of scientific and technological activities.

This program seeks:

- Development of in-depth and issue-oriented analyses of scientific and technical personnel and/or science and technology funding and performance using SRS and related data;

- Development of new or improved techniques for analyzing science resources data and their relationships with other variables;
- Development of forecasts and forecasting techniques for (1) demand and supply of scientific and technical personnel, and (2) R&D expenditures;
- Development of new indicators measuring impacts and outputs of scientific and technological activity, particularly, though not exclusively, indicators of technological innovation; and
- Development of modeling techniques that describe key interactions among important components of the economic system as they relate to science and technology.

SRS maintains data bases on: (1) the characteristics, utilization and supply of scientific and technical personnel, and (2) the funding of scientific and technological activities with emphasis on research and development in four economic sectors--government, industry, higher education and other nonprofit institutions. These data exist in published form and/or data tapes. The data to be used, however, need not be limited to that produced by NSF or other Federal agencies.

SRS, particularly the Science Indicators activity, is also concerned with measuring the outputs or results of science and technology. In order to link resources to their outputs, this area of analysis may require the use of data not currently available at SRS. Data on patents, maintained by the U.S. Patent Office, extend over 12 years by date of issue and/or application, product groups, nation of inventor, class of ownership and individual firms. The scientific literature data and indices include article counts and citation measures for 1973-77 by year, field, country and author's organization. These literature data are maintained by Computer Horizons, Inc.

The impact of scientific and technological activities can further be seen in NSF's biennial public attitude surveys which began in 1972. These data reflect the U.S. public's attitudes toward the results and capabilities of science and technology, as well as preferences for degree of control and spending priorities, and are available from the National Technical Information Service for 1972, 1974 and 1976.

Proposals will be considered which use SRS and/or other data bases and relate to SRS areas of interest.

Law Enforcement Assistance Administration National Institute of Law Enforcement and Criminal Justice

No. FY79-167

The National Institute of Law Enforcement and Criminal Justice was created in 1968 as the research branch of the Law Enforcement Assistance Administration. Congress gave the Institute this broad mandate: "to encourage research and development to improve and strengthen law enforcement and criminal justice."

In fulfilling the mandate, the institute identifies research needs, sets research objectives and priorities, develops and sponsors research and development projects

and applies research findings in the development of action programs to improve criminal justice. For the most part, projects are conducted by independent grantees and contractors, although the institute also has a staff research program.

The institute's mission encompasses both basic and applied research into all aspects of crime prevention and control and the administration of criminal justice. Although the institute supports some research relating to juvenile delinquency, the primary responsibility for such work rests with LEAA's National Institute for Juvenile Justice and Delinquency Prevention. Given the scope of its mandate, institute research projects necessarily involve many disciplines--the behavioral, social, biological and physical sciences, the law, operations research and systems analysis.

In addition to research and development, the institute administers several other programs that fulfill legislatively assigned objectives:

- * Evaluation of criminal justice programs;
- * Design and field-testing of model programs based on promising research findings and advanced criminal justice practices;
- * Training workshops for criminal justice practitioners in research and evaluation findings, and efforts to assist the research community through fellowships and special seminars;
- * Operation of an international clearinghouse for criminal justice information, the National Criminal Justice Reference Service;
- * Support for a science and technology program that tests and develops standards for equipment used by criminal justice agencies.

During the planning process, the institute staff examined the results of past research to discern fruitful areas for further inquiry. It carefully considered recommendations by knowledgeable groups such as the National Academy of Sciences.

From this process came a list of 10 broad topics, reflecting both basic and applied research needs:

- * Correlates of crime and determinants of criminal behavior
- * Violent crime and the violent offender
- * Community crime prevention
- * Career criminals and habitual offenders
- * Utilization and deployment of police resources
- * Pretrial process: consistency, fairness and delay reduction
- * Sentencing
- * Rehabilitation
- * Deterrence
- * Performance standards and measures for criminal justice

As part of the institute's planning process, the research priorities are periodically reviewed and refined in consultation with the Advisory Committee. In addition, the institute annually surveys members of the research community; criminal justice practitioners; federal, state and local officials; and public interest groups to get their views on research proposed in the priority areas, as well as on other institute activities planned for the forthcoming fiscal year.

National Science Foundation Development in Science Education

No. FY79-168

The long-term goal of the Development in Science Education (DISE) Program is to increase the quality and diversity of science education in the United States. It provides funding needed to originate, develop and experiment with new ideas having potential for improving science education--education aimed at any level and designed for any group of people. The objectives in any particular year may be more limited so as to focus resources on specific types of activity, populations or disciplinary areas selected for their national importance or timeliness. Five such areas will be emphasized through March 1980.

- A. Science for the Early Adolescent
- B. Improving Access to Careers in Science
- C. Science, Technology and Society
- D. New Knowledge and New Skills--Education for Productivity
- E. Technology as Applied to Learning

Proposals directed at concerns other than these five may be submitted, but they will need to be of substantially greater-than-ordinary interest or potential national value if they are to gain serious consideration.

Projects that deal with the physical, biological or social sciences, engineering, mathematics, technology or combinations of these disciplines will be entertained. However, the practice aspects of technical, clinical, health, social and business fields are excluded.

Activities supported by DISE include:

- * Development, testing and evaluation of new instructional materials.
- * Design, testing and evaluation of innovative instructional delivery modes both in formal school settings, and in out-of-school situations.
- * Identification of technologies that promise enhanced effectiveness of science education; experimentation with and improvement of these technologies.

Assistance will be aimed at developing new methods (having tested utility and reasonable cost) for adapting science education to current circumstances. Where the context permits, DISE projects should be designed to produce both a useful new instructional resource and also such advances in our knowledge of the teaching/learning situation as can be achieved without diffusing the project's principal focus. Specific provisions should be designed into each project to promote dissemination of project results to prospective users. Thus, the activities must show promise of providing new, practical and economical outcomes that would be useful beyond the immediate confines of the development activity--i.e., they must not be site-specific.

The activities must not be more appropriately the concern of other public agencies or of the private sector. Each project must exhibit a clear and strong association with science education in conformity to NSF's operational definition of science cited above. Clinical sciences and the humanities are supported through the Department of Health, Education and Welfare, and

through the National Endowment for the Humanities. NSF support is available only for development projects that are, for valid and adducible reasons, not likely to attract support from business or private foundations.

National Endowment for the Humanities National Institutes for Teaching in the Humanities

No. FY79-169

A central concern of the Division of Education Programs has been the development or retraining of college and university faculty in the teaching of their subjects and related areas. The format for such faculty development has often been that of the institute--an intensive program in which faculty fellows from a number of educational institutions join one another at a university which has proposed to act as their host in study, seminars, workshops and joint curriculum planning.

Two Endowment programs have sponsored such institutes in the past: the Education Projects Program, which has supported short-term institutes, usually focusing on the teaching of particular disciplines; and the National Humanities Institutes Program, an experimental program aimed at general reform of humanities curricula through the establishment of large institutes which treat central, multi-disciplinary themes in the humanities.

These programs have been consolidated into a single Humanities Institutes Program. The Education Programs Division's purpose in sponsoring institutes continues to be to encourage college teachers to explore approaches to teaching in the humanities with a view to establishing new combinations of fields or to broadening or sharpening perspectives within existing disciplines.

The specific program and format of an institute will depend on the topic, on the needs and preferences of participants and on the time span of the institute.

An institute will be established with endowment support only if it meets generally acknowledged needs in the teaching of the humanities rather than those of a particular group or school. Accordingly, each institute should have a core program which addresses a demonstrated national or regional interest in the topic, rather than the special concerns of the institution which proposes to be its host. An applicant institution should devise a plan by which to involve and make an impact upon colleges and their faculties in at least the institute's region of the country.

The institute should be designed to meet explicitly defined goals of the academic community, goals which may be met within a discrete time span. It is not the Endowment's intention in this program to fund permanent institutes, although it would welcome any institute's continuation by its host university.

The endowment hopes to support institutes in various geographical regions. It is anticipated that, given appropriate levels of interest, several Humanities Institutes will be established each year. Some will be of one or two years' duration; a number more will be of shorter term, lasting from four weeks to several

months. The endowment particularly encourages proposals for institutes lasting for a summer, a semester or one academic year.

The next deadline for the Humanities Institutes is July 1, 1979.

National Endowment for the Humanities Translations Program

No. FY79-170

The Translations Program provides support for annotated, scholarly translations that contribute to an understanding of the history and intellectual achievements of other cultures and serve as tools for further disciplinary or comparative research.

Translations from any language, on any topic relevant to the humanities are eligible. The Endowment has a particular interest in applications dealing with non-Western cultures, where the need for translations into English seems to be the greatest. Projects may involve a single scholar or represent a cooperative effort of groups of scholars. Similarly, application may be made to translate a single text or a group or series of related texts.

All translations must be accompanied by a critical introduction and explanatory annotation which will locate the work within historical and intellectual contexts.

The annual deadline is July 1.

Department of Transportation FY 1980 Program of University Research

No. FY79-171

The purpose of the Program of University Research is to assure that resources of the higher education community are effectively brought to bear on transportation problems and, in particular, on those problems related to national transportation policy. The objectives of the program are:

- * To conduct high-quality, innovative university research on a few high priority problems of long term interest to the department.
- * To complement and support the department's ongoing research.
- * To conduct university research which will provide a meaningful contribution to the development of national transportation policy.
- * To stimulate transportation research in the nation's minority schools.
- * To disseminate research findings and results to the appropriate users in the transportation community.
- * To attract the nation's best young talent into careers in transportation.

In order to accomplish these objectives the thrust of the Program of University Research is to bring the unique capabilities of the university community in both the soft and hard sciences to bear on the specific

transportation problems under the mission of the Department of Transportation. While the program in its present form is devoted entirely to contract research on specific problems, the department recognizes the pivotal role which the universities potentially can play in education in the transportation field. Thus, although not specifically funded as such, it is expected that education of broad-based professionals as well as skilled specialists will be an important by-product of the program.

Specific research priorities have been identified for the FY 1980 Annual Solicitation which fall into seven problem areas:

1. Control in Transportation Systems.
2. Maintenance and Upgrading of Transportation Facilities.
3. Technology for Advanced Transportation Systems.
4. Transportation and Community Development.
5. Transportation Safety Technology.
6. Transportation Planning Methodologies.
7. Freight Transportation.

The identification of comprehensive problems represents the Program of University Research's effort to concentrate research in focused areas of high priority to the department. Each of the seven problems involves significant issues which are expected to be of importance for the next three to five years. National and departmental needs may change unpredictably over time, but the Program of University Research is encouraging research in these areas because they currently promise to have long term interest for the department.

Each of the seven comprehensive problem areas has major goals. By definition, the goals are more universal and long range than any individual research project listed in support of these goals. It would not be possible for any one research project to address all the issues necessary to achieve the department's major goals in a problem area. Therefore, specific research topics which support the goals and are of manageable scope are listed under each comprehensive problem. These individual topics are seen as appropriate to the skills of universities operating within the time frame and funding constraints of the Program of University Research.

The individual topics listed under each comprehensive problem are those currently of great interest to departmental professionals. Other potential research topics could be identified within each comprehensive problem area, but with few exceptions unlisted topics are not of primary importance to the department's current needs. The program will consider proposals which address research topics not specifically identified:

- * If they are directly related to the solution of one of the seven comprehensive problems, and
- * If they support one or more of the long range research goals the department seeks within an identified comprehensive problem area.

Although many of the problems are very technologically oriented, each of the comprehensive problems has many facets which call for the skills of various disciplines. Within each problem there are technological, operational, economic, behavioral and social questions which could be profitably addressed by university researchers.

The closing date for receipt of proposals is Nov. 1, 1979.

Louis Comfort Tiffany Foundation Painters and Sculptors Awards

No. FY79-172

Eligibility:

Painters and sculptors are eligible for the Louis Comfort Tiffany awards. Applicants must be citizens of the United States.

Award:

\$5,000 each. Approximately 20 awards are made each year.

Application Procedure:

Submit nine 35mm slides, color or black and white, mounted in regular cardboard mounts. Slides must have name, size, title, date and must be accompanied by an application form and a curriculum vitae.

Deadline:

Oct. 1, 1979.

For further details and application write to:

Miss Elizabeth Stevens, Executive Director
1083 Fifth Avenue
New York, NY 10028

Delta Omicron International Music Fraternity Triennial Composition Competition

No. FY79-173

Eligibility:

Competition intended for women who are composers of college age or older. Composition shall not have been published or publicly performed prior to entrance in competition.

Award:

\$500 and a premier performance at the triennial Delta Omicron Conference. Categories change -- woodwind trio, string quartet and so on.

Deadline:

Aug. 1, of the year before the triennial conference. Next competition will be held in 1980.

For further information write to:

Dr. Katherine Eide Longyear
Delta Omicron International Music Fraternity
405 Dudley Road
Lexington, KY 40502
Telephone: (606) 266-1215

Fine Arts Work Center in Provincetown, Inc. Fellowship Program

No. FY79-174

Program:

The Fine Arts Work Center in Provincetown Program runs for seven months, from October to May. Approximately 20 are selected for each session. The center provides studio, meeting and living space as well as a gallery.

Stipend:

Stipends range from \$50 to \$150 a month. Fellowships are awarded to those in financial need, preferably to those who are under 35 years of age.

Eligibility:

Writers and visual artists. There are no facilities for filmmakers, video artists or photographers.

Deadline:

Feb. 1, 1980.

Application:

Application forms are available from:

Mr. Bill Tchakirides
Fine Arts Work Center in Provincetown, Inc.
24 Pearl Street
Provincetown, MA 02657
Telephone: (617) 487-9960

Current Publications And Other Scholarly Works

CURRENT PUBLICATIONS AND
OTHER SCHOLARLY WORKS

ARTS AND LETTERS
HUMANISTIC AND SOCIAL STUDIES

Economics

Kim, Kwan S.

K.S. Kim and Y.C. Chang. 1979. Multivariate analysis on the pooling of cross-sectional and time-series data - A Bayesian approach. Pages 649-651 in, Proceedings of the Business and Economics Section-American Statistical Association.

Government and International Studies

Kertesz, Stephen D.

S.D. Kertesz. 1978. Peacemaking on the dark side of the moon: Hungary 1943-1947. Review of Politics 40:469-498.

Psychology

Ryan, Ellen B.

E.B. Ryan. 1979. Why do low-prestige language varieties persist? Pages 145-157 in, H. Giles and R. St. Clair, eds. Language and Social Psychology. Basil, Blackwell, Limited. Oxford, England.

Sociology and Anthropology

Aldous, Joan

J. Aldous. 1979. Men's work and men's families. Pages 227-256 in, W.R. Burr, et. al. eds. Contemporary Theories About the Family, Volume 1, Research-Based Theories. Free Press, New York, New York.

Weigert, Andrew J.

C.B. Smith, A.J. Weigert and D.L. Thomas. 1979. Self esteem and religiosity: An analysis of Catholic adolescents from five cultures. Journal for the Scientific Study of Religion 18:51-60.

SCIENCE

Chemistry

- Kozak, John J.
 *J.J. Kozak. 1979. Phase transitions as a problem in bifurcation theory. Annals of the New York Academy of Sciences 36:417-432.
- Mozumder, Asokendu
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 * Under the Radiation Laboratory

Earth Sciences

- Gutschick, Raymond C.
 J.T. Dutro, Jr., E.H. Gilmour, R.C. Gutschick, C.A. Sandberg and W.J. Sando. 1979. Carboniferous of the northern rocky mountains, field trip no. 15. Pages 1-59 in, Ninth International Congress of Carboniferous Stratigraphy and Geology, American Geological Institute.

Mathematics

- Huckleberry, Alan T.
 A.T. Huckleberry and E. Ormsby. 1979. Non-existence of proper holomorphic maps between certain complex manifolds. Manuscripta Mathematica 26:371-379.

Physics

- Kolata, James J.
 J.J. Kolata, R.M. Freeman, F. Haas, B. Heusch and A. Gallmann. 1979. Reaction cross sections for $^{16}\text{O}^{+12}\text{C}$. Physical Review C 19(2):408-421.
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ENGINEERING

Aerospace and Mechanical Engineering

- Ariman, Teoman
 G.E. Muleski, T. Ariman and C.P. Aumen. 1979. A shell model of a buried pipe in a seismic environment. Transactions of the American Society of Mechanical Engineers 101:44-50.

AMBROSIANA COLLECTION

- Gabriel, Astrik L.
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- A.L. Gabriel. 1978. Preface, History of European Universities Work in Progress and Publications, University of Aston, Birmingham, England. pp. i-ii.

MEMORIAL LIBRARY

- Havlik, Robert J.
 R.J. Havlik. 1979. Review of B.W. Adkinson's Two Centuries of Federal Information. Choice 16(2): 257.
- Masin, Anton C.
 A.C. Masin. 1979. Catalog of an exhibit of selections from the John Bennet Shaw collection on G.K. Chesterton (1874-1936); literary giant of wit and paradox, March-August 1979. University of Notre Dame Memorial Library, Notre Dame, Indiana. 43 pp.

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- Bentley, John
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Closing Dates for Selected Sponsored Programs

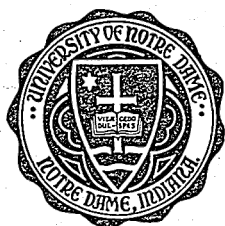
Proposals must be submitted to the Office of Research and Sponsored Programs seven (7) calendar days prior to the deadline dates listed below.

Agency	Programs	Application Closing Dates
Alcohol, Drug Abuse and Mental Health Administration	Drug Abuse Prevention Education Projects	July 1, 1979
Alcohol, Drug Abuse and Mental Health Administration	Mental Health Epidemiology	July 1, 1979
Alcohol, Drug Abuse and Mental Health Administration	Research on Alcohol Abuse and Alcoholism	July 1, 1979

Alcohol, Drug Abuse and Mental Health Administration	Research on Narcotic Addiction and Drug Abuse	July	1,	1979
Alcohol, Drug Abuse and Mental Health Administration	Research Scientist Development Program	July	1,	1979
American Council of Learned Societies	Travel Grants for Humanists to International Scholarly Meetings Abroad	July	1,	1979
Council for International Exchange of Scholars	Fulbright-Hays University Lecturing and Advanced Research (Africa, Asia, Europe)	July	1,	1979
Food and Drug Administration	Research Support	July	1,	1979
MacDowell Colony, Inc.	Residence Fellowships	July	15,	1979
National Cancer Institute	Construction of Cancer Research Facilities	July	1,	1979
National Endowment for the Humanities	Summer Seminars for College Teachers	July	1,	1979
National Endowment for the Humanities	Research Programs (program development)	July	1,	1979
National Endowment for the Humanities	Research Programs (translations)	July	1,	1979
National Institute for Occupational Safety and Health	Research and Demonstrations	July	1,	1979
National Institute for Occupational Safety and Health	Training	July	1,	1979
National Institute of Mental Health	Metropolitan Problems	July	1,	1979
National Institute of Mental Health	Minority Group Mental Health Programs	July	1,	1979
National Institute of Mental Health	Prevention and Control of Rape	July	1,	1979
National Institute of Mental Health	Project Grants	July	1,	1979
National Institute of Mental Health	Research Grants	July	1,	1979
National Institute of Mental Health	Small Grant Program	July	1,	1979
National Institute of Mental Health	Special Research Grants	July	1,	1979
National Institute of Mental Health	Studies of Crime and Delinquency	July	1,	1979
National Institute of Mental Health	Training Grants - Division of Special Mental Health	July	1,	1979
National Institutes of Health	Projects to Support Animal Resources	July	1,	1979
National Institutes of Health	Research Career Development	July	1,	1979
National Institutes of Health	Research Project Grants	July	1,	1979
National Library of Medicine	Biomedical Publication Grants	July	1,	1979
National Library of Medicine	Medical Library Resource Improvement Grants	July	1,	1979
National Library of Medicine	Medical Library Resource Project Grants	July	1,	1979
National Science Foundation	Anthropology	July	31,	1979
National Science Foundation	Biochemistry	July	1,	1979
National Science Foundation	Biophysics	July	1,	1979
National Science Foundation	Cell Biology	July	1,	1979
National Science Foundation	Developmental Biology	July	1,	1979
National Science Foundation	Ecology	July	2,	1979
National Science Foundation	Ecosystem Studies	July	2,	1979
National Science Foundation	Genetic Biology	July	1,	1979
National Science Foundation	Human Cell Biology	July	1,	1979
National Science Foundation	International Travel	July	1,	1979
National Science Foundation	Linguistics	July	31,	1979
National Science Foundation	Materials Research Laboratories	July	15,	1979
National Science Foundation	Memory and Cognitive Processes	July	31,	1979
National Science Foundation	Metabolic Biology	July	1,	1979
National Science Foundation	Neurobiology	July	31,	1979
National Science Foundation	Oceanographic Facilities and Support	July	1,	1979
National Science Foundation	Population Biology and Physiological Ecology	July	2,	1979
National Science Foundation	Psychobiology	July	31,	1979
National Science Foundation	Regulatory Biology	July	1,	1979
National Science Foundation	Science for Citizens (preliminary)	July	15,	1979
National Science Foundation	Scientific Research Support (environmental biology)	July	7,	1979
National Science Foundation	Scientific Research Support (materials research)	July	15,	1979
National Science Foundation	Sensory Physiology and Perception	July	31,	1979
National Science Foundation	Social Psychology	July	31,	1979
National Science Foundation	Systematic Biology	July	2,	1979
Nutrition Foundation, Inc.	Research Grants	July	1,	1979
Office of Education	Energy Education	July	1,	1979
University of Melbourne	Research Fellowships	July	31,	1979
University of Melbourne	Travel Grants and Grants-In-Aid	July	31,	1979

documentation

Spring Commencement 1979 Honorary Degrees



At the 143th Commencement
the May Exercises
The University of Notre Dame
confers the degree of
Doctor of Laws, honoris causa
on

a lawyer, a teacher, a scholar, an author and a counselor to governments who has focused his concern on conflicts among fundamental values of society. Migrating to America at an early age from his native Italy, he studied at Yale, at Oxford as a Rhodes Scholar, and then received his law degree with honors from Yale Law School. He has been a member of its faculty for two decades, now holding one of that University's most distinguished chairs as Sterling Professor of Law. From that prestigious base, his great and respected influence has been projected onto the national scene, impacting directly on the law of the land in both the applied and the philosophical realm. "It is in the choosing," he wrote, "that enduring societies preserve or destroy those values that suffering and necessity expose" and "it is by the values that are foregone no less than by those that are preserved...that we know a society's character." On

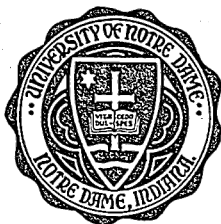
Guido Calabresi
New Haven, Connecticut



At the 143th Commencement
the May Exercises
The University of Notre Dame
confers the degree of
Doctor of Laws, honoris causa
on

a man whose federal agency will spend, as you listen to these words, more than one and a half million dollars...money that will help society's vulnerable--the poor, the sick, the aged, the handicapped, the mentally ill, the victims of prejudice, all those for whom the American Dream remains deferred. The grandson of an Italian immigrant, he now directs many of the programs he helped create as President Lyndon Johnson's chief aide for domestic affairs. The figures of his department boggle the mind--an annual budget of 182 billion dollars supporting 150,000 employees involved in delivering services directly to over half the people of our land. But the Great Society which launched this experiment in bureaucratic compassion is now encountering the skeptical scrutiny of restive taxpayers, and our honoree is at risk in maintaining that government can "do humane things efficiently and efficient things humanely." His risk is ours, because if we admit that the task of serving the least of our brethren is beyond our government's managerial capacity, we have defaulted as Christians as well as citizens. On the Secretary of Health, Education and Welfare

Joseph A. Califano, Jr.
Washington, D.C.



At the 143th Commencement
the May Exercises
The University of Notre Dame
confers the degree of
Doctor of Laws, honoris causa
on

a Notre Dame alumnus who never avoided a tough political fight. Elected to the Cincinnati City Council in 1953 and reelected five times, he was sent in 1964 to the United States House of Representatives--the first Democrat elected from his district in 30 years. In 1970, he became Governor of Ohio and wrenched from a reluctant General Assembly a number of innovative programs, including the initiation of the state's first progressive income tax and the virtual doubling of state support for the entire public education system. After his appointment by President Carter in 1977 as administrator of the Agency for International Development, he was designated as the principal advisor to the President and chief spokesman to the Congress on all matters affecting foreign economic development, serving until March of this year.

Throughout this extraordinary career in public service, the continuing focus for John Gilligan has been his belief that government exists to serve those persons in society who are least able to speak for themselves. He summed it up on the morning after defeat in his bid for reelection as Governor of Ohio in 1974:

Because all of us work together, thousands of Ohioans, especially the weak and the helpless, the poor, the ill, the elderly and the handicapped will lead a better life. No one can call that a defeat.

On

John J. Gilligan
Washington, D.C.



At the 134th Commencement
the May Exercises
The University of Notre Dame
confers the degree of
Doctor of Laws, honoris causa
on

a priest, whose life and work have been dedicated to the workers of America, especially to those who are poor. For years, he has courageously served the American hierarchy as their liaison with the labor movement. As dean of Catholic social action, he moves with dignity and competence as easily through the halls of Congress as he does in the homes of the farm workers. His weekly column, the Yardstick, gives voice to the social teaching of the Church. Possessing astute judgment and deep wisdom honed through experience and study, he is cautious of utopian solutions, skeptical of piety substituting for social policy, and critical of empty rhetoric posing as civil discourse. Gentle of manner, quick of wit, loyal and cherished confidante, he has been a responsible and tireless advocate for the worker. He was chosen as an advisor to Vatican II, is an expert in ecumenical affairs, and is a counselor to many of our country's business, labor, and political leaders. His devotion and service to his Church is only equalled by his passionate defense of the finest of traditions in American political and economic life. On

Monsignor George Gilmary Higgins
Washington, D.C.

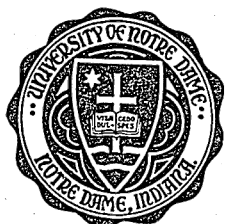


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one who as theologian, educator, pastor, bishop and concerned American has displayed outstanding leadership in the cause of promoting Christian renewal and securing basic human rights for all. He initiated and serves as chairman of the standing Conference of Canonical Orthodox Bishops, designed to promote cooperation between the various national Orthodox Churches. He served as President of the World Council of

Churches and continues to promote the cause of Christian unity among all churches. We would single out his unique contribution to the improvement of relations between the Orthodox and Catholic Churches. He has always been a vigorous supporter of the civil rights movement, as exemplified by his participation in the historic Selma march of 1965 and his more recent affirmation of President Carter's initiative for human rights and justice. The University honors today a good friend on the occasion of his 20th anniversary as Archbishop of the Greek Orthodox Church of North and South America. On

Archbishop Iakovos
New York City, New York



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a Fellow and Trustee of this University. A priest and an attorney, he has exemplified the finest ideals of both professions in his work of the past six years as the Provincial Superior of more than 500 Holy Cross priests, brothers and seminarians in this country, Bangladesh, Chile and Uganda. Educated in the law at the University of Illinois and Yale before studying for the priesthood, he has been unrelenting in his fight for the human rights of the disadvantaged of our nation and of Holy Cross religious abroad. Throughout his tenure he has been especially sensitive and supportive of Notre Dame's need for members of his community to teach and conduct research, to administer the affairs of the University, and by their very presence to reinforce its Catholic character. For what he is and for all that he has done, Notre Dame offers its accolade to one who has exerted world-wide leadership in the apostolates of Holy Cross including this University of Our Lady. On

Reverend William M. Lewers of the Congregation of Holy Cross
South Bend, Indiana

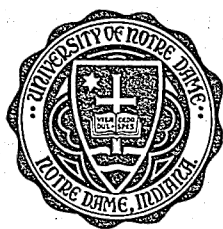


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the Chairman and Chief Executive Officer of the world's largest manufacturing organization. Joining the financial staff of General Motors in 1938 after graduating in accounting from the University of Illinois, he began his steady ascent in the automobile industry. Presently, as Chairman of General Motors, his responsibilities are awesome. He has reshaped and redirected a world-wide organization of over 800,000 people to meet the technical, economic and social imperatives of a new era in history--an era characterized by a heightened concern for the environment, a growing scarcity of resources and a deeper commitment to the cause of human rights and justice. We salute him today for his skill in responding to these overwhelming challenges, mindful of their demands for the technical bent of an engineer, the courage of a decision-maker, the optimistic spirit of an entrepreneur, the wisdom of a philosopher and the wit of an Irishman.

On a loyal friend of Notre Dame, on a father of one of its graduates

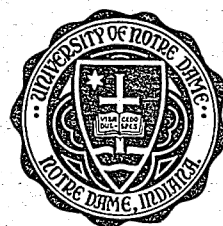
Thomas Aquinas Murphy
Detroit, Michigan



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an historian, a theologian, an educator from Yale. He has single-handedly projected before the intellectual world a compelling vision of the unity of the Christian theological tradition from its inception to the present. A man of great erudition, who reads Latin as well as he writes English, and who takes as much interest in parsing Greek verbs as in the soaring heights of St. Thomas' thought, in his own writings he rarely uses words that cannot be found in Webster's Collegiate Dictionary. Like his father and his brother, he is a Lutheran clergyman, and the editor of the monumental American edition of Luther's works. Yet, in 1958, he wrote The Riddle of Roman Catholicism, a sympathetic and insightful interpretation of Catholicism long before Vatican II had taken place and before ecumenical relations between Protestants and Catholics had become fashionable. His scholarly vocation has bridged two worlds: prodding the university, in the name of reason, to keep alive the tradition of theological learning within the academy, and reminding the church, in the name of faith, to nurture the tradition of humanistic learning among the faithful. On

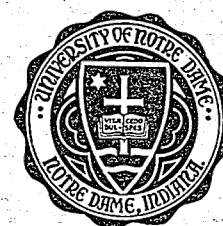
Jaroslav Pelikan
New Haven, Connecticut



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a veteran network executive and consultant. A 1948 Notre Dame graduate, he began his career with WGN Radio and was associated with CBS for 20 years in Chicago, in Philadelphia, and in New York City. During nine years as president of the CBS Broadcast Group, he proved to be a pioneer, converting all network programs to color, a considerable technological and artistic advance which quickly spread throughout the industry. He was also a strong advocate of the television "specials" which have become so popular in recent years. But the broadcast world of "Black Rock" did not exhaust either his talents or his energies. Since 1967, he has devoted increasing amounts of both to Notre Dame, first as a member of the Advisory Council of the College of Arts and Letters, and now for ten years as a member of the Board of Trustees, on which he currently serves as chairman of the Student Affairs Committee. Equally at home on Madison Avenue and on Notre Dame Avenue, he brings to the University's governing body and to its students a perspective which serves both well. In him the University honors one of its own, an alumnus respected as a national leader in the highly competitive broadcast industry, who also enjoys the confidence of university students of today. On

John A. Schneider
Greenwich, Connecticut

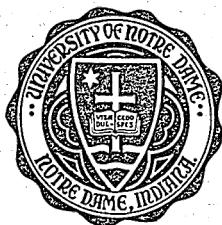


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a quietly effective Congressman for 31 years who represents not only Wisconsin's ethnic, working-class fourth district, but also the billion poorest peoples of the Fourth World countries. Now chairman of the House Committee on Foreign Affairs, as a young committee member he saw America's fledgling foreign aid program take root and grow. When it was under siege in the early 1970's, he led the effort to revise and redirect American endeavors overseas to reach those most in need, and to create a foreign assistance model now being adopted by other countries. As chairman of the Subcommittee on International Security and Scientific Affairs, he has sought creative ways to link American resources and skills in science and technology with the basic human needs of people in developing countries. In his broad vision he also remembers his own people, working to improve Social Security, veteran's compensation, and

other benefits, developing policy on arms control and strengthening national security. We honor today a man whose deep faith is the wellspring nourishing his tireless efforts on behalf of all humanity. On

Clement J. Zablocki
Milwaukee, Wisconsin



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a distinguished and highly honored member of that esoteric group, theoretical physicists. For his contributions to our understanding of the basic laws of nature, for his beautiful work on the application of dispersion relations to weak and strong interactions, he was awarded the prestigious Dannie Heineman Prize for Mathematical Physics in 1961. He is a strong advocate of responsible science and technology, who has served as an advisor to the government on national security and arms control. As a member of the President's Science Advisory Committee in the late 1960's, he was instrumental in focusing concern for the country's environment. After more than 20 years as a distinguished professor at Princeton, he now leads one of the nation's most respected research and teaching universities, the California Institute of Technology. On

Marvin L. Goldberger
Pasadena, California

Commencement Address

(Delivered by Secretary Joseph A. Califano, Jr., Department of Health, Education and Welfare, at the 134th Commencement Exercises at the University of Notre Dame, May 20, 1979)

Four times in the last 15 or 20 hours, Father Hesburgh has introduced me as the man who spends \$182 billion. Shortly after I got into this job, I called my mother and I said, "Mother, I'm going to be Secretary of HEW." She said, "What does the Secretary of HEW do?" I said, "Well, I spend \$182 billion," and my mother said, "I'd feel a lot better, son, if you told me you made \$182 billion!"

Twenty years ago, 27 years ago, to be exact, in another commencement like this at Holy Cross in Worcester, Mass., I sat where you sit. I remember watching several honorary degrees awarded, diplomas awarded, and then sitting through a long and boring commencement speech. I have come to Notre Dame to give you an equal opportunity.

Actually, in candor I should note that the last academic audience I spoke to was my daughter Claudia's third grade class. After I talked about HEW the little girls came up and I shook hands with each of them, and I said to one of them, "How did you like it?" She said, "It was terrible."

My daughter Claudia who was standing next to me said, "Don't feel bad Daddy. She's a smart aleck--she's just repeating what all the other girls say."

My real purpose in coming here is to thank the Notre Dame class of 1979 for the greatest contribution any graduating class has made this year to the nation's capital--Kris Haines, the new wide receiver for the Washington Redskins. It will be the first time the Redskins have had a wide receiver that can catch the ball in three years.

I am seriously delighted to be on this campus. I think Father Hesburgh is one of the most extraordinary leaders of our country and a great president of a great university. And I'm delighted to be in the Congressional District of John Brademas who's the majority whip of the House of Representatives and who holds about half of my legislative program in his hands.

I would like to speak seriously for a few moments--

I want to raise a question today that will confront you and your nation with persistent urgency and moments of high drama for the rest of your lives.

That question is this: How can we ensure that the knowledge we possess, our towering technical brilliance, will have decent, and not destructive effects?

For the last generation that question took shape in the giant mushroom clouds that rose over the destruction of Nagasaki and Hiroshima.

For your generation, that question looms in the graceful hyperbolic silhouettes of the cooling towers at Three Mile Island. There, suddenly last March 28, technological genius threatened to melt uncontrollably into technological tragedy. There we have now created, however unintentionally, a huge container so filled with deadly radiation that it will be unapproachable for months, perhaps even years.

Nagasaki and Hiroshima were deliberate acts of wartime destruction. Three Mile Island was an accidental by-product of the peaceful use of nuclear power.

It is an ironic coincidence that on both occasions the question was expressed in nuclear terms. In fact, the question arises in many fields where our skill threatens to outrun our wisdom: not only in nuclear technology, but in medicine, communications, agriculture, biology, and a host of other fields.

Will our scientific genius be informed with technological morality? Will technology--the commercial and industrial application of our scientific knowledge--be the servant of humanity, or its master?

Your generation will be called upon to ask and provide some answers to those central questions.

On your answers will depend not only the quality of your life--but perhaps the future of all life.

The energy crisis, the hunger crisis, the drug crisis--all the crises of the 1980s--will serve to dramatize and provide political focus for these questions.

We Americans have been, through most of our history, in love with gadgets, with know-how, with newness itself.

In older societies than ours, the industrial revolution came as a threat to many, for it upset established ways, made old skills obsolete. It was in nineteenth-century England, not America, that those desperate enemies of technology, the Luddites, invaded textile factories to smash the machines.

In nineteenth-century America, love of innovation, of "progress," amounted almost to worship. De Tocqueville, that gimlet-eyed tourist from France, told of one encounter with this American enthusiasm:

"I accost an American sailor," he wrote, "and I inquire why the ships of his country are built so as to last for only a short time; he answers without hesitation that the art of navigation is, every day, making such rapid progress that even the finest vessel would become almost useless if it lasted beyond a few years. In these words...I recognize the general...idea upon which a whole people direct all their concerns."

That general idea--that technological progress is both inevitable and good--did not die with the nineteenth century. It has been embraced by every generation of Americans, with only an occasional bellow of dissent from iconoclasts like Henry David Thoreau, the apostle of the simple life.

The rest of America, however, did not accept Thoreau's austere maxim that "a man is rich according to the number of things he can do without."

And so, for well over a century, the march of American technology, of know-how, proceeded virtually unopposed. And it did so, for the most part, to the benefit of most Americans and much of humanity.

American science and technology, we should remember, has given the world the incandescent light, the automobile, surgical anesthesia, the airplane, hybrid corn and miracle rice, central air conditioning, heart pacemakers, computers and television, the industrial assembly line--and human footprints laid forever on the windless surface of the moon.

If the march of technology also brought us traffic jams, crowded airports, mindless and debasing entertainment, unnecessary surgery, no matter: technology promised that human life, which for so many centuries had been "nasty, brutish and short," could now be bountiful, comfortable and long. Material progress might bring some inconveniences, but it posed few real dangers. What mattered was that technology promised to democratize plenty: to bring health and a comfortable standard of living to the many, not just to the few.

Today, as we stand in the long and foreboding shadows cast by the towers at Three Mile Island, that cheerful faith in the benevolence of technology seems naive indeed. The fire that warms can also burn.

Today, we can no longer postpone asking questions about the human impact of technology. If we ignore Benjamin Franklin's adage that "the things which hurt instruct," we do so at our peril.

In a time of dwindling fossil fuel supplies, it makes little sense to abandon nuclear power as a potential source of energy. But it makes even less sense to dismiss, as hysterical modern-day Luddites, those who have serious questions about the relative safety of nuclear power.

The question of how much radiation is damaging to human health is a serious question. How to deal with radioactive wastes, some of which remain dangerous for hundreds, even thousands of years is another serious question.

To ask such questions is not to oppose progress--it is to demand that progress serve a decent human end.

Twenty years ago, biomedical research and pharmaceutical technology began to produce a host of psychoactive drugs--tranquilizers and antidepressants. There was little debate then about the possible effects they would have. Those who thought about the matter at all assumed that a new day was at hand: A day when thousands of mental patients, who had been sentenced to lives in institutions, could begin to live in the free air of their homes and communities.

What has become of this hopeful technological dream?

These drugs have made a significant contribution to treating mental illness. But a tragedy of our day is the dumping of mental patients, many of them without homes or families, out of hospitals and into communities ill-equipped to care for them.

Could we, by asking the right questions in the past, have foreseen and prevented such tragedies? More importantly: Can you in the future?

And what of the promiscuous use of tranquilizers and sedatives to ease the stresses of modern life? We have chosen--without thinking and without asking the right questions--to use pharmaceutical inventions to ease the stress industrial and urban society imposes on the human spirit.

Each year Americans consume four billion tranquilizers and sedatives. Each day tens of millions of Americans take a tranquilizer like librium or valium. Each night tens of millions of Americans cannot sleep without a sleeping pill.

Is this the best way to deal with stress in present-day America? Should we not question whether more fundamental changes are needed in life-style and work-style, and in the way we nourish our bodies and souls?

The spread of computers throughout the worlds of government and business is a technocrat's dream-come-true. On a speck of silicon we can record the life of an individual. But so much information, about so many people, so readily at hand, can be misused. The value of privacy can be trampled in the stampede to efficiency. Perhaps we can prevent that misfortune. But how?

The technology of in vitro fertilization: should it be pursued for the promise of joy it may hold for childless couples--or prevented because of the threats it may present? Can we pursue the promise while minimizing the threats?

I raise these somber matters not to suggest that we Americans turn away in revulsion from science and technology. Nothing could be more wrong-headed than to reject all material progress because some might be dangerous. The Luddites solved nothing in their times; their descendants will solve nothing in ours.

And pleasant as it might be for affluent Americans to retreat to their personal Walden Ponds, we should remember that for the poverty-stricken majority of the world's people, life without technology is not simple, but wretched.

Nearly one billion people in the underdeveloped world are starving to death or malnourished. We have the technology to feed each one of them. But we lack the political will to forge that technology into an instrument of social justice. And so agricultural technology has remained a tool of commerce. And hundreds of millions sink in starvation as agricultural commodity markets continue to rise.

Of all the judgments of history and God we should fear, it is their judgment on our continued failure to use the means at hand to end the hunger of the world that we should fear most.

Of course we need technology. But we must ask, in a rigorous and systematic way, that purposes are served by every technological advance. We must seek how best to use these advances to serve human needs. We must weigh the risks and benefits, the human costs against the economic blessings. We must continue to ask these questions long after technology is in place. In short, we must hammer out a technological morality.

Before now, in our headlong rush toward wealth and material progress, we have not explored these issues deeply enough. It is by exploring them, carefully and prayerfully, that we will move toward the society Lyndon Johnson envisioned, "where the meaning of our lives matches the marvelous products of our labor."

That is an ideal far easier to state than to achieve. How can we build such questioning into the institutions of our free society? We have legions of economists and scientists to deal with questions of possibility and probability. But how shall we handle questions of ethics and morality?

I would suggest that these questions should be asked at every level of our society, in churches and city halls, in town meetings and state legislatures.

What can you bring, as educated citizens, to this quest for technological morality?

A great deal.

For four years, you have been schooled in an institution committed to faith as well as knowledge; committed to the proposition that faith and knowledge, ethics and science, must nourish one another.

This great University has sought to provide each of you, not only with an intellectual sextant, but also with a moral compass. Even with these precious instruments, you will find it an exacting task to get clarity and satisfaction in your private conscience on some of the problems posed by modern technology.

You will find it even more difficult, as I have, to bring such problems into the broader and infinitely more complex sphere of politics and public policy. However solid your grounding in Christian theology and the teachings of the church, it will not provide automatic answers to vexing questions of public policy. You would be mistaken to think that it will.

Catholics, like other citizens, cannot arrive at answers to difficult public-policy questions by a jerk of the knee; we will find such answers only through a strenuous exercise of mind and heart--and soul.

Moreover, we must face the fact that we live in a pluralistic, secular democracy. As Catholics, and as citizens, we have a right and an obligation to assert our convictions on public issues clearly and vigorously--to hope that they prevail and to work that they should prevail. To expect less from a public official would be to ask that official to leave his conscience at home as he functions in public life.

But to have convictions of conscience and to be guided by those convictions is not a license to impose them indiscriminately on others by one-dimensionally translating them into public policy.

We can--and should--exert vigorous efforts to persuade. But if public policy is to serve the common good of a fundamentally just and free pluralistic society, it must be brewed in a cauldron of competing values--like freedom, order, equity, economic justice. A public official who fails to weigh all these competing values serves neither private conscience nor public morality. Indeed, he offends both.

In our pluralistic democracy, certain difficult issues--abortion, nuclear power, test tube fertilization, and mechanical life-extension, for example--will inevitably stir controversy and division. On such questions our diverse society will never produce unanimous answers.

But if we cannot find unanimous answers, there is at least one point on which we can, all of us, find common ground--and that is on the need to ask searching questions about the impact of our material inventions on human life and human dignity.

In his first encyclical, Pope John Paul II has called upon humanity to reassert its "Kingship," its dominion, over the material world. He has defined that dominion as "the priority of ethics over technology...the primacy of the person over things."

And he states the issue with blunt eloquence:

"What is in question is the advancement of persons, not just the multiplying of things that people can use. It is a matter...not so much of 'having more' as of 'being more.'"

As citizens concerned with values as well as knowledge, you can make a special contribution to your nation.

It is my purpose today to invite you to do just that: to join the fray; to help infuse technology with morality, to make our society more sensitive to the bedrock needs of individual human dignity.

It is your destiny to control the fearsome and marvelous machinery of the 1980s. As you do, remember the words of the great Jesuit thinker, Teilhard De Chardin:

"Some day, after mastering the winds, the waves, the tides and gravity, we shall harness for God the energies of love.

"And then, for the second time in the history of the world--man will have discovered fire."

Valedictory Address

(Prepared text delivered by Michael J. Zgrabik, B.S., College of Science, at the 134th Commencement Exercises at the University of Notre Dame, May 20, 1979.)

Good afternoon.

Just as we who are about to graduate share today's ceremonies, I'm sure we likewise share some thoughts occasioned by our graduation. What has my experience at Notre Dame meant to me? Perhaps more urgently, where do I go from here? Each of us readies to enter society with our own set of expectations, our own personal demands on society. But in that very step of entering society we in turn, immediately, begin being shaped by it. Society demands from us, with subtle, yet ever-present pressure, to fit in, to fill the appropriate role for lawyer, doctor, accountant--in whatever profession we may be--and, moreover, to fill that part without unduly calling attention to ourselves. The question that we have to ask ourself right now is, while succeeding in my profession can I, will I, be my own man? Will I let myself be shaped or will I do most of the shaping myself within my prospective career?

One of society's foremost expectations of us, one of the first we meet, is that we compete. Competition is very real at Notre Dame. We've already encountered it in many forms. It can be a source of great excitement. Witness the National Championship of two seasons past. On the field or in the classroom, competition can be beneficial when one strives with another toward a common goal. All too often, however, competition connotes the exclusion or the defeat of that other person. It bends to our present society's two-value system: win-lose, right-wrong--nothing in between. Competition thus becomes self-serving rather than mutually uplifting to the people involved in it. It can undermine personal relationships and alter our perception of those around us. People begin being used when they can aid our ambition and suspected when they share it. Such competition narrows terribly our view on life, the energies we pour into it, as well as the happiness and spectrum of experiences we might otherwise have the chance to enjoy. Moreover, and ironically, competition that seemingly connotes the assertion of self more than likely imposes on those engaged in it a submission to the expectations of others. Four people competing for a single position will all the more actively strive to fit a superior's image rather than assume their own. Everybody here has to become somebody. Will that be after the image and likeness of another image that has been prepared for you, that has been filled many times, or do you want the one that is unique because you are unique? The world needs the outshaping of individuals, men and women who will call the shots at the risk of not getting a position, a promotion--in accord with what they think is right. About the alternative, namely, merely slipping into the stream of life Robert Frost writes,

"Ah, when to the heart of man
Was it ever less than a treason
To go with the drift of things,
To yield with a grace to reason,
And bow and accept the end
Of a love or a season."

It is so very easy to work your way to a position or a goal and then stop, submit and settle in. You've made it and understandably you don't want to lose it. This is an age of security, of assurance, of complacency. You don't want to look bad, you don't want to gamble, you don't want to lose.

The question is then, how do we continue growing? We grow by remembering that above and beyond being banker or engineer, doctor or lawyer, each of us is a person first. It's an admirable goal to be on the top of your profession but you must also come to terms with your own humanity and recognize the humanity of those around you. It's important to be genuine (admit what I am), to be accepting (take another for what he is), to be empathetic (to become another, to see what life's like for him). There is a crying need today for humanity in business, in the professions and in government. John F. Kennedy said, "The artist stands as a bulwark against an intrusive society and efficient state." The meaning is simple: take time. Take time to listen to the person next to you, to know him and maybe see more in the world than what you first thought. To do so doesn't require super-human energies as much as it does simple awareness. And if there is anything at all to a Notre Dame spirit, it if might be tied down and examined, then perhaps in this spirit we could find a source for this awareness, the awareness to blend individual growth with competitiveness, to temper all our strivings with a touch of humanity.

Laetare Medal

Presentation

The University of Notre Dame
to
Helen Hayes
Greetings:

Madam:

Few live in this country today who can remember the American theatre without you, Helen Hayes. An actress for over 70 years and a star for nearly 60, you have had a career which has coincided with the maturing of the American drama. On stage you have created roles by distinguished dramatists from both sides of the Atlantic, and as the new media were born and grew--radio, film, television--you accepted the opportunities they presented to extend your art. Your Oscar, your Tony, and your Emmy attest to your skill in meeting these challenges.

You have rightly been called the First Lady of the American theatre. It is not merely a title of rank; it is a description. Through those characters you have so memorably created for us, you have shown dignity and courage, indomitable will and deep compassion, quiet sensitivity and rollicking high spirits--in short, you have displayed for us the best of our humanity. And we all knew that that display could only come from one who possessed that wise and wonderful humanity herself, a first, and a great, lady.

You have shown us that the theatre can be a high calling; that the performers can bring to it not only dedication and talent but a sense of mission and of service, for, as you once said, "what God has given me through my profession has made me sometimes able to help others." It is for being so graciously the person you are, as well as for those people you have so beautifully pretended to be, that we are pleased to honor you today. In that final speech in *Victoria Regina*, by which you so deeply moved audiences nearly a thousand times, the old Queen, speaking of her Diamond Jubilee Celebration, says, "As we were coming back--it was just by Hyde Park Corner--there was a great crowd there; and a lot of rough men broke right through the lines of the police and the troops guarding the route; and they ran alongside the carriage, shouting and cheering me. And I heard them say: 'Go it, Old Girl! You've done it well! You've done it well!...And, oh, I hope it's true! I hope it's true!' We assure you, dear lady, it is true; you've done it well.

The University of Notre Dame proudly confers its highest honor, the 1979 LAETARE MEDAL.

Helen Hayes' Remarks

(When the five-foot tall Miss Hayes approached the lectern after receiving the Laetare Medal from Rev. Theodore M. Hesburgh, C.S.C., the University's president, she could barely reach the microphone. Someone brought a podium to her, and she began:)

Now I feel equal to this honor...in size at least.

Oh. Well. I did not intend to be emotional--but you started it. Those words in that citation were probably the most beautiful words that will ever be spoken about me for as long as I live, and after. And perhaps I should receive this great and this lovely medal in what is called emotion-packed silence so that I will not dim the image, but--

In parentheses, a clever man I know says that word has created more trouble in the world than any other word in the lexicon.

But--give an Irish woman a platform and a captive audience and you can't expect silence. I just want you people, you graduates, and all your families to know that I am feeling just what you are feeling today. I know exactly how you all feel. I'm yelling inside with joy because I've reached a very great goal in my life by being taken in to the family of Notre Dame. I thank Father Hesburgh and the board of trustees and all those who were responsible for this extraordinary moment for me. But I had to tell them that they weren't entirely responsible. I did an awful lot of it myself--not by that career they spoke about, but by wishful thinking. I have been thinking so hard and yearning so long just for some recognition from Notre Dame. I didn't expect a medal...I never thought so high. It was like a tidal wave, my wishes. And I want Viola of Twelfth Night to say it for me in her words with a little bit of paraphrasing.

"I made me a willow cabin at your gate and called upon my soul within the house, wrote loyal cantons of contenned love and sang them loud even in the dead of night, hallooed your name to the reverberate hills and made the babbling gossips of the air cry out, Notre Dame."

President's Dinner Awards

(Following are the citations for the awards announced at the President's Dinner, May 22, 1979.)

Faculty Award

The Faculty Award was first given during the academic year 1927-28. Its purpose was to single out that faculty member who, in the opinion of his colleagues, had contributed outstanding service to the University of Notre Dame. This year, a selection committee composed of prior winners and representing the undergraduate colleges and the Law School has chosen for this Award a respected and popular member of our College of Engineering.

As a scholar, our honoree is recognized as a leader in his field of heat transfer and has been cited as a researcher for his contributions to the study of free convection phenomena and heat and mass transfer in turbulent flows. As a teacher, he is continually sought out by students and has the respect and affection of his colleagues. As a department chairman over a 10-year period, he demonstrated an administrative skill in recruiting a strong faculty and in developing highly reputable undergraduate and graduate instructional and research programs.

For virtually a quarter of a century this dedicated engineer and educator has had a profound and lasting influence on the careers of hundreds of Notre Dame mechanical engineering faculty, graduate and undergraduate students. He is, indeed, the kind of person who fulfills most ably the criteria demanded of a Faculty Award winner.

K.T. Yang

Madden Award

The Madden Teaching Award honors the memory of a former English professor who was one of Notre Dame's great teachers. It is presented annually to that faculty member whose performance as a teacher of freshmen has been outstanding.

This year the Madden Award goes to someone whose public reputation is as a speculative metaphysician, one at home both in the musty documents of the ancients and the possible worlds of the moderns. It goes to a recognized scholar in his field who is also one of the University's most charismatic teachers in areas ranging from the texts of Aristotle to the outer reaches of modal logic. But tonight he is being honored for his exemplary work in introducing freshmen to the wonders of philosophy.

Michael J. Loux

Reinhold Niebuhr Award

Reinhold Niebuhr, for whom this award is named, called on ministers to "stop creating devotion to abstract ideals which everyone accepts in theory and denies in practice." The minister's task, said Niebuhr, is to agonize over the validity of such ideals and apply them to the monumental social issues which face us.

In 1979, the Reinhold Niebuhr Award goes to one who has long cherished the conviction that, when we are confronted and vexed by social problems, we must translate our ideals into practice--even when this means controversy and pain.

Our recipient, in four books and over 80 articles in the student newspaper, in hundreds of homilies, talks and counseling sessions, as a member of Amnesty International and other organizations, has asked us all to reflect with him on what it means to be a follower of Jesus..and reminded us that justice is an essential element of the gospel message. For members of the Notre Dame community he has put his convictions on the line, and sometimes walked the picket line in support of them. Like Niebuhr himself, he has consistently and constantly illumined the Word in the presence of the signs of the times.

We honor a man who for nine years, in good times and hard times, in times of acclaim and times of criticism, has directed Notre Dame's campus ministry with a prophet's zeal.

Reverend William Toohey, C.S.C.

Farley Award

The 1979 "Pop" Farley Award recognizes tonight a 1949 graduate of Notre Dame; a navy veteran; a UPI reporter, whose last beat prior to joining the Holy Cross Community in 1955 was Sioux Falls, South Dakota. Returning to Notre Dame for ordination and assignment in 1961, our honoree first served as chaplain in Dillon Hall; then in Lyons and Stanford, as he expanded his apostolic work to become publisher and editor of Catholic Boy/Catholic Miss. In later years, he also did pastoral work in St. Joseph and Fisher Halls; but he especially distinguished himself as the creative, dynamic rector of Grace Hall from 1972 through 1975. Joining the newly-created campus ministry team in 1971, he became not just resident sage but, more importantly, a creative programmer, co-editor of the nationally-acclaimed Notre Dame Prayerbook for Students, catalyst for the implementation of the new rite of penance, innovative teacher of theology, researcher, consultant and pastoral supervisor.

We honor a man tonight, however, who is most renowned as a lover of students, pastor of young adults, gentle confessor, tireless counselor. He has influenced, challenged, directed and inspired a veritable multitude of Notre Dame men and women to a life of dedicated church service and Christian discipleship in all walks of life. We honor the current director of the Old College program and the Associate Director of Campus Ministry.

Reverend Thomas McNally, C.S.C.

Grenville Clark Award

The Grenville Clark Award, instituted this year by the President of the University, honors one of our colleagues who by his writing, his teaching and his activities within and beyond the University walls, has contributed to the cause of peace and human rights. Tonight it is our pleasure to recognize a faculty member who, over the years, has been an exemplary teacher, an authority on the Third World, and a most generous donor of his time, his wisdom, and his energy to Notre Dame students in their developing concern for the world's underprivileged.

Operation Crossroads-Africa, CILA, the Urban Plunge, The University Committee on Education for Justice and the Campaign for the Third World are just a few of the organizations that have benefited from his passion for justice and his commitment to human rights. He has been a tireless spokesman for society's victims, a wager of never-completely-won wars, a champion of causes that are frequently unpopular.

We offer the Grenville Clark Award tonight to one who continually wrestles with the intransigency of self-interest, who regularly enters the lists against complacency and who always serves us as an example of Christian fortitude and benevolence.

A. Peter Walshe

Special Presidential Awards

If it weren't for this honoree, we just might not be here tonight. As the University's Director of Special Projects since 1969, he is deeply involved in the planning of special events on campus and in cities far and near. He is responsible for arrangements, programming, invitations, transportation, housing and all the other details which, when handled with style, make an event successful.

A 1953 alumnus, he returned to Notre Dame three years later as Assistant Baseball and Basketball coach. He was the campus mentor of Carl Yastrzemski and Tom Hawkins and many big-time athletes who still seek out the "Coach." He has continued to be close to the students in his protocol work, involving them on as many occasions as possible.

If you ever need a room at the Morris Inn when there are no vacancies, if you ever need two tickets when the game has been sold out for months, if you need a plane ride when United is on strike, or if you just want to know how one greets the President of the United States or a Prince of the Church, he is a good man to know. He's a good man to know anyway, and all of us who know him admire him greatly.

James V. Gibbons

There came to this campus in 1972, a Sister of Charity from Colorado Springs. Educated at the College of Mount Saint Joseph and Notre Dame where she earned a master's and doctor's degree in microbiology, she was given an unprecedented assignment--to assist the President and the Provost in the development of coeducation at Notre Dame.

By gentle persuasion, irrefutable logic, patient argument and discussion, she has been markedly successful, translating general coeducational policies into successful workaday procedures. Anticipating and identifying potential problems before they became major campus issues, she smoothed the way for coeducation to be accepted as a way of life on this campus.

The integrity, dignity and hard work that characterized her early and successful years in the coed transition are used just as effectively in her position as Assistant Provost. She moves with grace and tact, gentleness and competence, compassion and firmness among the tangle of tasks confronting a top academic administrator. When Provostial lots were cast, affirmative action fell to her. She is the conscience and teacher of the University in its effort to increase the number of women and minorities on the faculty. She advocates their cause always and at all levels--from an informal "rap" session to a presentation to the Trustees. Through her we are making progress.

We are grateful to the Sisters of Charity for sharing her with us. We are deeply appreciative to have her as cherished colleague and friend and we love her for being the beautiful person she really is.

Sister John Miriam Jones, S.C.

From the very beginning of this University, the Brothers of Holy Cross have played an important role in its work. In the modern era, no Holy Cross Brother has made a more significant contribution to Notre Dame than the man we honor tonight.

He joined the University administration in 1967 after serving as vice president of Saint Edward's University, as the Brothers' Provincial Treasurer, and as the moving force behind Holy Cross Junior College and the Brothers' Center across the highway. On this campus he has been Director of Financial Aid and Scholarships and, since 1970, Assistant Vice President for Business Affairs.

That title obscures a multitude of responsibilities. For a good many years he oversaw all the University's auxiliary enterprises. He still is ultimately responsible for the dining halls, the bookstore and University Village, and he even operates Cedar Grove Cemetery. In addition, he is a member of nine University committees, and somehow he finds time to serve on the Board of Advisors of the Forever Learning Institute.

He is a dedicated religious and an able administrator who, in the tradition of those first six Brothers, is committed to the advancement of Holy Cross and Notre Dame.

Brother Kieran Ryan, C.S.C.

Every so often there comes into the life of a university a scholar with talents so multiple and interests so diverse that when these are combined with a pleasing nature and a nimble wit you have that great and rare gift--the uncommon professor. And tonight I wish to honor just that sort of person, one who for over 40 years has graced this campus.

He came to us in 1938 as a research associate in the Department of Physics, and over the years his credentials have become impeccable--the Manhattan-Los Alamos project is but a case in point. In his assignments away from the University, he has directed the Midwest Universities Research Association, chaired the National Science Foundation's Advisory Panel for Physics, and served as trustee of the University Research Association, establishing a solid national stature. At home, as our senior dean, he has for over 12 years successfully led his college's quest for major national grants, for additional buildings and for the recruitment of a brilliant faculty. At the same time, he has fostered excellent classroom teaching, resulting in a college staff of research-oriented professors who still believe in sharing their enthusiasm for their given discipline with their students.

Finally, away from the campus, he attacks life with the same vigor that he does his campus responsibilities. He swims daily at 6:30 in the morning, makes additions to his home that include sophisticated electrical circuits, plants a garden and tends to his own lawn--and is loved by his family and all who know him because he is just a very nice person to be around. On our uncommon dean/professor,

Bernard J. Waldman

Faculty Promotions

To Emeritus

Bernard Waldman, physics, dean of the College of Science
Richard J. Thompson, assistant dean of the College of Arts and Letters, General Program of Liberal Studies, acting director of Collegiate Seminar
Julius T. Banchemo, chemical engineering
Paul F. Bosco, modern and classical languages
Elizabeth Christman, American studies
Clarence R. Durbin, C.S.C., economics
Raymond C. Gutschick, earth sciences
George C. Kuczynski, metallurgical engineering and materials science
Guy H. McMichael, management
Adolf G. Strandhagen, aerospace and mechanical engineering
Otto F. Seeler, architecture

Receiving Tenure

Sheilah Brennan, philosophy
James J. Kolata, physics
Philip F. Postlewaite, law
Larry Dean Soderquist, law

Twenty-Five Years of Service

Joseph M. Duffy, Jr., English
John W. Mihelich, physics
Fred W. Syburg, speech and drama

Promotion to Chair

Ralph M. McInerny, Michael P. Grace
Professorship of Medieval Studies

To Professor

Teoman Ariman, aerospace and mechanical engineering
Hafiz Atassi, aerospace and mechanical engineering
Stanley M. Hauerwas, theology
Alan T. Huckleberry, mathematics
Michael J. Loux, philosophy
James H. Seckinger, law
John J. Uhran, Jr., electrical engineering

To Associate Professor

Karl Ameriks, philosophy
Jose Anadon, modern and classical languages
Stephen E. Gersh, Medieval Institute
Steven W. Hurtt, architecture
Lloyd H. Ketchum, Jr., civil engineering
William J. Kremer, Jr., art
Rev. James A. Rigert, C.S.C., earth sciences
Phillip R. Sloan, General Program of Liberal Studies
James P. Sterba, philosophy
Laurence R. Taylor, mathematics
Thomas L. Theis, civil engineering
Eugene C. Ulrich, theology
Eduardo E. Wolf, chemical engineering

To Associate Professional Specialist

Daniel M. Chipman, radiation laboratory
Sister Constance Gaynor, F.M.S.C., and
Rev. John A. Melloh, S.M., center for Pastoral and Social Ministry
Sister Margaret A. Suerth, O.S.B., Freshman Year of Studies

To Assistant Professional Specialist

Angie R. Chamblee, specialist in the Freshman Year Program

To Associate Librarian

Dorothy Coil
James C. Neal

Faculty Senate Journal

April 9, 1979

At 7:35 p.m. the chairman, Prof. Vincent P. DeSantis, called the meeting to order in Room 202 of the Center for Continuing Education and asked Prof. Donald N. Barrett to offer the prayer. The Journal for March 13, 1979 was approved with minor revisions. In presenting the Chairman's Report, DeSantis noted that Prof. Michael J. Crowe had agreed to chair a committee to study the policies and procedures for filling upper-level administrative positions at the University and asked Crowe for a status report on same. Crowe reported that the committee had been formed and that its five members, Profs. H. Ronald Weber, Herbert E. Sim, John E. Derwent, Frederick J. Crosson and himself, had all served on recent search committees. The committee, Crowe continued, was scheduled to meet with the provost and DeSantis to receive its charge on April 18, and planned to report its findings to the senate in the fall.

Prof. Dolores Frese inquired as to whether Crowe had considered the potential value of including a committee member who had not previously served on a search committee. Crowe replied that it was his intention to solicit general faculty input via the Notre Dame Report.

Prof. Joan Aldous, supported by Prof. Michael J. Francis, questioned the committee's receiving a charge from the provost, arguing that the senate was an independent body and that the provost should act exclusively as a resource person in his relation to the senate. Crowe and DeSantis concurred, but noted that, in forming the committee in question, the senate was responding to an interest expressed by the provost.

Frese asked whether it was accidental that the committee included no women, and pointed out that "the University has a moral charge to search for qualified women." Crowe replied that the five most recent search committees had included only one woman from the teaching faculty (Prof. Isabel Charles), and that she, as a dean, appeared to have been disqualified from serving thereon.

DeSantis concluded the discussion by expressing his hope that Crowe's committee would consider the inclusion of a "new" person and a woman in its membership.

Continuing with his report, DeSantis mentioned that it had come to his attention that although the senate is empowered to elect faculty members to the Traffic Violations Board, all persons thus elected must still be approved by the dean of students. DeSantis asked the senate for its opinion on this procedure. No strong sentiments were expressed and the matter was therefore dropped.

DeSantis next announced that the senate's budget allocation for 1979-80 would total \$1,900, and that this figure had remained constant for at least four years.

In conclusion, DeSantis mentioned his imminent departure for Australia and that, as a result, Prof. Kenneth E. Goodpaster would preside over the senate's May meeting.

Speaking for the Committee on Administration, Francis reported that a meeting to discuss the Department of Labor's recent review of hiring practices at the University had been scheduled with Sr. John Miriam Jones for April 17. Francis also noted that his investigation of the academic ombudsman had revealed that the system was dormant, that the persons initially appointed to serve in that capacity simply had not been called upon to do so.

Speaking for the Committee on Faculty Affairs, Prof. Robert L. Irvine read the following report:

Report of the Chairman, Faculty Affairs Committee April 9, 1979

Prior to my joining the Faculty Senate in January 1978, my exposure to the senate had been limited to the recordings set forth in the Journal. During that time I developed a respect for the senate because of its activities in behalf of the faculty. Between January and May 1978, I observed the senate first hand, often wondering why virtually all matters were debated liberally, apparently without regard for importance. Yet, still, some matters deserving deliberation were aired. In May 1978 I agreed to serve as chairman of the Faculty Affairs Committee.

The past year was a great disappointment to me. My closer associates say that the efforts of my committee during this year will serve as a directive for future years. I fought salary summary after salary summary. As a result, most others on the senate don't share the feelings of my closer associates. I have learned however; and, in this last report as chairman of the Faculty Affairs Committee, I would like to share some of my observations about the senate with you and with our constituency.

My first charge was to obtain salary information by rank and department for all major U.S. universities. This was not even a reasonable request. Instead, I set forth to determine faculty needs beyond, but not excluding salary. This avenue was met with initial resistance: one senator stated that, if my committee were to establish guidelines which would allow all departments equal opportunity for success, his department, which knew the "ropes," would get less. This avenue was met with intermediate resistance: the committee was reprimanded for its lack of effort in salary matters rather than supported in its efforts to determine the overall needs of the faculty. Finally, this avenue was met with its last resistance: with notable exceptions the members of the senate chose neither to attend nor to provide written comment for meetings directed at the development of a questionnaire to the faculty. The result was a bitter disappointment which, I am sure, was not shared by many but expected by all.

I listened this year to deliberation after deliberation. Some was self-serving, some was ego-building, some was constructive. I observed a deep distrust for the administration; an unbending adversary relationship. I observed disrespect of the senate by senators, by faculty and by administration. I ask the question: Why? The senate is in a unique position on campus: it is a faculty-elected body that has the administration's ear in virtually all matters that relate to the governance of the University. Why do we choose to limit our use of this power? Why do we accept this responsibility from our constituents and then be satisfied with deliberation and the efforts of those senators who choose to work alone? I have little respect for those who do not take advantage of every opportunity provided them.

I have learned that the faculty has a limited understanding of the University of Notre Dame. All faculty do not share an equal opportunity for excellence. I feel that the senate would be remiss if it did not accept the directive initiated by the Faculty Affairs Committee during this past year. Professor DeSantis said that we should pursue the Social Security question because the faculty did not understand. This is just one of many matters that the faculty does not understand. The senate must address more substantive issues if it is to propel itself into a leadership role as the University moves to excellence in the 1980's.

I am disappointed in my inability to gather the support necessary to provide you with a concrete final report. Evidently I was not sufficiently energetic, persistent and convincing. I honestly don't understand why the cause was not sufficient in itself. I do know, however, that if the senate is to have an influential role in University development, the senate must look beyond salary. Your constituents deserve the representation that is theirs. Don't accept a seat on the senate unless you are willing to serve.

R.L. Irvine

Prof. Mitchell Jolles moved that the text of Irvine's report be either fully included in the journal or as an appendix thereto. The motion was seconded by Prof. A. Murty Kanury.

A lengthy discussion followed. Frese commented that if the report was to be fully included, its text should be reviewed and personal derogatory comments deleted.

Goodpaster questioned the constructiveness of the criticism if aired outside the senate body. Katharina J. Blackstead supported his views, commenting that a verbatim transcription would only open the senate to further public ridicule.

Kanury argued that Irvine "had made a commendable effort to be constructive, but that his committee had put on a lamentably poor show," that the report would "shape senators up" and discourage disinterested persons from being elected to the senate.

Prof. Irwin Press suggested that, as an alternative, Irvine compile a list of suggestions as to what the senate could do to improve itself. Irvine stated that he would be willing to prepare such a list, but that he would not submit same in lieu of his report.

Jolles argued for the inclusion of the statement on the grounds that it "would serve notice on the 15 newly-elected senators" as well as admonish the faculty at large to exercise more care in electing its representatives.

Prof. Phillip Sloan generally supported the inclusion of the statement, but advocated its modification "so that it would not represent the complaint of one committee, but could be used constructively to get the senate's house in order."

Prof. Paul F. Conway noted that by the time the present journal was published, all senate elections would have taken place, advocated that the essence of Irvine's report be recorded by the secretary, and that a more positive statement be generated for guidance purposes. Conway concluded by commenting that he judged Irvine's report to be primarily a catharsis on its author's part.

Irvine commented that a strong body should be able to withstand both internal and external review.

Kanury inquired about the attendance record of the two other standing committees, to which Prof. Albert H. LeMay replied that he recalled only two well-attended meetings thus far. Francis reported uniformly poor attendance. DeSantis pointed out that committee work has traditionally revolved around the chairman.

Jolles next called the question. Conway immediately voiced his objection to same.

Discussion continued. DeSantis expressed his wish that the question of the salary study charge to which Irvine referred be clarified. The charge, he explained, was directed to him by the Board of Trustees in the spring of 1978, was accepted by him in behalf of the FAC, and transmitted to Irvine in June. Irvine, DeSantis continued, refused to accept the charge, and maintained this posture as the assignment was reduced from its originally broader scope to the narrower one of finding peer school information and then further reduced to gathering data from two or three institutions for sample purposes. DeSantis contended that he had found the charge to be a reasonable one and that its assignment had been in no way capricious.

The meeting was recessed at 8:35 p.m. and reconvened at 8:40 p.m., at which time DeSantis ruled that Irvine's statement be referred to Blackstead for incorporation into the journal.

Jolles inquired as to whether the incorporation would be verbatim, to which Irvine commented that he would delete several personal remarks.

Frese requested that Jolles withdraw his original motion in the interest of parliamentary procedure. Jolles agreed to do so.

Speaking for the Committee on Student Affairs, LeMay indicated that his investigation of the reported evening classes and instances in which final examinations have constituted more than one-third of the final grade had brought forth the following responses in recent letters to him from the provost:

As a general principle I am against classes outside normally scheduled hours. Basically my reason is that students must have a block of time during which they can be free to do as they please. For the same reason I am against evening examinations and, in fact, last fall a faculty committee was chosen from all interested departments and recommended that the present system for departmental exams be maintained. There will, however, be isolated situations when an evening class makes good sense. The reasons should be clear and compelling, not just a matter of preference. In these instances the matter should be cleared with the department chairman and the dean of the college.

As for the second question, an instructor counting a final as more than one-third of the final grade would be in violation of the academic code. A student should voice his objections to this instructor, and if not satisfied, to the chairman of the department in question.

To clarify the issue of functions held at an instructor's home, LeMay continued, the provost wrote:

Further to my note about evening classes, and in the light of subsequent telephone conversation on the subject, I think that the matter of off-campus security which prompted your initial question simply reinforces my reasons for not having classes off-campus except under the conditions that were mentioned in my note. If a professor invites his class to his home on a social basis, then well and good, would that more of us would do so. However, a student must feel under absolutely no obligation to accept. In particular, while the evening would undoubtedly be educational, it should be clearly understood that performance in the course would not be affected in any way by declining the invitation. Needless to say, all regularly scheduled classes should continue to be taught at all regularly scheduled hours.

At DeSantis' suggestion, Jolles, seconded by Kanury, moved that the senate request that the provost incorporate the above comments into a circular to be distributed to all faculty. The motion was approved by a voice vote.

Continuing with his report, LeMay noted that a group of students had approached DeSantis with the following proposal, for which they requested senate support:

Summary of the InPIRG Proposal

What is InPIRG at Notre Dame?

The Indiana Public Interest Research Group (InPIRG) at Notre Dame is a student funded, student directed corporation. This non-profit corporation has no political affiliations and so is strictly non-partisan. The primary purpose of the corporation is to provide Notre Dame students research and advocacy training in community issues affecting their lives.

There are PIRG chapters on 125 campuses in 22 states and Canada. Students on these campuses pool small individual contributions to hire a professional staff to provide expertise and, most importantly, continuity. InPIRG at Notre Dame shall be financed by an increase in student fees of \$2.00 per student per semester to be collected by the University and turned over to the organization. Any student who does not wish to participate shall be entitled to a full refund of their InPIRG assessment shortly after the beginning of each semester. Once underway, students, staff, and community volunteers will work together to actively solve a wide range of social problems.

With What Projects Will InPIRG at Notre Dame be Involved?

InPIRG at Notre Dame is a student directed corporation with a board of directors elected democratically by the student body. It will be the duty of this board, with faculty advice, to select the problem areas with which InPIRG at Notre Dame will become involved. The corporation will be concerned with two different types of projects. The first type are large projects such as utility reform, housing and other projects requiring large amounts of resources. The second type of project will be survey-type research such as monthly grocery surveys, bank services surveys, and automobile insurance surveys. InPIRG at Notre Dame will strictly avoid mere opinion unsupported by facts. The corporation will strive for objectivity in all of its research and recommendations.

What is the Value of InPIRG at Notre Dame?

"Academic education alone does not provide the training for good citizenship that is so necessary to our country's future."

So said President Carter to the participants at this year's annual PIRG conference held in Hartford, Conn. InPIRG at Notre Dame will supplement the students' academic education to allow them to become more civically oriented. It will allow the students to apply the research skills learned in the classroom to the real world they will soon enter. The corporation will also teach students to work together with other students as well as members of the community. InPIRG at Notre Dame therefore expands the student's horizons while also performing a necessary community service.

Having read the proposal, LeMay, seconded by Sloan, moved that the senate support, in principle, the establishment of InPIRG at Notre Dame.

A brief discussion followed. Prof. Joseph A. Tihen voiced his support of the motion in principle, but his opposition to some specifics, such as the proposed increase in student fees. Sr. Margaret Suerth, O.S.B., questioned the wisdom of the senate's involvement in issues such as these, pointing out that the senate's silence on a future issue, of which the group may not have been made aware, could potentially then be misinterpreted as opposition.

LeMay argued that the senate should nonetheless voice an opinion and asked that the parliamentarian verify its right to do so in the bylaws. Jolles read the following from Article II, Section 5 of the bylaws:

The Committee on Student Affairs is empowered to receive or initiate, study, and formulate any proposal dealing with student concerns, life and affairs as these are relevant to the educational process.

Jolles and Francis echoed Suerth's concerns, whereupon Frese asked LeMay whether he would withdraw his motion if the group empowered him to transmit informal verbal affirmation of senate support of the establishment of InPIRG to appropriate persons. LeMay withdrew his motion on that condition.

There being no old business, the senate moved on to new business, under which Press, seconded by LeMay, moved that the fourth sentence of the first paragraph of Article III, Section 3, Subsection (a) Teaching-and-Research Faculty, of the Faculty Handbook be changed from:

If an Instructor's appointment is not to be renewed, he will be given three months' notice prior to the expiration of his appointment.

to:

If an Instructor's appointment is not to be renewed, he will be given six months' notice prior to the expiration of his appointment.

James G. Neal presented a friendly amendment to the motion, requesting that the same change be incorporated into comparable sentences of Subsections (b), (c), and (d), dealing with corresponding ranks among the special research faculty, the library faculty, and the special professional faculty.

Press acknowledged the need for amending the subsections as enumerated by Neal, but stated his preference that each be dealt with separately.

A brief discussion, serving principally to indicate the need for further study of the issue, followed.

Conway, seconded by Blackstead, moved to table the motion and to appoint a senate committee to research the matter.

Sloan asked whether Conway would accept an addition to the motion, i.e., that the group thus appointed present a report to the senate at its October, 1979 session. Conway accepted the amendment and, seconded by Press, reworded his motion to incorporate the October report deadline.

Jolles asked DeSantis how the committee would be appointed. DeSantis replied that he would refer the matter to the FAC.

Jolles next called the question and passage of the motion was overwhelming.

Prof. James Daschbach moved that the committee provide statistics regarding the number of instructors on campus in order to determine whether an in-depth study would prove to be worthwhile. DeSantis countered that were only one person affected, the study would be worth the senate's time. The motion remained unseconded.

Neal, Suerth, and W. Phillip Helman voiced their mutual concern that all faculties be included in the study. At Goodpaster's suggestion, DeSantis immediately charged the FAC with the study in question, and Irvine, in turn, accepted the charge in behalf of next year's committee.

Finally, under new business, DeSantis distributed ballots generated from the results of the February senate poll of the faculty vis-à-vis willingness to participate in various University bodies. Nominations were sought for subsequent faculty-wide balloting for representatives to the Academic and Faculty Affairs Committee of the Board of Trustees (AFACBT) and the Campus Life Council, and final elections were conducted for the Judicial Review Board and the Traffic Violations Board. The lateness of the hour precluded tabulation of the ballots; DeSantis indicated that the results would be reported to the senate at its May session.

The meeting was adjourned at 10 p.m.

Those absent but not excused: David Cohn, electrical engineering; John Connaughton, law; Bobby Farrow, psychology; Sonia Gernes, English; Reginald Bain, speech and drama; Harald Esch, biology; John J. Kennedy, marketing; Lee A. Tavis, finance and business econ.; J. Kerry Thomas, chemistry.

Respectfully submitted,

Katharina J. Blackstead, Secretary

Faculty Committee for University Libraries Minutes April 16, 1979

Present:

Harvey A. Bender, Michael J. Crowe (chairperson), Vincent P. DeSantis, John W. Lucey, John R. Malone, and Robert C. Miller. Thomas J. Schlereth was absent.

The minutes of the April 2, 1979 meeting, with the Policy on Confidentiality of Circulation and Related Records appended, were approved for publication.

Nominations for the FCUL

The following names were placed in nomination: Professors Leo A. Despres, John W. Houck, Gerald L. Jones, and James E. Robinson. Two of these nominees will be elected to serve as at-large representatives to the committee from September 1979 through August 1982.

Faculty Survey

The first run of the results of the faculty survey will be made at the end of this week and will be available for the next meeting.

Budget

The discussion of the proposed budget continued at this meeting. In particular, the question was raised as to whether serial expenditures should be allocated by buying unit (usually departments) as has been the practice or whether serial costs should be lumped under one general account. In support of the first option, it was urged that this would engender greater fiscal responsibility in monitoring journals, help control growth in the number of serials, and make it possible to see whether certain areas of the University were receiving an undue portion of library funds. Against this option and in support of an undifferentiated general serials fund, it was urged that collection balance and the maintenance of continuity in runs would be more likely attained by the general fund approach. Miller pointed out that breakdowns of expenditure in a general serials account after the fact are expected to permit analysis, and that other mechanisms to control new subscriptions are planned.

Other Business

Miller announced that there is a possibility of a meeting of the Libraries' Advisory Council this spring. The council as well as the committee seem frustrated by the tightness of the budget. At this spring meeting work will begin on the development of a plan with long-range goals for the libraries which will include projected financial support both allocated and endowment.

Madonna C. Kolbenschlag, H.M., will join the committee as the alternate for Vincent DeSantis during his absence from campus.

The next meeting is scheduled for April 20 at 12:30 p.m.

Faculty Committee for University Libraries Minutes

April 30, 1979

Present:

Harvey A. Bender, Michael J. Crowe (chairperson), Madonna C. Kolbenschlag, H.M., John W. Lucey, John R. Malone, Robert C. Miller and Thomas J. Schlereth.

Center for Research Libraries

Crowe gave a report of the trip he and Miller made to the Center for Research Libraries. He said he learned that foreign doctoral dissertations are available from the center and that shortness of space has caused the center to stop accepting journals from libraries. They have received a \$1 million grant from the Ford Foundation for a new building for much-needed expansion. There is a proposal for a National Periodical Center which would be to journals what the Library of Congress is to monographs. Each member library has about an 8 per cent increase in their assessment this year. Notre Dame should again make a determination of local use of the center. It was suggested that the brochure of the Center for Research Libraries be distributed to all teaching-and-research faculty. In addition, interlibrary loan should again be explained. Both of these documents will go forward in September.

Approval Plan Meeting

This will be a general information meeting; meetings with vendors and library coordinators/liaisons will be held at a later date. Bender suggested that methods be developed to evaluate the impact of the new system. Miller responded that, while a variety of evaluation techniques are being developed, a good collection is the ultimate measure of success of any kind of acquisitions program.

Faculty Survey

The preliminary results (which are available in Room 221, Memorial Library) do not contain many surprises. Copies of the summary results will be distributed to committee members.

Policy on Ephemeral Materials

This in-house policy was circulated to committee members by Miller. The Collection Development Department has responsibility for deciding what material will be cataloged and where it will be located. This will be discussed further at the next meeting.

Other Business

Fr. Theodore M. Hesburgh's response regarding Notre Dame's rankings in the ARL statistics to Miller was read to the committee. Bender suggested that the committee move on all fronts to obtain additional funding for the University libraries, including contacting the Faculty Affairs Committee of the Board of Trustees. Malone suggested that the Libraries' Advisory Council be brought into these deliberations. Bender suggested that minutes of the committee meetings be sent to the Advisory Council members on a yearly basis to keep them apprised of what is going on.

The next meeting will be held on Tuesday, May 8 at 10 a.m. At this meeting a new journals statement and the budget will be discussed.

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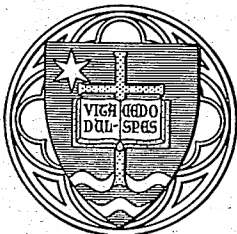
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