

'78-'79

# notre dame report

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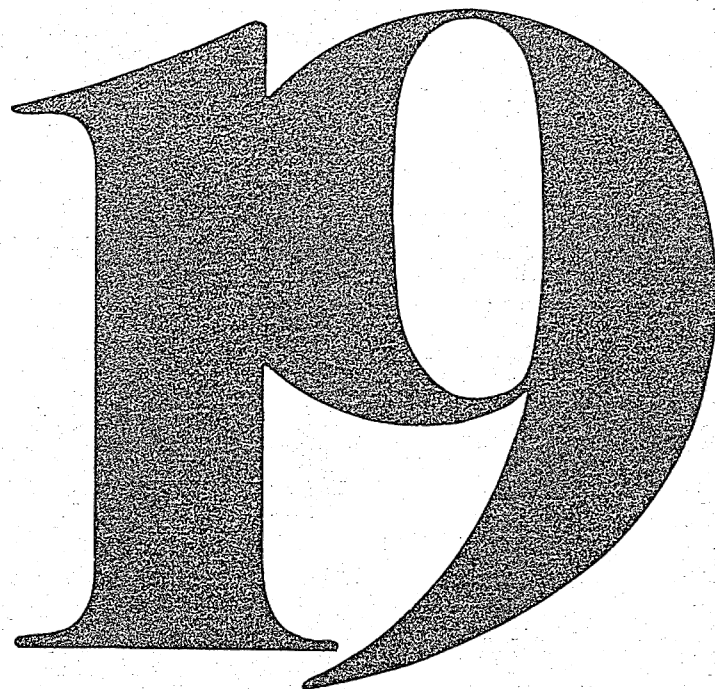
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# the university

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## Gilligan Named to White Chair

John J. Gilligan, former administrator of the Agency for International Development and governor of Ohio, has been named to the Thomas J. White Chair in Law at Notre Dame.

Timothy O'Meara, University provost, announced that the appointment will be for a three-year period and that "we are pleased to fill the White Chair with a man whose extensive experience in both elected and appointed positions in government is matched by a concern for the moral consequences of public policy." Gilligan, who received an undergraduate degree from Notre Dame in 1943 and an honorary doctor of laws last month during the University's commencement, will teach, work with the Center's extern-intern students, and do research and writing.

## Tuition Increase

Undergraduate tuition next fall at Notre Dame will be increased \$350 to \$4,130 a year. In a letter to parents of undergraduates, Rev. Theodore M. Hesburgh, C.S.C., President, also announced a \$150 increase in room, board and laundry charges, which will now range between \$1,385 and \$1,560, depending upon housing accommodations.

Tuition for students in the University's Graduate School and M.B.A. program will also go up \$350 to \$3,950. Tuition in the Notre Dame Law School will be \$450 more, or \$4,056. The University's trustees approved the increased fees in order to help offset an anticipated deficit of \$482,000 in the \$81.3 million operating budget for the coming fiscal year.

## New Advisory Council Members

B. Robert Kill, president of the Confectionery and Snack Division of Beatrice Foods Company, St. Louis, has been named to the College of Arts and Letters Advisory Council of the University. Kill is a 1959 graduate of the University and a 1960 graduate of Michigan State University where he received a master's degree in business administration.

--William G. Ryan, president of Town and Country Builders, Willowbrook, Ill., has been named to the College of Business Administration Advisory Council. Ryan, a resident of Hinsdale, Ill., is married and the father of three children, including a son who recently completed his freshman year at Notre Dame and a daughter at Saint Mary's College.

--Donald J. Zeier, president of the S.A. Healy Company, McCook, Ill., has been named to the College of Engineering Advisory Council at the University. Healy is a trustee of the Operating Engineers Pension Fund and director of the Underground Contractors Association.

--Kenneth E. Tureaud of Palm Beach, Fla., chairman of the board of Acrydent Supply Company, has been named to the College of Science Advisory Board at the University. Tureaud is a member of the U.S. Senatorial Club, President's Club of University of Michigan, Petroleum Club of Tulsa, Braniff International Council and several other organizations. He also serves as a director of Capital Income and Realty Corporation, Marc, Inc., Trailerboards, Inc., Thor Petroleum and other major firms.

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## Memorial Library Hours Summer Session

Monday, June 18 through Thursday, Aug. 2, 1979

### 1st and 2nd floors

Monday through Thursday	8 a.m. until 10 p.m.
Friday & Saturday	8 a.m. until 5 p.m.
Sunday	1 p.m. until 5 p.m.

### 4th through 13th floors (Tower)

Monday through Saturday	8 a.m. until 10 p.m.
Sunday	1 p.m. until 10 p.m.

The hours of service of the Research Libraries are posted in the individual libraries.

All libraries will be open on Independence Day, July 4.

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# faculty notes

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## Honors

Robert L. Amico, chairman and professor of architecture, has received certification by the State of Indiana as a registered architect. Amico has also received membership into the Northern Indiana Chapter of the American Institute of Architects.

Msgr. John J. Egan, special assistant to the President and director of the Center for Pastoral and Social Ministry, received the St. Vincent de Paul Award, the highest honor of DePaul University for "serving God through the needs of men" on June 7.

Philip J. Faccenda, University general counsel and concurrent professor of law, was appointed a member of the Board of Lay Trustees for Loyola University of Chicago.

Móira M. Geoffrion, assistant professor of art, won an award for her sculpture in the "Art Forms '79" exhibition at the Lafayette Art Center in Lafayette, Ind., on display from May 25 to June 25.

Rev. Theodore M. Hesburgh, C.S.C., President, delivered the commencement address and received an honorary degree, doctor of laws from the University of Utah, Salt Lake City, June 9.

Morris Pollard, chairman and professor of microbiology and director of the Lobund Laboratory, received the Distinguished Alumnus Award of Ohio State University at the annual convocation on June 7.

Ray M. Powell, professor of accountancy, was appointed to the board of directors of St. Joseph Hospital of Mishawaka, Indiana, Inc.

John F. Santos, professor of psychology, has been named to serve on a panel of the National Institute of Mental Health of the Public Health Service which will handle the evaluation and recommendation of external grant applications having to do with mental health of the aging from all programs and centers of NIMH.

## Activities

Francis J. Castellino, professor of chemistry, presented a lecture, "Structure and Activation of the Human Fibrinolytic System" to the Department of Biochemistry, Medical College of Virginia, Richmond, Va. on April 9, and to the Pharmaceutical Research Division, New England Nuclear, N. Billerica, Mass. on April 25.

Francis X. Connolly, associate professor of mathematics, gave a lecture at the North Carolina Topology Conference, April 2, entitled "Poincare Duality and Cell Decompositions of Homogeneous Manifolds." He also gave a lecture at the Midwest Topology Conference at the University of Notre Dame on April 7, entitled "An Approach to Equivariant Surgery Theory."

Norman A. Crowe, assistant professor of architecture, delivered the paper, "Learning from the Past," at the 67th annual national conference of the Association of Collegiate Schools of Architecture held in Savannah, Ga., April 9-10. His paper was selected as one of the six papers critically reviewed from throughout the country. Crowe has also been named by the department as the ACSA Councilor beginning in the fall 1980 and the department's representative on the editors committee of a newly developed ACSA Midwest Journal.

Thomas P. Fehlner, professor of chemistry, presented a lecture, "A View of the Electronic Structure of Metal-Boron Clusters from UV Photoelectron Spectroscopy" as a part of the symposium on Electronic Structure of Complexes and Complex Molecules held during the Great Lakes Regional American Chemical Society Meeting in Rockford, Ill., June 5.

Moiria M. Geoffrion, assistant professor of art, spoke to the South Bend Hoosier Art Patrons at the Morris Inn, South Bend, on "Woman and Her Art" on May 4. Geoffrion also has a drawing on display in the 67th Indiana Artists Show at the Indianapolis Art Museum Krannert Pavilion, from June 12 to July 29.

Sean B. Golden, assistant professor of English, introduced and ran a week-long series of poetry readings at the 10th Annual Dublin Arts Festival, Dublin, Ireland, April 22-29.

Sr. John Miriam Jones, S.C., assistant provost and concurrent assistant professor of microbiology, has been elected to the governing board of her congregation, the Sisters of Charity of Cincinnati, serving for a full-year term beginning July 1.

Bernard J. Kilbride, professor of finance, gave a presentation at the Senior Management Conference of Guerdon Industries entitled "The Economic Outlook for 1979 and Its Impact on the Mobile Home Industry" in Carlsbad, Canada, March 24.

Ernest Le Pore, assistant professor of philosophy, participated in a program at the University of Minnesota, Minneapolis, designed to prepare 6th, 7th and 8th grade teachers to discuss philosophy and logic with their students, June 6-16.

Thomas M. Leslie, research assistant in the Radiation Laboratory, presented a paper, "Wave-length Dependence of the Low-temperature Photochemistry of Aryl Oxiranes" at the American Chemical Society's 1979 Great Lakes Regional meeting held at Rockford, Ill., June 4-6.

John R. Malone, professor of marketing, delivered a talk, "The Current Economic Puzzle" to the annual meeting of the Indiana Mortgage Brokers Association in Homewood, Ill., June 7.

Ralph M. McInerney, Grace Professor of Medieval Studies and director of the Medieval Institute, presented a paper at a session dedicated to "Gilson et le Debat sur la Philosophie Chretienne" at a commemorative colloquia in honor of the late Etienne Gilson at the College de France, May 28-29.

Kevin M. Misiewicz, visiting professor of accountancy, was organizer and chairman of the American Taxation Association program at the Midwest Region Meeting of the American Accounting Association held in Chicago, April 4-6.

Timothy O'Meara, provost, delivered two invited lectures, "History of the Automorphism Question" and "Positive Definite Integral Quadratic Forms" to the Conference on Abstract Homomorphisms of Algebraic Groups held at Pennsylvania State University, University Park, Penn., on May 30.

Dean A. Porter, director of the Art Gallery and associate professor of art, delivered a paper on the "Emerging Role of the University Museum" at the annual meeting of the American Association of Museums in Cleveland, June 7.

Bruce I. Rose, assistant professor of mathematics, delivered a colloquium lecture to the Mathematics Department at the University of Houston, entitled: "Model Theoretic Algebra", on May 15.

John F. Santos, professor of psychology, represented the American Psychological Association and the Center for Mental Health of the Aging of the National Institute of Mental Health at the National Conference on Mental Health and the Elderly on April 23-24 in Washington, D.C. On May 1, Santos spoke on the implications of the President's Commission on Mental Health Report for the training of mental health personnel and the delivery of services to the frail and elderly at a public forum in South Bend sponsored by the Indiana Health Systems and the Indiana Department of Mental Health. Together with the staff of the Program in Gerontological Education, Research and Services of Notre Dame, Mary Alice Santos and Richard Hubbard, Santos presented a program on "Attitudes and Role Adjustments" on May 1 as part of the Retirement Planning Seminar at the Forever Learning Institute in South Bend.

On June 1, Santos spoke on "Social Policy on Aging and Programs for the Minority Elderly" as the keynote address at the state-wide meeting for aging network personnel sponsored by the Rutgers University Program in Gerontology in New Brunswick, N.J. Santos also conducted a workshop there. Santos gave the keynote address, "Program Grants in Mental Health of the Aging" at a special National Institute of Mental Health Project Directors' Meeting held at the Multi-disciplinary Center for the Study of Aging of the State University of New York at Buffalo, June 11-12.

Thomas J. Schlereth, associate professor of American studies, delivered a paper, "The Planned Industrial Community of Pullman, Illinois, 1879-1907," at the American University Traveling Seminar in American Culture in Chicago, Ill., June 1. He also testified on behalf of the arts and architecture before the Illinois Arts Council in Chicago, May 31.

Herbert E. Sim, chairman and professor of finance, conducted a seminar on "Local Government Accounting Fundamentals," sponsored by Georgetown University's Academy in the Public Service for local government officials in northern Indiana on May 10.

W. Nelson Smith, programmer in the academic applications group of the Computing Center, participated as a reviewer of proposals for instructional scientific equipment in Undergraduate Scientific Education Programs at the ISEP sponsored by the National Science Foundation in Chicago, April 25-28.

Donald E. Sporleder, professor of architecture, was appointed a member of the Hospital Emergency Department Criteria and Standards Panel of the Northern Indiana Health Systems Agency, Inc. Sporleder also presented the Michiana Watershed position as an invited panel member at the Indiana University School of Public and Environmental Affairs, Educational Forum: Water Clean-Up, in cooperation with Michiana Area Council of Governments on April 5.

James R. Stock, assistant professor of marketing, chaired a session on "Marketing Theory" at the Academy of Marketing Science Conference in Miami, Fla., May 9-12.

Lee A. Tavis, Smith Professor of Business Administration, was an invited participant in the Follow-up Conference for the Summer Institute on Ethical Issues in the Management of Public and Private Institutions, sponsored by the Society for Values in Higher Education, Minneapolis, Minn., May 11-13.

Anthony M. Trozzolo, Huisking Professor of Chemistry, presented a lecture, "Reversible Photochemistry" before the Xerox Webster Research Center Science Colloquium, Webster, NY, on June 7.

Arvind Varma, associate professor of chemical engineering presented a lecture, "On Editing the Chief" at the occasion of the name-changing ceremony of the Chemical Engineering Building at the University of Minnesota, Minneapolis to Amundson Hall on May 17.

Robert P. Vecchio, assistant professor of management, presented a paper, "LPC as a Measure of Socio-emotional and Task Orientation" and also chaired the Behavioral Applications session at the National Meeting of the Institute of Management Sciences in New Orleans, April 30-May 2.

Stephen T. Worland, professor of economics, delivered a paper, "Neoclassical Marginalism and the Theory of Justice" at a conference on Philosophy and Economics, held at Michigan State University, May 18-20. Worland also delivered a paper, "The 'New' Economic History: Historical and Philosophical Antecedents" at the annual conference of the History of Economics Society in Urbana, Ill., May 23-26.

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# office of advanced studies

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## 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.

### Administration on Aging Research and Development Projects in Aging

No. FY79-175

The Administration on Aging is the focal point within the federal government to improve the life circumstances of older persons. The primary concerns of AoA may be viewed within a two-tiered framework. On one level, AoA promotes changes to ensure that older Americans have equal access to the opportunities and privileges accorded others. On another level, AoA promotes the development of comprehensive and coordinated community-based services with particular emphasis on services to sustain the most vulnerable older persons in their own homes or in the least restrictive setting.

Within this framework, reliable knowledge is essential to the development of solutions for the problems of the aging. The Administration on Aging supports research, demonstration and training projects which build and disseminate such knowledge. Their guidelines document identifies priority research needs for applicants under the Research and Development Program.

The research plan in this document translates the two-tiered framework into a research strategy which reflects AoA concerns and primary objectives. The first section is concerned with research to improve our understanding of the needs and conditions of older persons. The second section identifies research needs which address public and private policies that have a significant impact on the lives of the elderly. The third section deals with research on policy and program issues related to the development and implementation of comprehensive and coordinated community-based service systems. Also identified are several special projects which are relevant to more than one section of the research strategy.

Copies of the guidelines document are available from the Office of Research and Sponsored Programs. The next deadline for submission of applications is July 27, 1979, with a second deadline of Nov. 1, 1979.

## National Science Foundation Integrated Basic Research

No. FY79-176

The Integrated Basic Research Division in the Applied Science and Research Applications Directorate has been established to provide additional funding, in response to meritorious proposals, for basic research that is germane to specific topics. These topics relate to existing or emerging major problems, the solutions of which require more fundamental knowledge.

Research proposals related to the topics should be submitted to the Central Processing Section. They will be reviewed by the NSF basic research programs normally supporting the scientific discipline or area represented by the proposed research. Proposals may be submitted at any time or in accordance with target and deadline dates announced in the NSF Bulletin and will be processed in the usual manner. Proposals recommended by basic research program directors to the Integrated Basic Research Division will be eligible for joint funding with IBR: thus additional funds will be provided for support of the topics described.

As a result of a broad consultation with the research community a number of topics were suggested. The following four topics have been selected for funding consideration in FY 1979:

1. Advanced Measurement Investigations.
2. Deep Mineral Resources.
3. Biogeochemical Cycles of Carbon, Nitrogen and Sulfur.
4. Population Redistribution.

## Technicon Instruments Corporation Program of Grants for Research in Biomedical and Industrial Instrumentation 1979-80

### No. FY79-177

Because of the length of the guidelines, what follows is a brief description of Technicon Instruments Corporation's Program of Grants for Research in Biomedical and Industrial Instrumentation 1979-1980. For a copy of the guidelines, contact the Office of Advanced Studies, Division of Research and Sponsored Programs.

#### Purpose:

To identify and support significant academic research on novel concepts of technologies in biomedical and industrial instrumentation, which can establish the basis for the development of products with significant commercial value. Basic and applied research will be considered, and may involve a new concept or support for development of a process or device. The following examples are merely illustrative and do not represent the limits of suitable proposals: New and improved diagnostic procedures that are of broad utility and adaptable to automation for the determination of the chemical constituents of body fluids, i.e., blood and urine, for measurement of enzyme activities, for the differentiation of cells and viruses and for other common and important medical laboratory tests. New methods of diagnosing internal organs via noninvasive techniques. The measurement of flow in individual blood vessels, or cardiac function or other physical parameters of significant diagnostic importance. Development of new analytical detectors and new approaches to analytical techniques of ultra-high sensitivity, i.e., immunochemistry. Instruments for the detection and diagnosis of dental pathology. Instrumentation for veterinary medicine. Automated instrumentation and methods for the analysis and characterization of a wide variety of materials, including agricultural products, drug preparations, minerals and other industrial products. Instrumentation for industrial process control and for pollution analysis and control. Novel procedures for the analysis and inspection of food products, including the detection of contaminants and decomposition.

#### What to Submit:

A form, available from the Office of Research and Sponsored Programs, should be used for preliminary submission.

#### Deadline:

Preliminary submissions are welcome at any time. The investigator should allow enough time after the preliminary submission to prepare the full proposal so as to submit it by the firm deadline of Dec. 14, 1979.

#### Awards:

Proposals will be considered for grants covering direct and indirect costs, to a maximum of \$100,000 for each grant, for a one-year period. In most cases grantees will be eligible for renewal of their grants for a second year. In exceptional circumstances, support for a third year may be considered.

## Office of Education Population Education Program

### No. FY79-178

Regulations for the Population Education Program established by the Education Amendments of 1978 have been proposed by the Office of Education. The proposed rules will cover the awarding of direct discretionary grants that are designed to encourage the training of educational personnel, the development and dissemination of instructional materials and the support of elementary and secondary school programs in population education.

## National Science Foundation Regional Instrumentation Facilities

### No. FY79-179

NSF has established Regional Instrumentation Facilities at six universities under a new program to improve the quality and scope of research in various regions of the U.S. by making sophisticated instrumentation and trained staff available.

Institutions selected are the Universities of Nebraska-Lincoln, Arizona, Pennsylvania, South Carolina, Colorado State University and Johns Hopkins University. Support for the facilities will include funds for the purchase of major instruments as well as set-up and operating costs for four years. Facilities for nuclear magnetic resonance spectroscopy will be established at Johns Hopkins and Nebraska. The University of Pennsylvania will be the site of a new laser facility and the University of Arizona will establish a facility for carbon-14 dating and trace analyses by accelerator techniques.

## National Science Foundation Support for Small College Faculty Through Grants at Larger Institutions

### No. FY79-180

NSF is providing an opportunity for faculty members at small institutions to arrange work with an investigator at another institution who holds or is applying for an NSF research grant. The NSF grantee may request supplemental funding to cover additional costs. If supplemental funds are required, the NSF grantee should submit to NSF a brief proposal, including a description of the proposed research, budget and biographical sketch of the small college faculty member. Individuals at smaller colleges should make their own arrangements with investigators at larger universities or laboratories. NSF does not act as intermediary.

Transportation Research Board  
National Research Council  
National Cooperative Highway  
Research Program

No. FY79-181

Program:

Effectiveness of Changeable Message Displays in Advance of High-Speed Freeway Lane Closures. Specific Problem Area: Operations and Control.

Research Problem:

Various situations require the closure of one or more traffic lanes as a result of planned or unplanned conditions (e.g., accidents, unexpected road obstructions, construction and maintenance activities). There is a need for improved methods of providing advance information to the motorist for recommended treatments for typical lane closures.

Objective:

The objective of this research is to determine effective advance message displays (e.g., words, symbols and lane signals) for lane closures on high-speed freeways. Various lane-closure situations are to be studied, including interior (center lane of three-lanes in one direction, for example) and exterior lanes, planned and unplanned activities and day vs. night conditions. The research will consider the installation and maintenance costs of the various devices/message displays and the relative ease of use for each situation.

Funds Available:

\$150,000.

Contract Time:

18 months.

Authorization to Begin Work:

Oct. - Nov. 1979.

Deadline:

Proposals are due not later than 4:00 p.m., Aug. 3, 1979.

Proposal:

The essential features required in a proposal are detailed in a Jan. 1979 National Cooperative Highway Research Program brochure entitled "Information and Instructions for Preparing Proposals." Proposals must be prepared according to this document. Requests for the brochure should be addressed to:

Administrative Engineer, NCHRP  
Transportation Research Board  
2101 Constitution Avenue, N.W.  
Washington, D.C. 20418  
Telephone: (202) 389-6734

Public Health Service  
Alcohol, Drug Abuse and Mental  
Health Administration  
National Research Service Awards  
for *Individual Fellows*

No. FY79-182

The Alcohol, Drug Abuse and Mental Health Administration (ADAMHA) provides National Research Service Awards to individuals for research training experiences in specified areas of biomedical and behavioral research.

The next receipt date for applications is Oct. 1, 1979.

Public Health Service  
Alcohol, Drug Abuse and Mental  
Health Administration  
National Research Service Awards  
for *Institutional Grants*

No. FY79-183

The Alcohol, Drug Abuse and Mental Health Administration (ADAMHA) will award grants to eligible institutions to develop or enhance research training opportunities for individuals selected by them who are training for careers in specified areas of biomedical and behavioral research.

The next receipt date for applications is Oct. 1, 1979.

National Science Foundation  
Science for Citizens

No. FY79-184

Preliminary proposals under the National Science Foundation's Science for Citizens Forums, Conferences and Workshops, as well as for SFC Planning Studies, have been invited. Preliminary proposals may be submitted through July 15, 1979, and formal proposals through Sept. 15, under the program.

Support for SFC forums is for the purpose of better informing community debates on policy issues involving science and technology. This purpose may require applicants to undertake a wide range of activities to plan for and to follow up on actual forum, conference or workshop sessions. It may require the development of special educational approaches and materials, special outreach efforts and planning meetings prior to general sessions, training sessions for project speakers and group leaders, small-scale research and evaluation efforts and follow-up sessions on particular issues that have been identified. These ancillary activities are also eligible for SFC support and should be fully described in any proposal submitted.



SFC planning studies are intended to help community groups, educational organizations and other related groups develop stable organizational structures and processes that can provide timely and intelligible scientific and technical assistance to their communities. The mechanisms that result from these studies should be firmly based on real people in communities that share common problems, common interests in resolving those problems and real needs for scientific and technical information and expertise. These planning studies are also intended to allow applicants to spend time and effort in the exploration of potentials and the development of relationships and procedures that can be set in motion promptly and in the expectation of tangible results. This may involve surveys and outreach efforts, workshops and other planning meetings and demonstration and dissemination activities. Such activities are eligible for support and should be fully described in any proposal submitted.

## United States-Spain Joint Committee for Scientific and Technological Cooperation Cooperative Research Grants

No. FY79-185

The United States-Spain Joint Committee for Scientific and Technological Cooperation has announced the availability of grants for research activities conducted jointly by Spanish and U.S. scientists. A total of \$500,000 is available for cooperative research. The funds will be used only for activities that have not previously been funded under the program.

Nonprofit institutions and government agencies are eligible to submit proposals in conjunction with similar Spanish institutions and government agencies. Proposals that involve research in the oceanography of the Spanish continental shelf, the quality of terrestrial and maritime waters in the coastal zone and solid state physics and its applications will receive priority. The normal period of each grant will be 12 months.

The due date for applications is Aug. 8, 1979.

## Current Publications And Other Scholarly Works

### ARTS AND LETTERS HUMANISTIC AND SOCIAL STUDIES

#### Art

Lauck, CSC, Anthony J.  
A.J. Lauck, CSC. 1979. One carving, Mr. Whodunit and one stoneware relief, The Prophet Samuel, in the Indiana Artists' Annual Contemporary Summer Exhibition, Indiana State Museum, Indianapolis, Indiana.

#### English

Gernes, Sonia G.  
S.G. Gernes. 1979. Two poems. Water Witch and Genus, Species. Poetry Northwest 20:40-41.

### SCIENCE

#### Chemistry

- Almgren, Mats  
\*M. Almgren, F. Grieser and J.K. Thomas. 1979. Energy transfer from triplet aromatic hydrocarbons to  $Tb^{3+}$  and  $Eu^{3+}$  in aqueous micellar solutions. Journal of the American Chemical Society 101(8):2021-2026.
- Chipman, Daniel M.  
\*D.J. Pasto and D.M. Chipman. 1979. Theoretical study of the reactions of ethene with diimide species. Journal of the American Chemical Society 101(9):2290-2296.
- Gould, J. Michael  
J.M. Gould. 1979. Respiration-linked proton transport, changes in external pH and membrane energization in cells of *Escherichia coli*. Journal of Bacteriology 138:174-186.
- Pasto, Daniel J.  
\*D.J. Pasto and D.M. Chipman. 1979. Theoretical study of the reactions of ethene with diimide species. Journal of the American Chemical Society 101(9):2290-2296.
- Thomas, J. Kerry  
\*T.S. Chen and J.K. Thomas. 1979. Influence of the conformational state of polymethacrylic acid on the photophysical properties of pyrene in aqueous solution: A fluorescent probe and laser photolysis study. Journal of Polymer Science: Polymer Chemistry Edition 17:1103-1116.
- \*M. Almgren, F. Grieser and J.K. Thomas. 1979. Energy transfer from triplet aromatic hydrocarbons to  $Tb^{3+}$  and  $Eu^{3+}$  in aqueous micellar solutions. Journal of the American Chemical Society 101(8):2021-2026.

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\* Under the Radiation Laboratory  
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#### Physics

- Shanley, Paul E.  
A.C. Fonseca and P.E. Shanley. 1979. Model three-body problem in the molecular mass limit. Annals of Physics 117:268-291.
- A.C. Fonseca, E.F. Redish and P.E. Shanley. 1979. Efimov effect in an analytically solvable model. Nuclear Physics A320:273-288.

### ENGINEERING

#### Aerospace and Mechanical Engineering

- Nelson, Robert C.  
R.C. Nelson and T.N. Mouch. 1979. Cylinder/Splitter-plate data illustrating high  $\alpha$  support interference. Journal of Spacecraft and Rockets 16(2):126-128.

### BUSINESS ADMINISTRATION

#### Accountancy

- Misiewicz, Kevin M.  
K.M. Misiewicz and E.J. Schnee. 1979. Graduate Tax Programs: A Survey of Graduates and Employers. Pages 326-336 in, Proceedings of the Southeast Region of the American Accounting Association.

Rueschhoff, Norling G.

N.G. Rueschhoff. 1979. International accounting education projects in progress. International Accounting Forum 1(4):1-2.

#### Finance and Business Economics

Tavis, Lee A.

L.A. Tavis. 1979. The economic and social role of international business. Pages 67-78 in, International Finance and Trade: Conference Proceedings. Austin College Center for Institutional and Program Renewal.

#### Management

Houck, John W.

O.F. Williams and J.W. Houck. 1978. Full Value: Cases in Christian Business Ethics. Harper & Row. 236 pp.

Thompson, Kenneth R.

K.R. Thompson and R.E. Pitts. 1979. Involving your staff in the decision-making process. Supervisory Management 24(4):31-38.

K.R. Thompson and R.E. Pitts. 1979. Today's supervisor, the great balancing act. Supervisory Management 24(5):22-30.

#### Marketing Management

Pitts, Robert E.

K.R. Thompson and R.E. Pitts. 1979. Involving your staff in the decision-making process. Supervisory Management 24(4):31-38.

K.R. Thompson and R.E. Pitts. 1979. Today's supervisor, the great balancing act. Supervisor Management 24(5):22-30.

Stock, James R.

J.R. Stock. 1979. Regulations, regulators and regulatory issues: A motor carrier perspective. Transportation Journal 18(3):65-73.

D.M. Lambert and J.R. Stock. 1979. The corporate energy policy: A management planning perspective. Long Range Planning 12(2):45-51.

#### LAW

Rice, Charles E.

C.E. Rice. 1979. Conscientious objection to public education: The grievance and the remedies. 1978 Brigham Young University Law Review :847.

C.E. Rice. 1979. Beyond Abortion: The Theory and Practice of the Secular State. Franciscan Herald Press, Chicago, Illinois. 159 pp.

#### RADIATION LABORATORY

Almgren, Mats

M. Almgren, F. Grieser and J.K. Thomas. 1979. Energy transfer from triplet aromatic hydrocarbons to  $Tb^{3+}$  and  $Eu^{3+}$  in aqueous micellar solutions. Journal of the American Chemical Society 101(8):2021-2026.

Encinas, Maria V.

M.V. Encinas and J.C. Scaiano. 1979. Electron transfer processes in the photochemistry of  $\beta$ -(Dimethylamino)propiophenone. Journal of the American Chemistry Society 101(8):2146-2152.

J.P. Bays, M.V. Encinas and J.C. Scaiano. 1979. Photoenolization in polymers. A simple way to reduce photodegradation. Macromolecules 12:348.

Grieser, Franz

M. Almgren, F. Grieser and J.K. Thomas. 1979. Energy transfer from triplet aromatic hydrocarbons to  $Tb^{3+}$  and  $Eu^{3+}$  in aqueous micellar solutions. Journal of the American Chemical Society 101(8):2021-2026.

Paul, Henning

H. Paul. 1979. Rate constants for the combination of trichloromethyl radicals and the electron-transfer reaction between hydroxymethyl radicals and carbon tetrachloride in solution. International Journal of Chemical Kinetics 11:495-509.

Scaiano, Juan C.

M.V. Encinas and J.C. Scaiano. 1979. Electron transfer processes in the photochemistry of  $\beta$ -(Dimethylamino)propiophenone. Journal of the American Chemistry Society 101(8):2146-2152.

J.P. Bays, M.V. Encinas and J.C. Scaiano. 1979. Photoenolization in polymers. A simple way to reduce photodegradation. Macromolecules 12:348.

#### CENTER FOR CONTINUING EDUCATION

Bergin, Thomas P.

T.P. Bergin. 1979. Report of the task force on the education, training and development of professional artists and arts educators. National Council on the Arts for the National Endowment for the Arts.

# Monthly Summary

## Awards Received

IN THE MONTH OF MAY, 1979

Department or Office	Principal	Short title	Sponsor	Dollars Months
AWARDS FOR RESEARCH				
Microbiology - Lobund Lab.	Pollard, Asano	Intestinal carcinogenesis in conventional and germfree rats	Natl. Inst. Health	6,311 1
Mathematics	Taylor	Algebraic and geometric topology	Natl. Sci. Fdn.	32,842 12
Chemistry	Thomas	Nature of, and photo-chemical induced reactions in microemulsions	Natl. Sci. Fdn.	76,300 12
Biology	Tweedell	Lucke tumor research	Canc. Soc. Huntington Cty.	500 16
Biology	Craig, Grimstad	Arbovirus surveillance laboratory service	Ind. St. Bd. Health, Div. Sanitary Eng.	93,295 12
Microbiology - Lobund Lab.	Pollard	Maintenance of germfree animals for research in molecular biology	Miles Labs, Inc.	2,000 12
Biology	Craig, Fish	A model for the treehole habitat of Aedes mosquitoes	Natl. Inst. Health	13,800 12
Biology	Weinstein, Sneller	Parasitology	Natl. Inst. Health	300 12
Electrical Eng.	Sain	Total synthesis algorithms for multi- variable control systems	U.S. Navy, ONR	59,984 12
Aerospace Mech. Eng.	Yang, Lloyd, Szewczyk	Fire and smoke spread	Natl. Bureau Standards	12,000 12
English	Castro	Book on comedy - fellowship	Southern Fellowships Fund	11,500 9
Chemistry	Scheidt	X-ray and chemical studies of metalloporphyrins	Natl. Inst. Health	2,121 1
Electrical Eng.	Sain, Wyman	Modular theory of inverse systems	Natl. Aero. Space Admin.	10,721 3
AWARDS FOR EDUCATIONAL PROGRAMS				
Aerospace Mech. Eng.	Jolles	Energy efficient vehicle competition	SCORE	40 20
Study Man	Goodpaster	Conscience and the corporation: Four dialogues on ethics and business	Met. Life Ins. Co.	7,500 12
College Eng.	Marley	Program to increase the number of women and minorities in engineering	Corning Glass Works Fdn.	5,000 9
Law School	Link, Crutchfield	Council on Legal Opportunity 1979 summer institute	Coun. Legal Educ. Oppor.	30,000 4.5
Finance Bus. Econ.	Halloran	Faculty fellowship award - school of mortgage banking	Mortgage Bankers Assocn. Amer.	1,800 13
Management	Eagan	Landlord and tenant, rights and respon- sibilities; community workshops	St. Ind., Comm. Higher Educ.	7,258 4.2
Cent. Study Man	Santos	Mental health outreach training to serve the elderly	Natl. Inst. Mental Health	17,450 12
SERVICE PROGRAMS				
Cent. Past. Soc. Min.	Gallen	Notre Dame Center for Pastoral Liturgy - training programs	---	6,292 --
Cent. Hum. Devel.	Dwyer	Needs assessment program	---	54,573 --
Cent. Past. Soc. Min.	Gallen	Notre Dame Center for Pastoral Liturgy	---	2,243 --
Cent. Past. Soc. Min.	Pelton	Notre Dame Institute for Clergy Education	---	1,710 --
Cent. Past. Soc. Min.	Gaynor	Religious Leaders Program	---	1,900 --
Cent. Human Devel.	Dwyer	Needs assessment program	---	1,661 --
Economics	Wilber, Kim	Intergovernmental personnel act of 1970 - Dr. K.S. Kim	Agency Internatl. Devel.	69,354 24

# Proposals Submitted

IN THE MONTH OF MAY, 1979

Department or Office	Principal	Short title	Sponsor	Dollars Months
PROPOSALS FOR RESEARCH				
Chemical Eng.	Strieder	Transport in heterogeneous/porous media- thermal conduction surface diffusion	Natl. Sci. Fdn.	139,885 36
Aerospace Mech. Eng.	Lloyd, Yang	Radiation convection interaction in heat transfer	Natl. Sci. Fdn.	7,653 3.5
Gen. Prog. Lib. Stud.	Lyon, Nicgorski	Examining the varieties of liberal educa- tion: general programs of liberal studies	Fund Improvement Postsec. Educ.	35,668 17
Chemistry	Thomas	Solubilization in reverse micelle systems: Effect of micelle size and type	U.S. Army	71,590 24
Center Study Man	Marsh	Socio-economic profiles: Gilmour Academy	Gilmour Academy	7,020 2.5
Biology	Saz	Chemotherapy and metabolism of filarids	Natl. Inst. Health	46,697 12
Chemistry	Scheidt	X-ray and chemical studies of metalloporphyrins	Nat. Inst. Health	32,812 12
Psychology	Borkowski, Ryan	Metacognition: Implications for intel- ligence theory and educational practice	Spencer Fdn.	160,502 36
Chemistry	Thomas	Nature and photochemistry of organic molecules absorbed on clays	U.S. Army	256,394 36
Management	Vecchio	Resolution of predictions by expectancy theory and equity theory	U.S. Dept. Labor	4,119 8
Gen. Prog. Lib. Stud.	Lyon	Moral reasoning and the logic of the inductive sciences	Natl. Endow. Human.	16,438 6
Civil Eng.	Theis	Analysis and assessment of incinerated municipal sludge ashes and leachates	Environ. Prot. Agency	85,417 17
Electrical Eng.	Liu, Fogel	Fault analysis of large scale analog systems	U.S. Navy	238,488 36
Biology	Goetz	Isolation and purification of yellow perch (Perca flavescens) gonadotropin(s)	Natl. Sci. Fdn.	165,400 36
Chemistry	Thomas	Adsorption and photochemical studies on clays	Natl. Sci. Fdn.	214,931 36
PROPOSALS FOR EDUCATIONAL PROGRAMS				
Management	Bella	Jesse H. Jones Professorship in management	Houston Endow., Inc.	75,000 9
Student Activities	Reid, Huddleston	University of Notre Dame Collegiate Jazz Festival	Natl. Endow. Arts	16,054 2
Psychology	Borkowski, Whitman	Research training in mental retardation	Natl. Inst. Health	68,700 12
SERVICE PROGRAM				
Biology	Craig	St. Joseph County mosquito surveillance and control program	St. Jos. Cty. Dept. Pub. Health	40,537 8

# Summary of Awards Received and Proposals Submitted

IN THE MONTH OF MAY, 1979

## AWARDS RECEIVED

Category	Renewal		New		Total	
	No.	Amount	No.	Amount	No.	Amount
Research	7	\$ 162,369	6	\$ 159,305	13	\$ 321,674
Facilities and Equipment	-	- - -	-	- - -	-	- - -
Educational Programs	4	52,490	3	16,558	7	69,048
Service Programs	-	- - -	7	137,733	7	137,733
Total	11	\$ 214,859	16	\$ 313,596	27	\$ 528,455

## PROPOSALS SUBMITTED

Category	Renewal		New		Total	
	No.	Amount	No.	Amount	No.	Amount
Research	5	\$ 465,535	10	\$ 1,017,479	15	\$ 1,483,014
Facilities and Equipment	-	- - -	-	- - -	-	- - -
Educational Programs	2	143,700	1	16,054	3	159,754
Service Programs	1	40,537	-	- - -	1	40,537
Total	8	\$ 649,772	11	\$ 1,033,533	19	\$ 1,683,305

## 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
Bureau of Mines	Research	August 15, 1979
Epilepsy Foundation of America	Research Grants	August 1, 1979
National Endowment for the Humanities	Public Programs	August 24, 1979
National Institute of Education	Research in Education (law and government)	August 2, 1979
National Institute of Education	Research in Education (organizational processes)	August 15, 1979
National Multiple Sclerosis Society	Research Grant Program	August 15, 1979
National Science Foundation	Climate Dynamics	August 1, 1979
National Science Foundation	Economics, Geography and Regional Science	August 15, 1979
National Science Foundation	Ethics and Values in Science and Technology	August 1, 1979
National Science Foundation	History and Philosophy of Science, Law and Social Sciences, Political Sciences, Sociology Program and Special Projects and Social Indicators	August 15, 1979
National Science Foundation	Oceanography: Biological Oceanography, Marine Chemistry, Physical Oceanography, Submarine Geology and Geophysics	August 15, 1979
National Science Foundation	Public Understanding of Science	August 1, 1979
Public Health Service	Research in Maternal and Child Health and Crippled Children's Services	August 1, 1979

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## Administration Building Centennial

### Address

(This address was delivered as part of the Centennial Observance of the Main Building by Philip Gleason, professor of history, at the University of Notre Dame, April 23, 1979.)

"Notre Dame and American Catholic Higher Education 1879-1979"

My task tonight is to set the past century of Notre Dame's development in the context of American Catholic higher education in the same era. I am very honored to be asked to do this. But trying to do it in 25 minutes or so is quite a challenge--not as great a challenge as Fr. Sorin faced in 1879, to be sure, but one that could tempt me to go on at such length that you would all be praying for a conflagration in the South Dining Hall to put a stop to my discourse.

To obviate this danger, I want to divide the past century into three periods, then deal with each of them in sketchy and schematic fashion. The three periods are:

1. from 1879 to World War I -- a time of crises, or at least severe challenge;
2. from about 1920 to the early 1960s -- an epoch of consolidation and growth;
3. from the early 60's to the present -- another era of critical challenge.

The challenge amounting to a crisis that characterized the first period was brought on by the "university movement" in American higher education. The crisis reached its climax about 1900, and by the end of the first World War Catholic colleges were making the adjustments to it that paved the way for the consolidation and growth that marked the next phase.

1876 is the symbolic date for the beginning of the university movement. In that year the Johns Hopkins University was founded as the first American institution to be consciously patterned on the German research-oriented model. The great novelty about "the Hopkins" (as insiders called it) was that it was exclusively devoted to graduate work. It was not designed to hand on already-known truth to the younger generation. Rather, its function was to deliver new truth through research. Therefore, it was to have no undergraduates. Only those who had already completed their college work would be accepted at the Hopkins and they were regarded as apprentice scholars to be set to work on their own research as soon as possible.

This austere dedication to research points up the intellectual aspect of the challenge posed to Catholic schools by the University revolution. Catholic colleges were dedicated to preserving and passing on to their students truths already known. Research played no significant role in this activity, because the truths already possessed by Catholic educators were regarded as incomparably the most important things to be conveyed to students. And these truths were best conveyed by being authoritatively taught by persons who had mastered the traditional sources. Since the truth was not new, but old; since it was not still to be found, but already possessed; there was really no great need for research.

These differences over what truth was and how it was to be attained were at the bottom of the challenge set before Catholic schools by the university movement. It was made sharper, however, by the skepticism--if not outright hostility--toward revealed religion

which marked the outlook of many of the scientists and thinkers associated with the university movement. Especially because of these attitudes, many Catholic educators viewed the secular university as a dangerous religious threat.

Besides the intellectual aspect, there was also an organizational side to the crisis brought on by the university movement. It grew out of the interaction of higher education with a number of social processes, but the most obvious evidence of its presence was the need to cope with simple growth. The problem was that growth was not really simple, for continuous increases in enrollments created new needs in many other areas--in the matter of faculty size, in curricular offerings, in physical facilities required, and, of course, in costs. These changes interacted with the new spirit of the research-oriented university, which rapidly suffused the whole activity of higher education in the late 19th and early 20th centuries.

An inevitable result of the rapid growth and wholesale adoption of a new understanding of higher education was disorganization. Most fundamentally this disorganization manifested itself in loss of curricular coherence and the fading of any integrating vision that could inspire or direct the whole activity of an institution. And indeed, how could one expect to preserve intellectual and curricular unity in an institution that was skeptical of systems and syntheses inherited from the past, scornful of traditional hierarchies of knowledge and value, and dedicated to the discovery of new truth in all areas--an institution that spun off new specialities and subspecialties every month, each of which soon became an autonomous department and the germ of a whole new course of study.

The older unity had really depended on agreement about what truth was and what students should learn about it. That kind of unity could not survive in the modern university. But if there was no common agreement on fundamentals, how could one "prescribe" the subjects a student had to take? The answer, of course, was that one could not--the "prescribed curriculum" was obsolete. It should be replaced, said Charles W. Eliot, by the "elective" principle--let the students simply choose for themselves what to take, each exercising his democratic right to construct his own personal curriculum.

Eliot, who was president of Harvard for forty years, had great influence, and his elective system was widely adopted. But it wasn't long till a problem came up that no one had thought of before. It was simply this: if the student makes up his own curriculum by electing this and that, how can we tell when he has completed his college education? How many elective courses need a student take to qualify for a baccalaureate degree? It may not seem like much of a problem to us, for we are used to counting credit hours--which merely shows that we take for granted the invention made at the turn to the century. Before that time, there were no credit hours--they were introduced, along with high school "units," fixed admission requirements, and other such specifications, precisely to deal with the curricular and organizational chaos that accompanied the university revolution.

All of these developments were part of the accreditation movement that took shape about 1900, and it is quite symptomatic of what was going on that it was known in those days as the "standardization" movement. Standardization is the more accurate term because the goal was to establish a bureaucratic, bookkeeper-like control over an activity that almost got out of hand. It was the only kind of control that could be maintained after what Fritz Machlup later called the "knowledge industry" entered its take-off phase of furious growth.

Now what I have said so far barely hints at the tip of the iceberg labelled "challenge of the university movement," but I am sure you have already discerned that it is the challenge we are still grappling with. The three periods I listed at the beginning are only different moments of the continuing challenge. In the first phase of the Catholic response--that is, up to World War I--the organizational aspect of the challenge loomed largest. One might even say it had to come first, because Catholics had to bring their schools into line with the new trends before they could hope to meet the intellectual challenge.

By far the most important single feature of the response was the establishment in 1889 of the Catholic University of America. CU differed radically from all other Catholic schools in the country--even those like Notre Dame that called themselves universities--because it was designed from the outset to be strictly graduate institution. It was to be a university in the European sense of the word--a place of research scholarship, not of instruction on the college level. It did not even admit undergraduates for the first 15 years, although (like Johns Hopkins) it had to do so later on. Thanks to its strong research orientation, CU became the greatest single source from which the influence of the new university ideal radiated out among other Catholic institutions of higher education.

Several Notre Dame people, especially Fr. John A. Zahm, were strong supporters of Catholic University. At first, it seemed that the Holy Cross fathers would be given responsibility for CU's undergraduate college. This didn't work out because of opposition from the CU faculty, but Notre Dame became one of the first colleges to catch the new university spirit that emanated from Washington. The establishment of Holy Cross College as the CSC theologate near CU in 1895 was a most important step, since it allowed the Holy Cross community to draw on the resources of the University in preparing its seminarians. Many young priests stayed on at Catholic University after ordination, taking graduate work in some academic discipline. Hence, the precedent was set at a fairly early date that Notre Dame's clerical faculty members should be prepared for university-level teaching, not just secondary or collegiate instruction.

Father James A. Burns, director of the seminary in Washington from 1900 to 1919, was personally responsible for much of the close cooperation with Catholic University, where he, himself, received a Ph.D. in 1906. Burns was the crucial figure in guiding Notre Dame into the university phase of its development. But besides that local service, he made an invaluable contribution to Catholic higher education more generally through the influence he exerted in the direction of organizational reform and modernization. Burns made the newly-formed Catholic Educational Association his vehicle in this work. As one of the two key people in the CEA during the first two decades of the century, Burns took a strongly progressive line in respect to electives, and above all in fostering Catholic acceptance of the standardizing movement. Although there was much resistance to standardization, its effects were decidedly beneficial in clarifying admission requirements, and in elevating standards of faculty preparation, physical equipment, library expenditures, and so on. Burns's principal lieutenant in CEA standardization campaign, by the way, was another Holy Cross priest, Father Matthew Schumacher.

As president of Notre Dame for three brief years (1919-1922), Burns initiated such far-reaching reforms that Father Thomas T. McAvoy called his administration "The Burns Revolution." His accomplishments included phasing out grade school and high school classes, setting up the modern system of colleges headed by deans and departments headed by chairmen, upgrading faculty quality, organizing an academic council and an advisory board of lay trustees, and winning recognition from accrediting bodies for the principle of the "living endowment"--that is, being authorized to count contributed service by religious teachers as part of the school's endowment. Burns also initiated the first efforts (successful efforts) to gain substantial foundation support for Notre Dame, and he introduced systematic fund-raising keyed to organization of the alumni and to the spectacular successes of Rockne's football teams. Later, as Holy Cross Provincial, Burns continued his campaign to raise the scholarly tone of the faculty by sending able young priests for advanced study at the best universities in this country and abroad. Among those who profited from these opportunities and later contributed importantly to Notre Dame were Father Philip Moore, the two Fathers Leo Ward (Leo "literature" and Leo "rational"), and my old mentor, Father McAvoy.

The Burns Revolution put Notre Dame in the forefront of Catholic institutions as far as the organizational response to the challenge of the university movement was concerned. Coming as it did immediately after World War I, it also marks the transition to my phase II--that is, the period of consolidation and growth. Since it extends into the early 1960s, this phase is more familiar because most of us lived through a good part of it. My brief comments are intended to remind you of certain features of the epoch, and to set them in the perspective of what went before and what came after.

It was a period of consolidation in the sense that organizational adjustments of the sort Burns pioneered at Notre Dame were gradually adopted throughout Catholic higher education--although unevenly and sometimes quite reluctantly.

As for growth, it occurred in many forms. Most obvious was growth in sheer numbers. In 1960 there were more than three times as many Catholic colleges, universities, and seminaries as there had been 40 years earlier, and in the same period student enrollments multiplied almost ninefold.

Growth in higher education for women was even more spectacular. In 1930, almost half of those who graduated from Catholic women's colleges had attended schools founded in the previous ten years. Notre Dame was no pioneer in this area, but her sister institution, Saint Mary's College, had already established its position among the most highly regarded Catholic women's colleges, and during much of this period it was led by one of the outstanding women educators of the day, Sister Madeleva.

College sports also entered their "big time" phase in the 1920s, and the contribution made by Rockne and football to Notre Dame's place in the sun of American higher education cannot be passed over even in the briefest review. Football was tremendously important, not only because it was integrated with alumni organization and fund-raising,



but even more because it made Notre Dame the symbol of American Catholicism in the popular mind. By giving the university enormous visibility and an almost mythic aura of uniqueness and prestige, the football image of Notre Dame constituted a kind of challenge to be lived up in other areas besides athletics.

The most pertinent area was the academic. And here, too, there was consolidation and growth. Most significant was the development of graduate work. It was well established at the MA level in the 20s and 30s, both at Notre Dame and other leading Catholic institutions. But except in a few disciplines, doctoral-level work was a post-World War II phenomenon. By 1949, however, Waldemar Gurian could make the assertion in a Commonweal article (10-14-49) that "what establishes the importance of Notre Dame is not its fame as the football capital of the nation, but the unpublicized existence on its campus of scholars, teachers and students living in a genuine intellectual community." Thanks to Father Hesburgh's superb leadership from 1952 to the present, Notre Dame was able to build from this base during the great boom years for higher education, becoming recognized at last as a real university committed to excellence in scholarship as well as in undergraduate teaching and on the athletic field.

Still another kind of growth must be noted among the characteristics of phase II--growth in confidence, or as some might prefer, in overconfidence. We tend to forget it today, but the decades between 1920 and 1950 witnessed what was called at the time "The Catholic Revival." It had a strong tinge of the triumphal, to be sure, this efflorescence of Catholic art, literature, and philosophy, but it also played a profoundly positive role in bolstering the psychological and intellectual foundations on which the expansion of American Catholic higher education was based. In other words, the revival gave Catholics the courage and conviction they needed to meet the challenges of modernity.

The Catholic renaissance was a complex matter, but the revival of Scholastic philosophy and theology was basic. The Scholastic Revival began officially just four months after the Main Building fire, when Pope Leo XIII issued the encyclical Aeterni Patris in August 1879. The pope regarded the revival of Thomism as a means of "intellectualizing the combat with modernity," as a recent student has put it. By the 1920s, American Catholic educators adopted Neothomism as a ideology--that is, they made it the rational foundation for a Catholic worldview that was set over against secular humanism, naturalism, communism, and other irreligious or anti-Catholic positions. And they proclaimed this Scholastic synthesis of supernatural faith, natural reason, and human culture to be the triumphant answer to the intellectual challenge of modernity that was implicit in the university movement from the beginning.

The Scholastic synthesis of faith, knowledge, culture, and pedagogical approach served Catholics well up through midcentury. In the 1950s, however, symptoms of strain began to appear. Among philosophers and theologians, the emergence of new currents of thought, and especially the so-called "new theology," constituted one symptom of strain. And on the more popular level, the great chorus of "self-criticism" set off by Msgr. Ellis's famous critique of Catholic intellectual life in 1955 was another indication that something was amiss. Then the Second Vatican Council, the postconciliar spirit, and the general cultural revolution of the 1960s turned strain into dissolution--the previously accepted synthesis of natural and supernatural truth that had given Catholics the sense of having answers to all the really important questions--this synthesis not only lost its compelling power, but was roundly repudiated and positively scorned.

And with this development we are into phase III--that is, the contemporary period, which I see as one of critical challenge. Fortunately, the time limit for my talk excuses me from having to say how we should go about meeting this challenge. Let me conclude with two observations.

First, as to the nature of the crisis. It is an "identity crisis," of course, specifically a crises concerning the "Catholic identity" of Catholic institutions of higher education. But that formulation has become such a cliché that it conveys very little substantive meaning and even less sense of crisis. We must try to locate the critical point more precisely.

Perhaps I see matters too simplistically, but it seems to me that the critical point centers on the tension between the claims of religious faith and the demands of autonomous reason. In other words, our crisis is a new moment in the intellectual challenge that marked the beginning stages of the university movement a century ago. We had an answer to that challenge for a long time--the position to which I have given the shorthand label, the Scholastic synthesis--but that answer no longer commands general assent. We must therefore bring to bear the enriched resources which our organizational growth has given us in working out a more intellectually satisfying account of the faith that is in us. Each individual must, of course, grapple with this challenge personally, but we

also need something in the way of a corporate intellectual rationale, for otherwise our identity as a Catholic university will lack coherent intellectual content. And although the challenge is not unique to Notre Dame, our visibility, our resources, indeed our entire history, lays a special responsibility upon us.

My second and final observation is that, although I do not know how the challenge is to be met, I think I can say something about the qualities that will be needed to meet it. They are the same qualities that Father Sorin and the Notre Dame community showed a century ago. In Father Sorin's case, they were faith and vision, energy, determination, and above all, courage. In the case of all those who rallied behind him, faith, commitment, and dedicated work. Father Hesburgh's magnificent record of leadership had demonstrated those Sorinesque qualities for more than a quarter-century. For the rest of us, it is most fitting to reflect on the faith and devotion of the community that stood behind Father Sorin in 1879, and to make them our model in meeting the challenge that confronts us today.

## Homily

(This homily was delivered during the Mass celebrating the Centennial Observance of the Main Building by Rev. Theodore M. Hesburgh, C.S.C., President, at Sacred Heart Church, April 23, 1979.)

Friends and members all of the Notre Dame family: Every so often along our path of history we pause for a moment and look backwards. I believe we do so not only for the joy of seeing that we have made progress along the road, but also to be inspired by the peaks and the spires of the past. I can say to each one of you today that among the richest endowments of this University is the past, particularly the legacy of our founder, Father Sorin, and his early collaborators, whose deeds we celebrate today. The more I ponder this history, the more I am convinced that Sorin truly built a house upon rock. He built a house because he had great vision, and he built it upon rock because he had a great faith. And though the faith would stand many trials, the rock of his faith was impenetrable and unconquerable.

That vision and that faith did not begin in the year 1879. It probably began in quiet prayer as a young man in his hometown of Ahuille where we dedicated a plaque to his memory last September. It probably grew as the missionary spirit grew within him, and when, in coming to America, he began to dream dreams of a school. Two vignettes really capture the vision and faith of the man, that indomitable spirit that we praise today. The first was in late afternoon in November 1842, when after an 11-day journey through the winter snows from Vincennes, he came to the side of a lake. And there he found precious little added to the \$300 in his pocket, to his letter of credit, and to the six stalwart but young and largely uneducated companions. There was a log cabin, drafty against the cold November afternoon wind, yet part of a scene of beauty in a savage barren land, covered with a newly fallen coat of snow, highlighted by the waning rays of winter sun. As you all know, Sorin said it reminded him of the purity and beauty of the Mother of God.

And on that spot, with great vision, enormous vision, with those meager assets enriched by faith, he called the place simply, "L'Universite de Notre Dame de Lac," The University of Our Lady of the Lake. Some may have called it chutzpah; you certainly have to call it courage, even though foolhardy courage. But as the years would prove, his vision was a great house of the intellect, nothing less than a university named after his patroness, the Mother of God, Notre Dame.

The history of those early years is one of plague and famine, fire and destruction. And finally he thought it had all worked out. He had come a young man at the age of 28, and he was now at the age of retirement. At 65, he was still doing what most university presidents are wont to do today--he was on his way to raise more money for the University, on his way to France for the 36th time. Suddenly, disaster struck, and the manifestation of his vision and faith was burned to the ground, except this very church in which we stand today. His words to his community on his return were so typical of the man, and they were now ensconced in bronze in the rotunda of our Main Building: "If all had been destroyed, even this place, I would not give up."

Trials there would be aplenty, including a fire unlike the painless inferno undergone by Shadrach and his companions. Think of the distress of this aging man, who had given all his life, unstintingly, in sorrow and poverty, to build up this place, only to see it destroyed in a few hours. He may have thought of that second reading today that reminded us that faith, indeed, must be tried as gold in the fire. But is it even more precious than gold, because faith, true faith, is incorruptible, and immeasurably strong.

We celebrate today because that vision, rather than being destroyed by fire, was enlarged. Sorin could say in all honesty, "I came here as a young man, to build a beautiful place in the name of the Mother of God, but my vision was really too small, and perhaps my faith too shallow. Now we are going to build an even greater Notre Dame, and we will not cease until we place a great golden dome atop it, and above that the statue of Our Lady, so that everyone who passes this way can look up and see why this place succeeds."

I think there is a beautiful lesson in all of this, perhaps the most central lesson of our history. And that is that this place must indeed ever be inspired by a great vision, and be maintained and realized by a great faith. Faith alone will not do it; it needs vision. Every great human institution of any value requires vision on the part of the founder and those who carry on his dream. But faith is more deeply needed because without faith, the vision withers and becomes shriveled and small, perhaps dying altogether. I like to think that there are many things that characterize our lives and the life of this institution today that weave a continuous golden thread of faith and vision.

We can all together today declare our faith in those two great gifts that God gave us, our intelligence and our freedom. And we can declare our faith in this institution, a University that is the quintessence of faith and freedom evolving a larger vision. We can proclaim today that any vision of intelligence and freedom alone--not enlarged and inspired by faith in the Lord Jesus Christ Our Savior and in His great message of salvation for all of the world--will become desiccated. Intelligence and freedom lack the grace of God to elevate them into something truly wise.

I like to think on this beautiful afternoon that as long as this place continues, its greatest asset will not be its material endowment, its physical plant, but the people who enliven and carry on this activity of the spirit. In all of the vision and faith that characterize the educational process at its best, when exercised with intelligence and with the grace of God in faith, I hope we shall always be able to keep a special veneration for the Mother of God. To think that Sorin had the wisdom to put her name on this institution, so that somehow her beauty, which transcends any human beauty, may be reflected in what we do here. In the beauty of the lakes and trees and towers we sense a unity of varied styles, a coming together in peace of diverse lives seeking meaning and understanding.

I thank God this day that our University has been blessed for so many years, and especially during the century since it died by fire and was born again by faith. It has been blessed by people whose lives reflect the serenity of the place and create an inner beauty that is even more important. I thank God this day that everything here that is beautiful--material and spiritual--is somehow redolent of the beauty of the Mother of God. Each of us this day can look above that curious but beautiful building, see that golden dome image against the blue sky, and thank You for Your grace.

# Salaries, Tenure and Fringe Benefits of Full-Time Instructional Faculty, 1978-79 Revised

The Office of the Dean of Administration published Notre Dame's A.A.U.P. figures for average salaries and salary for continuing faculty (Table 3) in Notre Dame Report No. 12, March 2, 1979. Because of the increase allowed in the valuation of faculty children's educational fringe benefits by the National Office of A.A.U.P., the average compensation figures (Table 2) for 1978-79 are being revised for the rank of "professor" and for "all ranks". (Salary figures are not affected.)

**Table 1**

Average Salaries Per AAUP Reports

	<u>1978-79</u>	<u>1977-78</u>	<u>1976-77</u>	<u>1975-76</u>	<u>1974-75</u>	<u>1973-74</u>	<u>1972-73</u>
Professor	\$28,016	\$26,099	\$24,571	\$22,731	\$21,137	\$20,111	\$19,409
% Increase	7.3	6.2	8.1	7.5	5.1	3.6	1.6
Assoc. Professor	21,606	20,166	18,848	17,313	16,267	15,460	15,014
% Increase	7.1	7.0	8.9	6.4	5.2	3.0	2.4
Asst. Professor	17,063	15,911	14,751	14,073	13,186	12,616	12,388
% Increase	7.2	7.9	4.8	6.7	4.5	1.8	1.5
Instructor	14,945	14,683	12,975	11,477	10,745	10,164	9,853
% Increase	1.8	13.2	13.1	6.8	5.7	3.2	7.4
All Ranks	\$22,381	\$20,788	\$19,336	\$17,839	\$16,558	\$15,654	\$15,323
% Increase	7.7	7.5	8.4	7.7	5.8	2.2	3.0

**Table 2 (Revised)**

Average Compensation Per AAUP Reports

	<u>1978-79</u>	<u>1977-78</u>	<u>1976-77</u>	<u>1975-76</u>	<u>1974-75</u>	<u>1973-74</u>	<u>1972-73</u>
Professor	\$33,300	\$30,509	\$28,634	\$26,391	\$24,457	\$23,461	\$22,438
% Increase	9.2	6.5	8.5	7.9	4.2	4.6	4.4
Assoc. Professor	25,261	23,405	21,915	20,039	18,873	18,063	17,398
% Increase	7.9	6.8	9.4	6.2	4.5	3.8	6.2
Asst. Professor	19,743	18,326	16,902	16,037	15,058	14,421	14,180
% Increase	7.7	8.4	5.4	6.5	4.4	1.7	6.9
Instructor	16,974	16,559	14,611	12,886	12,053	11,441	11,201
% Increase	2.5	13.3	13.4	6.9	5.3	2.1	13.8
All Ranks	\$26,511	\$24,147	\$22,415	\$20,581	\$19,094	\$18,148	\$17,673
% Increase	9.8	7.7	8.9	7.8	5.2	2.7	7.0

**Table 3**

Average Salary for Continuing Teaching and Research Members on Faculty  
in 1978-79 and 1977-78

	<u>Number</u>	<u>1978-79</u>	<u>1977-78</u>	<u>Increase</u>	<u>% Increase</u>
Professor	147	\$28,343	\$26,178	\$2,165	8.3
Assoc. Professor	151	21,948	20,134	1,814	9.0
Asst. Professor	126	17,268	15,897	1,371	8.6
Instructor	5	15,880	14,540	1,340	9.2
All Ranks	428	\$22,681	\$20,883	\$1,798	8.6

Note: Salaries are computed on a nine-month basis.

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DR. JOSEPH C. HOGAN, DEAN  
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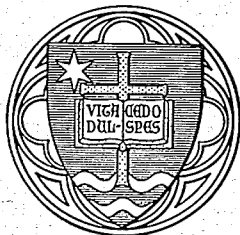
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