

notre dame report

contents

the university

- 263 New Board of Trustees Members
- 263 Schossberger Award Recipient
Named

faculty notes

- 264 Honors
- 264 Activities

advanced studies

- 267 Information Circulars
- 267 --(No. FY81-368)
through
- 273 --(No. FY81-392)
- 273 Current Publications and Other
Scholarly Works
- 275 Monthly Summary
- 275 --Awards Received
- 276 --Proposals Submitted
- 277 Summary of Awards Received and
Proposals Submitted
- 277 Closing Dates for Selected Sponsored
Programs

documentation

- 278 President's Address to the Faculty
- 285 Faculty Committee for University
Libraries Minutes November 10, 1980

80-81

January 2, 1981

number 8

the university

new board of trustees members

Two persons have been named to the University of Notre Dame's board of trustees, announced Rev. Theodore M. Hesburgh, C.S.C., president.

They are John A. Kaneb, chairman and chief executive officer of Northeast Petroleum Industries, Inc., Chelsea, Mass., and Andrew J. McKenna, president of the Schwarz Paper Company in Morton Grove, Ill.

Kaneb received his undergraduate degree in economics from Harvard University in 1956. A member of Notre Dame's Advisory Council for the College of Arts and Letters, he has two sons currently attending the University.

McKenna received a bachelor's degree in commerce from Notre Dame in 1951 and a J.D. degree from DePaul University in 1954. He has been a member of Notre Dame's Advisory Council for the College of Business Administration since 1976.

The addition of Kaneb and McKenna brings membership to 43 on Notre Dame's board, formed in 1967 when the University was turned over to lay governance and headed since that time by Edmund A. Stephan, a Chicago attorney.

schossberger award recipient named

Dr. Stephen D. Kertesz, founding editor of the International Studies series of the Committee on International Relations at the university, has been named the 1980 recipient of the Emily M. Schossberger Award. The award, established by Notre Dame Press in 1978, honors the memory of the woman who directed academic publishing at the university from 1960 to 1972.

A professor emeritus and former director of the Institute for International Studies at Notre Dame, Kertesz taught international law in Budapest and Yale and represented the Hungarian government in cases before the Permanent Court of International Justice. He was secretary-general of the Hungarian delegation to the Paris Conference in 1946 and ambassador to Italy before coming to Notre Dame in 1950.

Press director James R. Langford cited Kertesz's steadfast support of the University's publishing efforts and his deep commitment to the interests of scholarly publishing as two of the many reasons for receiving the tribute.

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faculty notes

honors

Robert L. Amico, chairman and professor of architecture, was appointed by the Indiana Architectural Foundation to serve as a member of its board of directors for 1981-82.

Robert E. Gordon, professor of biology and vice president for advanced studies, has been named chairman-elect of the Zoological Record's eight-member advisory committee. Zoological Record is the oldest biological abstract journal in the world, established in 1865 by the Zoological Society of London. Beginning with its 1981 issues, the Zoological Society will publish the Record jointly with the BioSciences Information Service located in Philadelphia. The Record's bi-national advisory committee consists of four British and four American biologists, all experts in one or more branches of zoology and in scientific publication. Gordon, a vertebrate ecologist, has served as editor of several biological journals and is a past president of the board of trustees of the BioSciences Information Service.

Lawrence H. N. Lee, professor of aerospace and mechanical engineering, has recently been appointed an adjunct professor at the Xian Jiaotong University of the People's Republic of China.

Mitchell Lifton, chairman and professor of communication and theatre, has been appointed Chairman of the International Planning Committee for Advanced Communication Research at the conclusion of the recent UNAM International Symposium held in Mexico City, Nov. 17-20. Lifton has also been chosen for membership on the Community Advisory Committee of the Michiana Arts and Sciences Council, Inc. of South Bend.

Erhard M. Winkler, professor of earth sciences, was appointed as secretary-treasurer of Engineering Geology Division, Geological Society of America on Nov. 21.

activities

D. Chris Anderson, professor of psychology, gave invited presentations summarizing management research done in the department for the past 6 years, to: teaching and resource specialist personnel, Calhoun Intermediate School District, Marshall, Mich., Aug. 27; the Corporate Management Staff, first-ever Corporate Management Series, Bloomington, Ill., Sept. 26; Personnel Management for Executives Conferences, U.S. Army, Fort Benjamin Harrison, Indianapolis, Ind., on Sept. 19, and Dec. 5; South Bend Chamber of Commerce, Industrial and Labor Relations Conference, Oct. 16; the American Society for Hospital Public Relations of the American Hospital Association, Nov. 21, Washington, D.C.

Hafiz Atassi, professor of aerospace and mechanical engineering, was an invited speaker at a joint NASA-Air Force-Navy Conference on "Aeroelasticity in Turbo-Jet Engines," which was held at NASA Lewis Research Center, Cleveland, Ohio, Oct. 27-30. He spoke on "Stability and Flutter Analysis of Loaded Blades," on Oct. 27. Two other lectures, "Three-Dimensional Swirling Flows Acting upon Airfoils in Cascade," and "Assessment of European Technology in Aeroelasticity in Turbomachines," were presented on Oct. 29.

Donald N. Barrett, associate professor of sociology and anthropology, took part in the regional Sociology of Sport Conference as general critic at the University of Kansas, Lawrence, on Oct. 23-24. He was an invited presenter and discussant in a research and training seminar "On the 1980 Census" at the University of Dayton, on Oct. 30-31. He gave a talk on the "Results of the White House Conference on Families", following his experience with the Conference meetings in Minneapolis in June, to a faculty-student audience at Goshen College, Goshen, Ind., on Nov. 5.

John G. Borkowski, professor of psychology, presented a talk on "Intelligence and Metacognition" at Purdue University, Lafayette, Ind., on May 27. He gave an address on "Learning Disabilities and the Transfer of Strategic Skills", at Teachers College, Columbia University, N.Y., on Oct. 29. He presented a paper entitled "On the Reliability and Validity of Meta-memory" at the annual meeting of the Psychonomic Society St. Louis, Mo., on Nov. 13-14.

Gary R. Burleson, assistant professor microbiology, presented a paper "Old Tuberculin Associated with Liposomes: A New Interferon Inducer" (co-authored with C.F. Kulpa and F. Germain-de Matteis) at the First International Congress for Interferon Research in Washington, D.C. on Nov. 9-12.

Francis J. Castellino, dean of the College of Science and professor of chemistry, presented an invited paper entitled "Recent Advances in Structure-Function Relationship of Human Plasminogen," at the 4th National Conference on Thrombosis and Hemostasis, Nov. 17, in Miami Beach, Fla. He gave invited talks entitled "The Concepts of Blood Coagulation," to the Quarterly Medical Staff Meeting of St. Vincent Hospital and Medical Center, Toledo, Ohio and "Fibrinolysis," to the Medical Grand Rounds Meeting, at the same location, Nov. 25 and 26.

Thomas P. Cullinane, associate professor of aerospace and mechanical engineering presented a paper titled "Facilities Planning: A Key to Good Production Control," at the 1980 Fall Conference of the American Institute of Industrial Engineers held in Minneapolis, Minn., Dec. 7-9.

Thomas L. Doligalski, assistant professor of aerospace and mechanical engineering, presented a paper, "Boundary Layer Flow due to Impacting Vortex Ring," at the 33rd meeting of the American Physical Society, Division of Fluid Dynamics, at Cornell University in Ithaca, N.Y., Nov. 23-25.

Arthur Field, assistant faculty fellow of the Ambrosiana Cataloguing Project, the Medieval Institute, presented the sixth lecture of the Ambrosiana Lecture Series, "How The Humanists Lectured on the Classics," on Dec. 2 in the Medieval Institute Conference Room.

Edward McGlynn Gaffney, Jr., associate director of the Center for Constitutional Studies, gave an address, "The First Amendment Religion Clauses: The Relevance of History," to the Conference on Establishment and Free Exercise, at the University of Nebraska College of Law, Lincoln, Neb. on Nov. 14. He gave the address, "Legal Challenges for Church-

Related Higher Education," at the annual meeting of the American Association of Presidents of Independent Colleges and Universities in Scottsdale, Ariz., on Dec. 4.

J. Michael Gould, associate professor of chemistry, presented a seminar entitled "Transmembrane Proton Transport in Vesicular Systems - Getting the Inside Story" at the Northern Regional Research Center of the U.S. Department of Agriculture in Peoria, Ill., on Nov. 18.

Denis Goulet, O'Neill professor of education for Justice, gave a presentation on "Modern Technology: Friend or Foe of Traditional Cultures?" at a UNESCO workshop in Lisbon, Portugal, Dec. 2-4.

Bernard J. Kilbride, professor of finance and business economics served as a member of the faculty of the Banking School of the South, at Louisiana State University-Baton Rouge from May 19-24. He spoke on "The Interpretation of Bank Financial Statements" to the American Bankers Association's Essentials of Banking School on July 28.

Mitchell Lifton, chairman and professor of communication and theatre, presented an invited paper "Towards a Theory of Media Perception" at the International Symposium on TV and The University, University of Mexico, Mexico City, on Nov. 17-20.

Arthur E. Livingston, assistant professor physics, presented an invited paper entitled "Atomic Structure Experiments" at the workshop of Foundations of the Relativistic Theory of Atomic Structure held at Argonne National Laboratory, Argonne, Ill., Dec. 4-5.

Thomas J. Mueller, professor of aerospace and mechanical engineering, was a member of the Accreditation Board for Engineering and Technology Visiting Team for the purpose of evaluating the mechanical engineering program at North Carolina State University, Raleigh, N.C., Nov. 9-11.

Ellen Ryan, chairman and associate professor of psychology, presented the keynote address, "Learning to Think About Language," to the annual meeting of the Northeastern Educational Research Association in Ellenville, N.Y., on Oct. 23. She presented a paper entitled "Methodological Problems in Researching Strategy Deficiencies among Poor Readers", and served as a discussant in a symposium on research methodology at the annual meeting of the National Reading Conference in San Diego on Dec. 4.

Konrad Schaum, chairman and professor of modern and classical languages, was invited to present a lecture on "Grillparzers Lebensweisheit" to the Grillparzer Society of Austria on Nov. 25, in Vienna, and a lecture on "Zum Verhaltnis von Individuum und Geschichte im Drama von Lessing bis Grillparzer" at the Institute of Theater, the University of Vienna, on Nov. 27.

William D. Shephard, professor of physics, presented a lecture entitled "The Anatomy of a Proton" at a Physics Colloquium, Ball State University, Muncie, Ind., on Oct. 30.

James L. Shilts, C.S.C., assistant professor of physics, presented a paper, "Solar Eclipse over Kenya," at a conference on Astronomy Education for the 1980's held at Ball State University, Muncie, Ind., Nov. 21-22

Kenneth L. Slepicka, assistant professor of aerospace and mechanical engineering, presented a paper entitled "Managing Tape Utilization: An Inventory Control Approach," at the ORSA/TIMS Joint National Meeting held in Colorado Springs, Colo., Nov. 10-12.

George J. Tisten, assistant professor of industrial design, held an invited seminar, slide presentation and demonstration on rendering and illustration techniques at the Department of Industrial Design, University of Illinois, Champaign-Urbana, Ill., Oct. 31 - Nov. 1.

Don Vogl, associate professor of art, had an exhibition entitled "Desert Images" of 21 watercolor and pastel works displayed in the main lobby of the South Bend Memorial Hospital, South Bend, and sponsored by their Cultural Arts Program, Nov. 3-29. He served as juror for an Art Alumni show at the North River Community Gallery of Northeastern Illinois University, Chicago, Ill., Nov. 15.

Erhard M. Winkler, professor of earth sciences, gave an invited guest lecture on "Stone Decay and Stone Preservation" at the Department of Mineralogy and Petrography, the University of Heidelberg, Germany, on Oct. 23. He presented a poster session on "The National Bureau of Standards Stone Test Wall After 30 Years of Exposure: A Lesson of Stone Weathering" at the annual meeting of the Geological Society of America, Atlanta, Ga., on Nov. 20.

advanced studies

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.

Directorate for Scientific, Technological and International Affairs Special Research Initiation Awards for New Investigators in Information Science

No. FY81-368

Program:

Awards to principal investigators who will: 1) by the beginning of the award have earned a Ph.D. in a field related to information science, including the information, computer, cognitive and mathematical sciences, linguistics, economics and communication engineering; and 2) have held the Ph.D. for no more than five years as of the deadline for submission. The awards will be for one or two year's duration; costs will not exceed one person-year of professional salary plus associated costs and project expenses.

Deadline:

Feb. 4, 1981.

For Further Information, Contact:

Directorate for Scientific, Technological
and International Affairs
Division of Information Science and
Technology
Edward Weiss
Room 1250, (202) 357-9569

(From 1980 ARIS)

The American Association for the Advancement of Science Congressional Science and Engineering Fellowships

No. FY81-369

Program:

AAAS will select and sponsor one congressional fellow at a stipend of \$19,500 plus relocation and travel expenses to spend one year working as a special legislative assistant on the staffs of members of congress or congressional committees. Applications are invited from candidates in any area of science or engineering. It should be noted that approximately 20 other professional societies sponsor or cosponsor congressional science fellows. The list can be obtained from AAAS.

Deadline:

Feb. 15, 1981.

For Further Information, Contact:

The American Association for the Advancement
of Science
Congressional Science and Engineering
Fellow Program
1776 Massachusetts Ave., N.W.
Washington, D.C. 20036

(From 1980 ARIS)

American Sociological Association Doctoral Fellowships in Sociology

No. FY81-370

Program:

Approximately 10 awards will be made to U.S. citizens

or permanent residents who are: 1) Black, Spanish-speaking, American Indian or Asian American; and 2) new or continuing students in sociology departments. The purpose of this program is to contribute to the development of sociology by recruiting persons who will add differing orientations and creativity to the field. The award consists of \$5,040 stipend, an additional allowance for books and supplies. Arrangements for the payment of tuition will be made with the university. The duration of the fellowships is one year; however, depending on availability of funds, the fellowships are renewable up to two years.

Deadline:
Feb. 1, 1981.

For Further Information, Contact:

American Sociological Association
Minority Fellowship Program
1722 N. Street N.W.
Washington, D.C. 20036

(From 1980 ARIS)

American Sociological Association Doctoral Fellowships in Applied Sociology

No. FY81-371

Program:

Approximately 10 awards will be made to U.S. citizens or permanent residents who are: 1) Black, Spanish-speaking, American Indian or Asian American; and 2) beginning or continuing students in sociology departments that offer training in applied sociology or in areas of the discipline that can be readily applied. The purpose of this program is to assist in the preparation of persons from minority backgrounds for careers as researchers and applied sociologists. Recipients are expected to pursue a program of research with an emphasis on the application of sociological knowledge to the identification, analysis and reduction of group mental health problems. The award consists of a \$5,040 stipend and an additional allowance for books and supplies; arrangements for payment of tuition will be made with the university. The duration of the fellowship is one year; however, depending on availability of funds, the fellowships are renewable up to two years.

Deadline:
Feb. 1, 1981.

For Further Information, Contact:

American Sociological Association
Minority Fellowship Program

1722 N. Street N.W.
Washington, D.C. 20036

(From 1980 ARIS)

Archaeological Institute of America Olivia James Traveling Fellowship

No. FY81-372

Program:

Stipends (minimum of \$5,500 for one academic year) awarded to Americans involved in the fields of classics, sculpture, architecture, archaeology and history. The proposed project must necessitate travel in Greece, the Aegean Islands, Sicily, Southern Italy or Asia Minor, including Mesopotamia. Three letters of reference must accompany the candidate's completed application form.

Deadline:
Jan. 31, 1981.

For Further Information, Contact:

Archaeological Institute of America
53 Park Place
New York, N.Y. 10013
(212) 732-6677

(From 1980 ARIS)

Archaeological Institute of America Harriet Pomerance Fellowship

No. FY81-373

Program:

Stipend (\$1,750 for one academic year) for an individual project relating to Aegean bronze-age archaeology. Applicants must be U.S. or Canadian residents and preference will be given to projects requiring travel to the Mediterranean (although specific travel expenses may not be covered by the grant amount specified.)

Deadline:
Jan. 31, 1981.

For Further Information, Contact:

Archaeological Institute of America
53 Park Place
New York, N.Y. 10013
(212) 732-6677

(From 1980 ARIS)

**Brookhaven National Laboratory Associated Universities, Inc.
Summer Student Program**

No. FY81-374

Program:

This program enables undergraduate juniors and seniors with a B average or better to obtain research experience in a number of scientific fields, including health care and related subjects, by assisting scientists in research projects. A weekly stipend of \$135 plus travel expenses of up to \$150 round-trip are provided. Dormitory accommodations are available.

Deadline:

Jan. 31, 1981.

For Further Information, Contact:

Brookhaven National Laboratory Associated Universities, Inc.
Office of Academic Relations
Upton, N.Y. 11973
(516) 345-3336

(From 1980 ARIS)

**Eleutherian Mills-Hagley Foundation
Hagley Graduate Program Fellowships**

No. FY81-375

Program:

Several awards to support graduate study for either the M.A. or Ph.D. degree in American business, economics and labor history and the history of technology at the University of Delaware. Applicants must be planning careers as college teachers, historical researchers or as museum professionals.

Deadline:

Feb. 7, 1981.

For Further Information, Contact:

Eleutherian Mills-Hagley Foundation
Greenville
Wilmington, Del. 19807
(302) 658-2401

(From 1980 ARIS)

**Eleutherian Mills-Hagley Foundation
Grants-in-Aid of Research**

No. FY81-376

Program:

Approximately two grants of \$750 per month are offered each year for postdoctoral or doctoral research at the Eleutherian Mills Library in American economic and technological history or eighteenth-century French history. Preference will be given to those whose research will most benefit from use of the library's collections and whose projects are near completion. Applications are accepted at any time.

Deadline:

Feb. 7, 1981.

For Further Information, Contact:

Eleutherian Mills-Hagley Foundation
Greenville
Wilmington, Del. 19807
(302) 658-2401

(From 1980 ARIS)

**Hughes Aircraft Company
Fellowships for Master's, Engineer's and
Doctoral Degrees**

No. FY81-377

Program:

Stipends (\$16,000 to \$24,000 annually including salary, academic allowance, employee benefits, travel allowances and stipends) awarded to U.S. citizens in the fields of electrical, aerospace and mechanical engineering, computer science, physics and applied mathematics. The fellowship allows study at a prominent university, work study and full-time summer assignments in professional areas at Hughes research and development laboratories. Candidates must have a B.S. degree for the Master's Fellowships and must be able to gain acceptance in a Hughes Aircraft approved graduate school.

Deadline:

Masters: March 15, 1981.

Engineer, Doctoral: Feb. 1, 1981.

For Further Information, Contact:

Hughes Aircraft Company
Fellowship Office
Building 6, Mail Station C122
Culver City, Cal. 90230
(213) 391-0711, X6632

(From 1980 ARIS)

**Institute of International Education
Fulbright-Hays Travel Grants**

No. FY81-378

Program:

These grants are tied to specific maintenance and tuition scholarships awarded by the institute. They may also, in the cases of France, Belgium-Luxembourg, Germany and Norway, supplement maintenance awards not specifically providing international travel. These maintenance awards may not exceed \$5,000 for single students and \$6,000 for those with accompanying adult dependents. Awards provide round-trip transportation to the host country, along with health and accident insurance and the cost of an orientation course abroad, if applicable.

Deadline:

Feb. 1, 1981.

For Further Information, Contact:

Institute of International Education
809 United Nations Plaza
New York, N.Y. 10017

(212) 883-8269

(From 1980 ARIS)

National Trust for Historic Preservation Community Preservation Workshop Scholarships

No. FY81-379

Program:

Thirty tuition scholarships of \$500 are awarded yearly to individuals whether paid or volunteer, working at a government preservation agency, community preservation group or historical society to attend a week-long workshop on working effectively with preservation tools.

Deadline:

None.

For Further Information, Contact:

National Trust for Historic Preservation
1785 Massachusetts Avenue, N.W.
Washington, D.C. 20036
(202) 673-4000

(From 1980 ARIS)

Swedish Information Service Travel Grants for Research in Sweden

No. FY81-380

Program:

Travel grants of approximately \$2,500 to qualified U.S. citizens with well-developed projects in the fields of political institutions, public administration, interest organizations, working life, human environment, mass media and education. Funds are to support study visits (three to six weeks) or research visits (three to six months) at a Swedish research institute or university.

Deadline:

Feb. 13, 1981.

For Further Information, Contact:

Swedish Information Service
Bicentennial Fund
825 Third Avenue
New York, N.Y. 10022
Marna Feldt
(212) 751-5900

(From 1980 ARIS)

Woods Hole Oceanographic Institution Postdoctoral Awards in Ocean Science and Engineering

No. FY81-381

Program:

Applications are invited for one-year postdoctoral

scholar awards from new or recent doctorates in the fields of biology, chemistry, engineering, geology, geophysics, mathematics, meteorology, physics, as well as oceanography. The stipend is \$18,500 for a period of one year and, in addition, limited travel expenses, equipment, supplies and special services are available. Awards are made primarily to further the education and training of the recipient who works in close proximity to a member of the resident staff.

Deadline:

Feb. 1, 1981.

For Further Information, Contact:

Woods Hole Oceanographic Institution
Woods Hole, Mass. 02543
(617) 548-1400

(From 1980 ARIS)

Woods Hole Oceanographic Institution Postdoctoral Investigator Appointments

No. FY81-382

Program:

The institution makes a limited number of short-term appointments as postdoctoral investigator in connection with ongoing research projects in the fields of biological, chemical and physical oceanography, marine geology and geophysics and ocean engineering. These positions may be offered to individuals who have recently completed the requirements for a Ph.D. Appointments may be renewed for one additional year. Qualified candidates should address inquiries to the appropriate department chairman.

Deadline:

None.

For Further Information, Contact:

Woods Hole Oceanographic Institution
Woods Hole, Mass. 02543
(617) 548-1400

(From 1980 ARIS)

Cystic Fibrosis Foundation Research Grants

No. FY81-383

Program:

Support of research projects spanning the range from basic laboratory investigations to the clinical management of cystic fibrosis is available to provide "seed" funds for pursuing worthwhile new projects or novel ideas. These funds are intended to enable the investigator to obtain preliminary data in order to be more competitive in applying to other agencies for support. Support of up to \$50,000 per year for up to two years may be requested.

Deadline:

Feb. 1, 1981.

For Further Information, Contact:

Cystic Fibrosis Foundation
Medical Department
6000 Executive Boulevard, Suite 309
Rockville, Md. 20852
(301) 881-9130

(From 1980 ARIS)

**Cystic Fibrosis Foundation
New Investigator Research Grants**

No. FY81-384

Program:

Recipients of this award must have two years of post-doctoral experience and must be able to commit a significant portion of their recipients of an NIH research career development award and may not have been principal investigators on any previous CFF or NIH research grant. Support of up to \$40,000 per year for up to two years may be requested.

Deadline:

Feb. 1, 1981.

For Further Information, Contact:

Cystic Fibrosis Foundation
Medical Department
6000 Executive Boulevard, Suite 309
Rockville, Md. 20852
(301) 881-9130

(From 1980 ARIS)

**Cystic Fibrosis Foundation
Student Traineeships**

No. FY81-385

Program:

Support of \$1,500 may be requested for a minimum ten-week period for students at the undergraduate or graduate levels in biomedical sciences to introduce them to CF research.

Deadline:

Feb. 1, 1981.

For Further Information, Contact:

Cystic Fibrosis Foundation
Medical Department
6000 Executive Boulevard, Suite 309
Rockville, Md. 20852
(301) 881-9130

(From 1980 ARIS)

**The Gerontological Society of America
Research Fellowship Program**

No. FY81-386

Program:

This program annually places gerontological re-

searchers in "aging network" settings, ie, area on aging, to conduct research projects having immediate utility for administrative planning and policy formulation. The program is for a three-month, full-time period, usually in the summer or six months, half-time with a stipend of \$3,500. Applicants are accepted from the behavioral and social sciences and particularly the biomedical field to serve in health system planning agencies. Eligible candidates should have a doctorate or equivalent experience. The theme of the 1981 program is Continuum of Long-term Care: Health Care of the Elderly.

Deadline:

Feb. 23, 1981.

For Further Information, Contact:

The Gerontological Society of America
Linda Krogh, Program Director
1835 K Street, N.W. Suite 305
Washington, DC. 20006
(202) 466-6750

(From 1980 ARIS)

**Association of American Colleges
Minority Achievement Program**

No. FY81-387

Program:

The Association of American Colleges has announced a three-year program of grants to support education of minority students. The program responds to the following challenges: 1. What can a postsecondary institution do to broaden the horizons of minority students and to prepare faculty and institutions to aid and encourage them in achieving their educational goals; 2. How can institutions through faculty and staff actions enable minority students to develop their human and intellectual potential to the fullest extent possible, thus improving their opportunities for leadership in satisfying and rewarding careers? Minority populations for which this program is intended might include, but are not restricted, to Black, Hispanic, Native American Indian and Asian.

Awards:

Awards will range from \$1,000 to \$10,000 with the average expected to be about \$5,000. A member institution may submit only one application during any of the review periods. Therefore, if more than one proposal is submitted, an impartial committee will make the selection. To allow ample time for the internal review, proposals must be submitted to the Office of Advanced Studies, Division of Research and Sponsored Programs by Jan. '30, 1981. The same lead time will apply to other due dates.

Deadlines:

Applications may be submitted at any time, but for each review period must be postmarked no later than:

Feb. 13, 1981.

Sept. 17, 1982.

Sept. 18, 1981.
Feb. 12, 1982.

Feb. 11, 1983.
Sept. 16, 1983.

Woods Hole Oceanographic Institution
Woods Hole, Mass. 02543
(617) 548-1400

Guidelines:

For detailed proposal guidelines and an application, contact the Office of Advanced Studies, Division of Research and Sponsored Programs, Extension 7433.

**Council for International Exchange of Scholars
Fulbright Opportunities Abroad**

No. FY81-388

Program:

Applications for Fulbright awards for university teaching and advanced research abroad generally must be submitted by June 1 (Africa, Asia and Europe), 12 to 18 months in advance of the grant period. The Council for International Exchange of Scholars will accept applications from eligible U.S. scholars until an adequate panel of nominees is secured.

Eligibility:

U.S. citizenship at time of application.
For lecturing, usually postdoctoral college or university teaching experience except for "junior" awards and for some awards in 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. Foreign language fluency only as required.

Opportunities are available in nearly all disciplines throughout the world.

For Further Information, Contact the Following:

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

**Woods Hole Oceanographic Institution
Postdoctoral Awards in Ocean Science
and Engineering, 1981-1982**

No. FY81-389

Program:

Applications are invited for one-year postdoctoral scholar awards from new or recent doctorates in the fields of biology, chemistry, engineering, geology, geophysics, mathematics, meteorology and physics, as well as oceanography.

Stipend:

\$18,500 for a period of one year.

Deadline:

Completed applications will be accepted up to Feb. 1, 1981.

For Further Information and Application, Contact:

The Fellowship Committee
Education Office, Clark Laboratory

**Woods Hole Oceanographic Institution
Postdoctoral Investigator Appointments**

No. FY81-390

Program:

The Woods Hole Oceanographic Institution makes a limited number of short-term appointments as postdoctoral investigator in connection with ongoing research projects in the fields of biological, chemical and physical oceanography, marine geology and geophysics and ocean engineering. These positions may be offered to individuals who have recently completed the requirements for a Ph.D. The degree may or may not have been officially awarded.

Deadline:

None given.

Application Guidelines:

For further information contact:
(Appropriate Chairman)
Woods Hole Oceanographic Institution
Woods Hole, Mass. 02543

**New York State
Herbert H. Lehman Graduate Fellowships in
Social Sciences or Public Affairs or
International Affairs**

No. FY81-391

Program:

Study in a college in New York State in an approved program leading to a master's degree or to a doctoral degree in the social sciences or public affairs or international affairs. Thirty fellowships are awarded annually.

Stipend:

\$4,000 for the first year and \$5,000 a year thereafter.

Number of Years:

A maximum of four years.

Eligibility:

Must be a legal resident of the U.S. since Sept. 1980; have received the baccalaureate degree not later than Sept. 1981; not yet entered upon any graduate study prior to July 1981.

Deadline:

March 11, 1981.

For Further Information, and Application Materials
Contact:

Bureau of Higher and Professional Educational
Testing
The State Education Department
Cultural Education Center
Albany, N.Y. 12230
(518) 474-6394

The Tinker Foundation, Inc. Tinker Postdoctoral Fellowship Competition

No. FY81-392

Purpose:

The Tinker postdoctoral fellowships are offered on the basis of an annual competition. Their purpose is to further understanding among the people of the U.S., Latin America, Spain and Portugal by providing professionals interested in Latin American and Iberian studies with the opportunity to do research in the areas of the foundation's interests: social sciences, marine sciences and international relations.

Eligibility:

The fellowships are intended to meet the needs of scholars and researchers who have completed their doctoral studies no less than three years, but no more than 10 years prior to the time of application.

Application Procedure:

Although there are no formal application forms, the foundation requests that a standard format be followed. Proposal instructions are available from the Office of Advanced Studies, Division of Research and Sponsored Programs, Extension 7433.

Stipend:

Annual stipend of \$18,000 and up to \$2,000 for travel expenses.

Deadline:

Applications must be postmarked no later than Jan. 15 of the year in which the fellowship will be held.

current publications and other scholarly works

COLLEGE OF ARTS AND LETTERS

Economics

Davisson, William I.

E.A. Kline, R.E. Burns and W.I. Davisson. 1980. Inexpensive microprocessor systems, tutorials and the future of computer-aided instruction. Pages 431-440 in, Proceedings of the Third International Federation of Automatic Control Conference Proceedings. Rabat, Morocco.

English

Kline, Edward A.

E.A. Kline, R.E. Burns and W.I. Davisson. 1980. Inexpensive microprocessor systems, tutorials and the future of computer-aided instruction. Pages 431-440 in, Proceedings of the Third International Federation of Automatic Control Conference Proceedings. Rabat, Morocco.

History

Burns, Robert E.

E.A. Kline, R.E. Burns and W.I. Davisson. 1980.

Inexpensive microprocessor systems, tutorials and the future of computer-aided instruction. Pages 431-440 in, Proceedings of the Third International Federation of Automatic Control Conference Proceedings. Rabat, Morocco.

Sociology and Anthropology

Kerrigan, Anthony

*A. Kerrigan. 1980. Hojoki (Notebook of a Ten-Square Rush-Mat-Sized World). Co-translated from the Japanese of Kamo No Chomei, and with a Foreword. Dolmen Press, Dublin, Ireland, and Humanities Press, New Jersey. x + 40 pp.

*Under the Center for the Study of Man

COLLEGE OF SCIENCE

Chemistry

Castellino, Francis J.

B. Violand, A. Castellino and F.J. Castellino. 1980. Isolation of a streptokinase cofactor from rabbit plasma. Thrombosis Research 19(4/5):705-710.

Fehlner, Thomas P.

T.P. Fehlner. 1980. Some physical and chemical consequences of the iron tricarbonyl fragment in borane cages. Pages 95-107 in, R.W. Parry and G. Kodama, eds. Boron Chemistry. Pergamon Press Oxford, New York.

Gould, J. Michael

C. Underwood and J.M. Gould. 1980. Modulation of proton efflux from chloroplasts in the light by external pH. Archives of Biochemistry and Biophysics 204(1):241-246.

Kozak, John J.

*M.H. Dung and J.J. Kozak. 1980. Stability of photochemical mechanisms for photogalvanic cells. Journal of Photochemistry 14:205-232.

*M.H. Dung, D.G. Knox and J.J. Kozak. 1980. Electrostatic focusing in micellar and micro-electrode kinetic processes. Berichte Bunsengesellschaft Physics Chemistry 84:789-795.

Paul, H.

*H. Paul and C. Segaud. 1980. Rate constants for self- and cross terminations of transient radicals in solution by effect modulated electron spin resonance spectroscopy. International Journal of Chemical Kinetics 12:637-647.

Scaiano, Juan C.

S. Lahiri, V. Dabral, S.M.S. Chauhan, E. Chakachery, C.V. Kumar, J.S. Scaiano and M.V. George. 1980. Photochemical transformations of *cis*-1,2-dibenzoylalkenes. Journal of Organic Chemistry 45: 3782-3790.

Thomas, J. Kerry

F. Grieser and J.K. Thomas. 1980. The temperature dependence of the triplet lifetimes of some aryl iodides and bromides. Journal of Chemical Physics 73(5):2115-2119.

*Under the Radiation Laboratory

Mathematics

- Dwyer, William G.
W.G. Dwyer and D.M. Kan. 1980. Function complexes in homotopical algebra. Topology 19:427-440.
- Freeman, James P.
J.P. Freeman and M.J. Haddadin. 1980. Cycloaddition reaction of dimethyl acetylenedicarboxylate with 2,4,5-triphenyl-3H-pyrrol-3-one 1-oxide. Journal of Organometallic Chemistry 45:4898-4902.
- Leung, Kam-Wing
K.-W. Leung. 1979. The isomorphism theory of projective pseudo-orthogonal groups. Journal of Algebra 61:367-387.

Physics

- Marshalek, Eugene R.
E.R. Marshalek. 1980. Chimerical boson expansions. Physics Letters 95B:337-343.

COLLEGE OF ENGINEERING

Aerospace & Mechanical Engineering

- Lloyd, John R.
W.H. Herkes and J.R. Lloyd. 1980. Experimental measurements of the flow induced shear stress distribution in the vicinity of prosthetic valves. Pages 41-43 in, 1980 Advances in Bioengineering. Winter Annual Mtg. of A.S.M.E., Chicago, November 16-21.

COLLEGE OF BUSINESS ADMINISTRATION

Accountancy

- Gaertner, James F.
J.F. Gaertner, W.D. Terpening and R.E. Pitts. 1980. Factors influencing marketing and accounting. Proceedings of the Annual Meeting of the American Institute for Decision Sciences 2:39.

Finance and Business Economics

- Keating, Barry P.
B.P. Keating and M.O. Keating. 1980. Efficiency and effectiveness in social service agencies. Proceedings of the 1980 American Institute of Decision Sciences Page 355.

Management

- Eagan, William
W. Eagan. 1980. The Westinghouse uranium contracts: Commercial impracticability and related matters. American Business Law Journal 18(2):281-302.
- Keon, Thomas L.
R.P. Vecchio and T.L. Keon. 1980. A test of two models of congruence among individual needs, job design and system structure. Proceedings 12th Annual Meeting American Institute for Decision Sciences Pages 322-324.

Terpening, Willbann D.

- J.F. Gaertner, W.D. Terpening and R.E. Pitts. 1980. Factors influencing marketing and accounting. Proceedings of the Annual Meeting of the American Institute for Decision Sciences 2:39.

Vecchio, Robert P.

- R.P. Vecchio and T.L. Keon. 1980. A test of two models of congruence among individual needs, job design and system structure. Proceedings 12th Annual Meeting American Institute for Decision Sciences Pages 322-324.

Marketing Management

Pitts, Robert E.

- J.F. Gaertner, W.D. Terpening and R.E. Pitts. 1980. Factors influencing marketing and accounting. Proceedings of the Annual Meeting of the American Institute for Decision Sciences 2:39.

LAW SCHOOL

Ripple, Kenneth F.

- K.F. Ripple and M.A. Murphy. 1980. World-wide Volkswagen Corporation v. Woodson: Reflections on the road ahead. Notre Dame Lawyer 56:65-88.

CENTER FOR THE STUDY OF MAN IN CONTEMPORARY SOCIETY

Kerrigan, Anthony

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MEDIEVAL INSTITUTE

Gabriel, Astrik L.

- A.L. Gabriel. 1979. A statute book of the Order of Saint Michael in the Pierpont Morgan Library, New York City. Pages 481-489 in, Miscellanea Codicologica F. Masai Dicata, Gand: E. Story-Scientia. Three plates and five illustrations.

RADIATION LABORATORY

Bays, J.P.

- J.P. Bays, M.V. Encinas and J.C. Scaiano. 1980. Photochemistry of polymers and copolymers of phenyl vinyl ketone and o-tolyl vinyl ketone. Macromolecules 13:815-820.

Das, Paritosh K.

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Encinas, M.V.

- J.P. Bays, M.V. Encinas and J.C. Scaiano. 1980. Photochemistry of polymers and copolymers of phenyl vinyl ketone and o-tolyl vinyl ketone. Macromolecules 13:815-820.

Ferraudi, Guillermo

C. Kutal, D.B. Yang and G. Ferraudi. 1980. Mechanistic photochemistry of transition-metal β -diketonate complexes. 2. The case of *trans*-tris(1,1,1-trifluoro-2,4-pentanedionato)chromium (III). *Inorganic Chemistry* 19:2907-2912.

Field, Richard J.

R.D. Janz, D.J. Vanecek and R.J. Field. 1980. Composite double oscillation in a modified version of the Oregonator model of the Belousov-Zhabotinsky reaction. *Journal of Chemical Physics* 73(7): 3132-3138.

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Raghavan, N.V.

N. Selvarajan and N.V. Raghavan. 1980. Reaction of OH with pyridine. Pulse-radiolytic and product-analysis studies. *Journal of Physical Chemistry* 84:2548-2551.

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J.P. Bays, M.V. Encinas and J.C. Scaiano. 1980. Photochemistry of polymers and copolymers of

phenyl vinyl ketone and o-tolyl vinyl ketone. *Macromolecules* 13:815-820.

Selvarajan, N.

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Tripathi, G.N.R.

G.N.R. Tripathi. 1980. Resonance effect in the ultraviolet raman spectra of styrenes: Nature of the photoreactive states. *Chemical Physics Letters* 74(2):232-236.

MEMORIAL LIBRARY

Gabriel, Astrik L.

A.L. Gabriel. 1980. Review. D.E.R. Watt's, a biographical dictionary of Scottish graduates to A.D. 1410. *Speculum* 55(4):857-858.

Masin, Anton C.

A.C. Masin. 1980. Exhibit Anthology of the Works of Hilaire Belloc (1870-1953); Neglected Historian, Essayist, Novelist, Poet and Defender of the Faith. Memorial Library, Department of Rare Books and Special Collections. University of Notre Dame, Notre Dame, Indiana.

monthly summary

Awards Received

IN THE MONTH OF NOVEMBER, 1980

Department or Office	Principal	Short title	Sponsor	Dollars Months
AWARDS FOR RESEARCH				
Civil Eng.	Theis	Waste elimination center	Ill. Inst. Tech.	6,084 1.5
Chemical Eng.	Varma, Carberry, Kuczynski	Catalytic reactor design engineering	Ford Motor Co.	65,000 6
Center Study Man	Santos	Gerontological education, research and service	Retirement Res. Fdtn.	74,000 12
Biology	Fuchs, Kang	Reproductive physiology of Aedes Mosquitoes	Natl. Inst. Res.	120,440 12
Chemistry	Miller	Synthesis of ferrichromes and related iron chelators	Natl. Inst. Health	49,994 12
Chemistry	Castellino	Blood coagulation protein-metal ion-lipid interactions	Natl. Inst. Health	126,407 12
College Eng.	Berry	Undergraduate participation in produc- tivity in hardfacing industry	SME Mfg. Engr. Ed. Fdtn, I-PU	3,906 12
Chemistry	Thomas	Photochemical reactions in and the structure of microemulsions	Natl. Sci. Fdtn.	51,800 12
Aerospace Mech. Eng.	Yang, Lloyd, Kanury	Computer modeling of aircraft cabin fire phenomena	Natl. Bur. Stand.	91,129 12
AWARDS FOR EDUCATIONAL PROGRAMS				
Center Constl. Studies	Moots, Gaffney	College administrators' legal desk book	Lilly Endow., Inc.	53,350 18
Mathematics	Sommese, Stoll	Midwest Conference on Several Complex Variables	Natl. Sci. Fdtn.	3,356 18
AWARDS FOR SERVICE PROGRAMS				
Cent. Past. Soc. Min.	Melloh	Notre Dame Center for Pastoral Liturgy	- - -	1,461 - - -

Cent. Past. Soc. Min.	Melloh	Notre Dame Center for Pastoral Liturgy - training program	- - -	4,325
Cent. Past. Soc. Min.	Pelton	Notre Dame Institute for Clergy Education	- - -	3,812
Cent. Past. Soc. Min.	McNeill	Center for Experiential Learning	- - -	1,560
Cent. Past. Soc. Min.	Gaynor	- - -	- - -	30
Natl. Cent. Law, Handicapped	Soskin	Training and back-up consultation in legal advocacy	Dept. Health Hum. Serv.	33,160 14

Proposals Submitted

IN THE MONTH OF NOVEMBER, 1980

Department or Office	Principal	Short title	Sponsor	Dollars Months
PROPOSALS FOR RESEARCH				
Microbiology- Lobund Lab.	Chan, Pollard	Studies on the phenomenon of metastasis	Cancer Soc., St. Jos. Cty., Inc.	13,770 12
Chemical Eng.	Ivory	Internal staging of continuous flow electrophoresis device	Natl. Sci. Fdn.	86,136 24
General Program	Lyon	Lilly Endowment Faculty Open Fellowship	Lilly Endowment, Inc.	25,000 9
Physics	Tomasch	Electronic tunneling from metals (quasiparticle interference)	Natl. Sci. Fdn.	147,734 36
Metallurgical Eng.	Kargol, Fiore	Hydrogen absorption by 2-1/4 Cr-1Mo steel	Welding Res. Council	18,339 9
Aerospace Mech. Eng.	Nee, Huang, Shieh	Fluid-structure interaction during earthquake	Natl. Sci. Fdn.	130,749 24
Metallurgical Eng.	Fiore, Kargol	Environment assisted failure of FCC Fe and Ni alloys	Natl. Sci. Fdn.	535,113 36
Civil Eng.	Bang	Analysis of earth reinforcement below shallow footings	Natl. Sci. Fdn.	78,775 24
Biology	Saz	Intermediate metabolism of helminths	Natl. Inst. Health	125,993 12
Civil Eng.	Theis	Industrial waste elimination research center - administrative budget	Ill. Inst. Tech.	21,746 12
Civil Eng.	Ketchum	Management of industrial pollutants by anaerobic processes	Ill. Inst. Tech.	14,376 12
Civil Eng.	Theis, Jennings	Identification of research and planning needs for waste management	Ill. Inst. Tech.	34,590 12
Civil Eng.	Theis	Speciation of transition metals in multi-phase environments	Ill. Inst. Tech.	32,677 12
Chemical Eng.	Ivory	New and innovative industrial processes for waste elimination	Ill. Inst. Tech.	36,780 12
Chemical Eng.	Wolf	Infrared studies of surface dynamics during heterogeneous catalytic reactions	Ill. Inst. Tech.	41,535 12
Civil Eng.	Jennings	Improved physical description of the saltwater intrusion problem	Natl. Sci. Fdn.	50,522 24
College Eng.	Miller, Katona, Yang, Lloyd, Berry	Hardfacing by welding--an interdisciplinary study	Natl. Sci. Fdn.	968,332 36
Mathematics	Hahn	Groups of Lie type and classical groups: Supplement	Natl. Sci. Fdn.	6,242 12
Aerospace Mech. Eng.	Kelly	Continuous vorticity distributions in nonlinear lifting surface problems	Natl. Sci. Fdn.	80,893 24
Civil Eng.	Razzaq	Inelastic instability of imperfect steel columns with rotational restraints	Natl. Sci. Fdn.	113,419 24
Biology	Weinstein	Development of parasitic helminths in vitro	Natl. Inst. Health	113,063 12
Microbiology Lobund Lab	Pollard, Chan, Teah, Burleson	Investigations on prostate adeno- carcinomas in rats	Natl. Inst. Health	97,577 12
Biology	Tweedell	Detection of malignant transformation by lucke tumor herpesvirus	Cancer Soc., St. Jos. Cty., Inc.	7,650 12

PROPOSALS FOR FACILITIES AND EQUIPMENT

Memorial Lib.	Sereiko, Minamiki	Japanese library acquisitions	Japan Fdn.	5,000
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PROPOSALS FOR EDUCATIONAL PROGRAMS

Mod. Class. Languages	Marullo	Lilly Endowment Faculty Open Fellowship	Lilly Endow. Inc.	25,000 12
Sociology Anthropology	Scott	Lilly Endowment Faculty Open Fellowship	Lilly Endow. Inc.	25,000 9
Civil Eng.	Ketchum	Urban engineering training	Rockefeller Bros. Fund, Inc.	478,410 48
Center Study Man	Santos	Outreach training to assist rural and minority elderly	Natl. Inst. Mental Health	115,279 12
Aerospace Mech. Eng.	Lucey	Workshop in energy education	Dept. Energy	32,642 12

PROPOSALS FOR SERVICE PROGRAMS

Inst. Urban Studies	Broden	Youth advocacy program development	Dept. Justice	348,600 12
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summary of awards received and proposals submitted

IN THE MONTH OF NOVEMBER, 1980

AWARDS RECEIVED

Category	Renewal		New		Total	
	No.	Amount	No.	Amount	No.	Amount
Research	6	\$ 487,641	3	\$ 101,119	9	\$ 588,760
Facilities and Equipment	0	- - -	0	- - -	0	- - -
Educational Programs	0	- - -	2	56,706	2	56,706
Service Programs	1	33,160	5	11,188	6	44,348
Total	7	\$ 520,801	10	\$ 169,013	17	\$ 689,814

PROPOSALS SUBMITTED

Category	Renewal		New		Total	
	No.	Amount	No.	Amount	No.	Amount
Research	8	\$ 1,055,118	15	\$ 1,725,893	23	\$ 2,781,011
Facilities and Equipment	0	- - -	1	5,000	1	5,000
Educational Programs	1	115,279	4	561,052	5	676,331
Service Programs	1	348,600	0	- - -	1	348,600
Total	10	\$ 1,518,997	20	\$ 2,291,945	30	\$ 3,810,942

closing dates for selected sponsored programs

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

Agency	Programs	Application Closing Dates
American Cancer Society	Junior Faculty Research Awards	March 1, 1981
American Council of Learned Societies	Travel Grants for Humanists to International Scholarly Meetings Abroad	March 1, 1981
Damon Runyon-Walter Winchell Cancer Fund	Fellowship Grants in Cancer Research	March 15, 1981
National Endowment for the Humanities	General Research Program- State, Local and Regional Studies	March 1, 1981

document- tation

president's address to the faculty

(Following are the remarks and the address of Father Hesburgh at the meeting of the general faculty in Washington Hall, on Oct. 13.)

Remarks.

I stand before you on the 29th year of addressing the faculty at its annual meeting, and once more I am happy to greet the new members of this community as well as to welcome back those who have been here for many years.

I should like to say a word about Father Bill Toohey who, as you all know, died this morning about 11:30. I had given him a last blessing about 10:00 and was offering Mass for him just as he was dying. Father Bill has been with us ten years--ten years of good and faithful service. I think as good an epitaph as any to his memory and his service are his own words in the Observer just nine days ago when he was speaking about people who touched our lives and somehow make God a reality for us in a very busy world. They are, he said, "people who make us feel more alive because of what they bring to life in us." It is curious and wonderful to realize that we have no notion of what it is we say and do that others will remember for the rest of their lives, not that we need know. The important thing is we are all meant to be for one another experiences of a living God. In offering a votive Mass to Our Lady this morning, I asked that she might give him safe conduct to that safe harbor in eternity. May he rest in peace.

A week or so ago I was speaking to the Academic Council and I mentioned to them that everything we do in the Council, everything we do throughout the faculty and staff of this University has to be geared to one overriding concern--the concern for excellence. I've said this so many years that I'm sure I begin to sound like a broken record to many of you, but I think if we are to create here a unique and a great university there is no other coin of the realm except that of excellence. There never was a great university without commitment to excellence, and there never will be one here without that constant commitment year in and year out.

One significant move towards excellence is the fact that we have funded and filled fourteen endowed chairs and have fourteen more ready to be filled. I'm sure that before we finish the "Campaign for Notre Dame" at the end of the year we will have moved even further ahead in this area. Here, too, we have tried to stress quality and excellence. Each time one of these chairs is filled from within or without the University, we take another step forward to our constant goal. Of all the things I hoped for in this campaign, the funding of these chairs was the most important.

The Academic Council, as you may have heard or will read shortly in the Notre Dame Report, has approved a new appeals mechanism. This is not directed to appeals in the case of decisions on promotion or tenure in the matter of standards, but rather for taking a look at what might be possible procedural errors or personal bias in the decision.

Allow me to mention, as I do every year, that we are close but yet far from our goal in United Way. We have achieved \$52,000, and our goal, as you all know, is \$79,000. We are at the short yardage at the end of the field; the only way we're going to succeed is to have 100 percent participation. This is an effort that reaches out to our total family.

At the first meeting of the officers this year, we met with the Faculty Budget Priorities Committee and we talked about a problem they had been discussing for the last year. We have a small but significant (even one would be significant) number of widows and some retired faculty members whose pensions are inadequate in today's inflated economy. As you know, we had a base of \$7,000 minimum and have raised that at the suggestion of the Budget Priorities Committee to \$10,000, plus other emoluments in the area of Blue Cross-Blue Shield. We are earmarking \$500,000 in the endowment fund for this purpose, and if that is not sufficient, we shall have to touch the capital of that fund. I hope this is a short-range problem because the pensions or retirement funds that we are concerned about were built up in years when salaries here were about 1/5 of what they are today, if not less. In any event, it is one of those problems that simply out of humanity and gratitude one must do something about.

I'd like to mention two extensions of Notre Dame that are important outreaches of our academic enterprise, giving our work visibility in a broader scheme. The first is a new property in London, made possible by a benefaction from Mrs. Dagmar Concannon, that will serve our programs for law and business in that city.

The other property is one in which I have been involved for the past 15 years, the Ecumenical Institute for Advanced Theological Studies in Tantur, Jerusalem. The Trustees have now agreed that we can make the Institute a constituent part of our Theology Department, and we have a committee of people in the department--an ecumenical group, Protestants and Catholics--who have studied there, some as rectors. Father Dave Burrell, our former Theology Department head, is a rector there this year. The Theology Department committee will be backed up in Jerusalem by an international group of advisors--Protestant, Catholic, Orthodox and Anglican. We hope that our ability to do theology will be enhanced, especially in the field of ecumenics. We also hope we can attract many other faculties of theology in this country, in Europe and in the Third World to collaborate with us in this endeavor.

We are moving forward on the addition of women to our undergraduate student body. The Trustees approved the addition of 500 women to the undergraduate student body, and we are bringing in about 125 new women students a year, either as freshmen or transfers. Mr. Mason is working on what this requires in the way of facilities, and Prof. O'Meara is looking into the academic ramifications of this move, together with the deans and chairmen.

A few years ago when we were starting the "Campaign for Notre Dame," I said we don't have to worry about building. I guess I should remember that "ever" and "never" are words that shouldn't be used in a university. We are in the process of completing, or have completed, some \$25,000,000 worth of new facilities: Fitzpatrick Hall of Engineering is in place and working; the Stepan chemical research facility should probably be in operation the next calendar year. We hope to have Pasquerilla West, a new women's residence hall, in operation in January, and Pasquerilla East next September. During November we have such joy at dedicating the new Snite Museum that we are taking four days to do it. We will multiply at least six times our exhibit area for the visual arts, and for the first time be able to show our permanent collection. Having this splendid facility will also attract much more great art to this University in the way of gifts.

We have still one great priority in building, and that is a faculty office facility. Dr. Frick has been putting this interest before a benefactor, and we are all very hopeful that sometime in the near future we will be able to undertake this new building and deliver some people from their present claustrophobia in the basement of the Memorial Library.

In recent years we've been worried about the Memorial Library. Acquisitions are an on-going concern because inflation in that area is about 18 percent a year. We have in 1981-82 broken out of the library budget the acquisition portion and tried to give that special attention. In the past it tended to get melded in with a number of other non-salary items. Salary items are over 60 percent in the library, and we are attending to that area, too.

The Faculty Budget Priorities Committee has been asked to look at the perennial problem over the entire University of fringe versus salary benefits. When one is young, salary in hand looks like the best of all benefits, and as one gets older the fringes, particularly retirement arrangements, begin to loom as a very important part of one's life. I don't know what particular wisdom we're going to discover, but if we come up with some better solution than that currently at hand we will certainly activate them.

Every year I mention that we are committed to having more women and more minorities on our faculty. I think it fair to say that we have made better progress with women than we have

with minorities. I was extremely impressed by the quality of the women coming into the University this fall, and last fall as well. On minorities we lag, and I suspect we can contribute to a solution here by attracting more minorities to our Graduate School, enlarging the pool of potential professors. I say once more to all of you who are involved in attracting new faculty to this University that these remain top priorities.

Dr. Gordon tells us that we have over \$9 million in research funding this year, which is doing well in the face of whittled-away government grants. Our outside total funding, including facilities and equipment, educational and service programs, and a cold weather transportation project in the College of Engineering, is about \$17 million. Dr. Gordon also notes that the numbers of graduate students are down but the quality is holding and, in fact, in some cases improving.

A final item before getting into my formal remarks. It appears to me and to the trustees that priorities these days seldom last for more than ten years, and then one has to take another look at them. As you all know, ten years ago we had a Committee on University Priorities which came up with a report that, in turn, gave birth to the "Campaign for Notre Dame." As a result, we are much further along the road to excellence than we were ten years ago. It seems to me that we should now go back and take another look at our priorities. I've written a letter to the Provost, which will be appearing in Notre Dame Report, asking him to undertake this task along with the many others he does so well. I spoke earlier of excellence, and there is never any question about where the Provost stands on that matter. I have great confidence that by his calling upon many of you to help him review our priorities and by his own pondering on the problem, in a year or so he will present a report to us on his perceptions for the 80's. I have asked that he review what has been done during the 70's but to let his mind range ahead ten years and beyond in terms of academic excellence.

Address.

I would like to speak to you today quite seriously about the future of liberal education, and while I speak to this campus and its needs I speak also to the world at large on this issue. I think we are passing through a time when education is the more cherished as it is the more vocational, when learning how to do something, rather than liberal and humanistic learning how to be someone, particularly someone human, is in vogue. One questions the future of liberal education. This is no idle speculation, especially in our day when the most popular course on the American college campus is not literature, not history, but accounting. I do not say this to denigrate accounting--it is important to know how to do it and to do it well. However, I think the single fact that a how-to-do course is more popular than the traditional liberal arts courses is indicative of many modern currents of educational thought regarding the purposes of higher education, what education might be expected to produce, what the country most needs at this particular time from its educated citizens, and, especially, how all this relates to the position of our country, America, in a wider world context.

Speaking first to the purposes of education, may I say we are given a mighty clue when we add to the word "education" the adjective "liberal." Liberal education is best described as that education which liberates a person to be truly human. That is perhaps why those subjects which bear most directly on this process are called the humanities. What does it mean to be truly human? Three or four years ago when I became chairman of the board of the Rockefeller Foundation, I persuaded my fellow trustees to set up a Commission on the Humanities, which we funded with \$1 million. This Commission was chaired by Richard Lyman, then president of Stanford University and now president of the Rockefeller Foundation. He drew upon the wisdom of 32 other distinguished Americans, and this week they are publishing their report, The Humanities in American Life, through the University of California Press at Berkeley. On the first page of this report I think they underscore what I am trying to address right now.

Through the humanities we reflect on the fundamental question: what does it mean to be human? The humanities offer clues but never a complete answer. They reveal how people have tried to make moral, spiritual and intellectual sense of a world in which irrationality, despair, loneliness, and death are as conspicuous as birth, friendship, hope and reason. We learn how individuals and societies define the moral life and try to attain it, attempt to reconcile freedom and the responsibilities of citizenship and express themselves artistically as well. The humanities do not necessarily mean humaneness nor do they always inspire the individual with what Cicero called "incentives to noble action," but by awakening a sense of what it might be like to be someone

else, to live in another time or another culture, they tell us about ourselves. They stretch our imagination and they enrich our experience. They increase our distinctively human potential.

I have often wondered and speculated, most recently in a nationally broadcast debate with some Russians on the subject of human rights, about what it really means to be human, taking that word in its most universal sense. On the occasion of the debate, which took place at Georgetown University, it struck me that unless our American team of three people could induce the three Russians to transcend the political, cultural, economic, religious and nationalistic barriers that separated us, no real discussion of human rights or, more largely, no real discussion of the human condition could take place. Now there is a technique long used to create a good mental attitude for meditation called composition of place, putting oneself in a mental situation where meditation on a particular subject was facilitated. So on that occasion, in an attempt to create such a composition of place, I asked the Russians to imagine that our world had become so humanly impossible for us and in such proximate state of danger of total destruction that a group of human beings of every possible nationality, race and religion banded together in a new rocket-powered Noah's Ark and sought another planet where a new human world might be created. Finding one ample enough, already inhabited by intelligent although non-human life, our planetary immigrants are asked a very key question by those in current possession of that planet. The conversation goes like this: "Before we welcome you to live among us, we really must know what you consider yourselves to need most as humans. We are speaking of spiritual rather than material realities of life. We know you need food to eat, water to drink, air to breathe, sleep, exercise and so forth. All of these are readily and freely available here on this planet, but what do you really need to be human, that without which a truly human life would be unthinkable? No easy question, and not to be answered with mountains of gold and diamonds, exquisite nourishment, sensual pleasure of every imaginable sort. All of these are freighted with material rather than spiritual realities and undertones. These will not answer the question: What is that without which you cannot be truly human?"

I told the Russians after making this introduction to our televised debate that speaking out of our common humanity I would try to answer our planetary host with one key word, freedom, and that I would add a phrase for their reassurance--freedom intelligently and responsibly used and enjoyed. If pressed for further elaboration of this most basic human need of freedom, I would specify some central human freedoms that make life worth living in any society on any planet. First, freedom to develop oneself to the full extent of one's human potentialities, mainly one's intelligence and one's talents--artistic, cultural, humane, spiritual, scientific, to mention a few. Second, freedom to have faith and to practice it freely in our traditional religious manner by prayer and worship, by loving God, by loving all of our fellow human beings in care and in service. Three, freedom to organize our societies and our social instincts to achieve our common human welfare on all levels--civil and political societies, economic endeavor, marriage and family. In a word, to be truly human we would need the freedom to achieve a balance between our individual and our common good, our particular and communal well-being, our happiness fundamentally as human persons and as a human society.

All of this in its particularity we sum up as human rights, not given to us, but inhering in our human personhood as created, both intelligent and free, and in this, mirroring our Creator who is ultimate intelligence and freedom, the ultimate source of our eternal destiny of everlasting happiness and fulfillment.

At this point, our newfound intelligent (and presumably free) persons might rejoice in our particular human kinship with them, but they might also ask, "Were all of these rights, so central to the human condition, respected and achieved on the Planet Earth that you left?"

Somewhat shamefacedly, we would have to say no, that indeed the worldwide absence of these rights because of greed, violence, selfishness, and inhumanity was the main reason for our leaving, for our wish to recreate the human condition in its pristine promise, somewhere else in the universe.

We might then be asked, quite legitimately, "How do you hope to do it here, when you were such a miserable failure there?"

If I were to give the answer, it would not be unrelated to the future of liberal education, the education of free men and women, despite the fact that you may have thought me wandering from our central theme. My answer would be, not unduly apologetic I trust, something like this.

We did have our golden ages on earth, as well as our eras of dismal failure. We were at

our best when we were most splendidly human, when our young men and women were liberated through education from that dark side of humanity that must most fundamentally be called evil. There were moments when education really liberated people from pride and prejudice, from greed and selfishness, from inhumanity and brutality and violence and destruction. Those were moments when education was really conceived as teaching young people how to be most nobly human, inspired by a vision no less than divine, and we would have to add, open to grace from on high. This was education characterized by attention first of all to ends rather than means, to substance rather than fads, to being human first and foremost, and then doing humanly, because our purposes were clear, our priorities high, and the call to be heroic, even saintly, not diminished by a dismal mediocrity and lack of vision.

May I now bring us all down to earth by proposing that much of the malaise that affects the world today may precisely be described as a dark and foreboding evil, a mad chase for means -- money, power, pleasure -- rather than a pursuit of the high purposes of civilized human achievement, peace, freedom, justice; that selfish personal concerns, even good though single issue ones, have all but buried the over-arching concept of the common good. We do have a world to remake, right here, not up there. In either place, it would be difficult to imagine success in the making, unless liberal education is somehow engaged anew, reborn if you will, with a central place in the total educational effort, now largely without a unifying theme, without a deep concern for teaching young people how best to be human, in the best sense of that word.

I would now like to say a few words about what precisely should happen, or begin to happen to students today, if their education were less illiberal, vocational, strictly utilitarian -- how to do something immediately gainful -- or put positively, what beyond all that, and even before it, or concurrently with it, would we hope to accomplish through a central focus on liberal education. I should add that it is my own deep conviction that without liberal education, none of these qualities, or values, or characteristics I am about to describe are likely to be achieved, in any great measure, in the life of the student.

What should liberally educated students learn? First, the ability to think, clearly, logically, deeply, and widely, about a variety of very important human questions, like the meaning and purpose of human life, the conflicting roles of love and hatred, war and peace (even in a family context), truth and error, certainty and doubt, reason and faith, building and destroying, magnanimity and selfishness, generosity and greed, integrity and perverseness, good and evil, life and death -- to mention a few. How-to-do-it subjects do not raise these issues, although many of these issues are inherent in almost everything we do. These issues are those that liberate the mind by stretching it to confront ideas that are really and fundamentally important to being human, in the best or worst sense of the word.

There are many ways of tracking these ideas and engaging the mind with them, most broadly through philosophy and theology, subjects almost totally neglected in much of what goes by the name of higher education today. How narrow a mind that has never had to wrestle with the thoughts of Augustus and Aquinas, Kant or Calvin, Descartes or Bonaventure, Tillich or Barth or de Chardin. Small minds grow when confronting larger minds; all minds become supple when following conflicting chains of argument, diverse solutions to complicated human issues.

The mind, like muscles, must be exercised to grow, and the lack of this growth is so widely evident today in the millions of college graduates who take their opinions uncritically from their favorite columnist or TV commentator. So many of them are completely innocent of philosophical or theological reasoning. Even more devastating, how many of them graduate without even having read the Old or New Testament? All of this came home to us in a most startling way when many of the key actors in the Watergate affair, young lawyers, graduates of our best and most prestigious universities, admitted that they had never questioned whether what they were doing was right or wrong. They admitted that they just did whatever seemed to get the political results they wanted, irrespective of any moral considerations -- which to them seemed irrelevant. This is hardly the mind at work in its most discriminating way.

In addition to philosophical and theological study, all of these basic human issues may be individualized, concretized, and personalized in the study of history and literature. Here we find the story of actual success and failure in the matter of being human, the heights and the depths of human endeavor, the great challenges and responses, as Tawney puts it, that spelled the rise and fall of human civilization, its greatest glories and its worst shame. Contrast the inhumanity of Buchenwald and Auschwitz with the dedication of a Mother Theresa. As Santayana said so well, we humans learn from our own history, or ignore it to repeat its follies. Each new war and every human tragedy is a growing testament to this basic educational truth.

Literature enlarges the human experience to live a thousand lives, and to learn from them. What educational folly not to dream with Dante, soar with Shelley and Keats, range most widely through every human emotion with the greatest writer in our language -- William Shakespeare. I remember telling a marriage class I once taught that they would learn infinitely more about what makes marriages successful and unsuccessful by reading Sigrid Udset's Kristin Lavransdatter than in drooling over Vander Velde's ponderous tome on the techniques of human sexual encounter.

In all of these encounters with history and literature, the mind is humanly enlarged, endowed with greater human understanding and compassion, but, most especially, a person learns the art of being human. Most how-to-do-it courses put students into a rut that may unfortunately constrict their doings lifelong. One should, of course, learn how to do this or that specific task well, though the this or that which we do is hardly the sum of our lives or the full meaning of our days.

Beyond enlarging the mind, challenging its power, developing its capacity, these liberal subjects of study do something that insures that learning becomes lifelong, intellectual joy and continual growth. What I refer to is a sense of curiosity that comes with enlarging the mind's sweep, a hunger to learn more, to keep on growing, an excitement that fills all our days in a world where knowledge doubles every fifteen years, especially in the area of science and technology. The liberated mind does not merely fill itself with new information, it combines the new with the old, integrates the new into a larger scheme of things, even uses imagination and intuition to enlarge its perception of what is new to make it even newer and more meaningful. For the educated and liberated mind, the total is much more than the sum of disaggregate parts.

A second great quality of the liberally educated person flows from the first. Thinking clearly is essential to expressing oneself clearly, logically, and hopefully, with grace and felicity of language. These latter qualities owe much to one's acquaintance with great literature, especially poetry, another greatly neglected field. The multiple choice mania may make life easier for teachers who must grade students, but no one has ever learned to write well by making check marks on a pre-written test. We should also remember that, unfortunately, even liberal subjects may be taught illiberally with little growth for students who will be speaking and writing all their lives.

A third great quality of a liberal education is the ability to evaluate. There is no learning to do this if one's whole educational endeavor is taken up with means, not ends; techniques, not purposes. Without a sense of value, the greatest scientist or engineer in the world may be the world's greatest menace. As Oppenheimer said ruefully after the holocaust of Hiroshima and Nagasaki, "The scientist has now known sin."

Without a sense of value and purpose, the lawyer may become a clever manipulator of the law seeking anything but justice. The doctor may forget the value and the mystery and the dignity of the person he treats as a mechanic would treat an engine. The theologian without values can easily forget that theology is the study of the quintessential Holy, the Sacred, notions and realities that may be lost in a totally secularized and materialistic life. Not all theologians can be saints, but even trying would greatly influence their theology. At least, it did not hurt Augustine or Aquinas. Without values, the multinational manager may forget that foreign profit without indigenous development is a formula for economic and political disaster, at home as well as abroad.

It should be mentioned here that nothing is more difficult to teach than values, or the ability to evaluate, to have a growing sense of moral purpose and priority in a world often devoid of both. All engaged in education, especially liberal and professional education, should remember that in the area of values, they teach much more by what they are and what they do than by what they write and say. Students have a highly developed radar that quickly separates out the sincere from the phony, the conviction from the posturing. Intellectual honesty, rigorous regard for evidence, hard and unrelenting search for truth amid error, firm conviction about the sacredness of learning and teaching, openness to new ideas, even, perhaps especially, from students, caring about students, not just passing, but growing, all of these concerns are value-laden and value-teaching, whether one is teaching mathematics, thermodynamics, or torts.

Finally, through a combination of all of these other qualities that alone, I think, can emerge from a liberal education, there is an elusive quality that for want of a better expression, I would call learning to situate oneself. This is enormously important in being human, for peace of mind and soul, for consistent growth unhindered by the excessive baggage of doubts, envy, uncertainty, and frustration. To situate oneself is to be at peace, undisturbed, accepting of what one is, qualifying one's humanity, as a man or a woman, highly or moderately talented, believer or unbeliever, but honestly knowing why,

as white or black or brown, as American or Asian or African, to be all of these and many more realities, but still able to be superbly and broadly human. It is like being a saint and yet knowing one's weakness and the burden of daily temptations, a great athlete who always tries but sometimes loses, in a word, to be able to accept what humanly is, with all the limitations involved, while striving for the excellence that so often eludes us; to be able to cope daily with the ambiguities of the human situation. Liberation from life's frustrations and the special crosses that attend every individual life is no small part of the total liberation that can result from a liberal education.

If liberal education does, or can alone do, all of this, why is there any possible problem about it having a future? I suppose the answer to this question is that for some centuries now, liberal education has been slipping from its former central role in the whole field of higher education.

Some would trace the downfall of the humanities back to Bacon's *Novum Organum* (1620), and the growing preeminence of the scientific method from the Seventeenth through the Nineteenth Century, especially with the advent of the Industrial Revolution. Philosophically, this is best expressed by Auguste Comte's positivism that makes three basic assumptions, namely, that nothing is really knowable except by the scientific, not the humanistic, method; that science alone can tell us man's place in the world; and, finally, that anything supposedly learned about reality by religion, art, or humanistic studies such as I have been describing, has the status of fairy tales, not conforming to the established criteria for scientific truth. So pervasive has this philosophy become that even professors of admittedly humanistic studies do everything possible to bend them into scientific methods and to glory in the description of their "value-free" disciplines.

I believe that the time has come for a change. It is obvious that the scientific method is fine for science and technology, that it has revolutionized the world in which we live, and has given us new and exciting perspectives on the world still a-borning. But it has also given us the specter of a value-free world that is on the brink of destroying itself, that is divided by massive discontinuities of the few rich and many poor, the few Ph.D's and the many illiterates, the few over-fed and the many starving, the few with hope and the many hopeless. It has placed great power in the hands of those who have few priorities beyond their own political, social, or economic aggrandizement.

The world is in many ways a technological wasteland today, not because science and technology or the scientific method are bad, but because they can tell us nothing about values, or the meaning of life, or what it really is to be human. Even the great philosopher, Wittgenstein, who would agree with the positivists about what can be spoken about as truth, also believed that everything that really matters in human life cannot be spoken of in verifiable (scientifically) or analytic propositions.

To me at least, this is a call for faith on the religious level, and humanistic studies as central to all education. There is, to my way of thinking, a need to reassess our total concept of higher education, adrift today, to re-establish the centrality of such subjects as philosophy and theology, literature and history, art and music, and the inevitable value content of political science, economics, anthropology and sociology.

I do not suggest this to depreciate the scientific method, but only to state that as a single path to truth and the knowledge of reality, it has not, as a single road to truth, served this world and its growing challenges, even its survival, well. We must begin anew to appreciate the centrality of the human person, intelligent and free, in time but yearning for eternal life, as Maritain has said so well, "To say that a man is a person is to say that in the depths of his being, he is more independent than servile. It is to say that he is a minute fragment of matter that is at the same time a universe, a beggar who communicates with absolute being, mortal flesh whose value is eternal, a bit of straw into which heaven enters." (*Principes d'une politique humaniste*, Paris: Paul Hartmann, 1945, pp. 15-16)

Daniel Bell who is also being honored today has suggested that "in the serious realm of philosophers, physicists, and artists ... the journey is now being undertaken." What journey? "A return to a simple morality in the fundamentalist faiths -- and in my own as well, I might add. A return to the continuity of the tradition of moral meaning; and a return to some mythic and mystical modes of thought in a world which science and positivism have deprived of the sense of wonder and mystery that man needs. He perhaps says it best by declaring that having declared God dead and having taken over from Him and performed so poorly, man now may be ready to place a limit, even on man's hubris." (D. Bell, *The Return of the Sacred*)

And so the future of liberal education is somehow dictated by the most profound need of

our age: to rediscover man and the meaning of human life, to give meaning, purpose, and direction to our days, to reinvigorate our society and our world by the kind of human leadership that can only come from a human person conscious of his ultimate destiny, his vision beyond time, his idealism that transcends power, money, or pleasure; ultimately, the awareness of what men and women can be and the determination to recreate the world in that vision. If all this adds up to our human imperative, then liberal education does indeed have a future.

I should like to share with you one more paragraph from this Report on the Humanities in American Life. It says very well what I've been trying to say to you.

The essence of the humanities is a spirit or an attitude toward humanity. They show how the individual is autonomous and at the same time bound, in the ligatures of language and history, to humankind across time and throughout the world. The humanities are an important measure of the values and the aspirations of any society. Intensity and breadth in the perception of life and power and richness in works of imagination betoken a people alive as moral and esthetic beings, citizens in the fullest sense of that word. They base their education on sustaining principles of personal enrichment and civic responsibility. They are sensitive to beauty and aware of their cultural heritage. They can approach questions of value no matter how complex with intelligence and with good will, and they can use their scientific and technological achievements responsibly because they see the connections that exist between science and technology and humanity.

Thank you all for the great education you provide in this place.

faculty committee for university libraries minutes november 10, 1980

Present:

Harvey A. Bender, Vincent P. DeSantis, Gerald L. Jones, Lloyd R. Ketchum, Jr., John R. Malone (chairperson), Robert C. Miller, James E. Robinson.

The minutes of the October 27, 1980 were approved for publication.

Miller told Committee members of a slight problem being experienced because carrel occupants are using their carrels as mailing addresses. The Committee unanimously agreed that the library cannot be responsible for this type of service and that mail received addressed in this manner will be returned to the sender. Carrel occupants will be apprised of this policy.

Since study carrels were being discussed, Ketchum stated his objection to the limiting of carrel assignment to Arts and Letters. Miller explained that Arts and Letters students' doctoral research material is available in the tower and that this is the basic reason for such assignment. He also indicated that assignment to others is possible and it was agreed that this information should be included in the policy statement.

Miller invited members of the Committee to join Advisory Council members on Friday, November 21st, 3:00-4:00 p.m., for a demonstration of the data base services. It was also agreed that points of discussion with the Advisory Council members on Saturday, November 22nd, should include campus developments relative to the library during the past year and faculty response to the College Library report.

Bender suggested that each issue of ACCESS be mailed to members of the Board of Trustees to keep them informed of on-going library activities. After some discussion, it was agreed that Miller would pursue the matter with the Provost. Bender then suggested that if mailing to the Board of Trustees were objectionable, at least members of the Faculty Affairs Committee could receive the publications.

Malone and Miller will speak to Conklin and Parent about feature articles regarding all phases of the Libraries and how central to the University community the Libraries are. Robinson will speak to the editorial board of the Scholastic along the same lines. All will report back to the Committee.

Miller distributed to Committee members three documents about AACR-2, and explained briefly to them that the decision has been made not to close the current card catalog as of January 1, 1981, as was previously announced, but rather to interfile. It has been determined that the resources can be more efficiently used to going on-line with the computer with interfiling instead of developing a separate catalog; hopefully, within the next two years the catalog will be on-line.

Miller also distributed to Committee members a space needs statement for Memorial Library which is tentative in nature, but points out the need to relieve space problems in the Science and Engineering Libraries by transferring additional materials to Memorial Library. Miller will write to the Provost regarding the need to keep library space needs in mind when and if construction of the new faculty office building is being considered.

The agenda item of security of the Libraries' patrons and collections was tabled until the meeting of December 8th.

The meeting adjourned at 5:30 p.m.

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