

notre dame report

contents

the university

- 71 Jones Faculty Research
Development Fund
- 71 Kellogg Institute
Focuses on Third World
- 72 Grace-Rupley Chair
Established in Chemistry
- 72 Historic Post Donated
- 72 Computing Functions
Reorganized

faculty notes

- 73 Appointments
- 73 Honors
- 73 Activities

documentation

- 76 President's Address to the Faculty
- 82 Sheedy Award Address
- 84 Opening Mass Homily
- 85 Academic Affirmative Action Committee
Review of Academic Year 1981-82
- 94 Faculty Committee for University
Libraries Minutes

advanced studies

- 95 Special Notices
- 98 Notes for Principal Investigators
- 98 --Humanities
- 102 --Fine and Performing Arts
- 105 --Social Sciences
- 106 --Science
- 109 --Engineering
- 109 --General
- 113 --Current Publications and Other
Scholarly Works
- 114 Closing Dates for Selected
Sponsored Programs

82-83

October 15, 1982

number 3

the university

jones faculty research development fund

The Office of Advanced Studies is pleased to announce the establishment of the Jesse H. Jones Faculty Research Development Fund made possible by a grant from the Houston Endowment.

The Development Fund will support four areas of activity:

- The Jesse H. Jones Faculty Research Fund
- The Jesse H. Jones Faculty Research Travel Fund
- The Jesse H. Jones Research Equipment Fund
- The Jesse H. Jones Business Research Data Base in the College of Business Administration

The Fund will operate for a five-year period beginning in 1982-83, with specific amounts available for each activity to be announced each year.

Detailed guidelines for the first three programs appear under the Advanced Studies section.

kellogg institute focuses on third world

The University's Helen Kellogg Institute for International Studies has begun several teaching and research programs which focus on the Third World in general and on Latin America in particular, according to Rev. Ernest Bartell, C.S.C., the Institute's executive director. Value questions which arise from the social, political, and economic changes in Latin America will be emphasized. The faculty includes: Rev. Bartell, C.S.C., Guillermo O'Donnell, chairman of the Institute and Helen Kellogg professor of International Studies, Alejandro Foxley, Kellogg professor of International Development, Alexander Wilde, senior fellow at the Institute, and Anne Perotin-Dumon, research associate and collection development specialist.

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grace-rupley chair established in chemistry

The Joseph P. Grace-Allen S. Rupley Professorship in Chemistry has been established at the University through a grant from Grace Foundation, Inc. The endowed chair honors Joseph P. Grace, the late president and chairman of the board of W.R. Grace & Co., and Allen S. Rupley, former chairman of the board and presently a director of Grace. W.R. Grace & Co. is a diversified international chemical company with 1981 sales of more than \$6.5 billion.

historic post donated

One of thirteen historic trading posts from the New York Stock Exchange was donated to the University this summer. Formerly located in the center of the exchange's main trading floor, the post has been installed in the second floor foyer of the Memorial Library. The octagonal trading posts were used over the years by specialists in the trading of individual stocks. However, new computer enhanced equipment and advanced electronic displays dictated the replacement of the older posts. Although there were many offers to purchase the old posts, exchange officials voted to donate them to various museums and universities where they would be used for educational purposes.

computing functions reorganized

A reorganization of computing functions separating administrative from research and teaching tasks is underway with the new academic year at the University. This will free the IBM mainframe system of the Computing Center for research and teaching functions, while administrative computing will be handled through a new Hewlett-Packard computer installed in the Administration Building last June. About 33 percent of the Computing Center's current use is for administrative tasks.

Now being completed is an Academic Computing Plan which will assess computing needs in research and teaching over the next two years, according to Richard Spencer, assistant provost for Computing, and James Wruck, new director of the Computing Center. The plan will affect use of computing resources by determining how the work of research and teaching faculty could improve if better resources are available.

faculty notes

appointments

Richard W. Conklin, director of information services, will serve as acting editor of Notre Dame Magazine while a search is made for a new editor of the alumni publication. Conklin's appointment was made by Dr. James W. Frick, vice president for public relations, alumni affairs, and development.

honors

Esmee Cromie Bellalta, associate professor of architecture, was accepted for registration as a landscape architect, by the Indiana State Board of Registration for Architects on Aug. 6.

Rev. David B. Burrell, C.S.C., professor of theology and of philosophy, has been appointed to a four-year term on Princeton University's advisory council for the Department of Religion by Princeton's board of trustees.

Frederick J. Crosson, O'Hara Professor of philosophy, was elected to a six-year term as a Senator of the United Chapters, and also elected as Chairman of the Committee on Qualifications at the Triennial Meeting of the United Chapters of Phi Beta Kappa.

Robert S. Eikenberry, professor emeritus of aerospace and mechanical engineering, received the College of Engineering Special Award at the 1982 Honor Award Ceremony principally for his contributions as a systems programmer and a computer mentor.

Jerry J. Marley, associate professor of civil engineering, received the College of Engineering 1982 Outstanding Teacher Award at the 1982 Honor Award Ceremony.

Kenneth F. Ripple, professor of law, was reappointed to the Diocesan High School Arbitration Board for the Diocese of Fort Wayne-South Bend.

David L. Schindler, assistant professor in the program of liberal studies, was selected as a Research Fellow at the Institute for the Advanced Study of Religion, University of Chicago Divinity School, June 1-Sept. 1.

Anthony M. Trozzolo, Huisking professor of chemistry, was appointed Consulting Editor in Organic Chemistry for the Encyclopedia of Science and Technology published by the McGraw-Hill Book Company.

activities

Stephen M. Batill, associate professor of aerospace and mechanical engineering, and Robert C. Nelson, associate professor of aerospace and mechanical engineering, were invited by the General Motors Research Laboratories, Warren, Mich., to present a lecture entitled "The Influence of Boundary Layer Transition on Low-Speed Aerodynamic Characteristics," on Sept. 9.

Granville E. Cleveland, Sr., assistant law librarian, gave an address entitled "Life Voyage" at the First Annual General Educational Development (G.E.D.) Graduation Ceremony, of the Youth Service Bureau 70001, in the Notre Dame Library Auditorium, Sept. 14.

Fabio B. Dasilva, professor of sociology, participated in the annual workshop held by the Center for Theory (York University) on "Theories of Interpretation" which took place at the Casa Del Sacro Cuori, Perugia, Italy, Aug. 8-28.

James T. Deffenbaugh, assistant librarian, presented a lecture-forum on "The Online Search Interview" at a meeting of the Indiana Online User's Group (IOLUG) in Indianapolis, Aug. 10. The meeting was held at the offices of the Indiana Co-operative Library Services Authority (INCOLSA).

Edward A. Kline, associate professor and chairman of English and director of the Freshman Writing Program, delivered a paper, "The Use of the Micro-processor in Teaching," in the Informatics and Control for Development Division at the annual meeting of the International Association of Science and Technology for Development in Tunis, Tunisia, Sept. 1-3.

James M. Johnson, assistant professor of finance, conducted a conference on "The Financial Analysis of Leasing For Lessors" in Chicago, Ill., on Aug. 18. The conference was sponsored by Walter E. Heller & Company. He also administered and lectured at the "Marketing and Financial Analysis: Partners in Planning" Conference sponsored by the American Association of Equipment Lessors at Notre Dame's Center for Continuing Education, on Sept. 13-15. He lectured on "The Economics of Leasing under ERTA and TEFRA."

Conrad Kowalski, assistant professor of chemistry, presented an invited symposium lecture "Advances in the Chemistry of α -Keto Dianions," at Nagoya University, Nagoya, Japan, on Sept. 1. He also presented a paper, "Ester Homologation via α -Halo- α -Keto Dianion Rearrangements," at the IUPAC Fourth International Conference on Organic Synthesis in Tokyo, Japan, on Aug. 22-27. Air travel funds for twenty-seven U.S. participants at this conference were provided from a National Science Foundation Group Travel Grant secured and administered by Dr. Kowalski.

Ralph McInerny, Grace professor of medieval studies and director of the Medieval Institute and the Maritain Center, presented a lecture on "Aquinas and Divine Omnipotence" at the Seventh International Congress of Medieval Philosophy, Louvain-la-Neuve, Louvain, Belgium, Sept. 2.

Rev. John A. Melloh, S.M., director of the Center for Pastoral Liturgy, associate professional specialist in the Center for Pastoral and Social Ministry and concurrent assistant professor of theology, presented the major address at the Regional Convention of the National Association of Pastoral Musicians on the subject of "Ministry Together: Partnership Among the Ordained and Musicians," Santa Cruz, Calif., Aug. 26-28. He also gave two focus sessions: "Ministering with and to the Musician" and "Singing in the Revised Liturgy." He gave a workshop on "Liturgical Celebrations in Religious Communities" for the Diocese of

Burlington, Vt., Sept. 11-12. He delivered the first talk in a monthly series on "Pastoral Care" at St. Joseph's Medical Center, South Bend, Ind., Sept. 15. He presented the keynote address, "A Liturgical Agenda for the 1980's," at the Statewide Leadership Conference, Raleigh, N.C., Sept. 25.

James L. Melsa, professor and chairman of electrical engineering, presented a talk entitled "Digital Transmission of Speech" to the Chicago Chapter of the IEEE Communications Society on Sept. 22.

Ken W. Milani, associate professor of accountancy, made a presentation with James Wittenbach, Peat, Marwick, Mitchell associate professor of accountancy, on "The Nature and the Role of CPA's in Tax Practice." The paper was part of the program conducted in San Diego, Calif., on Aug. 16, at the American Accounting Association National Convention.

John G. Milcetic, visiting associate professor of mathematics, gave an invited talk entitled "The John Constant and Several Variables" at the general session of the American Mathematical Society Summer meeting in Toronto, Canada, on Aug. 24.

Walter Nicgorski, chairman and associate professor in the program of liberal studies, served as commentator on the panel on "Crisis and Breakdown of Democratic Regimes" at the annual meeting of the American Political Science Convention, Denver, Colo., Sept. 3.

Kenneth F. Ripple, professor of law, delivered a lecture on "Recent Developments in Constitutional Law" at the Indiana Judicial Conference, Merrillville, Ind., on Sept. 17. He also gave the keynote talk on "How Should Religion and Politics Be Connected" on Religion and Social Issues TV Series, Channel 34, on Sept. 17.

Norlin G. Rueschhoff, chairman and associate professor of accountancy, presented a paper entitled "Accounting Concepts Underlying the New Standard for Foreign Currency Translation" at the annual meeting of the American Accounting Association at San Diego, Calif., on Aug. 17.

David L. Schindler, assistant professor in the program of liberal studies, represented the Board of Editors of the North American edition of Communio: International Catholic Review at the international editors meeting of Communio in Munich-Freising, Germany, May 20-23. He also chaired a Board of Editors meeting of the North American edition of Communio, and a session on "Religion and Politics" sponsored by Communio, at the University of Notre Dame, Sept. 9-12. He presented a paper, "On the Integrity of Morality in Relation to Religion: A Response to Kohlberg and Power," in Washington, D.C., June 25, under the auspices of the Council for Research in Values and Philosophy. A shortened

and slightly revised version of this paper was read (in absentia) at the International Symposium on Moral Education, Fribourg, Switzerland, Sept. 3.

Robert H. Schuler, professor of chemistry and director of the Radiation Laboratory, presented a paper entitled "Scavenging Studies of OH Reactions within Radiation Tracks" at the Fifth TIHANY Symposium on Radiation Chemistry held at Siofok, Hungary, Sept. 19-24.

Mark Searle, concurrent assistant professor of theology and associate director of the Center for Pastoral Liturgy, presented the major address on "The Power of Rites and Symbols and Why We Avoid Them" at the Detroit Archdiocesan Worship Convention, Detroit, Mich., Aug. 30.

C. William Tageson, associate professor of psychology (coauthor: George S. Howard, associate professor of psychology), presented a paper entitled "Methodology: Some Problems, Some Suggestions" as part of a Symposium on Social and Developmental Issues in Family Systems Theory and Research at the Mid-Western Psychological Association annual meeting in Minneapolis, Minn., May 5-8.

James I. Taylor, associate dean and professor of civil engineering, made presentations on "Revision of Federal Geometric Design Criteria for 3R Projects" and "Coping with Escalating Highway Tort Claims," and then served on a panel to discuss these issues during the Transportation and Traffic Executive Management Program held at Pennsylvania State University, University Park, Pa., Sept. 12-17.

G.N.R. Tripathi, assistant professional specialist in the Radiation Laboratory, chaired a session on "Electronic Spectra" at the 37th Symposium on Molecular Spectroscopy, Columbus, Ohio, June 14-18.

Rev. David T. Tyson, C.S.C., assistant professor of management, was an invited guest speaker on the topic "The Role of an Undergraduate Business Education and Higher Education" at the Women's Council of Realtors Convention held at the Century Center, South Bend, Ind., on Sept. 30. He was a panel member of a business and education symposium sponsored by Ensign-Bickford Company, Inc., on the topic "Free Enterprise -- Is It Really Free?," held in Hartford, Conn., Sept. 22.

Ronald Weber, professor of American studies, lectured on "American Literary Nonfiction" at the University of Lisbon, Portugal, on June 15-16 and at the University of Puerto Rico on Aug. 14-15.

James L. Wittenbach, associate professor of accountancy, presented a paper entitled "The Nature and Role of CPA's in Tax Practice" at the American Accounting Association Convention in San Diego, Calif., on Aug. 16.

documen- tation

president's address to the faculty

(Address entitled "Preparing for the Millennium," given by Rev. Theodore M. Hesburgh, C.S.C., President, University of Notre Dame, at the General Faculty Meeting, Oct. 4.)

If one might judge from the advent of the first millennium in the year of Our Lord 1000, this unusual benchmark of history is by its very nature the occasion of prophecies of gloom and doom. In its most drastic form, one hears increasingly, as we approach the second millennium, the year 2000, predictions of the coming end of the world. One can admit to a certain historical symmetry in this, but given the daily challenges that face us increasingly in the university world, I believe that we might more profitably admit to the uncertainty of the ultimate cataclysm, since the good Lord has told us that: "We know not the day or the hour." It seems best to leave it that way while doing all we can to eliminate the present nuclear threat, and then attend more seriously to our own affairs which are difficult enough, but at least knowable and manageable, too, one hopes.

In 1967, together with twenty some other educators and national leaders from the public sector, I became a member of the Carnegie Commission on the Future of Higher Education. Six years and six million dollars later, in 1973, we published our final report. That same year we also published another report: "The Purposes and the Performance of Higher Education in the United States: Approaching the Year 2000."

One would have thought after about a hundred studies and reports--a veritable bookshelf of white-jacketed books--that there was little left to study or report upon. However, our genial chairman, Clark Kerr of Berkeley, could still discern a few problems, so a successor body was commissioned under his chairmanship, The Carnegie Council on Policy Studies in Higher Education. Seven years later, in 1980, their final report was issued on the next twenty years for higher education. It was entitled "Three Thousand Futures."

For those of us engaged lifelong in higher education, it does focus our attention on the coming millennium by giving, in the first chapters, thirteen fairly obvious reasons for gloom and doom to come. These are immediately countered with fifteen reasons for hope. At least hope wins out numerically over gloom and doom, but only narrowly. One has the impression that the report strained a little to tip the balance.

The rest of the report, plus a very thick appendix, attempts to prepare all of us for what we might expect realistically in the field of higher education before the millennium arrives. We are told that there is no compelling reason for either panic or euphoria, that what is most certain is that the next twenty years--eighteen now--are full of uncertainty, that higher education's recent problem of managing growth has suddenly become a much more troublesome and difficult problem of managing retrenchment, and, finally, that the last three decades of full steam ahead through clear seas to wide open horizons now are to be followed by two decades of avoiding shipwreck and planning survival.

The report is clear on several salient points:

1) There is not one future, but three thousand futures for higher education, that being roughly the number of individual institutions and the title of the report. Each institution must study itself and prepare for its own future. No one will do that for us. We at Notre Dame are engaged in PACE, but that is only a beginning, a call to action.

2) Among the uncertainties, there are certain facts. For example, the students who will people our institutions in the year 2000 are already born and compared to the present age cohort, there are 23.3% less of them. Since students are the lifeblood of our institutions--the public ones because they are generally funded per capita, and we in the private sector since we operate mainly on tuition income--it does not require a prophet to discern the anguishes that this situation will engender. When the food is scarce, the many hungry natives really do get restless; nothing like hunger to focus attention and overstimulate competition--even among colleagues.

3) Another fact: more than half of the current faculties in higher education were appointed in the '60s and '70s. Since about three quarters of them are on tenure, nationwide, they will presumably be holding down the only available faculty positions until the millennium. Again, no need to speculate about what this implies for women and minorities (most of the current faculties across the land are white men). We can also easily imagine what it means for junior faculty competing for tenure, what it could mean for young intellectuals, especially in the humanities, who are seeking Ph.D.'s for teaching posts that do not exist. Finally, and here I simply paraphrase the report, imagine what it will mean to have an aging and aged faculty (not to mention administrators!) who are not being stretched by younger colleague competition, who are more distant in some cases from younger students, who, finally have few if any other positions available in academe for which they might otherwise compete and into which they might grow.

4) Then there are the uncertainties: such as, which institutions get the fewer available students? Which colleges or departments within institutions? What happens to the normal academic dreams of new programs and new facilities in the face of diminishing financial support from the federal and state government, already a fact, or from donors who now have their own new financial problems? What happens to the young scientist who can no longer be placed in a university laboratory where alone he can associate freely with his mentors and in the past be financed by government grants, to do that basic research which has made America unique? An aside: how economically productive and competitive will America be in the world of the future without this basic research which universities have largely provided in the past? Young scientists may be employed elsewhere, mainly in industry to do applied research, but they will not grow and become the next generation of teacher-researchers on the endless frontier of science and technology. One can, of course, make the same case for young engineers in the university. In the frontier days of extreme hardship it was called "eating your seed corn."

5) If future financing during a potential downturn in higher education is still in the realm of uncertainty, there is no uncertainty about what happens in higher education when financing shrinks and inflation grows. A whole series of things happen: positions are vacated without replacement and salaries presently paid get frozen or reduced; maintenance is deferred, which means you pay ten times more later to replace the whole roof for not having fixed the leak; laboratory equipment becomes not one, but two or three generations obsolete; library resources are cut, books are not bought, and periodical subscriptions are cancelled; computing facilities shrink or become outdated or both; programs without sufficient students or strength are cancelled and with them, attending faculty, even though tenured; new promising programs are simply shelved for a better day, new opportunities lost for decades; faculty development, books and travel, sabbaticals and important conferences, secretarial help and fringe benefits, all look relatively unimportant in the face of survival. Many go overboard, some at first, some later.

I could go on with this list, but it is depressing and I think enough is enough to get the general idea of what could happen in the two decades to come. For all of you who read the educational journals, all of this will come as no surprise because there is not one thing I have mentioned that is not happening now, somewhere in higher education. In more than 100 institutions, it happened all at once in the past decade. They simply went out of existence. They are no more.

The Carnegie report also predicts that an unknown number of presently existing institutions of higher education (some mention the figure 200) are unlikely to be around to usher in the new millennium. In a somewhat cruel and yet realistic fashion, the report implies that these unlucky ones deserve their fate, mainly because they will react in a short-term manner to long-term (at least two decades long) problems. They will not analyze their particular situation and take corrective action, they will attract few students, they are already educationally weak and behind the times, their faculties are the reason for the weakness of the curriculum, and the lowering of standards because they, too, are already weak and try to attract weak students. Anyway, the report says, in general, that the weak institutions will get weaker and die, and that they will not be missed, and that higher education may well be better off without them. That is a sad requiem, not entirely true I'm sure, but probably mainly so.

I am moved to say at this point, so much for the bad news as we march towards the millennium.

The good news can be put in promising capsule form and it is both a wish, a possibility, and here at Notre Dame, I hope, a prayer as well. It goes: the strong institutions might just get stronger, not by growing externally, but by pursuing frugality, integrity, and quality internally. It will require a good deal of analysis by all parts of the University to be sure of the facts and to predict, as far as possible, the general uncertainties as they will or will not apply. This will call for leadership and understanding on all levels of the strong university, cooperation of all in applying stringent solutions instead of competing for scarce turf. The common good of the institution must once more be the guiding star. There must be hope, morale, pride, imagination, wisdom, and so many other great qualities at work together in both faculty and administration. Fundamentally, all must believe that in a time of potential disaster, their institution can and will not only survive -- as Faulkner put it in accepting the Nobel Prize -- but prevail. The university will get stronger even if not larger, it will augment quality in ways not thinkable in easier halcyon days. It will do all this, or it will not survive, at least not as a strong university with a future.

I would like now to share the ways in which I think Notre Dame, our University, has some unique strengths in the face of the Carnegie Commission analysis.

The report spends a major part of its analysis on students. It even gives the birth rates which will hearten at least those who foster ZPG -- Zero Population Growth -- in five-year intervals:

1955-59	-	3.7%
1960-64	-	3.5%
1965-69	-	2.6%
1970-74	-	2.1%
1975-79	-	1.8%

They analyze this shrinking student population and judge that only 40% of them can be called hard-core or reasonably certain students -- those who are at least second generation college students. The others, mainly first generation, tend to be older, part-time, in-and-out of college, favoring two-year colleges or vocational schools. If this 60% of the soft fringe continues, there will be wide fluctuation in total numbers.

Notre Dame must concentrate on the more certain 40%. We are fortunate also that so many of these are sons and daughters of our alumni and alumnae. We now accept about 25% of them. That figure may perforce grow in the future as the number of our alumni and alumnae are growing and many look first at Notre Dame for their sons and daughters.

Another hard core for us, thanks to a decision made differently than other institutions during the student revolution, is the availability here of ROTC in all services. This year, these well-screened and competitive students are fully subsidized to the amount of well over three and a half-million dollars.

Another decision that practically doubled our pool of applicants was coeducation. I would hate to think where we would be today without these women. There may well be more, but, so far, we have correlated the growth with Saint Mary's College, as I think is historically correct and proper.

We have more beginning black and other minority students this year than ever before. These are largely covered by an endowment of over six million dollars which should double in the years ahead. Our record with Hispanic students is better than most. This, too, at least in the numbers presently applying, is an important new and growing potential for Notre Dame. We could and should double our number of foreign students. As a group, they have grown nationally from 50,000 in 1960 to about 300,000 today. However, we need to learn how to better utilize the rich diversity of culture and languages that they bring to this campus. We will also be more attractive to all students if we improve substantially, in programs, places, and preparation, our own overseas programs.

I do not foresee our engaging in what seems an escape hatch for many institutions to uphold student levels today by lowering standards, adding all sorts of vocational attractions, using faulty advertising, luring the older student, reaching out to those in jail, or the services, or anywhere -- warm bodies, but generally not students in any real sense.

Let there be no mistake, however. We attract and will attract -- among only 16.9% of colleges and universities today -- a good and growing number of applicants because we are unique and different than most of those who are failing. Fifty percent of all students are in institutions of our size or larger as against 25% in 1955. Only 1.5% are in schools of less than 500 students.

But there is much more than size involved. The report says that few institutions today have their own strong personalities. The report adds: "The alumni are the great force for preservation of elements of historical diversity where they exist, and their financial support is almost directly related to the traditional distinctiveness of the institution." (p. 23)

I will return to this distinctiveness later, since it is crucial, but I must recall that our alumni are always among the top few alumni groups in the country who generously support their universities. I do not believe that would be happening if we had become homogenized, as were so many others who have lost alumni support.

How long will this student drought continue? The report charts it from a high point for students in the years 1979-83 to a nadir in 1977, then rising again to the '83 level in the year 2010. By then, we will have fought our battle, won or lost.

The report observes that more than half of the students who begin college never finish. Retention efforts are then advised as a tactic for survival. Fortunately, here too, Notre Dame is quite unique, losing generally less than 1% of our students in the freshman year -- the first difficult hurdle for them. I am sure we could do much better, through faculty counseling mainly, in the years after they leave the care of Emil Hofman. And we must, for each of these later departures is generally a personal tragedy for the student and a failure on our part.

What of graduate students? Curiously, here the Council sees a slight increase between now and the year 2000. There are special reasons and these are not entirely reassuring -- at least not to Notre Dame. The present graduate school gloom, they say, is because we are losing, or will lose, 50% of the academic Ph.D. students who are presently preparing only for a teaching career -- mainly in the humanities and some sciences, such as physics and botany. However, this 50% represents only 1/12th of the whole graduate enrollment nationwide. Other graduate and professional programs seem to be holding stable, especially theology and business.

I believe that the lesson for us is to decide which graduate programs we can do better than most, and which are related to our special strength as a Catholic university. One thinks of philosophy and theology, special segments of the humanities, science where we have both special facilities and a long tradition of strength, business as a growing field searching for ethical enlightenment, law where one can be among the best in our special tradition, engineering -- a booming field -- where there are very special areas of burgeoning disciplines such as robotics which involve artificial intelligence, as well as computing science and almost all of the engineering departments.

I have no great reservations about the quality of our undergraduate education, if we are intelligent and daring enough to give it greater humanistic depth and breadth than it presently has. As for graduate education, we have a distance yet to go, much study yet to do, if proper and promising priorities are to be identified and imaginatively pursued as we can, especially within our special tradition and building on historical strengths, not proliferating all over the map as we have so often done in the past. That day is over.

What we need at this historical moment is a tighter ship, and only the faculty can rig it. But it will require vision and perceptiveness, strength and decision that have not always been present on more expansive and more affluent days. I trust that PACE will point all of us in this direction.

Let me here give you the planning thoughts of two universities with larger endowments than our own, Duke and Princeton. Chancellor Ken Pye of Duke offers the following argument in his paper, "Planning for the Eighties":

"A great private university must be composed of educational components which are better than or different from those in public universities, if in the long run, it will be able to charge higher tuition and continue to achieve a high level of support from corporations, foundations, and individual donors. The financial forecast makes it clear that Duke can be qualitatively superior only if it

restricts the scope of its educational programs and concentrates the resources available on fewer activities.

"Duke's position is not unique. Princeton University's Priorities Committee recently concluded that '....in the face of financial adversity, it is better to do fewer things and do them well, than it is to spread the effect of a cutback evenly across all segments of the University.' "We must therefore," Pye continues, "engage in planning for retrenchment, not growth. We must be prepared to re-examine many assumptions which have been tacitly accepted in the past, and explore new ways to function more effectively, increase revenue, and decrease costs. No major change in the fundamental nature of the University is contemplated.

"The disciplines which constitute the core of a modern university will continue to be taught, either in existing departments and programs or in consolidation of these activities. A broad curriculum in the humanities, social sciences, and natural sciences must be available to undergraduates. A strong graduate program must exist in the same subjects and in interdisciplinary areas. A small number of high-quality professional schools must continue to flourish. The tenured status of present faculty must be respected. But we cannot continue to do all we are now doing or do all that we continue in the same ways."

If I were allowed one ardent desire at the moment, it would be for enthusiastic and serious curriculum study and reform right across the whole academic spectrum of the University. We cannot go into heavy waters with wildly flapping sails, no firm hand at the tiller, and no real sense of direction. I would like us to forget for a moment all the ancient academic fortresses here that are defended so persistently on the walls, even when fairly empty of treasure within. If the hour calls for new resolve, more imagination, a re-routing of our best traditions, a bright new focus to all our efforts, an attending to our special character with greater resolve, then we must be ready to re-examine where faculty and student time is spent and how effectively and how efficiently or not, and to what over-all well articulated purpose. At present, we really do not have such an over-all vision, except for bits and pieces. I would settle today for the firm resolve to start anew, along the lines I have suggested and which I am resolved to pursue with your assistance.

I have now come to the point where there is much more yet to say than there is time in which to say it. But then, you have all had that experience in your classes. Let me touch a few concluding highlights of the report, especially as they pertain to our University and our future efforts.

There is a section on financing in which endowments are shown to have decreased in their share of carrying the budget, during ten-year intervals, from 17% in 1930, to 14% in 1940, only 5% twenty years later in 1960, 3% in 1970, and about 1% today. Here again, the Notre Dame experience is just the opposite. We have been trading up while the others have been trading down. Our almost invisible endowment was operating at the current 1980 level in 1930, helping the budget by about 1%, if that. Today, our endowment is over two hundred million dollars and climbing, the eighteenth largest endowment among private universities. Its contribution to the budget is around 10%. Naturally we must continue to reverse the trend, especially since our endowment is specifically aimed at supporting not the general budget, but specific efforts to achieve greater academic excellence, such as endowed distinguished professorships, scholarships, fellowships, library, Shuster Fund, and all the rest.

The report outlines, towards the end, ten hard choices that individual universities and colleges must make for themselves, at whatever cost, during the next two decades, but the sooner, the better. I have spoken directly and indirectly of most of these, but will briefly review them, as they summarize the whole report.

1. Quality. This is central to the whole endeavor and should be the focal point to be emphasized and not compromised in any and all academic adjustments during the present time of crisis.
2. Balance. This means, in a word, that each university must decide what are its special priorities among all the possible academic programs available. PACE and curriculum reform are especially relevant here.
3. Integrity. If we are to deserve widespread support from our constituency, we must be, as best we are able, without fudging, that which we profess to be, a great Catholic university. Integrity also speaks to the inner life of the institution -- what we really stand for, and what against, not only institutionally, but in our personal lives as faculty, administrators, and students.

4. Adaptation. This means that we do not sell our birthright while planning to survive, grow, and become better, even in difficult times.
5. Dynamism. This means that we have to be lively and inventive enough to do with confidence and vigor what must be done -- to grow inwardly while not growing outwardly, to be able to substitute this for that, if this is better.
6. Effective use of resources. This speaks primarily to the money available, but also to the people. Faculty productivity in the United States has been unchanged in the past fifty years. There may be innovative ways of doing more with less, such as using the new technologies and arranging our working patterns somewhat differently. At least, it is worth a look, although one's initial reaction is usually to maintain rigidly the status quo. It has been reasonably reported, for example, that the quality of teaching is more related to the approach of the teacher than to the size of the class. Obviously, some classes must be small and others can be larger. The savings involved in knowing the difference, and doing something about it without affecting quality, are tremendous. Also involved here is the needless proliferation of courses, especially those that attract very few students and contribute little to an integrated education. Clark Kerr once said that every university has at least twice the number of courses as teachers, representing for each, one they wanted to teach and one they had to teach. That may sound cynical, but it is not far from the mark.
7. Financing. The report warns us not to expect more, even probably less, federal financing, although we might guide the effectiveness of the support available -- for example, financial assistance preferably for able, but indigent students or for basic rather than applied research. If we are doing something unique, necessary, difficult yet promising, we will be supported no matter what the cost. If we don't really believe in our heritage or our vision of a great Catholic university, then we will not deserve to be supported, nor shall we.
8. Leadership. Since I am here speaking of myself (the report does ask for more presidential power, or at least, for fewer roadblocks and veto bodies), as well as speaking for Provosts, Deans, Directors, and department chairmen, may I just for once quote the report:

"A period such as that ahead does not readily attract the ablest leadership -- the tasks are grinding ones, the victories too often take the form of greater losses avoided, the constituencies are more likely to be united around doing nothing than doing something.

"The problem of administration (they here quote Ken Boulding) becomes more difficult and the quality of leadership is likely to decline, and the new skills required call for an 'all too rare mixture of compassion and realism.'"

I can assure you from past experience that this mixture of compassion and realism is rare because it is humanly difficult to pull off and then try to explain to oneself and others.

9. Private sector. How best to preserve the private sector of higher education which in 25 years has gone from 50-50 public-private share of students to 80-20 today. All agree that we in the private sector are what makes American higher education unique in all the world. But how small a percentage can we become without losing that uniqueness or effectiveness?
10. Basic Research. I have spoken to this subject earlier.

These ten are all listed as hard choices. The report adds that no choice is the worst choice.

Beyond these ten hard choices, even more important than most of them, is the inner quality of life on the campus. Who can calculate the value of a caring community, a vibrant spirit of teaching and learning, a coming of age in an atmosphere that bespeaks goodness, truth, and beauty and entices young people to embrace them. Who can put a price on the value of younger and older people sharing dreams, working together for the less fortunate, planning a better world and preparing to help it be born, espousing great causes with courage and integrity, praying together during those great liturgical moments that say to all of us how important it is to be a family, brothers and sisters, sharing a faith, and a hope, and sustained by a love that transcends time, age, circumstance, anguish, even defeat.

One cannot really define the élan that makes our institution more noble, more promising, more effective than another. But one senses it when it is in the atmosphere, the tone and the spirit of a place, this place.

The University of Notre Dame du Lac was born in adversity, inspired by faith, nurtured by love, sustained for over 140 years by a bright and living hope that we could do what few, if any, others have ever done: create a great Catholic university.

Whatever the challenges of the next eighteen years leading to a new millennium, I do not fear them and neither should you. It might sound corny or mawkish to say that the past is prelude -- but I believe it is and I know that with God's grace and Our Lady's care, all of us together are going to realize the dream of a poor French priest who called this place a university when it was a log cabin in the cold wilderness, drafty as well, but warmed by a love and a faith and a vision that would not be denied, not then, not now, not ever, one hopes.

sheedy award address

(Address given by Prof. Sheilah O'Flynn Brennan, associate professor of philosophy, on Sept. 17, 1982.)

Plato in his seventh letter spoke about the arduous process of teaching and learning, as well as the glorious moment of illumination that, as he puts it, "is brought to birth in the soul on a sudden, as light that is kindled by a leaping spark." I think that we have all experienced the laborious climb, the tortuous paths, the dead ends, the fresh starts, and all the while the beckoning light. We have all felt the fatigue, the exasperation, the renewed hope, and also at times the exhilarating moment of attainment. We have experienced all this as learners, and we have experienced it vicariously as teachers. Throughout his works, Plato gives many reasons as to why learning and teaching should be so arduous, but in his seventh letter he fixes on words. Words, arbitrary in nature, linked to the shifting perception of shifting things, always inadequate and often misleading, provide insecure footholds for our ascent to true knowledge. But it was the written word that Plato especially distrusted, the written word frozen, as he saw it, in its inadequacy. The spoken word was different. Hot out of an active mind, like a glancing spark to kindle the activity of the receiver, the spoken word is but a momentary thing, to be followed by others and still others that attempt to correct in their ensemble the inadequacy of any one of them taken alone. But for Plato, even all the words together never fully trap the truth. They merely prepare the hearer's mind; they merely turn it to the light, which it sees by virtue of its own native ability.

Now most of us would not care to adopt a view as absolute as Plato's; still it seems to me that he is in some sense right about words. At least when it comes to teaching and learning, words, written or spoken, manifest an inherent inadequacy that can be overcome, to the extent that it ever is overcome, only by further words. But what precisely are these limitations of words that words themselves must overcome? Their limitations are also their richness. Words are the storehouses of human experience, and human experience is connective, relational, inclusive. Words mirror from particular perspectives the history of our culture as a whole, and for each individual they are points of reference from which to view the process of his or her intellectual, emotional, and aesthetic development. They are laden with memories, collective and individual, and surrounded by a myriad of related meanings, meanings that are often obscure, that are felt rather than comprehended. All this bestows a wealth of intellectual content and evokes depth and range of feeling. That is the richness of words. But with it often come vagueness and ambiguity, lack of clarity and precision. Given the nature of words, meanings are rarely isolated, sharp, pure, permanent, and wholly objective. That, I take it, was Plato's complaint. Hence the need for further words to adjust meanings, to sharpen and delineate, to cut or heighten associations, to fix in appropriate contexts: the need for words to correct words.

No doubt, there are words as ideally perfect, at least in their combination, as one could ever hope for, as in the case of certain poems, for instance. But these are primarily works of art, not instruments of instruction. In some broad and very important sense, of course, they do teach, in the sense that any vehicle of communication that enlarges our grasp and appreciation, both intellectual and emotional, of things human can be said to teach. But in universities, such works of literary art are generally considered as things to be taught. When it comes to the use of words for teaching in the usual and more restricted sense of the term--analyzing, clarifying, making explicit, evoking, testing, comparing, distinguishing, applying--words, both written and spoken, are constantly being used to counteract the inadequacy of words.

Now it would appear that this corrective turning back of words on words is most effectively done in the case of the spoken word. I think Plato is in some sense right about this point. I would not wish to convey the idea that books do not teach or that they cannot teach well. Nothing could be further from my intention. Even machines teach. Computerized logic and grammar courses, for instance, have been very successful at Notre Dame. Books, however, at least for most disciplines in the humanities, teach better. Machines, as yet at least, are ill equipped to deal with ideas that are heavy with human experience, protean ideas that refuse to be fixed in a neat formula, inexhaustible ideas that constantly present further facets to be explored and further depths to be sounded. Besides, as we know, books do more than instruct; they can inspire, change lives, and even set the course of nations. But though the written word can prompt the responsive mind to activity, to thought and doing, to imaginative interpretation or emotional response, yet, in a very real sense, as Plato suggested, in itself it is fixed and it is passive. It is thought that has settled into a final shape and acquired a certain absoluteness. This is not true of the mind of the author, but a book, once launched, is supposed to stand on its own. Now a lot of books do quite well on their own. They perform their task of teaching in an admirable fashion. They foresee and forestall possible confusion, they anticipate questions and difficulties, and so forth. It is almost as though the author were present, linking mind to mind. But not quite. What is lacking is an active and actual exchange which can only be accomplished through the intermediary of the spoken word.

It is true, of course, that words spoken are no less inadequate than words written. Their meanings are equally multiple and shifting, reliant on context, surrounded by varying connotations that confuse and mislead, and tinged with the subjective experience of both speaker and hearer. Indeed, the spoken word in its spontaneity is subject to all these limitations perhaps to a greater degree than is the more studied written word. On the other hand, the spoken word, when it serves as a link between living minds, assumes a less absolute, a more subordinate, temporary, and tentative role. The teacher as lecturer makes a statement, analyzes an idea, argues a point. In this respect, the teacher performs somewhat the same function as the book, except that the lesson is enlivened by a personal presence. Unlike the book, however, the teacher can be questioned and challenged by the student, and thus be prompted to a rephrasing that is clearer, or more ample, or more germane to the student's experience. Moreover, though the book can lead a mind step by step, it does not follow a mind step by step, assenting, suggesting, encouraging, correcting. In other words, there is no mutual aid and correction in the case of the written word. Teaching and learning, it would seem, especially in the humanities, can profit greatly from the imaginative flexibility of human minds joined directly in discourse. Through the exchange of the spoken word, the minds touch and in living contact the teacher guides and in turn suffers his or her guiding to be guided. This precisely is the element of teaching that only the spoken word can provide.

We use words to clarify the meanings of words, but we also use words to counteract the generality and abstractness of words. Often the ideas we talk about in universities, especially in certain disciplines, are general and abstract, and are couched in general, abstract language. As such, they often appear to be lifeless, without value and irrelevant. Any truth, of course, is a common good, a good for all, but it can be used and enjoyed only by each individual in his or her own way, according to distinctive characteristics of mind and temperament and life circumstances. Through the spoken word, the word directed to a particular person or a particular group, the teacher can clothe the abstract in the concrete. To a far greater extent than can the book, the teacher, guided by the comments of the student, can discuss an idea in terms of particularities of time and place, age and background, aims and interests, experiences and memories, hopes and visions. This work of particularizing and concretizing is all the more essential when the ideas in question are not the sort merely to be understood but the sort also to be lived. As Kierkegaard reminds us, ethico-religious values are known as abstract universal ideas but are lived as concrete, particular facts. If they are to come into the world at all, it is in the individual actions of individual persons working out their lives in the individual set of circumstances in which they find themselves. This too, then, in the case of certain disciplines, is a function of the teacher best performed through the spoken word: to pick the idea out of its airy abstractness and to make of it for a given student something real, concrete, and even urgent, so that the general truth can become the truth for him, the truth for her.

Words, especially spoken words, with their richness and their imperfections, are the tools of the teacher. Their function, however, is a modest one. They are but external instruments to point the student to the light. In some sense Plato was right in this respect also. Teaching is less the communicating of a truth than the preparing of the mind to see it by virtue of its own innate capacity. At the moment of illumination all the teacher's words are seen for what they are, mere footholds on the climb to the light. And the teacher's role appears in the humble dimensions of a mere external prompter,

sometimes needed, sometimes not. But to be present at the culminating moment, still touching that mind through the power of the living word, that is a wondrous experience, in which the arduousness of the climb is dismissed as insignificant. Such moments as these, give the labors of teaching--the explaining, the repeating, the fresh starts, the circling back, the new tacks--their value. But even so, when, as sometimes happens, an idea has been sighted by the student, but not really seen, not really possessed in its fullness and complexity, still the hope remains that the way to the idea will in itself be instructive, that the need for clarity and precision and accuracy, for persistence and orderly procedure will leave its mark on the mind of the student and be reinforced in the mind of the teacher.

Teaching as talking, then, arises in part at least, out of the need for a reciprocal link between individual minds whereby words are used to overcome the limitation of words. So Socrates in the agora talked and the talking has continued on down through the disputations of the great medieval universities to us in the 20th century classroom, and in particular to us in this university, Notre Dame. And I would wager, despite our growing libraries and our ever more technically advanced information processors, the talking that is teaching will continue on into the future, as long as minds and words retain their essential and living, their delicate and less than perfect relationship.

opening mass homily

(Homily preached by Timothy O'Meara, provost of the University, in Sacred Heart Church on Sunday, Sept. 19, at the Mass opening the 141st academic year.)

My dear friends,

The events described in the gospel and first reading of today's votive Mass of the Holy Spirit span a period of fifty days, starting on the night of the first Easter Sunday and culminating with the descent of the Holy Spirit on the apostles on the festival day of first harvest, the Jewish feast of Pentecost. During this period we see the primitive Church in a radical state of formation. At first we find the disciples depressed at the events of the preceding week, obviously afraid that they too were in danger of their lives because of their association with Jesus. They met in frequent prayer. They saw the risen Jesus. They went about their business. They elected Matthias to take the place of Judas. But in general this period appears to have been one of withdrawal, anxiety and prayer.

Then, Luke tells us, Pentecost day came round, and the power of God in the form of rushing wind and tongues of fire entered the house in which the apostles were staying and filled them with the Holy Spirit. The apostles, inspired with confidence, went forth and spoke so that all nations could understand. Their message became universal. Peter, the man of little faith who had faltered on the water, who had denied Jesus three times, now proclaimed the news about Jesus with complete authority. Pentecost became the festival day of first harvest of the early Church.

Looking back at the primitive Church we see a time of preparation, of discipleship, of literally following the Lord, then a relatively short time of anxiety and reflection, and finally a time of inspiration, maturity and harvest. There was a time for learning, a time for prayer, and a time for action.

We experience this same cycle throughout the history of the Church. To be sure, we no longer have the security and certainty that were granted to the disciples who walked and talked with Jesus. But Jesus said he would ask the Father to send another Advocate, the Spirit of Truth, who would be with us forever. And Paul reminds us in his letter to the Corinthians that the Spirit is the vital force in the life of the Church.

Throughout the centuries the Spirit can be seen in the growth and evolution of the Church. Think of the pilgrimage of Augustine from Plato to the New Testament; of the influence of St. Benedict on the monastic life; of Thomas Aquinas and scholastic philosophy; of Francis of Assisi and Clare literally following in the footsteps of the Lord; of John of the Cross and Teresa of Avila in the reform of religious life; of Martin Luther and the Reformation; of Thomas More and fealty to God before king. And surely we must see the work of the Spirit in the art of Michelangelo, the poetry of Dante, the music of Bach, and the science of Einstein or Curie.

On the darker side, how can we explain the endless and mindless killing in Ireland with all its Christian heritage; a theology of apartheid which transfers the biblical theme of the

chosen and the damned to the peoples of South Africa; unrelenting animosity between Moslem and Jew in the Holy Land, the very place where the Holy Spirit descended; the ever-increasing gap between the promise of science and the apocalyptic prophecies about its exploitation. Are our problems ideological, technological, theological? Or does it all come down to avarice and greed? How do we react to this story from The Wisdom of St. Francis and His Companions?

One day the Bishop of Assisi said to St. Francis: Your way of life without possessions of any kind seems to me very harsh and difficult. My Lord, Francis answered, if we had possessions we would need arms for their defense. They are the sources of quarrels and lawsuits, and are usually a great obstacle to the love of God and one's neighbor. That is why we have no desire for temporal goods.

Too simplistic for our time? Out of touch with the real world? Or perhaps the voice of the Spirit that neither you nor I will hear?

I suppose the Spirit moves slowly. Like the fire and the wind, God the Spirit is elusive, mysterious, unpredictable. In recent times we have witnessed the presence of the Spirit in our efforts toward Christian renewal, in the actions of the second Vatican Council, in the reflections of the Church on its role in the modern world, even in its anguish over how it might have acted during the rise of fascism in Europe. In our own land some signs of hope appear as we focus with increased awareness on the disparity between the rich and the poor, the role of women in the Church, the morality of nuclear stockpiling. In South Africa, we now hear of a small group of liberal Afrikaans Dutch Reformed theologians openly questioning the morality of apartheid. In Calcutta, we find Sister Teresa dedicating her life to the world's most forsaken. On a more personal note, some of us here can recall Christian communities in China which are preparing for a new harvest after decades of totalitarian persecution aimed at their extinction.

Just as the Church at Corinth would not recognize the Church of the twentieth century, so we must not expect to find the Holy Spirit in a rushing wind or in tongues of fire. But like the early disciples, we must prepare ourselves through listening and through learning. We must go about our business with faith, and we must turn to prayer in these times of anxiety.

We especially believe that the Spirit works among us at Notre Dame. We see this in the very existence of our University. We recognize the Spirit in the teaching and learning of our faculty, in the education of our students, in their lives when they leave us as alumni, in the pastoral care of our rectors, and in all who make Notre Dame a reality. Like the apostles, we look forward to a good harvest, this year and in the years ahead. Like the apostles, we have come here this morning to pray.

Readings: Acts 2:1-11; 1 Corinthians 12:3-13; John 20: 19-23.

academic affirmative action committee review of academic year 1981-82

The University of Notre Dame's Academic Affirmative Action Committee is charged with the responsibility of conducting an annual review of the Affirmative Action Program in the academic units of the University. Specifically the charge is to determine both the actual results in appointing minorities and women and the affirmative action efforts towards these objectives. This review concerns the results of recruitment efforts made during 1980-81 for the 1981-82 academic year. When data processing problems are solved, the committee anticipates issuing its annual report about 10 months earlier, in the fall of the same academic year for which recruitments were made.

The current Affirmative Action Program was instituted in 1978-79 with the setting of five-year goals concerning regular appointments and timetables for meeting them. The current program continues prior programs dating back to 1970.

Spanning the years of these programs the following table indicates the results of efforts to appoint women and ethnic minority faculty and was prepared by the Office of the Provost.

Women and Ethnic Minority Faculty Appointments

	<u>71-72</u>	<u>72-73</u>	<u>73-74</u>	<u>74-75</u>	<u>75-76</u>	<u>76-77</u>	<u>77-78</u>	<u>78-79#</u>	<u>79-80</u>	<u>80-81</u>	<u>81-82</u>
Total Faculty	748	726	731	734	747	775	793	775#	795	794	822
Women - All Faculty	44=5.9%	48=6.6%	72=9.7%	64=8.7%	65=8.7%	76=9.8%	85=10.7%	78=10%	104=13%	98=12.3%	113=13.7%
Total Teaching and Research Faculty	685	656	664	651	661	674	688	689	700	688	709
Women - Teaching and Research Faculty	25=3.6%	25=3.8%	44=6.6%	39=6.0%	44=6.7%	51=7.6%	54=7.8%	45=6.5%	69=9.9%	65=9.4%	80=11.3%
Minority All Faculty	49=6.5%	50=6.9%	50=6.7%	48=6.5%	49=6.6%	51=6.6%	45=5.7%	76=9.8%	77=9.7%	71=8.9%	76=9.2%
Black	9	11	11	15	13	12	11	13	15	14	16
Asian	35	34	34	27	30	32	28	53	51	47	46
Hispanic	5	5	5	6	6	7	6	10	10	9	13
American Indian									1	1	1
Minority - Teaching and Research Faculty	44=6.4%	46=7.0%	43=6.5%	42=6.5%	43=6.5%	42=6.2%	*	55=8.0%	60=8.6%	58=8.4%	59=8.3%

* Some 77-78 data not included due to transition from former to current Affirmative Action Program.

Beginning with 78-79, faculty have not been included who hold ROTC appointments or who hold Saint Mary's contracts in the joint department of Communication and Theatre.

	<u>Total Excluded</u>	<u>Women Excluded</u>	<u>Minority Excluded</u>
1978-79	18	2	
1979-80	20	5	
1980-81	22	7	
1981-82	22	5	1

Women Members of the Faculty
(including Communication and Theatre and ROTC)

	1981-82	Total
<u>Academic Administration</u>	8	
<u>Teaching and Research</u>		
Professor	3	
Associate Professor	9	
Assistant Professor	32 (36)	
Instructor	5 (6)	
Non-regular	23	80 (85)
<u>Library</u>		
Librarian	5	
Associate Librarian	2	
Assistant Librarian	8	
Staff Librarian	3	
Non-regular	1	19
<u>Special Professional</u>		
Professional Specialist	1	
Associate Prof. Specialist	5	
Assistant Prof. Specialist	2	
Staff Prof. Specialist	3	11
<u>Special Research</u>		
Assistant Faculty Fellow	2	
Non-regular	1	3
<hr/>		
Total Women		113 (118)
Total Faculty		822 (844)
Women % of Total		13.7% (14.0%)

Minority Members of the Faculty

1981-82

		<u>Total</u>
<u>Academic Administrators</u>	5	
<u>Teaching and Research</u>		
Professor	15	
Associate Professor	16	
Assistant Professor	14	
Instructor	2	
Non-regular	7	59
<u>Library</u>		
Librarian	1	
Assistant Librarian	1	2
<u>Special Professional</u>		
Associate Prof. Specialist	3	
Assistant Prof. Specialist	5	8
<u>Special Research</u>		
Associate Faculty Fellow	3	
Assistant Faculty Fellow	4	7
<hr/>		
Total Minority		76
Total Faculty		822
Minority - % of Total		9.2%

	<u>Black</u>	<u>Hispanic</u>	<u>Asian</u>	<u>American Indian</u>	<u>Total</u>
Teaching and Research	11	12	35	1	59
Library	1		1		2
Special Professional	4	1	3		8
Special Research			7		7
	16	13	46	1	76

The committee has reviewed the individual department's results and efforts in appointing minority persons and women to the faculty this past year. The following chart indicates that a number of departments function in fields where the availability of women is fairly high and yet the presence of women on the department's faculty is significantly lower. The data on availability of women used in this chart was that used when current goals were set in 1978. In many instances the availability of women has risen significantly since then. Up-to-date availability information for most departments is available in the Provost's Office and we urge departments to consult it in order to have a more accurate perception of the current recruitment possibilities.

	<u>% of Women on Faculty</u>	<u>Availability %</u>
History	0	20
Microbiology	8	25
Music	8	20
Art	17	35-50
*Psychology	18	33
*American Studies	20	35
English	22	41
*Modern Languages	22	43

* The American Studies, Modern and Classical Languages, and Psychology departments each appointed women for this year (1981-82).

For the academic year just past, four appointments in the Music Department were white males and two in the Art Department were white males. The English and Microbiology departments each appointed a white male. History has no minorities or women on its faculty. No appointments were made in that department.

While it is important for all departments to make a special effort to recruit minorities and women, it is particularly so for those in fields where availability of prospective candidates is relatively high. We recommend that departments functioning in fields where the availability is high but seeming to have difficulty achieving affirmative action goals clearly demonstrate for each new white male appointment that:

1. A special effort to search for minorities and women was made.
2. Minority and women candidates not hired were demonstrably less qualified.

Some of this information is currently called for on the Applicants and Appointments Review Form which is completed in conjunction with each faculty appointment. However, it is often not provided by a department or the answers to the questions on the form are so cryptic as to be of little help in assessing the affirmative action effort of the department.

There are not as many minority persons as there are women available as prospective faculty candidates. However, in some fields the number available is not negligible.

	<u>Applicants 1980-81</u>		<u>% Minority of Faculty</u>	<u>Availability %</u>
	<u>Total</u>	<u>Minority</u>		
University Libraries	66	3	3	10
Music	345	16	0	8
Government	107	5	0	6

The number of minority applications to these three departments approximated their availability yet no minority appointment was made. We urge departments to make more aggressive and imaginative efforts to search for prospective minority applicants. There is no single approach. The techniques and approaches vary depending on the discipline involved.

The thrust of our report this year is that more imaginative and aggressive recruiting at the departmental level is essential to achievement of the University's affirmative action goals. The availability of minority persons and especially of women is expanding every year as more candidates become eligible.

We recommend that the Provost's office, in consultation with each department chairman, update the availability figures. This data should translate into the new goals for affirmative action in the various departments and should serve as motivation for vigorous recruitment of women and ethnic minority members as colleagues.

Note from the Office of the Provost:

The Committee is quite correct. Since availability figures continually change, we need to utilize the most current ones. An updating of these statistics is in process. Once determined the percentage of women and minorities available for a given department automatically becomes the affirmative action goal of that department.

Academic Affirmative Action Committee

1981-82 Summaries

College of
Arts and Letters

Department	Regular Faculty					Availability/Goals*				Non-Regular Faculty				
	Total	Men	Women	White	Ethnic Minority	Women		Minorities		Total	Men	Women	White	Ethnic Minority
						%	Goal	%	Goal					
Amer. Studies	5	4	1	5	0	35%	<u>1-2</u>	6%		4	3	1	4	0
Art	12	10	2	12	0	35-50%	4-5	1%		2	2	0	2	0
Comm. & Theatre	11	7	4	10	1	27%	<u>3</u>	5%	<u>1</u>	1	0	1	1	0
Economics	17	15	2	16	1	10%	<u>2</u>	6%	<u>1</u>	4	4	0	4	0
English	32	25	7	31	1	41%	13	1%		7	4	3	7	0
Government	16	14	2	16	0	15%	<u>2</u>	6%	<u>1</u>	6	6	0	6	0
History	16	16	0	16	0	20%	3	4%		1	1	0	1	0
Liberal Studies	11	9	2	10	1	14%	<u>2</u>	2%		1	1	0	1	0
Mod. & Class. Languages	28	22	6	24	4	43%	12	5%	<u>2</u>	6	1	5	5	1
Music	13	12	1	13	0	20%	3	8%	<u>1</u>	3	2	1	3	0
Philosophy	25	22	3	23	2	16%	4	2%	<u>1</u>	8	7	1	8	0
Psychology	24	20	4	23	1	33%	8	5%	<u>1</u>	4	2	2	4	0
Sociology & Anthropology	21	18	3	18	3	30/22%	5	48/7%	4	4	3	1	4	0
Theology	28	22	6	28	0	10%	<u>3</u>	5%	1	7	7	0	7	0

* An underlined numeral indicates the number of Regular faculty equal to or exceeding the stated goal.

Academic Affirmative Action Committee

1981-82 Summaries

College of
Science

Department	Regular Faculty					Availability/Goals*				Non-Regular Faculty				
	Total	Men	Women	White	Ethnic Minority	Women		Minorities		Total	Men	Women	White	Ethnic Minority
						%	Goal	%	Goal					
Biology	22	21	1	20	2	12%	2	7%	<u>2</u>	6	6	0	6	0
Chemistry	24	23	1	20	4	7%	2	3%	<u>1</u>	4	3	1	4	0
Earth Sciences	6	6	0	6	0	6.5%		2%		0				
Mathematics	29	27	2	24	5	10%	3	5%	<u>2</u>	13	13	0	11	2
Microbiology	12	12	0	9	3	26%	3	10%	<u>1</u>	6	5	1	6	0
Physics	30	30	0	27	3	1%		<1%		5	5	0	5	0

College of
Engineering

Department	Total	Men	Women	White	Ethnic Minority	%	Goal	%	Goal	Total	Men	Women	White	Ethnic Minority
Aerospace & Mechanical	24	24	0	18	6	2%	1	15%	<u>4</u>	4	4	0	4	0
Architecture	11	10	1	10	1	20%	2	10%	<u>1</u>	6	5	1	5	1
Chemical	8	8	0	6	2	2%		6%	<u>1</u>	2	2	0	1	1
Civil	12	12	0	11	1	1.5%		7%	<u>1</u>	0				
Electrical	16	16	0	13	3	1%		5%	<u>1</u>	4	4	0	4	0
Metallurgical	5	5	0	5	0	<1%		4%		1	1	0	1	0

* An underlined numeral indicates the number of Regular faculty equal to or exceeding the stated goal.

Academic Affirmative Action Committee

1981-82 Summaries

College of
Business Administration

Department	Regular Faculty					Availability/Goals*				Non-Regular Faculty				
	Total	Men	Women	White	Ethnic Minority	Women		Minorities		Total	Men	Women	White	Ethnic Minority
						%	Goal	%	Goal					
Accountancy	18	18	0	18	0	8%	1	2%		3	3	0	3	0
Finance	17	16	1	14	3	7%	<u>1</u>	6%	<u>1</u>	2	2	0	2	0
Management	16	14	2	14	2	5%	<u>1</u>	5%	<u>1</u>	5	4	1	5	0
Marketing	8	8	0	8	0	<1%		<1%		1	1	0	0	1
Law School														
Teaching & Research Faculty	23	20	3	21	2	13%	<u>3</u>	6%	<u>2</u>	22	19	3	21	1
Library Faculty	5	2	3	4	1	40%	<u>2</u>	10%	<u>1</u>					
Univ. Libraries	31	16	15	30	1	56%	21	10%	3	1	0	1	1	0

* An underlined numeral indicates the number of Regular faculty equal to or exceeding the stated goal.

Academic Affirmative Action Committee

1981-82 Summaries

University Centers and Institutes and
Other Academic Units

Department	Regular Faculty					Availability/Goals*				Non-Regular Faculty				
	Total**	Men	Women	White	Ethnic Minority	Women	Minorities		Goal	Total	Men	Women	White	Ethnic Minority
						%		%						
Center for Pastoral and Social Ministry	5	4	1	5	0	15%	<u>1</u>	3%		1	1	0	1	0
Center for the Study of Man	4	4	0	4	0	10%		2%						
Medieval Inst.	6	5	1	6	0	None Established								
Radiation Lab.	20	18	2	14	6	10%	<u>2</u>	12%	<u>2</u>					
Institute for Urban Studies	6	6	0	2	4	45%	3	13%	<u>1</u>					
Univ. Archives	1	0	1	1	0	None Established								
Center for Continuing Education	4	4	0	4	0	33%	1	8%						
Freshman Year of Studies	5	3	2	4	1	40%	<u>2</u>	20%	<u>1</u>					
Physical Ed.	11	7	4	11	0	39%	<u>4</u>	10%	1					
Psychological Services	2	1	1	2	0	25%	<u>1</u>	2%						
Snite Museum of Art	2	2	0	2	0	None Established								

* An underlined numeral indicates the number of Regular faculty equal to or exceeding the stated goal.

**Not all personnel in these units hold faculty appointments.

faculty committee for university libraries minutes

Present: James L. Cullather, Vincent P. DeSantis (chairperson), Gerald L. Jones, Lloyd H. Ketchum, Robert C. Miller, Andrew J. Sommese.

The minutes of the Feb. 8th meeting were approved for publication.

The April meeting was rescheduled to Monday, April 19, 1982, at 4:00 p.m.

DeSantis inquired if anything could be done to prevent major reference books being removed from the appropriate area. Miller explained that such occurrences, while frustrating, are not common and that the costs of prevention would not be justified.

DeSantis then brought up the need for an election. He presented the list from the Faculty Senate survey of those persons interested in serving on the Faculty Committee for University Libraries. A slate of seven nominees for an at-large election was drawn from this list.

Miller distributed to Committee members a copy of the article from the Chronicle of Higher Education of March 10, 1982, which outlines some of the proposed budget cuts in the Department of Education which will severely affect academic libraries and libraries in general and urged that those so inclined write their Congressman. He also issued to Committee members several recent collection development policy statements for possible discussion at the next meeting if there are any questions.

He also passed out summaries of the latest Association of Research Libraries statistics. A comparison of Notre Dame's percentages and ratios with the "high," "median," and "low" in selected variables of the ARL membership indicates that: (1) materials expenditures as a percent of total operating expenditures are slightly below high; (2) serials expenditures as a percent of materials expenditures are in the same range; (3) salary and wage expenditures as percent of total operating expenditures are below the median; and, (4) ratio of salary and wage expenditures to materials is slightly above low -- all of which seem to suggest a relatively lean, hopefully efficient operation. Notre Dame's position this year is somewhat improved on the Library Index, but it must be remembered that "the scores are in no way a qualitative assessment of the collections, services, or operations of these libraries."

A comparison of library faculty salaries with those of other ARL libraries indicates that, in general, Notre Dame is competitive, but the beginning salaries are slipping somewhat and there are some problem areas.

It was agreed to explore the possibility of an "open forum" about the Libraries for faculty and students for the fall semester.

The general breakdown of the Libraries' overall budget shows an encouraging 17.45 percent increment in the acquisitions lines. The only shortfall seems to be in the salary line for student assistants. A vote of thanks was expressed to the Provost for his recognition of the importance to the academic community of adequate library support.

In response to a question regarding reliance on donations to supply needs of a cancelled journal subscription in the Engineering Library, Miller suggested that the problem be discussed with the Engineering Library Committee.

For the April meeting K. Goold will be invited to attend for a discussion of data base services.

advanced studies

special notices

The Jesse H. Jones Faculty Research Fund (FRF) Program for 1982-83

The Office of Advanced Studies is pleased to announce that the sum of \$60,000 is available for support of faculty projects which give promise of excellence in the several fields of scholarship but which have not yet been developed in a form eligible for support by outside sponsors. Awards will be made on the basis of a competition open to all members of the teaching and research full-time faculty. Proposals may describe teaching and research full-time faculty. Proposals may describe activity in the areas of scholarly research, development, artistic creation and performance. The Jesse H. Jones Faculty Research Fund is a "seed grant" program and may include the following kinds of activity:

- (1) "proof of concept" projects to articulate or define the conceptual framework of a scholarly project
- (2) "problem formulation" projects to determine and specify the form of a solvable problem
- (3) "exploratory" projects to investigate alternative methods or sources of information relevant to the solution of an already identified problem
- (4) "pilot" projects to obtain the preliminary data necessary to qualify a nearly mature idea for outside support.

Eligibility and amount of awards:

Projects initiated by any member of the regular full time teaching and research faculty are eligible except for (1) continuation of projects previously supported by funds from federal or private sources outside the University, (2) transition from a project supported by outside funds to a closely related successor and (3) supplementation of mature on-going projects.

Awards of up to \$10,000 may be made. A faculty member may apply for no more than one project individually or jointly. The program will emphasize the initiation of research by younger faculty as well as the development of new ideas and new approaches by the more established faculty.

If the proposal envisions the purchase of word processing or computing equipment, or envisions the utilization of the University main frame computer, review for compatibility of proposed acquisitions and availability of proposed resource utilization must be made by the Assistant Provost for Computing before the proposal is submitted. A simple statement from the Assistant Provost indicating that this review has been conducted and that what is proposed is acceptable should be appended to the proposal.

Proposal format:

Each proposal must include the following information:

- (1) A full vita, including an itemization of all previous support from campus and off-campus sources (for all faculty involved in the project).
- (2) A proposal narrative which describes the purposes of the project and the means and materials to be used in pursuing those purposes.
- (3) Identification of a program, agency, or foundation which may plausibly support a mature form of the proposed project, while not mandatory, is highly desirable.
- (4) Budget restriction. It is important to note that this fund is not to be used as additional revenue for on-going research nor for support of scholarly activity that may be or has been funded via an outside sponsor, the Biomedical Research Support Grant Fund or similar programs. The Fund is not intended for subvention of activities such as conventions, publication costs of books, domestic and international travel to scholarly conferences, academic year salary, etc. Any summer salary for faculty is to be limited to one-ninth of the academic year salary.
- (5) Budget. Proposals should include budgets in the form required by a potential sponsor using appropriate rates for all salary items. Indirect costs at the rate of ten percent of direct costs are to be included in the amount requested.
- (6) Each proposal must include a standard University of Notre Dame cover page. The cover page should be followed by an abstract (100 to 200 words) summarizing the project and its potential significance in language intelligible to academic reviewers not in the department, discipline or field of the project.
- (7) A listing of current and past support for research, education and service programs from the University sources for the last five years is to be included.
- (8) Proposal narratives should not exceed 10 double-space pages in length.
- (9) The original proposal with a completed standard Notre Dame proposal routing form, plus nine additional copies of the proposal should be delivered to the Office of Advanced Studies - Division of Research and Sponsored Programs (OAS-DRSP) by the deadline.

Failure to provide the above information may delay consideration of a proposal.

Conditions of award:

In accepting an award from the FRF program, a member of the faculty agrees to conform to established practices and procedures concerning sponsored program activity and to submit a final report to OAS-DRSP no later than April 30, 1984. This report will normally take the form of a proposal requesting continued support of the project by an off-campus program, agency or foundation. The Office of Advanced Studies will publish the list of awardees in the Notre Dame Report.

Deadline:

Proposals must be submitted to OAS-DRSP no later than 4 p.m., February 1, 1983. Successful applicants will be notified by February 25, 1983. Projects may begin on or after March 15, 1983. Final reports are due no later than April 30, 1984.

The Jesse H. Jones Faculty Research Travel Fund

The Office of Advanced Studies is pleased to announce the establishment of the Jesse H. Jones Faculty Research Travel Fund. The sum of \$15,000 is made available through a grant from the Houston Endowment.

The Jesse H. Jones Faculty Research Travel Fund will support travel associated with scholarly activity conducted by the regular full-time teaching and research faculty.

What activities may be funded:

Awards are to partially subsidize travel expenses incurred in the acquisition, analysis and development of data and/or the consulting of primary materials, collections, or other research resources at off-campus sites or other institutions.

Attendance and participation at discipline-oriented meetings, international congresses and specialized symposia, even for purposes of reporting the results of scholarly efforts, are not eligible for funding by the Research Travel Fund. Departmental or other travel funds should be used for meetings.

The available funds are limited. Hence every effort should be made to find funds from outside sources. Awardees will be limited to one award per fiscal year.

What to submit:

Four copies of a short formal proposal (text not in excess of 1,000 words) should be submitted and should contain the following:

- (1) A title page, including an appropriate space for approval and signature by a department chairman and dean.
- (2) An introduction explaining the background and overall purpose of the project.
- (3) A specific statement on why the travel is necessary or desirable.
- (4) A simple statement that travel funds are not available from other sources, both external and internal. If travel funds from other sources are or may be available, those avenues should be pursued before applying to this fund.
- (5) Evidence in the form of copies of letters of declination on attempts to seek travel funds from other sources.
- (6) A budget for funds requested.
- (7) A justification for each item in the budget.

When to submit:

Proposals will be accepted at any time, but a lead time of two months prior to the date of departure is desirable.

How to submit:

Proposals should be submitted to the department chairman, who will forward them via the office of the appropriate dean, to the Office of Advanced Studies. Proposals will be judged on an individual basis and funds disbursed until they are exhausted for a given year. The Office of Advanced Studies will publicize awards in the Notre Dame Report.

The Jesse H. Jones Faculty Research Equipment Fund

The Office of Advanced Studies is pleased to announce that the sum of \$75,000 is available for the purchase of equipment supporting scholarship and research in the University. Awards will be made in response to proposals submitted by full-time members of the teaching and research faculty. The proposals will be judged by a committee established by the Office of Advanced Studies.

Types of Equipment:

In addition to proposals for the usual research instrumentation as utilized in science, engineering, and some social sciences, proposals for word processors, mini-computers, video-recording systems and computing software programs, all of which have a growing importance to scholarship in the humanities, arts, social sciences, law, and business, will be eligible.

If the proposal envisions the purchase of word processing or computing equipment, or envisions the utilization of the University main frame computer, review for compatibility of proposed acquisitions and availability of proposed resource utilization must be made by the Assistant Provost for Computing before the proposal is submitted. A simple statement from the Assistant Provost indicating that this review has been conducted and that what is proposed is acceptable should be appended to the proposal.

Priorities:

Proposals that envision the purchase of equipment supporting groups of faculty will have a higher priority than those for one person. Additionally, for the sciences and engineering, because these disciplines have relatively more access to equipment fund sources outside the University than do other disciplines, proposals that couple the use of outside funds with those of the Jesse Jones Research Equipment Fund will be given priority over those that do not.

It is anticipated that only one or two awards will be made each year.

What to submit:

- (1) Cover page and abstract. Each proposal should use a standard University of Notre Dame cover page. An abstract of 100 to 200 words summarizing the proposal should follow the cover page.
- (2) A proposal narrative should describe what is to be purchased, who is going to use it, and most importantly, how the equipment will enhance scholarly work in the discipline. It must be written in language and in sufficient detail to be intelligible to academic reviews outside the field.
- (3) For science and engineering proposals, if outside funding is envisioned, a section indicating sources, timetables and other pertinent details should be added.
- (4) Budget. A page indicating the total cost of equipment and any distributions (as to sources of other funds) should be at the end of the proposal. Continuing maintenance costs, maintenance contracts and similar ongoing expense are to be a function of the academic unit from which the proposal emanates. A statement indicating such costs and how they will be addressed should be included in the body of the narrative.
- (5) A statement from the Assistant Provost for Computing with respect to compatibility and availability of computing equipment, software and/or word processors, if applicable (see above.)

- (6) Ten copies of the proposal should be delivered to the Office of Advanced Studies - Division of Research and Sponsored Programs (OAS-DRSP) in advance of the established deadline.

Deadline:

Proposals must be submitted to OAS-DRSP no later than 4 p.m., January 15, 1983. Successful applicants will be notified by February 25, 1983.

The Jesse H. Jones Business Research Data Base

The Office of Advanced Studies and the Office of the Dean of Business Administration are pleased to announce the establishment of the Jesse H. Jones Business Research Data Base.

The data base will encompass a variety of fundamental information about corporations and corporate activity. Funds for the acquisition and organization of data and for the development of access programs and documentation will be provided at the rate of \$50,000 per year. The long-term goal is the provision of a major tool or resource for an envisioned Center for Research in Business.

notes for principal investigators

Lilly Endowment Faculty Open Fellowships 1982-83

See Information Circular No. FY83-230.

information circulars

Additional information on all circulars listed may be obtained by calling Extension 7432. Please refer to the circular number.

ARIS, the acronym appearing after each information circular, stands for Academic Research Information System, a funding information service based in San Francisco. For more information: ARIS, Inc., The Redstone Building, 2940 16th St., Suite 314, San Francisco, CA 94103 (415) 558-8133.

humanities

Andrew W. Mellon Postdoctoral Fellowships in the Humanities Stanford University

No. FY83-186

Program:
Research-teaching positions to be awarded to

scholar-teachers in the humanities. The non-faculty appointments involve affiliation with a department. Teaching duties normally include contribution to the regular departmental program. The Ph.D. must have been received after June, 1978 and before September, 1983. Stipend is \$21,000 and may be renewed for a second year.

Deadline:

Applications for 1983-84 are due as early as possible and no later than December 1, 1982.

For Further Information Contact:

The Dean
School of Humanities and Sciences
Stanford University
Stanford, California 94305

(From 1982 ARIS)

**Andrew W. Mellon Postdoctoral Fellowship Program
St. Louis University**

No. FY83-187

Program:

The Andrew W. Mellon Foundation has made available a grant for a continuing postdoctoral fellowship program to assist scholars wishing to conduct research in the manuscript collections in the Vatican Film Library at St. Louis University. The program provides travel expenses per diem for research ranging from two to eight weeks.

Deadline:

Research can be scheduled only within one of the following periods: January 15 to May 15, June 1 to July 31, September 1 to December 22. Applicants should first write to indicate the exact dates, beginning no later than two years after date of writing, during which support is desired.

For Further Information Contact:

Andrew W. Mellon Fellowship Program
Vatican Film Library
Pius XII Memorial Library
St. Louis University
3655 West Pine
St. Louis, MO 63108

(From 1982 ARIS)

**Huntington Library
Research Awards**

No. FY83-204

Program:

This program awards grants for significant research in the collections of the Library in the fields of English and American history

and literature as well as English art history.

-Short-term Awards: From one to five months with stipends of \$750/month.

-Long-term Awards: From six to twelve months, with awards adjusted to need up to a maximum of \$1,667/month.

Deadline:

December 31, 1982

For Further Information Contact:

Huntington Library
Chairman, Committee on Fellowships
1151 Oxford Road
San Marino, CA 91108
(213) 792-6141

(From 1982 ARIS)

**Institut Francais De Washington
Gilbert Chinard Scholarships and Awards**

No. FY83-205

Program:

Awards of from \$500 to \$1,000 for dissertation-level Ph.D. candidates and young scholars who have recently received the Ph.D. Two scholarships are given annually for research in French; awards are for the publication of manuscripts in French history or literature.

Deadline:

December 31, 1982

For Further Information Contact:

Institut Francais De Washington
Edouard Morot-Sir, President
141 Dey Hall
University of North Carolina
Chapel Hill, NC 27514
(919) 962-2062

(From 1982 ARIS)

**Metropolitan Museum of Art
The Classical Fellowship**

No. FY83-207

Program:

An annual award to an outstanding student who has been admitted to the Ph.D. program at a U.S. university and who has submitted the outline of a thesis dealing with Greek and Roman art.

Deadline:

December 15, 1982

For Further Information Contact:

Metropolitan Museum of Art
Secretary of the Grants Committee
Fifth Avenue and 82nd Street

New York, NY 10028
(212) 879-5500, Ext. 678

(From 1982 ARIS)

**Metropolitan Museum of Art
Chester Dale Fellowships**

No. FY83-208

Program:

Individuals whose fields of study are related to the fine arts of the western world and who are preferably U.S. citizens under the age of 40.

Deadline:

December 15, 1982

For Further Information Contact:

Metropolitan Museum of Art
Secretary of the Grants Committee
Fifth Avenue and 82nd Street
New York, NY 10028
(212) 879-5500, Ext. 678

(From 1982 ARIS)

**Metropolitan Museum of Art
Andrew W. Mellon Fellowships**

No. FY83-209

Program:

Promising young scholars with commendable research projects related to the Museum's collections and distinguished visiting scholars from the U.S. and abroad who can serve students as teachers and advisors and make their own expertise available in cataloguing and refining the collections.

Deadline:

December 15, 1982

For Further Information Contact:

Metropolitan Museum of Art
Secretary of the Grants Committee
Fifth Avenue and 82nd Street
New York, NY 10028
(212) 879-5500, Ext. 678

(From 1982 ARIS)

**Metropolitan Museum of Art
J. Clawson Mills Scholarships**

No. FY83-210

Program:

Scholars interested in pursuing research projects in any branch of the fine arts related to the Museum's collections are eligible for these awards which provide for study or research at the Museum.

Deadline:

December 15, 1982

For Further Information Contact:

Metropolitan Museum of Art
Secretary of the Grants Committee
Fifth Avenue and 82nd Street
New York, NY 10028
(212) 879-5500, Ext. 678

(From 1982 ARIS)

**Metropolitan Museum of Art
Norbert Schimmel Fellowship for
Mediterranean Art and Archaeology**

No. FY83-211

Program:

One annual fellowship for a graduate student admitted to a Ph.D. program in the U.S. who has submitted the outline of a thesis dealing with ancient Near Eastern art and archaeology or with Greek and Roman art.

Deadline:

December 15, 1982

For Further Information Contact:

Metropolitan Museum of Art
Secretary of the Grants Committee
Fifth Avenue and 82nd Street
New York, NY 10028
(212) 879-5500, Ext. 678

(From 1982 ARIS)

**Metropolitan Museum of Art
Theodore Rousseau Fellowships**

No. FY83-212

Program:

Awards for the training of students planning to enter museum careers as curators of painting.

Deadline:

December 15, 1982

For Further Information Contact:

Metropolitan Museum of Art
Secretary of the Grants Committee
Fifth Avenue and 82nd Street
New York, NY 10028
(212) 879-5500, Ext. 678

(From 1982 ARIS)

**Metropolitan Museum of Art
John J. McCloy Fellowships in Art**

No. FY83-213

Program:

Two fellowships providing up to four weeks of travel and living expenses in West Germany

will be awarded to curators from American museums for the purposes of study, research, travel, and cultural exchange with colleagues in German museums.

Deadline:
December 15, 1982

For Further Information Contact:

Metropolitan Museum of Art
Secretary of the Grants Committee
Fifth Avenue and 82nd Street
New York, NY 10028
(212) 879-5500, Ext. 678

(From 1982 ARIS)

**National Endowment for the Humanities
Humanities Projects in Museums and
Historical Organizations**

No. FY83-196

Program:
Outright and matching grants of varying amounts are available to support interpretive exhibits or other programs which communicate the humanities to the public.

Deadline:
December 13, 1982

For Further Information Contact:

National Endowment for the Humanities
Division of Public Programs
Museums and Historical
Organizations Program
Cheryl McClenney
806 - 15th Street, NW
Washington, DC 20506
(202) 724-0327

(From 1982 ARIS)

**National Endowment for the Humanities
Humanities Projects in Media**

No. FY83-197

Program:
Outright and matching grants are available to support innovative projects which, through radio, television, and cable production, enhance the general public's awareness of the humanities.

Deadline:
December 6, 1982

For Further Information Contact:

National Endowment for the Humanities
Division of Public Programs
Media Program
Stephen Rabin

806 - 15th Street, NW
Washington, DC 20506
(202) 724-0318

(From 1982 ARIS)

**National Endowment for the Humanities
Library Program**

No. FY83-198

Program:
Outright and matching grants support projects such as thematic programs, exhibits, media, publications, and other activities which draw upon humanities resources in libraries to serve the general public by stimulating interest in and encouraging use of these resources.

Deadline:
December 16, 1982

For Further Information Contact:

National Endowment for the Humanities
Division of Public Programs
Library Program
Thomas Phelps
806 - 15th Street, NW
Washington, DC 20506
(202) 724-0760

(From 1982 ARIS)

**Society of American Historians
The Allan Nevins Prize**

No. FY83-222

Program:
One prize of \$1,000 plus publication will be awarded for the best-written doctoral dissertation on a significant theme in the field of American history.

Deadline:
December 31, 1982

For Further Information Contact:

Society of American Historians
Prof. Kenneth T. Jackson
610 Fayerweather Hall
Columbia University
New York, NY 10027

(From 1982 ARIS)

**The National Gallery of Art
Predoctoral Fellowships**

No. FY83-199

Program:
Applications for the following fellowships

are open to Ph.D. candidates in any field of western art history who have finished their course work and have devoted at least one full year's research to their proposed dissertation topic.

- The David E. Finley Fellowship: Candidate must have a real interest in museum work.
- The Samuel H. Kress Fellowship: Fellows are expected to give about one fourth of their time to Gallery research projects assigned for training purposes.
- The Chester Dale Fellowships: For one year of research and travel toward completion of the doctorate.
- The Robert H. and Clarice Smith Fellowship: One fellowship for one year of work in Dutch or Flemish art history intended for the advancement or completion either of a doctoral dissertation or of a resulting publication.
- The Mary Davis Fellowship: One fellowship of \$9,000 annually for two years, to be held in residence at the National Gallery of Art, Center for Advanced Study in the Visual Arts, or partly there and elsewhere in the United States or abroad.
- The Lawrence and Barbara Fleischman Fellowship in 18th- and 19th-Century American Art: One fellowship of \$9,000 for two years, for research in painting, drawing, and printmaking in the colonies and later United States.

Deadline:
November 15, 1982

For Further Information Contact:

The National Gallery of Art
Center for Advanced Study
in the Visual Arts
Henry A. Millon, Dean
Washington, DC 20565
(202) 842-6480

(From 1982 ARIS)

**University of Pennsylvania
Mellon Postdoctoral Fellowships
in the Humanities**

No. FY83-223

Program:

Annual stipends of \$17,000 will be awarded to young scholars who, by September 30, 1983, will have held the Ph.D. for not fewer than three and not more than eight years. Research proposals are invited in all areas of humanistic studies.

Deadline:
December 1, 1982

For Further Information Contact:

University of Pennsylvania

Dr. Frank P. Bowman, Chairman
Humanities Coordinating Committee
16 College Hall/CO
Philadelphia, PA 19104
(215) 898-4940

(From 1982 ARIS)

fine and performing arts

American Society of Church History Brewer Prize

No. FY83-200

Program:

One award of \$2,000 to assist in the publication of a book-length manuscript on the subject of church history. Preference will be given to works dealing with the history of Congregationalism.

Deadline:
December 15, 1982

For Further Information Contact:

American Society of Church History
William B. Miller, Secretary
305 East Country Club Lane
Wallingford, PA 19086
(215) 566-7126

(From 1982 ARIS)

Broome Agency, Inc. Literary Awards

No. FY83-202

Program:

First prizes of \$1,250 for a book-length manuscript and \$750 for a short story manuscript, for any previously unpublished novel, work of nonfiction, or short story for adult readers.

Deadline:
December 31, 1982

For Further Information Contact:

Broome Agency, Inc.
3080 North Washington Boulevard
Sarasota, FL 33580
(813) 355-3036

(From 1982 ARIS)

Eugene O'Neill Memorial Theater Center National Playwrights Conference

No. FY83-216

Program:

Sixteen stipends of \$200 plus room and board

to enable playwrights to attend the month-long playwrights' conference (July-August) and work with other theater professionals. Playwrights should submit only original, previously unproduced scripts for either the theater (New Plays Program) or television (New Drama for Television Program). All plays selected will be eligible for the ABC Theater Award of \$10,000 and first option to negotiate for television rights with ABC Television.

Deadline:
December 1, 1982*

For Further Information Contact:

Eugene O'Neill Memorial Theater Center
305 Great Neck Road
Waterford, CT 06385
(203) 443-5378

*September 15 is the earliest possible date for the submission of plays. Plays may be submitted up to December 1. Plays should be sent to the Theater Center's New York Office at 1860 Broadway, New York, NY 10023.

(From 1982 ARIS)

**Friends of American Writers
Adult Book Award**

No. FY83-203

Program:
One award of \$1,200 for a prose book published during the preceding calendar year.

Deadline:
December 1, 1982

For Further Information Contact:

Friends of American Writers
Adult Award Chairperson
Jane Lederer
755 N. Merrill
Park Ridge, IL 60068

(From 1982 ARIS)

**National Endowment for the Arts
Special Projects**

No. FY83-189

Program:
Grants of up to \$15,000 are available to demonstrate and further knowledge of the value of the arts and artists in the educational process. Special Projects assists in the design, implementation, and dissemination of programs which have state, regional, or national implications for the field. Also included are projects which provide assistance and services, on a regional or national level, to local, state, or regional arts

agency personnel, artists, educators, and administrators involved in the arts and education.

Deadline:
December 15, 1982

For Further Information Contact:

National Endowment for the Arts
Program Information Office
Artists in Education Program
2401 E Street, NW
Washington, DC 20506
(202) 634-6028

(From 1982 ARIS)

**National Endowment for the Arts
Special Projects
Design Arts Program**

No. FY83-190

Program:
The Design Arts Program awards grants in seven disciplines: architecture, landscape architecture, urban design and planning, interior design, graphic design, industrial design, and fashion design.

Deadline:
December 15, 1982

For Further Information Contact:

National Endowment for the Arts
Program Information Office
Design Arts Program
2401 E Street, NW
Washington, DC 20506
(202) 634-4276

(From 1982 ARIS)

**National Endowment for the Arts
Grants to Individuals**

No. FY83-191

Program:
Individual fellowships are available to outstanding individuals in the seven design disciplines and related fields. Fellowships are intended to support a wide variety of activities and to encourage the exploration of new concepts and projects in the areas of design communication, design practice, and design theory.

Deadline:
December 20, 1982

For Further Information Contact:

National Endowment for the Arts
Program Information Office
Design Arts Program
2401 E Street, NW

Washington, DC 20506
(202) 634-4276

(From 1982 ARIS)

National Endowment for the Arts Entering Professional Designer Project Fellowships

No. FY83-192

Program:

Fellowships of up to \$5,000 to support designers in the early stages of career development for specific design, research, or educational projects.

Deadline:

December 20, 1982

For Further Information Contact:

National Endowment for the Arts
Program Information Office
Design Arts Program
2401 E Street, NW
Washington, DC 20506
(202) 634-4276

(From 1982 ARIS)

National Endowment for the Arts Individual Project Fellowships

No. FY83-193

Program:

Fellowships of up to \$10,000 enable knowledgeable and experienced professional designers, educators, researchers, and other qualified individuals to undertake significant and creative design, research, or public awareness projects in any of the seven design disciplines.

Deadline:

December 20, 1982

For Further Information Contact:

National Endowment for the Arts
Program Information Office
Design Arts Program
2401 E Street, NW
Washington, DC 20506
(202) 634-4276

(From 1982 ARIS)

National Endowment for the Arts Senior-Level Sabbatical Fellowships

No. FY83-194

Program:

A limited number of fellowships of up to \$15,000 are available to accomplished senior-level professional designers to enable them

to explore new areas of interest or approaches to design.

Deadline:

December 20, 1982

For Further Information Contact:

National Endowment for the Arts
Program Information Office
Design Arts Program
2401 E Street, NW
Washington, DC 20506
(202) 634-4276

(From 1982 ARIS)

National Endowment for the Arts Grants to Organizations

No. FY83-195

Program:

Approximately 150 grants each year are awarded by the Design Arts Program under three organizational grant categories. All organizational grants require that Arts Endowment monies be matched on at least a dollar-for-dollar basis. A listing of each grant category follows:

- Design Demonstration Grants
- Design Communication Grants
- Design Exploration/Research Grants
- Design Issues of Special Concern

Deadline:

December 20, 1982

For Further Information Contact:

National Endowment for the Arts
Program Information Office
Design Arts Program
2401 E Street, NW
Washington, DC 20506
(202) 634-4276

(From 1982 ARIS)

Northern Michigan University The Forest A. Roberts Playwriting Award in Cooperation with the Shiras Institute

No. FY83-215

Program:

One award of \$1,000 will be given to the best original, full-length play which has not been previously published or produced.

Deadline:

November 19, 1982

For Further Information Contact:

Northern Michigan University
Dr. James A. Panowski

Director
Forest Roberts Theatre
Marquette, MI 49855
(906) 227-2553

(From 1982 ARIS)

Open Circle Theater Playwrights Award

No. FY83-217

Program:

One award, to include production, plus \$200, travel and residency expenses for the best original, unproduced full-length play that provides at least half of its major roles to women.

Deadline:

December 31, 1982*

For Further Information Contact:

Open Circle Theater
Barry Knowler, Director
Goucher College
Dulaney Valley Road
Towson, MD 21204

*Applications are accepted from September 1 through December 31.

(From 1982 ARIS)

P.E.N. American Center Faulkner Award for Fiction

No. FY83-218

Program:

One award of \$5,000 for the most distinguished book-length work of fiction to have been published by an American writer during the current calendar year.

Deadline:

December 31, 1982

For Further Information Contact:

P.E.N. American Center
P.E.N. Writers Prizes and Awards
47 Fifth Avenue
New York, NY 10003
(212) 255-1977

(From 1982 ARIS)

P.E.N. American Center Ernest Hemingway Foundation Award

No. FY83-219

Program:

One award of \$7,500 for the best book of fic-

tion (a novel or collection of short stories) by an American author. The Foundation invites authors, agents and publishers to submit eligible books.

Deadline:

December 31, 1982

For Further Information Contact:

P.E.N. American Center
P.E.N. Writers Prizes and Awards
47 Fifth Avenue
New York, NY 10003
(212) 255-1977

(From 1982 ARIS)

P.E.N. American Center Translation Prize

No. FY83-220

Program:

One award of \$1,000 for the best book-length translation from any language into English published in the U.S. in the preceding year.

Deadline:

December 31, 1982

For Further Information Contact:

P.E.N. American Center
P.E.N. Writers Prizes and Awards
47 Fifth Avenue
New York, NY 10003
(212) 255-1977

(From 1982 ARIS)

social sciences

National Institute of Justice Unsolicited Research Program

No. FY83-227

Program:

The NIJ sponsors a limited number of projects that address significant issues pertaining to adult crime and criminal justice that are of sound methodological design and have potentially important implications for criminal justice policy, practice, research and/or theory.

Deadline:

December 1, 1982 (First funding cycle)

For Further Information Contact:

National Institute of Justice
Department of Justice
Announcement Request

Unsolicited Research Program
National Criminal Justice
Reference Service
Box 6000
Rockville, MD 20850

(From 1982 ARIS)

Social Science Research Council Postdoctoral Grants for Research on Foreign Affairs

No. FY83-221

Program:

Grants for periods of three months to one year to individuals with Ph.D. degrees or equivalent research experience. These programs are designed to support research in one country, comparative research between countries in one area, and comparative research between areas. Grants may be applied for travel, research, and maintenance expenses.

- Africa - South of the Sahara
- Contemporary and Republican China
- The Economy of China
- Japan
- Korea
- Korean Collaborative Research Grants
- Latin America and the Caribbean
- Latin America and the Caribbean International Collaborative Research Grants
- South Asia
- Southeast Asia
- The Near and Middle East

Deadline:

December 1, 1982

For Further Information Contact:

Social Science Research Council
Fellowships and Grants
605 Third Avenue
New York, NY 10158
(212) 557-9500

(From 1982 ARIS)

science

American Cancer Society, Inc. Special Institutional Grants for Cancer Cause and Prevention Research

No. FY83-178

Program:

These grants are made to provide substantial flexible and relatively long-term support for interdisciplinary research programs concerned with cancer cause and prevention and which cannot feasibly be supported through the Society's other research grants.

For Further Information Contact:

American Cancer Society, Inc.
Dr. Joseph P. Lowenthal, Sc.D.
Program Director
777 Third Avenue
New York, New York 10017
(212) 371-2900

(From 1982 ARIS)

Elsa U. Pardee Foundation Grants

No. FY83-183

Program:

Research project grants of \$2,000 to \$100,000 are available to U.S. institutions engaged in research projects directed toward the cure and control of cancer. The Foundation particularly welcomes innovative, small-scale, short-term projects which may be difficult to fund elsewhere.

For Further Information Contact:

Elsa U. Pardee Foundation
Box 1866
Midland, MI 48640

(From 1982 ARIS)

Foundation for Microbiology Grants in Microbiology, Immunology, and Virology

No. FY83-179

Program:

Grants of varying amounts to individuals or institutions for support of lectureships, meetings, symposia, prizes, unusual publication costs, courses and other projects in the areas of microbiology, immunology, and virology.

For Further Information Contact:

Foundation for Microbiology
Byron H. Waksman, M.D.
President
National M.S. Society
205 E. 42nd Street
New York, NY 10017
(212) 986-3240

(From 1982 ARIS)

Institute for Cancer Research Postdoctoral Training Program

No. FY83-181

Program:

Twelve traineeships for one year, renewable

for a second year, are available in basic science areas relevant to cancer research. An application must hold a Ph.D. or its equivalent in a scientific field.

For Further Information Contact:

Institute for Cancer Research
Dr. Thomas Anderson
Coordinator
7701 Burholme Avenue
Philadelphia, PA 19111
(215) 728-2481

(From 1982 ARIS)

**Muscular Dystrophy Associations
of America, Inc.
Grant-in-Aid**

No. FY83-175

Program:

One year of support is available to experienced and well-trained investigators for programs of original research in areas relevant to the interests of the Association, including studies in the etiology, diagnosis, treatment, and/or management of the muscular dystrophies, amyotrophic lateral sclerosis, peroneal muscular atrophy, the various progressive spinal muscular atrophies, myositis, Friedreich's ataxia, myasthenia gravis, and related neuromuscular diseases.

Deadline:

Application Request Letter: November 30, 1982 and May 31, 1983

Formal Application: December 31, 1982* and June 30, 1983

For Further Information Contact:

Muscular Dystrophy Associations
of America, Inc.
Research Department
801 Seventh Avenue
New York, NY 10019
(212) 586-0808

*Although the Foundation accepts applications at any time, its fiscal year begins on January 1st and, thus it is desirable for grant applications to be submitted prior to November 1st each year.

(From 1982 ARIS)

**Muscular Dystrophy Associations
of America, Inc.
Postdoctoral Fellowships**

No. FY83-176

Program:

Fellowships are available for one year

(renewable) to researchers working under the direction of a qualified senior investigator at an institution with adequate facilities for the proposed research program.

Deadline:

Application Request Letter: November 30, 1982 and May 31, 1983

Formal Application: December 31, 1982* and June 30, 1983

For Further Information Contact:

Muscular Dystrophy Associations
of America, Inc.
Research Department
801 Seventh Avenue
New York, NY 10019
(212) 586-0808

*Although the Foundation accepts applications at any time, its fiscal year begins on January 1st and, thus it is desirable for grant applications to be submitted prior to November 1st each year.

(From 1982 ARIS)

**Mount Sinai School of Medicine
Revson Fellowships in Biomedical Research**

No. FY83-174

Program:

Research training fellowships are available for a period of up to two years for beginning scientists in the life sciences. The work will be conducted with members of the faculty of the Mount Sinai School of Medicine.

Deadline:

December 1, 1982 and June 1, 1983

For Further Information Contact:

Mount Sinai School of Medicine
One Gustave L. Levy Place
New York, NY 10029

(From 1982 ARIS)

**NIH-National Cancer Institute
RFA: Epidemiologic Studies of Rare Tumors**

No. FY83-166

Program:

NCI intends to fund a maximum of eight projects with total costs amounting to approximately \$400,000 for the first year for studies aimed at the elucidation of casual factors in the development of rare cancers.

Deadline:

November 1, 1982

For Further Information Contact:

NIH - National Cancer Institute
Division of Cancer Cause
and Prevention
Special Programs Branch
Dr. Elaine S. Millner
Landow Building, Room 8C16
Bethesda, MD 20205

(From 1982 ARIS)

**NIH-National Cancer Institute
RFA: Biochemical Epidemiology**

No. FY83-167

Program:

Approximately \$1.5-million is available for the first year to fund several individual research projects grants of three years maximum duration. NCI wishes to stimulate epidemiologic/laboratory collaboration in developing and/or applying objective measures useful in studying the etiology of human cancer.

Deadline:

November 15, 1982

For Further Information Contact:

NIH - National Cancer Institute
Division of Cancer Cause
and Prevention
Special Programs Branch
Dr. Genrose Copley
Landow Building, Room 8C16
Bethesda, MD 20205

(From 1982 ARIS)

**NIH-National Institute of Allergy
and Infectious Diseases
RFA: Program Projects in Lymphocyte Biology**

No. FY83-168

Program:

Program project grants of five years maximum duration are available for an integrated multidisciplinary approach to basic biologic studies of immunologically-functional lymphocyte populations.

Deadline:

Letter of Intent: November 15, 1982
Final Application: February 15, 1983

For Further Information Contact:

NIH - National Institute of Allergy
and Infectious Diseases
Immunology, Allergic and
Immunologic Diseases Program
Immunobiology and Immunochemistry Branch
Bernard W. Janicki, Ph.D., Chief
Westwood Building, Room 757

Bethesda, MD 20205
(301) 496-7551

(From 1982 ARIS)

**Orentreich Foundation for the Advancement
of Science, Inc.
Research Grants in Dermatology and Aging**

No. FY83-182

Program:

The Foundation receives support primarily for its own dermatologic and aging research and makes limited grants for joint research or matching grants in these fields. Applications (a brief outline of proposed program and estimated budget) are reviewed quarterly.

For Further Information Contact:

Orentreich Foundation for the
Advancement of Science, Inc.
Norman Orentreich, M.D.
F.A.C.P., Director
910 Fifth Avenue
New York, NY 10021
(212) 794-0836

(From 1982 ARIS)

**Technicon Instruments Corporation
Program of Grants for Research in Biomedical
and Industrial Implementation**

No. FY83-184

Program:

The program purpose is to identify and support significant academic research on novel concepts or technologies in biomedical and industrial instrumentation, which can establish the basis for the development of products with significant commercial value.

For Further Information Contact:

Technicon Instruments Corporation
Research Grant Program
511 Benedict Avenue
Tarrytown, NY 10591
Attn: Dr. Morris H. Shamos
(914) 681-3100

(From 1982 ARIS)

**University Genetics Co. (UGEN)
Program of Grants for Research in Genetic
Engineering**

No. FY83-185

Program:

The purpose of this program is to identify and support significant academic research on novel concepts or technologies in genetic engineering which can establish the basis for

the development of products with commercial value.

For Further Information Contact:

University Genetics Co.
(UGEN)
Vice President for Research
537 Newtown Avenue
P.O. Box 6080
Norwalk, CT 06852
(203) 846-9012

(From 1982 ARIS)

**Department of Energy
Innovative Research Program in Solar
Thermal Technology (IRPST)**

No. FY83-226

Program:

The purpose of this program is to: 1) develop innovative applications of solar thermal technology to electric power generation, fuel and chemical processing, and industrial processes; and 2) to develop innovative solutions to problems of solar thermal technology.

For Further Information Contact:

Department of Energy
Attn: Joseph E. Aaron
1333 Broadway
Oakland, CA 94612

(From 1982 ARIS)

engineering

**Agency for International Development
Joint Career Corps**

No. FY83-225

Program:

A total of about 25 positions will be established in such technical fields as agriculture, nutrition, health, population, education, energy, economics, and the social sciences for faculty members recommended by selected universities. Faculty members will spend about one-third of their time working for A.I.D., normally on overseas tours ranging from two to four years, and two-thirds of their time at their universities.

For Further Information Contact:

Agency for International Development
Bureau for Science and Technology
Dr. Erven J. Long, Coordinator
Research and University Relations
Washington, DC 20523

(From 1982 ARIS)

general

**Alexander Von Humboldt Foundation
Postdoctoral Research Fellowships**

No. FY83-180

Program:

Stipends from DM 2,100-2,900/per month (plus travel expenses) for 6-24 months (extension possible) to highly qualified scholars for research projects of their choice to be conducted at universities and research institutions within the Federal Republic of Germany and West Berlin.

For Further Information Contact:

Alexander Von Humboldt Foundation
Dr. Wolfgang Holl
Selection Division
Jean-Paul Strasse 12
D-5300 Bonn-Bad Godesberg
Federal Republic of Germany
(0228) 833-0/Telex: 8 85 627

(From 1982 ARIS)

**British School at Rome
Abbey Major Scholarship**

No. FY83-201

Program:

One award of 1,840 pounds plus rooms and materials allowance for one year of independent study at the British School at Rome.

Deadline:

December 1, 1982

For Further Information Contact:

British School at Rome
Hon. General Secretary
1 Lowther Gardens,
Exhibition Road
London, SW7 1AA
England
01-589-3665

(From 1982 ARIS)

**Department of Education
Strengthening Research Library Resources
Program**

No. FY83-165

Program:

The Department of Education may award grants to help major research libraries maintain and strengthen their collections and make their holdings available to other libraries whose users have need for research materials.

Deadline:

November 15, 1982

For Further Information Contact:

Department of Education
Office of Libraries and
Learning Technologies
Division of Library Programs
Library Education, Research
and Resources Branch
Mr. Frank A. Stevens or
Ms. Louise Sutherland
Attn: II-C
ROB-3, Room 3319-A
400 Maryland Avenue SW
Washington, DC 20202
(202) 245-9530

(From 1982 ARIS)

**German Academic Exchange Service (DAAD)
Study and Research in Germany**

No. FY83-171

Program:

Awards to students 18-32 years of age, with a bachelor degree at the time of award for graduate studies at a German university, research in connection with doctoral dissertation, or postdoctoral studies.

Deadline:

October 31, 1982

For Further Information Contact:

German Academic Exchange Service (DAAD)
535 Fifth Avenue, Suite 1107
New York, NY 10017
(212) 599-0464

(From 1982 ARIS)

**George Frederick Jewett Foundation
Program Grants**

No. FY83-172

Program:

Grants to voluntary, nonprofit organizations for programs in the areas of arts and humanities, conservation and preservation, education, health care and medical services, religion, and social welfare. The Foundation is concerned primarily with "people and values."

Deadline:

November 1, 1982

For Further Information Contact:

George Frederick Jewett Foundation
Sara Fernandez
Program Director
Suite 1340, The Alcoa Building
San Francisco, CA 94111
(415) 362-1940

(From 1982 ARIS)

**Inter-American Foundation
Graduate Fellowship Programs**

No. FY83-188

Program:

The fellowship program is open to doctoral candidates with an interest in Latin America and the Caribbean. Candidates must have fulfilled all degree requirements other than the dissertation. Stipends average about \$600 per month; other expenses are allowable. The Foundation also sponsors a Master's Fellowship Program.

For Further Information Contact:

Elizabeth Veatch, Fellowship Officer
Inter-American Foundation
1515 Wilson Boulevard
Rossly, Virginia 22209
Telephone: (703) 841-3864

(From 1982 ARIS)

**Lady Davis Fellowship Trust
Postdoctoral and Graduate Fellowships**

No. FY83-169

Program:

These fellowships are for research and study - research on the postdoctoral level and study on the graduate level - to be conducted at the Hebrew University of Jerusalem or the Technion - Israel Institute of Technology, Haifa.

Deadline:

December 1, 1982

For Further Information Contact:

Lady Davis Fellowship Trust
Secretary General
P. O. Box 1255
Jerusalem 91904, Israel

(From 1982 ARIS)

**Lady Davis Fellowship Trust
Visiting Professorships**

No. FY83-170

Program:

Candidates should have the rank of Full or Associate Professor at their own institution to be eligible for Visiting Professorships for periods from one trimester (or semester) to a full academic year at the Hebrew University or the Technion.

Deadline:

December 1, 1982

For Further Information Contact:

Lady Davis Fellowship Trust
Secretary General
P. O. Box 1255
Jerusalem 91904, Israel

(From 1982 ARIS)

**Lilly Endowment Faculty Open Fellowships
1983-84**

No. FY83-230

Program:

The Lilly Endowment has announced its ninth competition for its Faculty Open Fellowships. The endowment seeks to identify faculty of real ability whose aspirations and needs cannot be served by conventional fellowships for study and research. It hopes to find teacher/scholars in mid-career who seek a break from academic routine through which they can hope for enrichment as persons and as teachers. It may mean using the fellowships to test or apply theory in "real life" settings; for others, it may mean a period of reading and reflection on the overall enterprise of teaching and curriculum building.

Eligibility:

To be eligible, a candidate must have been a member of the faculty at his or her institution for a minimum of five years. Both the fellow and the institution must plan for his or her return after use of the award. The candidate must be engaged in classroom teaching for at least 50 percent of his or her time. If a candidate is entitled to a semester or year's sabbatical pay from the institution, this must be declared in the application and reflected in the application budget. Notre Dame, based on the current enrollment, is entitled to submit three nominations.

Deadline:

The final date for the university to file nominations and applications is December 1, 1982.

All proposals must be routed through the Office of Advanced Studies, Division of Research and Sponsored Programs, with routing form, internal budget and required number of copies.

Timetable:

Sept.-Oct.: Application forms available from the Office of Advanced Studies, Division of Research and Sponsored Programs.

Oct. 18: Information meeting for applicants.
3:00 pm Place: Room 206, Administration Building.

Nov. 2: Proposals due in Office of Advanced Studies. Each proposal will be reviewed and if problems

are noted, the candidate will be so informed and have time to make corrections.

Nov. 5:
Nov. 8-16:

Proposals to Provost Office. Proposals to members of the Lilly Endowment Selection Committee. The committee, which will rank proposals, represents each college, the Law School, the Office of Advanced Studies and previous fellowship winners. Final selection of three proposals and cover letter by Prof. Timothy O'Meara, provost.

**Loyola University
The Bultman Award**

No. FY83-206

Program:

One award of \$100 plus a staged reading for the best original, unpublished, and professionally unproduced play under an hour in length by a student who is a currently enrolled graduate or undergraduate.

Deadline:

December 1, 1982*

For Further Information Contact:

Loyola University
Ernest Ferlita, Chairman
Department of Drama and Speech
New Orleans, LA 70118

*Applications are accepted between September 1 and December 1.

(From 1982 ARIS)

**National Academy of Sciences
National Program for Advanced Study
and Research in China**

No. FY83-177

Program:

Grants are available for 1983-1984 to U.S. citizens who are graduate students and post-doctoral scholars in the natural sciences, engineering, social science, and humanities to carry out long-term study (10 to 12 months) or research (3 to 12 months) in affiliation with Chinese universities and research institutes.

Deadline:

November 5, 1982

For Further Information Contact:

National Academy of Sciences
Committee on Scholarly Communication
with the People's Republic of China
(CSCPRC)

2101 Constitution Avenue
Washington, DC 20418

(From 1982 ARIS)

National Foundation for Jewish Culture Doctoral Dissertation Fellowships

No. FY83-214

Program:

Dissertation fellowships of varying amounts to enable the completion of dissertations in the field of Jewish studies or in a field related to Jewish community life or institutions.

Deadline:

December 31, 1982

For Further Information Contact:

National Foundation for Jewish Culture
122 East 42nd Street
New York, NY 10168
(212) 490-2280

(From 1982 ARIS)

The Henry Luce Foundation, Inc. The Luce Scholars Program

No. FY83-224

Program:

To provide an August to August Asian experience to future leaders who, without this grant, would probably not have the opportunity to live in and learn about Asia. The Asian Foundation finds professional positions in institutions or agencies in East or South-east Asia for each of the 15 chosen Luce Scholars. Recent Luce Scholars have worked for law offices, newspapers, corporate business offices, university departments and research laboratories, medical facilities and schools, architecture firms, and government offices in Hong Kong, Indonesia, Japan, Malaysia, the Philippines, Singapore, South Korea, Taiwan and Thailand. Although study and research are often involved, no one is enrolled in courses and no academic credit is given.

Stipend:

Luce Scholars receive a basic stipend adjusted to the cost of living where they will work, with an additional adjustment if the Scholar is married. Round-trip air transportation is also provided for Scholar (and spouse).

Qualifications:

- * Outstanding capacity for leadership.
- * High academic achievement.
- * Strong and clearly defined career interest in a specific field, but not Asian affairs or international relations.
- * No Asian language ability expected; not qualified if applicant has had substantial

previous Asian experience.

Eligibility:

American citizens no more than 29 years of age on September 1, 1983, chosen from among Notre Dame's -

Junior faculty
Recent graduates
Graduate students
Law students
Very exceptional seniors

Procedure:

Candidates must be nominated by one of the 60 American colleges and Universities that have been invited to take part in the program. Notre Dame is one of the nominating institutions.

Whom to contact:

Interested candidates should contact Dr. Edward Vasta, Chairman, Notre Dame's Luce Scholars Selection Committee. Completed applications must reach Dr. Vasta by noon on Monday, November 22, 1982. The selection process is normally completed by March 15.

Tulane University Tinker Foundation Postdoctoral Fellowships in Mesoamerican Ecology

No. FY83-229

Program:

At least one postdoctoral fellowship is available in the natural or social sciences for scholars with an interest in the ecology of Mesoamerica.

Deadline:

November 1, 1982

For Further Information Contact:

Tulane University
Center for Latin American Studies
Mesoamerican Ecology Institute
New Orleans, LA 70118

(From 1982 ARIS)

U.S. Army Research Office Graduate Fellowships in Army Science and Technology

No. FY83-228

Program:

The purpose of the program is to provide fellowships for study and research leading to doctoral degrees in areas of science and technology in which there is a critical shortage of highly trained scientists and engineers.

Deadline:

November 1, 1982

For Further Information Contact:

U.S. Army Research Office
Technical Director
P.O. Box 12211
Research Triangle Park, NC 27709

(From 1982 ARIS)

**W.K. Kellogg Foundation
Kellogg National Fellowship Program**

No. FY83-173

Program:

Awards of a maximum of \$35,000 for a three-year period to individuals who are in the early years of their professional career, and who show promise of playing a leadership role in their institution or profession.

Deadline:

October 31, 1982

For Further Information Contact:

W.K. Kellogg Foundation
Mr. Edward H. O'Neil
Program Assistant
400 North Avenue
Battle Creek, MI 49016
(616) 968-1611

(From 1982 ARIS)

current publications and other scholarly works

Current publications should be mailed to the
Division of Research and Sponsored Programs,
Room 314, Administration Building.

COLLEGE OF ARTS AND LETTERS

Art

Geoffrion, Moira M.

M.M. Geoffrion. 1982. Two sculptures and two drawings. Women Artists: Indiana - New York Connection exhibit, Snite Museum, Notre Dame, Indiana.

M.M. Geoffrion. 1982. Two sculptures and one drawing. Faculty Show, O'Shaughnessy Galleries, Snite Museum, Notre Dame, Indiana.

M.M. Geoffrion. 1982. Sculpture. Summer Show, The Lighter Side, Art Center, South Bend, Indiana.

Economics

Jameson, Kenneth P.

K.P. Jameson. 1982. Poverty: The Result of Economic and Social Structures. Pages

28-33 in, L.A. Tavis, ed., Multi-National Managers and Poverty in the Third World. University of Notre Dame Press, Notre Dame, Indiana.

Psychology

Burdick, David

J.F. Santos and D. Burdick. 1982. Training Housing Authority Personnel: Enhancing Social Services for Aged Dwellers. Journal of Applied Gerontology 1:53-57.

Santos, John F.

J.F. Santos and D. Burdick. 1982. Training Housing Authority Personnel: Enhancing Social Services for Aged Dwellers. Journal of Applied Gerontology 1:53-57.

COLLEGE OF SCIENCE

Chemistry

Patterson, Larry K.

*T.W. Ebbesen, G. Levey and L.K. Patterson. 1982. Photoreduction of Methyl Viologen in Aqueous Neutral Solution Without Additives. Nature 298(5874):545-547.

*Under the Radiation Laboratory

Mathematics

Knight, Julia F.

J.F. Knight and M.E. Nadel. 1982. Expansions of Models and Turing Degrees. Journal of Symbolic Logic 43(3):587-604.

Nadel, Mark E.

J.F. Knight and M.E. Nadel. 1982. Expansions of Models and Turing Degrees. Journal of Symbolic Logic 43(3):587-604.

Roberts, Gary B.

G.B. Roberts. 1982. Local Solvability and Hypoellipticity for Operators with Odd Order Characteristics. Communication In Partial Differential Equations 7(6): 715-741.

Snow, Dennis M.

D.M. Snow. 1982. Reductive Group Actions on Stein Spaces. Mathematische Annalen 259:79-97.

Sommese, Andrew J.

A.J. Sommese. 1982. Complex Subspaces of Homogeneous Complex Manifolds II-Homotopy Results. Nagoya Mathematical Journal 86:101-129.

COLLEGE OF BUSINESS ADMINISTRATION

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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 Association of University Women	Fellowships for Women	December 15, 1982
American Council of Learned Societies	Grants-In-Aid	December 15, 1982
American Council of Learned Societies - Social Science Research Council	Grants for East European Studies	December 1, 1982
American Council of Learned Societies - Social Science Research Council	Grants for Research in Chinese Studies	December 1, 1982
American Philosophical Society	Postdoctoral Research Grants	December 3, 1982
The Council for European Studies	Research Planning Group Awards	December 1, 1982
Dalhousie University	Izaak Walton Killan Memorial Postdoctoral Scholarships	December 15, 1982
Damon Runyon - Walter Winchell Cancer Fund	Postdoctoral Fellowship Grant - Cancer Research	December 15, 1982
Damon Runyon - Walter Winchell Cancer Fund	Human Cancer - Directed Fellowship Grant	December 15, 1982
Huntington Library and Art Gallery	Fellowships	December 31, 1982
The Institute for Advanced Study	Grants - Mathematics	December 31, 1982
The Institute for Advanced Study	Grants - Natural Sciences	December 15, 1982
The Institute for Advanced Study	Grants - Social Science	December 1, 1982
Inter-American Foundation	Doctoral Fellowships	December 5, 1982
International Union Against Cancer	The Yamagiwa-Yashida Memorial International Cancer Study Grants	December 31, 1982
National Science Foundation	Scientific Computing Research Equipment Grant - Mathematical Sciences	December 1, 1982
Royal Norwegian Council for Scientific and Industrial Research	Postdoctoral Fellowships	December 1, 1982

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