

notre dame report

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number 3

the university

trustees appointed

The University has announced the appointment of five persons to its Board of Trustees. They are:

-- Thomas A. Coleman, a senior partner of Adler, Coleman and Co. and former member of the Board of Governors and the Board of Directors of the New York Stock Exchange. A 1956 alumnus of Notre Dame who has been serving on the University's Advisory Council for the College of Business Administration, Coleman has been honored a number of times for his service to the Archdiocese of New York.

-- Bernard J. (Jerry) Hank, Jr., chairman of the board of the Montgomery Elevator Company, Moline, Ill. A 1951 graduate of Notre Dame who is on the Advisory Council for the College of Engineering, Hank, his two brothers and two sisters have endowed two professorships at Notre Dame, one in engineering and one in business administration.

-- Rev. William M. Lewers, C.S.C., director of the Office of International Justice and Peace of the United States Catholic Conference. Father Lewers taught six years in the Notre Dame Law School and previously served as a University trustee and fellow from 1973 to 1979 while provincial superior of the Indiana Province of the Holy Cross Fathers.

-- Frank J. Pasquerilla, president and chairman of the board of Crown American Corporation, Johnstown, Pa., one of the nation's largest real estate development and retail corporations. The holder of an honorary degree from Notre Dame awarded in 1982, Pasquerilla underwrote the construction of two residence halls at the University which enabled an expansion in the number of women undergraduates.

-- Kathleen M. Sullivan, assistant professor of biology at the University of Miami, Coral Gables, Fla. A 1978 graduate of Notre Dame who received her doctorate in marine biology from the University of California at San Diego, Sullivan was also elected to a three-year term on the University's National Alumni Board last year.

This brings membership on Notre Dame's Board of Trustees, created in 1967 when the University changed over to lay governance, to 49. Chairman of the Board is Thomas P. Carney, president, Metatech Corporation, Northbrook, Ill.

death of alfred stepan announced

Alfred C. Stepan, a benefactor and trustee emeritus of the University, died Monday, Oct. 1, in his Winnetka, Ill., home after a lengthy illness. He was 75.

A 1931 alumnus of Notre Dame, Stepan founded the Stepan Chemical Company in Northfield, Ill. From 1954 to 1959 he was a member of the College of Arts and Letters Advisory Council and joined the University's Associate Board of Lay Trustees in 1958. He was named to the new Board when the University's governance was reorganized in 1967, and he retired from active status in 1979.

He and his wife, Mary Louise, underwrote the construction of Stepan Center, a student activities building on campus and one of the nation's earliest geodesic domes, in 1962. He was also a principal benefactor of the \$9.3 million Stepan Chemistry Hall, a research facility dedicated two years ago. He was awarded an honorary degree from Notre Dame in 1963.

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faculty notes

honors

Rev. David Burrell, C.S.C., professor of theology and philosophy, was appointed an Honorary Fellow of the Institute for the Advanced Study of Religion in the Divinity School of the University of Chicago, for the academic year 1984-85.

James P. Dougherty, professor of English, has been named co-editor of Religion and Literature, effective July 1, 1984, by Prof. Edward A. Kline, chairman of the Department of English.

Dolores Warwick Frese, associate professor of English, has been elected to membership in Delta Kappa Gamma, International Honor Society for Women Educators.

Sonia G. Gernes, associate professor of English, received a Special Merit Award for Excellence in Periodical Writing from the Council for the Advancement and Support of Education (CASE) for her article, "The Dreams of Summer" in the May 1983 issue of Notre Dame Magazine.

Sheridan P. McCabe, associate professor of psychology, was elected president of the American Psychological Association, Division 36: Psychologists interested in religious issues.

William O'Rourke, assistant professor of English, has been named the first James Thurber Writer-in-Residence by the national advisory panel of the Thurber House Writer-in-Residence Program. O'Rourke, on leave from Notre Dame this year, is author of several works of fiction including, most recently, the novel Idle Hands. As the Thurber Writer-in-Residence, he will live and work for two months in an apartment on the third floor of the home of the American humorist James Thurber in Columbus, Ohio.

Carl L. Stam, assistant professor of music and director of choral activities, and the Notre Dame Chorale under his direction, were bestowed the title of Chevaliers of the Gold Laurels, Azur Class, by Count Geiden (of the A. N. Geiden family, Paris, France) for their performance of Handel's Messiah in Sacred Heart Church, December, 1983. Many famous individuals have received these orders such as Richard Wagner, Tolstoi, and Tchaikovsky. Nominations are based on musical, artistic, literary, scientific, and educational excellence.

Anthony M. Trozzolo, Huisking professor of chemistry, was elected as a member of the Selection and Scheduling Committee of the Gordon Research Conferences (GRC). Members of this committee are chosen from the Board of Trustees and the Council of the GRC.

Rev. Joseph L. Walter, C.S.C., chairman of pre-professional studies and associate professor of chemistry, was elected to the Board of Regents of the University of Portland on Sept. 6, for a two-year term.

Thomas Werge, professor of English, has been named co-editor of Religion and Literature, effective July 1, 1984, by Prof. Edward A. Kline, chairman of the Department of English.

activities

Sue Birley, associate professor of management, presented the following papers: "Finding the New Firm," at the Academy of Management Conference, Boston, Mass., Aug. 15, and "Policy Implications of the U.S. Experience" at the Conference on Management Education and Small Business, University of Stirling, Scotland, June 18.

Joseph Blenkinsopp, professor of theology, co-directed the fifth season of excavations on the Greek Orthodox site at Capernaum, Israel, May 25 - June 29. He read an invited paper entitled "The Deluge Story: A Test Case for the Historical-Critical Method" at the annual meeting of the Catholic Biblical Association, New Orleans, La., Aug. 11. He read the same paper at the annual international meeting of the Society of Biblical Literature, Strasbourg, France, Aug. 17.

Rev. James T. BurtchaeII, C.S.C., professor of theology, presented the keynote address entitled "On Christian Commitments to Child-bearing" at the Sunstone Theological Symposium, Salt Lake City, Ut., Aug. 25.

Rev. Andrew Christiansen, S.J., visiting assistant professor of theology, gave a panel presentation, "Pulling Together to Serve a Greying America," at the Catholic Health Assembly, St. Louis, Mo., June 10. He will be serving as co-director of a project entitled "Equal Worth and the Forms of Justice: Egalitarian Implications of Religious Conceptions of Justice," sponsored by the Center for Ethics and Social Policy, Graduate Theological Union, Berkeley, Calif., March 1984 to April 1985, under a grant from the California Council on the Humanities.

Angel Delgado-Gomez, assistant professor of modern and classical languages, gave a paper, "Auto-biography as Self-advertisement: The Vida by Torres Villarroel" at the Kentucky Romance Languages Conference, Lexington, April 28. He gave an invited lecture, "Critical Views of Imperial Spain by Spanish Renaissance Humanists," at the University of Bonn, West Germany, Bonn, June 6.

Pamela Falkenberg, visiting assistant professor of communication and theatre, delivered a lecture, "Magnum P.I. as Contemporary Science Fiction: The Present as Retrospectively Narrated from the Fictional Future," at the Sixth Annual Institute on Culture and Society, Miami University, Oxford, Ohio, July 24 - July 28.

Alejandro Foxley, Helen Kellogg professor of International Development and professor of economics, received a Guggenheim Fellowship for 1984-85 to write a book on economic and political alternatives in Chile. He participated as a representative of Latin America at the meeting of the Executive Committee of the International Economic Association, Timendorf Strand, Germany, June 17. He gave a presentation on "What Does Not Work in Liberalization Policies" at the IEA meeting on economic incentives, Kiel, Germany, June 18-19. Foxley gave a presentation on "Poverty, Basic Needs and Socio-Economic Rights" at a meeting on "Economic and Social Rights" sponsored by the Interamerican Human Rights Commission, Mexico City, Mexico, Aug. 21-24.

Rodney F. Ganey, assistant faculty fellow in sociology and in the Center for the Study of Man in Contemporary Society, spoke on "Cluster Applications for 1980 Census STF4 Files" at the Issue '84 National Conference, Chicago, Ill., July 17.

Sonia G. Gernes, associate professor of English, was a visiting scholar at St. Edmund's House, Cambridge University, Cambridge, England, for the Easter term, April 24 - June 24.

Edward A. Goerner, professor of government, delivered an invited paper, "The Future of American Catholicism and the End of the Natural Order" at the Conference on American Catholicism at Loyola University of Chicago, Sept. 15.

Alexander Hahn, professor of mathematics, was one of the principal speakers at the International Group Theory Symposium held at Peking University, Beijing, China from Aug. 27 to Sept. 7. He gave four hours of lectures on the subject of "Algebraic K-theory, Morita Theory and the Classical Groups."

C. Lincoln Johnson, associate professor of sociology, presented a paper entitled "Affluent Churches and the Pursuit of Equality" (coauthored by James Davidson, C. Lincoln Johnson and Allen Mock) at the Society for the Scientific Study of Religion Meetings in San Antonio, Tex., Aug. 23-26.

Jeffrey C. Kantor, assistant professor of chemical engineering, coordinated a three-day seminar entitled "Advanced Methods for Chemical Process Control" at the Continuing Education Center of Notre Dame, Sept. 10-12.

Catherine Mowry LaCugna, assistant professor of theology, presented a paper, "Re-conceiving the Trinity as a Mystery of Salvation," at the annual College Theology Society meeting, Milwaukee, Wisc., June 1. She was a convener at the Continuing Seminar on the Trinity, the Catholic Theological Society of America Convention, Washington, D.C., June 14-15. She spoke on "Theological Methodology" at the Institute for Clergy Education, South Bend, Ind., Sept. 26.

Albert H. LeMay, associate professional specialist in the Kellogg Institute, presented an invited paper, "El Teatro de Valle-Inclán: la vision estética-etica" at CENECA (Centro de Indagacion y Expresion Cultural y Artistica), Santiago, Chile, July 25.

Gilbert D. Loescher, assistant professor of government and international studies, presented a paper entitled "U.S. Refugee Policy from 1945 to the Present" to a panel of immigration and refugee experts convened at the Center of International Studies, Princeton University, Princeton, N.J., on May 18.

Mark McDaniel, assistant professor of psychology, presented a paper entitled "Individual Item Elaboration and Long-Term Story Retention" at the annual meeting of the American Psychological Association, Toronto, Canada, Aug. 26.

Rev. Don McNeill, C.S.C., concurrent assistant professor of theology and director of the Center for Social Concerns, served as a panel respondent to a talk entitled "Justice and Peace in Higher Education," at a symposium held at St. Patrick's Parish on the 10th Anniversary of the Justice and Peace Center in South Bend, Ind., Sept. 14.

Rev. John Allyn Melloh, S.M., coordinator of the John S. Marten Program in Homiletics and Liturgics, associate professional specialist in theology, offered a graduate course in "Christian Prayer" at Chaminade University of Honolulu, Hi., during July. He gave two presentations on "Worship and Church Renovation" for St. Theresa's Parish, Honolulu, Hi., July 13 and July 20. He presented a morning workshop for the Diocese of Honolulu on "Rites for the Sick" at St. Anthony's Parish,

Wailuku, Maui, July 20. He gave a workshop for liturgical ministers from Roman Catholic Parishes on the island of Maui, also at St. Anthony's Parish, July 29. He served as a preliminary judge of art work for the National Liturgical Arts Festival, Archdiocese of Chicago, Aug. 11.

David Norburn, Franklin D. Schurz professor in strategic management, presented a paper entitled "International Boardroom Reform" at the 44th Academy of Management Conference, Boston, Mass., Aug. 14, and chaired the session on "International Management Values." He also presented a paper, "An Empirical Test of Upper-Echelon Theory" at the Fourth International Conference of the International Forecasting Society in London, England, July 11.

Morris Pollard, professor emeritus of microbiology and director of Lobund Laboratory, delivered a Special Seminar on "Metastasis of Experimental Prostatic Cancer in Rats" which was sponsored by the Northwestern University Cancer Center, Chicago, Ill., Sept. 13.

Kenneth F. Ripple, professor of law, was reappointed to the Diocesan Appeals Board for high school faculty, Diocese of South Bend - Fort Wayne. He presented a lecture on "The Issues Confronting the Military Justice Act of 1983 Advisory Commission" to naval reserve judge advocates of the midwest region, Naval Base, Great Lakes, Ill., Sept. 8. During September, he acted as *pro bono* advisory counsel in several cases in the United States Court of Appeals and the Eastern District of Illinois dealing with the protection of unborn infants.

Howard J. Saz, professor of biology, will serve as a consultant on the Advisory Panel for Regulatory Biology, National Science Foundation, Washington, D.C., Sept. 1, 1984 through Aug. 31, 1987.

Wendy Clauson Schlereth, University archivist, gave a presentation entitled "Computers and Archivists: Starting from Scratch" to the annual meeting of the Society of American Archivists in Washington, D.C., on Sept. 1.

Eugene Ulrich, associate professor of theology, offered a three-day Continuing Seminar on "Old Testament Textual Criticism" at the meeting of the Catholic Biblical Association in New Orleans, La., Aug. 11-13.

Arvind Varma, professor and chairman of chemical engineering, coauthored a paper, "Optimal Catalyst Pellet Design for an Isothermal Bimolecular Langmuir-Hinshelwood Reaction in a Fixed-Bed

Reactor," presented at the ACS National Meeting, Philadelphia, Pa., Aug. 26-31. The paper was presented by doctoral student, Mr. Massimo Morbidelli.

Stephen Watson, assistant professor of philosophy, presented a paper entitled "The Philosopher's Text" at the International Association for Philosophy and Literature's Annual Conference, University of Iowa, Iowa City, May 5-7. He also participated in a session on "Research in Hermeneutics" at a conference on Research Practices in the Human Sciences, Pennsylvania State University, University Park, July 10-12.

F. Ellen Weaver, associate professional specialist and assistant professor of historical theology, presented a colloquy entitled "Angélique de Saint-Jean: Abbess et Mythograph" at Musée de Port-Royal, Chevreuse, France, Sept. 28.

Rev. James F. White, professor of theology, presented a workshop on "Liturgy and Worship," United Church of Christ, Michigan Association, Lansing, Mich., Sept. 14-15. He served as a workshop leader, Synod Conference, Synod of Lincoln Trails Presbyterian (U.S.A.) Church, Champaign, Ill., Sept. 21-22.

Eduardo E. Wolf, associate professor of chemical engineering, presented seminars entitled "Transient FTIR Studies of Surface Reaction Dynamics; CO Oxidation on Pt/SiO₂ and Pd/SiO₂ Catalysts" at the Chemical Engineering Departments of the University of Massachusetts, Amherst, Mass., and the University of Connecticut, Storrs, on Sept. 13 - 14.

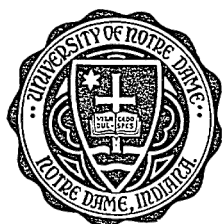
John H. Yoder, professor of theology, gave a workshop on "A Theological Basis for Peacemaking in Local Congregations" at the American Baptists' Educational Ministries at Yardley, Pa., Oct. 19.

deaths

Rev. Leo R. Ward, C.S.C., professor emeritus of philosophy, and author of several articles with a historical theme appearing in national publications, died Sept. 6 in Holy Cross House. The 91-year old priest was also the author of several poems published in book form and commentaries on Christian education in the New York Times, America magazine and other periodicals.

documen- tation

decio dedication honorary degrees



The University of Notre Dame
confers the degree of
Doctor of Laws, honoris causa,
on

a philosopher, lawyer, educator and policymaker in that contentious world where political reality and intellectual aspiration meet. In an age when the humanities are often attacked as educational luxuries, he has defended their traditional function as essential to education and as a sure bulwark against fanaticism and small-mindedness. In his crusade in their behalf, he has been a persistent critic of those contemporary schemes of moral education which presuppose the reign of relativism and subjectivism. He has exhorted all to join the perennial conversation of God, society and nature found in the humanities and, as Chairman of the National Endowment for the Humanities since 1981, he has been able to promote this conversation by more tangible means. We salute today a staunch friend of the ideals which give precious significance to the endeavors housed in the building we dedicate today. On

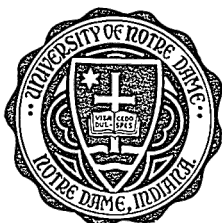
William John Bennett
Washington, District of Columbia



The University of Notre Dame
confers the degree of
Doctor of Laws, honoris causa,
on

a courageous sociologist equally at home with theologians, philosophers, novelists and politicians. Born in Vienna, he came here from England as an energetic young man who earned three degrees and United States citizenship within a period of eight years. An incisive thinker, he has fearlessly explored the issues of secularization, modernization, and pluralism as they relate to religious consciousness. His relentless pursuit of answers to troubling questions is moderated by a gentle humor and a loving care for people which validate his brilliant insights. We honor today a prolific scholar of broad ecumenical concerns. On

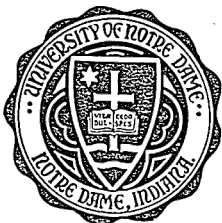
Peter Ludwig Berger
Boston, Massachusetts



The University of Notre Dame
confers the degree of
Doctor of Laws, honoris causa,
on

a person who, from his arrival at Notre Dame in 1937, has been the model of a university professor of the humanities. After a brilliant record at Columbia University, capped by a scholarship to Oxford, he came here to practice his craft as historian and teacher. We have so cherished him that we have nearly suffocated him with work. We elected him to every council and committee that we created and gave him every task that needed his matchless industry and unselfishness. For seventeen years he edited our internationally respected scholarly journal, The Review of Politics, bringing to the position the wide-ranging erudition and elegant taste that mark all he does. And all this is graced by a charm of manner, a wry humor, and a compassionate sense of the human predicament, which bespeak his aspiration to the greater Grace that stands at the beginning and end of wisdom. He has taught us all how to be a scholar and a teacher by being supremely both. On

Matthew Anthony Fitzsimons
South Bend, Indiana



The University of Notre Dame
confers the degree of
Doctor of Laws, honoris causa,
on

an economist, educator, author and public servant. A veteran of teaching at Princeton and Harvard, he is versatile, independent, serious, clever, and controversial — a thinker and a doer. In the 1940s at the Office of Price Administration, he organized our system of wartime price control. Former editor of Fortune, he has written books that offer a seminal critique of American economic theory. He is an abiding liberal who perseveringly calls for reform, not revolution. Erudite and masterful, he towers above his colleagues as a man whose wit and wisdom enliven the so-called "dismal science." On

John Kenneth Galbraith
Cambridge, Massachusetts



The University of Notre Dame
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Doctor of Laws, honoris causa,
on

a literary critic, teacher, and scholar. Educated at Toronto and Yale, he has demonstrated a deeply informed and astute critical power. His subjects range from Chesterton to Ezra Pound, from Beckett to Buckminster Fuller, and he brings to each of them an engaged and engaging style, impressive and fluent learning, and persistent insight. His interpretations of literary works never lose touch with the moral dimensions of experience in which life and art have their being. In his writing and thought, his impassioned and humanistic imagination reveals itself even as it reveals the writers and ideas it contemplates. At a time when literary criticism often seems a form of technology, his compelling voice and vision of culture reflect both sanity and spirit. On

Hugh Kenner
Baltimore, Maryland



The University of Notre Dame
confers the degree of
Doctor of Laws, honoris causa,
on

a poet, novelist, and literary critic whose scholarship encompasses philosophy, religion, language theory, botany and biology. Born in India of English parents, she earned undergraduate and graduate degrees in Modern Languages at Cambridge. Now a United States citizen, she divides her time between England, where she has written a number of her books, and the United States, where she has taught in institutions as varied as Vassar and Tougaloo. Daring in her educational philosophy, she was co-founder and chairman of Fordham's experimental college, Bensalem. Her scholarly works integrate the sciences and the humanities; her poetry testifies to her sensitive heart and mind. A dynamic and vivacious teacher, she consistently invited students to look with imagination at the world around them. We herald today a humanist of creative mind and profound learning. On

Elizabeth Sewell
Greensboro, North Carolina

academic convocation address for decio dedication

(Following is the text of the keynote address delivered by Garry Wills, W. Harold and Martha Welch Visiting Professor in the Department of American Studies, at the Academic Convocation of the Decio Faculty Hall Dedication, Sept. 15.)

Thank you, Father Hesburgh, and new colleagues and guests of the University and honorees of the day.

Since I was trained as a classicist, I am especially pleased to see that great classical name on the building whose dedication we are celebrating. I do not refer only to the fact that it is an Italian name, though that matters to me because my wife is named Natalie Cavallo. It is more than that: Italian Decio is the Latin Decius - normally pronounced Dee-shus in our classrooms. There was an emperor Decius. But the great Decius, for Romans, was the hero of the ancient republic, a contemporary and colleague of the better-known Fabius, to whom George Washington was so often compared in the early days of our republic.

Decius was at least as dedicated to Rome as Fabius. In fact, he performed a devotion, devotio, a ritual suicide for the cause of Rome. So far, I believe, Father Hesburgh has not asked the Decio family for quite that level of devotion. But I think of this new building as a house of devotion - of devotion to words. Words are the stuff and trade of the people who will live there - obviously so, in the case of those who deal in literature

and the social sciences. And even the plastic arts cannot be taught without the help of words. In fact, as Frank Stella has just emphasized in his lectures at Harvard, even the most abstract art cannot be considered apart from concepts. Now, it is questionable whether concepts can be formed without words, but it is certain that they cannot be made stable or transmitted without words.

So words are the tools of the faculty that will be living in our house of words. We tend sometimes to denigrate words, to pit them over against deeds as flimsy or frail things. We might think that Hamlet trivializes when Polonius says to him, "What are you reading, my Lord?" And he answers: "Words." Just words. Folk wisdom also seems sceptical of words: "Sticks and stones can break my bones, but words can never hurt me." We have other characters of Shakespeare saying things like "What's in a name? A rose by any other name would smell as sweet."

"Actions speak louder than words." But do they? Speak louder. Do they speak at all? Hamlet says so: "Murder, though it have no tongue, will speak with most miraculous organ." But how does murder speak? Take a simple fact, if you can: knife enters living human flesh. Of course, I have already sneaked into this phrase very complex terms, concepts verbally framed -- like "human," like "living." But even if you grant there is a neutral fact, knifing, that can speak on its own, what would it say? What would it proclaim itself to be? Amputation? Corrective surgery? Abortion? Accident? Assassination? Self-defense? Defense of country? Defense of friends? Perhaps, murder. How can we tell? Only by the intent. How can we tell that? Only by verbally formulated ideas of motive. If the perpetrator cannot give any other testimony but the act itself, it is extremely difficult to find out what the act is. A couple of years ago, there was a trial of a deaf mute, and, despite elaborate precautions which broke all kinds of legal precedent, it was doubtful whether justice was done to the defendant. Some people said it could not be done. If you cannot get intent, you cannot get a guilt. Not that the words of a person are necessarily true, or sincere; but they are revealing even when they are not aiming at the truth. If you ask someone, "What are you thinking?" and that person replies, he or she might be lying; but even that is more revealing than the response you would get to the same question addressed to a dog. So the act as we judge it is made up of words. Murder is intent.

Hamlet, the character, is made up of nothing but words. Yet what are we made up of? I look at these quaint mediaeval costumes around me today and see variously pinkish or brownish spaces above them. How do I know that these are the masks of other persons? A person? Philosophers like Hume and Locke said we know that by the analogy of being. Others react the way we do, so it is safe to presume that they are like us. And Locke said that the way we know how they react is from their words. They report out their reactions to us. The people being honored with degrees today report their inner thoughts extremely well. Not only do particular ideas, general thoughts get conveyed in this manner, but whole modes of traffic with reality can be conveyed, a way of thinking -- so that we can tell at a glance the difference between the style of Ruskin and of Newman; so that Plato, long dead, even if you believe not a one of his doctrines, still teaches us how to think. In fact, the afterlife of an author, Milton tended to think was more important than his biological life. He said, "As good almost kill a man as kill a good book." Kill a man and you have slain God's image. But many men are a burden to their fellows. Kill a whole book, a good book, and you have "slain an immortality." Hamlet -- I keep going back to him, he fascinates me -- says at one point, "There has been much throwing about of brains." Well, we are always throwing our brains about. As I say, some of us do it less well than Hugh Kenner or John Kenneth Galbraith, or Elizabeth Sewall, of the others here; but, however blunt our instruments, we all have to do it. In fact we are all daily engaged in a kind of mutual brain surgery. We are using words to get inside each other's heads. For this purpose, words are more penetrating than a scalpel, than a laser beam. Words are what can reach to the most intimate mysteries of the self. And nothing else can -- not only to the mystery of others, but to the mystery of oneself. I was fascinated yesterday when Professor Kenner, addressing a panel, said that in order to sort things out in our world, "It is necessary to keep one's eye on the ball, and the ball is generally a word."

Not only do words reveal others' selves and ourselves, words in a sense almost have a self. That is they shift moods when they change company, but they keep a continuity with their prior use. What a word is doing depends on the other words it does it with. For instance, when Hamlet is dying, he says to Horatio, "Absent thee from felicity awhile." Now it is easy enough to paraphrase that (which is all most translations can do): it means, "Don't die yet." But the phrase conveys more because of the particular words that do the conveying, and the way they are linked. For one thing, the words are praying. The formal pronoun "thee," the inversion "Absent thee," the Latinity (absens, felicitas) -- all these have a semi-ecclesiastical ring. And they are deliberately contrasted with what

follows. After this little dance of Latin words, you get a harsh sentencing to life in aspirated monosyllables. "Absent thee from felicity awhile, and in this harsh world draw thy breath in pain, to tell my story." The way his words work confirms or invalidates hypotheses about Hamlet which are really hypotheses about the human condition. For instance, take the old hypothesis -- still held, I suppose by some -- that, Hamlet is merely dilatory, a poor dithering fellow who cannot make up his mind. Well, I think anybody who pays attention to the aimed and energetic way his words move would question that view. Consider, for instance, the way he describes the killing of Rosencrantz and Guildenstern, moving through first clauses to an inverted sentence that throws the agent into prominence and then zeros in on the object: "Up from my cabin, my sea gown scarfed about me, in the dark groped I to find out them."

Why do we read Hamlet? Why do we teach it? Why will the faculty that lives in that building be teaching Hamlet? After all, many people who teach writing give advice that always astonishes me: "You must write from your own experience; don't go to books; go to life, in order to produce your great work." That always seemed to me peculiarly feckless advice. If it is taken, once you have gone to life and produced your great work, no one should read it, because they are also being told they must go to life and not to books. We know that Shakespeare did not act on this strange advice. He was never a woman; he was rarely, if ever, a murderer. He was not giving us his life story; he was building a world with words, and the materials he built with were largely other people's words. He did not go to Rome; he read Ovid. He did not go to Athens; he read Plutarch.

We want things, not words; we want life, not books. And yet any concept we have of reality, any hope of trafficking with it, comes from our use of words and other people's use of words. Very few people had an idea of the dignity of words that equals Saint Augustine's. I would like to quote a Christmas sermon of his. He is talking on the mystery of the Incarnation of the divine Word, a puzzling thing. But all words are puzzling. He tells his congregation in Hippo: "Consider the words I am uttering now. They enter your body through your hearing, so that each of you holds them, yet withholds them from no other. Not held, the words could not inform; withheld, no other could share them. Though my sermon is admittedly broken up into words and syllables, yet you do not take in this portion or that, as when picking at your food. All of you hear all of it, though each takes all individually. I have no worry that, by giving all to one, the others are deprived. I hope instead that everyone will consume it all, so that, denying no other ear or mind, you take all yourselves, yet leave all to all others. Nor is this done temporally, by turns, my words first going to one, who must pass it on to the others. Except for individual failure of memory, everyone who comes to hear what I say could take it all off, each on his own separate way, and keep it." Saint Augustine would not, I think, have looked with a kind eye on that locution we constantly hear, "merely semantics," or "merely verbal," or "merely punning." Punning was taken very seriously by Freud, but it was taken seriously by many others even earlier. It can be very deadly, as when Hamlet issued a whole shower of puns on musical terms, on words like "compass" for vocal range, or "mystery" for musical craft, on all of the ways one can describe the sounding or plucking of instruments that are fretted or vented. He is talking to Guildenstern, and says, "Will you play on this pipe?" "My Lord, I cannot." "I pray you." "Believe me, I cannot." "I do beseech you." "I know no touch of it." "'Tis as easy as lying. Govern but these ventages with your fingers and thumb, give it breath with your mouth, and it will discourse most eloquent music. Look you, these are the stops." "But these cannot I command to any utterance of harmony. I have not the skill." "Why, look you now how unworthy a thing you make of me. You would play upon me; you would seem to know my stops. You would pluck out the heart of my mystery; you would sound me from my lowest note to the top of my compass. And there is much music, excellent voice, in this little organ, yet cannot you make it speak. 'Sblood, do you think I am easier to be played on than a pipe? Take me for what instrument you will, though you can fret me, you cannot play upon me." All just a play on words -- a mere extended conceit; and mere words cannot break my bones like sticks and stones. But Hamlet has already dispatched Rosencrantz and Guildenstern, with words, before he kills them.

Playing with words can be a life-giving skill, not just a death-dealing one. In fact, St. Augustine thought of the Incarnation as a kind of giant pun, a taking of the divine Word in a series of "forced senses": "Man's maker was made man, that the lord of the stars might nurse at his mother's breast; that the bread might be hungry, the fountain thirst, the light sleep, the way be tired from the journey; that the truth might be accused by false witnesses, the teacher be beaten with whips, the vine be crowned with thorns, the foundation be hung on a tree; that strength might grow weak and the healer be wounded; that life might die."

We all know what words can hurt, and how easy it is to learn them. It is hard by comparison to use words constructively, words that edify, that build up others, that build

up ourselves, that build a world around us that is worthy of us. Yet that is the task of the people who will for many years be living in the building we have just dedicated. Their work will be made up of words -- like our lives. That is the "devotion" a modern Decius must perform in our republic.

homily for decio faculty hall dedication mass

(Homily delivered by Rev. Edward A. Malloy, C.S.C., associate provost and associate professor of theology, at the dedication of the Decio Faculty Hall, Sept. 14, the Feast of the Triumph of the Cross.)

In the context of this dedication liturgy, let us ponder for a moment the common endeavor that gathers us together in this place. We assemble as faculty, students, administration, staff, friends, and invited guests of the University. We share a moment of worship and festivity in preparation for the ongoing work of reflection and learning. It seems a proper time to portray a dream or two, to pursue a vision of what could take place here. In addition, according to the rhythm of the liturgical calendar, we also celebrate the Triumph of the Cross, the great Christian paradoxical claim. Perhaps, the juxtaposition of these two events -- the dedication of the Decio Building and the remembrance of the Triumph of the Cross -- can allow some insight into the nature of a Catholic University and the role of the College of Arts and Letters within it.

In the reading from the Book of Numbers we find the Jewish people grown impatient with their desert journey. They had risked everything in their quest for the Promised Land and now they wanted some guarantee of security and continuity of place. They yearned for a permanent home (maybe even one with windows in every room). In frustration, they grumbled against God and their leader Moses. Because of their recalcitrance, God both punishes them (with a plague of serpents) and offers them relief (through the bronze serpent mounted on a pole, lifted up for all to see).

From the vantage point of the later Christian community, this healing emblem was seen as a foreshadowing of the 'lifting up' of Jesus of Nazareth on the Cross. The author of John's Gospel employs this vertical image to stress the irony of the situation. A practice of criminal punishment intended to be disgraceful and censorious has become, in fact, an exaltation. Expressed in other terms, the Suffering Servant, the Paschal Lamb, has broken the shackles of space and time and opened up the prospect of eternal life.

In the final text, the great Christological hymn from Paul's Letter to the Phillippians, God empties himself in Jesus, becoming like a slave in sharing the fullness of the human condition. Yet his death on a cross is revealed to be, not a moral surd, a futile gesture by a misguided religious fanatic, but rather an act of ultimate obedience. Thus he is entitled to be called 'Lord' for he is above every power, even the scourge of death.

What are we to make of this spiritual conundrum, this perplexing claim? In what sense is the Cross a triumph? What practical import does the acceptance of this reality have for life in contemporary society? In what ways should it influence the kind of education that takes place at Notre Dame?

In its most fundamental sense, a Catholic university should be the kind of institution where such questions can be attended to with seriousness, reverence and mutual respect. In response to such core mysteries of the Cosmic order, there is no easy route to insight and understanding.

Even if we begin at the descriptive level with the problem of human suffering, it is difficult to make progress in our comprehension. How overwhelming is the quotient of pain! Our minds resist too detailed a recall of the horrors of the past and present. We have known barbarities enough -- pirates and marauders, gulags and torture-chambers, Inquisitions and pogroms of all kinds. Yet artists and poets, historians, philosophers and theologians continue to engage our imaginations, often in spite of ourselves, so that we might share in the lament of Job over the suffering of the innocent. Picasso's stark images in "Guernica"; Doctor Rioux ministering in the plague-infested city of Oran; Wiesel's boyhood memories of Nazi brutalization; the haunting society of post-nuclear devastation in A Canticle for Liebowitz -- these and thousands of other images enable us to remember and thus to confront, if only indirectly, the problem for which the Cross is the ultimate symbol.

But what about the triumph -- what remedy would we propose for the evils and injustices of our lives in the present? How can we move from description and analysis to prescription and amelioration? For the Christian there is no final solution within human history. Yet there are partial answers and some are far preferable to others. There is no real excuse for sloth or indifference. There is much that an academic community can contribute with its wealth of talent and resources. We can help clarify the values at stake in a given situation. We can appraise alternate courses of action, participate in policy formulation and learn from the mistakes of the past. We can cultivate beauty in its many modes, highlight proper practices of physical and mental health, and resist threats to the well-being of the young and the innocent. In this sense, a University should be interested in results, in more than theoretical formulations and spontaneous curiosity. It should be a focusing agency, a community of common concern where the great issues are addressed with openness and enthusiasm. We must remain a people of hope who avoid the retreat into dispassionate objectivity. This is our most obvious contribution to the Triumph of the Cross.

It is not only in its relationship to the broader society that a University such as this has a contribution to make in preserving a climate of hope in the world. It also teaches by the way it organizes its internal life and by the way its members participate in their given professions.

A Catholic university must be a hospitable environment where the life of the mind and the urgings of the heart are taken seriously. Both those who stand within the community of faith and those who come as fellow-searchers for the ultimate source of life and human meaning should find welcome here. There should be no enemies or aliens in a University, a truly Catholic university. On the one hand, Christian scholars should openly and unabashedly draw upon their particular sources of truth and inspiration -- the Scriptures, the theological tradition, the Christian liturgy, the great spiritual writers -- as well as the best of contemporary discussion, whatever its source. On the other hand, other traditions should be studied and appreciated in their own terms. Points of convergence and agreement should be pursued and disagreements acknowledged honestly. The goal of a truly Catholic university, which is simultaneously faithful to its distinctive legacy and promotive of an open forum for contrary points of view, will require continual attention to the kind of atmosphere that prevails among faculty and students.

From a variety of backgrounds and according to a diversity of expertise the individual faculty member should aspire to become a person of intellectual and moral virtue, a fitting representative of the profession of teacher/scholar. Among all of the qualities that might concretize such an expectation, three seem especially appropriate.

First, let us be humane in our dealings with one another and with our students. Let us prove that it is possible to combine critical judgment with a gentleness of spirit. Backbiting, pettiness and rivalry are the bane of any community and they are surely irreconcilable with scholarly cooperation and pedagogical credibility.

Secondly, let us be courageous in our confrontation with falsehood and pomposity. There is normally little reward for those who remind society of its inconsistencies, call the president or mayor to task, or refuse to overlook a colleague's irresponsibility. Few among us really yearn to be prophets or desire to suffer social stigma as an unpopular critic. Nevertheless, courageous confrontation is a role that is essential for societal well-being. We need voices to protest against the taking of life at its various stages, to defend the rights of classes of people deprived of legitimate expression and remuneration, and to assure the freedom of religious assembly.

Finally, let us be humble in the recognition of our personal limitations and the biases which distort our perception of reality. Perhaps, the greatest temptation of the professional academic is to pretend to a greater level of competence or a more extensive range of knowledge than he or she could ever possess. We each tap into a great legacy of research, creativity and scholarship produced by our predecessors. And after we are gone, God willing, the effort will continue. We are part of a grand endeavor, but only a part. May our recognition of our relative importance in the great scheme of things qualify our claims and make us perpetual learners.

Humaneness, courage and humility are fitting virtues for the teacher/scholar in a place like Notre Dame. Just as a welcoming environment can bring out the best in those who come here, so the personal dedication of the individual faculty can manifest in some sense the hope that comes with the triumph of the Cross.

For the Christian the Cross stands at the boundary-line between senselessness and meaning. It is the symbol of the seeming irrationality of human suffering and of true

deep desire of the human heart for some better, cosmic solution. We at Notre Dame need each other if we would proclaim the Lordship of Christ and explore with sensitivity all of the ramifications of that message. While not all share our Christian convictions, all can take comfort from our commitment to human betterment.

Let us ask God's blessing on the College of Arts and Letters at Notre Dame. May God bless, in a special way, Art and Pat Decio and the members of their family who have inspired us with their generosity and thereby, made possible a real community of scholarship and learning. Jesus who was lifted up on the Cross in triumph comes as Savior and eternal companion. May each of us in our own fashion continue to proclaim that momentous reality in joy.

provost's testimony to the president's intergovernmental advisory council on education

(The following was the testimony of Prof. Timothy O'Meara, provost of the University, before a regional hearing of the Intergovernmental Advisory Council on Education in Kalamazoo, Mich., Sept. 20. The Council, whose members are appointed by the President, was created to "make recommendations to the Secretary (of Education) and the President concerning intergovernmental policies and relations relating to education.")

Mr. Chairman, Ladies and Gentlemen,

My name is Timothy O'Meara. I am a professor of mathematics, Provost of the University of Notre Dame, and father of five college graduates. I am here today as a concerned citizen, as a concerned university professor, and as the number two officer for over six years of a national private university.

My concern is based on my perception of an increasing erosion in the nation's ability 1) to provide high-quality undergraduate and graduate preparation for our young men and women to enter a rapidly changing and competitive world, and 2) to select and train the next generation of qualified teachers and researchers.

Our post World War II decision to locate the fundamental research capability of the nation in the academic sector took full advantage of the plurality and rich diversity that have been major strengths of our democracy. Our educational enterprise is unique and envied in the world for this linkage. The success of higher education during this period has rested not only on the diversity of the not-for-profit institutions involved, but also on the diversity of support mechanisms that came from the federal sector. No one ever envisioned that higher education - an investment in people - could be a self-sustaining activity in the modern world.

My own observations have indicated a gradual yet cumulatively significant deterioration of the support structure - especially on the graduate and research levels. This failure to sustain a broad base of support at an appropriate level of funding has led to an impairment of our capability to contribute to the discovery of knowledge, to affect transfer of new technology from the research bench to the business counter, and to provide educated individuals to lead and contribute to the national economy and the national vitality.

Problems with support mechanisms on the undergraduate level are different from those on the graduate level. There can be no doubt that there have been major improvements in recent years regarding the reduction of red tape in the bureaucracy of undergraduate financial aid. However, we now need to find a proper balance between simplicity of structure on the one hand and excessive regulation on the other. Simplistic restrictions also lead to abuse. Is it right, for example, for traditional college-age students to obtain financial aid by claiming independence from parents who can afford to foot the bill? Conversely, absolute and myriad rules create administrative nightmares and are a waste of our resources. It is the considered opinion of my colleague and financial aid officer Joseph Russo that current funding levels would be adequate to meet the growing needs of our nation's students. If we reinstate some common sense to our regulations, significant monies which are currently being channelled through loopholes to students without real need could be re-channelled to those students whom these programs were originally intended to help. The principle to remember is that it is the responsibility not only of the government and of the institution but also of the family, to provide resources to the young. The primary role of the family must be restored to its proper place in this partnership.

Another point. We must be sure that quality does not become a victim of lowered admission standards being exercised at certain institutions with enrollment problems. I fully recognize the difficult and sensitive issues associated with applying standards in the awarding of financial aid. However, the primary purpose of federal aid should be access to quality education by those who are not only needy but also willing and able.

On the other hand, the emphasis on quality must not be used as a pretext to ignore those large classes of people in our society who for economic or cultural reasons have been historically deprived of the benefits of higher education. It is important for the future of our society that these concerns not be forgotten today.

On the undergraduate level then, I am concerned with maintaining the quality of education, reaffirming the role of the family in the support picture, sharpening the regulations so that only the truly needy qualify for federal funds, reaffirming our responsibilities to students who come from our country's historically deprived classes, and keeping a diversity of educational opportunities for the young.

Now let me focus on these same aspects of maintaining the health and welfare of our colleges and universities: Getting qualified people to enter graduate programs and then the faculties of the nation; library resources; facilities and equipment.

The increasing dependence on loans by students has a double effect at the graduate level. Capable students, already burdened with extensive loans from their undergraduate years, are reluctant to start graduate studies and assume additional debt. It is heartening to hear of proposals in the House and the Senate for the National Graduate Fellows Program. My colleague and Vice President for Advanced Studies, Robert E. Gordon, who is also Chairman of the Council of Graduate Schools in the United States, informs me that these proposals, if funded, would support approximately 150 to 200 individuals. We really need at least 450 fellowships annually. I don't have to remind you of the declining interest

of Americans in advanced work in science and technology. This is a chronic problem. But there is also a need to provide grants for students in the liberal arts since training in these areas is pertinent to the national vigor. For example, in the light of our embarrassingly low national capability in foreign language and area studies, how well are we fairing as the economic and political center of gravity moves from the Atlantic to the Pacific basin?

Therefore, doctoral and post-doctoral programs must be developed that will attract our ablest young men and women to teaching and research careers in foreign languages and international education, as well as in mathematics, science and technology.

Libraries are a demanding yet extremely important resource in higher education. I understand that the current study by the Association of American Universities and the Council of Library Resources addresses several important areas, including resource sharing between institutions through electronic means. This study should be remembered and considered as the reauthorization process continues.

There is a well publicized need to upgrade obsolete equipment and facilities on virtually all the campuses of the nation. Undergraduate students, graduate students and faculty alike must be able to perform their research using state-of-the-art equipment in decent facilities. The problem is serious. While mission-oriented agencies have undertaken various programs to assist institutions with these concerns, we simply have to broaden the base of federal support. It is too large a problem for any single institution to solve. It is too large a problem for a small coterie of federal agencies to resolve. Therefore, I hope that a general provision for matching grants to assist in equipment renewal and acquisition will be included.

Thank you, Mr. Chairman, for this opportunity. For our part, we at Notre Dame will be pleased to assist you at any time in your efforts.

university curriculum committee's final report

The university is a community devoted to engaging in and teaching critical inquiry concerning artistic, humanistic, philosophical, religious, scientific, social and technological dimensions of human existence. In that critical inquiry often brings about change in perception of the world within and without the individual, the university must of necessity regularly reexamine its disciplinary structure, the quality of its inquiry and teaching, and the broad course of study required of all students. It is within this context that the present University Curriculum Committee has carried out its review of the curriculum and submits its recommendations.

The Curriculum Committee approached its task specifically as one of review and reexamination; it did not begin with a grand theory of university in the abstract and create a new curriculum from the ground upward. A particular curriculum was in place: it had some obvious faults and some obvious strengths. The Committee sought to capitalize on strengths while recommending adjustments which would remedy faults. Each existing requirement was reviewed from the standpoints of educational value, function in the existing course of studies, and timing in the four years of undergraduate student residence. The Committee conferred formally with the four College Councils, received formal reports from most departments, and was given much counsel from individual members of the University community. Obvious gaps in broad academic areas came to be identified

and recommendations have been made to bridge those gaps. The Committee has made no recommendations for change in requirements it has judged to be functioning well. Finally, several matters which play supporting roles in curricular reform were discussed: intellectual life on campus, quality of counseling, and academic standards in general.

(1) Membership and Process

The PACE Report recommended the establishment of a University Curriculum Committee. Provost Timothy O'Meara constituted such a group in the spring semester of 1983. It was given the following mandate -- to report and make recommendations to the Academic Council on:

- the overall structure of the undergraduate curriculum
- the general education requirements
- the role of Philosophy and Theology in the general education requirements
- academic standards
- academic advising and career counseling
- the quality of undergraduate intellectual life on campus

The members of the Committee were chosen from each of the Colleges of the University and included two members of the previous Curriculum Committee.

The members were:

Professor Calvin Bower	Music
Professor Frederick Crosson	Philosophy
Professor John E. Derwent	Mathematics
Professor George Howard	Psychology
Professor John Kozak	Chemistry
Professor Michael J. Loux	Philosophy
(subsequently replaced by	
Professor Cornelius Delaney	Philosophy)
Reverend Richard P. McBrien	Theology
Reverend Edward A. Malloy, CSC	Associate Provost
	(Vice Chairperson)
Professor Timothy O'Meara	Provost
	(Chairperson)
Professor Patricia O'Hara	Law School
Professor Albin A. Szweczyk	Aerospace and
	Mechanical Engineering
Professor Lee A. Tavis	Finance

In addition, five students served as consultants to the Committee. They were:

Elizabeth Ellery	Arts and Letters
John Jordan, III.	Engineering
Phillip Manz	Business Administration
Margaret Prevostnik	Science
John Scanlon, Jr.	Law

The first meeting of the Committee was held on March 25, 1983 and the final meeting on April 9, 1984. In between, the Committee gathered regularly in general sessions, met with each of the College Councils, pursued specific topics in Subcommittees, and perused reports, recommendations, and suggestions from various constituencies. In addition, material was obtained from peer institutions with regard to their required curriculum.

(2) Curricular Requirements in Peer Institutions

It is obvious that discussion of Notre Dame's core Curriculum has to take place in the context of the broader trends of American higher education. In order to situate the University, a survey was undertaken of fifteen peer institutions. They were: Boston College, Catholic University, De Paul, Georgetown, Marquette, Santa Clara and St. Louis (among the Catholic schools) and Brown, California at Berkeley, California at Santa Cruz, Harvard, Princeton, Stanford, Tulane and Vanderbilt (among the secular institutions).

None of the schools that were examined have exactly the same core curriculum that Notre Dame presently has in place. The Catholic universities are the only ones that require theology and, in most instances, philosophy. Most institutions require work in three broad areas: writing, foreign languages and distribution requirements. The latter category covers anywhere from three to eight fields. Mathematics and Natural Science are mentioned most frequently. Some require history and/or social science and some do not.

One conclusion to be drawn is that Notre Dame is more rigorous than its peer institutions in defining specific areas to be covered rather than opting for a series of distribution requirements. Furthermore, all of the Catholic institutions require at least two courses each in philosophy and theology.

(3) The Present Curriculum

In its simplest formulations, the present University required curriculum includes thirteen courses:

Composition and Literature and Freshman Seminar
(one semester each) (satisfied in Freshman Year)

Physical Education (or ROTC)(two semesters)
(satisfied in Freshman Year)

Mathematics (two semesters) (satisfied in Freshman Year)

Natural Science (two semesters) (normally satisfied in Freshman Year)

Philosophy (two semesters)
(normally begun in first two years)

Theology (two semesters)
(normally begun in first two years)

History/Social Science (one semester)
(normally satisfied in Freshman Year)

The majority of required courses are taken in the Freshman Year.

(4) The Proposed Curriculum

The Curriculum Committee recommends the addition of two courses to the required curriculum — one more course in history/social science and a course in fine arts/literature. In addition, the Committee recommends some lengthening of the time frame within which certain courses must be taken. The new configuration would include fifteen courses:

Composition and Literature and Freshman Seminar
(one semester each)(satisfied in Freshman Year)

Physical Education (or ROTC)(two semesters)
(satisfied in Freshman Year)

Mathematics (two semesters)
(at least one semester of which is taken in the Freshman Year and both semesters of which are satisfied in the first two years)

Natural Science (two semesters) (satisfied in first two years)

Philosophy (two semesters)
(to be taken in consecutive semesters and satisfied in the first two years)

Theology (two semesters)
(to be begun in the first two years)

History/Social Science (two semesters)
(satisfied anytime; could include two history, two social science or one of each)

Fine Arts/Literature (one semester)
(satisfied anytime)

(5) Commentary on the Curricular Components

A. Basic Skills

Several basic skills were identified as prerequisite to critical thought and articulation. Basic skills in reading, writing, and effective discussion lie at the foundation of all university education. These skills at present are cultivated in the freshman writing program, specifically Composition and Literature (ENG 109), Freshman Seminar (FS 180), and Humanities Seminar (HUM 185-86). The Committee became aware that the teaching of writing has become an ever expanding component of these courses because of a general decline in the teaching of writing in secondary schools. Existing requirements in the freshman year seem to be meeting the demand of strengthening these skills very well, and no recommendations for change are addressed to this area. The same courses in the first year of study should continue. The Committee recommends that all departments reexamine the cultivation of articulate expression, written and oral, beyond the freshman year. Responsibility for development and maintenance of this skill cannot be relegated to two courses in the first year.

A second area prerequisite to critical judgment and articulation is that of analytic thought and quantitative deduction. These skills are cultivated most immediately in the University through the study of mathematics. The Committee was satisfied with the present quantity of mathematics in the curriculum. The timing of the mathematics requirement for all students elicited considerable discussion. While seeing the formative value of the discipline for all students, the requirement -- i.e., 2 semesters -- was viewed as absolutely necessary in the first year of study for students in Business, Engineering, and Science. For students in Arts and Letters, on the other hand, the skills of analytic and quantitative deduction would not be directly prerequisite for subsequent courses, and there would be no compelling reason for requiring both semesters of mathematics during the first year. The Committee arrived at the consensus that at least one course in this skill be required during the first year of study, and that the second semester be completed by the end of the sophomore year. The Committee realizes that these same skills will be further cultivated in some courses in science, and the relationship between the mathematics courses and those in science should be carefully evaluated when the student is advised.

B. Base of Common Knowledge

Following consideration of skills prerequisite to critical inquiry, the Committee sought to identify and review those broad areas of knowledge which all members of the University should share in common at some basic level. The broad base of common knowledge, supported by basic skills, forms one of the forces which unite the group of highly individual teachers, researchers, and students at Notre Dame into some form of community. The Committee identified four of these areas which it considered essential in forming the University's curricular structure: Fine Arts and Literature, History, Science, and Social Science. At this point the Committee faced a temptation to amass requirements for all students in order to form a kind of ideally well-rounded and educated individual. But the Committee likewise felt constraints from requirements of majors, preprofessional programs, and professional curricula on campus. A consensus formed that approximately thirteen courses (15 counting Physical Education), would be the maximum that should be considered universal requirements.

Fine Arts and Literature: A broad concern was expressed in Committee deliberations that the arts should be better integrated into University life in general and specifically into the curriculum. Discussion with colleagues teaching Composition and Literature revealed that an increasing quantity of time was spent on composition to the exclusion of the study of literature. Opportunities on campus for direct experience with works of visual, musical, and theatrical arts are expanding, but many students seem to have no formal foundation in the understanding and appreciation of these arts. The real potential of a student going through the University with no experience in forming aesthetic judgment, with no exposure to art or literature, was untenable. Certain segments of the faculty argued that verbal and non-verbal arts are essentially distinct and that a requirement should be established both in fine arts and in literature. The Committee agreed, however, that study of both literature and the fine arts taught a genre of critical judgment, and that, given the constraints on the curriculum, a requirement that bridged these areas was workable. Thus the Committee recommends that one course be required of all students in the fine arts or in literature. This requirement can be met at any time before graduation. This recommendation represents the first addition to the existing number of courses required of all students.

History: Some of the liveliest discussion of Committee deliberations centered around the importance of history in undergraduate education and the problem of a universal requirement in that discipline. A general lack of historical perspective and a sense of historical continuity among undergraduate students was lamented by several members of the Committee. The existing one-course requirement in history or social science means that students can complete University requirements with no formal training in historical thought. The existing trade-off between history and social science was considered unacceptable by colleagues in both of these areas. There is no necessary resonance between the methodologies and disciplines of history and the social sciences; they have come to be linked together in curricular discussions by a kind of historical accident. Sentiment on the Committee was rather strong that a formal course in history be required of all students. On the other hand, it was argued that the load such a requirement would place on the Department of History would be unacceptable.

In the end the Committee recommended that the marriage of convenience between history and social science continue in our curriculum, but that the quantity of that requirement be increased. The nature and quantity of the requirement will be stated under discussion of Social Science.

The Committee recommends, in the absence of a specific requirement in history, that departments in the arts and humanities reexamine the contents of their introductory courses and consider strengthening the historical component where possible. All disciplines in the arts and humanities should strive to cultivate a sense of historical continuity — how events, persons, ideas, and institutions of the past shape and influence the present and future. The historical component of philosophy and theology should be strengthened in the reform of those requirements. Ultimately the historical perspective must be observed and taught in disciplines beyond History if students in the University are to develop the desired historical consciousness.

Science: The Committee expressed a clear consensus concerning the natural sciences: all students should comprehend the methodology of scientific discipline, should understand the manner in which scientists think, and should gain some knowledge of scientific facts and theories. Certain colleagues argued that the existing requirement of two courses in science be increased to three, but support for this idea was not widespread enough to adopt such an increase. Thus the Committee recommends that the present requirement of two semesters of natural science be maintained. In that basic skills begun in mathematics are continued through the study of science, and in that the mind approaching science should have a fresh knowledge of quantitative deduction, the Committee recommends that the required courses in science be completed by the end of the sophomore year.

Social Science: The Committee came to recognize the crucial importance of disciplines which attempt to teach us, in a systematic way, to monitor, to adapt, to understand human behavior considered individually and socially. In a world where social institutions impinge to an ever increasing degree on our lives, methodologies offering some comparative perspective should become part of the common body of knowledge of all members of the academic community.

The existing requirement in the social sciences is one semester, and it is linked, as an alternative, with the discipline of history. As in the case of history, the student can now complete four years of University study and never take a social science. The Committee recognizes the dilemma of the existing trade-off between two areas not necessarily addressing the same problems with similar methodologies, but, again, given the constraints of the curriculum as a whole, it recommends that the curricular choice between these two areas continue, but that the quantity of courses be increased by one. In this way students may opt for one semester of a social science and one of history, or may choose to take both semesters in one area. The requirement in Social Science/History may be satisfied at any time in the four years of study. This recommendation by the Committee represents the second course added to the existing number of University requirements.

Philosophy and Theology: The broad areas of the arts and literature, history, science, and social science form one of the bases of common knowledge in the University. But these disciplines can be said to form a base of commonality at most universities. The uniqueness of Notre Dame is largely defined by its Catholic character, and nothing better distinguishes that character than the shared study of philosophy and theology by members of the community. The Catholic intellectual tradition has always regarded the bringing to light of certain perennial philosophical questions as indispensable to a genuine liberal education. Questions bearing on God, freedom, immortality, obligation and justification have been seen as the natural fulfillments of reason as well as the preambles to certain articles of faith. The requirement of philosophy and theology has been a hallmark of Catholic universities, and the reasons for this are more than simply tradition. For the

Catholic, faith is "consonant" with reason, and, in turn, reason is "illuminated" by faith (First Vatican Council). The disciplines which sum up and articulate this fundamental tenet are Philosophy and Theology.

The Curriculum Committee spent more time in discussion of these fundamental courses than it gave to any other areas. The Committee recommends that two courses in each of these disciplines continue as universal requirements. But given the importance of these courses in formation of the character of the institution, not only was the quantity of requirement considered, but the nature, the contents, of the requirement in both Philosophy and Theology were painstakingly reexamined. Both the Department of Philosophy and the Department of Theology reviewed existing courses which meet the requirement, and both departments presented specific revisions of the courses which are to meet the requirements.

Philosophy: The reexamination of the philosophy requirement within the Department of Philosophy grew largely from the problem of covering six classic problems in philosophy in a single introductory course (the existence of God; the immortality of the soul; freedom of the will; the objectivity of morality; the foundations of knowledge; and the foundations of political authority.) A second course in a topic (such as philosophy of man or religion) added to a cursory treatment of one (or sometimes three) of the classical problems was judged by the department to be unsatisfactory. Following examination of the department's proposal, the Committee agreed with the departmental recommendation that the University requirement in Philosophy become a two-semester introductory course which would develop the following topics: the structure of human knowledge, the nature of reality, the philosophical underpinnings of traditional religious belief, the justification of moral values, and the foundations of political authority. Since one goal of the requirement in philosophy is to teach the foundations of rational inquiry and argument, and since the two semesters of philosophy would become, in effect, a single course, the Committee recommends that the two courses should be taken during the first two years of study and that they be taken in sequential semesters.

Theology: Students at Notre Dame have only known a church in change. They were born as Vatican II began. Theology courses should give students, more than ninety percent of whom are Catholic, a sense of their historical roots; these courses should train them to think systematically and critically concerning some of the major issues of the Christian doctrinal tradition focusing particularly on its Catholic core. Beyond the exigencies of this particular historical moment, however, theology must always occupy a central place in the curriculum of a Catholic university. Theology is, as St. Thomas Aquinas described it, a "wisdom." It provides a perspective for seeing all reality through the mind and eyes of God, as it were. To do theology is to seek to grasp all of reality in a single coherent whole, which is to say, that to do theology is to participate in the divine vision. If theology is to provide such an integrating force in the curriculum of a Catholic university, it is crucial that the theology courses which are in fact required should lay a proper foundation for this most ambitious enterprise. Following this imperative, the Department of Theology recommends that the first required course in Theology introduce the student to the critical study of sacred scripture and the formative doctrinal developments of the first five centuries of the Christian era; a second course -- more systematic than historical -- should focus on a single doctrinal theme, or cluster of themes in order to see how the total corpus of Christian thought and life fits together. The Curriculum Committee is in full accord with the Department of Theology's reformulation of the two-course requirement and its underlying rationale. Indeed, the First Vatican Council identifies the task of seeing the interconnection of doctrines as one of the classical ways in which theological understanding develops. In the final analysis, theology is "faith seeking understanding," (St. Anselm of Canterbury). Since any university, but especially a Catholic university, is engaged in the abiding quest for understanding, the central and integrating function of theology becomes ever more apparent.

Physical Education (ROTC): The University requirement in Physical Education is two semesters, normally fulfilled at the freshman level. There was widespread endorsement of this requirement from all quarters of the University community. The Committee commends the Physical Education staff for the structure and implementation of this Freshman Year requirement. It has the added benefit of being a good setting for coed socialization.

(6) Further Curricular Considerations -

Foreign Languages: The presence of a requirement in foreign languages would have satisfied many members of the Committee. In a world in which fluency beyond one's native language is becoming a mark of responsible citizenship in an international community, the lack of a University requirement in foreign languages seems almost incomprehensible. In an academic community which bemoans the linguistic ability of its students in both oral and written

expression, the lack of grammatical perspective gained toward one's native tongue through the study of a foreign language seems an all too obvious lacuna in a strong curriculum. The Committee faced two obstacles in the way of a universal language requirement: (1) the constraints of professional curricula, and (2) the capability of the Department of Modern and Classical Languages to meet the demand of such a requirement. Two Colleges presently require languages in collegiate curricula: Arts and Letters and Science. The Committee hopes that the other Colleges will consider ways of addressing this area of competence through collegiate and departmental reforms. The Committee further recommends that means of studying foreign languages other than formal course work, e.g., teaching machines and computer programs in various languages, be investigated by the University and that such means be put at the disposal of students on campus.

Experiential Learning: The University has made progress in recent years in providing opportunities for students to integrate practical experiences of situations of social injustice and/or of challenges to professional responsibility with more theoretical reflections on these same matters, especially in light of Christian convictions. The Center for Social Concerns sponsors a variety of programs, including a number of courses for credit. At the collegiate and departmental levels, individual faculty members sometimes assign projects and, in addition, groups of faculty sponsor colloquia with a similar focus. The Committee wishes to encourage such efforts in the years ahead, but it does not feel that a course of this type should be required for all students for two reasons -- one, voluntary participation is preferable and, two, there are not sufficient resources presently available to implement it.

Computing Course: There was no support for a required course in computing as such. Rather the faculty recommended to the Committee that computers be employed in the regular offerings in the Colleges. A significant change in the levels of computer competence is to be expected from our incoming students in the years ahead. There will also be a growing percentage of students who will own their own micro-computers.

(7) Related Matters:

Freshman Year of Studies:

The Curriculum Committee wishes to commend the Freshman Year of Studies for the high quality of the academic counseling that takes place and for the genuine interest shown in each student. This supportive network allows for a relatively smooth academic transition into University Life.

With regard to the core curriculum, there is a need for a greater flexibility in satisfying the requirements. With this in mind, the time allowed for fulfilling the requirements of the proposed University curriculum has been lengthened in some cases. This will allow for a range of options in the Freshman Year despite the increase in the number of required courses. The final responsibility for curricular decisions as they apply to students, whether they are Freshmen or already in a College, should be with the Deans of the respective Colleges.

Academic Counseling:

There are two aspects to this issue: inter-collegiate and intra-collegiate. With respect to the first, by far the majority of counseling occurs in the Freshman Year of Studies. But a problem arises in the sophomore year: many students are not yet settled down in a College and a major, but they are domiciled in a College. Dean's offices are, quite understandably, inward-facing, concerned with courses, requirements, majors, etc., in their respective Colleges. But even students who are "settled" in a College often need a wider spectrum of information. It is, therefore, recommended that a University Counseling Office be established which would provide information, testing, and guidance for students who are unsure about College/major intent. This office would provide information about:

- inter-collegiate transfers (requirements, etc.)
- counseling and guidance concerning career abilities
- University electives

With respect to the second, intra-collegiate, aspect, it is clear that counseling needs and practices vary greatly between the Colleges. But many students in some Colleges complained about sophomore counseling and also about all advising being done by an

other-occupied and hard-to-see chairman. It is impossible to formulate any University-wide rules of procedure, given the very large differences of department size, specificity of program, etc. However, in view of manifestly deficient procedures in some areas, the Committee strongly recommends that a program of academic counseling, including the possibility of individual interviews, be assured in each College, especially in the sophomore year; that mass registration of large groups be avoided; and that a reasonable ratio of advisees to advisor be maintained.

Professionalism: Beyond critical examination of the course of studies, the Committee confronted several questions which repeatedly reemerged in the course of dialogue. One of the most persistent was that of professionalism on campus, or, put in a negative term, "careerism." It becomes increasingly difficult to define the balance between liberal and vocational education in a period of history when maintenance of quality of life is threatened by economic reality. In a world such as ours, a world in which technology and the market place impinge on our lives at every turn, the core of liberal education which has always been the mark of a Catholic university must not be compromised. But, at the same time, the University cannot shirk its responsibility to educate responsible persons to enter all fields which contribute to the formation of society beyond Notre Dame. The professions of business, engineering, medicine, and law are in need of minds trained in the liberal and ethical principles espoused by the University. But the demands of highly professional skills in these fields is a given, necessary component in education for them. The Committee, by adding two courses to the University requirements, has sought to broaden the base of learning for all students. The Committee hopes that the tensions which exist between professional and liberal education will lead -- particularly within Colleges where professional education is the principal goal -- to reexamination of collegiate requirements and to the training of students who are both competent professionals and well-educated individuals.

Quality of Undergraduate Intellectual Life:

The intellectual life of undergraduates obviously should not be defined solely by their academic curriculum, and modifications to the curriculum cannot in isolation elevate the quality of intellectual life on campus. For this reason the Committee was charged to consider the quality of intellectual life at Notre Dame outside the classroom.

Some faculty frequently mention that they fear that intellectual life at Notre Dame does not compare favorably with peer institutions and that we sometimes lose good students, who transfer elsewhere because they find the intellectual stimulus at Notre Dame deficient.

The Committee asked its student representatives to submit a report of their observations with respect to this issue. The report is appended.

They noted the need for:

(i) smaller class sizes to increase faculty-student interaction; (ii) conference space in classroom and office buildings for faculty/student dialogues; (iii) better faculty role models; and (iv) more University funding and facilities for cultural events.

While the student subcommittee focused on the intellectual life in the classroom setting, the full Committee also wished to note the need for greater efforts at fostering intellectual life within the dormitories. The Committee feels that this endeavor might best be handled through the office of the Vice-President of Student Affairs. The Committee recommends that Student Affairs factor into its selection of rectors and head staff the ability of these individuals to promote intellectual life within the dormitories and that Student Affairs undertake consideration of programs which might be developed to initiate more intellectual stimulus within the dorm.

Class Size:

A problem which cut across many of the Committee's inquiries and which seems to be on the rise throughout the University is large classes. Faculty, administrators and students in each of the Colleges repeatedly refer to the impact which increased class size has on the undergraduate curriculum.

Some faculty and administrators do not view the impact of large classes as being entirely negative in nature. They point to the fact that large sections can be an efficient allocation of departmental personnel and emphasize that in most cases large classes are

being staffed with a department's strongest teachers. They note that if a class is being taught in a lecture format, class size is not a particularly important factor in presentation and that large sections can be a method of assuring some consistency in the substantive content of basic courses. They point to the use of a number of devices in large classes which are designed to undercut the lack of personalized instruction, such as tutorials by teaching assistants and small review sessions.

However, many faculty commented that while large classes do not per se present difficulties to the instructor, they do limit, and in many cases negate, the opportunity for written assignments. Moreover, large sections virtually dictate objective testing. Finally, most faculty admit that while large classes may not be problematic for the professor, they present more serious difficulties to all but the most aggressive students.

Large class size is probably the most recurring complaint voiced by the students about the curriculum. The students characterize large sections as creating an intimidating environment which precludes dialogue, discourages questions and minimizes faculty-student interaction. Many undergraduates are going through their first two years with no small classes other than Freshman Seminar. Moreover, in large departments even upper division courses for majors are too large to permit a format other than straight lecture.

It is impossible to offer specific recommendations regarding class size for different disciplines University-wide. However, the problem merits attention by the Academic Council. The difficulty is not that some large classes are not tolerable. Indeed, utilized properly, they offer many of the advantages outlined above. The problem is that a concentration of large classes across all disciplines may endanger the personalized nature of instruction, which has been a hallmark of undergraduate education at Notre Dame.

Class Withdrawal Period: The Committee recommends that the Academic Council consider shortening the time to five weeks within which students can withdraw from a given class without a penalty. This would allow sufficient time for the first test to be administered and graded.

Grade Inflation: While grade inflation is occasionally lamented at the University, it received no sustained attention from any of the groups with which the Committee consulted. Therefore, the Committee has no recommendation to make.

Cheating: The Committee did not engage in any systematic study of this topic. There is some suspicion, however, that student attitudes toward cheating, as well as faculty inattention to the matter, have created a climate where more cheating goes on than is acceptable in a University environment. The Curriculum Committee recommends that the Provost establish an Honesty Committee to evaluate the matter of cheating and to determine steps that can be taken to alleviate the problem.

Subcommittee on the Quality of Undergraduate Life

Peggy Prevoznik
Liz Ellery
John Jordon
Phil Manz
John Scanlon

In reviewing the quality of life at Notre Dame, one must first examine the student body. Notre Dame draws upon a pool of well rounded and achievement-oriented students to comprise its unique, although homogeneous, and highly qualified student body. These same people that add such flavor to the University, choose to come to Notre Dame for the academic, intellectual, spiritual and emotional challenges promised them. Herein lies a vast source of potential for intellectual growth and stimulation. The University is challenged to fully develop this potential by providing the atmosphere and resources necessary to maintain the high quality of life which the students, as well as the faculty and the administration, seek at Notre Dame. It should be pointed out that strides cannot be made in improving the quality of life at Notre Dame unless all facets of the Notre Dame community make a commitment to aid in its improvement.

As we see it, there are three major areas of concentration that warrant attention:

The classroom, role models for students, and the intellectual environment.

I. The classrooms should serve as the stimulus for intellectual growth.

Students at Notre Dame are primarily concerned with academics. They devote most of their time and energy to meeting demands of their schedules and in pursuing their specific

fields of interest. Their achievement-oriented nature lends itself to a studious and competitive environment. Thus, intellectual growth and stimulation should be fostered in the classroom.

A. PROBLEMS

1. Large, almost unmanageable class sizes in all disciplines. This often results in an intimidating environment and reduces student-teacher interaction.
2. The attitude of simply getting through the material and fulfilling the requirements often prevails among the faculty. This results in a dictating environment rather than a healthy, learning atmosphere, and students soon develop the "9 to 5" mentality towards their education, living from requirement to requirement.
3. The University emphasis on faculty research seems to minimize the faculty's commitment to the students and to education. This jeopardizes the ideal students seek in the faculty as role models who are highly committed to education and to the students, rather than to what appears to be projects motivated by self-interest and university insistence.

B. SOLUTIONS

1. The need for small, more manageable class sizes in all disciplines is imperative. Though we can appreciate the expenses this would entail, we feel this problem is the most pressing. Should this problem be resolved, solutions to other problems will follow more easily.
2. The emphasis should be on the quality of work assigned and not the quantity. Class requirements should encourage assimilation and integration of the material taught and should avoid mere regurgitation of the material presented.
3. Though the need for research is prevalent, the need for quality teaching and for a commitment to serve the students is paramount. All faculty members cannot be expected to be perfect in both aspects, and yet the strong teacher/weak researcher should not and must not be penalized. Students come here for a quality education, which is maximized only through good, solid teaching and through sound teacher-student interaction. Something along the lines of a point system for tenure consideration in which there exists a minimum number of points necessary for research for teaching and for administration for each department should be adopted.

II. Encouragement of Intellectual Life by the Faculty and the Administration

When reviewing the quality of life here at Notre Dame, it became evident that three facets of student development (intellectual, social, and spiritual) are not well integrated. In fact, students often perceive these as sharply separate dimensions of life and treat them accordingly. However, the lack of integration results largely from ignorance and inexperience, (especially when considering the cultural arts) on the student's part. It is the duty of the University, and the faculty in particular, to act as role models who lead well integrated and intellectually stimulating lives. Also, the University should educate and encourage students to explore new and different facets of life and to help them develop habits that will carry over to life after the University.

A. PROBLEMS

1. There is a lack of role models in the University who actively demonstrate how to integrate the social, intellectual and spiritual facets of life.
2. Oftentimes problems which would otherwise enhance proper integration suffer from the lack of funds necessary to provide the best service to the entire Notre Dame community.
3. Communication between the students, faculty and administration is at a minimum. This lack of integration is often perceived as a mistrust or as opposition, which only minimizes the healthy, stimulating environment necessary for a thorough education.

B. SOLUTIONS

1. This lack of integration is oftentimes due to ignorance and inexperience. Thus the need for active role models who encourage social, intellectual and spiritual integration by participation with the students is pressing.
2. University aid to cultural and intellectually stimulating programs would express the University's commitment to the enhancement of well integrated lives. Popular, well integrated programs such as the Sophomore Literary Festival and cultural events could be greatly improved and thus provide a better service to the community if proper funding were available. Also the University could encourage Hall Fellow programs or the Student Union's Accent program through matching funds, and more so by initiation.
3. The faculty's and the administration's presence makes a statement in itself about what education should be. Their active participation in "student" programs would provide ample opportunity for interaction among all three groups in a more comfortable environment, and would thus lead to a more community-oriented campus rather than a factioned campus.

III. Lack of Environment to Stimulate Intellectual Development.

Intellectual development is shifted largely from the "lack of" or the inappropriate environment on this campus. Easily accessible areas which provide a comfortable environment for leisurely discussions is imperative. These areas would be best utilized in the classroom buildings where the academic environment already prevails.

A. PROBLEMS

1. Lack of student/faculty lounges in classroom buildings.
2. Virtual isolation of faculty offices from student areas, such as halls or classrooms.
3. Lack of true social space/center on campus.
4. Inadequate facilities to accomodate cultural performances and lectures.

B. SOLUTIONS

1. The need for student/faculty lounges in each classroom building is imperative. This provides an easily accessible area for students and faculty to meet after class and continue discussions, etc.
 2. Ideally, the faculty offices should be located in areas of high student traffic to encourage easy and spontaneous meetings of faculty and students. Areas like coffee houses, cafes and even the faculty dining hall could help alleviate this problem, especially if teachers were encouraged or even required to initiate student-teacher meetings outside the classroom, (one area that has such potential is the courtyard between the Snite Museum and O'Shag.)
 3. A centralized social center which houses the bulk of student activity would be a great advantage to this campus. Students, as well as faculty and administration would have one centralized place to interact.
 4. Students need to be exposed to culture as well if their education is to be complete. The facilities and activities in South Bend and Chicago should be treated as an asset to the University and presented to students as such. Similar to our extensive athletic facilities, Notre Dame should have a multi-purpose facility ideally containing a lecture hall, a small theatre and a very large theatre (in order to accomodate the finest quality performers). Preferably a fine arts facility should be constructed, but the A.C.C. could be adapted by constructing a stage similar to the Band Spring Concert.
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UNIVERSITY REQUIREMENTS

Present Requirements

	Freshman	Sophomore	Junior	Senior
English Comp./Seminar (1 sem. each)	Begun/ Completed			
Mathematics (2 sem.)	Begun/ Completed			
P.E. or ROTC (2 sem.)	Begun/ Completed			
History/Social Science (1 sem.)	Begun/* Completed			
Natural Science (2 sem.)	Begun/* Completed			
Philosophy (2 sem.)	<div> <div>////////Begun////////</div> <div>/////////Completed Anytime////////</div> </div>			
Theology (2 sem.)	<div> <div>////////Begun////////</div> <div>/////////Completed Anytime////////</div> </div>			

Proposed Requirements

	Freshman	Sophomore	Junior	Senior
English Comp./Seminar (1 sem. each)	Begun/ Completed			
Mathematics (2 sem.)	//Begun// ////Completed/////			
P.E. or ROTC (2 sem.)	Begun/ Completed			
History/Social Science (1 sem.)	<div> <div>//////////Begun//////////</div> <div>//////////Completed//////////</div> </div>			
Natural Science (2 sem.)	<div> <div>//////Begun////////</div> <div>//////Completed////////</div> </div>			
Philosophy (2 sem.)	<div> <div>////////Begun////////</div> <div>////Completed**////</div> </div>			
Theology (2 sem.)	<div> <div>////////Begun////////</div> <div>/////////Completed Anytime////////</div> </div>			
Fine Arts/Literature (1 sem.)	<div> <div>//////////Begun//////////</div> <div>//////////Completed//////////</div> </div>			

*Normally

**Consecutive semesters in first 2 years

advanced studies

special notice

Ramsay Memorial Fellowship Trust Honorary United States Fellowship for 1984-85

Mr. Philip A. Politowicz, a graduate student in the Department of Chemistry, has been awarded an Honorary United States Fellowship for 1984-85, one of two which have been awarded this year by the Ramsay Memorial Fellowship Trust in London, England.

The Ramsay Fellowship is regarded as one of high international distinction and is only awarded to advanced students of chemistry who have shown outstanding ability. Mr. Politowicz will be conducting research on thermodynamics and statistical mechanics at Oxford during his fellowship year. He will be working with Professor John Rowlinson, who is chair professor of physical chemistry at Oxford.

information circulars

humanities

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

American Council of Learned Societies Grants for East European Studies

No. FY85-182

Program:

Fellowships and grants will be offered for research in the social sciences and humanities relating to Albania, Bulgaria, Czechoslovakia, the German Democratic Republic, post-Byzantine Greece, Hungary, Poland, Romania, and Yugoslavia. Small postdoctoral grants are awarded for research related expenses, including travel (not salary replacement), for short periods of time. Larger fellowships of up to \$20,000 are also awarded for at least six months of uninterrupted postdoctoral research. For these fellowships, funds may be used to supplement sabbatical salaries or awards from other sources, provided these funds would intensify or extend the contemplated research.

Deadline:

November 15, 1984

For Further Information Contact:

American Council of Learned Societies
Office of Fellowships and Grants
228 East 45th Street
New York, NY 10017
(212) 697-1505

(From 1984 ARIS)

**Cushwa Center for the Study of
American Catholicism
Hibernian Research Award**

No. FY85-187

Program:

Two awards of \$2,000 will be made to postdoctoral scholars of any academic discipline who are engaged in research projects studying the Irish experience in the United States. Further information and application forms may be obtained from Dr. Dolan at the address below.

Deadline:

December 31, 1984

For Further Information Contact:

Cushwa Center for the Study of
American Catholicism
Jay P. Dolan, Director
Room 614, Memorial Library
University of Notre Dame
Notre Dame, IN 46556
(219) 239-5441

(From 1984 ARIS)

**Council for International Exchange of Scholars
NATO Research Fellowships**

No. FY85-185

Program:

Two or three short-term research awards of two to four month periods are available in the humanities and social sciences on topics of direct interest to the North Atlantic Alliance. The awards are intended for scholars with the Ph.D. or equivalent professional status. Application forms and detailed information will be available this fall.

Deadline:

December 15, 1984

For Further Information Contact:

Council for International Exchange
of Scholars
Attn: Alan Campbell
Eleven Dupont Circle NW, Suite 300
Washington, DC 20036
(202) 833-4969

(From 1984 ARIS)

**Cushwa Center for the Study of
American Catholicism
Research Grant Program**

No. FY85-186

Program:

Grants ranging from \$1,000 to \$2,000 are available to postdoctoral scholars of any academic discipline who are engaged in projects which are related to the study of American Catholicism and require substantial use of the library and archives of the University of Notre Dame.

Deadline:

December 1, 1984

For Further Information Contact:

Cushwa Center for the Study of
American Catholicism
Jay P. Dolan, Director
Room 614, Memorial Library
University of Notre Dame
Notre Dame, IN 46556
(219) 239-5441

(From 1984 ARIS)

**German Marshall Fund of The United States
Research Fellowship Program**

No. FY85-188

Program:

Fellowships of up to \$28,000, but not exceeding the fellow's current income, are available for one year's full-time research on projects that seek to improve the understanding of significant contemporary economic, political, and social developments involving the United States and Europe. Fellowships are also given for research during one academic term, but short-term projects of three months or less will not be funded. Projects should involve the comparative analysis of a specific issue in more than one country or explore an issue in a single country in ways that have relevance for other countries. Scholars of all levels beyond the Ph.D. are eligible to apply. The Fund particularly wishes to support younger scholars who have had the doctorate for two to seven years. Such scholars should be seeking either to extend their dissertation research in new directions or to launch a new project. Senior scholars may also apply; they must have distinguished records of past research.

Deadline:
November 30, 1984

For Further Information Contact:

German Marshall Fund of the
United States
Research Fellowship Program
11 Dupont Circle, NW
Washington, DC 20036
(202) 745-3950

(From 1984 ARIS)

**General Services Administration
Publications Program**

No. FY85-180

Program:

Grants are available to ensure the dissemination and more general availability of documentary source material important to the study and understanding of U.S. history. Projects should be based upon material of widespread interest among scholars, students and informed citizens. Documents should have historical value and interest that transcend local and state boundaries. Grants included in this program may be used for book publication projects as well as microform publication projects.

Deadline:
November 15, 1984, March 15 and July 15, 1985*

For Further Information Contact:

General Services Administration
National Archives and Records Service
National Historical Publications
and Records Commission
Publications Program
National Archives Building
Washington, DC 20408
(202) 724-1090

*Certain types of microfilm proposals may be required to meet earlier deadlines.

(From 1984 ARIS)

**Institute for Advanced Study
Visiting Member Awards for 1985-1986**

No. FY85-189

Program:

The School includes about 15 to 18 postdoctoral visiting members each year. Between a

third and a half of the visiting members are chosen to make up a working group on some particular but rather broadly defined field of study that changes from year to year. Members are expected to pursue only their own research but weekly seminars are organized at which members and invited guests present their ongoing work. The School is not wedded to any particular approach, but encourages social science with a historical and humanistic bent. Application forms are to be obtained from and sent directly to the School of Social Science.

Deadline:
December 1, 1984

For Further Information Contact:

Institute for Advanced Study
Olden Lane
Princeton, NJ 08540
(609) 734-8000

(From 1984 ARIS)

social sciences

**AARP Andrus Foundation
University Research Grants**

No. FY85-181

Program:

Institutional grants of up to \$40,000 per year are available to universities for research into gerontology, with the aim of producing practical knowledge usable by AARP, older persons in general, policy planners, service providers and practitioners in the development and improvement of services for the nation's older population.

Deadline:
December 1, 1984 and June 1, 1985

For Further Information Contact:

AARP Andrus Foundation
Dr. Frederick J. Ferris
Administrator
1909 K Street, NW
Washington, DC 20049
(202) 728-4656

(From 1984 ARIS)

American Council of Learned Societies Grants for East European Studies

No. FY85-182

Program:

Fellowships and grants will be offered for research in the social sciences and humanities relating to Albania, Bulgaria, Czechoslovakia, the German Democratic Republic, post-Byzantine Greece, Hungary, Poland, Romania, and Yugoslavia. Small postdoctoral grants are awarded for research related expenses, including travel (not salary replacement), for short periods of time. Larger fellowships of up to \$20,000 are also awarded for at least six months of uninterrupted postdoctoral research. For these fellowships, funds may be used to supplement sabbatical salaries or awards from other sources, provided these funds would intensify or extend the contemplated research.

Deadline:

November 15, 1984

For Further Information Contact:

American Council of Learned Societies
Office of Fellowships and Grants
228 East 45th Street
New York, NY 10017
(212) 697-1505

(From 1984 ARIS)

American Sociological Association Problems of the Discipline Small Grants Program

No. FY85-183

Program:

Grants, normally limited to \$2,500 are available for research that shows relevance for some problem of importance to sociology as a discipline. Proposals may include, but are not limited to, the following: an exploratory study; a small conference; travel to consult with several widely dispersed specialists; a program of study at a major research center; or other projects not ordinarily supported by other sources of funds. These grants are restricted to postdoctoral research and may not be used for convention travel.

Deadline:

November 15, 1984 and June 15, 1985*

For Further Information Contact:

American Sociological Association
William D'Antonio
Executive Officer
1722 N Street, NW
Washington, DC 20036
(202) 833-3410

*All submissions which are too late for one deadline will be carried over to the next review period.

(From 1984 ARIS)

Cushwa Center for the Study of American Catholicism Hibernian Research Award

No. FY85-187

Program:

Two awards of \$2,000 will be made to postdoctoral scholars of any academic discipline who are engaged in research projects studying the Irish experience in the United States. Further information and application forms may be obtained from Dr. Dolan at the address below.

Deadline:

December 31, 1984

For Further Information Contact:

Cushwa Center for the Study of
American Catholicism
Jay P. Dolan, Director
Room 614, Memorial Library
University of Notre Dame
Notre Dame, IN 46556
(219) 239-5441

(From 1984 ARIS)

Cushwa Center for the Study of American Catholicism Research Grant Program

No. FY85-186

Program:

Grants ranging from \$1,000 to \$2,000 are available to postdoctoral scholars of any academic discipline who are engaged in projects which are related to the study of

American Catholicism and require substantial use of the library and archives of the University of Notre Dame.

Deadline:
December 1, 1984

For Further Information Contact:

Cushwa Center for the Study of
American Catholicism
Jay P. Dolan, Director
Room 614, Memorial Library
University of Notre Dame
Notre Dame, IN 46556
(219) 239-5441

(From 1984 ARIS)

Council for European Studies Research Planning Group Awards

No. FY85-184

Program:

Grants of up to \$10,000 are awarded to defray the costs of the meetings of Research Planning Groups. These are defined as small, international working groups composed of American and Western European social scientists whose members have agreed to coordinate their research activities around a significant policy problem of common interest to scholars on both sides of the Atlantic. The grants cover the costs of travel and associated lodging/meal expenses for the meetings of the group as a whole. It is expected that groups will raise additional funds from other sources, both for meetings and for other aspects of the project. Funds are not provided for individual travel to other meetings or conferences, for research assistance, or for publication subsidies. The Council also cannot support groups whose work has progressed beyond the planning stage. A proposed group will include scholars from at least two European countries and the U.S. The group will plan a number of meetings over a period of no more than three or four years. Meetings are scheduled by the convenor of the group for the purpose of exchanging research results on the work in progress, mapping out directions for future research, and subjecting individual research results to the scrutiny of those who pursue comparable work in different national and disciplinary contexts. A list of topics addressed by previously supported Research Planning Groups and application guidelines are available from the Council.

Deadline:
December 1, 1984

For Further Information Contact:

Council for European Studies
Columbia University
1509 International Affairs Building
New York, NY 10027
(212) 280-4172 or 4727

(From 1984 ARIS)

Council for International Exchange of Scholars NATO Research Fellowships

No. FY85-185

Program:

Two or three short-term research awards of two to four month periods are available in the humanities and social sciences on topics of direct interest to the North Atlantic Alliance. The awards are intended for scholars with the Ph.D. or equivalent professional status. Application forms and detailed information will be available this fall.

Deadline:
December 15, 1984

For Further Information Contact:

Council for International Exchange
of Scholars
Attn: Alan Campbell
Eleven Dupont Circle NW, Suite 300
Washington, DC 20036
(202) 833-4969

(From 1984 ARIS)

Department of Justice Unsolicited Research Program

No. FY85-179

Program:

The NIJ announces a competitive research grant program which emphasizes innovative and policy-relevant research. Significant issues pertaining to adult crime and criminal justice must be addressed in a competently designed research format. The potential impact on issues facing criminal justice in the U.S. today will count heavily in the

selection process. The maximum grant period will be two years. For copies of the program announcement and further information contact: Rosemary Murphy, Program Assistant, or Annesley K. Schmidt, Chairperson at address below.

Deadline:

December 1, 1984 and June 1, 1985

For Further Information Contact:

Department of Justice
National Institute of Justice
National Criminal Justice Reference
Service

Box 6000
Rockville, MD 20850
(202) 724-2965

(From 1984 ARIS)

German Marshall Fund of The United States Research Fellowship Program

No. FY85-188

Program:

Fellowships of up to \$28,000, but not exceeding the fellow's current income, are available for one year's full-time research on projects that seek to improve the understanding of significant contemporary economic, political, and social developments involving the United States and Europe. Fellowships are also given for research during one academic term, but short-term projects of three months or less will not be funded. Projects should involve the comparative analysis of a specific issue in more than one country or explore an issue in a single country in ways that have relevance for other countries. Scholars of all levels beyond the Ph.D. are eligible to apply. The Fund particularly wishes to support younger scholars who have had the doctorate for two to seven years. Such scholars should be seeking either to extend their dissertation research in new directions or to launch a new project. Senior scholars may also apply; they must have distinguished records of past research.

Deadline:

November 30, 1984

For Further Information Contact:

German Marshall Fund of the
United States
Research Fellowship Program
11 Dupont Circle, NW
Washington, DC 20036
(202) 745-3950

(From 1984 ARIS)

Institute for Advanced Study Visiting Member Awards for 1985-1986

No. FY85-189

Program:

The School includes about 15 to 18 postdoctoral visiting members each year. Between a third and a half of the visiting members are chosen to make up a working group on some particular but rather broadly defined field of study that changes from year to year. Members are expected to pursue only their own research but weekly seminars are organized at which members and invited guests present their ongoing work. The School is not wedded to any particular approach, but encourages social science with a historical and humanistic bent. Application forms are to be obtained from and sent directly to the School of Social Science.

Deadline:

December 1, 1984

For Further Information Contact:

Institute for Advanced Study
Olden Lane
Princeton, NJ 08540
(609) 734-8000

(From 1984 ARIS)

International Foundation of Employee Benefit Plans Postdoctoral Grants-in-Aid of Research on Employee Benefit/Compensation Issues

No. FY85-190

Program:

Stipends, normally not to exceed \$5,000, will be awarded for twelve months to encourage established scholars to develop a corpus of benefits and compensation research examining problems having legal, economic, social or

political consequences for the private and public benefits field. Support is for original personal research on some aspect of the retirement health/welfare benefit system in North America. Please write to the Foundation for application forms.

Deadline:

November 15, 1984 and May 15, 1985

For Further Information Contact:

International Foundation of
Employee Benefit Plans
Director of Research
18700 West Bluemound Road
P.O. Box 69
Brookfield, WI 53005
(414) 786-6700

(From 1984 ARIS)

**National Institutes of Health-National
Institute on Aging
RFA-Alzheimer Disease Research Centers**

No. FY85-176

Program:

The National Institute on Aging (NIA) is inviting grant applications from interested institutions to establish five centers of excellence devoted to the study of Alzheimer disease and related disorders. The general purpose of the Alzheimer Disease Research Center (ADRC) is to support new research and to enhance ongoing research by providing core support to bring together biomedical, behavioral and clinical science investigators in a manner that will enrich the effectiveness of Alzheimer disease research and ultimately improve health care delivery.

Deadline:

November 9, 1984

For Further Information Contact:

National Institutes of Health -
National Institute on Aging
Biomedical Research and Clinical
Medicine Program
Physiology of Aging Branch
Zaven S. Khachaturian, Ph.D.
Building 31C, Room 5C-27
Bethesda, MD 20205
(301) 496-9350

(From 1984 ARIS)

**National Institutes of Health-National
Institute on Aging
Small Grant Award for Pilot Projects**

No. FY85-177

Program:

The National Institute of Aging has announced one-year, non-renewable Small Grant Awards intended to provide support for pilot projects, testing of new techniques, or feasibility studies for innovative and high-risk research which would provide a basis for more extended research. The award will provide a maximum of \$15,000 (direct costs) for technical assistance, supplies, small equipment and travel required by the project. It may not be used to supplement support for an ongoing project nor to provide interim support for projects under review by the PHS. Categories of research for the Small Grant Award are limited to the following six areas:

1) Animal Models, 2) Exercise Physiology, 3) Senile Dementia of the Alzheimer Type, 4) Geriatric Medicine, 5) Nutrition and Health of the Aged Adult and 6) Health and Effective Functioning in the Middle and Later Years.

Deadline:

October 1, 1984, February 1 and June 1, 1985

For Further Information Contact:

National Institutes of Health -
National Institute on Aging
Biomedical Research and Clinical
Medicine Program
Physiology of Aging Branch
Bethesda, MD 20205

(From 1984 ARIS)

**National Institutes of Health-National
Institute of Neurological and
Communicative Disorders and Stroke
Clinical Investigator Development Award**

No. FY85-178

Program:

The NINCDS announces the availability of a Clinical Investigator Development Award (CIDA). This award, a career development award, replaces the NINCDS Teacher Investigator Development Award which has been offered since 1970. This career development award provides

a stipend of up to \$40,000 per year. A research allowance of up to \$10,000 in the first and last years and of up to \$20,000 in the middle years of the CIDA may be requested. Eligible applications are those with an M.D. Also eligible are Ph.D.s with professional experience in clinical areas who have at least two years of postdoctoral experience. The candidate's academic research development plan should include research and research training requiring at least 75% of time and effort.

Deadline:

October 1, 1984, February 1 and June 1, 1985

For Further Information Contact:

National Institutes of Health -
National Institute of Neurological
and Communicative Disorders
and Stroke
Extramural Activities Program
Donald H. Luecke, M.D.
Deputy Director
Federal Building, Room 1016
Bethesda, MD 20205
(301) 496-4188

(From 1984 ARIS)

**Radcliffe College
Radcliffe Research Support Program**

No. FY85-191

Program:

The Radcliffe Research Support Program makes available small grants of up to \$1,500 to support postdoctoral research on women at the Arthur and Elizabeth Schlesinger Library on the History of Women in America and the Henry A. Murray Research Center. Support will cover such costs as travel to and lodging in Cambridge. Additional funds of up to \$1,500 may be requested, if necessary, for such costs as research assistance, computer time, transcribing, and other research related expenses. Applicants must have received the Ph.D. or its equivalent at least one year prior to the time of application and may not be receiving support from any other fellowship program at the time of their research at Radcliffe.

Deadline:

December 15, 1984, February 15 and April 15, 1985

For Further Information Contact:

Radcliffe College
Henry A. Murray Research Center
Radcliffe College
10 Garden Street
Cambridge, MA 02138
(617) 495-8140

(From 1984 ARIS)

science

**Apple Education Foundation
Wheels for the Mind**

No. FY85-216

Program:

Apple Education Foundation grants equipment (Macintosh, Apple IIs, and modems) to schools, including colleges and universities, to design and carry out innovative education projects using microcomputers. To be eligible, the school must provide evidence of: 1) Collaboration (a team effort) between the pre-school or K-12 school(s) and college or university; 2) 501(c)(3) status or similar nonprofit IRS tax status; and 3) allocation of resources by school district and college/university which demonstrate their commitment to the success of this project. The Foundation is particularly interested in but not limited to projects such as use of microcomputers to develop intuition in science, mathematics, history, etc.; use of computer-generated graphics to facilitate concept development and the understanding of ideas; and building students' ability to reason about data and information. Previous projects have been in the areas of writing, science, disable learners, history, mathematics, and problem solving/cooperative learning. Prior to submitting a full proposal, applicants are required to complete and submit a "Concept Paper," using a form available from the Foundation. Approximately 50 applicants will be invited to submit full proposals after the concept papers have been evaluated.

Deadline:

December 14, 1984

For Further Information Contact:

Apple Education Foundation
Wheels for the Mind
10201 N. DeAnza Boulevard
M/S 23U
Cupertino, CA 95014

(From 1984 ARIS)

**Air Force Office of Scientific Research
University Resident Research Program**

No. FY85-192

Program:

The Air Force Office of Scientific Research seeks faculty members with unique scientific expertise to carry out research in Air Force laboratories. One year appointments are available at research organizations located in Arizona, California, Colorado, Florida, Massachusetts, New Mexico, New York, Ohio, Texas and Washington, DC. Appointment starting date and salary are negotiable. These

areas are of particular interest: Electronics and Materials Sciences, Mathematical and Information Sciences, Physical and Geophysical Sciences, Aerospace Sciences, Chemical and Atmospheric Sciences, and Life Sciences. To be eligible for participation, individuals must be U.S. citizens currently serving as full time faculty members of U.S. institutions of higher education; have an earned Ph.D. in a scientific discipline or engineering; and have a publication record in their proposed area of research. Successful applicants will require letters of endorsement from the university dean and department chairperson. Interested individuals are requested to send a resume, list of publications, and one page summary of proposed research.

For Further Information Contact:

Air Force Office of Scientific Research
XOT
Major Amos L. Otis
Bolling Air Force Base
Washington, DC 20332
(202) 767-4971

(From 1984 ARIS)

**The American Lung Association of Indiana
Research Sponsorship Program**

No. FY85-222

Program:

The basic purpose of the program is to provide financial support for outstanding, Indiana-based research projects which address the problems of prevention, treatment and control of lung disease, and which are not eligible for support by the American Lung Association.

Deadline:

October 26, 1984

For Further Information Contact:

Assistant Managing Director
American Lung Association of Indiana
8777 Purdue Road, Suite 310
Indianapolis, IN 46268
(317) 872-9685

(From 1984 ARIS)

**Committee on Scholarly Communication with
the People's Republic of China (CSCPRC)
Correction: National Program of Scholarly
Exchanges with the People's Republic of China**

No. FY85-217

Program:

The application deadline for this program was stated incorrectly when it was described in

Notre Dame Report No. 1, Information Circular No. FY85-063. The correct deadlines are as follows:

- Graduate Program, October 6, 1984
- Research Program, October 6, 1984
- Visiting Scholar Exchange Program, October 29, 1984

For Further Information Contact:

Committee on Scholarly Communication
with the People's Republic of
China

Attn: Kathleen Donohue
Program Assistant
National Academy of Sciences
2101 Constitution Avenue, NW
Washington, DC 20418
(202) 334-2727

(From 1984 ARIS)

**Department of Agriculture
Competitive Research Grants
Program for FY 1985**

No. FY85-193

Program:

Scientists are eligible to apply for basic research grants in four areas of plant science and human nutrition:

- Biological Stress on Plants
- Plant Pathology and Weeds
Deadline: November 1, 1984
- Entomology and Nematology
Deadline: December 3, 1984
- Genetic Mechanisms for Crop Improvement
Deadline: November 1, 1984
- Biological Nitrogen Fixation
Deadline: December 17, 1984
- Photosynthesis
Deadline: November 15, 1984
- Human Nutrient Requirements
Deadline: December 17, 1984

The "Research Grant Application Kit" is available from: Grants Administrative Management, Attn: Proposal Services Unit, OGPS.

For Further Information Contact:

Department of Agriculture
Ojetta O. Pannell
Supervisory Proposal Specialist
Office of Grants and Program Systems

West Auditors Building, Room 010
15th and Independence Avenue, SW
Washington, DC 20251
(202) 475-5049

(From 1984 ARIS)

Department of Energy Grants for District Heating and Cooling Assessment

No. FY85-194

Program:

The DOE is soliciting grant applications for the purpose of assessing the potential for using District Heating and Cooling (DHC) systems in communities where such systems could substantially increase the efficiency of energy delivery and/or substitute abundant and renewable resources for the use of scarce premium fuels while enhancing the economic liability of the community. Under this solicitation, several proposals will be selected. Each proposal will: Identify and characterize potential DHC service areas, heat supply options, and distribution networks; specify potential DHC projects and assess their technical, economic, market and institutional and financial feasibility; develop community consensus on whether to proceed with such projects; and develop plans of action of those DHC projects on which consensus has been achieved.

For Further Information Contact:

Department of Energy
Office of Procurement Operations
Attn: Document Control Specialist
MA-451.1
Contact: Pat Wyatt
Forrestal Building, Room 1J005
1000 Independent Avenue, SW
Washington, DC 20585
(202) 252-1236

(From 1984 ARIS)

Department of Transportation University Research and Training Program

No. FY85-195

Program:

UMTA plans to award a limited number of grants in FY 1985 to accredited institutions of higher learning to assist in carrying out research and training activities rather than to provide basic institutional support to the university. The following research topic areas are of interest to UMTA, as well as to local, state and federal public transportation agencies: financing and pricing; transit management; transportation planning; marketing and ridership; transit system modernization; construction and equipment; Section 15 reporting system; training cour-

ses; and rural transportation. Grant applications should address only one of the topic areas and should not exceed a maximum of \$85,000. Institutions interested in submitting applications should first obtain the FY 1985 announcement. A 10% cost share is mandatory for FY 1985 applications.

Deadline:

November 19, 1984

For Further Information Contact:

Department of Transportation
Urban Mass Transportation Administration
(UMTA)
Office of Technical Assistance
University Research and Training Program
Room 6100
URT-33
400 - 7th Street, SW
Washington, DC 20590
(202) 426-0080

(From 1984 ARIS)

Gladys Kriebel Delmas Foundation Grants for Venetian Research

No. FY85-218

Program:

Grants of \$500 to \$10,000 are available to U.S. citizens for research in Venice, Italy. The following areas of study will be considered: history of Venice and the former Venetian empire in its various aspects - art, architecture, archaeology, theatre, music, literature, natural science, political science, economics, and law; also studies related to the contemporary Venetian environment such as ecology, oceanography, urban planning, and rehabilitation. Funds will also be available eventually for the publication of such studies resulting from research funded by those grants as are deemed worthy by the trustees and the advisory board.

Deadline:

December 15, 1984

For Further Information Contact:

Gladys Kriebel Delmas Foundation
40 West 57th Street, 26th Floor
New York, NY 10019

(From 1984 ARIS)

The Charles A. Lindbergh Fund, Inc. Lindbergh Grants Program

No. FY85-206

Program:

Grants of up to \$10,580 (the total cost of Charles Lindbergh's "Spirit of St. Louis")

will be awarded to individuals for research projects that contribute toward the achievement of a balance between technological progress and the preservation of the natural environment. For the 1985 funding period interest is directed toward increasing representation in the following areas: aeronautics/astronautics/aviation, agriculture, biomedical research, conservation of natural resources, health and population sciences, intercultural communication, oceanography, toxic waste disposal management, and wildlife preservation. Eligible applicants include individuals affiliated with an academic or nonprofit institution, as well as individuals having a record of practical involvement.

Deadline:

October 15, 1984

For Further Information Contact:

The Charles A. Lindbergh Fund, Inc.
Grants Office
Attn: Gloria S. Perkins
Administrator
Box 0
Summit, NJ 07901
(201) 522-1392

(From 1984 ARIS)

Link Foundation Grant Program

No. FY85-207

Program:

Non-profit educational institutions and organizations may submit requests for support in the following categories: 1) Curriculum Projects - to facilitate the blending of new technological developments and materials into established programs of elementary, secondary, and higher education; 2) Special Purpose Publications - to encourage the step-by-step progress of air, sea, and energy developments; 3) Special Interest Lectures - to encourage distinguished engineers and scientists to present in lecture and report form highly significant events in air, sea, and energy research and development; 4) Education or Industry Centered Forums and Seminars - to foster the exchange and evaluation of information between persons and organizations in the fields of air, sea, and energy; and 5) Research Projects - to investigate and develop the basic knowledge of promising scientific concepts of critical problem areas in the fields of air, sea, and energy. The amount of a grant usually ranges from \$500 to \$25,000. Proposals should be submitted on the Foundation's application form which may be requested by letter.

Deadline:

November 15, 1984

For Further Information Contact:

Link Foundation
R.R. 1, Box 195
Fort Pierce, FL 33450-9717

(From 1984 ARIS)

Link Foundation The Link Foundation Energy Fellowship Program

No. FY85-208

Program:

The objectives of this program are to foster energy research and to disseminate results of that research through lectures, seminars and publications. Approximately four grants are made annually in the amount of \$20,000 to universities or other non-profit organizations which select student fellows and supervising faculty or research directors to pursue an energy related project with the student.

Deadline:

November 15, 1984

For Further Information Contact:

Link Foundation
R.R. 1, Box 195
Fort Pierce, FL 33450-9717

(From 1984 ARIS)

North Atlantic Treaty Organization Collaborative Research Grants

No. FY85-220

Program:

The purpose of this program is to stimulate collaborative research carried out by scientists in university, government and other non-profit research institutes in different member countries of NATO. Grants of average \$4,000 are made for a period of one year (renewable) for travel and living expenses abroad; exchange visits abroad of two months' duration are allowed. The research project must be specific, should be carried out jointly by scientists in at least two different member countries, and must rely on other support for its basic costs (salaries, equipment, consumables). Most fields of the social and natural sciences are eligible for support, emphasis being given to fundamental aspects rather than to technological development, although projects in the basic and applied sciences with promising applications are now increasingly funded.

Deadline:

November 30, 1984, March 31 and August 15, 1985

For Further Information Contact:

North Atlantic Treaty Organization
Scientific Affairs Division
B-1110 Brussels
Belgium

(From 1984 ARIS)

**Needmor Fund
Grants Program**

No. FY85-219

Program:

The Needmor Fund has four primary areas of grantmaking: education, individual rights, environment and population control. Within these broad areas, the Fund is particularly interested in proposals from groups with a high degree of member control working at a local level to change conditions which impact negatively on individual and family development. The Fund is interested in providing funds which act as a challenge or catalyst toward securing additional funding, or assisting programs which may be used as models for action in other communities. Grants are not made to individuals. The average grant size is currently between \$25,000 and \$30,000. Grants are generally made for one-year periods, renewable for an additional year. Initial contact with the Fund should be through a brief letter describing the project. Specific interests within the four grantmaking areas are the following: Education - primary interest in projects designed to increase parent, student and citizen involvement in the governance of public education at the elementary and secondary levels. Environment - two emphases: a) on a national level, supports non-advocacy efforts to define the boundaries of current knowledge on the environment, determine the area where new knowledge is needed, or ask critical questions concerning the environment in national and international dialogues; b) supports member-controlled, grass roots organizations that are attempting to solve environmental problems which directly affect the lives of their members. Individual Rights - concerned with helping individuals function more effectively within the social, administrative and/or legal structures which influence their lives and with helping individuals change these structures if necessary; preference is given to organizations that are grass roots and member-controlled. Population - supports organizations that are examining the impacts of population and/or developing new means of controlling and reducing population growth.

Deadline:

December 1, 1984 and June 1, 1985

For Further Information Contact:

Needmor Fund
Deborah E. Tuck

Director
2129 - 13th Street
Boulder, CO 80302-4890
(303) 449-5801

(From 1984 ARIS)

**National Institutes of Health-National
Cancer Institute
RFA-the Modification of Eating Behavior and
Cancer Prevention**

No. FY85-211

Program:

The NCI invites applications for cooperative agreements to support research aimed at developing and implementing methods and strategies for dietary behavior modification for chronic risk reduction. The specific objectives will be reduction of dietary fat, increase of dietary fiber, a combination of these two or other dietary modifications associated with a reduction in risk of disease. Interdisciplinary applications are invited to develop and implement innovative methods and strategies for changing dietary behavior, apply these methods on target populations to test their effectiveness for long-term adherence, and assess the actual dietary intake at baseline and at subsequent intervals as a test of change of nutrient intake. Special emphasis is placed on feasibility of approaches, sampling problems, study design, messages used, and expected results for long-term behavioral change.

Deadline:

November 15, 1984*

For Further Information Contact:

NIH - National Cancer Institute
Division of Cancer Prevention
and Control
Diet and Cancer Branch
Ritva R. Butrum, Ph.D.
Blair Building, Room 619
9000 Rockville Pike
Bethesda, MD 20205
(301) 427-8753

*A Letter of Intent is due by October 15, 1984

(From 1984 ARIS)

**National Institutes of Health-National
Institute on Aging
RFA-Alzheimer Disease Research Centers**

No. FY85-176

Program:

The National Institute on Aging (NIA) is inviting grant applications from interested institutions to establish five centers of

excellence devoted to the study of Alzheimer disease and related disorders. The general purpose of the Alzheimer Disease Research Center (ADRC) is to support new research and to enhance ongoing research by providing core support to bring together biomedical, behavioral and clinical science investigators in a manner that will enrich the effectiveness of Alzheimer disease research and ultimately improve health care delivery.

Deadline:

November 9, 1984

For Further Information Contact:

National Institutes of Health -
National Institute on Aging
Biomedical Research and Clinical
Medicine Program
Physiology of Aging Branch
Zaven S. Khachaturian, Ph.D.
Building 31C, Room 5C-27
Bethesda, MD 20205
(301) 496-9350

(From 1984 ARIS)

**National Institutes of Health-National
Institute on Aging
Small Grant Award for Pilot Projects**

No. FY85-177

Program:

The National Institute of Aging has announced one-year, non-renewable Small Grant Awards intended to provide support for pilot projects, testing of new techniques, or feasibility studies for innovative and high-risk research which would provide a basis for more extended research. The award will provide a maximum of \$15,000 (direct costs) for technical assistance, supplies, small equipment and travel required by the project. It may not be used to supplement support for an ongoing project nor to provide interim support for projects under review by the PHS. Categories of research for the Small Grant Award are limited to the following six areas: 1) Animal Models, 2) Exercise Physiology, 3) Senile Dementia of the Alzheimer Type, 4) Geriatric Medicine, 5) Nutrition and Health of the Aged Adult and 6) Health and Effective Functioning in the Middle and Later Years.

Deadline:

October 1, 1984, February 1 and June 1, 1985

For Further Information Contact:

National Institutes of Health -
National Institute on Aging
Biomedical Research and Clinical
Medicine Program
Physiology of Aging Branch
Bethesda, MD 20205

(From 1984 ARIS)

**National Institutes of Health-National
Institute of Neurological and
Communicative Disorders and Stroke
Clinical Investigator Development Grants**

No. FY85-178

Program:

The NINCDS announces the availability of a Clinical Investigator Development Award (CIDA). places the NINCDS Teacher Investigator Development Award which has been offered since 1970. This career development award provides a stipend of up to \$40,000 per year. A research allowance of up to \$10,000 in the first and last years and of up to \$20,000 in the middle years of the CIDA may be requested. Eligible applications are those with an M.D. Also eligible are Ph.D.s with professional experience in clinical areas who have at least two years of postdoctoral experience. The candidate's academic research development plan should include research and research training requiring at least 75% of time and effort.

Deadline:

October 1, 1984, February 1 and June 1, 1985

For Further Information Contact:

National Institutes of Health -
National Institute of Neurological
and Communicative Disorders
and Stroke
Extramural Activities Program
Donald H. Luecke, M.D.
Deputy Director
Federal Building, Room 1016
Bethesda, MD 20205
(301) 496-4188

(From 1984 ARIS)

**Jessie Smith Noyes Foundation
Student-Aid Institutional Grants**

No. FY85-221

Program:

Grants are available to tax-exempt institutions for student aid beyond the high school level. Students for whom support is provided must be part of a well-defined institutional program (open to all qualified persons) within the fields of environment and education. In the area of environment, support is given to graduate-level programs in basic or applied research concerned with the wise stewardship of natural ecosystems and the earth's resources including maintenance of biological diversity. Particular attention will be given to those programs aimed at finding ways to provide sustainable food and water supplies to future generations. In the education field, the Foundation supports

those programs which help educators be more responsive to the individual and natural abilities of each child and increase an understanding of how children think. These programs must show promise of having wide applicability. Application for a grant should be made in the form of a preliminary statement of purpose of not over two pages including a budget reflecting student aid costs, addressed to the Program Administrator of the Foundation. No grants are made to individuals.

Deadline:

December 1, 1984, April 1 and September 1, 1985

For Further Information Contact:

Jessie Smith Noyes Foundation
Marilyn L. Gross
Program Administrator
16 East 34th Street
New York, NY 10016
(212) 684-6577

(From 1984 ARIS)

National Science Foundation Climate Dynamics Program

No. FY85-196

Program:

Grants for research to support the development of a basis for predicting climate variations and for assessing the impact of these variations on human affairs. Toward this end, the program supports research that will contribute to knowledge of the natural variability of climate and to understanding of the physical processes governing climate. The major research categories are:

- Climate Modeling and Simulation
- Modern Climate Data Assembly and Analysis
- Paleoclimatic Data Assembly and Analysis
- Climate Impact Assessment
- Supportive Climatic Research

Deadline:

Target Dates: December 1, 1984, May 1 and August 1, 1985*

For Further Information Contact:

National Science Foundation
Directorate for Astronomical,
Atmospheric, Earth and Ocean Sciences
Division of Atmospheric Sciences
Thomas J. Crowley, Program Director
1800 G Street, NW
Washington, DC 20550
(202) 357-9892

*For programs beginning June 1, November, and February 1, respectively.

(From 1984 ARIS)

National Science Foundation Condensed Matter Theory Program

No. FY85-205

Program:

Grants are available for theoretical research on condensed matter, involving studies of phase transitions and critical phenomena, kinetics of condensed matter systems far from equilibrium elementary excitations, linear and nonlinear lattice dynamics, defects, surfaces, electronic and magnetic states, transport and optical properties, and macroscopic quantum properties such as superconductivity and superfluidity.

Deadline:

December 1, 1984

For Further Information Contact:

National Science Foundation
Directorate for Mathematical and
Physical Sciences
Division of Materials Research
Condensed Matter Sciences Section
Joseph W. Serene
Program Director
Room 404
1800 G Street, NW
Washington, DC 20550
(202) 357-9737

(From 1984 ARIS)

National Science Foundation Computer Research Equipment Program

No. FY85-200

Program:

Support is available for the purchase of special-purpose equipment for computer science and computer engineering research. The equipment should be necessary for the pursuit of specific research projects and must be required by more than one research project and be of such a nature as to be difficult to justify for one project alone. The total cost must be at least \$10,000. Significant cost-sharing is required.

Deadline:

December 1, 1984

For Further Information Contact:

National Science Foundation
Directorate for Mathematical and
Physical Sciences
Division of Computer Research
John R. Lehman
Program Director
Room 339
1800 G Street, NW
Washington, DC 20550
(202) 357-7349

(From 1984 ARIS)

National Science Foundation Low Temperature Physics Program

No. FY85-204

Program:

Grants are available for experimental research on condensed matter that requires low and/or ultra-low temperatures, and the study of phase transitions and critical phenomena; the occurrence and nature of super-conductivity among ordered or disordered alloys and compounds; non-equilibrium superconducting properties of weak link and Josephson junction devices; superfluid properties of the isotopes of helium; and these and related phenomena as they pertain to systems of reduced dimensionality and reduced crystalline perfection.

Deadline:

December 1, 1984

For Further Information Contact:

National Science Foundation
Directorate for Mathematical and
Physical Sciences
Division of Materials Research
Condensed Matter Sciences Section
Donald H. Liebenberg
Program Director
Room 406
1800 G Street, NW
Washington, DC 20550
(202) 357-9787

(From 1984 ARIS)

National Science Foundation NSF Visiting Professorships for Women Program

No. FY85-212

Program:

Awards are made to enable experience women scientists and engineers from industry, government, and academia to serve as visiting professors at U.S. academic institutions where they will conduct research and serve as a role model, teacher, counselor, and mentor in the sciences and engineering. The candidate is responsible for selecting and making all arrangements with the host institution. To be eligible for the program, an applicant must hold a doctorate in a field of research supported by NSF; have independent research experience in the academic, industrial, or public sectors; be currently or recently affiliated with a U.S. institution; and not have a salaried position (or promise of one) with the host institution at the time of application. Awards range from one term to 24 months, full- or part-time, with the usual period being one year. Those wishing to submit a proposal in 1985 should obtain the program announcement (NSF 84-36) from Dr. Klein. The earliest starting date is July 1, 1985.

Deadline:

November 15, 1984

For Further Information Contact:

National Science Foundation
Directorate for Scientific,
Technological and International
Affairs
Division of Research Initiation and
Improvement
Dr. Margrete S. Klein
Room 1144
1800 G Street, NW
Washington, DC 20550
(202) 357-7734

(From 1984 ARIS)

National Science Foundation Scientific Computing Research Equipment in the Mathematical Sciences

No. FY85-201

Program:

Support is available for the purchase of computing equipment for research in the mathematical sciences for U.S. graduate-degree-granting institutions with departments or research programs in mathematics, applied mathematics, or statistics. The equipment should be necessary for the pursuit of specific research projects, rather than intended to provide general computing capacity and required by more than one research project and difficult to justify for one project alone. The total cost must be at least \$10,000.

Deadline:

December 1, 1984

For Further Information Contact:

National Science Foundation
Directorate for Mathematical and
Physical Sciences
Division of Mathematical Sciences
Alvin I. Thaler
Program Director
Room 304
1800 G Street, NW
Washington, DC 20550
(202) 357-9764

(From 1984 ARIS)

National Science Foundation Scientific Research Support in the Computer Sciences

No. FY85-199

Program:

Grants are available for research to increase the store of knowledge and enhance under-

standing of the scientific aspects of major problems confronting the nation in the areas of computer research. Program areas are the following:

- Computer Systems Design Program
- Intelligent Systems Program
- Software Engineering Program
- Software Systems Science Program
- Theoretical Computer Science Program
- Special Projects Program

Deadline:

Target Date: November 1, 1984*

For Further Information Contact:

National Science Foundation
Directorate for Mathematical and
Physical Sciences
Division of Computer Research
Kent K. Curtis
Division Director
Room 339
1800 G Street, NW
Washington, DC 20550
(202) 357-9747

*For projects to begin in Summer, 1985

(From 1984 ARIS)

National Science Foundation Solid State Chemistry Program

No. FY85-203

Program:

Grants are available for experimental research on design, synthesis, and high-yield preparation of new materials for emerging science and technology; chemical reactivity of, within, and upon solids; new methods of solid-state synthesis; and physical properties of solids. Areas include relating chemical composition and structure to chemical reactivity and to such physical properties as chemisorption, defects, electrical conductivity, mass transport magnetism, reaction kinetics and mechanism and chemical stability.

Deadline:

December 1, 1984

For Further Information Contact:

National Science Foundation
Directorate for Mathematical and
Physical Sciences
Division of Materials Research
Condensed Matter Sciences Section
Fred E. Stafford
Program Director
Room 406
1800 G Street, NW
Washington, DC 20550
(202) 357-9787

(From 1984 ARIS)

National Science Foundation Solid State Physics Program

No. FY85-202

Program:

Grants are available for experimental research on metals, semi-conductors, and insulators in the crystalline state, the amorphous state, and intermediate states of disorder, involving studies of phase transitions and electronic, magnetic, and lattice structures and their excitations. Important areas include studies of physical phenomena at surfaces, at interfaces and in microsystems; photon, electron, positron, ion, and neutron scattering from solids; transport properties; resonance studies; and nonlinear phenomena.

Deadline:

Target Date: December 1, 1984

For Further Information Contact:

National Science Foundation
Directorate for Mathematical and
Physical Sciences
Division of Materials Research
Condensed Matter Sciences Section
John B. Van Zytveld
Program Director
Room 404
1800 G Street, NW
Washington, DC 20550
(202) 357-9737

(From 1984 ARIS)

National Science Foundation U.S.-Israel Binational Science Foundation

No. FY85-213

Program:

Funding in Israeli currency is awarded for cooperative research projects in health sciences, natural sciences, energy, and social and behavioral sciences. Projects should be conducted principally in Israel and should involve scientists and institutions of both the United States and Israel. The programs of the United States - Israel Binational Science Foundation are separate from those of the NSF; therefore, NSF proposal and award guidelines and procedures do not apply. The NSF does, however, encourage American scientists to submit proposals to BSF that relate to research supported under NSF programs. Information and application forms for BSF may be obtained at the NSF at the address below, but proposals should be submitted directly to the BSF at P.O. Box 7677, Jerusalem, Israel.

Deadline:

November 15, 1984

For Further Information Contact:

National Science Foundation
Directorate for Scientific,

Technological and International
Affairs
Division of International Programs
Dr. R.R. Ronkin
Senior Program Manager
Room 1214
1800 G Street, NW
Washington, DC 20550
(202) 357-7613

(From 1984 ARIS)

National Science Foundation U.S.-Pakistan Cooperative Science Program

No. FY85-214

Program:

This program also supports Cooperative Research Projects, Individual Travel, U.S. Guest Scientists, and Conferences and Workshops. There are no exchange visits of senior scientists to Pakistan.

For Further Information Contact:

National Science Foundation
Directorate for Scientific,
Technological and International
Affairs
Division of International Programs
Developing Countries Section
Dr. Jean Johnson
Program Manager
Room 1208
1800 G Street, NW
Washington, DC 20550
(202) 357-9402

(From 1984 ARIS)

Sigma Delta Epsilon Graduate Women in Science, Inc. Eloise Gerry Fellowships

No. FY85-209

Program:

Competitive awards are available to women holding degrees from a recognized institution of higher learning in one of the mathematical, physical or biological sciences and who are currently involved in research or have an approved research proposal. Awards range from \$1,000 to \$4,000 and cannot be used for a degree program or for indirect costs.

Deadline:

December 1, 1984

For Further Information Contact:

Sigma Delta Epsilon Graduate
Women in Science, Inc.
9650 Rockville Pike
Bethesda, MD 20814

(From 1984 ARIS)

Smithsonian Institution National Museum Act Grant Programs

No. FY85-215

Program:

The grant programs offered under the National Museum Act of 1966 are designed to support research and studies on critical museum problems, professional assistance projects to address shared needs in the museum field, and projects providing opportunities for professional museum training. Major attention is given to proposals dealing with museum conservation. Eligible applicants are: 1) museums, including zoos, planetaria, herbaria, botanical gardens, and aquaria; 2) academic institutions offering courses in museum theory, practice, and skills; 3) non-profit professional museum-related organizations, institutions, and associations engaged in activities designed to advance museum training, studies, and practices; and 4) individuals employed or sponsored by the organizations described above; individuals must apply through an eligible institution. Individual programs include:

- Special Studies and Research: Funds are available to all of the organizations and individuals described above to cover all or a portion of the costs of original research projects and studies on critical museum problems which will contribute to the advancement of museum philosophy, techniques, and practices. Priority will be given to proposals which address issues in museum conservation.
- Seminars: Grants are available to museums and related professional organizations, associations, and institutions to defray all or a portion of the expenses of planning, organizing, and conducting workshops and seminars on subjects of importance to museums and museum personnel. Whenever possible, proposals should be designed to encourage attendance by participants from a broad geographic area or from a large segment of the profession sharing similar interests. Generally, support will not be allowed for travel and subsistence expenses of participants.
- Services to the Field: Grants are available to museums and museum-related organizations, institutions, and associations to cover all or a portion of the costs of professional and technical services which address significant national and international needs of museums. Assistance programs which give promise of becoming self-sustaining are encouraged.

For Further Information Contact:

Smithsonian Institution
National Museum Act
Arts and Industries Building
Attn: Barbara Schneider
Program Coordinator

Room 3465
Washington, DC 20560
(202) 357-2257

(From 1984 ARIS)

engineering

The Charles A. Lindbergh Fund, Inc. Lindbergh Grants Program

No. FY85-206

Program:

Grants of up to \$10,580 (the total cost of Charles Lindbergh's "Spirit of St. Louis") will be awarded to individuals for research projects that contribute toward the achievement of a balance between technological progress and the preservation of the natural environment. For the 1985 funding period interest is directed toward increasing representation in the following areas: aeronautics/astronautics/aviation, agriculture, biomedical research, conservation of natural resources, health and population sciences, intercultural communication, oceanography, toxic waste disposal management, and wildlife preservation. Eligible applicants include individuals affiliated with an academic or nonprofit institution, as well as individuals having a record of practical involvement.

Deadline:

October 15, 1984

For Further Information Contact:

The Charles A. Lindbergh Fund, Inc.
Grants Office
Attn: Gloria S. Perkins
Administrator
Box 0
Summit, NJ 07901
(201) 522-1392

(From 1984 ARIS)

Link Foundation Grants Program

No. FY85-207

Program:

Non-profit educational institutions and organizations may submit requests for support in the following categories: 1) Curriculum Projects - to facilitate the blending of new technological developments and materials into established programs of elementary, secondary, and higher education; 2) Special Purpose Publications - to encourage the step-by-step progress of air, sea, and energy developments; 3) Special Interest Lectures - to encourage distinguished engineers and scientists to present in lecture and report form highly significant events in air, sea, and

energy research and development; 4) Education or Industry Centered Forums and Seminars - to foster the exchange and evaluation of information between persons and organizations in the fields of air, sea, and energy; and 5) Research Projects - to investigate and develop the basic knowledge of promising scientific concepts of critical problem areas in the fields of air, sea, and energy. The amount of a grant usually ranges from \$500 to \$25,000. Proposals should be submitted on the Foundation's application form which may be requested by letter.

Deadline:

November 15, 1984

For Further Information Contact:

Link Foundation
R.R. 1, Box 195
Fort Pierce, FL 33450-9717

(From 1984 ARIS)

Link Foundation The Link Foundation Energy Fellowship Program

No. FY85-208

Program:

The objectives of this program are to foster energy research and to disseminate results of that research through lectures, seminars and publications. Approximately four grants are made annually in the amount of \$20,000 to universities or other non-profit organizations which select student fellows and supervising faculty or research directors to pursue an energy related project with the student.

Deadline:

November 15, 1984

For Further Information Contact:

Link Foundation
R.R. 1, Box 195
Fort Pierce, FL 33450-9717

(From 1984 ARIS)

National Science Foundation Computer Research Equipment Program

No. FY85-200

Program:

Support is available for the purchase of special-purpose equipment for computer science and computer engineering research. The equipment should be necessary for the pursuit of specific research projects and must be required by more than one research project and be of such a nature as to be dif-

difficult to justify for one project alone. The total cost must be at least \$10,000. Significant cost-sharing is required.

Deadline:

December 1, 1984

For Further Information Contact:

National Science Foundation
Directorate for Mathematical and
Physical Sciences
Division of Computer Research
John R. Lehman
Program Director
Room 339
1800 G Street, NW
Washington, DC 20550
(202) 357-7349

(From 1984 ARIS)

National Science Foundation Engineering Research Equipment Grants

No. FY85-198

Program:

Grants typically ranging from \$20,000 to \$100,000 are available to individual research workers, research groups, engineering departments and engineering colleges for the purchase or upgrading of research equipment. The equipment should be necessary for the pursuit of specific research projects and can be used for analytical, computational, or experimental research. Particular emphasis is given to those unique or new research capabilities which will ensue from acquisition or upgrading of the equipment. Institutions must cost share a minimum of one third.

Deadline:

Target Date: December 15, 1984

For Further Information Contact:

National Science Foundation
Directorate for Engineering
Janice Apruzese
Staff Associate
Room 1115
1800 G Street, NW
Washington, DC 20550
(202) 357-9834

(From 1984 ARIS)

National Science Foundation Engineering Research Initiation Grants

No. FY85-197

Program:

Grants for recently appointed assistant or associate professors are available to ini-

tiate academic engineering research. Proposals may be submitted in any research area normally supported by the Engineering Directorate. The four divisions of the directorate are: Electrical, Computer and Systems Engineering; Chemical and Process Engineering; Civil and Environmental Engineering; and Mechanical Engineering and Applied Mechanics. Two categories of support are available: Category A which supports research conducted exclusively in an academic environment with grants up to \$60,000 for 24 months of support; and Category B which supports Industry/University Cooperative Research with a possible additional \$60,000 being provided for the industrial portion of the project. An additional amount of up to \$10,000 may be awarded to academic institutions for the purchase of instruments or research equipment if the institution provides equal matching funds. Applicants must have held a qualifying faculty appointment for not more than three years (five years for Category B) on December 1, 1984 and have not received research support as a principal or co-principal investigator under a grant or contract from the Federal government as of April 1, 1985.

Deadline:

December 3, 1984

For Further Information Contact:

National Science Foundation
Directorate for Engineering
Janice Apruzese
Staff Associate
Room 1115
1800 G Street, NW
Washington, DC 20550
(202) 357-9834

(From 1984 ARIS)

National Science Foundation Scientific Computing Research Equipment in the Mathematical Sciences

No. FY85-201

Program:

Support is available for the purchase of computing equipment for research in the mathematical sciences for U.S. graduate-degree-granting institutions with departments or research programs in mathematics, applied mathematics, or statistics. The equipment should be necessary for the pursuit of specific research projects, rather than intended to provide general computing capacity and required by more than one research project and difficult to justify for one project alone. The total cost must be at least \$10,000.

Deadline:
December 1, 1984

For Further Information Contact:

National Science Foundation
Directorate for Mathematical and
Physical Sciences
Division of Mathematical Sciences
Alvin I. Thaler
Program Director
Room 304
1800 G Street, NW
Washington, DC 20550
(202) 357-9764

(From 1984 ARIS)

general

Department of Education Graduate and Professional Opportunity Fellowships Program

No. FY85-210

Program:

This program provides grants to institutions of higher education to support fellowships for graduate and professional study to students who demonstrate financial need and who are predominately from groups which are traditionally underrepresented in graduate and professional study areas of high national priority. Each institutional applicant for new fellowships may apply in up to six academic or professional areas of study, with preference being given, among other criteria, to those applicants whose choice of the area of study is justified by providing evidence of underrepresentation and evidence of national need. If the Congress appropriates funds for this program, the Department will allocate one to three new fellowships in each approved academic or professional area of study to each institution receiving an award. The grant award is for one year. Application forms and program information packages may be obtained by writing the Division of Higher Education Incentive programs (Graduate and Professional Opportunity Fellowships Program).

Deadline:
October 19, 1984

For Further Information Contact:

Department of Education
Office of Postsecondary Education
Division of Higher Education
Incentive Programs
ROB-3, Room 3717
400 Maryland Avenue, SW
Washington, DC 20202
(202) 245-2347

(From 1984 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

American Studies

Weigert, Kathleen M.
K.M. Weigert. 1984. Sermonizing on the
Great Books. The Educational Forum
48(2):155-164.

Art, Art History and Design

Geoffrion, Moira M.
M.M. Geoffrion and B. D'Amore. 1984.
Two Sculptors Show. On the Vineyard
Gallery, Vineyard Haven, North Tisbury,
Massachusetts.

Economics

Kim, Kwan S.
K.S. Kim. 1984. Agricultural Policies and
Rural Development in Post-Liberation
Korea: Lessons for Other Developing
Nations. Korean Economic Association
Proceedings, Seoul, Korea. Pages 1099-
1111.
K.S. Kim. 1983. Alternative Trade
Strategies, Factor Content, and Income in
Mexico. Pages 195-204 in, E. Ortiz, ed.,
Current Economic and Financial Issues of
the Northern American and Caribbean
Nations. Asociacion de Economia y
Finanz, Mexico City, Mexico.

English

Fredman, Stephen A.
S.A. Fredman. 1984. Review of R.
Creeley's, The Collected Poems, and C.
Olson's, The Maximus Poems. American
Poetry 1(3):93-95.
Gernes, Sonia G.
S.G. Gernes. 1984. The Aftermath of Art.
Notre Dame Magazine 13:38-40.

Government and International Studies

Arnold, Peri E.
P.E. Arnold. 1984. Ambivalent Leviathan:
Herbert Hoover and the Positive State.
Pages 109-136 in, D.J. Greenstone, ed.,
Public Values and Private Power in Ameri-
can Politics (paperback edition). Uni-
versity of Chicago Press, Chicago,
Illinois.

Mainwaring, Scott P.

- S.P. Mainwaring. 1984. Authoritarianism and Democracy in Argentina. Journal of Inter-American Studies and World Affairs 26(3):415-431.

History

Spencer, Thomas T.

- T.T. Spencer. 1984. Daniel C. Roper and the 1932 Presidential Campaign. South Carolina Historical Magazine 85(1):22-32.
- T.T. Spencer. 1984. The Archivist as Historian: Towards a Broader Definition. Archivaria 17:296-300.

Modern and Classical Languages

Rubulis, Aleksis

- A. Rubulis. 1984. Zvaigzne. Laiks 36-29 (3518):3.
- A. Rubulis. 1984. Kristus ka vesturiska persona. Gaisma 2(65):16-20.
- A. Rubulis. 1984. Par Janu svetkiem. LKSA Dzintars 11:16.
- A. Rubulis. 1984. Polijas sutiba. Aglonas Vestis 3/4-234/235:4-5.
- A. Rubulis. 1984. Kristietibas ieviesa Latvija. Gaisma 3(62):26-28.
- A. Rubulis. 1984. 1914 - Janis Klidzejs. LKSA Dzintars 11:14-15.
- A. Rubulis. 1984. Polijas sutiba. Gaisma 4/83:10.
- A. Rubulis. 1984. Nacionalisms. Aglonas Vestis 5/6-236/237:3-4.

Welle, John P.

- J.P. Welle. 1984. From Babel to Pentecost: The Poetry of Andrea Zanzotto. World Literature Today 58.3:377-380.

Music

Klugherz, Laura J.

- L.J. Klugherz. 1984. Solo Recital, works of Beethoven, Mozart, Brahms and Hans Werner Henze, a Contemporary German Composer, were performed. European Organization for Nuclear Research in Cern, Geneva, Switzerland.
- L.J. Klugherz. 1984. Performance, works of Beethoven and Bach. International Master Series of Ernen, Switzerland.
- L.J. Klugherz. 1984. Solo violin Recital, works of Gabriel Faure, Mozart, and Beethoven. Chamber Music Series of the Dormage Kunstverein, West Germany.

Program of Liberal Studies

Ayo, CSC, Nicholas R.

- N.R. Ayo, CSC. 1984. Learning, Wisdom and the Spiritual Life. University of Portland Review 36(1):13-23.

Psychology

Borkowski, John G.

- F.P. Buchel and J.G. Borkowski. 1984.

Predicting and Explaining Strategy Generalization: Task Analyses and Strategy Elements. Berichte und arbeiten aus dem Institut fur Psychologie. NR 17. der Universitat Basel Press, Basel Switzerland. Pages 1-38.

J.G. Borkowski. 1984. Signs of Intelligence: Strategy Generalization and Metacognition. Pages 135-162 in, S. Yussen, ed., Development of Reflection in Children. Academic Press, San Diego, California.

Howard, George S.

- G.S. Howard. 1985. Basic Research Methods in the Social Sciences. Scott Foresman & Company. 339 pp.

Theology

Krieg, CSC, Robert A.

- R.A. Krieg, CSC. 1984. The Funeral Homily: A Theological View. Worship 58:222-239.

Rasmussen, OP, Niels K.

- N.K. Rasmussen, OP. 1984. An Early "Ordo Missae" with a "Litania Abecedaria" Addressed to Christ (Rome, Bibl. Valli-celliana, Cod. B 141, XI. Cent.). Ephemerides Liturgicae (Rome) 98:198-211.

Searle, Mark

- M. Searle. 1984. Faith and Sacraments in the Conversion Process. Pages 64-84 in, R.D. Duggan, ed., Conversion and the Catechumenate. Paulist Press, New York.

- M. Searle. 1984. Images and Worship. The Way 24(2):103-114.

Ulrich, Eugene

- E. Ulrich. 1984. The Greek Manuscripts of the Pentateuch from Qumran, Including Newly-Identified Fragments of Deuteronomy (4QLXXDeut). Pages 71-82 in, A. Pietersma and C. Cox, eds., De Septuaginta: Studies in Honour of John William Wevers on His Sixty-Fifth Birthday. Benben, Mississauga, Ontario.

White, James F.

- J.F. White. 1984. The Development of the 1972 United Methodist Eucharistic Rite. Doxology 1:14-22.

- J.F. White. 1984. Liturgical Reformation: Sixteenth Century and Twentieth. Reformed Liturgy & Music 18:78-82.

- J.F. White. 1984. Shattering Myths About Worship. Circuit Rider 8:4-5.

COLLEGE OF SCIENCE

Biology

Carpenter, Stephen R.

- S.R. Carpenter and J.F. Kitchell. 1984. Plankton Community Structure and Limnetic Primary Production. The American Naturalist 124(2):159-172.

Chemistry

Schuler, Robert H.

- G.N.R. Tripathi and R.H. Schuler. 1984.

The Resonance Raman Spectrum of Phenoxyl Radical. Journal of Chemical Physics 81:113.

Mathematics

Stanton, Nancy K.

- N.K. Stanton and D.S. Tartakoff. 1984. The Heat Equation for \square_b . Contemporary Mathematics 27:65-73.
- N.K. Stanton. 1984. The Heat Equation in Several Complex Variables. Bulletin (New Series) of the American Mathematical Society 11(1):65-84.
- R. Beals, P.C. Greiner and N.K. Stanton. 1984. The Heat Equation and Geometry of CR Manifolds. Bulletin (New Series) of the American Mathematical Society 10(2):275-276.

Physics

Biswas, Nripendra N.

- V.P. Kenney, R.C. Ruchti, B. Baumbaugh, R. Erichsen, A. Kreymer, N.N. Biswas, N.M. Cason, R. Mountain, W.D. Shephard, D. Potter and A. Rogers. 1984. Active Targets Using NaI and Scintillating Glass Fibers. Pages 465-470 in, G. Bellini, A. Bettini and L. Perasso, eds., Proceedings of 3rd International Conference on Physics in Collision/Search for Heavy Flavours.
- Cason, Neal M.
- V.P. Kenney, R.C. Ruchti, B. Baumbaugh, R. Erichsen, A. Kreymer, N.N. Biswas, N.M. Cason, R. Mountain, W.D. Shephard, D. Potter and A. Rogers. 1984. Active Targets Using NaI and Scintillating Glass Fibers. Pages 465-470 in, G. Bellini, A. Bettini and L. Perasso, eds., Proceedings of 3rd International Conference on Physics in Collision/Search for Heavy Flavours.
- Darden, Sperry E.
- J.L. Foster, Jr., S.E. Darden, M.C. Rozak, J.A. Ross, J.P. Martin, L. Lessard, S. Gales, G. Noury, J.M. Pearson, P. DePommier and M.C.H. Ruiz. 1984. $^{130}\text{Te}(\beta, p_1)$ and $^{130}\text{Te}(\bar{p}, p_1)$ Reactions on Analog Resonances. Physical Review C 30:79.
- S.E. Darden, S. Sen, G. Murillo, M. Fernandez, J. Ramirez, A. Galindo, P.L. Jolivet and B.P. Hichwa. 1984. $^{15}\text{N}(\beta, p)$ ^{15}N and the levels of ^{16}O for $E_x=14.8-18.6$ Mev. Nuclear Physics A 429:218.
- Garg, Umesh
- G. Mouchaty, D.R. Haenni, S. Nath, U. Garg and R.P. Schmitt. 1984. Angular Momentum Alignment in the Reaction $^{154}\text{Sm} + 214 \text{ MeV } ^{32}\text{S}$. Zeitschrift fur Physik A 316:285-289.
- Y.-W. Lui, P. Bogucki, J.D. Bronson, D.H. Youngblood and U. Garg. 1984. Giant Resonances in ^{112}Sn . Physical Review C 30:51-53.
- Kenney, V. Paul
- V.P. Kenney, R.C. Ruchti, B. Baumbaugh, R.

Erichsen, A. Kreymer, N.N. Biswas, N.M. Cason, R. Mountain, W.D. Shephard, D. Potter and A. Rogers. 1984. Active Targets Using NaI and Scintillating Glass Fibers. Pages 465-470 in, G. Bellini, A. Bettini and L. Perasso, eds., Proceedings of 3rd International Conference on Physics in Collision/Search for Heavy Flavours.

Ruchti, Randal C.

- V.P. Kenney, R.C. Ruchti, B. Baumbaugh, R. Erichsen, A. Kreymer, N.N. Biswas, N.M. Cason, R. Mountain, W.D. Shephard, D. Potter and A. Rogers. 1984. Active Targets Using NaI and Scintillating Glass Fibers. Pages 465-470 in, G. Bellini, A. Bettini and L. Perasso, eds., Proceedings of 3rd International Conference on Physics in Collision/Search for Heavy Flavours.
- Shephard, William D.
- V.P. Kenney, R.C. Ruchti, B. Baumbaugh, R. Erichsen, A. Kreymer, N.N. Biswas, N.M. Cason, R. Mountain, W.D. Shephard, D. Potter and A. Rogers. 1984. Active Targets Using NaI and Scintillating Glass Fibers. Pages 465-470 in, G. Bellini, A. Bettini and L. Perasso, eds., Proceedings of 3rd International Conference on Physics in Collision/Search for Heavy Flavours.

COLLEGE OF ENGINEERING

Aerospace and Mechanical Engineering

Akai, Terrence J.

- T.J. Akai and U. Piomelli. 1984. Effect of Upstream Parallel Flow on Two-Dimensional Wind-Tunnel Tests. AIAA 2nd Applied Aerodynamics Conference, Seattle, Washington. AIAA-84-2135. Pages 1-5.
- Atassi, Hafiz M.
- H.M. Atassi. 1984. Feedback in Separated Flows Over Symmetric Airfoils. Ninth Aeroacoustics Conference, American Institute of Aeronautics and Astronautics, Williamsburg, Virginia. Pages 1-9.

Chemical Engineering

Ivory, Corneluis F.

- C.F. Ivory, W. Golsie and R. Turk. 1984. Scale-up of the Free-Flow Electrophoresis Device. Pages 293-300 in, H. Hirai, ed., Electrophoresis '83. Walter de Gruyter and Co., Berlin - New York.
- C.F. Ivory. 1984. Transient Electrophoresis of a Dielectric Sphere. Journal of Colloid Interface Science 100(1):239-249.
- C.F. Ivory. 1983. Transient Electrophoresis: The Momentum Transfer Coefficient. Journal of Colloid Interface Science 96(1):296-298.
- R.S. Turk and C.F. Ivory. 1984. Temper-

ature Profiles in Plane Poiseuille Flow with Electrical Heat Generation. Chemical Engineering Science 39(5):851-857.

Metallurgical Engineering and
Materials Science

- Kuczynski, George C.
D. Kolar, G.C. Kuczynski and S.K. Chiang. 1984. On the Mechanism of Pore Coarsening. Volume 16, pages 81-88 in, G.C. Kuczynski, A.E. Miller and G.A. Sargent, eds., Sintering and Heterogeneous Catalysis. Plenum Press, New York, New York.
G.C. Kuczynski. 1984. Sintering and Heterogeneous Catalysis. Volume 16, pages 1-349 in, G.C. Kuczynski, A.E. Miller and G.A. Sargent, eds., Materials Science Research. Plenum Press, New York, New York.
Miller, Albert E.
A.E. Miller. 1984. Sintering and Heterogeneous Catalysis. Volume 16, pages 1-349 in, G.C. Kuczynski, A.E. Miller and G.A. Sargent, eds., Materials Science Research. Plenum Press, New York, New York.
Sargent, Gordon A.
A.E. Miller. 1984. Sintering and Heterogeneous Catalysis. Volume 16, pages 1-349 in, G.C. Kuczynski, A.E. Miller and G.A. Sargent, eds., Materials Science Research. Plenum Press, New York, New York.

COLLEGE OF BUSINESS ADMINISTRATION

Accountancy

- Ricchiute, David N.
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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.

Information
Circular
Number

Agency

Programs

Application
Closing Dates

HUMANITIES

FY85-182	American Council of Learned Societies	Grants for East European Studies	November 15, 1984
FY85-187	Cushwa Center for the Study of American Catholicism	Hibernian Research Award	December 31, 1984
FY85-186	Cushwa Center for the Study of American Catholicism	Research Grant Program	December 1, 1984
FY85-185	Council for International Exchange of Scholars	NATO Research Fellowships	December 15, 1984
FY85-188	German Marshall Fund of the United States	Research Fellowship Program	November 30, 1984
FY85-180	General Services Administration	Publications Program	November 15, 1984
FY85-189	Institute for Advanced Study	Visiting Member Awards for 1985-1986	December 1, 1984

SOCIAL SCIENCES

FY85-181	AARP Andrus Foundation	University Research Grants	December 1, 1984
FY85-182	American Council of Learned Societies	Grants for East European Studies	November 15, 1984
FY85-183	American Sociological Association	Problems of the Discipline Small Grants Program	November 15, 1984
FY85-187	Cushwa Center for the Study of American Catholicism	Hibernian Research Award	December 31, 1984
FY85-186	Cushwa Center for the Study of American Catholicism	Research Grant Program	December 1, 1984
FY85-184	Council for European Studies	Research Planning Group Awards	December 1, 1984
FY85-185	Council for International Exchange of Scholars	NATO Research Fellowships	December 15, 1984
FY85-179	Department of Justice	Unsolicited Research Program	December 1, 1984
FY85-188	German Marshall Fund of the United States	Research Fellowship Program	November 30, 1984
FY85-189	Institute for Advanced Study	Visiting Member Awards for 1985-1986	December 1, 1984
FY85-190	International Foundation of Employee Benefit Plans	Postdoctoral Grants-in-Aid of Research on Employee Benefit/Compensation Issues	November 15, 1984
FY85-176	National Institutes of Health - National Institute on Aging	RFA - Alzheimer Disease Research Centers	November 9, 1984

FY85-177	National Institutes of Health - National Institute on Aging	Small Grant Award for Pilot Projects	February 1, 1985
FY85-178	National Institutes of Health - National Institute of Neurological and Communicative Disorders and Stroke	Clinical Investigator Development Award	February 1, 1985
FY85-191	Radcliffe College	Radcliffe Research Support Program	December 15, 1984

SCIENCE

FY85-216	Apple Education Foundation	Wheels for the Mind	December 14, 1984
FY85-222	The American Lung Association of Indiana	Research Sponsorship Program	October 26, 1984
FY85-193	Department of Agriculture	Competitive Research Grants Program Program for FY 1985	November 1, 1984
FY85-195	Department of Transportation	University Research and Training Program	November 19, 1984
FY85-218	Gladys Kriebel Delmas Foundation	Grants for Venetian Research	December 15, 1984
FY85-206	The Charles A. Lindbergh Fund, Inc.	Lindbergh Grants Program	October 15, 1984
FY85-207	Link Foundation	Grant Program	November 15, 1984
FY85-208	Link Foundation	The Link Foundation Energy Fellowship Program	November 15, 1984
FY85-220	North Atlantic Treaty Organization	Collaborative Research Grants	November 30, 1984
FY85-219	Needmor Fund	Grants Program	December 1, 1984
FY85-211	National Institutes of Health - National Cancer Institute	RFA - the Modification of Eating Behavior and Cancer Prevention	October 15, 1984
FY85-176	National Institutes of Health - National Institute on Aging	RFA - Alzheimer Disease Research Centers	November 9, 1984
FY85-177	National Institutes of Health - National Institute on Aging	Small Grant Award for Pilot Projects	February 1, 1985
FY85-178	National Institutes of Health - National Institute of Neurological and Communicative Disorders and Stroke	Clinical Investigator Development Award	February 1, 1985
FY85-221	Jessie Smith Noyes Foundation	Student-Aid Institutional Grants	December 1, 1984
FY85-196	National Science Foundation	Climate Dynamics Program	December 1, 1984
FY85-205	National Science Foundation	Condensed Matter Theory Program	December 1, 1984
FY85-200	National Science Foundation	Computer Research Equipment Program	December 1, 1984
FY85-204	National Science Foundation	Low Temperature Physics Program	December 1, 1984
FY85-212	National Science Foundation	NSF Visiting Professorships for Women Program	November 15, 1984
FY85-201	National Science Foundation	Scientific Computing Research Equip- ment in the Mathematical Sciences	December 1, 1984
FY85-199	National Science Foundation	Scientific Research Support in the Computer Sciences	November 1, 1984
FY85-203	National Science Foundation	Solid State Chemistry Program	December 1, 1984
FY85-202	National Science Foundation	Solid State Physics Program	December 1, 1984
FY85-213	National Science Foundation	U.S. - Israel Binational Science Foundation	November 15, 1984
FY85-209	Sigma Delta Epsilon Graduate Women in Science, Inc.	Eloise Gerry Fellowships	December 1, 1984

ENGINEERING

FY85-206	The Charles A. Lindbergh Fund, Inc.	Lindbergh Grants Program	October 15, 1984
FY85-207	Link Foundation	Grant Program	November 15, 1984
FY85-208	Link Foundation	The Link Foundation Energy Fellowship Program	November 15, 1984
FY85-200	National Science Foundation	Computer Research Equipment Program	December 1, 1984
FY85-198	National Science Foundation	Engineering Research Equipment Grants	December 15, 1984
FY85-197	National Science Foundation	Engineering Research Initiation Grants	December 3, 1984
FY85-201	National Science Foundation	Scientific Computing Research Equip- ment in the Mathematical Sciences	December 1, 1984

GENERAL

FY85-210	Department of Education	Graduate and Professional Oppor- tunity Fellowships Program	October 19, 1984
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