

notre dame report

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number 3

the university

four named to corporate grants committee

Rev. Edward A. Malloy, C.S.C., president of Notre Dame, has appointed four new members to the University's Corporate Grants Committee. The new members are Jerome J. Crowley, Jr., president of The O'Brien Corporation of South San Francisco, Calif.; Leo J. McKernan, president and chief executive officer of Clark Equipment Company of South Bend; Vincent J. Naimoli, chairman, president, and chief executive officer of Anchor Glass Container Corporation of Tampa, Fla.; and Joseph A. Pichler, president and chief operating officer of The Kroger Company of Cincinnati, Ohio.

Notre Dame's Corporate Grants Committee was established in September 1986, to assist the University in its efforts to obtain corporate contributions.

scholarships established

The University has received a \$25,000 gift from the First Federal Savings Bank of California in Santa Monica to provide two scholarships for minority students beginning in the 1988-89 academic year. The gift is the first installment of a \$100,000 four-year pledge made by the bank to Notre Dame's Strategic Moment Campaign. The two scholarships will be made available to one female and one male high school student from the Los Angeles area to attend Notre Dame.

Vol. 17, No. 3

October 9, 1987

Notre Dame Report (USPS 7070-8000) is an official publication published fortnightly during the school year, monthly in the summer, by the University of Notre Dame, Department of Public Relations and Information. Second-class postage paid at Notre Dame, Ind. Postmaster: Please send address corrections to: Editor, Notre Dame Report, c/o Rm. 415, Administration Building, Notre Dame, IN 46556

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faculty notes

honors

K. Anand, postdoctoral research associate in materials science and engineering, received an award for a poster titled "Effect of Microstructures on the Erosion Behavior of Cemented Carbides" (coauthored with Dr. R.O. Scattergood and Dr. H. Conrad) at the Fifth Annual Review of Materials Research Conference at Argonne National Laboratory, Argonne, Ill., Aug. 31.

Panos J. Antsaklis, associate professor of electrical engineering, has been appointed to the technical activities board of the IEEE Control Systems Society.

Esme Cromie Bellalta, associate professor of architecture, has been elected a member-at-large of the Northern Region of Indiana for the American Society of Landscape Architects for 1988.

Granville Cleveland, assistant law librarian, has been elected to the Michiana Arts and Sciences Council Board of Directors.

James P. Sterba, professor of philosophy, has been elected president of the International Association for Philosophy of Law and Social Philosophy.

activities

C. Benjamin Alcock, Freimann professor of materials science and engineering, gave an invited lecture titled "Thermochemistry of Ceramic Sensors" at the Fifth Annual Review of Materials Research Conference at Argonne National Laboratory, Argonne, Ill., Aug. 31. He also attended a meeting of high temperature and solid state chemistry of the International Union of Pure and Applied Chemistry (IUPAC) as an invited member in Boston, Mass., Aug. 21-22.

Panos J. Antsaklis, associate professor of electrical engineering, was a visiting senior scientist at the Laboratory for Information and Decision Systems (LIDS) of the Massachusetts Institute of Technology from January to June 1987. He conducted research on multivariable control systems, intelligent control systems, and the mathematical modeling of discrete event dynamic systems. Prof. Antsaklis also presented the following invited lectures: "Feedback Configurations in Control Design" at Brown University, Providence, R.I., April 13; "Proper Stable Factorizations and Internal System Descriptions with Application to Observer Based Block Realizations" at the University of Massachusetts, Amherst, Mass., April 24; "The Factorization Approach to Control Design and Its Relation to the System and Control Theory" at Northeastern University, Boston, Mass., June 10.

Andre Barbera, assistant professor of music, delivered a paper, "The Translation of the Euclidean Division of the Canon into Latin around 500 and 1500," at the 14th Congresso della Societa Internazionale di Musicologia, Bologna, Italy, Aug. 27-Sept. 1. He also served as secretary of the session titled "The Role of Translation in the Transmission and Reception of Musical Culture" at the same meeting.

David L. Cohn, professor of electrical engineering, presented two papers, "An Adaptive Cursor Acceleration Technique" (with C. N. Saiya) and "Hexagonal Lattices for Modulation Coding" (with A. S. Arora) at the Fifth International Conference on Systems Engineering, Dayton, Ohio, Sept. 9-11.

Daniel H. Costello, Jr., professor of electrical engineering, presented a paper titled "Bandwidth Efficient Coding on a Fading Channel" (with C. Schlegel) at the Fifth International Conference on Systems Engineering, Dayton, Ohio, Sept. 9-11.

James T. Cushing, professor of physics, delivered a paper titled "A Naturalized, Socialized, But Highly Constrained Model of Scientific Change" at the 8th International Congress of Logic, Methodology, and Philosophy of Science held in Moscow, USSR, Aug. 17-22.

Patrick F. Dunn, associate professor of aerospace and mechanical engineering, attended the annual meeting of the American Association for Aerosol Research held at the University of Washington, Seattle, Sept. 14-17. He presented two papers titled "An Experimental Study of the Flow and Aerosol Behavior Near a Sidewall Sampling Port" (coauthored with J. Carey) and "Experiments of Solid Particle Collection on Fine Wires" (coauthored with K. J. Renken and D. M. France). He also chaired a session on "Aerosol Generation Techniques."

Philip Gleason, professor of history, spoke on "Research at Notre Dame" at a dinner for new faculty of the College of Arts and Letters, Notre Dame, Ind., April 21. He also spoke on "Hansen's Law and American Religious History" at a conference commemorating the 50th anniversary of Marcus L. Hansen's lecture "The Problem of the Third Generation Immigrant" held at Augustana College, Rock Island, Ill., April 24. He spoke on the history of American Catholic higher education at the meeting of the College Theology Society, Baltimore, Md., May. 29.

Oscar R. Gonzalez, visiting assistant professor of electrical and computer engineering, presented two papers, "New Stability Theorems for the General Two Degrees of Freedom Control Systems" and "Internal Models over Rings" at the 1987 International Symposium on the Mathematics of Networks and Systems, Phoenix, Ariz., June 15-18.

Denis Goulet, O'Neill professor of education for justice and in the Kellogg Institute for International Studies, delivered a lecture titled "Ethical Responsibility of Development Professionals" to the Non-Economic Values of Development Study Group of the World Bank, Washington, D.C., Aug. 28. On the same day he presented a seminar, "Development Ethics in Environment Policy," to the Office of Environmental and Scientific Affairs, World Bank, Washington, D.C.

Eugene W. Henry, professor of electrical engineering, presented a paper titled "Personal Computer Control and Measurement for Monolayer Experiments" at the Fifth International Conference on Systems Engineering in Dayton, Ohio, Sept. 9-11.

Mark A. Herro, assistant professor of electrical engineering, presented a paper titled "The Use of Importance Sampling in Coded Digital Communications" at the Fifth International Conference on Systems Engineering, Dayton, Ohio, Sept. 9-11.

Robert A. Howland, associate professor of aerospace and mechanical engineering, presented a paper titled "A New Approach to the Librational Solution in the Ideal Resonance Problem" at a special meeting, "Celestial Mechanics -- 300 Years After Principia Mathematica." The conference, commemorating

the tercentenary of the publication of Newton's classic work, was held in Sussex, England.

Nai-Chian Huang, professor of aerospace and mechanical engineering, presented lectures on applied fracture mechanics at a symposium on advanced topics in applied mechanics at the Institute of Applied Mechanics, National Taiwan University, Taipei, June 29-30.

Yih-Fang Huang, presented a paper titled "A Modular Recursive Estimator for Adaptive Signal Processing" at the Fifth International Conference on Systems Engineering, Dayton, Ohio, Sept. 9-11.

Edward W. Jerger, professor of aerospace and mechanical engineering, served as the academic director of the 1987 Federal Emergency Management Agency, United States Geological Survey and National Science Foundation sponsored Summer Institute for invited architecture and engineering faculty on "Multiprotection Design of Buildings to Mitigate Hazards." The institute was held July 6-17 at the National Emergency Training Center and United States Fire Academy in Emmitsburg, Md.

Albert H. LeMay, associate professional specialist in the Kellogg Institute and adjunct assistant professor in the Arts and Letters Core Course, presented a seminar on Latin American literature at St. Joseph's College, Rensselaer, Ind., May 26-28.

A. Eugene Livingston, associate professor of physics, presented two papers titled "Measurement of the 2s-2p Transition Wavelength in Helium-Like Nickel" and "Fine Structure of Hydrogenic Transitions in High-Z Four-Electron Ions" at the International Symposium on Atomic Spectroscopy and Highly-Ionized Atoms, Lisle, Ill., Aug. 17-21.

Rev. Richard P. McBrien, chairman and Crowley-O'Brien-Walter professor of theology, was an on-air commentator for CBS-TV during the papal visit to the U.S., Sept. 10-20.

Rev. Richard A. McCormick, S.J., O'Brien professor of Christian ethics, delivered the commencement address at Seattle University and received an honorary doctor of humanities degree, Seattle, Wash., June 7.

Rev. Ernan McMullin, O'Hara professor of philosophy, served as chairman of the delegation from the U.S. National Academy of Science to the 8th International Congress of Logic, Methodology, and Philosophy of Science in Moscow, USSR, Aug. 17-22. He presented a paper titled "Did Newton Explain Motion?" and chaired a session on the history of philosophy of science.

Anthony N. Michel, chairman and Friemann professor of electrical and computer engineering, organized and chaired a session titled "Signal Processing and Communication Systems" at the Fifth International Conference on Systems Engineering, Dayton, Ohio, Sept. 9-11. He also presented a paper titled "On Dynamic Effects of Quantization and Overflow Non-linearities in Digital Feedback Control Systems" (with J. A. Farrell) at the same meeting.

Walter Nicgorski, associate professor in the Program of Liberal Studies, lectured on "Unifying the Status and Providing for Thoughtful Change: Reflections on Articles IV, V, and VI" in the lecture series on "The Drafting of the Constitution" sponsored by the South Bend Bicentennial Committee, Notre Dame, Ind., June 24. He also directed the NEH Summer Seminar on "Cicero's Moral and Political Aspirations" held at Notre Dame, June 29-July 30. He was a panelist commentator on papers on religion and the Constitution at the American Political Science Association meeting, Chicago, Ill., Sept. 5.

Alan R. Pelton, assistant professor of materials science and engineering, organized and chaired the Fifth Annual Review of Materials Research Conference at Argonne National Laboratory, Argonne, Ill., Aug. 31. He also presented a poster titled "Observation of the Coulomb Staircase: Tunneling into Small Metal Particles" (coauthored with J. B. Barner, graduate student, and Steven T. Ruggiero, assistant professor of physics) at the same conference.

Wolfgang Porod, associate professor of electrical and computer engineering, gave a seminar titled "Transport in SiO₂" at the laboratory for laser energetics at the University of Rochester, Rochester, N.Y., Sept. 11.

Jonathan Sapirstein, assistant professor of physics, presented a seminar titled "The Atomic Many-Body Problem" at Argonne National Laboratory, Argonne, Ill., Sept. 9.

Carl L. Stam, was selected to participate in a scholarship conductor program sponsored by the Association of Professional Vocal Ensembles. He then attended the National Conductors Workshop held in Philadelphia, Pa., July 5-19.

James P. Sterba, professor of philosophy, presented the keynote paper titled "The U.S. Constitution: A Fundamentally Flawed Document" at a conference on the U.S. Constitution held in Southern Connecticut State University, New Haven, Conn., May 8-9. He also presented a paper titled "Feminist Justice" at the meeting of the International Society for Social Philosophy at Charlotte, N.C., June 4-7.

J. Kerry Thomas, Nieuwland professor of science, gave the following invited talks at the American Chemical Society meeting in New Orleans, La., Aug. 30 - Sept. 4: "Adsorption of Materials on Clays and Their Photochemistry" in the symposium on chemical and biochemistry detoxification of hazardous work; "Polymerisation on Surfactant Systems and Their Resultant Photochemistry" in the symposium on polymerisation in organised media; "Factors Controlling Movement Leading to Chemical Reaction in Various Media" in the symposium on characterisation and application of membrane kinetic agents: recent advances; "Hydrophobically Modified Polymers" in the symposium on water soluble and water swellable polymers; "Characterisation of Polymers by Photo-physical Methods" in the symposium on characterisation of polymers by fluorescence techniques.

Kwang-Tzu Yang, Hank professor of aerospace and mechanical engineering, attended the 28th Annual Heat Transfer Conference and presented a paper titled "Characterization of Permeable Beds in Steady Flow" (coauthored with Mihar Sen, associate professor of aerospace and mechanical engineering) held in Pittsburgh, Pa., Aug. 8-14. He also presented a seminar titled "Fire and Smoke Spread in Confined Spaces" at the National Research Laboratories, Washington, D.C., Aug. 15.

deaths

Paul R. Moo, 66, professor emeritus of law, July 22.

Walter L. Shilts, 84, professor emeritus of civil engineering, July 26.

Rev. Niels K. Rasmussen, O.P., 52, associate professor of theology, August 29.

documen- tation

inaugural address

Delivered by Rev. Edward A. Malloy, C.S.C., President of the University, at the Inauguration Ceremonies held at the Joyce Athletic and Convocation Center, September 23, 1987.

Ladies and gentlemen; members of my three families -- the Malloys, the Congregation of Holy Cross, and the broad Notre Dame family; distinguished guests from the Church and academy; friends. Welcome to Notre Dame on this joyous occasion. Institutionally and personally it is a time of passage and transition, a wonderful opportunity to celebrate our life together. I invite you to pause with me in the midst of these engaging festivities to ponder and to dream awhile about the challenges and opportunities that lie ahead.

I would like to begin these reflections with a word of tribute and praise for two extraordinary priests -- Father Theodore M. Hesburgh, C.S.C., and Father Edmund P. Joyce, C.S.C. Ted Hesburgh served the University for 35 years as its President and chief visionary. He led us through an unprecedented era of academic and physical growth while also functioning as a moral guide for the nation and the world. Over that same span of time Ned Joyce was the indispensable person behind the scenes who husbanded the available resources, kept the institution fiscally sound, and even found time to attend a game or two. Both of these men have been a great source of support for me in recent years and I am pleased that they will continue at the University with a new set of responsibilities.

It seemed appropriate some ten months ago after my election as President to solicit from you the members of the Notre Dame community your appraisal of the strengths and weaknesses of the University at this moment in its history. In departmental and college-wide meetings, in open fora in the dormitories, in administrative sessions at all levels, through letters, reports, and on-site visits, you have generously shared your hopes and concerns, your suggestions and criticisms with me and the other members of the central administration. On the basis of this cumulative evidence, as well as my own experience of the place and its people, I offer the following sketch of Notre Dame as we approach the 1990s.

These reflections will be divided into two major parts. First, at the level of institutional self-definition and identity I will make five central claims. Then, secondly, I will turn to immediate needs and priorities of the institution. I hope thereby to provide both a general, philosophical perspective and a clear description of what yet remains to be achieved.

I. Institutional Self-Definition and Identity

Five Proposals

Let me begin then with five proposals with regard to Notre Dame's self-understanding and identity.

1. Notre Dame is a university. It is essentially a center for scholarship and learning.

As a university, Notre Dame is an academic institution where the humanities, science and technology, the fine arts, business, the social sciences, and law can all be pursued with reason and passionate intensity. There is an intrinsic worth to this task which both teachers and students can find self-validating and personally rewarding. Indeed, a university is a bold reminder that the human spirit of curiosity and wonder is irrepressible. In the laboratory, on stage, at the computer terminal, amidst a shelf full of books, wherever learners gather, a university sparkles and generates an energy that can captivate and enthrall. Clearly, its work touches the core of human meaning and purpose.

In addition to the intrinsic value of the efforts of professors and students alike, a university also serves the broader society of which it is a part. It requires high levels of expenditure and sufficient freedom to concentrate on its primary mission. At any given moment it is subject to legislation, litigation, and external pressures from many sources. Surely a university cannot function well unless it musters the support, philosophical and financial, of the constituencies that have called it into being. Today this entails accreditation and periodic review, the establishment and funding of endowments, and the structuring of the collective effort for maximum effectiveness.

At Notre Dame, and throughout higher education, one of the great challenges is to find the proper balance between the demands of teaching and the demands of research. Teaching and research are indispensably linked together in a university setting. Yet each institution charts its own course and fosters a climate which may give priority to one or the other.

Teaching is best seen as a highly personal interaction between professor and students. It is not acceptable at Notre Dame to engage in it in a perfunctory or indifferent fashion. Our students deserve a total commitment of their mentors to providing a lively and stimulating educational environment. In the full sense of the term, teaching is a "vocation," a "calling." It is a privilege to be entrusted by society with responsibility for the intellectual, esthetic, and moral growth of the next generation.

Research, on the other hand, is a rather solitary and unpredictable pursuit. It increasingly requires sophisticated instrumentation, high quality libraries and computing facilities, and external support for both researchers and graduate students. It is necessarily expensive and ever pressed by new problems and unpredictable lines of exploration. It is in this area of its academic life that Notre Dame has made the greatest strides in the last two decades under the leadership of Provosts James Burtchae II, C.S.C., and Timothy O'Meara. There is no turning back. We must enthusiastically embrace our potential as a major research institution and we must define those areas of scholarly pursuit where we at Notre Dame are especially well suited to make a lasting contribution. In a number of instances, it will be through our institutes and centers that our research excellence will be most visible to the broader academic community.

As a university, teaching and research both count at Notre Dame. Our standards are high but so are the rewards.

2. Notre Dame is a "Catholic" university. Its distinctiveness as a religious institution is its greatest strength.

In 1967 when the University moved from ownership by the Indiana Province of the Congregation of Holy Cross to a lay board of control, it was specified in the Statutes of the University that "the essential character of the University as a Catholic institution of higher learning shall at all times be maintained, it being the stated intention and desire of the present Fellows of the University that the University shall retain in perpetuity its identity as such an institution (V,e)." At that same time special encouragement was provided for a continuing and critical role for the members of the Congregation of Holy Cross in the intellectual, pastoral, and administrative functions of the University.

In an earlier era the Catholicity of Notre Dame could simply be presumed. It seemed guaranteed by its ownership by a religious community, by the force of its history, and by the overwhelmingly Catholic background of its students and staff. However, new circumstances have arisen and to some the rationale for Notre Dame's religious distinctiveness is not readily apparent.

In the face of these misgivings I want to assert with deep conviction that the Catholicity of Notre Dame is both a gift and a responsibility. To me there is nothing inherently incompatible between academic excellence and the life of faithful discipleship. The Church of Thomas Aquinas and Bonaventure, of Theresa of Avila and John of the Cross, of Dante, Michelangelo, Gerard Manley Hopkins, Flannery O'Connor, and Walker Percy, can surely boast that it is at home with the things of the mind and the heart.

Notre Dame will continue self-consciously and proudly to proclaim itself to be a Catholic university. In one sense, this distinguishes it from secular and nondenominational colleges and universities with different missions. More pointedly, the Catholic identity builds on the historical connection to the Roman Catholic Church and its cultivation of the great transcendental values of truth, beauty, and goodness. It presupposes that a life given over to learning and scholarship can be a valid route to God.

In another sense, Notre Dame's Catholic character is a call to be a community, a kind of external family where individuals from all backgrounds and of every faith can both feel at home and be prized for the special contribution that they make. It is a call to cultivate a spirit of honest and open exchange, always in a valuing context.

Notre Dame rightly continues to maintain a core curriculum, including required courses in philosophy and theology. It provides numerous opportunities for worship, prayerful reflection, and social service. Furthermore, it makes special demands on its students and those responsible for their education. This includes a proper sense of responsibility for one's conduct and for those matters which affect the common good. In all of these ways it tries to attend to the whole person -- intellectual, moral, and spiritual.

Notre Dame is a Catholic university. It preserves the heritage of Father Edward Sorin, C.S.C., its founder, with confidence and trust.

3. Notre Dame is a community. It must therefore attend with care and compassion to the well-being of all its constituents.

There has always been a special feel about this place called Notre Dame. Much of its sense of community is forged initially in the residential life of the students. In fact each dorm has its unique traditions and characteristic spirit.

The mystique of Notre Dame, its pervasive spirit of togetherness, is an intangible reality. At its best, it takes the form of a priority for persons, a concern for the inner world of colleagues and companions. It is the breeding ground of life-long friendships and uncommon loyalty to the institution as a source of continuing nurturance. It is manifest most tangibly in times of celebration or crisis, the turning points of life. The creation of community at Notre Dame is a family-like thing, the wish that there be no strangers.

Yet, like all families, we also suffer our misunderstandings and disputes. At times, we neglect the needful in our midst, we stereotype minorities, and we treat with disdain those flauntingly different. We regretfully allow gender or race or status and rank to fracture our commonality and drive us apart. In recognition of this inconsistency and harm, we ever need to acknowledge our failure and move to reform our common life.

Notre Dame is and must be a community. For only thus can it be true to its call.

4. Notre Dame has a mission of service to society and the Church. This mission is primarily intellectual and academic, but it builds upon concrete experience and overflows from theory into committed practice.

There are presently 235 colleges and universities in the system of Catholic higher education in the United States. This is an impressive reservoir of talent, energy, and research capacity. Among these institutions, Notre Dame has, I think, its own special role to play in the collective outreach to society and the Church.

Society has a right to expect from us a continual stream of thoughtful and well-trained men and women who can exercise leadership in the workplace, in the social world, and in all of those private and public organizations and agencies that promote the common good. These graduates should be literate and cultured, appreciative of the humane uses as well as the limits of science and technology, able to criticize the status quo yet knowledgeable of history and the proper function of law. As the quality of research and scholarship at Notre Dame progressively improves, we stand as a great resource for society much the same as other major universities, private and public.

In a related way, the Church should find in us a conducive environment to do its thinking. What better place to explore the mysteries of the life of faith, to preserve and interpret the testimony of Scripture and theological tradition, and to ponder the power of prayer and sacrament? We have among us exegetes and ethicists, liturgists and Church historians. There is also the ongoing witness of adult practicing Christians, married and single, grappling to make sense of sin and forgiveness, to practice in daily terms the virtuous triad of faith, hope, and love, and to be responsible citizens in a complex, stressful world.

As has always been the case, the best theory is forged in the crucible of experience. Thus, we at Notre Dame have structured opportunities for concrete involvement in the social, political, and ecclesial orders. Through internships and summer study, through foreign study centers, and through the umbrella of organizations affiliated with the Center for Social Concerns, we provoke the awareness of faculty and students alike. The mission of service begins in the activity of some among us. But their experience of the plaintive cry of the poor and disheartened returns to the classroom and research project to seek a better and more just way.

In the commitment to justice and peace, in efforts at spiritual and moral renewal, Notre Dame has a mission to society and the Church.

5. Notre Dame is an open forum where diverse viewpoints can be freely and critically discussed. A unique opportunity presently exists to focus on the moral and ethical dimension of contemporary life.

The American system of constitutional government provides protection for certain freedoms deemed essential for the well-being of its citizens. Among these protected rights are freedom of speech and freedom of religious practice. In the sphere of higher education a deeply rooted tradition has developed of academic freedom with its correlative system of tenure for faculty.

At Notre Dame the "Academic Articles" of The Faculty Handbook specify explicitly that freedom of inquiry and freedom of expression are to be safeguarded (III, 2). Each category of participant in the University community has both rights and obligations under this formulation. The freedom to teach and to learn, to publish and to speak, are essential components of this notion of academic freedom.

There are some risks associated with both academic freedom and faculty tenure. They can be the pretext for demagoguery, ideological carping, or a lack of accountability for ongoing preparation and performance. Particularly in a religiously-affiliated institution, there can be fear that the authentic teaching of the Church will be misrepresented or subject to unsympathetic critique.

Yet it is crucial to remind all observers of this unique system of higher education in America that the life of learning and scholarship have flourished here. This includes Catholic colleges and universities which have found that a plurality of perspective and methodologies enriches the search for more adequate ways of articulating the truth about the natural order, the human condition, or the divinity. Conflict, controversy, and bracing debate are often the precondition for resolution of the more harrowing and perplexing issues of the day.

Notre Dame's institutional commitment to the principle of academic freedom situates us well to focus on the moral (descriptive) and the ethical (prescriptive) dimensions of contemporary life. Here we can explicitly make references to the central values of the Judeo-Christian tradition -- respect for life in all its forms, compassion for the neighbor in need, peacemaking, and the inviolability of marriage and family life. But we can do more than simply exhort. We can also explore the full meaning of ethical notions like personal integrity and corporate responsibility. Together we can amicably disagree about nuclear deterrence and test tube babies, economic justice, and global pollution. Because we believe that the truth will prevail in a context of honest debate and good-willed searching, we can avoid forming into hostile camps or settling into the quicksand of utter moral relativism.

Notre Dame must remain an open forum where diverse viewpoints can be freely and critically discussed.

II. Institutional Needs and Priorities

I have given five proposals with regard to institutional self-definition and identity. I realize that my comments have been rather general and philosophical. In a briefer compass now I would like to convey a sense of specific institutional needs and priorities.

1. Structure -- The University has been well served by its Lay Board of Trustees and by its Alumni Board and various Advisory Councils. The Academic Council and the Faculty Senate, as well as Student Government, are further vehicles for involvement of a wide cross-section of the University community in consultation and policy formulation. We in the new administration hope to elicit even greater levels of participation through these respective structures. We will make every effort to sustain regular communication and know people by name. There are certain prerogatives in decision-making which statutorily belong to the officers of the University. This rightful division of function should never be an excuse for an imperious style of administration. Notre Dame has been blessed through the years by a spirit of cordiality among faculty, students, staff, and administration. We will do all we can to see that this desirable state of cooperation continues.

2. Student Life -- Notre Dame has 24 dormitories and other housing for married students adjacent to the campus. For a variety of reasons, there is a real need for additional housing on campus for both undergraduates and graduate students. During the course of this academic year, a special task force will report back on issues related to residentiality at Notre Dame -- the living facilities, the role of hall staffs, standards of conduct for students, the quality of support service for students, and the relationship between residential life and the academic mission of the University. In related matter another task force will make recommendations with regard to the use and abuse of alcohol. I personally live in a student dormitory as do a number of other major administrators. Our students are the lifeblood of the institution. I hope that this physical and pastoral presence signals the high priority that we will give to the recommendations of these task forces.

3. Minorities -- We face a severe crisis in this nation with regard to racial and ethnic minority access to, and participation in, higher education. This applies not only to students but also to faculty, staff, and administration representation. Nothing but a united effort by educational, business, and government leaders will ameliorate the situation. It will require a costly and emotionally wrenching change of accustomed attitudes and modes of procedure. Justice demands that we act decisively and with real conviction.

The administration is presently discussing the twelve recommendations contained in the recently issued Report of the Notre Dame Committee on Minority Students. I assure you that we will give highest priority to this matter.

4. Women -- In the course of the last 15 years, Notre Dame, a formerly all-male institution, has made a remarkably smooth transition to a fully co-educational environment. This change has brought a needed richness and diversity to the University. Over the next four years we will expand the percentage of female students in the undergraduate population. We are also working hard to recruit female faculty members in all disciplines and to promote women to positions of administrative responsibility.

But there is a related matter that we must also examine. It has to do with our understanding of gender and the roles and functions that our male and female students project for themselves after graduation. In order to help us come to grips with the sweeping societal changes already underway, including the support structures available within the

University, a task force on marriage, family, and other life commitments will issue a report by March of this academic year. This will be a great opportunity for all of us to think through one of the most fundamental issues facing society and the Church.

5. Athletics -- Notre Dame has a proud heritage and long-established tradition of participation in intercollegiate athletics. Today, however, we face a new world with its own set of challenges and opportunities. On September 8, 1987, I issued a "Statement on Intercollegiate Athletics" at a meeting of coaches, athletic and academic administrators, and student affairs personnel. The paper itself covers our academic standards and expectations, the standards of conduct for student athletes, and the role of the coaching staffs and athletic administrators.

Let me quote from the concluding lines of the statement, "In sum, as an institution, we will pursue a standard of achievement in athletics consistent with our overall purposes as a university. We will attempt to excel in every form of intercollegiate athletics, but not at the price of distorting our primary role as educators and moral guides. If we discover instances of misjudgment or abuse, we will strive speedily to rectify the situation.

We remain confident that Notre Dame and other institutions with similar values and goals can lead the way and shape a worthy standard for the special enterprise of intercollegiate athletics."

6. The Strategic Moment Campaign -- On the dramatic closed circuit telecast last May, which included Father Ted Hesburgh's farewell address as University President, the formal announcement was made of the Strategic Moment Campaign and its goal of \$300 million. The Campaign targets include, as the number one priority, endowment for the student financial aid; also chaired professorships; construction and renovation of facilities; and support for our institutes and centers. Each of these goals is critical for the future well-being of the University. But a special word needs to be said for two less glamorous but absolutely essential goals: the major upgrading of our computer facilities and increased support for University Libraries. All of us in the administration are gratified by the success of the Campaign so far. We pledge to you that we will be relentless in our efforts to gain the desired levels of financial support.

III. Conclusion

There are many other needs and priorities of which I could speak. These include a major push in the fine arts; an expansion of the international and intercultural dimension of our education; the role of Campus Ministry; the place of continuing education; support for Notre Dame Press and our various publications. But these will have to wait for another day.

I have spent much of my adult life at Notre Dame. As a priest of Holy Cross I have enjoyed my previous forms of service at the University. Along the way I have made most of my close friends, a number of whom are here this afternoon. I believe that Notre Dame has a providential mission to play as a Catholic university. I am deeply honored to be its President. In God's good time, under the patronage of Our Lady, Notre Dame, may our collective efforts bear fruit. Thank you very much.

statement on intercollegiate athletics

(The following Statement on Intercollegiate Athletics was the basis of a presentation by Father Malloy on Sept. 8, 1987, to an audience made up of academic administrators, members of the Student Affairs staff, coaches, and Athletic Department personnel.)

Notre Dame has a proud and long-established tradition of participation in intercollegiate athletics. Today, in 1987, we face a new world with its own set of challenges and opportunities. It seems appropriate in the first year of my presidency that I articulate as clearly as I can the central values and expectations, as well as the supporting structures, that will guide our institutional participation in intercollegiate athletics in the coming years.

(1) Academic

We are a University dedicated to the mission of providing the highest quality education for all of our students. Individuals come to us to develop their God-given talents and to open up new possibilities in their future lives. We expect that while they are with us they will learn how to think more acutely, how to comprehend the promise of science and technology, how to appreciate works of beauty, and how to interact socially with skill and discernment. We want to put them in touch with the wisdom of our culture and religious heritage and help them to experience the diversity and interdependency of the human family.

For any of these tasks to be engaged in successfully a certain level of ability and preparation is required. Even for those well-suited by training and endowment the adjustment to the rigors of academic life in a highly competitive university setting may be difficult.

Basic principles:

(A) No student athlete will be accepted into the University who does not possess, on the basis of the best available testing instruments, the capacity to complete successfully a baccalaureate degree at Notre Dame.

(B) Once the University admits a student athlete it pledges that it will make every effort to provide proper academic counsel and support.

(C) In the arrangements of schedules for practice and competition, every effort will be made to minimize conflicts with the class schedules and academic assignments of student athletes. Special attention will be paid to the rhythm of the academic year and the particular importance of final examinations.

(D) The normal expectation is that student athletes will maintain the appropriate sequence of courses and a high enough grade point average to graduate in four years (including summer schools). If academic programs or personal circumstances dictate otherwise, this should be recognized as an exception.

(2) Student Life

The student athlete is first of all a student. Each one is held to the same general standard of conduct as any other student.

Basic Principles:

(A) Student athletes are subject to all University guidelines and rules printed in the student handbook Dulac. Enforcement of these rules is entrusted to the Student Affairs staff according to standard procedures of judicial review.

(B) As a highly residential University where the majority of students live on campus, student athletes will normally live in dormitories. However, there will be no separate dormitories or sections of dormitories restricted to student athletes. The goal is to have a complete integration of student athletes into the student body.

(C) Because of the manifest harm connected to drug use in our society, particular attention will be given to providing education and counsel for all students and student athletes with regard to this matter. Whenever circumstances warrant it, there will also be random, unannounced drug testing for student athletes. The results of these tests will be dealt with according to a previously established policy made known to all student athletes.

(D) Chaplains will regularly be provided for our athletic teams. Their duties will include pastoral care and liturgical service for athletes and coaches.

(3) Coaching Staffs

Coaches are primarily teachers. They share with members of the faculty the responsibility to educate and train the students entrusted to them. Pedagogical methods and level of supervision will vary from sport-to-sport and according to rank. The University community should accord coaches the respect they deserve as co-sharers in the overall educational mission.

(A) The Executive Vice President, in consultation with the Faculty Board and the Athletic Director, is responsible for the hiring of coaches. Normally, coaches will be hired for a specified period of time. The University expects to fulfill its responsibilities under these employments.

(B) Coaches are expected to abide by the highest standards of personal conduct. They have the opportunity to influence the student athletes not only by the values they espouse but by their manner of life as well.

(C) Coaches are expected to appreciate the importance attached to academic life in the Notre Dame experience and to express this appreciation in all activities associated with the recruitment, education, and participation of students in varsity and non-varsity athletics.

(D) Coaches are held to the guidelines and rules agreed upon by the member institutions of the NCAA. This applies to recruitment, financial aid, team discipline, and other related matters. Any violation of these standards will be treated with utmost seriousness.

(4) Athletic Administration

The Athletic Director and his staff are directly responsible for the administration of the athletic programs at Notre Dame. The Athletic Director reports to the Executive Vice President.

Basic Principles:

(A) Notre Dame will endeavor to maintain a high-quality, competitive athletic program consistent with its heritage. If and when problems arise, public accountability will be given consistent with principles of justice and due process.

(B) The total athletic program of the University will generate sufficient funds to be self-supporting. This should never be done to the detriment of the integrity of the institution or its identifiable priorities. There will be no booster clubs or other such entities outside of the direct control of the athletic department. The annual operating budget and the ongoing financial activities of the athletic department will be subject to the same review and approval process as are all other operating units of the University.

(C) A full athletic program, consistent with the financial resources available and the overall academic program of the University, will be provided for men and women student athletes.

(D) Coaches and athletic department personnel will, insofar as possible, reflect the racial, ethnic, and gender diversity of both the broader University community and society at large.

(E) Non-varsity athletics will be provided sufficient support to enable every student to have the opportunity to participate in some form of organized athletic activity.

Conclusion

In sum, as an institution we will pursue a standard of achievement in athletics consistent with our overall purposes as a University. We will attempt to excel in every form of intercollegiate athletics, but not at the price of distorting our primary role as educators and moral guides. If we discover instances of misjudgment or abuse we will strive speedily to rectify the situation.

We remain confident that Notre Dame and other institutions with similar values and goals can lead the way and shape a worthy standard for the special enterprise of intercollegiate athletics.

Rev. Edward A. Malloy, C.S.C.
August 31, 1987

opening mass homily

A Homily preached by Timothy O'Meara, Provost of the University, in Sacred Heart Church on Sunday, August 30, 1987, at the Mass opening the 146th Academic Year.

* * *

My Dear Friends and Colleagues,

From its earliest days the University of Notre Dame has celebrated the opening of the academic year with a special mass to praise God and thank Him for His many blessings. Even as far back as 1869, before this church was built, the great bells which we heard this morning rang out the promise of the new year. According to an eloquent news item written in the high-flown prose of the time:

The propitious and impressing "Mass of the Holy Ghost" with which the scholastic year always opens, has been sung. It was announced by the rich chime bells heard for many miles around: classes are in full operation, and the prospect of a happy year was never greater. May the salutary influence of the University be felt with a thousand times augmented force, and may every name entered on the list of 1869 shine as a bright star in the history of our beloved country.

The Notre Dame Scholastic

Today, in celebrating the mass of the Holy Spirit, we affirm once again our trust in God as we continue to change and grow, especially so this year as Father Malloy assumes the presidency of Notre Dame.

While the coming of a new academic year and a new president presents us with challenges and expectations for the future, it also marks a point of continuity with the past: with our humble beginnings in 1842; with all those priests, sisters, brothers, laypeople, teachers, scholars, and researchers who labored to build this university; and with each generation which nurtured its life and established the great traditions which we reaffirm here today.

These were all individuals with varied talents, diverse backgrounds, personal prejudices, joys, and sorrows. But the common threads which pass from one generation to the next are the ideals to which we all bind ourselves in our Christian community. And it is through the Holy Spirit that we find the strength to keep alive the ideals which we proclaim.

The readings of today, the 22nd Sunday of the year, give us an opportunity to reflect on several of these ideals which are intrinsic to our own personal lives and to the life of Notre Dame.

+ + +

The first two readings have a special meaning for a university in the modern world. Jeremiah tells us of his problems and his headaches with the people of Judah as he prophesies their captivity by the Kingdom of Babylon because of their idolatrous ways. He is mocked and ridiculed. Out of fear, he tries to remain silent, to keep the Truth within himself. He is tortured by his own silence as he tells us:

"But then it becomes like fire burning in my heart,
imprisoned in my bones;
I grow weary holding it in,
I cannot endure it."

In the end he is forced to proclaim the Truth -- for which he finds himself abandoned in jail.

In the second reading Paul tells us:

"Do not conform yourselves to this age,
But be transformed by the renewal of your mind,
So that you may judge what is God's will,
What is good, pleasing, and perfect."

Thus in the Old Testament reading God conveys His word to us directly through Jeremiah, while in the New Testament reading Paul asks us to share the responsibility for finding God's word through the use of reason.

For a university subject to the pressures and special interests of the modern world these two readings affirm that we must always seek the Truth and have the courage to speak it. For many concerned Catholics these words call for a revolution in American Catholic culture which will encourage rather than discourage Catholics to engage in the creative and intellectual life. For a Catholic university they are a reminder (and a reminder is needed) of a moral obligation to participate in this revolution. For you and me and for Notre Dame, they represent a calling -- like fire burning in our hearts -- to proclaim by our actions to the Church and to the secular society that learning, science, and religion can and do flourish in a university with a religious dimension in which open expression of divergent ideas is taken for granted.

+ + +

In today's Gospel Jesus describes the Christian disciple:

"If a man wishes to come after me, he must deny his very self, take up his cross, and begin to follow in my footsteps."

No wonder more than a few of these early Christians had second thoughts about following Jesus! To Peter and the disciples gathered around Jesus, it was apparent that if they were to be true believers they literally had to leave their families, their work, their security, and follow Him -- even at the risk of an untimely death.

Here we sit 2,000 years later hearing the word of the Lord in an academic environment far removed from primitive pastoral Galilee. What do these words of Jesus mean to His followers today? Their demand, I think, is total dedication -- total commitment. Our greatest temptation as individuals is to succumb to the routine and the complacency that come from academic security. After perhaps years of success in our teaching and research we may be tempted to compromise ourselves, our work, and our ideals. Today's Gospel reminds us once again to clarify our ideals and to live by them with the vigor of our youth. Our greatest temptation as a university is also complacency, the complacency that comes from smugness and self satisfaction. So too as a University community, let us recognize that now is the time to clarify our ideals and to live by them with the optimism of our founding fathers.

+ + +

I suppose that Peter in this morning's Gospel was more concerned for his own safety than for the safety of Jesus when he urged Jesus and the disciples to keep clear of the city of Jerusalem. I am sure that he understands our human weaknesses all too well. Let us therefore pray to Peter so that in this new academic year and in this new era in the life of the University we will have the courage and dedication as individuals, and the commitment as a university, to do as he did and enter a new Jerusalem.

* * *

First Reading: Jeremiah 20:7-9

Second Reading: Romans 12:1-2

Gospel: Matthew 16:21-27

university libraries minutes august 24, 1987

University Committee on Libraries - Minutes of the Meeting of August 24, 1987

The meeting was called to order at 4:00 p.m. by chairperson Harvey Bender in the Conference Room of the Administrative Offices, 221 Theodore M. Hesburgh Library. Also present were members Joseph Blenkinsopp, John Lucey, Robert C. Miller, James Robinson, and W. Robert Scheidt, and secretary Vicki Maachouk.

The minutes of June 3 and July 28 were approved with corrections.

Mr. Miller gave his report as director of libraries:

New Faculty Mailing - Seven campus information units are participating with the Libraries in preparing a packet of information describing their collection and services to be distributed to the approximately 135 new faculty. This effort is in response to a June luncheon sponsored by the Libraries to which 12 campus units were invited to discuss ways to develop cooperative ventures and incorporate the catalog of their collections in UNLOC.

Inauguration - The Hesburgh Library will be closed on Sept. 23 from 2:00 to 7:00 p.m. on the occasion of Father Malloy's inauguration. The Hesburgh Library will reopen at 7:00 p.m. It has not yet been decided whether the branch libraries will be closed.

Faculty Borrowing Privileges - Four faculty have a delinquent status with the Circulation Services Department because they have not returned materials needed by another patron even though they have been contacted three to four times over approximately a three-month period. According to regulations, they now face suspension of their borrowing privileges. Prof. Scheidt asked how the suspension could be implemented and Miller replied that staff should recognize the faculty. The committee reluctantly agreed that letters must be sent to these faculty under Mr. Miller's and Prof. Bender's signatures.

Telefax Service - The telefax equipment will soon be located in the Libraries' Administration Offices, 221 Hesburgh Library. Although the primary function is to facilitate rapid Interlibrary Loan, the equipment may also be used for professional and personal mail according to the following guidelines:

Sending mail

Faculty/administrative/student requests relating to Notre Dame are free if available on Suvon or carry a \$5.00 charge per non-Suvon transmission (1-10 pages) sent to or from any ONE location. Private or personal requests from any individual, company, or organization will cost \$10.00 per transmission (1-10 pages).

Receiving mail

Patrons receiving mail will be informed of its arrival by phone within four hours or by mail if the patron cannot be reached within that time period. There is no charge for Notre Dame faculty, administrators, staff, and students. For all others there will be a \$10.00 charge per transmission.

Timing

Transmissions will usually be once per day, Monday - Friday, with a 24-hour turn around time for the four Indiana state libraries. Rush requests will be sent within two hours of receipt, Monday - Friday, 8 a.m.-5 p.m.

The policy statement outlining in detail these guidelines is available from the Libraries' Administrative Offices (Ext. 5252).

Library Goals 1988-89 - These goals were distributed to committee members. They incorporate input from the University Libraries' Planning Day, UCL members, and the Libraries' Executive Committee.

UNLOC - The online catalog is up and being used. Miller offered to give committee members a demonstration after the meeting. Prof. Bender asked what is the situation with the consortium of BLIS users, the vendor Notre Dame almost contracted with and who subsequently went bankrupt. Miller said he heard that there are difficulties, with one or more members considering dropping out. That might endanger the whole project.

State Network - Miller will meet in Indianapolis on Aug. 25 with state libraries to discuss a state network of libraries. He will inform the committee of the results at its September meeting.

Prof. Bender then invited questions about UNLOC. Prof. Scheidt asked whether Keyword/Boolean searching was available yet. Miller replied that it is operating on the test database now and is expected to be up on the main database for patron use next week. Prof. Bender asked what provisions there are for instructing faculty and students on UNLOC. Miller said there are three major approaches. Freshmen will receive an introduction on their orientation tours and will be encouraged to attend an evening class. Even-

ing classes will be offered to undergraduates and anyone else who wishes to attend, three times a week, beginning Sept. 1 through Nov. 19. Faculty will be offered instruction through bibliographers and liaison officers. Asked where terminals are located, Miller replied that each branch library has three terminals, except Math which has two. The first floor of Hesburgh Library has 14 and the second floor has four. The hardwire terminals in Decio are connected to the IBM 3033. Prof. Bender commented that mid-term will see heavy use of the system. Miller agreed and added that the heavy use will affect the system, but how visibly is not yet known.

Miller announced that the Administrative use of the IBM 4381 is decreasing, as the Development Office will be moving onto the Hewlett Packard. The Administration's Hewlett Packard computers are moving into the computer space in the basement of the Hesburgh Library because there is no room for equipment expansion in the Administration Building.

Turning to the meeting calendar for the coming year, Prof. Robinson suggested that a tentative schedule for the fall semester be set, but that a final schedule be determined at the next meeting when academic schedules are better known. Tentatively UCL will meet on the second Wednesday of each month, beginning Sept. 9. Prof. Blenkinsopp announced that he will be absent for the spring semester and will identify a temporary replacement.

Miller announced that the Libraries' Advisory Council will be visiting campus the weekend of Nov. 6. There will be a mass of thanksgiving that morning in the Hesburgh Library Auditorium for all library benefactors.

Next order of business was the election of a chairperson. Prof. Lucey nominated Prof. Bender and he was reelected chair by acclamation. Prof. Bender thanked the committee and noted with pleasure the presence of Prof. Robinson at the meeting, looking quite fit following his operation. Prof. Robinson thanked Prof. Bender for his visit during his convalescence and for the cheerful balloon.

The meeting was adjourned at 4:50 p.m.

Respectfully submitted,

Vicki Maachouk
Secretary

erratum

The Summer Commencement Address was printed in Notre Dame Report #2, page 69 without the following acknowledgment:

Address given at the Notre Dame Summer Commencement, July 31, 1987, by Prof. Catherine Mowry LaCugna.

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current publications and other scholarly works

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notre dame report

An official publication of the University of Notre Dame, Department of Public Relations and Information. Individual copies are available in the Notre Dame Hammes Bookstore at 50 cents each. Mail subscriptions are \$10 per year. Back copies are available through the mail at 70 cents each.

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