

# notre dame report

## contents

### the university

- 159 Faculty Check Distribution
- 159 Arts and Letters Minority Student Advisor
- 159 Economical Use of Energy at ND

### faculty notes

- 160 Appointments
- 160 Honors
- 160 Activities

### advanced studies

- 163 Information Circulars
- 163 --The S&H Foundation The S&H Foundation Lecture-ship Program 1980-1981 (No. FY80-82)
- 164 --National Institute of Education Teaching and Learning Research Grants (No. FY80-83)
- 164 --Department of Transportation Faculty Fellow Program (No. FY80-84)
- 164 --National Science Program Research in Science Education (No. FY80-85)
- 165 --National Endowment for the Humanities Higher Education Humanities Programs (No. FY80-86)

- 166 --National Endowment for the Humanities Humanities Institutes Grants (No. FY80-87)
- 166 --National Science Foundation Ethics and Values in Science and Technology (No. FY80-88)
- 166 --National Science Foundation International Travel Grant Program (No. FY80-89)
- 166 --Department of the Interior Office of Water Research and Technology Research and Development Proposals (No. FY80-90)
- 166 --National Science Foundation Applied Social and Behavioral Sciences Research Initiation (No. FY80-91)
- 167 --American Accounting Association Coopers & Lybrand Progress in Accounting Education (No. FY80-92)
- 167 Current Publications and Other Scholarly Works
- 170 Monthly Summary
- 170 --Awards Received
- 171 --Proposals Submitted
- 172 Summary of Awards Received and Proposals Submitted
- 172 Closing Dates for Selected Sponsored Programs

(continued on inside back cover)

79-80

November 30, 1979

number 6

# the university

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## faculty check distribution

As the University traditionally distributes December faculty payroll checks prior to Christmas, faculty checks will be distributed on Dec. 21.--Bro. Rodney Struble, C.S.C.

## arts and letters minority student advisor

Kathleen Maas Weigert, assistant dean in the College of Arts and Letters, has recently been assigned Advisor to Arts and Letters Minority Students by Dean Isabel Charles. In this capacity, Weigert will work closely with Edward Blackwell, acting director of the Black Studies Program and director of Minority Student Affairs. All minority students are encouraged to stop in and meet Prof. Weigert in her office in 101 O'Shaughnessy Hall.

## economical use of energy at nd

Notre Dame had the lowest energy cost per square foot of 15 Midwest universities surveyed on energy quantity and cost for fiscal year 1979.

According to the report, compiled by the University of Illinois, Notre Dame spent 45 cents per square foot for energy, compared to an average of 71 cents for all of the institutions, which included nine of the Big 10 universities.

The report also indicated that energy conservation efforts during fiscal 1979 saved Notre Dame about a quarter of a million dollars. Most of the savings can be attributed to installation of an automated heating control system for 21 residence halls on campus, using a \$1.6 million loan from the Department of Housing and Urban Development.

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# faculty notes

## appointments

Richard Bishop, a former aid officer and auditor from the Boston area, has been appointed to the position of assistant director of financial aid.

Rev. Joseph H. Carey, C.S.C., former director of vocations for the Indiana Province of the Holy Cross Fathers, has been named a financial aid counselor.

Rev. Oliver F. Williams, C.S.C., assistant professor of theology, has been named the chairman of the joint Philosophy/Theology/Business Committee on Values.

## honors

Astrik L. Gabriel, part-time professor emeritus in the Medieval Institute and director of the Frank M. Folsom Ambrosiana Microfilm and Photographic Collection, has been re-elected a member of the editorial board of the Analecta Praemonstratensia, a historical review of the canons of Premontre, headquartered in Belgium.

Sonia G. Gernes, assistant professor of English, has had three previously published poems that have been chosen to reappear in various anthologies: "Practicing" in the Anthology of Magazine Verse and Yearbook of American Poetry, "Auction" in Windows: Poems of Widowhood, and "Back Home in Indiana" in Centering, an anthology of poems about Indiana.

Richard J. Hunter, assistant professor of management, has been elected to the board of directors of the University Club (Notre Dame). Hunter also has been elected to the board of directors of the Catholic Association of Student Councils.

Albert H. LeMay, assistant professor of modern and classical languages, was named chairman of his section, Spanish II: Peninsular Literature after 1700, of the Midwest Modern Language Association at its 21st annual meeting held in Indianapolis, Ind., Nov. 8-10.

## activities

Jose Anadon, associate professor of modern and classical languages, read a paper, "Cronistas Chilenos del XVII en los Protocolos Virreinales del Perú," at the Instituto Nacional de Cultura, Archivo General de la Nación in Lima, Perú, on Oct. 20.

Teoman Ariman, professor of aerospace and mechanical engineering, attended the 5th International Conference on Structural Mechanics in Reactor Technology in Berlin, Germany, Aug. 13-17 and presented the following papers: "On Seismically Induced Vibrations of Pressure Vessels with Cutouts and Cracks," "Thermohydraulic and Thermal Stress Aspects of a Porous Blockage in an LMFBR Fuel Assembly," and "Thermal-Hydraulic and Structural Safety Analysis of SLSF P3 Experiments." He also chaired a session entitled "Stress Analysis in Steel Reactor Pressure Vessels."

Peri E. Arnold, chairman and associate professor of government and international studies, presented a lecture, "The Theory of Reorganization," as part of a series titled "Making Government Work," sponsored by the Center for Public Policy Studies of Tulane University, New Orleans, on Nov. 1.

Donald N. Barrett, associate professor of sociology and anthropology, made a formal presentation to the full Board of Directors of the Northern Indiana Health Systems Agency in Plymouth, Ind., on Sept. 26 and for the first time in the nation such a board voted full approval of Natural Family Planning programs in its two health plans. On Oct. 5 Barrett presented a research report, "Determinants of Household/Family Size and Migration in Colombian Barrios," at the 50th anniversary meeting of the Indiana Academy of Social Sciences at Indiana University, Bloomington. On Oct. 9 at Bethel College, Mishawaka, he gave an invited presentation to faculty and students on "The Sociology Curriculum and Careers."

Joseph P. Bauer, associate professor of law, testified before the Senate Committee on the Judiciary on S. 1246, the Energy Antimonopoly Act of 1979, on Oct. 22.

Linda S. Beard, assistant professor of English, chaired a panel entitled, "Mirror Images in Black: The 'Other' in African, Caribbean and Black American Literatures" at the annual meeting of the African Studies Association in Los Angeles, Oct. 31-Nov. 3.

James O. Bellis, associate professor of anthropology and sociology, was a panel member for a discussion on "What is a Significant Cultural Resource?" at the 11th Annual Indiana

Conference on Historical Preservation held on the campus of Indiana University-Purdue University at Indianapolis, on Oct. 12.

Joseph Blenkinsopp, Jr., professor of theology, responded to the leading paper at the William Rainy Harper Conference on Biblical Studies at the University of Chicago, on Oct. 3-5.

A. Robert Caponigri, professor of philosophy, spoke on "The Legacy of *Aeternis Patris* at the First World Congress on Christian Philosophy at the University of Cordoba, Argentina, on Oct. 22. On Nov. 17 Caponigri spoke on "The Common Language of Many Arts" for the American Society of Religion, religious art section, at New St. Peter's Church in New York City.

Daniel Chipman, associate professional specialist in the Radiation Laboratory, presented a seminar, "Electronic Structure of Water" at Wabash College, Crawfordsville, Ind., on Nov. 13.

George B. Craig, Jr., Clark Professor of Biology, gave the Charles Franklin Craig lecture to the American Society of Tropical Medicine and Hygiene which met in Tucson, Ariz., Nov. 14-16. The subject: "Incriminating the Vector is Not Enough."

James M. Daschbach, professor of aerospace and mechanical engineering, presently on sabbatical leave at the National Defense University in Washington, D.C., presented two seminars for the Reserve Components National Security Course sponsored by the National Defense University and held in Vandenberg Air Force Base, Calif.: "Introduction to Defense Analysis" on Nov. 7 and "Critique Case Study" on Nov. 9.

Jay P. Dolan, director of the Center for the Study of American Catholicism and associate professor of history, was an invited participant in a conference on the dynamics of modern industrial cities held at the University of Connecticut, Storrs, Conn., Sept. 28-29.

Msgr. John J. Egan, special assistant to the President and director of the Center for Pastoral and Social Ministry, spoke on "The Act of Social Justice is Organizations" to the Michigan Avenue Community Organization, Detroit, Mich., on Nov. 4. Egan spoke on "Issues on Social Ministry for the 80s" at the Massachusetts Fair Share Convention in Boston, Nov. 9 and on "The Church's Role in Social Action" for the Wilmington United Neighborhoods in Wilmington, Del., on Nov. 11.

Sonia G. Gernes, assistant professor of English, gave a paper on "Life After Life: Katherine Anne Porter's Version" at the Midwest Popular Culture Association Conference in Bowling Green, Ohio, on Oct. 11.

Alexander J. Hahn, associate professor of mathematics, lectured on "O'Meara's Methods and the Work of Callan on the Unitary Groups" at the Conference on Abstract Homomorphisms of Algebraic Groups at Pennsylvania State University, University Park, on May 31. (Editor's note: This notice was omitted from an earlier issue).

Patrick Horsbrugh, professor of architecture, delivered the keynote address, "Environics and the Synecological Disciplines as a Basis of Design" at the "'79 Michigan Landscape Architecture Days" at Michigan State University, East Lansing, Mich., on Oct. 19. Horsbrugh spoke on four issues relevant to professional development for the next decade for the Task-Force '80 Committee of the American Society of Landscape Architects at its annual meeting in New Orleans, Oct. 31. On Nov. 2 Horsbrugh spoke on the prospect of seeking the cooperation of NATO interests in the management and redesign of the marine littoral for the Committee on Regional Development and Natural Resources of the American Institute of Architects in San Francisco. Horsbrugh spoke on "Issues for the 1980s" at the Northern Regional Conference on Historic Preservation, sponsored by the Historic Landmarks Foundation of Indiana, in South Bend, Nov. 10.

A. Murty Kanury, associate professor of aerospace and mechanical engineering, presented a paper, "A Numerical Study of Interacting Transient Two-Dimensional Laminar Buoyant Plumes in a Semi-Infinite Enclosure," at the 1979 fall meeting of the Eastern Section of the Combustion Institute, Nov. 7-9, at Georgia Institute of Technology, Atlanta.

Barry Keating, assistant professor of finance and business economics, delivered a paper, "The Emergence and Effects of Industry Self-Regulation at the annual meeting of the Atlantic Economic Society in Washington, D.C., on Oct. 11.

Rev. Edward Kilmartin, S.J., professor of theology, spoke on "Early Christian Rites of Commissioning" at the 7th International Meeting of Societas Liturgica held in Washington, D.C. on Aug. 14.

James J. Kolata, associate professor of physics, presented the papers "Resonance Structure in the  $180(2+)$  yield from  $160 + 14C$ " and "A Study of the Excitation Functions of Evaporation Residues for the  $160 + 20Ne$  System" at the Knoxville, Tenn., meeting of the Nuclear Physics Division of the American Physical Society, Oct. 18-20. Four other papers presented at the meeting, "Inelastic Scattering of  $12C$  on  $12C$  at High Excitation," "Structure at High Excitation in the Excitation Functions for the  $12C + 16O$  System," "Structure in the Excitation Functions for the  $180 + 12C$  System," and "Structure in the Excitation Functions for the  $12C + 20Ne$  System," were co-authored by Kolata and R.E. Malmin, S. Tripathi and graduate students P. DeYoung, S. Davis and R. Luhn.

Donald P. Kommers, director of the Center for the Study of Human Rights, director the Western European Studies Program, professor of law and professor of government and international studies, delivered a paper, "The Catholic Political Tradition: Its Dialectic with Modern Political Science" before the Catholic Commission on Intellectual and Cultural Affairs in the Memorial Library auditorium on Oct. 13.

Howard P. Lanser, associate professor of finance and business economics, discussed a paper, "The Private vs. Public Placement of Debt: A Managerial Decision Model" at the annual meeting of the Financial Management Association, Boston, Mass., Oct. 11. Lanser also was an invited participant in the Educators Conference on Commodities and Interest Rate Futures Markets, Chicago Board of Trade, Chicago, Ill., Oct. 1-2.

Albert H. LeMay, assistant professor of modern and classical languages, participated as faculty advisor and moderator to the Latin American Writers Lecture Series sponsored by the Cultural Arts Commission of the Student Union. The first guest speaker was Mexican writer Carlos Fuentes, on Nov. 1.

Ronald E. Malmin, assistant professor of physics, presented the papers "Inelastic Scattering of  $^{12}\text{C}$  on  $^{12}\text{C}$  at High Excitation," and "Structure at High Excitation in the Excitation Functions for the  $^{12}\text{C} + ^{16}\text{O}$  System," and "Structure in the Excitation Functions for the  $^{18}\text{O} + ^{12}\text{C}$  System," at the Knoxville, Tenn., meeting of the Nuclear Physics Division of the American Physical Society. Two other papers presented at the meeting, "Structure in the Excitation Function for the  $^{12}\text{C} + ^{20}\text{Ne}$  System" and "A Study of the Excitation Functions of Evaporation Residues for the  $^{16}\text{O} + ^{20}\text{Ne}$  Systems," Malmin co-authored with J.J. Kolata, S. Tripathi, and graduate students P. DeYoung, S. Davis and R. Luhn.

John R. Malone, professor of marketing, made a presentation on "Inflation: the World-wide Economic Disease" to the South Bend Chapter of the Institute of Internal Auditors at their monthly meeting, on Nov. 8 at the Holiday Inn, South Bend, Ind.

Thomas G. Marullo, assistant professor of modern and classical languages, organized and chaired a panel, "Aspects of Early Russian Realism," in the Modern Slavic I (Russian) section of the Midwest Modern Language Association in Indianapolis on Nov. 9.

Ralph M. McInerny, Grace Professor of Medieval Studies and director of the Medieval Institute and the Maritain Center, spoke on "The Priest as a Witness to the Truth" as the keynote speaker for a workshop on Philosophy and the Priest Today at Catholic University, Washington, D.C., Nov. 9-11. Also on Nov. 9 McInerny spoke on "Literature and the Mystery Novel" for the First Friday Club at the Rayburn House Office Building in Washington.

Marvin J. Miller, assistant professor of chemistry, presented a seminar, "Hydroxamic Acids as Intermediates in the Synthesis of  $\beta$ -Lactam Antibiotics and Other Natural Products," at the Lilly Research Laboratories, Eli Lilly and Company, Indianapolis, on Oct. 25.

Rev. George Minamiki, S.J., assistant professor of modern and classical languages, gave a talk on "Japan and Tokyo" to the University Band and cheerleaders on Nov. 4 in the auditorium of the Architecture Building.

Morris Pollard, chairman and professor of microbiology and director of the Lobund Laboratory, delivered a divisional lecture on "Development and Applications of Tumor Model Systems" at the Oak Ridge National Laboratory, Oak Ridge, Tenn., on Oct. 24.

William D. Shephard, professor of physics, presented two papers, "Neutral Particle Production in 100, 200 and 360 GeV/c  $\pi$ -p Interactions" and "Diffractive and Nondiffractive Cross Sections in 100, 200 and 360 GeV/c  $\pi$ -p Interactions" at the 10th International Symposium on Multi-particle Dynamics held in Goa, India, Sept. 25-29.

Wilhelm F. Stoll, professor of mathematics, spoke on "A Differential Geometric Characterization of Algebraic Cones" to the Mathematics Colloquium at Tulane University, New Orleans, on Oct. 25. The next day Stoll gave a seminar talk at the Mathematics Department of Tulane on the proof of the characterization theorem.

Ronald Sverdlow, assistant professor of mathematics, lectured on "Current Problems in Two Dimensional Dynamical Systems" at the University of Southern Mississippi, Hattiesburg, Oct. 25.

Kenneth R. Thompson, assistant professor of management, chaired an Ethics and Social Responsibility Session at the Annual Meeting of the Southern Management Association in Atlanta, Georgia, Oct. 31-Nov. 3.

Arvind Varma, associate professor of chemical engineering, presented a graduate seminar on "Fixed-Bed Reactors: Experiments and Models" at the Department of Chemical Engineering, Illinois Institute of Technology, Chicago, on Oct. 31.

H. Ronald Weber, professor of American studies, presented a paper, "Meaning in Literary Nonfiction," at the annual conference of the Midwest Modern Language Association in Indianapolis, Nov. 8-10.

Erhard M. Winkler, professor of earth sciences, lectured on "Convex Deformation of Thin Marble Slabs" to the Association of Engineering Geologists in Chicago, Oct. 5. On Oct. 24 Winkler presented two papers, "Effects of Case Hardening in Stone" and "Warping of Marble Slabs in a Polluted Atmosphere" at the Third International Congress on the Decay and Preservation of Stone Monuments, held in Vienna, Oct. 23-27. Winkler was also an invited speaker at a graduate seminar on Stone Decay and Preservation for the Geology Department of the University of Freiburg, Germany, on Oct. 29.

Kwang-Tzu Yang, professor of aerospace and mechanical engineering, presented a paper, "A Numerical Study of One-Dimensional Surface, Gas and Soot Radiation for Turbulent Buoyant Flows in Enclosures" and chaired a session on the Finite-Difference Methods at the National Conference on Numerical Methods in Heat Transfer at the University of Maryland, College Park, Sept. 24-26.

# advanced studies

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## information circulars

Additional information on all circulars listed below may be obtained by calling the following extensions:

Extension 7432, for information on federal government programs.

Extension 7433, for information on private foundations, corporations and state agencies.

### The S&H Foundation The S&H Foundation Lectureship Program 1980-1981

No. FY80-82

#### Program:

The S & H Foundation Lectureship Program focuses on fields of public affairs and social science, broadly defined. It has a dual purpose: First, to enrich established curricula by bringing scholarly and public experts into direct contact with faculties and students; second, to extend the influence of the sponsoring school into the nearby community by the presentation of at least one public lecture by each distinguished visitor. Proposals for coordinated lectures dealing with one broad subject are preferred.

#### Guidelines:

For a copy of proposal guidelines, contact the Office of Advanced Studies, Division of Research and Sponsored Programs.

#### Awards:

Awards are limited to a maximum of \$2,500.

Deadline:  
Feb. 15, 1979.

## **National Institute of Education Teaching and Learning Research Grants**

No. FY80-83

The National Institute of Education has announced a competition for grants to support research on teaching and learning, to be administered by the NIE program on Teaching and Learning. Proposals are invited in the following five selected areas:

- Area A: Literacy
- Area B: Mathematics Learning
- Area C: Teaching in School Settings
- Area D: Teaching in Nonschool Settings
- Area E: Methodology

Approximately \$2.1 million will be available for awards in Fiscal Year 1980; however, only projects of the highest technical quality will be supported whether or not the program resources are exhausted. Applications for small grants of \$15,000 or less are encouraged and will be evaluated separately from large grants. It is estimated that, with the funds available, 60 to 70 grants can be awarded ranging in size from small grants of \$15,000 or less to larger grants with budgets averaging about \$50,000 annually.

Proposals for projects up to three years duration will be accepted; however, initial awards will be made for less than the full project period. In such cases, further support will be contingent upon the availability of funds and satisfactory reports of technical progress from the investigator. Small grants awards will be limited to 12 months duration.

The deadline for receipt of proposals is Jan. 21, 1980.

## **Department of Transportation Faculty Fellow Program**

No. FY80-84

Each year the Department of Transportation (DOT) makes available to college and university faculty a number of opportunities whereby faculty may come to the department for up to a year to work on specific projects. The faculty's work will contribute to the continuing efforts of the department while at the same time the faculty member is expected to benefit from his association with DOT professionals with similar interests.

Faculty participate in the program through the provisions of Title IV of the Intergovernmental Personnel Act (IPA) of 1970, which provides for the temporary assignment of personnel between the federal government and institutions of higher education. Title IV of

this act is designed to improve the delivery of government services by bringing the specialized knowledge and experience of skilled people to bear on problems that are of mutual concern. Under this program, the faculty's work will be done at a specified DOT facility and not at the university. For the faculty member, the intrinsic value of working at a DOT site will be the ability to work on a problem through the perspective and with the resources of the host organization.

The objectives of the program include the following:

The department benefits from the particular talents of a faculty member who has demonstrated an ability to conduct research on specific transportation and/or transportation related problems that are of concern to DOT and the transportation community.

The faculty member will gain insights into the problems and operations of DOT, increase his/her contacts with transportation personnel and extend the scope of his/her experience in transportation research. Through briefings, professional meetings and technical publications, the experiences of the Faculty Fellow will be shared with the academic and professional community.

The Department of Transportation deals with a broad range of problems and complex issues involving national transportation. Many urgent as well as long-term issues and problems in transportation are in need of analysis and would be well served by the contributions of and study by college and university faculty.

Since the program is intended as an opportunity for leading academicians in transportation to pursue advanced and innovative research in transportation as well as benefit the Department of Transportation in its mission, the choices of research areas are limited to those areas where a direct interaction and contribution is expected, including:

- Transportation Policy
- Regulation
- Economic
- Planning Models and Techniques
- Technical
- Safety

Faculty may apply at any time; however the review process will begin Jan. 15, 1980.

## **National Science Program Research in Science Education**

No. FY80-85

Scientific knowledge changes as well as the contexts in which it is taught. These changes have implications for public issues, technology and individual decision-

making. The processes by which people, young and old, both professionals and nonprofessionals, may be helped to acquire what they need to know are not well understood. Furthermore, in society such as we have become, the vigor of science and technology is central to the health of the economy. In turn, the scientific and technological enterprise is dependent upon the quality and vitality of science and mathematics education. The Research in Science Education (RISE) Program seeks to assist in creating and organizing a body of fundamental knowledge that can be used to improve the quality and effectiveness of science education for a wide spectrum of consumers. For this reason the RISE Program of the National Science Foundation provides support for research that might ultimately lead to the improvement of the quality of science and mathematics education. The focus of RISE this year will fall primarily in five areas of current concern.

#### 1. Science Education for the Early Adolescent

For many students the last opportunity to learn science in school occurs during the period of early adolescence. This is also a key period in which to stimulate continuing interest in science. However, early adolescence is also a period characterized by rapid change in biological, social, intellectual and attitudinal characteristics. The RISE Program is especially interested in those studies that would focus on the learning and teaching of science and mathematics to early adolescents. Research which elaborates biological, social, intellectual, motivational and instructional factors that may specifically influence learning of science and mathematics during adolescence is especially encouraged.

#### 2. Science for Women, Minorities and Handicapped

No group should be exempted from the opportunity to learn science and mathematics and to participate in science-related careers. The RISE Program has a particular interest in coming to understand those psychological, social, economic and intellectual factors that would facilitate more participation in science-related activities by women, minorities and handicapped.

#### 3. Technology in Science Education

Costs of technologies that can make science and mathematics information and instruction widely available are dropping so rapidly that general use in the service of education is becoming increasingly feasible. There is a need for development of theory and research to guide us in making effective applications of these technologies to problems of science and mathematics education, such as that of continuing education of scientists and engineers.

#### 4. Science Literacy

We live in a world built on the findings of science. It is a world in which the nature and quality of life may rest in part on the ability of people to keep alive to the ideas of science; namely, to acquire and then maintain a useful, updated level of science enlightenment. RISE seeks research that has implications for science literacy. Research on science literacy questions may extend to out-of-school contexts for learning.

#### 5. Cognitive Processes and the Structure of Knowledge

Research in this area is funded under separate guidelines. It is intended to increase our understanding of the relationship between learning processes and the nature and structure of scientific and mathematics knowledge.

Proposals directed at concerns other than these five areas may be submitted but they will need to be of substantially greater-than-ordinary interest or potential national value if they are to gain serious consideration.

Topics of investigation should be relevant to science and/or mathematics education. Investigators should keep in mind the five areas of research emphases already described. Activities such as curriculum or test development, program operation or dissemination are not eligible for support in RISE unless they are clearly necessary in order to conduct research which fits RISE purposes.

In summary, to be eligible for support from the RISE Program:

- \* Proposals for research must demonstrate close, direct and realistic ties to science education or to education in the sciences. Eligible projects may deal with the physical, biological and social sciences, mathematics, engineering, technology, the history and philosophy of science or may involve combinations of these disciplines. The practice aspects of technical, clinical, health, social or business fields are excluded. Examples of topics outside the program are medicine, nursing, clinical psychology, social work and business administration. However, the science education aspects of these disciplines are eligible.
- \* Proposals should be aimed at developing fundamental and generalizable knowledge; the research should focus upon issues of national importance or of fundamental significance to science education research; studies that focus solely on problems of local concern are not eligible.

### National Endowment for the Humanities Higher Education Humanities Programs

No. FY80-86

The following programs of the National Endowment for the Humanities have a deadline of Jan. 1, 1980.

Efforts to develop exemplary curriculum materials are eligible for consideration within the Higher Education Curriculum Materials. These materials must address a specific need in humanities teaching and promise an impact on curricula in educational institutions throughout the country.

A curriculum materials project must address a specific problem in humanities education and respond to an expressed demand from humanities educators. Endowment funds may be used to develop curriculum materials in any medium, but the Endowment is usually unable to support projects which could be undertaken through commercial means.



The Higher Education Projects program supports many applications for projects that fall outside the purview of the Humanities Institutes and Curriculum Materials grant categories. Proposals are welcome in all disciplines and combinations of disciplines in the humanities and for all approaches to the improvement of instruction. The endowment is particularly interested in receiving applications for collaborative efforts between two-year colleges and other institutions of higher education, projects that are planned by institutions in collaboration and that encourage the sharing of diminishing resources, projects designed to improve the teaching of foreign languages and literature and projects that use film, television and other media to provide sustained instruction for large numbers of nontraditional students.

### **National Endowment for the Humanities Humanities Institutes Grants**

No. FY80-87

The National Endowment for the Humanities Institutes grants support the establishment of fixed-term residential institutes in which faculty from colleges throughout the country may collaborate in developing humanities curricula on particular topics or themes. The purpose of the Institutes program is to encourage college teachers to explore approaches to teaching in the humanities with a view to establishing new combinations of fields or to broadening or sharpening perspectives within existing disciplines. An institute is situated in or near an institution with a library and services appropriate to support serious concentrated curriculum development in the subject under study, and addresses a demonstrated national or regional interest in the topic rather than the special concerns of the host institution. The program and format of an institute depend on the topic, the needs and preferences of participants and the time span of the institute.

The deadline for submission of proposals is Jan. 2, 1980.

### **National Science Foundation Ethics and Values in Science and Technology**

No. FY80-88

The National Science Foundation EVST program is directed toward three goals: (1) increased understanding of the ethical problems and value conflicts generated by scientific and technological developments, as they affect both the scientific community and the larger society; (2) increased understanding of the impact of changing ethical and social standards on the scientific and technological enterprise, including the establishment of research priorities and the conduct of research; and (3) increased understanding of the processes of interaction between science and society which generate value conflicts and which lead to their resolution.

The program supports research, conferences, workshops and other activities designed to reach these objectives. However, the guidelines are presently undergoing some modification. Preliminary proposals are due three months before final proposals which are due April 1, 1980.

### **National Science Foundation International Travel Grant Program**

No. FY80-89

The National Science Foundation makes international travel awards to enable U.S. scientists to participate in international scientific meetings held abroad for the purposes of (1) obtaining and exchanging science information and (2) professional development. Two types of travel awards are made in this program--group travel awards and individual travel awards. Group awards are in the form of grants to institutions. Individual awards are in the form of U.S. Treasury checks.

Professional societies and nonprofit organizations, including universities, that wish to coordinate U.S. participation in international meetings held abroad may apply for travel grants to cover the cost of a group of U.S. scientists participating in a single scientific meeting or more than one group of travelers to participate in various selected meetings.

Individual applications for international travel grants will be considered only if the applicant has been: (1) invited to lecture at a plenary session of an international scientific meeting; (2) invited to organize a special session at an international scientific meeting; or (3) invited to participate in a NATO Advanced Study Institute (ASI) and recommended for travel support by the institute director. The Group Award program receives the greater emphasis in the program.

Jan. 1, 1980 is the deadline for this program.

### **Department of the Interior Office of Water Research and Technology Research and Development Proposals**

No. FY80-90

The Office of Water Research and Technology invites and will consider research and development proposals for Fiscal Year 1980 funding as follows:

- A. Research proposals pertaining to: (1) saline water conversion; (2) water reuse; (3) water conservation; (4) water problems in urbanizing areas; (5) impact of synthetic fuel development on water resources; (6) institutional problems of groundwater management; and (7) water management planning methods, with emphasis on nonstructural approaches.
- B. Development proposals pertaining to: (1) saline water conversion; and (2) water reuse.

### **National Science Foundation Applied Social and Behavioral Sciences Research Initiation**

No. FY80-91

The National Science Foundation is charged, in part, to initiate and support scientific research which can be applied to improving understanding of a broad range of behavioral, social, economic, technological and policy problems, or which can improve the rate of tech-

nological innovation growing out of significant discoveries in various fields of science and engineering. In response to this purpose, the foundation seeks to provide opportunities in applied social, economic and behavioral research to new investigators through an Applied Social and Behavioral Science Research Initiation Grants Program.

This program is directed toward full-time social and behavioral science faculty members who have had no substantial research support. Applicants are encouraged to submit proposals in problem areas of their own choosing which will expand their research capabilities beyond the research done for the doctoral degree. Grants, awarded on a competitive basis, are to be used for the initiation of theoretical or/and empirical research projects in any area normally supported by the Social and Behavioral Sciences Section of the Division of Applied Research.

Applications must be postmarked by Feb. 1, 1980.

### **American Accounting Association Coopers & Lybrand Progress in Accounting Education**

No. FY80-92

#### Program:

The project, Progress in Accounting Education, has three goals:

1. Development of new and innovative methods of instruction in accounting.
2. Wider dissemination of knowledge about improved instructional methods which are already being used in the accounting field or in education for other professions and occupations.
3. Advancement of skill in using improved instructional methods.

Investigators may look beyond the accounting profession to study other disciplines - such as medicine, law and social science -- to develop teaching methods that can help educate students to enter and effectively function in careers at the professional level in public, industrial, government and nonprofit accounting.

#### Deadline:

All proposals must be submitted at least three months in advance of the beginning of the period for which AAA funding is requested, but no later than Aug. 31, 1981.

## **current publications and other scholarly works**

### **ARTS AND LETTERS HUMANISTIC AND SOCIAL STUDIES**

#### American Studies

Schlereth, Thomas J.

T.J. Schlereth. 1979. Above-ground archaeology: Discovering a community's history through local artifacts. Pages 53-83 in, Thomas K. Krusean, ed. *Local History Today*. Indiana Historical Society, Indianapolis, Indiana.

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\* Under the Radiation Laboratory  
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## monthly summary

### Awards Received

IN THE MONTH OF OCTOBER, 1979

Department or Office	Principal	Short title	Sponsor	Dollars Months
AWARDS FOR RESEARCH				
Finance Bus. Economics	Ghoshal	A forecasting model for exchange rate movements	U.S. Air Force	8,851 6.5
Psychology	Borkowski, Ryan	Metacognition and intelligence: educational implications	Natl. Inst. Educ.	52,000 12
Microbiology - Lobund Lab.	Pollard	Care & maintenance of germfree animals for research activities in molecular biology	Miles Labs., Inc.	2,000 12
Cent. Const. Studies	Moots	Use of governmental funding for the imposition of social policy	John M. Olin Fdn., Inc.	50,000 9
AWARD FOR EDUCATIONAL PROGRAMS				
Biology	Weinstein	Experimental parasitology and vector biology	Natl. Inst. Health	37,431 12

## AWARDS RECEIVED continued

Department or Office	Principal	Short title	Sponsor	Dollars Months
SERVICE PROGRAMS				
Cent. Human Develop.	Dwyer	Needs assessment program	---	12,718 --
Cent. Past. Soc. Min.	Melloh	Notre Dame Center for Pastoral Liturgy	---	768 --
Cent. Past. Soc. Min.	Melloh	The Notre Dame Center for Pastoral Liturgy Training Program	---	1,100 --
Cent. Past. Soc. Min.	Pelton	Notre Dame Institute for Clergy Education	---	22,998 --
Cent. Past. Soc. Min.	McNeill	Center for Experiential Learning	---	130 --

## Proposals Submitted

IN THE MONTH OF OCTOBER, 1979

Department or Office	Principal	Short title	Sponsor	Dollars Months
PROPOSALS FOR RESEARCH				
Cent. Study Man	Johnson	Gilmour Academy: Attitude surveys of students, parents & educational faculty	Gilmour Academy	7,941 8.5
Cent. Study Man	Johnson	Endless conversation: Changing perception 8th gr. students toward handicapped/aged	O'Sullivan Fdtn.	3,824 12
Theology	Wilken	History of Christianity in the Holy Land	Natl. Endow. Human.	602,710 60
College Arts and Letters	Burns	Faculty development project at Notre Dame	Andrew W. Mellon Fdtn.	573,638 50
Chemistry	Nowak	Information transfer - enzyme activation and regulation	Natl. Inst. Health	35,239 12
English	McDonald	Illustrating American Renaissance Neo- classicism	Natl. Endow. Human.	2,500 2
Chemistry	Creary	The generation of highly destabilized carbocationic intermediates	Amer. Chem. Soc.	68,838 36
Chemistry	Pasto	Cycloadditions and thermal rearrange- ments of allenes	Natl. Sci. Fdtn.	170,111 36
Chemistry	Thomas	Photochemistry and structure in micro- emulsions	Natl. Sci. Fdtn.	56,377 12
Biology	Carpenter	Potential canonical models of decomposi- tion of particulate organic matter	Natl. Sci. Fdtn.	148,787 36
Mathematics	Stoll	Theory of several complex variables	Natl. Sci. Fdtn.	126,573 24
Mathematics	Rose	Model theory applied to algebra	Natl. Sci. Fdtn.	25,130 24
Mathematics	Wong	Groups of Lie type and classical groups	Natl. Sci. Fdtn.	114,297 24
Mathematics	Nagano, Smyth	Lie groups and differential geometry	Natl. Sci. Fdtn.	128,550 24
Mathematics	Taylor	Algebraic and geometric topology	Natl. Sci. Fdtn.	31,438 12
Biology	Craig	Factors affecting vector competence in <i>Aedes triseriatus</i>	Natl. Inst. Health	179,037 12
Civil Eng.	Irvine	Full scale study of sequencing batch reactors	Environ. Prot. Agency	12,411 24
Aerospace Mech. Eng.	Batill, Brach, Nelson	Impact of unsteady aerodynamic loads on highways vehicle stability and safety	U.S. Dept. Transportation	138,116 24
Chemistry	Brethauer	Lung glycoprotein metabolism	Natl. Inst. Health	88,231 12
Microbiology - Lobund Lab.	Asano	Experimental carcinogenesis by dietary nitrite	Natl. Inst. Health	102,803 12
PROPOSALS FOR EDUCATIONAL PROGRAMS				
Student Union - Student Activities	McDonnel, Ellison	The Eliot Feld Ballet Troupe	Ind. Arts Commission	10,795 6
Student Union - Student Activities	McDonnel, Ellison	The Sophomore Literary Festival	Ind. Arts Commission	19,322 6

Architecture	Horsbrugh, Crovello	Plants in urban well-being	Ind. Comm. Human.	31,177 8
Cent. Study Man	Samora	Institutional grant and fellowship program	U.S. Off. Educ.	247,456 12
Urban Studies	Broden, Smith	Center for Educational Opportunity/ Upward Bound	U.S. Off. Educ.	303,737 12
Aerospace Mech. Eng.	Lucey	Workshop in energy education	Dept. Energy	29,968 12
Electrical Eng.	Liu	U.S.-Japan joint seminar: Recent develop- ments of nonlinear circuit/systems theory	Natl. Sci. Fdn.	14,232 6
Cent. Study Man	Goodpaster	Conscience and the corporation: Three dialogues on ethics and business	Ind. Comm. Human.	19,350 8

## summary of awards received and proposals submitted

IN THE MONTH OF OCTOBER, 1979

### AWARDS RECEIVED

Category	Renewal		New		Total	
	No.	Amount	No.	Amount	No.	Amount
Research	1	\$ 2,000	3	\$ 110,851	4	\$ 112,851
Facilities and Equipment	-	- - -	-	- - -	-	- - -
Educational Programs	-	- - -	1	37,431	1	37,431
Service Programs	-	- - -	5	37,714	5	37,714
Total	1	\$ 2,000	9	\$ 185,996	10	\$ 187,996

### PROPOSALS SUBMITTED

Category	Renewal		New		Total	
	No.	Amount	No.	Amount	No.	Amount
Research	8	\$ 725,483	12	\$ 1,891,068	20	\$ 2,616,551
Facilities and Equipment	-	- - -	-	- - -	-	- - -
Educational Programs	2	551,193	6	124,844	8	676,037
Service Programs	-	- - -	-	- - -	-	- - -
Total	10	\$ 1,276,676	18	\$ 2,015,912	28	\$ 3,292,588

## closing dates for selected sponsored programs

Proposals must be submitted to the Office of Research and Sponsored Programs seven (7) calendar days prior to the deadline dates listed below.

Agency	Programs	Application Closing Dates
Bureau of Mines	Research	January 15, 1980
Department of Justice	Graduate Research Fellowships in Law Enforcement (formal proposals)	January 1, 1980
Department of the Interior	Geologic Research	January 15, 1980
National Center for Atmospheric Research	Postdoctoral Appointments	January 15, 1980
National Science Foundation	Earth Sciences Project Support	January 1, 1980
National Science Foundation	Information Dissemination for Science Education	January 9, 1980
National Science Foundation	International Travel	January 1, 1980
National Science Foundation	Oceanography Project Support	January 1, 1980
National Science Foundation	Science for Citizens (preliminary)	January 15, 1980
National Science Foundation	Women in Science	January 1, 1980
Office of Education	Foreign Language and Area Studies Research Program	January 4, 1980
Office of Education	National Diffusion Network Program	January 3, 1980
Office of Education	Race and Sex Desegregation Training Institutes	January 15, 1980
Smithsonian Institution	Fellowships	January 15, 1980
Smithsonian Institution	Graduate Research Appointments	January 15, 1980
Smithsonian Institution	Predoctoral Fellowships	January 15, 1980

# documen- tation

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## additions and corrections to nd report no. 4

Editor's Note: Following are corrections and additions to Notre Dame Report #4 which have been brought to the editor's attention. May we suggest you either remove these pages and insert them in Notre Dame Report #4 or make the appropriate changes in that issue. All page numbers listed below refer to Report #4; underlined portions are the correct changes to be made.

p. 74 The section "Officers of the University" should appear as follows:

Rev. Theodore M. Hesburgh, C.S.C.  
President of the University

Timothy O'Meara, Ph.D.  
Provost

Rev. Edmund P. Joyce, C.S.C., B.C.S., C.P.A.  
Executive Vice President

Rev. Ferdinand L. Brown, C.S.C., Ph.D.  
Associate Provost

Rev. John L. Van Wolvlear, C.S.C., M.E.  
Vice President for Student Affairs

Thomas J. Mason, M.B.A., C.P.A.  
Vice President for Business Affairs

James W. Frick, Ph.D.  
Vice President for Public Relations and Development

Robert E. Gordon, Ph.D.  
Vice President for Advanced Studies



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p. 75 Under "Business Affairs," John E. DeLee, B.S.E.E., should be listed as Director of Utilities; Joseph R. Pozsgai is the Director of Current Funds-Restricted Accounting.

p. 77 Under the section "Law School" the names should appear as follows:

David T. Link, J.D.  
Dean

Rev. Michael D. McCafferty, C.S.C., J.D., LL.M.  
Assistant Dean for Academic Affairs

William O. McLean, M.S.  
Assistant Dean

Amy Holobyn  
Placement Director and Executive Secretary,  
Law Association

Donald P. Komers, Ph.D.  
Director, Center for the Study of Civil Rights

Philip R. Moots, J.D.  
Director, Center for Constitutional Studies

Edward M. Gaffney, J.D., LL.M.  
Associate Director, Center for  
Constitutional Studies

Kenneth F. Ripple, J.D., LL.M.  
Director, Thomas and Alberta White Center  
for Government, Law and Human Rights

James Seckinger, J.D.  
Director, National Institute for Trial Advocacy

p. 79 College of Arts and Letters--Program Directors

Charles E. Parnell, Ph.D., Foreign Studies Program, should appear under the heading of "Provost" on p. 74 rather than under "College of Arts and Letters--Program Directors."

p. 80 College of Business Administration--Program Directors

James F. Gaertner, Ph.D., C.P.A., should be listed as director of the London Law Program rather than Thomas T. Murphy.

p. 80 Freshman Year of Studies--Program Director

Dennis Stark of the Department of Physical Education should be listed under the new heading "Freshman Year of Studies--Chairman" rather than "Freshman Year of Studies--Program Director."

P. 80 Under Rectors and Assistant Rectors add:

Brownson Hall  
Rector, Fr. Robert J. Austgen, C.S.C.  
O'Hara-Grace Townhouses  
Rector, Sr. Maria Garlock, S.C.  
St. Joseph Hall  
Rector, Fr. Mike Glockner, C.S.C.

p. 90 Donald Sniegowski, assistant dean of the College of Arts and Letters has become chairman of the University Committee for the Physically Handicapped; Bro. Kieran Ryan, C.S.C., remains a member.

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p. 86 Additional members of the Faculty Senate:	<u>Term Expires</u>
Paul Anderer, Assistant Professor of Modern and Classical Languages	1980
Ethan T. Haimo, Assistant Professor of Music	1980
Dean A. Porter, Director of the Art Gallery, Associate Professor of Art	1980
James H. Seckinger, Professor of Law	1981
Andrew J. Weigert, Professor of Sociology and Anthropology	1980

Faculty of the University, Academic Year 1979-80

REV. ROBERT J. AUSTGEN, C.S.C., Director of the Summer Session and Director of Graduate Admissions. A.B., Univ. of Notre Dame, 1955; S.T.L., Gregorian Univ., Rome, 1959; S.T.D., Fribourg Univ., Switzerland, 1963. (1970)

\*WILLIAM M. BURKE, Professor Emeritus of English. A.B., Duke Univ., 1935; M.A., *ibid.*, 1937; Ph.D., Univ. of Pennsylvania, 1949. (1949)

EMERSON W.T. CHAN, Adjunct Assistant Professor of Microbiology. B.S., Mt. Allison Univ., 1962; M.S., Dalhousie Univ., 1966; Ph.D., Univ. Western Ontario, 1970. (1979)

\*RAYMOND C. GUTSCHICK, Professor Emeritus of Earth Sciences. B.S., Univ. of Illinois, 1938; M.S., *ibid.*, 1939; Ph.D., *ibid.*, 1942. (1947)

THOMAS RICHARD JOYCE, JR., Adjunct Associate Professor in the London Law Program. B.A., St. John's Univ., 1960; LL.B., Univ. of Notre Dame, 1963. (1979)

TOOMAS KILP, Assistant Professional Specialist in the Radiation Laboratory. B.Sc., Univ. of Toronto, 1974; M.Sc., *ibid.*, 1975; Ph.D., *ibid.*, 1979. (1979)

\*GUY H. McMICHAEL, Adjunct Associate Professor Emeritus of Management. A.B., DePauw Univ., 1935; LL.B., Univ. of Notre Dame, 1937. (1940)

CAPT. PHILLIP J. NORRIS, Guest Assistant Professor of Aerospace Studies (ROTC). B.A., DePauw Univ., 1971; M.A., Univ. of Northern Colorado, 1977. (1979)

STEPHEN J. ROGERS, JR., Professor, General Program of Liberal Studies. A.B., Univ. of Notre Dame, 1956; M.A., Harvard Univ., 1957; Ph.D., *ibid.*, 1966. (1961)

CHARLES N. ROLLINGER, Adjunct Assistant Professor of Management. B.M.E., Univ. of Detroit, 1957; M.S., Northwestern Univ., 1959; Ph.D., *ibid.*, 1961. (1977) (1980 Spring Semester)

KATHRYN M. RYAN-ZEUGNER, Visiting Staff Librarian. B.A., Albertus Magnus College,, 1962; M.S., Columbia Univ., 1967. (1979)

RICHARD ALLAN SCHAFER, Part-time Staff Professional Specialist in Physical Education. B.B.A., Univ. of Notre Dame, 1974. (1979)

JAMES H. SECKINGER, Professor of Law. B.S., St. John's Univ., Minn., 1964; M.S., Vanderbilt Univ., 1968; J.D., Univ. of Notre Dame, 1968. (1964)

\*REV. CHARLES E. SHEEDY, C.S.C., Professor Emeritus of Theology. A.B., Univ. of Notre Dame, 1933; LL.B., Univ. of Pittsburgh, 1936; S.T.L., Catholic Univ. of America, 1945; S.T.D., *ibid.*, 1947. (1942)

LAWRENCE HUGH SIMON, Visiting Instructor in Philosophy. B.A., Univ. of Pennsylvania, 1969; B.A., Cambridge Univ., 1972; B.A., Oxford Univ., 1973; M.A., Cambridge Univ., 1976; Ph.D., Boston Univ., 1980. (1977)

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HAROLD T. THOMPSON, Assistant Professor of Civil Engineering. BS.CE., Univ. of Nebraska, 1969; MS.CE., Penn State Univ., 1975. (1977)

\*BERNARD WALDMAN, Professor Emeritus of Physics. A.B., New York Univ., 1934; Ph.D., *ibid.*, 1939. (1940)

KATHLEEN MAAS WEIGERT, Assistant Dean of the College of Arts and Letters and Concurrent Assistant Professor of American Studies. B.A., Univ. of Minnesota, 1966; M.A., *ibid.*, 1968; Ph.D., Univ. of Notre Dame, 1972. (1974)

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## theology department chairman search committee

Isabel Charles, dean of the College of Arts and Letters, has named a search committee to seek a replacement for David Burrell, C.S.C., who has served as Theology Department chairman since 1971. Chairing the committee will be Ralph M. McNerny, Michael P. Grace Professor of Medieval Studies. Members of the committee, who serve simultaneously as the departmental Committee on Appointments and Promotions are: Joseph Blenkinsopp; James T. Burtchaell, C.S.C.; Edward Kilmartin, S.J. and Eugene E. Ulrich.

## sheedy award address

("The Priest-Teacher," the acceptance speech given by Rev. Thomas E. Blantz, C.S.C., associate professor of history, upon receiving the Sheedy Award for Excellence in Teaching on Nov. 2).

Since this Father Charles Sheedy Award was established primarily to recognize the importance of teaching, the recipients each year are asked to share their views and reflections on some aspect of teaching. For a couple of reasons, I thought I might say a few words on the subject of the priest-teacher. Father Sheedy himself was both priest and teacher, and this Tuesday was the anniversary of my own ordination. I see several others here this afternoon who I realize could speak on this topic better than I, but since I was not planning on sharing this present with them I guess I cannot expect them to give this talk for me. These will be simply my own thoughts but I hope they will also be of some interest to others, either because of your own personal interest in teaching or because of your dedication and devotion to Notre Dame as a Catholic University.

To begin at the beginning, the Book of Genesis reminds us that we are created in the image and likeness of God. This is not in any physical characteristic--our height or weight or color of our hair--but in our intellects and wills, our spiritual faculties. One basic goal of our life should be to grow more and more in this image and likeness, to conform our minds and wills more and more to the mind and will of God, to develop and perfect the spiritual faculties God has given us. Teaching, it seems to me, is precisely this. It is helping someone else grow in knowledge and understanding and wisdom, helping someone else develop a faculty God has given them, helping someone else grasp and attain the knowledge needed to live full and productive lives in civil society and in the Church, helping others sharpen their intellects so they become more perceptive and accurate in their analyses and judgments, helping others perfect their intellects in the image and likeness of God. This seems to me to be a vocation very proper to the priest.

Secondly, I think teaching can also be viewed as a work of close cooperation with God Himself. There is a beautiful passage in one of the works of Teilhard de Chardin--The Divine Milieu, I believe--in which he describes the work of a gardener. Teilhard, of course, sees creation as a continuing, on-going process. Everything has been created by God, has come from His hands, and thus carries within it the spark of the Divine. This is why there is progress or evolution in the universe. Everything comes from the hands of God and, with this spark of the Divine, it grows and develops and advances, generation after generation, until, wending its way back, it reaches its goal and perfection on that last day in God Himself.

Teilhard then considers this gardener--poor, simple, illiterate. All he does each year is tend some wealthy landowner's garden but, for Teilhard, how noble this is! Each year he cares for, prunes and develops flowers and plants which in God's Providence are evolving and growing more perfectly each year. God is guiding and directing His creation, in big things and in little. God is guiding and directing these plants and flowers towards their final goal and perfection, and this simple gardener is assisting, is working with Him, is cooperating with God as He brings His creation to perfection, is cocreating with God as He guides His universe towards its final goal.

If this work of a simple gardener is no noble, how much more the vocation of the teacher. We are assisting, not lower creation of plants and flowers toward perfection, but human beings, the pride and culmination of His work. If all work is somehow cocreating with God, then there is something particularly noble about teaching, about helping others perfect their God-given intellects, cooperating with God in the perfection of human beings, cocreating with Him as He brings mankind to its perfection. I think teaching is a cooperation and cocreating with God and therefore something deeply spiritual and sacred and priestly.

And, thirdly, in the classroom we teach much more than content. We also convey an attitude. We must teach and communicate a deep respect and reverence for truth and

knowledge. All knowledge is somehow a manifestation of God and His universe--the natural sciences tell us something about His physical world, literature about man's aspirations, art about beauty, philosophy about truth and goodness, theology about God Himself. All knowledge is somehow sacred, is the manifestation of God in the world around us. For Teilhard, there is the spark of the Divine in everything, and for Gerard Manley Hopkins, "The world is charged with the grandeur of God." The teacher must have a deep respect and reverence before knowledge and learning--they are manifestations of God and he is standing on holy ground--and the teacher must somehow communicate this respect and reverence, this sense of awe and of the sacred, to others.

This is why I think research is important and perhaps even essential to teaching. If one has this deep and reverential respect before knowledge, then one wants to learn more to push the frontiers of knowledge back a little further, to grasp and understand God's creation a little more, and then share this new knowledge and make it available to others. We can communicate this desire to know more to others only if we desire to know more ourselves. We can communicate this reverential respect for truth to others only if we are somehow on that cutting edge and striving, in our own meager way, to move that frontier of knowledge a little further back. We are engaged in this respectful and reverential search for truth as manifestations of God, and through our teaching we want to communicate this reverence and respect to others.

For me, then, teaching can be a very priestly vocation. I think the priesthood must be concerned with the sacred, must be a ministry and service to others, must somehow make God more real and more present to others, and in teaching this is what we do. Teaching is concerned with the sacred--the human intellect and the manifestation of God--it is a ministry and service to others, and it does make God more real and more present. In teaching, we help others perfect their God-given intellects, we cooperate with God in helping others grow in His image and likeness, and we communicate to others a reverence for knowledge and truth as manifestations of God in the world. Teaching is a fundamental mission and apostolate of the Church. It will be carried out and accomplished most often by the laity, but I think, correctly understood, it is also a very noble vocation for the priest.

I would simply like to close these remarks as I began, with a word of sincere thanks and appreciation. Appreciation to Dean Charles and Father John for their kinds words; appreciation to the donor of this award for this testimonial to teaching; appreciation to all of you for sharing this occasion with me; and especially, appreciation to this University--students, council members, administration and faculty--for making this a place where teaching and learning can be something deeply spiritual, sacred and priestly, for making a Catholic university a reality and a place so special. Thank you.

## faculty senate journal

### october 8, 1979

At 7:35 p.m. the chairman, Prof. Kenneth E. Goodpaster, called the meeting to order in Room 202 of the Center for Continuing Education and asked Sr. Margaret Suerth, O.S.B., to offer the prayer. He reported that in the recent attitude survey conducted by the senate, close to 75 per cent of the Notre Dame faculty agreed that the senate should play a stronger role in University governance and 60 per cent agreed that the senate should conceive of itself as a "partner" in its relationship with the administration. Goodpaster introduced Rev. Theodore M. Hesburgh, C.S.C., President of the University, who had agreed to respond to questions from members of the senate.

Prof. Michael J. Francis noted the reported unanimity reached in last year's tenure decisions and questioned whether sexism had been perceived at any of the lower levels in the appointments and promotions process. Father Hesburgh responded that he was unaware of any sex discrimination involved in last year's decisions, but that he was conscious of this problem as he reviewed departmental committee on appointments and promotions minutes, and recalled several cases in the past that were investigated. He also reported that Sr. John Miriam Jones, C.S.C., assistant provost, and Prof. Katherine Tillman, assistant provost, regularly met with the University officers and monitored their attitudes and language.

Prof. Irwin Press asked what impact faculty research requirements would have on the gifted teacher and whether there was a place at Notre Dame for the professional teacher of undergraduates. Father Hesburgh felt that the gifted college teacher was to be cherished, but tenure for such an individual without comparable research excellence would be difficult to achieve under the present appointments and promotions structure. He considered it extraordinary for a gifted teacher not to be also a noteworthy researcher.

Prof. Arvind Varma asked how the list of peer institutions had been compiled, and why more of the top institutions in the country were not included. Father Hesburgh listed size, budget and graduate student population as a few of the factors used by the provost's office in developing the list. He felt that eventually we should judge ourselves against the top 10 universities in the country, but for now the list was satisfactory.

Prof. Michael J. Crowe asked Father Hesburgh what his reactions were to the recently-published rankings of the Association of Research Libraries which placed Notre Dame 68th in total volumes, 90th in volumes added and 89th in spending for materials out of 94 university libraries, and Crowe's estimate that we will require an additional \$500,000 a year just to maintain our ranking. Father Hesburgh noted that since he started as a member of the faculty at Notre Dame, the number of volumes in the library has grown from 250,000 to over 1,300,000, and the number of people entering the library each month has grown from 30,000 to 250,000. He felt that Memorial Library, which had cost \$12.5 million to build in the early 1960s, would now surely cost around \$35 million. He felt that the ARL statistics did not reflect the significant collections of philosophy, theology, Byzantine and sports material that had been purchased for the library over the last 6-7 years with special University funds, and which have enhanced the quality of the collection. He indicated that the library is considered an important part of the University, and reaffirmed the high priority assigned to library funding in the Campaign for Notre Dame. He pointed out that inflation and the continuing explosion of information will force libraries to try new approaches to collection building, particularly computer and telecommunication technology and the sharing of resources.

Prof. Vincent P. DeSantis noted that the major university libraries in this country were receiving 7 to 10 per cent of the operating budgets of their institutions, while the library at Notre Dame receives about 4.7 per cent. He emphasized the need to provide funding for the processing and cataloging of these special collections. Father Hesburgh indicated that he was aware of this problem, and that he had personally secured money to pay for the processing of one collection.

Prof. Stephen M. Batill asked what the measures of greatness should be and whether they could be applied to every department at the University. Father Hesburgh said that greatness comes with quality people. Although he felt each department should ideally aspire to measure up against the best, he recognizes size limitations in some departments. He explained that he does not foresee more than 10,000 students at Notre Dame: 1,500-2,000 carefully selected, well-educated and financially supported graduate students; 400-500 law students; 200 students in the MBA program; and the balance undergraduates.

Prof. Charles Parnell pointed out that there were no classes in Mandarin offered at the University, and asked whether, given Notre Dame's strong study base in Taiwan, there were ways we could overcome ignorance of Chinese language and culture. Father Hesburgh agreed that students should be learning Mandarin as well as other languages such as Arabic. He indicated his desire to see the study abroad experience expand to include many more than the 200-250 students now participating. He speculated whether curriculum restrictions and American insularity would prevent substantial growth in the program. In response to Parnell's question whether the Kellogg fund might be used to seed training programs in these languages, Father Hesburgh said he was unsure but would encourage it. He expressed his hope that faculty members in all colleges would strive to promote in our students an openness to other cultures, sets of values and points of view.

Prof. Mario Borelli asked what he, as a teacher of mathematics, could pass on to his students. Father Hesburgh indicated that the human qualities such as enthusiasm for the subject matter, honesty and compassion that a teacher communicates are very important.

Prof. A. Murty Kanury cited the expressions "in the long run" and "going to be a great Catholic university," and wondered whether there were not some elements of greatness already present at Notre Dame, and asked what we have to do to improve our position. Father Hesburgh agreed that Notre Dame provides an excellent education for its undergraduates and has an exceptional physical plant, but felt that we should never be satisfied. He listed some of the goals the University should be working towards: a faculty recognized across the United States, a more selective and better supported group of graduate students, an excellent library collection, improvement in faculty salaries, increasing ability to attract money for research, and a highly-focused spirit to excel.

Prof. Robert A. Vacca asked what effect the declining pool of potential undergraduates and the oversupply of those with doctorates might have at Notre Dame. Father Hesburgh indicated his confidence that the University would continue to attract a sufficient number of quality undergraduates, and that the graduate programs would remain on a

small scale. Vacca inquired whether some departments would continue without graduate programs, and Father Hesburgh responded that this would most likely be the case, the Modern and Classical Languages Department being a classic case in point, though he viewed it as a problem without an easy solution.

Prof. Joan Aldous expressed concern about the impact of inflation on University operations. Father Hesburgh agreed that all colleges and universities were suffering as a result of inflation. He pointed out that Notre Dame was striving to increase significantly its endowment, but, in addition, we will need better organization of work and more imaginative approaches to teaching.

Varma raised questions about endowed chairs at the University: what are the administration's goals, how much money from the current campaign will be used, and has there been difficulty filling these positions? Father Hesburgh acknowledged that we are having some difficulty filling all of the 25 chairs that it is hoped the present campaign will endow at \$1 million apiece. He saw the goals as at least one endowed chair in each department, and all full professor positions endowed, which should free about one-third of the faculty salary budget.

Goodpaster thanked Father Hesburgh for speaking to the senate. He reminded the senators that the regular October meeting would be held the following night, Oct. 9, and that the results of the faculty attitude survey would be discussed.

The meeting was adjourned at 8:50 p.m.

Those absent but not excused were: Edward A. Coomes, emeritus; Charles F. Crutchfield, law; Kenneth L. Grant, mathematics; Gerald L. Jones, physics; Jay A. Labinger, chemistry; Howard P. Lanser, finance and business economics; J. Kerry Thomas, chemistry; Phyllis Webb, microbiology.

Respectfully submitted,  
James G. Neal, Secretary

In accordance with standing senate policy, this journal has been edited in mutual agreement with our guest speaker.

## faculty senate journal october 9, 1979

At 7:35 p.m. the chairman, Prof. Kenneth E. Goodpaster, called the meeting to order in Room 202 of the Center for Continuing Education and asked Prof. Rufus W. Rauch to offer the prayer. The Journal for Sept. 12, 1979 was approved with minor changes. He reported that the Faculty Affairs Committee of the Board of Trustees would be meeting on Oct. 18, and that library funding and faculty attitude survey results would be the main topics discussed.

Goodpaster distributed the preliminary results of the faculty attitude survey, and noted that of the 720 questionnaires mailed out, 420 or 59 per cent were returned, although the preliminary results were based on 390 returns. He asked the senate to decide whether a second mailing to those who had not returned their questionnaires should be carried out. He pointed out that this might boost the returns to 65-75 per cent and add more credibility to the study, but would delay the publication of the final results. Prof. A. Murty Kanury felt that the senate would not receive a significant number of additional returns as a result of a second mailing, and recommended that no additional returns be accepted. Goodpaster noted that with a 59 per cent return, the threshold of a representative sample had been passed. There being no objection, it was agreed not to proceed with a second mailing and not to accept any additional returns.

Goodpaster emphasized that in addition to the gross results that had been distributed, considerably more data were available and accessible and were being reviewed by the chairmen of senate committees. He thanked the staff of the Social Science Research Lab for its assistance with the study. He reported that the preliminary results had been shared with the provost and that he had found them very interesting.

Goodpaster reviewed the preliminary results with the senate and highlighted the noteworthy and significant responses (final results are appended). In summary, he felt that the results demonstrated faculty interest and concern and provided an empirical base for senate action. Prof. Irwin Press listed the seven areas in which he felt senate action was mandated as a result of the survey: the development of grievance and appeals procedures, a

stronger role and more formal participation of the senate in University governance, a clearer definition of the criteria for tenure and promotion, improved faculty salaries, the promotion of greater academic seriousness during the senior year, increased internal funding for research and the development of incentive plans for early retirement.

Press asked if anyone was familiar with the current status of the Budget Priorities Committee, and suggested that the senate approach this body to discuss some of the important issues of concern to the faculty. Goodpaster responded that the Budget Priorities Committee was operating on three levels, and that it would be productive for the senate to contact its core faculty group.

The meeting broke for coffee at 8:15 p.m. and reconvened at 8:30 p.m.

Reporting for the committee on Administration, Prof. Michael J. Francis indicated that he would be meeting with committee members to review the results of the faculty attitude survey.

Reporting for the Committee on Faculty Affairs, Press indicated that information on fringe benefits and salaries was being gathered about University peer institutions as well as other universities. He encouraged senate members to send questions about the faculty attitude survey and recommendations for further analysis of the data to him as soon as possible. He noted that Profs. Robert A. Vacca, James P. Sterba and Carroll W. Tageson were working on the grievance and appeals procedure question.

Vacca summarized the progress of the group investigating grievance and appeals procedures. He reported that information on procedures was being requested from local colleges as well as peer institutions. He identified some of the major questions that have been raised: Does the senate want to produce guidelines or a finished, quasi-legal document? To what extent should the senate work with the Academic Council in the development of guidelines? Are procedures to be set up for the teaching and research faculty or for all faculty groups? Where are the lines on grievances to be drawn--tenure, salary, office space, football tickets?

Vacca cited violations of academic freedom as the only grounds currently recognized in the Academic Manual. He described potential procedural and substantive complaints that might require grievance and appeals guidelines. He noted in particular the wide variation across departments of the role of CAP and departmental chairmen in appointments and promotions deliberations and reports. He identified as key problems the needs to develop a clear statement on the criteria that will be considered, to isolate other factors that may be playing an important part in decision making, to overcome the difficulties caused by the burden of proof resting with the appellant and the restrictions of confidentiality requirements, and to produce procedures that will subject departmental committees to responsible scrutiny. Both Vacca and Press felt that currently reasons given for denial of tenure or promotion are often too simple, abstract or incomplete.

Vacca also raised questions about the composition of a review committee, the criteria to be employed for granting a review and the methodologies that might be instituted. Goodpaster identified committee composition and the confidentiality problem as the main concerns of the provost.

Prof. Arvind Varma stressed that student evaluations were not a sufficient index of teaching quality and that other measures should be developed. Goodpaster agreed that we must be more imaginative in the development of teaching evaluation techniques. He asked Vacca to keep the senate informed about the work of his subcommittee and to plan to submit proposals for senate consideration at the January meeting.

Under Old Business, Goodpaster reminded the senate that at the November meeting Prof. Michael J. Crowe will be reporting about the work of the committee that has been investigating the role of search committees in administrative appointments, and that Robert Miller, director of libraries, will probably speak to the senate.

Under New Business, Kanury identified several problems that have been brought to his attention about the tuition scholarships provided by the University to faculty children. He pointed out that other scholarships or grants received by a student were deducted from the University contribution, thus reducing the incentive to compete for outside awards. He noted that the \$1,000 given by the University toward costs of attendance at other institutions was an amount established 7-8 years ago, and does not reflect the rapid increases in the costs of higher education. He asked that the senate discuss these problems and recommend needed changes. Goodpaster asked the Committee on Faculty Affairs to investigate this matter, and stressed that the faculty attitude survey results similarly raised this issue.

The meeting was adjourned at 9:20 p.m.

Those absent but not excused were: Reginald Bain, speech and drama; Edward A. Coomes, emeritus; Kenneth L. Grant, mathematics; Gerald L. Jones, physics; John J. Kennedy, marketing; Howard P. Lanser, finance and business economics; Barbara McGowan, American studies; James J. McGrath, C.S.C., biology; James P. Sterba, philosophy; J. Kerry Thomas, chemistry; John Van Engen, history; Phyllis Webb, microbiology.

Respectfully submitted,

James G. Neal, Secretary

### Faculty Attitude Survey: Final Results

Number surveyed: 720

Number of responses: 420 (58.3 per cent)

		Response Count	% of Responses
(1) College:	1) Arts and Letters .....	176 (57%)	41.9
	2) Business .....	40 (56%)	9.5
	3) Engineering .....	50 (56%)	11.9
	4) Science .....	85 (57%)	20.2
	5) Law .....	15 (35%)	3.6
	6) Library .....	28 (82%)	6.7
	7) Other .....	21 (28%)	5.0
(2) Rank:	1) Professor .....	111	26.4
	2) Associate Professor .....	126	30.0
	3) Assistant Professor .....	120	28.6
	4) Instructor .....	11	2.6
	5) Professional Specialist .....	21	5.0
	6) Library Position .....	25	6.0
	7) Other .....	3	0.7
(3) Are you:	1) "Full time" .....	386	91.9
	2) "Part time" .....	29	6.9
(4) Number of years at Notre Dame, not counting the current academic year:	0) Zero .....	30	7.1
	1) One .....	33	7.9
	2) 2-3 years .....	56	13.3
	3) 4-5 years .....	52	12.4
	4) 6-7 years .....	33	7.9
	5) 8-9 years .....	24	5.7
	6) 10-11 years .....	27	6.4
	7) 12-13 years .....	27	6.4
	8) 14-15 years .....	38	9.0
	9) 16-17 years .....	20	4.8
	X) 18-19 years .....	15	3.6
	Y) 20 or more .....	63	15.0
(5) Salary range (9-month, 1979-80):	1) below \$13,000 .....	26	6.2
	2) \$13,001-\$18,900 .....	112	26.7
	3) \$18,901-\$25,000 .....	147	35.0
	4) \$25,001-\$30,000 .....	78	18.6
	5) above \$30,000 .....	44	10.5
(6) Sex:	1) Male .....	360	85.7
	2) Female .....	51	12.1
(7) Race:	1) Caucasian .....	379	90.2
	2) Black .....	6	1.4
	3) Mexican-American .....	1	0.2
	4) Other .....	22	5.2
(8) Religion:	1) Roman Catholic .....	229	54.5
	2) Protestant .....	83	19.8
	3) Jewish .....	27	6.4
	4) Other .....	26	6.2
	5) None .....	43	10.2



	<u>% Agree</u>	<u>% Disagree</u>
Governance:		
(9) The Faculty Senate should play a stronger role in University governance than it does at present.	75.3	24.7
(10) I am satisfied with the amount of faculty voice in the University's decision-making process.	26.8	73.2
(11) I am satisfied that the administration is communicating with the faculty when it should.	30.4	69.6
(12) Deans are generally aware of the problems and politics in their college departments.	52.8	46.6
(13) Faculty opinions are adequately taken into account by the administration in the appointment of chairpersons.	54.5	45.2
(14) The Faculty Senate should conceive of itself less as a "loyal opposition" and more as a "partner" in its relationship with the administration.	59.3	40.2
(15) I am satisfied that the College Councils are an effective form of communication and participation for the faculty in the decision-making processes of the colleges.	31.5	68.2
Administrative Policy:		
(16) We should award more endowed chairs to Notre Dame faculty than to outside scholars.	39.3	60.2
(17) Tuition increases will ultimately prevent lower income students from coming to Notre Dame, and so the University should make every effort to keep tuition increases to a minimum.	64.5	35.3
(18) A formal appeal procedure should be made available for faculty denied promotion, tenure, or renewal.	86.3	13.5
(19) I believe that tenure and promotion decisions have largely been consistent and are in line with the standards set out in the Faculty Handbook.	48.7	50.8
(20) I am satisfied that sexism, conscious or unconscious, is not a problem in hiring and promotion of female faculty members.	55.5	44.0
(21) I believe that the administration's desire for academic excellence is producing policy decisions that will benefit Notre Dame.	55.7	43.8
(22) I think the University has made an appropriate effort in the area of minority hiring, particularly Blacks and Mexican Americans.	58.2	41.0
(23) Service to the University and the community is an important factor to be considered in tenure and promotion decisions.	63.0	37.0
(24) The present administration values research ahead of teaching and service.	78.0	21.8
(25) Catholicism should be a factor in hiring faculty.	37.7	61.8
(26) Catholicism should not be a factor in tenure and promotion decisions.	85.5	13.3
(27) At present, administrative policy is clear with respect to the central criteria for promotions and tenure.	36.2	63.6
(28) The Catholic character of Notre Dame is gradually eroding.	39.1	59.9

	<u>% Agree</u>	<u>% Disagree</u>
Compensation:		
(29) Salaries at Notre Dame are adequate, given the intangible benefits which this University affords its faculty.	24.9	75.1
(30) The grant-in-aid for faculty children attending colleges other than Notre Dame should be increased.	67.1	32.1
(31) The University's top priority must be to upgrade faculty salaries.	62.3	37.7
(32) My salary increases in recent years at Notre Dame have kept pace with inflation.	18.4	80.6
(33) In order to make a substantial increase in faculty salaries, I think that an increase in the tuition costs would be acceptable.	55.7	43.5
(34) The Notre Dame faculty should organize into a collective bargaining unit.	34.8	65.0
Teaching and Research:		
(35) We should encourage greater academic seriousness during the senior year.	90.3	9.5
(36) Teaching quality should be rewarded on a par with publication.	76.1	23.6
(37) Notre Dame will change for the better if publication is stressed above teaching, and differentially rewarded.	26.0	73.8
(38) Our libraries are basically adequate.	25.8	74.2
(39) I am satisfied with the way in which student course evaluations are used in administrative decision-making.	29.4	70.0
(40) The present course evaluation instrument should be abandoned.	52.8	46.3
(41) Teaching loads are, as far as I am concerned, too high.	44.8	54.9
(42) The library collections do not support my research requirements.	56.0	44.0
(43) The primary measures of research are scholarly books, publications in referred professional journals and presentations at professional meetings.	84.8	15.2
(44) An important outgrowth of effective research is the development of national and international reputation.	82.8	17.2
(45) Notre Dame provides sufficient internal funding to allow the development of research programs.	20.7	78.5
(46) Grantsmanship (i.e., the ability to obtain external funding) is valued at Notre Dame more than scholarship and research.	62.6	36.3
Retirement:		
(47) Economic pressures for collective bargaining and/or likely court action on retirement age discrimination point to the demise of the tenure system.	40.6	58.6
(48) Retirement age should be 70.	43.5	56.2
(49) Retirement should not be determined by age but by a review of the individual's contribution to department and university.	66.9	32.8
(50) The administration should develop incentive plans for encouraging early retirement or semiretirement.	82.5	16.7

(contents continued)

documentation

- 173 Additions and Corrections to  
ND Report No. 4
- 176 Theology Department Chairman  
Search Committee
- 176 Sheedy Award Address
- 177 Faculty Senate Journal  
October 8, 1979
- 179 Faculty Senate Journal  
October 9, 1979
- 181 -- Faculty Attitude Survey  
Final Results

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## notre dame report

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