

# Notre Dame

Fall—1958

Editor — John N. Cackley, Jr.



UNIVERSITY OF NOTRE DAME  
WOMEN'S ADVISORY COUNCIL

Mr. John N. Cackley, Jr.,  
Editor, Notre Dame,  
Notre Dame, Indiana.

Dear Mr. Cackley:

It is indeed gratifying to note that others as well as members of the Women's Advisory Council feel the need of more books for our library at Notre Dame. The formation of the Notre Dame Library Association will need a great deal of organization in order to get the idea spread wherever there are friends and alumni of Notre Dame. As we are appealing for \$5.00 memberships that will be paid on a yearly basis as dues, with the thousands of friends the University has, one can readily see how far this very worthy project might extend.

The members of the Women's Advisory Council (which numbers about one hundred and forty women and is made up of wives of the members of the Board of Lay Trustees, and of wives of the members of the Science and Engineering, Commerce, Law, and Liberal and Fine Arts Councils of the University of Notre Dame) have agreed to put forth every effort to make this new undertaking a great success. They are extremely eager to get the project under way.

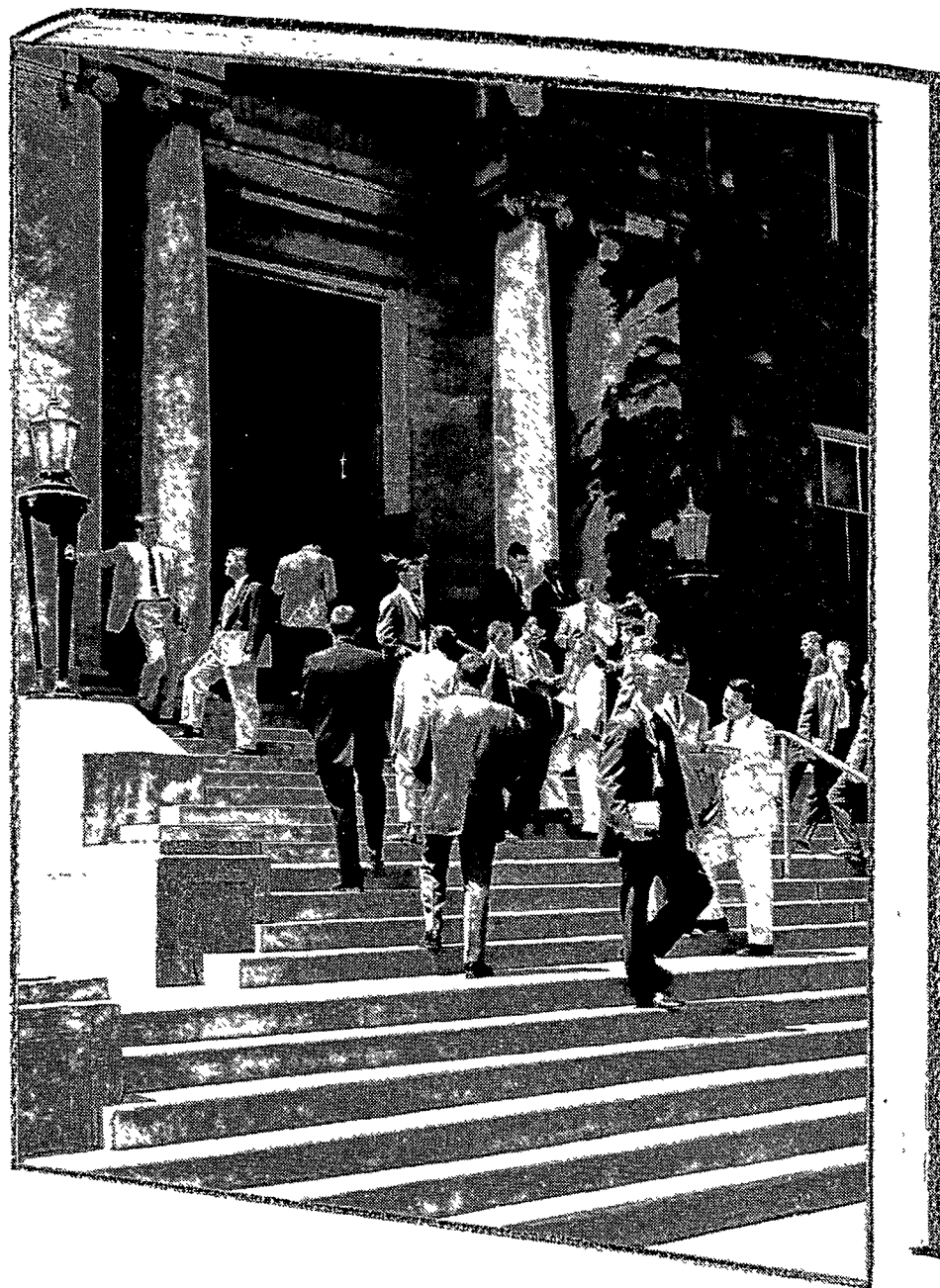
The meetings of the women's Advisory Council are held twice a year at the University of Notre Dame. These meetings are scheduled at the same time as the various councils meet. At each of the Fall meetings in 1958, prepared material will be given out so that the women will have something tangible with which to work. The idea of the council members inviting a few of their friends to their homes or elsewhere in small informal meetings seems to be a good one. The idea beyond this undertaking will be to explain to their friends and friends of Notre Dame the purpose of the Notre Dame Library Association. Also, to ask these friends to do the same with their friends. It has also been suggested that the members may phone or write letters so that in the due course of time hundreds of people will be reached, near and far, and will be asked to subscribe \$5.00 annually for the future development of the Notre Dame Library which is so necessary.

Other universities are carrying out similar projects in different ways, only not through a women's organization. I believe Notre Dame is the only University that has such a council; however, the members of the Women's Advisory Council are so very anxious to take an active part in something that will be of real value to a University that has gone so far and is destined to go much farther. That is why the Women's Advisory Council does not want to leave undone anything that will help in the long run to make a greater success of the University of Notre Dame.

I am sure the women as well as the men want for the University of Notre Dame a library of which everyone will be very proud. So let us bend our every effort in that direction.

Sincerely yours,

MRS. E. M. MORRIS,  
Chairman, Women's Advisory Council



**T**HE library has been variously described as the heart, or the nerve center of a university—as the campus work-shop—the real gateway to learning. It has been called a laboratory for the arts and sciences. Carlyle has said that “the true University . . . is a collection of books.”

However the library may be defined, its vital importance to the university is obvious. Without an adequate library the process of teaching is hampered. Without a quality library a competent faculty will not be attracted and retained. Through the medium of books the student may enter a hundred fields of knowledge, explore the unbarricaded countries of the mind. From the printed page the scholar draws insight and truth illumined by the great minds of past and present.

The needs of the University of Notre Dame Library are obvious and acute. The rapid expansion of the University in its outlook and in its outreach, the increasing size of its student body and faculty, have outdistanced the resources of the library in spite of the best that could be done from a budgetary standpoint, to keep it abreast of the advancing needs.

When Notre Dame's scattered collections were first gathered into a central library by Father Augustine Lemonier, President of the University, in 1873 there were approximately 20,000 volumes. At the rate of growth which is fairly standard for University libraries, the number of volumes doubles approximately every 15 years.

# NOTRE DAME LIBRARY ASSOCIATION

## *Women's Advisory Council Sponsors Special Project*

Had it followed this general pattern, Notre Dame's library should have totaled at least 640,000 volumes in 1955. Actually there are approximately 397,463 volumes in the University library, excluding the Law Library.

It is obvious, of course, that a library cannot be evaluated entirely by the number of its volumes. The quality of its collection is more difficult to assay, but certainly is of equal importance with the number of volumes. And quality becomes more important as the University moves further into graduate fields, with the accompanying requirements in research.

Expansion and revision of the curricula and the growth in size of the student body have greatly increased the demands on the Notre Dame library. Today, over 1,700 undergraduate courses are taught at Notre Dame. The graduate courses number approximately 300. In the revision of the curricula and the development of new programs of study, there has been a move away from the textbook-type of course and more emphasis on wide reading in the subject. Most courses are heavily weighted toward the use of many books, and greater use is made of the library than ever before. The curriculum in the College of Arts and Letters now calls for a senior essay as a requirement for graduation. This year 281 seniors are writing such an essay, placing a heavy demand upon library materials within a brief period of time.

Total registration at Notre Dame prewar, was 3,003; today it is 6,022. The summer session enrollment has increased from 210 in 1918 to 2,056 in 1957, and of the latter number, 1,583 were graduate students.

These figures point up the exceedingly rapid growth at Notre Dame in contrast to the more gradual development in many other large universities. The growth has not only been rapid but many-sided and complex as well. The increase in the number of students, reorganization of graduate schools and the offering of courses leading to

the doctorate in addition to the master's degree, the establishment of the Mediaeval Institute, the development of research and publication in international relations, germfree life, and other fields have all combined to tax the library beyond its present resources.

These demands are not only on the central library but on the four others maintained in connection with the special schools—the Architectural and Engineering Library—the Biology Library—the Science Library—the Law Library.

Because the necessity of greater support is obvious, the Women's Advisory Council has selected this problem as its special project. The Notre Dame Library Association was formed to stimulate and encourage the support of the University library by alumni and other friends. Problems of the library will be interpreted to those interested and it is hoped that additional, needed aid for the library will result from these efforts.

Success of the organization will be measured by the number who are attracted to its membership. There are three classifications: Annual Membership, renewable each year; Life Membership.

In addition to the annual and life memberships, provision has been made for a memorial roll for gifts to the Notre Dame Library Association made in memory of a deceased person. The amount of the memorial contribution is to be determined by the donor. Such gifts will be appropriately acknowledged by the Notre Dame Library Association to the family of the person memorialized and showing the name of the person making the memorial contribution.

Funds obtained through all memberships will be devoted to the purchase of books and to the growth and expansion of the library. Books will be purchased from membership subscriptions and will be marked with a Notre Dame Library Association plate.

In addition to the enlistment of memberships, the Notre Dame Library Association encourages and solicits the gift of private collections of books and other suitable material. Such collections, after approval by the library committee, are added to the resources of the library.

In embarking upon the organization of the Notre Dame Library Association, the Women's Advisory Council confidently looks forward to the enthusiastic support, not only of alumni, but of all non-alumni friends of the University and the friends of learning in general.

PLEASE ACCEPT MY APPLICATION FOR MEMBERSHIP IN THE NOTRE DAME LIBRARY ASSOCIATION AS CHECKED

- ( ) Annual Membership (\$5.00)  
( ) Life Membership (\$100.00 or more)  
( ) Memorial Membership (Donor determines amount)

ENTER NAME OF PERSON TO BE MEMORIALIZED HERE

(Funds obtained through all memberships are devoted to the purchase of books and the growth and expansion of the library. Each member, in consideration of his contribution, will have placed in the library a new volume with a Notre Dame Library Association book plate.)

Name of Applicant .....

Address .....

City .....



# THE PRESIDENT'S PAGE



**D**URING the last year I have been delighted by the letters appearing from time to time in the ALUMNUS magazine concerning the library—one by Walter Trohan, '26, chief of the Chicago Tribune's Washington (D. C.) bureau; another by Vern Sneider, '40, whose novel, "Teahouse of the August Moon," won the 1954 Pulitzer Prize for drama; and a third by Professor John Frederick of the University's Department of English. In this issue of NOTRE DAME there is a significant letter from our dear friend and benefactor, Mrs. E. M. Morris, Chairman of the Women's Advisory Council. And there is an article on the new Notre Dame Library Association.

I am impressed by the intelligent and general concern shown in these expressions for our Library and its books, for, certainly, as we work towards a greater and greater University we must do so in terms of an ever-greater Library.

The president of a university is, as you know, a traveller. For committees and councils, for degrees and director's meetings, for speeches and conferences the president frequently leaves the campus. Fortunately, on such trips I have visited many of the world's famous universities and have seen the libraries created by these universities. May I say that as I have studied such institutions a new Library for Notre Dame has taken high priority in my dreams for the future.

The new Library is so far only in the talking stage. But we must all pray for it and hope and dream that it will soon go up on the campus. It must be the place where students of the future will be delighted to spend many hours of every day. There in silence they will meet the best of books from the greatest of minds; there in the quiet by themselves they will carry on the search for knowledge and truth that will change their whole lives.

In the past few years we have revised our curricula and developed new programs of study. Two thousand separate courses are now being taught at Notre Dame. These courses require the use of an ever increasing number of books. The Women's Advisory Council, recognizing our need, conceived and launched the Notre Dame Library Association. I express my heartfelt thanks to all the members of our Women's Advisory Council, and especially to Mrs. Morris the chairman, for the work they are doing, because the Library Association will perform a service of universal significance to Notre Dame. I urge all of you, our Notre Dame Family, to become members of the Library Association and support our program. The success of the organization depends on enlisting your interest and support. We need your membership if we are to expand our Library. On your part, as members of the Library Association, you should find great consolation in the fact that every new volume purchased with your help will have a Notre Dame Library Association plate.

You should find wonderful satisfaction in knowing you helped, not only to build a great Library, but also to influence the lives of students for many years to come. Great libraries, as you know, exist apart from universities but no university can ever be great without a great library.

This is my first chance to greet you since my reappointment to the Office of the President. I extend best wishes to all of you from all at Notre Dame. Pray for us. And may the Good Lord bless you and yours.

*John H. St. John, S.J.*



# NEW APPOINTMENTS ON CAMPUS

## Father Grimm Named Religious Superior

At the conclusion of a triennial Provincial Chapter on the Notre Dame campus: Rev. Richard Grimm, C.S.C., was named superior of the Holy Cross priests and Brothers associated with the University. He succeeds Rev. Theodore M. Hesburgh, C.S.C., whose term as superior was limited to six years by canon law. Father Hesburgh was re-appointed Notre Dame president last April. A native of Peoria, Ill., Father Grimm has served as assistant superior and professor of religion at Notre Dame since 1953.

Rev. Chester A. Soleta, C.S.C., head of Notre Dame's English department since 1953, has been appointed vice president for academic affairs. He succeeds Rev. Philip S. Moore, C.S.C., who will serve as academic assistant to the president. Father Soleta is a native of South Bend, Ind., and a specialist in critical theory and the English literature of the Romantic period.

Rev. George C. Bernard, C.S.C., was named vice president for student affairs at Notre Dame succeeding Rev. James E. Norton, C.S.C., who becomes director of the University of Portland (Ore.) Foundation.

Rev. Glenn R. Boarman, C.S.C., a native of Springfield, Ill., was appointed Notre Dame's prefect of religion. A member of the philosophy faculty, he succeeds Rev. Charles Carey, C.S.C., who will resume teaching at the University.

Other Holy Cross priests receiving new appointments at Notre Dame include Rev. Ferdinand Brown, C.S.C., assistant religious superior; Rev. John H. Wilson, C.S.C., administrative assistant to the president; and Rev. Robert Lochner, C.S.C., assistant prefect of religion.

Father Grimm, who holds an electrical engineering degree from Notre Dame, entered the novitiate of the Holy Cross Fathers in 1929. He joined the Notre Dame faculty following his ordination in 1937. From 1941 to 1950 he was superior of Holy Cross Seminary on the campus and from 1950 to 1953 he was prefect of religion at Notre Dame.

Father Soleta joined the Notre Dame faculty in 1946 after receiving his doctorate at Yale University. He entered Holy Cross Seminary in 1929 and was graduated from Notre Dame in 1938. He was ordained to the priesthood in 1942.

Father Bernard, a specialist in moral theology, began teaching at Notre Dame in 1952 after receiving a doctorate in sacred theology from the Catholic University of America, Washington, D. C. He enrolled at Notre Dame as a layman in 1939 and entered the Holy Cross Fathers' novitiate in 1942. He was graduated from Notre Dame in 1945 and was ordained four years later.

Father Boarman, who will coordinate religious activities on the campus and edit the Religious Bulletin, has been serving as assistant director of admissions and assist-



Fr. Grimm



Fr. Soleta



Fr. Bernard

ant professor of philosophy at the University. In earlier years he was coordinator of summer conventions. He began his studies for the priesthood in 1941, was graduated from Notre Dame in 1946, and was ordained in 1950.

Father Brown, a native of Portsmouth, Ohio, has been a member of Notre Dame's mathematics faculty since 1946. He began his studies for the priesthood at Notre Dame in 1930 and holds three degrees, including a doctorate, from the University. He was ordained in 1942.

Father Wilson, born in Chicago, was graduated from Notre Dame and the Kent College of Law, Chicago. He has served as associate editor of THE CATHOLIC BOY and as director of vocations and assistant director of province development for the Holy Cross Fathers. He entered the novitiate in 1934 and was ordained in 1941.

NOTRE DAME

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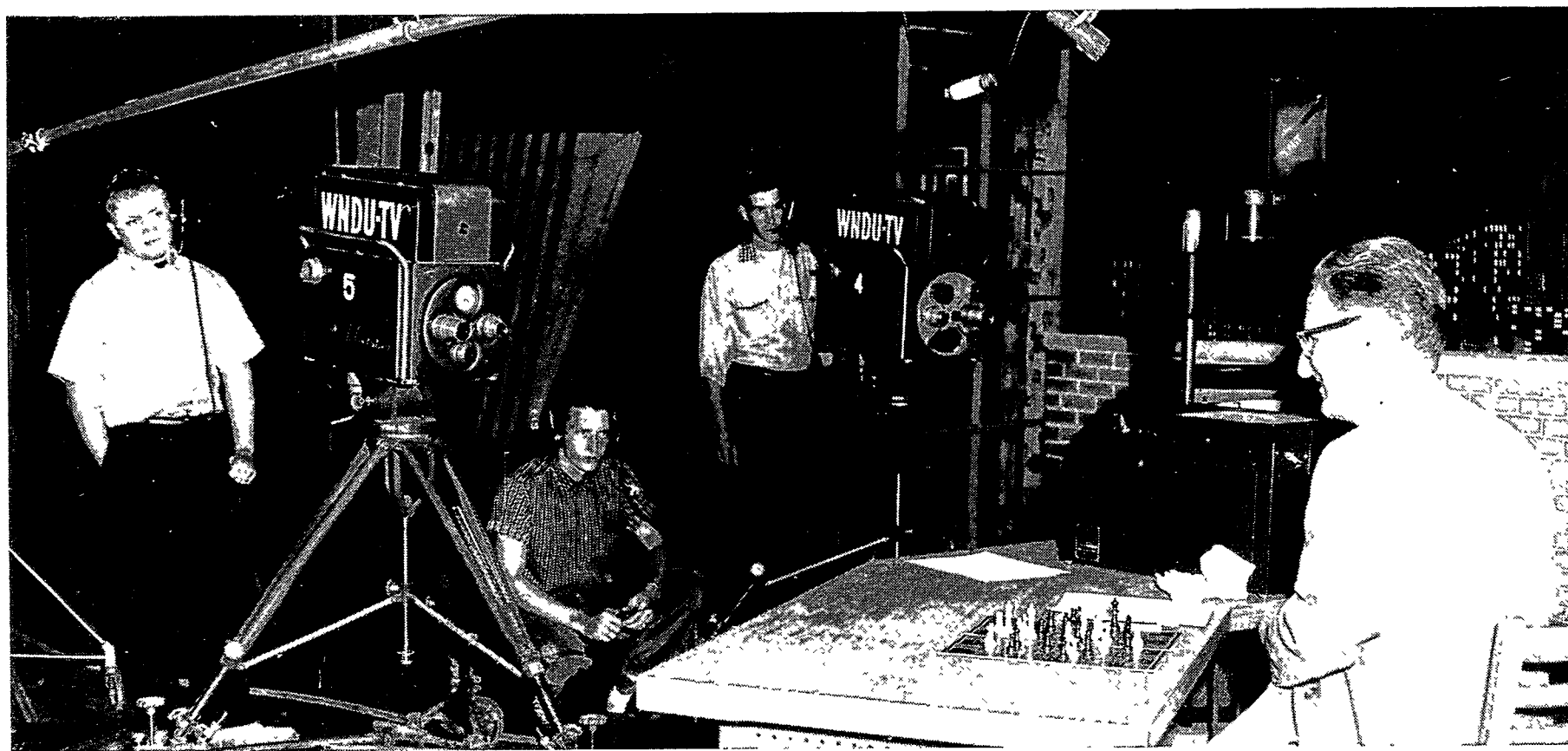
Published quarterly by the University of Notre Dame, Notre Dame, Indiana. Entered as second class matter May 10, 1928, at Post Office at Notre Dame, Indiana, under the Act of August 24, 1912.

# CLOSED CIRCUIT CLASSROOM

*Mathematics Lectures  
Televised to Teachers  
Attending Summer School*

**By James E. Murphy**

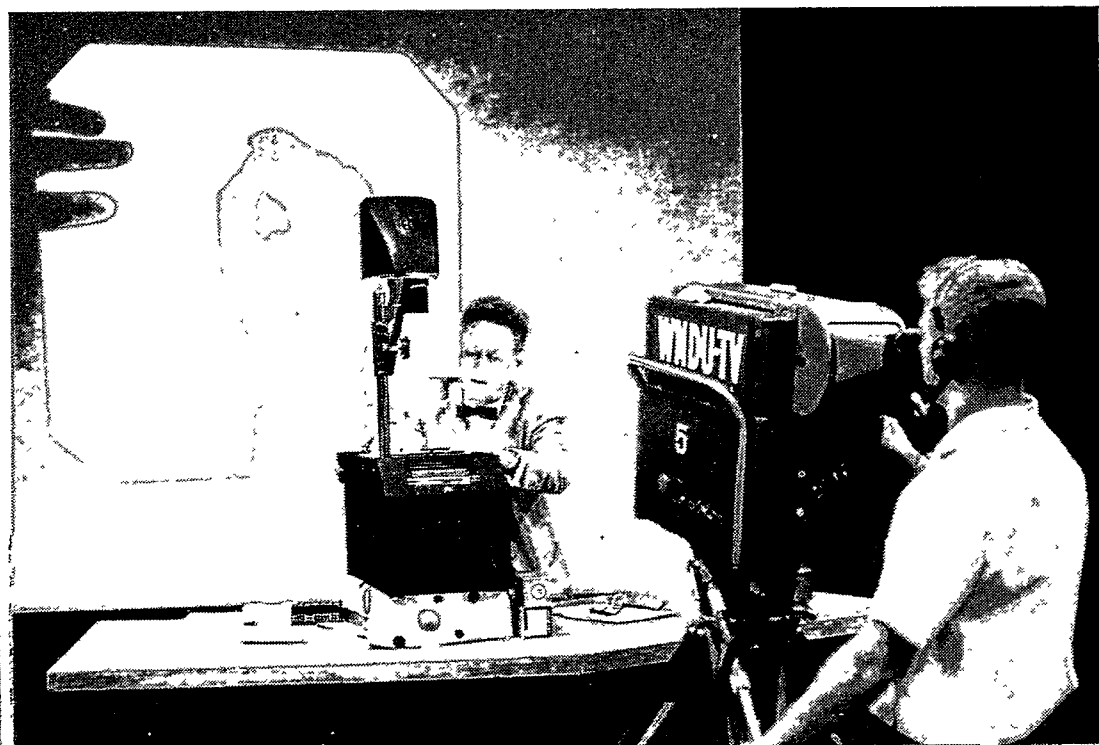
*The author is Director of Public Information  
at the University of Notre Dame.*

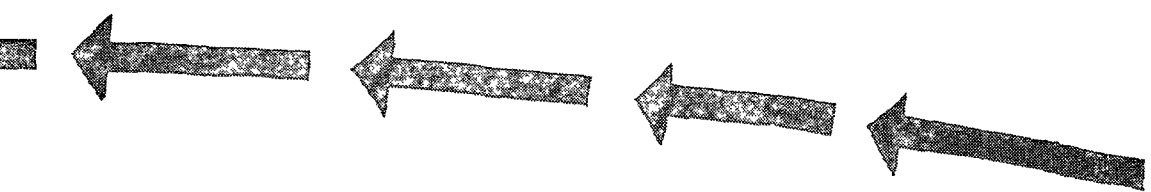


Dr. Ross prepares for telecast lecture. He uses chess set as a "prop."

All lectures were telecast over University's station, WNDU-TV.

Class views Dr. Ross on television screen.





NOTRE DAME's first experiment with TV as a medium for academic instruction was held during the Summer School sessions when two hundred and fifty high school teachers attended a series of two-week lectures in mathematics via closed circuit television.

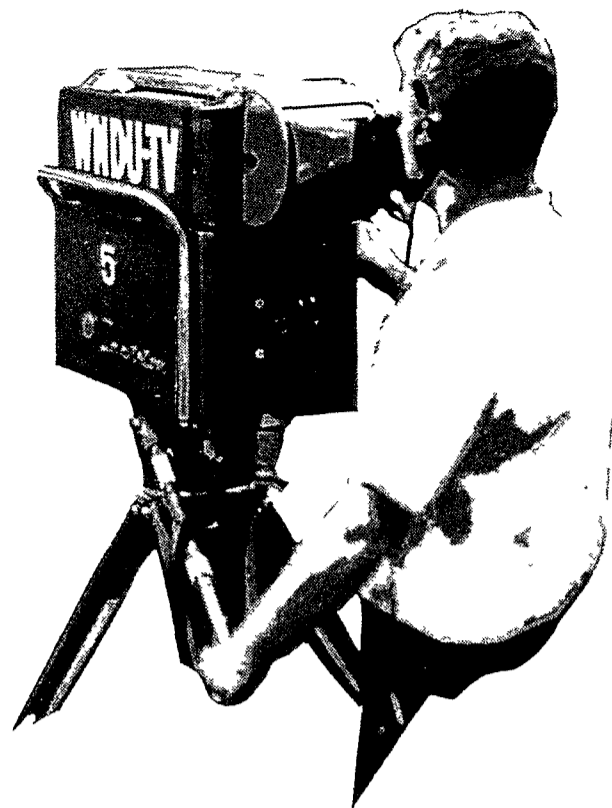
Dr. Arnold Ross, head of the mathematics department, lectured on "Boolean Algebra" from the studios of WNDU-TV, the University-operated television station. His students, many of them nuns, took notes in several TV-equipped classrooms in the O'Shaughnessy Hall of Liberal and Fine Arts across the campus. The project was arranged with the cooperation of Bernard Barth, vice president and general manager of the campus station.

For some time, Dr. Ross disclosed, Notre Dame officials have been eager to determine the problems involved in teaching via television. The actual lectures, he said, represented only one part of the experiment. They were followed by several round-table discussions, off-camera, in which the high school teachers evaluated TV as a medium for instruction, particularly in mathematics. Ross observed that those enrolled in the class "are not only interested in mathematics; they also have a professional interest in teaching and teaching methods."

He stressed that the experiment was not just to put the classroom on television. Rather, he continued, "we will try to take advantage of the opportunities of the medium as well as cope with its difficulties. There is a lot to be learned."

At the conclusion of the lecture series, Dr. Ross stated: "I feel that something very significant can be done with this new medium if we proceed with intelligence and imagination. The students have shown great interest and enthusiasm in our experiment."

CLOSED  
CIRCUIT  
CLASSROOM



However, he and his associates point out that the medium of educational television, while exciting and fascinating, has inherent limitations. Ross remarked, "The problem is that in treating a large number of students as a unit in the televised lecture, the teacher loses that contact with the individual student and his problems that is a vital part of education."

"One result," he continued, "of completely televised educational systems would be that the professor would have no way of spotting and working with the gifted students in his class."

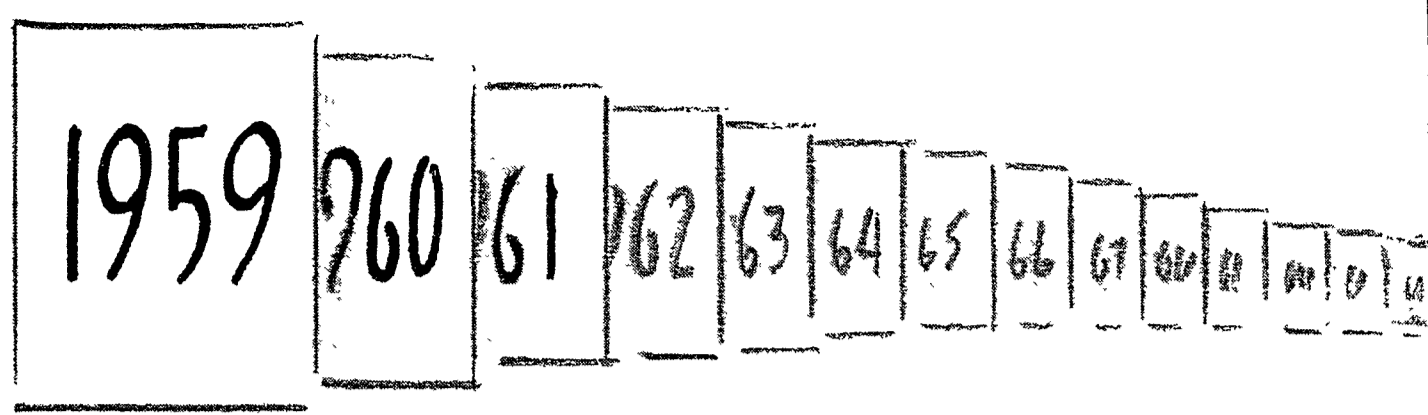
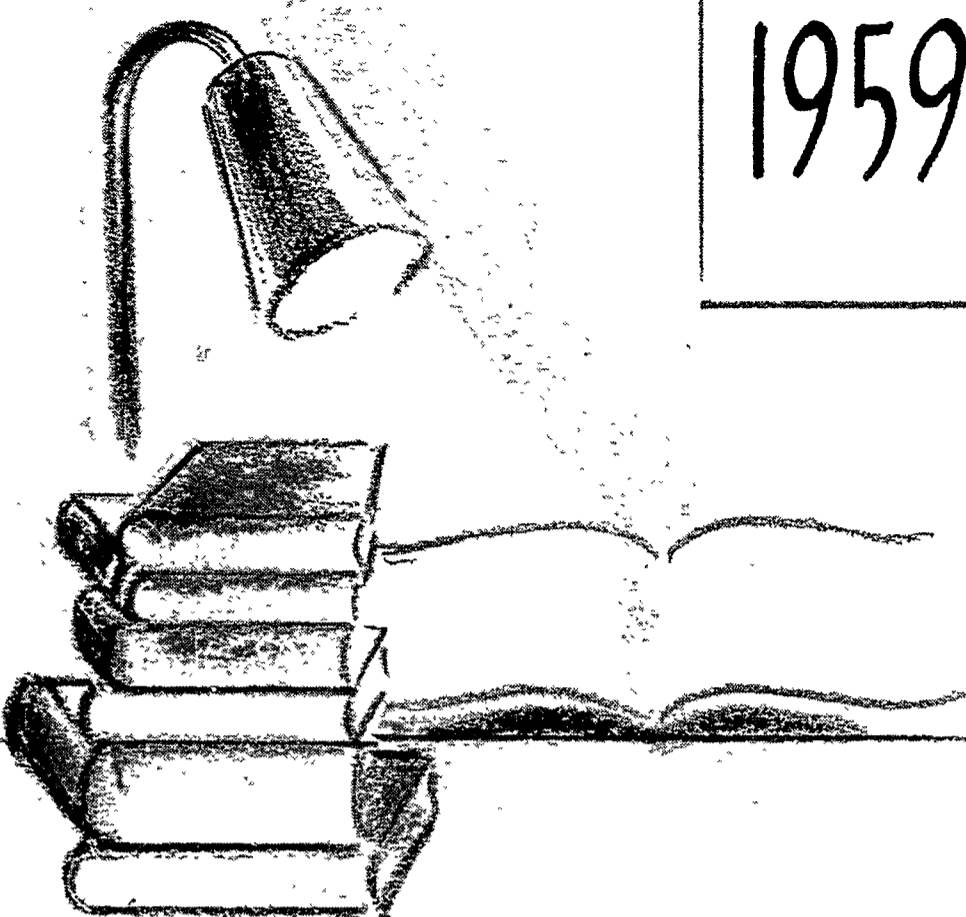
Group discussions with the students in the experimental program leads Ross to believe that speed of learning and retention of material is about as fast as in the normal classroom lecture. However, he feels that several more years of experimentation are necessary before educational television can be adequately evaluated.



High school teachers enrolled in Mathematics courses included many nuns.



Evaluation of the experiment was made by Dr. Ross, his associates and the class.



# PLANNING FOR COLLEGE

## *Professional Counselor Should Be Consulted*

**By Rev. Richard D. Murphy, C.S.C.**

*The author is Director of Admissions at Notre Dame and previously was a member of the faculty at the University of Portland and at St. Edward's University. He graduated from Notre Dame in 1931 and was ordained to the priesthood three years later. Father Murphy is a member of the American Council of Admissions Counselors, the College Entrance Examination Board and the General Motors Scholarship Board.*

**W**E WOULD like to offer you some specific recommendations to help in your preparation for college. They apply to any boy who will continue his studies, either at Notre Dame or at some other college, or in one of the professions or technical schools.

*Reading* is of fundamental importance to persons seeking a college education. Most of our knowledge comes through reading. It is suggested that students preparing for college take a reading test to ascertain ability to read with speed and ease and to comprehend what is read. If such tests are not available in your school, or if a reading clinic is not established in your community, this examination can be achieved through reading a paragraph or a chapter of an unfamiliar book and then without reference to the book, attempt to summarize its contents in your own words. If the student has difficulty doing this, it is recommended that the effort be continued until the ability is mastered to pick the important thoughts out of a paragraph.

The *amount* of reading is highly important for general background. It need not be confined to the classics, but students should develop a daily habit of reading something not required. The material may be from history, biography, travel, or fiction—in other words, any type of wholesome book. Perhaps there may be an interest in one special field of reading—the history of a country, or the development of certain forms of government, or the background of an important scientific discovery.

In selecting a high school program, students should be certain that they have the required academic courses. For almost any college program, the following is mandatory: minimum of three years of English, two years of mathematics, two years of foreign language, one or two years of history or other social science, and at least one year of a laboratory science. It is suggested that college prep students take a course in English and one in mathematics for each of the four years in high school.

If an adequate *counseling* service is available in the school be certain to take advantage of it. An interest inventory test should be completed early in the high school curriculum, and if possible, this should be repeated in the junior year or early in the senior year. A counselor will discuss the results of these tests with each student. If tests are unavailable in your school, write to the college in which you are interested for information on the subject. For many years, educators have upheld the validity of these tests, and recently, industry has become more and more aware of their importance. Results of interest tests, in addition to College Boards and high school transcript, provide the Admissions Office with





Father Richard Murphy, Director of Admissions.

necessary data on which to predict the individual's success in college.

It is extremely important that good *study habits* be developed as soon as possible. Admission to college will be based partly on the complete high school record, not on just the last year. Of those denied admission to college, only about one out of eight is rejected because of lack of ability, but almost two out of three are not admitted because of low grades in high school. Approximately one out of four is denied because of lack of proper subject matter.

Write to the college of your choice, at least *in the junior year*, to allow ample time to satisfy all the requirements for admission.

**S**UCCESS in college depends on intellectual capacity, *achievements* in school, *motivation* or the will to win over obstacles, and the *selection* of a proper college program.

*Native ability* or intellectual capacity is measured by the College Board tests. The Scholastic Aptitude Test is indicative, first, of the student's comprehension of English, use of words, and in general the ability to learn; and second, an ability to reason, that is the capacity to think logically. The College Board exams are administered by the Educational Testing Service of Princeton, New Jersey.

*Academic achievement* is measured by high school grades—not for the senior year only—and by the Achievement Tests of the College Boards. In the evaluation of grades, the size of high school attended, honors, courses, and academic load are taken into account. An A in Physical Education will not offset a D in English or Math. The average will be based on the academic subjects (English, Math, Science, Language and History).

Student *motivation* is measured by rank in class, activities, and by the recommendation received from your principal or counselor. Excessive social or athletic activities will not offset a low average, nor will a straight A transcript offset a total neglect of social life or a healthy sports interest. In other words, the ideal applicant should have time for books, for play, for fun and for prayer and should give himself completely to each in its time and place.

With this information available, the Admissions Officer can best estimate what chances of success the

applicant will have in college. Under certain circumstances he can predict that the student is not likely to succeed as an Engineer or as a Fine Arts major. His decision will be made by comparing the applicant's record with that of thousands who have entered the University and have succeeded or failed. Standard aptitude and interest tests, given by many high schools, are extremely helpful in determining the applicant's real interests—what future will be brightest for him—and deciding on certain courses of study.

The importance of selecting the *proper course* in college cannot be overstressed. Many students who have the ability to do well in one field of endeavor are completely unprepared for some other program, either because of lack of interest or lack of background. For example, the mere fact that a boy's father is a successful doctor does not necessarily indicate that the son has sufficient interest or background for the medical profession.

While students certainly should discuss vocational interests with their parents, our experience over many years has taught us that parents are often not the best counselors for their sons in regard to the choice of a profession. For the selection of a college career, a professional counselor, armed with all the information obtainable from the best tests, is an indispensable help and he will be happy to discuss the results of these tests with students and with parents.

## Entrance Requirements

### COLLEGE OF ARTS AND LETTERS OR COLLEGE OF COMMERCE

1. ALL REQUIRED:	<i>units</i>
English .....	3
History .....	1
Algebra .....	1
Geometry, Plane .....	1
Science (Lab.) .....	1
Language, Foreign .....	2

2. At least three units required from Group A.
3. Not more than three units accepted from Group B.
4. Minimum of 15 units total.

GROUP A: English, Latin, Greek, German, French, Spanish, History, Intermediate or Advanced Algebra, Solid Geometry, Trigonometry, Physiography, Physiology, Astronomy, Botany, Zoology, Chemistry, Physics.

GROUP B: Commercial, vocational, music, art, and similar subjects credited toward graduation.

The Unit is the credit for a year of satisfactory work in an accredited secondary school.

Less than  $\frac{1}{2}$  unit in any subject is not accepted. The two required units in a language must be in the same language.

### COLLEGE OF ENGINEERING OR COLLEGE OF SCIENCE

1. ALL REQUIRED:	<i>units</i>
English .....	3
History .....	1
Algebra .....	1
Inter. or Adv. Algebra .....	$\frac{1}{2}$
Geometry, Plane .....	1
Trigonometry .....	$\frac{1}{2}$
Physics* .....	1
Language, Foreign .....	2

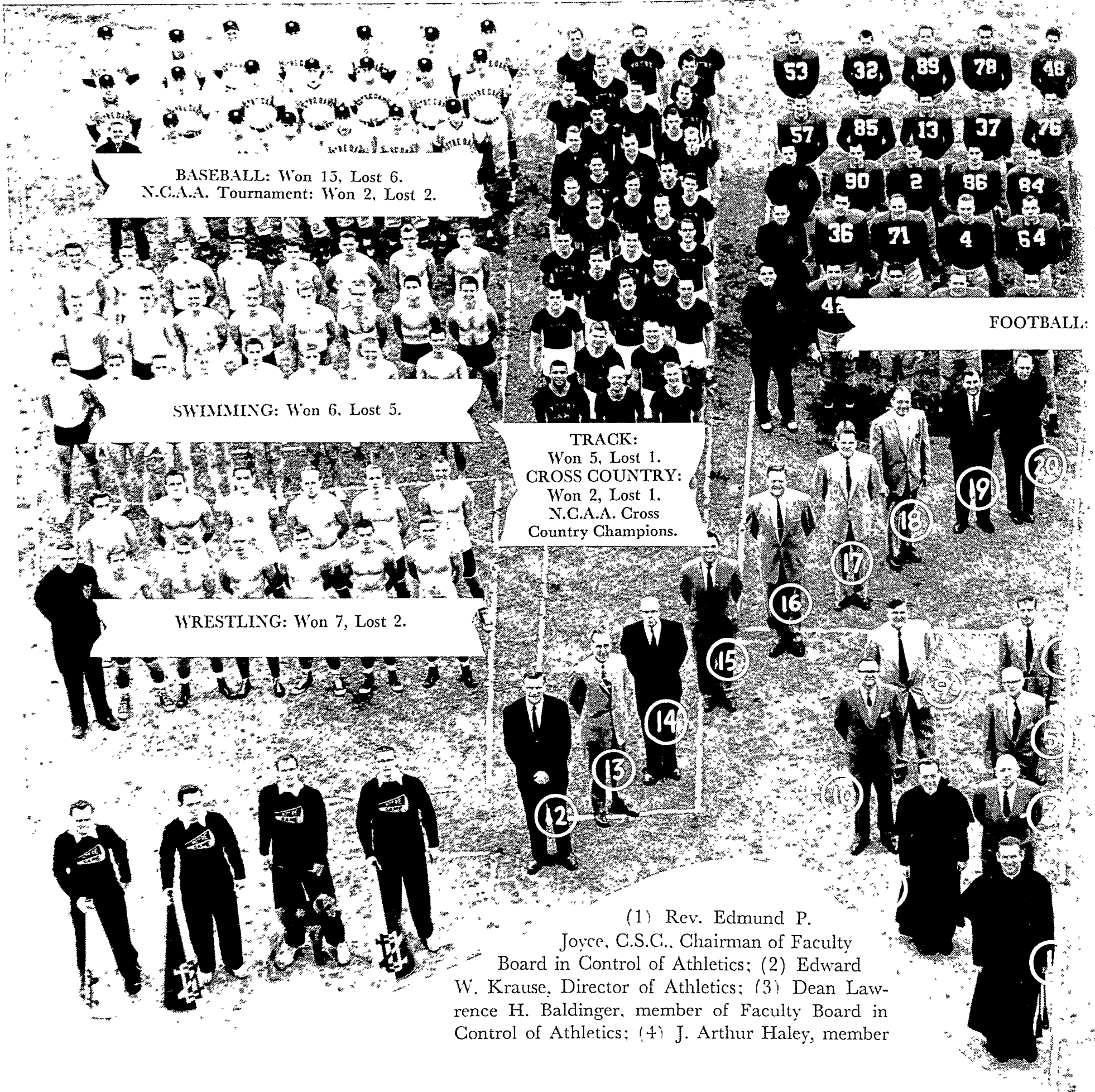
2. At least three units required from Group A.

3. Not more than three units accepted from Group B.

4. Minimum of 15 units total.

\* (Physics or Chemistry for the College of Science)

# THE GREATEST YEAR IN SPORTS *at Notre Dame*



BASEBALL: Won 15, Lost 6.  
N.C.A.A. Tournament: Won 2, Lost 2.

SWIMMING: Won 6, Lost 5.

TRACK:  
Won 5, Lost 1.  
CROSS COUNTRY:  
Won 2, Lost 1.  
N.C.A.A. Cross  
Country Champions.

WRESTLING: Won 7, Lost 2.

FOOTBALL:

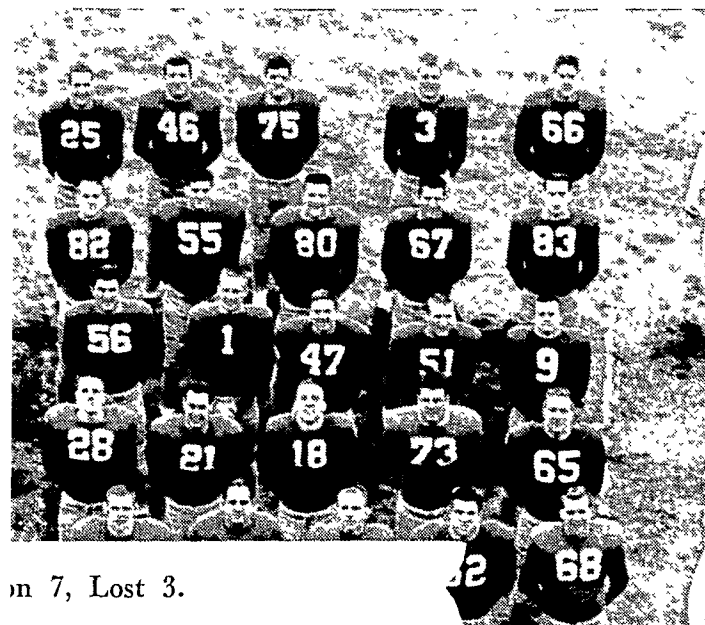
(1) Rev. Edmund P. Joyce, C.S.C., Chairman of Faculty Board in Control of Athletics; (2) Edward W. Krause, Director of Athletics; (3) Dean Lawrence H. Baldinger, member of Faculty Board in Control of Athletics; (4) J. Arthur Haley, member

of Faculty Board in Control of Athletics; (5) John McAllister, superintendent of athletic equipment; (6) Eugene S. Paszkiet, trainer; (7) Len Kahler, assistant ticket manager; (8) Roger Valdiserri, administrative assistant to Coach Brennan; (9) Joseph F. Dierickx, stadium superin-

tendent; (10) Robert Cahill, Ticket Manager; (11) Rev. James E. Norton, C.S.C., member of Faculty Board in Control of Athletics; (12) Terry Brennan, head coach of football; (13) Alex Wilson, head coach of track and cross country; (14) Gilfred A. Burdick, swimming coach;

NOTRE DAME athletic teams enjoyed their greatest season when more than 100 victories were achieved during the 1957-58 school year. The indoor track and fencing squads were undefeated while participants in tennis, cross country and outdoor track each suffered only one setback. Coach Alex Wilson's cross country runners were crowned

National Collegiate Athletic Association champions; the basketball, fencing and baseball teams also had excellent records in N.C.A.A. competition. Including post-season tournaments, Notre Dame's ten varsity squads won 107 victories while losing 24. The scores of two non-varsity groups, swimming and sailing, are listed below.



on 7, Lost 3.



(15) Michael A. Decicco, assistant fencing coach; (16) Bill Fischer, assistant football coach; (17) Bernie Crimmins, assistant football coach; (18) Bernie Witucki, assistant football coach; (19) Henry Stram, assistant football coach; (20) Rev. Robert Pelton, C.S.C., swimming team

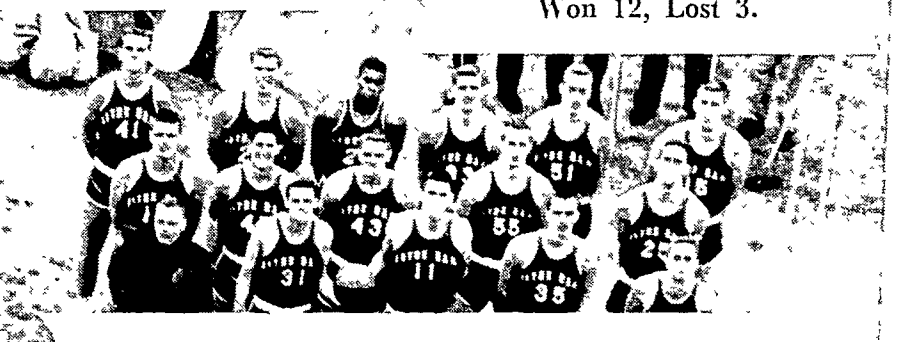
moderator; (21) Rev. George L. Holderith, C.S.C., golf coach; (22) Bill Walsh, assistant football coach; (23) Jack Zilly, assistant football coach; (24) Clarence "Jake" Kline, baseball coach; (25) Captain Michael A. Fucci, assistant wrestling coach; (26) Thomas W. Fallon, head



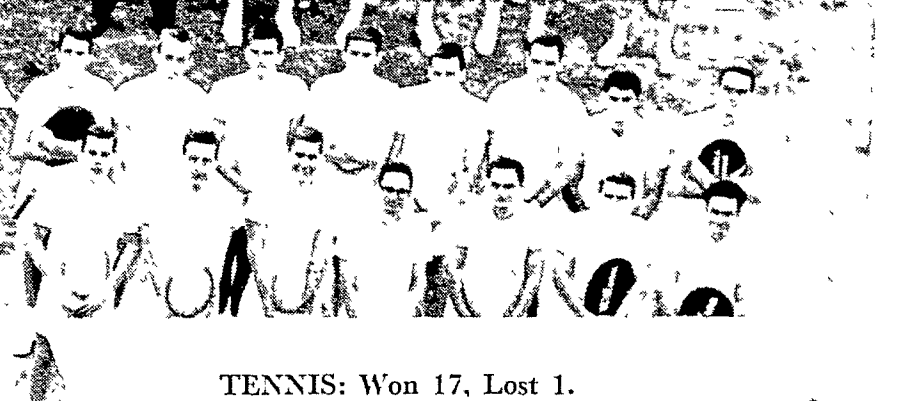
FENCING:  
Won 16, Lost 0.  
N.C.A.A. Tournament:  
Notre Dame, sixth.



SAILING:  
Won three meets, placed  
in three others.



BASKETBALL: Won 22, Lost 4.  
N.C.A.A. Tournament: Won 2, Lost 1.



TENNIS: Won 17, Lost 1.



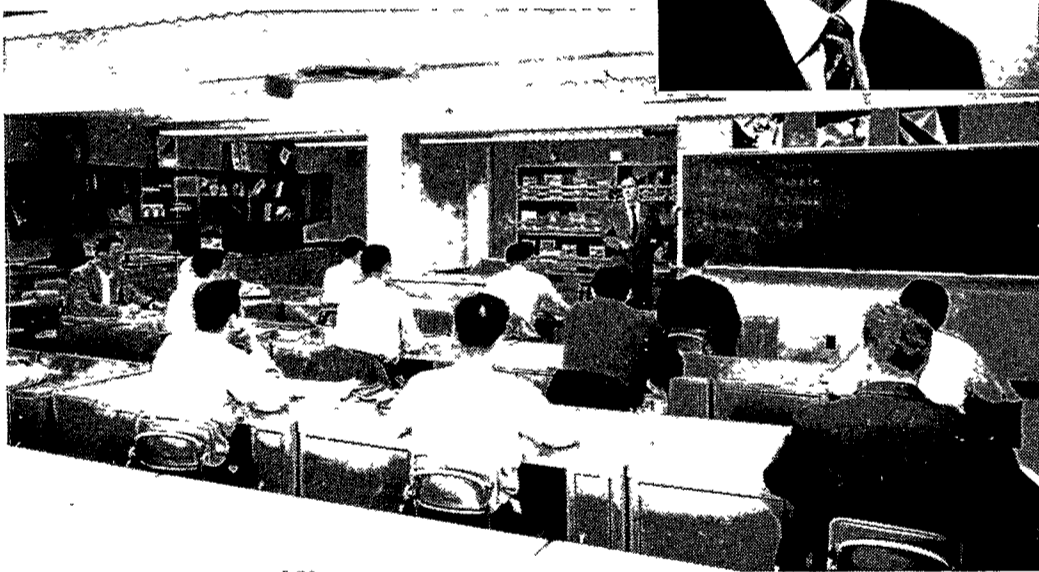
coach of wrestling and tennis; (27) Walter M. Langford, head coach of fencing; (28) John Jordan, head coach of basketball; (29) Pat Singleton, grounds superintendent; (30) Charlie Callahan, Sports Publicity Director; (31) Herb Jones, Business Manager of Athletics.

# COMMUNICATION ARTS



Heading the department  
is Professor Thomas J. Stritch.

(Below) Professor Edward J. Fischer  
lectures to future journalists.



This student is working on a layout  
stressing creative design.

The new Department of Communication Arts is the recognition of a fact and the expression of a hope.

The fact is the interdependence of communications in the mid-twentieth century. For years, the word "journalism," the name of a department of studies at Notre Dame since 1913, was sufficient to indicate the nature of communications. To reach a large audience, you printed.

Several things happened to change that. With the coming of radio, writing for the ear became as important as writing for the eye. Pictures, still and motion, became more and more helpful as a way of communicating information. Television came along to make use of all existing modes of reaching people's minds. Somewhere along the line drama stepped through the proscenium arch to embrace a mass audience. And as this widening and overlapping took place a demand grew for men who could communicate not just in one medium but in several.

The hope of the new department is to help raise the level of all communications media by educating Catholics of talent to work in them. To realize this hope the department must test every course by what it contributes to developing an educated man, as opposed to a gimmick-user. Reading, writing, and knowledge are the basis of a liberal education, and this should be especially true in Communication Arts.

A student who wishes to major in Communication Arts must in his freshman and sophomore years take the regular liberal arts courses prescribed for all students in the College of Arts and Letters. He does not begin his major until his junior year. Even then he continues to take background courses, but he adds to them whatever specialized courses will be needful in his life's work: Training the Speaking Voice, Acting, Directing, Writing

**Writing, Acting, Designing,  
Public Relations and Public  
Speaking Will Be Taught  
In New Department**

for the Press, Design, Magazine Writing, Public Relations, Public Affairs Reporting, Telecommunications, and Contemporary Culture.

For students not majoring, the department offers electives in speech, forensics, and several drama and writing courses.

The head of the new department, Professor Thomas J. Stritch, a native of Nashville, Tenn., has had varied experience in press and public relations work. During World War II he was a lieutenant commander in the Navy. He first joined the Notre Dame faculty after getting his Master of Arts degree here in 1935 and was named head of the Journalism Department in 1947.

Establishment of the Communication Arts Department underscores the unity of the entire communications field, according to Rev. Theodore M. Hesburgh, C.S.C., president. He noted the easy passage of personnel from the daily press to advertising and public relations or to television and radio. The trend in American universities toward communication arts departments "reflects the search for essential educational disciplines rather than narrow technical training in these areas," he asserted.

Father Hesburgh re-emphasized the liberal character of Notre Dame's education for communications. "Techniques must not be used to conceal thin substance," he said.

Exceptionally broad opportunities for practical experience are available to Notre Dame students at WNDU-TV and WNDU, the University's commercial television and radio stations, WSND, the student-operated radio station, the highly successful University Theater, the student news magazine and yearbook and many special publications published on campus.

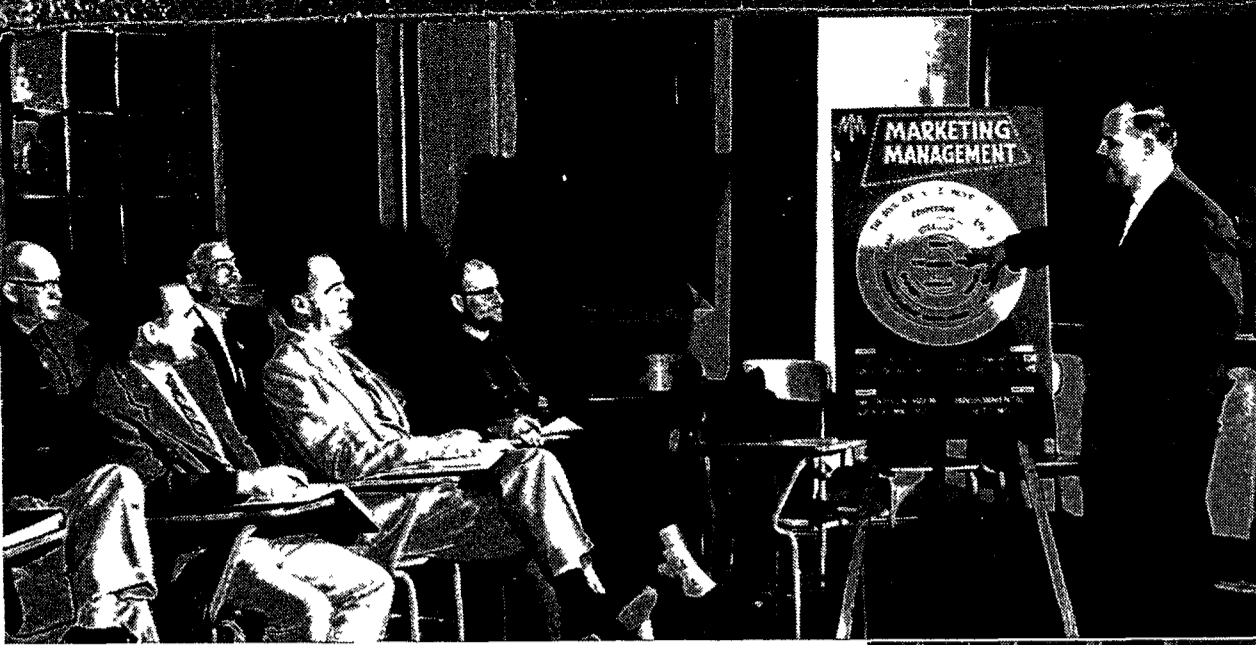


(Top) Prof. Fischer's class produces motion picture film featuring world-famous University song, Notre Dame Victory March.

(Right) Drama plays an important role in the Communication Arts Department.



Student debaters prepare for extensive schedule under the direction of Prof. Leonard F. Sommer, coach.

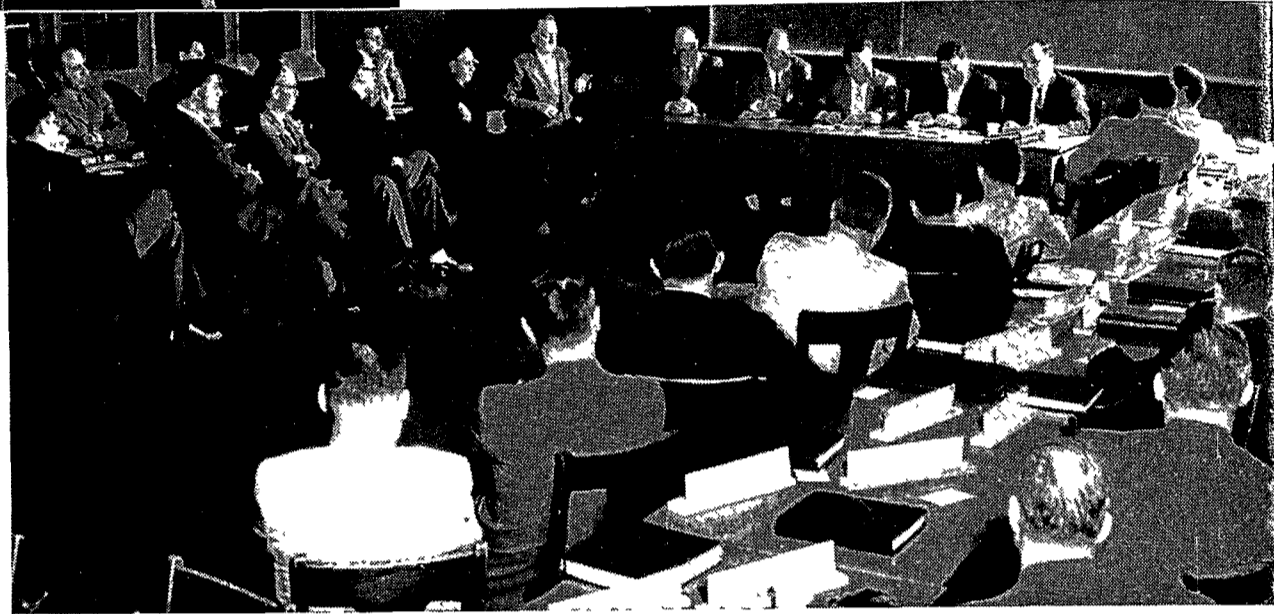


# MANAGEMENT PROGRAM

## College of Commerce Sponsors Sessions

**By John Thurin**

*The author is a senior at Notre Dame and is editor of the Dome, student yearbook.*



(Top, left) Professor John R. Malone emphasizes points on Marketing Management.  
(Bottom photo) Class listens to professorial panel.

CORPORATE executives, ranging from presidents to department heads, have received specialized training in a unique course offered by the College of Commerce. Known as the Management Program it was started last year, resulting in an over-capacity registration for the 24-week cycle. Leading companies in the area, including Bendix, Whirlpool, and Associates Investment among others, sent representatives to the campus for the once-each-week class session.

Faculty members, led by Dean James W. Culliton and Assistant Dean Thomas Timothy Murphy who serves as director of the Program, were chosen for this assignment because of their business experience as well as academic training. Those who assisted on the staff were Professor John R. Malone, head of the Department of Marketing; Professor LeClair H. Eells, head of the Department of Finance; Professor James Dincolo, head of the Department of Accounting; Vincent R. Raymond, assistant professor of business administration; Professor Frank O'Malley of the English Department; and Professor A. Robert Caponigri, of the Philosophy Department.

Essentially the course is intended to broaden the executive's understanding of business enterprises and to help them prepare for opportunities at higher managerial levels. Instruction is given in business economics, marketing management, business finance and control, human relations, communications and business policy.

At the completion of the first regular semester schedule, certificates were presented to sixty businessmen employed by forty-two firms. Rev. Edmund P. Joyce, C.S.C., executive vice president, officiated at the ceremony while Rev. John J. Cavanaugh, C.S.C., director of the Notre Dame Foundation, delivered an address to the group. This particular program extended over a 24-week period.

As part of the University's program of continuing responsibility to its graduates, the Summer Management Program was based upon the idea that a successful executive is more than a technically proficient man. It consisted of three one-week sessions with a new group of alumni entering each week.

The sessions, held from 9-11:30 a.m. and 1:30-4 p.m., each day, were divided into classes limited to thirty persons for complete discussion.

Although the Management Program is relatively new, Notre Dame has conducted several similar courses. For the last six years the College of Commerce has held a foremanship school for area supervisory personnel.

These College of Commerce programs are part of a national trend at Notre Dame to assist alumni and other friends of the University to "better" their standard of living and help them to take advantage of opportunities in the business world.

# Broadcast Irish Grid Games On ABC Network This Fall

Taking over the rights for broadcasting Notre Dame's ten football games this Fall is the American Broadcasting Company radio network. This marks the third straight year that Notre Dame's entire schedule will be broadcast to every part of the United States by a national network.

Handling the microphone will be veteran sportscasters Joe Boland and Harry Wismer. The series is sponsored by the Pontiac Division of General Motors.

As a service to Notre Dame's alumni and non-alumni friends, this magazine lists the following radio stations which will feature Fighting Irish grid games in 1958:

<b>ALABAMA</b>	
Birmingham	WCRT
Florence	WOWL
<b>ARIZONA</b>	
Bisbee	KSUN
Douglas	KAWT
Flagstaff	KVNA
Globe	KWJB
Kingman	KAAA
Nogales	KNOT
Phoenix	KOY
Safford	KGLU
Sierra Vista	KHFH
Tucson	KTUC
Winslow	KVNC
Yuma	KVOY
<b>ARKANSAS</b>	
El Dorado	KBLD
<b>CALIFORNIA</b>	
Bakersfield	KPMC
Blythe	KYOR
Brawley	KROP
Fresno	KARM
Indio	KREO
Los Angeles	KABC
Modesto	KFIV
Porterville	WTIP
Redlands-	
San Bernardino	KCAL
Sacramento	KFBK
San Diego	KBAB
San Francisco	KGO
Santa Barbara	KTMS
Stockton	KWG
Yreka	KSYC
<b>COLORADO</b>	
Denver	KVOD
Pueblo	KGHF
<b>CONNECTICUT</b>	
Bridgeport	WNAB
Hartford	WPOP
New Haven	WNHC
Stamford	WSTC
Waterbury	WATR
<b>DELAWARE</b>	
Wilmington	WDEL
<b>DISTRICT OF COLUMBIA</b>	
Washington	WMAL
<b>FLORIDA</b>	
Daytona Beach	WNDB
Key West	WKWF
Miami	WKAT
Orlando	WHOO
Tampa-	
St. Petersburg	WSUN

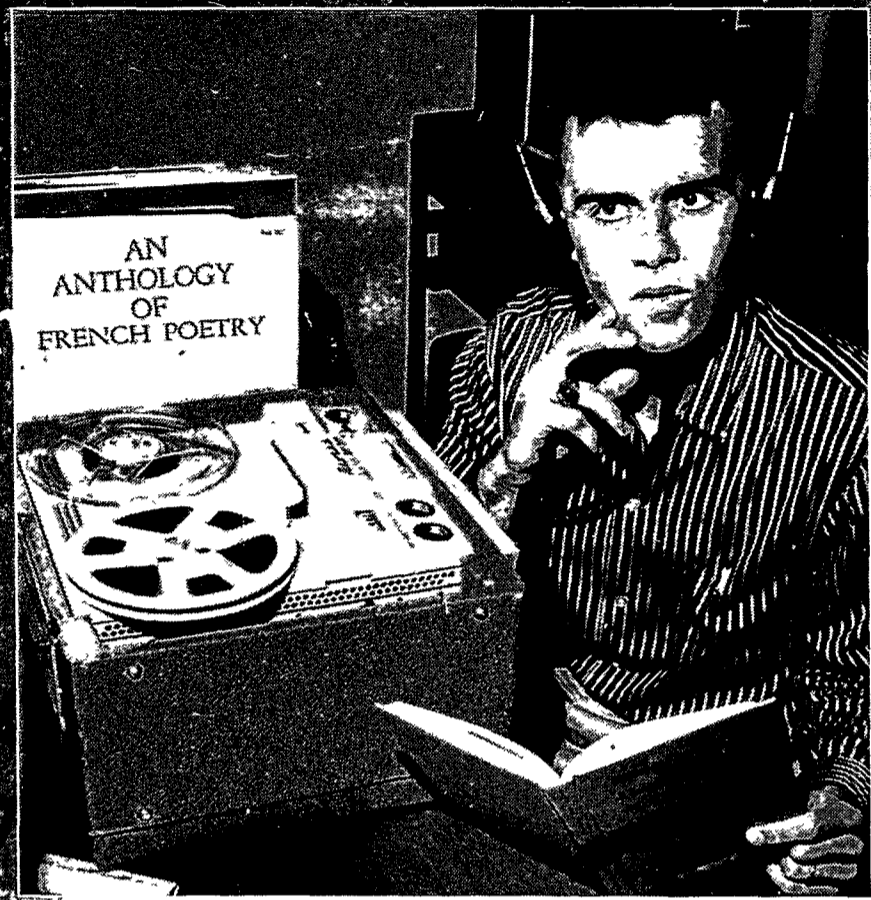
<b>GEORGIA</b>	
Augusta	WGAC
Atlanta	WYZE
Brunswick	WGIG
Gainesville	WGGG
Moultrie	WMGA
Rome	WLAQ
Savannah	WFRP
<b>IDAHO</b>	
Burley	KBAR
Idaho Falls	KIFI
<b>ILLINOIS</b>	
Canton	WBYS
Chicago	WLS
Moline	KFMA
Springfield	WCVS
<b>INDIANA</b>	
Evansville	WJPS
Fort Wayne	WGL
Indianapolis	WFBM
Richmond	WKBV
South Bend	WNDU
South Bend	WSBT
<b>IOWA</b>	
Davenport	KFMA
Des Moines	KWDM
Sioux City	KSCJ
<b>KANSAS</b>	
Wichita	KANS

<b>KENTUCKY</b>	
Lexington	WLAV
Louisville	WKLO
<b>LOUISIANA</b>	
Alexandria	KALB
New Orleans	WSMB
Opelousas	KSLO
Shreveport	KRMD
<b>MAINE</b>	
Lewistown-Auburn	WLAM
Waterville	WTVL
<b>MASSACHUSETTS</b>	
Boston	WTAO
Pittsfield	WBEC
Springfield	WTXL
Worcester	WAA:
<b>MARYLAND</b>	
Baltimore	WWIN
Hagerstown	WJEJ
<b>MICHIGAN</b>	
Detroit	WXYZ
Flint	WTAC
Grand Rapids	WLAV
Muskegon	WKBZ
<b>MINNESOTA</b>	
Minneapolis-St. Paul	WISK
Winona	KWNO
<b>MISSISSIPPI</b>	
Hattiesburg	WHSY
Jackson	WSLI
<b>MISSOURI</b>	
St. Louis	WAMV
<b>NEVADA</b>	
Las Vegas	KENO
Reno	KOLO
<b>NEW MEXICO</b>	
Los Alamos	KRSN
Raton	KRTN
<b>NEW YORK</b>	
Albany	WOKO
Binghamton	WENE
Buffalo	WGR
Corning	WCLI
Jamestown	WJTN
Massena	WMSA

New York	WABC
Olean	WHDL
Plattsburg	WEAV
Poughkeepsie	WKIP
Rochester	WVET
Saranac Lake	WNBZ
Syracuse	WFBL
Utica	WTLB
<b>NORTH CAROLINA</b>	
Asheville	WLOS
Charlotte	WCGG
Fayetteville	WFLB
Raleigh	WKIX
Reidsville	WFRC
Washington	WRRF
<b>NORTH DAKOTA</b>	
Fargo	KFGO
<b>OHIO</b>	
Akron	WHKK
Cincinnati	WCKY
Cleveland	WSRS
Columbus	WCOL
Springfield	WIZE
Toledo	WTOD
Youngstown	WBBW
<b>OKLAHOMA</b>	
Oklahoma City	KBYE
<b>OREGON</b>	
Eugene	KASH
Portland	KGW
<b>PENNSYLVANIA</b>	
Erie	WERC
Harrisburg	WKBO
Lancaster	WLAN
Philadelphia	WFIL
Pittsburgh	KQV
Reading	WEEU
Scranton	WARM
Wilkes-Barre	WILK
Williamsport	WMPT
York	WSBA
<b>RHODE ISLAND</b>	
Providence	WPAW
<b>SOUTH CAROLINA</b>	
Columbia	WCOS
<b>SOUTH DAKOTA</b>	
Aberdeen	KSDN
Sioux Falls	KSOO
<b>TENNESSEE</b>	
Nashville	WNAH
Memphis	WJHM
<b>TEXAS</b>	
Austin	KNOW
Beaumont	KFDM
Brownsville	KBOR
Lufkin	KRBA
Nacogdoches	KOSF
San Antonio	KMAC
<b>UTAH</b>	
Provo	KIXX
<b>VERMONT</b>	
Montpelier	WSKI
<b>VIRGINIA</b>	
Danville	WBTM
Fredericksburg	WFVA
Marion	WMEV
South Boston	WHLF
<b>WASHINGTON</b>	
Walla Walla	KTEL
Wenatchee	KPQ
Yakima	KIMA
<b>WEST VIRGINIA</b>	
Charleston	WHMS
Fairmont	WTCS
Parkersburg	WCOM
Wheeling	WKWK
<b>WISCONSIN</b>	
Milwaukee	WISN
Green Bay	WDUZ
LaCrosse	WKTY

<b>University of Notre Dame 1958 Football Schedule</b>	
Sept. 27	—Indiana at Notre Dame
Oct. 4	—Southern Methodist at Dallas
Oct. 11	—Army at Notre Dame
Oct. 18	—Duke at Notre Dame
Oct. 25	—Purdue at Notre Dame
Nov. 1	—Navy at Baltimore
Nov. 8	—Pittsburgh at Pittsburgh
Nov. 15	—North Carolina at Notre Dame
Nov. 22	—Iowa at Iowa City
Nov. 29	—So. California at Los Angeles

Modern Languages Moderne Sprachen Иностранные языки Jazyky moderne



Tape recorder assists student to distinguish "sounds" of foreign language.

Langues modernes Jeanghacha an lae imiu

## Classes in Russian Offered at Notre Dame During Past 12 Years

By Paul A. Decker

*The author is a senior in the College of Arts and Letters. His home is in Oakmont, Pa.*



Department Head Walter M. Langford is also coach of Notre Dame's excellent fencing team.

THE curriculum in modern languages at Notre Dame provides the student with a unique cultural experience, a broadening of liberal knowledge and a deepening of his human sympathies. Named head of the Department in 1946, Professor Walter M. Langford has stressed the practical spoken language and arranged for N.D. students to take summer courses at Mexico City College.

Since starting an accelerated freshman program in 1954 there has been a definite increase in the enthusiasm for languages. Under this plan, freshman take six hours of language each week for two semesters.

The most popular languages are French, German and Spanish while the newest trend is an avid interest in Russian.

Notre Dame has offered classes in Russian since 1946 and was one of the first universities to realize its possibilities. In 1959 the Department hopes to start a summer workshop in the language and civilization of Russia.

The Department plans to reintroduce Polish and Portuguese in the near future as well as Celtic. The

Jear

La me

Langue moderne

ИНОСТ



courses in Celtic will be taught by Professor Robert D. Nuner, who received a doctorate from Harvard and is one of the few men in this country who is thus qualified.

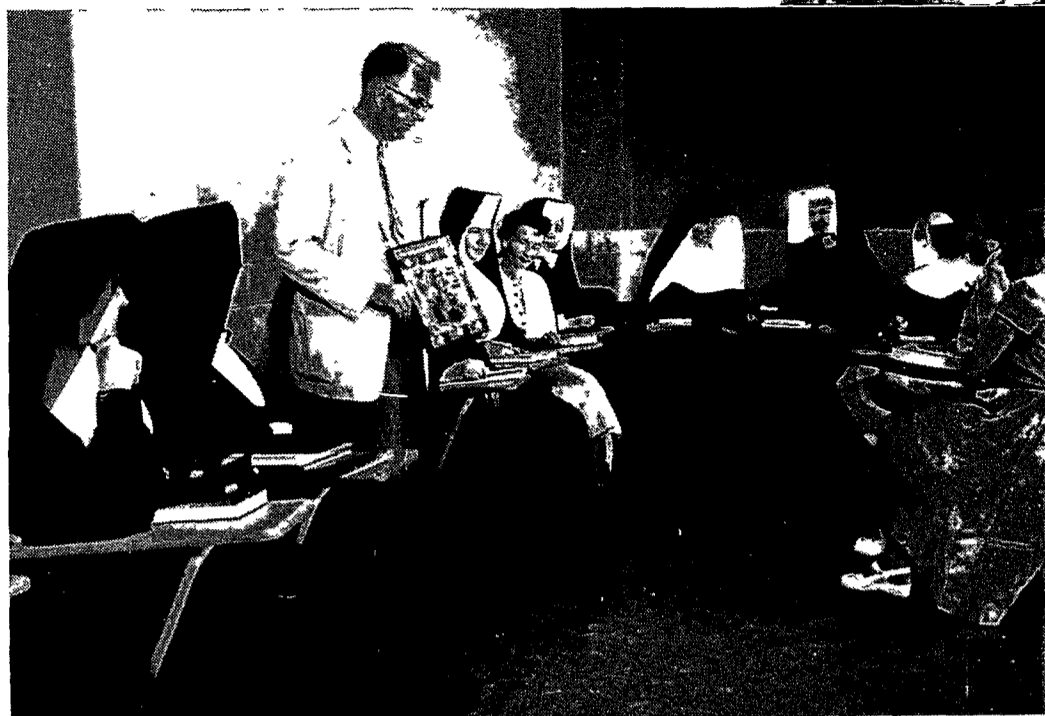
During the past 12 years, about 300 students have increased their fluency in Spanish by taking summer work in Mexico. This has been one of the most attractive phases for those vitally interested in learning a foreign language. If the money becomes available, the Department is planning to install an electronic language laboratory within the next two years. The laboratory will contain recording booths and tape machines to be used as teaching aids. Another project that is in the "hoped for stage" is the acquisition of opaque projection equipment for film strips, slides, and opaque projections.

At present the Department has a 16mm movie projector and screen and a library of about 20 foreign films including sound reels in French, German and Spanish. The Department also has two tape recorders and a 3-speed record player. Approximately 200 records and 300 tapes are available for students enrolled in modern language classes.

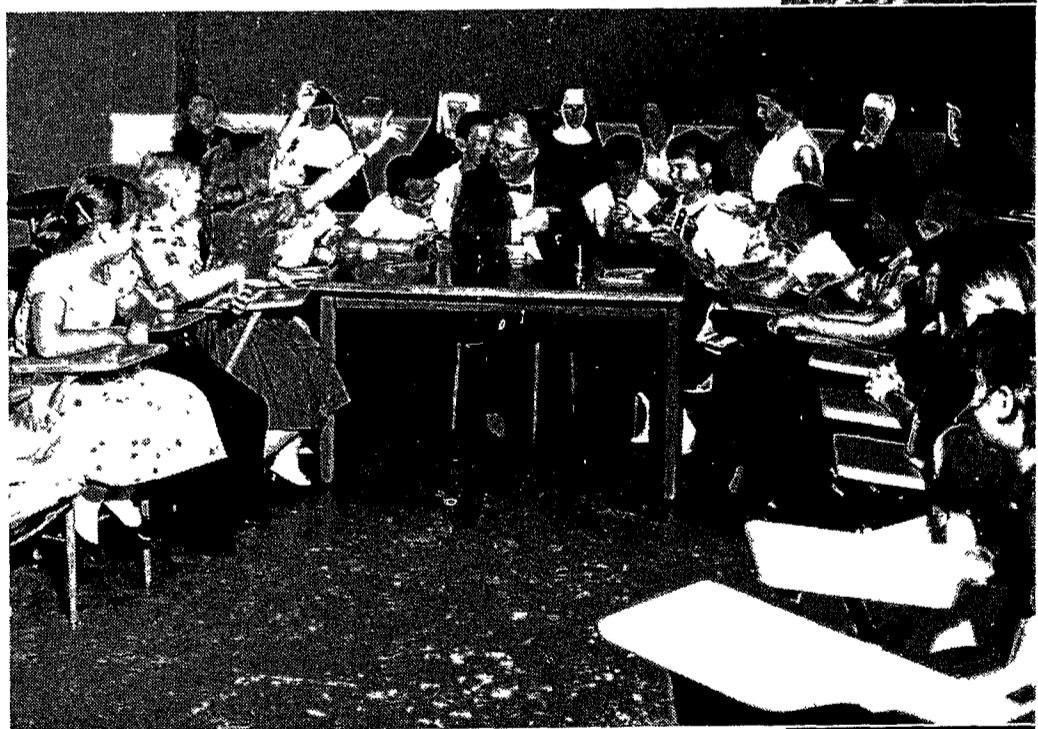
These items are particularly useful during the summer session to train teachers for the FLES program (Foreign Languages in the Elementary School). More than half a million children in grade schools across the country are now taking foreign language as part of their regular studies. Notre Dame was a pioneer in this program. Summer school classes are designed to aid teachers in speaking various languages besides describing the latest classroom methods. The director of the summer workshop is Dr. Charles E. Parnell who has gained much experience over the last three years by teaching French to four hundred children at Holy Cross Grade School in South Bend.

The faculty consists of sixteen full-time teachers plus nine who hold fellowships and instruct on a part-time basis. In addition to teaching, the members of the staff have a wide range of talents and interests: Professor Adrien Theriault has published novels and short stories and has written plays for presentation over CBF in Montreal; Professor William H. Bennett, is one of the top linguistic scientists in the country having lectured at universities overseas and in the U. S. The staff and the students have won many grants and awards. Professor William J. Grupp and Professor Bennett have studied and lectured in Spain on a grant from the Spanish Government.

The spirit of the Department stems from the enthusiasm of students and faculty which is often reflected in special awards and grants given to both groups. For example, Professors Grupp and Bennett are recipients of study grants in foreign countries. Rhodes, Fulbright, Ford and other scholarships have been presented to department students. This enthusiasm is felt in the expanding courses of the standard languages, the introduction of new languages, the demand of better facilities, and the number of awards and grants received by students and faculty.



Professor Charles E. Parnell lectures to Summer School class.



Children stage foreign language workshop session under direction of Prof. Parnell.

**T**HE NOTRE DAME student body has presented a check for \$9,000 to the University administration to establish a series of scholarships beginning with the 1958-59 school year. Designated the Notre Dame Student Body Scholarship Fund, the money represents a substantial portion of the receipts from last year's Mardi Gras Campus Carnival and it is the first major student gift in the University's ten-year, \$66,600,000 development program.

According to Jerry Brady, retiring Student Body president, \$6,000 of the new fund will provide scholarships for freshmen entering Notre Dame this Fall. Three incoming freshmen will be awarded \$500 grants for each of their four years at the University. Grants totaling \$3,000 have been allocated to sophomores, juniors and seniors at the discretion of the University's scholarship committee. Brady and William D. Shaul, newly-elected Student Body president, indicated that the scholarships will be continued in future years and financed by Mardi Gras receipts.

The scholarships are to be awarded, they explained, on the basis of academic excellence, financial need and personality factors. Freshmen scholarship recipients must maintain an academic average of 85% to remain eligible for the grants in succeeding years.

Shaul pointed out that the rising costs of higher education, especially in private schools, are making it increasingly difficult for gifted students of moderate means to attend the college of their choice. He cited "a tremendous need for more scholarships." The allocation of student funds for this purpose, he said, represents the highest ideals of student government and dramatizes its real purpose—"to make a significant contribution to the academic process."

## Brochure Omissions

The preparation of voluminous data for the new brochure, announcing Notre Dame's 10-year \$66.6 million program, was completed in a relatively limited period of time. It was inevitable that some mistakes would occur since research was compiled from more than 70,000 records. For these inadvertent oversights, the editor expresses his sincere apologies and lists the following omissions which have been referred to the Foundation office:

1842-1946—

*Bequest*—Peter C. Burns, \$25,000 for Graduate Fellowships (1928).

*Scholarships*—New York City Alumni Club.

1947-1957—

*Corporation Contributors* — Office Engineers; King, Easley & Co. (both of South Bend, Ind.)

*Contributors of \$500—and more*—Gustave M. Kerndt (now deceased); William O'Neill, Cleveland, O.; Class of 1928.

*Scholarships*—

Alumni Clubs:

Cleveland,

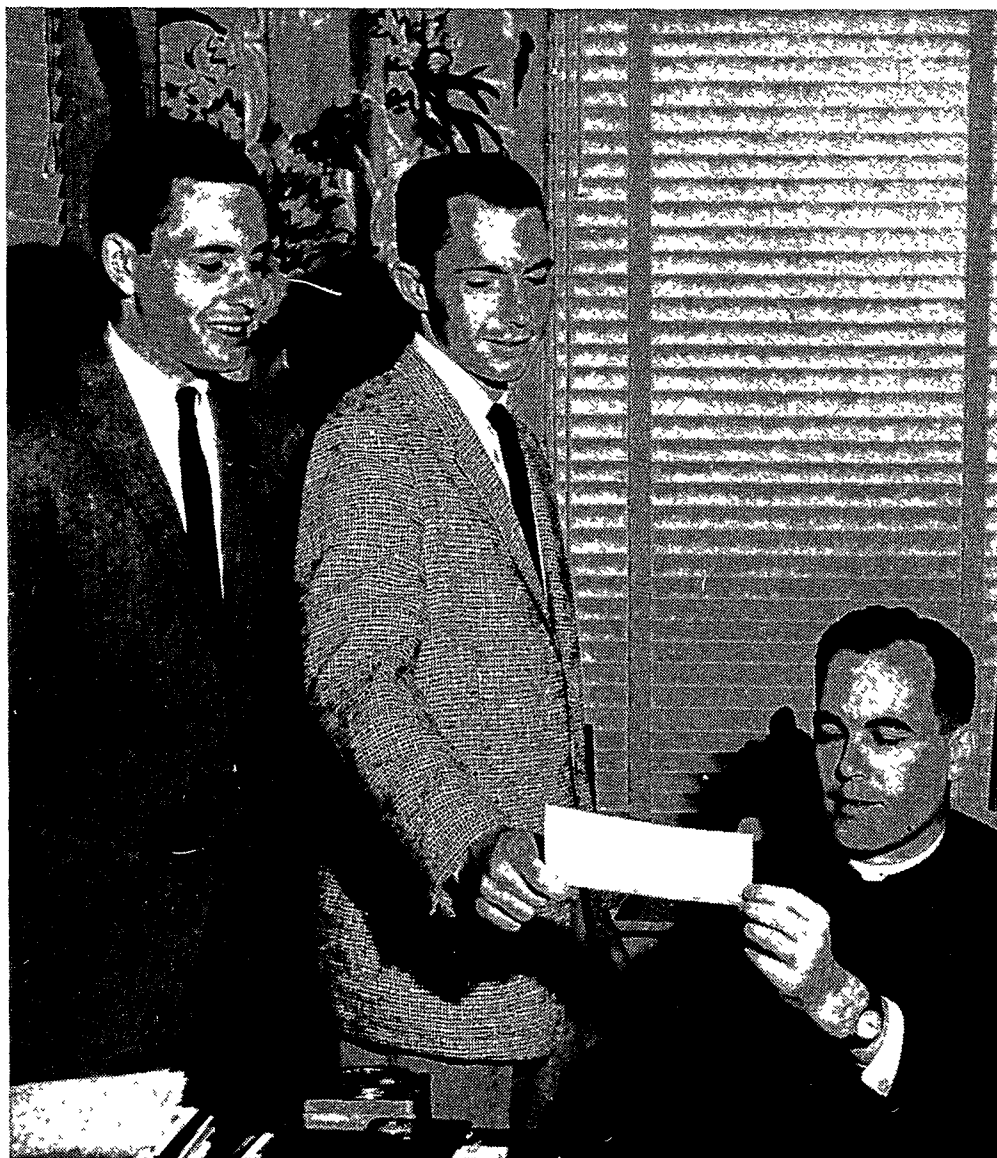
Detroit,

Philadelphia,

St. Louis.

## Student Body Establishes Scholarship Fund

Father Hesburgh receives Student Body scholarship check from Jerry Brady (center) and William D. Shaul.



# GIFTS RECEIVED THROUGH ESTATE PLANNING

A contribution to the University of Notre Dame through the execution of a carefully prepared Will perpetuates the memory of the donor, or the memories of relatives and friends specified by the donor. These memorials provide a means of achieving many major objectives for the University and whether the gift be munificent or modest it is accepted with sincere gratitude. Only through a Will can probate expense and taxes pertaining to the deceased be held to a minimum. Notre Dame's 10-year program to obtain \$66.6 million offers many possibilities for those who may desire to remember the University in their Will. Contributions can be restricted for faculty development, research, student aid, special administrative funds and new buildings.

Generous benefactors to the University, through the form of Wills and Bequests, have included alumni and non-alumni friends as listed below. Three recent gifts have been received from the estates of Mr. Emil V. Molle, a member of the 1910 class, Mr. John McFadden, a loyal friend who attended the University of Pennsylvania, and Mrs. Elise K. John.

## WILLS AND BEQUESTS

- ★ \$40,000 from Mr. William J. Corbett for the Mediaeval Library (1949)
- ★ \$1,115 from Lt. Elmore C. Smith, '50, for Student Center (1952)
- ★ \$11,000 from Mr. Thomas Carey for the Thomas and Margaret Carey Memorial Fund (1952)
- ★ \$3,000 from Mr. Charles F. L. Heineman for Scholarship Fund (1953)
- ★ \$2,500 from Mr. Anton A. Rosenberger, '07, for Unrestricted Purposes (1953)
- ★ \$22,705 from Mrs. Alwilda Harvey for the Principal Fund (1955)
- ★ \$50,000 from Mr. Charles Williams for the Law School (1955)
- ★ \$56,327 from Mr. Arthur S. Funk, '06, for Endowment (1955)
- ★ \$131,691 from the Joseph N. Podrasnik Foundation for Scholarships (1955-1956-1957)
- ★ \$225,000 from Dr. Albert F. Zahm, '83, for Graduate Study and Unrestricted Purposes (1956)
- ★ \$1,000 from Mr. Paul Rush, '12, for Faculty Development (1956)
- ★ \$1,000 from Mrs. Bessie B. Lewis for Scholarship Fund (1956)
- ★ \$140,000 from Mrs. Claribel O. Hering for Scholarships (\$40,000—valuable articles) (1957)
- ★ \$54,224 from Mrs. Anna C. Slavin for Scholarship Fund (1957)
- ★ \$1,000 from Professor Henry C. F. Staunton for Unrestricted Purposes (1957)
- ★ \$150 from Mr. Emil V. Molle, '10, for Unrestricted Purposes (1958)
- ★ \$5,000 from Mrs. Elise K. John for Unrestricted Purposes (1958)
- ★ \$6,475 from Mr. John McFadden for Unrestricted Purposes (1958)

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**For the guidance of those considering making a bequest to the  
University of Notre Dame, the following form is suggested:**

*I hereby give and bequeath to the University of Notre Dame du Lac, an Indiana corporation, at Notre Dame, Indiana, the sum of ..... dollars.*

*All the rest, residue, and remainder of my estate, both real and personal, I give, devise, and bequeath to the University of Notre Dame du Lac, a corporation, located at Notre Dame, Indiana.*

---

Mr. Edward J. J. Tracey, Jr.,  
200 Bradley Avenue,  
State College, Pa.

# Notre Dame

—\$66,600,000

1958

1967

**I**N ANNOUNCING the University's 10-year program for \$66.6 million, Father Hesburgh stated, "Notre Dame's progress has been aided by many factors, chief of which have been the dedicated lives of its faculty and the financial support received from its alumni and other friends, from corporations and foundations . . . whose growing generosity provides the means to realize Notre Dame's hopes for tomorrow."

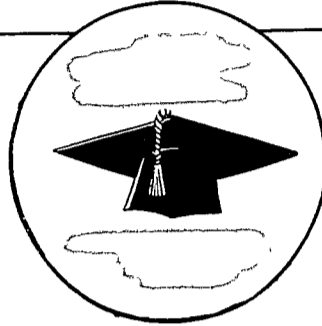
The following "means" are offered to those who wish to support Notre Dame's program of educating American youth:

**Direct Gift**—money, stocks, bonds, real estate or physical things;

**Estate Planning**—includes creation of a revocable living trust, gifts of life insurance, remembering Notre Dame in your will, execution of agreement covering purchase and sale of business interests in the estate, and numerous others;

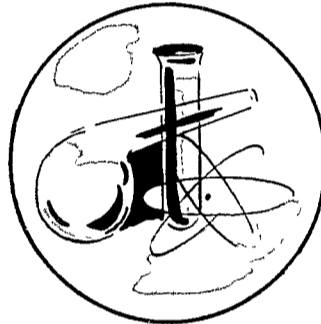
**Gifts of art, equipment, books, miscellaneous objects**—these may be of special interest to certain donors.

For additional information please address:  
**UNIVERSITY OF NOTRE DAME FOUNDATION**  
Notre Dame, Indiana



**Endowment for Increased Faculty Salaries** will require \$27,000,000.

Funds will be used to stabilize and strengthen the present faculty as well as to attract some of the world's outstanding teachers to the Notre Dame campus.



**Contributions for Research** must total at least \$11,000,000.

Scientific investigations are already being conducted here in heart disease, cancer, radiation sickness, tooth decay, electronics, aeronautics, nuclear studies—all directly related to the welfare of mankind.



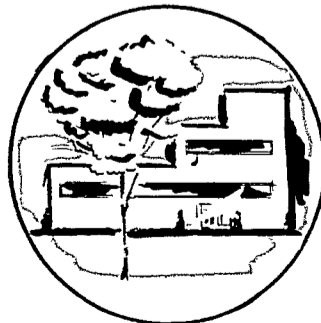
**Student Aid** needs \$5,000,000 for scholarships, fellowships, direct loans.

Many deserving young men are unable to attend college without financial assistance. In reality, the University defrays about one-third of the cost of each student's education.



**Administrative Special Funds** for lay employees will equal \$5,000,000.

The University must establish a retirement plan and increase salaries for the administrative staff, particularly during the next decade.



**New Buildings** will cost a minimum of \$18,600,000 to construct.

The proposed structures include additions to Commerce, Engineering and Law; a Library, (2) Graduate Halls, Priests' Faculty Building, Maintenance Center, Auditorium and Fieldhouse.