

Notre Dame



the Library and the Student

Pages 6-7

Summer • 1960

Editor • John N. Cackley, Jr.

the



President's Page

A liberal educator may take several lines of approach to the subject of education in the world today.

He may take a critical, patronizing look at all other kinds of modern education, weigh them in the balance, and find them wanting. The next step is to conclude that all forms of education, other than liberal education, are not truly educative and that, therefore, he alone, with others of his kind, are truly educating students. This is what I would call the complacent approach.

Another common approach to liberal education in the world today is to assume that it alone prepares students to face and to respond successfully to the crucial challenges of our times. This I would call the slogan approach. Unfortunately, like the four freedoms for all the world, or the earlier, war to end all wars, the desired goal is not obtained by the mere enunciation of the slogan. Nevertheless, this approach still gives aid and solace to many liberal arts educators, even though the problems loom larger and more crucial and more frustrating every day despite the presence of ever-increasing numbers of liberal arts graduates in the modern world.

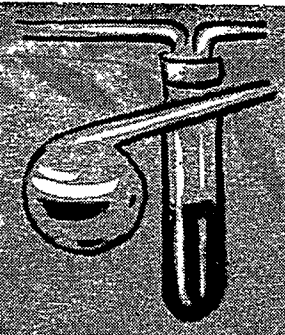
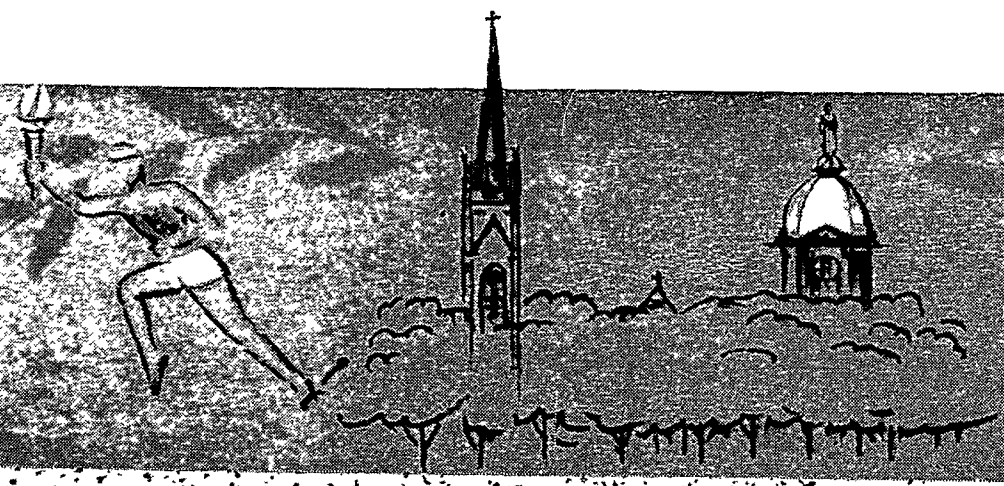
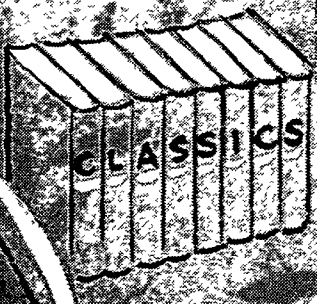
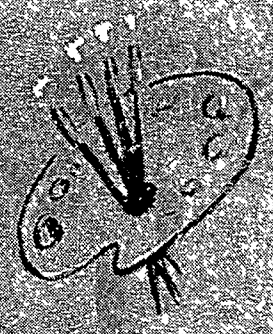
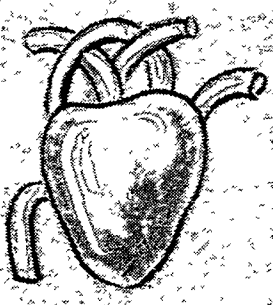
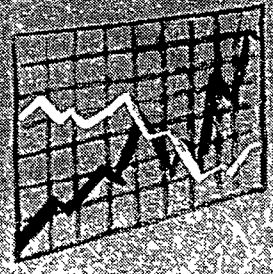
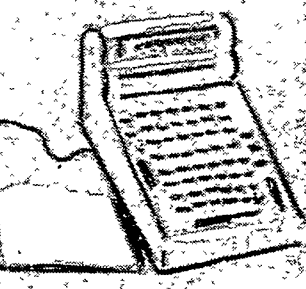
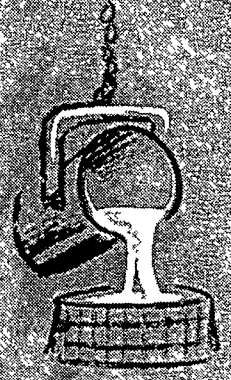
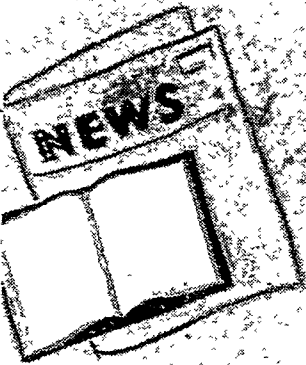
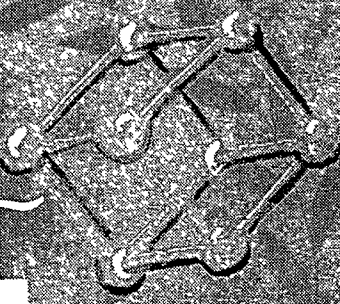
A third approach to liberal education in the world today is to accept and to bless it in its totality, for the above and other like reasons, but mainly because liberal education has been with us for a long span of centuries, back to the Greeks, as the saying goes. Liberal education has been the standard equipment of many very respectable people and, therefore, should continue to be in the present and future, as it has been in the past, the hallmark of respecta-

bility. I would call this the snobbish, or old family approach. Even more than the other approaches, this represents a very uncritical look at liberal education in the world today.

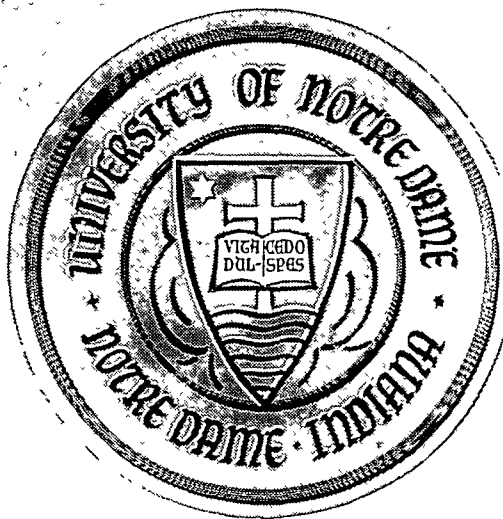
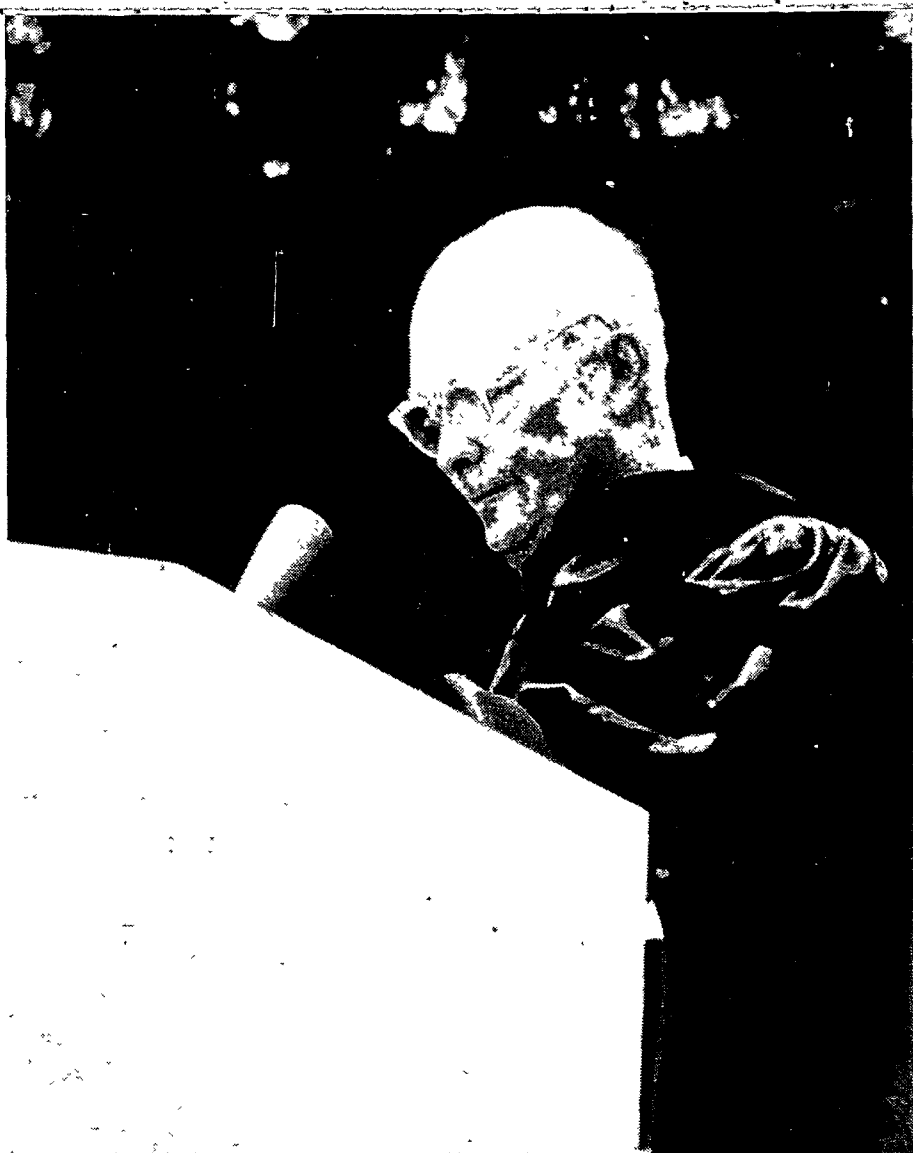
I think that the characteristic and traditional values of liberal education should be restudied in the light of all the developments that have further complicated man's life since the Middle Ages. Complications need not be cursed, for they too may lead to the good life if understood and used wisely. I would underscore the need for unity of knowledge in our day, so that humanists and scientists, philosophers and theologians can begin to talk to each other instead of only to themselves. I would lastly suggest that our heritage of Christian culture may provide us with a workable key to the integration of the new and the old in liberal education. At least it provides us with a basic and unified view of man and his God, man and his world, man in the face of objective truth and value — all of which is largely garbled, disintegrated, and fragmented in much of liberal education today.

Liberal education, true to its best traditions, flexible in assimilating all that is humanly valuable in education, can be a great directive and inspirational force in the world. But liberal education still has to find itself, despite the great changes, within and without, if it is to survive, much less light a beacon in the darkness.

Inksterburg, M.D.



PRESIDENT EISENHOWER



ADDRESSES GRADUATING CLASS and RECEIVES HONORARY DEGREE

by John N. Cackley, Jr.

President Dwight D. Eisenhower received an honorary doctor of laws degree and delivered the commencement address to Notre Dame's 115th graduating class at exercises held on the Mall before an impressive campus audience of 10,000 persons. Thousands more watched and listened to television and radio broadcasts of the ceremonies.

The June 5 program was also the occasion for awarding doctorates to His Eminence Giovanni Battista Cardinal Montini, Archbishop of Milan and celebrant of the Baccalaureate Mass; Dr. Thomas A. Dooley, famed jungle surgeon in southeast Asia and N.D. alumnus; Archbishop Martin J. O'Connor, Rector of the North American College in Rome, Italy; Dr. Victor A. Belaunde, President of the United Nations General Assembly and Peruvian diplomat; Mr. J. Peter Grace, Jr.,

Commencement: 1960



Honorary degree recipients and Laetare Medalist pose with Father Hesburgh. First row (L. to R.): Laetare Medalist Dr. Shuster, Archbishop O'Connor, President Eisenhower, Father Hesburgh, Cardinal Montini and Dr. Belaunde. Second row (left to right): Dr. Waterman, Mr. Grace, Dr. Holland, Dr. Dooley, Dr. Gould and Dr. Sontag.

president of W. R. Grace and Company, New York City, and a member of the University's Associate Board of Lay Trustees; Dr. Laurence M. Gould, President of Carleton College, Northfield, Minn.; Dr. Alan T. Waterman, Director of the National Science Foundation, Washington, D. C.; Dr. Kenneth Holland, President of the Institute of International Education, New York City; and Dr. Raymond J. Sontag, Chairman of the Department of History, University of California, Berkeley.

The 1960 Laetare Medal, given annually to an outstanding American Catholic layman, was presented to Dr. George N. Shuster, retired president of Hunter College in New York City and a former student and teacher of English at Notre Dame.

In a 20-minute address President Eisenhower especially urged those with college training to accept civic responsibilities and emphasized that "we need intelligent, creative, steady political leadership as at no time before in our history. There must be more talent in government — the best our nation affords. We need it in county, city, state and Washington."

Jabbing back verbally at Communist leader Khrushchev, without mentioning him by name, Mr. Eisenhower asserted that "the enemies of human dignity lurk in a thousand places — in governments that have become spiritual wastelands, and in leaders that brandish angry epithets, slogans, and satellites. But equally certain it is that freedom is imperiled where peoples, worshipping material success, have become emptied of idealism. Peace with justice cannot be attained by peoples where opulence has dulled the spirit — where indifference has supplanted moral and political responsibility."

The President said, "We do not want a government with a philosophy of incessant meddling, which imposes a smothering mist on the sparks of initiative. We do not want a government that permits every noisy group to force upon society an endless string of higher subsidies that solve nothing and undermine the collective good of the nation." He continued, "We do want a government that assures the security and general welfare of the nation in concord with the philosophy of Abraham Lincoln, who insisted that government should do, and do only, the things which people

Governor Harold W. Handley of Indiana and Father Hesburgh greet the President at St. Joseph County Airport.

Cardinal Montini presents the Laetare Medal to Dr. Shuster.



Commencement: 1960

cannot do for themselves."

The President told members of the senior class that, "I hope some of you will enter the public service, either in elective, career, or appointive office. Most of the top posts in government involve manifold questions of policy. In these positions we have a particular need for intelligent, educated, selfless persons from all walks of life.

"I believe that each of you should, if called, be willing to devote one block of your life to government service."

Mr. Eisenhower forcefully pointed out that those who enjoy the blessings of higher education have a special responsibility. He stated, "To serve the nation well you must, for example, help seek out able candidates for office and persuade them to offer themselves to the electorate. To be most effective you should become active in a political party and in civic and professional organizations. In short, you should undertake, according to your own intelligently formed convictions, a personal crusade to help the political life of the nation soar as high as human wisdom can make it."

In reference to certain critics, the President stressed that, "We ought not to make it inordinately difficult for a man to undertake a public post and then to return to his own vocation. In the public service, one must obviously have no selfish end to serve, but citizens should not, invariably, be required to divest themselves of investments accumulated over a lifetime in order to qualify for public office. . . . We need to review carefully the conflict-of-interest restrictions which have often prohibited the entry into government of men and women who had much to offer their country."

The President, in commenting on those areas shielded by the Iron Curtain said, "This is no time to whimper, complain, or fret about helping other peoples, if we really intend that freedom shall emerge triumphant over tyranny.

His Eminence Giovanni Battista Cardinal Montini of Milan was celebrant of the Baccalaureate Mass.



Father Hesburgh conferred an honorary doctor of laws degree on the President.

"Complicating the lives of all of us today we know that in the dimly-lit regions behind the Iron Curtain, eight hundred million people are denied the uncountable blessings of progress in freedom, and compelled to develop vast means of destructive power. Elsewhere, among the underdeveloped countries of the world, a billion people look to America as a beacon that confidently lights the path to human progress in freedom."

In concluding his remarks the President stated, "We must insist that our educated young men and women — our future leaders — willingly, joyously play a pivotal part in the endless adventure of free government. The vital issues of freedom or regimentation, public or private control of productive resources, a religiously-inspired or an atheistic society, a healthy economy or depression, peace or war — these are the substance of political decision and action. Neglect of our civic responsibilities will be a greater danger to a free America than any foreign threat can ever pose; but an enlightened, dedicated people, studiously and energetically performing their political duties will insure us a future of ever-rising standards of spiritual, cultural and material strength. These duties and these opportunities must demand the dedicated attention of all the people, especially all who have so profoundly benefitted from our vast educational system.

"My heartiest congratulations on the splendid preparation the members of this graduating class have received for exercising the leadership which this great Republic must have as it faces the problems, the trials and the bright opportunities of the future."

The event was covered by more than 200 reporters, photographers, television and radio personnel, and a contingent of the White House press corps.

President Eisenhower flew direct to South



President Eisenhower and Father Hesburgh review honor guard consisting of R.O.T.C. students.

Bend from West Point, New York, where he was attending the forty-fifth class anniversary of his graduation from the U. S. Military Academy. He returned to the Academy at the conclusion of his speech to the Notre Dame seniors.

A tremendous welcoming crowd, estimated at 200,000, applauded the President along the seven-mile route from the airport to the University. Father Hesburgh, Governor Harold W. Handley of Indiana, Mayor Edward F. Voorde of South Bend, and other dignitaries officially met the President when he arrived. Approximately 10,000 persons were at the airport as the presidential plane, Columbine III, touched down at 11:15 a.m. The campus area set aside for the commencement ceremonies was marked by a colorful display of all 84 United Nations flags. Diplomas were presented to about 1,280 undergraduate and graduate students of the 1960 Class.

The President congratulates Dr. Dooley who received an honorary doctor of science degree.



Photographs by M. Bruce Harlan, '49, Chief Photographer, University of Notre Dame.

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

on

the revered leader of his people and of the world's peoples desirous of freedom, justice, and peace on earth. Among men everywhere today he stands as the very image, the very embodiment of human decency, integrity, and courage. More service and sacrifice have been asked of him than of any other citizen of his generation; and they have been gladly and generously given. To lead the Allied cause to the victory of the Second World War was a stupendous achievement. But no less great is his tireless and exhaustive effort in these decades to achieve the unity and community of free countries in the face of immense dangers and to direct American participation in the establishment of moral principle and moral order in the violent and confused society of the second half of the Twentieth Century. We welcome him as the most eminent and most popular statesman of his time; and we hail him for the wisdom and the balance of common sense with which he has conducted the unimaginably complex affairs and borne the awesome burdens and responsibilities of the highest office of our land. In the exercise of his office, he has given new form, new life, and new hope to the present age. So we would honor him now, with fullest warmth of confidence and pride, because of the serene force of his realistic patience and Christian idealism as he contributes daily to the salvation of the nations. On

The Honorable Dwight David Eisenhower
President of the United States

*on the job for
50 years at
Notre Dame*

Edward J. Mahon

Is Loyal

University Employee



This year Edward J. Mahon will observe his fiftieth anniversary as a loyal and valued employee of the University of Notre Dame. A native of Athlone, Ireland, Eddie is currently in charge of the Chemistry Department's supply room and distributes thousands of chemicals and various pieces of laboratory equipment to students in the College of Science.

Mahon has presided over the chemistry stock room during the administration of eight Notre Dame presidents. He has been "on the job" when many Notre Dame men entered as freshmen and a few years later received their doctorate degrees.

How Eddie Mahon came to Notre Dame a half-century ago is a story in itself. Eddie was working in a Dublin publishing house, he relates, when a priest came in to order some books. The priest took some of the books with him, but asked that the others be shipped to him at Notre Dame. The priest, Rev. John W. Cavanaugh, C.S.C., then president of Notre Dame (1905-1919), asked the young Irishman if he ever thought about coming to America. Within the year Mahon sailed for the United States, came directly to see the only American he had met, and has been at Notre Dame ever since.

In his early years at Notre Dame, Mahon was known around the campus as an accomplished dancer. He appeared in several campus shows and recalls that Rockne himself was no stranger behind the footlights. Eddie often appeared professionally on the stage in Ireland and more than once was on the same program with singer John McCormack, who, like Mahon, came from Athlone. One of Eddie's fondest memories is the occasion in 1933 when his fellow townsman McCormack came to Notre Dame to receive the Laetare Medal.

When Mahon arrived at Notre Dame in 1911, he worked in the students accounts office and later had charge of the waiters in the old refectory before taking

over his present post. Literally thousands of Notre Dame men have passed through the University's chemistry laboratories during Mahon's tenure. Eddie has never taken a chemistry course and claims to know nothing about the subject. But his patience and kindness have helped many students who were discouraged when a complicated experiment went wrong.

Mahon requires that all laboratory apparatus be returned to the supply room "clean and dry." Generations of Notre Dame chemistry students have tried to return equipment that was otherwise, but few have succeeded. Occasionally, a glass vessel loaned to a student will break, and sometimes the student will claim the equipment was defective to begin with. According to a veteran faculty member, Eddie Mahon will listen to the student's story with remarkable sympathy and patience—and then charge him for the broken item!

The Mahons are a Notre Dame family if there ever was one. Eddie married Annie Monahan in the campus church and their four children were baptized and confirmed there. Their son Joe is employed at Notre Dame's Lobund Institute. A daughter, Sister Mary Mellita, R.S.M., teaches at Grand Haven, Michigan. Another daughter, Mrs. John Loritsch, is married to the manager of General Electric's chemical division who received his Ph.D. at Notre Dame.

Tragedy came to the Mahon family in 1951 when another son, Maury, a 1950 Notre Dame graduate and an FBI agent, died in a plane crash. But even in recalling such a sad occasion, Eddie Mahon can still smile. It was then that he received letters of sympathy from scores of Notre Dame men in every part of the country who came to know and admire the little Irishman in the chemistry stock room.

Faculty members, students and alumni agree that Notre Dame's chemistry department wouldn't be the same without Eddie Mahon. It is men of his character, spirit and devotion who in their own lifetime have helped transform Notre Dame from a small obscure school in northern Indiana to a university famous the world over.

the Library and



by **James E. Murphy**

The author has been Director of Public Information at the University of Notre Dame since 1952.

Like few buildings on the campus, the Notre Dame Library serves the entire University community. Just as Sacred Heart Church is the center of religious life, the library is the hub of academic activity. There, a freshman only a few weeks out of high school rubs elbows at the card catalogue with a postdoctoral student. Nearby a Holy Cross priest reads *The American Journal of Sociology*, and a lay professor makes notes for a technical paper to be presented at a professional meeting. Quietly, earnestly, students and teachers together go about the business of a university: the pursuit of knowledge.

With the largest enrollment in its history as well as stepped-up academic standards, Notre Dame has actually outgrown its 43-year-old library. From breakfast time until 10 p.m. its reading rooms are generally filled, and when examinations are in the offing, it's virtually "Standing Room Only." Construction will begin next year on a magnificent new library which is destined to have a great impact on the University's intellectual life for decades to come. Even today one can see the indispensable role the library plays on the college campus. One can conceive of a fine library apart from a university, but it is difficult to conceive of a truly great university without a correspondingly great library.

What brings the student to the library? Most often it's a daily class assignment or a book "on reserve" that

The New Library

Architectural plans for the new library are being prepared by Ellerbe and Company, St. Paul, Minn. Notre Dame is confident that alumni, non-alumni friends, corporations and foundations will contribute generously when personally contacted by volunteer workers during the year ahead.

Cost now is estimated at \$8,000,000.

Construction to begin in 1961.

Seating for half of the student body at one time.

Provision for 1½ to 2 million volumes.

The Student



must be read. Just about all courses at Notre Dame require outside reading, and there are some courses that have no texts, relying entirely on lectures and library sources. According to a library aide, Carlton Hayes' *A Political and Cultural History of Europe* is always in great demand, and *The Basic Writings of St. Thomas Aquinas* are a standard reference for students in theology and philosophy courses.

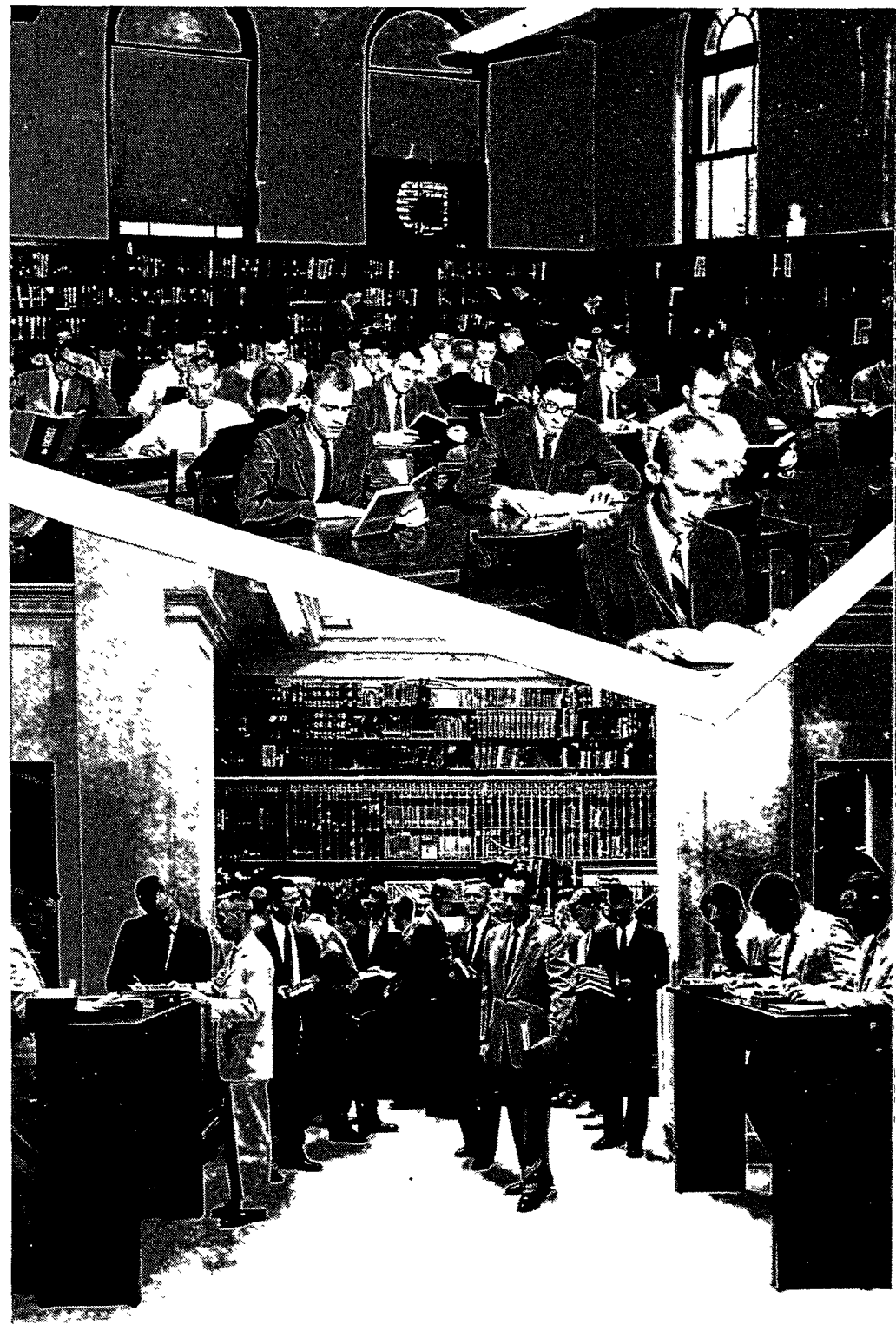
Every Notre Dame student has to write several term papers, perhaps a thesis, and it is next to impossible to do so without recourse to the library. On one typical day recently senior Paul Priebe, Rochester, Minn., was using the CONGRESSIONAL ALMANAC for research on his thesis, "Parity Policies on Agricultural Price Supports." At an adjoining table English major Bill Heaphy, Bridgeport, Conn., was reading a Henry James novel in preparation for his thesis on the celebrated author. And across the room, a nun enrolled in the Graduate School was researching a term paper on "The New Deal" by scanning *The Secret Diary of Harold L. Ickes*.

But books aren't the only source of material at the library, of course. In our fast-moving world, today's NEW YORK TIMES may be the most authoritative source for information on school desegregation or the newest satellite aloft. The Notre Dame library regularly receives approximately 25 metropolitan newspapers and scores of learned journals and periodicals. One library spokesman reports that students don't have much time for recreational reading, but they do drop by to check COMMONWEAL's stand on a controversial issue or to read the profile of a national figure in THE NEW YORKER. Students seem to enjoy particularly reading microfilm copies of newspapers of fifty or a hundred years ago.

Aside from class assignments, term papers and other research, many students bring their texts to the Notre Dame Library to study. Yves Dauge, a graduate exchange student from the University of Paris, spends from 25 to 35 hours a week at the library. Henry Burns, a Buffalo, N. Y., sophomore living in Morrissey Hall, does most of his studying at the library nearby. For some time, University authorities have realized that Notre Dame's seventeen residence halls, filled to over capacity and with the distractions of radio and TV sets, are not ideal for serious study. The new library will probably seat up to half the student body at one time.

Today, if you stand by the library's main entrance long enough, you'll encounter all of Notre Dame stu-

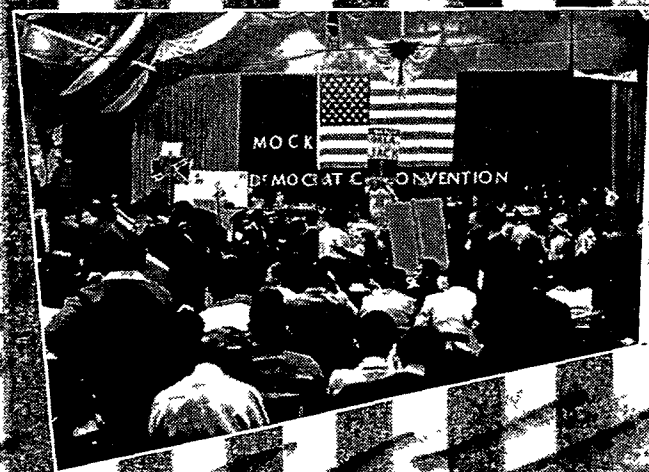
dents, from Abel, Edward J., to Zywert, George B. Their visits to the library will be for purposes as varied as the University itself and all the branches of knowledge it embraces. They may be looking up the properties of ACTH or a text by Hendrik Zwaardemaker. Whatever their mission, chances are, they'll leave the library with new facts or a different and more informed perspective on some facet of the world about them.

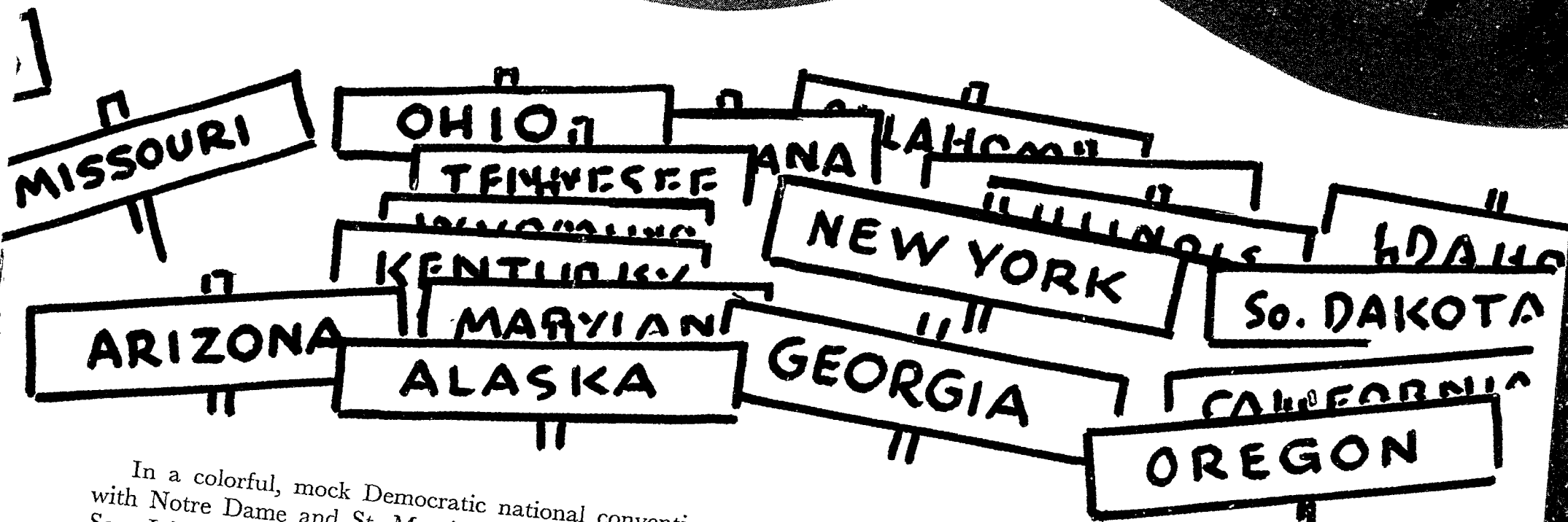


MOCK DEMOCRATIC CONVENTION

17
MASSACHUSETTS
11

**KENNEDY
-SYMINGTON
TICKET NOMINATED
BY STUDENT BODY**





In a colorful, mock Democratic national convention, with Notre Dame and St. Mary's students participating, Sen. John F. Kennedy (D-Mass.) was nominated by the delegates for president of the United States. The nomination for vice-president was won by Sen. W. Stuart Symington (D-Mo.) with Governor Luther Hodges of North Carolina and Sen. Frank Church (D-Ida.) trailing in second and third place respectively.

Three days of speeches, lively demonstrations and balloting featured the quadrennial event, sponsored since 1940 by the Academy of Political Science, a student organization, which has proved to be prophetic three out of four times. The students nominated Franklin D. Roosevelt in the spring of 1940, Dwight D. Eisenhower in 1952 and Adlai E. Stevenson four years ago. Their ticket in 1948 was Vandenberg and Warren whereas Thomas E. Dewey later received the GOP nomination.

Democratic National Chairman Paul M. Butler, a Notre Dame alumnus of the 1927 class, spoke to the group at the opening session and gave outspoken support to the Negro campaign against segregated lunch counters in some areas of the South. Part of the Mississippi delegation promptly walked out of the drill hall while other Southern student delegations declined to applaud.

The initial session was highlighted by numerous dem-

onstrations and twice a band played the national anthem in an attempt to quiet the participating student delegations. The featured speaker at the opening session was Sen. Frank Church who denounced the foreign and domestic policies of the Republican national administration. Other participants on the speaker's platform included Mayor Richard J. Daley of Chicago and Mayor Edward F. Voorde of South Bend.

A student band rendered selections during the various demonstrations for presidential candidates. For both Illinois' Stevenson and Ohio's DiSalle it played "On Wisconsin," and for Sen. Church it struck up "Get Me to the Church on Time." A group of law students attempted to demonstrate for a mythical character (it is hoped) named Leonard Fingerman but their efforts were promptly squelched by a sergeant-at-arms staff that included uniformed Naval ROTC members.

More than fifty states and territorial areas were represented by the student delegates. In addition to campaigning for Kennedy and Symington, other student delegations were for 'favored son' candidates including Governors DiSalle, Meyner, Brown, Docking and Williams, and Senators Humphrey, Johnson and Morse plus former Democratic candidate Adlai Stevenson. Dr. Paul Bartholomew, professor of political science, was faculty advisor for the event.



Photo on left includes (from left to right) Democratic National Chairman Paul M. Butler, Senator Frank Church of Idaho and Student Chairman Lawrence Turner. This group addressed the opening session of the Mock Democratic National Convention.

Adjacent photo: Mayor Richard J. Daley of Chicago (extreme left) and Mayor Edward F. Voorde of South Bend (center) addressed the second session of the convention. Their daughters, Mary Carol Daley (left) and Frances Voorde (right) both students at St. Mary's College, were among the 1,521 convention delegates.

Can Catholics Separate

The possibility that a Catholic will be nominated for president or vice-president this year has focused attention on a number of questions about relations between Church and state which are seldom discussed publicly in this country. LOOK magazine submitted a series of questions on this controversial subject to Father O'Brien. His answers are reprinted here.



Father O'Brien talks informally to a group of Mohammedans at a street corner in the seaport city of Lagos, Nigeria. He has just returned from a month's stay in Africa where he conferred with government and church officials concerning ways to develop trained leaders for Nigeria.

by Rev. John A. O'Brien, Ph.D.

The author is Catholic co-chairman of a commission in the National Conference of Christians and Jews and a prominent writer and speaker. For many years Father O'Brien has been at Notre Dame and currently is Research Professor of Theology. The St. Joseph County (Indiana) Ministerial Association presented him with a testimonial letter of gratitude for his action in defending Protestant ministers against sweeping charges of communism. Numerous articles written by Father O'Brien have been published in NOTRE DAME magazine including "Why Do Our Religions Fight Each Other?" and "Are You Fair to Jews?"

How do you explain the fear of some Americans that the separation between church and state will break down if a Catholic is elected President? I believe this fear is chiefly the result of a 12-year propaganda campaign by an organization called Protestants and Other Americans United for the Separation of Church and State, which follows the same line of attack on Catholics the Know-Nothings followed in the 1850's. The campaign has been intensified because a Catholic may be a candidate for President this year. Of course, the current attacks have no more basis in fact than those of a century ago.

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Do Catholics agree that the relations between church and state are of enough public interest to justify wide discussion? Yes. We are disturbed only by the attempts to make membership in any church — including the Catholic Church — a political issue. This violates provisions in our Constitution that religious faith should not be a test for civil office. Such groups as the POAU stir up antagonisms and create tensions between citizens on matters of faith. Such matters have no place in politics, but belong entirely to the realm of conscience.

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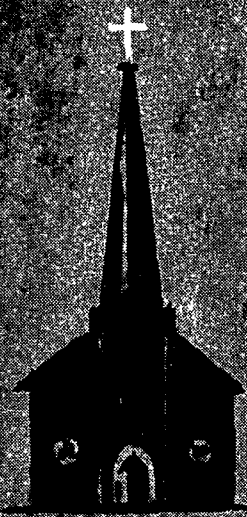
What is the Roman Catholic view on the union of church and state in this country? From the earliest days of the Church in this country, Catholics have supported separation. Bishop John Carroll, first Catholic prelate in the United States, said in 1790: "We have all smarted heretofore under the lash of an established church, and shall therefore be on our guard against every approach toward it." The Church has never deviated from that policy.

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Are Catholics merely going along with American public opinion when they make statements favoring separation? No. Catholics regard their own stake in separation as higher than the stake of most other religious groups.

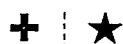
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Why? Because Catholics are a minority in this country. They have been a minority since the country began. Any possible union of church and state in the United States today would be between the Government and a federation of Protestant churches — not the Catholic Church.

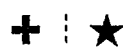


Church & State?

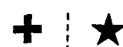
Would Catholics still favor separation if they were no longer a minority in the U.S.? Yes. Testimony from the hierarchy supports this. On January 25, 1948, the late Archbishop John T. McNicholas of Cincinnati said: "If tomorrow Catholics constituted a majority in our country, they would not seek a union of church and state. They would then, as now, uphold the Constitution and all its amendments, recognizing the moral obligations imposed on all Catholics to observe and defend [it]." On a very practical basis, it would be patently impossible for a slim Catholic majority to impose its belief upon a numerous and unwilling minority of Protestants. But more than that, it seems fantastic to us to think that the ideal of separation of church and state could be uprooted by members of any religious faith. The tradition of separation is deeply entrenched and widely supported by all religious groups.



Is it likely that the United States will have a Catholic majority in the foreseeable future? No. In the most roseate forecasts, it seems unrealistic to predict a Catholic majority in this country.

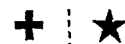


How many Catholics are there in the United States now? There are 39,505,475 Catholics who actually attend services and support the Church, according to the latest census. This does not include those of Catholic heritage, tradition and baptism who do not regularly attend services. Catholics make up about 35 per cent of the active church population of the country, but a considerably smaller per cent of the total population.

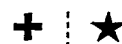


How fast is Catholicism growing in the United States? In the last five years, 698,893 converts have been counted in official tabulations. For the last ten years, the figure is 1,291,454. A nationwide survey reveals that Catholics are least active of all Christian groups in seeking to win adherents in this country. Only 28 per cent of the Catholics say they have made any effort to win converts, compared with a Protestant average of 59 per cent. The total increase from all sources — births, conversions, immigration — from 1948 to 1958 is 12,787,132.

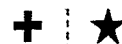
Aside from its minority status, what other reason does the Catholic Church have for favoring separation? Christ said: "Render therefore unto Caesar the things that are Caesar's, and to God the things that are God's." Catholics accept this as the principle for determining the respective loyalties due to these two institutions. The state is concerned with the material and temporal welfare of its citizens, and the church is concerned with their spiritual life and their eternal welfare. There is no reason for antagonism between the two institutions, but obvious reasons for them to remain separate.



In the past, have unions between church and state worked out well from the Catholic point of view? No. Without regard to what the people of any other country believe, American Catholics generally believe that the disadvantages have always outweighed the advantages. Civil rulers all too often sought to use the church (Catholic or non-Catholic) for their own selfish ends. Supported by the state, clergymen not infrequently became more the functionaries of the government than of the church. Identification of the church with the state caused citizens at times to feel that they would have to war against both to secure civil justice. Such uprisings inflicted great damage upon the Catholic Church in France, Italy, Spain and other countries at various times.



Do some countries today have large Catholic majorities, but no union between church and state? Yes. Mexico is a prime example. About 95 per cent of the citizens of Mexico are Catholic, but the Church has no say-so in governmental affairs. In France, another overwhelmingly Catholic country, church and state are completely separated.



Does the Catholic Church in the United States take part in politics? No. The Church as an institution does not. No member of the hierarchy tells priests or nuns how to vote. A priest is not permitted to tell his parishioners how to vote. He is not allowed to endorse or denounce candidates for public office from his pulpit. Like other Americans, Catholics enter the polling booths as free citizens, responsible only to their own consciences.

A new horizon in adult education . . .



EXECUTIVE SEMINARS

By Franklin D. Schurz



Mr. Schurz

The author is editor and publisher of the South Bend Tribune and is the recipient of two academic degrees from Harvard. Mr. Schurz is a director of the Associated Press and of the American Newspaper Publishers Association. In 1959 he was the winner of the Minnesota Award for Distinguished Service in Journalism. Mr. Schurz serves on the board of the Harvard Business School Executive Council and is a member of the National Defense Executive Reserve Unit.

Two evenings a month during the 1959-60 academic year at Notre Dame, an unusual group of "students" filed into the Golfers' Lounge of the Morris Inn to attend a special seminar class.

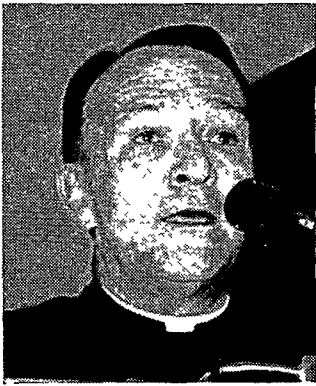
The "students" — 15 of them when all were present — were not college beginners. Each was the president

or a policy-making officer of a major industry or business located in the South Bend-Mishawaka area.

The classes were as distinctive as the men who attended them and involved a two-hour discussion of a reading assignment prepared beforehand. Topics ranged from "Husband and Wife in Chaucer's Marriage Tales" to "Existentialism: A New Philosophy," and touching in between on sculpture and the "Organization Man."

The class meetings were both lively and to the point. A discussion leader, usually an expert in the field, was there to guide the talk and make sure no one strayed too far from the subject. But the burden of inquiry was on the class.

Known as the Executive Seminars of the University of Notre Dame, they were the responsibility of Rev. John J. Cavanaugh, C.S.C., former Notre Dame president, and Dr. Frank L. Keegan, assistant professor in the University's General Program of Liberal Education. The seminars were born, in Keegan's words, "Out of the conviction that the liberal arts and humanities should



Discussion leaders of the Executive Seminars are Rev. John J. Cavanaugh, C.S.C., and Professor Frank L. Keegan.

make their way in the world as well as in great universities.”

In setting up the program, Notre Dame was following the belief that although many colleges and universities are successful in interesting alumni and friends in their building programs and athletic teams, few have explored fully the opportunity of interesting supporters in the activity most proper to academic life — learning.

Notre Dame decided not to undertake a large-scale, adult education program. However, it had all the equipment necessary for seminars, including the great books of literature, history, philosophy, science and social thought, and the teachers who knew how to make the books come alive.

Among the businessmen who took part in the seminar course were the presidents of several large manufacturing companies, a lawyer, two officers of a major Midwestern financial institution, and the manager of a missile-building division of a major U. S. corporation.

They shared a common intellectual need often felt by men involved daily in the affairs of business and industry. For them, the seminars helped satisfy the need.

Most of the fields covered in the classes strayed far from the world of business. They included the conflict between abstract and realistic art, Greek tragedy, religion in a free society, the “sacred cow” aspects of science, the nature of higher education, psychoanalysis, and American social thought.

Authors assigned for reading included Plato, Sophocles, Chaucer, Jean-Paul Sartre, Albert Camus, Bertrand Russell, G. K. Chesterton, Alexis de Toqueville, Sigmund Freud and William Whyte.

An idea of the nature of the discussions can be gathered from a review of one seminar, which considered “Religion in a Free Society.” The meeting focused on religious pluralism in contemporary America, and on the role of the secular-humanist in American society.

After provisionally defining a secularist as one who believes in man rather than God, or as a humanist who rejects supernatural religion, the group agreed that the secularist has political rights guaranteed by the Constitution. One of the executives, in fact, suggested that the First Amendment actually favors secularism in today’s society.

Another consensus, on the other hand, held that the secularist does not have a right to prevent non-discrimi-

natory religious teaching in the public schools. And it was observed that this issue can make strange bedfellows, with the secularist point of view often backed up by representatives of orthodox religions, although for different reasons.

The issue of a Catholic presidential candidate was raised frequently in this discussion, but there was no general agreement on the degree to which a candidate’s religious commitment would affect his ability to win votes. The businessmen agreed that it would seem safer for a candidate to be affiliated, although not too intimately, with a Protestant denomination than with the Catholic or Jewish faiths.

Equally intriguing questions cropped up in most of the seminars, even those involving such ancient philosophers as Socrates and his unusual method of learning. One reason was that seminar leaders were brought into the meetings who had, in many cases, the knack of dis-

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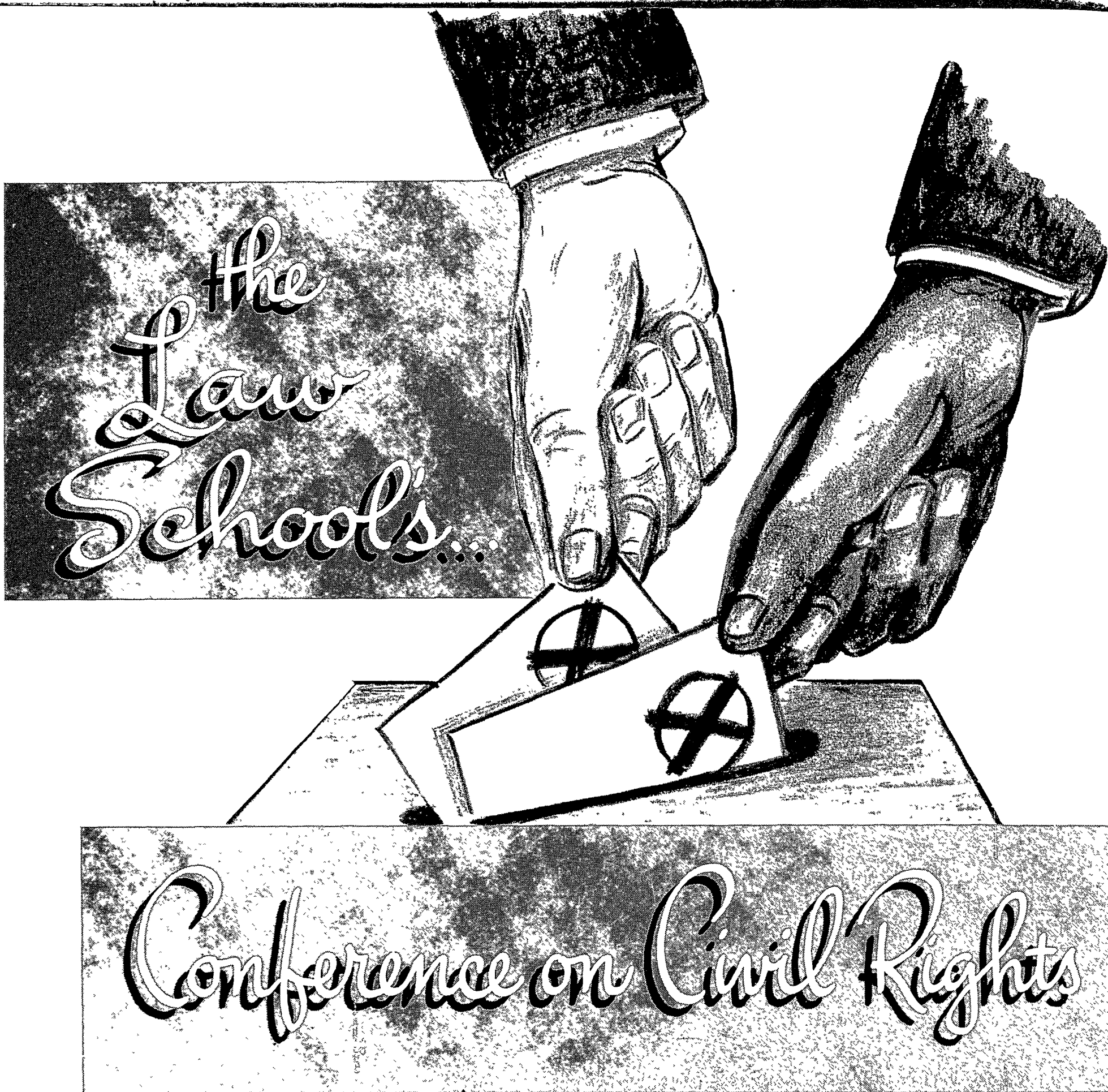
PARTICIPANTS IN THE EXECUTIVE SEMINARS

Discussion Leaders:

Rev. John J. Cavanaugh, C.S.C.
Professor Frank L. Keegan.

Executives:

- James F. Connaughton, President, Wheelabrator Corp., Mishawaka, Indiana;
- George C. Coquillard, Assistant Treasurer, Associates Investment, South Bend, Indiana.
- John T. Harvey, Controller, The O’Brien Corp., South Bend;
- Aaron H. Huguenard, Secretary, The South Bend Tribune;
- Jack B. Kubish, President, Great Northern Distributors, Inc., South Bend;
- J. Allan MacLean, President, Dodge Manufacturing Co., Mishawaka;
- Melvin L. Milligan, Secretary, Studebaker-Packard Corp., South Bend;
- John W. Nickum, President, American Trust Company, South Bend;
- Arthur C. Omberg, General Manager, Bendix Products Division — Missiles, Bendix Aviation Corporation, Mishawaka;
- George O. Pfaff, Director of Marketing, Wheelabrator Corp., Mishawaka;
- Franklin D. Schurz, Editor and Publisher, The South Bend Tribune;
- Wayne Singer, Vice-President, Associates Investment Company;
- Philip A. Sprague, President, The Hays Corporation, Michigan City, Indiana;
- Bernard J. Voll, President, Sibley Machine and Foundry Corp., South Bend; and
- John M. Wolf, Controller, Wheelabrator Corporation, Mishawaka.



The Notre Dame Law School recently sponsored a conference on Civil Rights which featured as principal speakers Rev. Theodore M. Hesburgh, C.S.C., president of the University and a member of the United States Commission on Civil Rights, Senator Paul H. Douglas of Illinois, Governor G. Mennen Williams of Michigan, Deputy Assistant Attorney General John D. Calhoun and various other congressional representatives. U. S. Representative John Brademas of Indiana and Dean Joseph O'Meara presided at conference sessions.

Three major civil rights areas were explored including "Protecting the Right to Vote" with an opening statement of the problem presented by Prof. Harris L. Wofford, Jr., of the Notre Dame Law School and former legal assistant to Father Hesburgh on the Civil Rights Commission; Notre Dame Law Professor Bernard J. Ward

outlined the problem of "Assisting School Desegregation" in an opening statement; Professor Thomas F. Broden, Jr., of the Law School faculty surveyed the problem of "Equal Opportunity in Housing" as the third major conference subject.

Senator Douglas predicted that the current session of Congress would enact some civil rights legislation, however, he warned that there is a question whether it will be "a meaningful or a nominal bill." He called for a cooperative effort by all civil rights supporters to unite on an effective bill in assuring the right to vote for all Negro citizens. He expressed concern about the possibility of undue delay that might arise under the referee plan put forward by United States Attorney General William P. Rogers. (Ed. Note—Following this conference at Notre Dame the Civil Rights Act of 1960 was passed by Congress).

The senator said he felt that challenges and appeals to the procedures by southern states might prevent any resolution of the registration dispute until long after an election. This proposal provides for the appointment of referees by Federal District Courts in areas where a pattern of discrimination against Negroes has been found. The referees would conduct hearings on the qualifications of voters and report their findings to the court, which would then consider the report and enter a decree on the voter's qualifications.

The Civil Rights Commission on the other hand has proposed that the president appoint Federal Registrars to qualify the voters where state officials will not do so. These registrars would consider applications of citizens claiming discrimination and would then decide on voting eligibility.

Representing the Attorney General's office Mr. Calhoun stated that the Justice Department does not oppose Congress's effort to spell out the procedures that will give safeguards to assure the large registration of qualified Negroes.

Governor Williams told the group that effective civil rights legislation will have to accomplish more than merely permitting Negroes to register in our states. He said such legislation should offer encouragement to registration and that the responsibility for setting up some federal plan for voter registration should be placed on the president rather than on the courts because the judicial process is too slow. Representative William G. Bray (R-Ind.) one of three Hoosier congressmen at the conference, spoke against placing this responsibility on the administrative branch of government, saying that it would be a tremendous problem.

Taking part in the Civil Rights Conference were, left to right, Rev. Theodore M. Hesburgh, C.S.C., President of Notre Dame and a member of the U. S. Commission on Civil Rights; Senator Paul H. Douglas of Illinois; and Deputy Assistant Attorney General John D. Calhoun.



Conference participants included, left to right, U. S. Representative John Brademas of South Bend; George M. Johnson of Washington, D. C., a member of the Federal Civil Rights Commission; and Governor G. Mennen Williams of Michigan.

It was pointed out that the three branches of federal government—administrative, judicial and legislative—are not working in accord to solve this important domestic problem and one speaker strongly urged that the right to vote be given every citizen who meets the age and residence requirements of his state. Doubt was expressed concerning the value of literacy tests in the denial of legitimate voting rights, particularly since 90 percent of all Americans are literate. In suggesting a constitutional amendment providing for universal suffrage Father Hesburgh stated that this would demonstrate to one-third of the world which is uncommitted in the struggle between East and West that we really believe in democracy.

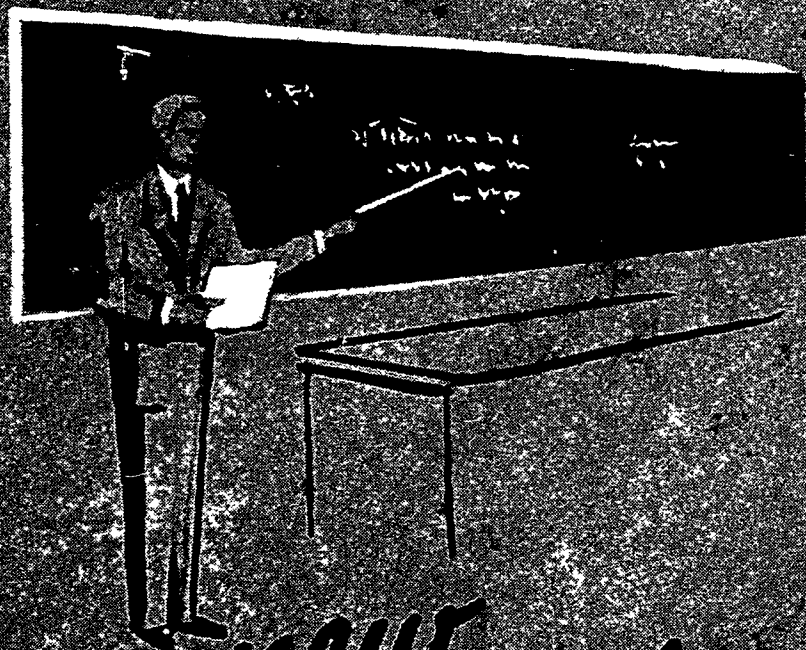
Harold C. Fleming of Atlanta, executive director of the Southern Regional Council, Inc., noted that it is premature to think or hope that the Little Rock type of resistance is at an end in the South. Endorsing the statement by Professor George W. Foster, University of Wisconsin Law School faculty member who recommended a congressional resolution supporting the Supreme Court, Fleming also added that the nation should be better informed on the government's desegregation resolve and that "nowhere can this better be done than by the Executive branch of the federal government."

Dean O'Meara stated that the one-day conference was designed to stimulate discussion and offer an opportunity for an exchange of views among legislators, members of law school faculties and other persons professionally concerned with civil rights problems. It was particularly timely in that the conference was held on the eve of the debate in Congress on the Civil Rights Bill. An impressive group of approximately sixty lawyers, legislators and others participated in the morning and afternoon sessions. The conference closed with a reception at the Morris Inn on campus.

FORD FOUNDATION

*Grants
\$410,750*

TO NOTRE DAME



*for new
Graduate
Education
Program*

The Ford Foundation has awarded the University of Notre Dame a grant of \$410,750 to inaugurate a new graduate education program for the preparation of secondary school teachers according to a joint announcement by Clarence H. Faust, vice president of the Ford Foundation, and Rev. John E. Walsh, C.S.C., head of the University's department of education.

Notre Dame is one of eight colleges and universities receiving Ford Foundation grants this year totalling \$2,761,250 to help advance a national "breakthrough" in the education of elementary and secondary school teachers. The nation-wide program now includes 27 colleges and universities which have already received support totalling \$18,200,000.

Father Walsh stated the Notre Dame program, which begins with the current summer session, will be conducted in cooperation with nearby Saint Mary's College, the South Bend school system and other public and private high schools in the area.

He said the program will recruit recent college graduates with bachelors degrees but little or no formal training in education and prepare them for a junior or senior high school teaching career, including an Indiana state license in a year and three months.

An essential part of the program, he continued, is the experience of the student in teaching in nearby school systems under the guidance of experienced teachers.

South Bend School City Superintendent Alex Jardine said that his Board of Education has pledged full cooperation in the program and that it has been agreed to take 14 of the program's students as "intern" teachers during the 1960-61 school year.

Students in the first cycle of the program will start June 17 by attending the summer school session at Notre Dame and finish their work, earning a master of arts degree in teaching from the university, at the end of the next summer session in August of 1961.

The program will be directed by Dr. Robert W. Strickler, a specialist in educational administration and a member of the Notre Dame faculty since 1953. He is a graduate of Grove City College in Pennsylvania and holds advanced degrees from Saint Bonaventure University and Cornell University.

Strickler said that thirty men and women, who are interested in high school teaching, have been accepted for the first term of the program. During the initial summer session they will take six hours of graduate study in English, modern languages, the social sciences, the physical and biological sciences, mathematics, music and art. He pointed out that members of the University's Council on Teacher Education, representing all departments engaged in teacher preparation, will serve as faculty members and consultants in the new program.

During the 1960-61 school year, Strickler said, each student will hold a teaching internship, observing classroom instruction, teaching under the supervision of an experienced teacher, and serving an apprenticeship to a cooperating school. During the second semester of the internship, he will be paid one-half of the salary of the full-time beginning teacher. During this year of internship the student also will take University courses in "Principles of the Teacher-Learning Process" and "Philosophy of Education." He also will participate in weekly semi-



Dr. Robert W. Strickler, director of the new graduate education program, confers with Rev. John E. Walsh, C.S.C., head of the University's Department of Education.

nars for his teaching area on the Notre Dame campus. Following the second summer session, which will be devoted to six hours of graduate study in his major area, the University will award a master of arts degree in teaching to qualified participants.

The Ford grant to Notre Dame is to be spent over a five-year period. Strickler said it will help defray administrative and other costs to the University, pay extra stipends to supervising teachers in the cooperating school systems and provide tuition grants or loans to needy students.

Father Walsh said that the University has every confidence that the program will become a permanent fixture at Notre Dame and be financed by University funds after the Ford grant is expended.

In discussing the program, Father Walsh emphasized that the program is attempting to tap new sources in the recruitment of secondary school teachers.

He said there is considerable evidence that many men and women complete the college undergraduate work and then decide that they would like to enter the teaching profession. Normally many such persons lose this interest in the profession when they learn of the many technical education courses they must have to receive a provisional teaching license in this state.

The new Notre Dame program, Strickler said, is designed to give the student this technical training, plus further training in the academic field at the graduate level, as quickly as possible. Each student will be trained to teach in the field in which he majored as a college undergraduate.

Strickler said he has been assured by the state licensing commission that regular state teacher's licenses will be granted to all students who successfully complete the program.

Father Walsh said the new program will probably replace much of the present undergraduate teacher training program, which now graduates about 50 men a year. Those now in the present program will be allowed to complete their degrees, Father Walsh said, and

some new students in certain academic fields may continue to be accepted.

The new program will not affect the present summer school graduate program in teacher training which annually attracts more than 300 students to the campus. Father Walsh said it is hoped to increase enrollment in the new program to 60 a cycle by the end of five years.

Requests for application forms and other information should be sent to Office of the Director, Master of Arts in Teaching, University of Notre Dame, Notre Dame, Indiana.

In 1956 Notre Dame was the recipient of a generous \$3,074,000 grant from the Ford Foundation to be used for augmenting teacher salaries. Included in this overall total was an "accomplishment grant" of \$1,177,000 specifically granted to Notre Dame for having provided leadership in the "betterment of faculty salaries." At that time the Ford Foundation announced a total of a half-billion dollars in grants to the nation's privately supported universities, colleges and hospitals. In relation to the amount received Notre Dame was listed as one of the top ten schools by the Ford Foundation which also included Harvard, Yale, Massachusetts Institute of Technology, Princeton, Columbia and Chicago.

Executive Seminars

(Continued from page 13)

cussing the great ideas of earlier cultures in such a way that they became challenging to modern men.

Some of these seminar "guests" were Francis X. Bradley, acting administrative director of Notre Dame's Lobund Institute, and Sister M. Madeleva, C.S.C., president of Saint Mary's College and an expert on Chaucer. Professor Robert A. Leader, a liturgical artist, led a discussion of art, and Dr. Louise Cuyler, head of the department of Musicology at the University of Michigan, answered questions at a lecture-demonstration on the music of Beethoven and Bartok.

Each seminar lasted for two hours, usually with an hour and a half of general discussion followed by informal conversations in small groups of participants. Seminar leaders planned a series of questions focusing on the main issues at stake in the session's topic, and the general discussions opened with a leading question and closed with a summary of the evening's conclusions.

In the question and answer part of the seminar, no point of view was excluded and none was demanded. Religion and politics, as the earlier example showed, were not taboo.

The readings assigned to participants were short and provocative, selected from ancient, medieval and modern sources. All were made contemporary through application to issues and problems of the day.

Along with intellectual stimulation, participants in the Executive Seminars took away with them a new bond between Notre Dame and the local business and professional community.

They completed the course agreeing, with Aristotle, that "to learn gives the liveliest pleasure, not only to philosophers, but to men in general."

Mr. Edward J. J. Tracey, Jr.
306 Sunrise Terrace
State College, Pa.

P.O. 434

NOTRE DAME'S

LONG-RANGE PROGRAM

1. Endowment for Increase of Faculty Salaries	\$27,000,000
2. Contributions for Research	\$11,000,000
3. Student Aid	\$5,000,000
4. Special Funds for Administration Purposes	\$5,000,000
5. New Buildings	\$21,000,000
6. Miscellaneous	\$7,000,000
7. ...	\$7,000,000
8. ...	\$7,000,000
9. ...	\$7,000,000
10. ...	\$7,000,000
11. ...	\$7,000,000
12. ...	\$7,000,000
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14. ...	\$7,000,000
15. ...	\$7,000,000
16. ...	\$7,000,000
17. ...	\$7,000,000
18. ...	\$7,000,000
19. ...	\$7,000,000
20. ...	\$7,000,000

and IMMEDIATE GOAL

"top priority" project in Notre Dame's one billion dollar program, announced in 1953, is the building of the library. The library is the focal point of the entire program, and the more sharply defined the goal, the more the program will succeed.

The library is the heart of the university, and it is the responsibility of the entire community to support it. The library is the source of knowledge, and it is the responsibility of the entire community to support it. The library is the source of knowledge, and it is the responsibility of the entire community to support it. The library is the source of knowledge, and it is the responsibility of the entire community to support it.