

To Our beloved son

Theodore M. Hesburgh, C.S.C.

President of the University of Notre Dame

Recalling the happy memory of Our visit to your University, beloved son, and the honorary doctorate by which We became an alumnus, We gladly send you Our greetings and felicitations on the dedication of the new Memorial Library at Notre Dame.

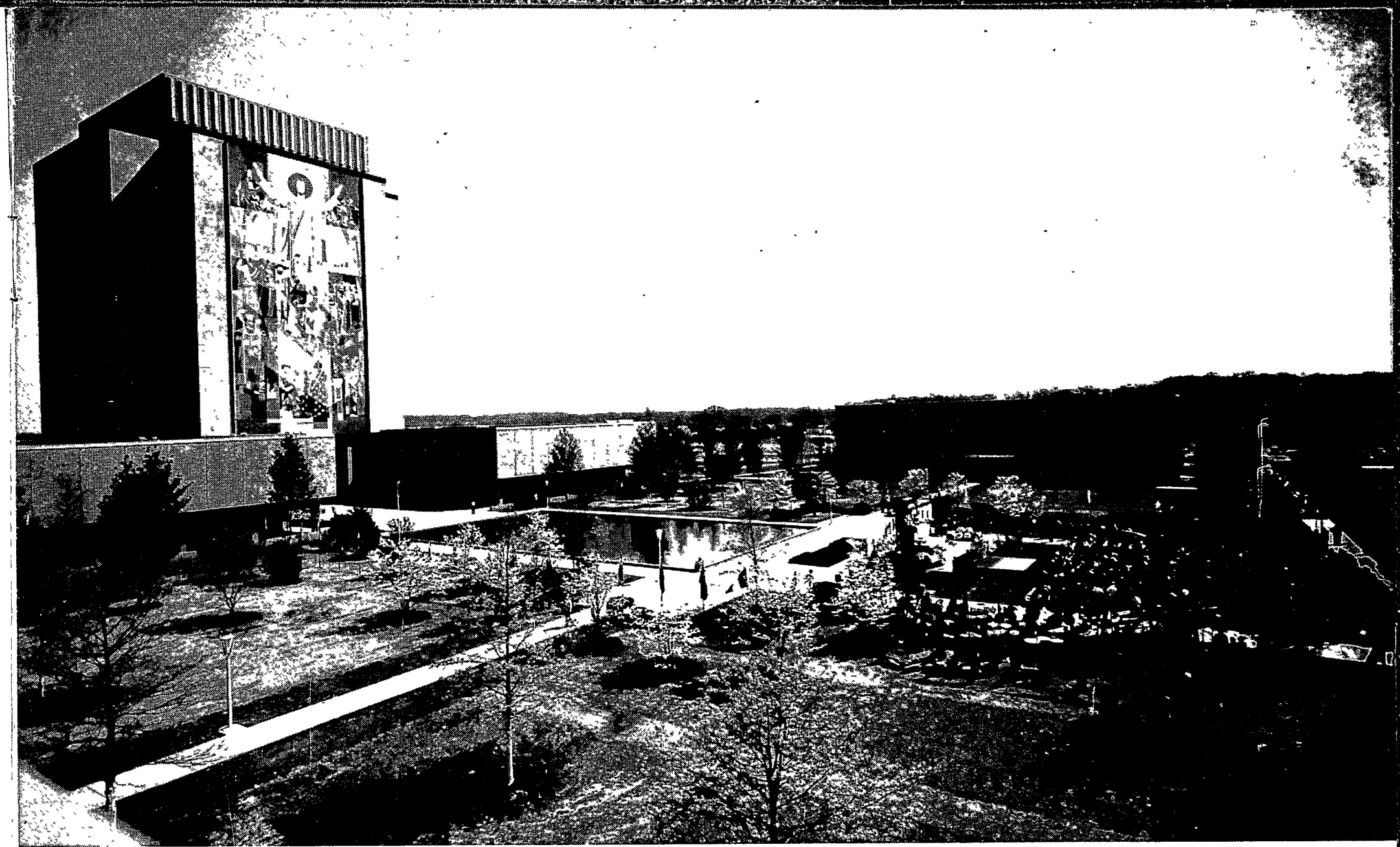
We pray that this additional repository of wisdom and knowledge may serve as a valuable instrument in the pursuit of truth and the defense and development of faith. It will undoubtedly enhance the prestige of the University, and increase its efficiency in the academic mission so highly praised by Our illustrious Predecessor, Benedict XV: "Nothing can be more opportune than to teach youth in such a way that, guided by virtue and led by the light of religion, they may eventually go forth into life to defend, zealously and wisely, both truth and faith." (A.A.S. XIII, 1921, p. 196)

The quest for truth requires freedom; but it must be borne in mind that the freedom of a Catholic university in seeking and spreading truth must always respect the limits imposed by the law of charity, of justice, and of human dignity. It is the sacred duty of Catholic professors and students to follow the Church's authentic magisterium in matters of faith and morals, or in fields intimately connected with either of these. Nor will this prove to be a detriment to science or to freedom; rather will it be a safeguard for the supreme human and Christian values, and exalt the prestige of the Catholic universities. For, as Our venerated Predecessor, Pius XII has said: "The term *Catholic* does not of itself exclude anything except sin and error; indeed, it embraces the entire field of intelligence, and the whole of life throughout time and space. The Apostle Saint Paul in his Letters often describes the true Catholic spirit: 'Test all things; hold fast that which is good.' (I Thess. V, 21)" (*Discorsi e Radiomessaggi*, XVI, p. 960).

Rejoicing, therefore, on the inauguration of the new Memorial Library, and praying that it will contribute richly to the advancement of truth, We invoke upon the University of Notre Dame an abundance of illuminating divine graces; and, in pledge thereof, We lovingly bestow upon you, beloved son, and impart to the professors, students and personnel, Our particular paternal Apostolic Blessing.

From the Vatican, November 19, 1963.

*Paulus P. P. VI*



# *Notre Dame Memorial Library Dedication Ceremonies Impressive*

The Notre Dame Memorial Library, the world's largest college library building, was dedicated on May 7 with solemn religious rites and colorful academic ceremonies that attracted an audience of nearly 5,000 persons.

Eminent prelates and distinguished educators figured prominently in several events marking the dedication of the thirteen-story building which dominates a new mall on the University of Notre Dame campus. The \$8 million library was made possible by gifts from more than 23,000 individuals and organizations whose names will be inscribed in its foyer.

The first of the dedication day events was an outdoor Solemn Pontifical Mass celebrated by Eugene Cardinal Tisserant, Dean of the Sacred College of Cardinals and Prefect of the Vatican Library. Albert Cardinal Meyer, Archbishop of Chicago, delivered the sermon during the Mass which was offered on the mall in front of the library. Another Prince of the Church, Joseph Cardinal Ritter, Archbishop of Saint Louis, blessed the new library following the afternoon convocation.

Dr. Grayson Kirk, president of Columbia University, and Dr. Herman B Wells, Chancellor of Indiana University, gave addresses at major dedication events. Kirk was

the principal speaker at the academic convocation on the mall and Wells addressed the dedication banquet that evening.

Presidents of 15 colleges and universities, ranging from Princeton in the East to California in the West, were among 25 celebrated figures who received honorary degrees from Rev. Theodore M. Hesburgh, C.S.C., Notre Dame's president, at the convocation. Representatives of 200 colleges and universities, learned societies and educational associations marched in a colorful academic procession prior to the convocation.

A highlight of the convocation was a message from Pope Paul VI on the occasion of the library dedication. It was read by Cardinal Tisserant. The Holy Father, as Cardinal Montini, visited Notre Dame and received an honorary degree on June 5, 1960, about a year before the library construction began.

The dedication banquet was preceded by a reception in the library foyer and included greetings from representatives of the community and several segments of the University family.

The Notre Dame Glee Club sang at the banquet, and the Notre Dame Band performed at the reception.



## PRAYER FOR THE DEDICATION

Lord, Jesus Christ, Word of the Father, Teacher of Mankind, Sender of the Paraclete, You alone are the Way, the Truth and the Life.

With the written word You rebuked the tempter in the desert when You said: "It is written: 'Not by bread alone does man live, but by every word that comes forth from the mouth of God.'"

At Your visit with Martha and Mary You commended the one who listened to Your word and had chosen the better part.

On the road to Emmaus You made the hearts of Your disciples burn within them as You explained the Scriptures concerning Thyself beginning with Moses and the prophets.

Kindly bless and sanctify this library constructed to

### *Notre Dame Memorial Library*

*Opened Sept. 18, 1963; formally dedicated May 7, 1964.*

*Believed to be the largest college library building in the world.*

*Capacity of 2,000,000 volumes; present collection of more than 500,000 volumes.*

*Seats 2,900 plus persons, more than half of the undergraduate students, at one time.*

*Thirteen stories plus glass-enclosed, roof top President's Lounge.*

*Built of Mankato stone, buff brick and marble.*

*Ellerbe Architects, St. Paul, Minn.; H. G. Christman Co., South Bend, contractor.*

*First and second floors, covering two acres each, house the College Library, the 200,000 books used most often by most undergraduates.*

*Upper floors in the tower section constitute the Research Library, books and materials most likely to be used by graduate students and faculty members.*

*Offices for 248 faculty members in the basement.*

*Also housed in library: University Archives, Mediaeval Institute, Jacques Maritain Center, Committee on International Relations, etc.*

*Librarian: Victor A. Schaefer.*

### *"Word of Life" — Notre Dame Memorial Library Mural*

*Dimensions: 132 feet high (from 3rd to 13th story) and 65 feet wide.*

*Material: 7,000 pieces of granite, 81 kinds and 171 different finishes, from 16 different countries and several states in the U.S.*

*Central figure: Christ the Teacher, surrounded by His Apostles and a multiplicity of saints and scholars who have contributed to knowledge thru the ages.*

*Head of Christ alone is 9 feet tall, 115 pieces.*

*Artist: Millard Sheets, Claremont, Calif., who receives an honorary degree today.*

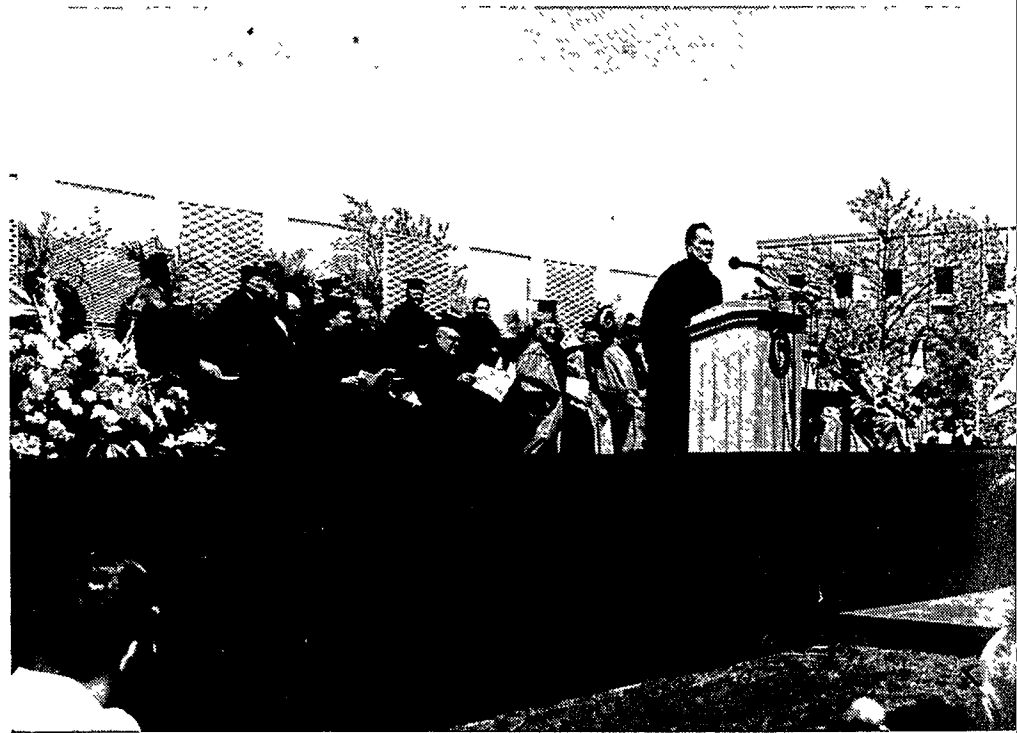
*Granite assembled, installed, etc., by Cold Spring (Minn.) Granite Co.*

collect, preserve, and make available divine and human knowledge contained in books, records and documents. Aid its continued increase in volumes and in depth of wisdom. May it safely withstand fire, winds, and buffets of damaging elements, and preserve its wealth from destruction by man or time.

Favor with the riches of the sevenfold gift of Thy Spirit, all who, whether students or teachers, humbly desire within its walls to taste deeply of the knowledge of truth and wisdom, or who mine new treasures by ever advancing methods of research. May they grow in justice, peace and in love so that the word spoken and written in time may find fulfillment in truth eternal.

Reward also with Your heavenly favors the munificence of the donors who in their good will have generously contributed to the erection of this majestic arena of the human spirit on the campus of the university dedicated to Thy Immaculate Mother, Our Lady, Notre Dame du Lac. May their names be written indelibly in the book of life for all men and angels to read in the eternal halls of the blessed. Through Thee, Jesus Christ, Teacher and Savior of the world, Who livest and reignest, God, forever and ever. Amen.

JOSEPH CARDINAL RITTER  
Archbishop of St. Louis  
May 7, 1964



Father Hesburgh greets the Dedication guests.

Cardinal Ritter blesses the Memorial Library building.





## Symposium: The Person in Contemporary Society

A symposium on "The Person in the Contemporary World" was held in the Memorial Library Auditorium in conjunction with the dedication ceremonies the following day.

Rev. Chester A. Soleta, C.S.C., vice president for Academic Affairs, who arranged the symposium, had as its theme "the person, his sorrow and loneliness but also his unique dignity and his enduring sense of identity."

Dr. Kenneth W. Thompson, vice president of the Rockefeller Foundation, was chairman of the Notre Dame symposium, and his Eminence Eugene Cardinal Tisserant served as its honorary chairman.

French theologian Rev. Louis Bouyer of the Oratory and the Abbey of Lucerne, la Haye-Pesnel, opened the symposium with a paper entitled, "Conflicting Christian Interpretations of the Situation of Man in the World Today and Their Possible Reconciliation." Father Bouyer has been a professor of spiritual theology at the Institut Catholique in Paris and a faculty member in Notre Dame's Summer Liturgy Program.

The second speaker was Professor John E. Smith, chairman of the department of Philosophy at Yale University. His address was entitled, "The Person: Solitude and Community." Professor Smith is a specialist in American philosophy and the philosophy of religion and the author of *The Spirit of American Philosophy*. He joined the Yale faculty in 1952 after teaching at Vassar College, Barnard College, Union Theological Seminary and the University of Michigan. He was the Duddleian Lecturer for 1960 at Harvard University and Suarez Lecturer for 1963 at Fordham University.

In the Wednesday afternoon session two more speakers appeared at the symposium, Sir Hugh Stott Taylor and Dr. Dana Farnsworth. Sir Taylor's address was entitled "Science and the Person" and Dr. Farnsworth's "A Psychiatrist's View."

Sir Hugh Taylor, born in England, was a member of Princeton's chemistry faculty from 1922 to 1958, serving as head of the department from 1926 to 1951. He was also dean of Princeton's Graduate School for thirteen years and on retirement became head of the Woodrow Wilson National Fellowship Foundation. He has received many honors from scientific organizations in this country and abroad and is a former president of The Faraday Society and Sigma Xi.

Dr. Farnsworth was named Henry K. Oliver Professor of Hygiene and director of the Harvard Health Services in 1954. A Diplomate of the American Board of Psychiatry and Neurology, he has conducted extensive research on how college students react to various pressures. He is the author of *Mental Health in College and University*.

In the concluding address of the Symposium Dr. Farnsworth commented as follows:

"Anything that diminishes the human spirit is of specific concern to the psychiatrist. Everything that enhances the human spirit is also of interest to him and this concern should be shared by all responsible persons.

"I believe that psychiatry as a discipline is just beginning to realize how important human values are to the individual looking for a meaning and purpose in his life. Nearly two centuries ago, the founder of the two Phillips Academies at Exeter and Andover said, 'Goodness without knowledge is weak and feeble, yet knowledge without goodness is dangerous; both united form the noblest character and lay the surest foundation of usefulness to mankind.' In the intervening period, we have seen many tragic results of failure to recognize this principle. To continue to ignore it will be perilous indeed. Perhaps the time has now come to take these words of wisdom seriously and to use the knowledge we have gained for the betterment of man."



# New York Pro Musica Motet Choir

The New York Pro Musica Motet Choir, augmented by the Abbey Singers, presented a program of Renaissance music as a highlight of the Notre Dame Memorial Library dedication on the evening of May 6.

Conducted since its founding in 1958 by Noah Greenberg, the Choir models itself on the choral organizations of the fifteenth and sixteenth centuries and performs a repertory of Renaissance sacred and secular works. Its program included works by such great figures as Dufay, Ockeghem, Brumel and Des Prez who composed music for the leading courts and chapels of France, Italy, Spain and Flanders.

The Abbey Singers, also organized by Mr. Greenberg, include soprano Jan DeGaetani, tenor David Dodds, countertenor John Ferrante, baritone George Papps and Marvin Hayes, bass. They presented music by several sixteenth century composers including Lassus, Arcadelt, Verdelot and Willaert. They joined the Choir for the evening's major work, "Missa Mater Patris" by Des Prez.

As a performing musician, lecturer and editor, Mr. Greenberg has introduced the musical literature of the five centuries before 1700 to musicians and concert goers throughout the world. His publications include *The Play of Daniel*, *An Elizabethan Song Book* and *An English Song Book*, an anthology of choral music antedating 1650.

## A Program of Renaissance Music

>o<

### I

- Kyrie* — Guillaume Dufay (ca. 1400-1474)  
Motet Choir  
*Gloria* — Johannes Ockeghem (ca. 1420-ca. 1495)  
Motet Choir  
*Deo Gratias* — Pierre de La Rue (d. 1518)  
Motet Choir

>o<

### II

- Bergerette Savoyenne* — Josquin Des Prez (ca. 1450-1521)  
Abbey Singers  
*Mignonne, allon voir* — Guillaume Costeley (ca.1531-1606)  
Abbey Singers  
*O vin en vigne* — Orlandus Lassus (1532-1594)  
Abbey Singers  
*Il est bel et bon* — Passereau (fl. ca. 1530)  
Abbey Singers

>o<

### III

- Salve Regina* — Martin de Rivaflecha (d. 1528)  
Motet Choir and Arthur Burrows  
*Riu, riu, chiu* — Anonymous  
4 Men — Brayton Lewis, *Soloist*

>o<

### IV

- O felici occhi miei* — Jacques Arcadelt (ca. 1504-ca. 1570)  
Abbey Singers  
*Madonna non so dir* — Philippe Verdelot (d. ca. 1540)  
Abbey Singers  
*O bene mio* — Adrian Willaert (ca. 1490-1562)  
Abbey Singers  
*Non è lasso* — Cipriano de Rore (1516-1565)  
Abbey Singers

>o<

### V

- A Robin, gentle Robin* — William Cornysh (ca. 1468-ca. 1523)  
Motet Choir  
*Quid petys O fili?* — Richard Pygott (ca. 1485-1552)  
Motet Choir with Abbey Singers  
*Nowell sing we both all and some* — Anonymous English (xv century)

Motet Choir  
*Soloists:* John Ferrante and Arthur Burrows

>o<

### INTERMISSION

>o<

### VI

- Mater patris et filia* — Antoine Brumel (ca. 1460-ca. 1520)  
Motet Choir  
*Missa Mater Patris* — Josquin Des Prez  
Motet Choir  
*Kyrie, Gloria, Credo, Sanctus, Agnus Dei*  
*Soloists:* John Ferrante, David Dodds, Arthur Burrows,  
and Marvin Hayes

# Solemn Pontifical Mass

## THE WORD OF LIFE

(Excerpts from the sermon given at the dedication of the new Notre Dame Memorial Library, May 7, 1964, by His Eminence, Albert Cardinal Meyer.)

The opening words of the First Epistle of St. John have given a name and title to the great granite mural of Notre Dame's Memorial Library: THE WORD OF LIFE.

The Word of Life is our Savior, Jesus Christ. He is called "the Life," because He came into the world and lived and died for us to give us eternal life. Here is the totality of Christian doctrine in the words of St. John's epistle:

"In this has the love of God been shown in our case, that God has sent his only-begotten Son into the world that we may live through him. In this is the love, not that we have loved God, but that he has first loved us, and sent his Son a propitiation for our sins. Beloved, if God has so loved us, we also ought to love one another" (1 John 4, 9-11).

Christ is called "the Word" because He is God's utterance, the "image of the invisible God, the firstborn of every creature" (Col. 1, 15), "full of grace and truth" (John 1, 14), "who has become for us God-given wisdom" (1 Cor. 1, 30), "through whom all things have been created, and who is before all creatures, and in whom all things hold together" (Cor. 1, 17). All the words of men, if they are true words, reflect and reproduce the riches of the one eternal Word of Life, because "it has pleased God the Father that in him all his fulness should dwell, and that through him he should reconcile to himself all things, whether on the earth or in the heavens, making peace through the blood of his cross" (Col. 1, 19-20).

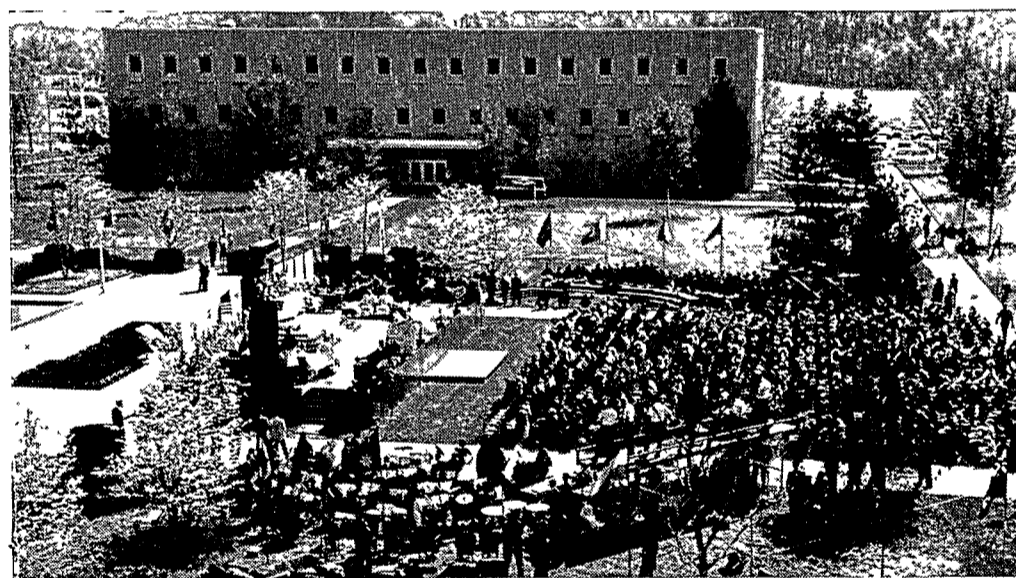
It is this same Word of Life which provides a theme for us today, for our prayer and reflection on this day of dedication.

The library is a storehouse of words, — a torrent of words, a tumult and clamor of words. Words agree with each other, modify, clarify, illustrate and thus enlarge our view and confirm our understanding of the truth. But words also contend and strive and contradict, quarrel among themselves, and set up hostile rivalries. As Cardinal Newman stated it: "Nothing is more common than for men to think that because they are familiar with words, they understand the ideas they stand for" (Parochial and Plain Sermons, I). We would like to quiet the clamor of words, and to secure some unity and peace out of this contention. We believe, with St. Augustine, that "the peace of all things is the tranquillity of order," and that "order is an arrangement of components equal and unequal, assigning the proper place to each."

Speaking of this well-known quotation of St. Augustine, our Holy Father, Pope Paul VI, said last Christmas in his message to the world, that the saint's words are "applicable today in the sense that tranquility and security of peace are the products of well-ordered movement of component parts, rather than being something static and fixed. "Peace," he said, "is well-balanced motion." The Holy Father said that he spoke about peace, because "it is necessary to heed the yearnings of the new generation: youth desires peace." Again, he emphasized that it is necessary to speak of peace because "we see that peace is still weak, fragile and threatened, and that in not a few, fortunately limited, regions of the earth, peace is violated." Peace, he continued, "in the present moment is based more on fear than on friendship. It is maintained more by the terror of deadly



The Solemn Pontifical Mass begins on the Library Mall.



The audience as seen from the Radiation Research Bldg.

The procession leaves the Computing Center.



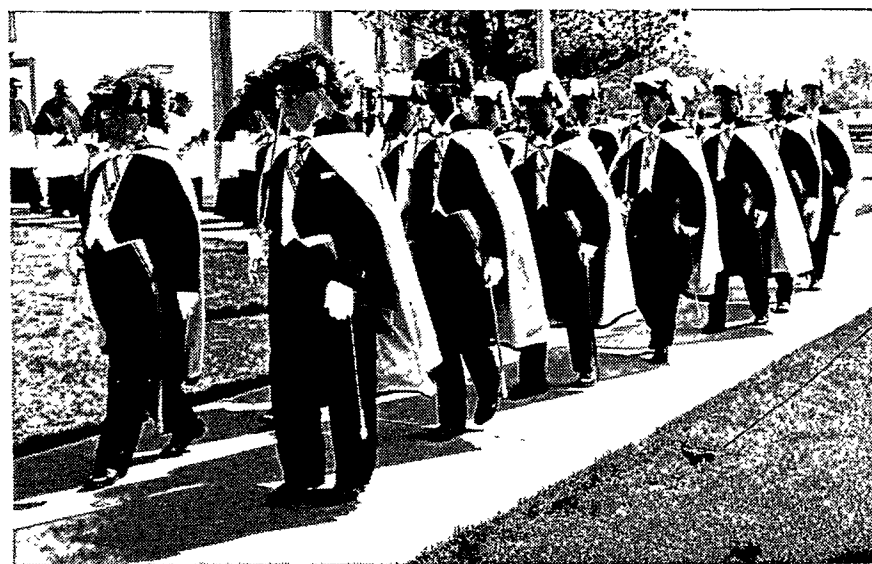




Cardinal Tisserant celebrates the Mass.



The Moreau Seminary Choir provides the music.



The Knights of Columbus form the honor guard.

weapons than by mutual harmony and faith among peoples." Asking the question: "Why are men not at peace with one another?" he replied: "Because their minds are not united. Union of minds is the great need of contemporary man. Culture, which awakens and in great part fills this want, in the end does not satisfy it. . . . Men lack unity in their principles, in their ideas and in their view of life and of the world. As long as they are divided, they will continue to be ignorant of one another, to hate and to fight against one another. . . ."

The university community, in particular, the world of scholars and students, must seek and preserve this spirit of peace and unity if the important work of truth is to move forward with stable progress, and bring unity to men's minds. And the scholar can find the unity of truth in his strong holding by faith and love to the one Word of Life. Who came into the world "to enlighten every man who comes into the world" (John 1, 9).

God spoke only one Word, made one utterance, and in that one Word He established all truth: "the Life Eternal which was with the Father, and has appeared to us" (1 John 1, 2). In the prologue to the Fourth Gospel, the same beloved disciple had written: "All things were made through him, and without him was made nothing that has been made. In him was life" (John 1, 3-4). And that other great apostle, St. Paul, had put the same truth in other words when he wrote: "In him are hidden all the treasures of wisdom and knowledge" (Col. 2, 3).

This one divine truth is marvellously dispersed throughout all creation, in world and worlds, in universe and universes. The truth is in the skies and in the space beyond the skies. It is in the mighty mountain and the deserts and the seas; and of this entire creation the truth is in the tiniest particles that men discover and observe, and even manipulate.

The same truth is in the great ideas that move men's minds to deepest philosophical thought: ideas of being and the good, of freedom and order, of justice and right. And the truth is in creative imagination also, in the luminous insight of poetry, in the tragic vision of drama, in the sound of music, in the talented shorthand of the pictorial arts and sculpture, and in soaring architecture.

This truth is one and undivided in its origin, in the one Eternal Word. It is divided only in our discovery of it, and in the resources and methods of our search.

Therefore, the searcher in love with truth will never say, "This truth is my truth only, mine is the only way." He will respect and esteem the ways of other searchers; he will seek to understand their ways, and incorporate them into his own search, as well as he is able. Thus a man, from being a mere learner, can become a seeker after wisdom. This was expressed in another way by Pope Paul VI, in his address opening the second period of the Council, when he said:

"Human thought moves forward. Man advances from empirically observed facts to scientific truth, from one truth he derives another by logical deduction, and, confronted by the complexity and permanence of reality, he bends his mind now to one of its aspects, now to another. It is thus that thought evolves. The course of its evolution can be traced in history."

Nothing, of course, can ever be gained by compromise with the truth. Truth is an absolute which cannot be diminished, as witnessed by so many martyrs in the Church. What was true formerly cannot now be not true. But the perspectives from which we view the truth, and the angles from which we approach it, are continually changing, and thus our knowledge is inwardly growing. The renewal which is the expressed objective of the Second Vatican Council is not in the truth itself, which we have in the Word of Life, but in our more perfect possession of it, our wider interpretation of it, our fuller living of it!

Constantly, therefore, we must seek after that wisdom and knowledge, the fulness of which is in the Word of Life. Wisdom is more than a quality of a man's character, more than a talent or a sought-after skill. Wisdom is really a gift, of highest value, a calm and easy spiritual insight. The wise man knows the truth and does the



truth. His knowledge is alive, it lives by love, and knowledge becomes for him a source of action. If a man has wisdom as well as knowledge, he is able to relate his knowledge to other knowledge, and to evaluate all knowledge in a comprehensive vision of the meaning of life and the destiny of man. St. John does not bless an exclusiveness of knowledge or a separation into closed cultures. He guides us to the truth that is one in the Eternal Word, and he wants us to search with humble love and magnanimity.

The life eternal which the Word gives to us is life as children of God. This life we possess right now, in this present moment, if we love God and keep His law. Here is the way St. John expresses it so beautifully:

“Behold what manner of love the Father has bestowed upon us, that we should be called children of God; and such we are. . . . Beloved, now we are children of God, and it has not yet appeared what we shall be. We know that when he appears, we shall be like to him, for we shall see him just as he is. And everyone who has this hope in him makes himself holy, just as he is holy” (1 John 3, 1-3).

The eternal life, therefore, is the life of children in a family, a fellowship, a community. Love, communion, fellowship are overworked religious words, but we must give them new and vital meaning. God surely wants to see love active among all men, and therefore also—we might even say, especially—in the intellectual community, the family of scholars. St. John calls the fellowship “koinonia,” a partnership, a common enterprise. How applicable this is to the university community! We see this partnership at its best when students are honestly devoted to each other and help each other, when faculties advance the work as one united body, when the whole family is at one in the common search for truth.

Even a further extension of the university fellowship takes place when wealthy and established universities give aid and assistance to the poorer universities in new and developing countries. We see this generous work of love going forward now in many heartening ways. St. John places the test of love in the sharing of resources: “He who has the goods of this world and sees his brother in need and closes his heart to him, how does the love of God abide in him? My dear children, let us not love in word, neither with the tongue, but in deed and in truth” (1 John 3, 17-18). It is in the spirit of the apostle that American universities should be openhearted towards their co-workers in other parts of the world, lending men and giving money and materials in a world-wide sharing of the goods of the Eternal Word.

And even more, it is a healing love in times not healthy

that sends college students and graduates in the thousands into far places, to work with no thought of privilege or gain in urban slums and destitute places throughout the world. Thus they plant hope and courage among men and women who have seen little enough of love. And among themselves these student-workers form communities that transcend religious differences and make it possible for them to work together in the name of Christ.

“These things we write to you that you may rejoice, and our joy may be full” (1, 4). We do not ordinarily think of joy as the quality of the scholar. We think of patient, solitary labor, hidden, often painful striving. Cardinal Newman wrote that he found the work of writing actually equivalent to physical pain.

But if joy is not often the quality of the scholar’s work, it is sometimes his reward. He reaches at times those “moments of plenitude” that Father Sertillanges wrote about in his inspiring book, “The Intellectual Life.” Every student has had the experience of a slow, laborious, seemingly endless climb suddenly arriving at a peak, and then a long glad moment of looking at the truth. The contemplation of the truth which comes at a high moment of fulfillment is not work, but it is a happy outcome of work. These moments of contemplation are a gift of God to the scholar, and they are highly prized.

There is that other joy, of teaching, the joy of the scholar sharing his learning with his students. The goods of the spirit are not diminished by being given away. We have the highest divine example of that axiom that goodness is diffusive of itself. In the eternal Trinity, God utters His Word, and sees Himself totally imaged in His Son. In mutual love, Father and Son breathe forth the Holy Spirit. And in these indescribable processions the serene unity of God remains. In the most humble and human way, every good and loving teacher imitates the processions of God, giving all he has of knowledge and love, and at the same time conserving all the riches of his thought in undiminished unity.

Now, finally, we come to the close of our reflections on the opening words of the Epistle of St. John. We will use for our conclusion a paraphrase of the great commentary of St. Augustine on these same opening words:

“That which we have seen and heard we announce to you,” St. John begins. And St. Augustine quickly adds that we have not seen, we learn from witnesses. The doubting Apostle Thomas said, “Unless I see in his hands the print of the nails, and put my finger into the place of the nails, and put my hand into His side, I will not believe” (John 2, 25). He saw, and touched, and believed: “My Lord and my God!” he said. And Jesus said to him: “Because thou hast seen me, thou hast believed. Blessed are they who have not seen, and yet have believed” (John 20, 29).

St. Augustine continues. Let us hold firmly, he tells us, to that which we do not see. Because those who have seen tell us, “You will have fellowship with us.” Is it a great thing to have fellowship with men? With students, let us say, with faculty members, with deans and presidents, with parents, with committees, with colleagues and fellow workers in all wide-ranging acquaintanceships of the university world? But listen to the apostle. Our fellowship does not end here. See what he adds: “Our fellowship is with God the Father, and with his Son Jesus Christ. And this we write you that you may rejoice, and your joy may be full.” This full joy the Apostle places in the fellowship, in love, in unity.

Let it be our prayer today that the faculty and students of the University of Notre Dame, using this great library, will always carry on their work in the spirit of the disciple whom Jesus loved, and in faithful love of the WORD OF LIFE.



# The Academic

(Excerpts from an address, "The University and the Explosion of Knowledge," by Dr. Grayson Kirk, President of Columbia University.)

No person interested in the life of the mind and the spirit could fail to be moved by the occasion that has brought us together this afternoon. In our day a university must have at its disposal a formidable array of physical facilities. Many of them, such as nuclear reactors, electron microscopes and language laboratories, were unknown to the past generation. But not one of these splendid, useful and costly new adjuncts to teaching and research can be compared in fundamental importance with the oldest of all university instrumentalities, the library. Here, if anywhere, is the intellectual core of the institution. Here, if anywhere, is the yardstick by which the true dedication of a university to the highest ideals of teaching and research is to be measured. A great library system is an institutional commitment to a great future; it is a warning to those who are content with intellectual mediocrity and a comfort to those who are not. For this reason, Father Hesburgh, your colleagues from sister institutions salute you and your associates on this splendid achievement and the significance which it embodies for higher education in America.

In these days when all academic budgets, enrollments and collections have been growing at such an unprecedented rate we tend to forget how recently and how rapidly we have developed our great university library systems. Not until late in the nineteenth century did the movement really begin, and then it came only when and as our institutions undertook new commitments to post-graduate teaching and research. As colleges grew into universities, their libraries were obliged to transform themselves from simple teaching aids to research tools. At my own institution, for example, when John W. Burgess came in 1876 to help found the Graduate Faculty of Political Science he discovered, as he wrote later, that

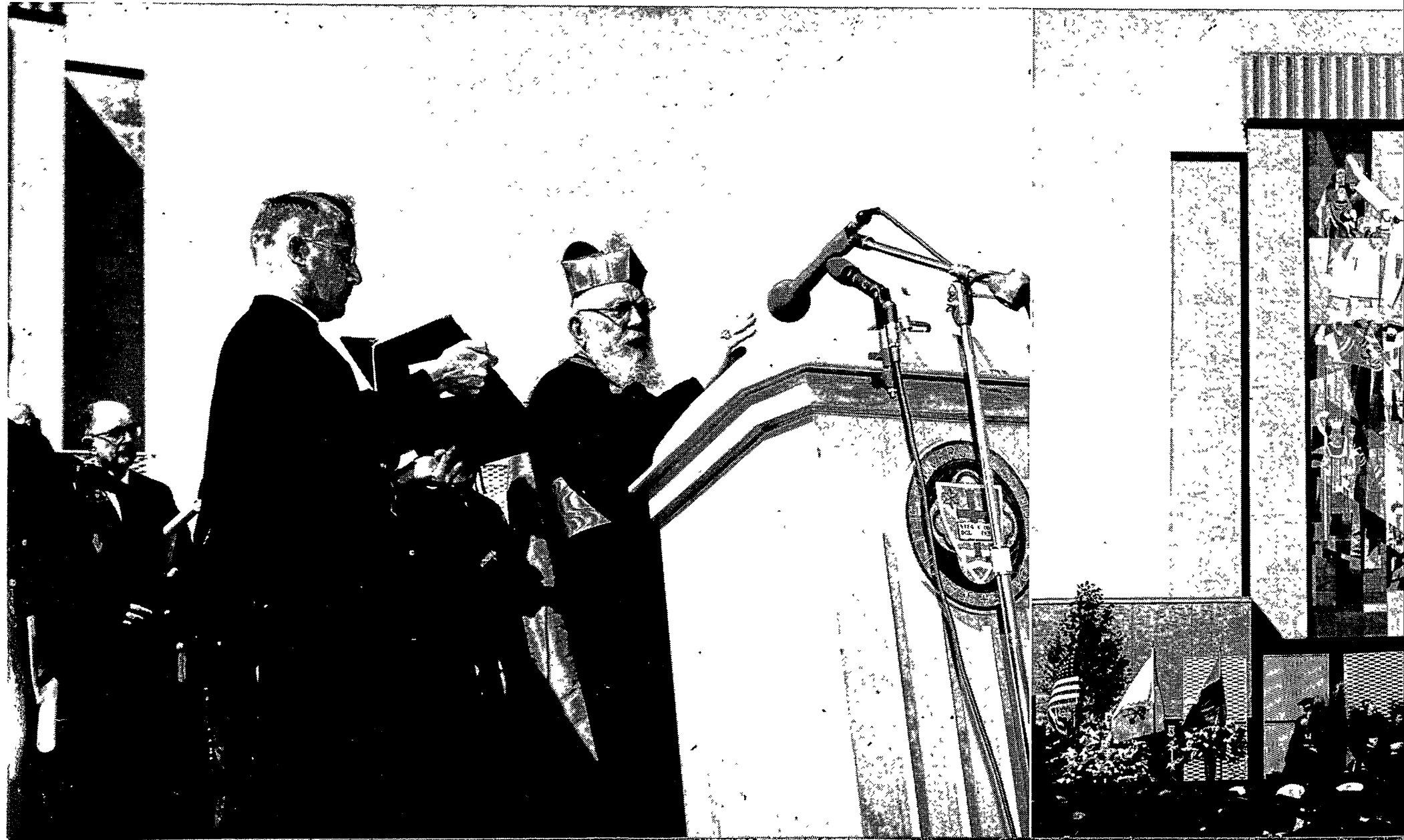


The color guard leads the Academic Procession and

the college possessed a library of only 25,000 volumes, an inadequate author-catalog and a single untrained librarian "who crept up to the building about eleven o'clock in the morning and kept the library open for the drawing of books about one hour and a half daily. He generally seemed displeased when anyone asked for a book and positively forbidding when asked to buy one. He used to boast that the trustees appropriated fifteen hundred dollars a year to the library and that he turned back nearly half of it at the end of the period."

But the winds of change in American higher education soon began to blow away these dusty traditions of the past. Pushed by Burgess and his other new colleagues, Columbia acquired eight times as many books in the next two decades as it had accumulated in the entire first century and a quarter of its history. And sixty years later, when the total collections passed the three-million mark, the Director of Libraries reported that one out of every four books in the thirty libraries on campus had been acquired in the past dozen years.

This single example, cited to you because it is the





And the Honorary Degree recipients pose for formal portrait.

one I know best, is illustrative of the change that has taken place in our time and in all American academic institutions. And the rate of acceleration continues to a degree that staggers the imagination and confounds all our budget-makers and even our planners. It is perhaps out of place, in this setting, for me to liken what has been occurring to the work of an intellectual Sorcerer's Apprentice, but I must confess that the comparison does at times seem apt, particularly when on my own campus I begin to wonder what we are to do with the half million new pieces of library material that at Columbia we now acquire yearly.

Today, we ought to move back from effect to cause and concern ourselves with the basic phenomenon in the intellectual life of our time which is so dramatically reflected in these burgeoning library collections. I refer, of course, to the sudden, almost incredible growth, in our generation, of the sheer quantum of human knowledge. It is this, and not merely our high-speed printing presses and the affluence of our society, that has placed such a strain upon our library facilities.

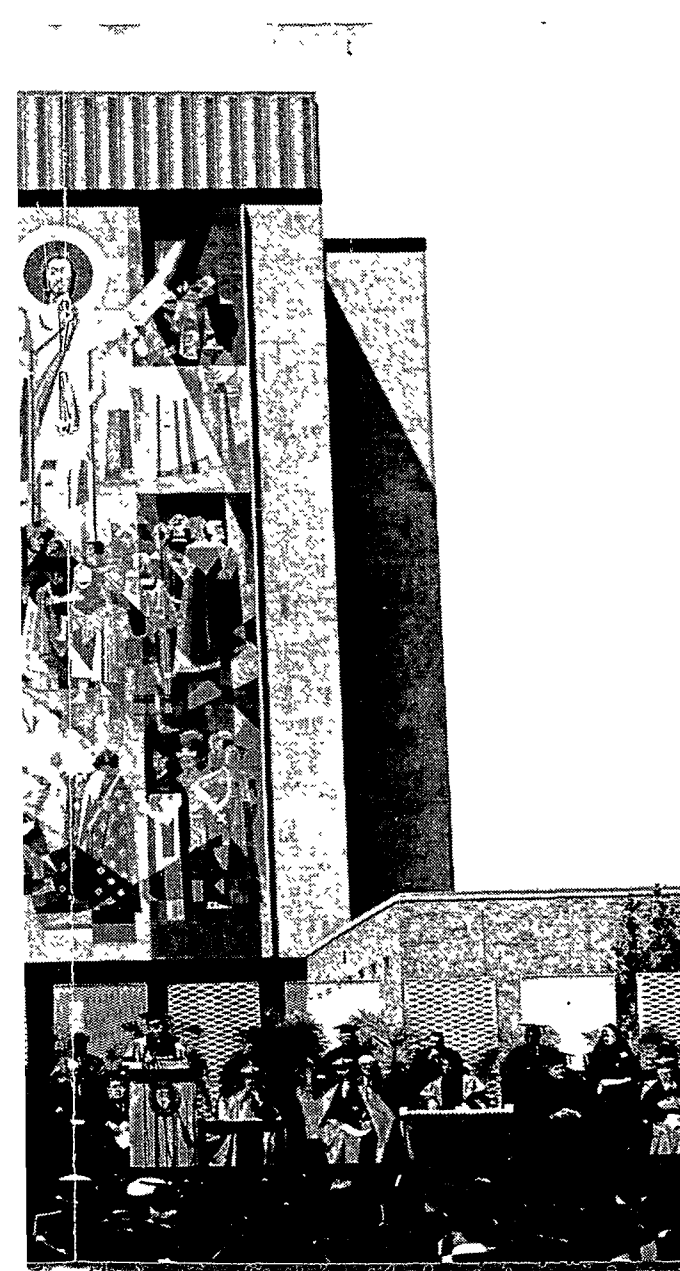
# Convocation

The popular term, of course, is the "explosion of knowledge," and this is appropriate as well as graphic because its effect upon many of our traditional academic methods and procedures is certain to be disruptive, even shattering. In nearly all scientific fields, the trickle of academic research that existed a few decades ago now has become a veritable flood. It has been estimated that today more than 1,200,000 articles of significance in the physical and life sciences appear annually in more than 50,000 professional journals. In the nonscientific disciplines the change may not be so dramatic but it is substantial and impressive. So many more scholars . . . and in so many more countries . . . are busy with their typewriters and their computers. So many more professional journals, and in many languages, appear year by year.

Thus, today, it has become increasingly difficult for a scholar to keep abreast of developments in any large academic field; to maintain mastery and possibly leadership in anything but a small segment becomes almost impossible. It is true, of course, that much of this vast scholarly printed output may be either trivial or ephemeral or both. It is equally true that some of it may read as if it had been written in a foreign language and translated into English by a computer. But our harassed scholars have no simple Geiger counter with which to test the value of a book or monograph before reading, and so their professional labors . . . and those of our university librarians . . . grow apace.

With this new phenomenon, we are all reasonably familiar. We recognize that we are witnessing in our generation . . . and particularly in science and technology, a rate of development for which there has been no parallel in human history. Caryl Haskins has said that "in our contemporary world there live and work more scientific investigators than the total in the two and a half centuries after Newton." Because such activity is

(Continued on page 18)

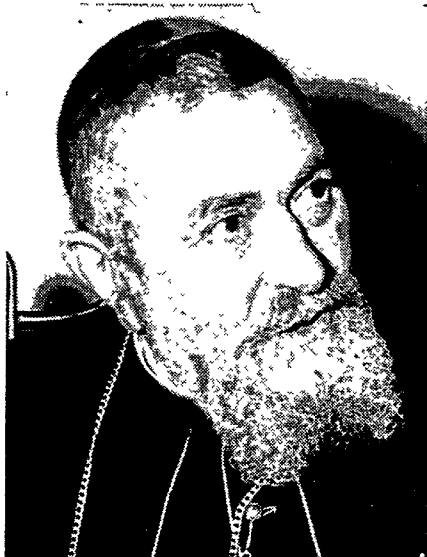




Nearly half a century ago Notre Dame dedicated its first Library Building. The centenary historian of the University, recalling the event, observed that it was doubtful if Notre Dame at any time would exceed the brilliance and beauty surrounding that day. It is satisfying to those who are proud to claim the Notre Dame tradition as theirs that the first event to challenge the dedication of the old Library is this, the dedication of the new one. And we are especially glad to welcome here the distinguished assembly of scholars and university administrators, who know most keenly what this event means to us, and who share our pride in this great building dedicated to the service of learning and the greater glory of God.

At this special convocation, then, we honor especially

## Honorary Degrees Conferred



TISSERANT

On a prelate and scholar, whose thoughtful and appropriate words graced this occasion this morning. Himself an educator, he knows, as he told us, that all the words in this Library are the radiance of that Word Which is Christ. As a theologian, seminary President and prelate he has lived close to this Great Word, and brought this wisdom to the leading part he plays in renewal within the Church. And as Archbishop of one of the largest dioceses in the world and Cardinal Priest of the diocese of Rome, he is the stalwart upholder of the tradition established by his Cardinal predecessors of progressive leadership of the Church in America.

On His Eminence Albert Cardinal Meyer,  
Archbishop of Chicago

On the President of Columbia University in the City of New York.



MEYER



KIRK



BOUYER



BUNN

those who have made their lives a service to learning, those whose work it has been to seek out what is new and significant in human knowledge, to cherish the best of what we have, and to hand on to future generations our Judeo-Christian and humanist sense of the past. In their hands education has never been demeaned to a trade, never debased to special pleading, never vulgarized by the demands of popularity. In them honor and exploit have been fused, passion turned to service, insight to vision. But even more than what they are we honor what they stand for: the habit of perfection. They are the founders and guardians of libraries everywhere.

The University of Notre Dame takes great pride on this occasion in bestowing the degree of Doctor of Laws, honoris causa,

On an eminent Churchman, a distinguished scholar of languages and history, interpreter of early Christian documents, expert in the liturgical art of the Eastern rites, world authority on Oriental languages, but above all significantly for us today, Librarian and Archivist of the Catholic Church. Notre Dame is proud to join its energies and services with those of the intellectual Catholic world as symbolized by the presence here today of the Chief Librarian of the Church. On the Dean of the Sacred College of Cardinals,

Eugene Cardinal Tisserant

The life of every university must turn two ways, inward toward its students and faculty, and outward, toward the common good. Perhaps no university in the United States has made this more usefully clear than Columbia and her presidents. Our speaker is a quietly perfect exemplar of this tradition. Long before he became Columbia's President his teaching and administrative abilities brought him national recognition. Since his appointment to the Presidency he has, in many ways, made his University, his city and the English-speaking world realize how truly a great University President is an ambassador to the courts of leadership.

On our speaker for this occasion, the President of Columbia University, Grayson Kirk

On a theologian, a priest who has placed the best of his scholarship and intelligence to the service of the





DICKEY



FARNSWORTH



GOHEEN



HENRY

knowledge of God. He feels in his deepest life the transcending and transforming spirit of the liturgy of the Church, and, forsaking both antiquarianism and sentimentality, has sought to bring it to bear, with the grace of good sense and the charity of true understanding, on the urgencies of our time.

On Louis Bouyer, priest of the Oratory, Paris, France

On the President of Georgetown University. Under his wise guidance his University has taken on an exciting new flexibility. He has given to it a fresh awareness of its key location in the nation's capital. To its fine professional schools he has brought resurgent energy and direction. Especially has he strengthened its admirable work in the vital area of training public servants. His various efforts have gained for Georgetown deserved recognition as a Catholic University alive to the legacy of the past yet committed to the urgent needs of the future, as befits the oldest Catholic University in the United States.

On Edward B. Bunn of the Society of Jesus,  
President of Georgetown University

On a college president, who, oddly enough, devotes almost all of his time to education, one whose insight and drive has helped higher education in America face up to its contemporary task. As the able administrator of one of the country's oldest and noblest private colleges he has greatly strengthened its resources and its structures. But most of all he has quickened its mental life by his challenging insistence on public service, student responsibility and the virtues of democracy, qualities he has best exemplified in his own person.

On the President of Dartmouth College,  
John Sloan Dickey

On a wise and far-seeing physician, whose dedication to his University and the well-being of its students had led him to pioneer a health service which ministers to minds as well as bodies, and counts moral virtues no less than intellectual and physical ones in the education of youth. In his person he has exemplified the answer to medical science's greatest challenge today, the joining of the highest level of scientific knowledge to the deepest humanity, compassion and sense of service. On

Doctor Dana L. Farnsworth  
Director of the Student Health Service  
at Harvard University

On the President of one of America's great private universities. Since his appointment at the age of 37 as its sixteenth President, he has labored with energy and imagination to add new luster to its historic mission

of national service. He has developed its resources in spectacular fashion, improved its facilities, and strengthened its academic programs. Above all he has insisted with forceful eloquence on the twofold reason for a university's existence: the education of the young and the pursuit of new knowledge.

On Robert F. Goheen, President  
of Princeton University

On the President of a neighboring university, a man distinguished for his long and productive service in the cause of higher education. While ably guiding his own University through a period of major expansion, he has continued to write widely about education and to perform yeoman service on numerous groups concerned with education in his state, region and nation. Today we proudly add our name to the score of colleges and universities that have honored him in the past.

On David D. Henry, President  
of The University of Illinois

The President of Purdue is a refreshing sight to behold among his fellows. He is an athlete of nearly Hall-of-Fame distinction. He is an engineer who became a Rhodes scholar. He is a research chemist who is also a notably expert businessman. He is also notably durable: still in his prime, he has been President of Purdue for over eighteen years, to the eminent satisfaction of that University community and, more remarkably, to the taxpayers of Indiana. With perhaps no other University has Notre Dame enjoyed such close ties of friendship for so many years, and we honor no other today with more joy and neighborly good feeling.

On the President of Purdue University,  
Frederick Lawson Hovde



HOVDE



KERR



METCALF



MILLER



MUMFORD



O'BYRNE

With awe and wonder, like the Lilliputians inspecting Gulliver, do we private schools look upon the chief executive of the University of California. He oversees the operations of seven campuses, although this time next week the figure may be eight or nine; he has only to wave his wand, and a new one springs up. No one dare count his students, for fear of frightening the Russians. Amid all these magnitudes he remains wise and man-size, a sane voice and a good heart reminding his students, his state and his country that Babel must be humble before the Lord if it topple not.

On the President of the University of California,  
Clark Kerr

On a distinguished university librarian. As the long-time Librarian of Harvard College and Director of the University Library, he made significant contributions to Harvard's pre-eminent place among our institutions of higher learning. The dedication and skill which he brought to his particular tasks have made her libraries a model for collegiate libraries everywhere. He has, besides, reduced the burden of his fellow librarians by the broad light he has shed, through warm personal contacts over the years and in numerous publications, on the complex problems of modern library administration.

On the Dean of University Librarians,  
the Librarian Emeritus of Harvard College,  
Keyes D. Metcalf

Friendly neighbors are a benison among universities as well as families, and Notre Dame has had a long and happy relation with Northwestern University. We

honor its President today as an old friend, a good neighbor who helps to make the commonwealth of education a true unity. Not even a medical degree could quell the administrative abilities of Northwestern's President, and he has greatly advanced the already great prestige of his institution by enriching his faculty and setting greater challenges to his students, as well as advancing his campus, like Moses parting the waters of the Red Sea, right into Lake Michigan. On a distinguished physician, a distinguished administrator and a cherished friend,

Roscoe Miller,  
President of Northwestern University

On our national librarian, the eleventh Librarian of Congress in the nation's history. He is a bookman who has labored with singular success to maintain the government archives as, in the words of a predecessor, "universal in scope, national in service." A former director of the Cleveland Public Library and a man notable for a total dedication to his profession, he offers to libraries everywhere the highest example of a commitment to scholarship fused with broad public service.

On L. Quincy Mumford,  
Librarian of Congress

Among the shining works of the Church in this country are the Catholic women's colleges, and Manhattanville College of the Sacred Heart has been among the foremost in uniting for its students intellectual and religious virtues with womanly grace and charm. The breadth of this achievement is a direct reflection of its energetic president, an educator who has shown herself



REINERT



SACHAR



SHANNON



SHEETS



SMITH



STAHR



THOMPSON



WELLS

keenly aware of both the special opportunities and the complex demands that await the educated young woman, and the tender charity required of them to help redeem the time.

On the President of Manhattanville College of the Sacred Heart, Mother Eleanor O'Bryne

On the dynamic president of St. Louis University. In the tradition of the Jesuit pioneers who came down the Mississippi, he has blazed new trails in education in St. Louis. He has rearranged the city to expand his University, to the admiring and overwhelming approval of his fellow townsmen; and he has rearranged the University to expand its educational reaches, to the cheers of his faculty and students. For fifteen years he has zealously attacked the problems of faculty, financing and the future, and, thanks to him, his city, his University and the Catholic world face it with more confidence.

On Father Paul C. Reinert, of the Society of Jesus, President of St. Louis University

On the first President of our country's first Jewish-sponsored, nonsectarian university. Bringing to his uncharted tasks an immense intellectual vitality and a passionate idealism, he has guided Brandeis University on a breathtaking climb from its beginnings in 1948 to the very top level of American universities. Long before this he had distinguished himself as a teacher and author as well as a pioneer in the Hillel Foundation movement. Today we eagerly honor him for the proud challenge he throws down to educators everywhere: the challenge of quality.

On Abram Leon Sachar, President of Brandeis University

On the President of the College of St. Thomas. Appointed to his position at the age of 35, he has proved himself a gifted administrator and an energetic promoter of good teaching and productive scholarship. He has maintained the rich religious traditions of his college while forging new and dynamic goals for his college. Himself a distinguished historian, he has been deeply concerned with the particular problems of Catholic education while forming broad and stimulating relationships with his community and state. In so doing he has made of St. Thomas a bright exemplar of the modern Catholic college.

On Monsignor James P. Shannon, President of the College of St. Thomas

On a versatile artist and designer. As a watercolorist and easel painter, he won early distinction as one of the foremost in the emerging group of American artists who found their subject matter in their own native vistas. Later, as an illustrator, he made vivid to Americans the war experiences their sons were undergoing in faraway places. Still searching for new ways of expressiveness, he developed a third career as designer and muralist. He has combined the artist's vision, in all of these, with a craftsman's feeling for materials and American ingenuity and exuberance. May his crowning work, the immense and splendid mural of Christ the Teacher which dominates our setting today, inspire for hopeful future years the work of our University.

On Millard Sheets, of Claremont, California

On a philosopher who refuses the comfort of philosophical shibboleths which would assert the unhistorical or independent status of philosophy. He is especially aware of the historical dimensions of philosophy in America, and has drawn heavily on them in reaching his own critical positions. He seeks to remind our age of the traditional connection between religious faith and philosophical thought as the most fundamental spiritual relationship in human life. In urging a renewal of the ancient dualism of philosophy and religion, he brings thoughtful men of all persuasions to a new awareness of the ultimate questions of existence.

On John Edward Smith, of Yale University

On a neighbor and friend, the President of our State University. He brings to his high position not only an enlightened concern for education but wide experience as a lawyer and as a public official. A Rhodes scholar in law at Oxford, he later interrupted a distinguished practice to make a career of meteoric brilliance in the Second World War. Since then, while holding various academic posts, he has continued to give himself to government service, most recently and most fittingly as Secretary of the Army. We honor him today for that rare example he offers us of personal accomplishment easily at home with a dedication to the public good.

On Elvis J. Stahr, President of Indiana University

On a searching student of the moral problems in international relations, whose idealism is tempered with a wise realism, a devotion to the *is* and the *ought* in the conduct of our foreign affairs. Inspirer and abettor of  
(Continued on page 18)

# Library Dedication Banquet



ALLEN

GRACE

RAUCH

ELLIS

The Dedication Banquet was held on the evening of May 7 in the North Dining Hall on campus. Rev. Edmund P. Joyce, C.S.C., chairman of the Dedication, was master of ceremonies and greetings were extended by Hon. Lloyd M. Allen, Mayor of South Bend; J. Peter Grace, president of the Board of Lay Trustees; Rufus Rauch, professor of English; and David J. Ellis, president of the student body.

The Notre Dame Glee Club provided the musical entertainment for the evening.

Dr. Herman B Wells, chancellor of Indiana University, gave the principal address which appears below:

Reverend Clergy, Distinguished Guests, Ladies and Gentlemen:

I welcome the privilege of participating in this dinner program, for it gives me an opportunity to express the honor and pride which I feel in receiving a degree from this distinguished University and at the hand of my dear friend and companion, Father Hesburgh. As many in this auditorium know, I have a special affection and interest in all things Hoosier. This University is one of the brightest jewels in the Hoosier diadem as well as one of the outstanding institutions in the nation and in the world of scholarship. I, therefore, take special satisfaction in being privileged to join your fellowship as a Hoosier, to forge new ties of friendship with Father Hesburgh, and to renew my ties of friendship with Father Cavanaugh and others on this faculty.

We have dedicated today a library building of such quality that it assures Notre Dame's continued march onward and upward to greater heights of teaching, research, and public service. As many in this room know, I have long been as deeply concerned for the welfare, growth, and vitality of privately-supported higher education as I have for publicly-supported institutions. Much of the academic freedom we enjoy in teaching and research in both types of institutions is the result of our plurality of governance, support, and mission. So long as we preserve this plurality we can in time of danger rally in each other's defense. I further believe that the best days for privately-supported higher education are ahead. There could be no more dramatic physical evidence of my belief than the magnificence of this new library building made possible by a great private foundation and the sacrificial giving of those who believe in Notre Dame.

The last previous multiple degree "letting" which I attended occurred last summer in London at the brilliant 50th anniversary meeting of the Association of Commonwealth Universities. Her Royal Highness, the Queen Mother, as Chancellor of the University of London, addressed the convocation and conferred the

degrees. The audience consisted of some hundreds of university vice-chancellors (the British equivalent of a university president), some American presidents, continental rectors, and other assorted academic gentry. The Queen Mother made a gracious and effective speech. Later when I had a chance to greet her at a reception, I complimented her on the appropriateness of her speech and the effectiveness of its delivery. She replied, "When I looked out over the audience and saw all those vice-chancellors sitting before me ready to criticize my every word I was so frightened I was nearly speechless."

I can't say that I am exactly speechless when I look out to this audience and see all of these active presidents resting comfortably in their chairs. Instead I am merely wondering, what doth it profit a man to retire as president when the active members of the fraternity may doze in their seats while the retired must sing for his supper.

This occasion stimulates me to add another to my maxims for the guidance of new presidents.

Never miss a great academic festival where *many* presidents are invited. If many presidents are present the law of averages will probably enable you to escape making a speech, you will undoubtedly have a good time, pick up a few ideas, and while you are away from your office no mistakes will be made. Hence the well-being of your institution will be advanced.

The American after dinner speech is a devilish invention anyway. It is a curse of our Puritan inheritance. Today we have had a colorful and inspiring ceremony. Tonight we have enjoyed an excellent dinner, have had appropriate greetings from the lay trustees, the faculty, students, and the Mayor. We have listened to delightful music by the glee club. The sensible thing would be to now adjourn. But no, tradition holds that an evening cannot be *all* pleasure. The old Puritans felt that any pleasure must be balanced by pain. And what originally started out long ago in Europe to be a toast and a response to the toast ends up in our Puritan setting as the painful part of an otherwise pleasant occasion. It is a shocking thing to realize that even here in Notre Dame the Puritan influence is felt.

Father Ted, however, gave me some detailed instructions designed in part to overcome this shocking state of affairs. When he first called to ask me to speak (it cost little to telephone from South Bend to Bloomington and that is undoubtedly the reason I was invited) he said that he would like for me to say something about the University and World Affairs. Just after we talked he took off for South America and in succeeding weeks I understand he made a couple of trips around the world. He must have found the world in good shape or he put it in good shape in the course of his travels, for upon his return a few days ago in sending me detailed written instructions, he made no reference to the University and



World Affairs. Instead he wrote and I quote, "the subject matter is up to you, although we hope the treatment will be light." Now I was not exactly built for light treatment. I usually add weight rather than grace to an occasion. In fact, when my good friends in Thailand wished to confer an honor upon me, they concluded that the Order of the White Elephant would be extraordinarily appropriate. Although I may not be light on foot I do remember that brevity is the soul of wit, and I *can* at least be brief. So I shall say just a very few words about the World, the University, and the Library.

Recently I have had the privilege of reading a preface prepared by Senator Fulbright for a volume as yet unpublished dealing with the cultural and educational aspects of our foreign policy. I wish to share a small part of his statement with you.

"Foreign policy cannot be based on military posture and diplomatic activities alone in today's world. The shape of the world a generation from now will be influenced far more by how well we communicate the values of our society to others than by our military or diplomatic superiority. The question of whether the highest aspirations of mankind can best be fulfilled under a totalitarian or a democratic society will ultimately be decided in the minds of men — not on a battlefield or in a conference room."

If this be true, and I believe it, the role of the University in World Affairs is crucial and decisive.

The winds of change which have swept through the entire world during this century have altered the lives of every living person, or soon will do so. Science and technology have drastically reduced the size of the world. The radio has destroyed the isolation of the remotest village. Civilizations dormant for thousands of years have suddenly erupted demanding their place in the twentieth century political and economic sun. This century has been dynamic, explosive, painful, yet pregnant with opportunity.

This revolutionary century is of far-reaching importance for our nation. It has brought about a shift in the location of power, influence, obligation, and decision which has thrust us into the thinly populated center of world affairs. It has given this nation the opportunity to influence decisively our own future and that of humanity if we have the reason and will to do so.

I recently heard the late Dwight Morrow quoted as saying that in the field of international relationship, "we judge ourselves by our ideas and aspirations, but we judge others by their actions." As I have reflected on this observation, its meaning has become clear. Notwithstanding our excellent position of power, we have been looking at the world through blinders of ignorance and underdeveloped morality.

Thus great obligation and power came to us before we were prepared to assume it. We have yet to achieve the requisite knowledge, skills, outlooks, and understanding.

Two great national reports or academic White Papers have been produced and published, The Morrill Report on Universities and World Affairs, and the recently distributed report on the College and World Affairs. Countless books have been written, conferences held, and special reports prepared, dealing with the new importance of the international dimension in higher education. As a result of all of this, changes are occurring in our colleges and universities. Here at Notre Dame with its indigenous global orientation as a creature of the world's most ancient and effective international organization, the Catholic Church, and under the leadership of an exceptional world citizen and scholar, much has been accomplished, but I am sure that even here much remains to be done.

In fact we require a new national strategy for higher education. This will mean adjustments in curriculum, teaching methods, faculty and student outlook and total institutional awareness of our new role in influencing World Affairs.

Our curriculum must be greatly broadened to include a wider range of languages and a renewed understanding of their importance. We must also include courses which will enable the student to learn that there are other great cultures in addition to our own. To enable the student to understand his own culture in this era as well as its relationship to the world, I believe the comparative method must be infused into the teaching of nearly all undergraduate subjects. Somewhere Kipling said, "He who has not seen the world has not seen England."

Some of you may remember one of Whitney Griswold's maxims: "A people that is afraid to expose its political and social institutions to the curiosity and criticism of the rising generation . . . shouts its insecurity to the world." This could well be paraphrased to say: "A people that is afraid to expose its political and social institutions to comparison and contrast with other cultures shouts its insecurity to the world."

The reordering of the curriculum which is in order will require not only new courses in languages, area studies, philosophy, geography, etc., but will also require painstaking effort on the part of our faculties, and, in fact, in many instances additional training and new opportunities for study and orientation. The faculty and administration, with the help of the great foundation and other sources of income, must be willing to invent all types of unconventional arrangements which will make this retooling and retreading possible.

Finally, we need a radically new concept of the sup-



A group of head table guests include Victor Schaefer, left, at the May 7 affair.



The Notre Dame Glee Club presents vocal selections during the banquet.

port required to achieve adequate range and depth of our library collections. I have lately begun to believe that this perhaps is our most urgent and important need. For generations we have been developing our library book collections in our traditional areas of study. Traditional programs have staked out continuing claims against the library budget. Library budget totals rise slowly. As a consequence, newer fields have been able to secure only minor support for their needs. There is little reason, however, to introduce Arabic and Middle Eastern studies, Far Eastern and Oriental Studies, African and Latin American studies unless the library collections essential to the teaching and research in these fields are given high priority. Since the traditional fields must not be neglected, the only answer it seems to me is to increase drastically our total library expenditures. The library, therefore, with its specialized staff, its collections, and its buildings, is a crucial ingredient in the new strategy required of higher education to perform its proper service to the nation in this revolutionary era.

The bold planning and brilliant execution of the library building which we have dedicated today gives dramatic proof that Notre Dame realizes the paramount importance of the library in the new strategy required of higher education and is determined to meet the challenge and opportunities of this era.

May the students and faculty of Notre Dame discover in the books and manuscripts lodged in the skyward soaring tower of this great library the wisdom and inspiration to attempt the impossible. May they gain here the determination to create a world of justice, peace, and brotherhood to the end of that God's will shall prevail on earth in our time.

## Academic Convocation

(Continued from page 11)

cumulative in its results, we sense that we are truly living in an intellectually expanding universe.

What are to be the consequences of this expansion of knowledge upon the organization and life of the university? Thus far we have all been so busy with the sheer effort of trying to cope with new developments that we have not found the time to look ahead into the future. Operationally speaking, this may be inevitable, but such a development guided only by *ad hoc* decisions and administrative adaptations is the negation of planning. Since we now know the flood will continue to rise, we ought to make every effort, not to try to dam the stream of events . . . which would be undesirable and impossible . . . but so to channel it that our universities can be the power stations from which our society can derive the greatest possible benefit from the expenditure of so much time, money and energy. . . .

Today, we see that future exemplified here. We can see tangibly an impressive evidence of the generosity of our people and the commitment of our institutional leaders to the task before them. Knowing this, observing this, we know in our hearts how shallow are those who see in our contemporary world only the portents of despair, decay and doom. Change is not to be feared but to be grasped and used, for therein lies the only hope of our progress. As Father Hesburgh has so well said on another occasion, "Change is indeed the lot of all of us. It is inescapable, inevitable and omnipresent. But its direction is up or down. And the thrust of change is, with God's grace, at our disposal." Under his leadership the change here is indeed up and all our people are enriched thereby.



WILSON



WRIGHT

## Honorary Degrees

(Continued from page 15)

study and deliberation of the tangled snarls of diplomacy in American universities, he is godfather to many more publications than his own writings. To all these he brings moral insight and force, and an unwavering sympathy and understanding of the human condition.

On Kenneth E. Thompson, of New York City

On the former President of our great state University, the man whose wisdom and tact through twenty-five years of leadership brought it to its present high position. His inspired vision of the proper aims of a public university, to which he has been steadfast with unwavering loyalty, has been a beacon and a comfort to the wise and good of his state. In this spirit he has in his unceasing work for international understanding, made himself a citizen of the world and our state university a center for international studies and the foremost American University in music and art.

On the only specimen in the world of a species hitherto unknown to science, a completely satisfying University President,

The Chancellor of Indiana University,  
Herman B Wells

On the president of a great Midwestern university. He has confronted the hard problems that beset the modern state university — spiraling enrollment, inadequate facilities, proliferation of services — and has managed through it all to maintain enviable standards of achievement. His firm and inspired efforts have demonstrated anew the inherent vitality of the American public university, and have highlighted the crucial role it can and must play in our contemporary society.

On O. Meredith Wilson, President  
of the University of Minnesota

On a foremost Negro educator, the vigorous president of a Southern university, a scholar who in numerous publications has sought to explore the historic role of the Negro in America, a man of high courage and firm ideals who, in these days of rapid and often violent change, has steadfastly served the cause of education as offering that last best hope for effecting the only true revolution — that to be found in the minds and hearts of men.

On Stephen J. Wright,  
President of Fisk University



## *dedication officials*

REV. EDMUND P. JOYCE, C.S.C.  
Executive Vice President  
*General Chairman*

MR. JAMES V. GIBBONS  
Assistant Director of Public Relations  
*Assistant to the General Chairman*

### *committee chairmen*

REV. CHESTER A. SOLETA, C.S.C.  
Vice President—Academic Affairs  
*Symposium*

MR. ARMAND LYSAK  
Manager, The Morris Inn  
*Reception*

REV. CARL HAGER, C.S.C.  
Head, Department of Music  
*Music Coordination*

REV. JEROME J. WILSON, C.S.C.  
Vice President—Business Affairs  
*Special Arrangements*

REV. THOMAS J. O'DONNELL, C.S.C.  
Director, Notre Dame Library Association  
*Solemn Pontifical Mass*

REV. CHARLES MCCARRAGHER, C.S.C.  
Vice President—Student Affairs  
*Student Participation*

REV. JOHN E. WALSH, C.S.C.  
Vice President—Public Relations  
*Convocation*

MR. VICTOR SCHAEFER  
Director of Libraries  
*Library Tours and Exhibits*

MR. LEO M. CORBACI  
Assistant to Vice President—  
Academic Affairs  
*Academic Procession*

MR. J. ARTHUR HALEY  
Director of Public Relations  
*Housing and Transportation*

REV. PAUL G. WENDEL, C.S.C.  
Assistant Vice President—Business Affairs  
*Luncheon and Banquet*

MR. JAMES E. MURPHY  
Director of Public Information  
*Program and Press Relations*

Mr. Edward J. J. Tracey, Jr.  
P. O. Box 436  
State College, Pa.

