

Fall — 1959

Editor — John N. Cackley, Jr.

Notre Dame

CONGREGATION
OF HOLY CROSS

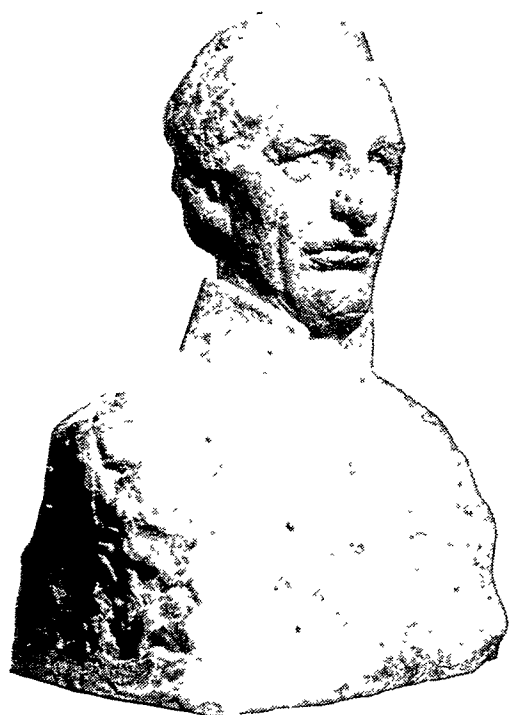


New Moreau Seminary



the NEW Moreau Seminary

\$3,000,000 Building is Dedicated in Impressive Ceremony



Father Basil Anthony Moreau, C.S.C., founded the Congregation of Holy Cross, and died in 1873. This statue is by Professor Ivan Mestrovic, internationally-known sculptor and member of the Notre Dame faculty.

Named in tribute to Rev. Basil Anthony Moreau, founder of the Congregation of Holy Cross, the new \$3,000,000 Moreau Seminary was recently dedicated on the Notre Dame campus. Father Moreau died in 1873 and his cause for beatification has been introduced at the Vatican.

The present structure replaces an older building by the same name and will provide much-needed space for approximately 200 Holy Cross seminarians, as well as for 30 faculty members, student priests and Brothers. Ground for the new seminary was broken two years ago and the cornerstone was laid in 1958.

Archbishop Egidio Vagnozzi, Apostolic Delegate to the United States, officiated at the dedication rites on campus. It marked the initial public function of his new position. Following the blessing of the building by Archbishop Vagnozzi, a Solemn Mass was sung by the Most Rev. Paul Schulte, Archbishop of Indianapolis. Bishop Leo A. Pursley, of Fort Wayne, preached the sermon on this special occasion. He stated: "In the whole process of priestly formation, there is no single human factor more

important than the seminary. . . Every priest reflects in his personal life and in his active ministry the spirit, the traditions, the ideals, the quality of teaching, the type of training, which he has received from the seminary. . .” The dedication of the seminary closed the centennial observance marking the Vatican’s approval of the Congregation of Holy Cross on May 13, 1857.

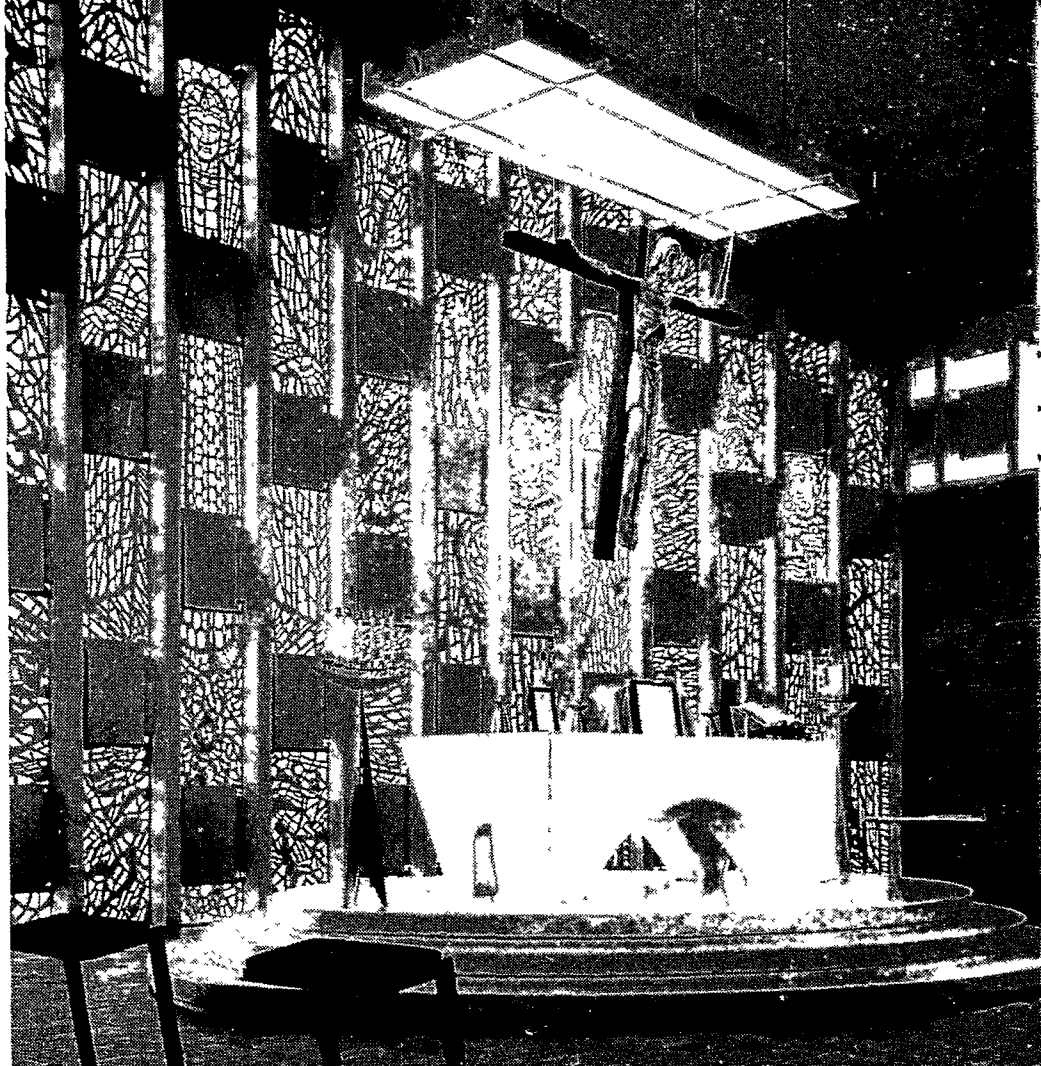
Moreau Seminary is a ‘college in itself,’ and is the newest structure on the Notre Dame campus. Standing majestically overlooking St. Joseph’s Lake its facilities include a main chapel, six small memorial chapels, classrooms, library, auditorium-lecture hall, dining room and kitchen, gymnasium, recreation rooms, workshops and sleeping accommodations.

Particularly impressive is the main chapel with its stained glass wall behind the altar. The wall is sixty feet in width and twenty-nine feet high, and is believed to be the largest of its type in the world. Directly in front of the building is a tremendous cross towering eighty-six feet into the sky with a base sunk eight feet into the earth.

The cloister walk and courtyard on the lower level facing the lake are bordered on two sides by the glass walls of the recreation rooms and the library. The main entrance hall opens onto the auditorium, seating approximately 200 people and containing a projection booth for showing films. A unique feature of the building is its curved corridors.

Students in Moreau Seminary study for a bachelor’s degree at Notre Dame while preparing for a four-year theology program in Washington, D.C., or abroad. Then they are ordained priests in the Congregation of Holy Cross for assignment in the United States or in a foreign land.

Holy Cross Fathers and Brothers are active in the foreign mission fields of Pakistan, Chile and Uganda. Many Moreau Seminary-trained priests are stationed in parishes



The altar in the main chapel of Moreau Seminary. A stained glass wall 60 feet wide and 29 feet high is visible in the photograph.

Archbishop Egidio Vagnozzi (center) Apostolic Delegate to the United States, officiated at the dedication rites on campus. Other participants included, from left to right. Very Rev. Christopher J. O’Toole, C.S.C., Superior General, Congregation of Holy Cross, Rome, Italy; Most Rev. Leo A. Pursley, Bishop of Fort Wayne; Most Rev. Paul Schulte, Archbishop of Indianapolis; and Rev. Theodore J. Mehling, C.S.C., Provincial Superior of the Indiana Province, Congregation of Holy Cross.



located throughout the U.S., while others work with missions in this country. Most often a seminarian who attended classes at Notre Dame prior to receiving his undergraduate degree, returns here as a priest member of the faculty. In addition to the University of Notre Dame the Holy Cross Fathers also administer and teach at the University of Portland, King's College, St. George's College (Chile) and Stone Hill College. St. Edward's University in Austin, Tex., is operated by the Brothers of Holy Cross.

Dedicatory Dinner

More than 1100 persons attended a special dedicatory dinner of the Moreau Seminary at the Conrad Hilton Hotel in Chicago where Bishop Fulton J. Sheen was the principal speaker. Toastmastered by Don McNeill, of "Breakfast Club" fame, the program also included addresses by Mayor Richard Daley, Rev. Theodore J. Mehl- ing, C.S.C., provincial of the Indiana Province, Rev. Alfred F. Mendez, C.S.C., Director of Province Develop- ment who supervised the Seminary campaign fund, and Rev. Harold W. Riley, C.S.C., Director of the Associate Family of the Holy Cross Fathers. Archbishop William David O'Brien, of the Extension Society, gave the invo- cation.

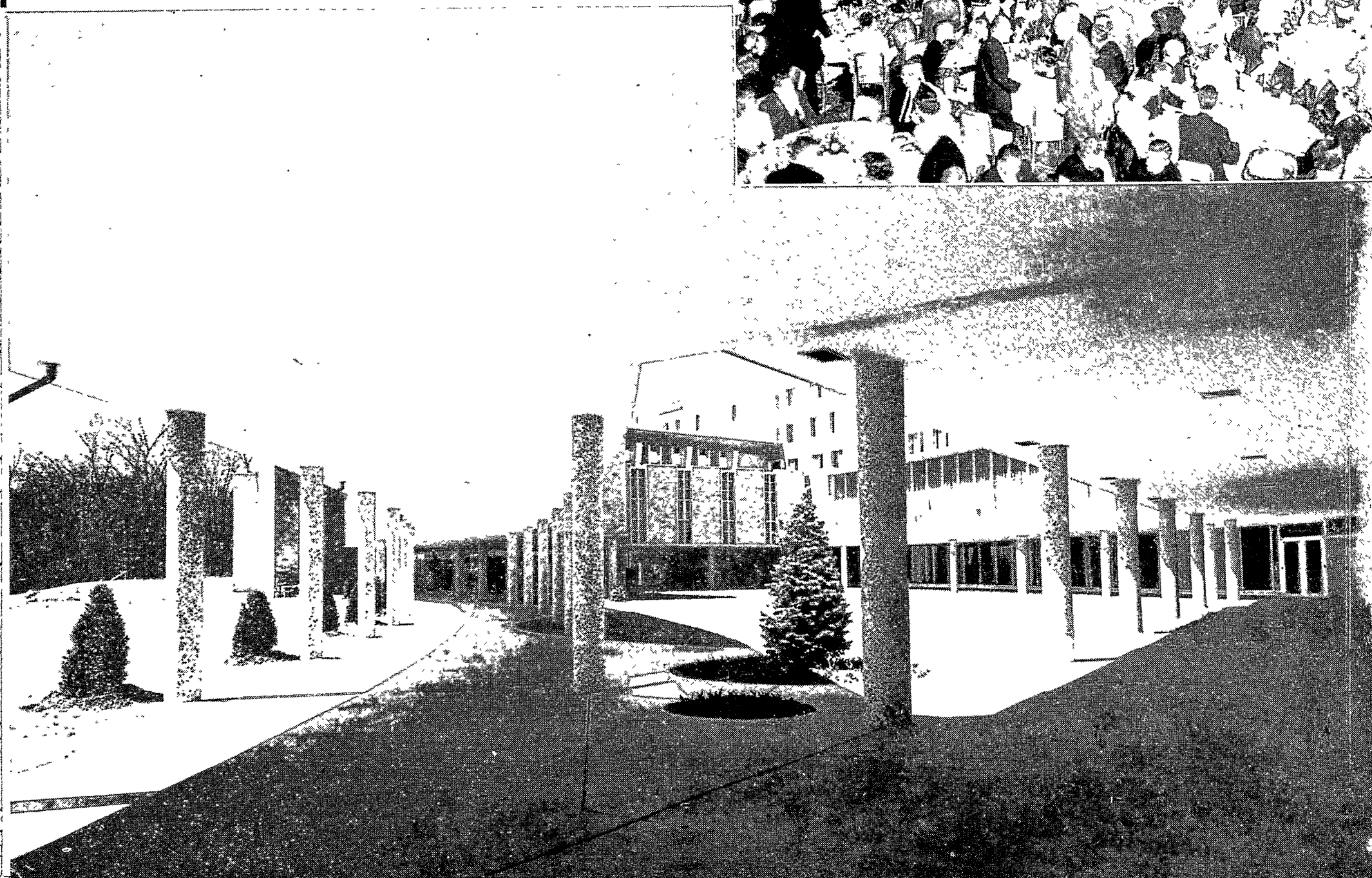
Notre Dame contributed \$1,000,000, through alumni benefactions, for the construction of the new seminary while the remaining \$2,000,000 is being raised by friends of the Holy Cross Fathers, throughout the nation, in their parishes and schools. Many memorials, such as altars and rooms, are still being donated.

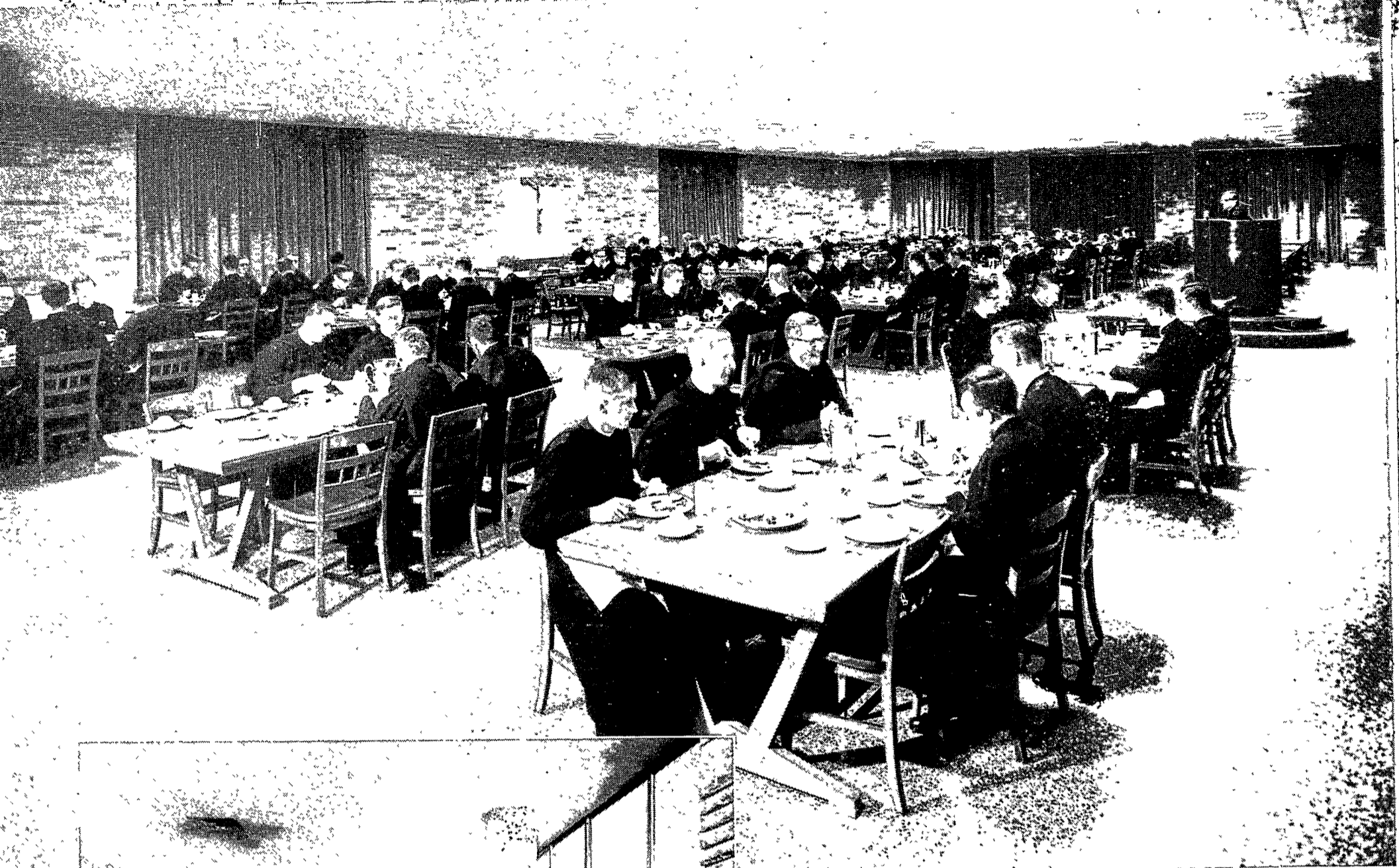
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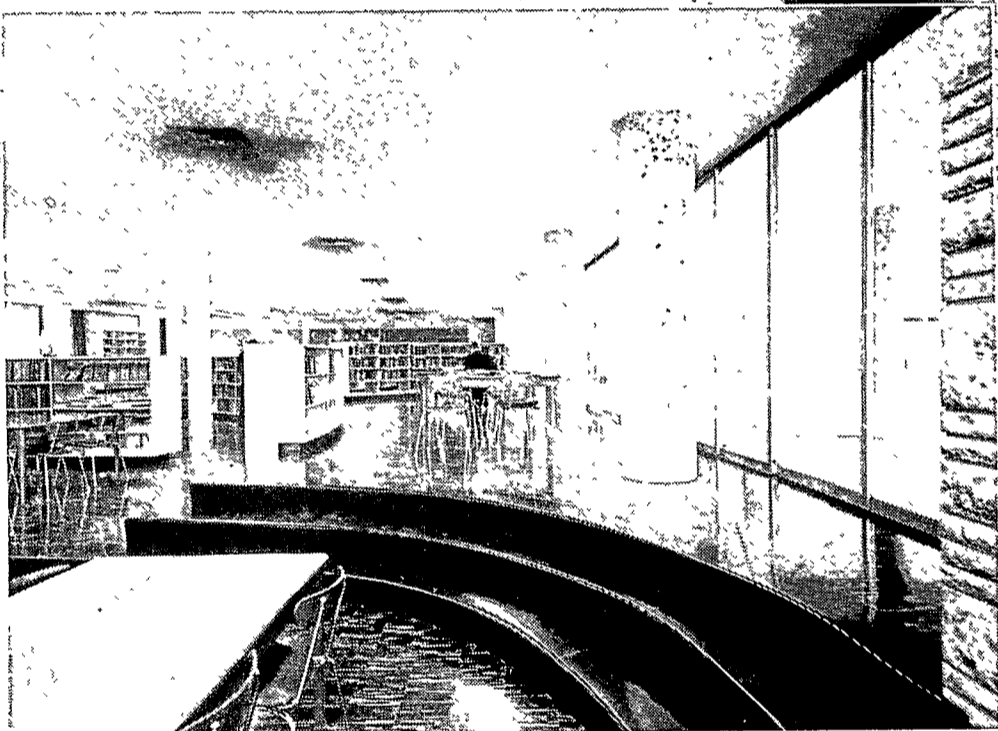
Bishop Fulton J. Sheen, principal speaker at the dedicatory dinner in Chicago, confers with Rev. Alfred F. Mendez, C.S.C., Director of Province Development for the Holy Cross Fathers.

More than 1100 persons attended a special dedicatory dinner of the Moreau Seminary at the Conrad Hilton Hotel in Chicago.



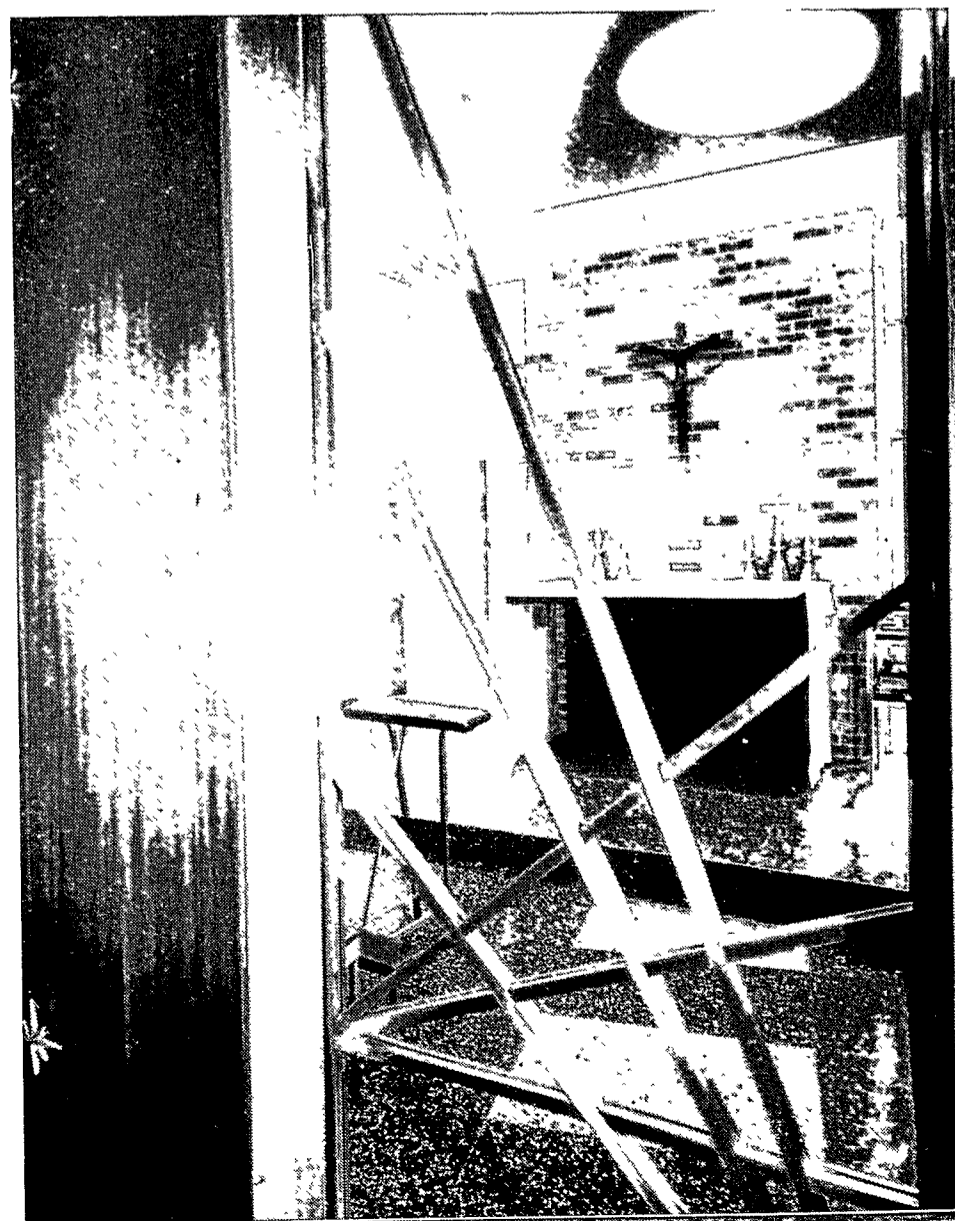


Meals are served in the main dining room to seminarians.



The seminary's library is attractively designed on several different levels.

Seminarians take courses in fine arts featuring sculpturing and painting.

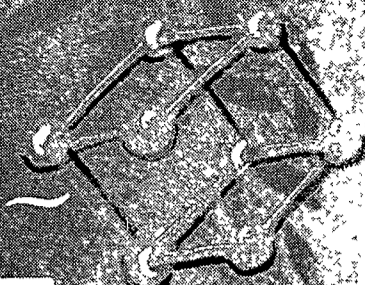




the



President's Page



Throughout the nation many universities are larger than Notre Dame, some of them older. The significant question, though, is: How many of them are better than Notre Dame as universities? Excellence as such has no direct relation to size or age. A small diamond is better than a huge rhinestone, and a youthful saint is better than an aged sinner. Excellence in the case of universities, however, does have a direct relation to what universities are supposed to do and how they are performing their proper function. It is highly significant to ask in this context: How do we compare?

Comparisons are said to be odious. I suspect that this dictum was coined by those who compared poorly with the best of their kind. The comparison in this present instance is particularly complicated by the general confusion regarding the *purpose* of university education: the only valid standard by which university excellence may be judged. Before we compare ourselves with any others, we should at least be clear ourselves as to what we are aspiring to do, and the adequacy of our means.

We have grown greatly in the past 117 years. We have our own power plant, fire station, laundry, hotel, shopping center and television station. However related these are to the general operation here, it would be ridiculous to see in them, or even in our magnificent academic buildings, an indication of excellence in our primary objective as a great Catholic university. In any consideration of physical plant, we compare favorably with many of the best universities, but ultimately the physical comparison is fruitless and somewhat unrelated to excellence as a university. The inner burning question is still pressing for an answer. What are we primarily trying to do and how are we doing it?

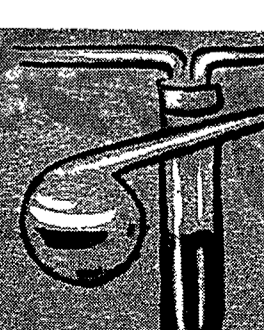
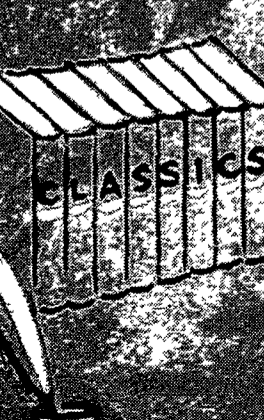
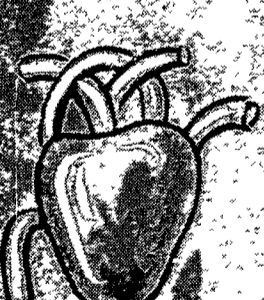
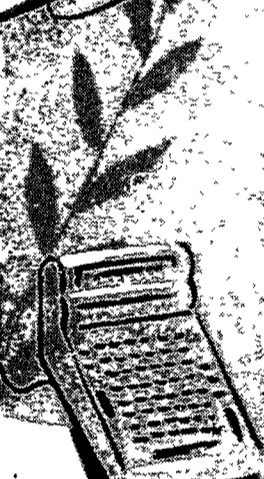
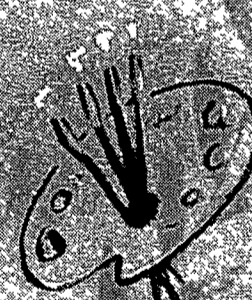
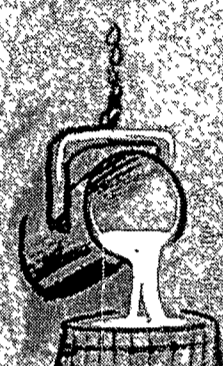
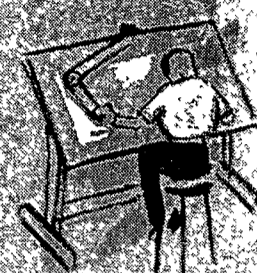
The question might be rephrased and

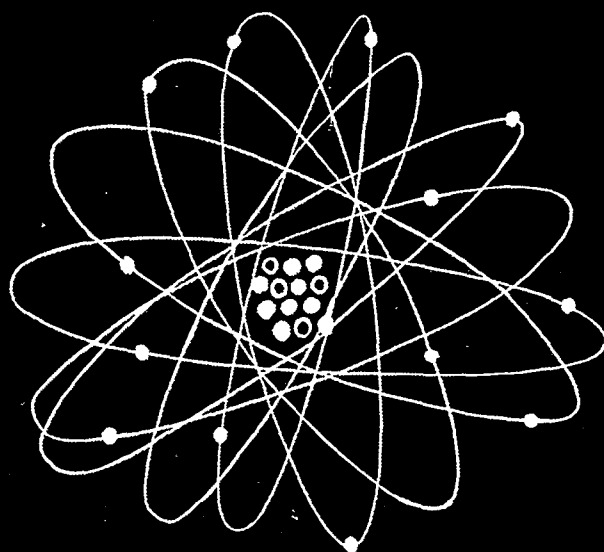
asked in more familiar form: Why have a great Catholic university, or any Catholic university at all? The only legitimate answer would have to demonstrate that a Catholic university has a function, as university and precisely as Catholic, fulfilled by no other. This function would have to meet a real and vital need in the world today.

Universities, like all other human institutions, came into being because men saw in them an answer to an urgent human need. These needs vary somewhat from age to age. This shifting of priorities, of prime urgencies, results in a varied emphasis on the part of the university. This much though, I think, should be stated as a matter of stable principle regarding university objectives, irrespective of the actual cultural, political, religious, or economic climate of any age: The university is by its essential nature committed to the mission of learning and teaching. The university is born when human minds are at work together for intellectual purposes. The university prospers when men are willing to stand firmly for the value of things intellectual, to devote themselves wholeheartedly to study and learning and teaching that the human intellect may "become richer and stronger, broader in appreciation and sympathy, more firm in judgment, more sure in action . . . to gain at last some measure of wisdom, some vision of truth, some understanding of the Will of God."

I know of no other spot on earth where we might make a better beginning than here at Notre Dame, where we might inaugurate a new center of Christian culture to effect a re-awakening of the potential of Christian wisdom applied to the problems of our age. To this we devote ourselves.

John H. St. John, S.J.





$$E = mc^2$$

Atomic power in Caesar's day?

Certainly!

It was there, in the ground, in the air and water. It always had been. There are no more "raw materials" today than there were when Rome ruled the world.

The only thing new is knowledge . . . knowledge of how to get at and rearrange raw materials. Every invention of modern times was "available" to Rameses, Caesar, Charlemagne.

In this sense, then, we have available *today* in existing raw materials the inventions that can make our lives longer, happier, and inconceivably easier. We need only *knowledge* to bring them into reality.

Could there possibly be a better argument for the strengthening of our *sources* of knowledge—our colleges and universities? Can we possibly deny that the welfare, progress—indeed the very *fate*—of our nation depends on the quality of knowledge generated and transmitted by these institutions of higher learning?

It is almost unbelievable that a society such as ours, which has profited so vastly from an accelerated accumulation of knowledge, should allow anything to threaten the wellsprings of our learning.

Yet this is the case

The crisis that confronts our colleges today threatens to weaken seriously their ability to produce the kind of graduates who can assimilate and carry forward our rich heritage of learning.

The crisis is composed of several elements: a salary scale that is driving away from teaching the kind of mind *most qualified* to teach; overcrowded classrooms; and a mounting pressure for enrollment that will *double* by 1967.

In a very real sense our personal and national progress depends on our colleges. They *must* have our aid.

Help the colleges or universities of your choice. Help them plan for stronger faculties and expansion. The returns will be greater than you think.

If you want to know what the college crisis means to you, write for a free booklet to: HIGHER EDUCATION, Box 36, Times Square Station, New York 36, New York.

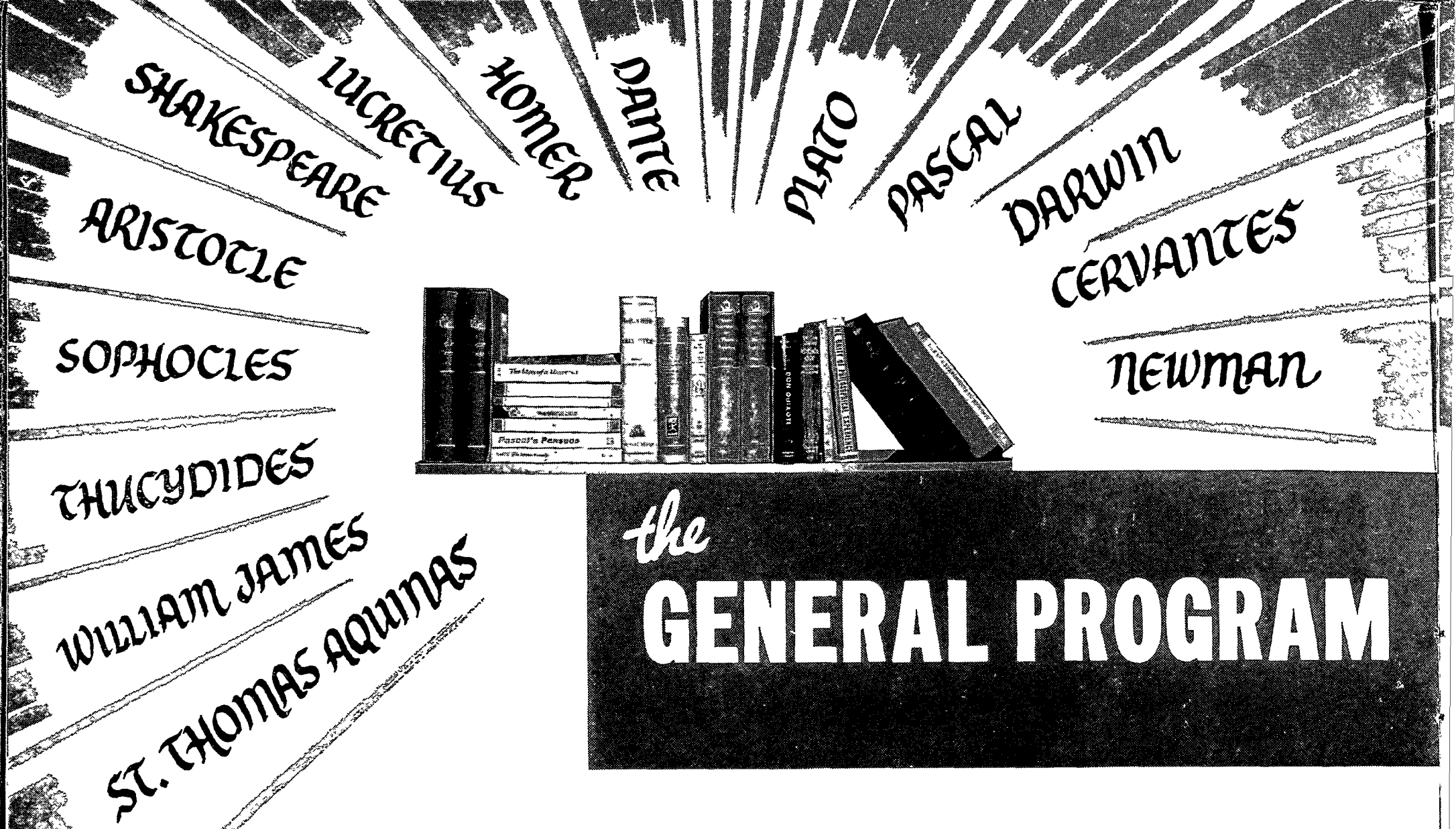


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UNIVERSITY OF NOTRE DAME FOUNDATION

1958 • TEN-YEAR PROGRAM, \$66,600,000 • 1967



the GENERAL PROGRAM

Great Books of Western Civilization are Read and Discussed in Seminars and Tutorials . . .

by Frank Keegan

The author is an assistant professor at Notre Dame in the General Program. He has received academic degrees from this University as well as the University of Santa Clara. Prior to joining the Notre Dame faculty, Mr. Keegan taught at City College of San Francisco and at St. Mary's College (Calif.).

The General Program of Liberal Education began its life on the Notre Dame campus in the fall of 1950 during the presidency of Father John J. Cavanaugh, C.S.C. From the beginning it was recognized that the promise of the General Program was very great, for it was a bold innovation in liberal arts education. On the other hand, the ways of evaluating its progress were few and difficult to apply. General Program students would read and discuss — in an orderly sequence of seminars and tutorials — most of the greatest books of Western civilization. Would a student who spent his undergraduate years on

Plato and Aristotle, Chaucer and Dante, the U. S. Constitution and Karl Marx profit more than a student taking a lecture-course in Greek philosophy, medieval poetry and modern politics? Like other collegiate programs placing primary emphasis on the student's growth and development, the General Program agreed to let itself be judged by its graduates. But, in typical fashion, the General Program took a long view of the matter. As the Director of the Program, Dr. Otto Bird, said in 1951: "For a full and complete answer to the question of how the program will do, you need to examine nothing less than the whole lifetime of the student."

No graduate of the General Program has lived out his whole lifetime, but many have begun to do so. Since its inception in 1950, the General Program has graduated a total of 125 students in six graduating classes (1954 through 1959). This statistic is not large when placed alongside the number of graduates in departmental majors at Notre Dame or in American colleges and universities generally. Yet it is a huge statistic when compared with the number of graduates of Catholic colleges and universities which attempt an undergraduate education through

reading and discussing the masterworks of Western civilization. The 125 graduates of Notre Dame's General Program have pursued the "great books" in courses like the lyric, tragedy, psychology, metaphysics, theology, physics, mathematics, politics, logic and the philosophy of science. No other Catholic institution and few secular ones, attempt a program as ambitious as this.

What has happened to the 125 students graduated so far? About 60 per cent have gone, or plan to go, to graduate school. Law is the most popular subject for advanced study — over 30 students have entered law schools in this country and one of these is currently on the editorial staff of the *Harvard Law Review*. The balance of the 60 per cent who elect graduate study intend to work for advanced degrees on their way to university teaching careers. One of these recently won a coveted *First* in the course of "Modern Greats" at Oxford University, England.

The remaining 40 per cent of General Program graduates enter military service or professions like business, writing and publishing or government work. There is reason to believe that the number of students who elect the General Program as a preparation for business and industry will increase in the next decade. As men like Clarence Randall of the Inland Steel Co. and Alfred P. Sloan of the General Motors Corporation have been saying for a long time: "Give us *educated* men. We can *train* them ourselves, but we can't educate them." These executives know that a young man with a promising future in business is not hired for what he knows upon graduation, but for his proven capacity to learn. Or as a railroad executive once stated: "We need young men of broad, rather than narrow, gauge."

One of Notre Dame's graduates, Mr. Donald O'Toole, president of the Pullman Trust and Savings Bank of Chicago, is thoroughly convinced that the best practical education is liberal education. Mr. O'Toole recently instituted a weekly seminar for his senior banking executives. This seminar, led by Dr. Bird of the General Program, is one among many signs in the business community that liberal education has a role to play in American society at large as well as in the area of undergraduate instruction.

Perhaps the most successful graduating class in the history of the General Program was the class of 1958. This group of 20 young men included a total of eight graduate scholarships and fellowships: 4 Woodrow Wilson Fellowships, 3 Fulbright Fellowships and 1 Danforth Scholarship. One of these 1958 graduates, William Griffith, was awarded three graduate fellowships at the end of his senior year, a feat achieved only once before at Notre Dame. Two short story writers were also included in this class: James Brunot had his work accepted by the *Evergreen Review* and other magazines while Robert



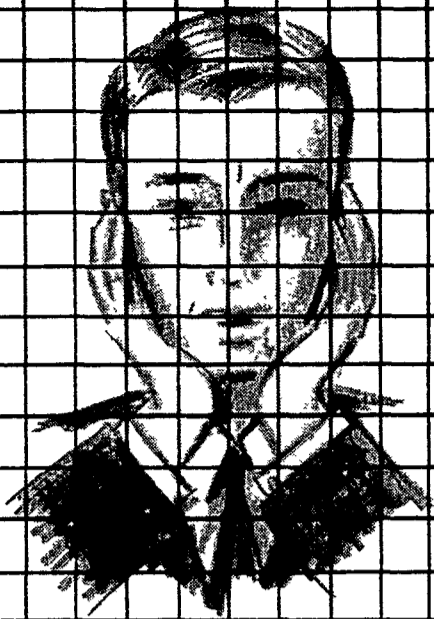
Dr. Otto Bird meets with members of his General Program staff. From left to right are: John B. Logan, Frank Keegan, Willis D. Nutting, Frederick Crosson, Edward J. Cronin, Dr. Bird, Joseph Roberts, Richard J. Thompson, Rev. Roman Ladewski, C.S.C., and Journet Kahn.

Jungels won the annual short story contest sponsored by *Today* magazine in Chicago.

These student accomplishments highlight what is probably the chief defect in the General Program so far as its students are concerned. It is clear enough that superior young men who graduate from the Program will receive the opportunity for advanced study. What is less certain is that deserving young men will continue until graduation and thus be eligible for graduate awards. In the past two years, several promising students have, because of insufficient funds, dropped out of the Program. In the opinion of their professors, these students were likely winners of graduate scholarships. The loss here is incalculable. It is a truism that scholars today need scholarships, but it is necessary to repeat it at a time when collegiate education comes at a price too high for many parents of excellent students.

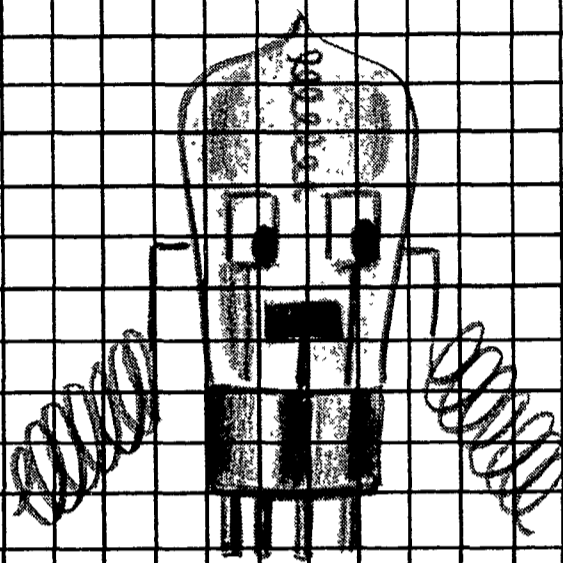
As it nears the end of its first decade at Notre Dame, the General Program can note its progress in several ways. In this article little attention has been given to the sequence of courses in the "great books," to the diversity of methods employed in the teaching of these courses, or to the quality of the teaching staff itself. The faculty is distinguished by its commitment to effective teaching through discussion and analysis, and it has achieved a remarkable degree of academic informality in its classes. The men who teach and the students who learn know that close collaboration and a friendly spirit of enquiry are often necessary to draw out from a great work its full measure of truth. Out of such intimate intellectual collaboration has resulted a community of teachers and students who learn together.

At the present time, however, the General Program is especially pleased with the performance of its students. The success of its first 125 graduates is a source of encouragement, not only to the faculty, but to the 90 young men who are currently enrolled in the Program. These young men may confidently expect an undergraduate experience as rich as those who have preceded them just as they may hope for similar, challenging post-graduate opportunities. In many cases, however, the lack of scholarship aid will prove a hardship for excellent students. If this material problem is solved, a future progress report on the students in Notre Dame's General Program may be even more significant than the present one.



DECISION MAKING

Commerce Students Study New Course Designed for Future Executives...



costs

hours

by Edward Butler, Jr.

The author will be a senior at Notre Dame during the 1959-60 school year. He was president of the Junior Class and his home is in Akron, O. Mr. Butler is enrolled in the College of Commerce.

Managerial Decision Making, is the final course of a program of mathematics and statistics which the Notre Dame College of Commerce hopes will develop an awareness of quantitative analysis in future businessmen. Its purpose is to integrate the program's mathematics and statistics courses with the basic business courses, enabling the students to adapt business problems for quantitative solutions.

James Wysocki, a junior accounting major from Chicago, Ill., enrolled in this program, didn't wait until the course was over to adapt one of the techniques he was learning to a minor "business problem" he had to solve. Jim, who was business manager for the 1959 Junior Prom, realized that he could use IBM punch card accounting to make the many necessary lists of students who were attending the dance.

Wysocki approached his professor, Dr. E. J. McCarthy, and asked if these lists could be processed as a class project. Professor McCarthy agreed and the work began. Wysocki estimated that the use of the IBM system reduced the time element by 25 to 1. More important to Professor McCarthy and the faculty members of the College of Commerce who have worked on this program is the indication that it is producing the desired results.

The program, which is a year old, started because Dr.

Arnold Ross, head of the Department of Mathematics, wanted to increase the amount of math taught to Commerce students. Dr. Ross, Dean James Culliton of Commerce, and Professors E. J. McCarthy and Sherman Shapiro planned the program.

Since World War II there has been a growing awareness of the possible applications of mathematics and statistics to business problems. This movement, called "Operations Research," has grown steadily as the so-called electronic brains have been developed and applied to business. In the many articles written about this development the lack of college courses in these techniques has been stressed again and again. At the present time most of the training in "Operations Research" is done on the graduate school level or in engineering colleges. Such training, even in graduate business schools, is relatively new.

The continued growth of the use of quantitative techniques in business seems to be hinged on the training of management personnel with sufficient knowledge of mathematics, statistics and related talents. It is necessary for persons to adapt business problems to quantitative techniques and who can communicate with technicians in solving these problems. The development of these liaison men is the main objective of the College of Commerce program.

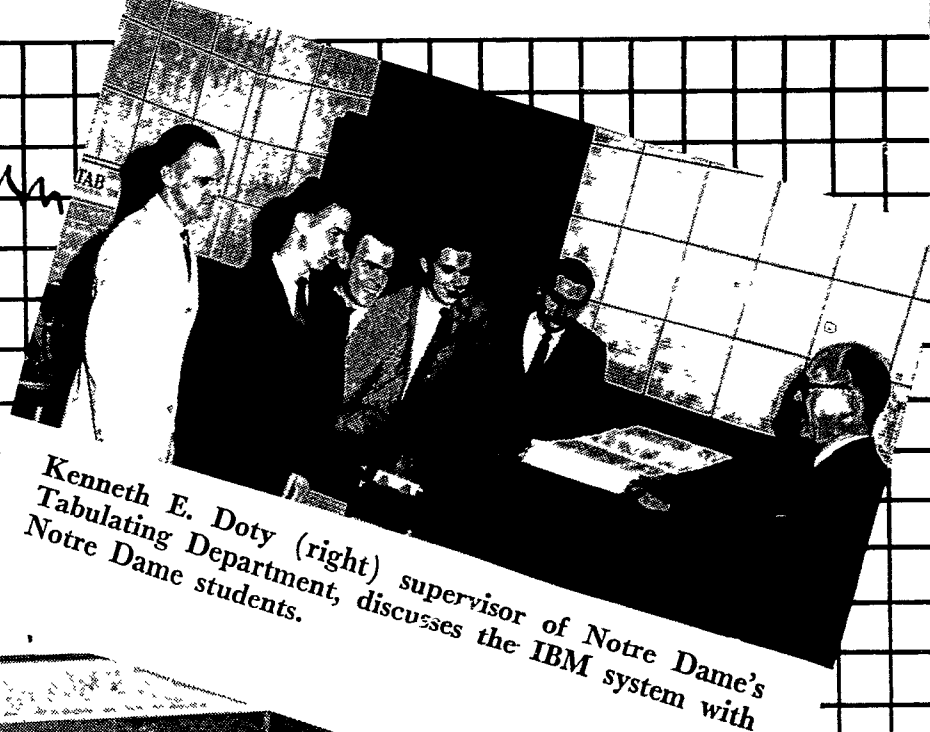
Students who did well in their freshmen math courses, and who are interested in this program, take two semesters of calculus and two semesters of statistics the following year. These two courses are designed to give them at least a working knowledge of the mathematics needed in a business career.

...in business

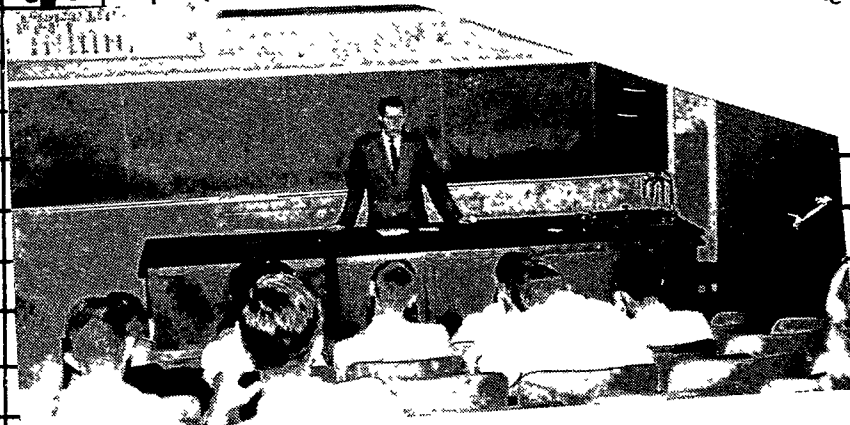
routes

product mix

warehouse



Kenneth E. Doty (right) supervisor of Notre Dame's Tabulating Department, discusses the IBM system with Notre Dame students.



Guest lecturer Harold E. Paddock, representing management service division of Peat-Marwick-Mitchell accounting firm in New York, speaks to N. D. students.

In the junior year the program consists of Managerial Decision Making and Economics. The former, which may be called the keystone of the program, surveys the use of electronic accounting machines, electronic computers, quality control techniques, linear programming and model building under various conditions. It attempts to integrate quantitative techniques with the traditional business methods.

However, this course is not geared to any of the usual business divisions of accounting, marketing, production or finance. Prof. McCarthy, who developed and teaches the course, visualizes business as one big problem having two aspects, internal operation and external operation. External operation handles the goods from the plant loading dock to the consumer and includes not only distribution, but financing, warehousing, etc. Internal operation includes all of the factors that go into the production of the product. Data processing and analysis is necessary to control both operations. Such a view of business operations is a direct result of quantitative techniques, which gives business a more general view of its operations. Quantitative analysis, in effect, puts values on the factors of a business decision which in the past had to be weighed intuitively, so that a mathematical answer to the problem can be found. Such things as the selection of lowest cost warehouses, the most economical routing of salesmen, the most profitable product "mix" and the best use of man or machine hours, can be found by using mathematical formulas.

Prof. McCarthy's course is designed to give the students an idea of what can be done with quantitative techniques and acquaint them with the electronic equip-

ment which has been developed to make these techniques practical.

The students begin by studying IBM accounting machines which are used by businesses and institutions to speed up clerical tasks. In this part of the course they use manuals supplied by IBM and work with the University's accounting machines. On a couple of occasions technicians from IBM visited the classes and gave instructions on the use of the machines. The next part of the course covers electronic computers. Here most of the work is done in the classroom, since no machines are available.

The second half of the junior year program is Professor Shapiro's economics course. In order to take statistics sophomores have to drop the normally required economics course because it is felt that with the mathematical-statistical background they can go more deeply into some of the analytical techniques of economics. In this course an attempt is made to show the student how to use data from past periods to predict the future. As Mr. McCarthy puts it, "The idea is prediction, or forward planning, through the integration of economic theory with business planning."

Should quantitative analysis live up to the predictions of its advocates, it will probably become as much a part of the basic commercial education as accounting. When this day comes, Notre Dame's College of Commerce will have a head start on other undergraduate business schools.

But until then, business needs what Prof. McCarthy calls executive liaison men who can communicate with both managers and technicians to develop these techniques and, as they are developed, integrate them with other business methods.



Unique Project Develops in the Southern Philippines

What's in a name? A great deal, according to Bishop Gerard Mongeau, O.M.I., Bishop of Cotabato in the southern Philippines.

Speaking in Vancouver recently, the Bishop attributed the phenomenal progress of the Church in the southern Philippines to the name by which every Catholic institution there is known — *Notre Dame*.

In 1939 the Bishop, then Father Mongeau, was superior of the first seven-man team of Oblate missionaries sent to the Philippines. At that time there were 60,000 Catholics and 150,000 Mohammedans in the Province of Cotabato.

In the same year the Philippine government opened up the territory with a gigantic "Land for the Landless" program. Immediately thousands of Filipinos from the north began pouring into Cotabato. Most of them were baptized Catholics, but knew little or nothing about their faith. Most could neither read nor write.

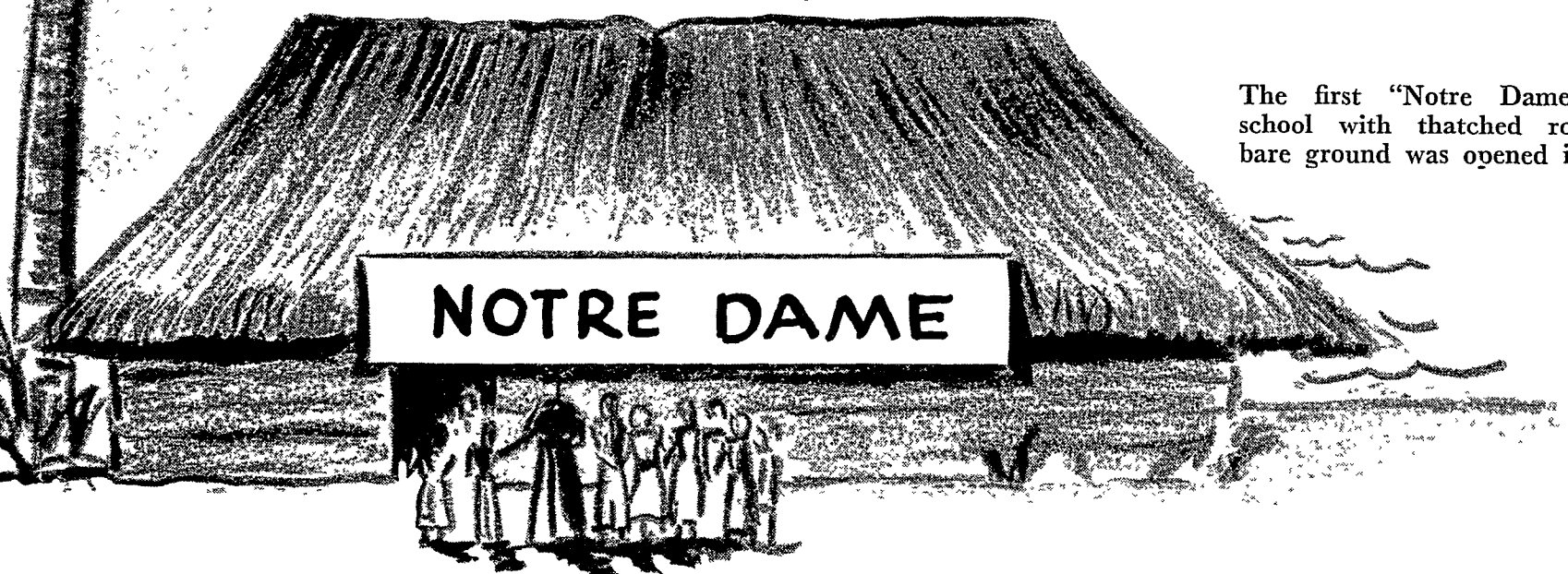
Between 1942 and 1945 the Oblates were among 4,000 allied prisoners of war held in a Japanese internment camp in Manila. On their release, they decided that the only way in which such a small group of priests could hope to instruct even a minute portion of the hundreds of thousands of Catholics in their care was through the training of good Catholic citizens and leaders educated in Catholic high schools.

Their first high school, with thatched palm leaves for a roof and the bare ground for a floor, was opened in the town of Cotabato in July, 1945.

Canadian-born Father Mongeau discussed the question of a name with his fellow Oblates, all of whom were American.

They decided, promptly and unanimously, to call it "Notre Dame" after the famed University in Indiana.

**IT'S
ALL
in the
NAME**



The first "Notre Dame" high school with thatched roof and bare ground was opened in 1945.

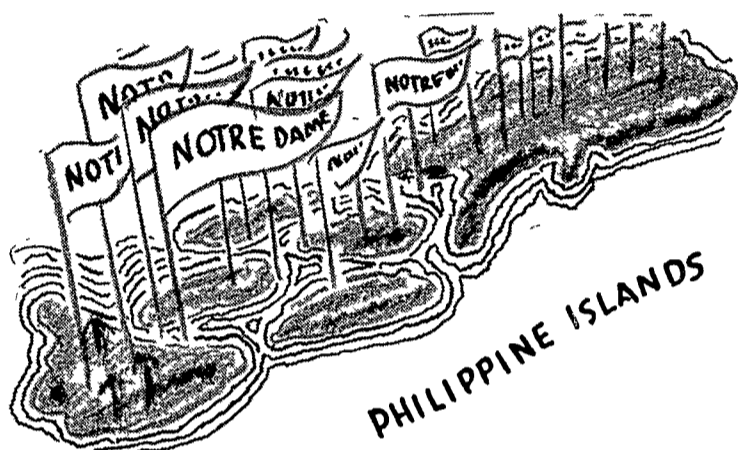
NOTRE DAME

They even 'borrowed' the University's well-known victory march, adapting the words to suit "Notre Dame of Cotabato." At flag-raising ceremony each morning the 250 students sang their own Notre Dame victory song. The student's uniforms were green skirts and white blouses for the girls, and khaki shirt and pants, with a green stripe down each side, for the boys.

Every year more high schools were built throughout the southern Philippines — all called Notre Dame, all with the same uniforms and victory march.

A tremendous spirit of unity developed among all Notre Dame students and their parents. "Notre Dame NEVER loses!" became the proud cry of every youngster during inter-high school basketball championships and athletic meets.

Once a truckload of American soldiers drove up to Notre Dame of Cotabato and, on seeing the name, started

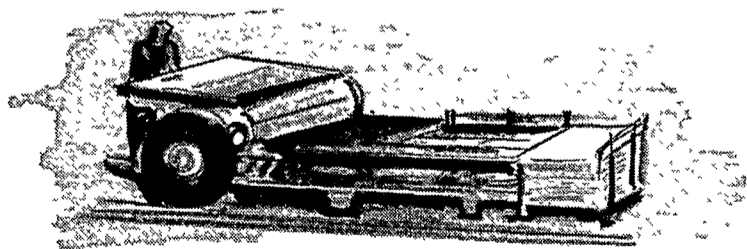


There are 22 Notre Dame high schools in Cotabato, Philippine Islands.

singing the 'original' Notre Dame victory march. A small Filipino boy immediately protested to an Oblate missionary. "Hey Father, how come they're singing our song?" he wanted to know.

Today there are 22 Notre Dame high schools and three Notre Dame colleges in Cotabato, attended by 9,000 Catholic and Mohammedan students. In the neighboring, predominantly-Mohammedan diocese of Jolo, cared for by Bishop Francis McSorley, O.M.I., there are now six Catholic high schools. These, also, are all called Notre Dame — even though the student body is entirely Mohammedan and religion is not taught in the schools.

"In ten years we'll have 20,000 Notre Dame alumni," says Bishop Mongeau.



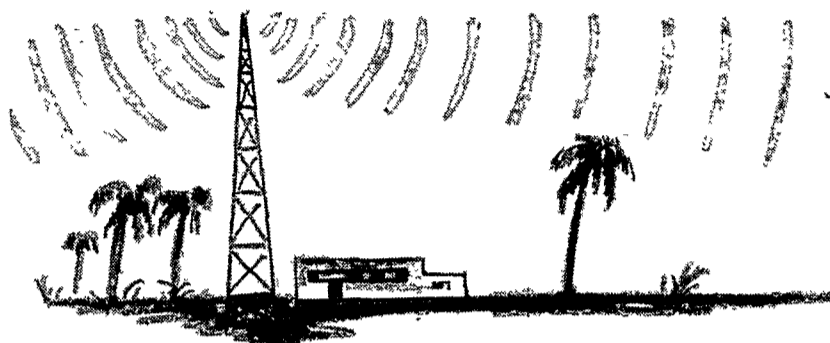
The Notre Dame Printing Press was established by Bishop Mongeau in 1947.

But high schools are not the only means by which the Bishop is endeavoring to reach and instruct his flock.

In 1947 someone gave him an old newspaper printing press. He immediately named it Notre Dame Printing

Press, then proceeded to publish Cotabato's one and only newspaper, covering everyday world and local news "with quite a bit of religious news sandwiched in between."

Still the Bishop was not reaching the many thousands of Catholics who couldn't read. So he dreamed up another project. In 1946 he built his own 1000-watt radio broadcasting station. The call letters are NDBC (Notre Dame Broadcasting Corporation). The station is on the air 16 hours a day with newscasts, music, educational and religious programs. In order to support itself the station is a commercial one. "Thanks to sponsors like Colgate



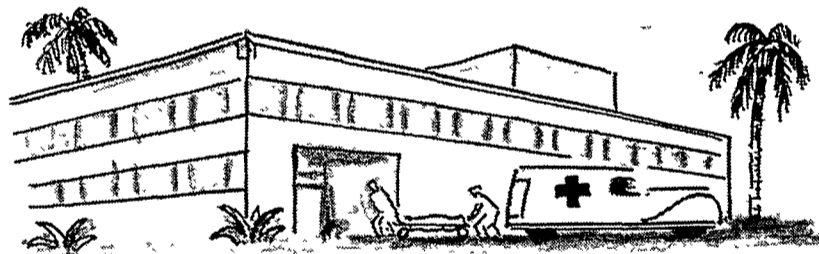
Bishop Mongeau erected his own 1000-watt radio station in 1946 with the call letters NDBC (Notre Dame Broadcasting Co.).

and Gleem, we're just about breaking even," says the Bishop. Soon NDBC will be stepped up to 5000 watts so that their programs will reach more people and, in turn, attract more sponsors.

The Bishop's latest project is a 45-bed hospital in Cotabato which is named Notre Dame.

Next, the Bishop intends to establish Notre Dame clinics throughout his diocese.

Today there are 700,000 Catholics in Cotabato. With only 40 Oblate priests to help him, it is still a physical impossibility for the Bishop to instruct them all. But



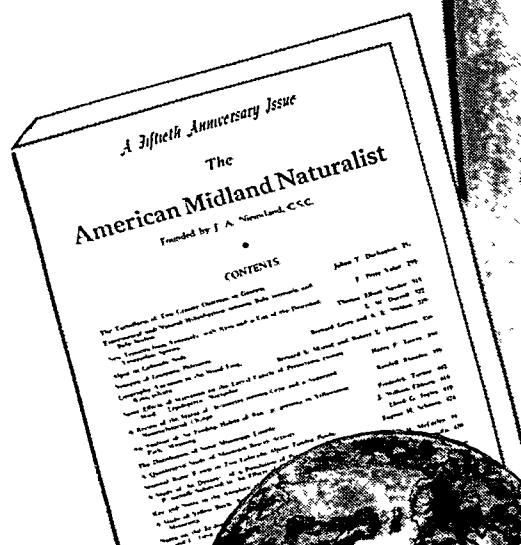
Medical facilities in the southern Philippines include a 45-bed hospital, named "Notre Dame."

through his mushrooming network of modern Catholic communication he is making strides in the right direction and, at the same time, starting to break down the barrier between Mohammedans and Christians.

While the efforts of the missionaries, the teaching Sisters and Brothers, the lay teachers and lay apostles cannot be discounted, the Bishop gives most of the credit to a name — *Notre Dame*.

"This has been our success," he declares. "One name — and what a beautiful name!"

Material for this article was submitted through the courtesy of the Canadian Catholic Conference Information Service.



50th YEAR

AMERICAN MIDLAND NATURALIST

READ IN
46
COUNTRIES



Famed Scientific Journal Founded at Notre Dame in 1909

by **James E. Murphy**

The author is Director of Public Information at Notre Dame and has contributed previous articles to this magazine.

The American Midland Naturalist, a quarterly biological journal published by the University of Notre Dame, has recently observed its 50th year in the field of scientific journalism.

The publication was founded in April, 1909, when Notre Dame was a small and relatively unknown school with less than 450 students. Today the University enjoys international prestige, and *The American Midland Naturalist* numbers subscribers in 45 foreign countries as well as throughout the United States.

The founder of the Notre Dame journal was the late Rev. Julius A. Nieuwland, C.S.C., an unusually gifted Holy Cross priest who was equally competent in both botany and chemistry. The Belgian-born priest later was to achieve world-wide acclaim for his research which led to the development of synthetic rubber. The principal home of Notre Dame's College of Science is Nieuwland Science Hall which was dedicated in 1953.

Father Nieuwland edited *The American Midland Naturalist* for 25 years until 1934. His successors in the editor's chair have been Dr. Theodore Just (1935-47), Dr. John D. Mizelle (1947-53), Prof. Arthur Schipper (1953-58) and the incumbent, Dr. Robert E. Gordon.

The editorial policy of the quarterly remains substantially the same as when it was founded although its interests are more cosmopolitan than in its early years. Its editors describe it as a general biological periodical embracing a wide selection of fields in botany, paleontology and zoology. It features articles of a descriptive, analytical and experimental nature as well as preview articles on topics of current interest.



Dr. Robert Gordon (seated, second from left), editor of "The American Midland Naturalist," meets with members of the journal's executive board. Notre Dame scientists associated with the publication include (left to right) Prof. George Bernard, Gordon, Prof. George Craig (standing), Rev. Cletus Bachofer, C.S.C., and Prof. Robert McIntosh.

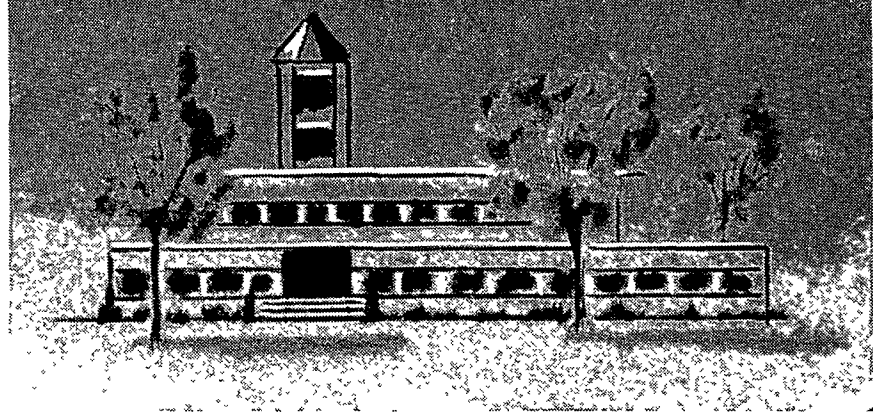
The American Midland Naturalist was so named because, particularly at the outset, its articles dealt largely with the fauna and flora of the Midwest. However, the journal has published scientific articles dealing with plants and animals in Pakistan, Patagonia, Greenland and other distant lands. A number of its contributors are associated with educational and research institutions in foreign countries.

Dr. Gordon, who currently edits the quarterly, joined the University faculty in September, 1958. A specialist in ecology, he was educated at Emory University, the University of Georgia and Tulane University, which awarded him a doctorate in 1956.

Working with Gordon on *The American Midland Naturalist* are four other biology department faculty members who make up its executive board. They are Rev. Cletus Bachofer, C.S.C., and Profs. George R. Bernard, George B. Craig, and Robert P. McIntosh.

The journal also has sixteen associate editors throughout the country, each an authority in a specialized field. They are D. B. Burks, U.S. National Museum; Fred R. Cagle, Tulane University; Aureal T. Cross, Pan-American Petroleum Co.; Albert L. Delisle, Sacramento State College; Theodosius Dobzhansky, Columbia University; Carroll Lane Fenton, Rutgers University; David Frey, Indiana University; Theodore L. Jahn, University of California; George N. Jones, University of Illinois; Remington Kellogg, U.S. National Museum; Paul J. Kramer, Duke University; Jean Myron Linsdale, University of California; George W. Martin, State University of Iowa; Robert W. Pennak, University of Colorado; Hugh M. Raup, Harvard University, and Loren P. Woods, Chicago Natural History Museum.

School DESEGREGATION U.S.A.



In a recent Notre Dame Law School symposium on "The Problems and Responsibilities of School Desegregation," two major political figures from southern "border states" agreed that the primary responsibility in school desegregation should be left to local communities and they made pleas for southern leaders to solve the problems in their own states. Former governor Theodore R. McKeldin of Maryland and U. S. Senator John Sherman Cooper of Kentucky were the principal speakers at the opening session of the symposium.

Other nationally prominent figures participating in the symposium included Bishop Vincent S. Waters of Raleigh, N. C.; Dr. Carl H. Hansen, Superintendent of Schools, Washington, D. C.; Rev. J. J. Murray, visiting professor at the Louisville (Ky.) Presbyterian Theological Seminary; Mayor William D. Hartsfield of Atlanta, Ga.; George M. Johnson, new member of the Federal Civil Rights Commission and former Dean of the Howard University Law School in Washington; Dr. Harvey Wheeler, Professor of Political Science, Washington and Lee University, Lexington, Va.; Dr. Rufus Clement, President of Atlanta (Ga.) University; Rev. Albert D. Mollegen, Protestant Episcopal Theological Seminary, Alexandria, Va.; Omer Carmichael, Superintendent of Schools, Louisville, Ky.; and Howard C. Westwood, Washington, D. C., attorney. This group represented a cross section of American life including the churches, government, educators, school administrators, the Negro community and the legal profession. Each of the speakers addressed himself to the problems and responsibilities of the group he represented.

Rev. Theodore M. Hesburgh, C.S.C., President of the University and a member of the Civil Rights Commis-



Senator John Sherman
Cooper of Kentucky.



Honorable Theodore R.
McKeldin, former gov-
ernor of Maryland.



Dr. Rufus Clement,
President of Atlanta
(Ga.) University.



Most Rev. Vincent S.
Waters, Bishop of Ra-
leigh, North Carolina.



Rev. J. J. Murray,
visiting professor at
the Louisville (Ky.)
Presbyterian Theologi-
cal Seminary.

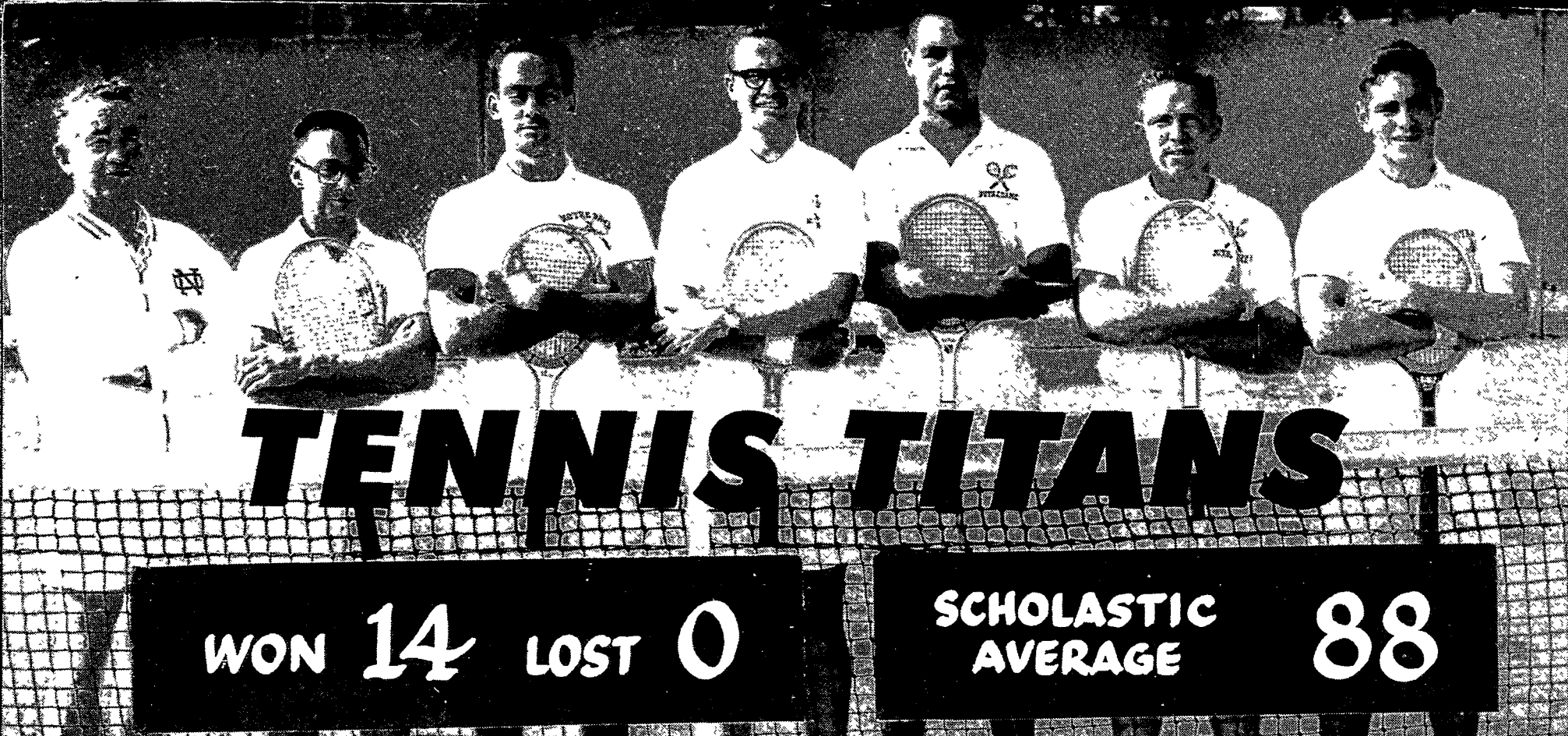
Nationally Prominent Persons Discuss Problems and Responsibilities of This Vital, Current Subject . . .

sion, spoke during the initial session and welcomed the participants to the campus. Dean Joseph O'Meara of the Notre Dame Law School described the purpose of the symposium to the audience and introduced the various speakers.

Dean O'Meara stated that it was not the intention of the symposium to debate the merits or demerits of the "Supreme Court's school integration decisions which we support. The whole point of the symposium was to approach the matter constructively with the idea of illustrating the problems involved and making practical suggestions for their solution, so that we can go forward again as one united people."

Mr. McKeldin, who served as governor of his state when the first desegregation moves were made there, charged that "men active in politics, taken as a class, have not measured up to their full responsibility" in assuming desegregation leadership. The failure, he added, occurred in northern as well as southern states. Southern officials did not prepare their people "for the inevitable decision of 1954" but leaders in northern states did brief theirs for the "furious resistance of the South." The result, said Governor McKeldin, is "a division that has embarrassed the nation in its foreign relations and cuts far

(Continued on page 17)



Notre Dame's 1959 varsity tennis team: (left to right) Coach Tom Fallon, Co-captain Ron Schoenberg, Co-captain Max Brown, Don Ralph, Charles Stephens, Ray Bender and Bill Heinbecker.

Undefeated Irish Netmen Also Score High in Classrooms . . .

by Thomas Bates

The author is a student assistant writer in Notre Dame's Department of Sports Publicity. He will graduate from the University in 1960 and his home is in Meadville, Pa.

Notre Dame's 1959 varsity tennis team proved itself one of the strongest in Irish net history as it won all 14 of its dual matches, was first in a quadrangular tournament with Ohio State, Denison and Ohio Wesleyan and tied Tulane for the National Collegiate Athletic Association team championship in Evanston, Ill. Co-captain Max Brown and his doubles partner Bill Heinbecker lost to Tulane's Davis Cuppers Holmberg and Henry in the final doubles match. Brown previously had advanced in the singles to the semi-finals before losing to Whitney Reed of San Jose State who then conquered Yale's Don Dell for the singles championship.

Ten of the Irish victories were by 9-0 scores, three others were 8-1, and the only close match was a 5-4 win over Michigan, the Big Ten champion. Among the shut-out victims of Notre Dame were Toledo University, Western Michigan, Kalamazoo (twice), Indiana University, Purdue University, Northwestern University, Southern Illinois University, University of Detroit and Marquette University. The three 8-1 wins were over Iowa, Wisconsin and Michigan State.

This marked the fifth unbeaten season for Irish tennis teams since the spring sport was begun at Notre Dame in 1926. This was also Coach Tom Fallon's first undefeated campaign, in three years of tutoring the varsity.

A senior from Louisville, Ky., Max Brown, who played three years with the Irish varsity, was the number one man for the Notre Damers during this season. He ended the campaign with a 13-1 record in match competition and won 27 of 31 sets. Ranked eighth in the Southern Lawn Tennis Association, Brown served as co-captain of the Irish along with senior Ron Schoenberg. A former

member of the National Junior Davis cup team, Brown has a Dean's List Average of 88.05 as a pre-medical major in the College of Science at Notre Dame.

The number two position was held by Don Ralph, a sophomore from Bethesda, Md. Ralph finished unbeaten in 15 matches and was the only member of the team to close the season without losing a set. He was ranked seventeenth in the Junior Division two years ago, but was unable to participate in the circuit last summer because of illness. He has attained a 94.42 Dean's List average as a mathematics major in the College of Arts and Letters.

Schoenberg, a senior left-hander from Los Angeles, played the number three position, winning 13 of 14 matches and copping 26 of 30 sets. He was the California Interscholastic champion in 1955 and has been a member of the Irish varsity for three years. A political science major in the College of Arts and Letters, Schoenberg has an 89.91 Dean's List average.

A sophomore from St. Louis, Mo., Bill Heinbecker, handled the number four spot. Heinbecker is ranked fourth in the Junior Division of the Missouri Valley Tennis Association. This spring he won 15 straight matches without a loss and 30 of 31 sets. His brother, Peter, a junior, is also a member of the Irish team. Heinbecker has a 90.58 Dean's List average as an accounting major in the College of Commerce.

Ray Bender, a junior from Burlington, N. C., who played the number five singles position, finished the campaign with a 16-0 record in matches and a 32-1 set mark. A former North Carolina Jaycees Junior champion, Bender has an approximate 80 average as a student in electrical engineering.

A monogram winner as a junior in 1958, Chuck Stephens, from Louisville, Ky., returned to hold down the number six position. Stephens won 11 matches and dropped three and had a 22-7 set record. He also is a pre-medical major in the College of Science, maintaining an 85 average.



Forty-six Sisters representing 21 Orders attended classes at Notre Dame during the 1958-59 school year.

The Orders are: Srs. of Charity of the Blessed Virgin Mary, Congregation of the Srs. of Charity of the Incarnate Word, Srs. of Divine Providence, Srs. of the Most Precious Blood, Srs. of St. Joseph, Srs. of the Holy Family of Nazareth, Felician Sisters, Srs. of Charity of Providence, Srs., Servants of the Immaculate Heart of Mary, Dominican Sisters, Benedictine Sisters, Institute of the Sisters of the Third Order of St. Francis, Phila.

Foundation, Ursuline Nuns, Srs. of the Presentation of the Blessed Virgin Mary, Sisters of Mercy, Mother Seton Sisters of Charity, Srs. of Charity of Nazareth, Srs. of Loretto at the Foot of the Cross, Srs. of Providence of St. Mary-of-the-Woods, Ind., Srs. of St. Joseph and School Sisters of Notre Dame.

School Desegregation

(Continued from page 15)

deeper than the simple issue of administration of the public schools." Both McKeldin and Senator Cooper defended President Eisenhower's action in sending troops to the Little Rock integration crisis. Senator Cooper said that it would be impossible for Congress "to adopt a national timetable for desegregation." He asserted that the courts have made a "magnificent record" in individual desegregation cases. He urged, however, that Congress adopt the administration's proposal "to impose criminal sanctions upon those who willfully obstruct court orders in school desegregation cases."

Bishop Waters described racial segregation as "a morally wrong and sinful practice which may not be approved by any Catholic." The southern prelate who recently ordained the first Negro priest in North Carolina said that Catholics may not "formally cooperate in the violation of a Negro's rights," despite pressures of his local community. Rev. Murray stated that "a segregated church cannot speak with any sincerity or power about integration in education. The first duty of the churches in relation to integration is to refuse to assist in any effort to evade or delay the processes of integration in our public schools."

Speaking via a special telephone circuit to the symposium from Atlanta, Mayor Hartsfield predicted that if a showdown comes, the state officials of Georgia will close public schools rather than integrate them. He described himself as a moderate and said that the Supreme Court's desegregation decision of 1954 "must be recognized as an

accomplished fact and the law of the land." Professor Wheeler of Washington and Lee University advocated the establishment of a special federal auxiliary school system for all unintegrated areas of the South. President Clement from Atlanta University told the symposium that the American Negro is not seeking "social associations" with other people. He emphasized, however, that the Negro is expecting to achieve "first-class citizenship in a democracy."

The school superintendents of Louisville and Washington, D. C., described the successful desegregation of schools in their cities. In Louisville Dr. Carmichael stated that there has been a significant improvement in the achievement of Negro children without any adverse effect on their white classmates as far as tests can measure. Dr. Hansen of Washington stressed the importance of community readiness and a broad educational program to implement the Supreme Court's desegregation order. Attorney Howard C. Westwood told the Notre Dame symposium that defiance of the Supreme Court's decision is "impossible."

In his introductory remarks Dean O'Meara stated that "the decisions of the Supreme Court in the school integration cases have created enormous problems." The dearth of leadership, said the Dean, only increases the obligation which all of us would have anyhow. The symposium is intended to make some contribution toward the resolution of these grave problems, which menace our unity and waste our strength in a world wherein, as Thornton Wilder has said, "every good and useful thing . . . stands moment by moment on the razor edge of danger. . . ."

NOTRE DAME'S NAVAL ROTC UNIT

The bond of friendship and respect between the United States Navy and the University of Notre Dame is of long duration. The Middies of the Naval Academy and the Fighting Irish of Notre Dame inaugurated one of football's most colorful and continuing intersectional rivalries beginning in 1927. Several years ago Rev. Theodore M. Hesburgh, C.S.C., was president of the Academy's Board of Visitors and Rev. Edmund P. Joyce, C.S.C., the University's Executive Vice-President, is currently a member of the Board. Admiral Arleigh Burke, Chief of Naval Operations, was the commencement speaker for Notre Dame's 1956 graduating class and also the recipient of an honorary degree.

However, this is not a review of the relations of the Naval Academy and Notre Dame but rather a story of the Navy program at the University. In the spring of 1941 the first nucleus of what was to become an all-out Navy training program arrived at Notre Dame. The NROTC staff of four officers and eight enlisted men under the command of Captain H. P. Burnett, USN, reported to establish a program which has continued to this day. The initial class was composed of 165 students from which 81 graduated after completing their regular course of study.

On December 7, 1941, with the outbreak of war, the nation was quickly united as never before. Immediately upon our entry into the war, Rev. J. Hugh O'Donnell, C.S.C., who was then President of the University, offered all of the facilities of this institution to the government. In April of 1942 the V-7 Indoctrination School was created and the first group of 900 men, all college graduates, enlisted for one month as apprentice seamen. Those that passed the rigorous examinations and physical fitness tests later were sent to Abbott Hall in Chicago for twelve additional weeks of midshipmen's training before receiving their commissions.

After more than five thousand V-7 trainees had completed the cycle, the scope of training was increased to



include the midshipmen's courses. At that time Notre Dame officially became a United States Naval Reserve Midshipmen's School.

More than two thousand "specialists," principally engineers and graduates of technical schools, took special courses on the campus and later these men were assigned to supply depots, Navy yards and shore duty in engineering.

When a complement of sailors and Marines arrived in July of 1943 it was significant in that Notre Dame then sponsored three separate training programs. These men had already seen active service and were returning to do undergraduate work in the fields of mathematics and physics. Captain Burnett was reassigned in 1943 and his successor was Captain J. R. Barry.

In 1944 the first group of NROTC students who had entered Notre Dame historically so long ago, but chronologically only three years before, graduated and received their commissions. During World War II Notre Dame trained almost 12,000 ensigns for various types of duty and provided indoctrination courses for 5,000 more. The number of "specialists" who graduated from the University exceeded 2,000 men.



Rev. Theodore M. Hesburgh, C.S.C., (left), president of Notre Dame, received the Navy's Distinguished Public Service Award at the annual Presidential ROTC Review on campus. Rear Admiral William A. Dolan, U.S.N. (right), representing the Secretary of the Navy, conferred the honor which is the highest award the Navy can give to a civilian.



Admiral Arleigh Burke, USN, (left) Chief of Naval Operations, addressed the 1956 commencement class; Notre Dame awarded him an honorary degree. Captain Leonard T. Morse, USN, is commanding officer of Notre Dame's ROTC unit.



Admiral Chester Nimitz, World War II hero in the South Pacific, inspected personnel and facilities on campus following V-J Day.

The Naval Reserve Officers Training Corps passes in review.

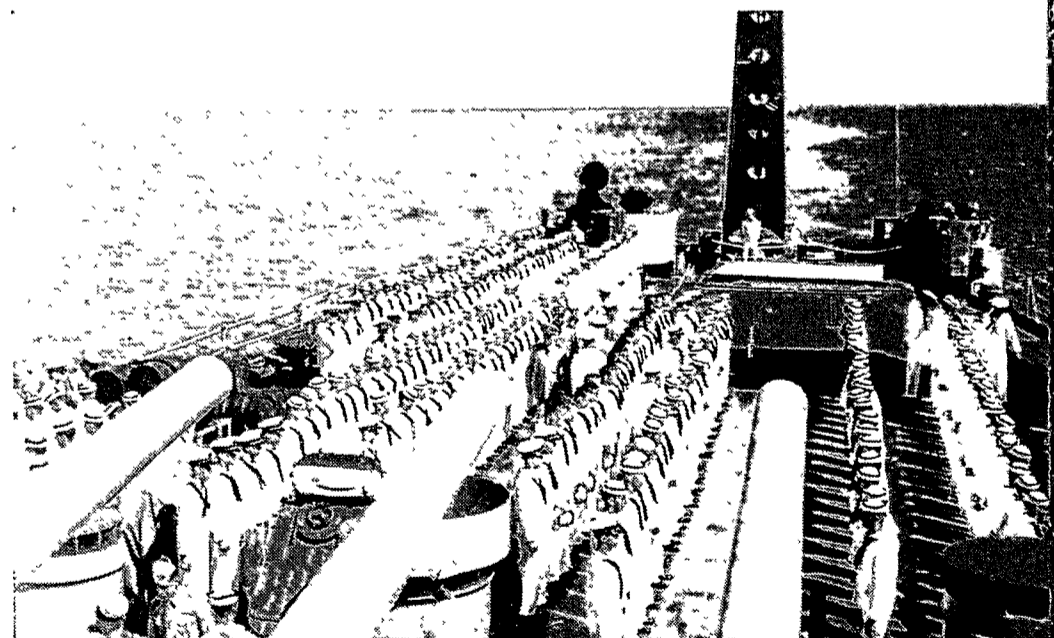


A fitting climax to the story of Notre Dame's wartime effort was contained in a message received by Father O'Donnell on May 15, 1946, from Admiral Chester Nimitz, USN: "Father O'Donnell, you sent forth to me as to other naval commands on every ocean and continent, men who had become imbued with more than the mechanical knowledge of warfare. Somehow, in the crowded hours of their preparation for the grim business of war, they had absorbed not only Notre Dame's traditional fighting spirit, but the spiritual strength, too, that this University imparts to all, regardless of creed, who come under its influence."

The University had not only supplied the campus facilities to the Navy, but her scientists and engineers had conducted research and experiments for the government and private industries engaged in war production. In the physics laboratory, work contributing to the development of atomic energy was carried on and in other departments significant work was done in electronics, biology, bacteriology and chemistry.

Since the close of World War II the Naval ROTC at Notre Dame has remained vigorous and active. Today, the unit is commanded by Captain Leonard T. Morse, USN, a 1929 graduate of the Naval Academy. The current unit is one of the largest of the 52 established at institutions of higher learning throughout the United States. The program, which requires four years to complete, leads to a commission in the U. S. Navy, U. S. Naval Reserve, U. S. Marine Corps or U. S. Marine Corps Reserve. During the 1958-59 school year 380 Notre Dame students were enrolled in the Naval Reserve Officer Training Corps. Commissions were awarded in June of this year to 64 Navy ensigns and 7 Marine lieutenants.

Notre Dame students were included in the Summer cruise of NROTC units.



Mr. Edward J. J. Tracey, Jr.,
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State College, Pa.

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avenue of opportunity

STUDENT AID

\$5,000,000

(Scholarships and Fellowships, Campus Employment, Loans)

For some students of limited means, the University of Notre Dame has financial aid available in the form of scholarships, employment and loans. In the awarding of scholarships, the determining factors are superior academic performance, high character, leadership potential and financial need. Employment on campus is offered for approximately 700 students (preference is given to upperclassmen) who need to earn part of their college expenses. In 1950, the Fisher Education Fund was established as a revolving loan fund by a gift of \$250,000 from Mrs. Fred Fisher of Detroit, Michigan. Other loan funds are also available, and various individuals, alumni clubs and organizations have generously contributed toward scholarships and fellowships.

During the next decade, Notre Dame has determined that a minimum amount of \$5,000,000 will be required for Student Aid on the undergraduate and graduate levels. Benefactors who wish to provide an 'avenue of opportunity' for deserving youths are invited to invest in this important and vital Program. In addition to scholarships and fellowships, Notre Dame needs unrestricted monies for student loans and campus employment.

NOTRE DAME'S 1958-1967 PROGRAM

1. Endowment for Increased Faculty Salaries	\$27,000,000
2. Contributions for Research	\$11,000,000
3. Student Aid	\$ 5,000,000
4. Special Funds for Administrative Purposes	\$ 5,000,000
5. New Buildings	\$18,600,000

Additions to	
a) Commerce	\$ 500,000
b) Law	\$ 500,000
c) Engineering	\$ 500,000
Library	\$5,000,000
(2) Graduate Halls	\$2,500,000
Priests' Faculty Building	\$1,500,000
Maintenance Center	\$ 600,000
Auditorium	\$3,500,000
Fieldhouse	\$4,000,000

TOTAL \$66,600,000