

Echoes of a university presidency (Preview): Selected speeches

Author: J. Donald Monan

Persistent link: <http://hdl.handle.net/2345/2403>

This work is posted on [eScholarship@BC](#),
Boston College University Libraries.

Chestnut Hill, Mass.: Linden Lane Press at Boston College, c2008

©Boston College. All rights reserved.

A portrait of J. Donald Monan, S.J., an older man with thinning hair, smiling and wearing a dark suit and a white clerical collar. He is standing with his arms crossed. The background features a large, ornate golden chair and a classical painting of figures in red and blue robes.

ECHOES OF A UNIVERSITY PRESIDENCY

SELECTED SPEECHES

BY J. DONALD MONAN, S.J.

Foreword by Geoffrey T. Boisi

ECHOES OF A UNIVERSITY PRESIDENCY

SELECTED SPEECHES

BY J. DONALD MONAN, S.J.

Foreword by Geoffrey T. Boisi

Linden Lane Press at Boston College
Chestnut Hill, Massachusetts

Linden Lane Press at Boston College
140 Commonwealth Avenue
3 Lake Street Building
Chestnut Hill, Massachusetts 02467
617-552-4820
www.bc.edu/lindenlanepress


Copyright © 2008 by Boston College

ISBN 978-0-9816416-2-1

All Rights Reserved. No part of this book may be reproduced in any form by any electronic or mechanical means (including photocopying, recording, or information storage or retrieval) without the permission of the publisher.

Front cover: Portrait of J. Donald Monan, S.J., by Gary Wayne Gilbert

Printed in the USA



This document is a
sample from the
complete work,
which can be obtained
at this website.

CONTENTS

Foreword	i
<i>Geoffrey T. Boisi</i>	
Preface	iii
<i>J. Donald Monan, S.J.</i>	

CHAPTER I

IDEAS THAT SHAPE STONE AND STEEL

<i>Introduction</i>	1
Silvio O. Conte Forum	3
Bapst Reborn: Burns Library of Rare Books and Special Collections	8
Thomas P. O'Neill Jr. Library	12
The Wallace E. Carroll School of Management	16
Merkert Chemistry Center	21
Naming The E. Paul Robsham Jr. Theater Arts Center	24
Dedicating the Boston College Theater Arts Center	26
Athletic and Convocation Center	28
Flynn Rec Plex	31
Gabelli Hall	34
Vanderslice Hall	36
Walsh Hall	39
Ignacio Hall	42
Greetings—Farewell: 28 Years of McHugh Forum	46

CHAPTER II

A PRESIDENT'S PERSPECTIVE ON CHANGE

Introduction 49

The Concept of a Religiously Affiliated University 50

The One Millionth Volume for the Boston College Libraries 57

The Campaign for Boston College 59

Boston College Hosts the Military Order of Malta 66

The Inspiration of Bernini's Columns and Gasson Tower 72

24 Years as 18 Holes of Golf: Brae Burn Country Club 78

Lynch School of Education's Golden Anniversary 84

A Personal Farewell 87

CHAPTER III

EDUCATION TO REACH THE HEIGHT AND
BREADTH OF HUMAN HOPES

Introduction 103

The Search for Wisdom—A Collegiate or
an Individual Quest? 107

Liberal Education and Educated Liberty 113

Truth of Heart 120

Perspective on Jesuit Education 126

Jesuit Higher Education and Ignatian Spirituality 132

Catholic Universities and the University Professor 141

CHAPTER IV

FRIENDS AND COLLEAGUES

Introduction 153

HONORING AND REMEMBERING

Charles F. Donovan, S.J. 155

Margaret A. Dwyer 158

Frank B. Campanella 160

John R. Smith 164
Kevin P. Duffy 168
John T. Driscoll 171
William J. Flynn 173
C. Alexander Peloquin 178
Alice E. Bourneuf 180
Peter Siragusa 182
Wayne A. Budd 184
John M. Connors Jr. 187
Giles E. Mosher Jr. 190
Thomas J. Flatley 193
Samuel J. Gerson 196

EULOGIES

William F. Connell 201
Patricia Coyle and Karen Noonan 206
Charles F. Donovan, S.J. 208
Coach John "Snooks" Kelley 213
Francis C. Mackin, S.J. 215
Joseph Loscocco 220
Shannon Lowney 223
James F. Stanton 227
David S. Nelson 231
Michael P. Walsh, S.J. 235
John R. Smith 241
Einar Paul Robsham 246
John A. Dinneen, S.J. 251
Michael J. Mansfield 254
John J. Griffin 258
Albert J. Kelley 262
Thomas P. O'Neill Jr. 265

CHAPTER V

HAPPENINGS ALONG THE WAY

<i>Introduction</i>	270
Heisman Trophy Dinner	272
Dr. Kenneth G. Ryder	274
The Most Reverend Peter-Hans Kolvenbach	277
John McElroy	280
Tomas Cardinal O’Fiaich	284
The Partnership	286
Dr. Martin Luther King Jr.	288
Jesuit Murders in El Salvador	293
Yitzhak Rabin	298
Distinguished American Award	300

FOREWORD

ONE OF THE great privileges of my life has been to be a son of Boston College: as an alumnus, 25-year trustee, long-time member of the board's executive committee, and chairman of the board. More important to me, however, is that Boston College gave me the gift of the friendship and mentoring of J. Donald Monan, of the Society of Jesus.

I have had a ringside seat for a 24-year tenure of presidential leadership that encompassed what was perhaps the most complete transformation of a higher educational institution in the past half-century. Fr. Monan's combination of vision, leadership, executive, intellectual, and people skills matched those of anyone I have met in business or the nonprofit worlds. My admiration for him, however, was forged by the inspiring way he exercised his gifts, in the context of his Jesuit spirituality, serving God and the greater good.

As a 1969 graduate of the College, I had been eyewitness to the social upheavals that were part of the challenges Fr. Monan would later face. By the time he arrived as president in 1972, the University's reserves of financial means, spirit, and purpose were literally exhausted. He brought clarity of mission, inspirational leadership, strategic planning, and unfailing good judgment in identifying the steps needed to move forward. Perhaps most important, he utilized an unerring eye in assembling a team of exactly the right people to bring the vision to reality. He also possessed the motivational skills to create a culture of excellence, caring, and a sense of family. He motivated all connected to the University to invest at a deep and personal level in the creation of the modern Boston College.

Those who have had the privilege of hearing Fr. Monan speak know they will be treated to an inspiring, eloquent, insightful, pragmatic, thought-provoking, spiritually centered, intellectual, and logically constructed discussion on an important topic—impacting society and the human condition. His choice of teachable moments is as interesting and varied as the building blocks of the revitalized institution he created.

The following pages are not a memoir written at the conclusion of his 24 years as president. But, perhaps better than a reflection on years past, this selection of speeches will open to a larger audience some of the words and ideals through which Boston College found its authentic voice.

GEOFFREY T. BOISI
Chairman and Chief Executive Officer
Roundtable Investment Partners LLC

PREFACE

ON A BEAUTIFUL July morning in 1972, I was just leaving the Administration Building at LeMoyne College in Syracuse to drive to Canada on vacation. At that moment, my former secretary called after me that a Father Frank Mackin was telephoning from New York. Frank being a longtime friend, I accepted the call.

After a few pleasantries, Frank told me that the Trustees of Boston College would like me to consider being a candidate for their presidency. I told him that four years as academic dean and vice president had convinced me that I much preferred teaching and writing to managerial tasks. I had resigned the dean's position and was already on my way out the door on vacation before beginning a sabbatical to prepare to return to the classroom. Frank asked, "Where are you going?" When I told him Canada, he said, "I'll meet you in Montreal tomorrow morning."

A month later, I accepted appointment as 24th president of Boston College. In the course of that month, my personal preferences had not changed, but the importance and urgency of the Trustees' invitation left little doubt as to where "the greater good" lay—if, that is, the challenge could be successfully met. Fortunately, at the age of 48, I had had enough experience with every level of university life to recognize the many strands of that challenge but enough enterprise to allow me to undertake it.

Later in this book, I shall attempt to separate out some of the differing strands woven into that challenge. Poor financial systems and controls had brought the College to the brink of bankruptcy. The social upheavals over race and war

and poverty that swept through almost every campus in the nation between 1968 and 1972 had dislocated the University's academic priorities and left chasms of suspicion and distrust between too many of its clienteles. And at Boston College, uncertainties and divergent interpretations of developments brought about in the Second Vatican Council became a further source of painful division.

Twenty-four years later, the College found itself facing prospects as auspicious as they had previously been menacing: In the place of negative net worth, a \$600 million endowment and a string of 24 uninterrupted balanced budgets; 30 new or totally refurbished major University buildings; its undergraduate program among the top 40 in the country; all but one of its graduate schools ranked among the top 25; clarity of purpose as to what the College was about and a pervasive spirit of trust in carrying it out.

Transitions such as this do not happen spontaneously nor can they be altogether programmed in advance. I would like, therefore, to take a moment to mention here some of the less tractable factors that played a powerful role in the dramatic transformation that Boston College experienced over those two and a half decades: At every level of the University from trustee to new hires, exceptionally gifted men and women with unfaltering dedication to the best interests of the institution; in the face of countless tantalizing alternatives, good sense to foresee what would work and what would not; in every endeavor, a conscientious effort to exercise quality control; finally, unhurried patience for institutional change to take place. Obviously, not every member of the University possessed each of these qualities in the same degree. And yet, each of these qualities played such a visible part in the major developments within the University that, to my mind, they characterized the institution itself.

In accepting the presidency of Boston College, I was aware

of the many lists of activities, some of them humorous, created to describe the responsibilities of a modern-day university president. Fundraiser, scholar, diplomat, financier, manager, negotiator, academic. Although most list makers would include “university spokesman” or “communicator” as a presidential responsibility, not many would include “speechwriter.” That function understandably is often delegated to another.

Nevertheless, throughout the 24 years I served as president of Boston College, I looked upon public speaking or oral communication to all manner of groups as one of my most important and, if truth be told, enjoyable responsibilities. But if delivering talks was enjoyable, composing them was not. Unlike many presidents, I found myself incapable of taking advantage of a speechwriter. At the end of those 24 years, I found that I had in my files some 300 carefully composed presentations that I had delivered to all manner of audience—to newly arrived freshmen and mature professional school students, on educational topics and issues of broad societal interest, at Faculty Convocations, at pre-Commencement galas and at building dedications, at award ceremonies for individual alumni, and regrettably, at funerals of alumni sons and daughters.

The following pages contain a selection of those public presentations. They are not technically a history of Boston College during that quarter century, nor are they a coherent expression of my own philosophy of higher education. And yet they do contain elements of history and no matter what the explicit topic or audience, inevitably convey something of my own outlook and perspective on a wide variety of aspects of University life. Readers who were in the audience for the delivery of the 24 Faculty Convocation talks and most of the annual “President’s Circle” addresses will realize that I was unable to include them in this volume. Whether readers were

Preface

in attendance for the delivery of some of these presentations or are reading them for the first time, I hope that they do contain recognizable echoes of a very exciting period in the history of Boston College.

J. DONALD MONAN, S.J.

October 2008

CHAPTER I

IDEAS THAT SHAPE STONE AND STEEL

Introduction

THE PHYSICAL FEATURES of a university, like the bodily appearance of a person, have the power to express and to a certain degree shape the spirit and the ideals of the institution. They can and should be a source of pride and confidence and healthy aspiration.

In 1972, the handsome Gothic buildings that were the pride of the Chestnut Hill Campus were eroding from too-long deferred maintenance. If the student body were to expand its base from the Northeast to embrace the entire country, a large increase in student resident and dining facilities would be imperative. And years of budgetary constraints would have to be broken to assure wholeness to the University's academic offerings.

The following pages trace the dedicatory ceremonies for a number of major new buildings, and of totally renovated and expanded earlier buildings. Over time, these changes renewed the aesthetic beauty of the campus and provided the physical capability to improve and expand and make whole the education of a developing undergraduate and graduate community.

In addition to the restoration of our architectural trea-

tures of Gasson and Devlin Halls and of Bapst Library, an entire family of nine new student residences arose on Lower Campus near enhanced facilities for intercollegiate and recreational athletics. Most importantly, the creation of O'Neill Library, of Robsham Theater, the McMullen Museum of Art, the Merkert Chemistry Center, and the Law Library complemented the enhancements of each of the other existing academic facilities. All these provided greater wholeness to the students' experience of University academic life.

But always shaping the stone and steel were people, some of whose names appear on these buildings, and whose personal stories are intertwined with the meanings of these dedications. Beyond the personal, each ceremony became the occasion to reflect upon the deeper purposes of higher education.

Silvio O. Conte Forum

February 18, 1989

*In the entire history of Jesuit education,
since the founding of our first lay college in Italy
in 1548, learning has never been prized
as a good only for itself—but as a critical ingredient
of leadership for effective service to others.*

THIS AFTERNOON'S STORY had many beginnings. It began in Pittsfield, Massachusetts, when a recent World War II veteran with football on his mind first spoke to Fr. Joseph Barrett about his desire to attend Boston College.

It began on a Saturday afternoon on Alumni Field, where McElroy Commons now stands, when a lineman's injury cut short the thoughts of athletic stardom.

It began on long afternoons in St. Mary's Hall when Fr. J. F. X. Murphy patiently tutored him in Latin to prepare him for an academic program at Boston College that his training in a vocational high school had seemed to place beyond his reach.

And today's story began in March 1983, in Washington, when I told this athlete, this student—Congressman Silvio O. Conte—that the University had begun planning a dramatic new athletic and convocation center that our Board of Trustees desired to name in his honor.

For the past six years, the entire campus community has watched in awe as workmen hoisted into place some of the most complex steel beams in Boston's inventory of buildings. Our teams of students have patiently traveled early, cold

mornings to practice on outdoor rinks to play as the visiting team even for their home games. More recently, this building provided the setting for the General of the Society of Jesus to address the alumni of Boston College High School and Boston College on his first visit to campus. And here in this ample space, our University singers and orchestra joined the Jesuit faculty members who celebrated a liturgy to conclude Boston College's 125th anniversary.

It is thanks to many people that the dream of this handsome new building has now come fully true. This afternoon we assemble to celebrate the completion of our new forum, to express our gratitude to all of those who have provided the financial means and the artistry and the vast human effort that have brought it to reality. But we assemble first and foremost to dedicate the building—to provide it with the name that will mark its individuality within our family of buildings. From this date forward, it will be the Silvio O. Conte Forum of Boston College.

Those of you who have had the opportunity to tour the voluminous reaches of this building realize the wealth of purposes it will serve, from competitive sports to scholarly lectures, from concerts to liturgies and Commencement exercises—and playing host to our surrounding communities. Indeed, in the few short months since it opened, Conte Forum has begun to transform life outside the classroom as dramatically as our O'Neill Library has transformed what it means to be a student at Boston College.

In choosing the names for our buildings, Boston College obviously displays gratitude to the persons it honors. In the case of Silvio Conte, we do not stand alone in our gratitude. As President George H. W. Bush has just observed, the name of Silvio Conte in the United States Congress has become synonymous with concern for education, for the physical classrooms and libraries and laboratories where education takes

place, and even more, for the tiny children and young men and women who simply could not gain an education without the financial assistance his leadership has made possible. That leadership has meant consistently swimming against the tide of his political-party family for the past eight years. But it is a measure of the respect his convictions win, that a new president recognizes Mr. Conte's accomplishments for education as a model for his own.

In naming the Silvio O. Conte Forum, Boston College is voicing more than gratitude, however deep. In this case, the University is expressing pride in a beloved son in whose career it sees the clear outline and features of its own ideals.

Throughout the history of Western culture, human knowledge and understanding, the fruits of education, have been recognized as goods in their own right, worth pursuing for their own sake. But in the entire history of Jesuit education, since the founding of our first lay college in Italy in 1548, learning has never been prized as a good *only* for itself—but as a critical ingredient of leadership for effective service to others.

As one writer put it, the thrust of Jesuit education from the beginning had a clear objective: forming Christian men equipped and eager to exercise leadership for the good of their own era. Or, as the Jesuit General expressed it recently, "Our teaching will be directed toward forming ... men and women for others ... whose ideal is that of service; who enrich their own personalities for the enrichment of others; whose horizons stretch out to their fellow man across the farthest national and international frontiers."

Learning and the personal search for knowledge are a University's most treasured legacy, but that knowledge and learning must not be allowed to become sterile. Knowledge is creative; it does not reach its full purpose unless it is taken beyond the University, into the family, the Church, the busi-

ness world, and the chambers of government.

These are lofty ideas—perhaps for some, abstractions—but they explain what we are about this day.

The name of Silvio O. Conte inscribed over the entrance of this building will not recall athletic stardom, however much a thrilling gift that can be. But the name will say that for one man, the desire to compete was the door that opened up a college education and a law degree—and a lifelong career of public service. Without that desire and opportunity to compete, this young man's life would have had all the dignity and religious motivation and integrity and familial satisfaction of the father he admired so dearly. But our nation would have been the poorer, less human in its care for the weak, less energetic in pursuing the causes of disease, less solicitous to husband the blessings of our environment, less determined to assure that today's young people—in whom he sees his own face—would have the opportunity to receive the quality education that he enjoyed.

If Silvio had not had that desire to compete, everyone across this land who has come to know him would have been the poorer. For in his case, the *style* of leadership in service has been as important as the leadership itself. For Mr. Conte, affairs of state are always concerns of people, to be dealt with directly and with understanding, to be argued with eloquence and courage, and resolved with compassion and unstinting generosity.

Because Mr. Conte is a son of Boston College, our efforts to honor him are inevitably a way of doing honor to our own ideals. Yet every university realizes humbly that it does not begin the learning process nor bring it to its creative conclusion.

As a person whose entire education rests on decades of immersion in Latin literature, I share Silvio's intense pride in the sensibilities and largeness of soul he brought to his education from an Italian family. As his alma mater salutes him,

Virgil in his *Georgics* salutes another forebear, classic Italy, as a parent of bounteous produce and as an even more bounteous parent of men (“... *salve, magna parens frugum, Saturnia tellus, magna virum* ...”).

Parents indeed can take pride, but we all recognize in the last analysis they cannot take credit. The story of the young man fresh from the war and prepared to return to his work as a machinist at General Electric, to the halls of Congress and accolades by the president of the United States, is a story of faith and hope and much love given and received. And it is a story of one thing more that Virgil captured in the fifth book of the *Aeneid*. In describing the race between four galleys of his own Italian forces, he identifies the source of the achievement of the boat seizing the victory with the classic words, “... *hos successus alit: possunt, quia posse videntur*” (“they have the power to succeed because they are convinced they can”).

With faith, and hope, and much love given and received, and with the power to succeed because he knew he could, Silvio Conte is a person Boston College is proud to honor this day.

Silvio O. Conte (J.D. '49) died on February 8, 1991. The first President Bush, who styled himself as the “Education President,” once called Conte the “Education Congressman.” Running as a Republican in Massachusetts, Conte never lost an election in his 32-year career.

Bapst Reborn: Burns Library of Rare Books and Special Collections

April 22, 1986

*Great university libraries stand as testimony
to learning achieved. In a particular sense, special collections and
archives stand as testimony to the illuminating process of
knowledge itself, whose unremitting pursuit
is the university's mission.*

WE GATHER THIS afternoon surrounded by the breathtaking beauty of stained glass and Gothic towers and all manner of art that is wrought in wood and leather and colored fabric. And numerous as we are, we realize that we are not alone among these beauties. For this ceremony of dedication and rededication bridges time and links generations—within the Burns family, within the Jesuit family, and within the life of Boston College.

The ideals and hopes and dreams of great persons are all about us today. The dreams of Fr. Bapst and later presidents who first planned and laboriously placed stone upon stone; the generous hopes of a young alumnus, Judge John J. Burns, who deeply loved this library, and loved still more his young family, for whom he entertained such lofty hopes; the aspirations of a Margaret Ford, who appreciated the value of an education she had not been privileged to receive; and the patient care of a Terence and Brendan Connolly, whose discriminating judgment in beginning our early collections has been complemented by a former student who gained his ap-

preciation of historic books in this building.

But if the seeds of today's accomplishments were sown in the early days of this century, their flowering in 1986 is the handiwork of many people present with us today. One cannot purchase the sensitivity and artfulness and care of our architects and builders. Those qualities must come from within, from the ideals and sensibilities of those who not only know good work, but find the source of their own pride in accomplishing it. Our provident trustees not only supervised every step of the planning; they generously provided resources—sometimes anonymously, sometimes in the names of admired friends—to execute the plans artfully. And what can be said of the family of Judge John J. Burns, of beloved wife and sons and daughters and spouses and grandchildren, who have expressed in their own maturity their love and gratitude and continuing admiration, by forever linking his name to a learned cause that he appreciated 40 years ago? Gabriel Marcel says that if you really love someone, you know that person will live forever. If love gives eyes to understand, the enduring love of the Burns family will make their father live for new generations of grandchildren, and for countless young men and women who will follow his footsteps as students at Boston College.

As I have gratitude to each of these, I have sincere pride in those members of the Boston College staff whose expertise and care have given new strength and beauty to this building as surely as the mortar that binds its stones.

Our dedication today brings to a successful and joyous conclusion a process of library rebuilding that has transformed the physical and technological features of the campus, and in the process has transformed what it means to be a student and a research scholar at Boston College. It is especially fitting that the last act in this recreative process be the rededication of our most beautiful work of Gothic art,

and the dedication of the Burns Library of Rare Books and Special Collections.

If the heart of a university is its faculty, the books ranged on a library's shelves are its second faculty, revealing the insights and interpretations and accumulated wisdom of thinkers in ages past, and giving the clues that will fire young minds to create new meanings in the years ahead. But there is a special reason why a university should cherish its archives and give pride of place to its rare books and special collections. Throughout the history of Western thought, human intelligence has been described through the metaphor of light, and the grasp of meaning in the world around us has always been likened not to some form of passive absorption, but to the active process of illuminating darkness and letting meaning stand free.

The light of human intelligence is elusive. All libraries capture that light and preserve it. The special collections in our libraries, composed as they so often are, of manuscripts and tentative sketches and meeting notes and preliminary drafts, capture the process of illumination itself. For young minds, they bring to life the struggle and tentative formulations and insights that take place as meaning dawns for the great thinker or the diplomat, for the statesman or the jurist. Great university libraries stand as testimony to learning achieved. In a particular sense, special collections and archives stand as testimony to the illuminating process of knowledge itself, whose unrelenting pursuit is the university's mission.

In his *Spiritual Exercises*, which formed the apostolic outlook of all future Jesuits, Ignatius of Loyola urged his followers to nourish the capacity to see God in all things. Eleven centuries earlier, in his monumental work on the Trinity, St. Augustine saw in the noblest functions of our human spirit, in our intelligence and its learning, in our hearts and their loves, no less than the image of God's own creative intelli-

gence and love. Perhaps the clearest way of understanding this perspective is through the example of the stained glass window. Without the sun behind it, it stands dull and mute and opaque. It takes on the beauty of its own colors and brilliance only when it reveals a light that stands beyond it as a source of its meaning and beauty. This building has always been a monument to human learning; through the generosity of the Burns family, and of so many others with us today, it is in a new sense a monument to human love. As we dedicate and rededicate this noble building, my prayer is, in the spirit of Augustine and of Ignatius, that as the stained glass around us assumes its own fullest beauty when revealing a source beyond it, the wealth of human understanding and of human love that are invested and enshrined in this building will serve to reveal to new generations, not only the wonders of human intelligence, but the light of that creative intelligence, and the fire of that love, that are the source of all meaning.

Thomas P. O'Neill Jr. Library

October 14, 1984

*Leadership calls for power, and power carries
a potent magic to turn the heads of those
who hold it. The antidote to that magic lies in the
recognition we call gratitude, the recognition that our
most valuable traits are gifts to us.*

AS THE SUN has risen over the Boston skyline for the past three years, I have been able to look out my residence window in St. Mary's to see this burgeoning building rise from the earth and assume the magnificent form that stands before us this afternoon. During those same years, students by the thousands filed longingly by the structure on their way from Lower Campus residences to their classrooms and laboratories in the striking Gothic buildings that surround our plaza. Their young eyes dreamed the same dream that three decades of Boston College students and faculty—and presidents—have dreamed: a research library to match the stature and aspirations of this fine university.

Thanks to many people, that dream has come true. This afternoon, we assemble to celebrate the completion of our library, to express our gratitude to all of those who have provided the financial means and the artistry and the vast human effort that have brought it to reality. But we assemble, also, to dedicate the building, to provide it with a name. From this day forward, it will be the Thomas P. O'Neill Jr. Library of Boston College.

In choosing names for our buildings, Boston College has obviously portrayed its admiration of the persons it has honored, but it has also displayed certain characteristics about itself, its religious character, its Jesuit origins, its indebtedness to friends. Yet among all university resources, a library plays a unique role, both in symbol and in reality. A great research library makes visible the fundamental mission of a university; it is the locale where young minds meet the great thinkers of all ages, not only to gain “vision” from the past, but also to gather the stimulus and the clues to a new knowledge that will dispel the puzzles of a new generation.

In other words, when Boston College chooses a name for its library, it says something about the purpose of the university itself, even about the purpose of human learning.

Despite all their importance, Boston College’s paradigm academic building will not be named for a professorial scholar or an ecclesiastical figure or an imaginative dean. Instead, it will be named for a former student who, for 48 years, has exercised leadership in public service to people of every social station, of high estate and low, persons of power and of incredible fragility, among the world’s most cultured nations, and among those for whom a simple school or simple meal are beyond their horizon.

Hundreds of literary portraits of Speaker O’Neill have appeared in books and journals and news media for the world’s reading. The name inscribed in the granite of the Thomas P. O’Neill Jr. Library is addressed to our students and to students of all ages everywhere.

Among our more than 85,000 Boston College graduates, Thomas P. O’Neill has risen to the highest position of public service in our nation. But it is the manner in which he has exercised that leadership that is more the reason for our admiration and affection than is the degree of his prominence. In an era where the needs and problems of the human

family are measured in anonymous millions and their solutions expressed only in statistical equations, Speaker O'Neill has always seen those needs in a single human face. Those of us who have lived through the decades since the '30s of dramatic change in the strength of family ties, in challenges to religious convictions, in the crises of wars and threats to peace, in the strains of civil strife and betrayal of government leadership—those of us who have lived through these changes realize that Speaker O'Neill's legendary sense of loyalty is no dull or wooden conformity. It has been a creative fidelity to values pledged in his youth that he kept relevant to a world in constant change by dint of effort and imagination and personal sacrifice.

In his style of leadership, Speaker O'Neill was never the scholarly specialist. He has been gifted rather with that unique combination of personal qualities that make leadership effective, the intuitive insight of what will work in complex situations; the clear sense of values as to what should be made to work in an arena of competing interests, and the strength or force of personality that can make things work when the surroundings are in confusion or in conflict.

Any educational system that proposes leadership as an ideal poses an implicit threat to its own graduates. Leadership calls for power, and power carries a potent magic to turn the heads of those who hold it. The antidote to that magic lies in the recognition we call gratitude, the recognition that our most valuable traits are gifts to us.

The Speaker lost his mother to tuberculosis when he was only a year old. But the term "Jr." carved in the name of Thomas P. O'Neill Jr. is permanent tribute of gratitude to a father who gave to the young family its sense of identity, its mutual love and cohesion.

For the person who knows his roots and is grateful, power is no danger. Like knowledge, it is another instrument of ser-

vice to others. In the library, then, we have the symbol and the fruit of the University's search for wisdom.

In the Thomas P. O'Neill Jr. Library, we have a graduate's name that has become synonymous with leadership in public service. But there is a final link in the mission of Boston College and in the life of Speaker O'Neill that binds wisdom and service together in a unique way.

As early as Genesis, and in all the wisdom literature of the Hebrew Testament, wisdom is portrayed as God's helpmate and companion in the creation of our world. And in John's gospel the Word who is Wisdom reappears—this time as a person but also as the power that expresses God's intent and carries creation forward through a new manifestation of love for mankind. The story of Genesis, the story of the Christian faith that we believe, is that creation is not ended. There is a new earth and a new heaven that awaits our building. It is the role of the university, with its wisdom and with the creative leadership of its graduates, to help make sure that the culture we create will be of benefit to all mankind.

Thomas "Tip" O'Neill Jr. died on January 5, 1994. While still a senior at Boston College in 1935, he ran for the Cambridge City Council—the first and only loss of his legendary political career. His papers are maintained in the Boston College Burns Library of Rare Books and Special Collections.

The Wallace E. Carroll School of Management

March 18, 1989

*From its role in creating the conditions of a life of dignity
and sufficiency, American business in the past
50 years has increasingly gained influence in shaping
the outlines themselves of what human
aspirations should be.*

BOSTON COLLEGE KNOWS very well, from the experience of recent years, that anniversaries are occasions to pause—and to look back. In our case, the return to our history has been reason for much spontaneous thanksgiving—the 60th anniversary of our Law School, the 40th of Nursing, and 50th of the Graduate School of Social Work—and last year the 125th anniversary of the University itself.

There are two features of the 50th anniversary of the School of Management, however, that set it apart. Oh, indeed, there is, as with the other schools of the University, abundant reason for thanksgiving to the men and women who gave it growth and stature—for the young lives the school helped form through its faculty and for the respect their professionalism and integrity reflected back upon their alma mater.

During the 50-year lifetime of the School of Management, however, the very intellectual disciplines that drive the management process have been transformed. The management of the world's business has increasingly become a technical science as well as an art. Even more importantly, business

has carved out its own place beside law and government and education and communications and technology as one of the great formative forces within culture itself. From its role in creating the conditions of a life of dignity and sufficiency, American business in the past 50 years has increasingly gained influence in shaping the outlines themselves of what human aspirations should be.

But with influence and leadership come new responsibilities to assure that the culture business is helping to shape genuinely enriches the human family—and families—not impoverish them. Business finally knows as its own the frightening responsibility of every teacher within society—to assure that the web of values and of relationships it creates nourish the human spirit as well as its material needs—and that the professions it makes desirable to the most imaginative and talented among our young be worthy of their very best selves.

If Boston College did not possess a school of management, it would have to create one in order to be true to the aspiration of Jesuit education, to reach those who are leaders in each contemporary generation. Fortunately, we can today look back to a record in which our School of Management was an important participant in the transformation of business education and in the role that business itself has assumed in our society. But thanks to the generosity and dedication of one of our graduates whose career spans the dramatic changes of the past 50 years, today is not just an anniversary. It is a new beginning of The Wallace E. Carroll School of Management at Boston College.

The conferral of a new name means the assumption of a new identity. The identity of Wallace Carroll and the identity of the School of Management are not captured in a record of dates and events and transactions. Identity and character lie more in the ideals to which we aspire as we weave a pattern of

events and accomplishments in our lives.

The fact that Wallace Carroll is not with us today is a measure of the modesty of this distinguished man. Sixty years an alumnus of Boston College, he enjoys the vigor and the keenness of mind that have been his gifts of a lifetime. If the school were being named in honor of his mother and father, as Wallace originally desired, I am sure that he would be on this platform this afternoon. But while I was able to persuade him of the educational advantages of identifying the school with an individual alumnus, his characteristic reluctance to accept personal honors or praise remained unchanged.

I spoke to Wallace yesterday, however, and he sent a little message:

“I am sorry I cannot be with you today but wish to express my deepest appreciation for the honor being bestowed on the Carroll family. What we have contributed to Boston College is only a small measure of what Boston College has done for us and the sons and daughters of Ireland and other ethnic groups over the past 125 years. Boston College has become one of the great Catholic universities and we are honored to have our name as part of the School of Management.”

Wallace E. Carroll was the first alumnus I met upon assuming the presidency of Boston College. Two days before my arrival on campus, Wallace came East to begin this acquaintance. For two decades before, however, he had been an advisor and strong support to three previous presidents. The devotion to Boston College that made it an integral part of his life showed itself in the welcomes he and Le extended to young alumni beginning their careers in Chicago, to cross-country telephone broadcasts of Boston College athletic events, to a significant leadership role—until today an anonymous role—in every major fundraising effort the University has undertaken. Boston College owes much gratitude to Wallace Carroll and to Le who has extended her hospitality

and shared our fortunes for decades, and to the family, that so clearly are heirs of their profound dedication to Boston College.

But in permitting us to forge this new association of the name of Wallace E. Carroll and the School of Management, Wallace has enriched the school in an entirely new way. He has given us a new source of pride. Wallace was perhaps the first Boston College graduate to fashion a leadership role in a conglomerate business whose reach extends from Eastern Europe to the Far East. Wallace did not assume command of a ship that was already afloat. He assembled it plank by plank while the winds shifted around him and while newly recruited hands needed an inspiration they could trust, as much as they needed professionally sound direction and results.

The record of Wallace's business acumen, of his courage and judgment, is written on the pages of his business career. The motives that urged him have to be inferred from the actions rather than the words of this strong but reticent man. Wallace's business associates are his circle of personal friends. His weekends away from the office are occasions to develop personal and family familiarities with company colleagues. His imposing financial success has left him both as appreciative of and as detached from material goods as in his student days when he worked as a telephone operator in St. Mary's Hall in return for his room in Philomathia Hall.

Most of all, Wallace is a person for whom ownership is stewardship; who is steward, and steward only, of his extraordinary resources. He is a person who expects to be asked because he understands he is there to help.

Wallace Carroll's business career had its start at almost the same time as the School of Management was founded. He witnessed and helped create within the marketplace the transformation in the intellectual discipline and in the cultural importance of American business. I trust that the ideals

he gained at Boston College and took to the world's marketplace will serve to enrich in a new way our educational process and the careers of our graduates. It is with great pride and gratitude that I today establish the new name of The Wallace E. Carroll School of Management.

Wallace E. Carroll commuted to Boston College from his home in Taunton and graduated in 1928. He attended Harvard Business School and shortly thereafter moved to Chicago, where he assembled and served as chairman and CEO of the conglomerate Katy Industries. Through their influential presence in Chicago and Florida, Wallace and his wife Le introduced the College and its graduates to those locales. Wallace continued his lifelong dedication to Boston College, serving on its Board of Directors and Board of Trustees until his death on October 1, 1990.

Merkert Chemistry Center

April 24, 1992

*High-minded men and women, not scientists themselves,
have always been willing to step forward, to provide
the means for scientists and scholars to carry their investigations
wherever the brilliance of their imagination took them.*

THIS ARRAY OF splendid laboratories and of sophisticated instruments are centuries in advance of those within the venerable walls of the first university at Bologna or of the stately buildings at Oxford or Paris. Yet, in our gathering we reenact the central theme of the university's history within the life of the human family. We gather as scholars and students, as artisans and builders, as generous men and women philanthropists, conscious that out of our combined efforts the institution we call the university is able to advance the culture of our human family.

Students and scholars have always been dependent in their work on generous men and women who believed in the importance of what they were about. High-minded men and women, not scientists themselves, have always been willing to step forward, to provide the means for scientists and scholars to carry their investigations wherever the brilliance of their imagination took them. The surest proof that scholars and scientists and students have used their freedom responsibly and merited the trust placed in them is the story of the cultural transformation all of us have witnessed in our lives. This afternoon assures that the story of the University

in the world's culture continues to be written.

Ladies and gentlemen, the hopes and aspirations of many individuals are expressed in the stone and steel of this building. As we dedicate it, I want to pay special tribute to Dr. Jeong-Long Lin and Dr. David McFadden and their associates in the chemistry department whose experience as scientists brought the building from its first faint hopes to its present reality.

Most of all, however, I am grateful to all those generous individuals whose names are now permanently inscribed throughout these corridors and classrooms. It is, after all, your generosity that made possible the entire enterprise.

We have reserved a special mark of gratitude to Mr. Eugene F. Merkert. In choosing names for buildings, Boston College has obviously portrayed its admiration of the persons it has honored. But in dedicating a building, we also wish to provide it with a name that will mark its individuality within our family of buildings as surely as a personal name marks each of us. From this day forward, it will be the Eugene F. Merkert Chemistry Center.

The scientific work that takes place in this center will mirror the accomplishments of Gene Merkert's extraordinary business career because they are the marks of his person and his character: gifted talent and originality, initiative and unflinching hard work, challenge and energetic drive—and humility, both in setback and in brilliant success.

Many individuals have left their mark on the physical outlines and contour of this handsome center. In dedicating this structure as the Eugene F. Merkert Chemistry Center, it is my hope that Gene's originality and his humble, but determined sense of purpose will herald its spirit and capture the personality of the scientific work that is accomplished here.

Eugene F. Merkert was born on Long Island in New York on August 13, 1918. Due to very limited resources, Gene was obliged to begin work early in life to assist his mother in meeting family expenses, but eventually succeeded in attending NYU. Gene spent the whole of his life in the food brokerage business, where success depended as much on personal trustworthiness as on professionalized techniques. In founding and leading Merkert Enterprises, Gene became one of the nation's largest and most influential brokers of frozen foods before diversifying into other science-based businesses.

Naming The E. Paul Robsham Jr. Theater Arts Center

October 25, 1985

*We measure the worth of people not by what
they have done, but by who they are. And it is love that
opens eyes to see who each individual is.*

LADIES AND GENTLEMEN, we are gathered here this evening for a ceremony that will profoundly mark the personality of this Theater Arts Center. We have gathered to confer upon this building its own proper name.

The tradition of naming university buildings is almost as old as the university tradition itself. In the majority of cases, the names conferred are those of individuals who have made their mark among us with long careers of brilliant accomplishments. Often enough, the name recognizes the very person whose generosity called the building into existence. In naming the O'Neill Library, the soaring towers of Gasson Hall, the stately beauty of Lyons Hall, Boston College recognized men who had employed their abundant length of days in remarkable deeds that won deserved admiration and even, perhaps, a certain awe.

But this is Parents Weekend at Boston College—a period when the entire University is able to look through the eyes of mothers and fathers and know again that if its buildings were brought about by mature men and women of accomplishment, they all *exist* for young people, they exist for our students.

Therefore, it is especially appropriate that tonight, for the first time, the College has the happiness of dedicating one of its educational facilities in the name of a student. We measure the worth of people not by what they have done, but by who they are. And it is love that opens eyes to see who each individual is. We name the Theater Arts Center in honor of E. Paul Robsham Jr. because of who he was—a valued student of Boston College, and a beloved son to his mother and father.

All of us who are here this evening are friends of Paul and Joyce. We see through their eyes and feel through their hearts what they too are accomplishing this evening. In this ceremony of dedication, Boston College lends its voice to give permanent, tangible expression to a love that each of you share, and that Boston College shares for one of its students.

E. Paul Robsham Jr. entered Boston College in the fall of 1982 after graduating from Belmont Hill High School. In addition to his assiduous schoolwork through middle and high school, Paul had proven his dedication and enjoyment of sports through years of action as a goalie in hockey. Paul tragically lost his life in an automobile accident a week after the close of class on May 23, 1983.

Dedicating the Boston College Theater Arts Center

October 30, 1981

*“Camelot” is built upon the Arthurian legend
that has for so many centuries reflected our human quest
for perfection and our all too human shortcomings
in the course of that quest.*

TONIGHT, WE PRESENT the timeless story, *Camelot*. Tonight, our own theater program has achieved its own kind of *Camelot*.

At last we have a superb instrument for teaching and learning in the performing arts, whose values Jesuits have integrated into their curricula for more than 400 years, for the last 116 years here at Boston College.

We stand tonight, then, in a long tradition of other stages in other Jesuit colleges that nurtured some of the great artists in Western civilization, from the 17th-century Spanish Calderon and De Vega to the great French playwright Moliere, to somewhat more familiar names for most of us, like Charles Laughton and Alfred Hitchcock. Only last night, Washington’s Kennedy Center opened a new play entitled *Kingdoms* that was written by an alumnus of the class of 1952, Mr. Edward Sheehan.

Recalling names I have just mentioned, one could easily conclude that a great college needs only three rooms—a classroom, a library, and a theater. The theater because neither

the spoken work of the teacher, nor the brilliance captured in libraries, can equal the graphic power of theater to make an audience look beyond its own world, to see and feel and actually enter the world experienced by great playwrights. On this stage, the poetic worlds of Shakespeare and Chekhov and O'Neill will come to life again.

There is, I think, great felicity in the production chosen to inaugurate our beautiful new theater arts center. *Camelot* is built upon the Arthurian legend that has for so many centuries reflected our human quest for perfection and our all too human shortcomings in the course of that quest. *Camelot* is also an outstanding example of one of America's most original contributions to theater, the musical drama. And we are indeed fortunate to have in the leading role tonight one of the stars of the musical theater who for decades has personified excellence in his profession, Mr. Gordon MacRae.

I should perhaps also add that for Bostonians, the image of *Camelot* will forever conjure up the high-hearted aspirations of a young man born in this city, and an honorary alumnus of this institution who achieved the presidency of the United States.

But at last the time for remembering and planning and building, and even giving thanks, has come to a close. To borrow from another musical, it is literally time to "go on with the show."

Athletic and Convocation Center

June 12, 1986

*You have experienced through athletics the
personal development of those qualities of self-confidence, an
understanding of what it means to lead and
what it means to cooperate with others who are leading,
the capacity to undergo hardship.*

IT IS A great pleasure for me to extend a welcome and a very sincere word of gratitude to all of you for your presence here this afternoon. Your enthusiasm and your large numbers reflect the great importance of the project that we are about to undertake. Our new Sports Center is going to be important not only in terms of the financial commitment we will be making; the financial commitment also reflects the importance that the center is going to have both to our intercollegiate athletic programs, to the life of the University, and in a very genuine sense, I believe, to the life of the wider community.

Of all the new buildings recently erected on campus, the three that promise the most distinctive contribution are our new research library, our performing arts theater, and now this Sports and Convocation Center that we are about to begin. Together, they reflect the academic life of the institution, the cultural life of the institution, and the athletic aspirations that have been so much a part of the spirit of Boston College and of its striving for excellence.

Among all of you in attendance today, trustees, friends of

the University, those who once proudly played on Boston College teams, members of the larger community, I trust there is no need to recount the important role that athletic programs have played not only in Boston College education, but in American education generally. All of us realize the primacy of the academic within the mission of every college and university, and yet there is an element of the educational enterprise that is even more difficult to impart than that of the strictly academic disciplines. That element is the development of those personal qualities that are so important in life beyond the academic instruction that one can get from a book or a laboratory or a teacher. All of you who have participated in sports have recognized athletics as a vehicle for that type of education. You have experienced through athletics the personal development of those qualities of self-confidence, an understanding of what it means to lead and what it means to cooperate with others who are leading, the capacity to undergo hardship, the capacity to have perspective on what is important and what is less important, the capacity to make judgments and instant decisions as to what will work, the courage that is necessary to face adversity as well as to experience victory, the capacity to understand what it means to invest your emotions deeply in a cause, and yet not so deeply that they completely dominate you. While the communication of these personal qualities that are so important to adult life is the goal of all extracurricular activities, varsity sports provide a unique vehicle for their development.

There is another reason, however, why we should be enthusiastic about the creation of this particular building. We tend to identify great cities and great institutions with distinctive examples of architecture. Boston has been symbolized from coast to coast by the John Hancock Tower. And Boston College has long had for our architectural signature the towers on the Heights—Gasson Tower and the Ford Tower of Bapst

Library—and that will always be the case. Nevertheless, there is another set of buildings, McHugh Forum-Roberts Center, that have had a distinctive role in the history of Boston College because they have been the doorway for children in the neighborhood, for exciting exploits of student-athletes and for graduates of Boston College, always to return. The new Sports Center that we are creating is never going to replace the symbolic or the substantive importance of an O'Neill Library, of a Gasson Tower or a Bapst. But it is my fond hope that this building is going to continue to be that doorway to the neighborhood children, to our graduates, to the friends of the University—the first doorway, perhaps, that many of them will enter, but one that is only a doorway to all of the enormous intellectual and cultural and religious resources that have been the source of pride of Boston College.

Flynn Rec Plex

October 14, 1979

*All of us have learned from sports our
interdependence on each other, how to cooperate with each other,
the difficult lessons of how to win and how to lose.*

WE ARE CONDUCTING two ceremonial events today; the first is the formal naming of this William J. Flynn Student Recreation Complex. The second is a testimonial to Bill himself, later in the evening.

Since I will have an opportunity at the testimonial to say a few personal words about Bill, I am going to spare him the embarrassment of twice being a target for my rhetoric, and take these few moments rather to talk about the role of athletics within the life of this University.

There are universities that are embarrassed about their athletic programs—either because the magnitude of their commitment distorts public understanding of their academic ambitions, or still worse, because they fear that the energies needed to fuel their programs actually run counter to the educational goals they publicly profess. Any university with a major varsity intercollegiate program must periodically test whether any worries it may have from these quarters are legitimate. What is not legitimate for a university is to question its commitment to athletics and other physical forms of recreation simply because they are physical.

Apart from swimming, this building, as you know, is totally devoted to nonvarsity athletics and recreation. Of the

12,000 students and staff who use it every week, almost exactly one-half are women. I consider the vast array of activities that take place in this complex a genuine addition to the educational experience of our students.

I believe this, not just because many of the sports organized here are actually taught by instructors. Much learning, of all sorts, takes place without benefit of an instructor. For young people, experience itself can be immensely educational—an Arthur Fiedler concert on the Esplanade, a Papal motorcade in the rain, a field goal six inches outside the uprights with 15 seconds left on the clock.

All of us have learned from sports our interdependence on each other, how to cooperate with each other, the difficult lessons of how to win and how to lose. Even more importantly, sports are today one of the few avenues for young people to gain familiarity with human strength and physical force—to learn to respect strength and power not as something evil, but for what they can accomplish; and to know as well that they can be abused.

The fact that our women students use the Flynn Complex as frequently as do our men has special educational importance to Boston College.

Many years in all-male and coeducational classrooms have taught me that if women's contribution to political life and business life and the academy is not as extensive as that of men, it is not for lack of talent, or judgment, or intellectual accomplishment on the part of women. One reason, I believe, is the more fragile sense of self-confidence that young women too often experience as they come to maturity. Lack of self-confidence is a notorious brake on talent. It is my hope that today's increased enjoyment and proficiency and success in sports will assist many young women to grow to a degree of self-confidence that will further liberate their extensive talents.

The buildings of our fine campus bear proud names of col-

lege founders and Cardinal Archbishops, of deans and benefactors. Naming the buildings in their honor expressed the University's respect and admiration and gratitude for what they contributed to Boston College. So it is with the William J. Flynn Student Recreation Complex. But there is more. In affixing his name to this building, we express the hope that his integrity and dedication, his strength and understanding, his unrelenting love for Boston College people and for its ideals, will belong to all of us.

Gabelli Hall

December 13, 1995

*Insofar as this residence bears the name of a
Boston College parent, it will speak to each of its residents about
his or her unique importance within their own families.*

THIS IS A celebration day that has long been delayed. It was slightly more than 10 years ago that we began to plan the creation of the two residence halls here on Commonwealth Avenue. In fashioning that plan, we were quite obviously aware of the fact these would be prime buildings fronting on Commonwealth Avenue, and should appropriately contribute to the décor of our beautiful city. Consequently, we wanted to make sure that they would be architecturally elegant, that they would echo some of the Gothic elements of our main campus buildings, that they would be in their interior commodious and of the highest quality of construction. I think we were successful in meeting all of those aspirations.

However, there has still been one thing lacking in this building. Since 1988, we have been referring to it by its number on Commonwealth Avenue. And the use of numbers, whether they be Social Security numbers or the dog tags of a person in the military, is too often a mark of impersonality. Today, for the first time, Gabelli Hall takes on the character of a full member of the University with its proper name and with a distinctive personality—a personality that visually communicates the College's youthful ambitions and its

respect for quality even to those who pass by but do not have the opportunity to enter the campus and visit our earlier Gothic buildings.

Even more importantly, as a student residence, this building will speak to students. It will speak to students of the aspirations we have for them. But insofar as this residence bears the name of a Boston College parent, it will speak to each of its residents about his or her unique importance within their own families. And I hope it will speak to each of us of Mario Gabelli's deep but demanding concern for young people and his sense of the importance of higher education in their lives.

In years past, some of our earliest residences were named in honor of Jesuit saints, of former archbishops of the Archdiocese of Boston. We are so proud today that three of our residence halls are named for parents of Boston College students. When students choose to attend Boston College, their choice extends the aspirations of their parents, not only for their intellectual growth but for their growth into fully responsible adulthood. So much of the assimilation of values and of the personal development and psychological maturation of students takes place in the setting of student residences. It is more than fitting then that Gabelli Hall joins two other of our student residences in bearing the name of parents of Boston College students.

Vanderslice Hall

November 17, 1995

*Our residence halls are in every sense of the word
educational buildings, because so much of the development
to full maturity takes place in the growth that occurs
in our residence halls.*

WHEN VISITING A newly married couple who have just had their first child, the first question we normally ask is, "What is his or her name?" Names confer identity, convey the personality of the individual. The naming of buildings plays a similar role and amply merits a festive celebration. I am greatly pleased that all of you are with us today as we officially name this building the Joseph and Mae Vanderslice Hall. We had the privilege once before of naming a building in honor of parents of students. On this occasion, we reach back another generation to name a building after persons who are not only the parents of three graduates of Boston College, but are also grandparents of students as well.

When we give a name to this building, of course, we speak to many audiences. The building, situated here at the gate of Lower Campus, will speak to everyone who enters this campus. It will speak in the architectural beauty of line and of color, in the language of the beauty of architecture to all those who come here. But in a very special way, the building will speak with its name to students. We normally think of the educational buildings of a university as its classrooms and laboratory buildings. And yet in a very genuine sense,

our residence halls are in every sense of the word educational buildings, because so much of the development to full maturity takes place in the growth that occurs in our residence halls.

It is especially appropriate that this building was designed primarily as the home of sophomore students. In the many years I taught, I always had a preference to teach sophomores. There is no year during college where the rate of growth to full maturity is more rapid than during the second year of college or university. People who enter sophomore year are very different persons when they leave nine months later. This building, therefore, will be a transitional building in many senses, especially in encouraging the educational development of our students here at the University.

I did not have the privilege of knowing Joseph and Mae Vanderslice. And yet there are two characteristics I am sure that were theirs that make their names ideal for a university building. As the parents of three sons who graduated from Boston College and then went on to gain their doctoral degrees, I am sure that Joseph and Mae Vanderslice had a thorough understanding of young people and a capacity to inspire them with the value and importance of education and of learning. I think for that reason it is especially appropriate that their names grace this hall.

Finally, of course, the names of this building speak to all of us about Tom and Peggy Vanderslice themselves, whose generosity made this building possible. Today we inscribe in stone a recollection of their regular acts of generosity toward the University that have been taking place for decades.

Several years ago I had the privilege of awarding an honorary doctoral degree to Rose Kennedy, at approximately the age of 90. Although we did not expect that she was going to speak, Mrs. Kennedy spontaneously rose to her feet. Her first words were to express her gratitude for what a wonderful

mother and father she had had. I considered it a remarkable testimonial both to her and to her parents that when being honored at the age of 90, the first thing that came to her mind was her parents. As we attempt to honor Tom and Peggy today, it is a tribute to them that what they want us to do is direct our attention to Joseph and Mae Vanderslice, Tom's parents. So, Tom and Peggy, our very sincere gratitude for what you have done and for the marvelous testimony of your own feelings today.

Walsh Hall

October 2, 1982

*From the days of the earliest Jesuit colleges
in the 16th century, boarding students were always referred
to in the official documents of the Society of Jesus as
“familiares”—as members of the family.*

TODAY'S CEREMONY IS one of two ways in which Boston College expresses its admiration and gratitude to one of our great personalities.

The language we use to express our admiration—the establishment of a professorial chair in bioethics and today's dedication of this handsome student residence—are efforts to communicate for all future time the University's sentiments toward Fr. Michael Walsh. The idiom we employ is also meant to illustrate some of the facets of the success of the person that we honor.

Here among Fr. Walsh's family, his faculty friends, his brother Jesuits, his fellow trustees, and among the residents of this building, there is certainly no need to restate the chronology of Fr. Walsh's life or even to retell the story of his monumental contributions to his alma mater as faculty member, as premedical advisor, as president, as trustee. The plaque, however, that we shall affix on the southwest wall of this building expresses that contribution very briefly in these words:

“Rev. Michael P. Walsh, S.J.—22nd President of Boston College. Father Michael P. Walsh was a builder—of faculty,

of academic programs, of the student body, and of campus facilities. During his presidency he initiated the creation of six student residences and five major academic buildings. His accomplishments established him as architect of Boston College's transition from college to university."

In all that he did in his priestly ministry, Fr. Walsh was a thoroughgoing university person. His career and all of his striving were expressions of the nobility and the grandeur of the university tradition itself.

The university, of course, plays a very unique role in society. For if we as families and as businesses benefit from learning and enjoy rich art forms and put new skills and technology to work, it is the university whose mission it is to create all of these and to help shape culture. The university assists the human family to continually expand its horizons, to stretch its intelligence, to attempt new experiments, and to fashion new art forms. For this reason, the university has to be perfectionist. It has to constantly surpass the shortcomings in the knowledge and culture of every age and stimulate its students to reach upward to new ideals.

In all he did as a university person—as a faculty member and a president and trustee of a score of institutions—Fr. Walsh was relentless in stimulating universities to excellence. Nevertheless, what is most characteristic in our memories of Fr. Walsh was not his passion for excellence. There is complexity to every one of us human beings, and yet I think for most of us there is some single gestalt or impression we convey as we meet other people. In Fr. Walsh's case, it was not the objectivity of the scientist or the detachedness of an administrator, or the passion of a leader that struck us. It was rather the understanding and humility and helpfulness of a priestly friend. Indeed, he was a friend to everyone he met.

If he had a great passion for excellence and for the furthering of culture—and he did—he always saw culture as secondary to

the human persons whom he served. Education for Fr. Walsh was an intensely personal enterprise in the sense that, for all of its rigor and nobility, education was meant to enhance the lives of individual people. That view of education is one of the reasons why it is so appropriate that his name grace this handsome residence hall.

The Jesuit tradition of education has always been a rigorous one, with excellence and the greater good as the watchwords. Still, from the days of the earliest Jesuit colleges in the 16th century, boarding students were always referred to in the official documents of the Society of Jesus as “*familiares*”—as members of the family. “Members of the family”—words that connote students’ need for understanding and support that a family atmosphere provides.

It is Fr. Michael P. Walsh’s passion for excellence and his understanding and support and concern for the growth of individual students that make this an ideal setting to honor his name.

Reverend Michael P. Walsh, S.J. was born in South Boston on February 28, 1912, and became a Jesuit after graduating from Boston College High School. A research biologist, Fr. Walsh was a renowned advisor to medical and pre-medical students and was chairman of the biology department from 1948 to 1958, when he was named 22nd president of Boston College. During the years of his presidency from 1958 to 1968, Fr. Walsh refocused the College’s energies on graduate education and research in order to enhance its university status. After retiring from Boston College, he served as president of Fordham University before returning to Boston, where he passed away on April 23, 1982.

Ignacio Hall

September 27, 1990

*With the blessing of the building that I will now
perform, it is with the prayer that the eloquence not of
their deaths, but that the eloquence of their lives, will always
speak to this University and speak to the students
of Boston College who will reside here.*

THIS IS AN occasion that is both solemn and joyful. It is solemn, indeed, because of the persons whose memories we recall, and it is joyful because of the message that it contains for our University and for our students. Today we are dedicating a student residence in honor of two young women and six Jesuits who were slain on November 16, a year ago, on the campus of the Jesuit University in El Salvador. We have chosen the name “Ignacio” because it is the name of the person who was most eloquently the spokesman of the ideals that all of them stood for, and at the same time echoes the name of Ignatius Loyola, the founder of the group to which all of them belonged or were so closely attached—the founder of the order whose 450 years of life we begin to celebrate today.

I am sure that all of us realize that among the world’s venerable institutions, universities have a special place of honor and of veneration. And so surely our eight martyrs—whether the distinguished scholar, Martin Baro, or the youthful child, Celina Ramos—all of them would consider it a wonderful honor to have their names recorded on a university building.

And yet the act of naming a university residence is not simply an honor to others; it is essentially to convey a message, a message to the university, a message of admiration of the people whose lives we celebrate, and a message of inspiration, both to the university and to the young men and women who will reside here. They have a message for us precisely because their deaths resulted from their ceaseless efforts to learn the truth and to speak the truth about their society—to speak the truth as human beings, as scholars, as teachers, as lecturers, as writers, to speak a truth about the pervasive impoverishment and repression and violence that was being done to their people. And in speaking that truth, they were perceived as threats to the military power, and as a result they suffered the consequences. But their message for us as a university is that they did tell the truth about the reality about them. They told it courageously, because they were repeatedly threatened, not only physically but also with bombs and with gunfire, before their final act of killing. They pursued the truth painstakingly, with all of the scholarship they could bring to their efforts, and they pursued it ceaselessly, seven days a week, without sabbaticals, for years and years. Perhaps most importantly, they pursued the truth in a spirit of service to their people. Scholars though they were, they recognized that truth has a larger purpose in society than its own, that it can serve as a constructive element to improve the conditions of the human family. Their efforts, therefore, at finding the truth as a way of service, were motivated ultimately by their compassion and by their profound Christian love for the people whom they attempted to serve.

The word “service” can be deceptive, because the service that they performed on behalf of the people of El Salvador was also a form of leadership. And indeed, universities and university people and graduates of universities who share that

same sense of service, share that same sense and obligation of leadership.

Today, then, really is a solemn day, but a joyful day, because of the message that comes to us as a university and to our students. Perhaps it is most solemn because although the entire world lost the treasures of great scholars and humane Christian people, it was the poor of El Salvador who suffered the greatest loss, who are more defenseless because of their absence. Despite the solemnity, this occasion is also joyful, because in a sense their deaths gave dramatic eloquence and gave permanence to their lives. We are here today to testify to the permanence of their commitment, and with the blessing of the building that I will now perform, it is with the prayer that the eloquence not of their deaths, but that the eloquence of their lives, will always speak to this University and speak to the students of Boston College who will reside here.

Blessing Of Ignacio Hall

GOD, OUR FATHER, we gather here this morning at the start of the Ignatian year commemorating the founding of the Society of Jesus with gratitude for the rich heritage that gives Boston College its distinctive character. We pray that the name Ignacio Hall that now graces this residence may be a constant reminder of the lives of the six Jesuits and their two co-workers—men and women for others—sacrificed in the service of truth and the quest for justice. We pray that for all who live here, this name, “Ignacio,” may be a challenge to emulation of the faith and courage that inspired their dedication to the life of the mind and the relief of human suffering. We ask You to bless all who live here with energy and enthusiasm for accomplishments of mind and heart, seeking, as Ignatius did, “in all things to love and to serve.” Finally, we ask You, Lord, to bless Ignacio Hall with Your presence, to be always here among us with Your goodness and Your grace.

For all of this, we pray in the name of Jesus Christ, Your Son, our Lord. Amen.

The Jesuits were six of over 70,000 victims who died during El Salvador's civil war that raged during the 1980s and early 1990s. The vast majority were civilians killed at the hands of the armed forces and paramilitary death squads.

Greetings—Farewell: 28 Years of McHugh Forum

April 5, 1986

*There are so many people here tonight who, as
neighborhood children, had their first halting steps
on the ice in this building.*

THIS HAS BEEN a very special night.

It is a special night for two reasons. One, it gives us the opportunity to express our congratulations and our thanks to this year's team, but especially to the team's graduating seniors. Certainly they have represented Boston College in a superb fashion, and, incidentally, I think they have proved it is not always the best team that wins the game. In hockey as perhaps in no other game, sometimes you can outplay an opponent and still come out on the short end of the score. But everyone associated with the University has been profoundly proud of what all of you have meant to the school, and proud of the way you have represented Boston College on the ice, in the classroom, and in the community.

It is also a very special night because it is our farewell to McHugh Forum. Not a sad farewell, despite the nostalgia, but a farewell of celebration for all it has meant to so many of us. Each of our two great coaches spent 14 years of their coaching careers in this building. There are so many people here tonight who, as neighborhood children, had their first halting steps on the ice in this building. And what it has meant to the alumni and friends and fans of the teams, who have

shared the excitement and the disappointment of wins and losses throughout the years. And what it has meant to the team members themselves, as they have perspired through weeks and months of practices and through the triumphs and victories and some of the sadness of their losses. But especially what it has meant to our two coaches: to Len Ceglarski, who returned to Boston College as an alumnus to extend the magnificent coaching career that he had begun elsewhere, but continued here with his 500th, now his 535th victories.

And what this building meant to Snooks Kelley. It was the object of his greatest pride, and I suppose in a sense this building really meant all the world to him because, in a true sense, it was his world. I visited John just a couple of days ago. He is aware that we are having this celebration tonight. He is certainly with all of us, and is proud of all of the young men whom he had as team members throughout his years as coach. He has been, throughout his illness, surrounded by the memorabilia and the pictures of so many of you who are here. I can certainly assure you that John Kelley will be gratefully remembered in the new building. So throughout all of these marvelous 28 years, McHugh Forum has served Boston College very well. So much of the spirit of Boston College has been formed in this building, through the people who have been its coaches and its players and its athletic directors. And therefore, for all of these 28 years let us be thankful to almighty God, and to each other for our University. And be sure that there is only one reason on earth why we would demolish this building, and that is to replace it with something still better. Thank you all.

ECHOES OF A UNIVERSITY PRESIDENCY

As President of Boston College through an extraordinary 24-year tenure, J. Donald Monan, S.J., led the University from the brink of bankruptcy into the company of the nation's academic leaders, a period of growth and revival hailed by *The Boston Globe* as "the Monan Renaissance." A hands-on President both on campus and off, from the beginning he was and remained his own speech writer. This volume gathers together, in Fr. Monan's own words, the ideas and ideals, the motivations and sensitive appreciation of colleagues—through which, as Geoffrey Boisi writes in the Foreword, "Boston College found its authentic voice."

FROM THE FOREWORD

"Those who have had the privilege of hearing Fr. Monan speak know they will be treated to an inspiring, eloquent, insightful, pragmatic, thought-provoking, spiritually centered, intellectual, and logically constructed discussion on an important topic—impacting society and the human condition. His choice of teachable moments is as interesting and varied as the building blocks of the revitalized institution he created."—Geoffrey T. Boisi, Chairman and Chief Executive Officer of Roundtable Investment Partners LLC.

J. Donald Monan, S.J., was ordained a Jesuit priest in 1955. He assumed the newly created post of Chancellor of Boston College in August 1996, following 24 years as President—the longest presidential tenure in the University's history. A philosopher by training with a focus on the form of knowledge that guides decision-making, his experience embraces over three decades as University executive officer, trustee, consultant, and advisor to a range of universities and business enterprises as well as civic and charitable institutions.

LINDEN LANE PRESS AT BOSTON COLLEGE

www.bc.edu/lindenlanepress

This document is a sample from the complete work, which can be obtained at this website.

ISBN: 978-0-9816416-2-1



9 780981 641621