

# Jesuit Educational Quarterly

JANUARY 1946

**PRELEGAL EDUCATION**

*Walter B. Kennedy, A. B., A. M., LL. B.*

**SUPERVISION IN JESUIT HIGH SCHOOLS**

*Lorenzo K. Reed, S. J.*

**FOR NOVICE TEACHERS**

*Daniel M. O'Connell, S. J.*

**A MEDITATION**

*Raymond V. Schoder, S. J.*

VOL. VIII, No. 3

(FOR PRIVATE CIRCULATION)

# Contributors

MR. WALTER B. KENNEDY, professor of Law and for the past two years acting dean of the Law School of Fordham University contributes a keen analysis of the American Bar Association's "Report on Prelegal Education." At the same time he points out a weak spot in American legal education. Mr. Kennedy is faculty adviser of the *Fordham Law Review*. He is a graduate of Holy Cross College and Harvard Law School.

At the request of the editors of the QUARTERLY, FATHER DANIEL M. O'CONNELL, S. J., has given permission to reprint his valuable hints "For Novice Teachers" that originally appeared in *America* (August 13, 1933). These hints are the result of years of experience in teaching and administration. Father O'Connell is now librarian at the University of Detroit. From 1934 to 1937 he was National Secretary of Education for the American Assistancy. To his efforts in great part is due the formation of the Jesuit Educational Association.

The principal of Canisius High School, Buffalo, FATHER LORENZO K. REED, completes his study on "Supervision in Jesuit High Schools" made at the request of the Board of Governors of the Jesuit Educational Association.

The QUARTERLY is not an ascetical review. Let our readers judge if MR. RAYMOND V. SCHODER's meditation on the need of Jesuit writers is not in place in the pages of a Jesuit educational review. Mr. Schoder, a theologian at West Baden, has been a frequent contributor to the QUARTERLY.

FATHER CHARLES M. O'HARA, S. J., contributes his annual study of enrollments in Jesuit schools in the United States. The tabulation of statistics is also his work. Father O'Hara is professor of education at Marquette University.

BOOK REVIEWERS in this issue are FATHER JOHN H. MARTIN of the California Province, at present completing his doctoral studies at Fordham; FATHER JAMES B. MCGOLDRICK, professor of psychology, Seattle College; FATHER MARTIN P. HARNEY, professor of history, Boston College.

In the December 8, 1945 issue of *School and Society* Father John E. Wise, director of the School of Adult Education at Loyola College, Baltimore offered some telling arguments on Federal Aid for Religious Schools. A few excerpts from his article are given here as an incentive to read the entire article.

# Jesuit Educational Quarterly

## January 1946

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# Prelegal Education

WALTER B. KENNEDY, A. B., A. M., LL. B.

Dean Vanderbilt of New York University Law School was chairman of a committee appointed by the American Bar Association "for the purpose of discussing and recommending ways and means of improving the training and equipment of college students who are looking forward to the study of law." The occasion for Dean Vanderbilt's report<sup>1</sup> was the long-standing realization that the colleges and law schools were working at educational odds and that the time had arrived for a frank and documented analysis of the type of college training for students who are definitely intending to pursue the study of law after their graduation. Dean Vanderbilt begins his report with a very blunt criticism of the shortcomings of prelegal education. He points to the fact that the college students of today are lacking in the rudiments of classical education, have fuzzy minds, and are unable "to think straight and to write and speak in clear forceful attractive English." He points with considerable humility to the progress of medical schools in building up premedical courses a generation ago which were reflected in a balanced training that equipped the medical student to progress rapidly in his professional studies. Dean Vanderbilt quotes from President Nicholas Murray Butler in an address twenty-two years ago imploring the schools of law to counsel with the colleges regarding the subjects to be taught in colleges and universities that would equip the law student to understand legal materials and to prepare himself for the peculiar discipline of the law.

Dean Vanderbilt states that to date the schools of law have done nothing but make occasional and casual attempts to implement the proposal of President Butler. The Association of American Law Schools is the forum wherein such a program should be formulated and translated into performance. The shortcomings of prelegal education are clearly and convincingly established in the well-documented opening pages of Dean Vanderbilt's report. Such an appraisal leads inevitably to the question: Why have the law schools not acted? Running through the pages devoted to his answer there is the repeated assertion that the Association of American Law Schools has been reluctant to recommend any specific prelegal studies. Without a prelegal curriculum of some sort,

<sup>1</sup> Arthur T. Vanderbilt, *A Report on Prelegal Education*, American Bar Association, 1140 North Dearborn Street, Chicago 10, Illinois, 1945, pp. 54.

general or particular, no progress can be made in the direction of bridging the chasm between college and law-school studies. Professor Beale, an outstanding legal scholar, dismissed any ambitious attempt to prescribe such studies by stating that college studies are of no particular value; the main benefit arises out of the relations and social advantages which the college student absorbs without any great intellectual efforts. This pessimistic appraisal of the value of college training is not widely endorsed by the law-school faculties, but it is indicative of the continuing lethargy which has adopted a defeatist attitude regarding the possibility of a worth-while program fabricated in the law schools and tendered to the colleges and universities.

Another barrier is the feeling of the law-school teachers that a great many college courses, especially in the "social so-called sciences," are comparatively worthless for law-school purposes, to which Dean Vanderbilt retorts that the law schools should first clean house before quarreling with the educational methods and courses taught in the colleges. The standpattism of the law-school curriculum is great even in these mobile times. Any evaluation of the prelegal education would be incomplete without a recognition of the necessity of a complete study and overhauling of the law-school courses which have remained fixed and permanent since the advent of the case system.

At the present time there are two schools of thought among the law schools regarding the future of legal education. One school might be called the liberal, the other the conservative. The liberals are arguing for a radical change in the form and substance of legal education, the infusion of extra-legal materials, the infiltration of social sciences, the reappraisal of judicial processes with emphasis upon the psychological, behavioristic, and even gastronomical explanation of judicial opinions. The liberals are also opposed to the doctrine of *stare decisis* and strongly favor the modernistic philosophies of law bearing the labels of legal realism, pragmatism, and experimentalism.

While the conservatives in the law schools admit that there should be a moderate departure from the curricula of other years and concede that "the law must be stable and yet it cannot stand still," they direct their emphasis upon the continuing importance of principles and rules and minimize the effect of the impact of behavior, environment, and bias upon judicial decisions.

But there is at least one area of agreement between the liberal and conservative schools of jurisprudence—a common element which is very important in understanding the probable future of prelegal education. Both liberals and conservatives recognize and teach that there is no higher law, supernatural or natural; that all law is man made and

therefore must be evaluated and appraised in terms of its utility in the market place. Any law that works is good; any law that does not work is bad.

This joinder of the liberals and the conservatives in the ouster of natural law is a significant fact which has a clear relationship to and effect upon prelegal education. A few years ago sixteen legal scholars issued a book entitled *My Philosophy of Law*. The authors of the various chapters, drawn largely from American law-school professors and representing various theories of juristic thought, showed clearly that they were united on the man-made nature of all law. Indeed this conclusion is reached not by argument but rather by passing without mention the theory of natural law. This diversion from Dean Vanderbilt's paper is warranted because it is an indication of the fact that natural law is at its nadir. Whatever may be the division of the law-school professors on prelegal education, the pages of Dean Vanderbilt's report disclose clearly the mechanistic aspects of law as taught in American law schools.

Despite this erasure of all "higher law theories" Dean Vanderbilt pays tribute to the simple formulas which prevailed in early American colleges, with their emphasis upon prescribed courses of Latin, Greek, mathematics, logic, and opportunities given to the practice of writing and speaking. Dean Vanderbilt recalls the "oratorical age" of Webster, Clay, and Calhoun, the drama of the country courthouse, and the "cracker barrel" debates in the village store—testing grounds for forensic debates in the legislative halls. This brief summary of the old-fashioned college course arouses memories of Jesuit graduates at the turn of the century. They received excellent and rigorous training in the debating societies and found it a most important and helpful preparation for the law school. The intensive, critical examination of all the material unearthed by the debaters in the library, the pros and cons of the subject analyzed, the crude drafts of the set-speeches, the critical comments of the moderator, the oral arguments and the give and take of the extemporaneous rebuttal, all these incidents of the collegiate debate add up to the finest type of mental training of great and enduring value to the student and to the lawyer.

Dean Vanderbilt's thesis is that there is no single magic formula for a prelegal education, that there are intangibles in the way of extracurricular activities and inspirational teachers to be counted in addition to the "dream" prelaw curriculum. But the difficulty of standardizing the subjects to be spoon-fed to the college student preparing for law school does not excuse the failure of the law school to cooperate with the universities and colleges in recommending a course of study for the law student preparing for law school.

Dean Vanderbilt contends that now is the time to act. The revolutionary changes in the world about—socially, economically, industrially, and politically—argue for a reevaluation and revision of studies and teaching methods in both college and law school. The impact of world conditions upon the law is obvious: it has generated new legal problems and new machinery in the form of administrative agencies—municipal, national, and international—to cope with the flood tide of details no longer adapted to the routine and slow movement of the judicial process. This new age, Dean Vanderbilt states, is a challenge to the college and law school.

What is the educational program best fitted to prepare the student for this new era now unfolding? That depends upon the end of a law-school course: legal practice, civic leadership, or a well-rounded life? He rejects the "bread and butter" law-school course and argues that the student ought to possess a vision and breadth in both college and law-school courses, an understanding of organization, and an ability to evaluate performance and to express his conclusions clearly and logically.

Dean Vanderbilt contends that these broad objectives are not reached by the average college graduate and their lack is noticeable in the entering law student. He summarizes in a striking manner the activities of a law school: "It is important that the prospective law student see that at every step the lawyer is dealing with three very different things—rules of law, which are abstract; facts, which are specific; and persons, each of whom is, whatever else may be said of him, a very complex individual." Translated into the college curriculum, these three phases of the lawyer's calling require a trained, analytical mind, well balanced by ideals and data, and possessing sound judgment.

Right here we might digress once more to note that legal philosophy, latent in the threefold elements of the lawyer's calling, is important in determining the training of the lawyer. If the law is man made, then legal realism argues that rules and principles are merely tentative postulates to be moved about at will. Facts are all important. On the other hand, if human law is related to a higher law, then with Justice Story it may be said, "Give me the principle." Disciples of man-made law think in terms of the materialistic output of law. If the pragmatic jurisprudence is sound, then the prelaw program becomes fixed and predetermined to a very considerable extent. Feed the prelaw student Dewey and James, science and sociology, behaviorism and hydraulics, for the only law that counts is the law that is turned out in the workshop or the laboratory. An interesting tribute to the scientific approach in the law, but a tribute which is somewhat disturbed by the advent of the atomic bomb. Pragmatically judged the atomic bomb is a great success: It works

and wrecks. But its advent may call for a revaluation and enlargement of legal principles.

Turning at last to the specific make-up of the prelaw course, Dean Vanderbilt summarizes the opinions of eminent lawyers, law teachers, and judges. Chief Justice Stone warns against the specific prelegal course and puts his emphasis upon the intellectual discipline which the student derives from courses and by particular teachers rather than from particular courses. Once more it appears that the law school and lawyer commentators are opposed to a canalized prelaw course with static subjects. This expression of opposition to a required prelaw course in the colleges is strongly held throughout the law-school faculties. They argue that the man counts more than the course. As Dean Vanderbilt expresses it: "Lawyers are not likely to lose sight of the fact that in the last analysis everything depends on the individual and that it is the individual who must train and discipline himself." These words of Dean Vanderbilt stress the individuality of the lawyer's calling and reflect to a considerable extent the characteristics of his law course.

Roscoe Pound, former dean of the Harvard Law School, emphasizes the importance of the classic college course: "Students who have pursued an old-fashioned curriculum in Greek, Latin, and mathematics have usually learned to observe accurately, think consecutively, and use language critically. These things are very much more important than an apparatus of information in the social sciences, since the information is apt to be obsolete before the student gets into practice." This is high praise for the conservative classic curriculum and answers the functionalists in the law schools who have been advocating the social sciences, sometimes called the "positive sciences." Such claim of certainty deserves the retort of John W. Davis that "a great deal of what is thought to be science in economics, sociology and psychology does not fall under that head."

The report of Dean Vanderbilt is the first complete study of prelegal education in the postwar setting. It grapples boldly with the difficult problem of correlating college and law-school studies. While he proposes no fixed curriculum, he stresses the importance of the mastery of books, ability to think and to express one's thoughts clearly. He says that training rather than knowledge is the important thing. His study should prove interesting and helpful to college and university faculties, as a frank expression of the law-school viewpoint and as an excellent springboard for a discussion of the proposals coming from law-school teachers, judges, and lawyers.

# Supervision in Jesuit High Schools

LORENZO K. REED, S. J.

*Editor's Note:* With this, his concluding article on "Supervision in Jesuit High Schools," Father Reed furnishes a minimum essentials bibliography on supervision for principals, a brief bibliography for a high-school faculty library, and a sample check list and record for classroom supervision. We hope to have reprints of Father Reed's article for Jesuit principals.

## IV. THE PROGRAM (CONTINUED)

### *Development of Appropriate Teaching Methods*

A special phase of the improvement of teachers in service is the development of teaching methods and procedures. In a Jesuit school these should be characteristically Jesuit. That is, they should embody the principles of the *Ratio*—self-activity, mastery, formation.<sup>1</sup> In other words, the teacher must aim primarily not only at intellectual content, but at an intellectual method, so that the student, by his guided self-activity, may master progressively difficult subject matter and thus be gradually trained toward intellectual self-reliance and self-development.<sup>2</sup> These Jesuit techniques are essentially active methods, calling for a corresponding activity on the part of the student, and are far removed from the lecture, or telling, method. It seems to the writer that these techniques, particularly drill and repetition, are steadily falling into disuse. The alert principal will do what he can to restore them to esteem and to practice.

Besides seeing to it that Jesuit teachers teach according to Jesuit methods, the principal should direct them in adapting these methods and techniques to their particular classes and to the individuals in the classes. Obviously a fast-moving class should be handled differently than a slow group, a well-grounded class unlike one which has a poor grasp of fundamentals. A small class may be treated differently than a large class. Many other adjustments should be made to suit actual conditions.

*Classroom Discipline.* The whole matter of discipline is too large a question to be discussed here. Suffice it to say that in general the level of discipline in the school as a whole will be reflected in the discipline of the classroom. Both phases of discipline are ultimately the responsibility of the principal.

<sup>1</sup> Cf. *Objectives and Procedures in Jesuit Education*. A Preliminary Report of the Sub-committee to the Executive Committee of the JEA. Mimeographed. 1941.

<sup>2</sup> Cf. also Allan P. Farrell, S. J., *The Jesuit Code of Liberal Education*, pp. 401-08. Milwaukee: Bruce Publishing Co., 1938.

But one phase of discipline belongs in this discussion of the improvement of teachers in service. Most problems of class discipline arise from a combination of causes: the composition of the class, the personality of the teacher, the teacher's lack of preparation, and poor classroom management. Most new teachers and some others need guidance in the matter of classroom management. Simple things like control of lighting, heating, and ventilation are neglected. Sound procedures for taking attendance, collecting assignments, passing papers, handling the mechanics of the recitation, use of the blackboard, as well as techniques for drills, systems of marking, and the like, seem to be left to chance. A good teacher has all such details worked out to the last detail. Thus many disciplinary problems are cut off at their source. The principal would do well to have a conference with all beginning teachers before school starts, to make sure that they are conscious of the need for this sort of planning, and to suggest procedures which will be appropriate in his school. In visiting new teachers for the first time he should be specially observant of the way such details are managed. These little things are large in the aggregate.

#### *Lesson Plans as a Supervisory Device*

Our principals are divided on the advisability of requiring teachers to prepare lesson plans. Fourteen replied that they did not require teachers to keep lesson-plan books, while ten said that they did. Lesson plans should be used as an aid and guide to the teacher, not as a means for the supervisor to inspect the covering of the required subject matter. Certainly each teacher, of whatever experience, must plan each lesson in detail. Many experienced teachers find the written lesson plan advantageous both as a guide to the day's procedures and as a record and an aid for the following year. Every inexperienced teacher should make use of the written lesson plan. If the principal can find the time early in the year, he could help the new teacher considerably in forming lesson plans, at least a few samples. The lesson plan should contain the objective of the day's work, the content to be covered, the details of method and the outline of the prelection.<sup>3</sup> In the beginning the teacher must develop each of these phases in minute detail in writing. Later, as he develops in experience, briefer notes will suffice, although much thoughtful planning of details will always be necessary.

#### *Observation of Teaching*

*Present Situation.* Most principals regard the actual observation of teachers at work as the main supervisory instrument. At the same time,

<sup>3</sup> Cf. Thomas M. Risk, *Principles and Practices of Teaching in Secondary Schools*, pp. 393 ff. New York: American Book Co., 1941.

most Jesuit principals frankly state that they spend little time in observing teachers in the classroom. What are the reasons for this discrepancy?

The principal reason is the almost universal complaint of our principals that they do not have enough time for visiting. We have already considered how this difficulty may be overcome to some extent by a reorganization of administration.

It is a fact, however, that principals would find time for classroom observation if they really appreciated its importance. Classroom supervision is important, first of all, because it is the only way to obtain first-hand knowledge of what goes on in the classroom. The principals can form fairly accurate impressions of the worth of teachers by talking to them, by studying student grades, by interviewing students, and simply by keeping their eyes and ears open about the school. They still fail, however, to get a complete picture of the activities of the classroom.

Moreover, information is only the first step in supervision. Inspection and rating of teachers is the least important phase of supervision. The main value of supervision lies in the improvement of teaching. For this purpose a general impression is almost worthless. The supervisor must analyze the teacher's techniques and must observe the reaction of the students if he is to give practical advice and make any progressive improvement in teaching. The principal's planned efforts to improve instruction are the more vital in the Jesuit school because of the constant turnover of scholastics and because the priests rarely continue their training as teachers. Almost the only means of improvement they have are the self-analysis of their experience and the advice and assistance of the supervisor. Finally, both teachers and students are stimulated to their best efforts by the constant expectation of the principal's appearance. We are all helped to reach the highest goals of Jesuit education by the very human motive of appearing at our best on review. If the review is always imminent, we must be always at our best.

Another reason for the rarity of the principal's visits is his lack of training in supervision. The techniques of supervision call for more than a casual visit to the classroom, a few general remarks on pupil interest and good discipline, and a cheerful exhortation to continue the good work. With this sort of supervision the results are negligible and both principal and teacher feel that they are negligible. The principal has no confidence in the worth of his visits and the teacher does not show any desire to have more of them. In our schools the principal's lack of confidence is most likely to show itself in science, mathematics, and social studies classes. The principal, eager to help his teachers, will gradually acquaint himself with the subject matter and best methods in these fields. But in the meantime, general principles of pedagogy obtain for these classes too,

and a great deal can be accomplished in improving the methods of young teachers especially.

Only two principals flatly checked "no" in the first questionnaire to the question "Do you notice any improvement in teachers after your visits and individual conferences?" Four others noticed improvement in some teachers not in others. The areas of teaching in which twenty-five principals noted improvement and the number of principals checking each item follow: use of better teaching methods (22); better understanding between teachers and principal of mutual problems and closer cooperation (21); greater alertness on the part of teachers to classroom problems (18); more skill on part of teachers in planning work (17); greater initiative on part of teacher and pupils (16); better handling of details of classroom management (15); more individual help given to pupils (14); greater pupil participation in classroom activities (9).

Some principals, particularly younger men, may hesitate to visit classes out of a feeling that their visits are resented. Even if the visits are resented, the principal still has the right and the duty to visit classes. This fear, however, is probably a holdover from the days when supervision was almost wholly "snoopervision," or pure inspection. The writer doubts that this feeling is very common among teachers today. Certainly, if the supervisor maintains good relations with the teachers, if he singles out the strong points in the teaching as well as the things that need improvement, and especially if his criticism is productive of sound advice and helpful suggestions, there is no reason to fear an unfavorable attitude toward his visits. The supervisor should feel, and should convey the impression, that he and the teacher are both interested in the same end—the advancement of the students and the welfare of the school. The supervisor aims to work with the teacher in developing the best means to this end. It is well for the principal at the first faculty meetings to explain his purpose and his attitude in visiting classes, until these have been clearly recognized and accepted by the faculty.

#### *Planning a Program of Supervision*

*Delegation.* Who shall supervise instruction? In connection with the problem of reorganizing the principal's administrative procedures the question was asked in the second questionnaire, "Would you favor having the Provincial delegate the responsibility for supervision of instruction to another Jesuit in your school, who would be responsible to you?" Seven principals answered in the negative, three in the affirmative, and two others qualified their affirmative answer. It seems clear that the supervision of instruction is a major function of the principal and should not be delegated in whole to any other, merely to release the principal

for other duties. Many other duties of the principal might better be delegated to provide time for this important work.

There is no reason, however, why a portion of the classroom visitation should not be delegated to others, under the principal's direction. The Executive Committee in its brief statement of norms for supervision approved this practice. Ten of twenty-seven principals reported that the assistant principal does some supervision, while only four indicated that heads of departments supervise. In the second questionnaire only three principals gave unqualified approval to the department-head system; three others opposed it without qualification. Three favored this system only in large schools. One would like the system if he could be sure of holding the Jesuit supervisor for several years. Another would favor it if the department heads could be given lighter teaching loads. In the larger schools department heads in classics, English, modern languages, mathematics, and science could help appreciably in supplementing in their special fields the principal's supervision of general methods and classroom procedures. The visits could be less frequent, and the department head could work in close cooperation with the principal. If the right men were found, they could overcome the hazards of the personal equation.

*Frequency of Visits.* Minimum norms for the frequency of visits can be established, but no fixed pattern applying to all teachers can be set. The *Epitome*<sup>4</sup> requires bimonthly visits by Prefects of Studies. The *Ratio*<sup>5</sup> of 1832 prescribes fortnightly visits in the high schools. The *Norms for Supervision*<sup>6</sup> of the Jesuit Educational Association set the frequency at twice a month for younger teachers, twice a semester for others. Even within these categories some teachers will be weak and some will develop much more rapidly than others. Each will need attention and help accordingly. In reporting their own practice some principals frankly stated that they were listing what they believed to be proper, not what they actually did. Three principals visited experienced teachers annually, eight semiannually, ten quarterly, three monthly. None visited inexperienced teachers only once a year; one semiannually; three quarterly; eleven monthly; one fortnightly; and seven, weekly. The figures were about the same for good and poor teachers, respectively. It might be said in passing that good teachers should not be neglected. They like to feel that their effort is recognized and appreciated. Besides, most good teachers are still trying to become better teachers, and gladly accept suggestions. Finally, it tends to call attention to poor teachers if visits are confined to them.

<sup>4</sup> *Epitome*, n. 401 #3.

<sup>5</sup> *Ratio Studiorum*, Reg. Praef. Stud. Infer. n. 6.

<sup>6</sup> *Norms for Supervision*, n. 4. Approved by Board of Governors of the JEA, May 1943.

*Length of Visits.* In order to obtain a true picture of the lesson the supervisor must remain for a major portion of the period, and preferably the entire period. This will depend to some extent upon the purpose of the visit. In the beginning of the year a principal may wish to obtain a quick overview of the whole situation before adopting a plan of supervision. He may begin with a round of short visits to uncover the most serious weaknesses in order to determine which teachers or which phases of instruction need most attention. Later on, he will wish to observe an entire period, to see how time is distributed, to watch the lesson plan unfold, to observe the distribution of questions, to measure the students' interest and activity. At another time he may wish to study only the teacher's use of the blackboard, or his technique in questioning. Some of these purposes can be accomplished in a brief span; others require the greater part of the period. Twelve principals reported spending the entire period as a usual practice, eleven usually stayed for half the period, while only three ordinarily remained less than half the period.

*Advance Notice.* The textbooks usually discuss the question whether the teacher should be notified in advance of a supervisory visit. It depends. If the principal is looking for a demonstration of a specific technique, or if he wants to see the teacher at his planned best, he should announce his visit. If there is any doubt of his being able to keep the appointment, he should not announce it, as the teacher will be disappointed if the special preparation goes for naught. Again, nervous teachers tend to become more nervous and upset if a visit is anticipated. Some unannounced visits should be made to all teachers. Both teachers and students are kept on the alert if the principal's visits are frequent and unexpected. We are all human enough to need this extra incentive to good work. And the supervisor ordinarily wishes to see the teacher's typical work, not his "Sunday best." If his visits are frequent both teachers and students will become accustomed to the principal's presence and the performance will be perfectly normal. Ordinarily the principal should comply if the teacher asks him to visit his classes either to observe some special technique or lesson, or to aid in diagnosing some difficulty. Only two principals reported that no teachers asked them to visit classes. One principal reported that 90 per cent, another that 75 per cent, and another that 60 per cent of the teachers asked for visits. Two listed 50 per cent, one 40 per cent, five 25 per cent, two 20 per cent, seven 10 per cent.

*Schedule of Visits.* For various reasons the principal cannot establish a fixed schedule of supervision. With the best of planning he cannot predict what interruptions or what unexpected occurrences may upset the plan. Obviously, if certain hours of the day were set for classroom visit-

ing, only the classes scheduled during those periods could be visited. Again, visiting should be much more frequent early in the semester, and should gradually taper off toward examinations. What the principal should do is to consider what proportion of his working time should be devoted to supervision, and then arrange his work so that the full share is actually spent in classroom observation, at least each week if not each day.

#### *Observing the Teacher at Work*

*Before the Visit.* Before the actual visit to the classroom the principal should determine the particular purpose of this visit. Occasionally this will be to view the entire recitation. Or the principal may wish to study the teacher's development of the prelection, his use of time, his techniques of classroom management, or his skill in questioning or in drilling. He may be interested in the teacher's mastery of the subject or the degree of preparation and planning revealed in the teaching. The teacher's attention to individual differences of students should be studied. He may wish to appraise the attention or the cooperation of the class, or to discover why so many students are failing this subject. Frequently it is wise to visit all the teachers of a given year in the same subject at the same time. Comparisons can thus be made which will help to reveal the standing and progress of the class as well as the excellent techniques of one teacher which might be communicated to others.

Assuming that the principal has a check list of items to be observed, he would do well to consult this before determining an objective for the visit. And if the record of previous visits is kept on the check-list form he may at the same time review the weaknesses noted in former visits and the suggestions given. The principal should also have a fair knowledge of the subject matter assigned for this part of the year. Thus equipped he is ready for an intelligent and helpful visit to the classroom.

*During the Visit.* Whenever possible, the principal should enter the room before the beginning of the period. Thus he can determine from the teacher the day's lesson and planned activities, and he can establish himself without distracting the class. Should he enter during the period, he should pass directly to the rear of the room with a nod to the teacher. The class should not stand; neither teacher nor class should pay any attention to him. He does not want homage, he wants a normal situation in which to view the activities of teacher and students.

For the same reason he should rarely, if ever, interrupt the class to ask questions. If he wishes to test the knowledge or progress of the class, he can do so much more effectively another time with a written test or quiz. If he wishes to demonstrate a technique to the teacher, he can do

it better in the way suggested above. These interruptions serve no useful purpose; they waste time and annoy the conscientious teacher who has a well-planned lesson to complete.

Should the principal take notes or use a check list during the visit? Opinions are divided. If the teacher feels that the principal is looking only for defects, occasional note-taking will distract and disconcert him. But if he feels that his strong points and good features also go into the notes, such jottings may actually stimulate him. The best practice seems to be either to take notes continuously or not at all.

*After the Visit.* As soon as possible after the visit the principal should arrange his notes and enter them on the check list, both as a guide to the conference and as a record for further supervision.<sup>7</sup> The form of the check list will serve to stimulate his memory of the period and to provoke questions in his mind. The visit will lose much of its value if these notes are hastily or sketchily made. The principal wants to preserve as clear a picture of the period as possible.

The principal should have an understanding with the teachers that they should visit him for a review of the period at the first convenient time. The follow-up conference is an integral and important part of the visit. It is of little use for the principal to see the teacher in action if he does not later analyze with him what he has seen. It will put the teacher at ease to discuss first some of the better features observed. We all thrive on justifiable praise. Besides, the teacher should be aware of the strong points of his teaching as well as the points that need overhauling. The principal should be frank and direct, however, in pointing out weaknesses in the teaching. He should show why this or that device was ineffective, how it left the students untouched, how it consumed too much time for the good accomplished. He must also be ready to suggest a better way of doing the thing or a better thing to do. Along with skillful advice the principal must provide stimulation. Once he has shown the teacher how to improve he must instill in him the urgent desire to improve. He must inspire him to new efforts along a planned course. The follow-up conference demands all the tact and resourcefulness the principal can muster; but if it is well done, supervision will be effective and teaching will improve.

#### *Other Means of Determining Teachers' Progress*

*Reviewing Papers.* Besides frequent visits to teachers in the classroom the principal should adopt other means of assuring himself that the teachers are carrying out their duties. Occasionally the principal should

<sup>7</sup> Cf. *Ibid.*, nn. 3, 6.

call for a graded set of tests or homework assignments.<sup>8</sup> (He will inevitably be struck by the depth and breadth of slovenliness that is tolerated.) The purpose of this practice is to see first that papers are actually corrected, and secondly that the corrections prove a helpful guide to students, not a meaningless jumble of harsh red slashes. Only three of twelve principals indicated that they do this, but they find it effective. Three others thought it a good practice. The principal also can judge, especially from the tests, whether the teacher is keeping up with the requirements and placement of the syllabus.

Similarly the *Norms for Supervision* recommend that the principal analyze the students' grades, comparing them with the grades of the same students in other years and with the marks of other teachers in the same classes. He should then take appropriate action.

*Checking Tests.* The *Norms for Supervision*<sup>9</sup> also urges that the principal supervise the types and construction of tests, especially in the case of younger teachers. Inexperienced teachers have a tendency to make tests too long and too difficult, to include too many exceptions, and to try to weave in everything covered since the last test. A test should simply be a representative sampling of the mastery of the matter so far covered. The test will also become an effective teaching aid if the teacher will take the time in the next class to review the test and the answers given.

Much attention is given to objective tests. When these are properly constructed, they are useful for testing large amounts of factual information, mastery of forms, and the like. Definitely, there is a place for these tests in our classes. The writer feels, however, that their usefulness is limited in our system of teaching. If they are used too widely in certain fields, in literature, for example, there is a real danger that our teaching will be turned aside from its main objective. We should test what we teach. Now our teaching should try to develop appreciation of and proficiency in the art of expression. It should emphasize the ability to choose and organize material. But objective tests are not designed to measure these outcomes. Hence, either the tests will not measure the results of teaching, or the teaching itself will be modified to fit the tests. If the latter happens, our teaching of literature and history will emphasize factual information and dates rather than organization, appreciation, and expression.

Standardized achievement tests are valuable principally as a means of comparing the work of a class with the national norms provided by the test. One serious difficulty involved in their use seems to be that an achievement test ought to be prepared from the specific syllabus which is

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<sup>8</sup> Cf. *Ibid.*, n. 5.

<sup>9</sup> Cf. *Loc. cit.*

followed by the class tested. This is impossible with standardized tests, because the value of the standardization lies in the fact that it is based upon a large number of widely scattered cases. In the individual school, if allowance is made for test items not included in the syllabus, it is no longer possible to compare the test results with the national norms.

*Office Tests.* Five of the principals answering the second questionnaire stated that they found effective the practice of holding impromptu office tests in all the classes in a given year. None of the principals advised against this practice. The purpose of such tests would be to serve as a means of comparing the progress of all the classes on a common basis. The objections would be the loss of class time, the need for a common corrector, and the difficulty of constructing a fair test without enlisting the aid of one of the teachers involved.

One principal reported great success with a system of quarterly office tests covering all subjects in first and second years. The examinations are made up in the office, corrected by the teachers, and checked in the office. The office ranks all papers in the order of excellence and prepares composite rankings for each student. These are mimeographed, distributed to teachers and posted on the students' bulletin boards. The rankings are used as the basis for shifting students from one class to another each quarter in an arrangement of graded classes. This latter feature, however, is not essential to the plan. The principal reports that this system has stirred remarkable interest in the students and has the support of all the teachers. It involves a considerable amount of extra office work.

*Final Examinations.* The writer was surprised to find that in six schools the only final examinations given were the teachers' own examinations. This system has the advantage of allowing examinations to be set for the level of the class. It seems to the writer that no single change has done more to improve the quality of the schools in his Province than the system of annual Province examinations. These examinations have their disadvantages, but they insure the following of the syllabus and they put the schools on their mettle.

#### *Faculty Meetings*

Faculty meetings are notoriously unpopular with teachers. The reason is not far to seek. Most faculty meetings are unprofitable, consisting largely of a review of routine matters and a litany of the principal's complaints. Such matters should be handled through a teachers' handbook, principal's bulletins, and private conferences with offending individuals. Only five of the twelve principals responding to the second questionnaire declared that they had faculty meetings which were not taken up with routine administrative details, but which had for their purpose to

discuss some educational question. All felt that these meetings were successful.

Jesuit teachers will probably always grumble somewhat over the time spent in faculty meetings. But if the meetings are really fruitful they will appreciate them and benefit much from them. Faculty meetings are prescribed in the *Epitome*.<sup>10</sup> The *Ratio* requires monthly, or at least bimonthly, meetings. The value of faculty meetings lies in the opportunities for improvement of teaching. In Jesuit schools they are one of the few means available to all for improvement in service. As such they are extremely important. Properly planned faculty meetings can develop professional interest in teachers, can bring to them a realization of school problems, can foster a personal interest in and responsibility for the progress of individuals and the school, and can promote cooperation and teamwork.

*Schedule.* Faculty meetings should be scheduled well in advance, and the topic should be announced at the same time, along with some good available references. They should be held once a month if they are to be productive and if continuity is to be maintained. Only twelve principals reported monthly meetings this year.

The meetings should be held at a time when the teachers can relax, without thinking of their next duty. This principle would result in meetings in the evening, on Friday, or the eve of a holiday. To promote free discussion the principal should fix beforehand the time for closing, and should adhere to it faithfully, even though the agenda must be left incomplete. Fifteen minutes is too long for a poor faculty meeting, but a good one may profitably continue for an hour and a half. It is well to round out the evening by serving refreshments and to end on a social note.

*Agenda.* General faculty meetings should not be taken up with discussions of routine matters of administration or discipline, except for the first meeting of the year. Rather they should be devoted to such important phases of school work as developing proper study habits, motivation of students, fostering the students' self-activity, improvement of reading deficiency, discussing a Catholic and Jesuit philosophy of secondary education, explaining and applying Jesuit objectives and techniques for the high school, postwar planning, the encouragement of extracurricular activities in the school, training in proper speech habits, and the use of good English in all classes. These are but a few suggestions among many worth-while topics for general faculty meetings.

An entire series of correlated topics might be worked out on the

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<sup>10</sup> *Epitome*, nn. 402, 334; *Ratio Studiorum*, Reg. Rect. n. 17.

framework of the excellent mimeographed brochure released in 1941, "Objectives and Procedures in Jesuit Education. A Preliminary Report Submitted to the Executive Committee of the JEA." The faculty meetings of an entire year could profitably be devoted to this outline. In one school a successful series of meetings lasting over two years was devoted to the application of the "Evaluative Criteria" of the Cooperative Study of Secondary School Standards. The principal began with a history and exposition of the Cooperative Study. The faculty was divided into committees, each committee responsible for one "blank" or area of the Evaluative Criteria. The committees first reviewed the materials and then submitted oral reports to the general meeting, where they were taken up in interested and interesting discussions. The intrinsic value of this plan is that the discussions, confined to one area at a time, are continually pointed at actual conditions in the school and at potential improvements.

Whether the principal conducts the faculty meetings himself or whether some other member of the faculty prepares and expounds the material of the meeting, discussion is essential. Teachers will profit most from meetings in which they take an active part. Much additional light can be thrown on the problem, and difficulties and misunderstandings can be cleared away.

*Other Types.* Besides general meetings of the entire faculty there are other types which should be more in vogue. An occasional meeting of the teachers of a certain subject will do much to reveal problems in coordination and their solution. Third- and fourth-year teachers of Latin, for instance, might point out what specific common weaknesses they find in the preparation of their students, thus indicating to teachers of first and second years the need for emphasis on these points. Various degrees of emphasis within the different years can be worked out. Similar matters will suggest themselves. Likewise all the teachers of all subjects in a given year might meet to discuss their common interests, such as the proper distribution of time allotted to the students' home study, or the special problems that are posed by the group of classes in this particular year. The principal should preside at these special meetings.

The principal may find it well to call a special meeting just before school opens to initiate the new teachers, especially the new group of scholastics. An occasion may also arise in which it seems desirable to have a meeting of the Jesuit faculty exclusively, wherein certain special problems can be discussed with greater freedom and frankness.

Potentially the faculty meeting is second in importance only to systematic classroom observation as a means of improving the school. It is well worth a great deal of careful planning on the part of the principal. The returns will be appreciable and encouraging.

*Improving Teachers' Direction of Students' Study Habits*

This is a problem that deserves separate mention in a discussion of supervision. Hardly any phase of high-school activity is more important, and hardly any phase is more neglected. Development of proper study habits is particularly important in Jesuit schools, if we are to be true to our threefold principle of self-activity, mastery, and formation.

No case in school is more pathetic than that of the boy who puts in the required time on his home study, but seems to have little or nothing to show for it. Frequently he puzzles both teachers and principal, for other measures show that he has the basic intelligence, and his sincerity is obvious. In the opinion of the writer poor study habits are the leading cause of failure in school.

What do we do to improve study habits? Usually nothing. We seem to take it for granted that good study habits are born in the student. On the contrary, like other habits, they are developed by purposeful exercise and directed repetition. Most teachers spend too much time teaching. That is to say, they are too much engaged in passing out information or in "covering the matter." They do not realize that they could save time by spending time, and could cover the matter much more thoroughly and effectively if the students were properly equipped to organize and assimilate and to give expression to what they are taught. They do not realize that in the Jesuit system it is far more important that the students be trained to think accurately and to work efficiently than that they hear all the wonderful things that the teacher has to say. If the training in the classics does not result in an "intellectual method" and in the power to "think grammatically" (quoting Father Farrell), then this training is impractical indeed. The content alone is not worth the effort in the everyday lives of most of our students.

The trouble is that most of us have never worked out a practical method for teaching others how to study. Perhaps we ourselves learned by the inefficient and wasteful trial-and-error method. Every principal would do well to make a thorough study of this subject immediately.<sup>11</sup> Hardly anything in the school is more urgent. He could then devote a faculty meeting to the discussion of the improvement of study habits, make the teachers conscious of the problem, and arrange a program. For the sake of consistency the school should adopt one manual on "how to

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<sup>11</sup> For a full treatment of this problem Cf. Harl R. Douglass and Charles W. Boardman, *Supervision in Secondary Schools*, Chapter XVIII. Boston: Houghton Mifflin Co., 1934; also Arthur E. Traxler, *The Improvement of Study Habits and Skills*. Educational Records Bulletin No. 41. New York: Educational Records Bureau, 1944.

For a good manual Cf. Arthur N. Kornhauser, *How to Study*. Chicago: University of Chicago Press, 1924.

study," as the schools of the Missouri Province did last year. Each class teacher should be responsible for this training, the other subject teachers merely applying to their subjects the general principles established in common.

Each class teacher should then devote a number of class periods to this work, sufficient to induct the students into good study habits. The teacher must begin with a general plan of how to study, including good motivation, the active attitude, desirable skills, and proper physical conditions. But the sooner he brings the general principles into direct application and use in the subject fields the better.

Precepts should be combined with demonstration and exercise. The teacher might actually demonstrate the whole process of preparing the next day's assignment. All his assignments and prelections should include directions on how to study the assignment. For exercise it would be very profitable to make a brief assignment in the classroom and set the students to studying at once. The teacher can then observe how each one goes about the work and correct the most conspicuous bad practices. Supervised study periods conducted according to a well-conceived procedure are valuable. Once the correct habits have been explained and given a start, the teacher should constantly call attention to their use and show their application daily until the habits take hold.

Most of our teachers are very generous in giving extra time to backward students. The most valuable contribution they can make in these cases is along the lines of improving study habits and evoking an active, rather than a passive, attitude toward learning. And in dealing with individuals an accurate and complete diagnosis of the difficulty is often possible. Relatively little time spent with individuals brings rich dividends, if devoted to methods of study, primarily, using the subject matter simply to apply the principles.

#### *Diagnosing the Causes of Students' Failure*

The major responsibility for the educational guidance of students in American Jesuit schools falls upon the principal. Class teachers or grade counselors can do much to assist students, but usually the principal is better equipped because of his experience, his familiarity with courses and requirements, and his sources of information about the students. An important phase of this work in guidance is the diagnosis and treatment of the causes of failure.

*Poor Teaching.* Occasionally the cause of poor work is poor teaching. This is the case where the teacher fails to adapt his methods to individuals or to take account of individual differences. It is usually the case when a large percentage of the class receives failing grades.

Frequently, however, poor work in class is an individual problem, and because we are dealing with human beings, in a very unstable stage of their development, it is a complex problem, indeed. The most skillful counselor will not have universal success with these cases.

*Lack of Ability.* The most fundamental cause of poor work is lack of intellectual ability. Here the only remedy is a change of course, which usually means a change of schools. Fortunately, we do not receive very many boys who are intellectually incapable of our work.

*Poor Foundation.* Closely allied to this cause in its effects is the lack of solid grounding in the key subjects of English grammar and arithmetic. The writer may seem unduly pessimistic, but it seems to him in the average freshman class the teacher would do well to assume that the students are poorly prepared in these key subjects, and to begin with a thorough drilling in the essentials. In the worst cases the improvement will be very gradual, but the effort should be persistent.

*Health.* Poor health is a cause over which the principal or teacher has little control. Included in this category are the physical maladjustments which occasionally accompany adolescence, such as a disturbance of the endocrine glands. The writer has not been very successful in enlisting the interest of physicians in such cases. Frequently the health examination has been casual and superficial. Doctors seem satisfied to treat only the most obvious ailments of adolescent youths.

*Lack of Interest.* There are no lazy boys in our schools. What seems like laziness is only lack of interest in our work. We too often neglect the important business of motivation. In the case of Latin, for instance, the boys have to "take it and like it." Well, if they don't like it, they will simply "take it," and no more. There is a middle ground between forcing our subjects upon the students, and providing interest by the simple expedient of allowing boys to elect only the subjects which they find naturally interesting. We resent being obliged to do things that seem useless to us, but for some strange reason that is supposed to be "good training" for the boys. If we really believe in the values of our education, we should be able to translate our beliefs in terms which the boys will understand and appreciate. Then, with proper motivation, their work will improve and will be of more permanent benefit to them.

*Other Activities.* Besides lack of interest, there are other reasons why students do not spend the proper time on their studies or make the proper effort. Part-time work, often continued until late in the evening, results in distraction and divided interest, as well as the more obvious loss of time and of physical energy. The same holds for the activities of the various youth organizations when these are allowed to expand and multiply unrestrained.

*Poor Study Habits.* Finally, there is the most common cause of all, poor study habits, which has already been discussed.

These are the usual causes of poor school work. In the individual any one or any combination of these causes may be responsible. The first task of the principal is to diagnose the causes. This requires a most thorough knowledge of the individual.

*Knowledge of the Student.* How does the principal acquire such knowledge of every student? For one thing, he has, or soon develops, a knack for remembering names and faces. Also, he develops a knack for filing away in his mind under these names and faces very many odd bits of information that he picks up by observation and narration.

The advantage of an adequate record card, kept up to date, lies not merely in the store of information it contains about the boys, but in the potential use of that information. The background of father and mother, home and family conditions, the boy's educational and vocational intentions, his elementary-school grades, his scores on intelligence and achievement tests, his personality ratings, his disciplinary record, his health, his scholastic record in our school in previous years, all these things may have a bearing on his present work, if the counselor is skilled in interpreting the record.

*Deficiency Reports.* The principal should regularly request teachers to submit individual reports on deficient students, preferably at the close of a marking period. A check-list form should be prepared which can be filled by the teacher in a brief time with a minimum of effort. The form should emphasize the causes of poor work.

*Personal Interview.* After the report cards have been issued the principal should summon those students against whom deficiency reports have been filed, particularly if more than one teacher has issued a report. This interview calls for the highest degree of skill on the part of the principal. Often the student will simply say that he "doesn't know" what is wrong. Perhaps he doesn't. It is for the principal to discover by skillful questioning what is wrong, and to suggest the remedy. This is frequently distasteful and tiring work, but if it is done well, it pays good dividends.

*Records of Interviews.* The principal should keep a semipermanent record of the interviews, to be held as long as the student remains in the school. There are many other notes which a principal will make about various students if he has a convenient way and place for recording them. The writer has found extremely useful a simple visible-index card 3 by 5 inches, notched to fit telescope fashion on a 9 by 12 aluminum or cardboard base. Each baseboard has room for about sixty cards, so that ten or twelve cards which will stand upright in the desk's double drawer will contain ready to hand a card for each student in the school. With

such a system it is easy to jot down notes about an interview or any other fact, and easy, too, to find the notes when they are wanted.

*Case Studies.* In difficult cases the principal will do well to consult the boy's teachers, the student counselor, the prefect of discipline. With this information to supplement what he knows from the boy himself and from the record, he can draw up a case study. Then he may call a conference of the boy's teachers and counselors, and with the case study as a guide enter into a full discussion of the boy's difficulties and work out a solution. Simply to dismiss the boy is a weak and cowardly resort to the easy way out. It is not a solution that is consonant with the apostolic purpose of our educational work.

#### *Cooperation with Parents*

The school has the boy only six hours a day. Its work will be seriously handicapped if the influences upon the boy during the other eighteen hours are working against our influence. Besides we share the parents' responsibility for the complete development of the student, delegated as we are to assume a special phase of his training. Hence, parents and schoolmen should work together effectively to achieve the same end.

The parents of many of our boys have not had the same opportunities of education as they are giving their boys. Often they have a very imperfect concept of the nature of our training, the demands we make upon a boy's time and efforts. If we are to have the parents' cooperation, we must inform them of our purposes and our methods. Furthermore, we can learn much about the boy himself, the conditions of the home, and various special circumstances in his training and environment, from conversations with the parents. In our system cooperation with the parents is most desirable.

*Catalogue.* The most common means of acquainting parents with the nature of our work is through the annual catalogue. It is good practice to mail a copy of the catalogue to all parents each year and to ask them to keep it. An attractive catalogue in a prominent place in the home also helps to interest others in the school. Only four of the twenty-six principals indicated that no catalogue was published.

*Parents' Associations.* Five principals reported a parent-teachers' association in their schools, eighteen a mothers' club, twelve a fathers' club. Eleven had both a mothers' club and a fathers' club; three had all three of these organizations. The various types of parents' organizations play a valuable part in raising revenue and in attracting students. But we should not lose sight of their other purpose of maintaining contact between parents and schoolmen for the advancement of the boys' edu-

cation. Meetings of these associations give the principal an excellent opportunity to explain many phases of school life and to advise parents how they can assist in the education of their sons. An annual parents' night serves the same purpose, but these do not occur often enough to be of lasting value.

*Principal's Letter.* The device of the "principal's letter" has already been treated.<sup>12</sup> This circular letter has proved very useful over a period of years in making parents aware of our purposes and plans in keeping them informed about the school generally. Eight principals indicated that they use this idea in some form.

*Report Cards.* The traditional report card sent to parents at regular intervals is still the official report of the school to the parents. Besides recording grades it usually provides space for checking personality traits, effort, fidelity to assignments, and suggested causes of poor work. Since we are aiming at the harmonious development of all the faculties, we should try to report the student's progress in these other areas.

Some schools provide cards for informal reports between grading periods. These usually take the form of a check list of comments with space for individual remarks and advice to parents. Sometimes they are merely carbon copies of the deficiency report to the principal. These reports can be prepared by the teachers rather easily and quickly for those students who merit special attention. It seems that parents often pay more attention to these special reports than to the regular report card and more often take action upon them.

*Interviews.* Finally, there is the individual conference with parents in the office of the principal. Parents should always feel that the principal welcomes their visits to discuss the welfare and progress of their sons, that the school is interested in their boy as an individual, and that it is ready to do everything that it possibly can to foster his all-around growth. At times this is a trying business, and the principal sometimes feels that it is a waste of time. But it is one way of improving the students and advancing the school, and so the conscientious principal is ready to accept it.

## V. CONCLUSION

We have reviewed the more important functions included in the broader concept of supervision. With so many duties to be fulfilled that have a vital bearing on the improvement of instruction and the progress of the school, it is a pity if the principal has to neglect them in order to carry out routine administrative functions. The trouble is that in the execution of the latter the principal must meet a deadline. Supervision

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<sup>12</sup> Cf. JESUIT EDUCATIONAL QUARTERLY 7:158-64, April 1945.

can wait until tomorrow. Unfortunately, tomorrow never comes, for the new day brings a new round of petty but exacting tasks. It is imperative therefore that the principal critically study and periodically reorganize the procedures he follows in the execution of his office. Let him eliminate nonessential and less useful activities, delegate and distribute minor administrative details, and by putting first things first take over the direction of supervision in all its aspects. Thus he will exercise the educational leadership which the Society expects of him and which the school needs for the complete fulfillment of its potentialities.

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*School Science and Mathematics*. Monthly, October through June, \$2.50. Ray C. Soliday, Business Manager, Box 408, Oak Park, Illinois.

*The Social Studies*. Monthly, October through May, \$2.00. 809-811 North 19th Street, Philadelphia, Pennsylvania.

*The Classical Bulletin*. Monthly, October through June, \$1.00. St. Louis University, St. Louis, Missouri.

*The Classical Journal*. Monthly, October through June, \$2.50. Norman De Witt, Washington University, St. Louis, Missouri.

*The Classical Outlook*. Monthly, October through May. \$1.00 includes membership in American Classical League, Vanderbilt University, Nashville, Tennessee.

#### CHECK LIST AND RECORD FOR CLASSROOM SUPERVISION

Teacher..... Class..... Date..... Period.....

#### CLASSROOM

- (1) Lighting
- (2) Ventilation
- (3) Cleanliness and order

#### TEACHER

- (4) Appearance
- (5) Poise
- (6) Manner
- (7) Voice
- (8) Language
- (9) Vitality

#### CLASS WORK

##### *General*

- (10) Classroom management
- (11) Preparation and planning
- (12) Relation of work to objectives, general and specific
- (13) Mastery of subject
- (14) Clearness
- (15) Definiteness and concreteness
- (16) Directness
- (17) Skill in questioning {
  - clear and definite
  - stimulating all
  - thought-provoking
  - advancing lesson

- (18) Ability to interest
- (19) Variety of methods
- (20) Patience and encouragement
- (21) Provision for individual differences
- (22) Training in how to study
- (23) Control

*Prelection*

- (24) Skill in planning
- (25) Definite assignment
- (26) Directions for preparing
- (27) Motivation
- (28) Correlation
- (29) Logical development

*Recitation*

- (30) Prompt attack
- (31) Economy of time
- (32) Steady progress
- (33) Proper emphasis
- (34) Distribution
- (35) Precision and accuracy
- (36) Repetitions and summaries
- (37) Handling incorrect answers
- (38) Board work
- (39) Drill

CLASS

- (40) Attention
- (41) Interest
- (42) Participation in class activities
- (43) Preparation
- (44) Cooperation
- (45) Student discussion
- (46) Pronunciation
- (47) Mastery

REMARKS

# For Novice Teachers

DANIEL M. O'CONNELL, S. J.

The following points lay no claim to originality or magic. They have been approved or suggested by various principals and other practical educators. They are offered in the belief that they will be helpful to teachers beginning the first year of their work in a Catholic high school.

1. You cannot teach without discipline. Have it from the first moment. Orderly, interesting, firm teaching will help more than tirades or threats. Plan beforehand your immediate system. Keep discipline yourself. Sending a student to the principal should be a last resort. Never strike a student. It's against state laws, and shows a humiliating lack of being like Christ. Be slow with sarcasm or "wisecracking," it may ruin your reputation. "Don't smile before Christmas" contains a precious grain of truth in its hyperbole. Popularity not built on respect for the teacher is a delusion. Classes are uncanny in sensing an "easy" teacher. Ultimately the test is leading the student to the higher things of mind and soul. He will never forget this.

2. Your first duty is teaching; not extra curriculars, not self-improvement, but the improvement of the student. It's hard work, but a vocation. Get down to the proper level of his mind. A first-year student is probably minus ten years of your academic training, so reverse your mental car at least nine years and teach the first-year-high student: your self of nine or ten years ago not your present self. Repetition, drill, essential for all of us, is two times more so for your student. So don't give the meaning of a difficult English word once, and expect nine students out of ten to know it a week later.

3. Give the student every chance to reason for himself. Your office is to stimulate and guide, to make him do the mental work, even the mechanical work. Let the student do the writing on the board. It's a public appearance for him. Develop self-expression not in yourself but in the student. Twenty out of every thirty minutes should be student expression. Try to compress your self-expression to the ten minutes. Show him how to read aloud, talk aloud; make him do both, even to teaching. In this and in other matters, each student is an individual problem. Try to solve it. Expressing himself aloud is almost the criterion of his education. He will be satisfied too often in response to your question to say "yes," "no," "um hum." His every answer should be in full, grammatical sentences, the best exercise of his vocal self-expression. He will be con-

tent to mouth his answer in a whisper, if you will tolerate it. But don't. The best elocution is in the regular class periods, when the student is required to read out loud and express himself out loud as a young gentleman, composed of a rational spirit and an awkward body. This can be done in every class, even mathematics. This is real, progressive education for the student.

4. English, written and oral, should be taught and demanded in every class by every instructor. Good English is a culmination of all instruction. It is too often snubbed for broken Latin-English, etc. Even the graduate schools complain about the lack of ordinary English essentials in punctuation, spelling, and refined expression. An education-wide drive for good English should be begun at least in first-year-high classes of every subject taught, foreign language, history, mathematics, religion; all should be a part of instruction in written and oral grammatical English, ("Laying on the ground?"). Arouse interest in the LIBRARY and in the reading and study of prescribed English books, especially the classics, even using the ballyhoo of modern advertising—"such books are read now or never." Show the student how to grasp the sense of words, sentences, paragraphs, the spirit of the whole. Start him on the proper use of his own notebook; his own dictionary. Insist on book reports. Don't give vague compositions. Outline the subjects at first.

5. Have every teaching hour planned carefully on paper; e.g., so much time for repetitions; for difficulties in tonight's homework. Know just what you are going to do next, and how much time it will take. Be definite on the next day's assignments, so that students see exactly what you want them to do in every branch.

6. Ask every student every day some questions of recitation, as at West Point. Unexpectedness of the call makes for attention. Open class work briskly; fall immediately to work, no dawdling. Learn skill in asking questions and varied repetitions that clear the matter. Know how much time you will allow a student for an answer, the idea being to get best results in shortest time. If colored chalk helps, use it though the janitor kicks. Games, cross-word puzzles on the matter can be very helpful.

The discipline of a class largely depends on good teaching. If the teacher is quick, alert, orderly, knows how to give work, and how to have it recited, he will keep the students so busy and interested that they will not wish to misbehave. Get students at times to correct each other's papers. Have set signs for set faults. Teacher is final corrector, but class can do all the technical correcting. This helps them and the teacher. Give a set time for correcting; e.g., five minutes. Have the corrector put his name on the paper and assign notes. This will help his own progress.

7. Volumes have been written on how to study, so this point will be

brief. Isn't it perhaps the simplest method in first-year-high to show the student how to assimilate the sense of every passage, at times challenging his interpretation, the final test being its expression in correct English?

8. You have high ideals about spiritual training, on doing right for its own sake. Don't miss the easy and obvious occasions. Explain the nature of deceit in examinations or athletics (or politics or banking) and apply the school's fullest penalty to cheating. I spoke above of requiring answers in complete sentences. That is at least an exercise of industry. So are politeness, courtesy, neatness, and other acts of self-control. Some of them may appear formal to you now but they are good training for character, as memorizing is for a mental faculty. Teach thrift; e.g., check extravagant class projects for spending parents' money. Never accept an exercise in pencil, without A. M. D. G., or J. M. J., etc., and the student's name and subject at the top, without proper indentation, spelling, punctuation, grammar. Chewing gum, or even tobacco, lazy postures, yawning, are no moral fault, still they are a distraction for a first-year-high class.

9. Assign rational daily home work for the student, not a mere scribbling of lines, but an application of your principles (No. 7 above) on "how to study," to summarize and to express the results for the day's recitation. Parents will appreciate reasonable home work.

10. You will have many opportunities to practice the self-denial you profess; v.g., follow the syllabus and cooperate with your principal and fellow teachers. If you never volunteer and are not asked to lend a helping hand, there's something wrong in your academic, perhaps spiritual, Denmark. Be polite to students even when they do not know the answer. Be thrifty yourself, take care of school property, lights, windows, etc., in a spirit of religious poverty, or as in your own home. Be prompt, as an example of obedience, though you break a leg or two in the effort. Correct your exercises; prepare your lessons; help a slow student outside of class; guide the quick. Don't forget that a student's (slow or bright) reputation and your fellow teachers' reputation are sacred.

11. Be friendly to, and by all means interested in, the student, but by no means familiar. Beware of favoritism, or nagging an individual. Even the class leaders should be cut down, when wrong, just as anybody else. There is nothing students resent more than the appearance of favoritism. And keep your hands to yourself, don't "paw" pupils. Show appreciation? Youth and maturity, even roughnecks, need that, but it is not a sentimental leaning toward anyone. Classes respect strictness, even severity, when it goes on a straight line. They hate softness, which is a crooked and dangerous line. However, consult your principal or spiritual father before you flunk a whole class, or do a like unusual deed! Poor teaching may be the trouble. Always ask advice. It's cold water on ire.

12. A teacher in a Catholic school! Let this religious vocation show its influence on your whole outlook on life. Don't be afraid to talk of spiritual matters, but do so naturally, as you talk of an academic subject. Make them parts of your class assignments. In both be sure that you are talking intelligently to the minds before you, not merely talking your own mind out loud. Again, it is not easy to reverse your mental machine nine or ten years. But unless you do, you are not merely a poor teacher, but in debt to the students—even to restitution.

# The Need for Jesuit Writers

POINTS FOR MEDITATION

RAYMOND V. SCHODER, S. J.

I. *Prelude*: Imagine self in library, paging Jesuit bibliography in Sommervogel's *Bibliothèque de la Compagnie de Jesus*.

II. *Prelude*: Sentiments of admiration, emulation, the Ignatian "*Sisti, cur non ego.*"

1. *Point: The Church's Need*. Christ's kingdom is a kingdom of truth. "For this was I born, and for this came I into the world, that I might bear witness to the truth" (John 18:37). The work of Christ can be extended only on a firm basis of truth, natural and revealed. "Go forth and *teach* all nations . . ." Sanctity is dependent on truth. Truth is the food of the Church's growth. Faith is built on reason, Christian civilization on a true human social structure. Every dissemination, every discovery of any truth in any field is a triumph for God. As St. Ambrose says, "*Quidquid dicitur verum, a Spiritu Sancto est.*" If we knew the whole truth in subatomic physics, in the astronomical structure of the universe, in history, in archaeology, in the biological sciences, in linguistics, in metaphysics, the Church would be immeasurably benefited. For all these truths would bear out and converge upon her teaching and help all minds to understand it.

The people must be ceaselessly and ever more effectively instructed, both in religious truths, the motives of Christlike conduct, and the natural truths of the speculative, practical, and social sciences on which their full and well-ordered life as men and as Catholics depends. The people will get this instruction only by the spoken and the written word.

Men draw most of their ideas from what they read. They must be provided with the right things to read. Every error, whether in botany or theology, is a loss to Christ's kingdom and a blinder on the mind, blacking out important truths. If people seek fiction, there must be *good* fiction.

The respect, influence, defense of the Church demand that there be recognized Catholic leaders in all fields of literature, on the learned and the artistic and the popular levels. The tremendous influence books exert must be directed ever more to the *good* of the Church, as the popes are always pleading. This can be done only by Catholic writers. Catholic writing, both in itself and in its leading or forcing of other authors into the true channels, is not a luxury. It is a crucial need.

2. *Point: The Jesuit Response.* Who is to fill this need if not we? Not alone, of course, but Jesuits should certainly be in the campaign, and conspicuously—*insignes*. They used to be there in great numbers (about 25,000 entries listed in Sommervogel!), and are there still in much smaller proportion. Our representation today is far too small, though the opportunity is greater than ever.

Writing is a means to our Jesuit end. It puts the Church's doctrine and the Catholic interpretation of natural truths before the largest and most widely distributed audience. Its influence is most concrete and permanent (*verba volant, scripta manent*). The Jesuit has here a mighty instrument for extending the reign of truth and piety. Writing—devotional, controversial, scientific, research, editorial, poetic, fictional—has had a glorious tradition in the Society which every Jesuit should esteem and strive to maintain. What an influence Bellarmine had by his books, or Canisius, of whom his Provincial wrote: *sine scriptione vitam nequit agere*, and who did all in his power to set others writing (see Broderick, *Canisius*, pp. 788, 799-800). The learned and religious thought of the 16th and 17th centuries was largely guided by Jesuit pens. The good done by modern Jesuits like Fathers Martindale, Lebreton, Billot, Meschler, Hopkins, Finn, Wulf, Lindworsky (to pick at random from various fields) is out of all comparison to what they could have done by the merely spoken word. The fine work of less eminent writers is cumulatively of similar importance. Every Jesuit book or article (and not only in Catholic magazines) is a positive contribution to the great cause and a force propelling the advance of the Church. The better written and the more numerous they are, the more Christ's kingdom of truth is prospered.

The Jesuit, with his unrivaled training in the humanities, philosophy, the sacred sciences, and the *Spiritual Exercises* (supposing he makes the most of his course), should be the best fitted of writers—apart from the uncontrollable factor of inborn genius. He has a background, an outlook (the City seated on a hill is not only conspicuous but has the best view and perspective!), a store of principles, a training in right thought, in short a wisdom, which should enable him to make more out of the same facts than any of his narrower-visioned colleagues in that field. His mind should habitually penetrate with speed, accuracy, and completeness to the essential point of the subject. He can appraise the full meaning of given facts in the light of universal and ultimate principles, and in relation to all relevant fields of knowledge. As a result he sees more of their truth, and is less misled by error or specialist's myopia. Hence the Jesuit *has more to say* on the subject, and should be able to give it a richer, a more stirring, and more appealing treatment. Even the Jesuit who is not a scholar or an expert has many wonderful and beautiful things to say—

i. e., the material for good writing—if he only draws on even the surface riches of the faith and of his liberal education. Certainly a Jesuit should be able to match the average run of matter that *is* being published and read, and to see to it that what is read is at least not wrong or misleading!

The problem, if one is even half-awake, is not in having good matter to say, but in how to give it adequate form. That is the province of the art of expression, which as an *art* has to be learned by practice and experiment over the years. Whether the Jesuit is in duty bound to cultivate this art (obviously with a view to its regular employment in publication) is not a problem. We happen to have a rule which settles the matter: "Stilum in compositionibus *diligenter* exercent humaniorum litterarum studiosi; ceteri vero, reliquo studiorum tempore, exercitationes huiusmodi *ne intermittant.*" To which the Epitome adds: "Scriptoris officium ministerium animabus *valde* proficuum, ac Societati *omnino* consentaneum habeatur, sive exercetur libros conscribendo, sive libellos periodicos edendo, sive varia opuscula divulgando" (# 681).

3. *Point: Personal Applications.* What am I to say to this call for more Jesuit writers? The traditional "Let George do it?" Rather, "*Dixi: nunc coepi*" (Psalms 76:11).

There are, indeed, many excuses why I personally shouldn't be expected to write: I'm not clever or bright, I haven't the time, I hate to be singular or publicized, I can't type, I'm afraid of criticism and rejection slips, the censors are peevish and suppressive, I have more important things to do, maybe *mañana*, I can't concentrate, I'd make mistakes in spelling, I couldn't add anything new, I don't know how to go about it, it would shipwreck my humility, it's too dry and hard work, I tried it once without getting anywhere, thinking out my ideas clearly gives me a headache, I'm too—er—well—lazy, I know I just can't. . . . Yet, honestly, none of these excuses is any good. Some of them are very poor indeed.

If I resolved to do my part, in proportion to my talents and duties; if I faithfully worked at something right along, asked for suggestions, the benefit of experience, and competent constructive criticism, if I were really *determined* to write for the need of the kingdom, I could turn out something at least once, or occasionally. This would be to my benefit, too, for it would clarify my own thoughts, help my teaching, stimulate my deeper inquiry, give me self-knowledge and humility, exercise me in patience, assiduity, and precision, be a healthy penance shortening my purgatory (writing *is* hard work), besides being a spiritual work of mercy.

As for *my* ability, well, it was the servant with only *one* talent who went and buried it in a napkin, and got the rebuke from the Master. The

others, like good Jesuits, bargained with their talents and accumulated profit for their Lord. "So let your light shine before men, that they may see your good works and glorify your Father who is in heaven" (Matthew 5:16).

*Resolution.* I shall try to realize that good writing is dynamically apostolic, traditional with Jesuits, and expected from them, a great need of the modern Church. I shall resolutely strive to train myself now, and begin to do *my* part to meet the demand for more Jesuit writers.

*Colloquy.* With St. Augustine (Confessions 11:2): "Domine Deus meus, intende orationi meae, et misericordia tua exaudiat desiderium meum, quoniam non mihi soli aestuat sed usui vult esse fraternae caritati; et vides in corde meo quia sic est: *Sacrificem tibi famulatum cogitationis et linguae meae, et da quod offeram tibi.*"

# BOOKS

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**Toward Improving Ph. D. Programs.** By Ernest V. Hollis. Washington, D. C.: American Council on Education, 1945. pp. 204. \$2.50.

This book is a report prepared by Ernest V. Hollis of the Commission on Teacher Education of the American Council on Education. Much of the work contained herein is a group venture. Persons responsible for the education and employment of doctoral graduates pooled their experience in the interest of learning how to do a better job. Hollis has analyzed this experience and pointed out its implications for the improvement of Ph. D. programs. His interpretation of the findings of this investigation is influenced by two fundamental assumptions, neither of which, according to him, is fully accepted by a majority of all graduate faculties. His first assumption defines the graduate school of arts and sciences as an unspecialized professional institution whose primary responsibility is to help doctoral candidates acquire the basic education for those careers which placement data show they tend to follow. The second assumption holds that members of graduate faculties should work with students individually and in groups on the basis of their vocational purposes and in keeping with their ascertainable aptitudes and backgrounds.

An historical sketch of the factors which have shaped graduate work in this country prepares the way for the factual picture and analysis of ten years—1930-1940—of doctoral education in the United States of America. This examination of postcollegiate American education includes 22,509 persons still living in September 1940 who received the Ph. D. during this time. Ninety-four of the ninety-six institutions granting the doctoral degree are involved in this study. The universities of Harvard and Illinois did not furnish data concerning their graduate schools.

The author presents tables showing the distribution of the degrees according to: degree-granting institutions and the number of doctorates which they produced, the regions and states employing these graduates as of September 1940, and the employment status of these Ph. D's. This last item is broken down to reveal the nature of the work of these graduates in terms of the institutions and the departments within the institutions which awarded the degrees.

A high-lighting of the more important results of this study will make them more meaningful. Data concerning the institutions and the number of degrees which they conferred show that 50 per cent of these doctorates were given by nine institutions. The top five schools were responsible for one-third of the 22,509 degrees. Twenty-two of the largest universities gave 75 per cent of the degrees, while the other seventy-two uni-

versities accounted for 25 per cent of them. Columbia University alone bestowed more Ph. D.'s than fifty of the smaller institutions together.

Evidence on the location of living recipients of the degree according to institutions which graduated them and the census areas in which these graduates were found manifests four patterns of distribution: national, national with regional emphasis, biregional, and predominantly regional. Illustrations of two of these kinds of distribution will be given, namely the national and the regional. If an institution placed at least 5 per cent of its doctoral graduates in a minimum of five census regions in the continental United States, and never more than 33 per cent of them were located in any one region, the distribution was called national. Johns Hopkins, Yale, and Catholic University are examples of the thirteen institutions which were in this category. If less than five regions showed at least 5 per cent of the distribution and half or more of the graduates were concentrated in a single region, the distribution was described as regional. Columbia, Fordham, and New York University are examples of the forty-one graduate schools classifiable in this way.

The data on the nature of the employment of the 22,509 graduates living in September 1940 showed that 13,516 or 60 per cent of them were employed in institutions of higher education; 2,239 or 6 per cent were employed in other agencies of education; 6,028 or 27 per cent were engaged in nonacademic pursuits. Commenting on this fact, Hollis writes, "When 6,028, 27 per cent of the decade's doctoral output, enter non-academic careers, it is evident that many graduate schools serve a clientele that is definitely in the workaday world and have an obligation to keep their programs consonant with this fact . . ." (p. 64).

Suggestions for the improvement of the Ph. D. program were secured from lay and academic employers of doctoral graduates and from the recipients of the degree. This information was collected by means of a series of conferences, questionnaires, and visits to individual graduate schools. The nonacademic employers, whose opinions were obtained from the volume on industrial research of the National Resources Planning Board, were convinced that the students should have a grasp of the fundamentals of a field together with great flexibility based on wide knowledge, self-confidence, and an eye to practical relevance. They should possess an intimate acquaintance with a number of related sciences. Besides intellectual integrity and skill in scientific techniques, they should manifest the social qualities of cooperativeness and sympathetic insight.

The academic employers, who gave their opinions, were 204 of the country's outstanding educators from forty-three states, the Canal Zone, and the District of Columbia. They demanded much more realism in the university classroom and an awareness both of what will be expected of

graduates in their later work and of the world that will surround them. Most of these educators wished to see a broadening of the average graduate student by actual experience with people and social conditions. However, a substantial minority appealed to a more intensive intellectual discipline.

The opinions of doctoral graduates who were established teachers were gathered from some college teachers in the East, on the West Coast, and those in a single, unnamed university. Most of this group thought well of the intellectual values which they derived from their graduate experience. On the negative side, the majority of them indicated that their graduate work had not been strong in cultural opportunities. They insisted strongly on the educational importance of firsthand teaching experience at some stage of the college teacher's development.

Mr. Hollis devotes his final section to an evaluation of the preceding factual information and opinions. After examining the organization of the graduate school, the program of studies, and student personnel procedures, he concludes that the doctoral programs must be adjusted to the uses to which recipients can put the degree in the scheme of American life today. These uses are determined principally by the needs of various regions. In certain localities there will be a heavy demand for research work in industrial or governmental agencies. Other parts of the nation will require more teachers on the various academic levels.

Graduate-school authorities should ascertain the qualifications and ambitions of their students as well as the vocational offerings and requirements of the region in which these students seek employment.

This book should be of interest to all those who are concerned with graduate education. Educators may disagree with the author's basic thesis of social usefulness as the yardstick for the evaluation of and betterment of the Ph. D. program, but they should not do so until they have examined carefully the factual basis of this proposition.

Province directors of studies and the Central Office of the Jesuit Educational Association may find it helpful to borrow some of the techniques used in this investigation to explore the past decade or two of Jesuit graduate experience both as regards our institutions of higher education and the advanced study of our scholastics and priests.

JOHN H. MARTIN, S. J.

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**How We Influence One Another.** By Vincent V. Herr, S. J. Milwaukee, Wisconsin: Bruce Publishing Company, 1945. pp. 258. \$2.25.

This text, the latest addition to the Science and Culture Series, could well be used in a social psychology class. Unlike many of the authors

quoted in the Appendix C, Father Herr develops his theme in accordance with the principles of sound scholastic philosophy. Permeating the entire treatise is a full realization of the existence of God, of the existence of the soul, of free will, of man's ultimate goal, and of an objective norm of morality, as well as of man's social nature. The methods used are those of observation, controlled experiment, and induction. Throughout the entire book the rational aspect of man's nature, his mind and his will, are kept in the foreground. Other authors on the same subject, as is well known, stress the unconscious and the baser instincts. It is indicated that there is no opposition between the findings of controlled experiment and ethics, psychology, physical sciences, biology, and religion. Truth in one department of knowledge cannot oppose truth in another sphere of action. It is apparent that social psychology is not necessarily either materialistic or deterministic.

The contemporary materialistic contention that mere social approval is the ultimate norm of morality and of choice is justly taken to task by Father Herr, who says: "Suitable or approved reactions are not the only desirable ones for human rational beings." There is, therefore, a much higher norm for choice than mere social approval. This is developed by the author. Social learning and behavior is not merely a passive adaptation of the individual to the environment, but should include the "individual direction of the whole learning process through rational thought and volition."

Father Herr has a fine chapter on *The Group and Its Behavior*. He gives five typical developmental stages. Talking of groups, he tells us that "racial superiority in all respects is denied." Leaders are supposed to have a true concept of a goal, both proximate and ultimate, and to lead their followers toward such objectives.

The discussion of social learning, while giving prominence to conditioning and imitation, gives the place of honor to learning by insight, the prerogative of man. This means the apprehension of relations in the abstract. It is far removed from the experiment on Pavlov's dogs, or the basket of white rats encountered so frequently in Thorndike's *Psychology of Learning*. Thoughtful concepts are developed under the subjects of competition and rivalry. The author shows that these may exist without harm to the competitor.

The chapter on emotions is outstanding. Animals have emotions, it is claimed, only by way of analogy, as they lack rational knowledge. The author says, "Animals should strictly be said to possess analogous emotions, since intellectual knowledge is required to grasp the real value as such of the stimulus object." It is gratifying to see a distinction made between sense knowledge and rational knowledge as the basis of emotions.

It is further suggested in the book that intellectual sagacity yields in attractiveness to real character. The eleventh chapter, Human Nature and Desirable or Approved Personality, has in it a considerable amount of psychology, ethics, and sociology, and is very well organized.

There are three excellent appendices. The first appendix has questions and problems for discussion. The second appendix contains literature cited for each chapter and in the sequence used in the composition of the book. The third appendix is an annotated list of textbooks on social psychology. This appendix is of special significance as it gives a critical evaluation of thirty-six books.

To the reviewer it seems that if the book had a considerably larger page, with the lines farther apart and the captions standing out in bold type, it would make for easier reading for both teachers and students. The book is highly recommended as a text for introductory social psychology.

JAMES B. MCGOLDRICK, S. J.

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**The Jesuits in Old Oregon.** By William N. Bischoff, S. J. Caldwell, Idaho: The Caxton Press, 1945. pp. 258. \$3.00.

The hundred years of Jesuit activity in the Northwest, in the district of the Oregon Province of the Society of Jesus, is the subject of this fine work. It is first the story of the Indian missions started by De Smet and carried on through the pioneer days by such noble missionaries as Point, Ravalli, Congiato, Eberschweiler, Folchi, Palladino, and Cataldo. What labors did these priests and their brethren perform! What heroism, self-sacrifice, courage, and tireless endeavors were theirs in the face of the difficulties of a hard, new country, the discouragements from the character of the savages, and the perpetual lack of funds! Their achievement compares favorably with any missionary activities of the old or new Society. The book is also the account of the establishment of mission-stations, churches and parishes for the white settlers of this section of the American frontier. It is a record of vast, widespread activity, dispensing the sacraments, keeping alive the faith, and gaining new converts in lonely cabins, remote settlements, and new towns. The pioneer Oregon Jesuits were among the chief builders of the Catholic Church in the Northwest.

There was great work for education too, first in the Indian schools and then the colleges for the whites. In teaching the children of the aborigines the fathers were eminently practical in approach and method. Nowhere did they display greater heroism in the face of discouragement. If the Indian schools were not permanently successful the fault was not that of the missionaries; the causes must be sought in the character of

many of their pupils, in the disasters of destructive fires, and above all in the absence of financial means, especially after the withdrawal of government funds. The establishment of educational institutions for the whites called for the same tireless endeavor, the same heroic persistence in the face of physical and monetary obstacles. The result are the fine institutions of today at Spokane, Hillyard, Seattle, Tacoma, and Yakima.

Father Bischoff is to be congratulated on his well-balanced account of the century of Jesuit activities in old Oregon. His narrative is straight forward and smooth-flowing; the interest never lags. There is much of detail, and yet the book seems too small. Especially would one wish for a more extensive treatment of the educational activities. Perhaps we may look forward to Father Bischoff writing a history of education at Gonzaga, St. Michael's, Seattle, and Tacoma. Such a work would be valuable and interesting. One very good feature of this volume is the biographical appendix, which contains sketches of every important missionary mentioned in the book. There is also a series of excellent maps. *The Jesuits in Old Oregon* is a work well done.

MARTIN P. HARNEY, S. J.

# An Analysis of National Statistics, 1945-1946

CHARLES M. O'HARA, S. J.

When the last paper of this series was being prepared General George S. Patton, Jr., was rushing his Third Army to the aid of General Anthony McAuliffe, holding out heroically at Bastogne, and was asking a Catholic chaplain for a special prayer for cleared skies at Christmas. In the Pacific our forces were capturing islands far from Japan at terrific cost in American lives. All was uncertainty for the future. Now, one year later, General McAuliffe has been rather forgotten. General Patton is dead, and there has been a cessation of hostilities. War veterans by the thousands have already entered our schools.

Much of the uncertainty of the last year has disappeared. Then no one knew when the war would end and many thought that two or three years would be necessary for victory. It did seem that the enrollment statistics for the colleges and universities had reached the low point in 1943-1945, but principally for the reason that it was hard to see how they could go any lower.

This year is a year of recovery for the colleges and universities, whereas the high-school total surprisingly has continued to rise. Last year there was a grand total of 33,396 in the colleges and universities and this year the grand total is 38,823, an increase of 16.25 per cent. This does not include summer sessions, and duplicates have been eliminated more successfully than before. There is an increase of 917 in the high schools, bringing the total to 22,517. So at present the Jesuits of the United States are instructing a total of 61,340 individuals.

It is with sad regret that we report the death of Mr. Albert C. Penney, for many years Director of Marquette University's Central Bureau of Information and Statistics, who rendered valuable help in the compilation of these statistics. We at Marquette miss him very much. His place in the Bureau has been taken by Mr. Raymond F. Otis, who merits thanks for his generous and helpful assistance this year.

This analysis consists of three parts: I. The High Schools; II. The Colleges and Universities; and, III. Interpretative Notes to the Tables.

## I. THE HIGH SCHOOLS

The totals and percentages for the high schools over recent years are as follows:

	1941-42	1942-43	1943-44	1944-45	1945-46
Totals . . . . .	16,909	18,350	19,841	21,600	22,517
Total increase over previous year. . .	1,441	1,491	1,759	917	
*Per cent of incr. over prev. year. . .	4.00	8.12	8.26	4.25	
Per cent of total incr. over 1941-42	8.52	17.34	27.74	33.17	

There is a healthy increase of 4.25 per cent in the thirty-eight high schools over last year, where no increase might have been expected owing to heavy enrollment in recent years and capacity conditions.

In the past four years the national student body has grown by almost one-third. Additional schools have been added during this period, but their enrollments are relatively small. Most of the gain is accounted for by some of the larger schools and this condition must put considerable strain on their staffs and facilities.

In certain cases there are decreases in larger schools which seem to be too large to be explained by technical readjustment to meet facilities. Possibly the opening of additional Catholic high schools has something to do with it. On the other hand most of the smaller decreases are largely to be explained by the fact that certain schools that ran at over-capacity last year determined to take no more students than could be conveniently handled. Frequently the condition of over-capacity occurs because classes completely filled must take in later registrants for reasons which are, for schools of our type, practically compelling. The solution might be to leave a few openings in each class.

Boston College High School not only retains its lead but increases it. There are now 1,625 students, amounting to an increase of 222 over last year, and, if I am not mistaken, bringing that school to its highest enrollment. St. Ignatius of San Francisco has gained 100 to reach a total of 914, and St. Ignatius of Cleveland with an additional 91 has entered the 1,000 class. Bellarmine College Preparatory School of San Jose has increased by 77 to 493.

Our national percentages for the four high-school years over a four-year period are as follows. "Specials," which have risen from 32 to 161, are not included. They represent only .7 per cent of the total:

	Freshmen	Sophomores	Juniors	Seniors
1942-43 . . . . .	32.3	26.1	22.3	19.2
1943-44 . . . . .	34.4	26.6	21.2	16.6
1944-45 . . . . .	35.2	27.2	20.7	16.3
1945-46 . . . . .	32.3	28.3	21.9	16.8

There is a loss in percentage in the freshman year. For the good of the entire school this is a favorable circumstance, giving better balance.

\* Does not include schools that reported for the first time.

Most of the loss is probably accounted for by: (1) the advance of large freshman classes into upper classes; (2) large upperclasses precluding the registering of as many freshmen; and (3) additional upperclasses at Scranton. The senior-class percentage has improved but is still somewhat lower than ideal, and is probably accounted for by the number of upperclassmen leaving for the Armed Forces.

It was thought last year that the peak enrollment was not far away. The increase this year is a little more than half of what it was last year. Possibly next year the total may be about the same as this year.

## II. THE COLLEGES AND UNIVERSITIES

There is no longer a question of the direction the enrollments in colleges and universities are taking. There are still many types of differently timed year programs, but the number is decreasing as quickly as feasible with the almost universal desire to get back to normal programs. It would seem that that sentiment is most frequently expressed by our administrative and faculty members today. Some schools are still operating on the three-term year, but they are setting at least tentative dates for discontinuance. There are still, and probably will continue to be, a wide variety of "short courses" which are always difficult to handle statistically. Again, next summer some schools will conduct more than one summer session—always a vexing question because of duplicates. On the other hand, the columns of statistics no longer contain one headed "E. S. M.-W. T.," and the shrinkage of the "Army, Navy, etc." column indicates a return to civilian patronage.

Despite the fact of the shrinkage or elimination of wartime groups, and despite the fact that the schools in general have made definite progress in the elimination of duplicates, the totals are all up. In the full-time student group, the most significant because it accounts for the great bulk of tuition income, it is responsible for the great proportion of the instructors' teaching load. It indicates in a general way the solidity of the college or university student body. The total this year is 22,191 as opposed to 18,418 for last year. This is an increase of 3,773, or 20.49 per cent. Last year the full-time increase was only 6.06 per cent. In the full-time and part-time on campus category, the figures stand at 34,889 as compared with 28,108 for last year. This is an increase of 6,781, or 24.12 per cent. In these two percentages a trend already observed last year is again noted. A comparison of the percentages will show that the greater increase is in the group of part-time students. However, there is not so great a difference as to be significant. (The percentage of increases in enrollment of full-time students for all the reporting higher institutions in the country, as given in President Raymond Walters' annual report in

*School and Society* for December 29, 1945, is 15.9 per cent over 1944, as compared with our 20.49 per cent.)

In the grand-total column there is an increase of 5,427 over the 1944-45 figure of 33,396 to a new total of 38,823 or a percentage of increase of 16.25. The main reason for this weaker showing in comparison with the on-campus totals is the elimination of 1,779 E.S.M.W.T. students who were registered last year. With regard to comparison of grand totals with those of the last peacetime years it should be remembered that great progress has been made in the elimination of duplicates which merely padded former totals so that they did not give a true picture. Furthermore, because of the great preponderance of duplicates in the summer sessions, the totals for them have recently been given separately. Next year an attempt will be made to give complete figures for all summer sessions. These will show the strength of the summer work, and will add to the grand-overall totals of the summer-session figures less duplicates. The highly valued and continued cooperation of all the schools will be needed for the success of this venture. It will be worth while because it will give us a complete set of statistics that will be the reflections of the actual situation.

One important observation which helps to explain some of the comparative statistics between the schools is the great advantage that was enjoyed this year by schools that registered about November first rather than six weeks earlier. Apparently a large number of veterans who could not make a September registration date were ready by November. At Marquette, for example, 1,110 veterans registered on November first and second. The neighboring state university, where the enrollment is usually double that of Marquette, enrolled at the same time 1,150. Practically all of these veterans were full-time registrants. Schools in large cities that register new classes in February might look forward to corresponding increases.

This paragraph might be aptly entitled "The Rise of the Commerce School." But note first the situation in the Colleges of Arts. Here there is an increase of 1,884, bringing the total to 10,751 for the country. Although all schools do not participate in this increase, it does represent a gain of 21.25 per cent for the country. No doubt some of the schools that showed little increase this time will begin to have thronged classrooms starting in February, for the reason given in the paragraph above. But the day schools of Commerce present another picture. The overall numbers are relatively small, but where the total last year was 876 it has grown this year to 2,448, an increase of 1,572, or 179.45 per cent. Most of this is of course in the large-city schools, and indicates where a large proportion of the veterans college students are registering. Incidentally.

the increase in Night Commerce is only 26.37 per cent, not far above that of the Colleges of Arts. This is another indication that the day schools have been helped by veterans, who are almost entirely full-time day students. This includes a suggestion for some of the colleges with Liberal Arts classrooms temporarily vacant.

The School of Law, which has been the orphan child of the wartime university, is beginning to regather its numbers, although last year's figures had dropped so low that ordinary increase is insignificant. The situation in Engineering will possibly surprise some, since there was so much talk of veterans' going into technical work. There is a gain of only 259 or 26.32 per cent. Marquette and, I imagine, Detroit have received returning veterans up to present capacity for the classes they entered.

There are decreases in Medicine, Dentistry, and Nursing. Armed Forces programs are closing down in the first two named. Possibly many who would normally go into Nursing have enrolled instead in the more rapid short courses.

A special difficulty is to be found in the tabulation of Freshmen, which is published for comparison with the statistics for all the institutions of the nation appearing about this time of year in *School and Society*. Since the war began, many schools have been registering full freshman classes two and three times a year. It is a question whether complete freshman classes have been reported by some schools. This matter was brought to my attention today and I made the only check I could in the limited time. In Engineering, Marquette reported only the first-semester Freshmen. Taking both semesters together, the total registration would be 242 instead of 177. In Business Administration, 304 instead of 207. This is doubtless the case elsewhere.

All in all, the situation is certainly encouraging. It is always dangerous to make predictions, but it would seem that this trend should continue for at least two years, at the end of which time we may have the largest actual national student body that we have ever had.

### III. INTERPRETATIVE NOTES TO THE TABLES

#### Notes on the columns of Colleges and Universities Statistics:

Graduate social work students are included in the "Graduate" column as follows: Boston College, 121; Fordham University, 296; Loyola, Chicago, 159; St. Louis University, 102; Seattle College, 49.

Nurses are registered in either B. S. or R. N. curricula. This differentiation is as follows: Canisius College, 144 R. N.; Creighton University, 308 R. N., 6 B. S.; Georgetown, 143 R. N., 16 B. S.; Gonzaga University, 292 R. N., 2 B. S.; Loyola, Chicago, 900 R. N., with some B. S. registered in University College; Marquette University, 17 R. N., 456 B. S.; St. Louis University, 325 B. S.; St. Peter's College, 115 R. N.; Seattle College, 113 not differentiated.

The "Miscellaneous" column includes: Boston College, Matriculation Course,

93; Canisius College, Evening Sessions, 609; Creighton University, Adults, 132; University of Detroit, Evening Sessions, 345; Fordham University, Adult Education, 656; Gonzaga University, Home Study, 10; John Carroll University, Evening and Saturday Sessions, 149; Loyola, Chicago, Home Study, 645; Loyola, New Orleans, Non-degree Commerce and Finance, 165; Medical Technology, 124; Music, 59; Marquette University, Dental Technology, 42; Medical Technology, 31; Speech, 25; St. Joseph's College, Nurses on Campus, 49; Evening Session, 179; Seattle College, Chemistry, 19; Aviation, 4; Medical Technology, 20; Music, 7; Dietetics, 5; Xavier University, Evening Session, 422.

The "Extension" column includes: St. Louis University, 1,054 students of Fontbonne, Maryville, and Webster Colleges, and Notre Dame and St. Mary's Junior Colleges, Corporate Colleges.

Explanation of "Short or No Tuition" courses: Boston College, Institute of Adult Education, 210; Creighton University, Labor, 126; Employers Conferences, 42; University of Detroit, Culture, 252; Labor, 35; Stock Market, 135; Gonzaga University, Labor, 48; Holy Cross College, Labor, 244; John Carroll University, Culture, 105; Labor, 75; Loyola, Baltimore, Culture, 20; Marquette University, Labor, 110; Rockhurst College, Labor, 120; St. Joseph's College, Labor, 204; University of Scranton, Labor, 225; Xavier University, Labor, 140.

Note: There are now ten Labor Colleges, total enrollment: 1,327. Last year five such schools reported.

Part-time students, as well as they can be segregated, appear in the columns to the left of the first totals as follows:

*Boston College*: 465 Liberal Arts; 146 Graduate; 86 Law Nights; 70 Social Work.

*Canisius College*: 7 Liberal Arts; 85 Graduate; 609 Evening Sessions.

*Creighton University*: 20 Graduate (50 per cent estimate); 132 Adults' courses.

*University of Detroit*: 59 Liberal Arts; 16 Commerce, Day; 387 Commerce, Nights; 1 Dentistry; 51 Engineering; 109 Graduate; 2 Law, Day; 44 Law, Night; 343 Evening Sessions.

*Fordham University*: 3 Commerce, Day; 141 Commerce, Night; 798 Education; 608 Adult Education; 442 Graduate; 295 Law, Night; 2 Pharmacy; 189 Social Work.

*Georgetown University*: 12 Liberal Arts; 298 Commerce, Night; 124 Graduate; 160 Law, Night.

*Gonzaga University*: 38 Commerce, Night; 10 Home Study.

*College of the Holy Cross*: 1 Liberal Arts.

*John Carroll University*: 9 Liberal Arts; 149 Evening Sessions.

*Loyola, Baltimore*: 144 Commerce, Night.

*Loyola, Chicago*: 379 Commerce, Night; 259 Graduate (50 per cent estimate); 490 University College (50 per cent estimate); 645 Home Study.

*Loyola, Los Angeles*: 6 Liberal Arts; 2 Commerce, Day; 96 Law, Night.

*Loyola, New Orleans*: 254 Liberal Arts; 84 Commerce, Night; 30 Educa-

tion; 1 Journalism; 30 Law, Night; 3 Medical Technology; 165 Miscellaneous.

*Marquette University*: 541 Commerce, Night; 271 Graduate; 136 Nursing.

*Regis College*: 61 Liberal Arts.

*Rockhurst College*: 11 Liberal Arts.

*St. Joseph's College*: 5 Liberal Arts; 49 Nurses, on Campus; 179 Evening Session.

*St. Louis University*: 342 Liberal Arts; 6 Commerce, Day; 355 Commerce, Night; 555 Education; 294 Graduate; 89 Nursing.

*St. Peter's College*: 6 Liberal Arts.

*University of San Francisco*: 152 Liberal Arts; 51 Commerce, Night; 44 Law, Night.

*University of Scranton*: 205 Liberal Arts; 51 Commerce, Night.

*Spring Hill College*: 163 Liberal Arts.

*Xavier University*: 306 Commerce, Night; 422 other Evening Sessions.

# Enrollment, 1945-1946, Jesuit Colleges and Universities

	Liberal Arts	Commerce		Dentistry	Divinity	Education, University College, Etc.	Engineering	Graduate	Journalism	Law		Medicine	Nursing	Pharmacy	Miscellaneous	Totals		Extension, Etc.	Other "Short Course" or "Low Tuition"	Grand Totals	"Army, Navy, Etc." <sup>2</sup>	Summer Session	
		Day	Night							Day	Night					Full-time	Full-time and Part-time					Graduate	Under-graduate
Boston College	1,022	144			121			319			86				93	1,018	1,785		210	1,995		164	106*
Canisius College	169	45						89					144		609	437	1,056	136		1,192			
Creighton University	202	103		54		166		41	52	39		247	314	38	132	1,078	1,388		168	1,556	178	177	203*
University of Detroit	923	417	387	108			398	111		23	44				345	1,713	2,756	21	422	3,168	31	49	466*
Fordham University	682	150	141			1,326		897		112	295			101	656	2,292	4,360	160		4,520		403	2,034
Georgetown University	345	114	298	160				167		49	160	355	159			934	1,807			1,528	279		
Gonzaga University	228	33	38				88	31			53		294		10	642	775		48	828		74	56*
Holy Cross College	929															928	929		244	1,173	340		*
John Carroll University	196														149	187	345		180	525		45	48*
Loyola, Baltimore	130		144													130	274		20	294			
Loyola, Chicago	429		379	185	95	980		519				312	900		645	2,750	4,444	422		4,886	229	324	1,320
Loyola, Los Angeles	126	76									96					194	298	47		345			37*
Loyola, New Orleans	504	71	84	45		65			5	15	30			63	348	758	1,230			1,325			252*
Marquette University	1,356	517	541	223			552	313	253	86		337	473		98	3,785	4,749		110	4,839	638	396	11*
Regis College	123															62	123			123			6*
Rockhurst College	192															181	192		120	312			31*
St. Joseph's College	212														228	207	440	72	204	716			
St. Louis University	690	222	355	310	179	840	50	500				479	325			2,307	3,950	1,114		5,124	410	366	777*
St. Peter's College	110												115			219	225	21		246 <sup>1</sup>			*
University of San Francisco	302	69	51							46	44					265	512			512			177*
University of Santa Clara	150	32					74			8						264	264			264			*
University of Scranton	500	107	74				61									486	742		225	967			78*
Seattle College	584	42				5	20	51					113		55	870	870			870		12	596
Spring Hill College	327															164	327			327			119*
Xavier University	320	306													422	320	1,048		140	1,188			
Totals, 1945-1946	10,751	2,448	2,492	1,085	395	3,382	1,243	3,038	310	378	808	1,730	2,837	202	3,790	22,191	34,889	1,993	2,091	38,823		2,010	6,317
Totals, 1944-1945	8,867	876	1,972	1,543	481	3,259	984	2,589	192	228	640	1,837	3,002	145	1,493	18,418	28,108	1,779	1,930	33,396		1,297	8,758
Increase	1,884	1,572	520	-458	-86	123	259	449	118	150	168	-107	-165	57	2,297	3,773	6,781	214	161	5,427		713	-2,441

\*Indicates summer-session students also registered in regular session have been deducted.

<sup>1</sup> In addition, 75 freshmen in Hudson College.

<sup>2</sup> Includes duplicate registrations.

# Enrollment, 1945-1946, Jesuit High Schools

	First Year	Second Year	Third Year	Fourth Year	Special	Totals	Totals 1944-1945	Increase
Bellarmino College Preparatory, San Jose..	168	125	124	74	2	493	416	77
Bellarmino High School, Tacoma.....	87	89	67	54	...	297	300	-3
Boston College High School.....	584	506	257	278	...	1,625	1,403	222
Brooklyn Preparatory School.....	261	336	166	105	...	868	803	65
Campion .....	144	128	121	85	2	480	494	-14
Canisius High School, Buffalo.....	313	263	165	127	...	868	793	75
Cheverus Classical High School, Portland.	104	56	62	39	...	261	258	3
Cranwell Preparatory School.....	32	35	32	27	14 <sup>1</sup>	140	130	10
Creighton University High School.....	148	129	120	91	...	488	513	-25
University of Detroit High School.....	292	260	210	148	...	910	900	10
Fairfield College Preparatory School.....	215	168	131	98	...	612	513	99
Fordham College Preparatory School.....	238	244	146	113	...	741	709	32
Georgetown Preparatory School.....	50	39	44	25	...	158	212	-54
Gonzaga High School, Spokane.....	153	106	115	97	...	471	400	71
Gonzaga High School, Washington, D. C...	201	178	133	80	...	592	628	-36
Jesuit High School, Dallas.....	59	42	45	46	...	192	195	-3
Jesuit High School, New Orleans.....	158	166	188	139	...	651	733	-82
Jesuit High School, Tampa.....	43	46	43	34	2	168	193	-25
Loyola Academy, Chicago.....	188	191	141	106	23 <sup>2</sup>	649	636	13
Loyola High School, Baltimore.....	204	196	130	101	...	631	579	52
Loyola High School, Los Angeles.....	305	227	203	172	3	910	854	56
Loyola School, New York.....	13	13	11	4	...	41	94	-53
Marquette High School, Yakima.....	54	36	28	19	...	137	111	26
Marquette University High School, Milwaukee .....	239	216	189	139	...	783	810	-27
Regis High School, Denver.....	95	99	106	63	...	363	374	-11
Regis High School, New York.....	233	154	80	73	...	540	484	56
Rockhurst High School .....	115	94	69	54	...	332	296	36
St. Ignatius High School, Chicago.....	309	270	247	206	...	1,032	1,008	24
St. Ignatius High School, Cleveland.....	346	307	222	165	1	1,041	950	91
St. Ignatius High School, San Francisco...	315	237	211	151	...	914	814	100
St. John's High School, Shreveport.....	48	28	18	14	111 <sup>3</sup>	219	196	23
St. Joseph's College High School Philadelphia .....	313	243	166	120	3 <sup>4</sup>	845	800	45
St. Louis University High School.....	198	192	189	166	...	745	736	9
St. Peter's College High School, Jersey City	342	246	178	144	...	910	891	19
St. Xavier High School, Cincinnati.....	237	278	227	178	...	920	946	-26
Scranton Preparatory School.....	54	67	31	...	...	152	120	32
Seattle Preparatory School, Seattle.....	121	102	86	85	...	394	357	37
Xavier High School, New York.....	293	256	242	153	...	944	951	-7
TOTALS 1945-1946 .....	7,272	6,368	4,943	3,773	161	22,517		917
TOTALS 1944-1945 .....	7,607	5,870	4,465	3,529	129	21,600	21,600	1,759
INCREASE .....	-335	498	478	244	32	917		-842

<sup>1</sup> Eighth Grade, 11; postgraduates, 3.

<sup>2</sup> Accelerated 3-year course, 23.

<sup>3</sup> Seventh Grade, 55; Eighth Grade, 56.

<sup>4</sup> Graduates of other high schools, 3.

# Freshmen

	Arts		Engineering		Commerce		Totals		Increase
	1945-46	1944-45	1945-46	1944-45	1945-46	1944-45	1945-46	1944-45	
Boston College	365	280			96	59	461	339	122
Canisius College	101	104			33		134	104	30
Creighton University	134	84			66	39	200	123	77
University of Detroit	459	274	207	146	329	194	995	614	381
Fordham University	353	323			175	65	528	388	140
Georgetown University	94	81			150	35	244	116	128
Gonzaga University	56	32	69	163	28	1	153	196	-43
Holy Cross College	366	217					366	217	149
John Carroll University	72	38					72	38	34
Loyola, Baltimore	80	53					80	53	27
Loyola, Chicago	249	178					249	178	71
Loyola, Los Angeles	43	52	21	18	43	6	107	76	31
Loyola, New Orleans	179	171			41	26	220	197	23
Marquette University	610	432	166	141	207	78	983	651	332
Regis College	34	28					34	28	6
Rockhurst College	125	121					125	121	4
St. Joseph's College	135	92					135	92	43
St. Louis University	703 <sup>1</sup>	512 <sup>1</sup>	42	35	294	166	1,039	713	326
St. Peter's College	82	65					82	65	17
University of San Francisco	103	57			42	25	145	82	63
University of Santa Clara	44	35	46	25	17	9	107	69	38
University of Scranton	147	74	54	26	80	21	281	121	160
Seattle College	412	312 <sup>2</sup>					412	312	100
Spring Hill College	70	53					70	53	17
Xavier University	150	133					150	133	17
Totals	5,166	3,801	605	554	1,601	724	7,372	5,079	2,293

<sup>1</sup>Includes corporate colleges.

<sup>2</sup>Includes all departments.

# NEWS FROM THE FIELD

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FATHER JOHN F. DOUGHERTY, S. J., 1891-1945

In the sudden death on October 31, 1945 of Father John F. Dougherty, S. J., the Oregon Province and Jesuit education at large lost a devoted and able worker. A stroke suffered on October 30 caused his death. Father Dougherty made his theological studies in Naples and shortly after his return to the Oregon Province was appointed Socius to the Provincial. This position he held up until the time of his death. On several occasions during the absence of the Provincial in Alaska and in Rome he was appointed Vice-Provincial. Since 1943, in addition to his other duties, Father Dougherty was Acting General Prefect of Studies for the Oregon Province. In this office he was indefatigable in cooperating with his Provincial in preparing priests and scholastics by higher studies for the educational work of the Province. His entire life was devoted to the hidden but extremely important work of assisting in the administration of province affairs. In this office he was eminently a Jesuit's Jesuit. The members of the Executive Committee of the Jesuit Educational Association are deeply aware of his loss. His attention to discussion of problems, his sound judgment, and his quiet good humor made him a valuable member of the Committee. Members of the J. E. A. express their sympathy to his confreres of the Oregon Province in their sudden and severe loss with the assurance that they will remember in their Masses and prayers the soul of so devoted a Jesuit.

R. I. P.

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MR. WALTER B. KENNEDY, A. B., A. M., LL. B., 1884-1945

Before the proof of the January issue of the QUARTERLY reached the office of the J. E. A. we received the sad news of the death on December 30 of Mr. Walter B. Kennedy, author of the lead-article in this issue. For twenty-two years Mr. Kennedy had been a devoted and exceptionally capable professor of law at the School of Law of Fordham University. At Fordham and throughout the legal profession he was admired and respected for his sane views on legal education. His loss is a grievous one for the profession and particularly for Fordham. To the members of Mr. Kennedy's family and to Fordham University the editors of the QUARTERLY offer their heartfelt sympathy and assure them of the prayers of our readers for the soul of a great teacher and a true gentleman.

R. I. P.

**Gifts and Drives.** Gonzaga University, Spokane, received a gift of \$30,000 from Mr. and Mrs. George F. Jewett, of Spokane, for the creation of an engineering equipment fund. Other gifts towards the construction of the new engineering building total some \$130,000. The building will cost in the neighborhood of \$200,000. The university is also planning the construction of a new fireproof library building.

The School of Commerce and Finance of St. Louis University received a legacy of one half of the estate of the late Mr. Shaughnessy, head of the Shaughnessy Distilling Co., when his widow, Mrs. Agnes T. Shaughnessy, died on October 2. At the time of Mr. Shaughnessy's death in 1926, the estate was valued at two million dollars. Its present value has not been determined.

St. John's High School, Shreveport, received from Mrs. Thomas E. Caplis its first personal and perpetual scholarship for education of a poor but deserving student.

The University of Santa Clara, the University of San Francisco, and Loyola University of Los Angeles will share equally in a gift of \$30,000 presented by Dr. and Mrs. Charles Strub.

The Xavier University, Cincinnati, emergency and postwar fund drive has already reached approximately half of the announced goal for 1945, \$400,000.

Georgetown University has announced that the drive opened in April to raise \$750,000 exceeded the quota by \$36,000. The required sum was the university's share in the cost of the new university hospital; the rest of the cost of the building will be covered by a grant of \$1,820,000 from the federal government.

Father Holloran, rector of St. Louis University, announced the successful conclusion of the University Expansion Fund drive to raise two million dollars started about a year ago.

Appealing directly for the first time to its alumni for large scale financial support, the Medical School of Loyola University, Chicago, started an endowment fund campaign, with three million dollars as its ultimate goal. An endowment of this kind has become a critical need, since the school has been running on a deficit of approximately \$50,000 each year.

**Building Projects.** Detroit University will add a men's residence hall to the campus this year. The new building, to be known as Holden Hall, in honor of the donor, Mr. James S. Holden, a member of the Administrative Council of the University, will accommodate two hundred students.

Ground will be broken in January for the new \$400,000 Downtown College of Loyola University of Los Angeles. Besides classrooms, the

building will contain a chapel, a library, an auditorium with a seating capacity of 500, a cafeteria, and offices for administrators and professors.

The University of Detroit High School is planning to build a new gymnasium. The building is to be constructed in two sections, basketball floor, and swimming pool.

Loyola University, Chicago, took an option running to December 15, on a 17-story building in downtown Chicago to house its downtown schools. A campaign was conducted among alumni and friends to raise the purchase price of \$500,000 necessary to acquire the building, which has ample space for classrooms, living quarters, offices, student activities, cafeteria accommodations. It is located near subway, bus, and streetcar lines. In mid-December it was announced that the required sum of money had been raised, and that the University had acquired the building.

**Military Units.** In the last week of October, the Navy V-12 program was concluded at John Carroll University, Cleveland, and at Gonzaga University, Spokane. At Xavier University, Cincinnati, the R. O. T. C. Field Artillery Unit, established in 1936, will be reorganized and expanded. The advanced R. O. T. C. program is to be reactivated at Georgetown University, probably at the beginning of the next term.

**Recent Administrative Appointments.** FATHER FRANCIS A. MCQUADE, formerly rector of Regis High School and Loyola School, New York, to be provincial of the New York Province; FATHER JOHN E. GRATTAN, formerly regent at St. Peter's College, Jersey City, to succeed Father McQuade at Regis and Loyola in New York; FATHER LINCOLN J. WALSH, recently discharged from the Army, to be regent at St. Peter's College.

FATHER HENRY T. MARTIN, formerly professor of theology, rector of the scholasticate at Weston, Massachusetts.

FATHER WILLIAM C. GIANERA, for many years dean of the faculties at the University of Santa Clara, rector of Santa Clara. FATHER JAMES A. KING, former principal of St. Ignatius High School in San Francisco, dean of Santa Clara. FATHER RALPH T. TICHENOR acting principal of St. Ignatius High.

FATHER JOSEPH K. DRANE, dean at St. Joseph's College, Philadelphia, to succeed FATHER THOMAS I. O'MALLEY.

FATHER GERALD O. McDONALD, former member of the staff of The Queen's Work, principal at Gonzaga High School, Spokane. FATHER CHARLES MECKES principal at Bellarmine High School, Tacoma.

FATHER LAWRENCE V. BRITT, dean of freshmen at Loyola University, Chicago. FATHER VICTOR B. NIEPORTE, former head of Xavier University Night School, Cincinnati, principal for the fourth-year-high-school class, which is located at Xavier University. FATHER PATRICK W. O'BRIEN,

principal of Xavier High School. DR. FRANCIS J. DONOHUE, director of the new evening division at the University of Detroit. FATHER FRANCIS P. CALLAN, formerly minister at St. Ignatius High School, Chicago, and recently appointed pastor of St. Mary's Parish, vice-rector of St. Ignatius High School in the absence of the rector, FATHER GERALD B. GARVEY, seriously ill since July with a throat ailment.

FATHER EDWARD A. MCGRATH, member of the Marquette University faculty for eleven years, regent of the Marquette School of Law. DR. L. R. MAIN, former head of the department of oral roentgenology and diagnosis, and vice-chairman of the roentgenology section of the American Dental Association, dean of the School of Dentistry at St. Louis University. LT. COL. RICHARD V. CARPENTER, after three years with the judge advocate's department of the Army, dean of the St. Louis University Law School.

**New Courses.** To accommodate war veterans who are anxious to go into business almost immediately and who do not want a full college course, the College of Business Administration at Marquette University has opened a short intensive course in business management. The course, which will run for sixteen weeks, with twenty hours of class each week, is so arranged that new students may be admitted after eight weeks.

A course in Russian has been started at the Downtown College of Xavier University, Cincinnati. The course will be taught by a layman who is the interpreter for Cincinnati agencies and companies which do business with Russia.

The physics department of John Carroll University, Cleveland, has arranged to give members of the Cleveland Electrical Union an evening lecture and laboratory course in electronics.

Seven Catholic action cells of the Cleveland area requested John Carroll University for a special evening class in apologetics. The course is being conducted at the university by Father McQuade.

The education department of University College of Loyola University, Chicago, is continuing a program of courses organized last spring to give teachers in the Chicago schools the techniques of teaching handicapped and slow-learning children. Loyola is the only school in the area offering such an integrated and complete program. Two new and unusual courses deal with Braille technique and advanced Braille. Others are: Psychology of the Mentally Handicapped Child, Introduction to Oral Teaching of the Deaf, Speech Reeducation, Methods of Teaching Slow-learning Children.

To meet the needs and interests of returning veterans Loyola University, Chicago, has drawn up a group of two-year certificate programs in the fields of industrial relations, accounting, inter-American affairs,

public administration, journalism, social administration, public personnel administration, and sociology. Although each of the two-year programs is strongly oriented towards vocational preparation. Loyola will adhere to its fundamental aims of liberal education in so far as is possible in a two-year period by requiring basic courses in cultural subjects. Twenty-four courses will be included in the program to be selected by each student. These programs will run concurrently with the regular schedules in the University College.

To prepare supervisors of Catholic hospitals for future requirements of the State, Father Stephen Koen, of the Boston College Intown College is giving a course in educational psychology for the supervisors and assistants of the staffs of the Carney Hospital and St. Margaret's Hospital in Boston. Father David Dunigan is conducting a similar course at St. John's Hospital, Lowell, Massachusetts.

At Detroit University a new evening division under the direction of Dr. Francis Donahue has been opened at the campus. Programs leading to the degree of Bachelor of Philosophy and to a Secretarial Science Certificate will be offered. The new evening division will permit the university to serve the needs of a large body of prospective students in northwest Detroit who have never had adequate facilities for night college students. The university is also conducting a series of eight noncredit courses in adult education for the benefit of mature students who wish to keep up with timely subjects but are not interested in acquiring college credits. There are no prerequisites for any of the courses and the tuition charge is five dollars for each course. Among the courses offered are: history, heredity, religion, psychology, English, philosophy. Last year these sessions proved highly successful with an enrollment of eight hundred students. The courses are given in three sessions of eight weeks each, beginning in October.

A Career Planning Course to aid students in determining the vocation for which they are best suited and in which they are most likely to succeed has been inaugurated this year at Canisius College, Buffalo. The course is open to students who have completed their sophomore year in high school. More than two hundred professional and businessmen and women will serve as consultants to aid in solving the problems of the applicants and to furnish advice on the aptitudes, characteristics, and personality traits needed for success in the various fields. Special interviews will be given to each student and diagnostic tests will be administered. The program is under the direction of Dr. Edward J. Egan.

Gonzaga University, Spokane, has opened a school for the deaf. Scholastics from Mount St. Michael's are in charge of the school and will carry on the instruction in the sign language. Meetings will be held

on the first and third Sundays of each month. Approximately seventy-five people have already enrolled. The school has the enthusiastic support of the rector of the university, Father Francis Corkery, who is himself learning the sign language, and of Father Leo Robinson, provincial of the Oregon Province, who started this work for the deaf when he was rector at Gonzaga. An attempt will be made to discuss the economic and social problems confronting the deaf and some of the solutions. Since many of the deaf are non-Catholics, general religious subjects will be treated and an open forum will be held in which the deaf may ask questions regarding the Church or their own problems.

Both the University of Scranton and St. Joseph's College in Philadelphia have been requested to open a Veterans' Advisement Center. Both will be opened about Christmas time.

At St. Ignatius High School, Cleveland, juniors and seniors are again enrolled in a flight course at the Cleveland Municipal Airport. The course includes sixty hours of ground instruction and two hours of flying.

At the University of Detroit High School, three large classes of Greek students, as compared with two last year, bear witness to the appeal of the Homer course prepared by Messrs. Schoder and Horrigan. Mr. Schoder taught at the high school two years ago; Mr. Horrigan is in his third year of regency there this year.

**Research.** Father Emilio Ramirez, now director of the Geophysical Institute at Bogota, Colombia, while making doctorate studies at St. Louis University, discovered a method for detecting storms at sea long before official government weather observers report them. Using three seismographs, Father Ramirez developed a tripoint method of measuring microseisms and the relation between them and storms at sea. After Father Ramirez' work was published, the United States Navy took up the method and carried on further research in an attempt to increase the accuracy of weather forecasts and aid in the routing of ships. The system may prove of great value in naval and air navigation.

Under the leadership of Dr. Eben J. Carey, dean of the Marquette University Medical School, a group of professors and students are continuing the active research on poliomyelitis, which has been going on there for the past five years. The research is financed by four sources, the Research Fund of the Marquette Department of Anatomy, the National Foundation for Infantile Paralysis, the Baruch Committee on Physical Medicine, and the Research Committee of the American Medical Association.

**Special Assignments.** Father Edmund Walsh, regent of the Foreign Service School at Georgetown University, is in Nuremberg, Germany, as

an adviser on geopolitics to Justice Robert A. Jackson's Council for the Prosecution of Axis War Criminality.

Dr. Wendell H. Griffith, now a colonel in the United States Army, and formerly associate professor of biochemistry in the St. Louis University Medical School, has been head of the United States Army nutrition branch. Dr. Griffith did research work in nutrition and was sent by the Rockefeller Foundation to continue his studies at Oxford University. For his services in the food department of the Army, Colonel Griffith was awarded the Legion of Merit.

**Football.** Father Edward Whalen, rector of Loyola University of Los Angeles, gave the press a prepared statement to the effect that Loyola would abandon "big-time" intercollegiate football. The new program at Loyola in football is intended to stress "football for the boys," shifting the emphasis of the game from the coach to the students, and also to put an end to scholarships for athletes, a "name" coach, and high-pressure public relations.

**Prince Professor.** Holy Cross College, Worcester, has on its faculty as professor of history and government, on a Carnegie Foundation Professorship, Prince Hubertus zu Lowenstein, a member of the royal family of Austria. The Prince was a leader in the anti-Nazi Catholic youth movement, and after Hitler came to power he had to leave his native land with a price of five thousand pounds on his head. The Prince has made studies at the universities of Munich, Hamburg, Berlin, and Geneva, and is the author of several books.

**Elections.** At the October meeting of the Association of Universities and Colleges of the State of New York, Father Robert I. Gannon, president of Fordham University, was elected president.

Father Joseph T. O'Callahan, of the New England Province, heroic chaplain of the carrier *Franklin*, has been chosen national chaplain of the American Veterans of World War II.

**Deans Meet.** The first annual meeting of the deans of the Missouri and Chicago provinces to be held since November 1924, was held at Loyola University, Chicago, November 24 and 25.

**Accelerated Program.** The accelerated program is rapidly disappearing from our schools. The College of Arts and Sciences of Fordham University resumed its normal program in September, and Gonzaga University and Holy Cross College announced a return to it in September. St. Joseph's College, Philadelphia, has adopted a calendar of two semesters per year for four years, but with classes admitted in October, February, and June. Summer sessions will be held for the February, and June classes only.

**Chaplains Return.** To date three former chaplains of the Cali-

ifornia Province have returned to the classroom from the armed services. Most of the twenty-odd chaplains are expected home by the end of the school year. Later some of them will take advantage of the G. I. Bill of Rights to complete their doctorate studies.

**Expansion.** St. Ignatius High School, Cleveland, has taken over the entire building of the parish grade school, located across the street from the high school, to enable it to accommodate its enrollment of 1,040. Beginning the year with a record-breaking enrollment, and an insufficient number of teachers, St. John's High, Shreveport, has been forced to add two secular priests and a Holy Ghost father to its faculty.

**Bond Sales.** A bronze plaque depicting the flag raising on Iwo Jima was awarded to Loyola Academy, Chicago, for selling bonds to the sum of \$108,500—the largest amount of any high school in Chicago—in the Seventh War Loan Drive.

**Jubilee.** On November 30, Canisius College, Buffalo, celebrated its diamond jubilee. A pontifical high Mass was said on that day, with Most Rev. John F. O'Hara, bishop of Buffalo, presiding. The Auxiliary Bishop, Most Rev. Joseph A. Burke, was celebrant of the Mass.

**Alumnus Bishop.** Rt. Rev. Msgr. John P. Treacy, appointed in August as the new coadjutor bishop of the diocese of LaCrosse, Wisconsin, and titular bishop of Metelis, is the twenty-third alumnus of Holy Cross College, Worcester, to be elevated to the episcopacy.

**Commendation.** The Loyola University Medical Unit, from Loyola University of Chicago, the 108th General Hospital Unit, won this commendation from the commanding officer, Colonel Parsons: "The Unit has cared for over 55,000 casualties, with a death rate of less than one-tenth of one percent. It is regarded by General Hawley's office as the best in the Theatre, and is the one selected for the treatment of the 'brass' of the Theatre. It is referred to as 'the Walter Reed of the ETO.'"

**Pontifical Institute.** By a decree of the Sacred Congregation of Seminaries and Universities, Alma College, scholasticate of the California Province, has been raised to the status of a Pontifical Institute, with power to grant the licentiate and doctor's degrees in theology.

**Surplus Property.** Father John Preston has been appointed province representative of the California Province for information regarding surplus government property.

**Publications.** The revised edition of Father Henle's *Latin Grammar* and *First Year Latin* have been published by Loyola University Press.

Father P. H. Yancey, of Spring Hill College, is the author of two booklets in a series of five entitled Bios Classroom Series for students of biology. The two booklets by Father Yancey are called, "Introduction to Biological Latin and Greek," and "Origins from Mythology of Biological

Names and Terms." Copies may be obtained from F. G. Brooks, Mount Vernon, Iowa.

Fordham University Press recently published a symposium on Alexis de Tocqueville's *Democracy in America*, edited by Father William J. Schlaerth. The monograph is one of the Fordham University Studies.

The American Catholic Philosophical Association has published *Physics and Philosophy*, by Father James A. McWilliams, of St. Louis University, a study of St. Thomas' commentary on the eight books of Aristotle's *Physics*.

Bruce Publishing Company has recently released *Weapons for Peace*, by Dr. Thomas P. Neill, instructor in history at St. Louis University, and *The Historical Background of Latin America*, a textbook for courses in Latin-American history, by Father John F. Bannon, of St. Louis University, and Father Peter M. Dunne, of the University of San Francisco.

Just off the press is a book by Father Herr of Loyola University, Chicago, entitled *How We Influence One Another*. The book has already been adopted as a text in three schools. It is reviewed in this issue of the QUARTERLY.

At Loyola Academy, Chicago, Father Amberg, who shares authorship of the new textbooks, *Writing—A Course for Secondary Schools*, is engaged in teaching the first experimental volume, *Correctness*. The new book is being used in thirteen classes in various schools of the Missouri and New Orleans provinces, and reports from teachers have been very favorable.

Father Rossi's book on Portuguese has been adopted by twenty-two American colleges and universities, including Harvard, Yale, Catholic University, the universities of Florida, Kansas, Missouri, Indiana, and the Graduate School of the United States Department of Agriculture.

# Federal Aid for Religious Schools\*

JOHN E. WISE, S. J.

In the case of religious schools the difficulty will be urged, as suggested in the *School and Society* note already quoted, of "a possible threat against the traditional separation of church and state in American life." The answer might be made that the present threat of the union of the state and irreligion is more real. If anything militates against traditional Americanism it is this. The origins of the nation and of the nation's schools were mainly religious. The predominance of the secular, irreligious school spans less than half of our life as a nation. Within the space of the past 50 years, public high schools have multiplied their enrollment 33 times, but non-tax-supported secondary schools still enroll two fifths of the children of high-school age. State schools are no more American than private or denominational schools. Does it take war records to prove this? War records could perhaps be introduced. Chaplains in the war betoken no un-American union of Church and State. And yet, in this case, the religious needs of citizens are provided for by public funds. If anyone wishes to go into the vexed question of the theory of State and Church relationship he has a perfect right to do so. The present remarks are limited to the rights of citizens, and the red herring of danger to the separation of Church and State should not distract one from the existing menace of a union of the State with irreligious teachings, if not against the will of a majority of its citizens, at least an essential invasion of the rights of those minorities which the writer contends are more representative of the American tradition. . . .

All the facts are before us; the right of the child to a proportionate share of the taxes paid for his education; his constitutional right to an education according to conscience; the impossibility of this right being adequately implemented under the present setup; the danger of some American citizen lacking educational advantages that others have, simply because those citizens obey their just conscience; the fact that religious elements in the nation have often been its backbone in war and in peace; the fact that in other nations government aid is given to religious schools with none of the disastrous consequences predicted by opponents of this aid in America; the fact that State schools teach a separation of religion and education which is not any more American than is the union of

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\* Excerpts from an article in *School and Society*, December 8, 1945. p. 365.

religion and education. The union of religion and education does not mean the union of Church and State. Churches and schools already receive government aid in the form of exemption from taxation. This does not mean a union of Church and State. Neither does it mean that enough is done for denominational schools. The problem is a practical one. The existing American system of education has a salutary balance (if uneven) of so-called public and private schools. The existing American system of education will be destroyed if government aid is not given to religious schools. This is what some people wish, namely, that religious and private schools should be destroyed. They have a right to their desires, but other American citizens have rights too, rights fought for on the battlefield and sustained by the principles of equity. Citizens who choose religious schools do not seek the destruction of those schools in which religion is not taught; at least they do not seek the destruction or transformation of such schools by the invasion of the rights of others. The essence of democracy is the recognition of the rights and responsibilities of each individual citizen. The nation's responsibilities have been shouldered by those who recognize the Name of God as well as by those who do not recognize the Name of God. The rights of the nation must not be denied either group.

## THE LIBERALLY EDUCATED MAN

"Our central thesis can perhaps be stated most briefly and dramatically in negative terms. Would we not all agree that a person was not liberally educated who was illiterate and inarticulate, uninformed and with no knowledge of how to acquire knowledge, insensitive to aesthetic, moral, and religious values, provincial, unintegrated, and enslaved? Does it not follow, then, that a person is liberally educated in proportion as he is literate and articulate in the 'languages' of human intercourse, verbal, symbolic, and expressive; as he is possessed of the basic facts concerning the world of nature, human nature, and human society, and, in addition, a master of the main techniques of acquiring new knowledge in these realms; as his native sensitivity to values is cultivated and as he is capable of reflective commitment in the realms of aesthetic, moral and religious value; as he is freed from the tyranny of provincialism through temporal, spatial and systematic orientation—in short, as he is an intelligent and responsible agent, able to participate richly in the good life, and ready and eager to contribute all he can to the welfare of his fellow men? Is not this the positive freedom which democracy should cherish and which a liberal education should foster? And is it not our duty and privilege, as citizens, as scholars and teachers, and as human beings, to make liberal education in this country a powerful instrument for human freedom, a bulwark of human dignity, a source of human value?"

*Liberal Education Re-Examined,*  
by Theodore M. Green and others. p. 120.