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FATHER GENERAL ON JUNIORATE STUDIES

ALPHA SIGMA NU

PRELECTION PRACTICES TODAY

ANALYSIS OF NATIONAL STATISTICS: 1949-1950

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(FOR PRIVATE CIRCULATION)

Contributors

VERY REVEREND FATHER GENERAL JANSSENS kindly permitted us to translate and print some of his directions on Juniorate studies.

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MR. JOSEPH E. BOURGEOIS, Instructor in German and French at Xavier University, presents the history of modern languages in Jesuit education, especially in American Jesuit schools.

MR. CORNELIUS J. CARR, Theologian at Weston, condenses the results of careful study of current use of the time honored Jesuit teaching method, the prelection.

FATHER W. B. FAHERTY, Instructor of History and Sociology at Regis College, has studied and written extensively on methodology in history and puts to careful scrutiny the most recent conspectus on the subject of teaching history.

FATHER MARTIN is the pen name selected by a priest-teacher of English and Latin in his conference to a scholastic beginning his teaching career.

FATHER THOMAS K. MCKENNEY, Principal of Regis High School (Denver), as part of a project of the Guidance Institute, sketches steps to be taken in the educational guidance of the high school graduate planning to continue his education.

FATHER CHARLES M. O'HARA, Associate Professor of Education at Marquette University, analyzes for the ninth time since 1941-42 the enrollment statistics of Jesuit schools throughout the country.

FATHER FRANCIS A. RYAN, Director of the Marquette University chapter of Alpha Sigma Nu, outlines a broad program of activity for the members of the Jesuit honor society.

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ADDRESS COMMUNICATIONS TO THE EDITOR

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JESUIT EDUCATIONAL QUARTERLY

Very Reverend Father General on Juniorate Studies¹

LETTER OF VERY REVEREND FATHER GENERAL TO THE
PROVINCIALS OF GERMANY ON THE ORGANIZATION
OF JUNIORATE STUDIES.²

I have seen the outline of Juniorate studies entitled "A Sketch of a Course of Studies for the Juniorate" which you sent us. In general, I approve of it, but I should like to call your attention to the following points.

First of all the purpose of the Juniorate is not attained merely because a person can translate even the more difficult Greek and Latin authors. There are some Juniors, certainly, whose imagination is less fertile, but by and large, the vast majority, after they have reached this degree of proficiency ought also to gain that culture of mind, which is proper to these studies.

Beyond all peradventure, it is true that for the humane formation of a student, the study of the vernacular language and literature hold an important place. I am thinking especially of those books which merit the name of classics or books of the first rank. And so, a man is perfectly justified in demanding that the prescriptions about the modern languages, laid down in the Epitome, number 297, be perfectly fulfilled. But it is on this very same account that I put my firm insistence on the study of ancient literature. A danger has arisen in these times of ours (a danger which is constantly underlined in the letters I receive from Germany) that some members of the Society think that the vernacular or other modern literatures can or ought to assume the place that in days gone by was assigned to the ancient tongues.

Allow me to descend to particulars and discuss, specifically, the case of the Greek language. No one should readily lose heart and abandon all hope of acquiring a solid knowledge of this tongue. This attitude of mind has often arisen in the past and has been due, I think, not so much to any want of mental acumen in the students as to a lack of a strong con-

¹Very Reverend Father General very gladly gave his permission to have these instructions printed in translation. It was his intention that the attention of the whole Society be drawn to them. This condition accompanied his permission, that it be stated that the letter refers, first of all, to the situation in Germany and Central Europe, and that detailed application might differ according to conditions in various countries. The English translation here offered is by Rev. John P. Carroll, S.J. of Woodstock College, Woodstock, Md.

²*Acta Romana* Vol. XI, Fasc. IV, 1948, pp. 561-563.

viction of the value of the subject in the minds of the teachers. As a result, students frequently appear to be adverse to Greek literature, when the actual fact is they have never gotten a solid, well-founded grasp on the elements of the language. Let the students, therefore, learn the declensions and conjugations of the Greek language with the utmost precision: this task is more difficult in Greek than in Latin. Let them also have a comprehensive knowledge of Greek syntax, a subject which is easier in Greek than in Latin. They are to be forced, from the very beginning, to acquire an adequate Greek vocabulary and to commit it to memory. If they do this in the first year of the Juniorate, they will, in the second year, read Greek authors with greater pleasure and with greater ease than Latin authors. And, further, they will derive therefrom a far greater benefit, since the art of the Greeks is closer to nature and more simple than that of the Latins.

In the second place, I make a most solemn petition that you do not, as your outline of studies leads me to fear, exempt a good many Scholastics from the whole Juniorate or even from the second year. When we consider that in the long years before the war the authorities in the state were, as a rule, adverse to classical studies in the gymnasia, we must be incessantly vigilant lest, while we gain a year or two in our long years of formation, we inflict on the Society, the clergy and the education of youth a never ending loss. Be mindful, I pray you, that after the destruction brought about by a war that was savage beyond description, your one care should be to restore, as perfectly as possible, the spiritual, intellectual and scientific forces of your provinces. Indeed, if I may be permitted to draw a comparison, we have a saying much to the point. When a wild beast has been wounded, it steals away into the depths of the forest and hides itself, until it has fully recovered and regained all its old time strength.

Wherefore, I would not readily approve that anyone should, at mid-year, be promoted from the first to the second year of Juniorate. I feel sure no one will regret that he has laid a more secure foundation. However, as is clear, no general rule can cover all cases.

Finally, I would like to recommend to you and urge with all the forces at my disposal that only teachers who are fitted and skillful should be assigned to the Juniorate. Never forget that only the very best are to be chosen for the formation of Ours.

Your Reverences' Servant in Christ

JOHN B. JANSSENS

Rome, 7th day of July, 1948.

General of the Society of Jesus

AN INSTRUCTION OF VERY REVEREND FATHER GENERAL
ON THE PROPER ORGANIZATION OF JUNIORATES
IN THE GERMAN PROVINCES.³

It cannot possibly be that the first aim of the Juniorate should be the acquisition of that knowledge of Latin and Greek which is necessary and sufficient for further Ecclesiastical studies.

Our principal object ought to be so to form the minds and spirits of our young men by means of the Greek and Latin classics that they may attain that maturity, balance, and taste which has ever been characteristic of those trained in these subjects. As soon as the human heart and human society are thoroughly imbued with a knowledge of classical history and civilization, they acquire certain natural principles in accordance with which they should form their own criteria for making judgments. The students will obtain and perfect their Christian norms from the teaching of their professors in the Juniorate, should the opportunity arise, as well as from their own higher studies.

Almost in passing, as is clear, the young men will gain that knowledge of these languages which their further studies, especially in the sacred sciences will demand. But it is a matter of greater importance they should acquire the culture they will need in their teaching of boys in our Colleges and in their own writing and preaching.

That the transfer from the novitiate to the more active scholastic life may do no harm to the spiritual life, the Juniors ought to have a manner of life different from the other Scholastics. Under the guidance of the Spiritual Father and their professors, they should learn to seek God in a methodical, persistent and arduous pursuit of their studies, since this pursuit is expected of them during all the rest of their lives.

Consequently, in view of the present state of humane studies in Germany, it seems necessary, for the most part, that two years of Juniorate be required.

In the first year, let them be so trained in a systematic study of grammar and in the interpretation of less difficult texts that they may easily and, practically at sight, read a classical author of moderate difficulty. Such texts, among the Latin authors, might be Caesar, Sallust, Livy books 21 and 22, Cicero's Letters, and so on; among the Greeks we should include Xenophon, Lucian, and the like.

In the second year, Latin and Greek authors who are more difficult and have greater literary value are to be read so that a taste and feeling for literature and the arts may be engendered. Such authors among the Latins might be Tacitus, Horace, Cicero in his orations, Virgil and the like;

³*Acta Romana*, Vol. XI, Fasc. IV, 1948, pp. 563-564.

among the Greeks, they would include Demosthenes, Thucydides, Plato, Sophocles, Homer and others of equal difficulty.

During the full two years, there should be a well-regulated course in history, embracing, if this be possible, all phases of the subject, even down to our own times. The Juniors might, to a certain extent, have lectures in history, or, better by far, they could have a few introductory lectures and, then, read by themselves under the direction of their teachers. But, whatever is done, the history of art and literature is not to be omitted.

Side by side with the ancient tongues, there must go a systematic and practical study of the native tongue and the vernacular literature. And this study is to be pursued with the same zeal and with the same end in view as is the case with the classical languages.

On this whole subject let us always keep before our mind's eye that ancient axiom: "non multa sed multum."

A single year of Juniorate is to be granted only to those who, at the start of their course, can easily and accurately read at sight those authors whose works form the subject of the examination at the end of the first year of Juniorate.

There are to be no recreations during which the speaking of Latin is imposed. Rather, the practice of speaking Latin ought to be taken up under the guidance of a professor, in much the same fashion as the "exercitationes practicae" are pursued in Philosophy. The Juniors should, likewise, become accustomed to write Latin and to translate from the vernacular into Latin.

We must, altogether, forego any attempt to hasten the transfer of our young men to the more advanced studies. Wherefore, I positively forbid the second half of the second year of Novitiate to be made a quasi-Juniorate. Granted the fact that a shortage of men may be felt in our Provinces for a number of years, still and all, we must form men who will live up to the hope which the Church has of our Society. As, in days gone by, when spiritual culture was at a low ebb, it was the task of the monks to watch over and protect the more humane literature, until it could once more come back into the sunlight, so, now, it is our duty to preserve the Catholic faith and that culture which reaches the highest human level from the barbarity of a culture which is primarily technical and devoted only to a temporal and, for the most part, a financial goal.

We must, then, be vigilant that classes in the ancient and vernacular languages be held regularly in the Noviceship, without, of course, any detriment to the spiritual formation of the Novices. I believe that prudence and experience have taught us that three-quarters of an hour of class and a like amount of study should be granted in the first year of Noviceship; while a full hour of each should be had in the second year. We have, likewise, to be careful that these classes be handled in a very serious way. We must have skilled teachers for them, they must be exclusively for our Novices, and they must supply, in one way or another, for any deficiencies the Novices may carry in Latin and Greek grammar.

Alpha Sigma Nu

Address of Welcome

FRANCIS A. RYAN, S.J.¹

It is my privilege this morning to extend to you members of Alpha Sigma Nu the hearty welcome and good wishes of the President and Faculty of Marquette University. You are especially welcome, since you represent those students and alumni of our Jesuit colleges and universities of whom we are most proud, the men who were considered the most deserving of the highest honor that our schools can confer upon their students. You are the men who, according to the Constitution, "most fully understand and appreciate the ideals of a Jesuit education," and who are banded together "to impress these ideals upon their fellow men."

Yours has been education in the true sense; for in your studies you have found a potent aid in formulating an intelligent philosophy of life; you have come to see the universe of being—God, man, the cosmos—as a totality, with all its constituent elements in right relation to one another.

There are systems of education that boast of attention to facts alone. Now training in the accurate ascertainment of facts is, surely, a useful asset in a career of business or commerce or the applied sciences, but what is the value of a fact for general culture, for the purposes of human life, unless one has the ability to interpret the fact in relation to human life. Facts, indeed, widen the horizon of the senses, but, if they are not rationally interpreted, they imprison the spirit, and are of little use to life in the larger spiritual, moral, religious sense. The full ripe fruit of attention to the facts of literature, science, mathematics and history is an appreciation of those facts in their various relations to human nature, to society, to the universe and to the Creator of the universe.

Then those college men and women who have acquired only the knowledge of the subjects taught them have failed, even though they may have received their degrees "cum laude" or even "summa cum laude." Preoccupied with ferreting out minutiae, they have never left the valleys of learning for the higher, broader, views of life seen in its totality and its unity. They are not really educated. Their association with learning was narrow, limited. They have read the tapestry of life on the wrong side, and to them it tells no story.

There are in the world of what passes for learning men and women

¹Address delivered before the delegates of the Alpha Sigma Nu assembled at Marquette University, September 7, 1949.

who appear to take pride in asserting that they do not know who or what they are, or why they come to this planet, or where they are going—agnostics, incapable of arriving at obvious conclusions, learned men and women rendered helpless by a sort of mental paralysis, and therefore not really educated.

The truly educated man, on the other hand, has not merely sought to find out what life means. He has come to definite conclusions as to what he is about in this world. He has looked beyond facts to their causes. He has pondered the mystery in the tiny atom, in a drop of water, in a blade of grass, the mystery, too, of free will and the human intellect and conscience, the mystery of the ordered universe and the mystery at the heart of the universe. He has discovered, and accepts, eternal truths. He feels them as realities, realizing that man is not the creature of the laboratory or the stock exchange, but "a lonely soul, confronted by the Source of all souls," Almighty God.

The result for him is a sane philosophy of life, a philosophy resting on certain basic principles. He sees the universe of being—God, man, the cosmos—in its totality and its unity. He knows what man is, why he came to this planet, how he is to live here and where he is going, and he relates the facts of literature, science, mathematics and history to this knowledge. He is not so absorbed in statistics or test-tubes or figures or dates that he finds no room for higher loyalties. His is a philosophy of life that manifests itself in definite attitudes of responsibility toward God, his neighbor and his own soul.

We are happy that our students are as a result of their education better prepared to make a living, but we are more concerned that they be better prepared to live full lives. The supreme things in life for beings with immortal souls and an eternal destiny are not meat and drink, dances, cocktails, cars, fine homes, or even intellectual prestige, or the power of knowledge, but rather human personalities in right relationship to themselves, to fellow men and to God.

Alpha Sigma Nu men have by the very nature of their organization the ability to impress these ideals upon their fellow men. They are the cream of the annual Jesuit crop. They have been selected to membership in this National Jesuit Honor Society by their respective Deans, not, of course, as the only students who distinguished themselves in scholarship, loyalty and service, but as the most outstanding in these respects among many who were found qualified. They, therefore, constitute a most select body of talented, loyal and service-rendering students and alumni. These Alpha Sigma Nu men now total almost 2,000, a formidable force of picked men, recruited as right-thinking, high-principled, self-sacrificing

leaders; an army of great potential striking power, that could by the united and organized strength of its members throw back and rout the enemy on any front; a mobile, versatile army, capable of swift movement into the latest battle waged within any profession.

Its striking power is, of course, intellectual, spiritual, not physical. Its strength is the strength of influence, the power of helping to spread right thinking based on principles.

The enemy is the atheist or the secularist, the bigot or the indifferentist. His attack is against the Church, its Head, its Hierarchy, its education; against our Country and the original American principle, established by the Founders of this Republic, of education for God and the State at one and the same time (a religious education, esteemed by them essential to the preservation of this nation); against the American constitutional principle of freedom of conscience; against the God-given and constitutional right of parents to give their children a religiously-guided education without being penalized, either themselves or through their children, for exercising that right; against the right of all American children, regardless of the schools they attend, to any child welfare benefits that the Federal Government (or the State Government) may think it necessary to provide for American children; against the basic principle of American democracy that in the policies of our government there shall be no discrimination because of race, color or creed. To meet this attack, we must as Catholics and Americans defend all human and constitutional rights.

At the present time, for example, we would make a serious mistake if we were to fail to oppose any child welfare bill proposed to Congress that excludes children who attend non-public schools from such benefits as free bus-transportation or free non-religious textbooks and health check-ups on the false plea that such aid to them would be unconstitutional support of particular religious sects. This is nonsense. The practices in various states of providing bus transportation, non-religious textbooks, health services and free lunches to children of all schools, have been upheld by the Supreme Court of the United States as constitutional. "These services are obviously non-sectarian. A bus rider is neither Catholic, Protestant, Jewish or atheistic, nor are geometry books or inflamed tonsils or a glass of milk." Moreover, these services are given to the children, not to the schools or to religious sects. The time has come to defend the American right of Catholic and other minority groups to be free from discriminatory legislation.

Perhaps Alpha Sigma Nu will find it feasible through committees, national and local, to study some of the main problems of the day, and become articulate as a national Catholic organization.

The subject of that study and public expression may be one of the problems just mentioned, federal aid to education or the elimination of discriminatory practices against minority groups; or, perhaps, international relations and foreign aid, including foreign student relief and aid to displaced persons; or socialized medicine; or the enlightenment of the public on Catholic principles, through the press or otherwise, to counteract the misinformation and false principles published in bigoted editorials and articles appearing in daily papers and weekly magazines.

And while defending the rights of our Catholic minority, we should not (to move on now to a new point) neglect the rights of other minority groups. There is danger that we Catholics may in our own policies and practices lay ourselves open to the charge of discrimination. Every human being, young and old, has the right to be treated as a human being created by God with an immortal soul, as well as a white or black or yellow body, a soul endowed with the same dignity and eternal destiny as possessed by other members of the human race; and his exclusion or segregation because of race or color is a violation of his God-given dignity and rights. Expediency will not excuse us; for expediency and practicality must always yield to principle.

Whatever be the problem, or problems, selected, I urge that Alpha Sigma Nu, in celebration of its 34th birthday, develop a strong national Catholic program. You have a large constituency. You are representative of 27 Jesuit colleges and universities, 6,500 American Jesuits, 120,000 students in any given year and other hundreds of thousands of alumni. They are counting on you. For in the Constitution itself you are classified as men "who most fully understand and appreciate the ideals of a Jesuit education," banded together "to impress these ideals upon their fellow men."

Guidance Techniques for Students Going on to College

THOMAS K. MCKENNEY, S.J.

Ideally, I suppose, the high school educational-vocational plan should develop concurrently. That is to say, it would be most satisfactory if a student could accurately decide his future occupational field at the time that his study program calls for its first real differentiation, and then he could choose an educational program most perfectly suited to prepare him for that field.

In practice, vocational plans usually come along later. Limited experience and insufficient mental and emotional maturity make it difficult for a high school student to make a wise occupational decision. A compromise, then, seems advisable. The student should be encouraged to think as seriously and as wisely as he can about prospective occupations, while he prepares himself as fully as possible through educational work that is basically helping him to success in the field he will eventually choose.

We shall face two broad possibilities: the one, where a student, for whatever reason, has made no occupational or vocational choice; the other, where a student has committed himself to a particular occupational field.

For the student who has made a choice, there arise problems of testing the wisdom, accuracy and sincerity of that choice, before he is committed to an educational program leading to the eventual field of work. If the choice is found to be sound, the college course suitable to the chosen job must be selected and prepared for. However, for the student who is not as yet prepared to make a decision, and nevertheless is desirous and capable of college achievement, there lies the problem of discovering his proper area of educational interest and ability. Sound work in this area should be the proximate step to his eventually choosing the field of work where he will find the best chances of success.

If a vocation is to be named, it is important to remember that the most suitable *field*, not the specific job, should be chosen. Naturally, that field should be in line with the student's interests, abilities and aptitudes. The

Editor's Note: The full title of this project is "Group Project 9: Guidance and Placement Problems and Techniques in the Jesuit High School: Guidance Techniques for High School Students Going on to College." It is part of one of the twenty-two projects worked out at the Guidance Institute held last Summer at Fordham University. While the projects themselves will be published as part of the proceedings of the Institute, we felt it important to publish from time to time in the Jesuit Educational Quarterly those which seemed most pertinent to help our high school and colleges in facing common problems in the field of guidance. The entire project was divided into four parts: 1) Guidance Techniques for High School Students Going on to College, 2) Guidance of Failures, 3) Occupational Guidance for the High School Graduate, 4) Guidance of Drop-out Students.

educational plan then made, again in keeping with the student's capacities and interests, must suit the occupational field chosen.

REMOTE PREPARATION FOR ALL HIGH SCHOOL STUDENTS

As soon as possible, all continuing high school students, whether they have definite preferences or not, should begin to acquaint themselves with a wide variety of occupational opportunities and requirements. For this purpose, the high school should provide accurate, up-to-date and complete occupational information, through an occupational library, or an occupational section of the regular library. Materials ought to be kept current and available, in well-divided categories. The occupational section should not consist of a mass of material jumbled into one place with the hope that somehow the students will find their way through to their own special fields of interest.

Counselors should begin, as early as possible, to check on the students to see if they are at least job- and vocation-conscious. For many, it will suffice if they are acquainting themselves with the broad requirements of several fields, and thinking of these in terms of their own interests and capacities.

Later in high school, let us say, in third or/and fourth year, there could be special lectures and group sessions, some of them directed by outsiders in the community, on the various fields of work in life.

THE MOST CONSISTENT PROBLEM

Experience shows that high school students who are well set in their choice of future work are in the minority. Therefore, the major high school problem will concern the students who have not yet decided, or who are unable to decide what their future work will be. This condition is not a sorry one, by any means. It may well be that, due to insufficient experience, a natural immaturity, or an uncertainty as to their own real abilities, they have been unable to come to a specific choice. It is very important, however, that the high school help these students to discover their real interests, their aptitude and most promising abilities. In this way, students may be guided into their proper area of college work, where, as they learn more of the opportunities and specifications of jobs available to men of their preparation, they will be able to make a wise choice.

At the same time, the high school must keep them vocation-conscious in their thinking so that a prudent choice of occupational field may be made as early as possible. It is difficult to say whether the major share of blame lies with students, high schools or colleges, yet it is a sorry fact that too large percentages of present-day college students have not only not made decisions as to their occupational future, but are not even certain

that the educational area in which they are working is the one best suited to their own real interests and capabilities.

GUIDING STUDENTS INTO PROPER EDUCATIONAL AREAS

How, then, will a counselor endeavor to decide with a particular student what major educational area he should enter?

Since this choice must be made in the light of the student's interests, abilities and aptitudes, the counselor must cover these points of concern:

Interest—The counselor must ask the student to express and explain his own interests. Questioning and examination into the student's background, reasons behind the expressed interest (viz., whether it is really his own or imposed upon him by parents or others), can do much toward testing the validity of the expressed interest.

In addition, an interest inventory ought to be given, carefully appraised, and discussed with the student, to see if it squares with the indicated interests of the student.

Abilities—The student's complete educational record—his class accomplishments, record in achievement and intelligence tests, his special strengths—should be carefully considered. Also important are all demonstrations of ability in extracurricular affairs.

Aptitudes—If aptitude tests have been administered, viz., the Psychological Corporation Differential Aptitude Battery, a conservative use of the results can be made. A primary problem in education seems to be that of discovering aptitudes for successful work in areas not thus far touched in the student's training. However, until aptitude testing has advanced to greater proficiency and accuracy, counselors will have to be satisfied with a careful, over-all survey of the student's qualifications. At present, except for unusual cases, a counselor must be very slow to advise a major change in the direction of a student's training and then only where clear indication of real ability in a divergent line has been given.

The precise aim of guiding a student toward education areas in college practically comes down to determining what should the student's college major, viz., literature, mathematics, physics, chemistry, biology, languages, philosophy, etc.

Personality—Personality traits need not be checked so closely with the student preparing for an educational area as with the student who has chosen a much more specific plan, viz., the general practitioner in medicine. Even if there are personality deficiencies which would prevent success in specific jobs in the occupational field toward which the educational plan is leading, there will still be time for a wise choice of other jobs in keeping with the student's particular makeup.

GUIDANCE OF STUDENT WHO HAS CHOSEN HIS OCCUPATION

If the student has chosen his occupational field, the high school counselor must first test the wisdom and accuracy of that choice. He must know and discuss with the student the requirements, not only of the ultimate occupation, but of the college course preparing for it, and carefully examine the student's previous record, present ability, and future promise, to see if he can measure up to what will be demanded of him. Some cases will have to be discouraged, when it is easily apparent that the student is headed for disappointing failure. In that event, following the sound psychological adage that no door should be closed on a counselee's prospects without a new one being opened for him, the counselor should endeavor to help the student discover at least an educational area of further development, if not an occupational field, where his particular talents will assure a fair chance of success.

Careful search must be made for discrepancy between interests and abilities. Things especially to be watched for are such dangerous tendencies as interests in jobs requiring too much of certain students, interests in jobs requiring too little, and interests in jobs requiring abilities on the same level of difficulty but of a different nature, for instance, professional scientific interests and linguistic abilities. Concretely, a student with low academic aptitude may be ambitioning one of the professions; a student with no special aptitude may be interested in a highly specialized occupation; a serious personality-problem student may be pointing toward personnel work; on the other hand, a student with good college promise may be thoughtlessly planning to go to work after high school.

Where it is clear that the student's choice is a good one, the next step for the counselor is to point out all the requirements, both of the occupation itself and of the educational program leading to it. The educational program in question should be set up as completely as possible, so that the student will have an accurate picture of his future plan and obligations, and begin to prepare himself for them.

To accomplish this well, a counselor will have to know quite accurately the specific college requirements for such a course. A more extensive cooperation between the high school in question and at least nearby colleges could well be achieved in this matter, so that the high school, through its administrators and its counselors, might better do the remote job of preparing its college candidates.

Further, a counselor should know the minimum high school achievement required for college admission into various departments, so that the student will have a real motive during his remaining high school days for superior achievement and more helpful preparation for his college work.

FOREWARNINGS

In the guidance of all students planning to continue their studies, the following glaring errors should be carefully guarded against:

Some overzealous parents or teachers or misguided friends may be pushing a student toward a certain educational area or a specific occupation for which he is not prepared and in which he may not have a genuine interest of his own.

Some students, for whatever reasons, may be endeavoring to specialize, or specify their occupational choice, too early.

Some may tend to draw the counselor into making the decision for them, taking him outside his real role, which must always be that of *helping his student* to make wise choices for himself.

Students in naming occupational choices may be influenced by the "attractiveness of the remote," or by the "glamour of the unusual."

Some, specifying occupations too early, are laboring under the "perfect niche" notion, the mistaken impression that a person is qualified for one job only, and that he must make his decision and preparations accordingly.

Students are frequently misled by deceiving job levels.

Many students, despite past poor records and performances, carry hopeful illusions of sudden later development, both mental and social.

NORMAL GUIDANCE FOR THE CONTINUING STUDENT
THROUGHOUT HIGH SCHOOL

None of the above rules out the need for sound, continuous guidance of the continuing high school student throughout his secondary school period. The continuing student will need for his own problems, just as much attention as will the failing student, the dropout, or the terminal student.

"While it is true that [failing] students need counseling services . . . yet there are many educational problems to be found among [passing] students . . . and even among those with high grades. . . ." Williamson, *How to Counsel Students*, pp. 245-246.

As a matter of fact, many of the standard guidance procedures may help to remedy flaws which, if not discovered and corrected, might prevent otherwise capable boys from continuing their studies in college. In this category will be all the usual difficulties calling for quick and effective attention: reading, study and health problems; poor emotional and social adjustment; lack of interest, lack of motivation.

Further good work may be done by the counselor, along with his administrator, in discovering the various college-related difficulties of the underachieving student, the overachieving student, the superior student.

For instance, an overachieving student may present too optimistic a picture of future college success and may want to choose a future occupation which is simply beyond the grasp of his abilities.

Underachieving students may be undermining their chance of successful college work, or even of going on to college, where they properly belong. A counselor, helping to determine underlying reasons, viz., insufficient study, excessive extra-curricular activity, emotional disturbances, lack of motivation, may make a substantial contribution to such a boy's college success and ultimate satisfactory job securement.

A kindred problem is that of the superior student, who may be doing apparently high-standard work but yet below his real abilities. Consistent drifting at slow speeds and low-level achievement may prevent him from reaching the heights to which his talents might very well take him. Here, too, a counselor's alertness, depending on his administrator's cooperation and that of the boy's teachers, could be invaluable to the boy's future.

"[It is] probably true that lack of individual attention in high school tends to force the superior student toward an average accomplishment level. . . . He needs, but often fails to get, the attention of advisers that is given to students of low ability."¹

¹J. G. Darley, Univ. of Minn. Report quoted in Williamson, *How to Counsel Students*, p. 388.

Counselors should be encouraged to read some of the periodical literature pertaining precisely to this subject. An administrator might have to look up the precise references and suggest these to his counselors, but it would be well worth his time.

The bibliographies compiled by W. J. Greenleaf in this connection would be helpful to the counselor: "Educational and vocational information," *Review of Educational Research* 15 (April, 1945), 173-184; 18 (April, 1948), 194-204.

Prelection Practices Today

CORNELIUS J. CARR, S.J.

An investigation of current prelection practices has recently been completed in some of our Jesuit classrooms. The problem of this investigation was to discover and to evaluate the prelection practices current among Jesuit Latin teachers in the New York metropolitan area, on the tenth, eleventh, and twelfth grade levels. Its specific purpose was to determine in what respect these prelection practices have deviated from the prescriptions of the *Ratio Studiorum* regarding the use of the prelection on the grade levels mentioned, and to record the opinion of these teachers on the practicability of the prelection in the face of present-day difficulties. The problem, therefore, was to discover current prelection practices and to evaluate them under two aspects: their fidelity to *Ratio* prescriptions, and their practicability in the face of present-day difficulties as judged by teachers' opinions.

An answer was sought to the following questions on each of the grade levels studied:

I. In what respects do current prelection practices deviate from the *Ratio* prescriptions concerning the prelection (as these appear literally, and as they are modified by contemporary authorities to keep the spirit of the *Ratio* in the face of present-day difficulties)?

II. Are current prelections practicable in the face of present-day difficulties?

In answering question I, the following procedure was used: criteria were established for evaluating the prelections observed. These criteria were formulated according to modifications of the *Ratio's* prescriptions which contemporary authorities propose in order to keep the spirit of the *Ratio* in the face of present-day difficulties. These criteria were incorporated into a checklist, against which the prelections observed were checked item by item and evaluated according to the degree of conformity with the checklist. Forty-three classes were observed in all: 16 on the tenth grade level; 11 on the eleventh grade level; and 16 on the twelfth grade level.

In answering question II, the associated questions which follow suggested themselves as needed for an adequate answer. After the classroom observation, the investigator asked the teacher who had conducted the class the following questions:

1. Was the prelection observed typical of your usual procedure?

2. Did the prelection observed accurately represent your idea of what the *Ratio* intended the prelection to be?

3. What difficulties do you find in using the prelection?

4. As a result of those difficulties, are classroom conditions favorable, discouraging, or prohibitive regarding the use of the prelection?

5. Would you say, therefore, that the prelection is practicable in the face of present-day difficulties?

The answers given to the above questions presented an adequate picture of the practicability of the prelection in the face of present-day difficulties.

FINDINGS

The data gathered in the course of the investigation may be summarized as follows:

I. In what respects do current prelection practices deviate from the *Ratio's* prescriptions regarding the prelection?¹

In every respect save one: a partial or complete translation was always given. Of the 43 prelections observed, 10 contained no explanation of grammatical construction, 24 contained no summary of the passage under consideration, and in 25 there was no summary of the preceding passage. In 26 prelections, there was no integration between the thought of the passage under consideration and that of the preceding passage, and in 33 cases there was no pre-reading of the text. Of the 45 Jesuit Latin teachers in the area studied, 39 use the prelection daily, 4 use it several times a week, and 2 neglect it completely.

II. Are current prelections practicable in the face of present-day difficulties?

All of the teachers interviewed maintained that the prelection observed by the investigator was typical of their usual procedure, save, perhaps, in regard to the time allotted to it. As to whether the prelection observed accurately represented their idea of what the *Ratio* intended the prelection to be, 34 of the teachers interviewed answered affirmatively, and 9 answered negatively.

Of the 43 teachers interviewed, 16 found the extensive demands of the syllabus a major difficulty in the use of the prelection, 3 found that the amount of time consumed by the prelection discouraged its use, but did not make it impracticable. Three of the 43 teachers found the use of books of translations a major difficulty in using the prelection, while 3 others found a difficulty in the class' ignorance of Latin fundamentals. The prelection slowed down the tempo of the class in one teacher's estima-

¹Because of the differences, among the criteria used on each grade level, a general summary embraces all levels is impossible regarding question I, save in the instances where the elements of the various criteria are identical. The question is here answered in regard to these elements.

tion, and 2 found that the length of time they needed to prepare a good prelection was prohibitive of its regular use.

One of the teachers believed that the prelection gave excessive aid to the class, but considered it a practicable device nonetheless. Another teacher found a minor difficulty in keeping his class attentive during the prelection, a third found that the mental slowness of the class rendered the prelection impracticable, and a fourth stated that the varied emphasis demanded by the syllabus today discouraged its use.

Eleven of the 43 teachers interviewed found no difficulty in using the prelection.

Twenty-seven of the 43 teachers, therefore, considered the prelection practicable in the face of present-day difficulties.

CONCLUSIONS

If 100% is set as the measure of total deviation from the prescriptions of the *Ratio Studiorum* regarding the prelection, it is clear from the 40.2% deviation on the tenth grade level, the 44.5% deviation on the eleventh grade level, and the 36.4% deviation on the twelfth grade level, that the prelection, as the *Ratio* intended it, has fallen into serious disuse. In view of the prelection's importance in Jesuit methodology, therefore, the situation is one which requires the attention of administrative authority.

Modern classroom conditions are, in part, to blame. The most frequently alleged difficulty with the use of the prelection was the extensive content demands of the current Latin author syllabus for the Jesuit high schools in the area studied. The fact that 15 out of 43 teachers, 9 of whom taught on the tenth grade level, listed syllabus demands alone as a major difficulty, indicated the necessity of an investigation into the current syllabus.

The fact, however, that 11 of the 43 teachers interviewed found no difficulty in using the prelection, should make teachers who complain of present-day classroom conditions reconsider their complaints. Of these 11, 5 of whom taught on the twelfth grade level, only 2 had more than 5 violations in their prelection, and over one-half had 3 or fewer. An absence of difficulties, therefore, does not necessarily involve a broad departure from *Ratio* prescriptions. These 11, at least 3 on each level, are proof that on all levels a prelection which adheres closely to the *Ratio* prescriptions and encounters no difficulties is possible.

Modern classroom conditions, therefore, are not to assume the entire blame, important though they appear from the present investigation. A comparison of the case-studies throughout the investigation reveals a more

fundamental difficulty. Such a comparison shows a great sameness of method on all levels. A comparison of the prescriptions for the various levels, however, offers no justification for uniformity of method on all levels. Each level has its own peculiar objectives, and the prelection on each level is adapted to the attainment of those objectives. It may be concluded that the similarity observed on all grade levels reveals an ignorance of the procedure proper to any particular grade level.

This contention of ignorance is supported by a further fact. Eight of the teachers approached during this investigation openly confessed their ignorance of the *Ratio's* prelection procedure. Thirty-four implicitly confessed their ignorance by stating that their prelection, which may have contained from one to 9 violations of the *Ratio* procedure, accurately represented their idea of what the *Ratio* intended the prelection to be. Therefore, 93.3% of the 45 teachers² approached during this investigation admitted, at least implicitly, ignorance of the *Ratio's* idea of what the prelection should be.

This fact leads the investigator to the conclusion that the root of the serious disuse of prelection practices revealed in this investigation is ignorance of the prelection procedure, not classroom conditions. The investigator does not mean to imply here that the difficulties mentioned in the interviews are not real, but he maintains that by a knowledge of the *Ratio's* procedure and a conviction of its importance, many of the difficulties alleged could be circumvented.

Briefly, then, the investigator's conclusions are:

1. The prelection as the *Ratio* intended it has fallen into serious disuse in the schools included in this investigation.
2. Ignorance of the *Ratio's* prelection procedure is the cause of this disuse.
3. The disuse has been encouraged by classroom factors beyond the control of the teacher. Most conspicuous among these are the extensive content demands of the current Latin author syllabus.

RECOMMENDATIONS

In view of these conclusions, it is therefore recommended that, to maintain the prelection as "the keystone of the Jesuit system,"³ measures be taken to instruct present and future teachers in the procedure proper to the *Ratio*, and to remove such difficulties as, after investigation, may be considered serious obstacles to its use.

²This number includes the two teachers who preferred not to have the investigator visit their classes.

³Allan P. Farrell, S.J., "Notes on Jesuit Teaching Procedures," *Jesuit Educational Quarterly*, Vol. V, p. 242, March, 1943.

A preventive measure recommended is as follows: during the summer school immediately preceding their first year of teaching, prospective Latin teachers in attendance should be given a ten-hour course in the use of the prelection. Of these 10 hours, one might profitably be spent in an appreciation of its place in the history of Jesuit teaching, and of its importance in the minds of contemporary Jesuit educators. A second hour might be spent in a study of the *Ratio's* prescriptions regarding the use of the prelection the objectives established for each grade level by the *Ratio Studiorum*, and the relation of the *Ratio's* prescriptions to these objectives.

The remaining 8 hours should be given to drill. To prelect a typical assignment within a 15-minute period, fully in accord with the *Ratio's* prescriptions, would be the objective of such a drill. Attendance at these drills by one so empowered would enable him to evaluate the present criticism of current syllabus demands as being too extensive to permit a proper use of the prelection. If the drill's objective were not realized by the majority of students because of the length of the assignment to be prelected, he might well act on the complaints of teachers in this regard. If the drill's objective were attained, he could turn his efforts to the instruction of teachers in the *Ratio* procedure, with the assurance that current syllabus demands were not a real obstacle to the proper use of the prelection.

Two remedial measures are recommended as follows:

1. If the summer school procedure outlined above proved that current syllabus demands were an obstacle to the proper use of the prelection, meeting of representative Latin teachers from each grade level should be called separately to discuss the problem, and to recommend changes in the current syllabus relative to their grade level. These recommendations should be incorporated into a "trial syllabus" to be used experimentally in selected classes. If the experiment is successful after an extended trial, the "trial syllabus" should be printed and distributed as the standard syllabus for use in the Jesuit high schools.

2. Whether or not the observations of the authorized official during the drill sessions previously suggested prove to him that syllabus demands are an obstacle to the proper use of the prelection, the *Ratio's* prescriptions, adapted for modern use, should be printed and distributed by him to all Jesuit Latin teachers. With these prescriptions might go a message urging careful study of the prescriptions, and an exhortation to put them into daily classroom use. A model prelection of a passage familiar to the teacher to whom the printed prescriptions are mailed, might also be sent.

The foregoing recommendations are aimed at giving urgently needed, positive instruction to Jesuit teachers in the use of their own *Ratio*.

For those interested in knowing the criteria used on each grade level studies, they are herewith appended:

Tenth Grade Level

1. The teacher should read aloud the entire passage.
2. A summary of the preceding passage should be given.
3. A summary of the passage under consideration should be given.
4. The thought of the selection under consideration should be integrated with the thought-scheme of the total selections thus far studied.
5. A partial or complete translation should be given.
6. There should be a thorough explanation of grammatical construction.
7. There should be no dictation, "except perhaps the summary of the substance of the passage." (*Ratio*)
8. The translation should be repeated again in the vernacular.
9. The above prescriptions should be followed whenever a new assignment in a Latin author is given.

Eleventh Grade Level

1. to 5. (Same as for tenth grade.)
6. There should be an explanation of grammatical constructions.
7. Figures of speech should be explained by illustrations drawn from daily experience.
8. One or two choice phrases should be dictated for use in composition.
9. The summary of the passage under consideration should be dictated.
10. The above prescriptions should be followed whenever a new assignment in a Latin author is given.

Twelfth Grade Level

1. The teacher should read aloud the entire passage.
2. A summary of the preceding passage should be given.
3. A summary of the passage under consideration should be given, both in Latin and in the vernacular.⁴
4. The thought of the selection under consideration should be integrated with the thought-scheme of the total selection thus far studied.
5. There should be an explanation of the construction of each sentence, both in Latin and in the vernacular.⁴
6. There should be a study of the meaning and derivation of two or three selected words, and a comparison of them with their vernacular derivatives.
7. Figures of speech should be explained, and their development shown.
8. Historical, mythological, or other references, should be briefly indicated.
9. One or two choice expressions should be dictated.
10. A partial or complete translation should be given.
11. The substance of the passage may be dictated briefly in Latin.
12. The above prescriptions should be followed whenever a new assignment in a Latin author is given.

⁴No Latin was used as directed by this prescription in any of the preelections observed during the course of the writer's study. For convenience in evaluation, therefore, the prescription was considered obeyed (or violated) only with respect to the vernacular.

Note. The above criteria will not be found as such in the *Ratio Studiorum*. As stated above, they were formulated in accord with modifications of the *Ratio's* prescriptions proposed by contemporary Jesuit authorities, in order to retain the spirit of the *Ratio* in the face of current difficulties.

Foreign Languages in Jesuit Education

JOSEPH E. BOURGEOIS

As "progressive" educational planners in this country urge the relegation of foreign languages to the elective periphery of high school and college curricula, American Jesuit institutions maintain their traditional faith in the cultural value of a foreign language requirement. In so doing Jesuit educators are merely following a policy which is virtually as old as the Society itself, although the choice of languages and the extent of the requirement have not always been the same.

Conforming to the demands of the Renaissance and, at the same time, giving the Catholic answer to pagan idolatry of the ancients, Ignatius Loyola proposed in his Constitutions (1550) a humanistic curriculum with Latin as its core. All other subjects except religion were taught as accessories to the classics. Such a program was quite in keeping with the educational philosophy of an age in which the educated man was the "eloquent" man who had attained his culture through *elequentia latina*.

The first Father General envisioned for secular students two types of schools, distinguished by the names of "college" and "university." The former embraced five classes or grades of Latin; three were devoted to grammar, a fourth to "humane letters" and the fifth to rhetoric. Loyola understood by the term *litterae humaniores* all that pertained to poetry, history and rhetoric. The fourth and fifth classes were to include, in his plan, instruction in Greek and Hebrew as well as in any other language favored by popular demand in a given locality. The university, in the definition of the Constitutions, would be composed of this college with the addition of faculties of Arts and Theology. In such a university the college would offer languages like Chaldaic, Arabic and Indic, in addition to the classical tongues, for the benefit of aspirants to the mission fields. One of the main duties of teachers of Latin would be seeing to it that their students used the language as a common means of communication. There was to be no time limit for passing through the language courses.

Before Loyola had completed the preliminary draft of the Constitutions, the classical program was being put into effect at Messina in 1548 in the foundation of the first fully constituted Jesuit college. Father Farrell furnishes us a scholarly account of the establishment of this and other Italian Jesuit colleges of the sixteenth century (*The Jesuit Code of Liberal Education*, 1938, p. 22 ff.). He points out that Greek, which had at first been optional, was eventually made a compulsory subject in the fourth

and fifth classes. Moreover, the five classes of the college were expanded generally to seven by the end of the century.

During the lifetime of Ignatius the classical program was initiated in colleges in Italy, Spain, Portugal, France and Germany but, while the basic requirements of Latin and Greek remained the same, no really uniform system existed. Finally the definitive *Ratio atque Institutio Studiorum* of 1599 provided a codification of rules and practices which had the force of law for all Jesuit schools until 1773.

It is important to recall at this point that the classical program was a part of Loyola's larger plan for a university. Wherever conditions were favorable a superstructure of philosophy, mathematics and science was added to the firm foundation of languages. The *Ratio* of 1599 contained rules for these higher studies as well as for the language curriculum.

The humanistic program of 1599 established officially a curriculum of five classes. Greek was introduced in the first grammar class and was studied throughout the five years on an almost equal footing with Latin. It did not hold, however, an equal place of honor with Latin, as is evident from the text of the *Ratio*. History, geography and the vernacular were treated as accessories to the classical languages and did not enjoy any special status. The specific objectives of the classical program may be summarized as follows:

- Lower Grammar (a knowledge of the basic elements of Greek and Latin)
- Middle Grammar (a more detailed knowledge of the grammar of the two languages with simple readings)
- Upper Grammar (a comprehensive knowledge of grammar with advanced readings and versification)
- Humanities (advanced readings in Latin aiming at a fluent command of the language as a preparation for eloquence, with training in the rules of rhetoric; Greek syntax with composition and readings in prose and poetry)
- Rhetoric (intense study of rhetoric, oratory and versification in Latin; readings and composition in Greek)

The period of complete suppression of the Society between 1773 and 1814 witnessed many pedagogical changes and a rise in the popularity of vernacular languages. These altered conditions brought about in 1832 a revised *Ratio* in which Latin and Greek were no longer the only major subjects of the humanistic curriculum. The vernacular was begun in the lowest grammar class and continued through Rhetoric. The enduring value of the classics was reaffirmed and the enrichment of the vernacular

languages and literatures welcomed. This edition of the *Ratio* was directive rather than mandatory since it was never approved by a General Congregation of the Society.

From the restoration of the Society of Jesus to the present day no program binding the whole Society has been promulgated. The treatment of foreign languages since 1814 has been largely influenced and, in recent years, regulated by the different curricular standards in various countries. Possibly the greatest adjustment has been necessary in the United States.

On American soil the Jesuit college resembled at first a transplanted *lycée* or *Gymnasium*, corresponding roughly to four years of high school and two years of college. It represented basically the Greek and Latin studies of the *Ratio* plus considerable study of the vernacular and some modern foreign language. The extensive use of spoken Latin became less and less a practical objective.

The first modern foreign language to be included in the classical Jesuit curriculum in the United States appears to have been French, and its oral use was stressed. From the catalogues of three typical American Jesuit colleges in the nineteenth century one can gain some general impressions of the introduction of modern languages.

By the year 1820 Georgetown was requiring French in addition to Latin and Greek. After the *Ratio* of 1832 was received in the United States this college began to place greater emphasis on Latin; hence the catalogue of 1852-53 no longer listed French as a regular branch of the preparatory first four years of the classical course. The catalogue considered it "an essential part of the collegiate course." In the same announcements it was stated that Italian, German and Spanish would be taught if required. In 1861, however, a modern foreign language, usually French, was again obligatory at Georgetown.

At St. Louis French was required in 1832-33 not only in the classical course but also in the "mercantile department," a commercial course running parallel to the classical program but not requiring Greek and Latin. Spanish could be taught to students in both departments if required. In 1857-58 St. Louis looked upon French, German, Spanish and Italian as optional in the classical course.

St. Xavier College in Cincinnati was requiring French in 1842 as a regular branch. German was classed as an accessory along with arithmetic, geography and the like. The two languages were taught in both the classical and mercantile departments.

Other Jesuit schools of the United States in the nineteenth century resembled Georgetown and St. Louis in the foreign language content of the curriculum. In spite of some differences in practice here and there

modern foreign languages had been established in the classical curriculum, at least as electives, by the end of the century. In other curricula, such as the mercantile department they were generally being required by that time.

As the six year Jesuit college advanced into the twentieth century, the languages were deeply involved in the inevitable transformation of the curriculum into the American high school and college plan. This alteration of the old program gave modern languages more importance.

In all Jesuit high schools today Latin is still required for graduation but in varying degrees depending on whether the course is classical, scientific, or commercial. The study of Greek is demanded only in the classical course in most schools. Modern languages, including French, German and Spanish, are requirements in some of these institutions and electives in others.

The modern American Jesuit college differs in one important respect from the typical non-Jesuit institution as far as languages are concerned, namely by requiring Latin for the A.B. degree.

Adjustments in the Jesuit system in the United States as regards foreign languages do not represent a *retreat* from the conviction that the Latin and Greek classics are to be considered a constant in educational planning.

One Jesuit institution, Xavier University in Cincinnati, recently launched a course of studies which puts into practice once again the Society's abiding faith in the classical curriculum. It is called The Honors Course. Begun in September, 1948, under the direction of Father W. P. Hetherington, Head of the Classical Languages Department, it accepts a limited number of students of high ability. The course is a four year program leading to the A.B. and is composed of languages, sciences, philosophy and religion. Four units of high school Latin are required for admission besides the usual entrance requirements of Xavier University. This modern adaptation of the *Ratio* aims at clear thinking and forcible expression of thought. Four years of concentration on Latin and Greek form part of the means of achieving the goal. Readings in the classics are integrated with other subjects as far as possible; for example, the history of western civilization in the third year is studied partly in connection with the reading of Thucydides and Tacitus.

The persistence of the foreign language in Jesuit education in general and Xavier's Honor Course in particular will provide no comfort for those who would put a price tag on every subject in the curriculum. To the many Americans, however, who deplore the subjugation of permanent values in our modern stampede toward security, these two aspects of the Jesuit heritage will give encouragement.

History Teaching Today

W. B. FAHERTY, S.J.

Since so few books on the teaching of history have appeared in the last twenty-five years and a large share of the periodical literature on the subject has been concerned with such acute problems of current history as the practice of democratic processes on the county school bus, history teachers could not but welcome the appearance of *The Study and Teaching of American History*, the official 1948 yearbook of the National Council for Social Studies.¹

Especially were they pleased with the feeling of authoritativeness that surrounded its publication. This paper-bound volume of 442 pages is the joint effort of thirty writers of recognition in the respective facets of history teaching which they discuss.

Upon careful perusal, however, the Yearbook is disappointing. Various evils of group authorship are all too apparent: overlapping of subject matter with an occasional contradiction, lack of full coverage and, lastly, failure to meet the predetermined objective of the publication.

"This is primarily a Yearbook for classroom teachers in elementary and secondary schools," the preface states, "though supervisors and administrators in charge of instruction will find it equally useful."² The average high school teacher and more so the elementary school teacher, might well wonder just what profit he is to get out of Section Two: "Newer Interpretations and Emphases in American History." These seven very ably-done essays could be of inestimable value to the graduate student preparing for his final doctorate exam, or for the professor in the upper division courses in college. But did the contributors know the Yearbook was for teachers on the lower levels? If instead of giving a long list of books that point in new directions, they had carefully analyzed a few of the more important new interpretations in the various sectors of American History, they would have greatly helped the history teacher. Ollinger Crenshaw's "The South—'Old' and 'New,'" struck this writer as the chapter of this section most approximately what a high school teacher would desire.³

The lack of full coverage is more pronounced weakness, especially because of the importance of the topics not completely covered. The book

¹*The Study and Teaching of American History*, edited by Richard W. Thursfield, (Menasha: The Geo. Banta Publishing Co., 1947).

²*Ibid.* Preface V.

³Ollinger Crenshaw, "The South—'Old' and 'New,'" *Ibid.*, p. 143.

is thus like a well-planned and neatly landscaped plot of ground, with trees, flowers, walks and garage—but no house! All the auxiliaries to the history class are splendidly handled. But the essentials are weak or absent.

In what should be the key section of the entire book, W. Francis English begins, "Probably about the only generalization in regard to method that teachers of American history could agree upon is that there is no best method in presenting American history to pupils."⁴ Since there is no best method, the chapter gives us no method at all. The teacher looks in vain for a systematic explanation of how to conduct a class.

Along with the actual class procedure, nothing seems more important to this reviewer than objectives. In Section One, Miss Alice Winifrid Spieseke criticizes "a vagueness as well as an all-inclusiveness"⁵ in the current objectives of the history class. Perhaps her colleagues did not read this sentence, for Miss Spieseke's criticism can with all justice be leveled at that very section of the Yearbook.

In one of the better parts of his opening chapter, to instance a bit of overlapping, Lewis Paul Todd discusses briefly "history and critical thinking,"⁶ a topic which is ably treated by the General Editor, Dr. Richard E. Thursfield, in the sixth chapter, "Developing the Ability to Think Reasonably."⁷ Frequently the best suggestions of an individual contributor are digressions that belong more properly to a topic assigned to another writer.

The critical reader may admire the appreciation of his country's history that Dr. Todd shows in the gratuitous assertion, "More than any of the other history courses, American History is peculiarly qualified to further our understanding of the "One World" concept";⁸ but that reader would likewise wish proof of this statement in view of the many lessons to be learned from the history of the British Commonwealth of Nations, medieval Christendom and imperial Rome. Dr. Thursfield, the General Editor, it may be presumed, would have preferred that Dr. Todd had given such proof since in his chapter he criticizes a chauvinistic appreciation of our country that overexaggerates its contribution to world history.⁹ And Dr. Howard Anderson would have also done so, for he states in his concluding chapter, "United States history alone is inadequate for developing an understanding even of this country's development. . . ."¹⁰

⁴W. Francis English, "Method in Teaching American History," *Ibid.*, p. 281.

⁵A. W. Spieseke, "Current Trends in the Selection and Organization of Content," *Ibid.*, p. 59.

⁶Lewis Paul Todd, "Opportunities for American History," *Ibid.*, p. 14.

⁷Richard E. Thursfield, "Developing the Ability to Think Reasonably," *Ibid.*, p. 77.

⁸L. P. Todd, *loc. cit.*, p. 8.

⁹R. E. Thursfield, *loc. cit.*, pp. 78, ff.

¹⁰Howard R. Anderson, "Summary of Recommendations for Teachers and Administrators," *Ibid.*, p. 435.

In her section entitled "Changing Content of American History Courses," Miss Dorothy Merideth approves the recommendation of the Committee on American History to emphasize social history materials at the lower levels, economic development in the middle years and political growth and social problems in the senior high school.¹¹ Fifteen chapters later Dr. George W. Hodgkins quotes with approval a contributor to an earlier Yearbook, Howard Wilson, who stated that the emphasizing of political, economic, and social history at different levels is "too simple [a solution] for the complex character of the problem."¹² (No doubt, Miss Merideth and Dr. Hodgkins could find some grounds of agreement if they met somewhere sometime. Maybe they should have read each other's contribution before the book went to the printers!)

As serious as these general objections are, this reviewer still wishes to emphasize his belief that many individual chapters contain helpful hints for the teacher. Because the house is not there, one should not underestimate the beautiful flower garden, the sturdy trees and the fine garage. A rapid glance at some of the individual chapters will be helpful.

VAGUE OBJECTIVES

Dr. Louis Paul Todd lists some objectives of the history class without attempting to be all-inclusive, in a chapter that is fairly well done in spite of the two criticisms already leveled against it in this review. He is concerned chiefly with the unique contributions of history and there he sees "an understanding of the inevitability of change," which will develop in the student the flexibility of mind to meet novel situations; the realization of the fact "that change and progress are not necessarily synonymous"; and, lastly, "that men in every age have been confronted with the same fundamental problems we face today."¹³

Among the advantages to be gained from American history are "the incontrovertible proof . . . that peoples of many nations, races and creeds can live together and work side by side in a decent ordered society,"¹⁴ a living demonstration of the rich potentialities of the federal system, "the tradition of cooperation," and "a clearer understanding of man's long struggle for a larger measure of freedom."

In "Developing Desirable Attitudes," Dr. William Van Til begins by desecrating those educators who "call a spade a horticultural implement,"¹⁵

¹¹Dorothy Merideth, "Changing Content of American History Courses," *Ibid.*, p. 55

¹²George W. Hodgkins, "Articulation Between the Junior and Senior High School," *Ibid.*, p. 248.

¹³L. P. Todd, *loc cit.*, pp. 6-8.

¹⁴*Ibid.*, p. 8.

¹⁵*Ibid.*, pp. 8-10.

¹⁶William Van Til, "Developing Desirable Attitudes," *Ibid.*, p. 64.

but rapidly approaches the end of his remarks with the pregnant statement: "To help the teacher as he experimentally attempts to develop democratic intercultural attitudes within a setting of interacting needs, social realities, and values, a few current hypotheses on intercultural-attitude-building are here set forth."¹⁷ (Perhaps a spade is a horticultural implement after all!)

Underlying Dr. Van Til's chapter is the idea that the content of education should be "essential democratic attitudes," and the means should be practice in democratic processes. He condemns a content which "is found innocent of all intercourse with matters of democracy,"¹⁸ leaving the reader to wonder whether or not it might be good for a youngster to learn to add, or spell, or study Archimedes' principle, or listen to Rachmaninoff, or read about New France—matters which do seem, at least to this writer, "innocent of all intercourse with matters of democracy."

In classroom procedures, Dr. Van Til finds too little "group planning, lively discussion, broad participation in setting and executing purposes, creative thinking, and kindred approaches intended to build toward democratic attitudes."¹⁹ Instead, the more usual manner "is imposition, memorization, dictation, recitation, teacher assignment, and coercively maintained discipline,"²⁰—all evidences of an authoritarian streak in some teachers who render lip service to democracy.

One might well ask if it is wrong for an individual teacher to assign matter, by what right can the Committee on American History in Schools and Colleges assign not only the matter, but the very approach on each grade level? Are memorization and recitation in conflict with the Constitution? Granting that "imposition" and "coercively maintained discipline" are too obvious in the procedures of individual teachers, can one say that the very idea of authority in the classroom is any more undemocratic than the exercise of authority by the President of the United States or by the local chief of Police within their spheres?

Dr. Van Til oversimplifies the entire case by presuming that everything flowing from the student's will is democratic and everything coming from the teacher is authoritarian. Which leads him to his question-to-end-all-questions: "Is not the school as a microcosm of democratic arrangements preferable to the school run on the model of the authoritarian state?"²¹

Unfortunately, this point of view vitiates many good individual suggestions Dr. Van Til offers, such as the use of contrasts and parallels, the

¹⁷*Ibid.*, p. 75.

¹⁸*Ibid.*, p. 66.

¹⁹*Ibid.*

²⁰*Ibid.*

²¹*Ibid.*

illumination of the past by the present, and the tying in of past events to the student's life today.

Dr. Thursfield's "Developing the Ability to Think Reasonably," is by far the ablest of the three chapters on objectives and deserves careful study. "To insist that a primary aim for the teaching of American History in the schools," he remarks, "should be the development of the ability to think and act reasonably when considering our national development and our national institutions, is to demand a departure from long established *practice*."²²

In the past he points out, our courses in history have tended to nurture an intense nationalism, and its complement, a blind and unthinking patriotism. By such devices as concealing our national shortcomings, a bullying-sort of pride of country, a passionate our-country right-or-wrong attitude, and "one hundred per cent Americanism," have been built up. These must be replaced by the "true patriotism of social intelligence."

As a device for developing this critical thinking he urges a judicious handling of our myths and legends. He shows how a careful study of the George Washington "I-did-it-with-my-little-hatchet" story, and the "Pocahontas-John Smith epic" can be a helpful way to train the students. For the more advanced, he suggests a study in the same manner of traditional attitudes that have little basis in actuality, such as the belief in *laissez faire* as the traditional policy of the American Government.²³

Not only will this offer a fine practice in the processes of reasoning, but it will prevent the growth in the student of the attitude of "cynical debunking which might engender loss of love of country,"²⁴ when once he does come to find out that many stories of our country's past are more edifying than true.

CHANGING CONTENT

Each of the other three chapters of this section, which deals with the evolution of American History in the curriculum, the changing content of courses and current trends in content selection, can be read with profit. Dorothy Merideth has some interesting facts and usable charts on the content of history courses during the years of the Republic. As one with even a slight knowledge of our past might suspect, before 1900 the American History courses dealt primarily with political and military events. He would be surprised, however, to know that in the period before 1860, "the subject of slavery received surprisingly little treatment,"²⁵ and

²²Thursfield, *loc. cit.*, p. 77.

²³*Ibid.*, p. 91.

²⁴*Ibid.*, p. 92.

²⁵D. Merideth, *loc. cit.*, p. 41.

"that the formation of the Constitution, the struggle for ratification and the provisions of the document itself received brief notice by today's standards."²⁶

In the period between 1900 and 1920, a new emphasis began to show itself. Though political history still predominated, that history had a different slant. In place of a purely national study, more interest was shown in America's role in international affairs. Instead of the administration by administration cataloguing of bills passed and states admitted, the students were given a better picture of such topics as "the extension of suffrage, Jacksonian Democracy and the common man, and the Constitution in operation."²⁷

The past thirty years have seen the introduction of extensive material of a social and economic nature, as such chapter headlines as "The Growth of Big Business," and "The Consolidation of Labor" indicate. An unfortunate trend is the too ready fusion of American History with materials of other social studies, especially geography and civics, and in fewer cases, sociology.

That teachers of American History are not unaware of the problems they confront as a result of this trend is evident from the investigations of Alice Winifrid Spieseke. The conviction is growing, she states, that history must be separated from the current social problems course. She suggests that each school reevaluate and correlate its social studies curriculum.²⁸

The other chapter of Section One, William H. Cartwright's historical sketch of the evolution of American History in the curriculum is useful as a reference.

SISTER SUBJECTS

Because of the balanced, practical spirit in which it was written, Section Three, "American History and Its Allies," surpasses the preceding chapters. Most of the credit goes to Dr. Erling Hunt, who not only was editor of this section, but also contributed two of the three chapters that make it up. Throughout the section is the realization that the American History course must not be fused with other courses.

Dr. Hunt's first contribution discusses the relations of American History with other social sciences. He finds that world history "fails to point out the continuing influence of other peoples and nations on American development:"²⁹ and, secondly, that "neither American history nor world history,

²⁶*Ibid.*

²⁷*Ibid.*, p. 52.

²⁸A. W. Spieseke, *loc. cit.*, p. 63.

²⁹Erling M. Hunt, "The Relation of American History to the Other Social Studies," *Ibid.*, 175.

as now taught, give adequate attention to the influence of the United States on the civilization of other peoples and nations."³⁰ He criticizes the traditional one-sided view of Spain and its empire of the past, and our failure to study about our Canadian or Latin-American neighbors except in connection with controversies we had with them.

Since no international relations course will be offered in most high schools, the responsibility for some understanding of them will devolve on the history teacher. Dr. Hunt notes in this matter that our past and present tendency has been to deal with them almost exclusively from the point of view of the United States, and, secondly, to neglect the great areas of international cooperation in recent decades.³¹

Geography is taught in the grades rather than in high school, and there seems to be no trend to introduce it on the latter level. Since Dr. Hunt holds "that American history needs to draw much more on geography than it does now," "the only possible procedure would seem to be the introduction of considerably more of the content and of the concepts of geography into the courses in American history and modern problems."³²

Government, economics, sociology and social problems, subjects that lean heavily at times on history, should not be commingled with it in course planning. There should be a proper relationship between these courses, but the course should remain distinct.

Dr. Ryland Crary discusses the relationship of American history with other school subjects, such as literature, music, art and science. He, too, faces the issue with balanced mind. "American history, obviously," he remarks, "cannot devote its major stress to any of its well-appreciated allies. Choices must be made, often on grounds of competence or interests of teachers and class."³³

In the matter of literature, he finds the introduction of a chapter on American culture usually unsatisfactory from both the historical and literary point of view. He suggests a limited and critical utilization of historical novels, and is more enthusiastic for the American novel of social significance. As a general rule, in literature as in the other allied subjects, the best solution is for the various teachers to work out a program of collaboration in their own school.

This last point is the key to Dr. Hunt's message in his brief concluding chapter entitled "Interrelationship in the Curriculum." The need for over-all planning, both for the successive years of the social studies program and for the relationships of the social studies and other curricu-

³⁰*Ibid.*

³¹*Ibid.*, 180.

³²*Ibid.*, 185.

³³Ryland W. Crary, "American History and Other School Subjects," *Ibid.*, 200.

lum areas, cannot be too much insisted upon. This planning must consider at once the requirements of scholarship, the needs of young people in democratic society and the interests and talents of the teachers and students.

HISTORY ON THREE LEVELS

If the reader is a bit confused by the jargon used in the title of this section, "Vertical Articulation of the American History Program," he can feel happy that Dr. Mary Kelty, former president of the National Council for the Social Studies wrote the first chapter. She begins by defining terms. Articulation is "the relationship and interdependence existing among the different elements of the educational program." *Vertical* articulation refers to the development relationship between any level of instruction and that above or below it.

Immediately and systematically she sets down the question at issue, namely, how can American History be taught on the various levels without a mere repetition of materials on the one hand, or an omission of valuable topics on the other? She does not assume that repetition is bad, but advises against going over materials a second time in the same order or form.

Two methods of approach lie open, the mechanical and the psychological. The mechanical is more clear-cut, definite and easier to administer. An example would be to have the colonial period in the grades, the pre-Civil War national period in junior high school, and the modern period in the senior high. But children's interests and capacities do not divide on such lines. The psychological attack is so much better, but so much more difficult. The main problem is just how the course should be drawn up!

Miss Kelty gives charts and answers from her rather extended investigation of the problem by questionnaire. Her conclusion is that plans for the individual grades cannot be determined on a nation-wide scale. A satisfactory pattern of articulation between the middle grades and junior high school, however, can be worked out, but only on a local scale in a single school system after careful study.

Dr. George Hodgkins offers a few ways of improving articulation on the next level of contact. First he suggests that history be given in fewer grades, but in greater concentration; secondly, a variation of themes, for instance, in the middle grades the students could study history from the aspect of "How People Live," and in Junior High School, "The Building

³⁴Mary G. Kelty, "The Middle Grade Program: Articulation with the Upper Grades," *Ibid.*, pp. 211, ff.

³⁵Mary G. Kelty, "The Middle Grade Program: Articulation with the Other Grades," *Ibid.*, p. 232.

of a Nation;" thirdly, a planning of unavoidable repetition so that it will not be irksome.

Discussing "Articulation Between High School and College," Robert E. Keohane recommends that the college course concentrate upon aspects which were understressed in the earlier courses, giving special attention to the development of historical skills and emphasizing interpretation rather than narrative outline. The University of California uses very successfully the hemispheric History of the Americas course. Still others build their course around the basic ideas of American civilization, while Columbia College of Columbia University requires the two-year course in Contemporary Civilization—which readers of *Seven Story Mountain* will recall as the occasion of the suicide of a certain fraternity brother of Thomas Merton.

Many colleges have introduced a test which evaluates the new student's knowledge of previous instruction in American History. Whoever falls below a certain mark must take a survey course. At the University of Illinois this is a three-hour *non-credit* course.

In the concluding chapter of this section, Robert B. Weaver asks whether or not we will make "Special Provision for Ability Groups." Too often in the past educationists have given indications that they believed education in a democracy must be a leveling process. Not so Dr. Weaver. He speaks of the special attention given more talented students as "important work" and offers suggestions that deserve careful study.

"METHOD" WITHOUT METHOD

Somewhere close to the beginning of Section Five, "Methods, Materials, and Resources in American History," the history teacher expects to find out some basic systems of conducting the history class. He is told: "A teacher is obligated, if he is to do a skillful and masterful job, to use those methods that he can administer most skillfully and that a particular group responds to most enthusiastically."³⁶

With a vigorous nod of assent, he says: "Yes. Let's have them." But they never come. Instead, he reads only castigation of the methodologist, as if a misuse or over-emphasis of method on the part of some educationists completely destroys the efficacy of all method. That is, as the introductory part of this paper stated, the great lacuna of the Yearbook.

In the chapter on "Reading to Learn History," co-authors Helen Carpenter and Marian A. Young recognize fully the lack of competence in reading on the part of many students. Unfortunately, they presume this must go on. Instead of a cure at the root of the disease, they put on the

³⁶W. F. English, *loc. cit.*, p. 282.

already burdened history teacher another task, namely, that of remedial reading. Except for this questionable position, the chapter is very well done.

Their discussion of the technique of the reading assignment sounds like a section on the old Jesuit *prelectio*. "The best assignment results from cooperative teacher-pupil planning," they insist. "Together they explore an area and find the problems for investigation: by linking the problems with previous experience they determine purposes and set goals for their study; they list sources of information and suggest appropriate study or reading techniques. The teacher has the added responsibility of anticipating and preparing the pupils for possible sources of difficulty.³⁷ As helps to introduce the pupil to the text to be read, the chapter-authors suggest an explanation of unfamiliar words or phrases, the use of maps and charts, and a bridging of the new matter with that already learned.

"Planning the summer reading of pupils with them is a fruitful means of maintaining interest which many teachers fail to use,"³⁸ Doctors Young and Carpenter state. The best work in this regard can be done with individuals, though a class period near the end of the term might profitably be devoted to a discussion of interesting books, especially historical novels and biographies. Only a small percentage of the pupils, most likely, will participate. The teacher should not, for this reason however, underrate its value. The two learned ladies close their fine chapter with suggested reading lists for the various levels.

William H. Hartley's suggestions on "Audio-Visual Materials and Techniques" form a fine key on where to get the materials and how to use them. One may question, however, whether every school could afford the outlay of equipment he lists as the minimum essentials.

Just as with Dr. Hartley's chapter, so with Mrs. Florence Wilson's on "Biography and the Use of Biography," the value lies in its availability as a reference. She is more concerned with what biographies to use than with how to use them.

As the possible uses for primary sources in the upper high school grades, Robert E. Keohane lists six : 1) inspiration value, 2) making history live, 3) reinforcing knowledge about important events, and the like, 4) gaining firsthand knowledge of significant documents, 5) developing habits of critical reading and thinking, and 6) gaining familiarity with some creative ideas in United States history through analysis of some classic statements of American social thought. Dr. Keohane concerns himself chiefly with the fifth.

³⁷Helen McCracken Carpenter and Marian A. Young, "Reading to Learn History: Suggestions for Methods and Materials," *Ibid.*, p. 295.

³⁸*Ibid.*, p. 299.

Local, state and regional history materials, either taken separately or introduced into the wider American history course, offer several advantages. First, they help solve one of the big problems in American History, the repetition of the same materials on the various levels. Secondly, the pupils can be brought close to the sources. Thirdly, the pupils can be brought into intimate touch with the past events by visiting the places where these events transpired. These are some of the thoughts of Caroline E. E. Hartwig in her "Use of Local State and Regional Resources."

MULTI-PURPOSE TESTS

The first two chapters of Section Six, "Evaluation and Tests in American History," are among the best in the entire Yearbook. Chief credit must go to Horace T. Morse, the sectional editor, who authored the first chapter and co-authored the second with George H. McCune. Dr. Morse remarks with pleasure the beginnings of a trend away from testing for testing's sake—a mania that is not the failing of secular educationists only—to evaluation "as an integral part of the instructional process."³⁹

Teachers should not use tests only for assigning grades. Dr. Morse gives five other advantages of testing: first, evaluation of background so that proper placement of the student may take place; second, the identification of factors that may be interfering with the optimum growth of the individual; third, the ascertaining of weaknesses so they might be corrected; fourth, a determining of the extent to which the objectives of the course are being met; fifth,⁴⁰ the development in the pupil of the habit and ability of self-appraisal.

So that the reader may better understand the tests that evaluate a pupil's understanding of American History, Dr. Morse and Dr. McCune thought it necessary to begin with a list of suggested objectives for the high school course—a task they do much better than their colleagues of an earlier section whose assignment it was. The co-authors give examples of various types of objective tests and analyze carefully the good and the bad points of each—true-false, multiple choice matchings, and completion tests.

As to the essay-type question, Morse and McCune state: "There is, however, rather general agreement that the essay question, when properly used, may have value in testing outcomes of learning which are not readily measured by objective forms. The particular value of the essay question is that it allows the student to present evidence that he understands a topic by drawing together and presenting in his own words the relevant data to support a generalization or point of view."⁴¹

³⁹Horace T. Morse, "The Problem of Evaluation," *Ibid.*, 351.

⁴⁰*Ibid.*, 352.

⁴¹Horace T. Morse and George H. McCune, "Evaluation of Understanding," *Ibid.*, 364.

The authors find projects, both group and individual, of great value in determining a student's grasp of the matter. The alert teacher in his daily contacts with the students will have many other little ways of determining the extent of the student's knowledge.

In "The Evaluation of Abilities and Skills," Jay Williams gives examples, as the previous chapter did, but unfortunately he does not analyze them. Instead he says, "Lack of space forbids a discussion of what it is that each of these items measures. The teacher's own capacities in writing exercises will perhaps be best developed through his making up his own mind as to what these (and other) questions measure."⁴² The undaunted Mr. Williams was not satisfied with this acute offering. Among the criteria for choosing question material, he listed in second place of importance: "The problems considered should be generally related to those of the course."⁴³ (Why not in first place Mr. Williams?)

In her short contribution, "Evaluation of Attitudes in American History," Elaine Forsythe gives the example of various tests designed to evaluate the students attitude toward the role of organized labor in present-day America.

THE MAKING OF TEACHERS

Dr. Thursfield is manager, coach and star performer in Section Seven, "Teachers and Their Preparation." The able general editor of the Yearbook edited this section, wrote one chapter, and co-authored the other. "In the last analysis," he begins, "vital teaching of American history with all that such teaching implies depends mainly upon the teacher."⁴⁴

In contradiction to an attitude of the past that held anyone could teach history. Dr. Thursfield and his colleague Benjamin S. Joffe insist that the history teacher "must be a thoroughly competent professional person with devotion to the high responsibilities of promoting social education and developing intelligent citizenship through school instruction."⁴⁵

After several pages of statistical discussion relating to the specific requirements for history teachers in the various states, the authors note a very serious weakness. School administrators are so pre-occupied with material considerations and public relations that they neglect the proper attention to the selection of teachers. A second widespread evil, and one which other than public schools share, is the assigning of teachers prepared in history to other fields. Not only is Dr. Thursfield opposed to one's

⁴²Jay Williams, "The Evaluation of Abilities and Skills," *Ibid.*, 381.

⁴³*Ibid.*

⁴⁴Richard E. Thursfield and Benjamin S. Joffe, "The Background of Preparation and the Assignment of Teachers of American History," *Ibid.*, 395.

⁴⁵*Ibid.*

teaching his minor, he is opposed to the very idea of an unrelated minor, insisting that the history teacher after a well-rounded basic general education, be required to take advanced work only in history, related subjects and education. These education courses, further, should as far as possible be concerned with teaching *history*.

"In any four-year program planned for the preparation of teachers," wrote Dr. Thursfield in his final chapter, "there are three principal variables—general cultural education, specialized material to be taught and the distinctly professional elements concerned only with the work of the teacher."⁴⁶

Dr. Thursfield has two last suggestions: the adequate remuneration of teachers is more important than outlays for buildings or equipment; and secondly, an atmosphere must be developed on the faculty, conducive to self-improvement. And here, one might hope that sometime in the future all administrators show as much appreciation of a new teacher's contribution to a teaching journal as they do to his colleague's ability at counting shoulder-pads after the championship game.

While speaking of football, it might be remarked that Howard R. Anderson does some mightily skillful—and necessary—broken-field running in his concluding chapter "Summary of Recommendations for Teachers and Administrators."

The children of this generation, we may conclude from a perusal of the Yearbook, may not always be wiser in their generation than the children of light. But they do know how to get their "wisdom" into print.

When this reviewer opened *The Study and Teaching of American History* he felt there was a great need for a concise, up-to-date manual on how to teach high school history. He still does.

⁴⁶Richard E. Thursfield, "Programs of Preparation for Teachers," *Ibid.*, 411, quoting E. S. Evenden, *Summary and Interpretation*, Volume VI, of the National Survey of the Education of Teachers (United States Office of Education) Bulletin, 1933, No. 10, Vol. VI, 75.

Extended Service of the St. Louis University Testing Bureau

O. ANDERHALTER

An article concerning the formation and early development of the St. Louis University Testing Bureau appeared in the October, 1947, issue of the *Jesuit Educational Quarterly*. Since that time, a number of changes have taken place and the purpose of this article is to give a complete picture of what has been done in the past two years.

In June, 1948, the name of the Bureau was changed from "St. Louis University Testing Bureau" to "Bureau of Institutional Research, Testing Division." This change was necessitated in view of the widening in scope of activities, both in the nature of the service and in the geographical area served. Up to 1948, the Bureau was primarily concerned with servicing Catholic schools, grade and high, in the neighborhood of St. Louis; at present, the service is extended geographically to include any Catholic elementary or secondary school in the country, as well as all testing and testing service at St. Louis University. Also, up to 1948, the service offered consisted primarily in supplying tests, answer sheets, pencils, etc., along with scoring tests on the Bureau's I.B.M. Electric Scoring Machine, interpreting the results, typing class records and computing norms; but the present service includes also such things as assistance in the construction of tests, providing individual testing and counselling for students in the St. Louis area, establishing diocesan testing programs for varied purposes, and providing a high school guidance program for interested high school seniors in the St. Louis area.

The geographical breadth of the present program can best be shown by the fact that the services rendered have been used at present at least once by some 268 different schools spread throughout the states of Missouri, Iowa, Kansas, Ohio, Nebraska, Illinois, South Dakota, Mississippi, Texas, Wisconsin, Colorado, and Oklahoma. While the majority of this service was in the nature of supplying testing materials, scoring, and interpretation, a considerable amount of assistance was given to schools in the test construction line. This assistance was primarily in the form of help in the establishment of objectives for courses, assistance in applying techniques of test item construction, and complete statistical analysis of the tryout form, including such things as item difficulty and item discrimination analysis and correlational studies.

The high school guidance program was started in June, 1948, and was extended to any high school senior in St. Louis and neighboring communities. In this program, all students are given a general battery of tests, including a psychological examination, an interest inventory, a personality test, and a general achievement battery on the first testing date. On the basis of the results of these tests, as well as information received through a questionnaire, a second battery of aptitude tests is individually selected for each student. In some cases where there was doubt as to the validity of the results of the first general tests, alternative equivalent tests are given between the other two testing dates. After all tests are given, a staff of counselors under the direction of the Bureau staff individually counsels each student in regard to his proper vocational choice. The extent of this program can be best exemplified by the fact that during the past 1949 program a total of over 3,000 tests were administered to slightly over 500 students.

At St. Louis University, the Bureau is in complete charge of handling all entrance examinations. This involves the proctoring, scoring, and interpreting results of between two and three thousand tests per year. Part of the battery of tests used for this purpose was constructed and standardized by the Bureau staff. Another service to the University is the complete handling of the Freshman Placement Testing during Freshman Orientation Week. Here, again, between three and four thousand tests are completely serviced each year.

In addition to these regular programs for the University, the Bureau offers to score quarterly and semester examinations for all departments in the University; assists various departments in the construction and standardizing of objective tests; and also helps in the selection of already published standardized tests when needed. The extent to which this service is utilized is shown by the fact that almost ten thousand tests were scored for the various departments during the past year. Many departments also accepted assistance in test construction, the standard example along this line being the assistance given in the construction and the complete analysis of the results from the try-out form of the Scholastic Philosophy Battery now included as part of the Graduate Record Special Examination series. The assistance in selection of tests is done primarily by means of a collection of over eight hundred sample tests which are kept on file in the Bureau.

While not a direct service of the Bureau, it does serve as an aid in Teacher training, principally through the direction of theses in the testing field by members of the staff, and through the availability of the sample test collection for reference in various academic courses.

While it can be seen that the service of the Bureau has spread considerably, there are a number of areas which should still be explored. Foremost in future plans is the supervision of an organized test construction program for specific diocesan courses of study involving the cooperation of subject matter specialist and the Bureau technicians. It is to be hoped that this service can be rendered in the near future.

Enrollment, 1949-1950, Jesuit Colleges and Universities

	Commerce		Dentistry	Divinity	Education Univ. College	Engineering	Graduate	Law		Medicine	Nursing	Pharmacy	Miscellaneous	Totals			Extension, etc.	Short Course Low Tuition	Grand Total	Veterans	Summer		
	Liberal Arts	Day						Night	Day					Night	Full-Time	Part-Time					Full & Part	Graduate	Undergrad.
Alma College .....	..	..	..	106	..	..	..	..	..	..	..	..	106	..	106	..	..	106	..	..	..	..
Boston College	3,294	1,505	..	96	..	..	590	415	207	..	612	..	807	5,766	1,760	7,526	..	250	7,776	3,203	296	1,078
Canisius College	1,083	738	293	..	..	..	249	..	..	..	47	..	1,002	2,092	1,320	3,412	113	..	3,525	1,162	120	597
College of the Holy Cross....	1,812	..	..	..	..	..	9	..	..	..	..	..	1	1,822	..	1,822	..	200	2,022	530	..	..
Creighton University, The.....	1,017A	543	..	156	..	..	118	228	..	289	333	145	..	2,628	201	2,829	..	86	2,915	1,397	754	254
Fairfield University	675	..	..	..	..	..	..	..	..	..	..	..	..	674	1	675	45	..	720	206	..	153
Fordham University	2,464	1,367	592	..	2,655	..	1,080	393	241	..	..	392	662	7,123	2,723	9,846	190	..	10,036	3,347	592	2,457
Georgetown University	1,553	..	..	319	..	..	677	451	468	414	184	..	1,517	4,329	1,254	5,583	..	..	5,583	2,755	943	625
Gonzaga University	245	153	..	199	141	300	5	..	310	..	280	..	283	1,832	84	1,916	199	100	2,215	896	..	530	
John Carroll University.....	1,732	283	239	..	..	..	75	..	..	..	..	..	..	1,717	612	2,329	..	..	2,329	916	48	716
Le Moyne College.....	1,260	..	..	..	..	..	..	..	..	..	..	..	..	976	284	1,260	205	165	1,630	360	..	94
Loyola College	1,024	286	226	..	..	..	..	..	..	..	..	..	..	976	560	1,536	..	..	1,536	..	39	214
Loyola Univ., Chicago.....	1,447	944	1,090	357	79	1,373	..	563	153	132	327	443	..	3,878	3,370	7,248	686	..	7,934	2,500	388	2,294	
Loyola Univ., Los Angeles.....	609	572	..	..	..	..	153	..	230	122	..	..	..	1,553	133	1,686	363	212	2,261	1,090	..	491
Loyola Univ., New Orleans....	847	361	..	177	33	134	57	222	995	1,687	1,139	2,826	..	150	2,976	1,490	..	960
Marquette University	2,330	1,267	1,095	401	..	1,141	507	326	..	366	542	..	429	6,746	1,658	8,404	..	100	8,504	4,054	611	1,439	
Regis College	648	..	..	..	..	..	..	..	..	..	..	..	..	502	146	648	..	..	648	198	..	116
Rockhurst College	408	226	474	..	..	..	..	..	..	..	..	..	..	764	344	1,108	..	475B	1,583	625	..	366
St. Joseph's College.....	2,191	78	1,569	700	2,269	..	540	2,809	1,129
St. Louis University.....	3,944C	928	1,252	286	134	..	880	899D	228	183	458	431	..	7,459	2,164	9,623	48	..	9,671	4,169	832	2,428	
St. Peter's College.....	861	414	577	..	..	..	..	..	..	..	..	..	..	1,677	175	1,852	..	..	1,852	764	..	48
Seattle University	1,215	431	64	..	..	170	239	..	..	..	382	..	162	2,382	281	2,663	166	342	3,171	1,030	..	..
Spring Hill College.....	713	..	..	..	..	..	..	..	..	..	..	..	..	621	92	713	..	6	719	..	..	327
University of Detroit.....	2,058	1,681	1,330	254	..	2,137E	194	407	165	..	..	..	953	7,175	2,004	9,179	..	..	9,179	4,751	188	1,577
University of San Francisco....	1,319F	732	647	..	..	58	..	10	402	201	..	61	..	2,300	1,130	3,430	33	255	3,718	1,774	48	1,345
University of Santa Clara.....	520	325	125	..	..	..	299	..	96	..	..	..	..	1,239	126	1,365	..	..	1,365	522	..	..
University of Scranton.....	1,584	385	555	..	..	..	86	..	..	..	..	..	..	1,428	1,182	2,610	..	196	2,806	1,814	..	767
Woodstock College	96	..	..	157	..	..	..	..	..	..	..	..	..	253	..	253	..	..	253	..	..	..
Xavier University	1,213	588	711	..	..	..	161	..	..	..	..	..	482	1,732	1,423	3,155	..	..	3,155	1,145	235	735
Totals 1949-1950	38,162	13,729	9,270	1,950	804	4,397	5,235	5,137	3,463	2,086	1,854	3,315	759	7,711	73,006	24,866	97,872	2,048	3,077	102,997	41,827	5,094	19,611
Totals 1948-1949	38,818	14,959	9,035	1,649	482	5,263	5,653	4,239	3,329	1,723	1,721	3,393	799	7,389	77,010	21,442	98,452	1,935	3,515	103,902	47,208	4,565	22,382
Increase or Decrease.....	-656	-1,230	+235	+301	+322	-866	-418	+898	+134	+363	+133	-78	-40	+322	-4,004	+3,424	-580	+113	-438	-905	-5,381	+529	-2,771

A) Includes Journalism, Medical Technology; B) Estimated; C) Includes Corporate Colleges; D) Includes Social Work; E) Includes Estimated 650 Full-Time Students; F) Combined Figures of Liberal Arts and College of Science.

Jesuit Educational Association—High School Enrollments—1949-1950

	Freshmen	Sophomores	Juniors	Seniors	Specials	Total 1949-1950	Total 1948-1949	Increase or Decrease
Bellarmino College Preparatory, San Jose....	223	197	132	151	..	703	713	-10
Bellarmino High School, Tacoma.....	106	115	73	82	..	376	363	13
Boston College High School, Boston.....	366	355	301	295	..	1,317	1,438	-121
Brooklyn Preparatory School, Brooklyn.....	296	292	177	184	..	949	995	-46
Campion, Prairie du Chien, Wisconsin.....	153	125	109	99	..	486	482	4
Canisius High School, Buffalo.....	229	222	189	214	..	854	921	-67
Cheverus Classical High School, Portland, Me.	98	92	65	50	..	305	304	1
Cranwell Preparatory School, Lenox.....	30	24	38	40	22	154	154	..
Creighton University High School, Omaha..	138	128	121	109	..	496	518	-22
Fairfield College Preparatory School, Fairfield	293	248	226	184	20	971	935	36
Fordham Preparatory School, New York....	186	165	97	92	..	540	551	-11
Georgetown Preparatory School, Garrett Park	60	60	45	58	35	258	253	5
Gonzaga High School, Spokane.....	191	123	116	119	..	549	486	63
Gonzaga High School, Washington, D. C....	215	141	101	130	..	587	557	30
Jesuit High School, Dallas.....	85	58	52	44	..	239	222	17
Jesuit High School, New Orleans.....	225	173	173	167	..	738	690	48
Jesuit High School, Tampa.....	54	47	37	34	..	172	153	19
Loyola Academy, Chicago.....	206	184	173	138	1	702	679	23
Loyola High School, Towson, Md.....	164	143	127	103	..	537	538	-1
Loyola High School, Los Angeles.....	216	210	190	207	1	824	849	-25
Loyola School, New York.....	9	6	16	10	16	57	76	-19
Marquette High School, Yakima.....	95	81	47	47	..	270	225	45
Marquette University High School, Milwaukee	245	202	176	188	..	811	773	38
Regis High School, Denver.....	73	76	70	73	..	292	324	-32
Regis High School, New York.....	178	145	127	108	..	558	564	-6
Rockhurst High School, Kansas City.....	100	75	74	78	..	327	324	3
St. Ignatius High School, Chicago.....	274	261	217	219	1	972	982	-10
St. Ignatius High School, Cleveland.....	257	223	210	198	..	888	935	-47
St. Ignatius High School, San Francisco.....	195	244	205	221	..	865	1,014	-149
St. John's High School, Shreveport.....	47	58	34	26	76	241	221	20
St. Joseph's College High School, Philadelphia	263	225	185	168	..	841	854	-13
St. Louis University High School, St. Louis..	213	191	183	170	..	757	755	2
St. Peter's College High School, Jersey City..	288	247	200	186	..	921	953	-32
St. Xavier's High School, Cincinnati.....	182	141	152	161	2	638	685	-47
Scranton Preparatory School, Scranton.....	74	59	33	23	1	190	150	40
Seattle Preparatory School, Seattle.....	121	109	115	72	..	417	394	23
University of Detroit High School, Detroit..	296	193	182	158	2	831	823	8
Xavier High School, New York.....	276	317	329	181	..	1,103	1,098	5
TOTALS 1949-1950	6,720	5,955	5,097	4,787	177	22,736	...	..
TOTALS 1948-1949	6,830	5,733	5,149	5,055	184	...	22,951	..
INCREASE OR DECREASE	-110	222	-52	-268	-7	...	...	-215

Freshmen 1948-1949, 1949-1950

	Liberal Arts		Engineering		Commerce		Total		Increase or Decrease
	1948-1949	1949-1950	1948-1949	1949-1950	1948-1949	1949-1950	1948-1949	1949-1950	
Boston College	806	745	..	..	416	402	1,222	1,147	-75
Canisius College	376	236	..	..	199	176	575	412	-163
College of the Holy Cross.....	475	450	..	..	..	..	475	450	-25
Creighton University, The.....	320	290	..	..	156	122	476	412	-64
Fairfield University	285	207	..	..	..	..	285	207	-78
Fordham University	540	513	..	..	617	466	1,157	979	-178
Georgetown University	530	453	..	..	380	332	910	785	-125
Gonzaga University	79	72	92	68	95	104	266	244	-22
John Carroll University.....	574	484	..	..	208	178	782	662	-120
Le Moyne College.....	430	294	..	..	..	..	430	294	-136
Loyola College	157	153	..	..	99	96	256	249	-7
Loyola University, Chicago....	364	362	..	..	473	384	837	746	-91
Loyola University, Los Angeles.	164	148	55	35	171	116	388	299	-89
Loyola University, New Orleans	310	188	..	..	261	80	571	268	-303
Marquette University	750	679	460	234	500	337	1,710	1,250	-460
Regis College	163	159	..	..	..	..	163	159	-4
Rockhurst College	179	126	..	..	82	72	261	198	-63
St. Joseph's College.....	359	247	..	..	..	..	359	247	-112
St. Louis University.....	906	941	288	233	801	553	1,995	1,727	-268
St. Peter's College.....	223	214	..	..	260	242	483	456	-27
Seattle University	913	815	82	110	125	135	1,120	1,060	-60
Spring Hill College.....	218	169	..	..	..	..	218	169	-49
University of Detroit.....	785	593	526	398	665	500	1,976	1,491	-485
University of San Francisco...	240	233	..	..	187	145	427	378	-49
University of Santa Clara.....	154	174	81	72	92	75	327	321	-6
University of Scranton	277	187	71	45	129	63	477	295	-182
Xavier University	441	244	..	..	206	175	647	419	-228
Totals	11,018	9,376	1,653	1,195	6,122	4,753	18,793	15,324	..
Increase or Decrease	-1,642	..	-458	..	-1,369	..	..	..	-3,769

An Analysis of National Statistics

1949-1950

CHARLES M. O.HARA, S.J.

By far the most significant figure in the national statistics of our schools for 1949-1950 concerns the college and university freshmen. Please read at least the first paragraphs in section II of this report.

We all expected decreases this year. As far as the national totals are concerned, the figures are actually encouraging. The high schools have gone down from 22,951 to 22,736, a drop of 215, or a percentage of decrease of .936 which is less than one per cent. Our colleges and universities have dropped 905 in total enrollment from 103,902 to 102,997, a decrease of .87 per cent, which is also less than one per cent. So we still have an overall total of more than 125,000 students, or 125,733. But there are certain trends to be pointed out that will not be so pleasant.

The college and university summer session figures of 5,094 graduate and 19,611 undergraduate students or a total of 24,705 may be added to this but are not included in the study because of the impossibility of arriving at the total of duplicates from the regular session. It might be pointed out in passing that there is a drop of 2,771 in the undergraduate column; however, some of this might represent elimination of war-time emergency terms.

Father William J. Mehok, S.J., the managing editor of the *Quarterly*, very kindly compiled the general enrollment charts and "III. Interpretative Notes on the Tables" again this year.

As usual, this analysis consists of three parts: I. The High Schools; II. The Colleges and Universities and III. Interpretative Notes on the Tables.

I. THE HIGH SCHOOLS

We print again the percentage trend in enrollment of high schools for the past few years:

1942-1943	8.52	1946-1947	4.33
1943-1944	8.12	1947-1948	.58
1944-1945	8.26	1948-1949	—2.46
1945-1946	4.25	1949-1950	— .94

Note how these years seem to group themselves into three divisions of three years, two years, and three years. Division one represents the war years, division two the transition years, and division three the definitely post-war period. It would seem not too much to say that if conditions remain about as they are, we will have a figure once more hovering about zero per cent next year. It was mentioned last year that additional high schools came into being in the early years.

We follow with a percentage breakdown into the four high school classes, starting again with the largest freshman class, proportionately, 1944-1945. This class graduated in June, 1947.

Year	Freshmen	Sophomores	Juniors	Seniors
1944-45	35.2	27.2	20.7	16.3
1945-46	32.3	28.3	21.9	16.8
1946-47	28.8	26.7	23.7	19.6
1947-48	28.9	24.9	22.4	21.7
1948-49	29.8	24.1	22.4	22.0
1949-50	29.5	26.2	22.4	21.0

Since the graduation of that largest class two years ago, the percentage of seniors has dropped, and this year is down to 21.0. The percentage of the freshman class, however, has also dropped from 29.8 to 29.5. This is in line with what we know of the national trend. The early years of the elementary schools are the ones showing the great increases right now, and those colleges and universities concerned with teacher training should note—no doubt they have already done so—that it is becoming increasingly more difficult to place high school instructors in positions. Some of our larger schools have already shaped up a complete organization for training elementary teachers.

The reason for the smallness of decrease in the total enrollment this year would seem to be better retention of students in the upper years. Last year 16.1 per cent of the freshmen did not return; this year only 12.8 per cent failed to return. Last year 12.7 per cent of the sophomores did not return; this year 11 per cent failed to return. Of course this figure would be affected by transfers from other schools, but, over the country, hardly in a significant manner.

It is interesting to note that on the college and university level the earliest reports for this year from the U. S. Office of Education estimating a very slight increase of 48,000 students, gave as the reason better retention of students rather than large entering classes. The point is that the Office was looking for something like that, because there is no

significance in such a figure in an estimate of over 1,000 schools, and indications are that it has been revised downward since then.

It seems to me that the proportionate drop in freshman percentage can be assigned to the same major reason as last year—fewer students are applying.

For the past four years the numbers of our thirty-eight high schools showing decreases were, respectively, seven, twenty, twenty-four and twenty-two. This year the number is seventeen.

Boston still leads with 1,317 although there are 121 less students than last year. Only Xavier of New York shares honors by remaining in the 1,000 class with 1,103. My apologies to Xavier and to San Francisco for not including them in the 1,000 class last year.

II. THE COLLEGES AND UNIVERSITIES

Some years ago President Walters of the University of Cincinnati would include in his report of national enrollment a special analysis of freshmen in five categories, and since that time we have presented a corresponding analysis in the three categories that affected our schools; namely, Liberal Arts, Commerce, and Engineering. This Jesuit study pays dividends this year because it presents a picture of some concern to all of us. It has to do with the percentage of decrease in enrollment of freshmen in our schools this year. In Liberal Arts naturally the largest field, our decrease is 14.90 per cent. In Commerce, the decrease is 22.36 per cent. In Engineering the decrease is 27.70 per cent. The average decrease in freshmen in these three fields is 20.05 per cent.

Supposing there were a corresponding decrease next year. What would it do to the balance sheets of a group of institutions that is normally closely geared to tuition income and has become accustomed to the expenditure of abnormally large sums to educate the post-war relatively huge totals of students? What of the plans for additional outlays for buildings in many locations together with the increase in outlay for maintenance and personnel which each new building means? It is unfortunate that we cannot, for lack of time, present the percentage of decrease for each institution, but it can be worked out easily from the table.

Of course the drop in veteran enrollment has a lot to do with this, but it looks as though, even this year, there is going to be a considerable drop in tuition income.

Another significant group of figures concerns the colleges and universities in their enrollment for all the years. It is true that the grand total figure as given in the introduction to this paper represents a drop of

only .87 per cent. But that figure includes "Short-or-Low Tuition Course" students (e.g., Labor Colleges). Disregarding these we find that the full-time students have decreased by 4,004, or 5.20 per cent. Note that this is about one-fourth of the decrease in freshmen in the three categories studied, which is about what we might expect. On the other hand, there is an increase in part-time students of 3,424, or 15.96 per cent. But not only are part time students less stable in continuing their enrollment, but they do not produce the tuition income. These two sets of figures deserve to be studied.

It is quite difficult to make a study of this sort because of the limitations of our publishing deadline. *School and Society* publishes every week. The United States Office of Education publishes when it gets ready. But we have to go to press early in order to get out the January issue at a reasonable time. Up to the present writing the Office of Education is still fluctuating in its estimated presentations, while all Dr. Walters has said is that there will be a "five to ten per cent drop," which is not much to go by. Probably it is better not to dally with such figures. If anything of a definite nature appears before the absolute deadline, it can be appended as a post script.

It will be helpful here to list some of the fields in which our schools are most concerned and note what has happened to their percentage increase in recent years.

School	Percentage of increase or decrease over the previous year		
	1947-48	1948-49	1949-50
Liberal Arts	25.2	1.07	-1.68 ¹
Commerce	24.3	-.50	-4.15
Dentistry	11.3	11.3	18.3
Engineering	12.5	-2.31	-7.39

Law and Medicine have shown increases while Nursing has reversed its trend and shows a slight decrease.

III. INTERPRETATIVE NOTES ON THE TABLES

In the columns of college and university statistics, the *Nursing* column includes students registered in either the B.S. or R.N. curriculum. The breakdown is as follows: Boston College, 533 R.N., 79 B.S.; Canisius, 47 B.S.; Creighton, 281 R.N., 52 B.S.; Georgetown, 137 R.N., 47 B.S.; Gonzaga, 233 R.N., 47 B.S.; Loyola, Chicago, 443 B.S.; Marquette, 542

¹The St. Louis University Liberal Arts figure this year includes 1,599 students in the five girls corporate colleges and one extension center.

B.S.; St. Louis, 43 R.N., 388 B.S.; Seattle, 52 R.N., 330 B.S.; San Francisco, 61 B.S.

The *Miscellaneous* column includes: Boston College, intown college of arts, science and business administration 705; social work 102; Canisius, prenursing—day, 147; evening division 855; Holy Cross, special 1; Fordham, music 328; adult education 334; Georgetown, foreign service 1517; Gonzaga, journalism 21; medical technology 14; pre-medical 136; unidentified 112; Loyola, Chicago, social work 230; CPA Review 110; Loyola, New Orleans, music 123; evening division 872; Marquette, dental technology 78; journalism 288; medical technology 15; speech 48; St. Joseph's, industrial chemistry 78; Seattle, medical technology 28; music 22; social work 112; Detroit, evening division 953; Xavier, liberal arts—evening 482.

The *Extension* column includes: Canisius, extension 113; Fairfield, extension 45; Fordham, extension 190; Gonzaga, extension 199; LeMoyne, industrial relations 205; Loyola, Chicago, home study 639; extension 47; Loyola, Los Angeles, extension 363; St. Louis, extension 48; Seattle, extension 166; San Francisco, extension 33.

The explanation of *Low-Tuition* or *Short* courses is: Boston College, cultural 250; Holy Cross, labor 200; Creighton, labor 86; Gonzaga, labor 100; LeMoyne, labor 165; Loyola, Los Angeles, labor 212; Loyola, New Orleans, labor 150; Marquette, labor 100; Rockhurst, labor 200 (estimated); "ethics and the medical profession" 275 (estimated); St. Joseph's, labor 307; adult education 233; Seattle, out of town nurses 342; Spring Hill, CPA Review 6; San Francisco, labor 150; education 30; nurses from hospital 75; Scranton, cultural 18; labor 178.

Part-time students, as well as they can be separated, total as follows:
Boston College: liberal arts 27; graduate 355; law—day 1; law—night 207; nursing—R.N. 438; social work 27; intown college of arts, science and business administration 705. Total 1,760.

Canisius College: liberal arts 19; commerce—night 275; graduate 218; nursing—B.S. 41; pre-nursing—day 2; evening division 765. Total 1,320.

Creighton: liberal arts 82; commerce—day 17; graduate 69; law—day 8; medicine 4; nursing—B.S. 20; pharmacy 1. Total 201.

Fairfield: liberal arts 1. Total 1.

Fordham: commerce—day 2; commerce—night 13; education 1585; graduate 604; law—day 1; music 201; adult education 317. Total 2,723.

Georgetown: liberal arts 9; graduate 309; law—night 468; foreign service 468. Total 1,254.

Gonzaga: liberal arts 20; commerce—day 11; education 2; engineering

6; law—night 13; pre-medicine 2; nursing—B.S. 27; journalism 2; unidentified 1. Total 84.

John Carroll: liberal arts 311; commerce—night 239; graduate 62. Total 612.

LeMoyne: liberal arts 284. Total 284.

Loyola College, Baltimore: liberal arts 361; commerce—night 199. Total 560.

Loyola, Chicago: liberal arts 33; commerce—day 8; commerce—night 944; graduate 455; law—night 132; nursing—B.S. 355; social work 147; education 1186; CPA Review 110. Total 3,370.

Loyola, Los Angeles: liberal arts 7; commerce—day 2; engineering 2; law—night 122. Total 133.

Loyola, New Orleans: liberal arts 196; law—night 57; music 14; evening division 872. Total 1,139.

Marquette: liberal arts 122; commerce—day 47; commerce—night 876; dentistry 3; engineering 26; graduate 331; law—day 14; nursing—B.S. 235; journalism 4. Total 1,658.

Regis: liberal arts 146. Total 146.

Rockhurst: liberal arts 12; commerce—day 3; commerce—night 329. Total 344.

St. Joseph's: liberal arts 622; industrial chemistry 78. Total 700.

St. Louis: liberal arts 1449; commerce—day 9; commerce—night 210; engineering 5; graduate 345; law—day 2; law—night 11; medicine 2; nursing—B.S. 111; social work 20. Total 2,164.

St. Peter's: liberal arts 19; commerce—night 156. Total 175.

Seattle: liberal arts 110; commerce—day 24; engineering 11; nursing—B.S. 84; nursing—R.N. 52. Total 281.

Spring Hill: liberal arts 92. Total 92.

University of Detroit: liberal arts 181; commerce—day 29; commerce—night 500; dentistry 1; engineering 180; graduate 139; law—day 11; law—night 58; evening division 905. Total 2,004.

University of San Francisco: liberal arts 449; commerce—day 7; commerce—night 647; nursing—B.S. 27. Total 1,130.

University of Santa Clara: commerce—day 1; commerce—night 125. Total 126.

University of Scranton: liberal arts (evening) 627; commerce—night 555. Total 1,182.

Xavier University: liberal arts 94; commerce—day 12; commerce—night 709; graduate 131; liberal arts (night) 477. Total 1,423.

IV. COMPARISON WITH NATIONAL STATISTICS

This study was held up in the hopes that some authentic figures on enrollment for the entire country would be released. The delay was all in vain since neither Dr. Walters' nor the United States Office of Education's study had come out in time. There are, however, two estimates sent out by the U. S. Office that cast some light on the national trend.

The first appeared in *The Phi Delta Kappan* for November 1949. According to this report, the estimated figure for all universities, colleges, professional schools, including junior colleges and normal schools is 2,400,000 for the year 1949-1950. On the basis of the U. S. Office figure for 1948-1949, 2,408,249, this indicates a drop of about -0.4% .

A much more detailed study, based on figures of the same Office appears in the National Educational Association *College and University Bulletin* for November 1949. This study shows an increase in total enrollment of 2.0% of 1949-1950 over 1948-1949. When we narrow the study down to universities, colleges and professional schools, the increase drops to 0.9% . The drop in number of veterans this year for all institutions is -16.1% and for universities, colleges and professional schools it is -16.3% . As we saw, the drop in total Jesuit enrollment was 0.9% . When we match the institutions that sent in figures on Veteran enrollment for both years, the drop in this year's Jesuit figures is -14.4% .

An advance notice of Dr. Walters' report appeared in the December 19th *The New York Times*. According to his study, the number of Veterans on American campuses has decreased -14% or 37.8% of the total full-time students. In 713 institutions supplying exactly comparable data, full time students have decreased -3.7% while the grand total has gone up 1.1.

Letter to Jack

Dear Jack, P.C.—

It was a pleasure to see you again this summer and an even greater pleasure to receive your letter, telling me all about your experiences in practice teaching. It is hard to believe that eight years have gone by since you sat with that grand bunch in Room 312. And now you are about to take over your own class. I am glad to know that you are so eager to begin your teaching and so anxious to become a good teacher. You would like me to give you some suggestions ("practical hints," you call them) as to how you can become one. Well, I have not been teaching very long; but I will be more than happy to share some ideas that I think are worthwhile and practical. I hope you may find them helpful. I will have little to say about the *subjects* you may be teaching. I prefer to talk about the *boys* you will be teaching and the *spiritual formation* you will be trying to give them. There's a reason for that, as you shall see.

Teaching is a great, new adventure for you. It is probably your first opportunity to engage in the external works of the Society. You are very enthusiastic about all this, which is so strange and yet so interesting in prospect. Well, you can be sure that your enthusiasm is well founded and that you will enjoy your teaching experience very much. And yet, I guess you are somewhat uneasy about the whole business. That is only natural. You are stepping into what is for you the great unknown. I think, however, that a few weeks' experience will show you that it is not all as strange as you had thought and that you will soon begin to feel quite at home in the classroom. More concretely, you will find that you are well prepared and well equipped to teach, at least so far as knowledge is concerned. I don't mean to suggest that you will not have to do some studying on your various subjects and much less that you are so well equipped that study will be entirely unnecessary. What I want to point out is that you have a good education and a broad culture upon which to draw. And you have knowledge, too, factual knowledge and especially formal knowledge. By this I mean that you have gathered a certain sum of knowledge in languages, history, English literature and writing and, not the least, in religion and religious practice. Besides this, you have acquired, I am sure, the habit of study, and the technique of study. You know *how* to study, how to master a new subject or situation. That is what I mean by formal knowledge. You have it, and it will be of incomparable value to you personally and to your boys. (Be sure you teach them

how to study each subject you teach them. Teach them once, again, and again—in September, January and May.)

And so I say: to your enthusiasm join confidence in yourself, in your knowledge and in your ability to acquire more knowledge quickly and to impart it to your boys effectively.

Right now, as September rushes up to meet you, you are dreaming about that future class of boys, about how you will explain the ablative absolute and the gerundive, or the wearisome rules of punctuation, or other similar points of knowledge. To this I say: good, very good! I hope you will also have the wisdom (I'm sure you have the humility) to consult your fellow-regents and especially the older teachers at your school. They can save you much wasted effort and point out to you effective and time-saving techniques (I like to call them "tricks") in handling the various problems that come up. If you consult and discuss in this way, you'll probably learn how to teach more outside the classroom than in it.

This is all I have to say about the subjects you may have to teach. What about the boys and their spiritual formation? I said I preferred to spend more time discussing that side of your teaching. The reason is that I think it is more important. Now, I am going to ask you to follow me closely from here on; otherwise, you may find what I have to say somewhat confusing.

I sincerely hope, Jack, that you will be a successful Latin teacher, and that your boys will be able to give a fine Ciceronian turn to their Latin. I hope, too, that you will be able to give them some of your appreciation for the fine things in literature, that you will develop some good speakers, and forceful, interesting writers. Or—if you teach not these, but other subjects—I hope that you will give your boys a love for history and good reading, a firm grasp of mathematics, and a gentleman's knowledge, at least, of physics and chemistry. I most especially hope that you will make your boys good, solid Catholics, that you will learn to form their characters, to train them to habits of prayer and virtue that will be strengthened in them as they grow into manhood. Of all the things that you can teach them, these will be the most important and the most enduring. Of all the experiences your classes may supply for them, the religious experiences will be the most valuable and the most cherished. You will have succeeded poorly, very poorly, as a teacher, Jack, if you fail to form Catholics, even though you have turned out scholars. Isn't that only applying to teaching the words of Our Lord: "What does it profit a man if he gain the world and suffer the loss of his soul?"

I say all this to you now, Jack, because I suspect that you are so

engrossed in the subjects you are going to teach that you may be forgetting the persons, the boys, whom you are going to fashion to the likeness of Christ. No, Jack, the subjects are only the tools of your sculpturing; the raw material on which you will work with those tools is the boy. And what will you be trying to do for him and with him? To put on Christ! Nothing less! Strange tools, you may say, to do that. Well, really, any tools can do, provided the teacher knows how to use them and keeps in mind the purpose for which he uses them. St. John Bosco, you remember, used games.

And so, Jack, as Fr. McGucken (Lord rest his soul) used to say: don't neglect the boy for the subject. "Doceo Joannem grammaticam." Two objects to that verb you see; but Johnny is more important than the grammar. The grammar is to help Johnny. He comes first. Now we are at the heart of what I have to say. Keep before your eyes the boy first and then the subject. Remember what you are about: forming Christ in this boy, that boy, thirty boys in all. Just think what a grand opportunity you have! You can send out into your city another Christ; no, not just one, but thirty Christs. If you are a teacher, and not merely an instructor of subjects, you can lead those thirty boys to greater holiness, to greater virtue, to greater stability of character. Yes, *you* can do that. And if you will have done that, it will not so much matter if they are still weak in Latin and English or in other subjects. These subjects will have served their purpose for you as tools to make Johnny a holier boy. Of course, if Johnny will have achieved both holiness and learning, more's to your credit. But I just wanted to put first things first for you, to remind you of what you are about to do and of what will count most in the end.

And now as to the means for forming Christ in your boys, I would say first of all: study your boys. Learn to know them and all that you can know about them: their families, their interests and hobbies, where they went to school, whether they are Altar Boys in their parish churches. Discover their hidden talents: drawing, for instance. A boy might be hiding his ability through shyness. Encourage him to join the staff of the school paper where an artist is always welcome. Study the good points of your boys, their weaknesses and the causes of their weaknesses. (Poor work in studies can come from any of several very real causes: weak eyes, family troubles, inner conflicts, poverty). Chat with your boys outside of class in a friendly way; play games with them, especially if you can beat them at their own games. Then, in a casual (but deliberate) way drop a spiritual word to them now and then. Encourage them to frequent (even daily) Mass and Communion; encourage them to say the Rosary

every day, to make an examination of conscience at night, to take up other little practices that you know are useful. I do not mean, of course, that you should do this all at once or all at one time. But the first spiritual dew you scatter will open the way for more and perhaps for confidences that will enable you to help the boys in other ways. Do not be afraid to appear spiritual. They expect that from you and will receive it gladly. Like all men, they are simply yearning for God without always realizing that He is what they are seeking. They will be delighted—and grateful to you—if you can show them that.

These after-class chats will show the boys that you are interested, vitally interested in them; and there is no one who does not react favorably to personal interest and kindness of this kind. Boys are glad to receive such attention, especially when they are doing poorly in their studies. It may happen that a boy will get angry with you for some just punishment and will seem to hold it against you. But if you pay no attention to his reactions and continue to show genuine interest in him, he will soon realize that you are right and will come to appreciate even more your efforts to help him. He will then see that the ups and downs of classroom relationships are nothing, that they do not disturb the calm of your continued interest in helping him; and in the end, the punishment will have served only to deepen your friendship with him.

I don't know whether you will teach religion to your boys or not. That is sometimes the one drawback a scholastic has in teaching, namely, that he has not the same sureness in religion (because he has not yet studied theology) that he has in other fields. Anyway, whether you teach religion or not, I think the following suggestions can be of much use to you. In training boys along spiritual lines and in spiritual practices, you can't aim too high, or perhaps I should say, don't be afraid to aim too high. Very Reverend Father General in his letter on the *Spiritual Exercises* (sent out last year) says that some Directors of Retreats seem to be afraid of asking too much of their retreatants (lay-retreatants), underestimating their good will and generosity and forgetting the power of grace in the soul. Do not make that mistake with your boys. They are very generous and idealistic and, in spiritual things and practices, will cooperate more as you ask more of them. The higher you place the goal, the harder they will strive to reach it. They are only waiting for you to set the goal and to lead them on the way to it.

And so, when you feel you have won your way with them a little, start challenging them to do things they have hitherto thought was far beyond their trying. For instance, challenge them to make fifteen minutes of mental prayer at home on a night that you select. Suggest the second

method of prayer: slow, prayerful reading of the *Imitation of Christ*, in the way described by Fr. Lebuffe in the *Review for Religious*, March, 1949. You will be surprised how many will try it. They will come back to you, saying they were full of distractions or were unable to last the whole time. That doesn't matter. They will have tried; and grace will have flowed into their souls for the effort. The next time they will succeed better. Meanwhile, you will be beginning the formation of a habit that may last a lifetime.

In this as in all your teaching, break down your suggestions to (almost) minute details. You have to "spell" everything out for your boys. For instance, be sure you set a time for the fifteen minutes of night prayer. They will forget all about it otherwise. After explaining your project, you might say: "Tonight at eight o'clock, let's all spend fifteen minutes in prayer." I said "after explaining your project": the best explaining you can do is to try it with them in class beforehand. Have someone read aloud and slowly a passage from the *Imitation* and show the boys how to listen and reflect and whisper short prayers from the heart. After doing this with them a few times, you will find them ready and anxious to try it at home alone. This is an excellent little practice. They take to it quickly, at first because it is new, then because it does them good, and in time because God's grace will draw them to thirst for the living water He dispenses in those moments of prayer. Begin slowly: once a week, then twice a week; and in no time, you will have them interrupting their study and refreshing themselves for more work every night of the week. If you can send out thirty boys who pray for fifteen minutes every day in this way, you will have made a great contribution to society.

I have gone into some detail, Jack, on that point of prayer. I wanted it as an example of what I mean by spelling it out, breaking down your suggestions. Besides this, you can urge your boys to take up other spiritual practices. What would they be? Well, an act of mortification every day. (Suggest ten possible things; let them choose one, only one.) You can exhort your class to frequent assistance at Mass and reception of Holy Communion, frequent meaning, at first, two or three times a week. Later on during the year, especially during Lent, you can urge them to daily Mass and Communion. That's hard for anybody; but precisely for that reason, their generosity will prompt them to try it. I'll bet you will be surprised (again!) at the percentage of your class that will take you up on it. Try it and see! Early in the year, you will do well to repeat over and over again the great benefits of the morning offering and the daily Rosary, the daily visit to the Blessed Sacrament, the examination of conscience at night, followed by an act of perfect contrition. If you are sharp

and can find out the root weaknesses of your boys and the causes of these weaknesses, you may be able to draw up a plan of campaign for each of them, similar to the particular examen. I don't mean that it should (or can) have the same thoroughness (they're not religious); but you can steer them along the lines of the virtue opposite their weakness and show them (spelling it out) how to practice that virtue.

In the last few paragraphs, I have been speaking of class exhortation to various good works. That is perhaps the best way to introduce your subject; but it will fail of its purpose, unless you follow up with private exhortation and encouragement in after-class chats. That way you can make sure your point has gone home with the individual boy and you can arouse to action those who may be slow to accept suggestions given to the group as a whole. That way you have method and you gain in effectiveness.

Now, in all this, you must remember free will and how it operates. The will acts from a motive. No motive, no act. Hence, you must study motivation, motivation for the boy, for *this* boy. That is not easy. But study of the boy, consultation with priests, even error sometimes, will help you to hit upon the motive you need to stir your boys to action. Some people are better at this than others. We can all do something by earnest effort. Sometimes you will strike a motive that goes home with all the boys. A good motive, for instance, for making an act of perfect contrition every night is this: an act repeated gives ease, the ease of habit. Now if a person makes an act of perfect contrition every night, he will acquire, with grace, facility in making that act and will also grow in the love of God. The time may come when that person is in danger of death and in serious need of confession; but no priest is available. The habit of making an act of perfect contrition can make it possible for that person to save his soul. There is no quarreling with that motive! And so you must use intelligent motivation and present it as clearly and forcefully as you can. It is in place in spiritual matters and in studies as well. The new English series issued by the middle Provinces of the Assistancy constantly uses this motive: "Learn to write forcefully and interestingly so that by your writing you can effectively advance the cause of Christ." (At least, I have found that the recurring motive in the third year text.) You can find similar motivation for your other subjects. Build your motivation on the natural and the supernatural. Do not neglect either. If you can bring proper motivation to work for you in all that you teach, you will be able to use your subjects as effective tools for forming the characters of your boys and at the same time you will be spurring them on to greater interest and greater success in those subjects.

This letter is getting very long. Let me say one more word. Jack, your class is your apostolate. The means of your success, after work, must be God's grace. You are His instrument, His tool. He will use you to do His work. As the *Constitutions* say, the more adaptable a tool you become in His hands, the more He will use you to do His work. Your own spiritual life will be reflected in that of your boys, to a greater or lesser extent. Could you have a stronger motive for adapting yourself to God's designs? So I say, Jack, do not forget to pray for your boys, for *this* grace for *this* boy and *that*; for light to help and guide them aright. God loves the prayer of an apostle and showers His graces abundantly. I wonder whether it would be too much to suggest that you set aside fifteen minutes every day or an hour every week to pray *just for your boys*. That was the way our great men in the past did their work. Maybe you will see fit to try that yourself.

That brings us to the end of my letter, Jack. I know you will enjoy teaching and I hope you will love your class in Christ. If you do that, the Holy Ghost will inspire you what more you are to do.

Sincerely in Christ the Teacher,

FR. MARTIN, S.J

News from the Field

CENTRAL OFFICE

NEW DIRECTORY: The 1949-1950 *Directory Jesuit Educational Association* has just been printed and copies distributed to persons listed in it and to those who have placed advance orders. A limited number are still available at the cost of forty cents a copy.

The Summary of Schools shows an increase from 119 to 128; the schools in the United States remaining at the same figures but an increase in foreign schools from 28 to 37.

DIRECTORY CHANGES AND CORRECTIONS: page 4: Very Rev. John J. McMahon, S.J. Provincial, New York Province. Page 4: Rev. Henry F. Tiblier, S.J., Socius, New Orleans Province. Page 5: Rev. Joseph D. Fitzgerald, S.J., Assistant Province Prefect, New England Province, Page 8: Rev. Everett J. Morgan, S.J., Vice Rector, Creighton University. Page 19: Rev. Joseph M. Walsh, S.J., Assistant Dean, Spring Hill College. Page 25: Rev. Dennis Comey, S.J., Vice-Rector St. Joseph's College High School. Page 27: Rev. John F. X. Connolly, S.J., Rector, Sacred Heart Novitiate, Los Gatos, Calif.

Page 14: Rev. J. Vincent O'Sullivan, S.J., Dean, College of Arts and Sciences, Loyola University, Los Angeles. Page 19: Rev. Allan P. Farrell, S.J., Dean; Rev. Charles E. Schrader, S.J., Assistant Dean; Graduate Division, University of Detroit. Page 29: Rev. Andrew F. Cervini, S.J., Rector, Ateneo de Cagayan; Rev. William L. Hayes S.J., Prefect of Studies, High School, Ateneo de Cagayan; Rev. Paul B. Hugendobler, S.J., Prefect of Studies and Discipline, Ateneo de Naga; Rev. Edward J. Klipfert, S.J., Director, Ateneo de Zamboanga.

AMERICA ADS: A series of advertisements sponsored by the Jesuit Colleges, Universities and High Schools in the United States is currently running in America.

HIGHLIGHTS: The Mission motif pervaded school chapels and classrooms. The forearm of St. Francis Xavier was brought to most Jesuit campuses. Concurrently, members of *Jesuit Missions* staff have been promoting the circulation of the magazine among our students.

PLAYS: The Cooperative Play Bureau of West Baden College, during the months of September and October, 1949, mailed 121 Three-Act plays, 35 One-Act plays and 10 Catalogues to 40 schools and seminaries. The Bureau has recently issued a supplement which is available to all who request it.

HIGH SCHOOLS

ACCREDITATION. According to the *Directory of Secondary Schools in the United States* (circular 250) of the United States Office of Education, of the 38 Jesuit high schools in the United States, all but two are accredited by the state accrediting agency. Twenty-six are also accredited by the regional agency.

TEXT BOOKS: *Writing: A Course for Secondary Schools* has just come from the Loyola University Press in five lithoprinted cloth bound volumes. Under the joint sponsorship of the three central provinces, it is meeting very favorable acceptance in Jesuit and non-Jesuit schools.

NEW SITE: Gonzaga High School, Spokane, purchased a new ten acre plot for its future campus. The new school building, which will not be begun immediately, will be built to accommodate a thousand students.

HOME-ROOM PERIOD of fifteen minutes before classes in the morning is being conducted at Marquette University High School for the purpose of office announcements and group guidance.

SCHOLARSHIPS: A unique plan has been inaugurated at Loyola High School, Baltimore, whereby the student leading in the province exam for his year is entitled to free tuition for the coming year.

Thirteen of the June Regis (New York) graduates won scholarships in competitive examinations.

Of the 43 finalists in the 1949 New York State Council Knights of Columbus scholarships 8 were from Jesuit schools. One of the 8 winners came from Canisius High School and three from Regis High School.

Four Regis (New York) graduates are at present benefitting by the Alumni Scholarship Fund which aims to raise \$10,000 this year.

EXPANSION: The University of Detroit High School gym nears completion.

Cranwell Preparatory School's gym was completed as the chapel and dining room near completion.

St. Ignatius High School, San Francisco, will begin building its new gymnasium immediately.

COLLEGES AND UNIVERSITIES

COLLEGE LIBRARY: FSA Circular 243 gives facts concerning virtually all libraries of colleges and universities with an enrollment of 5,000 or over for the year 1946-47. Five Jesuit institutions are included in this study. A study of Jesuit composite figures shows that the average large Jesuit university library had 230,719 volumes on its shelves at the end of the year, of which 8,387 or 3.6% were added during the year.

Circulation during the year was 102,206 taken out for home use and 45,760 for reference. On the basis of contemporary enrollment the per student use was 12.3 and 5.5 respectively. The average Jesuit library was open for circulation 62 hours per week. It was administered by a staff of 20.2 full-time staff and the total operating expenditure was \$69,428.50 for the year.

JESUIT FELLOWSHIPS: Six full-time fellowships designed as a one-year preparation for the teaching of College philosophy are offered Jesuit priests by St. Louis University. Full living expenses, tuition and fees are supplied by the University. Applications, accompanied by official transcripts of all previous academic work, should be sent to the Executive Secretary of the Committee on Graduate Studies, 221 North Grand Boulevard, St. Louis 3, Missouri by June 1, 1950.

ALPHA SIGMA NU: members of Alpha Sigma Nu, national Jesuit honor society for men, representatives of 18 Jesuit colleges and universities, gathered at Marquette University from September 7th to the 10th to attend the first national convention held in 13 years.

LANGUAGE METHOD: Georgetown University School of Foreign Service has introduced the multilingual system of interpreting in teaching foreign languages. Colonel Dostert, a member of the faculty, had earlier introduced the method of simultaneous translation at the Nürnberg Trials and it later became part of the normal program of United Nations. Regular classes will be translated into different languages and sent over different microphones. Students can plug in headsets to receive the class in the language of their choice. The tape recorder is also used to provide necessary repetition for improving pronunciation.

ELECTRON MICROSCOPE, capable of magnification 150,000 times the size of the object, has been purchased by Saint Louis University. The instrument is 10 to 50 times more powerful than existing optical microscopes.

HOPKINS BIOGRAPHER: Father D. Anthony Bischoff of Gonzaga University, discoverer of the will of Father Gerard Manley Hopkins, has been commissioned by Very Reverend Father Provincial D'Arcy, to write the official biography of the English Jesuit poet.

GUIDANCE PROGRAM: The College of Arts and Sciences of Loyola University, New Orleans, is in the second year of successful administration of its guidance program. Not more than fifteen students are assigned to a faculty member who is responsible for the academic guidance of his charges.

RESEARCH GRANTS: Loyola University Medical School \$25,000 from the National Heart Institute.

AMBASSADOR to Belgium is the Marquette University Law Alumnus, Robert D. Murphy.

OPERA OMNIA of St. Albert the Great have been collected by Marquette University. This is one of two complete sets of St. Albert's works in existence.

FACULTY PUBLICATION, the *St. Louisan*, is being sent to the faculty and staff by the St. Louis University Department of Public Relations.

LATIN AMERICAN: Father Harold Ryan, Loyola, Los Angeles, will spend a year in Rio de Janeiro on a State Department sponsored lectureship on a mission toward fostering and improving cultural relationships between the United States and sister republics to the South.

Father Joseph Bassich, Loyola, New Orleans, visited schools in Chile, Peru and Ecuador to conduct a survey in an effort to build up the schools in these countries.

MEDICAL MORAL CODE was the outcome of a five day institute of the Catholic Hospital Association held at St. Louis University.

STATUTES: Tentative new statutes were promulgated at LeMoyne College.

CLASS SIZE has been decreased at Georgetown University, necessitating the scheduling of 30% more classes than last year.

PLACEMENT BUREAU was begun at Fordham University.

CREDIT UNION for teachers and employees of Loyola University, New Orleans, has been chartered and the organization is now functioning.

SPORTS: Santa Clara's football team, ranking 15th in the Associated Press poll, received a bid to the Orange Bowl.

DEVELOPMENT PROGRAM: John Carroll University has begun a long term development program with the immediate objective of a residence hall for students.

Creighton University reports a million and a half dollars in pledges, of which about a half has been collected.

EXPANSION: Canisius College will begin its college chapel this spring.

Ground was broken for the chapel of Our Lady of Evergreen, Loyola College, Baltimore.

The Alumni Memorial Fieldhouse at St. Joseph's College was formally dedicated November 11th.

New Arts building at St. Peter's College.

University of Detroit continues in the building of its new million dollar library.

Marquette University plans a new Business Administration Building and has completed its science research laboratory.

Alma College began its new 70,000 volume library building.

EUROPEAN RELIEF: University of Detroit ranks second in the country among colleges and universities in the amount of aid contributed to foreign relief. Their gift amounts to \$19,000, second only to Notre Dame with \$23,241.

SENATOR WAGNER PAPERS: Public and private papers of the late Senator Wagner, noted labor legislator and recent convert, were presented to Georgetown University by his son. The papers will be made available to any qualified researchers.

VARIA

LEGISLATION reimbursing private, non-profit schools and hospitals in the Philippines (S 1033) is nearing successful completion. Fathers John Hurley and Henry Greer have testified in behalf of the bill. It will mean a contribution of about \$10,000,000 to our Philippine institutions.

RATIO STUDIORUM SUPERIORUM revision delegate from the American Assistency is Father Edwin Healy of West Baden.

DISPLACED PERSON, a Ph.D. in Agriculture, is in charge of the dairy cattle at St. Francis Mission.

NEW NOVITIATE BUILDING at Florissant has been begun. By October 1st, the fund drive amounted to \$63,458.82.

JAPAN: Rev. Allan P. Farrell, S.J., dean of the graduate division of the University of Detroit, is in Tokyo adapting the curriculum of Jesuit Sophia University to meet the changing needs of the Japanese people. Father Farrell was formerly an editor of *America* and Assistant to the Executive Director of the Jesuit Educational Association.

NON IGNORATIS: Toni class at Spring Hill Philosophate feature sermons based on papal encyclicals of recent years.

U. N. DELEGATE, Father Jerome d'Souza, Rector of Loyola College at Madras University, is the second priest to become an official delegate to the United Nations. He is a member of the Constituent Assembly of the Central Government of India.

MISSIONS: A total of 398 new students have been accepted for the first year course at the Catholic University of Tokyo. Not included among these are some sixty students enrolled for the new Evening Sessions which have now been organized for adult groups wishing to complete their studies for a degree or to improve themselves without aiming at a degree.

CATHOLIC IN ACTION

Federal Prosecutor, John F. X. McGohey, graduate of Xavier High School, Fordham University and Fordham Law School, despite his masterful prosecution of the eleven Communists and subsequent honors bestowed on him, will be longest remembered for his public profession of faith.

When Harry Sacher, a defense counsel, in one of his provocative slurs said: "If Mr. McGohey were a contemporary of Jesus he would have Jesus in the dock," Mr. McGohey addressed the court:

"Your Honor, I resent that."

"I don't blame you," said Judge Medina, sternly.

"That is the most unconscionable thing I have ever heard, Your Honor," Mr. McGohey continued. "I was born and raised in this city. It is well known that I am a member of the Catholic Church.

"I firmly and with all my heart believe that Jesus Christ is Divine, that He is the Son of God. And to have it said in this court room, where I am a member of the bar, that I would have persecuted my God is an insult that I can't help interrupting for."