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PRIVATE ROOM

# Jesuit Educational Quarterly

JANUARY 1959

DENVER PRINCIPALS' INSTITUTE

S.J. SCHOLARLY PUBLICATIONS

ANNUAL ENROLLMENT STATISTICS

NEWS FROM THE FIELD

Vol. XXI, No. 3

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# Our Contributors

FATHER CORNELIUS J. CARR, the Principal of St. Peter's Prep in Jersey City has done an excellent resume of an extremely difficult assignment. The very complexity and intensiveness of the Denver Principals' Institute made its reporting an almost impossible task. Father Carr, however, in his usual way has accomplished this almost impossible task.

FATHER JULIAN L. MALINE as Chairman of the Province Prefects Committee on Scholarly Work of Jesuits once again presents our readers with the compilation of the scholarly writings of the various members of the Assistancy.

THE DEANS, REGISTRARS, AND PRINCIPALS of our various schools should be awarded the accolade as Contributors to the article on annual statistics. Without their help, the article could not have been written.

# Jesuit Educational Quarterly

January 1959

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### ADDRESS COMMUNICATIONS TO THE EDITOR

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JESUIT EDUCATIONAL QUARTERLY

# J. E. A. Principals' Institute

REGIS, DENVER—1958

CORNELIUS J. CARR, S.J.

“In the face of recent demands for more teaching of Russian in American schools, the Jesuits have brought out a new series of Greek textbooks.” So read the August 6 issue of the Rocky Mountain News in an article on the Jesuit Principals' Institute meeting in Denver. Behind those words lay the flattering truth that this meeting was part of no sputnik-inspired crash program designed to modernize or Americanize the *Ratio Studiorum*. Here was rather a conclave of men with a common traditional caste of educational thought, backed by four centuries of successful experience, who were meeting for one more periodic evaluation of their efforts, acutely aware, however, of the various educational currents swirling about them. As always, the task would be to draw into the stream of our educational tradition the best of modern thinking and techniques.

And so in an atmosphere of fellowship and common purpose, 103 Jesuits met this summer to discuss problems of secondary school curricula, teaching techniques and personnel improvement. The great bulk of the membership was comprised of province prefects, principals and assistant principals who had come from all parts of the United States, from Canada, Puerto Rico, Jamaica, Iraq and the Philippines. Two college deans, two seminary directors of teacher training, two graduate students of education, two high school teachers, three Tertians and two Theologians also attended. It was hot when the first meeting convened on the evening of August 2. It was still hot when the Institute adjourned after 9 full days of sessions on August 13 with a round of applause in sincere appreciation of the inspiration and guidance given the Institute by its architect and director, Rev. Lorenzo K. Reed, S.J., New York Province Prefect of Studies. By that date, the Institute had met for 4½ hours per day, save on the “break days” which came mercifully after the third and sixth days of full session. On three evenings, there were well-attended administration clinics at which a panel of experts discussed whatever problems were brought before them by the principals in attendance. The sessions were long and serious, but not without their lighter side. The cordiality and sense of fellowship which characterized the Institute membership was further encouraged by the wonderful reception given the group by the personnel of Regis College where the

meetings were held, particularly by the Rector, Father Richard Ryan and by Father Eugene Latta, specially appointed to the Institute as its Minister.

It is not our aim in these pages to write the proceedings of the Institute, but rather to select from them what may be of interest to those teaching in the high schools and to our college brethren who are eyeing the work of high schools with ever-increasing interest.

*Curriculum.* Since curriculum patterns in the American Assistancy change from province to province, it was thought wise to begin our discussion of curricula with the reports of the province prefects of study concerning the courses of study peculiar to their particular jurisdictions. This early awareness and appreciation of the divergencies in curriculum patterns throughout the country prevented much confusion in later discussions. It became clear, for example, that in the California Province even boys in the general course were required to take four years of mathematics, whereas in other parts of the country that particular program would require three years only or even two. In the East, on the other hand, such a course would require four years of Latin, while in the West, Mid-West and South a boy in the general course would not be required to progress further than Latin II. It was presumed from the start that the curriculum patterns of the various provinces met the specific needs of those provinces, and, as a consequence, never did later discussion descend to the level of "our way is better than yours." This phase of the Institute pointed out quite incidentally that, although there are differences in curricula among the various provinces, there are also some common problems, each, however, with its own peculiar nuance as one moves from one part of the country to the other. One such problem is that of getting boys to choose the classical course when other choices are open to him, while another concerns dealing with regional accrediting agencies.

*School Evaluations.* "Highly illuminating in this phase of the Institute was the composite picture, drawn by Father L. Reed, of the Middle States Association's evaluations of six New York Province high schools. While commenting on the highly selective nature of our student bodies, the accrediting group proceeded to point out the consequent grave responsibility which rests upon us for challenging such able students. In general, there was agreement that the program and philosophy were appropriate for the student body which was enrolled. Quite general was the criticism of the formalized nature of instruction which allowed too little scope for the active participation of the students. The tendency to center instruction around the mastery of a single textbook also came in for criticism. More extensive use of library reference materials in connection with daily lessons was urged. There was general insistence upon a wider use of

audio-visual materials. In regard to student activities, the assembly program was regarded by most committees as the area most conspicuously needing improvement. Generally, it was urged that music activities be expanded. Cooperation between teachers and librarian in the selection of books was found wanting, and it was felt that the librarian should be brought into closer relations with the staff through participation in general and departmental faculty meetings and in curriculum studies. Guidance services were generally praised. An analysis of the evaluation reports of these six schools has led the province prefect to believe that the more effectively the school helped the committee to understand what it was trying to do and how it was doing it, the more fully did the committee accept the school's purposes and procedures. All of which indicates the importance of a very earnest and complete self-evaluation, and a thorough preparation of the materials presented in advance by the accrediting group.

*Latin.* Before discussion of the new approaches to Latin teaching, Father Lorenzo Reed outlined the problem in this area as he saw it, expressing his belief that the lack of enthusiasm for Latin evidenced in the Assistancy is due to poor teaching. There is a feeling among teachers as well as among boys that Latin is of little value in our modern world, and consequently it has fallen from its honored place in our schools. The problem of Latin, thinks Father Reed, is a problem of method. In the lower years too much talking about forms leaves insufficient time for meaningful drill and exercises, while in upper years there is too much emphasis on translation, resulting in a wide use of trots or ponies. As taught, Latin carries little meaning, less value. The objective of the new approaches to Latin study is to develop the ability to handle Latin sooner. Grammatical analysis and structure study is held off until the upper years.

The *linguistic* approach, preached and popularized recently by Dr. Waldo E. Sweet of the University of Michigan, and explained to the Institute by Fr. John Brolan, has been recently adopted by the California Province. Its aim is "to teach more people more Latin more easily." It is "a quick attack on Latin illiteracy," by which is meant the development of a competency with Latin structure comparable to that achieved by a Roman boy before his schooling began. Grammar is presented to the student "exquisitely distilled," just a little bit at a time. No exceptions are considered at first. Fundamental at this stage is rigorous drill work, usually accomplished by the skillful use of tapes. The goal of this phase is the reading of Latin acquired as soundly and as quickly as possible. Then begins an acquaintance with the literature. This method discards practically all Latin theme work as an instrument in attaining this goal.

Such theme work is considered relatively inefficient and too slow. It is felt that what is learned or practiced by writing can be "practiced and mastered by the ear and the tongue quicker, less painfully and more lastingly." Is Latin composition taught? Only in third and fourth year, if at all. Formal courses in Latin composition are thought better suited for college, and then only for a mastering of style, not for the learning of the language.

The *natural* (or semi-direct) approach of Father William Most of Loras College, Dubuque, was explained by Father George Ganss. The cardinal principal of this approach to Latin as an art instead of a science is that learning a language consists in acquiring a set of habits, not in learning a set of paradigms or grammatical rules. (The same principle is fundamental to Sweet's method.) These habits are acquired by copious practice on easy material. The process of habit formation by which natives learn their mother tongue is imitated here, and hence the name "natural." Children are incapable of understanding grammar as such, but high school boys, while developing this set of habits, will find a moderate use of grammatical rules and terminology helpful. Hence the term "semi-direct" rather than "direct." This approach is content at first with the ability to understand the written or spoken language, but progressively demands more and more active mastery which is achieved in the practice of writing Latin or even in speaking it if the teacher wishes. An intensive sharpening of grammatical knowledge is provided for at the end of second year high school, although it could be delayed until third. Ultimately there is much grammatical analysis and understanding of structure. In this method, as in Sweet's, comprehension through reading is the immediate aim. Mastery of individual parts comes much later. Unlike Sweet's, this method does not require tape recordings, although it can employ them and be much improved by their use. It adheres to traditional grammatical terminology and does not require the language of structural linguistics which the first approach demands. For student interest, this method seems to have the advantage of interesting reading matter whereas the former method employs an endless succession of drills.

The *functional* approach, explained by Mr. J. Culkin, is a development of the O'Neill-Hennes method. Its emphasis is the reduction of the disparate elements of Latin to a "general and manageable unity." It stresses the notion of subjunctive rather than its many varieties. It emphasizes the generic notion of ablative rather than the specified notion, for example, of instrumentality. It stresses the function of clauses and phrases rather than the grammatical description of these elements. It endeavors to classify almost all the words, phrases and clauses of Latin under a few



general headings in terms of function. Proponents of this method feel that by an approach to meaning through function and context, the student can experience a valuable intellectual adventure. Thus the pupil easily learns to grasp the thought of the passage in and through the Latin words taken in the order in which they stand. This only can truly be called reading Latin, one of the two objectives of this approach. The other objective is writing English. Latin surely can implement the more ultimate goals of expression in the vernacular. Word power is still judged to be one of the surest indices of intellectual acumen, and so vocabulary growth in our students is of the utmost importance. Through translation the student can grow in his awareness of the rich and highly nuanced English vocabulary which is at his disposal. By a constant working in context and a continual encouraged dissatisfaction with approximations, the teacher will be able to communicate this fundamental feel for shades of meaning. Transitional words in Latin guide the reader along each stage of development of the closely knit unity in both thought and expression characteristic of a Latin passage. Making a student conscious of these forces him to focus on ideas rather than on grammatical fragments. It gives an insight into the emotional and connotative aspects of language which can be overlooked in an over-emphasis on the mere meaning or deciphering of a passage. If translations are hasty and superficial, then all that the English teacher has been trying to build up is thereby destroyed. There should be demanded a conscientious portrayal of the relations of part to part and part to whole, maintaining the light and shade, the perspective of the original.

*Mathematics.* The next subject to come under discussion in the curriculum phase of the Institute was mathematics. The recommended program of the CEEB Commission on Mathematics provided the basis for this discussion. Father T. Riordan of Regis, New York, explained that the Commission was founded "to establish a truly modern curriculum in college preparatory mathematics." It has no intention of discarding large sections of the traditional fundamental discipline. Much of the former material is to be maintained but presented in a more modern way. The objective, therefore, is rather renovation than revolution. The modernization program is also to be accomplished by a rearrangement of the traditional subject matter. It is hoped eventually that high school mathematics will be presented as a unified field, not as compartmentalized into algebra, geometry, trigonometry, and so forth. This rearrangement of traditional material will mean telescoping the present four year program into three years. Modernization of the program will further be accomplished by the introduction of new topics. It is part of the Commission's task to prepare text materials at present un-

available. Finally the modernization will be accomplished by presenting the telescoped, unified traditional material in a new setting, according to the current view of mathematics as a science, the starting points of which are a set of undefined terms, a set of relations and a set of axioms on these undefined terms and relations. This revamped curriculum, of course, will mean that teachers will have to undertake further study. To retrain teachers, the National Science Foundation has allotted funds for tuition and expenses for the last several summers and in the course of the academic year to teachers in both college and high school. Father Riordan urged that math teachers presently in high schools plan to attend several summer institutes if they are to be adequately prepared for the new math curriculum. Many colleges and universities are offering an in-service institute after school hours or on Saturday.

Fr. Jerome Marchetti reported on the attitude of Jesuit college deans and math departments. Quite generally they are endorsing the program of the Commission on Mathematics. As of this writing, about half of our Jesuit Colleges still require specific subject matter in mathematics as an entrance requirement. High school principals in some instances appeal to this reluctance to adapt requirements as one reason for not yet accepting the Commission's program which eliminates such compartmentalization. There seems now to be a great deal of ferment and change in most college math departments. The vast majority of Jesuit colleges, however, seems to accept the Commission's recommendations in principle, and it appears that they will not exclude students who have been following the proposed CEEB curriculum in their college preparatory program.

It was recommended in concluding the discussion on mathematics, that we wait for the final recommendations of the College Board's Commission on Mathematics, that teachers be prepared for the new curricula through attendance at institutes, group work in the schools, province-wide meetings and institutes. The Institute membership was warned that the approval of the Provincial is needed for any curriculum innovation, that textbooks are not yet available, and that principals must be sure that colleges will accept high school pupils who are graduates of any new course.

*Religion.* Religion teaching in the high schools, a cause of general concern, next came up for discussion. There seemed to be nearly as many ideas on this topic as there were disputants. Most were agreed, however, that the religion course as taught in the high schools today needs a thorough overhaul. It is generally felt that the emphasis is too negative and that our religion should not be presented merely as a system of moral obligations. It must be shown for what it is: not simply a system

of duties but a response to the riches of revelation. It is this kerygmatic approach to theology which defines the structure and content of all the newly proposed curricula. One such curriculum, explained in a paper submitted by Father Meyer, would choose sacred history as the organizing principle of the high school course. Proponents of this plan argue that religion is essentially a response to the love which God has lavished on mankind, a love concretely revealed in history from the creation of Adam down to its climax in the person and mission of Christ, and still being revealed today in the divine life of the church. This approach, they argue, was the approach to catechesis in the apostolic church, and that it is only the modern Christian whose instruction in faith and morals has been based on catechetics derived from the post-Tridentine theological tracts. These give modern man only the dimmest sense of his intimate relationship with the marvels of God. They point out, too, that there is considerable pedagogical advantage in this approach, in that sacred history is a concrete story as opposed to an abstract treatise.

Father Vincent Novak, presently attached to the catechetical center, Pax Romana, in Brussels, explained the work of Woodstock Theologians on the design for a new religion course. Working on the premise that the laymen's role in the church is different from the clerical role, and that therefore his training in theology must be different, they feel that our religion course in high school must impart "that vital understanding and love of the faith which will inspire a personal sanctity orientated to the lay apostolate." They emphasized the fact that the student must be approached realistically, as does the program explained above. All his psychological attitudes and modern needs must be considered. Here, too, the approach recommended is the historical one, the history of salvation, "the vast sweep of the divine economy which leaves men humble, amazed at the beauty of a loving Father." These similarities of the two programs are offset by what appears to be a difference. In the program aforementioned, the fundamental theme and unifying principle of instruction is said to be the "mystery of Christ." Obviously this is a Christocentric theme, but as conceived no less clearly a Trinitarian theme, and the key to the meaning of sacred history. And so the "mystery of Christ" is defined as being "the revelation of the love of the Father, Son and Holy Spirit for fallen man." The "mystery of Christ" refers concretely to the whole content of the divine plan of redemption and to every element of it. The Woodstock plan seems to focus more determinately on the God-Man. There seems to be a more explicit aim here to employ the dynamic personality of Christ to rouse the enthusiasm of the student and his generosity in living the faith. Christ is presented in such a way as to capture their imaginations and hearts, winning over

their tendency to hero-worship in such a way as to enlist manly loyalty and a personal commitment to the Incarnate Son of God. There appears also to be a more explicit concern about the liturgy in this program, participation in which is viewed as a further expression of the student's attachment to Christ.

Mr. John Culkin, another spokesman for the Woodstock school of thought, presented his view that the most satisfactory answer to the demands we set up for the new course is found in the *Christian Life Series*, published by Fides. He also recommended that three full periods per week be given to the religion program to underscore our serious concern about the formal theological formation of our pupils. This would allow for a more complete text, more time for discussion, and enrichment work for superior students. It would also allow for the distribution of superior teachers throughout the religion classes without detriment to the other curricular offerings. There must be some specific orientation of teachers towards the new high school religion plan quite distinct from the training in the theologate. Perhaps in no other phase of the Institute's curriculum discussions was there more interest or more discussion than in this phase of religion teaching.

*Modern Language.* Father Julian Maline commented on a statement on foreign language programs issued by the Modern Language Association of America and endorsed by 15 national and regional associations. The statement in question is the most recent and authoritative on the subject. According to this statement, an elementary language course should concentrate in the beginning on the learner's hearing and speaking the foreign tongue. The next step is to learn to read the language with understanding and without conscious translation. The translation should be demanded rarely only as a device in teaching reading, but may be employed at a later time as a meaningful literary or linguistic exercise with high literary standards insisted upon. The next step in the early acquisition of language skills is writing, a writing which utilizes to the full the vocabulary and speech patterns already acquired. If the modern language teacher's background and training are adequate enough, the learner's horizon will be enlarged through the introduction to a new culture. Is such a program desirable in our schools? Not only desirable, but imperative if we do not want to be left trailing the pack in the teaching of modern language. In reply to the objection that hardly any of our students will ever be required to speak the language they are learning, Father Maline quoted Dr. DeSauze, author of the Cleveland plan, as saying that "even if not one of them speaks it later, the method gives the student an interest in the language and a sense of power over it that nothing else will." Desirable as the program may appear, is it also

feasible? Till now there has been a serious dearth of satisfactory textbooks and allied supplementary materials. However, Bruce is now publishing a *Modern Series in Foreign Languages*, authored by members of Georgetown's Institute of Languages and Linguistics. The University of Massachusetts has another set in preparation. The second major obstacle to the introduction of the new methodology for modern foreign languages is the inadequacy of the preparation of some of our teachers. Often they do not have sufficient fluency in the language or the understanding of (or training in) the new approach. This obstacle can be overcome by sending these teachers to institutes, universities or even countries where they can acquire the needed training and background. All signs indicate that the new mode of language teaching will prevail and immensely improve the teaching of modern foreign language.

The subject of teaching Russian in Jesuit high schools arose in connection with a paper sent from Woodstock by Mr. J. Donald Shenkel. It was generally agreed that whatever civic significance Russian had at the moment, and whatever its intrinsic values as a cultural language, the time was not yet ripe for its introduction, although it was conceded that the day might come when we would find it in the schools as one of the optional modern language offerings.

*Classroom Psychology.* Father Edward Nowlan, speaking from a rich background of training in psychology, insisted that the good teacher incorporates all the laws of learning who builds up interest in his subject, evokes much of self-activity from his students, challenges the bright students, allows all to experience a sense of achievement, constantly fosters a growing insight and breadth of perception, and, finally, instills confidence in the value of study. He explained that the student likes to see a subject rounded out, know its full meaning and where it leads, likes to have it fit into his present "frame of reference," and likes his perceptions clear-cut if they are to give him satisfaction and any degree of confidence in his learning. He also insisted that real thinking activity occurs when the student re-organizes and re-centers the problem for himself. Mere repetition of the teacher's ideas does not involve problem solving or productive thinking. Repetition, he insisted, is still the mother of learning. Exercise really means self activity. The student must be taught the value of self recitation in study, and be taught to organize his approach to study. Concentration, said Fr. Nowlan, is a by-product of having a goal that challenges the whole man, rather than a matter of nobly renouncing distractions. He also pointed out that attention commanded by demonstrations is not as important as the attention which is voluntarily commanded by the student. Transfer of training occurs with every legitimate subject when taught correctly. Some brilliant students

automatically transfer values of general application to other studies and to life. Most students show adequate transfer of training only when the teacher is careful to point it out. Perhaps the most valuable transfer will be the subtle contagion of the teacher's own enthusiasm, his genius, hard working interest in the subject and in each of his students.

*Mental Health.* About ten percent of students have real problems of mental health. So said Fr. James Joyce, who pointed out the symptoms as being vandalism, impudence, aggression, sudden (or gradual) shift in academic performance, nervous habits (e.g., nail biting), withdrawal or day-dreaming, drink, truancy, cheating, scruples of odd types, and others. The causes of these problems are to be understood in the light of basic personality needs, such being a need for self respect or a feeling of personal worth, the need for acceptance, for belonging, a need for goals, for a social role and status. Sometimes a boy is ashamed of his parents, or his physical growth in early high school years may cause problems. But basic to all other needs is the need for security. That can be damaged by disillusionment in the church, in one's self, in other people, in not having enough rules, having too much freedom. And there are three very special areas where security is needed: the intellectual, the emotional, and sex education. There is a need for some independence, otherwise there will be rebellion. Boys are often over-protected by one or other of their parents. There is a need for a sense of achievement; a challenge is a good thing. Mediocre students should not be crushed. In the treatment of all these things, we must remember that we are not junior psychiatrists. Labels and diagnosis can do harm. Remember, too, that we cannot reason with the emotions. We should strive to be good listeners. We ought to know enough to refer a problem when we cannot handle it ourselves. We should be alert, know our local agencies, doctors, and cooperate with professionals.

*Planning a Class.* The Institute next moved into a discussion of general methods, and talked about the repertoire of the skillful teacher. Fr. John Connolly stressed the equally essential character of remote and proximate planning of lessons. In regard to the former, he spoke of the proper attitude which the teacher should have towards the syllabus. One attitude that the teacher must avoid is that which makes "covering the matter" and "pointing at the province exams" the exclusive aim of teaching. The other extreme is just as much to be avoided, viz., the naive notion that the syllabus is a crutch for beginning teachers and can be dispensed with in time. Faithful adherence to the syllabus is the one dependable device for maintaining uniformity and the distinctive character of our instruction, and hence the good teacher will completely familiarize himself with the content, objectives and suggested methods

of the syllabus while finding ample opportunity and scope to make his own personality the instrument for communicating it to his students. A selection of dates for the important tests is a part of remote planning, as is a system of keeping marks. Proximate preparation must not overlook the careful planning of a definite routine which includes the selection of students to be called on for oral recitation and board work. The daily lesson plan book should be made out to cover two weeks of advanced work, and some teachers have found it useful to give the students on each Friday a detailed plan of the following week's work. Of course a class routine for returning tests to the students and reviewing them in a profitable manner is very important.

*Prelection.* Father Carr talked about the prelection. In its simplest terms, the prelection is merely the Jesuit method of giving an assignment, and no class is complete without it. It is the most effective instrument we have for intellectual formation and unquestionably the most celebrated element in the Society's pedagogy. Almost every characteristic feature of Jesuit methodology can be found within the framework of the prelection. It aims to define clearly the work to be done, to give the reason for it, to arouse interest and enthusiasm for the work, to establish its connection with what has preceded and what is to come, to throw light on the more difficult aspects of the assignment and to suggest solutions thereto. All this should be sprinkled liberally with directions on how to study the matter at hand. More specifically, the prelection must be carefully planned, selective, adapted to the grade level and ability of the class, modest in erudite references. It should also be full, and not sacrificed for less important and less effective classroom activities which the teacher may resort to because they seem more important or challenge his ingenuity less. It should be a lively, animated dialogue which the teacher holds strictly in control. A basic working formula for the prelection might be found in the following steps:

a) Personal preparation, which in its *remote* stage finds the teacher asking himself what he must do in this class to arouse interest, to insure use by the students of an intellectual habit of study and to prepare them to give proof of mastery of the assignment in the recitation periods; and in its *proximate* stage he must ask himself what particular result he wants to achieve: memory? understanding? organization of ideas? etc. He must also ask himself here what the nexus is with the previous and the subsequent matter, what will need illustration, what major ideas need to be understood, what defect of previous study along similar lines needs to be indicated and corrected.

b) If the field is literature, as much of the selection as possible should be read aloud interpretatively.

c) The teacher now talks about the matter in its total context. In this stage, he should ask questions on the background, re-create the atmosphere of the matter being studied. This, of course, presumes that interest and enthusiasm have been aroused during the class on the day before.

d) The teacher next translates or explains whatever demands attention in the text. Here he points out where difficulties in the matter are likely to occur. In upper years it is usually not best to give answers to these difficulties, but to give just enough to send the boys off on their own enthusiastic hunt.

e) The commentary follows in which the teacher ranges over the whole field of the matter at hand, dispensing whatever erudition he feels he should.

f) Only now should the boys be permitted to take notes which are dictated by the teacher. Up to this point the dialogue has been lively, but in control of the teacher, suggested and directed by him. This phase of the prelection gives the boys a chance to ask relevant questions and items the teacher may have overlooked, or considered too obvious for comment.

*Lecture and Chalkboard.* In speaking about the techniques of lecturing, Father Donald Kirsch pointed out that students react to what they see, hear and understand. The teacher is seen, and consequently there is need for erect posture, a self-confident attitude, neatness, enthusiasm and alertness. Gestures are essential and should be made meaningful. Mannerisms are to be avoided because they divert attention. The teacher is also heard, and his voice is his teaching weapon. The voice must not be high, shrill or rasping, and a voice deep and heavy can be modulated. Above all the teacher is understood. Without understanding there is little or no learning. Hence the lecture should have a definite organization, should be adapted to the educational and intellectual level of the class, should begin by a deliberate effort to arouse interest and to get the pupils in a receptive frame of mind, and should move forward smoothly. The lecture should be salted with student participation which can be achieved by asking questions, inviting participation, and so forth. At the end of the lecture the teacher is to sum up and drive home the salient ideas. In the use of the chalkboard, letters and figures heavy and large enough for all students to see should be used, and it is recommended that the teacher print when and if he can. Also he must be sure not to block the students' view, and he must erase all material no longer needed so that one idea at a time can be presented and the chalkboard not cluttered with any irrelevant items. Chalkboard work should be kept neat, clean and orderly. Father Kirsch advised that extensive and more complex work be put on the board before class so as not to waste class time.

*Open-Book Recitation.* Father William Fay expressed his opinion that



the open-book recitation method can be used successfully by a skillful teacher in every high school subject. Perhaps its most efficient use, however, is found in mathematics and science. This method, is one which calls for the textbook to be open on the desk during the course of recitation. In English, for example, the method can be used when the matter being taught involves precise definitions, when a series of details is being considered, when relatively important text matter is emphasized, when the visual aspect is important but the matter too lengthy to be written on a chalkboard, or when a general mistake by the class involves a point of rule which is clearly defined in the text. In plane geometry, the open-book approach finds the teacher reading the axioms and postulates, illustrating each by an example and immediately using these rules to do the problems provided. The problem of reasoning rather than of memory is emphasized. There is no emphasis put on the mere memorization of the axioms and postulates. In class recitation, the doing of homework, and even in weekly tests, the students are encouraged to keep their book open for easy reference in finding the axioms and postulates that apply to each mathematical step in a problem. In this method the memorization of the rules is not stressed, but rather the immediate understanding and use of the rules. It is believed that by stressing use, complete understanding is more quickly and pleasantly arrived at.

*Discussion.* This, according to Father Carl Kloster, is admittedly a very valuable teaching-learning technique, but it must be handled skillfully to be really effective. There are strong arguments against the use of class discussion: 1) too much time is consumed in unimportant details; 2) the same few students are inclined to do all the talking; 3) students wander from the point at issue; 4) the teacher is not sufficiently informed on the topic under discussion, and therefore cannot guide the thinking toward a conclusion. Two sound reasons for conducting class discussions are these: 1) when a student must express his idea orally in the presence of the class, or defend it, or modify it in the light of further discussion, or simply explain his idea to others, he is forced to think through the idea, to make it his own; 2) class discussion promotes tolerance for a wider point of view than that held by the individual himself, and in so far as he can have this wider understanding he is a better informed (and formed) human being. The discussion leader, whether he be the teacher or one of the students, must fulfill three roles. As a backstop, he should merely toss the questions back to the group, usually not answering the questions himself. As a traffic cop, he refers questions to specific individuals, keeping voices down to a reasonable degree, allowing only one at a time to speak, seeing that all get an opportunity to speak. As a guide, he directs the discussion towards the unfolding of the problem in

an orderly way. All this requires a teacher who is really interested in teaching. He will have to possess a lively interest in the subject discussed, an open mind about the outcome, a sense of humor, interest in the opinions of youth, and a willingness to suppress expression of his own opinion.

*Questioning.* Ten commandments for effective questioning were formulated by Father Rudolph Knoepfle. 1) *Be prepared, not scared*—organize the matter of the questions and then determine the techniques to be used. 2) *All for one, one for all*—pitch the question so that the whole class is involved in the answer. The question should be dramatized on the chalkboard, in the teacher's voice, in his eye contact with the entire class. 3) *Mine for gold, not a hole*—seek to draw from the boy the knowledge he has, and not always be testing his ignorance. The accent should be on the positive. 4) *Be fair, not a bear*—neither underestimate nor overestimate the student's solid knowledge and rate of progress. 5) *For their know, not your show*—develop the student, do not parade your own knowledge. 6) *Have fun, don't be glum.* The class should sparkle with variety, humor, contests and competition. 7) *Run away, don't delay*—spend only a few seconds waiting for the answer if there is a rapid fire drill in progress; skip the boy who doesn't know but come back to him within a minute with the same question. 8) *Be concise and precise, not a rambler or a gambler*—have a very clear concept of the exact amount of the matter to be covered in the questioning period. Quality answers should be demanded after you ask a concise and precise question. 9) *Every day, but not all day*—devote about one-sixth of the period to questioning. Jesuits who are noted for their teaching ability make use of the oral quiz daily. 10) *Race the what, endure the why.* The "what" lends itself to rapid fire questioning, since it merely concerns itself with facts and forms. The "why" lends itself to reasoned reflective thinking and exposition on the part of the student. In general, questioning techniques differ according to the subject matter, to the caliber of the classes, and to the particular years. There are as many types of questioning techniques as there are teachers. The questions of a teacher are not only dictated by his matter and the level of his class, but by his personality. Inability to master the art of questioning probably accounts for more failures in the classroom than any other single fact.

*Problem and Project Methods.* Both are part of our traditional methodology, Father Edward Curry maintained, in so far as they demand initiative and self-activity of the student. They provide motivation, allow much scope for the initiative of the individual, encourage active learning, and also help us overcome one of our most glaring weak-

nesses, the neglect of the library. These are prerequisites for the adequate handling of the problem method: 1) the teacher must be familiar with the reference works in the school library as well as with those in the public library; 2) before being "turned loose" in the library, students must have some instruction on its use; 3) students should be taught beforehand the proper way of quoting and recording references; 4) some very definite and detailed reward system should be worked out for all who do a good job. The keeping of notebooks is one type of project method; allowing boys to be teachers for a day is another.

*Supervised Study.* Father Joseph Perri defined this as "that study pursued under the alert and purposeful direction of a person qualified to guide the student in the particular subject area." Such supervision is the work of each teacher within the framework of his own class. Fr. Perri insisted that success in teaching should be measured in great part by the ability which the teacher manifests in imparting to his charges the general principles of good study as well as the specific procedure so needed by the student in the acquisition of good and effective study habits. Nothing is more basic to Jesuit education on the secondary level than the formation of effective and worthwhile study habits.

*Ratio Methods.* Father Charles Burke enumerated and commented on the characteristic *Ratio* methods, excepting the prelection.

a) Self-activity. The main purpose of the teacher is to explain what the student unaided cannot understand; the process of mastery thereafter belongs to the active performance of the student. In this way only can the faculties or natural talents of the boy be developed.

b) Repetition. This practice fixes that which has been acquired and organizes the knowledge in meaningful relationships. The *Ratio* enumerates five types of repetition. First, a brief review of the prelection or explanation of new subject matter in order to test a pupil's attention and to discover whether he has understood the teacher's explanation. The second and most common form of repetition is the daily recitation. This is a check on the student's fulfillment of his duty, but also it brings to flower the efforts of his private study. The larger repetitions held weekly, monthly or biannually have a somewhat different purpose. The weekly repetition offers the teacher a fair test of the pupil's advancement in learning, permitting the slower boy to consolidate a block of matter after the difficulties of each night's assignment have been corrected and enlightened. The monthly, quarterly or semester repetitions accomplish many of the advantages of the weekly repetition but on a large scale. For the first time the parts fall into place and emerge as a whole. A surprising number of teachers resent the time allotted to repetition. To them the im-

portant issue is "to cover the matter." Such opposition is blind to the many advantages of repetition and its inherent value in the training of the faculties of intellect, memory and will.

c) Memory. Memory work has always held a place of high importance in Jesuit education. The Jesuit system of education has always prescribed generous doses of memory. As a faculty of man the memory deserves its own special attention and development. Daily memory assignments should be routine in our classes and will be if its importance is understood by the teacher. Perfect accuracy in its recitation should be insisted upon if its full value is to be realized. The art of memorizing can gradually fall into disuse because of a natural distaste by the pupil for this arduous exercise and indifference on the part of the teacher.

d) Emulation. The need of a competitive spirit in the present world is recognized by everyone today. This same spirit of rivalry is recommended by the *Ratio Studiorum* as a goad to learning. It is a pedagogical device that appeals to boys who instinctively possess the will to compete and the desire to win. Competition should be among equals. To match two groups of unequal talents eliminates the element of contest, struggle and the pride of victory. In class contests those who became of negligence or lack of team spirit have contributed to defeat should receive some appropriate punishment. Modern football and baseball games are very productive devices to use in competition. An ingenious teacher can work out rules for games which will insure efficiency and progress.

e) Practice in Expression. Expression is one of the objectives of the humanistic curriculum which is in turn the backbone of our high school curriculum. Precept and practice are the means for teaching expression. A formal study of precepts by definition is not sufficient to train in expression, but rather the measure of competence is to write correctly and effectively. A good teacher will apply the rules to practice every day. The daily sentence in the Latin and Greek classes, the paragraph in the English classes, and the more lengthy weekend compositions are essential to progress in the writing of a language. To be successful, however, they should have a definite appointed object in view, such as the application of an assigned clause construction, the exercise of a precept, etc. If there is this constant practice in writing, done with a plan and a purpose, amazing progress will be made in the course of four years. For English classes one productive device is the daily eye theme, which is a short paragraph on observations of the day previous.

*Audio-Visual Aids.* The JEA Manual, *Teaching in Jesuit High Schools*, reminds us that "the original formulators of Jesuit educational principles and procedures were ingenious and practical men, quick to

adapt to their purpose whatever was adaptable." Father Ambrose Mahoney gave his estimate of the various audio-visual aids which are most available for high school work. He pointed out that to use such aids is to be a realist: knowledge comes to the mind through the senses. In Latin the only tapes readily available seem to be issued by the University of Michigan Press. These tapes are for use with Dr. Sweet's *Latin Workshop Experimental Materials*. However, the Latin recorded is usually of the hard type pronunciation, and might confuse our beginning students. It is just as easy and actually better, Father Mahoney feels, to make our own tape recording in the field of Latin. In regard to English classes, there seems to be very little in the line of audio-visual aids which can be used in our first year high school course. There is, however, the LP recording of *The Merchant of Venice*. Reading and study must precede recorded demonstrations if these demonstrations are to be profitable, otherwise the students find it too difficult to follow the recording and distractions set in with consequent disciplinary problems. A phone call to the local museum will often bring a set of mounts from their collection of pictures to illustrate for a teacher almost anything in the humanities. Local libraries often have wonderful collections of records, tapes and pictures. In regard to the sciences, there are movies available to schools which give a clear and quick explanation of a whole field or subject, in science, for example, the structure of an atom. The best films for teaching seem to be the Encyclopedia Britannica films, but they are costly. Much advanced planning is important in the use of films. If you wish to get the right film and put it into your course where it can do most good, it is necessary to plan four or five months ahead. The main drawback in using slides has been the cost, or the time and the apparatus needed if one goes about preparing slides personally. However, the new Land process of making slides looks like the best development in recent years. Polaroid has recently produced a camera which makes slides of anything in two minutes.

*Classroom Procedure.* Father Thomas Murray emphasized the necessity of knowing well the objectives of the course and the means of obtaining them. He enumerated several routes to knowledge, the shortest route, the most economical, the most pleasant and the most profitable. The shortest route would necessarily be best for a class that is considered weak, but the route should also be pleasant and profitable. The basic fundamentals should be given these boys and their course should be restricted to these. A variety of methods of presenting the fundamentals should be planned. With slow classes the emphasis must be on the concrete.

Abstract ideas are not easily assimilated, and the inductive process is

almost always more effective. The more the senses can be brought into play while teaching these boys the better. The best students should follow the most profitable route. This means enrichment over and above a thorough learning of the fundamentals. To keep occupied on the trip to knowledge, a good teacher will determine activities along the lines of interest, expediency, enjoyment and appreciation. All classes will have the common objective of correct expression of ideas, written and oral. To realize this objective each teacher will have to give individuals the opportunity to express themselves. Encouraging and demanding active participation in class is one of the first means of accomplishing oral expression. Father Murray pointed out that the prelection is a device which offers all kinds of opportunities to teach the fundamental objectives of any course. It will be a lesson in how to study and how to analyze, an effective means of demanding repetition, of connecting knowledge, of giving a chance for oral expression, of demanding thought, and of exercising the memory. Interest is developed by enthusiastic and inspirational teaching. It is aroused usually by making the pages of the text come to life through expert handling on the part of the teacher. Showing connections, similarities, or actual identifications with those things in the life of a teenager which are considered all important by him is bound to result in arousing his interest in the matter at hand. Enjoyment will result from a pleasant atmosphere. Variety is the essence of enjoyment in a classroom. After knowledge has been instilled and interest created in a pleasant atmosphere, it will be a short step to appreciation. To teach appreciation the teacher must have it himself. If a teacher has no appreciation for the subject he is teaching, he should set about seriously to obtain it.

*Common Teaching Faults.* At the head of the list, said Father Claude Stallworth, is the fault of talking too much. Variety and the students' self-activity are necessary for high school teaching; boys must be kept busy to be kept awake. A good teacher must also be a good actor. Beginning teachers forget that one must work to achieve motivation and to stimulate interest. These precious forces are not automatic. Most frequently boys fail not because of any lack of intellectual ability, but because we have failed to provide them with sufficient motives for their will. We must teach enthusiasm for learning, good habits of study, good characteristics of critical thought, and eagerness to accept the challenges of new situations and new problems in daily life. If we believe in the values of our system of education, we should translate those beliefs into terms the boys will understand and appreciate. Then with proper motivation, with a definite goal in sight, they will have more enthusiasm and

zest for their studies and their work will improve and be of permanent benefit to them. Some teachers stick too closely to the textbook and require brute memorization of the text. Here we fail to stimulate our students to independent thinking. Show them how to tackle a problem and give them a chance to do so on their own. Require them to read for appreciation. Let them become acquainted with the library by searching for collateral materials. Nothing can kill interest quicker than a monotonous mechanical type of teaching. Some teachers are so concerned with "covering the matter" that they do not have time to teach. "Time out" should be taken in order to discover whether the students actually know what has been covered. Beginning teachers sometimes think that they have adequately prepared themselves if they read over the matter they intend to cover in class, but adequate preparation consists in much more than this. In the beginning, detailed lesson plans should be written containing the objectives of the day's work, content to be covered, details of presentation, questions to be asked, matter to be assigned for study, outline of the prelection. The teacher should be so thoroughly prepared that he can remain free of the book most of the time. Another common fault of beginning teachers is failure to keep contact with their class. This is due to several reasons, among them inadequate preparation which results in keeping eyes glued to the textbook. This opens the way for serious disciplinary problems. Some teachers talk to the chalkboard while writing on it, and some teachers talk to themselves. Contact is best maintained by moving around, by scanning the class visually while explaining something, by being on the lookout for raised hands, by making certain that the whole class hears the teacher's questions and the student's answers. A lifeless presentation and lack of variety can do much to kill the effectiveness of a teacher. Teachers who naturally lack vivaciousness will have to strive to achieve a semblance of it at least if they wish to keep their students awake. Teachers should so plan their classes that there will be a constant change of pace, of presentation, of questioning, chalkboard work, and so forth. One fault most commonly mentioned by students is the failure of a teacher to explain exactly and unambiguously what he wishes them to do. Students are willing to do the work assigned if they know exactly what is expected.

*Enrichment.* This increasingly important technique has been defined as "the substitution of beneficial learning for needless repetition or harmful idleness." Father William McCusker stressed its values by explaining its objectives, and asked that the subject be given much attention by all connected with the high schools. Enrichment aims to challenge a boy to use his abilities to the full, to broaden the base of his knowledge,

to deepen his understanding, to increase the level of his study skills, to develop a love for learning, and to encourage initiative. However homogeneously boys may be grouped, there remains a difference in background, potential, extent of intellectual growth, personality and motivation within the class itself. Here the teacher must plan individual enrichment, even though the class in question may be an honors class formed on a high ability level. Often we find bright students all too prone to pace themselves by the rest of the school. Here especially should the teacher move in to prod and suggest. Teachers who apply the techniques of enrichment, whether on the class or individual basis, find that their reading is directed along enrichment lines and their enthusiasm for teaching is intensified, even to the point of taking weekend or summer courses in the field of their study. Father McCusker proposed six administrative problems concerning enrichment which were discussed at length by the members of the Institute. This discussion brought out some factors which may be of general interest. It was agreed that the teacher of the gifted need not be experienced, but that he must have a high degree of adaptability and enthusiasm for working with these boys. It was strongly urged that a man become a specialist in working with enriched classes, and that, where possible, he should not teach both enriched and regular classes. Boys in these classes should be given no more homework than those in other classes. Twenty hours of homework per week was set as a maximum load by many, and an occasional let-up or "breather" was recommended. The careful selection of a teacher for these classes seemed to be a strong antidote against superficiality slipping in.

Continuing the topic, Fr. Gerald Sheahan spoke about various programs of enrichment. He divided his paper into two parts, the first dealing with advanced placement programs and the other with some current scholarship programs and the proper preparation for taking scholarship examinations. In regard to the first point, suffice it to say that the Advanced Placement Program has the enthusiastic backing of all the Jesuit high schools, although there are many problems with the program that have yet to be worked out. In many areas there are special arrangements between Jesuit high schools and colleges on an individual or on a province-wide basis. After mentioning several distinct scholarship programs, Fr. Sheahan talked about the preparation for scholarship examinations. It seems that an enriched curriculum and wide reading are the best preparations. General training in vocabulary building is highly desirable and results in better scores on examinations. This means making the boys word-conscious. Practice gained on teacher-made ex-



aminations in which testing techniques are patterned on the National Merit tests, has proven to be helpful. It was felt that practice on college board exams has limited but real value. Studies indicate that taking the SAT-V and the SAT-M in Junior Year for practice is worth the expense and inconvenience.

*Teaching Gifted Students.* Father Cornelius Carr maintained that homogeneous (or "ability") grouping seems to be an essential prerequisite for effective enrichment. The best type of homogeneous grouping would seem to be the modified grouping which circumvents many of the difficulties of the strictly homogeneous group. By this grouping is meant the practice of putting the best boys in the honors classes, and then mixing the remainder indiscriminately among the other classes of a given year, so that in no one class is there an aggregation of poor students. If such grouping proves impractical in a given situation, the teacher's load, it was agreed, should be lightened considerably to enable him to give time and thought to the enrichment programs which he sets up for individuals in his class. Before tackling the problems of motivation and of method, the characteristics of the gifted student were outlined. It was pointed out that in such areas as arithmetic computation, spelling and the facts of history and civics, the gifted student turns in an inferior performance very often. Why? Because these things are beneath him and hence are no challenge at all, simple memory, not worth the effort. But where there is a challenge for the mind, such as there is in reading, language usage, arithmetic reasoning, science, literature and the arts, the superiority of the students shows itself. Such boys have many-sided and spontaneous interests, they read better and more avidly than the average youngster, and they like to collect and classify things—butterflies, stamps, seashells, and so on. Their interests are usually two or three years in advance of those of others their own age, and they have a number and variety of hobbies. They ask a lot of questions, more intelligent ones, and they ask them more insistently. The under-achiever is always a problem: a boy who could do very well, a truly gifted student, who is satisfied with inferior work. Studies reveal that such lads come often from broken homes, or from homes where there is considerable strife and strain. Poor health, marked immaturity, frequent school transfers, and laziness are other frequent causes of under-achievement. Boys of this sort have acquired notoriously bad study habits, and they find it almost impossible to settle down to work. Questions of motivation and method cannot be left to take care of themselves. Both demand study and effort. The most effective motivation is the type that is built into the work at hand, and not extrinsic to it. The work must be so presented as

to stimulate interest, to reveal the intrinsic worth of the subject. Motivation of this sort can be provided for the gifted student by capitalizing on his naturally strong and intellectual curiosity and his interest in reading. It also helps to inform boys individually and in a general way of their recorded potential, to gear the prelection, recitation and testing to their intelligence rather than to their memory. There must be constant challenge. The poorer students in high ability classes must be made to gain confidence in themselves academically, to acquire a sense of achievement, by being made to contribute significantly to class work. For the under-achiever, there is no adequate substitute for an interview in trying to get at the reason behind relatively poor academic performance. High ability homogeneous classes require a special sort of teacher. It is not necessary that the teacher of the gifted be himself gifted. He should display unusual sensitivity in recognizing the potentialities of such pupils, and equally important is his attitude toward his work. He must be in full sympathy with the practice of ability grouping and with the philosophy underlying it. He must be alert, friendly, understanding, constructive, skillful in leading discussions. He must be demanding, must hold his standards of achievement high, actively encourage students to set a fast learning pace for themselves and to stretch their minds.

Father John Sullivan talked convincingly of the obligation of principals to improve teaching by supervision. The Institute membership was reminded that the Jesuit Educational Association requires that each teacher be visited twice each semester, and that new teachers be visited twice a month, although these visits need not be made by the principal himself. Very often a principal finds supervision difficult for one of two reasons. In the first place, he may be painfully aware that he is definitely not an authority on the principles and practices of pedagogy. Secondly, he has the problem of how to improve instruction through class observation. The principal, in visiting the classroom, must first determine what the objective of the teacher is in the phase of the lesson in which he is at the moment. Once he has determined the objective, the principal then asks himself what the teacher should be doing to achieve this objective. Throughout the course of his supervisory visit, the principal makes brief jottings for the follow-up conference.

Several sessions of the Institute, the final ones among them, have been passed over because they lack general interest, involved as they were with administrative technicalities such as curriculum proportions, college liaison, accrediting agencies and official assignments. Hence this article is inadequate in many ways, but perhaps most notably in its failure to convey the enthusiasm for the work of the Institute which was

manifested throughout its proceedings by those in attendance. Mingled with warm words of farewell was the expression of hope that the next national meeting of Jesuit principals would be as profitable and as pleasant.

Throughout the course of this article, the writer often used the exact wording of the Institute speakers without giving credit. This he did in order to convey accurately the speaker's thought to the reader, and to curb any tendency to editorialize.

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- Ayd, Joseph D.—Principal, St. Joseph's College High, Philadelphia, Pa.  
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- Sullivan, Robert J.—Principal, Baghdad College, Baghdad, Iraq
- Tanguay, Armand—Province Prefect, Lower Canada, Montreal, Quebec, Canada
- Watson, J. Vincent—Headmaster, Brooklyn Preparatory, Brooklyn, N.Y.
- Weller, William M.—Province Prefect, Oregon, Portland, Ore.
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# Jesuit Scholarly Publications

## AMERICAN ASSISTANCY (1957-1958)

The fifth annual list of Jesuit scholarly publications covers the period from June 1, 1957, to May 31, 1958. It reports 171 contributions, an increase of 37 over last year; and 106 contributors, 32 more than last year. The largest number of publications was again in theology and religion (41); the second largest was in philosophy (24); the third largest was in history (16); and the fourth largest was in English (12).

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	Liberal Arts		Engineering		Commerce		Total		Increase or Decrease
	1957-1958	1958-1959	1957-1958	1958-1959	1957-1958	1958-1959	1957-1958	1958-1959	
Ston College .....	537	540	..	..	492	491	1,029	1,031	+ 3
Thomas Aquinas College .....	235	239	..	..	75	85	310	324	+ 14
Georgetown University .....	391	418	..	..	114	93	505	511	+ 6
Marquette University .....	306	311	..	..	..	..	306	311	+ 5
Notre Dame University .....	455	453	..	..	357	349	812	802	- 10
Queen's University .....	392	367	..	..	123	136	515	503	- 12
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Arizona State University .....	194	164	118	64	36	36	348	264	- 84
College of the Holy Cross .....	455	522	..	..	..	..	455	522	+ 67
John Carroll University .....	560	607	..	..	..	..	560	607	+ 47
Moyne College .....	356	387	..	..	..	..	356	387	+ 31
Yonkers College .....	297	199	..	..	..	..	297	199	- 98
Yonkers University, Chicago .....	515	539	..	..	216	171	731	710	- 21
<hr/>									
Yonkers University, Los Angeles ..	132	139	94	96	51	49	277	284	+ 7
Yonkers University, New Orleans ..	278	216	..	..	97	54	375	270	-105
Marquette University .....	772	814	342	340	250	209	1,364	1,363	- 1
Regis College .....	230	289	..	..	..	..	230	289	+ 59
Rockhurst College .....	163	152	..	..	82	87	245	239	- 6
St. Joseph's College .....	362	384	..	..	..	..	362	384	+ 22
<hr/>									
St. Louis University .....	632	621	397	292	369	347	1,398	1,260	-138
St. Peter's College .....	244	254	..	..	253	252	497	506	+ 9
Seattle University .....	382	421	185	156	163	136	730	713	- 17
Spring Hill College .....	339	318	..	..	..	..	339	318	- 21
University of Detroit .....	440	513	417	403	209	201	1,066	1,117	+ 51
University of San Francisco .....	312	237	..	..	101	91	413	361	- 52
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University of Santa Clara .....	163	170	100	85	61	73	324	328	+ 4
University of Scranton .....	187	293	54	55	85	118	326	466	+140
Wheeling College .....	151	134	..	..	..	..	151	134	- 17
Xavier University .....	241	366	62	23	223	306	526	695	+169
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Totals .....	9,721	10,067	1,769	1,714	3,357	3,284	14,847	14,898	
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Increase or Decrease .....		+346		-55		-73		+51	

# Jesuit Educational Association

## High School Enrollment 1958-1959

	Freshmen	Sophomores	Juniors	Seniors	Specials	Total 1958-1959	Total 1957-1958	Increase or Decrease
Bellarmino College Preparatory, San Jose . . . . .	263	220	179	160	..	822	790	+ 32
Bellarmino High School, Tacoma . . . . .	101	84	68	54	..	307	318	- 11
Boston College High School, Boston . . . . .	383	368	328	298	..	1,377	1,368	+ 9
Brooklyn Preparatory School, Brooklyn . . . . .	349	140	296	238	1	1,024	940	+ 84
Brophy College Preparatory, Phoenix . . . . .	129	107	84	75	..	395	340	+ 55
Campion Jesuit High School, Prairie du Chien ..	161	142	143	114	..	560	564	- 4
Canisius High School, Buffalo . . . . .	262	220	239	206	2	929	917	+ 12
Chaplain Kapaun Memorial High School, Wichita	173	157	142	109	..	581	577	+ 4
Cheverus High School, Portland, Me. . . . .	122	108	90	78	..	398	420	- 22
Cranwell Preparatory School, Lenox . . . . .	55	51	50	52	23	231	234	- 3
Creighton Preparatory School, Omaha . . . . .	192	194	139	132	..	657	613	+ 44
Fairfield College Preparatory School, Fairfield ..	216	187	201	227	..	831	875	- 44
Fordham Preparatory School, New York . . . . .	250	192	215	162	..	819	777	+ 42
Georgetown Preparatory School, Garrett Park ..	58	56	47	43	51	255	249	+ 6
Gonzaga Preparatory School, Spokane . . . . .	209	170	182	129	..	690	660	+ 30
Gonzaga High School, Washington, D. C. . . . .	191	188	162	127	..	668	640	+ 28
Jesuit High School, Dallas . . . . .	189	149	138	112	..	588	555	+ 33
Jesuit High School, New Orleans . . . . .	226	242	225	169	105	967	1,003	- 36
Jesuit High School, Portland, Ore. . . . .	101	88	80	..	1	270	176	+ 94
Jesuit High School, Tampa . . . . .	96	78	73	56	..	303	285	+ 18
Loyola High School, Los Angeles . . . . .	247	235	221	206	..	909	925	- 16
Loyola High School, Missoula . . . . .	24	34	29	22	..	109	130	- 21
Loyola School, New York . . . . .	32	40	20	23	21	136	151	- 15
Loyola High School, Towson . . . . .	205	207	204	142	..	758	771	- 13
Loyola Academy, Wilmette . . . . .	307	249	203	166	..	925	858	+ 67
Marquette University High School, Milwaukee ..	261	243	238	218	..	960	965	- 5
Marquette High School, Yakima . . . . .	43	61	69	44	..	217	224	- 7
McQuaid Jesuit High School, Rochester . . . . .	232	258	283	183	..	956	922	+ 34
Regis High School, Denver . . . . .	144	123	116	90	..	473	473	0
Regis High School, New York . . . . .	207	186	136	85	..	614	588	+ 26
Rockhurst High School, Kansas City . . . . .	154	124	134	127	..	539	520	+ 19
St. Ignatius High School, Chicago . . . . .	240	252	243	259	..	994	1,008	- 14
St. Ignatius High School, Cleveland . . . . .	338	278	279	241	..	1,136	1,091	+ 45
St. Ignatius High School, San Francisco . . . . .	266	278	286	192	..	1,022	1,049	- 27
St. John's High School, Shreveport . . . . .	93	58	37	31	40	259	244	+ 15
St. Joseph's College High School, Philadelphia ..	245	218	233	200	..	896	876	+ 20
St. Louis University High School, St. Louis . . . .	228	221	214	191	..	854	843	+ 11
St. Peter's Preparatory School, Jersey City . . . . .	273	241	251	239	..	1,004	1,026	- 22
St. Xavier High School, Cincinnati . . . . .	294	251	236	199	..	980	923	+ 57
Scranton Preparatory School, Scranton . . . . .	90	105	87	56	..	338	330	+ 8
Seattle Preparatory School, Seattle . . . . .	134	121	97	96	..	448	429	+ 19
University of Detroit High School, Detroit . . . . .	284	245	276	221	..	1,026	1,036	- 10
Xavier High School, New York . . . . .	337	260	247	208	..	1,052	1,010	+ 42
TOTAL 1958-1959 . . . . .	8,404	7,429	7,220	5,980	244	29,277	28,693	+ 584
TOTAL 1957-1958 . . . . .	8,347	7,830	6,570	5,678	268			
INCREASE OR DECREASE . . . . .	+57	-401	+650	+302	-24			

# An Analysis of National Statistics

1958-1959

EUGENE F. MANGOLD, S.J.

## *High School Statistics*

Once again the over-all enrollment of Jesuit high schools has reached a new peak. For the ninth consecutive year enrollment in our Jesuit high schools showed an increase over the preceeding year and for the sixth consecutive year a new all time high was reached. This present year shows an increase of 584 over the previous high.

With a deep bow to my predecessors who spent many a laborious hour figuring out comparative analyses of the enrollment figures, I am abandoning this system of comparative analysis for this year's enrollment. After many hours of studying this year's figures and after consulting with several who are qualified in the field of educational statistics, I have the following reasons for abandoning, temporarily at least, the idea of comparison with other high schools. The reasons are:

1. The total numerical enrollment of our Jesuit high schools does not permit a competent random sampling in comparison with the over-all numerical high school enrollment of the United States.
2. The complexity of the over-all high school enrollment with its urban, semi-rural, and rural schools, its general high schools, and its vocational high schools, gives us no adequate norm of comparison with the almost exclusive nature of our urban specialized college preparatory high schools.
3. The only alternative for comparison would be with comparison of figures with the schools affiliated with the National Council of Independent Schools or with the College Preparatory Schools of the eastern area. However, even in this case there is a widespread divergence in the type of school and in the courses offered.

Consequently, I would like this year, in as far as it is possible, to clothe the skeletal figures of the Jesuit high school enrollment with the warm flesh of local Diocesan conditions, entrance and application data, and availability of classroom space. In many cases I do not have this material at hand. I would hope in following years that we may secure information from the various principals on the reasons which would explain the increase or decrease in their statistics.

Schools which surged over the 1,000 student enrollment this year were Boston College High with 1,377, Brooklyn Preparatory with 1,024, St. Ignatius of Cleveland with 1,136, St. Ignatius of San Francisco with 1,022, St. Peter's of Jersey City with 1,004, University of Detroit High with 1,026 and Xavier of New York with 1,052. St. Ignatius of Chicago and Jesuit High School of New Orleans have dropped from the 1,000 student enrollment.

Twenty-seven of the Jesuit high schools showed an increase in their enrollment while fifteen high schools showed a decrease. One school, Regis, Denver, remained the same.

It is precisely in this field of increase and decrease that I feel the area of comparative statistical analysis fails to give a true picture. The fact that an individual school has a numerical increase or decrease is easily ascertainable in the enrollment tabulation. Very possibly, however, stark enumeration of figures and comparative analysis of the figures may well give an untrue picture. A school may show a numerical decrease and yet be educationally improved inasmuch as the drop involves a tightening of entrance standards.

Perhaps some comments on the enrollment of the various high schools as it is known to this writer may give a clearer picture to our readers of the "why" of their numbers. Brooklyn Preparatory shows an increase of 84 students and it can be explained possibly by the fact that Brooklyn Prep now has more room available for the regular four years of high school after discontinuing the February entrance program of the Brooklyn diocese. Brophy Preparatory of Phoenix with an increase of 55 could possibly be explained by the fact that they are comparatively new and as they become better known and better established are acquiring more applications. Creighton Preparatory of Omaha with an increase of 44 was undoubtedly helped by the fact that they have opened a sparkling new high school and a campus separate from the University. It is intriguing to note that Fairfield has lost 44, explanation unknown. New Orleans with a minus of 36 is explained inasmuch as a school decision restricted the Junior High School group to a single class. Portland, Oregon with an increase of 94 has added another year. Next year they will graduate their first Senior class. Loyola Academy of Wilmette with an increase of 67 has the allurements of a magnificent new high school building to draw more students. Rochester with an increase of 34 again could be explained by the fact that it is just attaining permanent status as a comparatively new high school. Regis of New York with a plus of 26 has, by a rearrangement of its facilities, been enabled to accept more students than in previous years. Incidentally the modest figure of 26 as an increase for Regis does not disclose the fact that some 1500 eager applicants for en-

trance to Regis were very anxious to become a stark statistic in our annual enrollment survey. St. Ignatius of Cleveland with a rise of 45 has a very interesting picture if we had the details of their rise in past years. A look at their figures of past years would show that Ignatius took a decided drop some years back and has since recovered and surged to the top as one of our largest schools. Xavier of Cincinnati with a plus of 57 is ready to open in September of 59 (God willing) a new high school and this fact has undoubtedly brought to them students who otherwise would not have enrolled at Xavier. There are undoubtedly many similar stories and reasons lying behind the bare facade of enrollment statistics, but that information is unfortunately not available to the writer.

The question of the new non-Latin course in some of the schools (Rochester, Wilmette, Wichita?) does not appear in the numerical statistics and yet it is, I imagine, of intense interest to many of our readers. In all cases, the new course is the result of an agreement with Diocesan authorities and is due to local Diocesan conditions. Despite the fear of some of Ours, it would seem that the introduction of the non-Latin course has not been the open sesame to a flood of applicants for this course. Both the Principal's office and the lack of interest on those applicants who want our type of education have held this new course in close rein.

I think it would be extremely interesting if in next year's figures we could show not only the number of students actually enrolled in the freshman class but also the number of applicants who attempted to become members of those individual freshman classes. There is no doubt in my mind that the majority of our schools are able because of the large number of applicants, to select only those students who would be capable students in our college prep schools.

All in all, the numerical statistics and the facts behind the figures show a healthy picture with an increase commensurate with our available facilities. Most of our high schools are at present operating pretty closely to the limits of their physical capacities. Unless physical capacities are increased the prognosis for future enrollment would seem to tend more toward a qualitative increase rather than quantitative. The increase of the CEEB program, the advanced placement programs, the intensified mathematic programs will all necessarily affect the calibre of the students we are to accept.

#### BREAKDOWN OF STATISTICS ON COLLEGE AND UNIVERSITY ENROLLMENT

The complexity of courses offered in many of the universities makes it physically impractical to prepare a tabular presentation of all the various courses offered. Consequently, it was necessary to include various

items under general classifications. Perhaps some of the following statistics will present a clearer picture of the tabular presentation of statistics.

Under *Nursing*, we have included both the B.S. and R.N. curricula. The breakdown is as follows: Boston College, 945 B.S.; Creighton, 246 R.N.; Georgetown, 209 B.S.; Gonzaga, 273 R.N., 14 B.S.; Loyola, Chicago, 460 B.S.; Loyola, Los Angeles, 65 B.S.; Marquette, 578 B.S.; St. Louis, 445 R.N.; Seattle, 158 R.N.; San Francisco, 167 B.S.

The *Miscellaneous* includes: Boston College, graduate business administration 244; Canisius, pre-clinical nursing 103; Georgetown, foreign service—day 457, foreign service—evening 237, Institute of Linguistics—day 338, Institute of Linguistics—night 120; Gonzaga, journalism 22, medical technology 19, music 16; Holy Cross, special 3; Loyola, Chicago, Institute of Social and Industrial Relations 144, C.P.A. review 69; Loyola, New Orleans, music 55; Marquette, dental technology 111, journalism 298, medical technology 147, speech 112, physical therapy 75; St. Louis University, social service 76; Seattle, Sister formation 46, pre-major 62; University of Detroit, dental hygiene 70, general studies 730.

The enumeration of *Low-Tuition* or *Short Courses* is as follows: Boston College, adult education 400; Canisius College, reading improvement 27; Fordham, cultural courses, 1078, real estate 91, insurance 49, management 244, journalism 13, technical 83; Le Moyne, cultural courses 285, labor 137; Loyola of Los Angeles, cultural courses 110; Loyola, New Orleans, cultural courses 63, labor 215, music 45; Marquette, adult education 728; St. Joseph's, Philadelphia, labor 400; St. Louis, adult education 1362, Parks College of Aeronautical Technology 70; St. Peter's, cultural courses 257; Seattle, cultural courses 43, CPCU 65; Spring Hill, cultural courses 19, secretarial law 11; Detroit, Institute for Business Services 2250; Scranton, cultural courses 161.

Figures included in *Extension* courses are as follows: Loyola, Chicago, home study 1555; Loyola, Los Angeles, 110; Regis, Denver, 9; University of Detroit, 23.

Following is the breakdown in figures on the *Part-time* listings in the table:

*Boston College*: liberal arts 405, commerce—night 199, graduate arts and sciences 570, nursing, B.S. 487, social work 62, graduate business administration 51.

*Canisius College*: liberal arts 267, commerce—day 2, commerce—night 215, graduate 418, pre-clinical nursing 3.

*Creighton University*: liberal arts 239, commerce—day 15, commerce—night 47, graduate 106, law—day 4, nursing, R.N. 265, pharmacy 1.

*Fairfield University*: graduate 524, liberal arts 3.



*Fordham University*: commerce—day 6, commerce—night 87, education 1673, graduate 1335, law—night 8, social service 153.

*Georgetown University*: liberal arts 29, business administration—day 13, business administration—night 155, graduate 586, law—night 713; foreign service—day 18, foreign service—night 203, Institute of Linguistics—day 170, Institute of Linguistics—night 110.

*Gonzaga University*: liberal arts 46, commerce—day 7, education 17, engineering 7, graduate 51, law—night 13, nursing, R.N. 170, nursing, B.S. 4, medical technology 1.

*John Carroll University*: liberal arts 789, commerce—night 525, graduate 324.

*Le Moyne College*: liberal arts 90.

*Loyola, Baltimore*: liberal arts 587, graduate 140.

*Loyola, Chicago*: liberal arts 45, commerce—day 24, university college 2078, graduate 770, law—night 149, nursing, B.S. 274, social work 63, social and industrial relations 115, C.P.A. 69.

*Loyola, Los Angeles*: liberal arts 2, commerce 8, engineering 18, graduate 135, law—night 200, nursing, B.S. 65, evening courses 173.

*Loyola, New Orleans*: liberal arts 122, commerce—day 17, commerce—night 454, graduate 151, law—night 131, music 9.

*Marquette University*: liberal arts 772, commerce—day 41, commerce—night 991, dentistry 1, engineering 678, graduate 670, law—day 22, nursing, B.S. 289, dental technology 3, journalism 8, music 2, speech 3.

*Regis, Denver*: liberal arts 277.

*Rockhurst*: liberal arts 15, commerce—day 11, dentistry 817.

*St. Joseph's College, Phila.*: liberal arts—day 2, liberal arts—night 2141.

*St. Louis University*: liberal arts 530, commerce—day 7, commerce—night 145, engineering 33, graduate 1090, law—night 41, music 2, nursing, R.N. 73, social service 7.

*St. Peters College*: liberal arts 5, commerce—day 3, commerce—night 206.

*Seattle University*: liberal arts 498, commerce—day 84, commerce—night 20, education 418, engineering 9, graduate 86.

*Spring Hill College*: liberal arts 365.

*University of Detroit*: liberal arts 295, commerce—day 35, commerce—night 1582, dentistry 6, engineering 65, graduate 749, law—day 5, law—night 6, general studies 6, evening division 2398.

*University of San Francisco*: liberal arts—day 5, liberal arts—night 1129, commerce—day 3, commerce—night 641, education 82, science 6, law—night 172, nursing, B.S. 37.

*University of Santa Clara*: liberal arts 26, commerce—day 2, commerce—night 288, engineering 3, graduate 1, law—day 2.

*University of Scranton*: liberal arts 312, commerce—day 4, commerce night 282, engineering 6, graduate 98.

*Xavier University*: liberal arts 22, commerce—day 15, commerce—night 610, liberal arts—night 564, graduate 1110.

#### COMMENTS ON COLLEGE AND UNIVERSITY STATISTICS

Even a casual glance at the preceeding section which shows the complexity of courses offered in our colleges and universities indicates the difficulty in giving the reason for an increase or decrease in our various colleges. As a matter of fact, even a cursory glance at the tabular statistical tables will show either an increase or decrease in the various departments of an individual institution.

In discussing the enrollment statistics for the colleges and universities, I am using the figures for only full-time and part-time students. I am not including extension or low tuition students. Consequently, total enrollment figures as listed in this article will in many cases differ from the figures listed in Dr. Walters' article on enrollments in *School and Society* (Dec. 6, 1958). In general, the college and university totals have an over-all increase this year after suffering a slight decrease last year. It should be noted that the reason in general for this year's increase in students is due in most schools to a heavier enrollment in part-time students.

A comparison of the six largest universities of the Assistancy with both this year's and last year's figures will give some general indication of this year's increase.

	1957-58	1958-59
Detroit	9808	10,520
Marquette	9949	10,094
Fordham	8771	8,851
St. Louis	7315	7,567
Boston College	7477	7,429
Loyola, Chi.	6828	7,261

Last year full-time totals for all colleges and universities showed a loss of 3,422; this year a gain of 520. Part-time students last year showed a gain of 4,422; this year a gain of 3,062. The full and part-time students last year showed a gain of 1,000 and this year it shows a gain of 3,582.

#### INDIVIDUAL DEPARTMENTS

*Liberal Arts* this year shows a gain of 682 as against a loss last year of 745. *Commerce, day*, shows a loss of 470 this year as against a loss of 236

last year. *Night Commerce* has gained both years; this year 171, last year 922. The professional schools of *Dentistry*, *Engineering*, and *Medicine* all show a loss this year. The loss is a continuation of the indication of lower enrollment manifested in last year's figures. The Schools of *Engineering* have taken a loss of 253 this year as against an increase of 349 last year. *Graduate* Departments seem to show signs of a healthy and continued growth with a gain of 887 for last year and an additional growth of 536 this year.

### SOME RANDOM OBSERVATIONS

As I have mentioned, it is rather difficult in the colleges and universities area to assign specific reasons for increases or decreases. However, I shall try somewhat to explain the figures. First of all with regard to the general increase in enrollment this year as indicated in the Walters' report on 1958-1959 statistics, there was a much larger percentage of women students for the first time this year as against a much smaller increase in male first time enrollment. This, of course, would affect the S.J. enrollment figures and would put us in an adverse relation to the statistics of the Walters' report. The expiration of many of the G.I. benefits and the consequent lower registration figures of ex G.I.s is clearly manifested in the S.J. tables. Another financial facet would be the recent financial recession with its tightened money situation and the impossibility of many potential students to secure the job necessary to finance their college education. As indicated later in this article, this factor undoubtedly forced many of our potential students either into the state or municipal colleges or completely prevented them from applying for a college education. Some who know the college and university field better than I have said that the movement toward tighter admission standards on the part of many of our schools has also caused a restriction in enrollment. Certainly with many of our schools demanding CEEB requirements for admission there is a much higher percentage of rejects than in previous years. Still another factor that could affect our colleges is the knowledge that in at least two or three of our colleges with boarding facilities the percentage of applicants for boarding space available was at the ratio of five applicants for each space. Others of our colleges could also have this problem. As was mentioned in the high school commentaries it would be interesting to have the figures of the total applicants rejected together with the figures of students actually accepted.

## NATIONAL COMPARISONS

As mentioned previously, we are following a different set of figures than Walters in his report but some general trends and comparisons are available. In Walters' report while it shows a substantial increase in enrollment in the sixty-five public universities, state and municipal, it also shows a seven per cent drop in the fifty-two private universities. This would be roughly a contrast between an institution with low instructional and low living expenses and a private institution with a higher tuition and higher living expenses. The increase in Liberal Arts of the S.J. colleges is matched by an increase in the national statistics. The Walters report shows an increase in Commerce and Business Administration as against a gradual decline over the last two years in the S.J. statistics. The apparently surprising decrease in Engineering is matched in national figures with a 7.6 decrease in national enrollment. The figure comes pretty much as a surprise after all the drum beating for the more scientific approach after the advent of Sputnik. Despite the apparently meager increase in general S.J. college enrollment our administrators should be prepared for an up-surge in college applications. This year's freshman classes were both either in the late 30's or early 40's when our national birth rates were low. The national birth rates of the late 40's and early 50's indicate an extremely heavy potential for college applications in the 1960's.

## GENERAL SUMMARY

An interesting commentary on this freshman class from several deans is that this freshman class is one of the best potentially for serious scholarship. Possibly the before mentioned movement of many of our schools to enrollment on CEEB programs or similar programs has contributed to the better educational atmosphere of this class. The drop in our professional schools presents an interesting question and I wonder if part of it could be explained by the problem of multiple applications. Two very healthy signs in the general over-all picture of our schools is the fact that our Liberal Arts enrollment and our Graduate school enrollment is definitely on the up-surge and that our extension or low tuition courses form a lighter picture in the general over-all enrollment of the individual college. As with the high school enrollment, although the tabular tables of the college and university are now extremely complex I hope that we will be able to give our readers in our next year's article an explanation by the various deans of the reasons behind their statistics.

# News from the Field

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**CATHOLIC YOUTH OF YEAR:** Richard T. Cleary, 1958 graduate of St. Ignatius' High School, Cleveland, was named "Youth of the Year" by the National Catholic War Veterans.

Young Cleary received a scroll and a \$1,000 U.S. Savings Bond at the CWV national convention in Washington. He was selected on the basis of a CWV-sponsored essay contest on the responsibilities of Catholic businessmen, and on character and scholastic achievement.

● **SCHOLARSHIP AND STUDIES:** *Reverend Charles F. Donovan, S.J.*, dean of the Boston College School of Education, announced that an honors program will be initiated for upperclassmen in September. Its purpose is to provide, through a discussion-seminar, an educational experience appropriate to the imaginative and intellectually gifted student. A unique feature of the new honors program is that when honor students become Seniors, they will act as teachers in the Sophomore Honors Seminar. This will give them a share in the academic leadership of the college and practice in the techniques of teaching by discussion.

*Aims:* The purpose of the Honors Program in the School of Education is the same as that of honors programs generally, namely, to provide an educational experience that is appropriate to the imaginative and intellectually gifted student. The Honors Seminars will differ from other courses not so much quantitatively in the amount of reading assigned or number of papers required but rather qualitatively in terms of demands placed upon the intelligence, initiative, and academic resourcefulness of the student in reading, reflecting, discussing, and doing research at a higher level than is required of most college students.

The teaching procedure of the Honors Program will be that of the discussion-seminar. Among the outcomes desired from the use of this technique are habits of analysis and reflection, intellectual self-confidence, poise and tolerance in academic discussion, consistency in expressing and maintaining a point of view, and a habit of questioning, with appropriate humility, the generalizations of others, whether the generalizations are made by fellow students or famed philosophers.

The distinctive feature of the School of Education's Honors Program, the Senior Seminar, will have as its aims to give Honors students a share in the academic leadership of the college, experience with discussion-seminar techniques, and first-hand knowledge of the difference between

mastery of a subject for personal use (learning) and for communication to others (teaching). These acquirements would be valuable for students in any collegiate honors program, but are particularly appropriate for honors students in a School of Education.

*Loyola University* of New Orleans inaugurated a new Summer School feature this year with a six-weeks session on the campus of the Universidad Iberoamericana in Mexico City. All lectures were in English and comprised General Physics, Philosophy, Theology, Spanish. The Universidad is a Jesuit institution.

*Holy Cross* of Worcester, under the sponsorship of Father Joseph M. F. Marique, S.J., held a public examination on Thucydides. The panel of six students of the Greek Honors Course were all graduates of Jesuit High Schools.

*Georgetown University* of Washington, D.C., held a public Academy on the defense of Vergil's *Aeneid*. Six Freshmen were the defenders in the two hour academic display. Mr. J. William Hunt, S.J., directed the program.

*Just Like Oxford* Xavier University of Cincinnati has adopted the tutorial method of Oxford in the classical language courses for Sophomores and Juniors in the Honors Bachelor of Arts Program. Father John Felten, S.J., who has just completed his studies in Classics at Oxford says that the program works out very well. The new system enables the professor to cover almost three times the material covered by the ordinary class method.

The tutorial system proves of especial value to the student of superior ability because he is given the opportunity to make as much progress as he is able to without being slowed by other class members. In the Xavier adaptation of the system, the students meet the professor singly or in pairs once a week. Often they must submit an essay on an assigned topic. It has been found that meeting in pairs serves as an incentive to the students because neither wants to be shown up by the other. This system makes it difficult—if not impossible—for a student to bluff his way through any part of the course or to fall into procrastinating habits. Sitting face to face with his professor, the student is unable to conceal faulty preparation.

*Homeric Academy* was held by Regis of New York in which nine Seniors held a public defense of Homer. Professors of the City College of New York and Columbia were the Examiners.

\$242,000 in *Scholarships* were won this past June by the Seniors at Boston College High. According to Father Ambrose J. Mahoney, S.J., the Principal, 42 Seniors won 70 scholarships and grants plus 4 Service Academy appointments. The financial awards won exceeded the total

tuition costs of the entire Senior Class for the entire four years of their High school training.

**NATIONAL SPEECH CONTEST:** On May 16-17 Loyola Academy, Wilmette, Illinois, was host to the Seventh Annual Grand Tournament of the National Catholic Forensic League. Approximately 480 students from 27 dioceses and 130 high schools throughout the United States and Canada participated in the debate and forensic tournament and in a three chamber student congress, the latter being held in the council chambers of the Chicago City Hall. Father Robert A. Pollauf, S.J., Loyola Academy, president of the Chicago Catholic Forensic League and general director of the Grand Tournament, was elected president of the N.C.F.L. for the coming year.

It is noteworthy to recount that four of the eight finalists in debate were teams from Jesuit high schools: viz., Jesuit High of New Orleans, St. Ignatius, Cleveland, Fordham Prep and Xavier of New York. Xavier was runner-up in debate and also took second place in the sweepstakes award which included debate and forensics.

Present plans call for the Eighth Annual Tournament to be held in Washington, D.C., May 7-9, 1959, with Mr. William P. Roberts, S.J., Gonzaga and president of the Washington Catholic Forensic League as general director.

● **GRANTS AND GIFTS:** \$186,000—The National Science Foundation has given 28 federal grants, totaling about \$437,000, to 20 Catholic institutions of higher education for the support of scientific research, conferences, exchange of information, and teacher training.

The largest single grant, \$186,600, went to Georgetown University, Washington, D.C., for its famed institute of language and linguistics for research in mechanical translation.

\$114,500—Four professors from three Jesuit-directed universities received grants totaling \$114,500 from the National Science Foundation in the first quarter of 1958. Allotments were made to 246 persons for scientific study.

The recipients from Catholic institutions are Carl C. Kiess, Georgetown University, one-year grant, \$24,000; Elijah Adams, St. Louis University, two-year grant, \$53,000; George W. Schaeffer, St. Louis University, three-year grant, \$10,500; and John W. Sounders, Marquette University, Milwaukee, three-year grant, \$27,000.

A government agency, the Foundation gave 246 grants totaling \$4,720,545 to promote scientific study.

\$85,000—A grant of \$85,000 from the Carnegie Corporation of New York has been made to Boston College. The grant will make it possible to expand programs for the advanced placement and early admission of qualified students, who want to proceed as rapidly as possible with their professional preparation.

\$25,000—The Honorary Directors of Rockhurst College have announced an expanded scholarship fund. Financed by a membership of 1,000 citizens, the sum of \$25,000 each year will be made available in: (1) grants to needy students; (2) competitive examination awards; (3) awards made on recommendation of high school principals; (4) annual contributions to the College's scholarship endowment. The enlarged sustaining fund will enable more than 100 students to receive aid each year.

\$15,000—A \$15,000 *Atomic Energy Commission Contract* for biological research has been awarded to Donald Greiff, professor of pathology at the Marquette Medical school. It was part of a \$45,000 three year grant by the commission for research in rickettsial and viral infections of radiation injury. The contract became effective January 1. He already is working under a five year, \$60,000 grant for research in rickettsia (disease microorganisms) from the United States Public Health Service.

\$12,000—*New Library Painting*: A \$12,000 set of 13 panels by French Artist Andre Girard was presented to Marquette University early in May. The set constitutes a 9 x 11 foot mural of *Christ Teaching the Apostles*. Worked out by Girard intermittently for 6 years they are a gift to Marquette from an anonymous foundation in New York.

\$6,000—in funds for equipment has been awarded to Creighton's Biology Department to further study of chemical control of embryonic development.

\$2,000—A \$2,000 Public Health Service grant has been awarded Dr. Robert J. Laffin, assistant professor of microbiology at the Creighton University School of Medicine.

● MISCELLANY: *List of Free Science Material* may be had from Mr. Arnold R. Beezer, S.J., Jesuit High, 9000 S.W. Beaverton-Hillside Highway, Portland 25, Oregon. The list contains the titles and sources of 159 current free science movies and 10 catalogs.

*Educators Progress Service* of Randolph, Wisconsin, publish a series of Handbooks of free materials. The price of the Handbooks varies between \$6.50 and \$7.50. Titles of interest are "Educators Index to Free Material," "Educators Guide to Free Films," "Educators Guide to Free Slidefilms," "Educators Guide to Free Tapes and Scripts."