The Development of Departments of Education in Catholic Universities and Colleges in Chicago, 1910-1960

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THE DEVELOPMENT OF DEPARTMENTS OF EDUCATION IN CATHOLIC UNIVERSITIES AND COLLEGES IN CHICAGO, 1910-1960

by

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INTRODUCTION

CHAPTER I

Recent years have witnessed an unprecedented attention focused upon our American schools. In the midst of much constructive criticism an awareness of the importance of the role of the teacher has been forcibly and publicly emphasized. Yet, this spirit of criticism even in its most constructive form has not been the moving force inspiring those charged with the education of the nation's teachers. The realization of their responsibility for the quality of the educational product has not been so late thrust upon them. There has been a growing movement during the past two decades aimed at the improvement of teacher preparation and the raising of professional standards. In the hope of acquiring a better perspective on present problems, numerous historical studies have been made in order to facilitate communication among teacher-education groups.¹ Although most educators agree that there is no one solution to the problems in teacher education, they have increasingly felt the need of sharing experiences and of pooling resources in this important area of research.

¹Such was the belief of Walter S. Monroe in his Teaching-Learning-Theory and Teacher Education, 1890-1950, Urbana, 1952.
In view of such developments in the field of teacher education, one turns with added interest to the participation of Catholic institutions in this vital work. The comprehensive history of Catholic teacher education has yet to be written and no such monumental undertaking will be here envisioned. Perhaps some small part of this variegated mosaic may be brought to light in recounting the story of the development of the departments of education within the Catholic universities and colleges of Chicago.

This will be a study of the origins and evolving organization of the teacher education programs in the two universities and three women's colleges. The main purpose of this work will be to present a unified picture of teacher education under Catholic auspices in Chicago. Through a compilation of hitherto unassembled historical data and a synthesis of the same it is hoped that a useful composite may be formed, a composite knowledge which may serve as the basis for future planning for our educational needs and development.

At present the Catholic colleges of Chicago are educating not only an appreciable number of the religious personnel, but also a noticeable percentage of the lay teachers for the public, parochial and private schools. It is hoped, therefore, to provide some

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2 For a good summary treatment, see Francis M. Crowley, Ph. D., "Catholic Teacher Education", Catholic School Journal, LI (April, 1951), 118-120.
analysis of the contributions to teacher education rendered by our Catholic institutions not only for the information of these same colleges but for the benefit of all those interested in the advancement of teacher education.

Before launching into a detailed description of the development of the program of any one college, it seems advisable to give the historical setting. The education of teachers in American colleges and universities, and the departments of education for this purpose did not spring full-blown upon the educational scene. The story of how professional education became a part of collegiate life will give added meaning to the accounts of the pioneer endeavors of Catholic colleges in this field.

Social, political, and professional pressures have been brought to bear from time to time. One of these, the rise of state certification, and professional accreditation seems to be worthy of some study. Catholic institutions in a large city must be more particularly alert to the changing conditions in a vast metropolitan area, and the local requirements for school personnel can also be influencing factors in shaping a curriculum to meet the needs of in-service as well as pre-service training.

Needless to say there are further considerations peculiarly related to Catholic education in the United States. Here must be mentioned the interest of the hierarchy in teacher education, the problems faced by the bishops and priests in providing schools and teachers, and the heroic struggle of religious superiors to maintain even the minimum of standards for teacher preparation.
The education of the religious Sisters has received considerable attention in recent years; and the research and discussions now available should furnish information on this most important aspect of Catholic teacher education. 3

The period to be covered will be scarcely fifty years yet these five decades have been witness to mighty decisions in the field of education. Catholic education has made giant strides within this framework in the expansion of its educational facilities and opportunities. In the belief that the problem of providing good teachers for our schools is a topic worthy of considerable research, we propose to trace the evolution of teacher education in the Catholic colleges and universities in Chicago from the inception of the teacher education program until the present day. Although primary emphasis will be placed upon the development of the organizational structure responsible for these programs, yet the departments and their aims and their functions can hardly be separated. Moreover, it is hoped that some of the unique factors of teacher education in a Catholic institution may be ascertained and presented as well as some analysis of the existing situations. That we may better understand the present, then, by learning how it came into being, an historical prospectus is proposed for teacher education under Catholic

auspices in Chicago.
CHAPTER II

SOME CONDITIONING FACTORS INFLUENCING THE DEVELOPMENT
OF DEPARTMENTS OF EDUCATION

Any consideration of the development of departments of education in our higher institutions of learning is of necessity intimately connected with the evolution of a professional education for the American teacher. In a little over a century "both the problems and the means of solving them" exist far beyond the wildest imagination of the men who were first concerned with providing special training for teachers in this country.¹

In describing briefly what one writer characterizes as the two traditions of American teacher education² this chapter will try to suggest some of the influencing factors in their unfolding. Although this may seem like an oversimplification for the purpose of summary,³ with but few exceptions, the older academic or liberal arts tradition has persisted in the college and university


departments of education, while the professional ideal has been emphasized by the tradition of the normal schools and teacher's colleges. Basically, there have been differences in philosophy. The university colleges and schools of education have attempted to synthesize these fundamental differences with questionable success, for although there are "widening areas of agreement, . . . many problems and attitudes, deep-rooted in our history," continue to impede the improvement of teacher education programs. 4

The liberal arts tradition long controlled the education of secondary teachers. The early American secondary schools were largely college preparatory institutions, so it was natural that the teachers required for these academies should be drawn from among the graduates of the colleges. The public high schools continued this tradition, and the bachelor of arts degree was considered the proper qualification of competence and preparation for secondary school teaching.

With the increased departmentalizing of the academic content of the high schools and colleges during the later half of the nineteenth century, there was a tendency for the high school teacher to emulate his college instructors. The emphasis was placed on subject specialization rather than upon the teaching of subjects. This tendency which had extended down to the secondary school by the turn of the century, often produced teacher specialists who contrasted vividly with the teachers in the

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pedagogy of the normal schools.\textsuperscript{5}

The normal school in the United States, which in its evolution became a typically American contribution to teacher education, was developed in order to provide a better type of teacher for the elementary schools. A peculiar grafting of the Prussian teacher-training institute with the American academy, it was basically a secondary school. Developed in the eastern states, particularly in New England, during the decades just preceding the Civil War, both private and state-supported normal schools increased in number and importance until by 1900 they held the dominant place in elementary teacher education.\textsuperscript{6}

The normal schools, undoubtedly, were responsible for the great improvement in elementary school teaching. The leaders in the normal school movement were devoted men and women, who, under the influence of such writers as Rousseau, Herbart, Pestalozzi, Froebel, and later James and Dewey, accepted the prevailing emphasis on the three R's but added a new stress upon the nature of the child and the learning process. If, in the closing decade

\textsuperscript{5}Cf. G. W. A. Luckey, The Professional Training of Secondary School Teachers in the United States (New York, 1903), p. 60.

of the nineteenth century, the place of the normal schools in the American educational system was becoming a controversial matter, it was not because of their failure to provide successful and aggressive teachers.  

With the extension of the common schools to include the high school, the normal schools which had been founded originally to provide teachers for the common schools, began to expand their curriculums and facilities to meeting the growing need of training secondary teachers. As the high schools developed further, this practice became exceedingly difficult. Then, as normal school graduates sought to have their credits recognized for transfer to the colleges and universities, the standards of their previous schooling were called into question. Normal school leaders were forced to choose between confining their efforts to the education of the elementary school teachers or conforming their standards to the academic tradition of the colleges. Reluctantly the normal schools chose the later course. The period after 1890, therefore, is characterized by the practical problems of attaining recognition as academically respectable teachers' colleges.

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7Luckey, p. 61.

At first, the teachers' colleges were inclined to pay but lip service to academic requirements beyond that of high school graduation for admission. During the 1920's there was conspicuous effort made to establish a professional sequence in the teachers' college curriculum, in addition to conforming to the patterns of the standardizing movement. Borrowing heavily from the standards previously applied to the liberal arts colleges, those devised for the teachers' colleges were greatly responsible for a further transformation. By 1950, many of the teachers' colleges and colleges of education had invoked the state for new titles and those which remain have become general colleges in everything but name.

The development of teacher education in the colleges and universities is a rather interesting corollary to the story of the normal schools. It is only fair to note that the first efforts made by the higher institutions for professional training of teachers did not originate within the universities themselves; but in their "preparatory departments, or in separate normal attachments." These preparatory departments were special appendages of the universities of the West, where academies were few and high schools less efficient in the early days. Such departments served as high schools for those who would go to college. The East had been the forerunner in the establishment of normal

\[9\text{Ibid., pp. 291-306.}\]
\[10\text{Woodring, pp. 20-21.}\]
schools, but the West had no provisions for the education of its elementary school teachers until the universities agreed to establish normal departments. These normal departments, therefore, were little more than secondary schools. With the establishment of the state normal schools, however, these university departments were either discontinued or modified to meet the new demand, that of giving professional education to the secondary school teachers. 11

During the last two decades of the nineteenth century, the universities were beginning to evince some interest in the study of pedagogy as a college discipline. The courses were intended for prospective secondary school teachers and the rising groups of city school superintendents. It was at the University of Michigan in 1879 that the foundations were laid for what was to become the first permanent department of education on a collegiate level. Although at this time the innovation was severely criticized both within and outside of the universities, most of the universities of standing throughout the country, including many of the critic institutions, had appointed professors of education or pedagogy by the end of the next few decades. 12

11Luckey, pp. 100-102.

12Leigh G. Hubbell, C.S.C., The Development of University Departments of Education in the Six States of the Middle West (Washington, 1924), pp. 4-6.
There were many obstacles to be overcome such as the conservatism and prejudice of the other faculty members, the absence of an educational literature in English, the reluctance of college men to pursue the study of education, and the lack of supporting psychology. Before 1900, therefore, the departments of education were small, with but one or two instructors, and offering from five to ten courses in educational history, philosophy, school administration and methods. In order to distinguish the program from that of the normal school, the main emphasis was placed upon a philosophical exposition of educational aims and values. Practice-teaching was not regarded as proper for the collegiate level but neither was much accomplished by way of research in the modern acceptance of the term. Nevertheless, the groundwork had been established and the movement for the university study of education had gained enough momentum to carry it forward without interruption.13

In the smaller universities and colleges the establishment of reputable departments of education was a slower, more painful process. Together with the handicaps already mentioned, as experienced by the larger institutions, the smaller schools were further limited in enrollments, faculties, funds, and facilities. While after 1900 the large state and private universities were undergoing a period of reorganization in their departments of

education and of expansion and differentiation in course offerings, their smaller counterparts were often only the proud possessors of an education "department" conducted by the professor of Greek and physics. In time, however, both the revised legislation for the certification of teachers and the empowering of the state departments of public instruction to supervise teacher-training institutions helped to strengthen the education departments in the smaller universities and colleges. The accrediting organizations formed as voluntary associations of the colleges and secondary schools also effected a development in professional education and standards.\textsuperscript{14}

In spite of the fact that most liberal arts colleges acceded reluctantly to the professional education of teachers,\textsuperscript{15} there had been considerable evolution in the collegiate and university study of education by the 1930's. The universities, especially as their departments of education expanded into colleges and schools of education and sponsored graduate research, helped to achieve a gradual recognition for the science as well as the art of education. Not that the road was one of steady and unquestionable progress; often expansion was so rapid that new insights were not able to be incorporated nor new theories to be properly tested. As the 1920's drew to a close, more perceptive

\textsuperscript{14}Hubbell, pp. 47-48, 118.

\textsuperscript{15}Woodring, p. 22.
educators began calling for a reappraisal of the basic assumptions of teacher education. In answer, the United States Office of Education conducted a national survey of the whole field of teacher education which was published in six volumes in 1933.\textsuperscript{16}

Although the National Survey has been criticized as emphasizing more quantitative rather than qualitative evaluation techniques, it provided impetus for other evaluative studies during the late 1930's and 40's.\textsuperscript{17} These, in turn, provided the background for the climate of the early 1950's when the improvement of teacher education and its importance to American education in general finally became an issue of public as well as academic and professional interest.

The influence of the legal requirements for teacher certification which were established by nearly all of the states\textsuperscript{18} have already been noted in passing.

In general the trend was away from certification on the basis of examination and toward certification on the basis of course requirement in colleges and universities.


\textsuperscript{17}Cf. Monroe, pp. 344-362. Such studies were those sponsored by the North Central Association of Colleges and Secondary Schools described in Chapter Six.

Because the total number of college years required for teaching, particularly for elementary teachers, has steadily increased, there has been increased opportunity for both professional and liberal education. But the legal requirements have been more specific about professional courses and have allowed the colleges more discretion in the field of liberal education. Many states specify certain courses which must be taken in professional fields so that the responsibility for curriculum making has, in part, been taken away from the colleges. 19

The members of the academic community were slow to realize what was happening. When they finally awoke to the fact that the responsibility for the education of teachers had been taken away from the older realms of scholarship, there were loud protests, even accusations of conspiracy were leveled at the professional educationists. However, what had really happened was liberal arts colleges had become so preoccupied with other problems that they had ignored the group of school administrators and professional educators who were absorbed in turn in the problems of the professional education of teachers. These latter men had come to an agreement among themselves upon what constituted a professional preparation for teaching and had transformed their ideas into law. 20

The controversy which had reached large proportions by the end of the 1940's, occasioned worthwhile investigations by a number of liberal arts colleges. Reporting on a limited group

19 Woodring, p. 23.
20 Ibid., p. 24.
of these experiments, Woodring remarks that for the most part the faculties have admitted, though often with reluctance, that there is a definite need for professional preparation and that this provides an indispensable foundation for both elementary and secondary teaching irrespective of certification requirements.21

The laws in regard to teacher certification for the State of Illinois would certainly be influencing factors in this study. In passing, it might be noted that Illinois has maintained a rather conservative policy and by comparison with some states the professional courses specified are relatively meager.22 From 1914 on it has been the practice in Illinois to place responsibility for the maintenance of an effective program of teacher education more upon the teacher training institutions. In that year such terms as "recognized normal schools" and "recognized higher institutions" appeared in the School Law.23 The institutions could be recognized which maintained equipment, courses of study, standards of scholarship, and other requirements of the Superintendent of Public Instruction. More emphasis was placed upon general education and no specific courses beyond Educational Psychology and the Principles and Methods of Teaching were mentioned before 1943. In 1929, the law began to designate its re-

21Ibid., p. 24.


23The School Law of Illinois, Department of Public Instruction, Circular No. 74 (Springfield, 1914), pp. 39, 95.
requirements in semester hours of preparation in a recognized college or normal school and for the first time began to specify semester hours of education. Ten semester hours, including the courses mentioned above, in addition to practice teaching were required for the elementary certificate, while fifteen semester hours including the same courses with additional electives were prescribed for the secondary school certificate. Junior college teachers also were required to have these fifteen semester hours of professional training. 24

A bachelor's degree had been standard preparation for secondary and college teachers, since the beginning of certification with graduate work strongly recommended for the latter. For elementary teachers even a two-year normal training was not required for the certificates until 1931.25 This situation continued comparatively unchanged until 1943, when the standards on all three levels were raised and made more specific as to course requirements. Twenty semester hours (with at least one course at the graduate level) and a master's degree became necessary for the junior college certificate. The bachelor's degree for the elementary teacher was not stated until 1944. However, the equivalent of a four-year preparation including sixteen hours of professional

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25 Ibid.
education was mandatory the year before, and the kindergarten-primary certificate required the same except for a greater prescription in semester hours of education. The high school certificate added another semester hour of professional education and a requirement of practice teaching. These are in effect the minimum regulations at present. The laws were simplified in 1955 and the life certificates were abandoned, but for practical purposes there has been little change since 1944.²⁶

Although the importance of the state certification must not be overlooked, the influence of the policies and practices of the Chicago Board of Education can hardly be underestimated as another important factor in this story. Because of a unique position in Illinois School Law, Chicago is not included in the regulations just described above. The Chicago School Board is empowered to establish its own rules with regard to school personnel and to issue certificates for teaching and the principalship. All certificates are granted upon the successful completion of examinations, the qualifications for which have reference to this study.

The credentials of examinees for the Chicago schools were generally higher than those required for the state as a whole.

Professional courses as such were not required of principals and secondary school teachers until the 1930's\(^\text{27}\) but by 1941 the master's degree was a prerequisite for both types of candidates.\(^\text{28}\) The degree needed for the principalship was a master's in education with at least two courses in public school administration and two in public school supervision.\(^\text{29}\) For the elementary school, graduation from a two-year normal course or from an accredited college with one year of normal training was the rule until 1941 when the normal course was extended to four years. This would include a minimum of thirty semester hours of education.

The policies and practices of appointing teachers to positions in the Chicago Public Schools, subject as may be expected to social and political pressures, alters somewhat the picture as presented by the mere perusal of the qualifications. This would be equally true for teachers in securing positions in out-state

\(^\text{27}\)Professional education credits were not required of candidates for the principals' examination until 1941. However, there would be slight chance of being admitted to the examination without some professional study in view of state and regional accrediting requirements, and the requirement of six successful years of teaching in the Chicago schools. Board of Examiners, Circular of Information, Chicago Public Schools Board of Education (Chicago, August, 1935).

\(^\text{28}\)This requirement was dropped for the high school teachers in 1955. Ibid., (September, 1955).

\(^\text{29}\)Ibid., (January, 1941).
Illinois but since the majority of teachers who attended the Catholic colleges and universities under study were interested in the Chicago school system, the discussion will be confined to that area.

As far as teacher supply for the Chicago schools was concerned, they depended upon the colleges and universities for the preparation of principals and of junior college and high school teachers. All of these positions required college degrees and Chicago Normal School even after it became a four-year institution did not attempt to offer course work to prepare academic teachers for the high schools, with the exception of certain specialized fields such as industrial and business education. During the 1930's when the supply of teachers had surpassed the demand and the depression with its lowered birth-rate was being felt everywhere, work in general was at a premium and teaching positions on any level were very difficult to obtain. Because examiners' requirements demanded previous experience, it was hard for the new graduates of the colleges to become eligible for the examinations unless they were already assigned teachers in the

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31 Personal interview of the author with Dean Raymond Cook of Chicago Teachers College.
Chicago system.\textsuperscript{32}

In 1935, under Superintendent William J. Bogan, a plan was inaugurated whereby college graduates could serve in the Chicago schools as full-time apprentices without remuneration. Their sole reward for this training service was the recognition of this year as their teaching experience requirement and admission to the examinations if and when these would be given. Superintendent Bogan died shortly after the program was begun, and as the new superintendent, William H. Johnson, did not approve of the plan, it was discontinued. However, those responsible for the approximately eighty apprentices involved interceded for them, and finally the administration agreed to let the young men and women take the examinations whenever these would be offered.\textsuperscript{33}

With the coming of war and the easing of the strain of financial shortages and teacher surpluses, the chances for admission to the Chicago Public Schools at the high school and junior college level were more promising for the college and university graduates.

As far as the opportunities for elementary school teachers in Chicago were concerned, the Chicago Teachers College was able to

\textsuperscript{32}Special training courses were offered in summer sessions at Chicago Normal for college and university graduates. These allowed them to work in the Chicago high schools on substitute certificates and thus get experience and be eligible for the closed examinations of this period. \textit{Ibid.}

\textsuperscript{33}\textit{Ibid.}
provide a sufficient number of candidates to fulfill the demands for the positions to be filled. Therefore, with few exceptions, the examinations for elementary school teachers were closed to any but students of the Chicago Teachers College until 1948. Also, beginning in the mid-twenties following trends across the nation there was a general surplus of elementary school teachers. This continued in Chicago well into the 1940's when finally the wartime population surge was beginning to arrive at school age and suddenly the long waiting list for elementary school teaching positions evaporated into thin air. By 1949, there was a definite teacher shortage in the public elementary schools of Chicago. The examination has been open ever since to the graduates of accredited universities, colleges and teachers colleges with thirty semester hours in the field of elementary education, including at least one year of teaching experience or a full course in practice teaching.

Besides certification requirements, salary arrangements for personnel in the Chicago schools would have a decided effect upon the colleges and universities in the vicinity. Beginning early

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34 Cf. Evenden and others, VI, 5.

35 Personal interview, Dean Cook. Many of these teachers had married or gone into other careers in the years intervening since they had passed the examinations.

in the twentieth century, a double salary schedule based on service and professional growth was inaugurated in the Chicago public schools.\textsuperscript{37} This provided for a gradual yearly advance in salary for a certain period known as the lower schedule. In order to pass from a lower to an upper salary schedule, a teacher needed to pass an examination in at least five major subjects to insure adequate professional growth. In time, this requirement could be met by substituting credit courses from recognized higher institutions.\textsuperscript{38} There were, of course, certain regulations such as the number of courses taken in any one year. However, since until recently high school teachers received higher salaries, the course work which could be applied to the requirement for the high school examination, seemed preferable to many elementary school teachers who continued their education for degrees. In the mid 1950's, when Chicago teachers obtained a single salary schedule, there was an adjustment made for professional growth in terms of the degree, bachelor's or master's, or in the number of semester hours of graduate credit earned beyond the master's, or finally for the doctor's degree.\textsuperscript{39}

\textsuperscript{37}Provided by a regulation of July 9, 1902, Proceedings of the Meetings of the Board of Education of the City of Chicago (Chicago, 1903), pp. 21-22.

\textsuperscript{38}Ibid., (1906), pp. 773-775.

\textsuperscript{39}"Salary Schedule for all Elementary, High and College Teachers, January 1, 1959," Mimeographed notice of Department of Teacher Personnel, Chicago Public School Board of Education.
The regulations of the Chicago school authorities have affected the Catholic colleges and especially the Catholic universities in the growth and development of their teacher education programs for at least a half century, but there are still other considerations. One which has received mention but which needs some elaboration is the influence of the accrediting movement. Developed for the secondary schools before the turn of the century, it was carried on at first as a method of inspection of preparatory high schools by the state universities. It developed into a standardization program under the auspices of the regional associations of colleges and secondary schools.

The middle west was represented by the North Central Association of Colleges and Secondary Schools. Founded in 1895, the association aimed at the establishing of closer relations between the colleges and secondary schools. For the first fifteen years of its existence, the association was concerned more with the upgrading of the secondary schools; and the first experiment in college inspection and accrediting was entered into with much caution. The first list of approved schools was not presented until 1913.40 Commenting upon the list of standards which were used from that date until the revision in 1934, Charles H. Judd, one of the guiding personalities of the North Central, remarked that the early members had striven first to define an

institution of collegiate rank. With this definition before them they determined what colleges should be approved. The characteristics of a good college according to this definition were transformed into a series of standards. Admitting the criticisms that had been leveled against the standards, Judd contended that they had served a good purpose. The new qualitative standards that were being adopted in 1934 could never have been inaugurated without the improvement brought about by the earlier quantitative specifications. 41

"These early criteria or standards set the minimum scholastic requirements for instructors, admission standards, and number of hours required for graduation. They also indicated the emphasis to be given to the curriculum, instruction, academic standards, and library in the evaluation of colleges and universities." 42 The new procedures adopted in 1934 were based upon the policy that an institution would be judged upon the basis of its total pattern as an institution of higher learning and that the facilities and activities of an institution would be judged in terms of the purposes it sought to serve. At present, the Association is again critically reexamining its accrediting methods and the assumptions underlying them. One


42Pfnister, p. 53.
of the recent adjustments was the adoption of a plan which would provide liaison between the Association and the professional agencies in order to bring about a better evaluation of the professional programs.\(^43\)

During the early 1920's, the American Council on Education attempted the first efforts toward unifying the standards of the various state and regional accrediting agencies. A committee of the Council not only formulated certain principles and standards for four-year colleges and universities but for junior colleges and teacher-training institutions as well. These standards of the American Council included a set specifically formulated for teacher-training departments in colleges and universities. Adopted by the North Central Association and other leading accrediting associations, these criteria further highlighted the teacher education programs.\(^44\)

Because of the rapid increase of the number and variety of organizations attempting to standardize procedures and policies in higher education, considerable discontent was expressed over both the duplication and the multiplication of inspections, ...

\(^{43}\) *Ibid.*, pp. 53-55. One of these professional agencies is the new National Council for Accreditation in Teacher Education.

reports, and labor required of the institutions and the rigidity of certain requirements." Various professional associations representing colleges and university membership voiced their opinions during the twenties and thirties until finally the American Council on Education again took the lead in trying to bring about some solution to the problems of accreditation. Conferences were inaugurated beginning in 1939 and gradually four of the associations representing the higher institutions in the United States were vitally interested in taking action. When the Association of American Universities terminated its accrediting activities in 1948, the time was ripe for a new development. This became the National Commission on Accrediting. It was joined by three more associations representing colleges, junior colleges and teacher education. Faced with many problems, the new Commission decided to call a moratorium on accrediting while it studied the situation and sought a solution. Most of the professional accrediting associations accepted this decision and finally after a period of strain and tension, the National Commission published the results of its study which has done much to establish the present policies and practices in accrediting. 45

In view of the recent developments in the field of teacher education and accrediting, it is necessary also to mention the

background and activities of the National Council for Accreditation of Teacher Education. This Council was formed in 1952 through the united efforts of the American Association of Colleges for Teacher Education, and its supporters from the national associations of teachers, administrators, state school officers, and school board representatives. Its aim was to provide a uniform system of accreditation for all professional teacher education whether in teachers colleges or in multipurpose institutions. In view of the climate of feeling regarding accrediting just described above, it was necessary for the new council to define its relationship with the National Commission on Accrediting. Progress was slow in this matter until 1954 when the council was finally ready for operation with issues clearly drawn. It soon became evident that the council would be recognized as the professional accrediting body for teacher education, if it would modify its structure so as to have a majority of its members from colleges and universities. There was a reorganization of the structure, and the National Council for Accreditation of Teacher Education was officially recognized by 1957. There was an early decision of the council to cooperate

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46 This was an association formed in 1948 with accrediting power derived from its inclusion of the American Association of Teachers Colleges, the first national association for accrediting teacher education. It also merged the National Association of Colleges and Departments of Education and the National Association of Teacher Education Institutions.
with the regional association and to rely upon the regional association for the evaluation of the general strength of the college or university. It has required regional accreditation of all its members and thus has accredited the teacher education program only. At this time the organization is still in the process of refining standards and procedures but its influence and prestige seem to be growing.\(^47\) It is hoped that it will be an avenue for better understanding and cooperation between the liberal and the professional traditions in teacher education.

The pressures of state and city certification requirements and the exigencies of seeking state, regional, and now professional accreditation for teacher education have been recounted. However, as Catholic institutions, the colleges in this study have come face to face with another problem which is distinctive to their native land, the education of the religious teachers for the Catholic schools.

From the beginning of our separate school system there have been special difficulties confronting Catholic teacher education in the United States. As we have seen professional training for the American teacher had barely been initiated before the Bishop Hughes controversy of the 1840's. Compulsory education was hardly dreamed of, and missing was the general public conviction

that prolonged formal schooling was even necessary. As we wonder at the boldness of the Catholic bishops in venturing to create a system of Catholic schools in no way inferior to the public schools, we must remember that the magnitude of the present educational scene was hidden from their eyes, and that the goal they envisioned was extremely humble. 48

Nevertheless, the intention of the bishops from the outset was explicit. The high purpose clearly announced was that the Catholic schools should in no way impose sacrifice either of material comfort or of educational value upon Catholic children. This theme recurs often in all the official educational proceedings during the next century.

In their determination to safeguard the faith in the hearts and minds of the children, the bishops during their early provincial councils centered their foremost attention upon the religious character, the curriculum, and the teachers of their schools. The three plenary councils echo the concern of the provincial councils over the problem of teacher supply. The First Plenary Council of 1852 contented itself with a warning that the teachers must be worthy, meaning religious worthiness. Then, with this worthiness in mind, and more so for financial

reasons, it was realized that reliance upon religious communities would be necessary for the provision of the teaching staffs. The Second Plenary Council in 1866 issued a stirring call for the foundation of new communities of men and women dedicated to the task of Catholic Education. However, it was not until the Third Plenary Council in 1884 that the bishops really outlined their ideas on the purely educational qualifications of the teachers for our Catholic schools.

The code left little to be desired for completeness and loftiness of standards, but it was one thing to formulate standards and another to enforce them especially under the handicap of tradition and environment in 1884. There was little in either public or Catholic education in America at that time which would stimulate high professional standards. As Bishop Spalding sagely remarked when reviewing the school situation, "in America . . . multiplication is infinitely easier than perfection."49 In the same article this noted educator regrets another fact that has continued to harass religious superiors to this day, that is, the problem of providing adequate preservice teacher education in addition to the proper novitiate

training. 50

As studies indicate there have been far-reaching changes and steady progress through the years in the face of tremendous odds. Certain dioceses have seen fit to conform to the Baltimore decrees by the establishment of diocesan teachers' colleges. "Only a few have been able to register enough full-time students to warrant a complete program, so that in service training, either specialized or compensatory in character, has been their chief function." 51 On the other hand the larger communities have been able during the past generation to establish junior or senior colleges to care for the training of their members. Encouraging is the fact that they have been cognizant and capable of seeking accreditation for these units.

A corollary has been the grim determination to withhold members from service in schools until two and sometimes three years of training have been completed. This has called for adamantine resistance to the constant pressure exerted by the Hierarchy and zealous members of the clergy to provide teachers for the new schools. The situation has become even more critical in this respect in recent years because parishes are now in a position to build schools before teachers are available.... The policy of holding candidates in the motherhouses for complete training before entering on teaching duties represents the greatest gain during the past twenty years.52


The establishment of a section on teacher education in the College and University Department of the National Catholic Educational Association in 1948 was a decided step in the direction of meeting the problem of Sister education in an organized and cooperative manner. The first discussions held in this new section describe vividly the position of the American sisterhoods.\(^{53}\) As time advanced the activities and discussions of this section finally resulted in the development of an "organizational arrangement whereby higher superiors and those engaged in spiritual and intellectual training of Sisters could meet to exchange ideas and to plan programs of mutual assistance."\(^{54}\) This came to be known as the Sister Formation Conference which would be operated on a regional basis and coordinated on a national level by a Sister Formation Committee of the N.C.E.A.

A series of twelve regional conferences were held during the fall and winter of 1954-55. They were sponsored in each case by the Ordinary of the place in which they were held. Each conference reported a great and renewed enthusiasm on the part of the Sisterhoods for the earliest possible carrying out of the Holy Father's wishes in the matter of Sister formation as expressed in

\(^{52}\)Ibid., p. 120.


his 1951 discourse to the Congress of Teaching Sisters.

There was keen interest in the organization and program of post novitiate houses of study, or "juniorates." The delegates uniformly expressed satisfaction with the holding of Sister Formation Conferences and their desire for an annual repetition of these meetings. With slight modifications in each region, and on undertaking that these modifications would be incorporated as well as possible into the draft to be submitted at the national convention, the by-laws for the Sister Formation Conference were approved after discussion item by item. 55

The Sister Formation Committee planned that the first meeting to be held under its auspices at the N.C.E.A. Convention would be closed, for Sisters only, and devoted to such educational problems as could and should be discussed from the standpoint of a religious community. The regional conferences, and the national meetings at the conventions were not to be the only activities of Sister Formation. Special surveys and studies were conducted and cooperative relationships were established with the National Commission for Teacher Education and Professional Standards. 56

Since the inauguration of Sister Formation five active years have been completed and much as been accomplished by way of research, experimentation, publicity, and cooperation. The results of the study so far by way of curricular proposals are being tested at present in the College of St.Teresa in Winona,

55 Ibid., pp. xxii-xxiii.

56 Ibid., pp. xxv-xxix. The N.C.T.E.P.S., a commission of the N.E.A., was one of the leading organizations which sponsored the National Council for Accrediting in Teacher Education.
Minnesota and in the Providence Sisters' Institutional Branch of Seattle University. A new college exclusively for Sisters and intended to implement the theories and practical interpretations of Sister Formation is now under construction in Seattle.

The Catholic colleges and universities of Chicago then, have a wide panorama and a varied background of educational experiences within which their activities for teacher education have been developed and have continued to function. Each of the institutions has been influenced in varying degrees by the factors delineated above. The establishment of their departments of education, the expansion of their teacher training curriculums, their participation in educational research and planning, all these have been accomplished within a common historical setting.
CHAPTER III

THE DEPARTMENT OF EDUCATION AT LOYOLA UNIVERSITY

Teacher education in the tradition of the liberal arts was not unknown to the students of Loyola University long before there was any attempt to formalize instruction in pedagogy by specific course offerings. There were no doubt lectures in pedagogy for any who would be inclined to teach in the days of St. Ignatius College when a bachelor's degree was considered an adequate preparation for the high school teacher.\(^1\)

It was only in 1910, however, that the "tendency on the part of graduates to enter the teaching profession" had grown to the proportion that warranted a regular course of study in pedagogy being added to the catalog. This was described as a preparation "to teach in high schools and normal schools, and to be a principal of a four years' course in high school."

The course offerings were three: history of education, theory and art of teaching, and physiological psychology. The latter

\(^1\)Lectures in the theory and art of teaching are mentioned in the Catalog of the College of Arts and Sciences for the year 1909-10, p. 33.
was termed a course in applied psychology to supplement rational psychology and included references to the works of Wundt, James, and Titchener among others.2

Just how many students availed themselves of this opportunity is difficult to ascertain3 but in 1917 the course offerings were expanded considerably and observation and practice teaching were included specifically in the listing.4

In 1918 the Bachelor of Philosophy curriculum was added to that of the Bachelor of Arts for the preparation of teachers. It represented "acquirements wholly or chiefly in the non-linguistic courses, such as Philosophy, History, Political Economy, Education, and Sociology."5 In the following year, two more

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3A graduate of 1912, Right Reverend Monsignor Jeremiah P. Holley, recalls at least one member of his class who took the courses in preparation for teaching. Teaching was looked upon as a temporary means of livelihood by some until they could earn enough money to continue their education in law. Personal interview with the author, Reverend Jerome Jacobsen, S. J., a student at St. Ignatius High School at this time, recalls some of the students who did their practice teaching in the high school classes. Personal interview.

4The other six courses were: history of education, child study, systems in education, educational psychology, philosophy of education, and educational theory and practice. Since the state required only educational psychology and the theory and art of teaching in its examination for certificates, it is possible that the other courses were merely given on an alternate basis. Bulletin, College of Arts and Sciences, (1917), pp. 42-43.

5Ibid. (1918), p. 19. Notice the change of name from pedagogy to education.
courses were added and the observation of teaching and practice teaching were described.\textsuperscript{6} The number of courses offered continued to grow in the catalog until in 1924 there were nineteen.\textsuperscript{7}

At this time there was no systematic arrangement and the number of courses merely designated a place on the list of the subjects offered. With the founding of the graduate school and the subsequent organization of the department of education this system was greatly altered.

The professional training in the narrative above was that provided for the young men attending the College of Arts and Sciences\textsuperscript{3} and preparing for secondary school teaching. It is doubtful that the classes were ever very large or that a great number of the graduates of those years became teachers. However, there was another division of the University by this time that was entering into the field of teacher education, the Downtown College or as its founder and guiding personality, Father Frederic Siedenburg, S.J. called it, the School of Sociology. Growing out of a series of lectures on social subjects given in the year of 1913-14 in an office building at Clark and Randolph Streets, the attendance of so many school teachers, social workers, and public officials, encouraged the formation of a

\textsuperscript{7}\textit{Tbid.} (1924), pp. 49-51.

\textsuperscript{3}In 1922 this division of the University was moved exclusively to the Lake Shore Campus on Sheridan Road.
systematic course of instruction. In October 1914, the School of Sociology began as a professional school, and a department of the University. The attendance of a considerable number of teachers and social workers in the field encouraged the planning of extension lectures which were given in the late afternoon or on Saturday mornings. At first the lectures were strictly on sociology or on subjects closely allied but as time went by those offered as a "cultural background" and taken as electives increased in number and scope. Since these courses could be used as credit courses toward a degree and for promotion in the public schools, an increasing number of Chicago teachers began to further their education on an in-service basis. 9

It was in the extension lectures in 1916 that the first courses in education in this downtown school were given. Beginning with lectures in modern history of education 10 the offerings were increased as the years passed, but since this was chiefly in-service education and most of the Chicago teachers had received a preponderance of professional courses in their two year normal course, the educational courses in the catalog

9 "A Catholic School of Sociology," reprinted from The Catholic Charities Review (June, 1921) in Loyola University School of Sociology, Bulletin No. 11 (February, 1922), pp. 5-9. See also Ibid., No. 4, (July, 1914) and Ibid., No. 6, (August, 1916), p. 8.

10 Ibid., p. 16.
before 1927 never exceeded seven.

Beginning in 1916, Father Siedenburg contrived to make arrangements whereby the religious teachers in the parochial and private schools could further their education by an in-service program. The various members of the faculty of the School of Sociology carried on extension lectures in several convents throughout the city in the late afternoons or on Saturdays. There were 173 Sisters included among the 417 on the register for the year 1916-17. The majority of these took the extension courses in their own convents. A few of the subjects taught were of a professional nature but most of the courses were taken for their cultural value and with a degree credit in mind. This was the period in which the flurry for amassing credits was at its height and quantity not quality was frequently conspicuous. Father Siedenburg believed that the Sisters should be given the chance to earn these credits. The number of Sisters who enrolled in these courses increased year by year. Although often little attention was paid to sequences and certain other standards, Father Siedenburg nevertheless was instrumental in providing the opportunity and the encouragement for the teaching Sisters to further their education


12Francis M. Crowley, "Catholic Teacher Education." Catholic School Journal LI (April, 1951), 118.
and professional study. In 1918 a summer session was inaugurated especially aimed for the Sisters. These classes for the most part were held at the regular campuses of the University.\textsuperscript{13}

During the years between 1915 and 1925, courses in education or pedagogy, as it was often called, were given in both the College of Arts and Sciences and in the Downtown College. Some of the instructors of this period were to become well-known either because of their writings or because of their work in the public schools of Chicago. In this light may be mentioned the Reverend William T. Kane, S. J., whose writings in history and philosophy of education are still standard references in the field; Helen M. Ganey who collaborated in the authorship of a series of widely-used geography textbooks; and William H. Johnson who later became superintendent of schools for the City of Chicago.

The year 1926 marked a turning point in the history of professional teacher education at Loyola. It was in that year that the Graduate School began to function as a distinct unit of the University.\textsuperscript{14} Through the medium of the Graduate School,

\textsuperscript{13}Announcements for Summer School, 1923, 1925, 1927. Copies in Registrar's Files at Loyola University.

\textsuperscript{14}Historical sketch in Loyola University Bulletin, Graduate School, new series, XI (1935), 10.
the various departments began to take form and emerge as definite and cohesive faculties. Before this time the word department had been used, but it was more or less a convenient term to designate a subject matter grouping and had little meaning as administrative organization. The man who assisted the President of Loyola in this work of coordinating the work for advanced degrees was Father Austin G. Schmidt, S.J., who had recently received his doctorate in the newly organized School of Education at the University of Michigan. Arriving in 1925, it was Father Schmidt's duty not only to help plan the structure of the new Graduate School but to design it within the framework of the standards of the accrediting organizations.

When he became Dean of the Graduate School, one of his first official tasks was to visit the individual members of the committee on graduate work of the North Central Association in order to be assured, for the benefit of the students, that graduate work at Loyola would be deemed acceptable. Asked to give a description of the program, Father referred to the department of mathematics, the department of science, and the department of education. However, these were merely expressions for various arrangements of subject matter which would contribute

15 From information obtained by personal interview of the author with Reverend Austin G. Schmidt, S.J.

16 Loyola had already received accreditation from North Central in 1921 for its undergraduate program in liberal arts.
to the programs leading to graduate degrees. The departmental system was not officially inaugurated until a few years later under the presidency of the Reverend Robert Kelly, S. J.\textsuperscript{17}

During a special meeting presided over by Father Kelly, Father Schmidt was asked to give an explanation of the departmental organization to the assembled faculty members. Then, after discussion, it was agreed upon that the members representing various subjects would group themselves together according to this general pattern with one member serving as a chairman in each division. The department of education then, officially dates from the time of this meeting.

As a department in fact, however, the department of education seems to have come into existence almost from the inauguration of the Graduate School. It was only logical that Father Schmidt with his wide knowledge in the field of education, his past experience with educational research, and his close association with many of the educational leaders should take a special interest in the department of education at Loyola. The description of requirements in the \textit{Bulletin of}

\textsuperscript{17}Father Schmidt was not certain of the exact date of this meeting. It is probable that the year was 1929 since the 1930 \textit{Bulletin} mentions the various heads of departments.
1927 gives every indication that this action was well under way if not already accomplished by this time.\textsuperscript{18}

Because of his position as Dean of the Graduate School, it is to be expected that the latter program would receive the greatest emphasis. Yet this necessarily brought about changes on the undergraduate scene. The most noticeable differences are in the numbering and classification of courses which began to follow a consistent pattern in catalogs and schedules from 1927 on.\textsuperscript{19} Since one of the aims of the new department of education would necessarily have been to provide work preparatory to a graduate program in education, there would have to be coordination of the entire course of study. This would prevent overlapping of course material and help to insure adequate background for more advanced work.\textsuperscript{20}

The aims of the department of education, although not formulated separately from those of the University as a whole until fairly recent years,\textsuperscript{21} can be deduced rather accurately from a

\begin{footnotesize}
\begin{enumerate}
\item Graduated School, III, 28-29.
\item Ibid., pp. 29-34; and also Ibid., Arts and Sciences, pp. 59-61.
\item In the Bulletin of the Graduate School reference is made to the Bulletin of the College of Arts and Sciences, and certain courses are listed which are considered pre-requisites or at least merely preparatory.
\item The First specific aims for the department were formulated in 1949. Ibid., Combined Coll. of A. & S. and Univ. Coll. XXVI (1950), 186.
\end{enumerate}
\end{footnotesize}
perusal of catalogs, schedules, and announcements, together with
the knowledge of the setting given in the preceding chapter. The
aims of today with a few explanatory comments might well have
been set down by Father Schmidt in 1927. Besides the provision
of a preparatory program for graduates already mentioned above,
the new department also sought: (2) to give professional prepara-
tion to students planning to enter the field of teaching and
school administration; (3) to give professional training in
specialized fields such as guidance and curriculum; (4) to offer
courses of general cultural value to all students; (5) to pro-
vide on a graduate level opportunities for administrators or
teachers who wished to achieve greater competency in the theory
and practice of education; (6) to produce research which would
help to solve the educational problems met by administrators,
supervisors, specialists, and teachers; (7) to produce research
which would make a contribution to the extant funds of knowledge
in education; and (8) to help prepare research workers in this
field.22

In 1927 the students entering the field of teaching were
for the most part those from the Lake Shore Campus who would
begin teaching in the high schools. The professional courses
at the Downtown College were providing in-service training for
teachers in the public and private schools of Chicago and

22Adapted from the "Annual Departmental Report to the
vicinity. A majority of those enrolled in the undergraduate program in University College\textsuperscript{23} were elementary school teachers who had finished the normal school course and were continuing their work for a degree. There were religious sisters too in greater numbers on campus, since extension work had to be curtailed.\textsuperscript{24}

The offering of courses of general cultural value within the department itself has varied through the years depending upon the coordination existing between departments. Father Schmidt worked especially toward a cooperation with the psychology department.\textsuperscript{25} Other subject matter departments were prevailed upon from time to time to give courses which would be especially geared to teachers. As for requiring courses of a broad cultural nature, the department in keeping with the traditions at Loyola has sought to integrate scientific, literary, and cultural training with a sound philosophy of life based on Catholic principles.\textsuperscript{26}

The graduate school from its inception tried to meet the demands of teachers and administrators for self-improvement and

\textsuperscript{23}The Downtown College became known as University College in 1936-1937.
\textsuperscript{24}Personal interview, Father Austin G. Schmidt, S. J.
\textsuperscript{25}\textit{Ibid}.
\textsuperscript{26}\textit{Ibid}.
advancement. The research phase of graduate work in education was emphasized immediately. Father Schmidt, himself a firm believer in the research ideal, expressed it thus in the Bulletin when outlining the qualities of the graduate student:

Of all these qualities, the most essential is that the graduate student should have the ability, courage and ingenuity to attack his problems independently. A graduate student who is interested in no question until it has been outlined and explained, and who must call upon advisors not to perfect, but to specify, his method of attack, cannot expect to be successful in his work.

All candidates for graduate degrees were required to take Education 201, Research Methods. On the master's level in the Department of Education only the Master of Arts degree with a thesis requirement was offered for the first seven years. The Doctor of Philosophy degree was conferred at first solely in the field of education.

The early 1940's saw an alteration of the aims. With the modification of Chicago Teachers College to include a four year degree program there was less demand for in-service training on the undergraduate level. The requirement of the master's degree for the principalship with the specification of two courses in administration and two in supervision was an incentive, however,

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27Ibid.
28Ibid., III (1927), p. 10
29Ibid., p. 29
30The Master of Education was added in 1934.
to the graduate program in education. This helped to keep the department alive in the dark days of World War II. The war, with its accompanying result in loss of faculty members to the armed services, brought a further limitation of aims as the doctoral program was curtailed.\textsuperscript{32} The master's program especially geared to the preparation of principals was maintained by recruiting teaching personnel from religious orders and part-time lecturers from the Chicago school system.\textsuperscript{33}

By 1948 there was need for expansion again. The shortage of elementary school teachers and the opening of the examinations to others than graduates of the Chicago Teachers College called for a new approach to the undergraduate study of education. The course of study needed reorganization to provide for the preparation of elementary school teachers. In 1947 the Lewis Towers College of Arts and Sciences had been founded to provide a downtown day school, so that by 1949-50 the undergraduate program included courses in both day and evening school and plans were being made for the provision of the necessary experiences in practice teaching.\textsuperscript{34}

\textsuperscript{32}No new candidates were accepted for degrees, but students who had not completed their work were meeting with their committees in an effort to develop or complete a thesis problem. Interview with Father Austin G. Schmidt, S. J.

\textsuperscript{33}Personal interview with Doctor Paul Kiniery, Acting Chairman of the Department of Education, 1936-1942.

\textsuperscript{34}Personal interview; Dr. William Conley, Chairman of the Department of Education, 1949-51.
This undergraduate program has continued to expand until it compares favorably with the graduate program. This latter includes not only the Master of Arts and Master of Education degrees but the Education Doctorate and the Doctor of Philosophy in Education. At present with a view to eventual affiliation with the National Commission on the Accreditation of Teacher Education, standing committees of the department are reviewing all the offerings at both graduate and undergraduate levels in the light of their objectives. 35

Before passing on to a description of the development of the curriculum some mention should be made regarding organization. As has been stated above, the general plan of the departmental system, with the chairman of the department acting as director and the other faculty members in that discipline working with him as a committee, was inaugurated shortly after the inception of the Graduate School. The work of the department has been carried on chiefly by means of meetings both formal and informal in nature. For the former, minutes were taken and copies sent to the president and to the various deans of the divisions in the university concerned with the education of teachers. 36 As the department expanded in personnel and in activities, it became


36 It is unfortunate that copies of the minutes of departmental meetings prior to 1951 were not extant.
necessary from time to time to appoint sub-committees to conduct research on or handle the duties connected with new problems that arose. Some of the issues thus administered through committee organization in recent years have been: the arranging of optimum programs for student teaching experiences; the formulation of revised entrance requirements; the preparation of a syllabus for the comprehensive examinations; the maintaining of current information on certification requirements; the expansion of the statement of departmental objectives; a self-evaluation study in view to national accreditation. At one time there was some consideration of a School of Education if and when the enrollment should warrant it. However, at present there seems to be no indication that such a change in the organizational pattern will materialize in the near future.

According to the Bulletin a curriculum is an ordered program of studies approved by the College or Graduate School as a means of fulfilling the purposes of a specified degree. When describing the curriculum in the terms of the Department of Education there must be a threefold arrangement to include bachelor's, master's and doctoral programs.

The course of study on the undergraduate level was geared mainly to needs of secondary school teachers as far as the

39 XXIII (1947), 49.
offerings on the Lake Shore Campus were concerned. In view of
the fact that until 1935 there were no specific courses in edu-
cation required for certificates to teach in Illinois and
those specified in that year were rather meager, it was not
hard to meet the necessary professional preparation for secon-
dary teaching. The education courses offered in the College
of Arts and Sciences, therefore, were not numerous. Teaching
positions during the 1930's became increasingly harder to obtain
as the depression advanced. Perhaps some graduates sought
teaching assignments outside of Chicago, as the Bulletin began
to warn students of the requirements for the state limited cer-
tificates in 1937. In 1938 those students on the Lake Shore
Campus were told that all courses in education would be given
in the University College. Thus the situation remained until
the present decade.

The in-service undergraduate curriculum was a different
story. As a reorganization and an expansion of the educational
opportunities first offered by the School of Sociology, the

40 Educational Psychology, and the Principles and Methods of
Teaching.

41 Chicago Public Schools had no requirement on hours in edu-
cation until the North Central regulation of fifteen semester
hours went into effect in 1934. There were still no courses
specified by name.

42 Bulletin, Arts and Sciences, XIII, 63.

43 Ibid. XIV, 54.
Downtown College provided the occasion for the teaching personnel of Chicago to further their cultural and professional advancement. For the elementary school teacher with a normal school diploma, this meant a chance to finish her work for the degree which was necessary to advance to the secondary school or the principalship. The Bachelor of Arts, Bachelor of Science, or Bachelor of Philosophy degree programs could be followed in the evening school, and by 1936 the enrollment warranted the addition of a special curriculum for teachers called the Bachelor of Science in Education. This degree aimed especially at training for teaching in service, specified only two courses among the eight majors or twenty-four semester hours in education. There were, of course, summer sessions each year which enabled teachers, both religious and lay, in the outlying districts as well as from cities far removed from Chicago, to participate in the teacher education program. An interesting and practical feature of the summer sessions of 1930, 1931, and 1932 were a series of Demonstration Schools. The purpose of the Demonstration School, from the standpoint of the observer, was to exemplify modern and creative methods in a typical elementary school. It comprised grades one to eight and was held at first in St. Ignatius Elementary School adjoining the

44 See the announcement of in-service courses in the Schedule of 1935-36. A course was given also at Austin High School.
46 Announcement for Summer Session, 1936
47 Since principles and methods of teaching and educational
Lake Shore Campus. The next two summers the classes convened in the Cudahy Building on the campus itself. Under the direction of Father Schmidt and staff of the education department and the principalship of Joseph C. Thompson, himself a part-time lecturer at Loyola and a Chicago public school principal, an attempt was made to combine the practical with the theoretical in education courses. The faculty was carefully selected in order to give the students a chance to see the very best in the field of elementary education. Each summer the experiences of the preceding one were utilized in refining administrative procedures. The plan finally evoked in 1932 seems to have had the most ideal features and to have augured well for the future; but other difficulties arose, chief among them the lack of funds in the depression year budgets and the inadequacy of space available for proper observation. There was also a difficulty in getting representative students for the demonstration school. Many psychology were required for state certificates on the junior high and secondary levels Education 116 and 122 were required for any who had not already completed these courses in normal school. Bulletin, Univ. College, XII, 28.

The faculty list in 1931 includes representatives from Northern Illinois State Teachers College, DeKalb; Rosemont College, Philadelphia; Detroit Teachers College; Iowa State Teachers College, Cedar Falls, Iowa; Harris Teachers College, St. Louis; and Fordham University; besides teachers from public and parochial schools in Detroit and Chicago. Three religious sisters were among the demonstration teachers. Published announcement of the Demonstration School, 1931, copy in Office of the Registrar at Loyola University.

parents desired to send their children to the school for remedial work which militated against the aim of providing demonstration of the methods in a typical elementary school. For these and other minor reasons the Demonstration School had to be discontinued. 50

As already has been stated, the undergraduate program was curtailed considerably during the 1940's due primarily to the establishment of a degree course at the Chicago Teachers College and to the loss of students and faculty to the military services. In 1948, however, when the shortage of elementary teachers was beginning to be felt in Chicago, the officials of the public school system were glad to enlist the help of Loyola in filling their needs for trained teachers. It was about this time 51 that Dr. William Conley came to Loyola as Dean of University College and Chairman of the Department of Education. Dr. Conley had been a member of the staff of the United States Office of Education

50 Personal interview with Father Schmidt.

51 In September, 1949, Dr. Conley succeeded Father Schmidt whose second term as Chairman had commenced in 1942. Father Schmidt had the heavy duty of directing the University Press in addition to his work at Loyola, and this together with poor health hindered his administration of the department in later years. The period from 1936 until 1942 had been under the chairmanship of Dr. Paul Kiniery, who was also at the time Assistant Dean of the Graduate School. Dr. Kiniery had kindly consented to relieve Father Schmidt of the administrative duties of the department when the latter's work as director of the press became extremely engaging.
just prior to this time and for at least a decade in the years preceding, he had been dean of one of the branches of the Chicago Junior College. Thus, Dr. Conley brought to Loyola not only his wide knowledge in the current field of education, but also experience in administration on a collegiate level in the Chicago area. The two-year span of his chairmanship was concerned chiefly with curriculum reorganization. The curriculum for the Bachelor of Science in Education had already been revised to some extent before Dr. Conley's arrival, but the implementation of the program and revision of course offerings took place under his direction. The requirements in semester hours for education, English, history, mathematics, and science as well as those for the teaching field of concentration remained unchanged. However, requirements were added in philosophy, psychology, religion, social science and speech. Certain courses were specified by name in English literature, history, psychology, scholastic philosophy and religion. These were in keeping with the aims for the Bachelor of Science in Education degree, as formulated in 1945, which sought to develop the "type of teacher with the ability to meet modern demands as a result of a thorough training in fundamentals . . . together with the most acceptable modern techniques in teacher training."  

The pressing need at this time was an undergraduate

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pre-service program which would prepare teachers for the elementary schools. This was undertaken by a careful selection of course offerings, a consolidation of methods courses, and the formulation of a planned experience program for practice teaching.

Dr. Conley's conception of the student teaching program as one of guided experiences was shared and laid upon practical foundations by Harry L. Wellbank. Wellbank, who joined the staff at Loyola as a part-time instructor while finishing his doctorate at Northwestern University, had been a student of Conley's during the summer of 1949, just prior to the latter's coming to Loyola. In theory the plan was to provide varied experiences with the tasks of the teacher. It began with observation of the experienced teacher; then the student would assist with supplementary work such as checking papers, recording marks, or planning projects or lessons. Finally the student would teach under supervision. In connection with this activity program would be a weekly seminar class in which the students would share their experiences and discuss their problems. In this way, the students would become aware of many different situations so that their experiences would be widened considerably during the training period. This approach was regarded as vital for preparation to teach in a large metropolitan area like Chicago where

\[54\] In 1950, Principles of Education Method (MU 1) was added to the required subject list.
the differences from one district to another are so conspicuous. 55

This program for student teaching was worked out in its practical aspects by Dr. Wellbank, who became the first director of student teaching at Loyola. His plans were well formulated and the basic outline is still being used. In an evaluation report 56 of the program after the first three years the major problems were delineated and recommendations were made in relation to the University in general and the Education Department in particular. 57 Some of these suggestions have become a reality such as teacher placement service through the University Placement Office. At present the supervision of student teaching is divided between two members of the department, one of whom is director of the student qualifications toward teaching certificates. A continuing problem in maintaining the student teaching program has been the hardship of distances that must be traveled by the supervising professors. No immediate solution seems possible in view of the fact that students participating come from all over the city and the policy has been to try to place students as near to their homes as possible. 58 Another problem practically an outgrowth of this situation is that of providing an earlier

55 Interview with Dr. Conley.
57 Ibid., pp. 9-10.
58 From discussions on this subject in unpublished "Minutes
introduction to "laboratory experiences" before the senior year. Without a laboratory school and with the distance obstacles in the student teacher program already mentioned, the Department has gone little beyond the stage of mental wrestling with the scheduling problems involved in such an activity in spite of its desirability.59

The responsibility for the continuance and development of the undergraduate curriculum in teacher education fell upon the able shoulders of Dr. John M. Mosniak in the fall of 1951 when, as acting chairman, he succeeded Dr. Conley. Under his personable and wise direction the Bachelor of Science in Education has been extended to include a two-fold curriculum, one to prepare teachers for certification in the kindergarten-primary grades of the elementary schools, and the other to provide preparation of certified teachers for the intermediate and upper grades.60

of the Meeting of the Department of Education" (November 12, 1952), pp. 1-2.

59Bulletin, Col. of Arts and Sciences XXXII (1956, 29-32). High School teachers have been consistently advised not to follow the program for the B.S. Education, but have rather been encouraged to pursue the curriculum for the A.B. or the B.S. degrees with a major in the teaching field and a minor in education. However, the student teaching and the fulfillment of certification requirements for secondary teaching have fallen within the special jurisdiction of the Department of Education. Ibid., p. 31, and also Ibid., XXVIII (1952) p. 73.

60Ibid., XXVIII, (1952) p. 73.
The requirements for the State of Illinois and for the Chicago Public School System have had considerable influence in curriculum changes, occasioning such additions as Art Education, particular methods courses in the teaching of reading and arithmetic, special courses in tests and measurements, as well as additional requirements in the subject matter fields, for example, the natural sciences. Besides providing the professional training considered necessary by certificating boards, the offerings of the department have also been evaluated in the light of recommendations of such groups as the National Commission on Teacher Education and Professional Standards and the National Commission on the Accreditation of Teacher Education.61

The most unusual addition to the curriculum in education has been the program for the training of teachers for the hard of hearing, and the deaf. Begun in 1951 in conjunction with the Archdiocesan School Board and the Catholic Charities of Chicago, the undergraduate program combined the basic requirements of the Department of Education with the fields of specialization. The specialized curriculum begun in the Junior year was designed to train qualified teachers for rehabilitating the hard of hearing children or instructing those who were deaf. The person responsible for the planning of the special courses necessary was Miss Marion Quinn, the Consultant to the Archdiocesan program.

Miss Quinn, herself an educator in the field of hearing, not only directed the setting up of the program and curriculum for the training of the teachers of the deaf and hard of hearing, within the regular Bachelor of Education program, but also assisted in the responsibilities of teaching some of the courses.\textsuperscript{62} At the time when the program began, there were no other facilities for training such teachers in the area. Because of the great need for teachers both in parochial and in the public schools the program had immediate response. It had expanded by the second semester to noteworthy proportions and preparations were being made for the graduate program.\textsuperscript{63}

Turning now to the development of the graduate curriculum, one recalls that Father Austin Schmidt, S.J., first head of the Department of Education, was also Dean of the Graduate School. He saw the Department of Education as one of the chief advocates of the standards of graduate work, and from the beginning, therefore, the accent was on research in both the masters' and doctoral programs. A course in educational research was prescribed for all candidates for advanced degrees. The instructor for the course in thesis preparation, at least in the early

\textsuperscript{62}Information concerning development of the program is in the files of Department of Education, Loyola University.

\textsuperscript{63}"Minutes of the Meeting of the Department of Education" (April 2, 1952).
years, was usually Father Schmidt himself. In the first catalog published after the organization of the Graduate School, over fifty courses were outlined which could be offered for graduate credit. Certain courses, designated as core subjects, were indicated and arranged in sequences to be given during successive sessions beginning with the summer session of 1927. These sequences included such courses as Junior High School Education, Elementary and Advanced Statistics, Philosophy of Education, the Curriculum, and the Use of Tests in Improving Instruction, Advanced Experimental Education, Research Methods, Comparative Education and Educational Psychology. Besides these courses which were repeated regularly there were numerous others given in response to existing need or demand. The course offerings reflect not only special strengths of the faculty, but the prominence of courses in psychology and sociology of education indicate the close relationship with these proximate departments of the Graduate School from whose faculty instructors could often be drawn. In fact this practice of cooperation with the Departments of Psychology and Sociology have been a noteworthy asset

64 Bulletin, Graduate School, III (1927), pp 29-35.

65 This was the era of the junior-high school in Chicago. The inclusion of the subject referred to is an indication of a response to the current demands of the local school system.

66 A perusal of the schedules for the first five years indicates that the above-mentioned courses were maintained as core subjects.
to the Department of Education, even to this day.

In 1934 upon the recommendation of the faculty of the Department of Education, Loyola University instituted the professional degree of Master of Education. There had been a fast growing need for a professional degree beyond the bachelor's degree to provide additional training, particularly in educational administration and supervision. It was felt that the Master of Arts in Education degree, which demanded the writing of a thesis, placed requirements which were non-essential to the professional training of an administrator, a supervisor, or a teacher at the elementary or high school level.

At first, following the lead of the Master of Arts degree, twenty semester hours of undergraduate work in education were required and only eight graduate majors. Of the eight, three were permitted in another field except education, but three of the eight majors were to be courses on a strictly graduate level. A comprehensive examination in at least four fields, three of which were prescribed, was to be sustained in addition to the course work, but summer session work was acceptable for all eight majors.


68 Ibid., Also by a regulation of August 1, 1931 the Master of Arts degree was not permitted for work done exclusively in summer sessions. Bulletin, The Graduate School, VII (1931), 15.

69 Ibid., XI (1934), 19. Later five strictly graduate
The course requirements were raised in 1936 to nine majors. There were no strictly required courses from the beginning but in view of the examinations certain basic courses such as Advanced Educational Psychology or Psychology of Learning, Introduction to Tests and Measurements and Introduction to School Administration were highly recommended. During the 1940's Rational Psychology and Advanced Educational Statistics were added to this list, but it was not until 1952 with Education 410, Introduction to the Graduate Study of Education, that there was a strictly required course. It was at this time also that the course requirements were raised to ten and the comprehensive examination was changed to require the Foundations of Education (history, philosophy, psychology, and socio-economic aspects of education) as the section specified for all candidates. Philosophy of Education was added to the recommended list of subjects;

courses were demanded. Ibid., XVIII (1942), 18-19. In the same year the prerequisites were increased to twenty-one semester hours; the following year the number was changed to twenty-four. Ibid. XIX (1943), 38.

70 Ibid., XIII (1936), 21.
71 Ibid.
72 Ibid., XXVIII (1952), 24.
73 Ibid.
and although three courses were still allowed outside the department of education, six of the seven required in education were to be on the strictly graduate level. The prerequisite requirement was lowered from twenty-four semester hours to eighteen.\textsuperscript{73}

The alteration in the comprehensive examination was in response not only to a trend of the broad foundation programs in college curriculums, but was due also to the conviction that such a change offered more flexibility. Philosophy and the social foundations would seem to give more breadth, and administration could still be elected as a field of concentration by those preparing or qualifying for the principalship.\textsuperscript{74} The lowering of the prerequisite in semester hours of education was due in large measure to the study of Arthur P. O'Mara, whose dissertation, already cited, contained a survey of the Masters' programs in other universities throughout the country.\textsuperscript{75} It was felt that more emphasis should be placed on the quality of undergraduate work rather than upon the quantity, and that it would be better to ascertain whether the applicant had sufficient background in the major areas of education rather than make specific course requirements.\textsuperscript{76}

\textsuperscript{73}Ibid.

\textsuperscript{74}Interview with Dr. John M. Wozniak.

\textsuperscript{75}O'Mara, pp. 95-111.

\textsuperscript{76}"Minutes of the Meeting of the Department of Education" (November 14, 1951), p. 2.
After the inauguration of the Master of Education program, there was a considerable increase in the number of candidates for the master's degree. The Master of Arts degree has been maintained for those who prefer the research of the thesis to the added course work. An influencing factor in increasing enrollments and even in sustaining the program during the years of World War II, was the North Central Association's requirement in 1939 of a Master's degree together with appropriate graduate courses in education for all principals. In 1941 the regulations of the Chicago Public Schools prescribed a Master's degree in Education with two courses in Public School Administration and two in Public School Supervision. Later requirements of the North Central, the State of Illinois, and the recent salary schedules of the Chicago Public Schools based upon graduate degrees and graduate hours beyond the degree have created added impetus.

Another phase of the Master of Education degree was a result

77 In the sixteen year span covered by O'Mara's study, six hundred two students had successfully completed the program, p. 32.


79 Board of Examiners, Circular of Information, (January, 1941).

of the expansion of the teacher-training program in the field of hearing disability and deaf education. Students with a Bachelor's degree in Education or in Special Education other than Education of Deaf) were accepted for the Degree of Master of Education which could be earned with the regular number of ten courses. Educational Psychology and Philosophy of Education were the two required courses in the professional field, while specialized education absorbed all the others. Those who would earn state certificates must complete from three to six additional semester hours due to specified courses. Scholarship programs administered through the auspices of the Archdiocesan Catholic Charities were an incentive to induce superiors of the religious congregations to provide Sister candidates for this program. These Sisters upon completion of their education would be utilized in the special schools for the deaf in the Archdiocese as well as in catechetical instructions for deaf children attending public schools.

81Guide to Supervision, Evaluation, and Recognition of Illinois Schools, Circular Series A, No. 119, (Sept., 1958), p. 22. The State requires a Master's degree including twenty semester hours of graduate credit in professional education for secondary school principals, and district superintendents (effective in 1961). The proposed criteria of the North Central Association as adopted, have requirements similar to these of Illinois.

The development of the doctoral curricula in education has followed patterns similar to the masters' program. At first there was strict adherence to the ideals of research with the foreign language and dissertation requirements. The Doctor of Philosophy degree was offered only in the field of education for the first six years. The standards for admission to candidacy as well as the standards of scholarship and research were of the calibre to set an example for the doctoral work to be undertaken by other departments (History, 1932; Classical Language, English, and Philosophy, 1934) as these were added to the roster. After the Master of Education degree was added it was considered necessary to remind students that if they intended to work for the Doctor of Philosophy degree they must write a Master of Arts thesis and take out a Master of Arts degree. The aggregate of the courses taken for these two degrees, however, would be counted toward the Ph.D. 

In an effort to qualify students who wished to prepare for professional careers as administrators and supervisors in the public school system, the requirements for the Doctor of Education degree were formulated during the year 1941-42. This program,

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administered for the first time during the autumn quarter of 1942, differed from that of the Doctor of Philosophy in the omission of the foreign language requirement. The dissertation was still required, and in addition a seminar in Advanced Educational Statistics. If the student elected to take any courses outside the Department of Education (one-third of the total were allowed), the subordinate sequence was redistricted to the fields of either philosophy or psychology. Needless to say, this program retained all the features of respectability of the Ph. D., and by substituting the seminar in statistical measurements for the language examination, was assured of nothing but the most serious-minded candidates. With the subsequent loss of faculty during World War II and the necessary reorganization of the Department of Education after the war, all doctoral degrees were suspended in 1946.

The actual development of the Doctor of Education program in its permanent form was accomplished during the chairmanship of Doctor Conley. Shortly after Doctor Conley’s arrival at Loyola in the fall of 1949, steps were taken to re-introduce the program. There were meetings with representatives of the

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86 Ibid., 24-25. There was an option of a foreign language examination if the student should find that because of the character of his research, a knowledge of French or German would be more useful.

87 Ibid., XXI (1946), 47.
Principals' Club of the Chicago Public Schools and other interested persons. All indications were present that such a proposed curriculum would be feasible. The president of the University gave his consent to the inauguration of the program on a limited scale since additional faculty members were necessary. Dr. Conley submitted his proposed plans for the degree requirements to the Graduate Board at its regular meeting in October. After lengthy discussion some minor changes were made, but the description of the degree which appeared in the Bulletin in 1950 was fundamentally the one presented by Dr. Conley. The aims of the curriculum were to meet the needs of those who wished a thorough professional understanding of and competency to solve the educational problems met by administrators, supervisors, and specialists, and to develop the professional abilities of those who wished to become master teachers in some field.

It required that the student take two thirds of the course requirements in the field of education. Besides a special area of concentration each student would be examined in the three

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88 The year before, a letter had been received by the Graduate School from the President of the Club requesting information about the possibility of Loyola offering a program toward the Doctor of Education degree. "Minutes of the Meeting of the Graduate Board," (April 27, 1948), pp. 2-3.

foundation fields of history, psychology, and philosophy. The courses outside the Department of Education would be in only one field except for rare exceptions. The foreign language requirement was waived entirely. Also a provision was made whereby, with the approval of the Dean of the Graduate School, the full year of residence could be satisfied for students engaged actively in teaching or administrative work by completing two courses in each of four consecutive semesters. The dissertation was described as a project in which the candidate "must give evidence of the mastery of his field, the ability to set forth a professional problem, to collect appropriate information, to organize and present the material effectively, and the capacity to do independent work. Commenting upon this phase of the program Dr. Conley remarked that the dissertation, as he conceived it, was not meant to lessen the value of research, but to emphasize research as a practical advantage to the field in which the person would be working. Rather than a concentration on a unique contribution to the extant fund of knowledge, the research was to aim more at the evaluation of existing research and an application of the same to a specific field of interest.  

91 Ibid., p. 28.  
92 Personal interview with Dr. William Conley.
To keep pace with the proposed development the graduate program had to be enlarged. The plan called for the addition of two new graduate courses each semester for a certain length of time. A course which Dr. Conley considered especially valuable at that time was a seminar in Current Educational Literature aimed at helping those who had been engaged actively in the work of education to broaden their reading in their field of special interest, or in another allied field. People on differing levels of the educational system were encouraged to take courses that would give them knowledge and appreciation of the elementary, the secondary, or the higher level, whichever they needed to bring about better coordination and cooperation.93

The requirements and emphases in the program have remained the same with the exception of the stress on a field of concentration and the desirability of a research problem utilizing practical applications of existing research. Commenting upon the doctoral program in its present form Dr. Wozniak remarked that there is little noticeable differentiation between the Ed. D. and the Ph. D. programs outside of the foreign language requirement for the latter. It has been the majority opinion of

93 Ibid.
the faculty that if the standards for the Education Doctorate are to be kept high, the dissertation itself is crucial. Therefore, although practical experimentation and research is not frowned upon, the candidate must prove that his research has real value beyond showing his ability to collect, categorize, or enumerate certain data. The student is encouraged to conduct educational research in accordance with his field of interest and for the most part the dissertations submitted by candidates for the Doctor of Education degree have ranked comparable with those of the candidates for the degree of Doctor of Philosophy in Education.94

In describing the curricula of the Department of Education at Loyola mention has been made from time to time of features that may be considered distinctive. It is well, however, to recapitulate so that a more unified picture may be presented. Perhaps these could best be summarized under the headings of research, curriculum emphases, and response to the needs of the community.

With regard to research as already recounted, the foundations which were laid by Father Schmidt and his staff contributed much to the tradition of high quality scholarship in the master's thesis and doctoral dissertations. Besides the influence wielded in class and individual direction of theses, Father Schmidt and colleagues worked on a number of projects in practical research.
which were shared with their students. Chief among these were a series of studies in child development in which efforts were made to discover the various concepts that children have at different age levels. Studies ranging from the concepts of obedience in young children to the concepts of self-sacrifice in older teenagers preparing for marriage are examples of the research in the field of childhood ideas and values.\(^{95}\)

An interesting sidelight concerning the contributions to research from Loyola's Department of Education was the *Loyola Education Index*, the first index of educational literature. This was published for only one year, 1928.\(^1\) Then the Wilson Company, publishers of the *Readers' Guide to Periodical Literature*, decided that this was a profitable venture. Competition by Loyola was out of the question, but Father Schmidt did succeed in getting recognition from Mr. Wilson for pioneering the project. All the bound volumes of *Loyola Index* which were still on hand were purchased by Wilson and distributed free to the first subscribers of the new *Education Index*.\(^{96}\)

Another important contribution to research was the development of a standardized high school religion test.\(^{97}\) This test was not prepared for machine scoring and had certain limitations.

\(^{95}\)Personal interview with Father Schmidt.

\(^{96}\)Ibid.

\(^{97}\)Religion Essentials Test, copyrighted in 1939.
Therefore, Father Schmidt, in collaboration with Doctor Oscar Anderhalter, a specialist in statistics from St. Louis University, developed the Religion Test for High Schools, one of the best in its class.

Probably the most outstanding piece of research to emanate from Loyola University and its Department of Education was the Loyola Education Digest. It was begun by Father Schmidt in 1923 while the latter was teaching in Cincinnati. Published by Loyola Press it was continued by Father with the help of his staff when he came to Chicago. The Digest was a cumulative card index published ten times a year from 1923 until 1943. Each card (5 by 8) was printed on stiff cardboard and classified according to the Dewey Decimal System. The information included current periodicals and published materials in books on any subject pertaining to education. There were also book reviews and digests. At one time, the Digest was covering over a hundred magazines a month. When war shortage made paper and steel such scarce commodities, publication was suspended. The Digest had provided an excellent way for educators to keep abreast of what was current in Education as well as a prodigious example of educational research for the faculty and students of Loyola.

In the various emphases of the curriculum over the years there are also distinctive features. The presence of a Department

98 Copyrighted 1953.
of Sociology (later of Social Work) and the growth of a recognized Department of Psychology within the same precincts of the University have been factors to be utilized to advantage. Whether it be in connection with educational guidance, testing, child development, or the role of the school in society, a cooperative spirit with the other departments of the university has been a noteworthy feature. Courses in the domain of the auxiliary disciplines were gradually turned over to these departments. By cross referencing courses the departments could make use of the specialized training of other faculty members who, in turn, could exercise their talents in the sphere of teacher education.

Most metropolitan colleges can point with pride to their services in response to the needs of the community. Loyola's distinction here is not in the fact that it has responded to these needs, but the way in which it has responded. Even before the founding of the Department of Education when Father Siedenburg was conducting courses for the teachers of Chicago, there was a recognized spirit of cooperation with the Chicago Public School System. The concord has continued through the years and is reflected many times in the curriculum.

In response to the needs of the religious teaching communities both of men and of women and in providing special professional training for members of the diocesan clergy, Loyola has always been alert in providing facilities and assistance. In the curriculum for the training of teachers for the deaf and the hard
of hearing, a distinctive service has been rendered to the Archdiocese of Chicago as well as to the other school systems in this section of the country. This program, one of the few under Catholic auspices, has gained recognition throughout the country.

The story of the development of the Department of Education at Loyola, therefore, has been a record of vision, of energy, and of service. There has been vision in its aims and its principles of educational philosophy, energy in the formulation of its programs, and service in its dedication to the needs of the teachers of Chicago.
CHAPTER IV

THE DEPARTMENT OF EDUCATION

AT DEPAUL UNIVERSITY

The University of DePaul has the unique distinction of inaugurating the first teacher education program in a Catholic institution in Chicago. With the Summer Session of 1911, DePaul became the first Catholic coeducational university in the country and also the first institution of its kind to respond to the particular needs of teachers, both secular and religious, who found Chicago conveniently located for their "study and advancement."\(^1\) The initial Summer Session was planned with consideration for the teachers both in the parochial and in the public schools, who were anxious to secure more detailed knowledge in their own fields, or to prepare for the pursuit

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\(^1\) *Bulletin of DePaul University*, IV No. 5 (May 1911), 2. The admission of women to DePaul University was at the request of Archbishop Quigley of Chicago. The latter had responded to the plea of a committee of Catholic public school teachers who wished to be able to take their courses for promotional credit (referred to in Chapter II) in a Catholic institution of higher learning. Interview with Reverend Daniel J. McHugh, C.M., who was Treasurer of DePaul University at that time.
of additional subjects.²

Concentration on subject matter courses rather than on professional studies is evidently indicated by these aims. In 1912 we find the first course offered in pedagogy, History of Education. In 1914 the degree of Bachelor of Education was announced for which two courses in the history of education were required, also one in philosophy, in English, in mathematics or in science, and in oratory respectively, and two in language.³ In 1915 the requirements were expressed in quarter hours and the term education was used instead of pedagogy.⁴ The aims of the Summer Session were augmented to include the needs of teachers desiring promotional credits to meet the requirements of the Board of Education in Chicago.⁵

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²Bulletin, III No. 5 (May 1911), 2. It is an interesting fact that the 1911 convention of the National Catholic Educational Association was held on the DePaul Campus in June just prior to the opening of the first Summer Session. Golden Anniversary, DePaul University, the official program marking the opening day ceremonies commemorating the founding of DePaul University in Chicago, September 25, 1948, p. 6.

³Bulletin, XVII, No. 7 (Mar. 1914), 14.

⁴Ibid., XVIII, No. 7 (Mar. 1915), 15.

⁵Ibid., XVIII, No. 5 (Jan. 1915), 4. In a letter dated August 26, 1911, Mrs. Ella Flagg Young, Superintendent of Schools in Chicago, had notified the Reverend F. X. McCabe, President of DePaul University that "the Teachers College Extension Department of the public schools" would "accept for credit work done by teachers in classes at DePaul University, providing the work was certified by DePaul University as having been accredited towards an academic degree." Original letter in archives of DePaul University.
In the summer of 1917 Father James M. Murray taught a course in the Philosophy and Psychology of Education, the aim of which was to set forth "clearly the great principles underlying rational, human development in the educative process," and to demonstrate "the psychologic laws governing that true development." In scope the course would include a study of the highest and most logical means in theory and practice of bringing forth the best results from the true mental development. In the Vincentian Weekly for July 15, 1917 there was a notation to the effect that the enrollment for the DePaul Summer School was about one hundred and that over forty students had registered for Psychology of Education. Work of this kind, it added, could be applied toward high school certificates issued by the State and County.

Until 1918 the special courses for teachers and the degree of Bachelor of Education already mentioned were listed in the Bulletin under the auspices of what was termed the College of

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7 Ibid.

8 Quoted in the archival materials, DePaul University. Also included in a reference to Circular No. 108 of the Department of Public Instruction of the State of Illinois which lists DePaul at this time as a "recognized institution of higher learning."
Education. This was not a college in the sense of separate organizational structure, but merely a convenient designation for that considerable portion of the student body made up of teachers who did their college work on a part-time basis in summer sessions, late afternoon and Saturday classes. In the College of Education as well as in all the others (Liberal Arts and Sciences, Engineering, Law, Commerce, and Music) a two year study of philosophy, a good command of English and a reading knowledge of at least one foreign language were prerequisites for the bachelor's degree.

After 1918 all special nomenclature for teacher students was discontinued and the degree of Bachelor of Education was suspended. Thereafter, courses in education were taught and were recognized as minors in the bachelor of arts, bachelor of science, bachelor of literature, or bachelor of philosophy programs. These courses were recommended as necessary preparation for those who

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9There seems to have been some unpleasantness with the Board of Examiners of the Chicago Board of Education in regard to the recognition of degrees from DePaul for admission to the teachers' examinations, but this was finally settled in June, 1918 with an official written notification of accreditation. Information contained in an exchange of personal correspondence between the officials of the university and the Chicago Public Schools in the archives of DePaul University. The last mentioned document is a letter from John D. Shoop, Superintendent of Schools, to Rev. F.X. McCabe, President of DePaul dated June 4, 1918.

10Personal interview with Mr. John C. McHugh, Registrar of DePaul University during this period.

would apply for state and county teaching certificates.\textsuperscript{12}

In 1923 there was a reinstatement of the Bachelor of Education degree\textsuperscript{13} and education was formally recognized in the catalog as a department of The College of Liberal Arts and Sciences.\textsuperscript{14} This was merely a recognition of education as a subject matter field in the same classification with the other college disciplines of the liberal arts. Even in these older and more respected branches of knowledge there was hardly the administrative organization present to warrant the name of department in our modern interpretation of the term. Following much the same pattern as has already been noted at Loyola, the organization of the College of Liberal Arts and Sciences on formal departmental basis came as an aftermath of the founding of the Graduate School. The first mention of the term in the faculty listing was made in 1930\textsuperscript{15} after the inauguration of the Graduate School.

After 1920 there was an increase in the number of courses in education offered at DePaul. For the most part these

\textsuperscript{12}Special notice of this purpose was indicated in the Announcement for the Spring Quarter of 1920, and Bulletin, XXIV, No. 5 (Jan. 1921), 5.

\textsuperscript{13}Bulletin, XXVI No. 7 (Mar. 1923), 16. This degree was considerably different from the earlier Bachelor of Education and required nine courses in education.

\textsuperscript{14}Ibid., p. 7.

\textsuperscript{15}Ibid., XXXIII No. 7 (Mar. 1930), 8-9.
additions were courses in educational method which were taught in the late afternoons and on Saturdays. These classes were attended by many Chicago school teachers, graduates of a two-year normal course, who wished to obtain promotional credits and also to work toward a degree. This was the era in which method was assuming an imposing role. Therefore one may find the so-called practical courses which dealt with teaching techniques in the various subject matter fields or which considered such fascinating subjects as the "problem project", the "socialized recitation", and "supervised study".16

Besides courses in method for the elementary school teacher, there were similar courses both general and specific.17 This fact indicates that there were prospective high school teachers pursuing the regular liberal arts degrees. No doubt there were also elementary school teachers continuing their educational preparation in the various fields to fit them for high school teaching. These matriculated as part time students, and, most likely, followed the course of study for the Bachelor of Education

16 Bulletin, XXVII No. 7 (March, 1924), 25; Ibid., XXVIII, 17.
17 Ibid.
During the 1920's there was an increase in the number of sisters who were enrolled in the Saturday and late afternoon classes and the summer sessions. It was in answer to the needs of the Sisters in the metropolitan area, as well as to the needs of the public school teachers, that the course of study for these schedules was arranged. A number of religious communities supplying teachers for the parochial schools in Chicago had no colleges for the higher education of their Sisters in either the general or professional fields. Also, since these were times when widespread travel was still a luxury, many Sisters remained in Chicago in the summer rather than return to more distant colleges at their motherhouses.

After 1915 there was an additional downtown campus of the University which was especially accessible for teacher students in the late afternoon classes. The facilities were enlarged in

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18 This required 30 semester hours in education, a sequence in a subject matter field (optional to the student) of 20 semester hours, 20 semester hours of philosophy, 20 semester hours of English (including English composition) and electives totaling 30 semester hours. This was the only degree in the College of Liberal Arts and Sciences which did not require the study of a foreign language. Ibid., p. 13.

19 Therefore, extension courses were also conducted under the auspices of the University in various convents throughout the city.
1920 and again 1928.20

During the later part of the 1920's special courses in education appeared on the schedules. These were a series of distinct courses in Junior High School Methods taught by visiting professors from the Chicago Public School System and courses in Tests and Measurements, the Supervision of Study Habits, and the Curriculum taught by Charles A. Stone who was connected at that time with the University of Chicago.21 The former courses were given as a service to the public school system which had invested heavily in the junior high school administrative arrangement popular during this era.22 The latter were probably the beginnings of what could be termed the science of education at DePaul.

During the 1930's Mr. Stone became a full-time professor in the Department of Education and one of its most dynamic and highly respected teachers for many years.

The year 1930 marks the formal inauguration of what may be termed the Department of Education at DePaul. Dr. William M. Murphy became the first chairman in the fall of that year. Under

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20Bulletin, XXXV No. 3 (July, 1932), 4. DePaul has in recent years acquired its own downtown center. Ibid., LXI No. 2 (58-59), 7.

21DePaul University College of Liberal Arts and Sciences, Spring Quarter, 1928. Dr. Stone began teaching at DePaul in 1927.

22The Junior High Schools were short lived in Chicago and were discontinued during the thirties as a depression economy measure.
his direction for the next dozen years, the department developed not only in scope and importance in the university itself, but its reputation for significant contributions to teacher education became recognized throughout the area.

The aims of the department distinct from those of the College of Liberal Arts or of the Graduate School have not become articulate until recent years. Had Doctor Murphy decided to formulate them for the Bulletin of 1930 they could have sounded very similar to those of 1950; namely, that "while the selection, guidance, and academic education of teachers is the concern of the entire university which places emphasis on the supernatural philosophy and scholastic psychology of education, the purpose of the Department of Education is the professional preparation and in-service enrichment and guidance of personnel in the kindergarten-primary, elementary, secondary, higher and allied fields of education in which the resources of the department can make a contribution."23

The differentiation of the various levels of teaching personnel would hardly have been as specific during the 1930's. Pre-service preparation of teachers except for the Sisters on the primary and elementary level was practically non-existent. Even the preparation of secondary school teachers was not extensive. However, the in-service enrichment and guidance provided by the

department to the teachers of Chicago on both an undergraduate and graduate level could well have been stated in terms of specific aims for teacher education at DePaul. Since the 1930's were depression years when college enrollments of full-time students were at a minimum and teaching positions open to beginning teachers were subject to the vicissitudes mentioned in Chapter II, the in-service nature of the program is highly understandable. The evidence of the extent to which DePaul cooperated with the teachers of Chicago in their efforts for advancement and enrichment is shown by the fact that the enrollment of the Downtown College of the Liberal Arts and Sciences was made up for the most part of teachers. The aims of this division of the University were almost exclusively bound up with "the educational needs of public and parochial school teachers in-service in Chicago and its immediate vicinity." 

Beginning in 1938 at the request of the supervisors of a number of religious communities in the City of Chicago and its environs, DePaul University cooperated in a plan to aid in the

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24 Personal interviews with Reverend Emmett L. Gaffney who was Dean of the College of Liberal Arts and Sciences, 1928-1934, and Sister Dolores Schorsch, O.S.B., who was an active member of the Department of Education during this early period and who has been connected with DePaul until the present day.

25 Letter from Mr. John C. McHugh, Registrar of DePaul, to Mr. D. A. Crossman, University Examiner of the University of Illinois, March 6, 1937. Archives of DePaul University.
preparation of their Novices and young professed Sisters for teaching. Conducted under the auspices of the Department of Education with the assistance of representative members of the religious communities, the plan aimed at giving these young Sisters not only the advantage of a normal school training but a chance to cover a substantial portion of the work required for a college degree. The inclusion of pre-service training for the religious teaching Sisters remained one of the aims of the department for the next two years. Then the communities themselves were forced to abandon the program as the dearth of vocations, and other reasons, in the uncertain years just prior to America's entrance into World War II made the continuance of a separate curriculum for the Sisters hardly feasible.

The decade of the 1940's saw the end of the depression years but a further modification of aims during a war and post-war era. With the changes in Chicago and Illinois state requirements, less in-service education on the undergraduate level was needed at DePaul, so that more attention was given to the graduate

26 Prospectus for Teachers' Training Curriculum, College of the Liberal Arts, DePaul University, 1939.

27 Personal interview with Sister M. Lilliosa Melerska, C.S.F.N. of the Sisters of the Holy Family of Nazareth. Sister was one of the supervisors who worked with Miss Mae T. Kilcullen in the drawing up of the curriculum.

28 The state began to require the bachelor's degree for elementary school certificates and Chicago Normal School extended its training to four years. See Chapter II.
programs until after the close of World War II. Then with the
return of the serviceman to civilian life, with the assistance
of the government to collegiate education through the G. I. Bill,
with the growing demand for teachers beginning to be felt, the
department found itself on the brink of the 1950's in a position
where aims must be definitely stated as well as expanded or re-
vised. As early as 1948 the objectives of the department were
under study. 29 These were not formalized until the following
year and were finally discussed and modified at the departmental
meeting in January 1950 30 prior to their first appearance in the
catalog as quoted earlier in this chapter. Already curriculum
changes had been effected to provide a program for the prepara-
tion of elementary school teachers. 31

At a departmental meeting in the fall of 1952 the Reverend
Pius Barth, O.F.M., Chairman of the Department of Education, re-
viewed the purposes of the department for the new members of the
faculty, especially in relation to the meaning of a supernatural

29 "Minutes of the Meeting of the Education Department,"

30 Ibid., (January 31, 1950), pp. 1-2. Volume numbers are
not always given for later issues of the Bulletin.

of the Liberal Arts and Sciences (1948-49), 40; Ibid., College of
Arts and Sciences, LII (1949-50), 48.
philosophy and a scholastic psychology of education. Father Barth pointed out that many courses in the department could not be taught in the same way at DePaul University, as, for example, at the University of Chicago, the University of Illinois, or Northwestern University, because at DePaul it is the Christian approach to education in the analysis of the nature of the child that is accepted. Thus it would be important to emphasize the soul of the child, the immortality of the soul, the responsibility to God of both the child and the teacher, the development of conscience, the education of the will, emphasis upon the Ten Commandments and the Eight Beatitudes as educational objectives, the development of spiritual and religious values, and the training of moral character in building the complete Christian personality. Thus, members of the department would be expected to take issue with the behavioristic viewpoint as also with instrumentalism and materialistic monism in general. In the discussions that followed these remarks, it was determined that this did not mean that the instructor was limited in the choice of what he considered the best textbooks in the field; but that he should take issue with any mechanistic and materialistic concepts presented therein, and seek to supplement the text with reference material that would give the student a true picture of the nature of man, because in the last analysis it is the truth that makes one free.\textsuperscript{32}

\textsuperscript{32}"Minutes of the Meeting of the Department of Education," (October 31, 1952), pp. 1-2.
The recognition of the responsibility of the other departments for the guidance and academic preparation of teachers was acknowledged by the department. After an evaluation of the results of the Elementary Teachers Examination for the Public Schools of Chicago, one of the motions in a positive program to be initiated by the department was a policy of alerting other departments to the identity of prospective teachers that these might have the special assistance of that department. Of particular significance to teachers would be the aid of the departments of Speech, English, History, Mathematics, and the Sciences.33

At the same meeting as the above discussion, there was a proposal to further expand the aims of the department and seek the approval of the Graduate Council of the University for a program beyond the master's degree to be known as the Specialist in Education.34

Formally inaugurated in the fall of 1954, the Specialist Degree in Education was endorsed by an examining sub-committee for the Committee on Admissions and Degrees and finally approved by the University Council in the following spring.35 In the

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34 Ibid., p. 3.
35 "Committee on Admissions and Degrees Minutes of the Fourth Meeting of the School Year 1954-55," (March 10, 1955), p. 1. The sub-committee's report was appended. Its authors were the Reverend John T. Richardson, Dean of the Graduate School and Mr. Edward M. Stout, Registrar of the University.
specialist program the department aimed at offering "the student an opportunity for a critical evaluation of basic issues in education and a greater depth of professional training for a particular school position or classroom competence."36

There has been a continual consideration by the department especially in recent years for the initiation of the doctorate in education at DePaul. There has been a regular committee in the department engaged with the study of and planning for a doctoral program since 1956.37 At the suggestion of the dean of the Graduate School in 1957, the committee agreed to concentrate upon building a strong program in the specialist degree while keeping the doctorate in mind.38 The following year there was further discussion by members of the department on the importance of developing a doctoral program and there was still reluctance upon the part of the university administration to permit such a step. The problems were stated briefly by Father Richardson, Dean of the Graduate School, but he urged that a committee study these problems.

38Ibid., (April 10, 1957), p. 1. This would mean the first doctoral program of any kind at DePaul, therefore the changes necessary under the regulations of accrediting agencies were well worth the seriousness of the consideration.
Thereupon, the same committee that had begun the study in 1956 (with one change in membership) was authorized to spearhead the inquiry in this area. All members of the Department were invited to take part in the work of the committee since all should have a personal interest at stake therein. The committee has been working steadily and has compiled significant statistics to warrant the offering of such a program. However, as yet the other problems outlined by Father Richardson have not been resolved sufficiently to warrant the inauguration of the doctorate in education at DePaul.

In concluding the explanation of departmental aims, it might be well to remark that though the broad outlines of purpose as stated in the catalog may not seem to change to any appreciable degree, the interpretation of their meaning and scope does modify considerably. This can best be brought out in the description of the curriculum which will follow after an account of the developing organization of the department.

At the time of the organization of the Department in 1930, the deans of the various schools served by the departments made their arrangements in informal meetings with the department chairmen. Each chairman was responsible for conducting the affairs of his own department within the bounds of these general agreements. The deans took a particular interest in the launching

40 Ibid., (February 17, 1959), p. 2.
of the formalized departments and certainly no one contributed more to the initiation of the Department of Education than the Reverend Alexander P. Schorsch who had a special regard for the teachers who applied for admission at DePaul, and it was on his particular guidance and inspiration that Dr. Murphy could depend. 41

Dr. Murphy, then, carried on the work of general organization in the Department of Education. Under his direction the curriculums on both the graduate and undergraduate level were developed. Not only was Doctor Murphy respected for his thorough and scholarly approach to education, but his quiet, genial leadership was instrumental in maintaining a staff of capable assistants over a decade of years. Chief among these were Charles A. Stone and William J. Sanders, both of whom became full-time faculty members in the early thirties and remained to draw additional students to DePaul through the influence of their fine teaching, their willingness to extend their services as resource persons to both public and parochial schools, and their participation in regional and national meetings of the professional associations in education. 42

41 Personal interviews with Reverend Emmett Gaffney, C.M., Dean of the College of Liberal Arts and Sciences, and with Mr. John McHugh, Registrar of DePaul at that time.

42 Personal interview with Dr. Walter A. Eggert, a member of the department from 1939-1951. Dr. Stone in particular was one of DePaul's greatest public relations men. Dr. Sanders is now the Superintendent of Public Instruction for the State of Connecticut.
Dr. Murphy held staff meetings periodically. These were very informal and it is not likely that regular minutes were kept. Later, University regulations required that formal meetings be held at least three times a year and that the minutes be kept and filed.\textsuperscript{43}

After Dr. Murphy's death in 1942, the chairmanship of the Department of Education was assumed by Father Joseph Phoenix, C.M. By this time, the Selective Services of World War II had made their inroads upon the faculty as well as upon the student body of the department. Of those who remained some, like Dr. Stone were able to participate in the Navy's wartime program which had been established at DePaul. Additional staff members were recruited from the Public School Systems. Such men as Dr. Thaddeus Lubera\textsuperscript{44} were able to take valuable teaching assignments, reinforced by administrative experience in the school systems.

When Father Phoenix became dean of the Downtown College in 1948 he was succeeded as chairman of the department by the Reverend Pius Barth, O.F.M. Commencing his chairmanship at a time when DePaul was entering upon a period of post war expansion, it was Father Barth who set in motion the study of the departmental objectives. He also proposed a division of the Department

\textsuperscript{43}Interview with Reverend John T. Richardson, C.M., Dean of the Graduate School.

\textsuperscript{44}Dr. Lubera later became one of the assistant superintendents in the Chicago Public School System.
into various areas of instruction such as: (1) Research, Philosophy and History; (2) Curriculum and Instruction; (3) Pure and Applied Psychology; (4) Guidance and Personnel Services; (5) Administration and Supervision. These areas would be helpful in the orientation of students, the distribution of course offerings among faculty members, and for the specialization relative to offering the doctoral program.45

As the scope and membership of the department was expanded certain problems that arose were delegated to committees appointed by the chairman for research and recommendation.46 These committees have become standard procedure in the development of the department and its various programs.

When Father Barth was elected provincial of his community in the summer of 1954, he was succeeded after an interim of several months47 by Father Walter Pax, C.P.P.S. who directed the department for the short span of two years. Under Father Pax's leadership the review and strengthening of the graduate


47 During this time the Reverend William T. Powers, C.M. was Acting Chairman of the Department.
program, already in progress upon his arrival, was carried forward. A tireless worker, Father Pax was concerned not only with schedules, courses, and programming, but is remembered particularly for his interest in student and faculty welfare within the department.\textsuperscript{48}

In the autumn of 1957 Doctor Urban Fleege assumed the chairmanship of the Department of Education at DePaul. Under his energetic and capable leadership encouragement has been given for continuing faculty participation in departmental policy making.\textsuperscript{49} Members of the department have been asked to be responsible for keeping abreast each in his or her specific field and reporting regularly to the other members of the staff. The resources of the department have been publicized and utilized in the promotion of various workshops and conferences organized to conduct practical studies of pertinent problems in education and in the furthering of a truly professional spirit of motivation, guidance, and resourcefulness.

Another development in organization which has taken place

\textsuperscript{48} Personal interview with Dr. John C. Lynch, a member of the Department of Education at DePaul since 1951.

\textsuperscript{49} Besides inaugurating more frequent departmental meetings and enlarging committee work, Dr. Fleege has encouraged faculty participation in drawing up the agendas for the meetings. Each of the ten full-time members of the staff has one particular area of: Administration, Curriculum, Guidance, Psychology, History and Philosophy of Education, Secondary Education, Elementary Education, Higher Education, Tests and Measurements, or Supervision. All are responsible for developments in Teacher Education. "Minutes of the Meeting of the Department of Education," (October 21, 1959), p. 2.
outside of the department itself but which is pertinent to this study is the university's structure for the administration of teacher education. This arrangement grew out of a report submitted by a committee of deans appointed by the University Council in December, 1956 to study the application of DePaul for membership in the National Council for Accreditation of Teacher Education. In accepting this report the University Council recognized the absence of a unified organization within the university that could formulate policies and administer a teacher education program.

The plan adopted would represent the deans as administrators of the divisions concerned, the faculties whose functions include teacher education, and would be under the jurisdiction of one man who would be responsible for making the program effective. Specifically, the organization included: first,  

50"Recommendations of the Committee Appointed to Study the Application of DePaul University for Membership in the National Council for Accreditation of Teacher Education," (February 19, 1957). Copy attached to the "Minutes of the Meeting of the University Council" (March 13, 1957).

51The Department of Education had gone on record as respectfully requesting the central administration to proceed with this accreditation in May, 1954. See the "Minutes of the Meeting of the Department of Education" (May 19, 1954), p. 2.

a Council of Deans who would serve as a board to integrate the teacher education program with the other objectives of their divisions; second, a Committee of Coordinators (composed of a representative of each of the divisions who train teachers) which committee would develop the objectives and policies for the general program and for the specialized parts of it; and third, a Director of Teacher Education who would serve as the general administrator of the unified teacher education program, direct practice teaching and allied laboratory experiences, and be responsible for the file of student records.53

In effect this new arrangement meant that the Department of Education was one of the contributing faculties to the total picture of teacher education at DePaul. Still, the Department of Education was one of the largest in the university with its faculty serving the Graduate School, the College of Liberal Arts and Sciences, and the University College; therefore, the objectives of teacher education at DePaul were to be the general objectives of the University and "should incorporate the objectives listed by the Department of Education in the University Bulletin."54

53 Ibid.
54 Ibid. p. 1. The Downtown College of Liberal Arts and Sciences became known as University College in 1951.
The Director of Teacher Education, Dr. John C. Lynch, appointed by the president of the university to begin his work in September, 1957, was a member of the Department of Education. It was his duty to bring about the unified program of teacher education as outlined by the report without drastically altering the organization and administration of the various divisions responsible for training teachers at DePaul. Through a series of bulletins Dr. Lynch has issued directives which have provided valuable information about vital academic and professional requirements for the different teaching, administrative, and specialist personnel in schools of the local and national area. The bulletins have also provided the recommendations of accrediting agencies to serve as further guides in the reorganization or projecting of the various curriculums. In addition to these written aids, Dr. Lynch has personally, through general meetings and private consultations, been of assistance to the deans and faculties in the planning and coordination of their teacher training programs. While there are still many details left to be desired in the working out of this over-all unity of

55 Personal interview with Dr. John C. Lynch. The divisions not yet mentioned which were affected by this appointment were: The College of Commerce, the College of Physical Education, and the School of Music. Strictly speaking each of the last mentioned has its own department of education which is autonomous and does not fall within the scope of this study.

56 A series of seventeen bulletins have been issued between September 15, 1957 and May 3, 1960.
purpose, through the patient and cooperative leadership of Dr. Lynch there has come about the closest realization of the objectives first stated by the Department of Education in 1950.57

Thus it may be said that the selection, the guidance, and the academic and professional education of teachers has more forcibly become the concern of the entire university.

The story of the development of the curriculums has already been alluded to in the foregoing pages, but the details add interest and color to the evolution of the department. From the beginning there were programs on both the graduate and undergraduate levels. For clarity of discussion they will necessarily be separated here.

The actual requirements for the Bachelor of Education degree were already established before the formal inauguration of the department.58 However, there appeared for the first time in 1930 a suggested program of studies for students following the course in education. In this optional program electives were suggested in history, foreign language, and sociology, and a distribution of these subjects was planned for each semester to give more continuity and meaning to the courses.59

57 See above p. 76 for text of the objectives. Footnote 23.

58 The requirements for the Bachelor of Science in Education remained the same as those required since 1925. Compare with Bulletin, XXXIII No. 7 (March 1930), 19.

59 Ibid., p. 23.
number of courses in education which appeared in the catalog was expanded and more significance and sequence was noticeable in the numbering.

In 1931 the requirements were modified somewhat as the uptown campus required 128 semester hours for graduation. For Catholics these eight additional hours were specified in religion; non-Catholics could substitute electives. There was a lessening of the philosophy requirement and biology was added. In 1933 a foreign language was required which reduced the number of electives to ten semester hours. This tightening of the program on the regular day school campus came as a prelude to the discontinuing of the degree of Bachelor of Science in Education in 1934. The prospects for obtaining a teaching position in the early 1930's were not numerous. Those students on the uptown campus who would desire them could still get professional education courses but would have to follow the programs for the regular arts, science, or philosophy degrees.

In the Downtown College the story was altogether different. Here the degree of Bachelor of Science in Education had fewer requirements in English and philosophy. Biology was required at

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60Ibid., p. 23.
61Ibid., pp. 34-36.
62Ibid., XXXVI, p. 23.
63Announcements of the College of Arts and Sciences, Late Afternoon, Evening and Saturday Division, (1932-1933), p. 10. The first name of the Downtown College.
first under education in a course called Educational Biology but it was later dropped and only educational psychology was required. 64 The courses outlined and actually scheduled were extensive (about ten in each of the three quarters on the undergraduate level) and the variety indicates that there were students interested in all levels of the educational ladder. 65 The student personnel, as already mentioned, was composed chiefly of teachers engaged in the field who were continuing their undergraduate work beyond their normal school training in order to obtain a regular degree. Until 1938 the Bachelor of Science in Education required thirty-six majors (a major was equal to three and one-third semester hours). 66 This included a major sequence in education of nine majors, a combined minor sequence of nine majors, five majors in philosophy, three majors in English (especially English composition), two majors in mathematics or science, and electives to fill out the remainder. 67 In 1938, the English requirement was raised to four majors, and Principles of

64 Ibid., (1933-34), p. 12.
65 Ibid., (1932-33), pp. 18-23.
66 The degree, therefore, required 120 semester hours. This persisted until 1942 when the quantitative requirements were changed to forty courses of three semester hours each. This meant that students had to take more courses for the same number of semester hours, hence ten courses were specified for the major and minor sequences. Bulletin, Downtown College, (1943-44), pp. 13-14.
67 Ibid., (1934-35), p. 11.
Education in addition to Educational Psychology was required in the major sequence. Students planning to enter the field of secondary education were advised to select their prospective teaching field as the subject of their minor sequence. 68

The summer sessions for several years preceding and during 1935 included demonstration and practice teaching courses. Opportunity was given for observation and practice teaching in grades one to six. The classes were composed of the types of children regularly enrolled during the school year. The curriculum of the regular school year was also followed and care was taken as far as possible to reproduce the every-day classroom situations. The schedule was so arranged that a student could take part of the work in the Demonstration School and part in the regular summer session. St. Vincent's Parochial School, which adjoined the uptown campus was the scene of these classes. Special features of the summer of 1935 were lectures, demonstrations, and opportunities for practice teaching in religion under the direction of Sister M. Dolores, O.S.B. who was co-author of the course of study in religion adopted in the schools of the Archdiocese of Chicago. 69

The summer demonstration schools were discontinued after 1935. Later years saw the inauguration of summer workshops some of which made use of classes of children for part of the day. There

69 DePaul University, College of Liberal Arts and Sciences
was, however, nothing resembling the wide scale of the earlier ventures nor was the hope of DePaul's acquiring a regular demonstration and practice school ever to be realized.\textsuperscript{70}

During the spring and summer of 1938 there was formulated a curriculum to provide a two year pre-service training for religious teachers of the Catholic elementary and kindergarten schools. This curriculum was drawn up by a committee of normal school teachers and principals of elementary and high schools. It was designed to give as much practical work as possible. However, theoretical courses, which would provide the student with a solid foundation in general psychology, the natural sciences, English, and professional education, were also included. The emphasis was placed upon the practical since most of the students would begin teaching immediately upon completion of the course of study.\textsuperscript{71}

The foundation studies in the academic subjects were to be taken in the first two semesters. During the third semester, courses in child psychology, and tests and measurements were supplemented by the practical courses in the methods of teaching reading, religion, science and recreational activities. The

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  \item \textsuperscript{70} Father Schorsch had entertained fond hopes of using St. Vincent's School for this purpose but the arrangements was not possible. Personal interview with Sister M. Dolores Schorsch, O.S.B.
  \item \textsuperscript{71} \textit{Prospectus of Teachers' Training Curriculum}, College of Liberal Arts and Sciences, (1939).
\end{itemize}
\end{footnotesize}
The fourth semester included two more methods courses in arithmetic and social studies in addition to a course in directed observation and supervised student teaching. In connection with the latter was a non-credit forum on teaching problems. This enabled the students to meet with their faculty advisor and their other classmates and discuss the real problems of classroom procedure or curriculum.72

At no time was the course intended to become a terminal training, but it was felt that such pre-service instruction under the direction and guidance of the university would be of immense advantages to the young religious. Also, it would help to shorten the time in summer sessions and Saturday classes during which the Sisters worked toward their degrees.73

Under the general supervision of Miss Mae T. Kilcullen of the DePaul education department staff, the classes were held on the uptown campus. While the instructors were regular members of the university departments, the classes were conducted separately

72Ibid.

73Ibid.; also personal interviews with Mr. John McHugh, registrar at DePaul during this period and with Sister M. Liliosa Melerska, C.S.F.N., one of the community supervisors who directed the plan.
from any of those for other students of the university. The opportunities for practice teaching were provided by various parochial elementary schools operated by the particular religious communities whose student Sisters were involved in the program. Responsibility for the student teachers was under the direction of Miss Kilcullen and the specific Community School Supervisors of the young Sisters. During the three year span of this curriculum five religious communities whose Provincial Houses are in the Chicago area sent young Sisters to DePaul as participants in this special normal school curriculum. Approximately forty Sisters finished the full two years of training according to this practical and well-planned program. Regretfully, the religious superiors were forced to abandon this beneficial arrangement of studies as war in Europe became a reality and the troubled and uncertain times resulted in a falling off of religious vocations. Classes at best were never large, but when some of the Sisters were withdrawn the university could no longer carry on the classes separately for the Sisters who remained.\(^{75}\)

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\(^{74}\)These communities were: the Ladies of Loretto, the Sisters of St. Joseph, the Felician Sisters, the Sisters of St. Benedict, and the Sisters of the Holy Family of Nazareth.

\(^{75}\)Personal interview with Sister M. Liliosa, C.S.F.N. The Sisters of the Holy Family of Nazareth were among the last to be withdrawn.
It was during the same period that another project was undertaken under the sponsorship of the education department at DePaul and the special direction of Miss Kilcullen. The advent of the war years had brought a reconsideration of the value of the kindergarten in Catholic education as more women sought employment in industry. Pastors were looking more favorably on a downward extension of their parochial schools in an attempt to meet the problems brought about by working mothers. In the spring of 1940 it seemed feasible that special classes in kindergarten for the training of Catholic kindergarten teachers should be inaugurated at DePaul. These courses brought together a large group of Sisters and teachers who began working on a kindergarten curriculum for Catholic schools. Upon its completion the curriculum was presented to the archdiocesan superintendent who adopted it for use in the kindergartens of the Archdiocese of Chicago.

In order to continue these most profitable associations that had accompanied the work on the curriculum, in the autumn of 1941 a series of kindergarten conferences were organized by

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Miss Kilcullen. These meetings dealing with every phase of the kindergarten curriculum were held under the auspices of DePaul on Saturday afternoons. The immediate response to the conferences and the interest shown by the Sisters even from neighboring states convinced Miss Kilcullen that the time had come to establish an organization which would provide opportunities for kindergarten teachers. This was the genesis of what was to become the National Catholic Kindergarten Association. This organization not only became a guiding force in the establishment of many Catholic kindergartens across the country, but through its affiliation with the National Catholic Educational Association, it has become the strong right arm in representing that professional group in the field of early childhood education in both national and international conferences. 78

The enthusiasm and support of the newly formed kindergarten organization helped to involve DePaul in a precedent-setting interest in the education of Catholic kindergarten teachers. Regular courses in the kindergarten curriculum were scheduled during the school year quarters and beginning in 1945 there was a series of summer workshops which attracted nationwide attention. 79

78 Ibid., pp. 32, 35-36.
79 These lasted through 1947. There was another series in 1958 and 1959 which drew great response with participants hailing even from Canada and South America. Personal interview with Sister Marie Imelda, O.P.
The kindergarten education program was chiefly one of in-service training for the teaching Sisters during the 1940's. However, when the tremendous teacher shortage forced the public schools to tap the resources of the private colleges, DePaul had no great difficulty in reorganizing its undergraduate curriculum to include a pre-service teacher-training program. This included a major in elementary education in either the Bachelor of Arts or Bachelor of Philosophy degree program.  

The assistance of Miss Kilcullen was an invaluable aid in the inauguration of this curriculum and it was she who directed the student teaching activities which are such a vital part of the pre-service experiences.

The year 1949, as has already been mentioned, ushered in significant changes in the undergraduate curriculum. A major sequence in elementary education was introduced which required courses in: general psychology, the American educational system, philosophical principles of education, the use of tests in improving instruction, methods courses in the teaching of English,

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80 The Bachelor of Science in Education which had been retained in the downtown school was discontinued beginning in September, 1948. Bulletin, Downtown College (1948-49), pp. 22-23. Description of the program. Ibid., (1949-50), p. 42.

81 Miss Kilcullen gave unsparingly of her time with a tremendous enthusiasm which she communicated to her students. Personal interviews Sister Marie Imelda, O.P. and Dr. John C. Lynch.
science, social studies and arithmetic, courses in child psychology, educational psychology, and in practice teaching. These courses were arranged to prepare prospective elementary teachers for both the state and the local area.

Those who wished to prepare for the secondary school were still advised to major in a subject matter field and to minor in education. Of the five courses required for a minor, general psychology, educational psychology, and philosophical principles of education were specified.\(^{82}\)

At first it was not necessary to major according to the elementary education program,\(^{83}\) but those who were interested in qualifying for a teacher's certificate were advised to seek counsel from the chairman of the Department of Education. In most instances, with the proper guidance in the choice and order of studies, such students could meet the requirement for a degree in the college and those of the teacher's certificate at the same time.\(^{84}\)

The courses required in the College of Liberal Arts and Sciences and in University College were comparatively the same. The courses in kindergarten-primary training were given only in the downtown school but students in the regular day sessions

\(^{82}\)Bulletin, College of Liberal Arts and Sciences (1949-50), p. 48. \(^{83}\)Ibid., Downtown College (1950-59), p. 49.

\(^{84}\)Ibid. This was in the Downtown College only; later no alternative was given and a major in education meant elementary education. \(^{84}\)Ibid., p. 29.
were free to enroll in these classes. There were minor changes in 1953\textsuperscript{85} to fit in with alterations in the state and local requirements, and modifications in 1954 to correspond with the change in the course numbering system throughout the university. In the past decade, then, the undergraduate curriculum has not undergone substantial change. At present, however, the entire staff of the Department of Education is in the process of a thorough re-examination of this phase of its contribution to the preparation of teachers. This process of re-thinking the undergraduate curriculum has been in progress since 1958.\textsuperscript{86} In the present scholastic year (1959-1960) the chairman of the department has asked each staff member to study three different selected college or university teacher training programs in the United States. These were not to be looked upon as ideal but as provocations of the critical thinking that will assist the members in evaluating DePaul's present program. The staff was encouraged to disregard certification requirements and to consider the best possible preparation at the undergraduate level that could be designed for elementary and high school teachers.\textsuperscript{87}

\textsuperscript{85}These provided for courses in the teaching of art, health, and physical education and an examination on the constitutions of the United States and the State of Illinois.

\textsuperscript{86}See "Minutes of the Meeting of the Department of Education", (May 23, 1958), pp. 2-3; (May 22, 1959), pp. 2-3; (July 28, 1959), p. 3.

\textsuperscript{87}\textit{Ibid.}, (Oct. 21, 1959) p. 3.
The position of student teaching in the undergraduate curriculum has had varying degrees of importance over the years depending upon the type of students who were mainly to be served. Since the majority of the students who majored in education were part-time students in the early days, the courses designated as Practice Teaching seem to have been given chiefly for the benefit of those who wished to qualify for state certification. Until the late 1940s, the numbers were comparatively few since teacher supply was in excess of the demand. By 1949, however, the numbers enrolling for practice teaching were overwhelming and a need for a more definite policy in regard to this phase of the curriculum was recognized. It was the subject of considerable discussion at a departmental meeting in which the chief problem seemed to be the lack of professional background of the students who were registering for the course. It was finally decided that courses in educational psychology, philosophy, and general methods be considered as prerequisites for the course in practice teaching. It is a fact worth noting that the

88 This excludes the religious Sisters who participated in the normal school program from 1938 until 1942 and for whom a well-regulated student teaching program was carried through.

89 "Minutes of the Meeting of the Department of Education", January 31, 1949), pp. 2-3. This requirement did not appear in the Bulletin until 1950-51. However, the course was given each semester beginning the next year as recommended at the above meeting. Bulletin, Liberal Arts, (1949-50), p. 49.
largest percentage of the qualified students who finished the teacher preparation programs in the years from 1946 to 1951 found the practice teaching course their most valuable subject by way of professional preparation.90

In 1950 the course was divided into two divisions, one for elementary teachers and one for secondary. Miss Kilcullen continued to direct the former while another member of the department assumed the direction of the secondary practice teaching.91

In 1951 when Dr. John C. Lynch came to DePaul, the secondary practice teaching came under his guidance. Gradually the duties of further structuring the student teacher program were delegated to Dr. Lynch. In 1954 he reported to the faculty on the new student teaching manual issued by the State Department of Public Instruction. He asked for a combination of the courses in student teaching with a course in classroom management which would better serve the needs of the students and would more than satisfy any state requirements in this area.92

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91 Miss Kilcullen remained at DePaul until the summer of 1953.

92 "Minutes of the Department of Education", (Jan. 20, 1954), p. 4 and personal interview with Dr. Lynch. This procedure was begun the following year but course descriptions did not appear in the Bulletins until 1956. Dr. Lynch was aided on the elementary school level by Mr. Edmund Cavanagh.
The student teaching courses as they were gradually developed provided not only an internship with observation and classroom teaching under supervision in a regularly specified time, but a two hour seminar class session each week. In this class matters pertaining to classroom management, and a review of methods and techniques were discussed with the director acting as chairman. The senior year of college or graduate status was specified and the professional courses required for the elementary major or secondary minor were to have been satisfactorily completed or currently engaged in at the time of the internship. All internships would have to be formally applied for in the preceding semester and could be pursued only as full time students through the College of Liberal Arts and Sciences.93

The refinements of the student teaching program begun in 1954 have undergone further strengthening since 1957 especially in regard to the procedures for admission and enrollment. Under the guidance of the Director of Teacher Education and the board of deans and representatives of the various divisions concerned with future teachers, definite policies and standards for admission to and satisfactory completion of all teacher education curricula have been developed. The present regulations seek to identify the students who desire to teach by the completion of their sophomore year of studies. Upon acceptance to admission

then, each student must arrange for a conference with the Director of Teacher Education for approval of his program of studies for his junior and senior years. 94

In the program of studies outlined for both the elementary and secondary candidates, the student is reminded that these courses have been set up "within the structure of the courses required for degrees in both the College of Liberal Arts and Sciences and the University College." However, each student must understand that "these courses do not necessarily substitute for the regular requirement in these colleges" and that the requirements for certification must necessarily be integrated with the program of studies in his own college. 95

In the past ten years, therefore, considerable progress has been made in the development at DePaul of a pre-service teacher education program. There are still many problems which must be worked out both in curriculum and in student internship. 96


96 Not the least among these problems is the difficulty of providing adequate student teaching experiences within a reasonable distance for both the student and supervising professor. See also Chapter III, p. 46-47 for similar difficulties at Loyola.
but there are manifold evidences that DePaul University is accepting seriously its responsibility as a preparing institution for the teaching profession.

Turning now to the formation of a curriculum on the graduate level, we find that the program for the master's degree underwent a gradual development. In the beginning, it would seem that the master's degree was looked upon merely as an extension of the bachelor's work which evidenced a more serious and scholarly attitude. No specific courses were required and but half their number had to be in one major field; the others, in no more than two fields closely allied to the field of specialization. The courses had to be approved by the head of the department or the dean, however, so that the advanced nature of a student's work would be assessed here. There was also a foreign language reading requirement and lastly, a most decisive criterion, the master's thesis.97 As the first Graduate Bulletin said:

The judgment of the Department with regard to the propriety of conferring the Master's degree is very largely determined by the candidate's initiative and ability as exhibited in preparing a thesis .... The master's thesis, though a minor piece of research, should be a serious document, an actual contribution to the literature of the subject. It must not be a mere compilation. It should manifest power of organization and independence of thought, for the thesis differentiates in a special manner graduate from undergraduate work.98

98Ibid., p. 5.
It is interesting to note that samples given as models in proper format for the thesis were drawn from the field of education,\textsuperscript{99} indicating that there was a preponderance of education majors seeking the master's degree. The final requirement was a comprehensive examination "designed to test the candidate's training and equipment."\textsuperscript{100}

The concept of the master's program as one primarily of training in research and of developing a critical judgment for evaluating the works in a given field was maintained at DePaul. Only after the other universities in the area had altered this ideal somewhat was a plan submitted for a master's degree without a thesis. The report to the University Council was not given specifically for the Department of Education, but it seems that this department was the only one in which the master's degree without a thesis was found acceptable at that early date.\textsuperscript{101}

The next Bulletin of the Graduate School described the degrees of Master of Arts and Master of Education in the

\textsuperscript{99}Ibid., pp. 9-10. See also "Instructions for the Preparation of Theses in Candidacy for Advanced Degrees," DePaul University Graduate School (1933), pp. 17-27. Copy in the archives of DePaul University.

\textsuperscript{100}This was most likely an oral examination. See "Plan for Study for the Master's Degree without a Thesis," (no date, probably 1955), p. 3. Copy in archives.

\textsuperscript{101}Ibid., pp. 1-5. There is a note appended by Father Daniel McHugh, C.M. that the retention of the thesis was favored by the President, Reverend F. V. Corcoran, C.M.
Department of Education. The same Bulletin reiterated the research ideal by stating that the objective of graduate study was "the development of the scholar, capable of original thinking and of independent investigation in the advancement and extension of knowledge." It also made it a point to say that "every candidate for the Master's degree is expected to acquire enlarged knowledge, understanding and skills other than that arising from attendance upon formal lecture and laboratory courses." A research problem was defined as any matter upon which "the students should find the evidence before them inadequate, other evidence being possible of attainment." This discovery followed by intensive study, resourcefulness, mature judgment, and perseverance might well lead to an important contribution to existing knowledge.

With the 1936 regulations there was the inauguration of what may be termed a graduate curriculum in education. By this time a definite program of prerequisites, required courses, and acceptable courses had been outlined. Five undergraduate courses including philosophy, history, psychology of education and a general methods course were termed as prerequisites for both master's degrees.

102(1936-37), p. 25-26
104Ibid., pp. 25-26.
The required courses for the Master of Education degree were Educational Research, Advanced Educational Psychology, and Modern Educational Tendencies. The Master of Arts degree added Educational Statistics to this list.\(^{105}\)

The Master of Arts degree accepted six of its eight major courses only from the field of education at the 200 (strictly graduate) level. The Master of Education specified that only five of its ten courses be in education and that just the three required courses need be at the 200 level. A minor of three major courses in another field was mandatory. The two additional courses might be in education, the minor fields, or a field closely related to the minor.\(^{106}\)

The Master of Arts required a thesis but no longer a foreign language examination. There was an oral examination in the fields of graduate study and on the thesis. The Master of Education candidate had to write a research paper on a topic assigned by the Department of Education and take comprehensive written examinations on the field of education.\(^{107}\) Needless to say Dr. Murphy and his colleagues were not aiming to make the Master of Education Degree a second class addition to the master's level.

\(^{105}\)Ibid.

\(^{106}\)Ibid., p. 10-12.

\(^{107}\)Ibid.
There were slight changes in 1938. The required courses of the five undergraduate prerequisites were cut to two, Philosophy or Principles of Education and Educational Psychology. The comprehensive examination would test only the five required courses in education and the three required courses in the minor field.\footnote{108}{Ibid., (1938-39), p. 27.}

In 1942 the five required courses in education for the Master of Education degree were specified as graduate courses,\footnote{109}{Ibid. (1942-43), p. 10.} and in 1945 these were classified as courses at the 200 level.\footnote{110}{Ibid. (1945-46), p. 27.}

On the whole the modifications in the master's program between 1945 and 1953 were slight and reflected special emphases of departmental personnel.\footnote{111}{These alterations were especially in prerequisite or required courses.} Beginning in 1953 there have been continuous re-evaluations of both the master's degree curriculums.

The first change in the Master of Arts program added a written comprehensive examination on the six required courses to precede an oral examination in defense of the thesis and in evaluation of the candidate's acquaintance with the general field of education and research techniques.\footnote{112}{Bulletin, Graduate School (1953-54), p. 27.}

It was in 1953 also that the concept of areas of concentration was introduced although such a specialized area was not
required until 1955. The original areas of concentration which were arranged in conjunction with the Department of Psychology included reading, guidance and counseling, and special education.\textsuperscript{113} With the introduction of the Specialist Degree in 1954 the area in special education was omitted\textsuperscript{114} only to be reinstated the following year with an area in administration and supervision. Areas in school psychology and in diagnosis and treatment of reading difficulties were added in 1958 and 1959 respectively.\textsuperscript{115}

In a report made in 1955 on the program planning for the master's and specialist's levels, Dr. Harry Schlichting noted that many students in the past did not seem to have selected courses on the basis of continuity and inter-relationship.\textsuperscript{116} In consequence the paper or thesis was usually not a culminating experience. After much discussion the department decided to specify that each student take the three common core required subjects, three or four courses in an area of concentration, and two or three in a minor subject. If the student did not care to minor then he would be required to take his remaining courses in the field of education.\textsuperscript{117}

\textsuperscript{113}Ibid., pp. 39-40.
\textsuperscript{114}Ibid., (1954-55), pp. 40-41.
\textsuperscript{116}Dr. Schlichting based his judgment upon the lists of courses submitted by students at the time of the oral examination. "Problems of the Department of Education, Master's Level", (January 15, 1955), p. 21.
\textsuperscript{117}"Minutes of the Meeting of the Department of Education," (January 15, 1955), p. 3; Bulletin, Graduate School (1955-56),p.41. Since 1957 the candidate for the Master of Education degree must have a minor in an academic field.
The examinations for both degrees were also modified. The written comprehensives would include an objective examination on the general field of education and the core curriculum and an essay examination on the field of concentration. The oral examination for the Master of Education degree was eliminated while that for the Master of Arts was confined to a defense of the thesis.\textsuperscript{118}

The core curriculum courses were to include those formerly listed as required, namely, Advanced Educational Psychology and Educational Research in addition to a new course entitled Orientation to Graduate Study in Education. This latter course was specified as the first course to be taken by the potential M. A. or M. Ed. candidates. Besides surveying the different areas of concentration offered at DePaul, students would be given a series of tests the results of which would be filed in the department for future reference when the students petitioned for acceptance as candidates for degrees.\textsuperscript{119}

In its five year history the course in orientation has not only provided the beginning graduate student with valuable knowledge in relation to the field of education but has provided the staff members with a better picture of the incoming student so that more effective educational guidance may be given.

\textsuperscript{118}Ibid., (1955-56), p. 41.

\textsuperscript{119}"Minutes", (January 15, 1955), p. 4.
The testing program has been experimental in design and its content and make-up have been gradually refined. By 1959 the testing program was officially labeled a Professional Placement Test. The value of the tests as screening devices had already been established by this time and it was the selection of the actual tests to be used which had needed further study.

By 1959 also the Graduate Record Examination had been chosen in addition to the Catholic Philosophy of Education Placement Test. At present these instruments are being evaluated for their best possible contribution toward the objectives of the graduate program.

The degree of Specialist in Education has already been mentioned in a discussion of the departmental objectives. From the outset the program was to be studied carefully and the curriculum was to be tailored to the individual student. The

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120 Personal interview with Dr. Urban Fleege. See also "Minutes," (February 17, 1959), p. 2.

121 Ibid. Some of the original tests devised by Father Pax have been retained.

122 Ibid. (October 21, 1959), p. 3.


The prerequisites included a master's degree in any field, and five years professional experience as a teacher or administrator. Those candidates whose master's degree had been earned in education would be required to take eight courses in the education field in an area of concentration. In addition they must complete four courses in a cognate field. Those with a master's degree in another field except education were required to complete the four courses specified for the graduate study of education and then add eight courses in a major area of concentration in the field of education.\textsuperscript{125}

In the wake of administrative changes in the summer of 1954\textsuperscript{126} the specialist's degree program was inaugurated by the Department of Education without the formal approval of the University Council. It was its acceptance by the Committee on Admissions and Degrees that occasioned the report referred to earlier.\textsuperscript{127}

This evaluation of the program after the first seven months of its existence is very thorough in its relationships to the resources, the growth, and the improvement of the university.

\textsuperscript{125} "Minutes of the Meeting of the Department of Education" (January 15, 1955), p. 4; Bulletin, (1955-56 p. 41.

\textsuperscript{126} It was at this time that Father Barth had to resign as chairman of the Department of Education and Father Phoenix was succeeded by Father Richardson.

\textsuperscript{127} See p. 81 above.
The Department of Education was to be commended for its initiative in developing a program equal to similar programs offered elsewhere, and superior to many of them. The advantages of the specialist curriculum were already obvious in the granting of scholarships in advanced study at DePaul to teachers who had already earned master's degrees.\textsuperscript{128}

As already mentioned the progress and status of the specialist program has had considerable attention. It was partly due to DePaul's concern over the North Central Association's attitude toward the Specialist Degree in Education that a study was made by that body regarding it.\textsuperscript{129} In presenting a summary report of a meeting he attended of the Commission on Colleges and Universities of the North Central Association on April 2, 1957, Father Richardson pointed out to the members of the Department of Education that since DePaul was one of the first institutions to offer such a degree, they had an excellent opportunity to shape its development. He asked them after reading the report to give mature consideration to the specialist program and make an honest evaluation of its objectives, strengths,

\textsuperscript{128} "Report on Specialist in Education and Mathematics" (March 10, 1954), pp. 1-4.

\textsuperscript{129} Personal interview Rev. John T. Richardson.
weaknesses, and future development. 130

It was in the departmental meeting which followed this report that Father Richardson asked the committee then engaged in the study of a proposed doctoral program to work on the specialist degree further. 131 The committee accepted the responsibility and presented its first report for the consideration of the department in January of the following year. 132 After some modifications the new pattern for the degree of Specialist in Education appeared in the fall of 1958. The aims and prerequisites for the degree were unchanged except for a lessening to three years of the professional background experience. The program was divided into a pattern of: (a) basis courses; (b) advanced courses in an area of concentration or a cognate area; (c) a seminar in the area of specialization; and (d) a practicum or thesis on the recommendation of the faculty adviser. 133 Thus, the department is well on the way to the development of a firm foundation for a strong doctoral program. It may well be that the doctorate will be introduced

130 Rev. John T. Richardson, "Inter-office Memo-Specialist Degree," (April 4, 1957), pp. 1-3. The specialist degree was recognized by the North Central Association shortly thereafter.

131 See above p. 81.


within a short time but from observation of developments in the past several years, this decision will be made only after careful consideration and thoughtful planning on a university-wide basis.

In summarizing the distinctive aspects of teacher education at DePaul after this study of the development of its Department of Education, one feature especially seems to stand out above all. Yet, it may be said in truth that this characteristic is equally to be noticed in the university as a whole. This is the tradition of service which DePaul has rendered to its community and in particular to the teachers and administrative personnel of the school systems around Chicago.

Even before there was any formal organization of a departmental system at DePaul there was a recognition of the needs of teachers in its considerations. From the time of the first summer session of 1911 through the days of the so-called College of Education and the late afternoon and Saturday classes in the first downtown center of the university, the professional and academic requirements of the public and parochial school teachers were major factors in shaping the policies of the university.

After the founding of the Department of Education through the efforts of Father Schorsch, and the assistance of the genial and reputable faculty under Dr. Murphy's direction, systematic and constructive programs were built up on both the graduate and undergraduate levels. The teaching Sisters who had
shared DePaul's facilities in the early years were still being considered during the 1930's in the summer demonstration schools and later in the normal school undertaken for the young religious.

The parochial schools of Chicago were the beneficiaries of DePaul in the formulation of the first Catholic kindergarten curriculum under its auspices. Then, the Catholic Kindergarten Association, which was engendered as an outcome of the relationships formed in these kindergarten curriculum classes at DePaul, has become a national organization, but it has not forgotten its original sponsor nor has the university turned deaf ears to its needs for workshops and courses over the years.

The development of the Master of Education program with its emphasis on a minor in a teaching field was an aid to many preparing for secondary school or administrative positions in the public schools of Chicago. In recent years the specialist degree has provided further training or knowledge for the school personnel in particular areas.

In the initiation, expansion, and progressive evolution of a pre-service educational program for elementary and secondary school teachers, DePaul has rendered a creditable contribution to help relieve the teacher shortages in Chicago and its bursting suburbs. The recent evaluations of its student teaching experiences and its university-wide reorganization for unity in teacher education augur well for the professional initiative of its faculty and the future accreditation of its complete program.
Lastly, to the instances given above may be added the generous and able assistance that the education department faculty has given consistently over the years to both the public and parochial schools. Whether it has been in speaking engagements, curriculum consultation, guidance program direction, or in the sponsoring of special institutes for technical training in the post-war electronic age, DePaul University through its Department of Education has been in the forefront of professional assistance to the schools of the Chicago area.
CHAPTER V

THE DEPARTMENT OF EDUCATION

AT

ROSARY COLLEGE

For the origin of courses in professional education and the evolution of the Department of Education at Rosary College, it is necessary to antedate its establishment in one of Chicago's spacious suburban areas. Rosary College had its genesis in 1901 as St. Clara College in Sinsinawa, Wisconsin. It was at the invitation of Archbishop George W. Mundelein of Chicago that the college was transferred to River Forest, Illinois and incorporated by this state as Rosary College in 1918. Classes were continued in Sinsinawa until the fall of 1922,¹ and when the college became a reality upon the periphery of metropolitan Chicago, it was an institution fully organized with respect to aims, policies, curriculums, and even to departmental structuring.²

²Catalog (1922-23) pp. 10-11, also see a copy of the report of Mr. George Tuttle of the University of Illinois quoted by Sister Mary Eva McCarty, O.P., in The Sinsinawa Dominicans, Outlines of Twentieth Century Developments, 1901-1949 (Dubuque, 1952), p. 229.
The preparation of teachers for the schools of Wisconsin and its neighboring states was already in progress long before St. Clara College assumed its new title and location in River Forest. Many Dominican Sisters of Sinsinawa\(^3\) had received their initial teacher preparation and much continued enrichment through St. Clara College. Besides its magnanimous contribution to the Catholic school systems which the Sisters served, St. Clara had also been offering teacher training courses for future secondary teachers of the state of Wisconsin.

The first professional course in pedagogy appeared in the catalog as early as 1906. It was History of Education.\(^4\) By 1910 this course was required of those preparing to teach and a course in School Supervision and one in Mental Development had been added as electives.\(^5\) In the following year what was described as the Course in Pedagogical Instruction was outlined as follows: "Course B under 'Philosophy',\(^6\) one Departmental Teachers' Course, and seven credits in Education . . . are

\(^3\)In his funeral oration for Mother Emily Power in 1909 Archbishop John Ireland of St. Paul praised the congregation as "one of the great teaching Sisterhoods of the Catholic Church in America, a Sisterhood that no educational agency of the country dares pass by without deference and honor." Quoted by Mary Synon in *Mother Emily Power of Sinsinawa* (Milwaukee, 1954), p. 268.

\(^4\)*Yearbook of St. Clara College and Academy*, (1906-1907), p. 31

\(^5\)Ibid., (1910-11), p. 36. The name pedagogy had given way to education by this time.

\(^6\)Course B was General Psychology. *Ibid.* (1911-12), p. 35.
required of all . . . ."\(^7\) The courses from which the seven
credits in education could be drawn were the three already men-
tioned and Principles of Education and Educational Psychology.\(^8\)
The departmental teachers' courses were what could be considered
the specific methods courses in the subject matter areas of the
student's field of academic concentration. The practice was be-
gun at this early date of holding the subject matter departments
responsible for equipping the student teachers with the tech-
niques for imparting the content matter of their respective
areas. This procedure was maintained at Rosary and is still
carried out today in the preparation of secondary teachers.

In 1914 notice was given that the Wisconsin State Board of
Examiners of the Department of Education recognized the bachelor's
degree of St. Clara College in addition to the course require-
ments of the state in application for a State Teachers' License
good for one year. The catalog also stated that "similar recogni-
tion of the diploma of the college" had been granted by the De-
partment of Education of other states. The courses specified under
"Education" as mentioned above would secure the certification.\(^9\)

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\(^7\)Ibid., p. 37.

\(^8\)Ibid. All of these courses gave either two or three
credits apiece depending on whether the class met for either two
or three hours a week.

\(^9\)Ibid. (1914-15), pp. 23-24. These certificates could be re-
newed for another year and then upon presentation of testimonials
of good moral character and two years' successful teaching in the
public schools of Wisconsin, the applicant would be granted the
unlimited Life State Certificate.
In 1918 first mention is made of the Department of Education although certainly it is recognized as a distinct subject matter area much before this time. It is likely that the return of Sister Mary Ruth Devlin to the St. Clara staff brought about the recognition of a formal education department within the college. It was Sister Mary Ruth, one of the first sister-students to earn the Doctor of Philosophy degree under the revered Doctors Edward A. Pace and Thomas E. Shields of the Catholic University of America, who became the first faculty as well as the first chairman of the Department of Education.

Although education was recognized as a distinct department of the college, it was not accorded status with the subject matter fields. Students could only elect courses in education as auxiliaries to their majors and minors in the academic areas or in home economics for the degrees of Bachelor of Arts or Bachelor of Science in Home Economics. This was a commonly held attitude, in that the preparation for the secondary school teacher consisted of the course of study for the baccalaureate degree into which a minimum amount of required professional


\[11\] Dr. Tuttle in his report of 1923 mentioned that a department to be considered distinct would have to have "at least one professor giving full time to the work." Quoted in McCarty, p. 229. Naturally the departments in the colleges would be much smaller in organizational structure.
training had been fitted.

When the first Rosary College Catalog appeared, it stated that the aim of the department was "to furnish professional training for those who are preparing to become teachers" who would be qualified to teach in high schools accredited by the North Central Association of Colleges and Secondary Schools as well as in the State of Illinois.\(^{12}\) This aim has remained foremost even to this day.

While it is well to keep in mind the fact that the Department of Education at Rosary has been mainly concerned with the preparation of secondary school teachers, this does not mean that before the present decade there has been no concern for the teachers of the elementary level. Since 1912 the planning for the educational preparation and development of the young Sisters has been arranged by a special Committee on Studies appointed by the Mother General; however, the faculty members, the courses of study, and the facilities of

\(^{12}\)Catalog, (1922-23), p. 10. Rosary had been accredited by the North Central Association in 1919 and was recognized by the University of Illinois and the Department of Public Instruction of the State of Illinois in the spring of 1923. McCarty, pp. 228-230. A letter of approval for the granting of Teachers' Certificates to Rosary graduates was received from the state certifying agency of Michigan in a letter from T. E. Johnson to Sister Thomas Aquinas O'Neill, O.P. dated May 16, 1924. Original in Registrar's Office, Rosary College.
St. Clara and later of Rosary College were utilized for this most excellent of teacher training endeavors. The first summer sessions which were begun at St. Clara in 1912 were carried on at Rosary from 1923 and supplemented during the school years by extension classes in the late afternoons and on Saturdays. These extension courses were carried on both at Rosary and at various mission centers of the congregation.¹³

During the early 1930's some of the young women attending Rosary earnestly requested that certain courses be added to the curriculum to enable them to prepare for teaching in the elementary schools of the suburban and county areas.¹⁴ Secular students were allowed to attend the summer sessions beginning in 1932, and a number of public school teachers welcomed the opportunity of attending these extension classes (with the Sisters) in order to obtain promotional credits.¹⁵

In 1936 a degree of Bachelor of Science in Education was inaugurated which permitted for the first time a major in education for those preparing to teach in the elementary schools.¹⁶

¹³McCarty, pp. 247-48, 251, 471.

¹⁴Personal interview with Sister Mary Josephine, O.P. a member of the Department of Education since 1926, See Catalog, pp. 41-42.

¹⁵McCarty, pp. 469, 471. As early as 1925 classes such as methods in the Elementary School, the Junior High School and in 1926 Child Psychology indicate in-service professional assistance.

¹⁶Ibid. (1936-37), p. 28.
The period of the next five years was to be the only era in the history of the college when education was accepted as a major field. This was done as a service to many of the public school teachers who were graduates of a two or three year normal training and who wished to work for their degrees. Also many of the Sisters were preparing to teach or were already teaching in the elementary field where state certification requirements had been on the increase.  

With the extension of Edgewood Junior College into a four-year teacher-training college in 1940 and the Chicago Teachers' College assumption of full stature shortly thereafter, there was no longer need of the degree program in education. There is no mention of such a degree in 1941 although those Sisters and teachers who had begun their courses of study for it were allowed to finish.

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17 Personal interview Sister Mary Liam O'Shaughnessy, O.P., Registrar at Rosary College. Also McCarty, p. 427. The Sisters were teaching in several states which required certification of private school teachers. A number of Sisters had already attended the state normal schools in Milwaukee, Bloomington, and Oshkosh, Ibid. p. 252. Supplementary to their professional training, however, the candidates for the Bachelor of Science in Education were required to take additional courses in the liberal arts in order to give the strong cultural background and reinforcement of a subject matter field. Often they had credits far in advance of the 128 needed for graduation in a regular arts program.

18 Ibid., pp. 427-428. Edgewood College of the Sacred Heart in Madison, Wisconsin is now a regular liberal arts college.

19 Catalog, (1941-42), p. 33.
When in 1949 the Superintendent of Public Instruction called upon Rosary College to help alleviate the tremendous teacher shortage in the State of Illinois, the college accepted only after stipulating that there could be no major sequence in education and that the students would have to fulfill all the academic requirements for the regular bachelor of arts degree. The program which was developed on the elementary school level and planned to satisfy the original concern of the academic faculty has attracted at times almost as large an enrollment as that on the secondary school level. This is in spite of the extra summer session or semester during which the candidates must necessarily work to fulfill certification requirements for the elementary school certificates.

By the mid 1950's when the parochial schools were finding it essential to employ an increasingly large number of lay teachers to augment their religious staffs, Rosary complied with requests to help post-graduate students in preparing for teaching positions. The plan as it was evolved aimed at recruiting well-qualified, capable women who already held college degrees by offering them a one-year teacher education program to meet


\[21\] Personal interview with Sister Maristella Goebel, O.P. who has directed the program in elementary education since 1949.
Illinois certification requirements for teachers in elementary schools. This offer has been enthusiastically received and has been the means of bringing a sizeable number of college educated women into the field of teaching.

In summary then, it may be said that the aims of the Department of Education at Rosary College have widened in scope in the last thirty years but the principles upon which those aims are based have remained unchanged. As the Catalog so aptly states: "The general requirements for a degree provide the prospective teacher with broad general culture and knowledge of the society in which the school functions." Building upon this foundation the department offers courses designed to provide the added professional preparation that is needed for a successful teaching career in either the elementary or secondary schools.

The organization and structure of a college department would necessarily be on a simpler scale than one in the university. Under the direction of Sister Mary Ruth Devlin, O.P., its first chairman, the education department at Rosary reflected her scholarly and learned attitude toward professional studies;

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22 Rosary College Program for Teacher Education for Post Graduate Students, an announcement published in 1954.

23 Personal interview with Sister Mary Josephine McDermott, O.P.

24 Catalog (1959-60), pp. 54-55.
especially noticeable was the emphasis on a strong foundation in the Catholic philosophy of education. Sister Ruth herself was vitally interested in all that was happening in the field of education and believed keenly in attending and participating in educational meetings.  

Sister Mary Charles Schlenk, O.P. succeeded Sister Ruth in 1936 and remained at Rosary until 1944. It was during this period that student teaching became the core of the professional education curriculum. During this time also a general reorganization within the college curriculum was taking place. This occasioned a grouping of all the departments into four fields and was designed to aid in program planning. It placed the Department of Education within the Division of the Social Sciences. This change had little effect on internal curriculum or departmental organization as such.

In 1944 Sister Mary Josephine McDermott, O.P. assumed the chairmanship of the department. Her discerning wisdom and kindly leadership has guided the postwar expansion of the teacher education program at Rosary. She has seen the departmental faculty grow to four full time and two part time members and the elementary teacher enrollment become large enough to warrant the full attention of one of these as director.

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25 Personal interview with Sister Mary Josephine McDermott, O.P.
27 McCarty, p. 468.
Meetings for the purpose of planning new policies, arranging schedules, designing courses, or inaugurating procedures were always held. These were naturally of a most informal nature while the department consisted of two or three members. In recent years, the meetings are more formal especially during the first semester when the faculty consists of six members. A typical meeting would include announcements of coming educational meetings in Chicago or elsewhere, communications from the State Department of Public Instruction, considerations of recently added reference material or equipment.29

The curriculum of the Department of Education has been developed within the framework of the liberal arts tradition. While state and regional accrediting agencies may have influenced the number and type of courses which appear in the catalogs, the approach and content have been purposely designed to provide a liberalizing experience. As already mentioned it was Sister Mary Ruth herself, a scholarly, vitally interested and devoted woman in the field of education, who set the tone

28 When Sister Josephine McDermott, O.P. came to Rosary in 1926 she became the second member of the department.

29 Interview with Sister M. Josephine, O.P. Since it is a regular policy at Rosary College for every faculty member to file a report to the president of any meeting attended, no lengthy reports are given of such meetings as are given of a departmental meeting.
of the Department of Education. Her spirit has been caught and preserved by her successors. The cooperative character of sharing responsibility of teacher preparation as well as constant communication with the academic faculty has prevented the development of a wide gap between the professional and the liberal in teacher education at Rosary.

The curriculum for the preparation of secondary school teachers as it appeared in 1922 required twelve credits in education within the regular degree program. General psychology was a prerequisite to all courses in education and educational psychology, principles or history of education and a departmental teachers' course were required of all teacher candidates. These courses accounted for eight of the twelve credits in education required but electives were offered in other fields such as general method, educational measurement and administrative problems. In 1924 the quantitative requirement rose to fifteen credits and courses in both principles and history of education were required.

Beginning in 1925 there were courses offered in elementary school methods, the junior high school, administrative management of pupils and principles and methods of teaching. The addition of the first three indicate the inclusion of some in-service training for teachers of the vicinity while the last

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31Ibid., pp. 29-30. In the following year Methods of
mentioned was labeled as a required course for all prospective teachers of extra-academic subjects as art, music, home economics, or business education. 33

In 1931 there was a considerable expansion in course offerings. Not only were there new electives added in philosophy of education and in guidance for the secondary school, but it was possible for regular Rosary students to prepare for teaching in the elementary school. Special courses were available in techniques at the primary or intermediate level, and in the content, the teaching procedures and the organization of subject matter for arithmetic, reading and the social studies. 34

In 1936 the curriculum changed considerably and the new emphasis on student teaching appeared. The former required courses were combined into two courses entitled Education Problems, I and II. The first consisted of the fundamentals including history and principles of education with an observation of various types of secondary schools and their curricular Teaching in High School was also required. Ibid. (1923-24), p.29.

32Ibid. (1924-25), pp. 31-32.


34Ibid. (1931-32), pp. 41-42. It was in the summer school of 1932 that secular students were permitted for the first time in this session of the college.
offerings. The second was a course in child psychology. This study was closely related to the specific problems of the teacher in her function of meeting the particular characterizations, needs, and queries of the high school pupil. The class was likewise linked with a program of observation. These two courses were to be taken in the junior year, one each semester.  

In the senior year, there was a course in directed teaching which extended for a whole year, five periods a week. The student's work was to be carefully planned and individually adapted. It began with observation and participation in an assigned class of the demonstration high school. When the student had been adequately prepared through a practical use and application of teaching procedures, a program of supervised teaching was arranged in increasingly longer units. In conjunction with the directed teaching was a seminar which in the first semester was designed to help the student master such techniques of instruction as planning, selection of materials, evaluation of pupil progress, and the keeping of records. The second course continued the work on techniques but added a basic

\[35\text{Ibid. (1936-37), p. 48.}\]

\[36\text{Trinity High School conducted by the Dominican Sisters of Sinsinawa was close enough to be used for this purpose.}\]

\[37\text{Catalog, (1936-37), p. 48.}\]
study of philosophy of education.  

This accent upon the actual teaching situation in the professional program was preceded by an explanation that in order to enroll in teacher-education, a student should be recommended by her major department as a candidate of high ability and achievement. Only those should be recommended who gave evidence of a good teaching personality, general physical and moral fitness, and satisfactory social adjustment. The prospective teacher was advised to begin early in her college career to plan a program in the liberal arts departments which would give her a comprehensive general education, a broad specialization in a field or fields to be taught, and a supplementary liberal education.  

Besides this prescribed curriculum just delinated there also were three courses designated in the bulletin as not strictly professional which could be elected by those who wanted additional credits in education. These were Orientation in Education, Educational Measurements, and Elementary Statistics.  

Then there was another grouping of courses designed for teachers in service which carried promotional credit and which could be applied toward the degree of Bachelor of Science in Education. These included courses in child study, in guidance,  

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38 Ibid. (1936-37), p. 49.  
39 Ibid., p. 48.  
40 Ibid., p. 49.
in general methods and in the specific method and content of the subject matter areas in the elementary school.\footnote{Ibid., pp. 49-50. These last mentioned courses were carried on for the first three years only and do not appear in 1939. \textit{Ibid.,} p. 48. Philosophy of Education was required from 1938 to 1941.}

In 1941 the educational problems courses were changed back into separate areas of principles of secondary education and educational psychology. The directed teaching with its accompanying seminar was maintained\footnote{Five credits were given for this course but these credits were not applicable to a degree.} and the departmental course in specific methods was prescribed as formerly with an additional seminar in tests and measurements.\footnote{Catalog, (1941-42), pp. 51-52. The course in principles was still given and highly recommended but this change indicated a shift in state requirements.}

In 1944 the required courses were modified slightly substituting a study of the American educational system for the principles of secondary education.\footnote{Catalog (1944-45), pp. 49.} With the end of World War II some elementary courses began to appear again as the demands for elementary teachers were being felt; but by 1949 the situation in Illinois had reached the crucial state and the State Department of Public Instruction was calling upon Rosary College to come to its assistance in the preparation of elementary school teachers.
When the administration of the college had decided to accede to the wishes of the state, the Department of Education and the Dean of Studies prepared a curriculum to satisfy the Illinois requirements for certification at this level. The immediate direction of the elementary program was assigned to Sister Maristella Goebel, O.P. Besides her educational qualifications, Sister brought wide experience in teaching and curriculum planning at the elementary school level in various parts of the country. Realizing the inevitable fears of the academic faculty with regard to the compromising of college standards, Sisters Maristella, Josephine and the Dean of Studies set about building a program that has blended well with the liberal arts ideal. The professional requirements did not go beyond those of the state for certification. The program was purposely kept flexible to enable the student to complete her major field of concentration and her chosen minor without rigid prescriptions of professional studies. Students are advised, however, that the required course in the American School System will mean more if it is postponed until after student teaching.


46 Personal interview with Sister Maristella, Goebel, O.P.
One of the problems which the elementary program faced in its beginning stages was the procuring of public schools for practice teaching. At first only three systems would agree to accept Rosary students, but as time went on the fine calibre of the initial students established a reputation and many neighboring systems have offered their facilities. 47

The student teaching had long been the heart of the secondary teacher education program and for the elementary teacher this was considered equally imperative. Guided experiences with children were most important, and this was encouraged early if possible. Freshmen and sophomore students who had expressed a desire to become teachers were urged to give time to the nursery school which is conducted by the Home Economics Department. 48

In accepting students into the teacher education program at Rosary the following procedures are used. First there are conferences between the directors of student teaching and the chairmen of the candidates' major and minor fields of study. In the case of those students desiring certification at the secondary level, each must have earned a minimum average of 1.5 grade points in her major field. 49

47 Ibid.
48 Ibid.
49 Personal interview with Sister Mary Josephine McDermott, O.P.
The observation of teaching takes place during the junior year in one or more public schools. The amount of time spent in observation depends upon the individual student's program on campus. In the elementary teacher preparation program the observation takes place in connection with the courses in method.\textsuperscript{50}

The preliminary data for student teaching must be filed in the office of the Department of Education by December. When these forms have been checked a formal request for admission to the program is sent to each applicant. This must be returned bearing the approval of the student's major department as indicated by the signature of the chairman. After an interview with the director of student teaching each candidate is assigned to a designated school and directed to visit this school before the end of her junior year or before the opening of this school in the fall.\textsuperscript{51}

Participating schools are well-screened. All teachers must be degreed, must be recommended by their principals, and must be volunteers.

Three or four observations by the college supervisor are made for each cadet during the latter's student teaching.

\textsuperscript{50}Ibid.
\textsuperscript{51}Ibid.
experience. Conferences are held after the observation by the supervisor with each cadet, and between the supervisor and the cooperating teachers involved, or with the principal when this seems advisable.\textsuperscript{52}

In the elementary program special arrangements are made whereby some of the cooperating teachers may be present for a coordinating seminar held at the college while the students are teaching their respective classes. In these seminars the master-teachers may have a chance to meet other young prospective teachers and to exchange ideas and make suggestions which may be of added benefit to them.\textsuperscript{53}

The faculty member in each college department giving the special methods course in that department is encouraged to observe the teaching of each member of her course at least once. Conferences between the chairman of the education department and the college supervisor of cadets in the secondary school are frequent and valuable. During the semester, arrangements for one or two group meetings of this college supervisor and the faculty members teaching special methods courses are scheduled. These are informal but valuable as they tend to highlight strengths and weaknesses in the program for secondary

\textsuperscript{52}Ibid.

\textsuperscript{53}Personal interview with Sister Maristella, Goebel, O.P.
certification.\textsuperscript{54}

The modifications in the curriculum for the preparation of secondary school teachers in the last decade have tended to increase the flexibility of the program. The required courses have been kept to a minimum,\textsuperscript{55} but a number of other courses which are of special value in planning procedures, and in testing or guiding pupils have been encouragingly offered to prospective high school teachers. At least one summer session is recommended for all future teachers, in order that some of the advantageous professional courses may be taken without crowding their regular degree programs.\textsuperscript{56}

In the last six years the directed teaching has been greatly extended with regard to the off campus program in the public and private high schools of the surrounding area.\textsuperscript{57} In the last five years through a cooperative plan with the academic departments

\textsuperscript{54}Personal interview with Sister Mary Josephine McDermott, O.P.

\textsuperscript{55}Since 1952 only educational psychology, a course in the American School System, special methods in the teaching field, student teaching and its accompanying seminar in principles and practices of secondary education have been required.

\textsuperscript{56}See Catalog (1952 and thereafter).

\textsuperscript{57}Catalog (1954-55), p. 55. Prior to this time Trinity High School had been used as a laboratory school for the majority of cadets who did directed teaching. Observation of teaching had always taken place in other public and private schools.
the cadets may begin their student teaching program immediately upon the opening of the fall term in their respective secondary schools. The cadets spend the whole day in the school of their assignment and take no more than one academic course in a late afternoon class on campus until the student teaching requirement is fulfilled about the first of November. They then return to the campus for the full time and take accelerated courses in their academic subjects until the end of the semester. This system has proved most beneficial to the students who have thus been able to devote better attention to their student teaching and also to their other subjects on their return to regular school activities. The secondary school administrators like the plan in particular because it orients the student teacher into the complete life of the school both curricular and extra-curricular. Excellent professional relations and cordial cooperation between the Department of Education and the administrative and instructional staffs of the public and Catholic schools have been a rewarding result. For the past two years the program of secondary directed teaching has absorbed the complete attention of one member of the staff during the first semester of each year. The supervision of all of the elementary school cadets is carried on by Sister Maristella Goebel, O.P. The program on this level extends for an entire semester.58

58 Personal interviews with Sister Mary Josephine McDermott, O.P. and with Sister Maristella Goebel, O.P.
Opportunity has been made in recent years for the preparation of young Sinsinawa Dominican Sisters for teaching by assigning them to Rosary College for the completion of their work for a degree, and for the teacher-education program during their senior year. The same opportunities are open to young Sisters of other communities. Student teaching for these young religious is carried on at Trinity High School.\textsuperscript{59}

Mention has already been made of the program for post-graduate students undertaken in the last six years to help prepare women with baccalaureate degrees for teaching in the elementary and secondary schools. The one year course has been quite flexible depending upon the applicant's needs. Those who apply are asked to send a copy of their credits in a recent transcript to Springfield for an evaluation by the Illinois State Teachers' Certification Board. This evaluation has determined the specific courses that have been necessary.\textsuperscript{60}

In concluding the story of the development of the Department of Education at Rosary College there are two characteristic features that seem preeminent. The first is the dedication to the principles of the liberal arts education as the most important preparation for a teacher. Not that the faculty of the department has ever conceded that the area of professional

\textsuperscript{59}Ibid.
\textsuperscript{60}Rosary College Program for Teacher Education for Post-Graduate Students, brochure, 1954.
studies is unimportant but the department has always recognized the fact that a teacher must have a basic cultural equipment of her own if she is to impart it to others. For this reason the education department has been content to see itself as an auxiliary to the academic departments working with them in preparing students for the teaching profession. Much of the recent experimentation that has been carried on within the limits of the four year curriculum for combining the liberal with the professional could find interesting counterparts in the Rosary College plan for teacher education. There is no reason why professional education cannot contribute to a student's liberal education. As Woodring says, if such courses as child psychology, history of education, the school as a social institution and philosophy of education do not do this for a student "it is only because the professor lacks the necessary vision." 61

Another distinctive feature of the department's development and activity is its student teaching program. Student teaching at Rosary became the heart of the professional program even before there were regulations for such by the state and regional accrediting agencies. For a considerable length of time Trinity High School conducted by the Sinsinawa Dominican Sisters in close proximity to Rosary College acted as a laboratory high school for most of the directed teaching although the observations of teaching took place in many other schools. When

61 Paul Woodring, New Directions in Teacher Education, p. 60.
the elementary teaching program was added, it was thought imperative to use the public schools for student teaching as well as the parochial schools. Gradually the secondary practice teaching was also extended to include many public and other private Catholic high schools.

In the admission of students to practice teaching there has always been a selective process. The profession of teaching has been held in high repute and only those who are considered strong enough academically and physically and "who give evidence of a good teaching personality" have been encouraged by their faculty advisors to enter the teaching field. The attitude of personal interest manifested by the various academic departments in advising and assisting the students who have chosen the teaching profession has been a great asset to the Department of Education. In addition the program planning, the encouragement to sound scholastic preparation, and the sincere concern of the entire college faculty has won profound respect from the numerous school systems that the Rosary student teachers utilize every year.

This account of the development of a department of education in conjunction with the liberal arts has been a story of the progress of a conviction that has held fast. In resolving the conflict between the liberal and the professional into the harmony of its plan for teacher education, Rosary College through

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Catalog (1936-37), p. 43.
its Department of Education has given and will continue to contribute a unique and profound service to the schools in the region of Chicago.
CHAPTER VI

PRELUDE AND DEVELOPMENT OF THE CENTER FOR
LIBERAL STUDIES IN EDUCATION AT
SAINT XAVIER COLLEGE

As the title of this chapter suggests, the organizational structure which embodies the responsibility for teacher education at Saint Xavier College is a modern adaptation of the conventional department of education. It is one of the outcomes of an experimental program in the integration and implementation of the liberal arts which was initiated in 1945. The experiment has developed into a well-formulated design for the education of the Christian person. Although teacher education was not the primary objective, early in the progress of this research it was recognized as a necessary subsidiary arm. If widespread curricular changes were to be accomplished, the preparation and enrichment of the teachers involved was an important consideration.

While the Center for Liberal Studies in Education is a reality of only the past seven years, its history is not entirely of such recent origin. Engaged in its direction and activities have been the Sisters of Mercy whose tradition includes the
foundation of the Catholic parochial school system in Chicago, over a hundred years of providing teaching Sisters for the schools of this area, and an interest in the collegiate preparation of teachers for almost fifty years. So while its name is still new and its purpose and approach are fresh, the Center partakes of the wisdom born of the experience of past generations. It is the attempt to construct the story of this experience that forms the pattern for much of the remainder of this chapter.

The history of Saint Xavier College is most intimately related with that of Saint Xavier Academy. Founded in 1846 at the request of Chicago's first bishop, the Right Reverend William Quarter, D.D., the academy was given a charter from the State of Illinois dated February 27, 1847, which granted the privilege "to confer on such persons as may be considered worthy such academic or honorary degrees as are usually conferred by similar institutions."¹ This was the first Catholic school for girls in Chicago, and as it developed into one of the most respected academies of its day, there were students who remained to take post-graduate courses. There was no attempt at formal organization of such post-graduate courses into a unified program of studies until 1912. The Saint Francis Xavier College for Women was incorporated in March of that year, but the first circular

¹Saint Xavier College Announcements, (1923-24), p. 7, hereafter referred to as Catalog. A copy of the original charter is in the archives of Saint Xavier College.
of information was not issued until 1915 so that the initial classes convened in September, 1915.²

The liberal education of teachers at Saint Xavier was nothing new.³ The first professional courses, however, do not appear in the catalog until 1918.⁴ These included such subjects as history, philosophy, and psychology of education, and general and specific methods.⁵ In 1918 these amounted to nine courses of which seven were given. The following year's catalog gave the description of ten courses of which six were given. Philosophy and psychology courses were offered in alternate years with courses in history of education. The presence of two courses in


³Mrs. Ella Flagg Young, Superintendent of Schools in Chicago, had accredited the programs in music and art at Saint Xavier Academy for public school teachers earning promotional credit. See letters from Ella Flagg Young to Sister Mary deSales, (Jan. 25, 1916); Peter A. Martinson to Sister Mary deSales (Feb. 5, 1919). Original letters in the archives of Saint Xavier College.

⁴There is evidence from students' permanent records in the Office of the Registrar that some professional work was given a year earlier. One student was doing practice teaching in French under supervision in a public high school.

⁵Catalog, (1918-1919), pp. 9-10. The methods in teaching French were given by the French instructor. Thus was inaugurated the custom of cooperation of subject matter departments in the preparation of secondary teachers. A course in methods in the teaching of history was added in 1919. Ibid., p. 11.
the psychology and three in the history of education indicates
the consideration of the liberal contributions of these pro-
fessional studies. At this time and until 1923 education was
considered as subject matter offering of the Department of Arts,
Literature and Science.

While it was possible to pursue a course of study in educa-
tion as a principal sequence for the Bachelor of Philosophy
degree, it is not likely that this was done since all sequences
had to have the approval of the dean of the College. Almost all
teacher candidates for a degree at that time were preparing for
the secondary schools, so that an academic subject would be the
most highly recommended for the major sequence. By 1921 Saint
Xavier had been accredited by the State Department of Public
Instruction as a "recognized college" for the training of teach-
ers and was reflecting the certification requirements for high
school teachers in Illinois.

There was also in 1921 the initiation of a normal diploma

6 See Catalog (1920-21), p. 10 where requirements for Ph.B.
and A.B. are interchanged by mistake; this is corrected in (1921-
22), p. 12; and in (1922-23), p. 9.

7 A series of letters between Sister Mary Irma O'Brien, R.S.M.
Dean of the College, and the officials of the Office of Public
Instruction from 1918-1921 may be found in the archives of Saint
Xavier College. The delay was blamed on World War I; official
recognition dates from July 1, 1921. The Catalog of 1921 also
gave the North Central Association's requirements, an aggregate
of eleven semester hours, p. 10.
course which was designed for those students who wished to meet the requirements of the Illinois Teachers' Certificating Law for second or first grade county certificates or state elementary certificates.\(^8\) While it is not likely that the number who availed themselves of this opportunity was ever very large, the normal course was continued with the necessary modifications brought about by Illinois law until the middle of the 1930's.\(^9\) There is no indication that any teaching certificates were issued by the college itself. This meant merely that a one or two year sequence of courses was offered, which was accepted by the State of Illinois for the appropriate state certificate.

First mention of education in a departmental title was in 1923 when the Department of Philosophy and Education was given separate status under the chairmanship of Sister Mary Angele Brooks, R.S.M.\(^{10}\) Although departmental aims were not made articulate until 1934, these could very well have appeared a decade earlier. The courses were designed, so the catalog stated, "to meet the needs of the students who wished to fulfill the professional requirements of state departments of education or other

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\(^8\)Catalog (1921-22), p. 10; Ibid. (1923-24) pp. 11-13. A second grade certificate required one year's training, a first grade required two. It was possible to teach in as high as tenth grade on the latter certificate.

\(^9\)Catalog (1934-35), p. 14. This is the last mention of the course.

\(^{10}\)Catalog (1923-24), p. 6.
certificating agencies. In the following year's objectives were included the needs of teachers in-service who desired to improve their teaching techniques, and also the needs of students in the social sciences.

From the beginning, then, the department guided the professional preparation of teachers for the secondary schools. To this task was added the provision of courses which would prepare elementary teachers or give those already in service additional training. The normal courses in preparation for the elementary certificates were offered mainly for lay women who wished to qualify for teaching in the schools outside of the City of Chicago, but there was no degree program for the training of elementary school teachers until the end of the 1940's.

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11 Ibid. (1934-35), p. 36
12 Ibid. (1935-36), p. 38
13 One of the general purposes for the founding of St. Xavier College was "to prepare teachers for the secondary schools of the Sisters of Mercy in Chicago." Ibid. (1934-35), p. 10.
14 In-service education was given as early as 1917 in late afternoon and Saturday classes, and in summer sessions from 1919 on. These classes were attended by the Sisters and by many public school teachers of the Chicago area.
15 These did not continue after 1934 when the all certificate courses as such were discontinued in the reorganization begun in that year.
16 A systematic curriculum was introduced in 1941 whereby the young Sisters would receive professional training for their elementary school teaching as a regular part of their degree preparation but this was a special program for the Sisters only.
In 1949 the need for well-trained elementary school teachers for the public schools had become so urgent that the college decided to deal systematically with the problem. Initiated that year were two curricula, one in elementary education, and one with a field of concentration in kindergarten-primary education. The department was still principally interested in secondary school teachers but these were advised as always to work for a degree in an academic field of concentration. All curricula for prospective teachers were planned to secure the development of each person's capabilities so that she would be able not only to find personal satisfaction in intellectual pursuits but would be able to benefit society by utilizing her work in professional education.\textsuperscript{17}

In 1953, the aims of the department were inundated in the floodtide of the research project then in progress. As a result of the thorough Self Study which had culminated in 1952, the convictions of the faculty were strengthened in regard to the need for further research on the entire range of the educative ladder. At a most auspicious time, the Fund for the Advancement of Education of the Ford Foundation\textsuperscript{18} provided the aid of a

\textsuperscript{17}\textit{Catalog}, (1949-50), pp. 42-43.

\textsuperscript{18}\textit{Ibid.} (1957-59), p. 9. The Fund for the Advancement of Education had been established in 1951. It has regarded teacher education as one of its most important areas of concern and has supported particularly those projects in teacher education which "have raised questions about the generally accepted practices." Paul Woodring, \textit{New Directions in Teacher Education}, p. vii.
generous grant which enabled the college to free the necessary professors to carry out a further Self Study. One of the first results of the work of the various committees organized to carry on the Self Study, was the formation of the Center for Liberal Studies in Education to replace the Department of Education. Formalized in 1954, the Center was the embodiment of a simple but fundamental proposition, that the preparation of teachers is a function of the entire faculty. It included in its aims the preparation of prospective teachers, the development of teachers already in service, research in the theory and practice of liberal education, the communication and publication of significant developments in liberal education, and adult education. In 1959 these aims were further expanded as a curriculum leading to the degree of Master of Arts in Education was initiated.

Something of the development of departmental organization is here salutary before proceeding to a discussion of curriculum. The first chairman of a department usually leaves a lasting impression and Sister Mary Angele Brooks, R.S.M. was no exception to this noteworthy fact. It was quite noticeable and may be considered most fortunate that Sister Mary Angele's first love was

19 Catalog (1955-56), p. 64
20 Ibid. (1959-60), p. 64.
philosophy. If later generations of Sisters of Mercy could agree so readily that in curriculum planning there is nothing so practical as a sound philosophy, they were echoing the principles upon which professional education was studied from the beginning at Saint Xavier.\textsuperscript{21} For a while the departments of education and philosophy were joined under Sister Mary Angele Brooks. In 1934 during a reorganization of the entire structural pattern of the departments of the college, Sister Mary Angele moved to the chairmanship of the Department of Philosophy and Psychology and was succeeded by Doctor Bernice E. Leary, a graduate of the University of Chicago.\textsuperscript{22}

A program of general and divisional education was launched in 1934 on two levels. The lower level program covering the first two years included Freshman English and four general courses in the areas of the biological, physical, and social sciences, and in the humanities. Two sequences of three courses each and two electives were a part of this lower level program. Courses on the upper level were grouped into four divisions\textsuperscript{23}

\begin{itemize}
  \item \textsuperscript{21}Like Sister Mary Ruth Devlin, O.P. at Rosary College, Sister Mary Angele Brooks, R.S.M. had been a student of Dr. Pace of the Catholic University of America.
  
  \item \textsuperscript{22}Catalog (1934-35), pp. 9-10.
  
  \item \textsuperscript{23}The other three divisions were: The Division of the Exact and Experimental Sciences, the Division of General Culture, and the Division of Philosophy and Religion. K. Lucille McCluskey, Sister Marie Theresa Martin, R.S.M., and the Committee Staff, "Growth in General Education at Saint Xavier College," North Central Association Quarterly, XXVI No. 4 (April 1952), p. 364.
\end{itemize}
and the Department of Education became a contributing faculty to the Division of the Social Sciences. Dr. Leary was succeeded in 1937 by Beatrice Callahan, A.M., who had been Supervisor in Elementary Education for the State Department of Education in Minnesota. Miss Callahan directed the professional studies in teacher education until 1954.

In 1949 a fifth division of specialized studies was added to the college organization, the Division of Community Service. The Department of Education and Mercy School of Nursing were included in this new division. It was felt in this bustling post-war period that the urgent needs of the community should be formally recognized by the college. Although both programs in this division were professional in character, like all other work in the college, they were to rest upon the foundations of liberal education. The graduate from this division had to meet the same general requirements of the college and was to be urged throughout her course of study to avail herself of as many opportunities in cultural studies as possible.

In the organization of the division the Chairman of the Department of Education and the Director of the School of Nursing were under the supervision and coordinating direction of the Dean of the College. Here it may well be noted that the direction of teacher education at Saint Xavier has always been of deep

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concern to the central administration. The formulation of policies and the curricular designs were always the result of the joint consultation of the professional education faculty and the central administration. In this sense then the structural organization of the Center for Liberal Studies in Education was not a drastic change in the pattern which had always existed. It may be said rather than the emphasis of education was heightened, its scope broadened, and its unifying principles were defined and applied.

The Center for Liberal Studies, since its inception in 1954, has been responsible for the administration of all programs in teacher preparation. Its faculty includes professors of education and representatives from the liberal arts faculty as a whole. Until 1960 its director and coordinator has been Sister Mary Josetta Butler, R.S.M. who had been Dean of the College for many years and an energetic participant in the curriculum research in which the college faculty had been engaged. Besides this administrative experience Sister Josetta brought to the

\[\text{26 Personal interview with Sister Mary Josetta Butler, R.S.M., Dean of the college from 1941-1956.}\]

\[\text{27 Catalog (1957-59), p. 64.}\]

\[\text{28 Sister Mary Alice Kenny, R.S.M. succeeded Sister Mary Josetta Butler, R.S.M. when the latter became president of Saint Xavier College in the summer of 1960.}\]
Center a realistic enthusiasm for the well-rounded education of teachers.

Because the Center cuts across the various Divisions of the College it is directly responsible to the Council on Academic Affairs. The Coordinating Faculty Committee of this center is made up of three members whose field of concentration is education, two respectively from the areas of philosophy, natural science, and social science, and one each from the fields of English and mathematics. The permanent staff of the center which at present numbers five members is entrusted with such matters as academic guidance and counseling, and the day to day administrative functions in addition to the teaching role.\(^\text{29}\)

The Center has already achieved a national reputation for its annual summer institutes for teachers and administrators. These institutes, subsidized partially by the Fund for the Advancement of Education of the Ford Foundation and by the Carnegie Corporation of New York, have attracted educators from all parts of the country and from abroad. Also the objects of much attention are the various experimental and pilot programs now under way in the Saint Xavier school system for which the Center is directly responsible. The story of these activities can best be traced as a part of the development of the curriculum.

The courses of study for the different programs in professional education were already developed by the time the

\(^{29}\)Catalog (1957-59), p. 64-65, and "The Master of Arts in
Department of Education had attained a separate name and status in 1923. It is easy to see that the course offerings of the department were geared principally to the preparation of high school teachers. By this time the departments of biology and mathematics had joined with modern languages, and social science in offering special teachers' courses in their subject matter field. The liberalizing benefits of education courses were quite noticeable with three courses in history and two in philosophy of education. To these were added educational psychology, principles and methods of teaching, classroom management and general methods of teaching in the secondary school.\(^\text{30}\)

There were also two so-called normal courses in preparation for county certificates. These were not degree courses but were roughly equivalent to the first or the first two years of the college since the fundamental courses in English, social science, and mathematics or natural science were required with only educational psychology and principles and methods of teaching being demanded in the professional studies.\(^\text{31}\) While these students

\begin{flushleft}
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\(^{30}\)Catalog (1923-24), pp. 17-18.

\(^{31}\)Ibid., pp. 11-12. Preparation could also be made for Illinois Elementary School Certificates which required at least two years of college, a written examination, and evidence of successful teaching experience.
may have discontinued their education after one or two years at Saint Xavier's when the coveted certificates were in their possession, it is likely that many of them, as was the custom, continued their studies on an in-service basis and graduated with a regular bachelor of philosophy degree from the college.

In 1924 the course offerings were expanded to include educational measurements and courses in methods in the elementary school besides courses in practice teaching in both the elementary and secondary schools. Special psychology courses were added in 1925 and by this time practically all of the subject matter departments were offering special courses for teachers.

In 1928 a course in the Junior High School Movement was added and in 1931 a course in Morrissonian Technique.

The normal course of one year was discontinued after 1929 when the state law extended the requirements for even the lowest

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32 Ibid. (1924-25), pp. 24-25. The remark under practice teaching in the elementary school was that it was open to those students with a principal or secondary sequence in education, indicating that perhaps there were a few regular degree students who wished to teach in the elementary schools.


35 Ibid. (1931-32), p. 22. This was a course in the then famous Morrisson unit plan.
certificate to a two year course. However, the requirements remained the same in the basic liberal subjects until the discontinuing of this service.\textsuperscript{36}

After the general reorganization of the curriculum at Saint Xavier in 1934, there was some modification in the offerings of the Department of Education. The aims which were now set forth established the position of this department as one auxiliary to the other departments providing the professional training for those who would apply for state certification. Philosophy and history of education still could be found among the offerings (there were two courses in the latter), the area of the secondary school was well represented especially in methods courses, but the elementary school area had sufficient course offerings to indicate that there were students interested in this level of professional training.\textsuperscript{37}

A new course that was introduced at this time was one in Research Problems in Education. It was open only to students on the upper level who had had teaching experience. Besides surveying the principles and methods of educational research and examining typical research studies, brief problems were carried to completion and larger problems outlined to be worked

\textsuperscript{36}Ibid., (1929-30), p. 9. See also Chapter Two.

out under individual guidance.\textsuperscript{38} As a real course in research, this must have coincided admirably with the aims of the upper division of Advanced Studies.

There was to be very little change in the pattern of courses offered for the next fifteen years. However, in 1935 there was a strikingly descriptive explanation of the preparation necessary for those planning to teach in the secondary schools. In view of the fact that secondary-school teachers were usually required to teach more than one field or subject, preparation in both a primary and secondary teaching field or subject was considered essential in meeting professional demands. A teaching field was defined as an area of learning that crossed current departmental boundaries such as the physical sciences, the social sciences or Romance languages, while the teaching subject comprised an area of learning within one department such as Latin, history, or chemistry. The student's major or single teaching field or subject was to be the one that corresponded to the division or department in which she was to take her degree; the minor teaching field or subject was to be elected with the approval of the division or department concerned.\textsuperscript{39}

\textsuperscript{38}Ibid. (1934-35), p. 38.
\textsuperscript{39}Catalog (1935-36), p. 19.
The stipulations of the North Central Association with regard to the minimum professional training of a teacher of any academic subject were then described. The acceptable courses to fulfill this association's requirements of fifteen semester hours in professional education were outlined and the course numbers given from Saint Xavier's Catalog. The last comments of this account are particularly interesting from the vantage point of a quarter of a century later. It was concluded that from what had been said in the preceding paragraphs, it was clear that prospective secondary-school teachers needed, above all, a general background of liberal-arts education, and a specialized knowledge in at least one department or subject.

"Before long," came the prophetic statement, "at least one year of professional training (courses in education) beyond the four years of undergraduate study will be required." This statement sounds more like 1960 than 1935 as general developments in accreditation and certification are reviewed, but these remarks regarding the education of secondary school teachers contain keys to the understanding of a vast movement in educational research which had already begun on the Saint Xavier campus.

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40 Prefacing these was the reminder that: "The North Central Association dictates the policies, regulations, standards and recommendations for accrediting most of the secondary schools of Chicago." Ibid.

41 Ibid., pp. 19-20.
The references just made to the influence of the North Central Association with regard to the education of secondary school teachers are most significant. Ironically enough it was to be the same North Central Association, which had until 1934 thwarted the aspirations of the college faculty in realizing their vision of integration between the secondary and college curriculum, that only four years later would inaugurate a far-reaching project. This Association would eventually involve the entire Saint Xavier faculty in a highly publicized phase of their very own curriculum research which would evolve into the fulfillment of their earlier ideals of integration to undreamed-of proportions.

It was in 1938 that the North Central Association organized a committee on the Preparation of Secondary School Teachers, with a sub-committee on the Preparation of Teachers in Colleges of the Liberal Arts. This action had come as a result of the report of the Committee on Subject Matter Preparation of Secondary School Teachers, which had revealed serious inadequacies

42 See a note to this effect in Ibid. (1934-35), p. 9. Sister Mary Camillus, Byrnes, R.S.M., who was to serve as Director of General Education in the college from 1935 to 1939 had succeeded earlier in effecting a sizeable integration for the twelve grades of Saint Xavier Academy. Personal interview with Sister Mary Josetta Butler, R.S.M.

43 The first phase of this project is described by Russel M. Cooper and others in Better Colleges - Better Teachers (New York, 1944).
in teacher preparation. After some preliminary investigations the Sub-Committee mentioned above determined in 1940 to make a careful survey of twelve representative institutions in order to discover the precise character of teacher education afforded. The report of the twelve-college study then became the basis for ten intercollegiate conferences held across the entire North Central Association territory during the spring of 1941. 44

As the conferences progressed, it became increasingly clear that more intensive study and educational experimentation was needed on individual campuses. Therefore, a second study was inaugurated with twenty-eight representative colleges in May, 1941. Each college was expected to examine its own special needs, determine the areas of most fruitful study, and work out for itself the best method of attack. The results of its investigations would then be shared with other colleges so that all institutions would profit from the particular studies made on each campus. There was no attempt to develop general studies common to all colleges, though naturally certain basic problems were independently chosen by many institutions. 45 It is interesting to note that the executive direction of both studies just

44 Cooper, pp. 3-6. Sister Mary Josetta Butler, R.S.M. attended the conference held at the University of Chicago on February 7-8, 1941.

recounted was financed by means of grants from the friends of the General Education Board of the Association. 46

In the meantime on the Saint Xavier campus the faculty and administration were developing and evaluating their own new programs in general and divisional education. After a ten-year period (1935-1945), certain dissatisfactions were apparent especially in the program of general education but also in the divisional studies in religion. It was because of these dissatisfactions that the Saint Xavier faculty joined the Liberal Arts Education Study, another experimental project in line with its earlier endeavors, sponsored by the North Central Association.

In 1945 then, the faculty under the leadership of a committee undertook to revise the program of General Education. Previous discussion of the general courses had stimulated frequently the question of just how their integration with Christian Principles could best be accomplished. Until this question was definitely clarified, it seemed as if no real unification of the program was possible. This integration through theology and philosophy which the faculty had been seeking for many years was finally attained with the assistance of the Dominican

46 These were very small grants and the Colleges themselves received no money. The second grant expired at the end of 1942-43 academic year but so many colleges were eager to continue this program that they agreed to underwrite the cost themselves. Ibid. p. 12.

47 K. L. McCluskey and others, "Growth in General Education at Saint Xavier College", pp. 364-365, 368, 370. The name of the earlier Committee for the Preparation of Teachers in the Colleges
The four-year program in theology and philosophy was formally incorporated into the curriculum of the college in 1948 after three years of experimentation and has provided an immutable basis of criteria for judging the content of the other areas of learning. The statement of purpose for the course in theology manifested its integrating function: "The purpose of the course in theology is to provide the student with a mature understanding of the Catholic faith concerning God, and of all other things in their relation to Him." 49

In the midst of this North Central Study in general education there arose an urgency to respond to the needs of the community for the education of elementary school teachers. It seemed a propitious time to separate the Department of Education from the Division of the Social Sciences and join it with the School of Nursing into a new Division of Community Service.

Under this new divisional arrangement the department was able to offer fields of concentration in kindergarten-primary

of the Liberal Arts had been changed to the Committee on Liberal Arts Education. This was deemed more fitting since the research on teacher education had resulted in many plans for curriculum changes on an institution-wide scale. Such changes were already well under way at Saint Xavier before their participation in this project. Personal interview with Sister Mary Josetta.

48The Reverend William Barron, O.P. joined the faculty at Saint Xavier in September, 1945 and assisted in preparation of the first Freshman course in theology developed under the study. He and subsequent Dominican fathers whose help has been enlisted have been members of the Albertus Magnus Lyceum of the Dominican House of Studies in River Forest, Illinois. Ibid., p. 365 and Catalog (1959-61), p. 8.

49McCluskey, p. 366. The words underlined are italicized.
or in elementary education culminating in a Bachelor of Science degree.\textsuperscript{50} Those intending to work in secondary education were still advised to choose a major concentration in a subject matter field within the regular Bachelor of Arts program. To assist the student in deciding which of these programs she would pursue, early contacts with children were planned through the auspices of Saint Xavier Academy which included grades one through twelve and served as a laboratory school.\textsuperscript{51}

In both elementary curricula the students were required to complete the same program of general education as the other students of the college. On the kindergarten-primary level this had to include art and music. Due to the great number of state requirements for kindergarten teachers, those specified for a major concentration were quite numerous (a total of eleven courses). Electives in children's literature, principles of geography, history, and mathematics were recommended. Those students with a major concentration in elementary education had a smaller number of required courses; but in addition to similar suggestions for electives they were advised to choose an area of teaching specialization.

The requirements for students who wished to teach in the high school were really not changed, only made more specific.

\textsuperscript{50}Catalog (1949-50), pp. 42-43.

\textsuperscript{51}Ibid., p. 43.
These included thirty semester hours in a field of concentration, fifteen semester hours in an allied field, and fifteen in professional studies which courses were aligned to those required for secondary certification. The general pattern of the curricula remained comparatively the same until modified by the impact of the next developments which will now be described.

The evolution of the self-study was far from complete by the end of 1951 when the North Central Association urged that a report be published. The faculty and especially Sister Mary Josetta Butler, R.S.M., who as dean had been most totally involved in the research, consented reluctantly. This was in view of the fact that in spite of a report of efforts and progress, there were conclusions drawn in the document which would be admittedly tentative. After examining the college curriculum, especially disturbing had been the recognition that the lower schools were not adequately preparing students to enter college. It became apparent that a full scale overhauling of the entire continuum would be necessary to correct deficiencies.

Just about six months after the publication of the report in the quarterly Journal of the North Central Association there

52 Ibid.
53 Ibid., and personal interview with Sister Mary Josetta.
54 Catalog (1957-59), pp. 9-10.
55 Personal interview with Sister Mary Josetta. The report was published in April, 1952 and the offer from the Fund was made that fall.
came an invitation from the Fund for the Advancement of Education which encouraged colleges to apply for grants up to $25,000 for the initiation or furtherance of worthy research in the field of formal education. The timing was providential and Sister Mary Josetta proposed at the next faculty meeting that the college apply for a grant not only to carry on the work of the earlier study but to inaugurate research on the whole gamut of the curriculum.55

Certainly at that early date it was impossible for the faculty to realize that the type of study which they were proposing was the very kind of project that the Fund was seeking - one which would "contribute to further development of sound liberal education for all and to the preparation of teachers who will make such education possible."56 The implications for teacher education were not as yet clear but an original grant was awarded which enabled the college to free the necessary faculty members57 to begin the first phase of the research, a comprehensive Self-Study that came to be known as "The Liberal Education of the Christian Person."58

55Personal interview with Sister Mary Josetta. The report was published in April, 1952 and the offer from the Fund was made that fall.

56Woodring, p. 8.

56 Besides Sister Mary Josetta and several of the other Sisters of Mercy on the staff, the committee also included the Reverend Benedict Ashley, O.P., and Mr. Oscar W. Perlmutter.

58The Saint Xavier College Self-Study: The Liberal
The committee worked from January to June of 1953 in setting up its methodology and its philosophical groundwork. That summer numerous other members of the college faculty and of the teaching Sisters of the Mercy community were drawn into the thought and planning of the Self-Study by means of a special workshop. When the report was finally completed it represented a descriptive analysis of the Saint Xavier theory of education. Any conclusions that the committee was able to draw were "still somewhere between abstract generalizations and detailed proposals." 59

The methodology of the Self-Study was grounded in the view of St. Thomas Aquinas that education is a cooperative art rather than a science. More concretely this means: (1) that the educational process aims at making a product in the fashion of a physician who works with a dynamic human being to produce a result, and (2) that the educator, as an artist, applies knowledge drawn from many fields to changing circumstances. Although the purpose of the Self-Study was to clearly formulate a theory of education, its task was not merely to expound this philosophy "but to apply it consciously and explicitly to the practical task of education." 60


59 Ibid., p. iv.

60 Ibid., pp. iv–vi.
In considering the practical tasks of education the members of the group became involved in a detailed analysis of the liberal arts, those acquired instruments of the mind which make possible all advanced learning. The outcome of this analysis was a general conclusion among all the participants of the Self Study that there was a great need for a more systematic preparation of teachers. The members of the Workshop, made up of experienced teachers, all of whom had been subjected to the then-current types of teacher training, agreed that the courses in methods and techniques which had constituted such a large part of this training were of very limited value. Because of inadequate training in the liberal arts, many a teacher was not able to communicate with her students. Neither did she know how to help them deal with various types of materials and approaches. The problem of "motivation" which was so much stressed in educational literature of the day was deemed by the Study to be only remotely a psychological problem. Immediately it was considered to be a rhetorical problem requiring the ability to analyze an audience and to find an approach to the subject which meets the students' interests and needs without sacrifice of the essential structure of the science. 61

A number of specific recommendations were made on this subject for the pre-service and in-service education of teachers 62

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61 Ibid., pp. 71-72.
62 Ibid., p. 72.
as well as the requirements for a good teacher. The Self-Study
went on record as favoring recent proposals which would place
professional training in education after the bachelor's degree. 63

The results of the Self-Study were far-reaching, but par-
ticularly significant was the reaction of the Fund for the
Advancement of Education which continued to finance this note-
worthy project with two more grants. In December 1959 the
final report 64 was given to the Ford Foundation as a summary
of six busy years.

Although the timing of the Self-Study had been propitious,
the subsequent implementation was rather arduous for the per-
sonnel involved since it came at a time when the physical plant
was being rebuilt and relocated on a new campus. In spite of
these difficulties, however, the faculty and administration of
the college have succeeded in: (1) completing the full develop-
ment of their philosophic and theological theories, (2) bring-
ing about and continuing the growth of an integrated school
system which has the college for its center, (3) replacing
the department of education and establishing in its stead the
Center for Liberal Studies in Education which has responsibility

63 Ibid., p. 12-122.
64 "The Integrated School System" hereafter referred to as "Final Report."
for teacher preparation and related activities, (4) developing and formalizing a workable plan of teacher-aides in conjunction with a program of parent participation, (5) formulating syllabi, publishing texts and revising curricula at all levels of instruction, (6) revising the curriculum in teacher preparation to reflect the above changes and (7) instituting formal graduate studies leading to the master's degree. 65

Although all of these activities mentioned above are under the direction of the Center for Liberal Studies in Education, it hardly seems feasible to include this broad array within the scope of this paper. In line with its responsibilities in replacing the conventional department, the story will be confined to its functions of teacher preparation and teacher utilization.

A striking conclusion that must be made from the outset is that "teacher preparation has become the most important activity in the Saint Xavier Plan." 66 It was under the heading of "Institutes in Teacher and Curriculum Development" that the curriculum revisions were undertaken in the annual summer sessions for administrators, teachers, and professors of all levels and fields. It has been the new approach to the content of studies brought about through general curriculum revision that

65 Ibid., p. 1.
66 Ibid., p. 17.
has provided specific directives for the teacher preparation program as well as the in-service programs.

In addition to the idea that teacher preparation is the function of the entire faculty, four other principles underlie the teacher education curriculum:

1) Every teacher should be educated and developed first as a Christian person. This means a thorough grounding in the liberal arts, an adequate general education, and study in depth in some specialized field and the opportunity to form and develop a clear and consistent philosophy and theology of education.

2) Every teacher should be well grounded in the fields of "professional education."

3) Every teacher should be trained adequately in those disciplines which analyze and describe modern life such as history, sociology, anthropology, and politics in order that she will recognize the needs, aspirations, and problems of her students and of the schools and make a realistic accommodation of principles and ideals to existing realities.

4) Every teacher should be tolerant, open-minded, intellectually honest, syncretic in her approach to truth, and dispassionately critical in her thinking. This entails an intelligent and sympathetic recognition of America's intellectual and political pluralism. It obliges the faculty to make an honest presentation of all recognized points of view in the field of education, and the student to confront them while developing powers of judgment.67

Since the organization of the Center all students preparing to be teachers have worked in a bachelor of arts program. As always, the program of general education has covered the first two years. One of the advanced and specialized studies has

occupied the major portion of the last two. The programs for advanced and specialized studies have continued as highly individualized. Since 1955 there has been no mention of specific required courses for certification, but courses have been offered regularly that fulfill most legal requirements. Since the courses required for the elementary school certificate are still quite numerous, most students in this program have a diminished chance of following their natural desires in one of the other areas of advanced studies. That is why the course of studies most highly recommended, but still not financially practicable to the greater number of future teachers for the elementary schools, is a five year program leading to both the Bachelor of Arts and Master of Education degrees.

There has been a gradual evolution of course offerings between 1953 and 1960 showing the influence of the on-going research in this curriculum. The principal changes, which were incorporated in the Catalog for the first time in 1955, could be

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68 In 1959 the requirements for certification were outlined in semester hours. Each student's program is individually set up according to the requirements of the area in which she desires to teach. Catalog, pp. 68-70.

69 Ibid.

70 Although mentioned in the Catalog in 1959, the Master of Education degree has not yet become a reality. See p. 70. The possibility of a paid internship on a lower salary scale is still one of the hopes of the future.
noticed particularly in courses Education 207 and Education 208, called respectively Organization and Curriculum of the Elementary School I and II. These courses carried five semester hours each and embodied courses formerly taught separately in curriculum and methods of reading, the language arts, social science, geography, health and science in addition to general courses in principles and method of the elementary school. 71

With the expansion of the curriculum to include a master's program the pattern of the course offerings in 1959-60 has been reorganized and amplified. The courses are divided into four areas: Philosophy of Education, Curriculum Studies, Psychology, and the History and Sociology of Education. Those formerly offered on the undergraduate level remained comparatively the same 72 while, as may be expected, additions carrying strictly graduate credit swelled the list by eighteen courses. 73

The Master of Arts in Education degree was designed to provide a truly liberal formation of the teacher as a person engaged in a creative art. This program was a natural outgrowth

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72 Ibid. (1959-61), pp. 71-76.
73 Approximately three courses were added in each area except Curriculum Studies in which eight new courses appeared. This is understandable since five of these were called Curriculum Continuum Courses and had strong undergraduate background pre-requisites in any of the following: language arts, mathematics, science, social studies, or Christian doctrine. Ibid. pp. 73-74.
of the curriculum research which had strengthened the conviction of all participants that teachers of the liberal arts must themselves be liberally educated. In keeping with its present aim to prepare teachers chiefly for the elementary school and secondarily for the high school, the Center for Liberal Studies in Education has given much thought to the development of its plan for a master's program. The purpose has been to give the teacher something more than "background" or "tricks of the trade." The faculty hopes to form teachers who not only "know their subject," but who have a philosophical insight into its principles, methods and value, and who are masters of those liberal arts by which the teacher communicates his insights and power of thought to individual students, differing in personalities and capacities. 

After admission to candidacy\textsuperscript{75} for the master's degree there are the following general requirements: a minimum of one year of residence, satisfactory completion of a minimum of thirty semester hours of graduate credit, two acceptable

\textsuperscript{74}Saint Xavier College Announcements, XLVI No. 8, Chicago (October 1960), pp. 2-3. See also "Final Report", pp. 17-19 for a more detailed account.

\textsuperscript{75}Candidacy requires completion of a semester of work, formal application, and approval of the application by the Director of the Center. Announcements (October 1960), p. 3.
master's papers or a master's thesis, a comprehensive examination, and maintenance of a "B" average. The master's paper is distinguished from a thesis by its shorter length and less formal format. 76

The graduate program itself is composed of required courses, a field of educational concentration, and electives. The required courses are Educational Research, Philosophy of Liberal Education, Integration of the Arts and Sciences, and the Continuum in the Liberal Arts. Teachers who wish to deepen their knowledge in a given subject may take a limited number of content courses. 77 "The keynote of the program is its emphasis on today's need for teachers whose teaching is a flowering of Christian wisdom. Such teachers will be leaders not only in private schools but in the public schools, where the problems of a pluralistic society especially require people of ordered and discriminating mind." 78

Before bringing the story of the development of the Center to a close, there is another facet of teacher education at Saint Xavier which should not be omitted. In a sense its greatest work has been the preparation, utilization, and enrichment of the Sisters of Mercy themselves as students of

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76 Ibid.
77 Ibid., p. 4.
78 Ibid., p. 2.
Thomastic philosophy and of the Liberal Arts, as curriculum planners of an integrated program, as sound theoretical consultants and guides for practical school problems, and as administrators and public liaison coordinators of a new plan.

Mention was made in Chapter Two of the tremendous efforts that have been made in recent years to provide for the spiritual and intellectual formation of our teaching Sisters. It is worth noting that the Sisters of Mercy were among those foremost in encouraging the movement which finally culminated in the Sister Formation Conference. 79

The planning for the preparation of the Sisters has never come within the jurisdiction of Department of Education nor even of the college itself. There has always been, however, a close tie between the community officials and the administration of the college. Since the administration of the college has invariably been keenly interested in the education of teachers, it would seem natural that this interest should be communicated to those responsible for the training of the young religious. Certainly from the beginning of the 1940's plans were being formulated for a systematic development of their education. By the time that the formal discussion of the problem of educating

79Sister Mary Josetta Butler, R.S.M. was one of the original members of the Section on Teacher Education of the College and University Department of the N.C.E.A. and served in a series of offices in this Section until 1956.
the teaching Sister had reached the National Catholic Educational Association, the Sisters of Mercy had much to offer by way of suggestion. The research in general education has already reached proportion and the necessity for bringing the young Sisters within the scope of its benefits had in turn been realized even before the decision to proceed full-scale on the road to the integrated plan.

Since 1952, of course, the pre-service and in-service educational programs have continued to develop at a more rapid rate. Entering fully into the practical implications of their curriculum research, the Sisters have neglected no opportunity of contemplating its spirit and bringing its fruits to bear on their own lives and on the lives of countless others.

To summarize the unique contributions to teacher education made by Saint Xavier College through its Department of Education and its Center for Liberal Studies in Education is hardly a simple task. As has already been intimated before, it is


81The Sisters of Mercy of the Union announced at the 1952 N.C.E.A. meeting that beginning with the August reception classes in all their provincial houses (Chicago was one of these), the young religious would be given two years beyond the postulate and two year novitiate to complete the undergraduate teacher education. Ibid., p. 203 and interview with Sister Mary Josetta.
difficult to separate either of these administrative organizations from the concept of the college as a whole. What is said of teacher education, therefore, can never be isolated from the policy of the college and its contributions. In reflecting upon the significance of the story related above, certain characteristics have been evident. First of all there has been outstanding evidence of educational planning for the past twenty-five years. This activity has been pursued with forthrightness, courage and zeal. Yet what would planning be without the integrity, imagination, and diligence necessary to bring it to its logical fruition. Add to this also a striking honesty, magnanimity, and wisdom in communicating the learning and sharing the experiences with all who have been interested in the outcomes of educational research. The beneficiaries of all this careful designing, persevering effort and effective transmission have been ultimately not just the integrated school system of which St. Xavier College is a central part, but the schools of the whole Chicago area. For the many college students who have participated in an evolving curriculum of teacher education, for the many administrators and teachers who have shared in its workshops and institutes, Saint Xavier College has provided a sure and encouraging inspiration to professional competency and bold vision.
CHAPTER VII

THE DEPARTMENT OF EDUCATION

AT BARAT COLLEGE

The most recent departmental organization for the education of teachers to fall within the scope of this study has been in Barat College of the Sacred Heart. Located in Lake Forest, Illinois, it is about thirty miles from Chicago. Yet its close connection by rail and expressways, at least in recent years, has minimized this distance so that its proximity to the Chicago metropolitan area seems almost suburban.

The history of the college as a four-year institution empowered by the State of Illinois to confer the regular academic degrees begins in the year 1919. The fact that for the first eighteen years there was no organizational structure to provide a curriculum for the professional education of teachers may be attributed for the most part to the nature of the student body. Composed predominantly of young women from the upper socio-economic strata of society, there was little request for professional studies especially in the era immediately following World War I. Also, the college itself was very small until after 1935.
Although from the earliest bulletins there was one course offered which is generally considered professional, a course in educational psychology, it was listed under the heading of philosophy.¹ Perhaps the coming of the depression had some influence, but in 1931 education was mentioned for the first time as a subject matter offering and at least four courses were listed.² There was, however, no continuity of these courses until 1934, and then only the basic requirements in educational psychology, and introduction to education were offered.³

The year 1937 marked a turning point in the history of the college as a general organizational change was effected in the structure of the departments. This adoption of a new divisional pattern was an effort to secure closer integration of the curriculum. In the junior college the end was chiefly sought through survey courses in the principal fields of knowledge; in the senior college mainly through the philosophical principles enunciated in the required courses in philosophy and underlying almost all other courses.⁴

¹Bulletin of Barat College of the Sacred Heart, (No date, but internal evidence to show that it was prior to 1924), p. 15.
²Announcement of Courses, (1931-32). These were one each in history, philosophy, and psychology of education, and one in techniques of teaching.
The arrangement of subject matter was according to the divisions of: Religion and Philosophy, Humanities, Social Sciences and Natural Science which were each made up of the departments that fell within these broad fields. For the first time education was given status in the Department of Psychology and Education of the Division of the Social Sciences.\(^5\)

Although there were no formal aims announced for the education program as such\(^6\) before the present decade, from a perusal of the catalogs and in particular from an examination of the instructors' reports these aims can be deduced. It would seem that the professional courses in education were, for the most part, geared to the preparation of secondary school teachers until 1950. However, it is evident that many of the students with majors in psychology took the education courses for the practical application of their subject matter field, as also did many young women for whom marriage was the principal career at the completion of their college work.\(^7\)

\(^5\)Ibid., p. 28.

\(^6\)The aims of the Division of the Social Sciences included the offering of "specialized training as a preparation for graduate study in history, psychology, and education." Also, as in all of the other divisions, the preparation of teachers, in their specific fields was cited as one of the aims. Ibid., p. 26.

Special teachers' courses were given in most departments.

\(^7\)Personal interview with Mother Margaret Burke, a member of the Department of Psychology and Education during many of the years under consideration. The aims of the Senior College announced that there were "special opportunities for those interested in social work or in psychological work with children." Bulletin (1937-38), p. 7. A limited summer session dating from
From the year 1937 the Bulletin mentioned that the college was recognized by the Illinois State Department of Education for the granting of both secondary and elementary certificates. Except for the years 1943 to 1945 when courses were given in the kindergarten curriculum, the preparation of teachers at Barat College was confined chiefly to the secondary level. This was in keeping with what has already been seen of the situation in the Chicago area with regard to elementary school teachers. After the shortage of elementary teachers became acute, the college responded to the needs, so that in the year 1950 a definite curriculum in Elementary Education was introduced.  

In 1954 the department changed its name to the Department of Education and Psychology. At this time the aim was spelled out specifically for the teacher-training program which sought "to prepare selected students to become teachers for the public and private kindergarten, elementary, and secondary schools who: (1) understood and appreciated ethical and professional standards, (2) realized the social importance of the profession, (3) understood the structure of contemporary school systems, (4) knew how to collect and organize materials and experiences for instructional units and daily classes, (5) knew how to direct learning competently, (6) understood and were able to use effective

1938 until 1953 contributed to the in-service needs of teachers. "Instruction Reports," (1938 to 1953) in the Office of Registrar.

Ibid. (1950-1951, 1951-1952). First mention did not appear in the Bulletin (published biennially) until 1952, pp. 43-44. This delay will be noticed in future changes also.
evaluative techniques, (7) had mastered the principles and techniques of good classroom discipline, (8) knew how to conduct home rooms and co-curricular activities, and (9) knew how to guide and counsel normal pupils. 

The preceding objectives have remained comparatively the same since 1954 although since 1955 the Departments of Education and Psychology have been formally separated. This last fact is a part of the story of the development of departmental organizational structure which must be related before passing on to the development of the curriculum.

The position of education in the title of the Department of Psychology and Education is indicative of its role. To Mother Margaret Reilly, the first head of the department, the combination of psychology and education seemed quite natural. At first she herself taught courses in both psychology and education, but after 1938 Mother Reilly confined her teaching to strict psychology as did her successor, Mother Ethel Fox, who relieved her of the directing role in the department from 1940 to 1944. The courses in education were taught by another member of the department. It must be noted that during this period, Mother Reilly was also dean of the college a position which in the early years carried with it duties comparable to those of an

10Mother Reilly had held this position since 1933.
11Personal interview with Mother Dean E. Traynor, Dean of the College.
executive vice president today. She was in a position, therefore, to survey and guide the complete program of future teachers. This close interest manifested by the central administration in the development and outcomes of the teacher-training curriculum has remained consistent even to the present day.  

By 1954 when Mother Elizabeth Boyter assumed the chairmanship of the education division of the Department of Education and Psychology it was probably thought that the program in teacher education had grown to such proportions as to warrant the precedence of education in the official title. This was not a satisfactory solution, however, since enrollments had grown both in psychology and in education. Programs had developed which were distinct and large enough to justify separate departmental status. This was finally accomplished in 1955.  

The working relationships between the two departments are still most cooperative, and it is not likely that the Department of Education will ever forget the strong foundations bequeathed to it by its former senior partner in the venture of teaching preparation at Barat College.

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12 Ibid. Those who represented the Department of Education were Doctor Maria Haas, Mother Margaret Burke, Mother Mary Keegan, Miss Mae T. Kiloullin, Dr. Sophie A. Theilgaard, and Mother Elizabeth Boyter. Mother Reilly by this time was officially designated as President of the College.

13 The divisional arrangement was also discontinued in 1960. In the early days when the departments were very small this organizational pattern served a definite need which is no longer existent.
In the development of the curriculum for the department the influence of the psychology faculty is strikingly noticeable. Except for the required courses for certification, those which were offered as professional electives, between 1937 and 1950 were courses which were titled psychology such as child psychology or adolescent psychology, or were closely allied such as tests and measurements, educational statistics, or diagnostic and remedial reading. An exception to this practice took place during 1943-44 when a sequence of courses was offered in kindergarten education. The kindergarten sequence was presented again in the summer of 1945 but there was nothing further offered at this level until 1952.

Mention has been made of in-service opportunities which were offered particularly in the summer sessions. Such courses as those in kindergarten education just referred to above and others of the conventional nature were on an undergraduate level, but the summer of 1950 and 1951 also featured courses on the graduate level in Guidance.

14 These were courses in educational psychology, principles, history or methods of education and practice teaching.

15 The courses during the school year 1943-44 finished a complete sequence. Two summer sessions were needed to finish the second sequence attended by teachers in-service, mostly religious Sisters.

16 Announcement of the Summer Session (1950, 1951). In 1950 there was also a special workshop in remedial reading directed by Dr. Charles Huelisman of the Catholic Youth Organization Reading Service in Chicago.
Procedures in Education given by the Reverend Charles Curran, a noted authority in the field.\textsuperscript{17} The summer sessions, which were never large, were discontinued after 1957. Since the other Catholic colleges in the area could serve the in-service needs of teachers, Barat faculty would then be released for further study or for teaching in other colleges of the Society in which the summer sessions were more populous.\textsuperscript{18}

Until 1950 there was no major concentration permitted in education. The students who were preparing for teaching obtained their professional training in elective courses as a part of their requirements for the bachelor of arts degree. Because the professional courses for the elementary school certificate were more specific in demands, there were fewer students who decided to pursue these requirements in addition to those of their regular degree program.

The curriculum in Elementary Education which was initiated in 1950 was based on a broad foundation of general education in the first two years. Professional education in the third and fourth years was built around two integration courses which synthesized the content of the usually separate courses in theory and methods. Each course extended for two semesters, the first year being devoted principally to the foundations of early childhood education, and the second offering study under guidance and application of the best in modern methods. In addition to these

\textsuperscript{17}Ibid. (1953.)
courses which gave an aggregate of twenty semester hours, there were requirements in practice teaching, and in electives from among the biological and physical sciences, geography, history of the United States, chorus, speech, and the fine arts. 19

The above curriculum provided for a major in elementary education, those who prepared for the secondary schools continued as before to major in a subject matter field. The regular courses in educational psychology, in principles and methods in the secondary school, and in American public education were offered for these students in conjunction with a course in practice teaching. 20

In 1954 there was further organization of the curricula on both elementary and secondary levels. 21 All future teachers were advised to have a major sequence other than education, but suggested professional sequences were outlined for both the elementary and secondary school curricula. These allowed professional

18 Interview with Mother Traynor.

19 Bulletin, (1952-53) pp. 43-44. This was the first description to appear in the catalog even though the program began in 1950 as evidenced by "Instructors Reports" in the Office of the Registrar.

20 Ibid., pp. 43-46.

21 Mother Boyter had done extensive research on teacher preparation curricula in her doctoral program at Stanford University.
courses to begin in the sophomore year. For the students preparing for the elementary school such courses as Child Psychology, Art and Education, Music Education, and Games and Rhythms were recommended for the sophomore year, while future high school teachers were advised to take either educational psychology or adolescent psychology in one of the two semesters of their second year. The integrated courses for the elementary trainees were retained for the next two years; and a course in United States history and government appeared as an additional requirement for all future teachers.

Further development occurred in the elementary curriculum in 1956 when a complete program enveloping both general and professional studies was suggested. This schedule called for a total of at least eighteen hours each semester since a major in a subject matter field was required. Because this was a very heavy

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22 This program was necessary if a student wanted to fulfill the state requirements. However, the courses mentioned above with the exception of psychology carried only two semester hours and were therefore not too taxing to fit into a regular second year schedule of general education.

23 These courses were dropped in 1956 in favor of the conventional names mentioned by the certification agencies. This tended to reduce confusion over titles when students applied for the various certificates. Interview with Mother Traynor.

load only those students of superior standing were allowed to carry the full program. Others were required to lessen their credit loads each semester and make up the required credits in summer sessions or after graduation.

There have been minor changes in this curriculum in adjusting for additional certification specifications. For the most part, however, the teacher training programs on both the elementary and secondary levels have remained constant in the past four years.

There has been a concerted effort made in the past six years especially to emphasize the teaching vocation as distinct from merely the security of holding a comparatively well-salaried position. In spite of the almost desperate need for teachers that has existed, those responsible for the teacher education program have been continually aware that teaching has very definite qualifications. The excessive professional requirements have already been mentioned.

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25 The multiplication of state requirements at this level in recent years has been a discouraging factor at Barat in attracting elementary teacher education students many of whom want the strong liberal arts program but do not want to fulfill the additional excessive professional program. Interview with Mother Traynor.

26 Bulletin (1957-59), pp. 52-4


28 Strictly speaking, the only professional subject offered as early as the sophomore year is History of Education. However, state requirements in the academic areas of science, history, and mathematics account for the excessive load. These are really a
In keeping with this realization is the requirement of at least a C plus average for all entering the teacher training program. Since 1955 the Bulletin has also carried a notice that students expecting to become teachers should engage in supervised experiences with children or adolescents in group situations such as camp counseling, church activities, park work, Girl Scouts, or young people's clubs.

Because the college is comparatively small and mostly resident there is close personal contact between the students and faculty directors and the latter have more opportunity for individual observation and counseling of the prospective teachers.

Before 1950 practice teaching was given for those students who requested it in order to fulfill state requirements. Practice teaching was done for the most part in the nearby public or parochial school systems and only by exception in the Academy of the Sacred Heart on the campus. As an organized system of experiences, however, the student teaching part of the general education of an elementary school teacher.

29 Interview with Mother Traynor and Bulletin (1959-61). The college seeks to identify aspirant teachers by at least the end of the freshman year.


31 The first record of practice teaching was in 1938 for two students in Lake Forest High School. From then on until 1950, the course was given intermittently, for both secondary and elementary trainees with always a very small enrollment. "Instructors Reports" and "Students' Personal Records", Office of Registrar.
program has been in existence only since the initiation of the elementary curriculum. After a further refinement in 1954, the description of the program was given in the Bulletin. Preliminary to supervised teaching, students were to be given opportunities to observe the various teaching-learning situations in order to assist them in seeing the relationship between the theory learned in various classes and its concrete application. A full semester of supervised teaching was considered the most vital experience in the professional sequence. During this period of participation and actual teaching, the student was to be guided by the supervising teacher in whose classroom she was placed, by the principal of the school, and by the college supervisor. 

In conjunction with the supervised teaching since 1956 there has been a seminar meeting once a week for the discussion and attempted solution of classroom problems confronting the student teachers.

Coming now to the conclusion of the story of development of a department of education at Barat College, its unique contributions to teacher training may well be summarized. Probably the most striking feature of the development of its organization and curriculum for teacher education has been the close association which has been maintained between education and psychology. This has resulted in a truly scientific basis for the professional studies in education, and has contributed to a more facile blending...

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32 Bulletin (1955-57), p. 51. Since 1955 one full-time member of the department has been engaged in the supervision of student teaching.
of these studies within the general aims of the liberal arts college. In conjunction education has provided a natural field for budding psychologists to obtain their practical experiences.

The strong insistence upon the liberal arts ideal, although not in itself unique, has been carried on within the framework of the tradition of the Society of the Sacred Heart. The educational system of this society has a marked individuality, emphasizing the importance of a general culture, predominantly literary, and based on a strong foundation of philosophical principles. It is this cultural background which has been integrated with the social and scientific culture and combined into the organized unity of teacher education at Barat College.
CHAPTER VIII

SYNTHESIS

In an early chapter of this study it was deemed necessary to present the setting for a proper understanding of each institution in the development of its department of education. This background account has often provided clues for the interpretation of facts as well as a unifying framework for each individual story. Thus, a knowledge of the general development of teacher education in America with special emphasis on the participation of the colleges and universities, an understanding of the rise and influence of the certification and accreditation movements, and an appreciation for the relation of teacher education departments to the progress of the Catholic schools, all these have united in forming the backdrop for each account. The many details have been presented but yet there is need for a composite picture. It is that aim which governs this chapter.

Without exception the departments of education which have developed in the Catholic colleges of the Chicago area have been fostered within the tradition of the liberal arts. While the number and variety of the professional courses offered have followed popular trends, those specified have gravitated closely
around the demands of local, state, and regional certification requirements at the undergraduate level. For the most part all teacher candidates have been enrolled in the regular bachelor of arts or bachelor of science degree programs in the three womens colleges studied. The universities have developed special curriculums for the preparation of elementary school teachers, but secondary school candidates have always been advised to follow the degree programs of their respective fields of concentration. Saint Xavier College in particular has carried on considerable research in the area of the liberal arts and their contributions to education, resulting in the capitulation of its traditional department of education and the formation of what is known as the Center for Liberal Studies in Education.

The arrivals of the departments of education within the framework of organization of the various institutions present some contrasts. At Rosary and Saint Xavier the departments were accorded distinct status from the beginning yet were considered of mere supplementary rank to the academic areas. The universities probably admitted education courses to their subject matter fields rather reluctantly to provide for necessary in-service teacher requirements, yet since their departmental organization came

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1 Since 1948 at DePaul this has meant that a student may major in elementary education in the regular Bachelor of Arts program, whereas at Loyola there has continuously been a special degree program called Bachelor of Science in Education.
subsequent to the foundation of their graduate schools and teachers formed a great bulk of their early graduate student body, their departments of education enjoyed considerably higher status than their counterparts in the women's colleges. At Barat College the education department arrived much later on the scene but its combination with psychology helped to establish its reputation among the applied sciences.

The competence of the founders had no little influence upon the esteem and respect in which the departments were held as they began their courses. Sister Mary Ruth at Rosary and Sister Mary Angele at Saint Xavier, each was herself convinced of the liberalizing value of her subject area as a contribution to the general cultural level of her college. Though content to see her department play a subsidiary role, each would have been unwilling to concede the role as unimportant or unchallenging to the creative intellect.

Father Austin T. Schmidt at Loyola and Doctor William Murphy at DePaul both brought to their positions as first departmental chairmen valuable experience in the field of education. In addition, Father Schmidt's position as Dean of the Graduate School made him doubly anxious to establish and maintain the Department of Education on a high level of scholarship. Dr. Murphy, working as closely as he did with Father Schorsch, the Dean of the Graduate School, was able to establish the Education Department firmly there. By his capable leadership he helped to maintain a faculty
in his department which brought prestige as well as students to DePaul.

Mother Reilly, like Father Schmidt, was already in an administrative position when she organized the Department of Psychology and Education at Barat College. Although she remained the chairman of the department for only a few years after this, she continued to teach psychology courses in the department and in her position as dean and president exercised considerably influence. Thus, while education may have played handmaid to psychology, it had at least a significant role within the confines of the college structure.

Both at Loyola and at DePaul contributions were being made to the fund of educational research at the graduate level by the 1930's. At Loyola especially through the prodigious energy of Father Schmidt aided by his staff and abetted by the Loyola Press, the *Loyola Education Index* was making steady contributions in the realm of periodical resources of educational information.

About this time also Saint Xavier College was beginning its experimentation in curriculum, the evaluation of which was to lead to extended research in the late 1940's and on through the 1950's in line with the action research sponsored by the North Central Association and the Fund for the Advancement of Education. This research which has evolved into an investigation into teacher education itself has put Saint Xavier College within the focus of national interest in a period of mounting concern over the excellence of our schools.
The influence of the certification laws for teachers in Illinois was noticeable throughout the study. Naturally the specific professional courses would be reflected in the departmental offerings of each institution, as well as the number of additional electives which would be necessary to fulfill the various certificates. The latitude of the State of Illinois was particularly seen in the professional course offerings of the women's colleges. These remained comparatively stable for long periods of time, yet in each college were subject during certain periods to extensive modifications for the purpose of curriculum experimentation.\(^2\)

The regulations of the City of Chicago for the administration of its schools had perhaps an even more noticeable influence than those of the State. In regard to the certification of teachers, for one example, Chicago has had its own requirements. A special qualifying examination has always been customary. The question of what would constitute proper preparation for a candidate in these examinations has born substantial weight in the consideration of course content in all the institutions studied.

Responding to a need and to direct requests from teachers, the universities were early linked with the Chicago Public Schools through their programs of in-service training. Many of the teachers who took courses originally to qualify for salary increases, ended by entering the regular degree programs.

\(^2\)Witness the periods 1936-41 at Rosary; 1950-56 at Barat; and 1955 at Saint Xavier.
Substantial numbers of these same Chicago teachers could be found in the graduate programs later on. An early concern of each university was the certainty that its degree would be recognized for candidates taking the teachers' examinations.3

The relationships between the two universities and public school personnel at both the teaching and administrative levels has been built up firmly over the years. Various instructors on both faculties have been drawn from the Chicago school system. The curriculums at the graduate level have been considerably influenced by requirements for the principals' examination, especially since 1941 when a masters degree in education became the rule.4 The inauguration of the Education Doctorate at Loyola and later the Specialist in Education degree at DePaul were both in answer to needs manifested in no small measure by the personnel of the Chicago Public School System.

Probably the most far reaching regulation of the Board of Examiners for the Chicago Public Schools was their insistence until 1948 that all elementary school teachers must be graduates

3 See footnote 9 in Chapter IV. According to the memory of Reverend D. J. McHugh, C.M., Father Siedenburg, S.J., had had a similar encounter with the Board of Examiners for the Chicago Public Schools.

4 These graduate programs practically sustained the departments of education during the war years which followed. See Chapter III p. 42, and Chapter IV, p. 79.
of the Chicago Normal School. In the colleges here studied this resulted in less attention being given to a systematic curriculum for the professional training of an elementary school teacher. Except therefore at DePaul and Saint Xavier in their attempts to establish pre-service teacher training curriculums for the young Sisters, the emphasis was on the pre-service education of secondary school teachers. In-service courses were offered for the elementary school teachers almost continuously at all the colleges except Barat, but while the universities may have found it possible to establish a fair amount of sequence they were at best exigent arrangements. Since these classes were necessarily on a late afternoon and Saturday, or summer session schedule, various factors were always present to impede their full value as basic programs in elementary teacher education. In the last decade this situation has been totally revised and the needs of elementary teacher candidates figure prominently in the curriculum planning of all the departments of education here studied.

The salary schedule practices of the Chicago public schools already alluded to above, while perhaps bearing more weight in the universities were also felt in the women's colleges. Many a Chicago teacher preferred to earn her "promotional credits" in a Sisters' college, while a number also decided to crown their normal training with the credits remaining requisite for earning a bachelor's degree there too.

Another influencing factor not unusual in the foregoing pages has been the mention of the North Central Association of
Colleges and Secondary Schools. The accreditation with this association was particularly relevant to the departments of education in the colleges studied. The stipulations of professional education requirements spelled out in terms of semester hours even in the early 1920's had probably the greatest effect upon the preparation of secondary school teachers and principals in this area until the 1940's. While the requirements in specific courses in these later years have not been as demanding as the state and local counterparts, the quantitative stipulations have steadily kept pace. At the administrative level, the mandate in terms of graduate hours in education has been particularly felt by personnel of private and public schools alike.

During the 1940's the North Central Association was in the forefront of evaluative research regarding the education of teachers in the liberal arts colleges. It was this interest that encouraged the faculty committee in curriculum research at Saint Xavier College to become participants in one of the North Central sponsored projects. The resulting study raised many far-reaching questions which are still being answered on this southside campus.

It is this same North Central Association, which has been so auspiciously upholding standards in secondary and higher education for the last half century, that has finally seen fit to work with professional accredit­ ing agencies in evaluating these specialized portions of a college or university program.
The North Central Association was one of powerful groups which helped to bring about the modification in the structure of the National Council for Accreditation of Teacher Education so as to have a majority of its members from the colleges and universities. None of the institutions in this study have yet been accredited by this latter body. However, both of the universities have reviewed their aims, their administrative organizations, their curriculums, and their facilities in this connection and DePaul has formally applied for an official visitation. Moreover, it would seem that the experiences and efforts of the past decade especially should have been ample preparation for a cooperation with the ideals of N.C.A.T.E., so that all the colleges in this study should find themselves eligible for this accreditation within the next few years.

The departments of education in the colleges studied have typically followed the trends of those in the liberal arts colleges throughout the nation. Founded more or less out of necessity to provide auxiliary professional training for future or in-service teachers, always a considerable segment of a liberal arts student population, these departments have steadily laid claim to a more enviable status. In the last decade this has been accomplished under pressures both of increasing enrollments in teacher education and of soul-searching evaluation of American schools. It has been heartening to see the more extensive cooperation that has been evidenced as academic departments join in
research and cooperative planning for teacher education, and institution-wide responsibility for the education of teachers has been made more operative. It is hoped that the spirit of mutual responsibility shared and understood by the liberal and the professional departments, and fostered by the central administration will continue to grow and prosper.

While mention has been made of responding to the educational needs of the public school systems in the Chicago area, the contributions of our colleges to teacher education for the Catholic schools should not be neglected. For many years Loyola and DePaul provided both pre-service and in-service training for the Catholic sisterhoods serving the Archdiocese of Chicago. Whether through extension courses in the various convents or in late afternoon, Saturday, or summer session classes, the Sisters constituted a sizeable percentage of the student body. After 1930 there were proportionately smaller numbers at the undergraduate level as many sisters by this time were being educated in colleges staffed by their own religious communities. It was in an effort to provide at least a two-year normal pre-service training for young religious whose communities did not operate colleges, that the special curriculum was developed at DePaul in 1939. Although this arrangement could not be continued after 1942, DePaul has continued to be of admirable service in training the Sisters both academically and professionally at the undergraduate level.
Of the women's colleges Saint Xavier has consistently participated in the preparation of the Sisters of Mercy. The decision of the religious superiors of this congregation to retain the young Sisters for a longer pre-service education in 1952 gave encouragement to the then developing Sister Formation movement. Rosary College has contributed most to the in-service training of the Sisters since Edgewood College has provided the initial training for the majority of the young religious of Sinsinawa. Barat College has never provided pre-service training for Sisters, even its own Religious are educated at another college of the Society for their complete undergraduate work. All three of these colleges, however, have helped to train members of other religious communities besides their own on both a full time and a part time basis.

In addition, the Catholic colleges in Chicago have responded to the post-war needs of the Archdiocese in recruiting lay teachers for the parochial schools. In 1954 Rosary inaugurated a special program of professional education for the encouragement of women already degree to contribute their valuable services to the teaching personnel of the Church. In the 1940's DePaul cooperated with the Archdiocesan School Board in fulfilling its need for kindergarten training courses and in the formulation of a kindergarten course of study for the Catholic schools. In the 1950's Loyola worked hand in hand with the same authorities in providing a special curriculum for the training of teachers for
Catholic children with hearing deficiencies. In addition to these mentioned, numerous workshops and series of courses or lectures have been arranged at various times on each of the campuses to give singular educational opportunities for the priests, brothers and sisters of the Chicago area as well as for their lay colleagues in the teaching profession. We may well expect a continuance of this valuable service.

While in no way claiming to have presented a definitive story, this study has attempted to provide broader information regarding the origin and evolution of departments of education in our Catholic colleges and universities in Chicago. Furthermore, with this presentation it is hoped that some appreciation of the difficulties and accomplishments of each institution may have been realized. In that light a recounting of the past will not have been in vain but will serve as an encouragement to the fulfillment of the ideals which each department has had traced out for itself.
CRITICAL ESSAY ON AUTHORITIES

I. PRIMARY MATERIAL

In providing data for this study the greatest single source of information regarding each institution has been the catalog, the back issues of which were available through the auspices of the registrar's office in every case. These publications were augmented by schedules, brochures, departmental reports, individual records, minutes of meetings, and personal correspondence. To bring the picture into focus and provide human perspective, many personal interviews were also utilized. In each case the author was fortunate enough to partake of the experiences and criticism of one or several individuals who had been vitally connected with the development of the Departments of Education in their respective institutions.

In establishing a setting for the study particularly helpful was an interesting and readable account of teacher education at the turn of the century by G. W. A. Luckey, The Professional Training of Secondary School Teachers in the United States (New York, 1903). A monumental study carried on by the United States Office of Education under the direction of Edward S. Evendon entitled National Survey of the Education of Teachers was Bulletin 1933, No. 10, Vols. 1-6 (Washington, 1935). This work in addition to providing a survey of the state of teacher education during the early 1930's also compiled in one comprehensive source valuable historical data drawn from both published and unpublished works. The United States Office of Education also contributed another noteworthy research project authorized by Benjamin W. Frazier concerning the Development of State Programs for the Certification of Teachers. As Bulletin 1938, No. 12 (Washington, 1938) it drew from documentary materials in all the state educational agencies in order to present the picture of a movement which had gained considerable momentum by that time.

Publications of the Department of Public Instruction of the State of Illinois were investigated as far back as 1900. Significant legislative proposals affecting the education of teachers were recorded especially in the School Law of Illinois,
Circular No. 74 (Springfield, 1914) and Circular No. 284 (Springfield, 1935). More recent publications are entitled the School Code of Illinois. In Circular Series A, No. 98 (Springfield, 1955) were contained notable provisions to bear effect on this study. The Guide to the Supervision, Evaluation, and Recognition of Illinois Schools, Circular Series A, No. 119 (Springfield, 1958) was also consulted for certification requirements affecting degree programs.

The policies of the Chicago Public Schools' Board of Education bore pertinent relationships particularly in the regulations of its Board of Examiners. This body which was responsible for the admission of teacher personnel to the Chicago system, issued directives significant for this study in its Circular of Information, for August, 1935; January, 1941; September, 1955; and January, 1959. Salary policies of importance to the colleges were documented in the Proceedings of the Meetings of the Chicago Public Schools Board of Education (Chicago, 1903, 1906) and in a mimeographed notice of the Department of Teacher Personnel, "Salary Schedule for all Elementary, High, and College Teachers," January 1, 1959.

In understanding the accreditation movement the explanation of Charles H. Judd was particularly enlightening. As a leading figure in development of the North Central Association, he could speak from personal experience as he described the formulation and administration of the original standards of evaluation used by that accrediting body. His article entitled "Discussion of the Report on the Revision of Standards," appeared in the North Central Association Quarterly (October, 1934), 211-215. The North Central Association's latest Policies and Criteria for the Approval of Secondary Schools (April, 1959) were also examined.

The history of Catholic teacher education is hardly complete without a perusal of the ideas of Archbishop John L. Spalding. His views on "Normal Schools for Catholics," in the Catholic World, LI (April, 1890), 88-97 contained some valuable insights into the conditions of teacher education during that period as well as some sage advice for those who would remedy the situation. The beginnings of the attempts to focus interest on the importance of education in formation of the teaching Sisters was highlighted in the Reports of the Proceedings and Addresses of the National Catholic Educational Association, in Its Bulletin, XLV (August 1948), 200-260. Sister Mary Emil, I.H.M., a zealous worker and first national chairman in the movement which resulted describes the development "The Sister Formation Conferences of the National Catholic Educational Association," in The Mind of the Church in the Formation of Sisters, (New York, 1957) and Planning for the Formation of Sisters (New York, 1958). These three volumes are really source books containing reports on all
of the meetings of this significant association which is doing so much for the pre-service education of the Catholic Sisters.

For recording the annals of Loyola's Department of Education the basic source was the university catalog known as the Bulletin which was consulted in the editions of the various schools which shared in the preparation of teachers. The oldest of these useful publications was the Bulletin of the College of Arts and Sciences dating from the year 1909. Then from 1914 on there was the Bulletin of the School of Sociology, known as the Downtown School after 1927 and University College after 1936. The Bulletin of the Graduate School provided valuable data from 1927 onwards. In addition to the catalog there were also available in the registrar's office class schedules and announcements of the various sessions in regular order as far back as 1925 and irregular copies of earlier origin. Particularly helpful for the modern era were the "Minutes of the Meetings of the Department of Education," 1951-1959, and the "Annual Departmental Report to the President" for the years 1955-1959. These and other minor communications, outlines, and records in the files of the Department of Education proved most enlightening. Also beneficial were the "Minutes of the Meetings of the Graduate Board" for April 27, 1943, and October 21, 1949 located in the files of the Graduate School. These especially shed light on the inauguration of the Education Doctorate program. Interpretation of the written record was invaluably aided by the personal recollections of each of the individuals who held the position of departmental chairman. Chief among these was the founder, Father Austin C. Schmidt, whose death has since occurred in August, 1960.

The Bulletin of DePaul University was available as far back as 1911. The issues from 1911-1914 of the College of Liberal Arts and Sciences were obtained from the archives of the University in the custody of Father Daniel J. McHugh, C.M. The other editions of the Bulletin were used in the Office of the Registrar. These included the announcements of several divisions of the University. Foremost was the College of Liberal Arts and Sciences in its regular sessions, its late afternoon and Saturday sessions, and its summer sessions from 1914 on. After 1915 the late afternoon and Saturday sessions were a part of what came to be known in the 1930's as the Downtown College of Liberal Arts and Sciences and after 1951 as University College. The Bulletin of the Graduate School was first published in 1929 but not regularly until 1936 and thereafter.

The archival materials made available by Father McHugh included not only the early Bulletins but also original correspondence, programs of significant ceremonies, and typewritten copies of some of the instructions and plans of study. Father McHugh himself contributed valuable information regarding
the early years of DePaul during which time he was Treasurer of the University. His brother, John C. McHugh, long-time Registrar at DePaul, also helped considerably this author's task of fitting the story together as did various other members of the faculty of the Department of Education and of the Central Administration of the University.

"Minutes of the Meetings of the Department of Education," were available from 1948 until 1959. While these were not entirely complete, especially in the earlier years, they throw considerable light upon this period of recent expansion. Other minutes consulted were those of the "Committee on Admissions and Degrees, Minutes of the Fourth Meeting of the School Year 1954-55," March 10, 1955 and "Minutes of the Meeting of the University Council," March 13, 1957. These and other reports and memoranda were the valuable contributions of the files of the Graduate School.

Copies of the bulletins issued by the Director of Teacher Education, Dr. John C. Lynch, were also made available to this writer. The seventeen bulletins, each with a separate title, were issued between September 15, 1957 and May 3, 1960.

While archival materials were not immediately accessible for the study of the Department of Education at Rosary College, these had already been consulted and woven into a well-documented authoritative work by Sister Mary Eva McCarty, O.P., "The Sinsinawa Dominicans, Outlines of Twentieth Century Developments, 1901-1949" (Dubuque, 1952). A most readable account, this book often helped to clarify or provide interesting sidelights to the outline story presented by the Catalog. This latter publication was located in the office of the Registrar which also contained copies of what was called the Yearbook of Saint Clara College and Academy, the forerunner of the Rosary College Catalog. This earlier work was consulted for the years 1906-1919. The first issue of the Catalog appeared in 1922. Inestimable aid was gained through personal interviews with Sister Mary Josephine McDermott, O.P., Chairman of the Department of Education. Sister has been a member of the Department since 1926 and therefore has experienced practically all but the very beginnings of its development.

At Saint Xavier College through the gracious assistance of Sister Mary Josetta Butler, R.S.M., any materials that could possibly be of help were put at this writer's disposal. These included not only the Catalog, known as Saint Xavier College Announcements, 1918-1960 in the Office of the Registrar, but also other important data such as original letters, students'
permanent records, and other documentary sources. Chief among the latter were the unpublished reports submitted to the directors of the Fund for the Advancement of Education of the Ford Foundation. The first, a progress report in 1953, was entitled "The Saint Xavier College Self-Study: The Liberal Education of the Christian Person." The final report in 1959 was known as "The Integrated School System."

Another important source of information relative to the education of teachers at Saint Xavier was "Growth in General Education at Saint Xavier College," the report of K. Lucille McCluskey, Sister Marie Theresa Martin, R.S.M., and the Committee Staff in the North Central Association Quarterly, XXVI (April, 1952), 363-416. This was the study that had become a part of a larger project sponsored by the North Central Association called the Liberal Arts Education Study.

The association of the Sisters of Mercy in Chicago with the beginnings of the Sister Formation movement was investigated in the Report of the Proceedings and Addresses of the National Catholic Education Association in the Bulletin, XLVII (August, 1950), 220-224; XLIX (August, 1952), 201-203. These references are to speeches in the annual convention by Sister Mary Josetta Butler, R.S.M. of Saint Xavier College. Sister was also of untold assistance in her personal commentaries on all of the data which provided the documentary for Chapter VI.

Again at Barat College as in the other schools which had preceded it, it was the catalog or the Bulletin of Barat College of the Sacred Heart which provided the groundwork for the story. While earlier issues were preserved, only those from 1937 on yielded pertinent information. However, other records in the Office of the Registrar such as Announcements of Courses as early as 1931, "Instructors Reports" 1933-1953 and students' personal records were most beneficial to this writer. Added to this must be recognition of the careful solicitude of Mother Dean E. Traynor, R.S.C.J. whose comments and criticisms formed a connecting thread for the account of the Development of the Department of Education.
II. SECONDARY MATERIAL

Books


**Periodicals**

Crowley, Francis M., Ph.D. "Catholic Teacher Education," *Catholic School Journal,* LI (April 1951), 118-120


**Unpublished Theses**


Approval Sheet

The dissertation submitted by Sister Jane Dominic Birney, O.P. has been read and approved by a board of five members of the Department of Education. The final copies have been examined by the director of the dissertation and the signature which appears below verifies the fact that any necessary changes have been incorporated, and that the dissertation is now given final approval with reference to content, form, and mechanical accuracy.

The dissertation is therefore accepted in partial fulfillment of the requirements for the Degree of Doctor of Education.

[Signature of Adviser]

Date