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ABSTRACT

The role of the superintendent in developing Catholic schools in the United States has received little attention. This book presents a historical overview of the Chief Administrators of Catholic Education (CACE). Following the foreword, dedication, introduction, and acknowledgments, part 1 traces the origins of the diocesan superintendency. Part 2 explains how the CACE developed into a component of the National Catholic Educational Association (NCEA) and provides a history of the NCEA and the Catholic Education Association (CEA). Part 3 describes the challenges of the early years, as gleaned from an analysis of superintendents' formal meeting papers from 1908 to 1935. The data indicate that superintendents were primarily occupied with organizing the administrative system, standardizing the curriculum, and improving teacher education. The fourth part contains biographical sketches of CACE's early leaders. Appendices contain biographies of other notables, excerpts from the formal meeting papers, a list of superintendents' section officers for the period 1908-35, and an index of CEA superintendents' section papers by topic. Endnotes accompany each chapter. (LMI)

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LIGHTING THE WAY:

1908 to 1935

The Early Years of Catholic School Superintendency

ED 398 655

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John J. Augenstein, Ph.D.

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National Catholic Educational Association

LIGHTING THE WAY:

— 1908 to 1935 —

*The Early Years
of Catholic School
Superintendency*

John J. Augenstein, Ph.D.
Marquette University

1996

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The Historical Record

One other record deserves especial attention...the historical record of the school. Many diocesan superintendents and others have felt that it would be a good thing to have the authentic story of the beginnings, the struggles, the development of the parish schools of the diocese. It forms a notable part of church history in the United States...A record kept in the school or convent, of the chief happenings in the school, may in the days to come be the only reliable source of information for the historian of Catholic education...Let this serve as an introduction to the "Historical Record," which kept faithfully will not only be very valuable, but ten or twenty years hence, will be most interesting reading for the teachers of that day, and perhaps also an inspiration to them in carrying on their work.

Rev. Thomas J. O'Brien, Inspector of Schools, Diocese of Brooklyn (1896-1910). Discussion paper at the Superintendents' Section meeting of the Catholic Educational Association Convention, July 13, 1909, Boston College, Boston, MA.



Dedication

This monograph is dedicated to the current and past CACE members and three individuals who have been contributing members of CACE or its earlier designations. Those specific individuals are Monsignor Daniel J. Dever, Superintendent, Diocese of Honolulu, 1954 to present, Monsignor Joseph V.S. McClancy, Superintendent, Diocese of Brooklyn, 1914-1954, and Monsignor Wilfrid H. Paradis, former Secretary of the US Catholic Conference Department of Education.

Monsignor Dever has now replaced Monsignor McClancy in having the longest tenure as a superintendent.

Monsignor Paradis, in addition to his many talents and responsible positions, has a long-standing interest in history and particularly Catholic Church History in New Hampshire. It was through his efforts that the author was able to gather information about Attorney Wilfrid J. Lessard, the first lay diocesan superintendent, and who provided assistance in arranging for the interviews with Lessard's daughter, Madeleine Sanchez, and son, Wilfrid J. Jr.

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Foreword

The development of Catholic schools in the United States is a story without parallel in the history of American Catholicism. The commitment of the Catholic community in building schools, the dedication of religious communities in staffing them and the involvement of the laity insuring their future have been recognized and celebrated. However, the role of the superintendent has received little attention. *Lighting the Way: 1908-1935 The Early Years of Catholic School Superintendency* by Dr. John J. Augenstein begins to fill in this important part of the Catholic school story in the United States.

The Chief Administrators of Catholic Education (CACE) has its origins in the beginning years of the National Catholic Educational Association (NCEA). While the name and organization of CACE has changed over the years, it has served as the primary professional organization for Catholic school superintendents since 1908. An examination of history of CACE paints a portrait of the Catholic school superintendency in the United States.

Long time CACE member and former president of CACE, Dr. Augenstein is a fitting author for this chronicle of CACE history. In the course of his research, he and I had numerous conversations about his findings and the progress of his research. His enthusiasm for the project was contagious. His research methodology was meticulous. The net result is a high quality work that makes a real contribution to the historical record of Catholic schools.

Readers will discover that many issues of today were issues of the past. The responses of the past are sometimes poignant, sometimes humorous and always informative. Hopefully, current and aspiring Catholic school superintendents will find Dr. Augenstein's work inspiring and insightful for their ministry. Reading *Lighting the Way* will help all of us serving Catholic schools become more articulate about our origins and history.

We stand on the shoulders of those who went before us. Dr. Augenstein has given a clearer picture of their contribution. Thankful for our past and hopeful for our future we pray that God who has begun this good work in us "will continue to complete it until the day of Christ Jesus." (Phil. 1:6)

Frank X. Savage
Executive Director, CACE
April, 1996

Introduction

One question has been asked of me several times, namely, “What prompted you to pursue CACE’s history?” To respond I have to return to 1988-1989 when Dr. Bill Konnert of Kent State and I were collaborating on our first book on the superintendency.¹ We devoted the first chapter to a historical perspective including a brief history of the development of the superintendent’s position. There was a limited amount of information available regarding the public school superintendent but for the diocesan superintendent almost nothing. I decided then to initiate some research on the development of the diocesan superintendency and later added its organization, CACE (Chief Administrators of Catholic Education). In the spring of 1992 the new research line was initiated, and by 1994 when Bill and I wrote the second edition of our book,² I was prepared to contribute a section on the diocesan superintendency and CACE. This, I hope, is the first of three monographs on CACE’s history. The second will cover the Departmental Years 1936-1972 and the third CACE 1972-present.

Diocesan and Public School Superintendents and Their Organizations

As noted above, there is not an abundance of information on the emergence of the public school superintendency and its organization, American Association of School Administrators

(AASA). However, history of education texts and an AASA publication³ provided some information from which a few parallels can be drawn.

Although the position of public school superintendent began 51 years prior to the diocesan superintendent, 1837 and 1888 respectively, and their organizations were founded 43 years apart, 1865 and 1908, they still shared some similarities in their early years. Both were part of an umbrella organization, NEA and NCEA, and moved their offices from other cities to Washington, DC (AASA from Ann Arbor, Michigan, in 1917 and CACE from Columbus, Ohio, in 1929). The first presidents of each were clergymen, Father McDevitt for the diocesan group and Birdsey Grant Northrop for the public school group. Both held meetings between conventions. Their common areas of concern during the early 20th century expressed in papers were administration including the organization of a system, supervision, and teacher preparation. The 1930s was a time of change for both. The diocesan Superintendents' Section became the Department of Superintendents in 1935 and the NEA's Department of Superintendence became the American Association of School Administrators (AASA) in 1937. Finally, both superintendencies evolved from boards of education which became overwhelmed by the work of expanding school systems and decided to select one of their own to serve as the chief administrator.

The Growth of CACE

Historical Context

To put CACE's development in the historical context of the period, some US American Catholic Church, American Education and American history benchmarks are recalled. *US American Catholic Church*: In 1908, the Church was removed from Propagation of the Faith jurisdiction because it was no longer a mission country; the bishops founded the National Catholic War Council

in 1917, in 1919 renamed it the National Catholic Welfare Conference and following the Second Vatican Council reorganized it into the National Conference of Catholic Bishops (NCCB) and the United States Catholic Conference (USCC); Archbishop John Ireland died in 1918 and James Cardinal Gibbons, Archbishop of Baltimore died in 1921. *American Education*: Ella Flag Young served as the first woman Superintendent of the Chicago Public Schools (1909-1914); the Smith-Hughes Vocational Act provided monies to improve vocational education below the college level and became the first categorical aid to elementary/secondary education; the Progressive Education Association was formed in 1919 promoting 'child-centered schools'; the now famous *Pierce v. Society of Sisters* decision was rendered in 1925 [The case concerned the Oregon attendance laws passed in 1922.]; the School Lunch Act providing food for public and nonpublic students was enacted in 1933 and made permanent in 1946; and it was the John Dewey era. *American History*: the United States was engaged in World War I in 1917-1918; the Scopes trial challenging the teaching of evolution was held in 1924; the Stock Market crashed October, 1929; and during the period 1908-1935 the country had seven presidents: Theodore Roosevelt (1901-1909), William Howard Taft (1909-1913), Woodrow Wilson (1913-1921), Warren G. Harding (1921-1923), Calvin Coolidge (1923-1929), Herbert Hoover (1929-1933), and Franklin D. Roosevelt (1933-1945).

Diocesan Superintendents: A Unique and Talented Group

As a result of my historical detection adventure I have discovered several fascinating, talented and visionary individuals in our past as well as the origins of some CACE traditions.

Among the traditions unearthed I learned that the CACE Directory was initiated at the 1910 Detroit meeting. The fall meeting which has been a staple of the organization for years began as a "mid-year" meeting at Catholic University in the

winter of 1920 and was transferred to the fall in 1935 when it was held at the Waldorf-Astoria in New York. [The “professional development” reason for this location is explained in a footnote late in section two when this meeting is discussed.]

The original members and early leaders of CACE were well educated and visionary. Several held earned doctorates. Four of the chairs attended North American College and were ordained in Rome - Ralph Hayes (Pittsburgh), John Wolfe (Dubuque), John Bonner (Philadelphia), and Augustine Hickey (Boston). North American graduates also included George Johnson (Toledo/NCEA/NCWC) and Louis Walsh, Boston’s first superintendent.

Catholic University was emerging as the place to prepare for the superintendent’s position and among those who studied there were Hugh Boyle (Pittsburgh), John Flood (Philadelphia), William Kane (Cleveland), Michael Larkin (New York), Richard Quinlan (Boston), James Byrnes (St. Paul) and George Johnson (Toledo).

Also, the superintendent’s role seemed to be one which positioned some to join the episcopal ranks including Philip McDevitt of Philadelphia who became bishop of Harrisburg, Hugh Boyle who was elevated to the see in his own diocese of Pittsburgh, Ralph Hayes also of Pittsburgh who became bishop first of Helena and then Davenport, Louis Walsh of Boston succeeded to Portland, Maine, replacing Bishop William O’Connell, later Cardinal Archbishop of Boston and Francis Howard, NCEA’s first General Secretary, who was appointed fifth bishop of Covington.

Two of the group had other talents as well. Albert Lafontaine (Fort Wayne) was an inventor holding a Canadian patent for an improved bicycle drive gear, and John Waldron (St. Louis Province Marianist) was a dramatist writing a score of plays.

Final Note

CACE has a rich and fascinating tradition and has contributed much to the growth and sophistication of Catholic education

since its inception as the Superintendents' Section. Hopefully, this initial monograph will provide current and future members a connection to their Catholic educational "roots" and encourage them to initiate their own historical detection adventure in their own dioceses, communities and institutions. Such would be a 1990s effort to implement Father O'Brien's suggestion made in "The Historical Record," namely, to provide the "authentic story of the beginnings, the struggles, the development of" Catholic education in your area and make a contribution to "church history in the United States."

Reading minutes and papers and searching archives has been both challenging and rewarding, and I look forward to my continuing adventure into the next period in *Lighting the Way*.

John J. Augenstein

Endnotes

¹ M. William Konnert and John J. Augenstein, *The Superintendency in the Nineties - What Superintendents and board members Need to Know* (Lancaster, PA: Technomic Publishing Co., Inc.), 1990.

² M. William Konnert and John J. Augenstein, *The school Superintendency* (Lancaster, PA: Technomic Publishing Co., Inc.) 1995

³ Arthur H. Rice, *AASA The Centennial Story* (Rosslyn, VA: American Association of School Administrators, 1964) One of the few remaining copies of this was generously given to me by Gary Marks of AASA Public Relations.

Acknowledgements

This research project was the result of assistance of many who provided information, made references, and encouraged. They must be acknowledged and thanked.

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POSITION/LOCATION AND AREA/PERSON IN WHICH ASSISTANCE RENDERED

Prepared a two-volume set of superintendent information - Volume I: An Annual Listing of Superintendents 1888 to Present; Volume II: A Listing of Superintendents by Diocese 1888 to Present. Computerized records, officers, papers, etc. Assisted with note taking and search of archival materials

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The Beginning of the Diocesan Superintendency

Diocesan superintendency developed in much the same way as its public school counterpart. First, school boards or boards of school inspectors were established and were composed mostly of pastors appointed by their bishop. As the board demands on the members grew and began to interfere with their pastoral work, they recommended that one of their number be appointed full-time to oversee the schools.

One of the first diocesan boards to be established was in the Archdiocese of New York in 1886 as a result of the Archdiocese's fifth synod.

In 1888, four years after the Third Plenary Council of Baltimore and two years after the establishment of its board, the first diocesan inspector of schools (superintendent), Rev. William E. Degan, was appointed for the Archdiocese of New York. His appointment is noted in the July 1, 1889, school board report prepared by Msgr. John M. Farley, board chairman, in which he was reviewing the work of the board since its organization in January, 1887.

...The Board adjourned to meet in June (1888), but owing to the appointment of an Inspector (Rev. Dr. Degan) the meeting was not held, and no further action was taken by the Board in regard to visiting the schools.¹

Degan served one year and was replaced by Rev. Michael J. Considine.

The Archdiocese of Philadelphia followed the next year

(1889) with the appointment of Rev. Nevin F. Fischer as Diocesan Inspector of Schools. Omaha was next with Rev. S. F. Carroll followed by Brooklyn with Rev. John L. Belford. The list continued to grow with names which would become familiar in early NCEA and CACE history such as Rev. Louis S. Walsh (Boston), Rev. Philip R. McDevitt (Philadelphia), Rev. Edmund Gibbons (Buffalo), and Rev. A. E. Lafontaine (Fort Wayne).

The early superintendent visited each school, examined the teachers and students, evaluated the program of studies, and met with the pastor. Following the visit, he prepared a summary report and annually submitted a report to his bishop. Degan submitted his only report to Archbishop Corrigan 18 months after his appointment. [See Figure 1.] Louis Walsh, Boston's first Diocesan Supervisor (1897-1906) and fourth Bishop of Portland, Maine, prepared a 136 page handwritten report for 1898-1899.

FIGURE 1

First Superintendent's Report

New York, Sept. 8th 1889

To the Most Rev. M.A. Corrigan, D.D.

Most Rev. and Esteemed Archbishop;

In conformity with my duty, I respectfully submit the reports of the work of the parochial schools of N.Y. and of their general condition. There has been a marked and gratifying improvement in the efficiency with which the methods of discipline and the graded course of study have been enforced. The general character of the instruction imparted is good and the management of the schools is judicious. Most of the work is creditably done and some of it admirably. There are, doubtless, defects to be remedied and deficiencies to be supplied but the main features of the work give encouragement. There is a perceptible move for the better.

Recommendations

a) A revision of the prescribed grade, especially in arithmetic, grammar, spelling, reading and Christian doctrine. No attempt has been

made to systemize and to grade the spelling and the reading. In my humble opinion, the course of study can be made more simple and practical in the higher grades. It can be improved and the standard elevated.

b) That our school-rooms be better furnished and rendered more attractive by historical charts, geographical maps, religious pictures, etc.

c) To guard against overcrowding

d) Where it is possible, to have an assembly-hall for the opening exercises in the morning. The attractiveness of these exercises exert a decided influence on the punctuality of the pupils.

e) That some age be fixed under which no one will be allowed to teach in parochial schools.

f) That none but qualified teachers and those who have passed the required examinations be permitted to take charge of the schools. No one exerts a greater influence upon the mind of a child than a teacher. The impressions made upon the pupil's mind will follow him through life when the impressions of later years are totally forgotten. How important, then, the selection of good teachers for our schools. Intelligent teachers easily secure the attention of the pupils by the clearness of their statements and by the agreeable manner in which they are generally presented. The able, the efficient teacher knows how to maintain discipline by kindness, coupled with firmness. Such a teacher will never find difficulty in securing proper discipline while imparting instruction to a class. Ability, fidelity and desire to promote the welfare of the schools are qualities which should be exacted on the part of its teachers. The absence (sic) of these qualities in teachers will easily account for the want of order, of discipline and a failure to make the proper advancement in various branches of study. The true teacher seeks to benefit the whole child, not merely the development and cultivation of the intellect but likewise the education of the heart by virtue. Hence, if our parochial schools are to be brought to a high degree of excellence, a higher standard of qualifications must be required from our teachers.

g) The success of our schools depends greatly on the manner of effective supervision by the priests in charge of the schools. The pastors should exact half-yearly or monthly examinations. These are an excellent means of emulation. They are beneficial to pupils and teachers and enable the pastor to see the progress and standing of his school. The subject matter, however, of these examinations should be carefully prepared.

h) As far as possible, we should endeavor to have a teacher to preside over only one grade and not to have pupils of different capabilities in the same classroom.

i) I would strongly recommend that boys and girls, especially those over ten years of age, be never educated side by side in the same room.

In fini, I would recommend that the Rev. pastors foster a legitimate and honest spirit of evaluation among the scholars of their schools; that they endeavor to excite in the minds of the pupils sentiments calculated to aid the children in the fulfillment of their duties. A well-directed emulation inspires a love for study, attachment to the school and renders punishment rare. The distribution of testimonials of merit, medals of honor, weekly and monthly reports to be inspected by parents, all these exert their influence on the welfare of a school, produce wholesome results and will eventually elevate the character and standard of our schools.

Most respectfully submitted by
Wm. E. Degnan

Feast of the Nativity of the B.V.M. 1889²

At the outset of the report he noted his appointment, "Tuesday, September 21, 1897,"³ and the suggestion of Archbishop John J. Williams to visit the Philadelphia superintendent, John W. Shanahan who became the third Bishop of Harrisburg. Among other information in his report was the time devoted to school (38 weeks, 5 days each, daily sessions 4 1/2 to 5 1/2 hrs.), statistics including a summary of enrollment, number of parishes with schools, number of teachers, etc., and a discussion of relationships with local public schools. In one section he addressed the role of the pastor when he wrote:

The Reverend Pastor...makes changes at his discretion, administers the punishments, assists in examinations, sometimes takes charge of classes, especially in Christian Doctrine, directs teachers and at times reprimands them before the pupils...⁴

John Graham and George Lyons, co-successors to Walsh, prepared an "Outline of Plan of Supervision for the Parochial Schools in the Archdiocese of Boston for the year 1908-1909."⁵ The plan had nine points and addressed the appointment of a priest in each parish who had the duty of attending to the school, opening school year conferences with Superiors, teachers, and priests, reporting forms (teacher information and attendance) and due dates, school visits by Diocesan Supervisor, and diocesan examinations.

As new superintendents were appointed they would confer with practicing superintendents for instruction about the role and its functions. These pacesetters invested their time and talents in developing an organization of schools in their dioceses. They visited each school each year, studied the enrollment, inspected the facilities, observed and examined teachers regarding their content knowledge and teaching skills, and studied student examination results and sometimes examined pupils. Following their visits they prepared a report and recommendations. This information would be provided to the board and annually a summary of the status of each school as well as the group was submitted to the bishop with specific recommendations for improvement.

PART

II

CACE's Beginnings

Bishop Conaty's Vision

Like many organizations CACE was born out of need and then nurtured into a vibrant and influential component of NCEA through the leadership of singular individuals in Catholic education. To understand its roots one must first be familiar with the origin of NCEA.

NCEA traces its founding to July 14, 1904, in St. Louis when the Educational Conference of Seminary Faculties, the Association of Catholic Colleges, and the Parish School Conference joined to form the Catholic Educational Association of the United States. Bishop Thomas J. Conaty, Rector of the Catholic University of America and later Bishop of Monterey-Los Angeles, was the principal organizer of each of the three groups. The Conference of Seminary Faculties was founded in 1898, the Association of Catholic Colleges in 1899, and the Parish School Conference in 1902.

The Parish School Conference was an outgrowth of a resolution of the Association of Catholic Colleges. Bishop Conaty wrote to the Archbishops and Bishops of the country two weeks before the Catholic college representatives were to meet in Chicago.

*The Catholic University of America
Washington, D.C., June 25, 1902*

Right Rev. Dear Sir:

It has frequently been suggested that great benefits might accrue to our parochial school system if the Diocesan Directors could meet and discuss methods of work and perhaps a plan of general organization. If you think well of this suggestion, you might send someone to represent your diocese at the next meeting of the Catholic College Representatives at Chicago, July 9 and 10, when an opportunity will be offered for a meeting of Parochial School Directors.

I am, yours sincerely in Christ,

*Thomas J. Conaty,
President ⁶*

Eight dioceses were represented at the meeting called at the Palmer House Wednesday, July 9, 1902. They discussed the benefits of such an organization and the scope of its concerns and the group was formally organized. Bishop Conaty was elected president and Rev. Francis W. Howard secretary.

In February, 1903, Fathers Mulligan⁷ and Howard met with Bishop Conaty to prepare the 1903 conference. Following that another letter was sent to the Archbishops and Bishops.

*Catholic University
Washington, D.C., February 11, 1903*

Rt. Rev. Dear Bishop:

At the meeting of diocesan representatives of parish schools held in Chicago last summer, in conjunction with the annual conference of Catholic colleges, it was decided to hold a second meeting in Philadelphia July 8th and 9th of this year. You are cordially invited to name one or more persons to represent the school work of your diocese at this meeting. It is believed that much good will result from these annual conferences. They will afford opportunity for comparison of experience, and tend to stimulate interest in the important work of our schools. Papers on school topics are to be read and discussed and each representative will make report to his bishop of the work of the meeting. The conference is purely consultative. No action of it is binding on any member. As committee in charge of this work,

we would be pleased to know at your early convenience whether we may look for a representative from your diocese at the conference.

*Yours sincerely in Christ,
Thomas J. Conaty, Chairman.⁸*

In March, 1903, Bishop Conaty, newly appointed bishop of Monterey-Los Angeles, relinquished the leadership role to Monsignor D. J. O'Connell, the new Rector of the Catholic University of America.

The meeting was moved from July to October 28-29 and was attended by diocesan inspectors of schools, superintendents of parochial schools, supervisors of Catholic schools, school board members and chairmen, presidents of Catholic high schools. The participants represented 25 dioceses and came from California, Connecticut, Delaware, Indiana, Iowa, Massachusetts, Mississippi, Missouri, New Jersey, New York, Ohio, Pennsylvania, Virginia, and Wisconsin.

During the conference the parish school group held four sessions which included business meetings and the presentation of four papers:

“The Organization of the Parish School System” Rev. F. W. Howard,

“Course of Study,” Rev. P. R. McDevitt,

“Training of Teachers” Bishop Thomas J. Conaty, and

“How Religion Was Eliminated from the Massachusetts Public Schools” Rev. L. S. Walsh.

A Committee on Recommendations and Resolutions was appointed during the first business session and reported at the final session. Among the recommendations were two which highlighted topics which would be revisited many times.

We recommend that careful study be made of the best plans for the organization of our parochial schools.

Realizing that the teachers make the school, we urge that every effort be made to have all our teachers secure certificates of proficiency from diocesan school boards or normal or regent

*examinations so that the public may know that none but competent teachers are in our schools.*⁹

Also during the meeting of the three groups (seminary faculties, colleges, parish schools), a committee, with representation from the three groups, was established to prepare articles of organization for an umbrella group which would include the three.

On December 21, 1903, Rev. Louis S. Walsh, Supervisor of Schools for the Archdiocese of Boston, wrote to the Committee on Organization of which he was chair informing them that the committee would meet in New York Wednesday, January 13, 1904, at 9:30 a.m. With the letter he included questions for discussion, Articles of Organization of the National Catholic Education Association of the United States, and Articles of Constitution for the Department of Elementary Schools. The questions to be discussed were:

- 1. Is the time ripe and opportune for the formation of a National Association?*
- 2. Would it be better, in view of the vastness, varied and unequal conditions of our country, to form Provincial Associations or perhaps have three divisions, (a) Eastern, (b) Mississippi Valley and (c) Pacific Slope, with some general meeting every few years?*
- 3. Supposing the time ripe and opportune, would it be better to have the President of the Association: (a) elected annually by the joint conference; (b) or Ex-Officio the Rector of the Catholic University; (c) or some one appointed by the Archbishops as their represent[at]ive.*¹⁰

Following the discussion questions was a note stating that "nothing in the conference will be final, but must be approved by the Archbishops and then presented at the annual meeting next year in St. Louis."¹¹

Article three of the Articles of Constitution for the Department of Elementary Schools addressed membership.

- 3. Membership in this department shall consist of:*

- (a) *representatives of Diocesan Catholic Schools, appointed by the Ordinaries of their respective Dioceses.*
- (b) *all present and past Diocesan Supervisors of Catholic Schools.*
- (c) *Rev. Pastors, who manage and support schools. Brothers in charge of schools.*
- (d) *One representative from every Catholic Academy and private School.*
- (e) *One accredited representative from every Catholic Alumni and Alumnae Association.*¹²

On January 28, 1904, Louis wrote to Howard reporting on the meeting.

*Everybody was strongly in favor of National Association. The articles were taken up one by one with some additions, subtractions, and divisions finally adopted to be offered for the bishops' approval and the final ratification or rejection in St. Louis.*¹³

A few weeks ahead of the convention Louis corresponded with Howard about the upcoming convention. This time he noted that "It will not surprise me to find considerable opposition to the plan of union and, of course, we ought not look for too ready an acceptance right away."¹⁴

The Founding of the Catholic Educational Association (CEA)

However, the three groups met in St. Louis July 12-14, 1904, during the Louisiana Purchase Exposition and on the final day adopted the Articles of Organization of the Catholic Educational Association of the United States. [Between January and July the organization title had two word changes. Education became educational and national was dropped.]

During the convention each of the three forming groups held their own sessions but also participated in joint sessions.

The Parish School Department held three sessions and in

the first Walsh was elected chair because Conaty, recently appointed to the see of Monterey-Los Angeles, was unable to attend.

Three papers were read, one in each of the sessions. Rev. Walter J. Shanley, Hartford, Connecticut, presented a paper entitled, "The Teaching of Catechism and Bible History," in which he was critical of the catechism format of questions and answers and believed that the first subject to be taught should be Bible History. He also encouraged priests to teach regularly and recommended that teachers be provided courses in doctrine. In the second session Rev. L. W. Mulhane from Mount Vernon, Ohio, read his paper, "The Organization of A School." He spoke to the need for organization and uniformity at the diocesan level suggesting that such uniformity might include regulations such as a maximum of 50 students per classroom, two grades and one teacher per room, and boys and girls in the same room. He also promoted the idea that the school should be free so that it would be a parish institution with everyone interested in its success. The final paper entitled "Language and Composition" was given by Brother Anthony, FSC, of Christian Brothers' College, St. Louis, who discussed the importance of language and how to teach composition.

Shortly after returning to Boston Louis wrote again to Howard but this time noting success.

In thinking of the results of our meeting I feel we made a good step forward and I hope that we may be able to interest a great many reverend pastors in the movement during the year..I am very much pleased that you consented to be the first secretary and I trust that all the members will now act in harmony.¹⁵

In his position as president of the Parish School Department and a member of the Association's Executive Board, Louis corresponded rather frequently with Howard about Association and Departmental items. In a March 12, 1905, letter, he suggested a meeting of superintendents and school board members at the upcoming New York convention and in May of that year he

proposed that “we need organized headquarters at Washington, from which periodic news and appeals could be sent all over the country.”¹⁶

Walsh was re-elected president of the Department and in January he wrote to Howard about the next convention to be held in Cleveland and proposed that there be “one paper from the East, one from Cleveland, and one from Pennsylvania.”¹⁷ On February 16, 1906, he convened the departmental executive committee to prepare the program for Cleveland. He wrote to Howard again in May regarding the preliminary program and asked Howard to “have a press committee work to make convention known through big daily papers.”¹⁸ In a letter dated June 4, he was again proposing an office in Washington. This was repeated in a July 3 letter as well.

1906 Informal Meetings of Superintendents

This year the CEA met for four days, July 9-12, in Cleveland. During the business sessions of the Department a \$2 membership fee was proposed and the Executive Committee recommended that the Association’s General Secretary be a salaried position.

It was during this convention that the superintendents met informally in the evening of June 10 at the Hollenden House to discuss common concerns.

Less than a month after the convention, August 3, Louis Walsh was named Bishop of Portland, Maine. He was consecrated and installed October 18. In a November 1, 1906, letter to Howard regarding his consecration and installation, he suggested that Philip R. McDevitt (Philadelphia), the Department’s vice-president, preside at the next meeting in his place.

McDevitt assumed the responsibility and began corresponding with Howard about the next meeting. In two letters under the dates of January 18 and 25, he recommended that the superintendents hold round table discussions in which “each superintendent tell briefly his mode of operation.”¹⁹

Preparations were completed and the third annual CEA convention was held in Milwaukee July 8-11, 1907. In the business session of the Parish School Department there was a lengthy discussion about membership and voting rights. It was agreed that visitors were welcome and could participate in the discussions but voting was restricted to those who had paid their dues of \$2. However, the most significant item in the meeting came when Rev. Thomas Devlin, Pittsburgh Diocesan School Inspector, reported on another informal meeting of superintendents and community inspectors held the previous day (July 10). In that meeting they decided to recommend to the departmental members that the superintendents and community inspectors be recognized as a section of the Parish School Department. On their behalf he presented the motion which carried and was referred to the Department's Executive Committee.

The members heard and discussed four papers during the department's three sessions. They included:

"The Educational Value of Christian Doctrine" by Rev. P.C. Yorke

"The Pastor and the School - The Teacher's Point of View" by Brother Anthony, FSC

"The Educational Mission of the Catholic Church" by Rev. W. J. Shanley

"Functions of the Community Inspector" by Brother Michael, SM [suggestions of separate superintendents group and a directory of superintendents and community inspectors]

In his paper, "Functions of the Community Inspector," Brother Michael compared the role of the community inspector to that of the diocesan superintendent and, considering the scope of the inspector's responsibilities and area to be covered, he notes:

We venture to assert that no secular superintendent of state schools has equal facilities with the Community Inspector along these lines.²⁰

He suggests that a directory of superintendents and community inspectors be compiled and distributed to the membership which could be used to exchange reports and documents and to arrange meetings.

Among the discussants of the paper was Rev. Francis T. Moran, who digressed in his critique and commented on conventions.

You know conventions and comparisons of views are the order of the day; and if there is any people in the world that have exploited that, it is the American people. Why, there is a convention in every town and hamlet of this country at some time or other during the year.²¹

Prior to Brother Michael's paper, officers for the next year were nominated and elected. Father McDevitt was elected president. Following his paper and as the final business item, the Resolutions Committee reported, and one of the resolutions presented acknowledged the elevation of its President, Bishop Louis Walsh, to the episcopacy and the See of Portland, Maine.

The Parish School Department approved the establishment of the superintendents' section and McDevitt, as president of the department was in charge of preparing agendas and selecting paper topics and speakers for both the department and the section. In a February letter to Howard, he was attempting to put some parameters on paper and discussion length.

In writing to the various persons for papers, and those who are open to the discussion, it might be well to state clearly the papers are to be of a certain length - say 20 minutes - and discussions 10 minutes. A paper of greater length may be written and published in extenso in the official proceedings.²²

Through the efforts of McDevitt and Howard the next departmental and first superintendents' meetings were developed.

The Superintendents' Section 1908 First Formal Meeting of Section

From July 6-9, 1908, the Association met in Cincinnati for its fifth annual convention. During that time the first superintendents' section meeting was convened at 8 p.m. Tuesday, July 7, and McDevitt was elected the group's first chair. The superintendents held two sessions during the convention. In the first session a committee on by-laws was appointed, and it reported at the second session. The by-laws stated that the official title would be "Superintendents' Section of the Parish School Department" and the object of the organization was:

To form a union for the purpose of preparing and discussing papers, and the exchange of ideas on subjects pertaining to the general and special work of superintending and supervising parish schools.²²

Those eligible for membership were superintendents and supervisors of parish schools, inspectors and examiners of religious communities, and members of diocesan school boards. The officers would be two - chairman and secretary. Meetings would be held during the annual convention of the Association.

Rev. Robert W. Brown, secretary, concluded his minutes of the meeting with the following:

It was the sentiment of all present at the meetings of this section that its deliberations will have a far-reaching effect, that this section will be a most important factor in furthering and ultimately completing the coordination and cooperation of our parochial and high schools, colleges and universities so ardently desired.²⁴

The 1908 convention was mentioned the next spring in a letter to Howard from McDevitt in which he penned:

Did you read Mother Borromeo's account of last convention! She has a bright and clever account in the Helper. The suggestion that the Sisters have a woman preside at some of their

*meetings, or a suggestion more or less to that effect, is rather startling.*²⁵

Women's equality and leadership roles in the Church had not yet become topics of discussion.

The Section's Business 1908-1935

Less than two months later, July 12-15, 1909, CEA gathered in Boston, and the superintendents held two sessions at Boston College. Noteworthy in the proceedings was a recommendation of the Committee on by-laws and its adoption by the group.

*It shall be the duty of the Secretary to prepare annually a printed list of members, a copy of which shall be sent to each member. Members who issue reports, examination questions, papers, or pamphlets pertaining to school work, are requested to send a copy of same to other members.*²⁶

This was the official beginning of what has since become the CACE Directory published regularly by the Department. The request to the membership for copies of reports, papers, etc., is utilized only occasionally now because the number of dioceses has increased substantially as have postage costs.

*After the convention and as was the procedure, the Association Secretary gathered the proceedings, papers, and written discussion papers for organization and publication. This year Howard was having difficulty collecting some of the papers as noted in a September 22, 1909, letter from McDevitt in which he empathized, "I am sorry you are having so much trouble in getting this matter from the writers of the papers. It is an ecclesiastical privilege, evidently, to neglect to answer letters."*²⁷

In preparation for the 1910 convention in Detroit McDevitt wrote to Howard with suggestions for program topics including "What Constitutes an Incompetent Teacher" which would incorporate some just, expedient methods of dealing with incompe-

tency. The topic is not found in the program. Rather, the papers presented were "Promotions in Elementary Schools" by Brother George N. Sauer, SM, Community Inspector for the Cincinnati Province of Marianists, and "Personal Power of a Teacher in the Highest Grades of Our Parochial and High Schools" by Brother Edward, FSC, of Buffalo.

As for business at this convention, Joseph A. Connolly (St. Louis) chaired the meeting and at the outset of the first session provided the group with a brief history of the section. In the second session, the Rules Committee recommended that the Secretary "compile a directory of superintendents and inspectors of schools" and that "attendance at business or executive sessions...be restricted to the members whose names are officially enrolled."²⁸ There was also a motion to gather statistics concerning the schools and report at the following meeting. Albert E. Lafontaine (Fort Wayne) was elected the organization's third chairman.

The principal action taken by the group at its 1911 meeting in Chicago took place in the second business session meeting when the Rules Committee reported that "The membership of the Superintendents Section shall be restricted to Diocesan Superintendents, Community Supervisors, or Inspectors, other than Diocesan, Chairmen of School Boards from Dioceses in which there are no Diocesan Superintendents, [and] Superintendents, or someone appointed by the Ordinary of the Diocese."²⁹

In the intervening year between the Pittsburgh (1912) and New Orleans (1913) conventions, a meeting between representatives of the Association's College Department and the superintendents was proposed for the next convention. It was discussed in a letter from Matthew Schumacher, CSC, of Notre Dame to Francis Howard. A few weeks before the 1913 convention, McDevitt suggested four discussion questions for the meeting: "How many years should be devoted to grade work? How many years to high school work? When should college work begin? What should constitute a unit of work?"³⁰

One of Howard's principal objectives was to use the Association as the vehicle to develop and promote a uniform curriculum for elementary schools, and this topic appears in his correspondence with several prominent members. He was attempting to engage the superintendents in the endeavor, and in that regard during the 1913 Section meeting a motion was introduced to instruct the secretary to circulate a letter to the membership seeking their opinions on the "now famous Problem of the Curriculum." The Secretary, Brother Edward, FSC, discharged his responsibility in a January, 1914, circular letter in which he noted: "The Curriculum has become a burning question in all departments of the Association as you may note by reading the reports for the last two years."³¹

As a result of the opinions gathered and the discussion held during the 1914 meeting in Atlantic City, the Section formed a committee to study "the problem" and the committee was composed of McKenna (Brooklyn), McDevitt (Philadelphia), Sauer, SM (Dayton Province), Hickey (Boston), and Brother Edward, FSC, (New England Province and Manhattan College).

At the 1915 meeting in St. Paul, the committee chair was absent and thus no report was provided. However, the Section chair, Aloysius V. Garthoeffner (St. Louis) asked the group to dispose of "once and for all" the "Problem of the Curriculum." Those in attendance discussed it and then by motion "honorably discharged" the committee.

During the 1917-1919 period, attendance at and interest in the Section meetings dwindled as noted in Sauer's frequent correspondence with Howard. He wrote to Howard of the superintendents' attendance following the Buffalo (1917) meeting, prior to and after the San Francisco (1918) sessions, and before the St. Louis (1919) gathering. Less than a month after the Buffalo meeting, Sauer devoted an entire letter to his "impressions" of the Section. He addressed the papers, prepared discussions, floor discussions, attendance, superintendents, chairman, secretary [himself], inquiry, and nominations. Regarding the superintendents, he wrote:

*Any one seemed to be present at our meetings except superintendents. If ever there were six present at a time, I failed to see them. I even venture to say that for one or the other gathering there was not one present. I am not blaming the superintendents. They were looking after things that pleased or interested them, and no compulsion would be desirable to bring them to their own section. But, then, why have a superintendents' section if no superintendents are interested? Besides have you ever counted up the total of superintendents? Fifteen is all I can find in the Catholic Directory. [Copy of Section membership directory in Sauer's file lists 34 members.]...What, to your mind, is the future of the Superintendents' section?*³²

Later that same year, he expressed his concern about the potential attendance in San Francisco (1918), and then after it he wrote: "If we are to continue the practice of reading papers in the Superintendents' meetings we must devise some way of supplying an audience."³³ In early 1919 in a letter to Howard, he wrote again, "To be frank a different Constitution will not serve to revive the 'Section.' What it needs is *members* and both at Buffalo and San Francisco they could not be found. Then, will we continue to have 'papers' prepared to have them read in a vacant hall?"³⁴ Finally, after St. Louis he wrote, "I was fairly well satisfied with all that happened in St. Louis. The Superintendents showed better form than usual. If the coming year does not bring the Superintendents' Section into healthy activity I will lose all hope."³⁵

This lack of attendance and interest may well have contributed to the discussion and motion to hold the annual superintendents meeting apart from the CEA convention at the 1919 St. Louis meeting. The Association's Constitution made no provision for such separate meetings but this did not seem to concern the group. It was not "officially" approved by the Executive Board until 1934 at which time Bishop Howard, then President General, suggested that the superintendents establish a committee to meet with the Board to request approval. Regardless of that technicality, a committee was appointed to make arrangements for the mid-year meeting. It included William J. Fitzgerald (Hartford), as

chairman, and Joseph A. Dunney (Albany), and William Schmitt (Cincinnati).

According to a circular sent by Sauer to the members, the meeting was set for February 4-5, 1920, at the Catholic University in Washington. Among the papers to be presented were "The Superintendent and State Legislation" by Ralph L. Hayes (Pittsburgh) and "The Training of the Superintendent and Principal" by George Johnson (Toledo).

The following year and thereafter they met later, April 12-13, also at the Catholic University and invited the students in the Department of Education "to join with them and share in their deliberations."³⁶ During the first session, the superintendents were invited by a letter from Mr. Arthur C. Monahan, the first Director of the Bureau of Education of the National Catholic Welfare Council (NCWC), to visit the Bureau on Massachusetts Avenue. The invitation was accepted, and they visited that afternoon. (See Figure 2.)

No formal papers were prepared for this meeting, but several topics surfaced for discussion including the trend of educational legislation, the high school, and summer schools for teachers. In their discussion of the high school, they considered co-education and "the rights of superintendents in high schools."³⁷

At their summer convention meeting that year held at the Fenwick Club in Cincinnati, Wilfrid J. Lessard, Superintendent for the Diocese of Manchester, NH, and the first lay superintendent, discussed William A. Kane's (Cleveland) paper, "Cooperating with Public Officials." He was well qualified for the assignment having worked with local and state officials in New Hampshire on a variety of issues and being a charter member of the New Hampshire State Board of Education, on which he served from 1919 to 1935.

A little more than three months after the meeting, October 6, 1921, Rev. George Johnson, who had served as the first superintendent in Toledo since 1919, joined the faculty of Catholic University's Department of Education where he taught courses in educational administration.

During the 1922 spring gathering the group created the office of editor in addition to the chair and secretary positions. The office continued until 1935 when the Section changed to department status. McClancy (Brooklyn) was the first elected to the position. Later that year in a letter to Section members he explained the office saying: "Four times a year the task comes to us to gather from the Reverend Superintendents and Supervisors throughout the country such notes of educational interest as will serve to keep the entire body in touch with what is going on in Catholic educational circles."³⁸ These news briefs appeared in selected issues of the *Catholic Educational Review*, e.g., April and November, 1923. Among other members selected for the office were Lawlor (Newark), Bonner (Philadelphia), Barrett (Baltimore), Hagan (Cleveland), Byrne (West Virginia), and Kenny (Supervisor of High Schools, Providence).

FIGURE 2

N.C.W.C. Bureau of Education Founded

At a September, 1919, meeting of bishops, a Department of Education was established and at the February 20, 1920, meeting of the Department a Bureau of Education was established. The Rev. Dr. Francis W. Howard was unanimously elected Director of the Bureau but after some weeks of consideration did not accept the position.³⁹ Sometime later Mr. Arthur C. Monahan was employed as the Bureau's Director. Monahan had been in public education for more than 20 years as a teacher, supervisor, and then specialist in the U.S. Bureau of Education.

The Bureau's budget for 1920-1921 totaled \$34,000 including \$3,600 for a Director.⁴⁰

The Bureau's purposes were to serve as:

- I. A clearing house of information concerning Catholic Education and Catholic Education Agencies - for Catholic Educators and Students, and for the general public.
- II. An Advisory Agency to assist Catholic Education Systems and Institutions in their developments.
- III. A connecting Agency between Catholic Education activities and Government Education Agencies.

IV. An active organization to safeguard the interest of Catholic Education.⁴¹

In his remarks at the official opening of the Bureau in January, 1921, Father John Burke, General Secretary of NCWC, stated:

“The Catholic body is also very earnestly interested in the question of general education. Public Education is not foreign to the interests of the Catholic body...We take the stand that religion does play an important and vital part in the education of our young we are in favor of the wider and greater education of the children, but we are opposed to any movement that will deprive the citizens of private schools, the schools which teach religion.”⁴²

A major event in 1923 was the appointment of Howard as Bishop of Covington, Kentucky. However, he continued his work with the Association.

From 1927 to 1932 the annual Association Bulletin carried no proceedings for the Superintendents' Section but papers presented were published. However, in 1927 the Association changed its name. It added “national” and then became known as the National Catholic Educational Association or NCEA as it is so often called. The Superintendents' Section had another first in its history during that year. Mary E. Spencer, M.A., became the first woman to address this august group when she presented a paper, “Health Education and the Parish School.” According to the NCWC Annual Report of 1923:

*Miss Mary E. Spencer, M.A., a graduate of the Catholic parochial school and high schools of Malden, Mass, also a graduate of Columbia University, has been employed by the Bureau as an Agent in Health Education. A study of the extent of health education courses in the Catholic school system is now under way. On completion of this study a series of pamphlets on health education for use in Catholic schools will be prepared. In addition, Miss Spencer will act in an advisory capacity towards institutions wishing to incorporate health courses in their curricula or planning to enlarge their present activities.*⁴³

The NCWC Bureau of Education's weekly reports for weeks ending April 2, 16, and 23, 1927, carried information about Miss Spencer's preparation for and presentation to the superintendents. The April 16 report had an attachment, "School Health Work - Bibliography for Administrators and Supervisors," which was distributed to the superintendents. Among the items listed was *Medical Supervision in Catholic Schools* published by the Bureau in 1924. Following her presentation at the Section meeting, she was engaged to give institutes on health education at Louisville, Brooklyn, Providence, Boston, Syracuse, and Notre Dame University.

The year 1928 brought discussion of reorganizing the Association and part of that dialog included an effort to merge the superintendents' meetings with the Parish School Department and cease their separate gatherings. This was an effort 'to bring them back into the fold.' The topic surfaced in Francis Bredestege's (Cincinnati) letter to John Bonner (Philadelphia) regarding the program for the 1929 spring meeting when he wrote about the pending action of the Association's Executive Committee and the superintendents' possible response. "After this action, the next step will be the decision of the superintendents as to how far they are willing to abide by the reorganization plans. I put this in just this form because the impression is abroad that a considerable section of superintendents are by nature, and from choice, inclined to be Bolshevik and that a separate superintendents association is by no means an impossibility."⁴⁴ The separate meetings continued still not officially approved.

During the Toledo convention in 1929 Johnson was elected Secretary General of NCEA replacing Bishop Howard who assumed the position of President General.⁴⁵ Johnson had been appointed Director of the NCWC Education Department the previous year. This marked the beginning of 'one person wearing two hats,' namely, the chief operating officer of NCEA was also the Director of the NCWC Education Department. This arrangement remained until January, 1966, when Monsignor Frederick Hochwalt, Johnson's successor, asked to be relieved of the NCWC

responsibilities so that he could devote full-time to NCEA. When Johnson assumed his new post, the offices of NCEA were moved from Columbus, Ohio, to Washington.

For the first time since its inception in 1920, the 1934 spring meeting was postponed. Johnson wrote to Rev. James A. Byrnes (St. Paul), Section chair suggesting postponement of the meeting. Later he wrote Monsignor John M. Wolfe (Dubuque) and, referring to his suggestion to Byrnes, stated, "The action may have been in error, but at the time I was thinking more in terms of the convenience of the superintendents and the necessity of having them present at the Chicago meeting than of anything else."⁴⁶ The postponement was not well received by some members. Foremost among those dissenting from the change were the Ohio superintendents who sent a resolution to the Section's members which read:

April 5, 1934

*TO THE OFFICERS AND MEMBERS OF THE
SUPERINTENDENTS' SECTION OF THE
CATHOLIC EDUCATIONAL ASSOCIATION*

We, the Superintendents of the four Dioceses of Ohio, have learned with disappointment that the Annual Spring Meeting of the Superintendents' Section of the National [Catholic] Educational Association has been canceled.

The Spring Meetings of this Section have been held for many years and have been a source of much interest and mutual benefit.

It was our understanding that a regular meeting would be held during the spring this year. It was likewise understood that the elected officers would continue this established procedure.

In view of this, we petition the officers of the Superintendents' Section to convene the regular Spring Meeting on some suitable dates prior to May First, 1934.

Should the majority of the members of the Superintendents' Section favor the cancellation of the Spring Meeting, we with-

draw our petition and promise to cooperate in whatever procedure may be adopted by the majority of the members.

*Respectfully submitted,
John J. Murphy, Supt. of Schools of Columbus
John R. Hagan, Supt. of Schools of Cleveland
Francis J. Macelwane, Supt. of Schools of Toledo
Carl J. Ryan, Supt. of Schools of Cincinnati* ⁴⁷

McClancy (Brooklyn) was also dismayed by the change and conveyed his support of the Ohio action to Murphy. In the same letter he also addressed several burning issues including his concern for the status of the superintendents in the Association, the future of the Association, and the midyear meetings in Washington.

*For years it has been evident that the general officers of the N.C.E.A. would welcome the ending of the Washington meetings. The explanation is that though the Superintendents represent immediately the Hierarchy they have little to say in the general policy of the N.C.E.A. and less in the formation of the general program. This is a weakness and a threat to the life of the Association. Without the Superintendents and their sustaining Bishops the Association would die.*⁴⁸

Three days later, “under the mis-aupices of Friday, April the thirteenth,”⁴⁹ McClancy conveyed the same sentiments to Johnson but added: “Now they [superintendents] are as you well put it ‘the heart and soul of the Association,’ they are the money-getters and are the explanation of the success of every convention. Yet they are not even a Department but only a section.”⁵⁰

At the superintendents meeting during the June convention, Hagan moved and it was carried that a fall meeting be held to replace the lost Easter gathering, but there is no evidence that such a meeting took place. More importantly, during that convention, Wolfe (Dubuque) moved and it was accepted that “the incoming officers be empowered to interview the Executive Board

to secure a separate department for the superintendents in the National Catholic Educational Association."⁵¹

Displeasure of the superintendents and the need to ameliorate them was still evident after the convention, when in a letter to Howard, Johnson wrote: "I am sure Father Quinlan (new Section chair) will work with us in the matter of the superintendents. They likewise need to be coaxed back into the fold."⁵²

The strain continued into 1935 when the Association moved its annual convention from summer to spring and met April 24-25 in Chicago. This again displaced the superintendents' spring gathering, and again McClancy wrote a complaint letter to Johnson.

However, the superintendents did meet during the convention, and during their first session Johnson suggested that there be a reorganization of the Parish School Department and that it become a Department of Superintendence with membership open to superintendents, principals, teachers, and community supervisors. This was followed by the establishment of a committee to draft a plan of reorganization. At the final session the committee tendered its report which recommended "to the Executive Board that the Superintendents' Section of the National Catholic Education Association be hereafter constituted as the Department of Superintendence, National Catholic Educational Association, with representation on the Executive Board."⁵³ The recommendation was accepted, and the group agreed to hold their next meeting in either October or November. In their final resolution they thanked Johnson, Quinlan, and Ryan for their work with the NCEA officers in securing a commitment to "definitely determine the place the Superintendents' Section holds in the National Association."⁵⁴

The Association's Executive Board at its November 15, 1935, meeting approved the change of Superintendents' Section status and granted it representation on the Board. Immediately following this action, the Board appointed a committee with representatives from the superintendents', secondary, and parish school departments "to discuss ways and means for coordinating the work of these three Departments and to bring about the best

cooperation of all concerned.”⁵⁵

The Superintendents held their first fall meeting and last as a Section November 13-14, 1935, at the Waldorf-Astoria in New York. The fall meeting had been recommended earlier by Hagan, and Archbishop McNicholas (Cincinnati) had concurred and suggested that the group meet a week prior to the fall Bishops' meeting so that the superintendents' resolutions could be conveyed to them. After being informed of the dates and place of the meeting, Hagan corresponded with Johnson and objected to having the meeting in New York rather than Washington. He felt that such location would alienate the superintendents from Catholic University and not allow for the Bishops' connection. In Johnson's response he noted that the superintendents' meeting dates conflicted with the Bishops' but that otherwise he would concur with the Washington meeting site. Johnson went on to offer a rationale for the New York meeting when he wrote:

Moreover, human weakness has had something do with the New York idea. It seems there is a football game⁵⁶ and some of the boys wish to attend. I think that was the compelling reason that led Macelwane (Chairman from Toledo) to choose Manhattan Island.⁵⁷

A few days later Hagan responded reminding Johnson that the original proposal had been to meet a week in advance of the Bishops, and he concluded his letter with the observation that “The whole State is still exhausted by the game between Notre Dame (18) and O[hio] S[tate U[niversity] (13). The Church can now rest tranquil, for its indefectibility is completely proved.”⁵⁸

The minutes of the fall meeting do not indicate that any formal papers were presented, but rather that “Problems incidental to the administration of Catholic-School Systems throughout the United States were discussed.”⁵⁹ The resolutions of the gathering expressed appreciation for Cardinal Hayes' hospitality, noted the passing of Bishop Philip R. McDevitt, Bishop of Harrisburg and former chair of the group, expressed interest in the religious education of children in public schools, and finally expressed:

...their concern over the effects of the present economic depression upon the condition of the schools and over the heavy financial obligation faced by those responsible for Catholic Education. Moreover, the Superintendents express their sympathy with efforts being made in various parts of the country to secure a share in the public funds in behalf of Catholic Education, either through direct subsidies to Catholic-school children, or through the extension of school-bus service, medical care, and the furnishing of textbooks to pupils, following in all instances the judicious direction of each local Bishop.⁶⁰

Challenges of the Early Years

The challenges of the early superintendents are found in the formal papers presented at their meetings. From 1908-1935 there were 169 papers of which 156 were published. Many of these papers were discussed by one or more members who did so with prepared papers. From a study of these papers it was evident that superintendents in the early years of this century were occupied primarily with organizing a system (administration), standardizing the curriculum (curriculum) and improving teacher education (teachers). These three areas accounted for more than half of the papers. The remainder discussed character development, religious education, high school education, supervision, pastors, diocesan student examinations, and students. Each of these areas is reviewed beginning with administration which was their number one concern.

Administration

The papers speaking to this area discussed school and system organization, the evolution of the term superintendent, his role, the superintendent's annual report to the bishop and board, records and record keeping, diocesan surveys, finance, relations with public officials, and rural schools.

System and School Organization

Much of the discussion regarding organization related to diocesan organization, but that dealing with the school came in 1904 and 1912. In the 1904 paper delivered in the Parish School

Conference, a pastor from Columbus, L. W. Mulhane, spoke to the need for uniformity in number of students per room (50) and number of grades per classroom (2), and suggested having both boys and girls in the same classroom.⁶¹ Three years later, Francis T. Moran, a Cleveland pastor, responding to Brother Michael's, SM, paper, "Functions of the Community Inspector," stated:

It seems to me that we ought to have a Catholic system of education. Individual schools cannot constitute a system unless they are under some general supervision. Where one school acts independently of the other, having its own autonomy, there cannot be the general harmony that is desirable and which is absolutely necessary, if we are to have an organized system.⁶²

In a later paper, Brother John Waldron, SM (St. Louis Province), presented a concise but detailed history of the development of the elementary school. The principal influences were the economic need of families requiring children of 14 to enter full-time work, child labor and compulsory attendance laws promoted by superintendents, labor unions, teachers, child welfare societies, the National Education Association (NEA), and the US Bureau of Education. He noted as well that the nomenclature of "elementary" and "high school" were standardized by Indiana city superintendents in their 1875 meeting.⁶³

System

Diocesan organization papers addressed the board and the school office. Waldron provided a synopsis of board composition and work, namely, that it was composed of representative, noneducation expert pastors, developed the broad policies, met two to three times per year, and its acts were official when approved by the Bishop. He also maintained that they should be supportive of the superintendent and not interfere in his management of the School Office.⁶⁴

Gorman (Fall River), in speaking of the school office, indicated that it should be the center of all diocesan educational activities, not located in a rectory, and business-like, and one of

its more important functions should be coordinating the child accounting system.⁶⁵

Criticism of the organization came in a 1928 paper presented by Mr. M. J. Relihan of Mercyhurst College, Erie. Relihan maintained that some school boards were too large and that they should be held to nine members with three each of clergy, lay, and sisters (community supervisors). There should be no ex officio or honorary members, terms should be limited, and qualifications defined. He also took the bold step of recommending that, because of the discrepancies in financing the schools, a diocesan board of fund control be established to equalize support.

Albert Lafontaine (Fort Wayne), responding for the superintendents, took issue with the fund control suggestion and believed that because the sisters were co-workers with the superintendent, placing them on the board would make them superiors to him.⁶⁶

Superintendent: Evolution of the Term and Role

Joseph McClancy (Brooklyn) explained the evolution of the position's title when speaking to the group he said: "The title evolved from "inspector" who went looking for faults and suggesting improvements to "supervisor" who went to praise and assist teachers to "superintendent" a "Protestant" title...making itself popular among Catholics."⁶⁷

Bishop Shahan, Rector of Catholic University, in his 1923 welcoming address, spoke of the importance of the post in the diocese. He saw it as one which offered moral power and influence presumably because it derived its authority from the Bishop. Most saw that it gave the holder of it a broader perspective. There was also the feeling that the priest holding the position should not be given any additional jobs.

The functions of the post evolved and became more sophisticated over the years. Early on [until 1920] the superintendent worked in teacher development, visited schools, gathered and studied data and prepared reports, represented the system in civic and Church arenas, organized the curriculum, and worked with

pastors. Much of what he did was intended to standardize. From 1920 onward he worked to unify the schools into an organized system. Many of his earlier functions became more formalized and standardized, e.g., establishment of norms, professional training of teachers both religious and lay, data gathering, and report writing. According to George Sauer, SM (Cincinnati Province), he was to become a center for information and unification.⁶⁸ The superintendent was also expected to emphasize religion, to see that the schools maintained state standards, to promulgate policies, and participate in civic, social, and educational functions.

To hold the position one should have tact, patience, and discretion and be among the most gifted and zealous of the clergy.

Superintendent training was also addressed but more so after George Johnson was serving on the faculty of Catholic University. It was he who in 1920 and 1935 presentations suggested that those appointed to the superintendency should have had five years in parish ministry followed by three years of graduate study which would include philosophy of education; history of education, educational psychology, educational sociology, teaching methods, philosophy, and school law which encompassed both canon and civil law.⁶⁹ He allowed that such a formidable program might not be possible for smaller dioceses, and for them he recommended at least a year of study.

The Superintendent's Report

Beginning with Degan (1889), the superintendent's annual report to the Bishop and School Board was established. Although the content and format may have changed over the years, the report became the superintendent's summary of information and activity for the school year and warranted two presentations, one by Rev. Aloysius V. Garthoeffner (St. Louis) 1912 and the second by Rev. Charles F. McEvoy (Syracuse) 1923 and comments by others.

Garthoeffner expanded the report's audience to include pastors, parents, and teachers. He recommended two sections, annual statistics and pedagogical items. The statistical compo-

ment would include: total enrollment, enrollment by school, average membership and attendance, teacher/pupil ratio, percent of retardation (failures) and elimination (dropouts), number attending Catholic high school, public high school, business college, and percent of Catholic children in Catholic schools. He incorporated under the heading of pedagogy tardiness, truancy, overcrowdedness, and causes for failures and dropouts. Items of historical value to be included would be new schools established, erection of new schools, and obituary notices of teachers, pastors, patrons, and benefactors.⁷⁰

Little more than a decade later, McEvoy recommended adding graduates of grammar and high schools, number of boys and girls pursuing higher education, a summary of CEA proceedings, and pictures of a few schools.⁷¹

Two years later Henry Hald (Brooklyn) expressed the concern that the reports should not be “dry, cold, figures” but should express the hopes and plans of the superintendent.⁷² Finally, in 1931 Paul Campbell (Pittsburgh) allowed that “Perhaps reports in the past have fallen into disrepute because they were nothing more than a combination of school directory and endless tables of statistics.”⁷³

Records and Record Keeping

Office records and record keeping warranted three papers and parts of two others. In 1909 Thomas J. O'Brien (Brooklyn) emphasized the importance of records and their historical value.⁷⁴

John M. Wolfe (Dubuque) shared with his colleagues the sophisticated system of record cards that had been established in his diocese in order to have uniformity and standardization. He enumerated first those records to be maintained at the school which were:

Matriculation vital family and sacramental facts

Office Record academic information, reasons for leaving temporarily or permanently, promotion, graduation, next school or occupation [elementary card]

Scholarship corresponding high school card

Health Record

Admission, Discharge Promotion summary of some above information for teacher use [This later became the cumulative record card.]

Transfer informs school officials of pupil removal or dismissal [compulsory attendance law compliance]

That was followed by the cataloging of forms used by teachers and finally an explanatory list of principal's records which comprised a survey of school information, teacher, curriculum, and textbook data. These served as the bases for monthly, semester, and annual reporting to the superintendent.

In Hald's (Brooklyn) response, he cautioned his associates to keep records to a minimum and make them simple. Otherwise, principals and teachers would complain of "too much paper administration."⁷⁵

Campbell (Pittsburgh) addressed the topic later when he explained that improved educational research and its techniques focused attention on records and reports which required improvement. He referred to the NEA Department of Superintendence recommendations resulting from a survey and a Committee on Uniform Records and Reports which suggested only six basic records, namely, the "teacher's daily register book, pupil's general cumulative record, pupil's health record, pupil's vocational-guidance record, pupil's psychological clinic record, and principal's office record card."⁷⁶

The Diocesan Survey - A Helpful Tool

As education became more sophisticated, Johnson and James H. Ryan, Rector of Catholic University, promoted the use of diocesan surveys as tools for the superintendent to learn the strengths and weaknesses of his system and to formulate policy and future plans. In Johnson's 1923 paper he identified the many areas which might be investigated including educational needs, finance, management, children's health. He also posed the question of who should do the surveying and suggested in his response that the survey be constructed by the staff but "outside

experts" (consultants) could be used for advice on data assembly techniques, proper tests, and evaluation of results.⁷⁷

Three years later Ryan, too, promoted the use of surveys. In his paper he outlined the study process: gathering and interpreting data, making recommendations, and reporting. However, he emphasized that surveying was not a form of inquisition.⁷⁸

Finance

Finance became a topic early in the Depression. In 1932 people's desperate financial conditions precipitated their calls for economies such as school consolidations. Those same conditions resulted in the decrease and sometimes elimination of parish support which then contributed to parishes' inability to make loan payments on schools constructed earlier. During this period schools were to generate maintenance monies from raffles, other games of chance, and candy sales. This disturbed some of the superintendents, and John Bonner (Philadelphia), speaking from Leo Burns' notes, favored the elimination of such means of funding.⁷⁹

The following year Paul Campbell (Pittsburgh) read a paper in the Parish School Department titled "Running the School Economically" in which he recounted President Hoover's "Citizens' Conference on the Crisis in Education" held the previous January. He noted that Hoover emphasized that education was the most important service provided by the government and thus should be the least affected by economic cutbacks. The Conference generated forty recommendations for education cost cutting in public education which included consolidation of districts, increasing teaching loads, twelve month school year, and cooperative purchasing plans. Campbell translated some of those for Catholic schools but offered that "Any talk on the economic running of the school given to a Catholic pastor under present conditions might be summarized in the single sentence: 'Do what you have been doing, only more so.'"⁸⁰

Relations with Public Officials

This was a popular topic from 1920-1934 during which period six papers were presented, although of the six only two were printed in the annual bulletins, and they were William A. Kane's (Cleveland) "Cooperating with Public Officials" and Kelly's⁸¹ "Superintendent's Relations with Public Authorities and the Officials in the Public School System." Other papers which might have made interesting reading, but were unavailable, were two by Johnson (NCEA) "Our Concern with Federal Activities in Education" and "Federal Recovery Program in Its Relation to Catholic Education," Ralph Hayes' (Pittsburgh) "The Superintendent and State Legislation," and Charles Linskey's (Detroit) "A Diocesan School Under State Supervision."

Kane seemed to take "an arm's length" approach to the topic of cooperation. He conceded that dealing with public officials was necessary at times and admitted that superintendents' take different approaches. On some occasions, "we are armed for battle to right a wrong" and on others "smiling to ask a favor."⁸² Kane has no respect for "rural officials" whom he describes: "...his mental development has been sufficient to get his present position, and his politics enable him to keep it...[he] longs for the day when the law will compel every child to come under the influence of the public school...The 'word' 'Catholic' closes all approaches to his brain centers."⁸³

Wilfrid Lessard (Manchester), the first lay superintendent, discussed Kane's paper and encouraged his confreres to get to know State Department officials and their work because "mutual acquaintance and appreciation will do much to prevent suspicion, prejudice and misunderstanding."⁸⁴ He appeared to be supportive of Kane's concern of politicians when he wrote: "...it must be borne in mind that once a public official, always a public official...one of the chief anxieties of public servants, including educators, is to remain in office."⁸⁵

In his paper ten years later, Kelly enumerated the usual points of contact between the diocesan superintendent and public authorities; they were supervision by the State Department to

assure that minimum standards were being met as well as by the local health, fire, police, sanitation, water, and building inspection offices. The primary public school contacts were through the attendance office for truancy, transfer, and expulsion.⁸⁶

Rural Schools Are Different

During the '20s and '30s, three papers were read on rural schools and education and the diocesan superintendent's responsibilities. The first was presented in 1923 by Edwin V. O'Hara (Oregon City, now Portland),⁸⁷ the second (1928)⁸⁸ by Felix Newton Pitt (Louisville), and the third (1935)⁸⁹ by Joseph Ostdiek (Omaha). All concurred that there were more children in rural families than urban, children's experiences were different and so were their needs, the scattering of families made school establishment and transportation difficult, and resources were not as plentiful and thus financing schools was more difficult. [Regarding the financing issue, Pitt proposed that some "method of diocesan finance" be worked out to ameliorate the discrepancies between urban and rural parish incomes. This received less than enthusiastic support from his colleagues.] They agreed as well that teachers required different training and the course of study needed to be modified to reflect the agrarian culture and needs.

Other Administrative Concerns

Other concerns also addressed in their formal papers were defining the principal's duties and relationships, pupil promotion, making public the work of the schools, loss of pupils prior to program completion, and the school calendar.

As early as 1909, Brother Philip, FSC, acknowledged that "the principal creates the atmosphere of the school" and because of that full-time principalship was advocated along with the need for much latitude provided by the pastor. The principal was seen as "the teacher of teachers" and thus, should visit classrooms for two purposes, inspection of what is visible and examination, testing results of instruction.⁹⁰

Another issue was the promotion of elementary pupils.

Sauer proposed that those who had mastered the program and those too old for their grade should be promoted and that standards for promotion be established which would include exams, other marks, and the teacher's judgment. He cautions that exams are not ends in themselves and offers the 19th century British essayist John Ruskin's wise advice: "It is effort that deserves praise, not success; nor is it a question for any student whether he is more clever than others or duller, but whether he has done the best he could with the gifts he had."⁹¹

In 1922 McClancy (Brooklyn) urged his colleagues to advertise the work and worth of Catholic schools through publication of the superintendent's report, having students participate in state and locally sponsored exhibitions and pageants, maintaining membership in public and private educational organizations, and writing for the diocesan and secular newspapers. Such efforts he held would introduce the general public to schools other than public and encourage those already supporting Catholic schools with their "time, talent, and money."⁹²

A fourth concern was the loss of pupils prior to completion of the eighth grade which in those days was for most the terminal year. Hagan (Cleveland) cited that less than 50% of the Catholic children were in Catholic schools and thus the loss of students was not only a loss to the school but to the Church because, when they leave the school, they also leave regular confession, communion, sodalities, etc. He also noted that such students became "outcasts" in their parishes. He suggested that a remedy for the problem would be a child accounting system maintained in the diocesan office which could be used to monitor the movement of pupils.⁹³

The final topic addressed was McClancy's paper on the school calendar which he introduced in Brooklyn in the fall of 1921. The usual items of school opening and closing, examination weeks, holidays and holydays were found in the typical calendar. The calendar also included "explicit mention of the Bishop's permission for every Rev. Pastor to declare each year a school holiday on his own initiative and of a similar permission

for each community to cull out a free day..." (451) It was also used to promote vocations, and each year it carried a slogan such as "Serve the Lord by Developing Your Successors for the Catholic Classroom" for 1923-1924. It was printed and distributed to pastors, superiors, supervisors, teachers and others. When discussing distribution he noted in 1927-28 some 3,000 calendar cards were printed for \$19.75 and explained that from its inception the calendar received cooperation from nearly all because it had the Bishop's name and authority.⁹⁴

Curriculum

General

This was the area in which superintendents could have the most influence because they could oversee its development and implementation. It was agreed, however, that only in very large dioceses might there be sufficient staff for curriculum development, and thus it was suggested that such development might be the effort of several dioceses.

When developing a curriculum, one needed to consider the general aims of education which were practical and cultural and the specific aim of Catholic education which was religious development of the student. Other considerations included needs of the community and individual which varied for urban and rural schools and regular attention to the social changes taking place which could at times require new subjects or revisions of existing subjects.

Religion was to hold primacy in the curriculum, and other subjects were to be permeated with religious values so that the child was constantly imbued with religion.

Much like their successors today, they were cautioned about requiring "letter of the law" implementation and the limiting five-hour school day. John Peel (Buffalo) reminded his colleagues that "...it is well to bear in mind that after all is said and done, the course, no matter how splendid or perfect, is after all not the Decalogue. Much of the usefulness of many of our teachers might

be curtailed by a unreasonable insistence upon every detail being observed.”⁹⁵ Later Hickey (Boston) questioned: “...how much can the school actually accomplish?...The elementary school with its five-hour program cannot teach the child everything it might be good for him to know.”⁹⁶

Elementary

Lafontaine (Fort Wayne) spoke to the “Model Catholic School Curriculum”⁹⁷ and stated that Jesus’ command to love God and neighbor (Luke 10:27) should be the underlying principle of such curriculum. He maintained that a good curriculum should reflect the needs of the community and be developed “with due regard for the spiritual, mental and physical capacity of a child”⁹⁸ as well as the amount of school time available.

Seventeen years (1923) later the group heard a proposal to readjust the curriculum to a seven-year program and eliminate the “non-essentials,” e.g., rehearsals for school entertainment. The proposal also recommended that there be a seven year plan for high school and college and an increase in the length of the school year to 200 days. Barbian (Milwaukee), the paper’s discussant, concurred with the recommendations and, when addressing the length of the school year, he compared the preparation of US pupils to those in Europe (England, France, Germany) and Asia (Japan). Such comparisons have been made in recent years also.

Textbooks

The textbook discussions of this period could easily have taken place today. There was agreement that the text is what the teacher makes of it but that, like it or not, it “determines the content of instruction.”⁹⁹

In 1905, there was great concern about the use of public school textbooks as opposed to those produced specifically for Catholic schools written by Catholic authors and published by Catholic publishers. O’Brien (Brooklyn) quoted a May, 1905, article from the *Catholic Fortnightly Review* in which the author, Pallen, wrote:

Your non-Catholic book, when it is not anti-Catholic, is always neutral; its spirit is purely secular, and secularism is the great undermining influence of the age, making to the destruction of religion... Take your neutral reader, history and geography and pour their negative contents, their de-religionized lessons into the minds of our children and you have fertilized their soul for a crop of noxious weeds of religious indifferentism in the future.¹⁰⁰

Contrariwise, he praises Catholic publishers for their efforts which sometimes resulted in monetary losses when he said “for many went to the wall, but few went to Wall street.”¹⁰¹

Later the superintendents were more concerned about uniformity of texts in the diocese. In 1917 McNally (Philadelphia) and in 1932 Westenberger (Green Bay) discussed the pros and cons of such uniformity. Rationale in favor included financial savings to parents and easing student transition from school to school. Arguments against uniformity were that one set of texts may not be suitable for all schools and pupils and such would not allow for teacher individuality. Both suggested the compromise of developing a list of approved texts for each subject area.

Organization

Two organizational issues confronted the superintendents, departmentalization and junior high schools.

In the '20s Dunney (Albany) and his successor, Hanrahan, took opposite sides of the departmentalization issue. Dunney believed that elementary schools were being sold a bill of goods by the colleges and high schools. He argued that one teacher for one class was best because discipline and character building would be done by one individual and integration of subjects is best done by one teacher. He also believed that teacher influence would be diluted if the pupils were shuttled among many. For him the junior high organization was still too new and untried, and he expressed the concern that in America some things are adopted too quickly when he wrote, “Here in America, we say, youths should be experts at eighteen, confidential advisers at twenty,

successful merchants at twenty-two, magnates at thirty, and at forty moss-backed ancients fit for retirement, pensioning or anesthesia."¹⁰² On the other hand, Hanrahan believed that the 6-3-3 organization would soon be required by states and Catholic educators should be preparing to adopt such an organization. He admitted that there were two stumbling blocks, finance and the attitude of some pastors. Regarding pastors' attitudes, Ivis, his paper's discussant, proposed that "The only way open...to overcome the narrow-mindedness of some pastors is through a long-drawn-out and carefully planned propaganda course."¹⁰³

Subject Areas

Academic. Regarding academic subjects the superintendents heard three papers of which two addressed the study of English and the third foreign language. In 1904 Brother Anthony, FSC, (Christian Brothers College, St. Louis) discussed how to teach building a student's vocabulary and composition writing.¹⁰⁴ Later (1927), Hald waxed eloquent about the importance of English in the curriculum. He saw it as second only to religion and suggested that both the Church and State were in need of gifted writers. He highly recommended developing a taste for Catholic authors and nurturing of Catholic literature through inclusion in the curriculum.¹⁰⁵

The only other subject paper related to the possible introduction of a foreign language into the seventh grade curriculum. Dunney (Albany) and his paper discussants did not favor such inclusion because the curriculum was already full of essential subjects, and besides, this may just be a fad or "hazy experiment."¹⁰⁶

Vocational Education. Early on vocational education was introduced because most of the pupils completed their schooling with the eighth grade or sooner, and it was thought that they were not prepared for the work world especially the industrial work world. Thus, Larkin (New York) suggested incorporating manual and industrial training in the seventh and eighth grades.¹⁰⁷ Three years later, in 1917, Brother Baldwin, FSC, (New York Province)

spoke to the causes which required vocational training including the lack of preparation of existing workers in manufacturing and agriculture, increased earning power, and the “waste of human labor.”¹⁰⁸

Health Education. The final topic addressed in three papers from 1924-1932 was health education. This was most likely precipitated by the hiring of a health agent, Mary E. Spencer, at the NCWC Bureau of Education in 1923 whose emphasis was health education and training.

Hagan (Cleveland) was the first presenter and emphasized the importance of health education and the superintendent’s responsibilities which he outlined as: 1) introducing or maintaining health education in the curriculum; 2) providing health education for teachers; 3) arranging for medical services by the city/county for the pupils; 4) inspecting each school during his visit for proper sanitation, ventilation, lighting, etc.; and 5) being concerned about the teachers’ health.¹⁰⁹

The recently appointed Mary Spencer was invited to discuss health education and the parish school and to be the first woman presenter. Her theme was to have the schools develop a “health conscience” in the students because parents were abdicating their responsibilities regarding such training. She recommended preparing teachers to be alert for signs of communicable diseases, providing medical exams of pupils three times during their school years as well as health instruction and physical education. In order to accomplish this the teacher had to realize its importance and be a “leader of children in methods of wholesome living.”¹¹⁰

Finally, Wolfe (Dubuque) gave a very detailed account of the broad field of health and emphasized the connection sanity of mind with sanctity of body - *mens sana in corpore sano*.¹¹¹

Supervision

History

Hagan traced the history of supervision from the First Plenary Council of Baltimore to 1932. The admonitions of the

First Plenary Council were made to pastors who were the supervisors of primarily lay teachers. Between this Council and the next, religious communities proliferated and thus became the majority in the schools' teaching staffs. Supervision then was assumed by community supervisors. The superintendency was created after the Third Plenary Council of Baltimore, and the new superintendents began to organize the diocesan schools into a system. It was here that community supervisors assisted in the establishment of uniformity in textbooks, courses of study, assignments, school calendar, daily program, and examinations. The teachers of those days had very little general education and no pedagogical training. As the teachers began to achieve more education, general supervision was no longer necessary and that which was could be done by principals. This required a new stage in supervision, namely, specialized supervision either by subject area or grade level. Supervisors now needed to hold advanced degrees, at least a master's and preferably a doctorate. With this change, no single community could provide supervisors in all specialized areas or grades, and it was then that the superintendent began to utilize special supervisors from many communities. They became delegates of the superintendent and supervised in schools across the diocese and not just their community schools. These specialized individuals became the instructors in the Diocesan Teachers' College as well as school supervisors.¹¹²

The Why, How, and Who of Supervision

Bredestege (Cincinnati) maintained that the core of and justification for the superintendent's position was supervision of teaching which would result in improved instruction.

Supervision was critical because in the early years many teachers had little general education and no pedagogical training and it was a form of professional growth for them. It also assisted the superintendent in learning the tone of his schools as well as the strengths and weaknesses of his teachers.

Superintendents were encouraged to observe teaching during their school visits but when doing so to be unobtrusive

in the classroom and take notes for later discussion. They were admonished to be supportive of the teacher and follow-up the visit with a conference in which they could discuss the strengths and weaknesses and make suggestions for improvement, [The clinical model in an earlier day]. Additionally, they should be able to model or provide for model teaching.

Superintendents were not the only supervisors. The responsibility was shared with pastors, principals, and community supervisors.

Teachers

The subject of teachers was the second most important topic along with curriculum. The superintendents recognized that teachers and teacher/pupil interaction was the core of what education was about. This was evident early in the group's history when Brother Arnold Edward, FSC, New England Provincial supervisor, at the outset of his 1910 paper wrote:

Teachers are with their pupils from five to six hours daily for forty weeks of the year; not intermittently, but constantly; not merely physically, but with mind touching mind, with soul responding to soul. They stand or kneel with them at prayer, question them during recitations, examine with them the literary selections assigned for study, bear with them the storm and stress of mathematical periods, and light up for them the dark pages of history. During the quiet of the study time, as well as during the tumult of the recreation period, the teachers are present to supervise and direct. They meet them in the morning, as they come with minds clear and bright after the night's rest, watch them during the fatiguing work of the day, and dismiss them aweary after a school day of labor. In the cool and energizing days of autumn and winter, when work is almost pleasure, as well as in the balmy pleasant days of late spring and early summer, when nature calls loudest to youth to join her in her most inviting haunts - teacher and pupil meet for their accustomed tasks. What other person is so long a time with the boy [girl] during his [her] responsive hours? Attention is centered on the teacher for a longer period than on

*anyone else. What a power then should the strong teacher not wield over the impressionable mind of youth! He [she] should stamp his [her] opinions and views on it more than any other person.*¹¹³

They also recognized teacher training and professional advancement of teachers in service among their prime responsibilities. Two questions were posed. First, what was their authority in this area, and, second, how could they discharge their responsibility to assure that prepared and continually updated teachers were in the classrooms?

Responsibility and Authority for Teacher Training

Macelwane (Toledo) culled the 1875 Instruction of the Congregation of Propaganda to the American Bishops, the Acta of the Third Plenary Council of Baltimore and Canon Law seeking the answer to the first question. From that study he concluded that school standards and teacher training were the responsibility of the local bishop. Proceeding from that, he proposed that the superintendent, as the bishop's delegate in education, shares in that responsibility and thus, has responsibility and authority for them. [The only reference in the 1983 Code to persons in diocesan positions related to schools is found in Canon 806 § 2 which states: The Directors of Catholic schools, under the vigilance of the local ordinary, are to see to it that the instruction given in them is at least as academically distinguished as that given in other schools of the region."¹¹⁴]

Diocesan Teacher Examinations

As to the second question, how to discharge those responsibilities, the principal suggestions were diocesan examinations, classroom supervision, inter-school visitation, institutes, normal schools, college or university programs including summer school.

The Third Plenary Council of Baltimore urged bishops to appoint a "Commission of Diocesan Examiners" whose purposes were to examine teachers regarding their suitability to teach and

to “issue certificates testifying to the efficiency of the teachers.”¹¹⁵ First, they issued permits, and then, following the examination, they issued certificates for primary and grammar school. The examiners investigated teachers’ familiarity with subject matter, knowledge of classroom management, principles of pedagogy, and important current professional literature.

Teacher Meetings/Institutes

Teachers’ Meetings or Institutes were proffered as a means of developing teachers already in service and, as Howard explained, they “have established an esprit de corps.”¹¹⁶ McClancy (Brooklyn) proposed a format which included a prepared paper presented by a teacher, superintendent’s discussion of important matters and new regulations, and an address by a prominent educator.¹¹⁷ Local faculty meetings and regional meetings were also suggested.

Normal Schools

Normal schools were the first teacher training institutions used, and in 1907 Brother Michael, SM, (Cincinnati Province) recommended two plans for teacher training, a diocesan normal school organized by the bishop or religious community-operated normal schools.¹¹⁸ Later Brother Gerald, SM, (St. Louis Province) detailed a normal school program which offered courses in culture, psychology, history of pedagogy, methodology, physical training, school management, and a model school for observation of good teaching and practice teaching.¹¹⁹ If a diocesan normal school was organized under the auspices of the bishop, the superintendent, it was suggested, could utilize such school to introduce and assist in planned changes for diocesan schools. However, not all teachers had Church sponsored normal schools available to them and thus attended state sponsored schools. Attendance at the latter, however, was discouraged because, as Brother Z. Joseph, FSC, (California) pointed out, false philosophies were promoted, the history of education ignored Catholic theories, leaders, ideals, and the Church’s contributions to edu-

cation, and the environment was detrimental to one's spiritual life.¹²⁰

Catholic Colleges and Teacher Training

Catholic colleges and universities were encouraged to become involved in teacher training. Smith (St. John's College, Brooklyn) maintained that "we are supremely inconsistent if we defend so strenuously our parish school system as a vital necessity to Catholicism, and then look with equanimity upon any form of higher education out of harmony with what we contend for the lower."¹²¹ *He believed that Catholic colleges needed to hire new professors, organize a curriculum, and utilize their facilities at different times to accommodate teachers, e.g., late afternoons, evenings, and Saturdays. This ultimately led to the development of baccalaureate degrees in education as the requirements for teaching became more sophisticated.*

Thus, the superintendent had a variety of choices available to him to assist in teacher preparation and advancement. He could initiate regular teachers' institutes, organize a diocesan normal school, and work with Catholic colleges or universities within the diocese in planning courses and even teaching a course.

Evaluation of Teachers' Credentials

Jordan (Catholic University) discussed the important task of superintendents in evaluating teachers' credentials, e.g., coursework, certificates, degrees. He began by noting that an elementary teacher should have completed high school and a normal school program; the high school teacher a bachelor's degree which would have at least one year of full-time work (residency). He encouraged the group to use those standards for incoming teachers and then to encourage communities and sisters in the existing teaching ranks to achieve those same standards over time because he believed that the time was fast approaching when the State would establish the certification standards for all teachers - public and private. He also maintained that

if the superintendent suspected that the teacher's work did not meet rigid standards the superintendent should require an examination to check the teacher's knowledge and skills.

McClancy, in discussing the paper, stated that he believed that such standards were unrealistic and required the sisters to be subjected to two accrediting bodies - the normal school or college and the school board. He did not believe that the superintendent should "constitute himself into a committee of vigilance."¹²²

Hagan, the second discussant, railed against Catholic colleges viewing each other and their graduates with suspicion and concurred with McClancy that the sisters should not be doubly scrutinized.

Pedagogical Libraries

Other recommendations for teacher improvement were the establishment of "pedagogical libraries" in the convent for use by the sisters and paid for by the parish. Titles were to be first suggested by the teachers, then reviewed by the Superior who would submit the list to the pastor and he to the superintendent. Topics to be included were philosophy, psychology, history of education, school management, hygiene, administration and supervision, and tests and measurements. The library was also to contain a few of the leading education journals.

Lay Teachers

Finally, as the number of lay teachers began to increase in the schools, Larkin (New York) was asked to prepare a paper discussing the place of the lay teacher in parish schools. Twice in his paper he laments the necessity of lay teachers because he believed the ideal teacher is a religious and that enrollment suffered with a large number of lay teachers. However, he acknowledged that they were present and most likely would continue to be a growing force and therefore issues relating to them had to be addressed, namely, compensation, minimum academic requirements, and turnover during the school year.¹²³

Students

In the late 1920s students with special needs were a concern of the superintendents. Such students included the severely retarded, those with physical disabilities such as total or partial blindness and deafness, “morally exceptional” (delinquent), and those with normal facilities and abilities who were failing.

Kirsch (Toledo Assistant Superintendent) maintained that schools were focusing their entire attention on the “average” pupil and ignoring those at either end of the intellectual spectrum. He recommended that students with mental retardation problems could be provided an education in “opportunity” classes which Catholic schools could establish in one area location to serve several schools. As for the bright pupils, he suggested assigning extra work but not promoting them ahead of their age group as some public schools had been doing.¹²⁴

Brother Benjamin, CFX (St. Mary’s Industrial School, Baltimore) expressed concern for the delinquent youngster and noted that such problem children were thrown out of Catholic schools and often landed in one of the state’s industrial schools. He encouraged the group to establish mentoring programs similar to those operated by the Big Brother Association which could provide guidance and role modeling.¹²⁵

The final paper by Brother Philip, FSC (Pittsburgh Principal) discussed those pupils with normal abilities who were failing because of lack of regular attendance, ill health, overcrowded classrooms, etc. For these he believed that parents needed to be supportive of education and that the crucial factor which interests and attracts youngsters to school was the teacher and such person had to make the school environment inviting and the classroom interesting.¹²⁶

High School Education

Discussion of high schools first appears in 1914 with Boyle’s (Pittsburgh) paper¹²⁷ in which he argued for the pursuit of a classical course and suggested that those students anticipating

attending college complete their elementary education with grade six and then pursue a six-year classical program. Three years later (1917) Cameron (Rochester)¹²⁸ also discussed the issue of having secondary pupils pursue a classical course. As part of the rationale for his position, he reasoned that such a course developed lay leadership as well as the power to think correctly and was a necessity for those entering the professions.

Also in the period of the teen years (1913-1919) the issue of coeducation was debated. Albert Munstch, SJ (St. Louis University)¹²⁹ offered pros and cons. On the positive side, he listed such education as an economic advantage (no need to provide schools for each gender), better discipline (discipline needs differed between boys and girls), and a more wholesome moral atmosphere. Negatively, he believed that coeducation was morally dangerous, that boys became "feminized," and that it prevented the development of feminine qualities for girls and virile qualities for boys.

During the 1920s, the diocesan high school became a prime topic. Both Flood (Philadelphia)¹³⁰ and McClancy (Brooklyn)¹³¹ addressed the need for and importance of a Catholic high school education and the role of the diocesan high school in the emerging emphasis on a high school education for every student. Both held that small parish high schools as well as religious community schools could not meet the growing need for high school education. Thus, diocesan high schools should be established to accommodate larger numbers as well as provide a broader curriculum. McClancy suggested that districts or attendance areas be established in order to evenly distribute the student population. Staffing of such schools would require a mixing of communities as well as the hiring of lay teachers. The thorny problem then as well as now was finance. It was recommended that the diocese construct the high school and parishes should contribute to its operation by paying an amount per pupil for those attending. With the exception of book purchases, they should be free to pupils.

The first half of the 1930s generated discussion about the high school curriculum. Campbell (Pittsburgh)¹³² spoke to the importance of meeting students' individual needs and aspirations which would require schools to identify pupil tastes and aptitudes early in their high school careers. In that same meeting Keller (Harrisburg)¹³³ addressed the need for diocesan superintendents to regularly study their high schools and determine how well they were accomplishing their expected outcomes.

Religious Education

Religious education was a topic of early concern (1904-1907) and again from 1925 onward. For the 1930 superintendents' meeting it was the theme, and nine papers were presented. The subjects considered included the importance and value of religious education, the parental role, teacher preparation, the teaching of religion, and religion for Catholic public school students.

Not unlike Catholic schools today, religion was seen as the core of the school's curriculum around which all other subjects revolved. It was expected to permeate the curriculum. It was not just "education in religion" which meant presenting information but "religious education" which was intellectual but whose end purpose was to influence life.

The chief educator was God but followed by parents then the Church, State, and other agencies. The teaching of religion was critical in the home. If the home failed, the school would accomplish very little. Mothers were acknowledged as the first teachers and were encouraged to be devoted to prayer.

School teachers were next in line in providing religious education. It was important for them to be adequately and appropriately prepared. Thus, they were expected to be thoroughly grounded in Christian doctrine, practices of asceticism, and teaching methodology.

Because religion was considered integral to education, several papers addressed the teaching of religion. Often the pa-

pers spoke to problems and then offered suggestions. Among the problems were using pious exhortation in place of instruction, too much lecturing, overemphasis on memorization, lack of learning new methods of teaching religion and thus a dryness in conveying the subject, and, lastly, outside influences on children, e.g., movies, automobiles, parties, late hours. It was believed that students were becoming more sophisticated and as a result were more interested in pleasure than religion. It was noted that high school students were less interested in religion because no credit was given and it was not a requirement for graduation. Several presenters emphasized the need to revitalize the teaching of religion by making the content appropriate to the age and intellectual level of the child, utilizing aids such as pictures and dramatization, and attending conferences on new and better teaching methodologies. Finally, organizations such as the Sodality of the Blessed Virgin Mary, the Junior Holy Name Society, and the Pontifical Society of the Holy Childhood were encouraged to link, school, home, and church.

The religious education of Catholic public school students was the subject of a few papers. In these, points of emphasis included the responsibility of the pastor for all children, establishment of the Confraternity of Christian Doctrine program which would incorporate a trained diocesan director, trained teachers, and catechetical centers. Released time was discussed in one paper in which much of the presentation addressed a New York Supreme Court decision allowing such time. Lastly, one paper was devoted to "vacation schools," a program developed by the NCWC Rural Life Bureau which spanned 20 three-hour days with a graded course of study.

Pastors

Occasionally pastors were the focus of the group and of those papers most related to his responsibilities. However, two offered different perspectives, namely, the teachers' and a pastor's views.

Pastors were expected to take responsibility for the education of parish children and in that role they shaped the attitudes of their people toward Catholic education. Their prime focus of attention was to be religious instruction where it was expected they would teach weekly, prepare youngsters for first communion and confirmation, and have regularly specified days for communion and confession. As for the other aspects of the school, they were encouraged to learn about pedagogy and school management and to be knowledgeable about the school and convent facilities. Good relationships were to be developed with the principal and teachers. Principals were to be met weekly and delegated responsibility for the secular subjects and discipline. Visitors were also to be invited to the school to secure broader understanding and respect for the school and its operation.

Thomas B. O'Brien, a Chicago pastor, was invited to present the pastor's view of the school. He began his paper with pastors' early perception of the emerging superintendent's position and shared that pastors had difficulty accepting a recently ordained young man dictating to them how to operate their schools and stated that they saw this as the Bishop's scheme to "wrest from the rector the last shreds of pastor authority."¹³⁴ However, after watching the superintendent at work, he acknowledged the pastors' gratefulness for their assistance especially the standardization.

In 1907, Brother Anthony, FSC, presented "The Pastor and the School - The Teacher's Point of View." He gathered his material by asking community superiors to secure some of their teachers' perspectives on the topic. Their suggestions included making the schools suitable and convenient, keeping high school grades out of the elementary schools, objecting to too many expectations placed upon teachers, e.g., sacristan, organist, choir organizer, and to raising money for their own salaries.

The superintendents' general conclusion about pastors was best expressed by Father Larkin (New York Associate Superintendent), who stated "The pastor makes the school."¹³⁵

Character Development

Character development was an important subject in the late 1920s and the entire 1929 meeting was devoted to the topic. Presenters discussed those responsible, the principal purposes, obstacles, and suggestions for development.

Parents, pastors, principals, and teachers were acknowledged to be the key players in developing character. Luke Mandeville (Lincoln) spoke of the State's interest in character development and Nebraska's prescribed course of study which dealt with the natural virtues but not religion. The principal purpose of this development was to form pupils to imitate Christ and thus to assist them in achieving their eternal salvation.

Two presenters, Mary Spencer (NCWC) and Bredestege (Cincinnati), outlined some of the obstacles. Miss Spencer's paper preparation involved a study of the current literature, cases, and interviews. Her position was that there was no single cause for delinquent behavior - not heredity, poverty, physical defects, or intelligence. However, both she and Bredestege agreed that environment was extremely important and particularly the family. Bredestege maintained that the family had failed and cited what he labeled as "twentieth century substitutes for family" including day nursery, kindergarten, public playgrounds, juvenile court placements, reformatories, and amusement parks. Both also agreed that home and school must work together as a unit and provide critical role models.

It was suggested that the school staff's goal should be to have the children develop an intellectual acceptance of the reasons for conforming and not to rely on obedience to commands. To do this would involve training the will and working on one habit at a time. The presenters discouraged memorizing principles and overemphasizing authority rather than encouraging individual initiative. Character development, they suggested, involved the school's course of study, the religious atmosphere, the teacher's personality, and the use of role models such as former students, heroes, and heroines.

Diocesan Student Examinations

Diocesan examinations were instituted early and discussed periodically by the group. When discussed, the purpose and value of the exams and their construction were addressed.

These exams were given to test pupils' subject knowledge, aid in class ranking, determine promotion, diagnose learning problems, motivate teachers and students, maintain adherence to the diocesan courses of study, improve teaching and learning, and later to place students in more homogeneous groups.

As for their construction, the superintendent took responsibility for question preparation, but he did so in consultation with community supervisors and sometimes teachers. Their construction became more sophisticated as the years went on, and by the early 1930s were expected to have the qualities of validity, reliability, objectivity, as well as ease of administration and scoring. They were also to be carefully timed and designed so that the brightest could not answer all the questions and the slowest could answer some.

Other Topics

The remaining papers spoke to a variety of subjects including pupil services, seminary preparation for education, the importance of a Catholic college education, changes following World War I, development of study habits, value of Boy Scouts and other organizations, the school's responsibility to society, and international peace.

Sketches of the Section's Leaders

PART IV

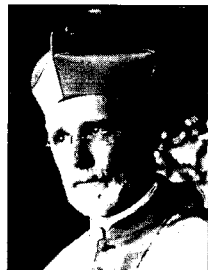
People make organizations, they are the life-blood of those organizations. Like all organizations, only a few hold the leadership position, but others influence the operation and direction of the group. So it was with the Superintendents' Section. Seventeen occupied the chair post, but another eight helped mold the organization.

So that these influential individuals are not just names in the minutes, an attempt has been made to provide a biographical sketch of each. Some biographies are lengthier than others, and that results from the amount of material in their files. Archivists in each of the dioceses and provinces from which these individuals came were most helpful in providing information whether it was little or much. Thus, the CACE membership will have at least a "snapshot" of the organization's early leaders.

Section Chairs

The First - Bishop Philip R. McDevitt (Philadelphia) 1908-1909

The Section's first chairman was one of the early twentieth century Catholic educational leaders who left his mark on the Archdiocese of Philadelphia, the Diocese of Harrisburg, and Catholic education at the national level.



Philip R. McDevitt was born July 12, 1858, in Philadelphia

to Richard and Mary Dehenev McDevitt. He attended St. Michael Parish School and graduated from LaSalle College in 1877 with an AB degree. From there he went on to study at St. Charles Seminary, Overbrook, PA, and was ordained July 14, 1885, by Archbishop Patrick J. Ryan.

In his 31 years in Philadelphia he had two assignments. He served as an assistant at Nativity of the Blessed Virgin Mary parish from 1885-1899 at which time he was appointed Superintendent of Parochial Schools to succeed John W. Shanahan who had been appointed the third bishop of Harrisburg. McDevitt served in the superintendent's position until 1916 at which time he again succeeded Shanahan as the fourth bishop of Harrisburg. His episcopal consecration took place September 16, 1916, in Philadelphia's cathedral.

During his years as Philadelphia's fourth superintendent, he organized the Catholic schools into a system and became known for his organizing and building of Archdiocesan Catholic high schools. Like his peers, he prepared an annual report for the Archbishop and Archdiocesan School Board but, unlike his peers, his became a model for others to emulate. His reputation grew, and new superintendents would consult him regarding the office and system organization as did Father Patrick Scott, the first Manchester, NH, superintendent. He was also consulted by bishops and diocesan officials interested in establishing a superintendent's position.

Even with the workload of a rapidly expanding system he found time to accept speaking invitations. In 1900 he addressed the Pennsylvania State Teachers Association on "Catholic Parish Schools, Their System and Reason for Existence." A few years later (1906) he delivered an address, "The Scope and Purpose of Parochial Schools," at Teachers' College Columbia University, and in 1913 he gave the baccalaureate address at the University of Notre Dame which honored him with a doctor of laws degree. He also spoke at many Teachers' Institutes, and, as Ella Marie Flick noted, he often quoted Nicholas Murray Butler's (Columbia

University President) “Five Evidences of an Educated Man,” which were:

1. Correctness and precision in use of the mother tongue
2. Refined and gentle manners
3. The power and habit of reflection
4. The power of growth
5. Efficiency - the power to do.¹³⁶

He also preached many sermons including one for the consecration of Louis S. Walsh (first Boston superintendent) as Bishop of Portland, ME, another for Walsh’s tenth anniversary in Portland, and finally for Walsh’s funeral.

As an author and editor he contributed articles to the *Catholic School Journal* which included one on “The Need for Practice Schools” and the *Ecclesiastical Review* in which he published “Catholic Parish School Superintendents.” He also responded to an editorial (Nov. 14, 1913) in *The Public Ledger* of Philadelphia regarding untaxed property including Catholic schools.

“Everyone recognizes that these institutions voluntarily take upon themselves a financial burden which otherwise the City, i.e., the tax-payers, would have to bear—a burden many times greater than the sum of money that could be collected were their property made to pay the real estate tax. The favor, then, which your editorial sees in this exemption from taxes is a very doubtful one. The exemption, rather, is just and warranted.”¹³⁷

From 1903-1910 while in the superintendent’s office, he published and edited *Education Briefs*, a quarterly addressing current education topics. He also sought permission to reprint articles he thought appropriate for the readers, for example, one by James A. Burns, CSC, President of Holy Cross College, Washington, DC, which appeared in *The American Catholic Quarterly Review*¹³⁸ and another by Mrs. Margaret F. Sullivan, a Chicago Catholic writer, which appeared in the *Catholic World*.¹³⁹ In 1910 he wrote to Hilaire Belloc, a well known Catholic writer and then

a Liberal member of the British Parliament, seeking permission to republish his article, "The International," which had appeared in the *Dublin Review*.¹⁴⁰

At the national level McDevitt became widely known as one of the founders and second president (1906) of the CEA Parish School Department. When the Superintendents' Section was formed, he was elected its first chair. In that group he served on committees and as a discussant for many papers. In 1910 he was asked to serve on the "Committee of Ten on the Improvement of the Teaching of Religion in the Elementary Schools" by Joseph Smith (New York), then President of the Parish School Department. Because of his knowledge of education and his interest in politics, he was invited by Francis W. Howard, CEA General Secretary, to present a paper, "The State and Education," at the 1915 St. Paul convention general session.

After joining the episcopal ranks, he became active in the National Catholic Welfare Conference. For several years he served as an elected member of its administrative committee and as chair of the NCWC Press Department. In the latter capacity he again succeeded Bishop Walsh of Portland when he died.

McDevitt had a lifelong interest in history and in 1888 joined the American Catholic Historical Society, which had been founded only four years earlier, July 4, 1884. His leadership skills were acknowledged here as well, and he served as its president three times.

He died Monday, November 11, 1935, after a short illness. The Apostolic Delegate, Bishop Amleto Giovanni Cicognani, celebrated the funeral Mass which was presided over by Cardinal Dennis Dougherty of Philadelphia. Also attending the funeral rites were two former superintendent colleagues, Bishop Hugh C. Boyle of Pittsburgh and Bishop John M. Gannon of Erie.

Only a short time before his death, McDevitt attended the consecration of his new Auxiliary, Bishop George L. Leech, who succeeded him.

The Others from Boston to St. Paul

Monsignor Joseph A. Connolly, VG, (St. Louis) 1909-1910

Joseph A. Connolly was born July 13, 1855, in Westport, County Mayo, Ireland and moved to St. Louis with his parents when he was 5. He was ordained June 18, 1878, and served several parishes during his ministry beginning with St. Columkill's, St. Louis, and ending with St. Teresa's, St. Louis, where he had been pastor from 1892-1922.

He was the founding pastor of Immaculate Conception Church in New Madrid, MO (1878-1882). In a letter dated January 9, 1881, he wrote of opening a parochial school.

Last Monday I opened a parochial school, which may be termed a "Catholic free school." The children receive their instruction free. The parents paying only for seats and desks. None but Catholic children received. Would I receive all applicants and demand a monthly fee I would have more children under me than I could well find room for. In the course of time I expect we will be able to build a small school house, when all children will be received and charged for, but all under the regular Catholic school discipline. After long deliberation I concluded to adopt the present plan, believing it would, in a year or so, be productive of much good, and a Catholic school a fixity in New Madrid, so long as a priest will be left here, which I trust will be always. At present I will offer no objection if I be the one. To attempt a regular parochial school at present would be a failure, but this being carried on as I have commenced will lead only, to permanent results.

All the Catholic children in town, but five, have been attending - their excuse, distance, though some five times the distance were in attendance. The old saying is "from small beginnings great results are frequently achieved." I hope and pray, the same will ere long be said of this undertaking.¹⁴¹

He also served the Archdiocese as Vicar General and as a member of the School Board. It was this latter position that

brought him into CEA's Superintendents' Section. He was active in the Section from 1907-1917. His service included time on the Association's board, the executive board of the Parish School Department, Section committees, paper discussant and the second chair of the Section.

He died September 28, 1922, while at St. Teresa's.

Reverend Albert E. Lafontaine (Fort Wayne) 1910-1912 & 1924-1925

Of the Superintendents' Section chairmen, Albert Lafontaine was the only chair to serve three terms and to hold a patent for an invention. He was born April 7, 1868, in Montreal, Quebec, Canada, and was baptized Albert Denis at Holy Name of Mary Parish, Montreal.¹⁴² However, at least from 1896 onward he was referred to as Albert E. Lafontaine.¹⁴³

In his early life he attended parochial school, studied a commercial course at Varennes College, Montreal, and studied the classics at L'Assumption, Montreal.¹⁴⁴

At age 19, he began studying philosophy at the Sulpician Seminary in Montreal, and Bishop Walsh of the Diocese of London, Ontario, accepted responsibility for payment of his board and tuition.¹⁴⁵ Some three years later, Walsh had become Archbishop of Toronto and he sought the services of Lafontaine when he wrote:

My Dear Mr. Lafontaine

I would now wish you to study for the Archdiocese of Toronto...Money has been thus far expended for your education in the name of the diocese of London has been entirely paid out of my private income [sic]; so that London diocese has really no claim on you...¹⁴⁶

A few months later, July 23, 1890, Lafontaine received a letter from Archbishop Walsh stating, "You are regularly and canonically affiliated with the Archdiocese of Toronto..."¹⁴⁷ He completed his theological studies at Brignole Sale College in Genoa, Italy, and was ordained June 11, 1892, in Genoa.

Upon return his first appointment was as pro-tem assistant at St. Paul's, Toronto, a post which he held for five months at which time he was given a pastorate for Smithville and Grimsby, Ontario.

During his time at Smithville he applied for and received a patent from the Dominion of Canada for "improvements in driving gear for bicycles."¹⁴⁸ A month prior to receiving the patent, he and another priest, W. R. Harris, Dean of St. Catherine's, Ontario, signed an agreement giving Harris one-fourth interest in "all profits, receipts, royalties, and the like that may follow, belong to or attach themselves to the aforementioned patents."¹⁴⁹ Lafontaine had applied for both United States and Canadian patents. The U.S. patent was denied May 4, 1895.

After two plus years, he was appointed pastor of the Toronto East Mission in September, 1895. During his tenure here, Lafontaine visited the Diocese of Fort Wayne, Indiana, spoke with Bishop Rademacher, and applied to work in the diocese.

In early April, 1896, a friend from L'Assumption days, Father Labonte, St. Louis Church, Besancon, Indiana, penned a letter telling Lafontaine that the bishop had not forgotten him. On April 15, 1896, Bishop Rademacher accepted him on trial with "the usual conditions...permission of your Ordinary and good testimonial letters."¹⁵⁰ Six days later, April 21, 1896, Archbishop Walsh wrote to Lafontaine granting him permission to leave the diocese. That was followed by a second letter from Labonte informing him that he had seen the bishop who told him that he had been accepted for work in the diocese and that he would be stationed at the cathedral. The letter also discussed the shipment of his books, asked when he would begin his trip, invited him to visit for a few days, and, concerning another practical matter, wrote, "Clothing is cheap here...until McKinley gets to the White House & then we shall pay much more for clothes."¹⁵¹

His first appointment, as Labonte noted, was as assistant at the Cathedral of the Immaculate Conception. In July, 1897, he assumed the pastorate of St. Vincent's, Fort Wayne, where he remained for four years.

During his second year, the Diocesan School Board in its "Address to the Rt. Rev. Bishop" speaking for the clergy wrote:

...experienced priests acknowledge with all sincerity, that the many onerous parochial duties do not give them sufficient time for the proper study of school matters...Eminent and experienced men of the school boards of other dioceses acknowledge: "The end aimed at by the institution of school boards, viz: "A higher standard of education among our children will not be reached until the matter is placed in the hands of one man, a priest whose sole occupation will be to busy himself about the schools, a system which has been adopted and works most satisfactorily in Boston, Philadelphia, Brooklyn and Rochester."¹⁵²

Bishop Rademacher responded in the same report stating:

...As for a special, (official) superintendent, for the sole supervision and direction of all the schools of the diocese, I can only express the hope, that the time may soon come when this plan can be carried out. For the present, we must rely mainly on the yearly examination conducted by members of the board...¹⁵³

Three years later (1901) the diocesan consultors in their last item of business approved the appointment of Lafontaine to the position of School Examiner pending the approval of the School Board.¹⁵⁴ Records under the date of August 20, 1901, read:

After mature deliberation the conclusion was reached that the time had come for the appointment of a School Superintendent or Examiner. The Ordinary [Bishop Herman J. Alerding] appointed the Rev. A. E. Lafontaine School Examiner or Superintendent. It was resolved that he should receive his salary out of the Bishop's Cathedraticum.¹⁵⁵

The next entry, August 22, 1901, notes "An increase of 10 per cent levied on the Cathedraticum in order to support the School Examiner for the remainder of the year to January 1, 1902."¹⁵⁶

Under that same date, Bishop Alerding issued a pastoral letter on Catholic Education, and, near the end of the letter, he announced the appointment of Lafontaine. Father Lafontaine is looked upon as well qualified, for this office and much good is confidently expected will result in our schools [sic]. He will devote all his time to the schools. His home and office will be in the Episcopal residence. ¹⁵⁷

A few days later, August 27, 1901, Bishop Alerding wrote a letter of introduction to practicing superintendents whom he (Lafontaine) would be contacting to learn about the job of superintending. On that same date, he was incardinated into the Diocese.

His involvement at the national level began early in his career. In 1903 at the meeting of the Parish School group in Philadelphia, he served as a discussant of McDevitt's paper, "Course of Study," and he was appointed to the committee on "Diocesan Organization of Parish Schools." In 1906 he presented his first paper, "Model School Curriculum," at a Parish School Department session during the Cleveland convention. During that same convention he was appointed to the "Permanent Textbook Committee," and the following year he was elected to the Parish School Department Executive Board. In 1908 he presented his second paper, "The Examination of Teachers," and was appointed to the committee to draft by-laws for the newly organized Superintendents' Section. At the 1910 Detroit convention, he was elected the third chair of the Superintendents' Section succeeding Connolly and served for two years. He continued active participation in the Superintendents' Section until his death. During his 25-year involvement at the national level, he presented four papers to his superintendents' group, served on numerous committees and as a paper discussant, and was re-elected to the chairmanship in 1924.

In addition to his work in education, Lafontaine served as Superintendent of the Indiana Catholic hospital association and on the diocesan marriage tribunal.

On November 15, 1928, Lafontaine died of a heart attack

at Bishop John Noll's house where he resided. Among those in attendance at his funeral on November 19 was Bishop Francis Howard of Covington.

**Bishop Hugh C. Boyle
(Pittsburgh) 1912-1914**



Hugh C. Boyle was born October 8, 1873, in Johnstown, PA, to Charles Boyle and Anna Keelan Boyle. Both parents were from Ireland - his mother from County Monaghan and his father County Donegal. He was the second of twelve children - 7 boys and 5 girls. Three of his sisters, four of his brothers and his father drowned in the famous 1889 Johnstown Flood when Hugh was only 16. He attended John Gualbert parish school and at age 14 entered St. Vincent College, Latrobe, PA, where he completed his seminary training and was ordained July 2, 1898. After ordination Boyle did parish work until 1906 when he was sent to the Catholic University to prepare for his next assignment, Superintendent of Schools, which he held from 1909-1916. During this tenure he was active in the Superintendents' Section where he presented papers, served as a paper discussant and on committees, and was elected chair.

Following his time as superintendent he returned to parish work until 1921 when he was named the sixth bishop of Pittsburgh by Benedict XV. He was consecrated June 29, 1921, and one of the co-consecrators was his superintendent colleague, Bishop McDevitt of Harrisburg.

During his 29 years as Bishop of Pittsburgh he was involved with the NCWC in a variety of roles including membership on the Administrative Board, Chairman of the Education, Press and Legal Departments.

He died December 22, 1950, at age 77.

**Reverend Aloysius V. Garthoeffner
(St. Louis) 1914-1916**



Little is contained in the archives of the Archdiocese of St. Louis regarding Father Garthoeffner. The biographical information available indicates that he was born October 17, 1873, in St. Louis, studied at Kenrick Seminary there, and was ordained June 12, 1896. His first appointment was as assistant at St. Mary's Church where he stayed until 1905. He was appointed the first archdiocesan superintendent in 1910 and served in that position until 1916. During that period he became involved with the Superintendents' Section in which he presented a paper on "The Superintendent's Report," served as a paper discussant, and chaired the Section from 1914-1916. He died in 1917, and Father Muntsch who gave the funeral sermon noted that he was the "founder of the Catholic School System of St. Louis" and that the schools "are the best memorials to his labors."¹⁵⁸

Reverend John E. Flood (Philadelphia) 1916-1920

John Flood was born June 4, 1876, to Philip and Mary Flood, attended Visitation parish school and Roman Catholic High School, and did his seminary studies at St. Charles, Overbrook. He was ordained November 7, 1901, by Archbishop Patrick J. Ryan. Following ordination he studied at Catholic University for a year and then served as an assistant in three parishes, Ascension (1903-1909), St. Patrick (1909-1913), and St. Matthias for a short period in 1913. In 1913 he was appointed Assistant Superintendent to McDevitt and succeeded him in 1916 when he became Bishop of Harrisburg. Flood joined the superintendents' group when he joined the school office and became active immediately. In his short tenure (1916-1922) as superintendent and member of the Section (1913-1922), he was a paper discussant several times, presented a paper entitled "The Diocesan High School," and was elected chair twice. He died suddenly

September 5, 1922, after a brief illness at St. Patrick Rectory where he had lived since his appointment as Assistant Superintendent.

**Monsignor William A. Kane, LL.D.
(Cleveland) 1920-1921**

Monsignor Kane was born August 4, 1874, in Youngstown, OH, to John and Mary Kane, Irish immigrants. He attended a parochial school there and went on to Holy Ghost College (later Duquesne University), St. Charles College Seminary, Catonsville, MD, and finally St. Mary Seminary, Cleveland. He was ordained June 1, 1901, by Bishop Ignatius F. Horstmann, third bishop of Cleveland. His first assignment was as assistant at Holy Name parish, Cleveland, where he stayed until 1913.

Bishop John P. Farrelly, fourth bishop, appointed him the first diocesan superintendent (September 15, 1913) and then sent him to Catholic University for the academic year to prepare for the position. In his superintendent years he devoted time to communicating with his teachers and principals through meetings and an office publication, "Superintendent's Office." In one issue he provided teachers with detailed instructions for the first day which included:

Endeavor to become acquainted in advance with the local conditions. Note the arrangements of the building and of your room in regard to entrances, exits and location of wardrobe.

As pupils enter, assign seats in the order of arrival. Definite assignments should be made later in the day.

Spend some time during the day in drill in the passing of lines, going to recitation and returning, collecting and distributing wraps.¹⁵⁹

In another he was encouraging fire safety when he wrote:

Call fire drills at least once every two weeks. Have them occur without warning.

We average, burnt up or partially destroyed every week in the year.

3 theaters	2 colleges
3 public halls	6 apartment houses
12 churches	3 department stores
10 schools	20 hotels
2 hospitals	140 flat buildings
2 asylums	1600 houses ¹⁶⁰

Kane joined the Superintendents' Section where he served on committees, presented two papers, "The Relation of the Superintendent to His Teachers" (1919) and "Cooperating with Public Officials," (1921) which was discussed by Attorney Wilfrid J. Lessard (Manchester), the first lay superintendent, and was elected chair for 1920-1921.

In 1919 while holding the superintendent's position he was appointed pastor of St. Paul, Euclid, an eastern suburb. He left the superintendency April 10, 1922, and the St. Paul post January, 1923, when he was appointed pastor of St. Patrick parish, Youngstown, OH, to succeed Reverend Edward A. Mooney (later Cardinal Archbishop of Detroit), who went to Rome as the spiritual director at North American College.

Kane died November 10, 1937, after several months' illness.

Reverend Michael J. Larkin, STB (New York) 1921-1922

Father Michael Larkin, New York's sixth superintendent, was born November 5, 1878, in Kingston, NY. He was an honors graduate from Fordham in 1900, and from there he went to St. Joseph Seminary, Dunwoodie, and was ordained September 21, 1904. Immediately after, he did a year of postgraduate study at Catholic University and upon his return became an assistant at St. Gabriel's in Manhattan. He remained there until September, 1909, when Cardinal John Farley appointed him superintendent, a post he held until 1926.

During his superintendency years he was an active member of the Superintendents' Section in which he served on committees, presented papers, and held the chairmanship for 1921-1922.

His paper topics included "Industrial and Vocational Training" (1913), "The Place of the Lay Teacher in Parish Schools" (1922), "A Sympathetic Consideration of a Pastor's Part in the Maintenance and Direction of a Catholic School" (1925), and "The School and Week-Day Religious Instruction" (1926).

Early in his diocesan office years he published "Pedagogy, True and False" in *The Catholic Educational Review* (September 1912).

While still superintendent he was appointed pastor of St. Gabriel, New Rochelle, where he oversaw the construction of a high school.

His final assignment (February, 1941) was pastor of St. Teresa Church, North Tarrytown, where he died August 11, 1954.

Bishop Ralph L. Hayes (Pittsburgh) 1922-1924

Bishop Ralph Hayes was born September 21, 1884, in Pittsburgh to Patrick Nagle Hayes (County Clare, Ireland) and Jane O'Donnell Hayes (Pittsburgh). He was the eighth of thirteen children. He received his elementary and high school education in the Crafton Public Schools, a suburb of Pittsburgh.



In 1905 he was an honors graduate of Holy Ghost College (Duquesne University), and in the fall after graduation Bishop Canevin sent him to North American College in Rome for his seminary studies. While there he studied at the university of the Congregation of the Propagation of the Faith (Propaganda) and received a doctorate in sacred theology. He was ordained September 18, 1909, by Cardinal Resphigi as was classmate Samuel Stritch, later Cardinal Archbishop of Chicago.

After returning home he was appointed assistant at Holy Rosary parish, Pittsburgh, where he served from 1910-1912. In the fall of 1912 Bishop Canevin sent him to the Apostolic Mission House at Catholic University to prepare him to work on the Mission Band which he did from 1913-1917. He was an assistant

at St. Paul Cathedral for two years (1913-1915) and then worked full-time on the Mission Band until 1917 when he was appointed superintendent succeeding Hugh Boyle.

While superintendent he was a member of the Superintendents' Section where he did committee work, was a paper presenter and was elected chair twice. His papers were "The Superintendent and State Legislation" (1920) and "Methods of Supervising Grade Teachers" (1922). He also wrote "Progress in Elementary Catholic Schools" for *The Catholic Educational Review* (January 1921).

Following his diocesan work he was made pastor of St. Catherine of Siena (Pittsburgh) where he served from 1925-1933, when he was appointed fourth bishop of Helena, MT. Among his consecrators was Bishop Hugh Boyle, his predecessor as superintendent, and the sermon was delivered by Bishop Samuel Stritch (Toledo).

His time in Helena was short, two years, and then he returned to the North American College as its Rector (1935-1944). In 1940, as Europe became more enmeshed in World War II, he closed the college and returned to Pittsburgh to live with Bishop Boyle. In 1944 he became bishop of Davenport, IA, until his retirement in 1966. He was the first American bishop to retire under the new policy of submission of retirement letter at age 75. (He was 82 when he retired.)

He continued living in Davenport and died there July 4, 1970.

Monsignor Patrick J. Clune, Ph.D. (Trenton) 1925-1926

Monsignor Clune was born March 4, 1866, in Ireland and died November 15, 1947, of a heart attack at Holy Cross Church where he had been pastor since 1941. He had been a priest 48 years, having been ordained May 28, 1899.

For 36 of those years he worked in parishes serving first as an associate and then as pastor. Included in the parishes he served were Sacred Heart, Trenton; St. Peter, Merchantville; St. Joseph, North Plainfield; and St. Mary, Stony Hill.

Clune was appointed the second superintendent November 11, 1919, replacing Father William McConnell who had held the office since 1911. Only his 1919-1920 annual report still exists in his file. The report notes that most of the schools were in good condition and "laboring zealously and effectively in the cause of Christian education."¹⁶¹ However, he continues, some schools "are a disgrace to the Parish School System"¹⁶² and he details their shortcomings. He concludes that these problems are the result of indifference.

Clune's involvement with the Section included being a paper discussant for McClancy's piece, "Advertising the Work of Catholic Education" (1922) and serving as chair 1925-1926.

He left the office April 15, 1930, after twice requesting the bishop to relieve him of the post because it had become difficult to be full-time superintendent and pastor.

The year after he left the superintendency, Niagara University awarded him an honorary doctor of laws degree.

Monsignor Joseph F. Barbian (Milwaukee) 1926-1927

Monsignor Barbian was born October 26, 1883, in New Coeln, WI, and attended St. Stephen parish school there. He entered St. Francis Seminary in 1898 and was ordained by Bishop Joseph J. Fox (Green Bay) June 14, 1908.

After ordination he served as assistant for St. Lawrence and St. Mary parishes in Milwaukee for two years and then invested the remainder of his priestly years in education. For six years he was a teacher at Pio Nono High School (now Thomas More High School) and then became its rector (principal) for four years. In 1920 he was named procurator of St. Francis Seminary, and a year later he was appointed Director of Schools, the archdiocese's first superintendent. He held that post until his death November 1, 1936.

Like his colleagues in the superintendency he was an active participant in the Superintendents' Section. He was a paper discussant several times and presented a paper, "The Superintendent and the Curriculum" (1924). In 1926-1927 he chaired the orga-

nization. Also like some peers he published a piece, "The Catholic Normal School of the Holy Family" in *The Catholic Educational Review* (February 1913).

Reverend John W. Peel (Buffalo) 1927-1928

Father Peel was born November 6, 1882, in Medina, NY, and studied for the priesthood at Our Lady of the Angels Seminary, Niagara University. He was ordained June 5, 1909, by Bishop Charles H. Colton.

The early years of his ministry were spent in parish work as an assistant at St. Mary, Niagara Falls (1909-1912), St. Patrick, Fillmore (1912-1918) and Our Lady of Perpetual Help, Buffalo (1918-1923). On April 16, 1923, he was appointed superintendent, a post which he held until 1941.

During his superintendency he was active in the Association. He was president of the Parish School Department (1919-1931) and the superintendent's group 1927-1928.

For most of his time in the diocesan post he also was pastor of St. Stephen (Buffalo). He became pastor in 1929 and died in a rectory fire there December 27, 1948.

Monsignor John M. Wolfe, STD, Ph.D. (Dubuque) 1928-1929

Monsignor Wolfe was born February 4, 1881, to Dominic and Susan (Scheir) Wolfe of North Washington, IA, and he was baptized at Immaculate Conception Church there. Early in his life the family moved to St. Joseph parish in Waterloo, IA. He received his undergraduate education at St. Joseph College (Loras College) and did his seminary studies at North American College in Rome. He was ordained June 16, 1905, by Cardinal Pietro Respighi at St. John Lateran and by that time had earned two doctorates, philosophy and theology.

His first assignment upon returning home was as professor and disciplinarian at St. Joseph College, a post he held for six years (1905-1911). For the next year he served as the Archdiocesan Chancellor and then moved into parish work where he was pastor

of St. Patrick, Cedar Falls (1912-1913) and pastor of Sacred Heart, Maquoketa (1913-1916). In 1916 he returned to St. Joseph College for three years as business manager and then was borrowed by Archbishop Austin Dowling (St. Paul-Minneapolis) to become professor of moral theology at St. Paul Seminary (1919-1922).

In 1922 he returned to his archdiocese and became its first Superintendent of Schools, a post he held until 1946. At the same time he was made Director of the Propagation of the Faith which he maintained until 1957. When he resigned from the National Council of the Propagation of the Faith, Bishop Fulton J. Sheen, the National Director, wrote him a commendatory letter.

During his superintendency he was active in CEA/NCEA and particularly the Superintendents' Section. He delivered five papers during the Section years including "Child Accounting and Informational Value of Reports" (1925), "Relation between Religious Practices and Moral Practices" (1930), and "Catholic Thought on International Peace" (1934). He served as Secretary 1926-1927 and then was elected chair for 1928-1929. Also during those years he published eight articles in *The Catholic Educational Review* including "The Process of Analysis and Synthesis in Relation to the Teaching of Religion" (October 1924), "The Cultural Aspects of Virtue and Vice in Relation to the Emotions" (January 1935), and a two-part piece entitled "The Virtues in the Effective Development of Character" (May & June 1929).

As part of his prolific writing he published *Sermons in Culture and Spiritual Values*, which includes "The Home, The Church, and The School."¹⁶³

He died October 3, 1958, after a lengthy illness.

**Monsignor John I. Barrett, Ph.D., LL.D.
(Baltimore) 1929-1930**

Monsignor Barrett was the son of John I. Barrett, Sr. and Mary Ann Farrell Barrett born April 13, 1884 in Baltimore. His early education was received at St. Patrick School and public schools of Baltimore and Loyola College. He did his seminary work at St. Mary, Baltimore and was ordained September 27, 1910, by James Cardinal Gibbons.



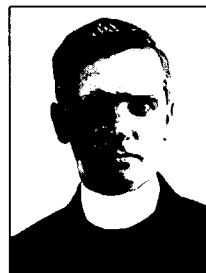
Following ordination he attended Catholic University, and while there served as chaplain of St. Vincent's Orphan Asylum. He then spent two years as acting secretary in the Apostolic Delegation in Washington. Other posts included the Archdiocesan Matrimonial Curia, General News Editor and Associate Editor of the *Baltimore Catholic Review* as well as assistant pastor of St. Ann, Baltimore (1912-1917) and St. Patrick, Washington (1917-1923). On May 26, 1923, he was appointed the fourth Superintendent, a post he held until his death June 10, 1945. While superintendent he also served as pastor of St. John the Evangelist (Baltimore) and later St. Katherine of Siena (Baltimore).

His involvement in the Superintendents' Section included serving as Editor, being a paper discussant, a paper presenter and being chair 1929-1930. His paper was titled "A City School Curriculum" (1925).

**Monsignor Richard J. Quinlan, A.M.
(Boston) 1930-1931 & 1934-1935**

Monsignor Quinlan, like an early predecessor, Lafontaine, served as Section chair at two different times, 1930-1931 and 1934-1935. He was born December 2, 1892, and died April 16, 1955.

He was ordained in 1920 and following ordination spent a brief time at Sacred Heart, Newton Centre. From there he went to Catho-



lic University for a year and returned to the post of professor at St. John's Seminary. During his years of priesthood he was involved in parish ministry at St. Cecelia's, Boston, the Cathedral of the Holy Cross, and St. John, Winthrop where he served as pastor from 1940 until his death. He also served as chaplain to the Massachusetts House of Representatives.

From 1926-1943 he was superintendent for the Archdiocese and was active in the CEA from 1926-1927 until his death in 1955. His first involvement was with the Superintendents' Section in which he presented several papers including "The Formation of Christian Character in our Pupils" (1928) and "Religious Education in the Home" (1930). As noted above, he served twice as chair. He also served the Association as Treasurer General for 18 years, 1937-1955. He was a regular national convention attendant and attended the convention in Atlantic City the week before he died.

Monsignor William F. Lawlor, LL.D.
(Newark) 1931-1932

Monsignor William F. Lawlor and his Assistant Superintendent of 37 years, Monsignor Daniel A. Coyle, were considered "senior statesmen" among diocesan superintendents. Monsignor Lawlor invested 45 of his 47 years in the priesthood in education. In 1914, two years after ordination, he became assistant superintendent, a post in which he continued until 1922 when he was appointed superintendent. He held that position until his death June 21, 1959.



Monsignor Lawlor was a long time member of NCEA joining the group when he was assistant superintendent. While in that post he delivered two papers: "Practice Schools and Training Classes for our Young Teachers" (1916), and "Are There Any Changes Needed in our Elementary Schools to Meet Post-War Conditions?" (1919). Also in that period he served as temporary chair of the Superintendents' Section. After becoming superinten-

dent he presented a third paper, "The School in Society" (1929). He held the Section's short-lived office of Editor which required him to write "The Superintendents' Section of the CEA" for *The Catholic Educational Review*, a synthesis of the Section's activities.¹⁶⁴ He was elected chair of the Section for 1931-1932.

For 30 of his 37 years as superintendent he also was pastor of St. Mary Star of the Sea, Bayonne, NJ. His other pastoral ministry work was immediately after ordination at St. Aloysius, Jersey City, and St. Patrick Pro Cathedral.

In addition to his duties as superintendent and pastor he also served as a trustee of Seton Hall University and on the boards of several community organizations, e.g., the Community Chest for which he was the first chair. In 1951 the Archbishop appointed him to be chief of the editorial staff for the archdiocesan newspaper, *The Catholic Advocate*.

Monsignor Lawlor was born May 28, 1884, to Mr. and Mrs. James Lawlor of Patterson, NJ. He attended St. John parish school there and did his college studies at Mt. St. Mary's College, Emmetsburg, MD, and Seton Hall University, where he earned a BA degree in 1908 and an MA in 1910 both before his ordination in 1912. Also before ordination he served as a professor of English at Seton Hall.

He died while speaking at a reception for a new priest of his parish, Father Victor Hoagland, CP. Monsignor Francis R. Seymour, Vice Chancellor for Archives in Newark, who served Mass for Monsignor Lawlor, referred to him as "...a priest who had a tremendous influence on my life..."¹⁶⁵ Seymour addressed Lawlor's "human side" when he wrote:

I don't think anyone who ever met him thought of Msgr. William F. Lawlor, P.A., as a "barrel of fun." On the contrary, most people who ran into him were certain he was overly formal, even stuffy, pompous, and yes, forbiddingly stern. That's not a very pleasant image, but true in so many ways.

Yet, surprisingly, this very staid man died telling a joke...

When called upon to speak, Msgr. Lawlor congratulated the newly ordained priest and went on to tell a few jokes. He

started one by saying a group of cannibals captured a Franciscan priest. They were about to cast him into a cauldron of boiling water when...and suddenly Msgr. Lawlor fell backward onto the floor...

(Oh, in case you never heard the ending for that ancient joke that he died telling, here it is: One of the cannibals said, "We can't boil this one. He's a Friar (fryer)")¹⁶⁶

Monsignor John J. Bonner (Philadelphia) 1932-1933

Monsignor Bonner was born November 2, 1890, to Hugh A. and Susan M. Fleming Bonner. His elementary education took place at St. Agatha and Our Mother of Sorrows parish schools, and his high school years were spent at Roman Catholic High School, Philadelphia. From there he entered St. Charles Seminary, Overbrook, and then went on to North American College in Rome where he did his studies at the Propaganda and earned an S.T.D. He was ordained at St. John Lateran by Cardinal Pompili.



Upon his return home he became assistant rector (pastor) at St. Bridget's, Philadelphia for less than a year and then served as a chaplain in the U.S. Army 1918-1919. After that he was vice rector of Roman Catholic for four years. He then did two more years in parish ministry, first at St. Bernard's, Easton, followed by St. Bridget's again. For a year and a half he was a professor at Immaculata College and was appointed superintendent July 1926. He remained in that position until his sudden death (heart attack) November 17, 1945. *

His activities in the Superintendents' Section included a paper, "The Relation of the Superintendent to the Diocesan High School" (1931) and the positions of secretary and chair.

He also served as the Association's Treasurer General and was succeeded by Quinlan. In a tribute to Monsignor Bonner on

radio station WIP, Father Joseph Cox noted: Practically all the priestly life of Monsignor Bonner was devoted to the cause of Catholic education. Through his inspired leadership and tireless zeal the Catholic school system of Philadelphia was generally recognized as one of the finest in the world. Catholic and secular educators alike paid tribute to his genius in school organization and administration.¹⁶⁷

Monsignor James A. Byrnes (St. Paul/Minneapolis) 1933-1934

Monsignor Byrnes, a contemporary of Lawlor, Bonner, and Wolfe, was born October 12, 1884, and received his college and seminary training at St. Thomas College and St. Paul Seminary. He was ordained by Archbishop John Ireland June 9, 1911.

His first assignment was only three months as Chaplain at the Boys Orphanage, Minneapolis, and that was followed by a year's work as Assistant at the Cathedral of St. Paul. Archbishop Ireland then sent him to Louvain, Belgium, from 1912-1915, and upon his return he became a professor at St. Paul Seminary for four years, and for two of those years he was also Spiritual Director. In 1919 he was sent off again for study at Catholic University to prepare for his next assignment. He was appointed the first superintendent of the Archdiocese in 1920 and served in that capacity until 1938 and for eight of those years (1920-1928) he was also Director of Propagation of the Faith. Following his time as superintendent, he became pastor in Lakeville, MN (1938-1945) and in 1945 assumed the pastorate of Annunciation, Minneapolis, a post he held until his death January 29, 1964.

During his days as superintendent he developed and operated St. Paul Diocesan Teachers' College which functioned from 1927-1954. The college was housed in the James J. Hill mansion which Hill's daughters had purchased at auction after their father's death and which they donated to the Archdiocese. Hill was the founder of the Great Northern Railroad.

Byrnes was elected chair of the Superintendents' Section for 1933-1934.

Other Influential Members

In addition to those who held the leadership post of chair, others stand out as molders of the early superintendents' organization. Among these are Brother Arnold Edward, FSC, Rev. Augustine Hickey, Bishop Francis W. Howard, Rev. George Johnson, Ph.D., Rev. Joseph V. S. McClancy, Brother George N. Sauer, SM, Brother John A. Waldron, SM, and Bishop Louis Walsh.

Brother Arnold Edward, FSC (New York Province)

Brother Arnold Edward, FSC, was born John S. Saunders in 1873 in Troy, NY. He was a graduate of LaSalle Institute, Troy, and received his degree from Christian Brothers College, St. Louis. In 1890 he received the habit of the Brothers of Christian Schools.

His teaching assignments were numerous and included LaSalle Academy, New York; LaSalle Military Academy, Oakdale, L.I.; Christian Brothers Academy, Syracuse; and St. Augustine Diocesan High School, Brooklyn. In his administrative career he served as principal of LaSalle Academy, Providence; director of St. Joseph Collegiate Institute, Buffalo; community supervisor for the New York-New England Province, and two terms as president of Manhattan College, 1904-1907 and 1912-1918. In his final assignment he taught English and Religion at Manhattan College from 1938-1947 when he retired.

He was an early member of the Superintendents' Section. Like others he served on committees and as a paper discussant. He also presented a paper, "Personal Power of a Teacher in the Highest Grades in our Parochial and High Schools" (1910) and served the group as secretary from 1912-1918.

He died December 29, 1952.

Monsignor Augustine Hickey (Boston)

Monsignor Hickey who served as Vicar General for much of Cardinal Cushing's tenure was born August 24, 1883, twelve years before his friend and superior. He was a graduate of St. Thomas Aquinas College, New York,



and, following that, studied at North American College in Rome where he was ordained November 11, 1906. He earned a licentiate degree in theology and a doctorate in education.

Upon returning from Rome he did parish work, first at Holy Ghost in Whitman and then at St. Columbkille, Brighton. In 1913 he was assigned to the Cathedral parish, Holy Cross, where he lived until 1926. It was during this assignment that he became Diocesan Supervisor of Schools (superintendent) 1913-1926.

Because of his great concern for the role of the parish priest in the school, in 1920 he inaugurated a course, "Principles of Education," at St. John Seminary. The course involved 30 lectures including one entitled "The Priest and the School."

Like his peers elsewhere he joined and was active in the Superintendents' Section during his time as superintendent. He served on numerous committees and as a paper discussant frequently. In the early to mid-1920s he presented three papers, "Teaching Pedagogy to Seminarians" (1922), "The Superintendent and the Professional Improvement of His Teachers" (1923), and "The Responsibility of the Superintendent in Fostering Spiritual Ideals in Education (1925). "Teaching Pedagogy to Seminarians" was also published in the June, 1922, issue of *The Catholic Educational Review*.

In 1926 he became pastor of St. Paul's in Cambridge and retained that post until his retirement in 1965.

He died July 18, 1972, in Regina Cleri, the home for retired priests.

Bishop Francis W. Howard
(Columbus/Covington)
(CEA/NCEA Secretary General 1904-
1929/President General 1929-1936)

When one thinks of NCEA, its beginning, and the person most influential in Catholic education at the national level, Bishop Francis W. Howard immediately comes to the



fore. He was NCEA's guiding force for the first 32 years of its existence. He attended the first meeting (1903) of diocesan school representatives called by Bishop Conaty, served on the planning committee for the 1903 meeting, and at the birth of CEA in 1904 was elected its first Secretary which the next year was retitled Secretary General. He served in that position until 1929 when he was elected President General, a post from which he retired in 1936.

In his role as Secretary General he guided the Association through its early organization and growth and interacted with its constituent groups as they came under the Association's umbrella. As President General his guiding hand was still there, but the day-to-day operation was in the charge of Rev. Dr. George Johnson who succeeded Howard in 1929 as Secretary General.

Bishop Howard took a keen interest in the diocesan superintendents and their organization. He was a paper discussant, committee member and presented papers, namely, "Diocesan Teachers' Meetings" (1908) and "The Organization of a Diocesan School System" (1918).

In 1920 when the National Catholic Welfare Conference (NCWC) was organizing its Bureau of Education, the position of Bureau Director was offered to then Father Howard who considered the matter and then declined.

After 32 years at the helm of the Association he wrote to Johnson:

May I ask you to inform the Presidents of the Departments, who will constitute the Committee of Nominations for the General Offices of the Association, that I wish to step aside from the office of President General this year and that I could not accept the office if the invitation should be extended to me. My reasons as stated to the Executive Board at the meeting in September, 1934, are the urgency of the work in my diocese, and the fact that the favorable conditions of the Association make this a propitious time for the change.

While retiring from office I hope to keep in close touch with the work with which I have been so long associated and that

*I shall be happy at all times to promote the policies and to uphold the principles that have always been advocated by our Association.*¹⁶⁸

Bishop Howard was born June 21, 1867, to Francis Howard and Catherine Sullivan Howard of Columbus, OH. His early years were spent at the Cathedral parish, St. Joseph, a short distance from his home. It was there that he was baptized, received first communion, was confirmed and offered his first Mass. While growing up, he became friends with James J. Hartley, a person ten years his senior, who was to become Bishop of Columbus and a strong supporter of Howard and his work.

The Cathedral parish had no school, and thus Francis Howard was educated at St. Aloysius Prep, St. Joseph Academy, and St. Patrick. His collegiate studies were done at Niagara University, Buffalo, NY, and from there he entered Mt. St. Mary of the West Seminary, Cincinnati. He was ordained June 16, 1891, by Bishop John Waterson of Columbus.

His first assignment was pastor of Holy Trinity Church, Jackson, OH. In 1898 he studied at Columbia University and did additional theological studies in Rome. In 1901 he was asked to organize the Diocesan School Board by Bishop Henry Moeller, later Archbishop of Cincinnati. He became its first president and remained in that office until 1923. In this same period he was an assistant at the Cathedral and professor of Sacred Eloquence at the Pontifical College, Josephinum. In 1905 he became the founding pastor of Holy Rosary Parish, Columbus, and continued until 1923. In 1923 he was named Bishop of Covington, KY. His consecration and installation took place July 23, 1923, and his consecrators were Archbishop Henry Moeller (Cincinnati), Bishop John A. Floersh (Louisville), and Bishop James J. Hartley (Columbus).

During his time as Bishop of Covington, he established parishes, missions, Covington and Lexington Latin Schools, and helped found Villa Madonna College. His diocese covered a large portion of the State of Kentucky including the mountainous

Appalachian area. Parts of the Appalachian area he visited on horseback, and upon his return he would write to the school children of his diocese about these visits. In one letter, December 12, 1931, he wrote:

You may ask, why does the Bishop take trips to such remote places?

In the first place I do it because I enjoy it...for me there is always enjoyment in an outing in the beautiful hills and streams of my diocese.

In the second place a good general should be ready to say, 'Come,' as well as 'Go!' and Our Blessed Lord said, "Follow me," and He led the way. In like manner a Bishop would not care to ask his priests to go places where he himself would not be willing to venture...¹⁶⁹

Bishop Howard died January 18, 1944, and in that same year Rev. Dr. George Johnson, Howard's successor as Secretary General, and Bishop John B. Peterson (Manchester), Howard's successor as President General, also died, the former on June 5 and the latter on March 15.

In the diocesan newspaper special edition reviewing his life and accomplishments, Johnson commented on Howard's years as Secretary General of the Association.

He abhorred anything that savored of centralization, whether in government, business, industry, or, as far as that is concerned, even in ecclesiastical affairs...

He wanted unity, but he did not want regimentation...He envisaged the National Catholic Educational Association, for example, as an instrumentality for unifying the Catholic educational forces of the nation, but he opposed every impulse on its part toward assuming any executive control.¹⁷⁰

**Monsignor George Johnson, Ph.D.
(Toledo) (NCEA Secretary General
1929-1944 & NCWC Department of
Education Director 1928-1944)**



“Wearing many hats” and doing it well was a characteristic of Monsignor Johnson. For many years he was Secretary-General of NCEA, Director of the NCWC Department of Education, and Professor of Educational Administration at Catholic University. Because of his active involvement in all three of these areas, he had great influence on Catholic education from 1929-1944.

Johnson was born February 22, 1889, in Toledo, OH, and attended parochial schools there. His high school and college work were done at St. John’s University, also in Toledo. From there he went to St. Bernard’s seminary, Rochester, NY, and on to North American College, Rome, where he was ordained June 6, 1914.

Following ordination he returned to the recently established (1910) Diocese of Toledo and in 1916 was sent by the Diocese’s first Bishop, Joseph Schrembs, to prepare for diocesan superintendency at Catholic University.¹⁷¹ Johnson became the Diocese’s first superintendent in 1919 but left the position in the fall of 1921 when he accepted an invitation by Bishop Thomas J. Shahan, Rector of Catholic University, to join the faculty of the University’s Department of Education. As he began his university work, he also began publishing in *The Catholic Educational Review* and included among his articles were “A Plan of Teacher Certification” (September, 1921), “Secular Teachers” (November, 1921), “Parent-Teacher Organizations in Parish Schools” (January, 1922), and “Supervision of Instruction” (March, 1922). He also edited the journal.

By 1928 his reputation as a scholarly educator was well known, and in November he was appointed Director of the NCWC Department of Education. The following June he was elected NCEA Secretary-General to succeed Bishop Howard who had

moved to President-General. This was the beginning of one person holding both posts, and it continued until 1966 when Johnson's successor, Monsignor Frederick Hochwalt, asked to be relieved of the NCWC position. During his national tenure he was involved with many aspects of education including the American Council on Education for which he served as secretary, the National Advisory Committee on Education to which he was appointed by President Hoover in 1929, and the Advisory Committee on Education through an appointment by President Roosevelt in 1937.

His relationship with the Superintendents' Section began when he became the Toledo superintendent and continued until his death. During the Section's history Johnson delivered many papers among which were "The Training of the Superintendent and the Principal" (1920), "The Possible Value of a Survey to a Diocesan System" (1923), "The Preparation of the Priest for the Office of Diocesan Superintendent of Schools" (1931), and "Federal Recovery Program in its Relation to Catholic Education" (1934). As Secretary-General he worked closely with the Section's chairmen from Barrett (1929-1930) to Quinlan (1934-1935).

Because of his knowledge of education and skills as an orator, he was invited to be a presenter and it was in discharging this role that he died. His death came suddenly while giving the commencement address at Trinity College, Washington, DC, June 5, 1944, the eve of his 30th ordination anniversary. His concluding words, which he never delivered, were:

The best, the truest, the most substantial advice that can be given to a Catholic graduate is this: Go forth and die. Die to yourself; die to the world; die to greed; die to calculating ambition; die to all the unrealities that the world calls real. Die and you shall live and live abundantly.¹⁷²

In his funeral sermon for Johnson, Archbishop John T. McNicholas, OP (Cincinnati) and chair of NCWC Education Department noted:

Our priests throughout the length and breadth of the land

*engaged in the field of education mourn today the loss of a devoted brother, whose wisdom often guided them, whose prudence and experience were an inspiration, and whose resourcefulness was always stimulating. Our educational institutions recognized in him a staunch friend and a capable advocate. Our Bishops found in him a wise consultant, eager to be helpful.*¹⁷³

Lastly, Monsignor John J. Bonner, Philadelphia Superintendent, in a tribute to Johnson wrote:

A sentence of the universal Shakespeare, albeit expressed to other purpose, provides a fitting eulogy for the close of the crowded, useful career of Monsignor Johnson: "Nothing in his life became him like the leaving it."^{174 175}

Monsignor Joseph V. S. McClancy, P.A., LL.D. (Brooklyn)

Monsignor McClancy had one of the longest tenures in the superintendency, 1915-1954, but has been succeeded by Monsignor Daniel Deaver (Honolulu) who picked up where McClancy left off, 1954-present. McClancy and his partner, Monsignor Henry M. Hald, were the Brooklyn team. Hald joined McClancy as his Assistant Superintendent from 1922-1955 and then succeeded McClancy for eight years as Superintendent and three more as Secretary to the Bishop for Education.

McClancy was born March 30, 1882, in Queens, studied for the priesthood at St. Joseph Dunwoodie and was ordained in May, 1907. His first assignment was as an Assistant at St. Gabriel's from 1907 to 1924 when he became Pastor of the parish until 1950.

During his days in the diocesan office he was involved in the Superintendents' Section, later Department of Superintendents. He served on several committees, was a paper discussant, and was elected Secretary in 1921 and Editor in 1922. He delivered six papers in the early years of the group, and among them were "Advertising the Work and Worth of Catholic Education" (1922), "The School Calendar, Its Restrictions and Obligations" (1928), and "The Office of the Diocesan Superintendent of Schools,

Its Possibilities & Limitations” (1931).

He, too, contributed to *The Catholic Educational Review*.

McClancy was a prolific letter writer, and in addition to making his views known on varying topics, his humor was evident as well. For example, when objecting to the proposal to hold the Association convention in Los Angeles (he preferred all meetings in Washington), he began:

This letter is going on an innocent errand. However it may have various reactions, it may make you smile, it may cause you to cuss or it may lead you to think...

He concluded the letter with:

...Incidentally when are you to catch up with John Barrett who is buying for his august form the Roman purple?¹⁷⁶

Johnson responded explaining the rationale for moving the convention around the country.

I assure you that this reaction to your letter is born of prayer, fasting and almsgiving...As far as John Barrett is concerned, my prayer is that he does not get torpedoed before he has a chance to get his picture taken in his robes.¹⁷⁷

After nearly forty years of service to the Church and Catholic education, McClancy died December 10, 1954.

Brother George N. Sauer, SM (Cincinnati Province)

Brother George Sauer was an early and long-time member of the Association and the Superintendents' group (1910-1940). In the same year as the end of the Civil War and the assassination of Lincoln, Sauer was born in Pittsburgh on November 14, 1865. He entered the Society of Mary on July 5, 1878 and took his vows four years later.



During his nearly 62 years in the community he held six

positions. During the 1880s and early 1890s he taught in Cleveland, then went to Dayton where he taught at St. Mary's Institute and Normal School (later the University of Dayton). From 1894-1908 he served as Rector of St. Joseph School, San Francisco, a school which was demolished in the 1906 earthquake. For a year (1908-1909) he was Director of the Postulate and Scholasticate and then in 1909 he was appointed Provincial Inspector of Schools, the equivalent of superintendent, a position he held until retirement in the late 1930s. He died June 20, 1940.

During his time as Provincial Inspector he joined and was active in the CEA/NCEA Superintendents' Section. In his first year he presented a paper, "Promotions in Elementary Schools," which he also had published in the *Catholic School Journal* January 1911 issue. He presented two more papers to his colleagues in the Section: "Supervision and Inspection of Schools" (1919) and "On Vocations to the Teaching Brotherhood" (1921). Like others, he served on committees and was a paper discussant. He held the position of Secretary from 1916-1918 and was the Acting Chair for a period in 1918. In the Association activities he worked closely with Francis Howard on Howard's favorite undertaking, the curriculum project.

Sauer's community archival files contained the 1919 membership list of the Superintendents' Section which included 31 diocesan superintendents and three community inspectors.

**Brother John A. Waldron, SM
(St. Louis Province)**

One of the most talented of the superintendents' group was Brother John A. Waldron, SM, a Cleveland native born there June 20, 1859, to James Waldron and Anna Quinn Waldron. He was baptized and confirmed at St. Patrick's, attended school there, and later returned as the Director of its school.



Waldron entered the Society of Mary on March 5, 1872, at St. Mary's Institute, Dayton (later University of Dayton), made his

first profession on October 10, 1875, and his final profession on August 9, 1882.

His first assignment was working in the community's Postulate for a year and then working at St. Michael College, Chicago, and other community schools until 1883 when he was sent to St. Stanislaus College, Paris, seat of the Marianists' General Administration. Upon returning in 1886, he spent ten years at St. Mary's Institute followed by ten years at St. Patrick's, Cleveland. In 1908 the American Province was divided into east (Cincinnati) and west (St. Louis). Waldron became the St. Louis Provincial Inspector of Schools, a position he held until he retired for health reasons in 1924. Not that that wasn't enough, he took on the position of Provincial Treasurer as well for eight years (1916-1924).

One of the talents for which he was remembered in the province was his ability to understand and supervise building construction. He was in charge of the construction of Chaminade College, Clayton, MO; Villa St. Joseph, Ferguson, MO; Maryhurst Normal School, Kirkwood, MO; and Central Catholic High School, San Antonio, TX. He also served as consultant to Archbishop Glennon of St. Louis when Kenrick Seminary was built. Father Sylvester Juergens, SM, writing of his memories of Waldron, noted: "Brother Waldron seemed to love concrete and concrete jobs."¹⁷⁸ Waldron, writing on the 60th anniversary of his religious profession to a long-time friend, Brother Gerald Mueller, also recalled his work of an earlier day when he wrote:

Believe it or not—but really I have patted the walls on the postulants' wing of the Maryhurst building and touching them affectionately as an old man is considered foolish to do, I have whispered: "Say, old bricks, I know to whom you ought to be thankful for giving you the honor to be in these walls of the Blessed Virgin. He is a real first-class Brick himself. He raised funds to buy you brick by brick, and so on, and so on."¹⁷⁹

Brother John was an early member of the CEA. His name

first appears in 1906 as part of the Parish School Department's Executive Committee. He continued in that post until 1908 and then from 1909-1921 was a member of the Association's Executive Board. Between 1913 and 1915 Father H. S. Spalding, SJ, of Loyola, Chicago, corresponded with him asking that he give serious consideration to becoming Secretary General replacing Howard who wanted to resign. (Howard did not resign.) Brother John was an original member of the Superintendents' Section and served as its Secretary from 1920-1921. His paper presentations included "Influences That Have Helped to Form the Eight Grade Elementary System" (1912) and "The Organization of a Diocesan System" (1914). The former paper discusses among other topics the adoption of child labor laws and as part of the preparation for it he wrote to Frank Morrison, Secretary of the A.F. of L. regarding labor's position on educational subjects. Waldron always maintained a connection to the Association even in retirement. He attended conventions until 1935 when he was 76.

Waldron had a wide range of interests and talents. He had a keen interest in the history of the Society of Mary and occasionally would do presentations on it. He was also a playwright and during one of his early appointments at St. Mary's Institute wrote a score of plays among which were "The Dead Witness," "The Druid's Ambition," "Three Rogues and a Fool," "Arden's Rosary," "Christian's Revenge," and "Enchanted Violin."

Brother Waldron died November 9, 1937, at age 78 and in the 63rd year of his religious life.

Bishop Louis S. Walsh (Boston, MA & Portland, ME)

Bishop Louis Walsh and his friend and colleague Bishop McDevitt were two of the earliest members of the CEA, and both were involved in its founding. Both attended the 1903 Parish School Conference in Philadelphia, served as Diocesan Superintendents, and were Diocesan Bishops. Walsh presented one of the four papers at the 1903 conference, "How Religion Was Eliminated from the Public Schools of Massachusetts." He chaired the

“Committee on Organization” which met January 13, 1903, in New York and drafted “Articles of Organization of the National Catholic Education Association of the United States.”¹⁸⁰ Walsh was elected the first president of the Parish School Department in 1904 and held that position until his appointment as Bishop of Portland, ME, on August 12, 1906. He was succeeded by McDevitt.

Louis Walsh was born January 22, 1858, in Salem, MA, to Patrick and Hannah Foley Walsh. He received his early education at St. Mary’s School, Salem, until it closed in 1865 and then in the Salem Public Schools, graduating in 1876. He attended Holy Cross College for one year and then entered the Grand Seminary of Montreal for two years of philosophy. From there he went to Paris to attend St. Sulpice, and then on to Rome where he did advanced work in theology and Canon Law. He was ordained in Rome on December 23, 1882.

Upon returning home he was assigned for one year (1883-1884) as Assistant at St. Joseph, Boston. When St. John Seminary, Brighton, opened in the fall of 1884, Walsh was appointed Professor of Church History and Canon Law, a post he held until September 21, 1897, when he became the first Diocesan Supervisor of Schools. His tenure in that position ended with his appointment as Bishop.

Following his appointment as Diocesan Supervisor and at the Archbishop’s suggestion, he visited three superintendents, Shanahan (Philadelphia), Consideine (New York), and O’Brien (Brooklyn) as well as a Newark Pastor/Diocesan Examiner. He submitted his first official school visit report to the Archbishop for the year 1888-1889 which was a 136-page handwritten document discussing many topics, e.g., amount of school time, enrollment, relationship of public and parochial schools particularly high schools, and a concern over the centralization of education power at the state level.

During his time as superintendent as well as bishop he advocated state support of Catholic schools. In 1901 he published

a book, *The Early Irish Catholic Schools of Lowell, Massachusetts 1835-1852*.¹⁸¹ which explained how in those years the local board subsidized the Irish school, and in December, 1902, he published a "Financial Statement Showing the amount of money saved to the Cities and Towns of Massachusetts by the Catholic Free Public Schools" which listed each public school district, the per pupil cost in that district, the Catholic schools in the district and their enrollment, and the amount saved by those schools based upon multiplying the district's per pupil cost by the Catholic school enrollment. The total savings were \$2,424,105.04.¹⁸² While Bishop he was invited to submit an article to the Lewiston (ME) Journal which he accepted and in it he devoted a large segment to his favorite subject.

"The chief, fundamental and universal reason for the Catholic System is that religious instruction, training, positive Christian principles of morality and character, the product of all true education are necessary and must be an integral daily part of school life.

The State thus far has declined to allow such religious education in harmony with the rights of children and duties and rights of parents, therefore the Church has no alternative but to provide her own Schools, awaiting the hour of justice and equity in those who govern our Commonwealth.

Let no one object to the practical impossibility of a perfect harmony between State and Church in this matter, for what is possible in England, Scotland, Ireland, Belgium, Holland and Germany is also possible and not difficult in Maine or other States, where good will and equality before the law ought to be first principles."¹⁸³

Bishop Walsh was acknowledged not only as an educator but also a historian. He initiated the Maine Catholic Historical Society and was awarded a life membership in the American Catholic Historical Association in 1922.

He died May 12, 1924, and his friend, Bishop McDevitt, who preached at his consecration and tenth episcopal anniversary, gave the eulogy.

Endnotes

- ¹ Roll 21 *Archbishop Corrigan Correspondence*, Folder 2 in G-83, Archdiocese of New York Archives
- ² Roll 12 *Archbishop Corrigan Letters to others and from others A-Z*, Archdiocese of New York Archives.
- ³ Archdiocese of Boston Education, First Official Visit - Supervisor of Schools 1898-1899; Historical Manuscript Collection (Archives, Archdiocese of Boston).
- ⁴ *Ibid.*, 75.
- ⁵ Archdiocese of Boston Education, Reports of Father Lyon and Father Graham, Historical Manuscript Collection (Archives, Archdiocese of Boston).
- ⁶ *Report of the Proceedings and Addresses of the First Annual Meeting of the Catholic Educational Association*, St. Louis, Mo., July 12, 13, and 14, 1904, (Columbus, Ohio, 1904) 18. [Hereafter referred to as Proceedings [Year]]
- ⁷ Father Mulligan is referred to as Rev. J. B. Mulligan in one cite and as Dean B. J. Mulligan, Diocese of Trenton, in another.
- ⁸ *Proceedings, 1904, 19-20.*
- ⁹ *Ibid.*, 23.
- ¹⁰ Walsh to Committee on Organization, December 21, 1903, NCEA Records (1902-1982), Administration of Bishop Francis Howard (1904-1928), Department of Archives and Manuscripts, The Catholic University of America, Washington, D.C. [Hereafter referred to as NCEA, Howard, CUA.]
- ¹¹ *Ibid.*
- ¹² *Ibid.*
- ¹³ *Ibid.*
- ¹⁴ Walsh to Howard, June 9, 1904, NCEA, Howard, CUA.
- ¹⁵ Walsh to Howard, July 22, 1904, NCEA, Howard, CUA.
- ¹⁶ Walsh to Howard, March 12, 1905, NCEA, Howard, CUA.
- ¹⁷ Walsh to Howard, January 4, 1906, NCEA, Howard, CUA.
- ¹⁸ Walsh to Howard, May 14, 1906, NCEA, Howard, CUA.
- ¹⁹ McDevitt to Howard, January 18 and January 25, 1907, NCEA, Howard, CUA.
- ²⁰ *Proceedings, 1907, 301.*
- ²¹ *Ibid.*, 308.
- ²² McDevitt to Howard, February 8, 1908, NCEA, Howard, CUA.
- ²³ *Proceedings, 1908, 369.*
- ²⁴ *Ibid.*, 370.
- ²⁵ McDevitt to Howard, May 20, 1909, NCEA, Howard, CUA.
- ²⁶ *Proceedings, 1909, 327.*
- ²⁷ McDevitt to Howard, September 22, 1909, NCEA, Howard, CUA.
- ²⁸ *Proceedings, 1910, 354-355.*
- ²⁹ *Proceedings, 1911, 348.*
- ³⁰ McDevitt to Howard, May 14, 1913, NCEA, Howard, CUA.
- ³¹ Brother Edward, FSC, to Superintendents' Section members, January 21, 1914, McDevitt, Philip Richard, 1858-1935, CMLD, The Archives of the University of Notre Dame.

³² Sauer to Howard, July 10, 1917, Society of Mary Provincial Archives, University of Dayton.

³³ Sauer to Howard, September 3, 1918, Society of Mary Provincial Archives, University of Dayton.

³⁴ Sauer to Howard, January 14, 1919, NCEA, Howard, CUA.

³⁵ Sauer to Howard, September 19, 1919, NCEA, Howard, CUA.

³⁶ Superintendents' Section Proceedings April 12-13, 1921, Brother George N. Sauer file, Society of Mary Provincial Archives, University of Dayton.

³⁷ Ibid.

³⁸ Circular letter, 6 October 1922, NCEA Records (1902-1982), Administration of Msgr. George Johnson (1928-1944), Department of Archives and Manuscripts, The Catholic University of America, Washington, D.C. [Hereafter referred to as NCEA, Johnson, CUA.]

³⁹ Report of the Department of Education to the Administrative Committee of the National Catholic Welfare Council, General Secretary's Office, Series 2, Numerical files 560-571, CUA.

⁴⁰ Ibid.

⁴¹ National Catholic Welfare Council Bureau of Education, General Secretary's Office, Series 2, Numerical files 560-571, CUA.

⁴² Ibid.

⁴³ NCWC Annual Reports (September, 1923), 10., CUA.

⁴⁴ Bredestege to Bonner, 21 November 1928, Msgr. John J. Bonner papers 1909-1945, Philadelphia Archdiocese Historical Research Center. [Hereafter referred to as PAHRC.]

⁴⁵ Howard was the second President General. He succeeded Bishop Thomas Shahan who served from 1909-1928. Howard served until 1935.

⁴⁶ Johnson to Wolfe, April 28, 1934, NCEA, Johnson, CUA.

⁴⁷ Ibid.

⁴⁸ McClancy to Murphy, April 10, 1934, NCEA, Johnson, CUA.

⁴⁹ McClancy to Johnson, April 13, 1934, NCEA, Johnson, CUA.

⁵⁰ Ibid.

⁵¹ Proceedings, 1934, 191.

⁵² Johnson to Howard, July 9, 1934, NCEA, Howard, CUA.

⁵³ Proceedings, 1935, 173.

⁵⁴ Ibid.

⁵⁵ Ibid., 21.

⁵⁶ The game to which Johnson referred was Notre Dame v. Army which was played November 16 at Yankee Stadium with a crowd of 80,000 in attendance. It ended in a 6-6 tie with Notre Dame scoring in the final 45 seconds. Among those in attendance were former President and Mrs. Herbert Hoover, Postmaster General James A. Farley, and Senator Robert Wagner.

⁵⁷ Johnson to Hagan, November 1, 1935, NCEA, Johnson, CUA.

⁵⁸ Hagan to Johnson, November 5, 1935, Johnson CUA.

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60 Ibid., 355-356.
61 Proceedings, 1904, 129-140.
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66 Proceedings, 1928, 481-492.
67 Proceedings, 1920, 381.
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82 Proceedings, 1921, 286.
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89 Proceedings, 1935, 183-192.
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98 Ibid., 194.
99 Proceedings, 1932, 461.
100 Proceedings, 1905, 200.
101 Ibid., 201.

- ¹⁰² Proceedings, 1920, 297.
¹⁰³ Ibid., 473.
¹⁰⁴ Proceedings, 1904, 140-152.
¹⁰⁵ Proceedings, 1927, 390-397.
¹⁰⁶ Proceedings, 1917, 326-342.
¹⁰⁷ Proceedings, 1913, 324-337.
¹⁰⁸ Proceedings, 1917, 376-386.
¹⁰⁹ Proceedings, 1924, 444-455.
¹¹⁰ Proceedings, 1927, 419.
¹¹¹ Proceedings, 1932, 497-514.
¹¹² Ibid., 480-487.
¹¹³ Proceedings, 1910, 363-364.
¹¹⁴ Code of Canon Law Latin-English Edition, Washington, DC: Canon Law Society of America, 1983.
¹¹⁵ Proceedings, 1915, 351.
¹¹⁶ Proceedings, 1908, 382.
¹¹⁷ Proceedings, 1934, 208-217.
¹¹⁸ Proceedings, 1907, 292-293.
¹¹⁹ Proceedings, 1915, 357-374.
¹²⁰ Proceedings, 1918, 423-467.
¹²¹ Proceedings, 1926, 404.
¹²² Proceedings, 1925, 508.
¹²³ Proceedings, 1922, 234-239.
¹²⁴ Proceedings, 1925, 513-525.
¹²⁵ Proceedings, 1927, 427-448.
¹²⁶ Proceedings, 1928, 458-469.
¹²⁷ Proceedings, 1914, 248-253.
¹²⁸ Proceedings, 1917, 343-356.
¹²⁹ Proceedings, 1916, 352-370.
¹³⁰ Proceedings, 1921, 280-285.
¹³¹ Proceedings, 1923, 319-413.
¹³² Proceedings, 1935, 202-210.
¹³³ Ibid., 211-216.
¹³⁴ Ibid., 194.
¹³⁵ Proceedings, 1925, 412.
¹³⁶ Ella Marie Flick, *The Life of Bishop McDevitt* (Philadelphia, PA: Dorrance and Company), 1940, 332.
¹³⁷ Bishop Philip R. McDevitt Papers, PAHRC..
¹³⁸ James A. Burns, CSC, "The Training of a Teacher," *Education Briefs*, No. 5, January 1904, PAHRC.
¹³⁹ Margaret F. Sullivan, "Chiefly Among Women," *Education Briefs*, No. 13, January 1906, PAHRC.

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- ¹⁴¹ Monsignor Joseph A. Connolly File, Archives of the Archdiocese of St. Louis.
- ¹⁴² Copy of Baptismal record dated July 22, 1890, Lafontaine file, Diocese of FortWayne-South Bend, IN.
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- ¹⁴⁹ Handwritten agreement dated November 14, 1894, Lafontaine file, Diocese of Fort Wayne-South Bend, IN.
- ¹⁵⁰ Bishop Joseph Rademacher to Lafontaine, April 15, 1896, Lafontaine file, Diocese of Fort Wayne-South Bend, IN.
- ¹⁵¹ Rev. Francis X. Labonte to Lafontaine, April 23, 1896, Lafontaine file, Diocese of Fort Wayne-South Bend, IN.
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- ¹⁵³ *Ibid.*, 7.
- ¹⁵⁴ "Minutes of the meeting of the Consultors of the Diocese of Fort Wayne," held on July 9, 1901.
- ¹⁵⁵ Untitled record, 300.
- ¹⁵⁶ *Ibid.*
- ¹⁵⁷ Herman J. Alerding, pastoral letter no. 8, "Catholic Education," August 20, 1901, Alerding file, Diocese of Fort Wayne-South Bend, IN.
- ¹⁵⁸ Rev. Albert Muntsch, SJ, "An Appreciation of Father Garthoeffner," Archives of the Archdiocese of St. Louis.
- ¹⁵⁹ "Superintendent's Office," Vol. 2, No. 2, October, 1920, 2, Diocese of Cleveland Archives.
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- ¹⁶¹ Clune to Bishop Thomas J. Walsh, December 28, 1920, Diocese of Trenton Archives.
- ¹⁶² *Ibid.*

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¹⁶⁴ Rev. William F Lawlor, "The Superintendents' Section of the C.E.A.," *The Catholic Educational Review*, 21, (November 1923): 568-569.

¹⁶⁵ Seymour to Augenstein, July 2, 1993.

¹⁶⁶ Msgr. Francis R. Seymour, " 'Serious' Msgr. Lawlor had funny ending," *The Catholic Advocate*, 4 December 1991. [Second of a series supplied by the New Jersey Catholic Historical Records Commission]

¹⁶⁷ Monsignor John J. Bonner Papers, PAHRC.

¹⁶⁸ Howard to Johnson, March 11, 1936, and Johnson CVA

¹⁶⁹ Diocese of Covington *The Messenger* Memorial Number, 1944, 18.

¹⁷⁰ *Ibid.*, 20.

¹⁷¹ Prior to Johnson's appointment Msgr. Schwerter, Chancellor, wrote to Father Flood, Philadelphia Superintendent, asking questions about superintendency, e.g., source of salary, living quarters, responsibilities. Flood responded and concluded his letter with: "To my mind the secret of success for a diocesan school superintendent lies in the cooperation of the teaching communities. He should always work in sympathy with them, and try to impress the idea that he wishes to help them. Comparisons of community with community should be avoided. The weakness or defects of one community should not be made known to another. Confidence is begotten when a teacher or a community knows the professional information a superintendent gets will be kept sacred." Rev. John E. Flood to Msgr. Aug. J. Schwerter, July 16, 1919, Rev. John E. Flood Papers, PAHRC.

¹⁷² "Christian Realism," Commencement Address delivered by Monsignor George Johnson at Trinity College, Washington, D.C., June 5, 1944, NCWCUSCC Department of Education Records, Series 1: Correspondence and Subject Files, CVA,7.

¹⁷³ Sermon by Archbishop McNicholas at the Funeral of Monsignor Johnson at the National Shrine of the Immaculate Conception, Washington, DC, June 9, 1944, Johnson, CVA, 5.

¹⁷⁴ *Macbeth*, Act I, Scene IV, line 7.

¹⁷⁵ "Tribute to the Memory of Right Reverend Monsignor George Johnson, Secretary-General National Catholic Educational Association," NCWCUSCC Department of Education Records, Series 1: Correspondence and Subject Files, CVA,2.

¹⁷⁶ McClancy to Johnson, August 23, 1939, Johnson, CVA.

¹⁷⁷ *Ibid.*

¹⁷⁸ Rev. Sylvester Juergens, SM, "Memoirs of Brother John Waldron (1908-19[]" Brother John A. Waldron, SM, files, Society of Mary St. Louis Provincial Archives, St. Mary University, San Antonio, TX.

¹⁷⁹ Waldron to Mueller, October 10, 1935, Society of Mary, St. Louis Provincial Archives, St. Mary University, San Antonio, TX.

¹⁸⁰ Walsh to "Committee on Organization" members: Officers of the Parish School Conference, Rt. Rev. Thomas J. Conaty, Revs. B. J. Mulligan, Francis W. Howard, T. A. Thornton, Philip R. McDevitt, Edmund F. Gibbons, J. J. Toomey, M. S. Brennan, and W. J. Shanley, December 21, 1903, Howard, CVA.

¹⁸¹ Rev. Louis S. Walsh, S.T.L., *The Early Irish Catholic Schools of Lowell, Massachusetts 1835-1852*, (Boston, MA: The Press of Thomas A. Whalen & Co., 1901).

¹⁸² Louis S. Walsh, "Financial Statement. Showing the amount of money saved to the Cities and Towns of Massachusetts by the Catholic Free Public Schools," Boston, December 1902, Bishop Louis S. Walsh files, Archives of the Archdiocese of Boston.

¹⁸³ Manuscript of Bishop Louis S. Walsh, "The Catholic Public School System in Maine," Bishop Louis S. Walsh files, Archives of the Diocese of Portland, ME, 7.

V

Appendix A**Reverend Dr. William E. Degnan,
1865-1932*****First Diocesan Superintendent
of Schools 1888-1889
Archdiocese of New York***

The Rev. William E. Degnan was born in 1855 in New York to Edward Degnan, a contractor, and Bridget McGuire Degnan. He studied at Mt. St. Mary's College, Baltimore, and after graduation he was encouraged by John McKeon, then District Attorney for New York County, to study law which he did for a year in McKeon's office.

Following that experience Degnan went to Rome to study at North American College where he received the degree of Doctor of Divinity and was ordained on May 22, 1880.

Much of his priestly life was spent in parish ministry. His first assignment was as an assistant at St. Agnes Church (East 43rd Street) from 1880-1884. From there he went to the Mission of the Immaculate Conception (Lafayette Street) for two years and in 1886 to St. Mary's Church (Grand Street) where he remained until 1890 at which time he went to St. Michael's (West 32nd Street) and a year later returned to St. Agnes Church.

After returning to St. Agnes, his health failed, and he journeyed to the Diocese of LaCrosse, Wisconsin, where he worked

for ten years. His first assignment was as an assistant at St. Patrick's in Eau Claire (1892-1894). In January, 1894, he became the pastor of the Church of the Immaculate Conception in New Richmond, Wisconsin, which he held for eight years (1894-1902). During his pastorate years he also oversaw the parish school, served a mission, St. Bridget, and wrote and edited a paper. Also, during his tenure a tornado, dubbed by the local people "The Cyclone," struck the city on Monday, June 12, 1899. Degnan's church became the morgue and the local Congregational Church, the hospital. According to the parish's centennial booklet, his sermon the following Sunday "received wide coverage throughout the country" and concluded:

While the catastrophe may seem overwhelming in its devastation, yet remember that out of every twenty of our citizens, nineteen were preserved and scarcely any died without the comfort and consolation of religion. Give not away to sorrow then, but let willing minds with willing hands and willing hearts, start out to rebuild the homes of the desolate. God is with us and noble friends at our back. This congregation will rise up in the future to its former prosperous condition, and our little city is destined to rise out of the ashes with a brighter and better garb than it ever wore in the past.¹

When he returned to the New York area in 1902, he worked in Brooklyn, and then in 1912 he returned to the parish of his first assignment, St. Agnes, where he served until his death on August 15, 1932, at the age of 77. His obituary in the archdiocesan newspaper, *The Catholic News*, noted that he was one of the few priests to celebrate the golden jubilee of ordination and that:

...Dr. Degnan was a theologian of repute and a writer of unusual ability. He was also a musician, having played the organ in several churches before leaving for Rome to study for the priesthood.²

While serving at St. Mary's, he was appointed superintendent of parochial schools in April, 1888. The appointment was among those made by Archbishop Corrigan which appeared in the Wednesday, April 18, 1888, issue of *The Catholic News* which read:

*Rev. William E. Degnan, DD, of St. Mary's Church, New York, has been made superintendent of the parochial schools of the archdiocese. He will probably reside at St. Mary's Church, New York, and his duty will be to visit the different parochial schools and attend to the advancement of education. His action will be subject to the rulings of the regular school board of the archdiocese.*³

Three weeks following the announcement of his appointment, he was mentioned under the column, "Among the City Churches - What Is Going On In the Archdiocese." The brief paragraph read:

*Rev. Dr. Degnan, the newly appointed superintendent of parochial schools, is hard at work attending to his duties. He is greatly pleased with the condition in which he finds the schools, but he is determined to make them better.*⁴

His appointment was also noted in the July 1, 1889, report of the diocesan school board prepared by the board's chairman, Monsignor John M. Farley (later the 7th bishop of New York). He was recapping meetings since the board's organization in 1887 and wrote:

The Board adjourned to meet in June [1888], but owing to the appointment of an Inspector [Rev. Dr. Degnan] the meeting was not held, and no further action was taken by the Board in regard to visiting the schools...The last meeting was held June 20, 1889, ...Mgr. Farley in the chair, who said that the meeting was called to hear the opinions of the members of the Board as to what were their duties in relation to the schools since the appointment of the official Diocesan Inspector. Are

*these duties supplementary to those of the Diocesan Examiner, or are we to supervise his work?*⁵

On September 8, 1889, Feast of the Nativity of Mary, Degan sent his only report to the Archbishop. The report began with some commendations regarding the work of the schools, but most was devoted to ten recommendations. Among them were these.

... e) That some age be fixed under which no one will be allowed to teach in parochial schools. f) That none but qualified teachers and those who have passed the required examinations be permitted to take charge of the schools...i) I would strongly recommend that boys and girls, especially those over ten years of age, be never educated side by side in the same room.

In fini, I would recommend that the Rev. pastors foster a legitimate and honest spirit of evaluation among the scholars of their schools; that they endeavor to excite in the minds of the pupils sentiments calculated to aid the children in fulfillment of their duties...⁶

His final exhortation to pastors was to inspire within students a love of study and to reward them regularly with testimonials, medals, etc.

Appendix B

Attorney Wilfrid J. Lessard, 1883-1962

***First Lay Diocesan Superintendent,
1919-1932
Manchester, NH***



Wilfrid J. Lessard was born October 12, 1882, in Stanfold, Quebec, to Henri Lessard and Mathilde Robikalle, and was one of 14 children. His family moved to Manchester, New Hampshire, in 1889. Wilfrid was educated at St. Augustine Academy conducted by the Brothers of the Sacred Heart, a French Canadian community. He was continually at the head of his class and graduated in 1898.

On August 15, 1907, he married Adelia Turcotte, his senior by nearly five years having been born November 4, 1877. They had two children, a daughter, Madeleine, born July 26, 1908, and a son, Wilfrid Junior, born February 22, 1914. Adelia died December 31, 1931, 7 1/2 months shy of their 25th wedding anniversary.

At age 16 he was employed as a typesetter by the newspaper, L'Avenir National, which according to Lessard's daughter, "...was the newspaper for the state...written by Monsieur Bernier, the owner. He (Bernier) quickly caught my father reading everything in sight and writing well...He (Bernier) said, 'Oh, come, you want a good job? I'll give you a good job.' He gave him the police

station and city hall [beat]...So he learned newspaper work from scratch...he discovered the library at L'Avenir National, where he could for a fee rent books to read - French books. He read every book in that place and he absorbed [them]. This is where he learned how to write. Then Monsieur Bernier became too old to work [and he asked] how about being the editor." ⁷ He remained with the paper until 1912.

During his days with the paper, he found time to study law with Denis F. O'Connor and in 1912 was admitted to the Bar after which he began the practice of law which he continued until his death in 1962. His practice was at times full-time and at others part-time such as during his tenure as superintendent. His interest and involvement in education resulted in his appointment by Governor John H. Bartlett to a special committee charged with framing recommendations for changes in the state school law. As part of his practice and as a service, he assisted the French immigrants to secure their citizenship papers. As his daughter recalled, "There came an edict from Concord...the French that didn't have their first papers had to go back to Canada. So there was a rush for first papers. Who did they come to? The French lawyer!...They didn't go to the others. They didn't trust them enough for that...You know, it meant neglecting his own work. Nevertheless, he worked all day in his office and at night up to 12:00 or 1:00 he'd help these people get their papers."⁸ According to his son, there were "lines clear out to the sidewalk outside the building."⁹

It was during this period that he became active in the effort to have the French people learn English and to have English taught in the French schools along with French. He was a member of the Committee on Americanization, and his efforts in this regard brought down on him the wrath of some of the French community, particularly some of its priests. Madeleine recalled, "Priests became worried about attendance because that meant their schools would close...The future generation wouldn't speak French. They blamed Dad for that because Dad in his work as superintendent of schools said, 'Do not abandon your language.

This is the soul of your being but learn English. You are in an English-speaking country. You'll never get a decent job if you don't speak the language.' So it was a sad thing...because there developed from that a priest-organized La Centinelle (The Sentinel). There were laymen among the writers...but most of [the writers] were priests - priests who were worried about the coming down of attendance in the school, in the church. But it wasn't my father's fault. My father would always say, 'Unless you stand on your feet and study the language of the country you live in, you can't get anywhere.' He said, 'For example, they're digging a sewer somewhere. The diggers are French. Who are the ones standing with cigars on top of the trench? The Irish!'"¹⁰

After seven years in his law practice, Bishop George Albert Guertin, third bishop of the diocese, prevailed upon him to become Superintendent of Parochial Schools for the Diocese of Manchester and to succeed Father Patrick J. Scott, who had served as the diocese's first superintendent and had stepped down because of ill health. Scott had been appointed October 14, 1918, and served little more than a year. In a November 20, 1919, letter to clergy, Bishop Guertin informed them that, during a meeting of the Diocesan Board of Education the previous day, Wilfrid J. Lessard, Esq., had been appointed superintendent. The day of the board meeting *The Manchester Leader and Evening Union*, carried a photo of Lessard and front-page story about that day's board meeting which read:

*Among the important business scheduled for consideration was the appointment of a state superintendent of parochial schools. Atty. W. J. Lessard of this city, a member of the Board of Education, is prominently mentioned for the place which is left vacant by the withdrawal of Rev. P. J. Scott...*¹¹

In a phone conversation with Madeleine, this writer asked how her father became superintendent. She responded that "the Bishop needed a friend and adviser" and her father had an interest in education and its importance.

From his superintendency days, little remains. The Dioc-

esan archives contained "The Second Annual Report of the Parochial Schools of the Diocese of Manchester" submitted to Bishop Guertin and the Diocesan Board of Education by Lessard for the year 1920-1921. In it he provided statistical information including the number of schools, pupils, and teachers but categorized according to bilingual and one-language schools. He also cited improved classroom supervision, promotion of pupils to upper elementary grades, pastor cooperation especially their encouragement of Catholic school attendance, and improved pupil attendance and punctuality. He addressed as well the problem of overcrowded classrooms.

It is a pleasure to report that increasing effort is being made in schools where scandalous overcrowding still exists, to comply with the regulations established by your Board, limiting to forty-five the number of pupils to be intrusted to one teacher. More work in this direction is needed however, if the children attending are to receive satisfactory training...Therefore, I respectfully recommend that the Diocesan Board of Education demand, wherever possible, a rapid compliance with the regulation above mentioned.¹²

For the professional development of his teachers Lessard initiated an annual Teachers' Institute during his second year. Such an Institute was the topic of a 1921 Bishop's letter to clergy reminding them of the upcoming second Institute which would include as a keynote speaker Rev. William M. Stinson, SJ, of Boston College and a program of lectures.

In the spring following his appointment, the New Hampshire Commissioner of Education, Maro S. Brooks, joined Lessard in an inspection of the state's parochial and private schools. Brooks, in his report following the visits, highlighted some of the past year's accomplishments.

1. The greatly increased amount of time devoted to English.

2. The appointment of diocesan superintendent with full power and devoting his entire time to the work of the schools.
3. The action of the Diocesan Board in limiting to 45 the number of children per class.
4. The cordial reception of a representative of the State Board as a visitor to the schools.
5. Harmonious working-relations established between the State Board and the parochial schools.¹³

While he was superintendent, Lessard was a member of the Superintendents' Section of the CEA. At the group's 1921 conference, Lessard was a discussant of Reverend William A. Kane's (Cleveland) paper, "Cooperating with Public Officials."

In 1925 at the request of Bishop Guertin and with the appointment of Pius XI, Lessard was invested as a Knight of St. Gregory.

He left the superintendency in 1932 when Bishop John B. Peterson succeeded Bishop Guertin and returned full-time to his law practice until his death on December 24, 1962.

Appendix C

Dr. Mary Elizabeth Spencer, 1900-1992

First Woman Member and Presenter

Upon her death the Malden, MA *Daily News Mercury* referred to Dr. Mary Spencer as “a renowned public health education pioneer.”¹⁴ Although her lifetime residence was Malden having been born there in 1900, she was known from New England to the Midwest for her work in public health education.

Mary graduated from Malden Girls Catholic High School and Salem Normal School and then proceeded to Columbia University Teachers' College where in 1922 she received the first degree ever awarded in public health. She followed that next year with a master's degree from Columbia and continued her education some years later when she earned a Ph.D. in physical education from Columbia in 1934. She did postdoctoral work at Harvard's School of Public Health and was a member of the 1948 class.

In the summer following her master's degree, she was hired as an Agent in Health Education for the NCWC Bureau of Education. Her job was to study the extent of health education in Catholic schools, prepare a series of pamphlets on health education for those schools and serve as a consultant to schools interested in incorporating health education into their curriculum.¹⁵ Some of the publications were “Medical Supervision in Catholic

Schools, “Health Bibliography for Teachers,” and “Health Thru the School Day.”

It was during her time with NCWC that she became a member of the Superintendents’ Section. In the few years she was with the Section she presented two papers, “Health Education and the Parish Schools” (1927) and “Obstacles to Character Development” (1929). She made enough of an impression on the group with her 1927 presentation that, following it, she was invited to do institutes for the dioceses of Brooklyn, Providence, Boston, and Syracuse and the University of Notre Dame. Her membership and presentations made her the Section’s first woman member and presenter.

It was after her stint in Washington that she returned for her doctorate and became the “pioneer in health education.” In her other working years she served as the Director of the Malden Schools health program from 1941-1970 where she developed a K-12 health education program. Additionally, from 1948-1969 she was a lecturer at the Harvard School of Public Health and during summers taught at the universities of Yale, Michigan, Chicago, Penn State, and Massachusetts at Amherst. She retired in 1978 but continued serving as a consultant for the Public Health Departments of Massachusetts, Maine, Rhode Island, and Kentucky.

Among her honors was her election as the first woman president of the Massachusetts Public Health Association which presented her with the coveted Shattuck Award upon her retirement.

After a very full and rewarding life she died on May 22, 1992.

Appendix D

Pearls From Papers

[Quotes from papers presented at Parish School Department meetings 1904-1907, Superintendents' Section meetings 1908-1935, and correspondence 1904-1935]

Following Emerson's observation: "Next to the originator of a good sentence is the first quoter of it."¹⁶ Several pearls from CACE's early papers and correspondence are provided because "Originals never lose their value. There is always in them a style and weight of speech which the immanence of the oracle bestowed, and which cannot be counterfeited."¹⁷

*John J. Augenstein, Ph.D.
Marquette University*

American Rah! Rah!

Amid the hurrah spirit Americans are often wont to lose sight of facts.

Rev. Joseph V. S. McClancy (Brooklyn), discussing Rev. Edward Jordan's (Catholic University) paper, "The Evaluation of Credits," 505, Pittsburgh Convention, 1925.

Architects

We cannot place implicit trust in architects. Many architects who are experts in certain types of construction fail miserably in the erection of a standard school building.

Rev. Paul E. Campbell (Pittsburgh), "Running the School Economically," 421, St. Paul Convention, 1933.

Bishops, Schools, and Superintendents

Death is removing the mitre of episcopal authority from the honored head of prelates whose names will remain in history as analogous with Catholic progress and meantime younger Bishops are being consecrated. Many of these new ordinaries have been connected intimately with schools and have formed definite opinions on the estate of the superintendent's office.

Rev. Joseph V. S. McClancy (Brooklyn), discussing Rev. Edward Jordan's (Catholic University) paper, "The Evaluation of Credits," 507, Pittsburgh Convention, 1925.

Building a System

...it is a tremendous task to organize a system that is living, that is built on principle not prescription, that has within itself the power of growth and development.

Rev. George Johnson, Ph.D. (The Catholic University of America), "The Training of the Diocesan Superintendent," The Catholic Educational Review, March 1920, 128. (A paper delivered by Johnson to Superintendents' Section but not published in the 1920 CEA Report.)

Business Complaint - Have You Heard This Recently?

"The managers of our mercantile and business concerns tell us with all candor that many of the boys and girls who apply for positions today cannot write legibly, spell or read correctly, or solve even the ordinary problems of arithmetic."

Rev. Joseph S. Cameron, Ph.D. (Rochester), "Should We Make Special Efforts to Have Our Pupils Take the Classical Course?," 345, Buffalo Convention, 1917.

We hear many complaints from business men and others in need of help, of faulty grammar, the meager vocabulary, the inaccuracy in computation, the clumsiness of bearing and address...

Brother Michael's, FSC, discussion of Dunney's (Albany) paper, "The Practical Possibility of Beginning the Study of a Foreign Language in the Seventh Grade,". 341, Buffalo Convention, 1917.

Changing with the Times

To my mind the most hopeful quality of modern education is uncertainty, - uncertainty in the sense that we cannot make a final draft of the educational map and compel the pilots of youth to follow old trade routes and old channels when shorter and better trade routes are possible and nature will dredge new channels.

Rev. John J. Fallon (Belleville), "A Tentative Program for Junior High Schools," 464, Detroit Convention, 1927.

Church and State

"One other point which I was going to put forth - it might be a sort of dynamite - it is going to come up sometime: Should we encourage state supervision of our schools? Invite state authorities to come into our schools and see our teachers at work, and see the purpose of our schools? In our diocese, we invite them openly. They have a right by state law to come, but they do not enforce it...we have made many a state official go back and acknowledge that he found better results in our schools than in the state schools."

Rev. L. S. Walsh (Boston), discussing Rev. Edmund F. Gibbons' (Buffalo) paper, "School Supervision - Its Necessity, Aims, and Methods," 191, New York Convention, 1905.

Catholics with the proper sense of liberty distrust the birth of many laws and dislike unnecessary State supervision.

Rev. Edward Jordan (Catholic University), "The Evaluation of Credits," 507, Pittsburgh Convention, 1925.

Class Size in the Good Ol' Days

Speaking about organization and uniformity at the diocesan level, Rev. L. W. Mulhane (Mt. Vernon, Ohio) suggested that uniformity could include:

- 50 students max per room
- 2 grades and 1 teacher per room
- boys and girls in the same room

The Organization of the School, Rev. L. W. Mulhane (Priest of Columbus) St. Louis, 1904 CEA Convention,

Clever Turn of a Phrase

Living and livelihood are not synonymous...Educational values are not determined by monetary returns.

Rev. Joseph S. Cameron, Ph.D. (Rochester), "Should We Make Special Efforts to Have Our Pupils Take the Classical Course?," 345, Buffalo Convention, 1917.

Possibly because he hails from a State which commands respect for its agricultural activities (Springfield, IL), Father Cahill has plowed the field assigned to his care so well that there is very little ground left on which another farmer may ply his art with any hope of a decent harvest.

Rev. Thomas Cawley discussing Rev. Edward J. Cahill's paper, "The Improvement of Teachers in Service," 443, Detroit Convention, 1927.

College Professors

Most of our college professor's [sic] seem to have a horizon so extremely limited it would be dangerous for them to go out after dark without a cane.

Letter from Rev. James Dean, OSA (Villanova) to Rev. Francis Howard, 6 December 1910

Crime Stats in an Earlier Day or Oh for the Good Ol' Days

During the past few years thinking Americans have awakened to some alarming facts. At length they have begun to take inventory. Sixty millions of our people have no church affiliation whatsoever. Our murder record is the highest in the world. Our divorce courts are disrupting one out of every seven marriages performed. Juvenile delinquency is increasing at a terrific rate. The age of the average felon today is twenty-three or twenty-four. Respect for all law, divine and human, has waned appallingly. Our boasted liberty has given way to license. The sense of responsibility particularly in the young is fast fading. Frivolity and a reckless abandon to self-enjoyment and self-indulgence have supplanted the serious purposes and ideals of other days.

Rev. Michael J. Larkin, "The School and Week-Day Religious Instruction," 436, Louisville Convention, 1926.

Diocesan v. Parish Viewpoint

The parish spirit has not released its grip upon the older among us. We still think of things from the standpoint of a definite locality. Diocesan point of view is only in swaddling clothes.

Rev. Joseph V. S. McClancy (Brooklyn), "The Beginnings of a Diocesan High School System," 404, Cleveland Convention, 1923.

Do You Remember When?

The frequent calling of boys from their class work to go on messages, to serve mass or funerals, is sometimes the cause of friction between pastors and teachers. Sanctuary boys should be so appointed that the same boys will not always be called upon.

Brother Anthony, FSC (Christian Brothers College, St. Louis), "The Pastor and the School - The Teacher's Point of View, 266, Milwaukee Convention, 1907.

Drugs in an Earlier Day

Dr. Moore tells us that the: "Drug habits (alcohol, morphine, cocaine) by their physical effects on the organism, are well known to be immediately responsible for a large percentage of crime."

Mary E. Spencer (NCWC Bureau of Education) (quoting Dr. Thomas Verner More's paper, "The Physical Factors in Crime," given at the Conference of Catholic Charities in Washington, DC) "Obstacles to Character Development," 551, Toledo Convention, 1929.

Equality of Educational Opportunity

Equality of educational opportunity for all is a principle of American education. It is impossible to preserve this equality of opportunity where a dual system of schools gives the teachers of negroes in some of our Southern States an average annual salary of only \$388, while the average annual salary for teachers in the white rural schools is \$945.

Rev. Paul E. Campbell (Pittsburgh), "Running the School Economically," 420, St. Paul Convention, 1933.

Excuses, Excuses

(Speaking about teacher absence from diocesan teachers' meetings) It is strange how poor human nature can invent excuses especially on the fine days of the fall and the finer days of budding spring.

Rev. Joseph V. S. McClancy, Ph.D. (Brooklyn),
"Teachers' Meetings: How Best Conducted," 211, Chicago
Convention, 1934.

Foreign Language

(Speaking against introducing a foreign language in the seventh grade) Their minds are yet too narrow for a new language, and first essays will come hollow from their lips. They will be in a predicament like to that of the man who missed his train and was informed by a friend: "You didn't run fast enough," and replied, "Yes I did, but I didn't start soon enough."

Rev. Joseph A. Dunney (Albany),
"The Practical Possibility of Beginning the Study of a Foreign
Language in the Seventh Grade," 334, Buffalo Convention, 1917.

(Speaking against introducing a foreign language in the seventh grade and referring to those who want to drive the boys on to Latin, Greek, French or German) In their pedagogical attempts those boy-drivers are not unlike the Vermont farmer.

The tale is told of this old ruralite who had driven into a nearby village to make a few purchases, and took back with him, within him, more hard cider than was consistent with careful driving. While going down a steep hill his old nag stumbled, fell flat in the road, and refused to be up and drawing. The farmer looked at him for a moment over the dash-board and then exclaimed "Git up, you old fool, or I'll drive over ye."

Rev. Joseph A. Dunney (Albany),
"The Practical Possibility of Beginning the Study of a Foreign
Language in the Seventh Grade," 335, Buffalo Convention, 1917.

Gastronomical Method of Teaching

It has been well said that the only method commonly used in Christian doctrine is the gastronomical method aptly described in the words: "Take this book and eat it." The children cry for bread and are given a stone. The dry scholastic chunks of dogma are given to them and a modern miracle is confidently expected to change these hard nuggets into nourishing food.

Very Rev. Hugh L. Lamb, D.D., "Vitalizing Religion Teaching," 465, Louisville Convention, 1926.

Government Economies

Examination of expenditures enabled the Federal Government to save thousands of dollars yearly through the purchase of the single item of paper clips in larger quantities. The Post Office Department effected a considerable saving through the omission of blue stripes on mail bags and by decreasing the size of mail-order application blanks.

Rev. Paul E. Campbell (Pittsburgh), "Running the School Economically," 415-416, St. Paul Convention, 1933.

Graduation Requirements

Not infrequently a premium is placed on laziness, indifference, or even on violation of God's Commandments by handing a neatly beribboned diploma to all members of the senior class regardless of merit and character, simply because it is hard to refuse or because refusal might entail trouble with parents or Superiors.

Rev. Joseph Wehrle, discussing Rev. Augustine Hickey's paper, "The Responsibility of the Superintendent in Fostering Spiritual Ideals in Education," 402, Pittsburgh Convention, 1925.

Graduation/Canonization

(Sheehy expresses his concern about high school/college relationship and communication.) The fallacy is this: graduation from a Catholic high school means canonization. Many high schools seem to resent an inquiry into the character of students they had recommended.

Rev. Maurice S. Sheehy, STB, Ph.D., (Catholic University), "The Use of Personality Rating Scales in Educational Guidance," 535, Toledo Convention, 1929.

Greed

(Speaking about taxing parishes for various diocesan needs)
The director of charities in every diocese is fully as greedy as the superintendent of schools.

Rev. George Johnson, Ph.D. (*The Catholic University of America*), "The Possible Value of a Survey to a Diocesan System," 417, Cleveland Convention, 1923.

In the Back of Church

(Speaking about seating at teachers' meetings, i.e. teachers' institutes/conventions)

At first there seems to be small importance attached to the problem of seating the audience. But human nature is strangely apparent in all, even in those professing the higher religious life. The rear seats are every attractive whether in church or in a conference hall. Meanwhile the front seats are sparsely used.

Rev. Joseph V.S. McClancy, Ph.D. (Brooklyn), "Teachers' Meetings: How Best Conducted," 210, Chicago Convention, 1934.

Influences Outside the School

...the truth often lost sight of, that final educational results, especially in the grades, are a resultant of varying forces and influences, many of them beyond the command or control of superintendent, principal or teacher. Along with those of the school we have the reactions and influences of the family with the possibilities of hereditary disease and poverty, or the parental indulgence of the well to do, the temptations and vulgarities of the street, the propaganda and exploitations of the press, the allurements and impress of the movies. Every one of these influences works upon the plastic mind and character of the child - some beneficially, others injuriously. Evidently it would be unfair to expect the school to counteract all these evil influences or to hold it responsible for the final results in grade or even high school education.

Brother John A. Waldron, SM, (St. Louis Province), "Standards or Tests by Which the Superintendent May Judge of the Efficiency of His Schools," 285, New York Convention, 1920.

Jazz & Delinquency

The tastes and appreciations of American people in regard to music at the present time stands in need of improvement. The prevalence of "jazz" and kindred forms of music has much to do with juvenile delinquency...

Rev. Leo T. Keaveny (St. Cloud), "The Curriculum of the Catholic Rural School," 452, Pittsburgh Convention, 1925.

Justice for Religious

How can a community afford to give its subjects the benefits of a college training, if it receives for their services from the various parishes or dioceses wherein it is laboring a mere pittance? The principles so clearly enunciated in the Rerum Novarum hold here just as truly as in any other relation between labor and its just reward. To make it barely possible for a teaching community to exist is a far thought from the just and equitable principles of Leo XIII.

Rev. J. Roger Smith, CM, (St. John's College, Brooklyn), "The College and Teacher Training," 409, Louisville Convention, 1926.

Keeping up with the Joneses in Education

These earnest people [educators] realize that although they may have an exceptional, practical training, in order to keep step with progress they must be decorated with the now quite common A.M. or Ph.D., without which they will be inefficient, and with which they may well nigh be omniscient.

Catholic educators have not been dilatory in this advance. They have copied the secular curriculum. They send our Nuns, Brothers, and priests to secular colleges and universities to sit at the feet of secular minor deities, where they may learn the latest and best in the new art.

Rev. Leo D. Burns, (Philadelphia), "Problems in Teaching Religion to Modern Youth, 429, New Orleans Convention, 1930.

Money Problems in the Old Days Too

This [school]...is made possible at the cost of many sacrifices. An instance comes to mind of a pastor, who last year spent two thousand dollars for teacher's salaries and was obliged to forego the convenience of a cook. In many places, the parish school uses up to one-half of the church's annual revenue. This condition oftentimes passes unnoticed by those who think little and care less about the financial burden of a parish school.

Rev. Thomas V. Cassidy discussing Rev. Michael J. Larkin (New York), "A Pastor's Part in the Maintenance and Direction of a Catholic School," 415, Pittsburgh Convention, 1925.

Naming High Schools

...the various Bishops who have held the crosier of authority in a diocese and who have entered into the long rest of the grave after bearing the worries as well as the honors of office, are worth the distinction of enshrining their names in diocesan memory by having high schools called after them.

Rev. Joseph V. S. McClancy (Brooklyn), "The Beginnings of a Diocesan High School System," 404, Cleveland Convention, 1923.

Only in America

A trait of our nation is tremendous self-confidence; we don't merely knock at the door of opportunity, we put our foot through it, jam it, and hold it open. Here in America, we say, youths should be experts at eighteen, confidential advisers at twenty, successful merchants at twenty-two, magnates at thirty, and at forty moss-backed ancients fit for retirement, pensioning or anesthesia.

Rev. Joseph A. Dunney (Albany), "Departmental Instruction in the Intermediate," 299, New York Convention, 1920.

Paperwork - Paperwork

Principals and teachers are complaining of too much "paper administration." They claim that much of their time is consumed in filling out forms.

Rev. Henry Hald, Ph.D. (Brooklyn) discussing Rev. John M. Wolfe's (Dubuque) paper, Child Accounting and Informational Value of Reports, 429, Pittsburgh Convention, 1925.

Parents Abdicating Again

More and more, however, the home is abdicating in favor of the school with regard to the training and education of the young with the result that while the three R's originally constituted the entire curriculum we now find a constantly growing list of "essential" subjects.

Mary E. Spencer, M.A. (NCWC Bureau of Education),
"Health Education and the Parish School,"
410, Detroit Convention, 1927.

Parish Work v. School Work

Arguing for priests in school work McClancy wrote: "The seminary days built up the opinion that our honored state derives its dignity from the Eucharist, but mission experience soon connects our cloth intimately with preaching, sick-call work, conducting of parish societies, the stirring of the people to Sunday generosity and the staging of regular entertainments. This prevailing conception of what a priest is ordained to do, leaves aside the older idea that our priesthood is well used if devoted to any arm of the Church's service.

Rev. Joseph V. S. McClancy (Brooklyn), "The Beginnings of a Diocesan High School System," 406, Cleveland Convention, 1923.

Pastor's View of Superintendent

His coming [the appointment of superintendents] was somewhat like the proverbial March that comes in like a lion...And pastors were disturbed. Even those who pretended to look upon it as a joke that a young man a few years out of the seminary, should be sent to dictate to them with all their experience, how to run a school, were disturbed. What if the young man should quiz the children? The day would not be far off when he might be tempted to give an ear to disgruntled teachers and ferret out secrets for headquarters. The joke was turning into a nightmare that the whole thing was nothing but a scheme of the Bishop to wrest from the rector the last shreds of pastoral authority...the Bishop was not satisfied. He appointed a superintendent. The pastor registered resentment. But in time the resentment gave

place to resignation. Resignation gave way to interest as he watched the superintendent at work. The interest was followed by enthusiasm. Today the pastor is grateful to the Bishop for placing at his disposal an instrument so capable of doing things that would be difficult and delicate for him to do. The superintendent, who came in like a lion, went not out, but stays like a lamb, and functions like an angel.

Rev. Thomas B. O'Brien (Pastor, St. Jarlath's, Chicago),
"The Pastor Considers the Parish School," 193-195,
Chicago Convention, 1935.

Bishops may not always select their consultants from the zealous, brainy, and courageous amongst their priests; but they invariably pick out talented and tactful priests to regulate the parochial schools.

Rev. Thomas B. O'Brien (Pastor, St. Jarlath's, Chicago),
"The Pastor Considers the Parish School," 195,
Chicago Convention, 1935.

Pedagogical Experimentation

Our schools have been the trying-field of experimentation, and the haven of quakery. One must marvel at the general tolerance of this orgy of experimentation in our pedagogical system and the hopefulness with which each new "plan" was accepted - each promised to dispose of our educational bugbears, and lay them to eternal rest.

Rev. E.J. Westenberger (Green Bay), "The Textbook - Its Selection, Adoption, and Its Relation to the Course of Study," 460-461, Cincinnati Convention, 1932.

Pedagogy - Nonsense!

Too frequently he [seminarian] gets the impression that most modern pedagogy is nonsense and that anyone who knows his subject can teach it.

Rev. George Johnson, Ph.D.,
"The Preparation of the Teachers of Religion," 426,
New Orleans Convention, 1930.

Plusses of Annual Meeting

One of the advantages that accrues from our yearly meeting is the knowledge that comes from the reports of activities in different dioceses and with it comes the added zeal springing from friendships formed and the mutual appreciation born of these friendships.

Rev. Henry Hald, Ph.D. discussing Rev. Joseph H. Ostdiek's (Omaha) paper, The Problem of Supervision in the Elementary School, 463, Detroit Convention, 1927.

Post-War Orator

(Many, if not most, of the papers were well written but Father Lawlor's 1919 paper stands out as one of the most noteworthy.)

Reconstruction is the shibboleth of the hour. It is a word that is heard on every side. From a thousand platforms orators are thundering out the necessity of changing things which the test of time and much usage had made us look upon as permanent and essential. The printed page, sent broadcast by the millions of copies, tells us in no uncertain terms that we must now begin to rebuild the weakened if not shattered forces of civilization if we would cope successfully with the new conditions born of the titanic struggle known as the great world war.

There is no gainsaying the fact that there is much to be rebuilt in those European countries where the war was so bitterly contested and so much desolation wrought. Precisely the same conditions, however, do not prevail in the country in which we live. Our homes are in tact; our lands are not laid waste; our institutions of learning are functioning; our churches are open for worship' our national temper, the American consciousness, remains apparently as before - and yet, withal, we are told that matters are not just right, that there are many things to be adjusted, various changes which need to be affected.

The educational field has certainly not been left untouched by the flaming trail of Mars...

Rev. William F. Lawlor, Asst. Superintendent (Newark), "Are Any Changes Needed in Our Elementary Schools to Meet Post-War Conditions?," 331, St. Louis Convention, 1919.

Preachers & Lecturers Beware

My first thought on receipt of the invitation to appear before this gathering of school superintendents was that an old briar-hopper like myself might strike a discordant note in discussing any phase of school life before a body of men who are specialists in the science of pedagogy. I feared I might repeat the experience of the assistant, who one Sunday morning was met by a very nearsighted and feeble old lady, and was asked by her to help her up the church steps. With the aid of the assistant and her cane, and with much effort, she managed to climb the seven steps. After her strenuous ascent she continued to hold his arm until she could catch enough breath to ask him: "Who is going to preach this morning?" He answered: "The assistant is going to preach at this Mass." "What," she replied in a startled voice, "the assistant is going to preach? Say will you please lead me down the steps again?"

Rev. Henry Meyer (Pastor, Cincinnati) discussing Rev. Felix Newton Pitt's (Louisville) paper, "The Superintendent and the Rural School," 527, Chicago Convention, 1928.

The Press: How to Handle

Since all newspaper notices of what occurs at the [teachers'] meeting should be subjected to the scrutiny of the Superintendent, ushers can keep out of the hall the representatives of the press who in their quest for the sensational may give the wrong impression to the general public on what was actually said or read at one of the teachers' meetings.

Rev. Joseph V. S. McClancy, Ph.D. (Brooklyn), "Teachers' Meetings: How Best Conducted," 211, Chicago Convention, 1934.

Publishers

I have no brief for any Catholic publishers, but I claim that they deserve our patronage and encouragement, not only for their interest and self-sacrifice and pecuniary losses in early days in behalf of our Catholic schools, for many of them went to the wall, but few to Wall street...

Rev. Thomas J. O'Brien (New York), "Text-Books in Catholic Schools," 200, New York Convention, 1905.

Pupil Attendance

Who expects a nation of poets to score perfect attendance in the glorious springtime?

Rev. Paul E. Campbell (Pittsburgh), "School Records and Reports," 591, Philadelphia Convention, 1931.

Pupil Comparisons

Could the elementary work be completed in less than eight years? Pupils of England, France, Japan and Germany have done this successfully for some time. Are American pupils so much inferior to the pupils of these countries... We of the older generation remember that we finished the work of the grades in six or seven years, so the problem is not new or unsolved.

Rev. Joseph F. Barbian discussing Brother Callixtus,' FSC, paper, "The Completion of the Grades in Less Than Eight Years," 431 & 434, Cleveland Convention, 1923.

Regulations v. Practice

Precept is less potent than practice and example.

Rev. John R. Hagan, DD, (Cleveland),
"The Importance of Health Education and the Superintendent's Responsibility in this Field," 447, Milwaukee Convention, 1924.

Religious Education Post Vatican II?

Religion has been meted out as a sort of academic gymnastic, while the soul of religion, its literature, its poetry, its supernatural appeal and charm, has been kept in cold storage."

Brother Joseph, FSC, (Training School of the Brothers of Christian Schools, Saint Vincent's, Marin County, California), "The Training of a Teacher," 461, San Francisco Convention, 1918.

Sanity - Youth & Missing Cogs

The individual who has experienced a rich play life during childhood and youth is apt to be emotionally sane during adult life. The individual who fails to have a joyous play experience in social relationship is sure to have some cogs missing in his emotional machinery.

Clark Hetherington quote in Health Education and the Parish School, Mary E. Spencer, M.A. (NCWC Bureau of Education), 418, Detroit Convention, 1927.

Sexism in the Early Days

Your order of business meets my approval. Would suggest that you stick to the idea of having a department for Sisters Colleges. Some were very strong in their disapproval of our past programs - too much man.

Letter from Rev. Thomas J. Larkin, SM to Rev. Francis Howard, 6 November 1915

Did you read Mother Borromeo's account of last convention! She has a bright and clever account in the Helper. The suggestion that the Sisters have a woman to preside at some of their meetings, or a suggestion more or less to that effect, is rather startling.

Letter from Rev. Philip McDevitt to Rev. Francis Howard, 20 May 1909.

School of Education Definition

It seems to me we go about this health training of our Sisters in Chinese fashion. We set about teaching Sisters how to teach health before we give them any material to teach. It reminds one of the student's definition of a school of education as a place where the ignorant are taught how to teach.

Mary E. Spencer, M.A. (NCWC Bureau of Education), "Health ducation and the Parish School," 422, Detroit Convention, 1927.

School Year/School Day Too Short

Instead of the full ten month term of 200-220 days, we have at present a modern sympathetic idea of merely having from 160-200 days to a school term, allowing practically 165-200 days for diversion. Let us assume a reasonable school term of forty weeks full time.

*Rev. Joseph F. Barbian discussing Brother Callixtus,'
FSC, paper, The Completion of the Grades in Less Than Eight
Years," 432, Cleveland Convention, 1923.*

Is it possible that many modern students of education in their ambition to improve the curriculum are losing sight of the fact that the school day remains only five hours long?...In the time allotted, how much can the school actually accomplish?

*Rev. Augustine F. Hickey, Ph.D. (Boston) discussing
Rev. John I. Barrett's paper, A City School Curriculum, 443,
Pittsburgh Convention, 1925.*

The twelve-month school year plan employs the school building throughout the year.

*Rev. Paul E. Campbell (Pittsburgh), "Running the
School Economically," 420, St. Paul Convention, 1933.*

Sex Education

One way to meet this problem of conflict over sex matters is to give the child adequate information about sex early in life. Although we should prefer not to think so, we all know that, now, children may early gain such knowledge, and perhaps from unfortunate sources. Newspapers, books, moving pictures, theatre posters and companions constantly flaunt knowledge and suggestions before the child.

*Mary E. Spencer (N.C.W.C Bureau of Education)
"Obstacles to Character Development,"
556, Toledo Convention, 1929.*

Sharing in Tax Dollars - Were They Proud of Their Schools or What?

...no matter what our fellow citizens may think with regard to the propriety of giving us our share of taxation, they will know at least that the Catholic schools are not only the best, from the religious point of view, but that even from the point of view of secular instruction, they will be the best and most practical throughout the length and breadth of the whole world.

Rt. Rev. Msgr. M. J. Lavelle discussing Rev. Edmund F. Gibbons' (Buffalo) paper, "School Supervision - Its Necessity, Aims and Methods," 182, New York Convention, 1905.

Spare the Rod and Spoil the Child

Sometimes it is necessary to use the rod, but very seldom...If you refer it to the parents, you know there is not a mother in the United States but thinks her child is the best in the country.

Rev. W.J. Shanley discussing Msgr. M.J. Lavelle's (Rector of St. Patrick Cathedral, NY) paper, "The Relation of the Pastor or Priest to the Catholic School, Especially as Regards Religious Instruction, Secular Instruction and Discipline," 160, Cleveland Convention, 1906.

Superintendent Useful as Club

...I hope I shall never cease to be grateful to the superintendent whose coming has solved many perplexing problems. It was always a strain on me to decide for or against the children's demand for a "free day tomorrow." Now I have no difficulty. If it is on the superintendent's list of free days I grant it and claim the credit. If it is not on this list, I tell the little ones that the school superintendent refuses the free day, and I escape the odium...

I have been using the name of the superintendent to whip others into line. When the janitor has postponed the cleaning of the windows, a hint that the superintendent may be around any day has the chemical effect of transforming the opaque into the translucent or transparent. If the floors are

not swept and the corridors mopped, they will be, if I suggest to the janitor to learn from the superintendent the best sweeping compound for the floors. Is it any wonder that the attitude of the pastor toward the superintendent has changed?

Rev. Thomas B. O'Brien (Pastor, St. Jarlath's, Chicago), "The Pastor Considers the Parish School," 197, Chicago Convention, 1935.

Superintendent - Definition

The superintendent is the eye and arm of the Bishop in the educational activities of the diocese. His functions are reportorial to the Bishop and priests of the diocese. They are also administrative, they are organizing, they are even prophetic, because he of all the diocese must look into the future and forecast coming events. But when I go further and state that his functions demand of him the qualities of a pathologist, a diagnostician, a therapeutic expert...

Brother John A. Waldron, SM, (St. Louis Province), "Standards or Tests by Which the Superintendent May Judge of the Efficiency of His Schools," 285, New York Convention, 1920.

Superintendent - Origin of Title

A prelate wearing the mitre once showed surprise that so Protestant a title was making itself popular among Catholics.

Rev. Joseph V. S. McClancy (Brooklyn), "The Superintendent and the School," 18, New York Convention, 1920.

Survey Research Stuff of Dreams?

...the survey has made us realize that there is a real science of education, or in other words, that education can be studied objectively. Of course this notion does not appeal to certain people who would rather keep all things pedagogical in the realm of poetry, who would make it the stuff of dreams. They speak of imponderables, of the elusiveness of things of the spirit. They resent the application of objective measure and standard to the kingdom of the soul. Poets once felt that way toward the development of physical

science. There is a certain romance in the image of Jove hurling bolts of lightning, but most of us would prefer in our study the electric light that more prosaic minds have made possible. Mental things have always been measured in some fashion or other; the only difference is that to-day we are working out better ways of measuring them.

Rev. George Johnson, Ph.D. (*The Catholic University of America*), "The Possible Value of a Survey to a Diocesan System," 414-415, *Cleveland Convention*, 1923.

Teacher Education in an Earlier Day

Education of teachers should include "common school course of eight years, the secondary school course of four years, and an additional two, and sometimes three years of normal school work."

Rev. Hugh C. Boyle (*Pittsburgh*), "How Is a Teacher's Efficiency To Be Tested?", 352, *St. Paul Convention*, 1915.

Teachers Raising Money for Their Salaries

It is still more disagreeable for teachers to be forced to get up entertainments in order to raise money to pay themselves...teachers should give their entire attention to their work in the class room.

Brother Anthony, FSC (*Christian Brothers College, St. Louis*), "The Pastor and the School - The Teacher's Point of View, 266, *Milwaukee Convention*, 1907.

Textbooks

What the tool is for the mechanic, the chisel for the sculptor, the lance for the surgeon, school books are for pupils and teachers., i.e., simply aids or instruments. The tool itself will not build a palace, nor the chisel fashion the marble statue, nor the lance remove the diseased member. Neither will text-books of themselves impart knowledge. If they did, the teacher's task would be practically the same as the office of the librarian, or the work of the bookseller. With school books as tools, good results are obtained only with instruments that are rightly constructed and skillfully used.

Rev. Thomas J. O'Brien (*New York*) "Text-Books in Catholic Schools," 191-192, *New York Convention*, 1905.

As to text-books, besides the catechism, which, of course, interests me the most, and that other text-book, my check book - I bother very little about text-book, and leave the matter to the teachers.

Rev. A. Lammell, discussing O'Brien's paper, "Text-Books In Catholic Schools," 201, New York Convention, 1905.

Think? Today?

There is little to-day that makes for serious-mindedness. The trend of the times is away from intellectual life. Someone has said that five per cent of the people think, ten per cent think they think, and eighty-five per cent would rather die than think.

Rev. Charles J. Linsky (Detroit), "The Superintendent's Part in the Formation of Religious Vocations," 408, Milwaukee Convention, 1924.

Time to Resign

An executive should resign from office if his biographer attempts to set down as certain the record of his achievements before his term expired.

Rev. John J. Fallon (Belleville), "A Tentative Program for Junior High Schools," 464, Detroit Convention, 1927.

Training and Responsibilities of Superintendents

Training

"...at least enough professional training and experience to command... confidence of his board...and...respect of the best teachers in his system"

Responsibilities

"...assembles and correlates data and formulates reports...official representative of the system in its relations with civic and other officials...

has direct relations with pastors and teachers...moderator and chairman of teachers' meetings...safeguards teacher's right to individuality..."

Brother John A. Waldron, SM, (St. Louis Province), "The Organization of a Diocesan School System," 257-258, Atlantic City Convention, 1914.

Usefulness of Schools

...the school of today has indeed served at least one useful purpose. It has rescued the child from the factory. But who knows whether in the revolving cycle of time the home will not again be rebuilt on its God-given lines and rescue the child from the school.

Rev. John R. Hagan, DD, (Cleveland), "The Importance of Health Education and the Superintendent's Responsibility in this Field," 453, Milwaukee Convention, 1924.

What's wrong with schools?

My little boy is eight years old,
He goes to school each day;
He doesn't mind the tasks they set -
They seem to him but play.
He heads his class at raffia* work,
And also takes the lead
At making dinky paper boats; -
But I wish that he could read.

They teach him physiology,
And oh, it chills our hearts
To hear our prattling innocent
Mix up his inward parts.
He also learns astronomy
And names the stars by night;
Of course he's very up-to-date, -
But I wish that he could write.

They teach him things botanical,
They teach him how to draw;
He babbles of mythology
And gravitation's law;
The discoveries of science
With him are quite a fad.
They tell me he's a clever boy, -
But I wish that he could add!

* making mats and baskets from fiber of African palm tree
Brother Z. Joseph, FSC, (St. Vincent's, Marin City, CA),
"The Training of a Teacher," 442-443, San Francisco Convention,
1918. (Brother Joseph was quoting Professor Gayley who quoted
Peter McArthur.)

Appendix E

Superintendents' Section Officers 1908-1935

1908-09	Rev P. R. McDevitt, Philadelphia Rev R. W. Brown, Grand Rapids MI	Chair Secretary
1909-10	Very Rev J. A. Connolly VG, St. Louis Rev R. W. Brown, Grand Rapis MI	Chair Secretary
1910-11	Rev A. E. Lafontaine, Ft. Wayne Br Eliphus Victor, FSC., New York Province	Chair Secretary
1911-12	Rev A. E. Lafontaine, Ft. Wayne Br Eliphus Victor, FSC, New York Province	Chair Secretary
1912-13	Rev H. C. Boyle, Pittsburgh Br Edward, FSC, New York Province	Chair Secretary
1913-14	Rev Hugh C. Boyle, Pittsburgh Br Edward FSC., New York Province	Chair Secretary
1914-15	Rev A. V. Garthoeffner, St. Louis Br Edward, FSC, New York Province	Chair Secretary
1915-16	Rev A. V. Garthoeffner, St. Louis Br Edward, FSC, New York Province	Chair Secretary

1916-17	Rev John E. Flood, Philadelphia Br George M. Sauer, SM, Cincinnati Province	Chair Secretary
1917-18	Rev John E. Flood, Philadelphia Br George M. Sauer, SM, Cincinnati Province	Chair Secretary
1918-19	Rev John E. Flood, Philadelphia Br George M. Sauer, SM, Cincinnati Province	Chair Secretary
1919-20	Rev John E. Flood, Philadelphia Br George M. Sauer, SM, Cincinnati Province	Chair Secretary
1920-21	Rev Wm. A. Kane, LLD, Cleveland Br George Sauer, SM, Cincinnati Province	Chair Secretary
1921-22	Rev Michel J. Larkin, STB, New Rochelle Rev Joseph V. S. McClancy, Brooklyn	Chair Secretary
1922-23	Rev Ralph L. Hayes, Pittsburgh Rev Joseph M. O'Hara, Philadelphia	Chair Secretary
1923-24	Rev Ralph L. Hayes, Pittsburgh Rev Joseph M. O'Hara, Philadelphia	Chair Secretary
1924-25	Rev A. E. Lafontaine, Ft Wayne Rev Francis J. Macelwane, Toledo	Chair Secretary
1925-26	Rev Patrick J. Clune, PhD, Trenton Rev Henry M. Hald, PhD, Brooklyn Rev John I. Barrett, JCL, PhD, LLD, Baltimore	Chair Secretary Editor
1926-27	Rev Joseph F. Barbian, Milwaukee Rev John M. Wolfe, STD, PhD, Dubuque Rev John R. Hagan, DD, Cleveland	Chair Secretary Editor
1927-28	Rev John W. Peel, Buffalo Rev Paul E. Campbell, Pittsburgh	Chair Secretary

1928-29	Rev John M. Wolfe, STD, PhD, Dubuque Rev Francis J. Bredestege, MA, Cincinnati Rev John J. Bonner, DD, Philadelphia	Chair Secretary Historian
1929-30	Rev John J. Barrett, PhD, LLD, JCL, Baltimore Rev John J. Bonner, DD, Philadelphia Rev Daniel J. Feeney, Portland, ME	Chair Secretary Editor
1930-31	Rev Richard J. Quinlan, AM, STL, Boston Rev Daniel F. Cunningham, Chicago Rev Joseph H. Ostdiek, AM, Omaha	Chair Secretary Editor
1931-32	Very Rev Msgr Wm. F. Lawlor, LLD, Newark Rev Joseph H. Ostdiek, AM, Omaha Rev Leon A. McNeill, AM, Wichita	Chair Secretary Editor
1932-33	Rt Rev Msgr John J. Bonner, SS, LLS, Philadelphia Rev E.J. Westenberger, PhD, Green Bay Rev Francis J. Byrne, DD, Richmond	Chair Secretary Editor
1933-34	Rev James A. Byrnes, BPh, St. Paul Rev John Fallon, AM, Belleville Rev John J. Kenny, Central Falls RI	Chair Secretary Editor
1934-35	Rev Richard J. Quinlan, AM, STL, Boston Rev Carl J. Ryan, PhD, Cincinnati Rev C. J. Ivis, Cherokee, IA	Chair Secretary Editor

Appendix F

CEA Superintendents' Section Papers 1903-1935

ADMINISTRATION

Organization [System & School]

- 1904 Organization of a School - Rev. L. W. Mulhane (Mt. Vernon, OH)
- 1912 The Influences That Have Helped to Form the Eight Grade Elementary System - Bro. John Waldron, (St. Louis Province)
- 1914 The Organization of a Diocesan School System - Brother John Waldron (St. Louis Province)
- 1928 The Parish School System as the Catholic Lay Educator Sees It - Mr. M. J. Relihan (Mercyhurst College, Erie)
- 1935 The Superintendent & Diocesan Organization - Rev. Edw. J. Gorman (Fall River)

Superintendent Definition & Role

- 1907 Functions of the Community Inspector - Bro. Michael, SM (Cincinnati Province)
- 1912 The Influences That Have Helped to Form the Eight Grade Elementary System - Bro. John Waldron, (St. Louis Province)
- 1914 The Organization of a Diocesan School System - Brother John Waldron (St. Louis Province)

- 1924 The Conducting of Supervisors' Meetings - Rev. Henry M. Hald (Brooklyn)
- 1926 Training the Priest to be a School Man - Rev. Arthur J. Scanlan (St. Joseph Seminary, Dunwoodie, NY)
- 1931 The Office of the Diocesan Supt of Schools, Its Possibilities & Limitations - Msgr. Jos. V. S. McClancy, Supt, (Brooklyn)
- 1931 The Preparation of the Priest for the Office of Diocesan Supt of Schools - Rev. George Johnson (Catholic Univ.)
- 1935 The Superintendent & Diocesan Organization - Rev. Edw. J. Gorman (Fall River)

Superintendent Report

- 1912 The Superintendent's Report - Rev. A. V. Garthoeffner (St. Louis)
- 1923 The Superintendent's Report & Office Records - Rev. Charles F. McEvoy (Syracuse)

Records

- 1912 The Superintendent's Report - Rev. A. V. Garthoeffner (St. Louis)
- 1923 The Superintendent's Report & Office Records - Rev. Charles F. McEvoy (Syracuse)
- 1925 Child Accounting & Informational Value of Reports - Rev. John M. Wolfe, Ph.D. (Dubuque)
- 1931 School Records & Reports - Rev. Paul E. Campbell (Pittsburgh)

Tools

- 1923 The Possible Value of a Survey to a Diocesan System - Rev. George Johnson (Catholic University)
- 1926 The Need, Method & Benefit of a Diocesan Survey - Rev. James H. Ryan, DD, Ph.D. (Wash., DC)

Finance

- 1933 Running the School Economically - Rev. Paul E. Campbell (Pittsburgh) (presented to Parish School Dept)

Other Challenges

- 1909 The Principal & His Duties - Brother Philip, FSC

- 1910 Promotions in Elementary Schools - Brother George Sauer, SM (Cincinnati)
- 1922 Advertising the Work and Worth of Catholic Education - Rev. Joseph V. S. McClancy (Brooklyn)
- 1926 Mortality in the Grades - Rev. John R. Hagan (Cleveland)
- 1928 The School Calendar, Its Restrictions & Obligations - Msgr. Jos. V. S. McClancy (Brooklyn)

Rural Schools

- 1923 The Superintendent and the Rural School, Rev. Edwin V. O'Hara, LL.D.
- 1928 The Superintendent and the Rural School - Rev. Felix Newton Pitt (Louisville KY)
- 1935 How Can We Improve the Efficiency of Our Rural Schools? - Rev. Joseph H. Ostdiek (Omaha)

Administration [Government]

- 1921 Cooperating with Public Officials - Rev. Wm. A. Kane (Cleveland)
- 1931 Supt's Relations with Public Authorities and the Officials in the Public School System - Rev. Wm. R. Kelly, Executive Secretary, New York Catholic School Board

CURRICULUM

General

- 1924 The Superintendent and the Curriculum - Rev. Joseph Barbian, (Milwaukee)
- 1931 The Supt's Part in the Formation of the Curriculum for the Catholic Elementary School - Rev. John M. Wolfe (Dubuque)

Rural/Urban

- 1925 A City School Curriculum - Rev. John Barrett (Baltimore)
- 1924 The Curriculum of the Catholic Rural School - Rev. T. Leo Keaveny (St. Cloud)

Elementary

- 1906 Model Catholic School Curriculum - Rev. E. A. Lafontaine (Fort Wayne)
- 1923 The Completion of the Grades in Less Than Eight Years, Bro. Callixtus, FSC

Textbooks

- 1905 Text-Books in Catholic Schools - Rev. Thomas J. O'Brien (Brooklyn)
- 1917 Is Uniformity of Text-Books Necessary? - Rev. Wm. P. McNally (Philadelphia)
- 1932 The Textbook, Its Selection, Adoption & Its Relation to the Course of Study - Rev. E. J. Westenberger (Green Bay)

Organization

- 1920 Departmental Instruction in the Intermediate - Rev. Joseph Dunney (Albany)
- 1925 The Junior High School in the Catholic School System - Rev. Urban J. Vehr (Cincinnati)
- 1927 A Tentative Program for Junior High Schools - Rev. John J. Fallon (Belleville)
- 1928 The Departmental Plan in Elementary Schools - Rev. James Hanrahan (Albany)

Subject Areas

Academic

- 1904 Language & Composition - Brother Anthony, FSC (Christian Bros. College, St. Louis)
- 1917 The Practical Possibility of Beginning the Study of a Foreign Language in 7th Grade - Rev. Joseph A. Dunney (Albany)
- 1927 The Value of the English Course - Rev. Henry M. Hald (Brooklyn)

Vocational

- 1913 Industrial & Vocational Training - Rev. Michael J. Larkin (New York)
- 1917 Causes Which Demand Vocational Training in the United States - Brother Baldwin, FSC (New York)

Health

- 1924 The Importance of Health Education & the Supt's Responsibility in this Field - Rev. J.R. Hagan (Cleveland)
- 1927 Health Education & the Parish School - Mary E. Spencer of NCWC (1st woman presenter)
- 1932 The Health Program in the Elementary School - Rev. John M. Wolfe (Dubuque)

SUPERVISION

- 1905 School Supervision — Its Necessity, Aims & Methods — Rev. E. F. Gibbons (Buffalo)
- 1913 Supervision — How to Make it Most Fruitful - Rev. John A. Dillon (Newark)
- 1919 Supervision & Inspection of Schools - Brother George N. Sauer, SM (Cincinnati Province)
- 1922 Methods of Supervising Grade Teachers - Rev. Ralph L. Hayes (Pittsburgh)
- 1923 The Superintendent as a Supervisor - Rev. Joseph M. O'Hara (Philadelphia)
- 1927 The Problem of Supervision in the Elementary School - Rev. Joseph H. Ostdiek (Omaha)
- 1931 The Supt and the Problem of Supervision of Instruction - Rev. Francis J. Bredestege (Cincinnati)
- 1932 The Next Stage in Supervision - Rev. John R. Hagan (Cleveland)

TEACHERS

General

- 1907 Functions of the Community Inspector - Brother Michael, SM (Cincinnati Province)
- 1910 Personal Power of a Teacher in the Highest Grades in our Parochial & High Schools - Bro. Edward, FSC (Buffalo)

- 1922 The Place of the Lay Teacher in Parish Schools - Rev. Michael J. Larkin (New York)
- 1924 Pedagogical Libraries for Convents - Rev. Edward B. Jordan (Catholic University) from Diocese of Scranton
- 1927 The Improvement of Teachers in Service - Rev. Edward J. Cahill (Springfield IL)
- 1935 A Program of Diagnostic & Remedial Teaching - Rev. Carroll F. Deady (Detroit)

Superintendent & Teachers

- 1919 The Relations of a Superintendent to His Teachers - Rev. Wm. A. Kane (Cleveland)
- 1923 The Superintendent and the Professional Improvement of His Teachers - Rev. Augustine Hickey (Boston)
- 1925 The Evaluation of Credits - Rev. Edward Jordan (Catholic University)
- 1931 The Superintendent's Responsibility for the Professional Advancement of His Teachers - Msgr. F. J. Macelwane (Toledo)

Teachers Examinations

- 1908 The Examination of Teachers - Rev. A. E. Lafontaine (Ft. Wayne)
- 1908 Examination of Teachers - Rev. Thomas Devlin (Pittsburgh)
- 1915 How is a Teacher's Efficiency to be Tested? - Rev. H. C. Boyle (Pittsburgh)

Teachers' Meetings

- 1908 Diocesan Teachers' Meetings - Rev. Francis W. Howard (Columbus)
"Revs. Joseph A. Weigand and J.J. Schneider of the Columbus school board spoke briefly on the same topic."
- 1908 Value of Teachers' Meetings & Methods of Conducting Them - Very Rev. H. C. Wienker (Erie)
- 1934 Teachers' Meetings: How Best Conducted - Msgr. Jos. V. S. McClancy (Brooklyn)

Normal Schools

- 1915 Catholic Normal School Training - Brother Gerald, SM (Kenrick Catholic Boys High School, St. Louis)
- 1916 Practice Schools & Training Classes for Our Young Teachers - Rev. William F. Lawlor (Newark)
- 1918 The Training of a Teacher - Brother Z. Joseph, FSC (St. Vincent's, Marin City, CA)
- 1924 A Diocesan Normal School - Rev. Francis J. Macelwane (Toledo)
- 1926 The College & Teacher Training - Rev. J. Roger Smith (St. John's College, Brooklyn)
- 1928 The Parish School System as the Catholic Lay Educator Sees It - Mr. M. J. Relihan (Mercyhurst College, Erie)

STUDENTS

- 1925 The Exceptional Child Problem - Rev. Raymond G. Kirsch (Toledo)
- 1927 The Problem Child - Brother Benjamin, CFX (St. Mary's Industrial School, Baltimore)
- 1928 Problems of Retardation - Brother Philip FSC (Principal, Pittsburgh)

SECONDARY EDUCATION

- 1914 First Year Demands of the Classical Course in Catholic Colleges - Rev. H. C. Boyle (Pittsburgh)
- 1916 Coeducation from a Catholic Standpoint - Rev. Albert Muntsch, SJ (St. Louis University)
- 1917 Should We Make Special Efforts to Have our Secondary Pupils Take the Classical Course? - Rev. Joseph S. Cameron (Rochester)
- 1921 The Diocesan High School - Rev. John E. Flood (Philadelphia)
- 1923 The Beginnings of a Diocesan High School System - Rev. Joseph V. S. McClancy (Brooklyn)
- 1926 The Relation of the Diocesan Supt to the High Schools of the Diocese - Rev. F. Macelwane (Toledo)

- 1928 The High School & Preparing for College - Rev. Joseph. A. W. Reeves, PhD, STD (Vice-Pres., Seton Hill College, Greensburg)
- 1931 The Relation of the Supt to the Diocesan High School - Msgr. John J. Bonner (Philadelphia)
- 1935 What of the High School? - Rev. Paul E. Campbell (Pittsburgh)
- 1935 An Appraisal of the Educational Efficiency of Our Catholic High Schools - Rev. Harold E. Keller (Harrisburg)

RELIGIOUS EDUCATION

- 1904 The Teaching of Catechism and Bible History - Rev. Walter J. Shanley (Hartford)
- 1905 The Catholic View of Moral & Religious Training in Elementary Schools - Rev. Michael J. Considine (New York)
- 1906 Teaching of Catechism - Brother Baldwin, FSC (New York)
- 1906 Teaching of Bible History by Brother John A. Waldron, SM (Cleveland)
- 1907 The Educational Value of Christian Doctrine - Rev. P. C. Yorke
- 1925 The Responsibility of the Supt in Fostering Spiritual Ideals in Education, Rev. Augustine F. Hickey (Boston)
- 1926 The School & Week-Day Religious Instruction - Rev. Michael J. Larkin (New York)
- 1926 Vitalizing Religion Teaching - Very Rev. Hugh L. Lamb (Philadelphia)
- 1930 The Preparation of the Teachers of Religion - Rev. George Johnson, PhD (Catholic University)
- 1930 Problems in the Teaching of Religion to Modern Youth - Rev. Leo D. Burns (Philadelphia)
- 1930 Textbooks in Religion - Msgr. Francis J. Macelwane (Toledo)

- 1930 Religious Vacation Schools & the Diocesan Superintendent - Rev. Edwin V. O'Hara (NCWC)
- 1930 The Relation Between Religious Practices & Moral Practices - Rev. John M. Wolfe (Dubuque)
- 1930 Religious Organizations in Schools - Rev. Paul E. Campbell (Pittsburgh)
- 1930 The Liturgical Element in Religious Instruction - Rev. Henry M. Hald (Brooklyn)
- 1930 Teaching Children to Pray - Very Rev. F. D. Sullivan (New Orleans)
- 1930 Religious Education in the Home - Rev. Richard J. Quinlan (Boston)
- 1932 Religious Education in the High School - Rev. John J. Kenny (Providence)
- 1932 The Diocesan Supt & the Religious Instruction of Public School Pupils - Rev. Leon McNeill (Wichita)

PASTORS

- 1906 The Relation of the Pastor to the Catholic School - Msgr. M. J. Lavelle, Rector St. Patrick Cathedral, New York
- 1907 The Pastor and the School - The Teacher's Point of View - Brother Anthony, FSC
- 1921 Relative Duties of Pastor & Principal in Local School Administration - Rev. A. E. Lafontaine (Ft. Wayne)
- 1925 A Sympathetic Consideration of a Pastor's Part in the Maintenance & Direction of a Catholic School, Rev. M. J. Larkin (New York)
- 1935 The Pastor Considers the Parish School - Rev. Thomas B. O'Brien (Chicago Pastor)

CHARACTER DEVELOPMENT

- 1928 The Formation of Christian Character in our Pupils - Rev. Richard J. Quinlan (Boston)
- 1929 Diagnosis and Treatment of the Factors in Moral Conduct - Rev. John M. Cooper, PhD (Catholic University)

- 1929 The Problem of Character Development on the Elementary Level - Rev. George Johnson (Catholic University)
- 1929 The Catholic School & State Courses of Character Education - Rev. Luke L. Mandeville (Lincoln)
- 1929 The Development of Character in the Catholic Atmosphere - Rev. John J. Featherstone (Scranton)
- 1929 The Will as a Factor in Character Education on the Elementary Level - Rev. J. H. Ostdiek (Omaha)
- 1929 Conduct as the Material Component of Character - Rev. Richard J. Quinlan (Boston)
- 1929 Obstacles to Character Development - Mary E. Spencer, MA (of NCWC)
- 1929 The Metaphysics of Character Training - Rev. Fulton J. Sheen (Catholic University)
- 1929 Relative Position of the School & Other Agencies Affecting Character Education - Rev. Francis J. Bredestege (Cincinnati)
- 1929 The Pupil's Contribution to Character Formation - Msgr. Joseph V. S. McClancy (Brooklyn)
- 1929 Vocational Guidance on High School Level, One of the Processes for Cultivation of Character - Brother Gerald, SM, Community Supervisor
- 1929 The School & Its Available Tools - Rev. Henry M. Hald (Brooklyn)

DIOCESAN EXAMINATIONS

- 1914 When & How May Written Examinations be Used with Profit in a Parish School - Bro. G. Austin, FSC (Philadelphia)
- 1921 The Value & Character of Diocesan Examinations - Rev. George Johnson (Toledo)
- 1922 The Organization of Diocesan Examinations - Rev. Charles F. McEvoy (Syracuse)
- 1928 The Diocesan Examination - Rev. John R. Hagan (Cleveland)

- 1931 Diocesan Examinations, How Most Effectively Conducted & Evaluated - Rev. F. N. Pitt (Louisville)

VOCATIONS

- 1921 On Vocations to the Teaching Brotherhoods - Brother George M. Sauer, SM (Cincinnati Province)
- 1924 The Superintendent's Part in the Formation of Religious Vocations - Rev. Charles J. Linsky (Detroit)

MISCELLANEOUS

Pupil Services

- 1929 The Use of Personality Rating Scales in Educational Guidance - Rev. Maurice S. Sheehy, STB, PhD (CUA)
- 1935 Psychiatry & the Catholic School - Rev. Austin G. Schmidt, SJ, Loyola (Chicago)

Seminary Preparation

- 1922 Teaching Pedagogy to Seminarians - Rev. Augustine F. Hickey (Boston)

Other Topics

- 1917 Catholic College Education - Rev. Walter Drum, SJ (Woodstock College, Woodstock, MD)
- 1919 Are There Any Changes Needed in our Elementary Schools to Meet Post-War Conditions? - Rev. Wm. F. Lawlor, (Newark)
- 1919 Grade School Libraries - Brother Gerald, SM (St. Louis Province)
- 1922 How Can We Improve the Usefulness of the Superintendents Section - Rev. Jos. O'Hara (Philadelphia)
- 1924 The Aim of Catholic Elementary Education - Rev. George Johnson (Catholic University)
- 1927 Right Habits of Study, When, How and By Whom to be Developed - Rev. R. J. Quinlan (Boston)
- 1927 Value to the School of Scouts & Similar Organizations - Rev. John M. Cooper (Catholic University)

- 1928 The Parish School System as the Catholic Lay Educator Sees It - Mr. M. J. Relihan (Mercyhurst College, Erie)
1929 The School in Society - Msgr. William F. Lawlor (Newark)
1934 Catholic Thought on International Peace - Msgr. John M. Wolfe (Dubuque)

Unpublished/Missing Papers

- 1904 Discussion on Text Books led by Revs. Joseph F. Smith & T.A. Thornton (New York)
1909 School Records - Rev. Thomas J. O'Brien (No Paper is printed just the discussion.)
1911 Should the Grammar School Course be Shortened? - Rev. A. E. Lafontaine (Ft. Wayne)
1911 Vocational Teaching in the Grammar Schools - Rev. Thomas E. Shields (Catholic University)
1918 The Organization of a Diocesan School System, Rev. Francis W. Howard (Columbus)
1920 The Training of the Superintendent & Principal - Rev. George Johnson (Toledo)
1920 The Superintendent & State Legislation - Rev. Ralph Hayes (Pittsburgh)
1923 A Diocesan School Under State Supervision - Rev. Charles J. Linskey (Detroit)
1932 The Financial Aspects of Catholic School Education, Rev. Leo Burns (Philadelphia) [Notes read by Msgr. Bonner, (Philadelphia) Minutes carry some information presented by Bonner].
1932 Our Concern with Federal Activities in Education - Rev. George Johnson (Catholic University)
1934 Federal Recovery Program in Its Relation to Catholic Education.- Dr. George Johnson (Catholic University)
1934 The Role of the Supt in Combating the Evils of the Motion Picture - Archbishop McNicholas, (Cincinnati)
1935 The Catholic Schools & the Training of Citizens - Rev. Felix N. Pitt (Louisville)

Endnotes

- ¹ *Celebrating a Century of Faith Immaculate Conception Parish, New Richmond, Wisconsin, 1883-1983*, 11.
- ² *The Catholic News*, Vol. 46, No. 34, 20 August 1932, 24.
- ³ *The Catholic News*, Vol. 2, No. 23, Wednesday, 18 April 1888.
- ⁴ *The Catholic News*, Vol. 2, No. 26, Wednesday, 9 May 1888.
- ⁵ Roll 21, Archbishop Corrigan Correspondence, Folder 2 in G-83, Archdiocese of New York Archives
- ⁶ William E. Degnan, Archdiocese of New York Archives, Roll No. 12 Archbishop Corrigan Letters to others and from others A-Z.
- ⁷ Madeleine Sanchez of Manchester NH, interview by author, 24 May 1993.
- ⁸ Ibid.
- ⁹ Wilfrid Lessard, Jr. of Quincy, MA, interview by author, 24 May 1993.
- ¹⁰ Madeleine Sanchez of Manchester, NH, interview by author, 24 May 1993.
- ¹¹ "Lessard May Be Supt. Parochial Schools of State," *The Manchester Leader and Evening Union*, 19 November 1919.
- ¹² Wilfrid J. Lessard, Superintendent, "Second Annual Report of the Parochial Schools of the Diocese of Manchester 1920-21," Diocese of Manchester Archives.
- ¹³ Kegresse, CSC, Sister Mary of St. Laure, *A History of Catholic Education in New Hampshire*, unpublished dissertation submitted to Boston University Graduate School, 1955, 156.
- ¹⁴ "Dr. Mary Spencer, public health pioneer," *Daily News Mercury*, Malden, MA, No. 102, 2.
- ¹⁵ NCWC Annual Reports, September, 1923, 10, CVA.
- ¹⁶ Emerson, Ralph Waldo, *The Complete Writings of Ralph Waldo Emerson*, Vol. 2. (New York: William H. Wise and Co., 1929) 785.
- ¹⁷ Ibid., 789.



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