A HISTORY OF SAINT MARY-OF-THE-WOODS COLLEGE

A Thesis
Presented to
the Faculty of the Department of Education
Indiana State Teachers College
Number 425

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts in Education

by
Sister Margaret Agnes O'Neill
August, 1940
The Thesis of Sister Margaret Agnes (O'Neill)

Contribution of the Graduate School, Indiana State Teachers College, Number 425, under the title

A History of Saint Mary-of-the-Woods College

is hereby approved as counting toward the completion of the Master's degree in the amount of hour's credit.

Committee on thesis:

E. L. Allen

E. L. Allen

Date of Acceptance
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>CHAPTER</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>1</td>
</tr>
<tr>
<td>The problem.</td>
<td>1</td>
</tr>
<tr>
<td>Statement of the problem</td>
<td>1</td>
</tr>
<tr>
<td>Scope and limitation of the study</td>
<td>1</td>
</tr>
<tr>
<td>Method of study</td>
<td>2</td>
</tr>
<tr>
<td>Purpose and need of this study</td>
<td>2</td>
</tr>
<tr>
<td>I. EARLY HISTORY OF THE COMMUNITY</td>
<td>3</td>
</tr>
<tr>
<td>II. AIMS AND OBJECTIVES</td>
<td>17</td>
</tr>
<tr>
<td>III. BUILDINGS AND GROUNDS</td>
<td>24</td>
</tr>
<tr>
<td>IV. ACCREDITMENTS AND AFFILIATIONS</td>
<td>44</td>
</tr>
<tr>
<td>V. GENERAL ADMINISTRATION AND FACULTY</td>
<td>52</td>
</tr>
<tr>
<td>VI. THE CURRICULUM</td>
<td>71</td>
</tr>
<tr>
<td>VII. STUDENT ACTIVITIES</td>
<td>120</td>
</tr>
<tr>
<td>VIII. ENDOWMENT</td>
<td>141</td>
</tr>
<tr>
<td>IX. SCHOLARSHIPS AND AWARDS</td>
<td>148</td>
</tr>
<tr>
<td>X. THE ALUMNAE ASSOCIATION</td>
<td>157</td>
</tr>
<tr>
<td>XI. TRIBUTES TO SAINT MARY-OF-THE-WOODS</td>
<td>164</td>
</tr>
<tr>
<td>BIBLIOGRAPHY</td>
<td>174</td>
</tr>
<tr>
<td>APPENDIXES</td>
<td>181</td>
</tr>
<tr>
<td>Appendix A. Coat of Arms of Saint Mary-of-the-Woods</td>
<td>181</td>
</tr>
<tr>
<td>Appendix B. Enrollment by years</td>
<td>185</td>
</tr>
<tr>
<td>APPENDIXES</td>
<td>PAGE</td>
</tr>
<tr>
<td>------------</td>
<td>------</td>
</tr>
<tr>
<td>Appendix D. Honor Point Systems</td>
<td>191</td>
</tr>
<tr>
<td>Appendix E. Associate Board of Trustees of the Endowment Fund</td>
<td>195</td>
</tr>
<tr>
<td>Appendix F. Officers of the Alumnae Association</td>
<td>197</td>
</tr>
<tr>
<td>Appendix G. Board of Directors of the Alumnae Association</td>
<td>198</td>
</tr>
</tbody>
</table>
INTRODUCTION

THE PROBLEM

Statement of the problem. It was the purpose of this study (1) to determine the contribution of Saint Mary-of-the-Woods College to the education of women; (2) to locate and collect available sources of information on the history of Saint Mary-of-the-Woods College; (3) to study, select, and arrange all data in their chronological order.

Scope and limitation of the study. When Mother Theodore planned a school for higher education of women as one of her objectives when she and her five companions came to Indiana from France in 1840, she did not consider a college curriculum as one knows it today.

Saint Mary-of-the-Woods College, however, is the result of the pioneer work of the Sisters of Providence. Though the history of the college includes only the years 1909 to 1940, yet the aims and objectives of the institution and many of its organizations and activities are continuations of those that existed in the Academy days. Consequently, this history necessarily includes a review of the foundation of the Sisters of Providence in America, their traditions, and objectives.
Method of study. (1) Since the importance attached to any historical narrative depends largely upon the validity and reliability of the sources of information used, much attention was given to the selection of the material used in this study; (2) original sources of material were used: viz., Journals and Letters of Mother Theodore Guerin, Life of Mother Theodore Guerin, Annals of the Community of the Sisters of Providence; (3) college bulletins, files, and publications. (4) Secondary sources were likewise studied. (5) Many persons who had been connected with the school were interviewed. (6) Information was secured from those who are at present actively engaged in this institution.

Purpose and need of this study. Since the Sisters of Providence are completing the hundredth year of the foundation at Saint Mary-of-the-Woods, it was thought advisable to gather source material into a history of the college, which is a development of the first school established at Saint Mary-of-the-Woods in 1841. Since the first aim of every history is to arouse interest in an institution, so, too, the purpose of this work is to arouse interest in Saint Mary-of-the-Woods College and an appreciation of its contribution to education.
CHAPTER I

EARLY HISTORY OF THE SISTERS OF PROVIDENCE

Really to know Saint Mary-of-the-Woods College, one must read back into history and learn the story of those early pioneers of missionary labor and educational endeavor, who came to Indiana from France in 1840. He must begin that story even earlier and lay its setting in a humble home at Etables (Cotes-du-Nord), France, in the year 1798, when, on October 2, Anne Therese Guerin was born, the first child of Laurent and Isabelle Guerin. It is to this child of predilection that the success of the institution of Saint Mary-of-the-Woods is due. It was she who made the foundation. It is her spirit that is perpetuated there.

When Anne-Therese was only eight years old, in 1806, there was organized in Ruillé-sur-Loir, not far from Paris, a small body of young women devoted to the work of instructing the children of the rich and the poor. They came in response to the urgent pleading of Abbé Dujarié, the cure of the parish. These young women were the nucleus of the Congregation that has since been known as the Sisters of Providence. In great poverty and amid many privations, these undaunted women opened a school. They spent their
leisure hours in visiting and comforting the sick, and they were everywhere admired and loved.¹

It was not long before Abbé Dujarie's efforts attracted attention elsewhere, and in a few years other schools were opened in the nearby towns of Ternay, Thore, and Prunay. Though the Sisters of Providence in twelve years had established schools in seven cities, their success was not absolute; there was much discouragement, anxiety, and a prediction of ultimate failure; for the small community lacked leadership and definite organization. It was through the person of Mademoiselle Zoé du Roscoat that success and permanency were to be assured.²

It was Mademoiselle Zoé de Roscoät, a young woman in the city of Saint Brieuc in Brittany, to whom the Abbé turned when hope seemed lost. She and another young lady, Aimeé Lecor, were at that time devoting themselves exclusively to works of mercy. The former belonged to an old family of Brittany. Though she was reared in comfort, and even luxury, she early learned the value of self-sacrifice when her father, a lieutenant of the Marshals of

² Ibid., p. 51.
France, was obliged to flee in the days of the Revolution. Because his estates were confiscated, both Mademoiselle and her mother opened a boarding school for young ladies. After the Revolution she continued to devote her days to the work of educating the children of the town. Her secret aspirations, however, were for a life consecrated to God and souls; and when she was informed of the work of the pioneers at Ruillé, she at once placed herself under the direction of Abbé Dujarié.3

As yet, the little Congregation was not an organized religious community. Several young women were receiving their religious training under the saintly Abbé. It was Mademoiselle du Roscoät who was the first to make an open profession of the vows of religion: namely, poverty, chastity, and obedience. It was she, too, who first held the office of Superior General of the foundation; hence, she has always been considered the foundress of the Sisters of Providence in France.4

In 1823, a young woman, Anne Therese Guérin, later known as the Foundress of Saint Mary-of-the-Woods, sought admission into the community at Ruillé. She assumed the

3 Ibid., p. 57.
4 Ibid., p. 61.
name of Sister Saint Theodore. After the usual preparation and training customary for candidates, Sister Theodore pronounced her vows and consecrated her life to God and to the work of education. She became Superior of a school at Rennes, an establishment numbering six hundred pupils. This was a big undertaking for one so young, but it proved to be a test of the initiative and responsibility of the future missionary. She spent ten years at Rennes, where she established other schools for the poor, and for the higher classes as well. Her industrial school soon became one of the largest in the country.

Her next assignment, that of Soulaines, brought her public recognition, as one learns from the biography:

So universal were her talents that everything to which she applied herself seemed to be her specialty; yet it might be said that she excelled in mathematics. Her pupils gave evidence of their superior training when the school inspectors of Angers made their official visit. Charmed with the class in mathematics, they examined successively every other branch, and they were unstinted in their praise in the proficiency of all. Sister Theodore was reported to the Board of Education as a highly gifted and efficient teacher, upon which assurance she was voted medallion decorations. The honor was as unexpected as it was unique. Engaged one day with household duties, she was suddenly met by the gentlemen who had been commissioned by the French Academy to present to her the testimonial of the government's recognition. Self-possessed always, she received them with her wonted grace, being as

5 Ibid., p. 72.
capable in the simplicity of her domestic occupations as in the more exalted role of preceptress. When they retired it was only to assert that her merit had not been halfway estimated. But the honor conferred upon Sister Theodore was painful to her humility, and no one would ever have known the object of this, their second visit, had not the school authorities themselves given publicity to the affair. They insisted that she should receive the honor publicly, in the presence of the authorities and the cure of the parish. Sister Theodore never referred to the incident afterwards unless questioned, and then her statements were very brief.\(^6\)

Such years of activity and arduous zeal were the preparation that this pioneer woman was making unwittingly for the responsibilities she was soon to assume in the New World.

In the early half of the nineteenth century there was a great dearth of missionaries in the Middle West, especially in Indiana. In 1834, when Bishop Brute became first Bishop of Vincennes, there was only one priest in Vincennes, the Reverend Simon Lalumière, though two other priests were assisting in the diocese, which included all of Indiana and one-third of Illinois. Bishop Brute, after a visit to France in 1835, returned with nineteen missionaries, priests, deacons and students, but no Sisters. He soon realized the need for them, and sent Reverend Celestine de la Hailandière back to France on this new quest.\(^7\)

---

\(^6\) _Ibid.,_ p. 94.

\(^7\) _Sister Mary Theodosia, Journals and Letters of Mother Theodore Guérin, (Saint Mary-of-the-Woods: Providence Press, 1937)_ , p. xlx.
When volunteers for the foreign mission in Indiana were asked at Ruillé, Sister Theodore did not offer herself; for through humility and natural diffidence, she considered herself unequal to the task. It was only when her superiors suggested that the venture would be abandoned unless she would undertake it that she consented. 8

Her companions in the new field of labor were women of courage, culture, talent, and high ideals. Sister Saint Vincent and Sister Basilide were licensed teachers. Sister Mary Liguori was talented and well educated. She showed unusual administrative ability, for she had served as secretary to her father, the government's notary for ecclesiastical affairs. Sister Olympiade had spent the first year of her noviceship in training in a hospital at Orleans; Mother Theodore taught her pharmacy; thus she was able to render great service to the sick in her new field of labor.

A name usually connected with the first companions of the foundress is that of Sister Saint Francis Xavier. It was only because of ill health that she was not permitted to come to America with the first missioners. She, too, was talented, zealous, and self-sacrificing.

Bishop de la Hailandière began preparations in Indiana for the arrival of the Sisters. Bishop Brûlé, his predecessor, had purchased a tract of land about fifty miles north of Vincennes, where there was a small settlement. A brick building, intended to be their home, was begun, but work on it ceased when the bishop learned that it could not be completed at the time of the Sisters' arrival. Meanwhile, the Sisters, too, were getting ready for their departure from France. On the twelfth of July, 1840, they bade farewell to their homes and loved ones, and set out on their long expedition.9

As was often the case in those days of travel by stagecoach and frail sailing-vessels, there were many annoyances, delays, and sufferings on the journey, and there were many risks, too. To describe the painfulness of such travel to six delicately reared ladies would be difficult. Forty days on the ocean were followed by more painful days by stage and riverboat. One can imagine their weariness, especially in the last delay of five hours as these Sisters waited on the banks of the Wabash for their turn to be ferried across.10 It was only on October 22,

9 Ibid., p. 115.
10 Ibid., p. 137.
1840, one hundred days from the date of their departure, 
that these heroines from France first saw Saint Mary-of-the-
Woods.

Mother Theodore's own words best describe their 
emotions:

What was our astonishment to find ourselves still in 
the midst of the forest, no village, not even a house 
in sight. Our guide having given orders to the driver, 
led us down into a ravine, whence we beheld through the 
trees on the other side a frame house with a stable and 
some sheds. "There," he said, "is the house where the 
postulants have a room, and where you will lodge until 
your house is ready."

We went to embrace the postulants who were awaiting 
us. They led us to a small room which had been given 
up to them by the good farmer, Joseph Thralls. This 
room serves as bakery, refectory, recreation room. 
It is also an infirmary, and this is the only use it 
serves constantly. We have also a part of the garret, 
where they had put eight ticks, filled with straw, on 
the floor. It is so crowded that we have to dress our­
selves on the beds and make them up one after the other. 
This strange dormitory is directly under the roof which 
is made of shingles badly joined, thus letting in the 
wind and rain, making it very cold.11

Joseph Thralls was the farmer at Saint Mary-of-the-
Woods with whom the Bishop of Vincennes had made arrange­
ments to accommodate the Sisters until they should have 
their own house. In his little dwelling, comprising four 
rooms and the corn loft, four young women, recruits for 
the new foundation, had boarded a month while waiting for 
the Sisters.

11 Sister Mary Theodosia, Journals and Letters of 
Mother Theodore Guérin, (Saint Mary-of-the-Woods: Providence 
The Community, now numbering ten persons, occupied one room, half of the corn loft, and a wood shed. They lived thus for five weeks when, on November 12, Mr. Thralls sold the house and about fifty-three acres of land to the Bishop for eighteen hundred dollars. Previously, in 1838, Bishop Brute had bought from Mr. Thralls one and four-fifths acres of land, which he intended to be the site of the first Academy. In May, 1840, Bishop de la Hailandière had obtained for $223.62 twenty-seven and one-half acres. Here was erected the first building.12

Such was the origin of Saint Mary-of-the-Woods in 1840. It was a foundation with little or no prospect of material prosperity, and with no promising features for the establishment of a school. Despite primitive hardships and the poverty and perils of pioneer life, they succeeded in a measure, and opened a school in July, 1841.

It was the purpose of the foundress that this school should be devoted to the higher education of women as soon as the time was favorable. In her far-seeing wisdom, Mother Theodore took the necessary steps, in 1846, to obtain legal status for the institution, when she applied for a charter to the State Legislature, and obtained it.

12 Community Archives: Drawer marked "Deeds to Saint Mary's."
It reads in part:

An act to incorporate the Female Seminary of Saint Mary's-of-the-Woods, in Vigo County, Indiana.

Section I--Be it enacted by the General Assembly of the State of Indiana that Anne Therese Guerin, Sister Saint Theodore--(there is then enumerated the names of the other six Sisters who were then regulating the affairs of the Community) be, and they are hereby constituted and declared to be a body corporate and politic by the name and style of "Saint Mary's-of-the-Woods," and by that name shall have perpetual succession with full power to elect from time to time such officers as they think necessary for the management of the said Seminary; to contract and be contracted with . . . to make, ordain, establish, and execute such by-laws, rules, and ordinances . . . as they shall deem necessary, and to do all other acts necessary for the promotion of the arts and sciences and the prosperity of the said Seminary. Provided it shall not be lawful for said corporation to hold or be owners of real estate exclusive of improvements exceeding in value $30,000.00 and if . . . it should be the owner of real estate of greater value, the same shall be sold by said corporation within two years. 13

If one wishes to construe the clause "to do all other acts necessary for the promotion of the arts and sciences" as a permission to confer degrees, he would probably exaggerate the powers thus granted. This charter, however, did recognize the efficiency of the faculty. It may seem strange to the reader that Mother Theodore should plan for the higher education of young women at a time when

13 Community Archives: Drawer marked "Charters."
the vast majority of people in Indiana and its environs were ignorant of the essentials of education; but one must be impressed with the keenness of foresight that characterized the foundress in her undertaking.

In 1873, Article I of the charter was amended, and gave the Sisters the power to establish and maintain other schools than the original Academy at Saint Mary-of-the-Woods; to provide asylums for the care and support of orphans, and to establish hospitals.¹⁴

This charter was an improvement over the original powers in that it legalized the establishment of new schools throughout the State; moreover, it permitted the Sisters to hold real estate to the value of $300,000 in place of the $30,000 of the original charter.

Though the idea of higher education for women was always uppermost in the plans of the Community, there was no definite organization of a Liberal Arts College, as we know it today, until 1909. Catholic colleges for women were not common until the last quarter of the nineteenth century; however, the idea was present in the advanced courses taught in many schools. The subjects offered at Saint Mary-of-the-Woods were in line with this movement. In the program of studies one finds such courses as literary analysis, metaphysics, ethics, Greek, astronomy, logic, and

¹⁴ Community Archives: Drawer marked"Charters."
trigonometry.\textsuperscript{15}

By 1907, these subjects were regarded generally as unsuitable for high school students, and were discontinued.

On October 11, 1908, the question of making Saint Mary-of-the-Woods a Senior College, and of modifying the course of studies at the Academy into a strictly academic course was brought up at a meeting of the Superior General and her Council. They decided to inaugurate a five-year plan, providing for the Freshman, Sophomore, Junior, Undergraduate, and Senior classes, and "thus enable the pupils to devote time to the accomplishments without detriment to the essentials."\textsuperscript{16} The course for the first four years was very similar to that which exists in most secondary schools today. In the fifth year, the students studied metaphysics, political economy, ethics, the history of art and music, and a science. They might then elect any subject they wished. The general practice was to devote some time to music, art, and advanced work in the languages. With this five-year plan, there was also established a "Collegiate Department offering an Elective Course of two years, for students who wish to continue higher work after graduation."\textsuperscript{17} This was very

\textsuperscript{15} \textit{Bulletin}, 1898-9, p. 10.


\textsuperscript{17} Ibid.
similar to the first two years of the present college curriculum.

Because this five-year plan did not make provision for those students who might wish to continue their advanced work elsewhere, the administrators decided to retain only the regular collegiate course and the four years of high school. By the amendment of 1909 above referred to, the charter was again amended to read as follows:

They shall also have the power to provide for and maintain schools, and confer academic honors and collegiate and academic degrees in all such schools. 18

This amendment also removed the limitation concerning the financial holdings of the Community, as specified in the charter and earlier amendment.

In order to facilitate the administration of the endowment fund, the board of control decided in 1928 to apply for a new charter which would cover college activities alone, and operate all other schools under the charter of 1846, in its amended form. This action was carried out in

February, 1928. Accordingly, the college was made a
separate corporation, whereas in the original charter the
school was considered as part of the corporation of the
institution of Saint Mary-of-the-Woods. 19

19 Community Archives: Drawer marked "Charters."
CHAPTER II

AIMS AND OBJECTIVES

When, in 1909, the Liberal Arts College was formally established, classes were held in the Academy building, though the administration and faculty were separate. Until a building program would be put into effect this condition had to be endured. The college enrollment being small, there was no difficulty in this arrangement.

Parents who send their children away to school place a heavy responsibility on the administrators who share their authority. The Sisters at Saint Mary-of-the-Woods College have always appreciated the trust and have responded well. They have realized that it is only by meeting their obligations that they could best fulfill their responsibility to the students, to their parents, and to society in general.

The motto, "Virtus cum Scientia," adopted by Mother Theodore, expresses concisely the purpose of the institution. Mere acquisition of knowledge that is not supplemented by moral and aesthetic development may have disastrous consequences. The imparting of intellectual skills alone would be unworthy of any body of Christian educators.

This ideal is in accordance with the teaching of the late Pope Pius XI in his encyclical on the "The Christian
Education of Youth," wherein he maintains that "the proper and immediate aim of Christian education is to co-operate with divine grace in forming the true and perfect Christian."1

Years ago Cardinal Newman forcibly expressed the aims of Catholic education thus:

"Here, then, I conceive is the object of the Holy See and the Catholic Church in setting up universities; it is to unite things which were in the beginning joined together by God and have been put asunder by man . . . It will not satisfy me, what satisfies so many, to have two independent systems, intellectual and religious, going at once side by side, by a sort of division of labor, and only accidentally brought together. It will not satisfy me, if religion is here, and science there, and young men converse with science all day, and lodge with religion in the evening . . . I wish the religion to enjoy an equal freedom, but what I am stipulating is, that they should be found in one and the same place, and exemplified in the same persons."2

It was for this very purpose that Mother Theodore Guerin and her intrepid companions left home and country to establish a foundation in Indiana. The ideals set by them are the same that animate their followers at Saint Mary-of-the-Woods today. A former student of the college


has very aptly stated her conception of the ideal of this institution:

Quite in contrast to the ridicule invited by recent articles in a nationally known newspaper in which various colleges were pictured as "playgrounds of youth," places where students, thought to be the last living examples of the so-called modern youth movement, might have their last fling before graduating to the responsibilities of wage earners . . . Students of Saint Mary-of-the-Woods realize fully the advantages of such a school; they appreciate the traditions that have imposed a feeling of sentiment upon every activity; they are grateful for the cultural environment, the effects of which are reflected in later womanhood.

Differing distinctly from secular schools, Saint Mary-of-the-Woods College invests its prime interest in the religious development of womanhood. In all phases of training the Catholic ideals and standards are imposed, yet the effect is not an exaggerated piety, strangely out of place in the world today, but a character development which combines, successfully, religious ideals with social practices.

Though this college is a Catholic institution, young women of every denomination are in attendance. The number of non-Catholic students, though small, gives evidence of the fact that the patrons of the college want to see their daughters reared in an atmosphere, not only of culture and refinement, but of moral excellence as well. In the early years of the Academy, the non-Catholic attendance was usually about fifty per cent; now it represents about seven per cent of the students.

3 Terre Haute Tribune, January 29, 1936.
From the very beginning, the aims and objectives of the institution were substantially the same as they are today; viz., to develop the students' mental, moral, and physical powers.

The general aims and objectives are clearly enunciated in the College Bulletin:

The objectives aimed at by the type of education offered by the College are both general and specific; general in the fact that the intellectual, moral, spiritual, and physical welfare of the students are directly affected by the educational advantages offered, and specific in that each sequence of courses, and each curriculum of study aims to develop one or more of the general objectives.

Saint Mary-of-the-Woods College offers a four-year curriculum leading to a B.A. or a B.S. degree. Its policy has been a strong standard undergraduate college whose core or main interest would be the college of arts and sciences, and whose opportunities for women would be as wide as those for men in liberal arts colleges, and yet at the same time, varied and broad enough to suit the needs of women. It is organized to impart a liberal education suitable to women, and to prepare its graduates for advanced study in art, language and literature, social science and history, dramatics, science, mathematics, home economics, journalism, and music.

In motivating its general scholastic aim to specific ends, the College has permitted curricula leading to occupational ends. These curricula offer pre-professional courses in the fields of interest open to women; the department of Home Economics for those interested in the science of home management, and in institutional work; Commerce and Finance, for those who wish to combine a college course with secretarial training, or with a theoretical knowledge of business and investments; the department of Journalism in which writing is directed toward specific ends; the department of Science for those interested in pre-medical
preparation or in laboratory technicianship; the department of Music, which, correlating with the department of Education, offers a B.S. in Music Education for students who wish to become supervisors of music. The curriculum of the Education department is not an end in itself, but is planned to supplement the course in the field of liberal arts study, and to train future teachers to transmit the knowledge with method and inspiration. Very often the demands of the supplementary courses in teacher-training are so heavy that the student must devote at least one summer to extra work in order to allow sufficient time for the content courses of her major and minor sequences. 4

MORAL AND SPIRITUAL DEVELOPMENT

The keynote of Catholic education is the development of men and women of character, who are trained not only in religious doctrine, but in the whole heritage of Catholic culture. Effort has always been made to develop in students qualities of Catholic leadership which will enable them to work for the betterment of society. It is conceded that knowledge alone is not sufficient, and hence, at Saint Mary-of-the-Woods, the training of the moral qualities of the students has always kept pace with the development of their intellectual and physical faculties. This training, however, is not merely incidental. The college has always offered courses not only in dogma, but likewise in sociology, social philosophy and kindred subjects wherein the student sees his religious tenets applied to

modern social problems.

Catholic students pursue courses in Religion for approximately two hours a week for the four years. They study General Principles of Religion, Church History, Sacred Scripture, and Apologetics.

The spiritual life of the Catholic students is fostered by voluntary attendance at daily Mass, the frequent reception of the Sacraments, participation in Church music, and active membership in the Sodality, a society which, as will be explained later, aims to carry out into real life the ideals of Catholic life.

SOCIAL LIFE

The social development of the students at Saint Mary-of-the-Woods College has been sought for, together with their moral and intellectual training. The administrators have endeavored that the college girls will be so trained as to take their places in the world today, to face life's pleasures and sorrows, responsibilities and compensations with Christian fortitude and charm. From the beginning, they have tried to give to Saint Mary-of-the-Woods College the atmosphere of the home.

In this institution the students have the advantage of intimate contact with girls from every part of the United
States, and even from foreign countries. Here they form lasting friendships. A democratic spirit prevails. The students are surrounded by all that is refining and ennobling.

Social development is fostered by frequent instruction in the requirements of good usage. Opportunities offered for putting these lessons into practice are frequent. Club meetings, class parties, proms, dramatic entertainments, teas, and other social events help the young women to develop those qualities of adaptability, self-reliance, charm of manner and refinement that have characterized Saint Mary-of-the-Woods girls from the beginning.
CHAPTER III

BUILDINGS AND EQUIPMENT

The institution at Saint Mary-of-the-Woods comprises an estate of approximately eleven hundred acres. All the land, with the exception of about eighty-four acres, was bought by the Sisters at various times. The first twenty-seven and one-half acres were purchased by Bishop de la Hailandièrè from Joseph Thralls in May, 1840. In November he bought fifty-three acres from him. The Bishop deeded the property to the Sisters in 1846.¹ One other donation of land is recorded; namely, the gift of about four acres in the village where Mr. Hugh S. Roquet owned a farm.

Seven buildings in all serve the needs of the college. Besides these, there are on the grounds a church, Providence Convent, the Novitiate, the Chaplains' residence, the Woodland Inn, a power plant, laundry, bakery, and other houses necessary for such a large institution.

Foley Hall, the oldest of the buildings at Saint Mary-of-the-Woods, stands at the end of the main drive and faces it. It has been known by several names: originally it was called "Saint Mary's Academic Institute," then merely "The Institute," and later, "The Academy." In 1925 the name was again changed to "Central Hall," when it

¹ Community Archives: Deed Records, 1840.
became the center of much of the college activity. Again in 1930 it was called "Foley Hall" in memory of Mother Mary Cleophas Foley, who for thirty-six years was Superior General of the Sisters of Providence, and, from 1909, President of the college.\(^2\) The building is in the Italian Renaissance style of architecture; it was designed by Mr. Oscar Bohlen, of Indianapolis.

Foley Hall was not all erected at one time, nor without many difficulties. When Mother Mary Cecilia first planned the erection, the architect discovered that a foundation would be very difficult because of the peculiar nature of the ground; however, with added expense, the obstacle could be surmounted; and a beginning was made July 31, 1860. On August 15, Bishop de St. Palais, Bishop of Vincennes, laid the cornerstone at an impressive ceremony. The work of building was slow, due probably to the Civil War, and to the fact that the plan called for three wings. The western wing, designed by Mother Mary Cecilia, accommodated more than two hundred pupils, and was erected at a cost of $28,000.\(^3\) Mother Anastasie, her successor as Superior General, erected the eastern wing, and connected

---

\(^2\) Handbook, p. 15.

\(^3\) Mother Mary Cecilia, Diary.
it on the north with the western wing. Thus it formed a court in the center of which stood the original Academy. The present front four-story addition of Bedford limestone was completed in 1898. In this building all scholastic activity centered until 1913 when Guerin Hall was opened.

In Foley Hall are located several departments of the college; viz., the library, the museum, the art department, the Sacred Heart Chapel, the Office of Education, the art galleries, alumnae offices, and some classrooms. In 1920, the college dining hall was built north of Foley Hall, and adjoining the north wing. It is a spacious room designed to accommodate more than five hundred students. It is equipped with the latest improvements in lighting, heating, and service. Adjoining it are service rooms, pantries, kitchen, and refrigeration plant.

The library, located on the east side of the first floor of Foley Hall, occupies the rooms that were formerly used as parlors, oratory, and refectory of Academy days. The library, like several other departments, is a continuation of the library of the old Academy. Previous to 1898, it was located in the north hall, now the entrance

4 Letter Circular of Mother Mary Cecilia, May 23, 1860.

5 Handbook, p. 15.
to the Art Department. When the new wing was being built in 1898, the book cases were moved to Providence Library, in the convent building. The number of volumes at that time was five thousand. One hundred and sixty-eight Globe-Werneke units were installed in the spacious new library, on the second floor of the Academy. Sister Mary Celeste was appointed librarian, or rather custodian, as the office was called in those days. She died in 1908. During her last illness, great piles of government publications, pamphlets, and periodicals had accumulated. Sister Mary Providentia collected them, classified, and tied them up for binding.6

Until 1908, there was no scientific classification of books, but in November of that year, Miss Tryphena Mitchell, a former student, began the work of classification according to the Dewey-Decimal system. She was assisted by Mrs. Hampton, also a former student, and shortly afterwards by another alumna, Gertrude Scott, who accessioned the books in the gallery. The work continued for several years. Sister St. Coemas took charge in January, 1919, and remained for the ensuing scholastic year.7

In September, 1913, Miss H. Armstrong, of Terre

---

6 Library Record Book; Library Office, p. 11.
7 Ibid., p. 12.
Haute, was employed to begin the work of cataloguing, and she remained nine months. Meanwhile, a College Branch was opened in Guerin Hall, in 1913, and all books of special use to college students and faculty were reserved in that branch. Sister Ann Cecilia had charge of it. In 1926, Miss Cecilia Troy came from Chicago to catalogue the books in the College Branch. Other branches that existed at this time were the Providence and the Novitiate Libraries.

The college library today contains over fifty-one thousand accessioned volumes. Additions average about fifteen hundred books a year. There are, besides the book collection, about three thousand periodicals shelved in open stacks.

Two hundred and fifty-six current periodicals are received. These are subscribed to for all departments,—some through membership in Learned Societies; others by purchase, gift, or exchange.

The unaccessioned and uncatalogued material consists of the Rare Book Collection, Collection of French Books of the Early Community, and public documents. Among the last is a large assortment on Indiana and Maryland, and some important United States Government documents. Several hundreds of books of the Bishop Alerding Collection from
Fort Wayne were added to this section in 1938. Among the uncatalogued material is likewise the World War material, which consists of newspapers, periodicals, and pamphlets, that are stored to "stand the test of time."

In the librarian's office there is housed a rare book collection consisting of the early French books of spiritual reading belonging to the Community. There are, too, many books that Bishop Bruté, the first Bishop of Vincennes, gave to the chaplains, Father Corbe and Father Chasse. Other volumes carry the autographs of Bishop Flaget, Father Badin, Father Lalumière, and other pioneers of Christianity in Indiana.

In the office, too, there is the library of Community publications, including all the writings by or about members of the Community, as well as a complete file of academy and college periodical publications, school catalogues and view books.

The library is in possession of some literary curiosities, such as a copy of the smallest book in the world, Omar Khayyam's Rose Garden, properly printed from minute copper plates, with ink on paper. It is one-fourth of an inch long and three-sixteenths of an inch wide. There are also such treasures as Bibliarum Historiarum, cum Tabulis Geographicis, published in 1503 and beautifully illuminated.
The first edition of John Marshall's *Life of Washington*, in four volumes, bears on the first page of each volume the autograph of Arthur St. Clair, the first Governor of the Northwest Territory. The scrapbook of press notices and autograph letters of Amelia Kussner Coudert, an early art pupil of Sister Maurice at the Academy, are in the library. She became the internationally famed miniature painter.  

In 1929, Miss Emma Glasebrook, a member of the Academy Class of 1896, gave to the library a notable collection of gifts and prints depicting the life of Lincoln. The collection had been bequeathed to her by her father. 

Friends of the college and former students have contributed many books. Mrs. Anna Alvey Barker donated seven hundred volumes of reference works. The Class of 1926 gave four hundred volumes. Right Reverend A. J. Rawlinson contributed some five hundred books in 1933. 

When the Library Science Club was formed in February, 1933, a Children's Library was opened in the three  

---

8 *Handbook*, p. 17.

9 *Records*: Library Office.
rooms facing the north campus, and adjoining the north recreation room. This library of about one thousand books is for the boys and girls of the village school who come for guidance in selecting reading material, and occasionally for a story hour or an entertainment that is sponsored by the members of the club. The low shelves and the classification of the books according to the reading abilities of the various groups make the selection of books an easy task for the youthful readers. The tops of the shelves are adorned with gaily colored animals of varying sizes. Small cushioned chairs invite the little tots to remain awhile.

Mary Louise Cook, '34, adorned one wall with a mural depicting The Pied Piper of Hamelin. Catherine Gallegger, '34, decorated another wall with famous characters from children's literature. Both girls were majors in the art department. Mary Virginia Quigley, '38, contributed an additional picture of Wizard of Oz characters.

On the floor below the library are workrooms and the storerooms of the departments. The bindery is the scene of mending and binding by students of the Library Science classes. In one Periodical Room are filed all the unbound magazines; in the second are the bound periodicals,

10 Alumnae News, April, 1933, p. 13.
conveniently placed for the research worker, who has the conveniences of desks, tables, adequate lighting, and proximity to The Reader's Guide, The Educational Index, Poole's Index, and other helps. In the Exchange Room are kept the duplicate periodicals and books for exchange with other libraries. Meanwhile authorities have long been cherishing the hope of a separate library building in the future.

In Foley Hall is likewise located the museum, which dates back to the early days of the Community when, in 1846, the Very Reverend Augustine Martin, Vicar General of the Diocese of Vincennes, made a gift of his collection of geological specimens to Father Corbe, the first chaplain of Saint Mary-of-the-Woods. He, in turn, transferred it to the Academy. 11

It was Sister Maurice who first assembled the material and organized it along the accepted lines of her day. She was ingenious in getting new specimens and in securing funds to carry on the work. On the occasion of her Golden Jubilee in 1897, former pupils presented her with money for the cabinets in the new building, and they

also contributed many specimens. In Sister's Museum account book, dated June 10, 1897, one reads that a Mrs. Kent from Terre Haute contributed over two hundred birds. There are some seventy-five of this collection in the museum today.

Formerly, the museum occupied rooms on the fourth floor of Foley Hall, in the southeast corner. When more dormitory space was needed for the students, the museum material was stored in various places, and in a disorganized state until the fall of 1931, when Sister Ignatia, the present curator, took charge of the work of reorganization. The policy as outlined offers the three departments of Science, Art, and History. In the Science collection are gathered the specimens of the animal kingdom, grouped according to present scientific classification. The order of arrangement is from "ocean bottom to mountain peak." Hence, the first two cases display the shells of mollusks from all shores of the earth. Some of these are merely beautiful; others, curious or useful. Next are the corals, skeletons of the little flower-like animals, then sponges, most beautiful among them the Venus' flower basket.

13 Sister Maurice: Record of Accounts
Nearby are the sea urchins, sand dollars, and star fishes. In the insect group are two interesting shelves of tropical butterflies; the remaining shelves of butterflies are from the fields and lawns of the campus. At the far end of the hall are seen in the Rocky Mountain group the golden eagle and the deer, flanked by two bird scenes from Saint Mary-of-the-Woods.

The Botany Hall is local in character and displays chiefly the woods of Saint Mary-of-the-Woods, its trees, grasses, and wild flowers.

The Art Section includes the Oriental Hall and the Liturgical Hall leading from it, back to the Geology Hall and to the Community History Section. The Oriental Hall displays several collections, some valuable and rare, from Egypt, Turkey, Persia, Japan, and especially China. The decorations are in oriental Chinese reds and blues. The Wunza, resembling the Indian swastika, decorates the ceiling. It is a symbol of good will or benediction. The design is carried out in blue, and connected so as to make a continuous line. Thus it means, as a native Chinese said, "All united in good will without end."\(^{14}\)

The Saint Mary-of-the-Woods Room contains in twelve

dioramas the development of the Community in Ruille, France, 1806, to the Saint Mary-of-the-Woods of 1940.

Henri Marchand, the outstanding master, if not the father of the diorama technique, planned the dioramas, and executed the first which depicts the country near Ruille-sur-Loir, France. Father Dujarie, the founder of the Sisters of Providence in France, is supervising the building of "la Petite Providence," a small home for the two girls who are going to help the poor little priest with his work in the community. In this first scene a tiny group of villagers are helping to build the home. In the background, the spire of a church rises against the blue heavens, as he visions the future of the Sisters of Providence.15

The succeeding dioramas have been planned to relate chronologically the history of the Community of the Sisters both in France and in America.

The remaining projects are the work of Gregory Kamka, an assistant of Henri Marchand, and formerly arts and crafts instructor at Fellowship House, a social settlement in Chicago.16 The second diorama, "Little Providence"

16 Fagots, November 11, 1939.
in France, shows Mother de Roscoät, first Superior General, and the good Father Dujarie in 1820. The third shows the large establishment which is in the town itself of Ruillé-sur-Loir, 1840. From this motherhouse Mother Theodore and her companions are soon to set forth upon their mission to America.

The fourth diorama is perhaps the most intricately planned of the group. Its case is divided into two parts by a slanted mirror, one side of which is lighted separately as the scene is shown. There one sees Mother Theodore and her companions in a small sailing vessel leaving the shores of France. Gradually the light on that side of the case fades and as the other portion of the case is illumined, one sees the ship as it approaches New York.

The fifth diorama displays the small party of Sisters arriving in the forests of Indiana, the site of the present Saint Mary-of-the-Woods. The Thrall's log cabin is reproduced in miniature.

From the fifth to the twelfth diorama one sees the gradual development of the little Indiana settlement until the final scene, Saint Mary-of-the-Woods, as it is today.\(^{17}\)

Above the museum, on the second floor of Foley Hall, are a series of rooms that house the Art Department; how-

\(^{17}\) *Alumnae News*, January, 1938, p. 8.
ever, this has not always been the location of the art rooms. Before the Conservatory of Music was opened in 1913, the north wing of Foley Hall was given over to the Department of Music, and the art rooms were on the fourth floor.

There are three large studios; one each for the study of oil, of ceramics, and of composition and design. A kiln room and supply rooms complete the requirements. The north-lighted studios are equipped with casts, models, and copies of masterpieces.

The Art Galleries now occupy two spacious halls and one large room on the fourth floor of Foley Hall. In them are some originals and many fine copies of masterpieces. There one finds the art treasures that have been gathered by the venerable Foundress, Mother Theodore Guérin, and the Sisters of Providence for the last hundred years. "From Popes and Prelates, from European rulers and friends, pictures have come."

Saint Bernard's Vision, according to historical evidence in the hands of the directress of the gallery, is considered to be the original by Fra Filippo Lippi. It was procured by a Boston priest from an old Spanish monastery during the latter part of the nineteenth century. He made a gift of it to Sister Dominica in 1906.18

The Students' Chapel, or Sacred Heart Chapel, was formerly the auditorium of Academy days. Originally it was equipped with individual prie-dieux and chairs, but in 1938 it was renovated through the generosity of the class of 1939. Now light oak pews fill the body of the chapel, while the balcony is equipped with single prie-dieux and chairs. The beautiful marble table altar, the gift of Mr. Doherty, father of Genevieve, Mary, Sadie, and Gertrude Doherty, who attended the Academy in the eighties, has been restored to its original design by the removal of the artificial marble tabernacle and gradines. A metal tabernacle and a single step of marble replace the parts removed. A wrought iron frame on each side of the altar supports the baldachino, which together with the dossal, or rear drape, and the riddels, or side drapes, is of a rich blue velvet. Directly above the altar, and suspended from the framework, hangs a figure of Christ as Priest on a background of blue.19

On the second floor of Foley Hall is the Office of Education, wherein are filed all the records concerning the training and advancement of the teachers in the various schools conducted by the Sisters of Providence. A

library of pedagogy lines one wall. In the four adjoining rooms are files, and duplicators and equipment for the department.

The Alumnae Room on the second floor of Foley is the Office of the Alumnae Secretary. In this spacious room are the pictures of the graduates of the Academy and of the college from 1860 to the present. Here, too, are the Alumnae files and records. The room is equipped with the antique furniture that was once used in the parlors of the early Academy.

Guerin Hall, so named in honor of the foundress, Mother Theodore Guérin, was completed in 1913, on a site one hundred and sixty feet by one hundred and sixty feet.\textsuperscript{20} It is constructed in the Italian Renaissance style, of buff colored brick, ornamented with Bedford limestone. Until 1923, it was the residence hall of all the college girls, but now it is known as the Freshman Hall, and contains administration offices, classrooms, and science laboratories. It is built around a court, and contains more than two hundred rooms.

\textsuperscript{20} Record Book: Library Office.
In the south and southwest sections of the first floor are the laboratories for biology and botany. Facing the North is the recently equipped laboratory for bacteriology. In the northwest are located the home economics laboratory and dining room.

The freshman assembly hall was converted into a Little Theater in 1937. It is designed for the classes in Public Speaking and Dramatic Art, and for the production of student plays.

The chemistry laboratory and lecture rooms occupy the north side of the first floor. On the second floor are the physics laboratories, rooms for the various publications, classrooms, and administration offices. The upper floors contain students' rooms, both private and in suites.

The Conservatory of Music was built at the same time as Guérin Hall, and in the same style of architecture. It is a three-story structure, measuring one hundred and forty feet by one hundred and fifty. As one enters the building, he comes upon a spacious foyer that stretches across the width of the building. Beyond it is the Cecilian Auditorium, which has a seating capacity of nine

---

22 Record Book: Library Office
hundred. The fire-proof stage is equipped with a two-manual pipe organ and with modern stage scenery and accessories. A beautiful blue silk plush curtain was the gift of the Classes of 1937 and 1938. The sound equipment and new sound screen were gifts from classes 1929 and 1935, and a "modest benefactor" who donated two Simplex projectors.

Classrooms, studios, chorus, and practice rooms open on the corridors surrounding the auditorium. Musical equipment includes a two-manual practice organ, more than sixty pianos, and harps, violins, and other stringed instruments. There is also a good collection of band instruments.

Le Fer Hall is the first building north of the entrance. Begun in 1921 and completed in 1923, it occupies a site three hundred and twenty-eight feet by one hundred and sixty-five. It is a five-story structure of yellow brick in the French Renaissance style. It is the home of the upper classmen. On the first floor are located the post office, where each girl has her own box; the bookstore, club rooms, and "Bunny Hole", or confectionery. Just above, on the main floor, are some administration offices, classrooms, chapel, reception rooms, and ballroom. The last is a beautiful hall extending the
width of the north wing of the edifice. It is the scene of the Senior Ball, the Junior Prom, and other social functions.

Besides the offices of administrators, there are on this floor classrooms, a conference room, and a small chapel.

The reception rooms and corridors on the main and second floors of this building are so rich in paintings, prints, antiques, and inlays that the visitor might imagine himself in a European palace.

The three upper floors contain the students' rooms, both private and in suites.

The Woodland Inn, north of Le Fer Hall, was built in 1894 for the accommodation of the guests of the students and Sisters. 23 It is comfortable and attractive. It has, in times past, been the scene of birthday parties and other like festivities when one or more students wished to entertain their friends in a special way.

The gymnasium, north of Foley Hall, was erected in 1909. 24 It covers an area of one hundred feet by one

23 Record Book: Library Office.

24 Hand Book, p. 25.
hundred and fifty feet. In the balcony is a graded running track. Adjoining the gymnasium is the natatorium, a pool thirty-five feet by seventy-five feet, with a maximum depth of nine and one-half feet. It was renovated and enlarged in 1923. Its equipment includes a chlorine control machine, six steel pressure filters, a centrifugal pump and a ventilating fan.

Between the gymnasium and the natatorium are the lockers, dressing rooms, rest rooms, and driers.

To the west of this building are the hockey fields, some tennis courts, and a forty-acre golf course.

---

25 Record Book: Library Office.
26 Ibid.
CHAPTER IV

ACCREDITMENTS AND AFFILIATIONS

It is interesting to note how soon Saint Mary-of-the-Woods took its place among standard institutions. Recognition by accrediting agencies came early in the history of the college.

By the amendment to the charter in 1909, the Academic Institute was separated from the college. The Indiana State Department of Education recognized it as a standard college of liberal arts and sciences at a meeting of the State Board of Education in Indianapolis on March 24, 1916. Notification was received April 4, 1916. Mr. Charles A. Greathouse and Mr. W. W. Parsons had visited and inspected the school, and recommended that the college be placed on the approved list of institutions for higher learning.\(^1\) At a special meeting of the State Board of Education on June 2, 1927, additional accreditation was received for teacher training in High School Music and in High School Spanish.\(^2\) The accreditation for teacher training in both options I and II of Library Science was granted on February 4, 1923.\(^3\) There was likewise obtained in July of

---

\(^1\) College Files in the office of the Registrar.
\(^2\) Ibid.
\(^3\) Ibid.
the same year additional accreditment for teachers' licenses in Speech. 4

Indiana University, Bloomington, gave recognition to the college in 1916, upon the recommendation of Doctor Gross, who had inspected the buildings, grounds, and equipment in that year. 5

The Catholic University of America, established in 1889, affiliated the college on May 20, 1913, after it had been visited, inspected, and reported favorably to the Committee on Affiliations. 6

On May 13, 1919, the authorities of the college made application for the admission of Saint Mary-of-the-Woods College into the Association of American Colleges. On January 13, 1920, Mr. R. M. Hughes, Secretary-Treasurer of the Association, replied that membership in the association was granted at the meeting held in Chicago, in January. 7

The Catholic Educational Association exists to promote the interest of Catholic schools by fostering worthy activities and by stimulating the growth and progress of

4 Ibid.
5 Ibid.
6 Ibid.
7 Ibid.
Catholic education. At a meeting of the Department of Colleges and Secondary Schools of the Catholic Educational Association in March, 1918, there was a committee of five appointed to begin the work of standardizing Catholic colleges, and of placing them on the approved list. Saint Mary-of-the-Woods received recognition from this agency in that year.8

The formation of the American Council on Education in 1918 represented an attempt to establish an unifying agency, the aims of which are to "stimulate discussion, to focus opinion, and in the end to bring about joint action on major matters of higher educational policy."

The college received membership in the association in January, 1921. Through its committee on Franco-American Exchange of Scholarships and Fellowships, Saint Mary-of-the-Woods has benefited students. Ten French girls have received these scholarships.9

In 1930 the college offered an annual scholarship to a German student through the Institute of International Education. Six German girls in succession were awarded a

8 Ibid.
9 Ibid.
year's fellowship. They are:

<table>
<thead>
<tr>
<th>Name</th>
<th>Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liesolotte Roelen</td>
<td>1930-31</td>
</tr>
<tr>
<td>Kathe Ebben</td>
<td>1931-33</td>
</tr>
<tr>
<td>Martha Roelen</td>
<td>1932-33</td>
</tr>
<tr>
<td>Anna Marie Weber</td>
<td>1934-36</td>
</tr>
<tr>
<td>Marianne Kemp</td>
<td>1936-37</td>
</tr>
<tr>
<td>Anna Marie Sieger</td>
<td>1937-38</td>
</tr>
</tbody>
</table>

In addition to these fellowships, the college has given at intervals scholarships to Puerto Rican students. Four of these have already been given. A fellowship to a South American student will be offered for the year 1940-41. 10

The American Association of University Women, founded in 1880 as the Association of Collegiate Alumnae, seeks the development of opportunities for higher standards in those institutions that admit women students. When application for membership in that association was made by the President of the college in 1924, she received word, May 1, 1925, that associate membership was granted. Dean Anne Blitz, official representative of the association, visited the institution February 19, 1929, and on her recommendation, the college obtained full membership in April, 1929. 11

The University of Illinois recognized Saint Mary-of-the-Woods College as a standard institution of higher learning

10 Ibid.
11 Ibid.
March 12, 1917, when Doctor W. L. Bryan recommended it to the Committee on Admissions from Higher Institutions. It received a rating of B. The University again rated the College in Class A on April 11, 1922, and subsequently every fifth year. At a meeting of the Committee in 1936, the members of the Illinois Accrediting Board voted to rate in Class A all schools that are listed by the North Central Association; hence, Saint Mary-of-the-Woods does not now need to present to the Committee revised data every five years, as was formerly required for continued recognition. 12

On November 4, 1918, the administrators of the college sought membership in the North Central Association of Colleges and Secondary Schools, an organization that has existed since 1895 for the purpose of establishing "closer relations between the secondary schools and institutions of higher education within the North Central States and such other territory as the Association may recognize." Following the petition for membership, Mr. K. C. Babcock of the University of Illinois replied, on April 3, 1919, that the institution was granted first accrediting by the North Central Association at its meeting in Chicago. The action

12 Ibid.
was taken upon the documentary evidence submitted by the college, on a report from the State University of Indiana, and on a report of inspection by the Secretary of the Commission on Institutions of Higher Education in the North Central Association.13

The American Medical Association included Saint Mary-of-the-Woods College in its approved list of colleges of arts and sciences in April, 1920. Senior Students who wish to enroll in medical schools after graduation may take the annual examination held at the college in December. The affiliation was received on the approval of the North Central Association of Colleges and Secondary Schools.

The Liberal Arts College Movement has for its main object "to set forth the place of the college of liberal arts in higher education in the United States and to cooperate with approved colleges of liberal arts in securing funds adequate to their needs."14 Saint Mary-of-the-Woods College obtained membership in this association in March, 1930.15

The College was registered by the University of the State of New York (Regents), January 23, 1924. Students

13 Ibid.
14 Liberal Arts College Bulletin, January, 1931, p. 17.
15 College Files in the Office of the Registrar.
who receive Indiana teachers' licenses in the college may now, since 1930, by meeting the higher practice teaching requirements, have them converted to New York State licenses without further normal training, as was required until 1930.16

The Catholic College Art Association, formed in 1937, was the result of a suggestion and a plan submitted by Sister Esther, the head of the Art Department at Saint Mary-of-the-Woods. The college is a charter member in that association, and is active in the work that is sponsored by it.17

The Catholic Association for International Peace, of which the college is a member, originated after the Eucharistic Congress in Chicago in 1926 when representatives of a dozen nations met with American delegates for discussion. A meeting was held in October when a temporary organization, the Catholic Committee on International Relations, was formed. The present name was adopted in Washington, D.C., in 1927. Its purpose is "to help American public opinion, and particularly Catholics, in the task of ascertaining more accurately what ought to be done that the relations

16 Ibid.
17 Ibid.
between the nations may become just, charitable, and peaceful.¹⁸ The college entered its membership in the society in 1930.

Approval by religious and secular standardizing bodies was gratifying to the administrators, especially in the early years when the student enrollment was small, and the physical equipment limited. It is comforting to know that leaders of educational endeavor have not been slow in voicing their approval of the efforts of the religious in this grand enterprise.

CHAPTER V

GENERAL ADMINISTRATION AND FACULTY

The officers of administration in Saint Mary-of-the-Woods College are, for the most part, members of the Community of the Sisters of Providence. The President has always been the Superior General of the Sisters. She makes all appointments of the religious and lay members of the faculty after consultation with her Council and with the Dean of the college.

The Vice-President of the college is the head of the Department of Education, and usually is a member of the Council of the Superior General.

The Dean of the college and all subordinate administrators are nominated by the Superior General. The Dean supervises the educational policy of the college, and directs the faculty.

Following is the roll of administrators:

Presidents

Reverend Mother Mary Cleophas . . . . . . . . . . 1909-1926
Reverend Mother Mary Raphael. . . . . . . . . . . 1926-1938
Reverend Mother Mary Bernard. . . . . . . . . . . 1938-
Vice-Presidents

Sister Basilissa ........................ 1909-1923
Sister Francis Joseph .................... 1923-1940

Deans

Sister Mary Teresita ....................... 1909-1913
Sister Agnes Clare ........................ 1913-1920
Sister Mary Genevieve ..................... 1920-1921
Sister Euphemia .......................... 1921-1927
Sister Eugenia ............................ 1927-1940

Dean of Women

Sister St. Ignatius ......................... 1930-1940

Registrars

Sister Helen Agatha ....................... 1913-1918
Sister Mary Mechtilde ..................... 1919-1924
Sister Teresa Lucile ...................... 1924-1925
Sister Celeste ............................ 1925-1940

Secretaries

Sister Agnes Clare ......................... 1920-1923
Sister Geraldine .......................... 1923-1926
Sister Mary Viola ........................ 1926-1940
### Treasurers

<table>
<thead>
<tr>
<th>Sister</th>
<th>Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sister Augusta Marie</td>
<td>1909-11:1921-24</td>
</tr>
<tr>
<td>Sister St. Columba</td>
<td>1911-1921</td>
</tr>
<tr>
<td>Sister Francis Raphael</td>
<td>1924-1933</td>
</tr>
<tr>
<td>Sister Teresa Lucile</td>
<td>1933-1938</td>
</tr>
<tr>
<td>Sister Anthony</td>
<td>1938-1940</td>
</tr>
</tbody>
</table>

### Librarians

<table>
<thead>
<tr>
<th>Sister</th>
<th>Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sister Mary Providentia</td>
<td>1909-1925</td>
</tr>
<tr>
<td>Sister Gertrude</td>
<td>1925-1934</td>
</tr>
<tr>
<td>Sister Camilla</td>
<td>1934-1940</td>
</tr>
<tr>
<td>Sister Mary Elise</td>
<td>1909-1913</td>
</tr>
<tr>
<td>Sister Mary Ann</td>
<td>1914-1915</td>
</tr>
<tr>
<td>Sister Mary Bernardo</td>
<td>1915-16;1920-21</td>
</tr>
<tr>
<td>Sister Rosella</td>
<td>1917-1926</td>
</tr>
<tr>
<td>Sister Miriam Joseph (Consulting Nurse)</td>
<td>1927-1929</td>
</tr>
<tr>
<td>Sister Francis Aloyse</td>
<td>1927-30;1934-36</td>
</tr>
<tr>
<td>Sister Francis de Lourdes</td>
<td>1930-34;1936-38</td>
</tr>
<tr>
<td>Sister Dorothy Eileen</td>
<td>1938-1940</td>
</tr>
</tbody>
</table>
The high scholastic standards maintained at Saint Mary-of-the-Woods College are due in great measure to the efficient faculty that is composed both of religious and lay members. Their superior training and their personal qualities have especially signalized their work.

The religious teachers are by their profession a body of women consecrated to God and to the service of youth in the work of education. This special dedication, and the consequent absence of worldly cares, ambitions, and desires make them devoted to their work with such concentration of mind and zeal for the welfare of their students that God does not fail to bless their efforts. The lay members of the staff chosen for their moral excellence, their professional training, and their personal recommendations, come from many sections of the country and from various institutions of learning.

Among the universities where the Sisters and lay professors have studied are the Catholic University of America, Washington, D.C.; University of Notre Dame;
Loyola, DePaul and Northwestern in Chicago; Fordham, Buffalo, Columbia, and Syracuse in New York; the Universities of Indiana, Michigan, NorthwesternPennsylvania State, Nebraska, Wisconsin, Ohio State, and Mexico. Some of the music teachers have studied in the Bush Conservatory in Chicago, and the art instructors at the Chicago Art Institute, at Notre Dame, and at Syracuse, New York. Sisters at various times have done advanced work in French, art, music, and research in Paris, London, Munich, and Italy.

From time to time, members of the faculty have issued books, pamphlets, and contributions to professional journals. Songs, and compositions for the piano, harp, and organ have been produced by faculty members of the Department of Music.

A partial list of such publications may be cited from the Dean's report, September, 1936, to January, 1938:


Book: Christmastide. Christmas Plays, Songs, Skits, etc., of Spain and Mexico. Banks, Upshaw Co., Dallas, Texas, October, 1937.
Several members of the faculty have membership in such honor societies as the Iota Sigma Pi, Kappa Gamma Pi, Sigma Xi, Phi Beta Kappa: (Dr. Bashe, Miss Hayden, and Sister Eugenia).

The faculty roll for the past thirty years gives testimony to the training and ability of the staff. It is as follows:


Book: *An Anthology of Light and Humorous Verse*. (In preparation.)

Sister Mechtilde and Mary L. Callahan: Booklet: *Home Economics Study Club Booklet*. For use by the Catholic Conference on Family Life. (In preparation.)


Several members of the faculty have membership in such honor societies as the Iota Sigma Pi, Kappa Gamma Pi, Sigma Xi, Phi Beta Kappa: (Dr. Bashe, Miss Hayden, and Sister Eugenia).
### FACULTY

<table>
<thead>
<tr>
<th>Name</th>
<th>Subject</th>
<th>Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Aloyse, Sister Joseph, A.B.</td>
<td>Biology</td>
<td>1922-23</td>
</tr>
<tr>
<td>Aloyse, Sister Teresa, A.M.</td>
<td>English, Journalism</td>
<td>1937-39</td>
</tr>
<tr>
<td>*Amata, Sister, Ph.D.</td>
<td>Mathematics, Chemistry</td>
<td>1924-27, 1929-37</td>
</tr>
<tr>
<td>Ames, Marion, Ph.D.</td>
<td>Chemistry</td>
<td>1927-30</td>
</tr>
<tr>
<td>*Angele, Sister, A.M.</td>
<td>History, Economics</td>
<td>1934-36</td>
</tr>
<tr>
<td>Angela, Sister Francis, M.Mus.</td>
<td>Music</td>
<td>1926-31, 1934-39</td>
</tr>
<tr>
<td>Arent, Leonora, Ph.D.</td>
<td>Economics, Sociology</td>
<td>1919-20</td>
</tr>
<tr>
<td>Atherton, Bernice M.</td>
<td>Physical Education</td>
<td>1919-20</td>
</tr>
<tr>
<td>Atwater, Elizabeth A., Ph.D.</td>
<td>Latin</td>
<td>1938-39</td>
</tr>
<tr>
<td>Bashe, Edwin J., Ph.D.</td>
<td>English</td>
<td>1928-40</td>
</tr>
<tr>
<td>*Basil, Sister Mary, A.B.</td>
<td>Education</td>
<td>1917-35</td>
</tr>
<tr>
<td>Beaudine, Florence, M.S.</td>
<td>Chemistry</td>
<td>Feb., 1937-June, 1937</td>
</tr>
<tr>
<td>Beynon, Lizzie H., M.S.</td>
<td>Chemistry</td>
<td>1922-Jan., 1925</td>
</tr>
<tr>
<td>Blandford, Josephine M.</td>
<td>Home Economics</td>
<td>1936-37</td>
</tr>
<tr>
<td>Bohan, Richard T., Ph.D.</td>
<td>Commerce and Finance</td>
<td>1937-40</td>
</tr>
</tbody>
</table>

* deceased
<table>
<thead>
<tr>
<th>Name</th>
<th>Subject</th>
<th>Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Borromeo, Sister Mary, Ph.D.</td>
<td>English</td>
<td>1910-27</td>
</tr>
<tr>
<td>Boyce, Myrna, Ph.D.</td>
<td>History</td>
<td>1927-32</td>
</tr>
<tr>
<td>Brady, Agnes M., A.M.</td>
<td>Spanish</td>
<td>1929-40</td>
</tr>
<tr>
<td>Bradley, Clara V.</td>
<td>Home Economics</td>
<td>1922-24</td>
</tr>
<tr>
<td>A.M.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brenke, Katherine L., A.M.</td>
<td>French</td>
<td>1923-24</td>
</tr>
<tr>
<td>Callahan, Mary, M.S.</td>
<td>Home Economics</td>
<td>1926-40</td>
</tr>
<tr>
<td>Camilla, Sister, A.B.</td>
<td>Library Science</td>
<td>1934-40</td>
</tr>
<tr>
<td></td>
<td>(See Librarian Troy,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cecilia)</td>
<td></td>
</tr>
<tr>
<td>Camilla, Sister Mary, B.S.</td>
<td>Music</td>
<td>1930-36</td>
</tr>
<tr>
<td>Camille, Sister, A.B.</td>
<td>Art</td>
<td>1925-26</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1928-30</td>
</tr>
<tr>
<td>Carlin, Agnes Frances, A.M.</td>
<td>Physical Education</td>
<td>1933-38</td>
</tr>
<tr>
<td>Carmella, Sister, A.M.</td>
<td>Biology</td>
<td>1923-40</td>
</tr>
<tr>
<td></td>
<td>Leave of absence for study</td>
<td>1933-34</td>
</tr>
<tr>
<td>*Casey, Catherine F.</td>
<td>French</td>
<td>1921-38</td>
</tr>
<tr>
<td>*Cecile, Sister, M.Mus.</td>
<td>Music</td>
<td>1909-23</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1925-34</td>
</tr>
<tr>
<td>Cecile, Sister Francis, M.Mus.</td>
<td>Music</td>
<td>1917-34</td>
</tr>
<tr>
<td>Cecile, Sister Bernadette, B.S.</td>
<td>Music</td>
<td>1936-40</td>
</tr>
<tr>
<td>*Cecile, Sister Josephine</td>
<td>Music</td>
<td>1912-16</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1919-25</td>
</tr>
</tbody>
</table>

* deceased
<table>
<thead>
<tr>
<th>Name</th>
<th>Subject</th>
<th>Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cecile, Sister Marion, M.Mus.</td>
<td>Director of Conservatory of Music</td>
<td>1909-40</td>
</tr>
<tr>
<td>Cecilia, Sister Mary, M.Mus.</td>
<td>Music</td>
<td>1911-17; 1921-40</td>
</tr>
<tr>
<td>Cecilia, Sister Saint, A.M.</td>
<td>English</td>
<td>1926-31</td>
</tr>
<tr>
<td>Celeste, Sister, A.B.</td>
<td>German Registrar</td>
<td>1913-20; 1921-40</td>
</tr>
<tr>
<td>Churchill, Elizabeth Alta,</td>
<td>Economics Sociology</td>
<td>1917-19</td>
</tr>
<tr>
<td>Clare, Sister Cecilia, M.Mus.</td>
<td>Music</td>
<td>1918-31; 1932-35</td>
</tr>
<tr>
<td>Clare, Sister Eugenia, A.M.</td>
<td>English</td>
<td>1917-20</td>
</tr>
<tr>
<td>Conson, Virginia, A.M.</td>
<td>English</td>
<td>1936-37</td>
</tr>
<tr>
<td>Corzine, Helena R., A.M.</td>
<td>Home Economics</td>
<td>1924-27</td>
</tr>
<tr>
<td>Courtney, Dorothy M., A.M.</td>
<td>Physical Education</td>
<td>1938-40</td>
</tr>
<tr>
<td>Dauwalter, Helen</td>
<td>Physical Education</td>
<td>1916-17</td>
</tr>
<tr>
<td>Dietz, Gertrude T., A.B.</td>
<td>Home Economics</td>
<td>1922-26</td>
</tr>
<tr>
<td>Diffenbaugh, Guy Linton, Ph.D.</td>
<td>English</td>
<td>1925-28</td>
</tr>
<tr>
<td>Doherty, Mary Felicitas, A.M.</td>
<td>History</td>
<td>1924-27</td>
</tr>
<tr>
<td>Dolan, Nan T.</td>
<td>Home Economics</td>
<td>1917-18</td>
</tr>
<tr>
<td>Dolores, Sister Rose, B.S.</td>
<td>Music</td>
<td>1920-22; 1923-24</td>
</tr>
<tr>
<td>Dougherty, Mary M., A.M.</td>
<td>Modern Language</td>
<td>1928-29</td>
</tr>
<tr>
<td>Donnelly, Euphrasia</td>
<td>Swimming</td>
<td>1925-31</td>
</tr>
<tr>
<td>Name</td>
<td>Subject</td>
<td>Years</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>---------------</td>
<td>---------------</td>
</tr>
<tr>
<td>Donnelly, Mollie H.</td>
<td>Swimming</td>
<td>1924-25</td>
</tr>
<tr>
<td>Dorothea, Sister, A.M.</td>
<td>Mathematics</td>
<td>1923-24</td>
</tr>
<tr>
<td>Doyle, The Reverend John J., Philosophy Ph.D.</td>
<td></td>
<td>1933-37</td>
</tr>
<tr>
<td>Dugan, The Reverend Henry F., A.M.</td>
<td>Economics</td>
<td>1920-22</td>
</tr>
<tr>
<td>Dyer, Clara A., A.M.</td>
<td>Expression</td>
<td>1927-28</td>
</tr>
<tr>
<td>Emmanuel, Sister Mary</td>
<td>Art</td>
<td>1927-34</td>
</tr>
<tr>
<td>Esther, Sister, M.F.A.</td>
<td>Art</td>
<td>1931-40</td>
</tr>
<tr>
<td>Eresch, Rose M., A.B.</td>
<td>Physical Education</td>
<td>1928-29</td>
</tr>
<tr>
<td>Eugenia, Sister, A.M.</td>
<td>English</td>
<td>1927-40</td>
</tr>
<tr>
<td></td>
<td>Dean</td>
<td>1927-40</td>
</tr>
<tr>
<td>*Euphemia, Sister, B.S.</td>
<td>Biology</td>
<td>1916-18</td>
</tr>
<tr>
<td></td>
<td>Dean</td>
<td>1920-21</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1921-27</td>
</tr>
<tr>
<td>*Fitzgerald, Agnes M., B.S.</td>
<td>English</td>
<td>1916-18</td>
</tr>
<tr>
<td>Fitzgerald, Dorothea, Ph.D.</td>
<td>Chemistry</td>
<td>1937-40</td>
</tr>
<tr>
<td>FitzMaurice, Virginia, A.B.</td>
<td>Spanish</td>
<td>1925-29</td>
</tr>
<tr>
<td>Fitzsimmons, Margaret L., A.M.</td>
<td>Physical Education</td>
<td>1931-34</td>
</tr>
<tr>
<td>Florentia, Sister, A.B.</td>
<td>Music</td>
<td>1923-24</td>
</tr>
<tr>
<td>*Florentine, Sister Mary</td>
<td>Art</td>
<td>1909-27</td>
</tr>
<tr>
<td>Foster, Florence, Ph.D.</td>
<td>English</td>
<td>1923-24</td>
</tr>
<tr>
<td>Franchere, Lucille Corinne, A.M.</td>
<td>French</td>
<td>1924-33</td>
</tr>
</tbody>
</table>

* deceased
<table>
<thead>
<tr>
<th>Name</th>
<th>Subject</th>
<th>Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Francis, Sister St., A.M.</td>
<td>English</td>
<td>1923-24</td>
</tr>
<tr>
<td>Fritz, Dorothy Winifred, A.M.</td>
<td>Speech, Dramatic Art</td>
<td>1935-36</td>
</tr>
<tr>
<td>Galpin, Charlotte</td>
<td>Physical Education</td>
<td>1921-23</td>
</tr>
<tr>
<td>Gaston, Edna W.</td>
<td>Swimming</td>
<td>1923-24</td>
</tr>
<tr>
<td>Gaynor, Gertrude C.</td>
<td>Secretarial Studies</td>
<td>1918-19</td>
</tr>
<tr>
<td>Geary, Florence M.</td>
<td>Domestic Science</td>
<td>1915-17</td>
</tr>
<tr>
<td>Genevieve, Sister Mary, A.M.</td>
<td>Latin, English, Dean</td>
<td>1912-20</td>
</tr>
<tr>
<td></td>
<td>Latin</td>
<td>1920-21</td>
</tr>
<tr>
<td></td>
<td>Latin</td>
<td>1923-33</td>
</tr>
<tr>
<td>Georgiana, Sister, A.M.</td>
<td>French</td>
<td>1933-40</td>
</tr>
<tr>
<td>Gertrude, Sister, Ph.D.</td>
<td>Librarian</td>
<td>1925-34</td>
</tr>
<tr>
<td></td>
<td>French</td>
<td>1933-40</td>
</tr>
<tr>
<td>Gorman, The Reverend Robert, History</td>
<td>History</td>
<td>1939-40</td>
</tr>
<tr>
<td></td>
<td>Ph.D.</td>
<td></td>
</tr>
<tr>
<td>Harmon, Daniel L., Ph.D.</td>
<td>Physics</td>
<td>1923-40</td>
</tr>
<tr>
<td>Hayden, Camilla, A.M.</td>
<td>Mathematics</td>
<td>1931-40</td>
</tr>
<tr>
<td>Hulin, Henriette, Brevet Superieure de l'Academie de Paris</td>
<td>French</td>
<td>1918-21</td>
</tr>
<tr>
<td>Hazeldin, Emma</td>
<td>Expression</td>
<td>1917-18</td>
</tr>
<tr>
<td></td>
<td>(a half year)</td>
<td></td>
</tr>
<tr>
<td>Haage, Catherine M., Ph.D.</td>
<td>Education</td>
<td>1933-38</td>
</tr>
<tr>
<td>*Helen, Sister Francis</td>
<td>English</td>
<td>1922-26</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* deceased
<table>
<thead>
<tr>
<th>Name</th>
<th>Subject</th>
<th>Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Helene, Sister Marie, A.M.</td>
<td>Latin</td>
<td>1929-40</td>
</tr>
<tr>
<td>Hoffarth, Josephine, Ph.D.</td>
<td>Home Economics</td>
<td>1918-22</td>
</tr>
<tr>
<td>Holzbauer, Marguerite</td>
<td>Physical Education</td>
<td>1921-23</td>
</tr>
<tr>
<td>*Honnigford, The Reverend J.H., A.M.</td>
<td>Philosophy, Psychology</td>
<td>1921-23</td>
</tr>
<tr>
<td>Hunter, Callie</td>
<td>Home Economics Feb., 1921-June</td>
<td></td>
</tr>
<tr>
<td>*Ignatia, Sister Mary, A.M.</td>
<td>English</td>
<td>1913-16</td>
</tr>
<tr>
<td>Ignatius, Sister Saint, Ph.D. English</td>
<td>Dean of Women</td>
<td>1930-40</td>
</tr>
<tr>
<td>Immaculee, Sister, A.B.</td>
<td>Art</td>
<td>1935-40</td>
</tr>
<tr>
<td>Jeanette, Sister Marie, A.B. English</td>
<td></td>
<td>1939-40</td>
</tr>
<tr>
<td>Joseph, Margaret C., B.S.</td>
<td>Chemistry</td>
<td>1921-22</td>
</tr>
<tr>
<td>Joseph, Sister Mary, Ph.D.</td>
<td>English</td>
<td>1924-25</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1927-40</td>
</tr>
<tr>
<td>*Josephine, Sister Mary, A.B. Latin, Greek (Murtaugh)</td>
<td></td>
<td>1920-30</td>
</tr>
<tr>
<td>Josephine, Sister Mary (Suelzer), A.M.</td>
<td>Latin</td>
<td>1939-40</td>
</tr>
<tr>
<td>Kacmarynski, Louis F., A.M.</td>
<td>Commerce and Finance</td>
<td>1925-40</td>
</tr>
<tr>
<td>Kane, Hope F., Ph.D.</td>
<td>History</td>
<td>1935-39</td>
</tr>
<tr>
<td>Kelly, Margaret E., A.B.</td>
<td>English</td>
<td>1919-20</td>
</tr>
<tr>
<td>Kempf, The Reverend J.G., Ph.D.</td>
<td>Sociology</td>
<td>1923-25</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1930-40</td>
</tr>
<tr>
<td>Kennedy, Miss Moira, A.M.</td>
<td>Assistant Librarian</td>
<td>1938-39</td>
</tr>
</tbody>
</table>

* deceased
<table>
<thead>
<tr>
<th>Name</th>
<th>Subject</th>
<th>Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Krost, Anna Mary</td>
<td>Home Economics</td>
<td>Dec., 1921-June, 1922</td>
</tr>
<tr>
<td>Lancaster, Captain William O</td>
<td>Riding Master</td>
<td>1922-40</td>
</tr>
<tr>
<td>Langdon, Mrs. Hazel</td>
<td>Oral Expression</td>
<td>Jan., 1918-June, 1919</td>
</tr>
<tr>
<td>Laughlin, Lucile, A.M.</td>
<td>Education</td>
<td>1938-40</td>
</tr>
<tr>
<td>Lee, Charlotte I., A.M.</td>
<td>Dramatics and Speech</td>
<td>1936-40</td>
</tr>
<tr>
<td>Link, Alma, A.M.</td>
<td>Dramatics and Speech</td>
<td>1928-32</td>
</tr>
<tr>
<td>Lopin, Anna Mildred, A.M.</td>
<td>Home Economics</td>
<td>1927-28</td>
</tr>
<tr>
<td>Loughlin, Agnes C., A.M.</td>
<td>Dramatics and Speech</td>
<td>1923-27</td>
</tr>
<tr>
<td>Lourdes, Sister Mary, M.Mus.</td>
<td>Music</td>
<td>1936-40</td>
</tr>
<tr>
<td>Lucile, Sister Teresa, A.B.</td>
<td>Shorthand</td>
<td>1917-38</td>
</tr>
<tr>
<td></td>
<td>Typing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Registrar</td>
<td>1924-25</td>
</tr>
<tr>
<td></td>
<td>Treasurer</td>
<td>1933-38</td>
</tr>
<tr>
<td>Magdalen, Sister, A.B.</td>
<td>English</td>
<td>1909-21</td>
</tr>
<tr>
<td>Magnus, Dorothy, A.M.</td>
<td>Dramatic Art</td>
<td>1932-35</td>
</tr>
<tr>
<td>Maher, Katherine R., B.S.</td>
<td>Physical Education</td>
<td>1927-31</td>
</tr>
<tr>
<td>Marie, Sister Angela, A.M.</td>
<td>Journalism</td>
<td>1921-39</td>
</tr>
<tr>
<td>*Marie, Sister Cecilia</td>
<td>Music</td>
<td>1909-21</td>
</tr>
<tr>
<td>Marie, Sister Edna, A.M.</td>
<td>Biology</td>
<td>1919-20</td>
</tr>
<tr>
<td>*Mary, Sister, A.M.</td>
<td>English</td>
<td>1912-17; 1918-19</td>
</tr>
</tbody>
</table>

* deceased
<table>
<thead>
<tr>
<th>Name</th>
<th>Subject</th>
<th>Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>May, Miriam May, B.S.</td>
<td>Library Science</td>
<td>1939-40</td>
</tr>
<tr>
<td>Mechtild, Sister, A.M.</td>
<td>Home Economics</td>
<td>1932-40</td>
</tr>
<tr>
<td>Mercedes, Sister Mary</td>
<td>Spanish Information</td>
<td>1923-28</td>
</tr>
<tr>
<td></td>
<td>Office</td>
<td>1928-40</td>
</tr>
<tr>
<td>*Miriam, Sister</td>
<td>Art</td>
<td>1909-34</td>
</tr>
<tr>
<td>Miriam, Sister Catherine</td>
<td>Arts and Crafts</td>
<td>1921-40</td>
</tr>
<tr>
<td>Middleton, Miss Jane D.</td>
<td>Physical Training</td>
<td>1909-16</td>
</tr>
<tr>
<td>Miller, Helen M.</td>
<td>Swimming</td>
<td>1922-23</td>
</tr>
<tr>
<td>Miller, Hilda, A.B.</td>
<td>1st sem. Library</td>
<td>1935-36</td>
</tr>
<tr>
<td></td>
<td>2nd sem. French</td>
<td></td>
</tr>
<tr>
<td>Moran, Mary Agnes, A.M.</td>
<td>Spanish</td>
<td>1939-40</td>
</tr>
<tr>
<td>Murphy, Anne</td>
<td>Expression</td>
<td>1916-17</td>
</tr>
<tr>
<td>Murry, Gertrude L., A.B.</td>
<td>Graduate Assistant in Library</td>
<td>1937-38</td>
</tr>
<tr>
<td>O'Connor, Mary W., Ph.D.</td>
<td>Biology Botany</td>
<td>1939-40</td>
</tr>
<tr>
<td>O'Connor, Lillian, A.M.</td>
<td>History</td>
<td>1932-35</td>
</tr>
<tr>
<td>O'Reilly, Margaret Mary</td>
<td>Expression</td>
<td>1920-23</td>
</tr>
<tr>
<td>O'Reilly, Mary Janet</td>
<td>Swimming</td>
<td>Feb.-June, 1920</td>
</tr>
<tr>
<td>Owens, Kathleen, A.M.</td>
<td>Home Economics</td>
<td>1928-31</td>
</tr>
<tr>
<td>Pfau, The Reverend Jerome, Ph.D.</td>
<td>Philosophy</td>
<td>1925-34</td>
</tr>
</tbody>
</table>

* deceased
<table>
<thead>
<tr>
<th>Name</th>
<th>Subject</th>
<th>Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Providentia, Sister Mary, A.B.</td>
<td>Librarian</td>
<td>1909-25</td>
</tr>
<tr>
<td>*Rawlinson, The Reverend A.J., Ph.D.</td>
<td>Philosophy, Religion</td>
<td>1921-33</td>
</tr>
<tr>
<td>Rodutskey, The Reverend John, A.M.</td>
<td>Philosophy</td>
<td>1937-39</td>
</tr>
<tr>
<td>Rouck, The Reverend M.J., A.M.</td>
<td>Economics</td>
<td>1925-29</td>
</tr>
<tr>
<td>Ruth, Sister Mary, A.M.</td>
<td>Biology</td>
<td>1933-39</td>
</tr>
<tr>
<td></td>
<td>Leave of absence</td>
<td>1939-41</td>
</tr>
<tr>
<td></td>
<td>for study</td>
<td></td>
</tr>
<tr>
<td>Ryan, The Reverend Jas. H., Ph.D.</td>
<td>Psychology, Philosophy</td>
<td>1910-21</td>
</tr>
<tr>
<td>Saum, The Reverend George B., A.B.</td>
<td>Philosophy</td>
<td>1939-40</td>
</tr>
<tr>
<td>Scanlon, Marion, Ph.B.</td>
<td>Physical Education</td>
<td>1922-Mar., 1923</td>
</tr>
<tr>
<td>Scofield, Ethel, B.S.</td>
<td>Physical Education</td>
<td>1923-25</td>
</tr>
<tr>
<td>Serena, Sister Mary, A.B.</td>
<td>Shorthand, Typing</td>
<td>1916-18</td>
</tr>
<tr>
<td>Sloan, Elizabeth, A.B.</td>
<td>Mathematics</td>
<td>1925-26</td>
</tr>
<tr>
<td>Stepzinski, Margaret M., B.M.</td>
<td>Music</td>
<td>1924-25</td>
</tr>
<tr>
<td>Stewart, Miss Helen</td>
<td>Riding</td>
<td>1919-20</td>
</tr>
<tr>
<td>*Teresita, Sister M., A.M.</td>
<td>English</td>
<td>1909-13</td>
</tr>
<tr>
<td></td>
<td>Sociology</td>
<td>1913-18</td>
</tr>
<tr>
<td></td>
<td>Dean</td>
<td></td>
</tr>
<tr>
<td>*Therese, Sister Ann, A.B.</td>
<td>English</td>
<td>1921-23</td>
</tr>
</tbody>
</table>

* deceased
<table>
<thead>
<tr>
<th>Name</th>
<th>Subject</th>
<th>Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Therese, Sister Catherine,</td>
<td>Mathematics</td>
<td>1916-23</td>
</tr>
<tr>
<td>A.M.</td>
<td>Physics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>English</td>
<td></td>
</tr>
<tr>
<td>Therese, Sister Florence,</td>
<td>Music</td>
<td>1915-19</td>
</tr>
<tr>
<td>M.Mus.</td>
<td></td>
<td>1931-40</td>
</tr>
<tr>
<td>Therese, Sister Marie, A.B.</td>
<td>Music</td>
<td>1908-10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1913-15</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Jan.1917-22</td>
</tr>
<tr>
<td>Thomas, Otway, A.B.</td>
<td>Oral</td>
<td>1919-20</td>
</tr>
<tr>
<td></td>
<td>Expression</td>
<td></td>
</tr>
<tr>
<td>Troy, Cecilia M., A.B.</td>
<td>Library-Cataloguer</td>
<td>1926-27</td>
</tr>
<tr>
<td>Vequelle, Marie Therese, License</td>
<td>French</td>
<td>1924-25</td>
</tr>
<tr>
<td>des Lettres</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Viola, Sister Mary, A.B.</td>
<td>English</td>
<td>1911-12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1913-16</td>
</tr>
<tr>
<td>*Virginia, Sister Mary, B.M.</td>
<td>Music</td>
<td>1922-28</td>
</tr>
<tr>
<td>Walker, The Reverend Fintan G.,</td>
<td>Philosophy</td>
<td>1935-37</td>
</tr>
<tr>
<td>Ph.D.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wattawa, Virginia, A.M.</td>
<td>Mathematics</td>
<td>1926-30</td>
</tr>
<tr>
<td>Wernsing, The Reverend Leonard,</td>
<td>Economics</td>
<td>1929-30</td>
</tr>
<tr>
<td>A.B.</td>
<td>Sociology</td>
<td></td>
</tr>
<tr>
<td>Westendarp, Dorothy</td>
<td>Physical Education</td>
<td>1925-27</td>
</tr>
<tr>
<td>Wheeler, Mary L.</td>
<td>Physical Education</td>
<td>1917-18</td>
</tr>
<tr>
<td>Wineberg, Dorothy, A.M.</td>
<td>Greek and Latin</td>
<td>1933-34</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wright, Marie</td>
<td>Physical Education</td>
<td>1918-19</td>
</tr>
</tbody>
</table>

* deceased
<table>
<thead>
<tr>
<th>Name</th>
<th>Subject</th>
<th>Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Xavier, Sister Agnes, A.M.</td>
<td>Chemistry</td>
<td>1911-21</td>
</tr>
<tr>
<td>Xavier, Sister Agnes, A.M.</td>
<td>Mathematics</td>
<td></td>
</tr>
<tr>
<td>Xavier, Sister Mary, A.M.</td>
<td>Education</td>
<td>1939-40</td>
</tr>
</tbody>
</table>
THE SUMMER SCHOOL

The summer school has long been customary at Saint Mary-of-the-Woods. Long before the opening of the college in 1909, the Sisters came every summer from their various schools in several States and assembled for what was then known as the Teachers' Institute. To these sessions, many foremost lecturers and educators were invited. Since 1913, the summer school was organized to carry on the usual college schedule for the undergraduate work of the Sisters. It was open only to members of the Sisters of Providence, but since 1935 ten to twelve members of other teaching Communities have attended. The curriculum includes the usual college courses. Every department is represented on the schedule of studies.

The faculty for the summer session is largely made up of the clergy and religious of the usual staff, supplemented by a group of teachers chosen for the summer sessions by Sister Francis Joseph, the head of the Department of Education.

The summer session was formally accredited by the Indiana State Department of Education in 1921, after Mr. Oscar Williams visited and inspected the various departments. As a result, the institution was empowered to apply to the State Department for teachers' licenses. Between the years
1923 and 1939, there were 867 certificates issued through the summer school and through the Normal Department. They were distributed as follows:

<table>
<thead>
<tr>
<th>Degree</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative</td>
<td>112</td>
</tr>
<tr>
<td>Elementary</td>
<td>574</td>
</tr>
<tr>
<td>High School</td>
<td>181</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>867</td>
</tr>
</tbody>
</table>

Since 1913 and continuing through the summer of 1939, the Sisters have obtained the following degrees:

<table>
<thead>
<tr>
<th>Degree</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.A.</td>
<td>305</td>
</tr>
<tr>
<td>B.S.</td>
<td>12</td>
</tr>
</tbody>
</table>

The Novitiate, the training school for the institution, on the recommendation of Mr. Williams, was likewise accredited as a Normal School in 1921 as part of the college.
CHAPTER VI

THE CURRICULUM

According to Reverend Alphonse M. Schwitalla, S. J., former President of the North Central Association, the curriculum in the Liberal Arts College "is the realization of the institution's objectives; and the objectives are the expression of the institution's philosophy of education; and the philosophy of education is the expression of the institution's fundamental attitude toward life." It is not the pursuit of a number and variety of courses that will develop the student, but a unified curriculum in which each study is directed toward the accomplishment of the general aims and objectives. Since Saint Mary-of-the-Woods is a Catholic institution, the whole program of the college is intended so to vitalize the courses that the intellectual, moral, spiritual, and physical well-being of the students will be prospered.

THE ARTS

It is generally acknowledged that an appreciation of music and art is a mark of a cultured person. From the

first school program that was made in 1841 down to the present college curricula, these subjects have held an important place. The pleasing architectural style of the buildings, the beautiful location of the college, the landscaped campus, the atmosphere of study and refinement, all conduce to promote the informal education of the students who are privileged to study in this aesthetic environment. Though everyone does not apply herself directly to the specific study of music, art, or dramatics, every student at Saint Mary-of-the-Woods benefits indirectly; for the arts, as it were, come to her in the form of concerts, art exhibits, dramatic presentations, moving pictures, and student recitals.

MUSIC

Music has held a place of distinction at Saint Mary-of-the-Woods ever since the foundation in 1840. In fact, Mother Theodore Guérin, the foundress, considered it an essential. In her Journal, she says, when speaking of the Sisters of Charity in Frederick, Maryland:

They teach the various sciences scarcely known in our French schools, but they excel in music, which is an indispensable thing in this country even for the poor. No piano, no pupils! Such is the spirit of this country—Music and Steam!2

All through the years, then, music, vocal and instrumental, had its place in the course of study. In the senior college, however, a Department of Music that offered courses leading to degrees did not always exist. The early bulletins describe those courses that prepared students for proficiency in performance and composition, and which entitled them to the Certificate, or to the Gold Medal. The Department of Music was organized with this objective:

The aim is to give students a broad basis of general musicianship as well as a thorough grounding for artistic work as performers, teachers, composers, theorists, or critics. To realize this objective, the Conservatory offers opportunities primarily to those wishing to major in music, but there are also specially-designed courses for students who elect music study for the culture, refinement, and pleasure it gives.

Besides the requirements for admission to the regular freshman class of the College of Arts and Sciences, the Department of Music has insisted on definite prerequisites. The applicant must have completed preparatory work in applied music, and must be sufficiently talented for specialization. There is a five-fold classification of students with courses outlined for each group.

I. Candidates for the degree, Bachelor of Science with an applied music major, or a theory and composition major.

II. Candidates for the degree, Bachelor of Science with a music education major.

3 Bulletin: Department of Music, June, 1939, p. 3.
III. Candidates for the degree, Bachelor of Arts with a music major.

IV. Candidates for the Certificate or Diploma of graduation, and those for the gold medal.

V. Students of the College of Arts and Sciences who are pursuing courses of music as elective studies, or who are students of applied music only.4

The number of credits required for the degree in music is the same as for the Bachelor of Arts degree.

The Bachelor of Arts course with a major in music has been combined with the Education course in order to meet the Indiana State requirements for a first grade teacher's license. In this way, graduates may be qualified to teach music and one other subject in secondary schools.

Students with a music education major have the advantage of observing and teaching, both in an elementary school and in a high school in Terre Haute. Licensed critic teachers supervise their work.

Students of music at Saint Mary-of-the-Woods enjoy many advantages, both at the college and in Terre Haute and Indianapolis.

Among the artists who have inspired their audiences in the Cecilian Auditorium in recent years are the following:


The Terre Haute Community Concert Association annually sponsors four concerts which the students attend. During the year 1938 they heard Iturbi, Lotte Lehmann, Knitzer, and the Gordon String Quartette.6 The Symphony orchestra performances in Terre Haute and in Indianapolis attract many music lovers at the college. The students frequently perform in the recitals that take place semi-annually in all departments.

THE ART DEPARTMENT

The study of art at Saint Mary-of-the-Woods has always held an important place from the time of Sister St. Francis, a co-foundress with Mother Theodore, down to the present time. The early art instructors, notably Sister Maurice, Sister Mary Florentine, Sister Miriam, and Sister Mary Emmanuel were well known, both for their own work, and for the artistic productions of their students.

5 Bulletin: Department of Music, June, 1939, p. 5
6 Ibid.
In the Academy days, art was regarded as an accomplishment of the young lady rather than as a useful pursuit. The girls who were interested and talented eagerly spent their usual class periods in the art department, and all day Saturday. When the college was opened, art practice was not at first considered matter for college credit, although courses in the History of Art were always offered. These courses, independent of studio work, are still pursued. They are a study of the history and criticism of art, and include, besides biographical and historical research, the fundamental principles of aesthetic criticism. Texts, copies, and prints of the masterpieces are used. Seven courses are outlined in the Bulletin. Each is allowed one hour credit.  

In 1932 an art major of twenty-four credit hours was included in the curriculum. Courses were then designed to give a comprehensive grasp of art principles which would serve as a preparation for teaching and as a basis for further study.

The course embraced the fundamentals of drawing, composition, design, color theory, lettering, figure drawing, painting, costume design, interior decoration, and applied design or crafts, such as weaving, leather work, etc.  

7 Personal interview with Sister Esther, June 10, 1939.  
8 Bulletin: 1932, p. 40
Some additions and changes have since been made, but except for the increase in the number of hours to thirty, and a growing emphasis on actual making in ultimate materials, the content of the course remains fundamentally the same. Conditions for credit in applied art are stated thus in the Bulletin:

1. For each hour of credit in applied art there must be one hour of art principles or History of Art.

2. Three hours of studio work per week constitute one hour of credit.

3. Applied art courses may be in painting, oil, water color, or pastel, arts and crafts, and commercial art.

4. No more than two semester hours a year of applied art will be counted in the one hundred and twenty hours required for the degree.9

A new course called the Centenary Course will be introduced in 1940-41. It was designed especially for the college by Graham Carey, author, lecturer, and art critic, and Sister Esther. The plan allows for four years of systematized study.

The department has recently, October, 1937, started a movement toward profound thinking and practice in the Catholic art field. In 1937, Saint Mary-of-the-Woods fostered the original plans for the Catholic Art Associa-

---

9 Bulletin: 1939, p. 49.
tion, an organization that aims at the establishment of a truly Christian art in churches, homes, and schools. The history of the organization is this: In the Art Digest of March, 1937, Peyton Boswell published an editorial called "The Valiant Few." He made the statement that "the immured monastic life of a convent, even in this modern day, must still provide that zealous fire for artistic expression that produced in ages past so much that is precious today." He sent out a challenge to the Sisters, and said that they alone were able to lead the evolution of an art worthy of the history and spirit of the Catholic Church. He received many suggestions in answer to his call. He accepted and published those of Sister Esther, head of the Art Department at Saint-Mary-of-the-Woods. Her plan called for an association that would achieve the following results:

1. Revive a truly Christian Creative Art.

2. Raise the standard of art appreciation among our people.

3. Work for the elimination of the "blasphemy of ugliness" from our churches.

4. Formulate and uphold the objectives for the Art Departments of Catholic colleges in conformity with the Holy Father's wish that "Faith may guide the arts."

---


11 Ibid.
These aims were to be realized by such means as confer­ences, exhibits, and the publication of a periodical devoted to Christian Social Art. Sister Esther's sugges­tions were well received; in consequence, art instructors of Mundelein, Rosary, Saint Mary-of-the-Woods, and Saint Mary-of-the-Lake Colleges met in Chicago in May, 1937, to make plans preliminary to the organization meeting at Saint Mary-of-the-Woods in October.12 The new association received ecclesiastical approval. Cardinal Mundelein of Chicago and Bishop Joseph E. Ritter of Indianapolis heart­ily encouraged the project.13

This meeting, October 15-16, 1937, was the occasion for displaying the first annual exhibit of works of art. At this meeting, too, the delegates completed their plans for the publication of Christian Social Art Quarterly.14 This magazine is edited at Saint Mary-of-the-Woods and printed at Providence Press on the campus.

It is of interest to know that an Eastern Regional Unit of this association was organized in January, 1939, with regional headquarters at the College of Notre Dame of

13 Ibid. p. 4.
14 Ibid. p. 1.
Maryland in Baltimore. 15

SPEECH AND DRAMATICS

As early as 1917 there were offered at Saint Mary-of-the-Woods courses in Oral Expression leading to the Teacher's Certificate. 16 The Speech Department was formerly known as the Department of Expression until 1924 when a reorganization was effected. In that year, for the first time, college credit to the amount of twenty-four hours was offered. This number constitutes a teaching minor in the subject. 17 In 1928, it was possible for a student to major in Speech. In 1933 the Department was again enlarged to include two major sequences, one in dramatics, and one in platform speech. 18 From the very beginning of the college all freshmen pursued a fundamental course of one hour a week through the year, but in 1927, that requirement was changed to two hours, one semester. 19

In October, 1934, the department under the direction of Miss Dorothy Fritz, sponsored a new activity, that of

15 Interview with Sister Esther, December 24, 1939.
16 Bulletin, 1917, p. 34.
18 Bulletin, 1933, p. 128.
19 Bulletin, 1929, p. 103.
broadcasting, when WBOW (Terre Haute) of the National Broadcasting Company, ran an extension line from its station to the campus, a distance of five miles, and established radio pick-ups in three places on the college property. From these the students made weekly broadcasts. They wrote the scripts under the direction of the heads of the Department, and gave general direction. Originally planned as departmental programs, the series featured the Science Department under the direction of Sister Amata, in a popular science lecture on noted names in science. The German Department presented a play, *Elizabeth of Thuringia*, under the direction of Sister Celeste. The Catholic Literature group, with Sister Gertrude in charge, gave a series of talks on Catholic Literature, and stressed such names as Alice Meynell, Theodore Maynard, G. K. Chesterton, and Hilaire Belloc. The Spanish Department, directed by Miss Agnes Brady, sponsored a drama. Sister Gertrude in the French Department directed a production called *Joan of Arc*. During the Lenten season the Music Department, with Sister Cecilia Clare as organist and Sister Francis Angela as choir director, offered programs on the *Hymns and Liturgy of the Church*. *A History of Saint Mary-of-the-Woods College* was also another number. Experience showed, however, that this type of pro-
gram was a little too heavy for the popular taste. In 1937, Miss Charlotte Lee directed the Speech Department, and presented programs that had greater appeal to the general public.

There was then introduced into the speech curriculum a course in radio broadcasting, open to all students. This is a full year course and carries one hour credit each semester. In the first semester, the candidate studies voice training, microphone technique, acting, and the principles of radio criticism. The second half of the course deals with writing in its various phases, from commercial "plugs" through dramatized skits to serials. Students must make recordings periodically throughout the year.

In 1935, the students began to visit the studio of WBOW in Terre Haute, instead of broadcasting from the college.

In March, 1939, the college participated in Call to Youth series, a nationwide program sponsored by the National Council of Catholic women. The students went to Indianapolis for this broadcast over WIRE in that city.

The present practice (1939) is to broadcast every other Wednesday afternoon at four o'clock, during the school season. Under the direction of Miss Lee, the programs have been greatly varied. They consist, in part, of
original plays written by students, and always under student direction in the studio. These plays alternate with programs of poetry and music appropriate to the season. Cooperation between the Speech Department and Sister Bernadette Cecile in the Music Department gives students in both fields a chance for actual experience.

Sister Eugenia, the Dean, reports that the college has not taken part in public relations programs, strictly speaking, but has used the radio performances rather as a continuation of classroom work, and as a motivation toward better efforts. No form of publicity has been used to announce these broadcasts, although the Terre Haute and Indianapolis newspapers have often carried accounts about them.20

In February, 1934, Miss Dorothy Magnus, then in charge of the Department, directed the first choral speaking, featuring The Congo by Vachel Lindsay. Since that time the Verse Speaking Choir, which was begun in 1937, has done excellent work. In 1938 the members presented a Christmas pageant written by Miss Charlotte Lee, and a Lenten program of dramatized poetry.21

21 Les Bois, 1938, p. 77.
Especially successful was the program of poetry that was given by the choir at two sessions of the Indiana State Teachers' Convention on October 26, 1939. *Air Raid*, by Archibald Mac Leish, was presented on the roof garden of Hotel Severin before a gathering of teachers of speech. By special request, the choir repeated it at a combined meeting of the teachers of English and speech at the Masonic Temple. The students received invitations to repeat the program at the drama festival at Indiana University.22

Students of dramatics learn to analyze and interpret plays, and study the problems of choosing a play, casting, and rehearsing. They have actual practice in the production of various types of the drama, wherein they may apply their knowledge of stagecraft, costume design, lighting, scenery, etc.

22 *Fagots*, Oct. 31, 1939.
College English is a subject that is required of all students. The end of the study is not merely the acquisition of factual knowledge and the ability to express one's thoughts clearly, logically, and well, but further, it is the gaining of an appreciation of what is beautiful and good in the works of the authors. Furthermore, it proposes to cultivate a literary taste in the students, so that in their after-college years they will turn naturally to the friends they made in literature, and they will choose their reading with discrimination.

Because English is an essential element of all other college work, the students take a placement test during Freshman Week, in order that they may be divided and grouped in English classes according to their needs. In this way, proper remedial work for defects in composition, speech, and literature can be applied.

A sub-Freshman course in English principles without college credit is required of those freshmen who are found below the average in the English placement tests. Composition and Rhetoric are studied for both semesters by all freshmen. A required corresponding course in the sophomore year is a General Survey of English Literature for two
semesters.

Since 1931 the English Department has offered two sequences of courses, one in literature, and one in composition. The major in literature requires some hours in composition, and the composition major includes some hours in literature.

A class in creative writing gives the professor a splendid opportunity to aid the students to think accurately and critically. Likewise the members of the class are encouraged to write for Aurora and Fagots. Conferences with the students supply the individual attention, constructive criticism, and encouragement that they need.

Courses in literature, though many and varied, tend to the same ends; appreciation, imitation, and personal enjoyment of good literature.

Inducements for writing are found in the annual Sigma Tau Delta Freshman contest and the Craigie Gunn Mitchell Poetry Contest.

JOURNALISM

Courses in Journalism at Saint Mary-of-the-Woods had always been subordinated to other branches in the English

23 Fagots, April 29, 1931.
Department until 1921, when Miss Amanda Lee Beaumont became the instructor in Journalism. Previously, she had taught editing and new writing in the Summer School and stressed High School Papers. 24

Sister Angela Marie succeeded Miss Beaumont for the following two years. Courses in Journalism lapsed between 1924 and 1925, but they were resumed, with Sister Angela Marie again in charge. 25

Since 1928, students have been able to major in Journalism by pursuing definite sequences. Among the courses offered today are news writing and editing, advertising, newspaper and magazine administration, publicity, magazines, the history of Journalism, literary criticism, book reviewing, etc. In 1939-40, under Sister Teresa Aloyse’s direction, a course in Radio Journalism was introduced, and required journalism laboratory work for majors. 26

The students gain practical experience in *Fagots*, the biweekly newspaper of the college, issued since 1916. They likewise edit other magazines published by the college;


25 Ibid.

viz. Aurora and The Bugle Call. The publications of the college are entered in the critical service of the National Scholastic Press Association. Aurora, the college magazine, has carried All-American honors for the past ten years.

THE CLASSICAL LANGUAGES

The study of Latin at Saint Mary-of-the-Woods has always been encouraged for its cultural advantages. The objectives set by the authorities of the college are the same as those listed in the "Classical Investigation," chief among them being to give a knowledge and appreciation of the classics, in order to stress the culture and refinement of the ideals which they embody.

Usually those students who earned credit in three or four years of high school Latin pursue the study in the college; consequently little emphasis on grammar is needed, and stress is laid on the content side rather than on that of philology.

Specifically, the aims of the Latin courses may be better understood from a statement as to what is expected of one who has done the work required for a major in Latin:

1. A comprehensive knowledge of the field of Latin literature, important authors with their works and influence.

2. Ability to read Latin intelligently.
3. Ability to translate into concise, idiomatic English, at the same time rendering as exactly as possible the thought of the original.

4. Ability to get at least the main thoughts directly from the Latin, without the intermediate step of translation.

An interesting addition to the curriculum in 1939 was An Introduction to Classical Philology, which summarizes the translation, composition, and background work already met in college Latin, and in addition gives the student some knowledge of the history of general language, Latin paleography, and epigraphy.27

The study of Greek in modern colleges seems to be limited to a few students who pursue the courses for cultural purposes mainly. More important than the study of the principles of grammar are the pleasure and training that come from reading New Testament Greek, Plato, Homer, Lysias, Aristophanes, Sophocles, and other renowned writers.

The Classicists, or Latin Club, contributes pleasurable and interesting evenings to the students of the classics.

FRENCH

The study of French at Saint Mary-of-the-Woods has

held an important place in the curriculum ever since the first school was established in 1841. As the Sisters came from France, naturally the French language was their principal medium of expression in the beginning. All through the years, the language was taught in the Academy; and when the College was opened in 1909, the French Department was well organized. Though a knowledge of grammar is essential, it has never been considered as an end in itself. On the contrary, the genuine and lasting advantages of the study derive from extensive reading and appreciation of the works of the masters. French drama and literature of the seventeenth, eighteenth and nineteenth centuries contain vast treasures of culture and refinement. There the student becomes acquainted with the works of Corneille, Racine, Molière, La Fontaigne, Bossuet, Fenélon, Mme. de Sevigné, Chateaubriand, de Vigny, and others. French conversation has always been encouraged.

In 1921, many of the students who were following the courses in Education studied The Teaching of French in Secondary Schools,—a requisite course in methods for the teacher's license.29

29 Bulletin, 1921, p. 56.
In 1933 when Sister Gertrude became the head of the department, there was a reorganization for the purpose of giving more intensive work to the majors or minors in French. Two distinct courses were outlined: one for majors and minors, and another for those who wished to fulfill the language requirement. 30

Since 1935, the students have edited a French newspaper, in mimeographed form, twice a year. Members of all the French classes contribute articles. The editors are chosen from the composition class. The proceeds of the sale of the newspaper are used for the purchase of French books and magazines for the library. 31

Students of the Freshman class give a yearly program in French in the Little Theater. The purpose of this endeavor is to encourage oral work. Some plays presented by the Salon Bleu were "Le Médecin malgré Lui", and "Le Bourgeois Gentilhomme". The club presented several scenes from Racine at club meetings in order to commemorate the tercentenary celebration of his birth.

During the past two years, the majors in the French

30 Letter from Sister Gertrude, February 1, 1940.
31 Ibid.
department translated a life of Bishop de Saint Palais from a French manuscript. 32

Le Salon Bleu, or French Club, affords the advanced students the opportunity to hold discussions in the language. French Literature and traditions and customs of the people furnish topics for these conferences.

ITALIAN

Though there is no Italian Department in the college, that language has been taught at various times by Sister Gertrude, the head of the French Department since 1933. The demand for this study usually has come from students from other colleges who had pursued courses in Italian for a year or two; hence, elementary courses have been few. 33

The first mention of Italian appeared in the College Bulletin for 1927, and then only two offerings were listed.

GERMAN

Like all foreign languages, the study of German opens to the student a vast field of cultural and scientific knowledge, and fosters admiration and appreciation of the classics.

32 Letter from Sister Gertrude, February 1, 1940.
33 Ibid.
A knowledge of grammatical principles is essential, but far more important is the ability to read; consequently, reading courses in the German drama, novel, epic, and lyric have been stressed.

As early as 1915, Scientific German was taught.\textsuperscript{34} The course was based on selected readings from periodicals and contemporary works on science.

SPANISH

The Spanish Department, like the other language departments, aims to give a literary and cultural background, to train teachers in the subject, and to encourage research and graduate study.

During the World War there was a great interest manifested in the study of Spanish. Increased trade with the South American Republics was partly the cause of the new impetus. In 1916 the college offered courses in Spanish grammar, supplemented by studies of the literature of the sixteenth, seventeenth, and nineteenth centuries.\textsuperscript{35} By 1920, the advanced courses included the study of the Spanish novel and drama, and commercial Spanish. The subject, Spanish-American Literature, introduced that year, stressed

\textsuperscript{34} \textit{Bulletin}, 1915, p. 35.

\textsuperscript{35} \textit{Bulletin}, 1916, p. 38.
the current Spanish-American magazines, and included lectures on the social and political conditions of the Spanish-American countries. For those majors who anticipated the need of a knowledge of commercial correspondence, Commercial Spanish was introduced to stress the technical vocabulary of trade.36

In 1928, a course in The Teaching of Spanish was introduced for majors in education.37

In 1933, there was a course, Introduction to the Mechanics of Research, which appealed mostly to those who were majoring in the department. It stressed text-book editing and book reviewing, play production and translation, writing of critical articles; the theory and technique of the drama, etc. This course continued through the year, and was offered one to three hours a week for one or two semesters.

Students in the department have opportunity to do translation of Spanish commercial correspondence through the courtesy of local merchants.

La Isabel, the Spanish Club, provides an incentive for practice in conversation, and for the discussion of current topics. The club has produced from time to time

plays in Spanish, and Spanish plays in English. Among the offerings were: G. Martinez Sierra's "Sueño de una Noche de Agosto," "The Kingdom of God," "The Iumtero Brothers," "Doña Hormiga," and "Doña Clarines," and several others of note. Cervantes Day is one annually celebrated by the club.

THE SCIENCES

BIOLOGY

Courses in Biology in the college today offer splendid opportunities to all students, whether they aspire to a liberal arts education, to specialization as technicians, to research work, or to the teaching profession. The Department is extensive, and the equipment quite complete.

Biology was not always a major department at Saint Mary-of-the-Woods, nor were the laboratories always so well equipped as they are at present. In the beginning there was greater demand for courses in botany than for biology; but, as the high school classes in botany multiplied, there were fewer calls for that subject, and more for the advanced divisions of biology.

An introductory course in General Biology was designed to prepare students for detailed or special work in botany or zoology. By 1912, new courses in Zoology,
Comparative Anatomy, and a Special Course in Laboratory Methods were added. 38

Beginning in 1918 and continuing to 1922, there was an unusual course in General Apiculture,

"introduced in compliance with the request of the Administration for the production of honey as a sugar-substitute. It is designed to give all the instruction and training necessary to enable the student to manage the apiary from the setting of the hive to the storing and marketing of the wax and extracted honey. Each student will be expected to exhibit at the close of the course the standard quality of wax and honey that should be produced by the colonies under her care." 39

The large apiary belonging to the institution is located at the farm that is located at the end of the village.

In 1919 those students who were majoring in Home Economics were required to study Physiology, and its application to digestion, nutrition, and dietetics. They also applied themselves to the study of Bacteriology, with special attention to the relation of micro-organisms to foods, and to household sanitation.

In 1921, two Courses in Special Fielding supplemented General Biology; viz., Bird Study and Dendrology, or study of trees and shrubs. 40

38 Bulletin, 1912, p. 42.
39 Bulletin, 1918, p. 43.
40 Bulletin, 1921, p. 42.
The Teaching of Botany in Secondary Schools was introduced in 1925, and by 1930 that course was expanded to include The Teaching of Biological Sciences in Secondary Schools. 41

Experimental Biology has been offered since 1932. 42 It is a course of individual experiments with living organisms to study the stimuli, reactions, causes, and results of various phenomena.

Equipment in the department is adequate and well arranged. In the West Hall of Guérin are the biology laboratories, equipped with tables for two. Each table is furnished with the individual student micro-lamps, a cupboard below for the microscope, and the student's drawer for individual apparatus. Further equipment in this laboratory includes a large demonstration table for growing specimens, a large electric incubator, and two sterilizers, a Fries electric, and an Arnold's for intermittent sterilization.

In the botany room in the northwest corner of Guérin Hall is the special equipment for this study. The micro-projector with the camera-lucida attachment has proved its value; also the special Jewell models: the heart

41 Bulletin, 1930, p. 64.
42 Bulletin, 1932, p. 69.
model, pedestal form, with the ventricles and auricles opening: the two-type stem models—monocotyledon and dicotyledon; the frog, on a pedestal, with ventral dissection and dorsal partial dissection; also a pedestal form of a leaf in cross-section.

A new room in the north hall of Guérin was equipped in 1939 as a special laboratory for bacteriology. The tables for two were especially made for the room, and arranged for small alberene sinks; they have connections for electricity.

Eight microscopes were added in 1939,—of the medical style with the oil-immersion lens.

CHEMISTRY

The courses in chemistry were planned not only for those who wished such training for vocational ends, but for cultural reasons, as well. Work in the laboratory tends to develop a scientific attitude of mind, and an appreciation of the values of life.

The department offers general courses for those who wish to select chemistry as their minor, and advanced courses for those preparing for specialization.

Because many positions are open today to specialists, the department prepares students to be teachers in schools, and technicians and dietitians in hospitals. Courses in qualitative and quantitative chemistry train students for the
numerous vocations in analytical research that are now offered in industry and medicine. Advanced Organic Chemistry, first taught in the college in 1930, was especially planned to prepare the students for research work, including organic analysis. 43

Of students preparing to receive a Bachelor of Science degree in Home Economics, twenty hours of credit are required from courses in General Chemistry, Organic Chemistry, and the Chemistry of Foods. 44

The chemistry rooms in Guerin Hall are large, north lighted, and well equipped. The third room of the department has been converted into a room for special exhibits, demonstration, and research work connected with all departments of science. 45

**PHYSICS**

The Physics Department at Saint Mary-of-the-Woods has grown considerably from small beginnings in 1909, when only five or six courses were offered. Since 1921, all courses in under-graduate physics that can be elected in any college or university may be pursued. The department, being adapted to small classes, requires little duplication

43 Bulletin, 1930, p. 68.
of apparatus; consequently investments are placed in portable pieces, and thus give quality and wide variety in the equipment.

The laboratories at Guerin Hall are large, well lighted, and convenient. The tables are furnished with hot and cold water, and one hundred-volt D.C. and A.C. electricity. There is a large photographic dark room and a photometer room. The lecture room is equipped for day or night projection of opaque and transparent lantern slides. Some of the practical laboratory accessories are a storage battery charging board, a radio set tester, a commercial radio receiver, and parts to build desired experimental hook-ups. A barograph, thermograph, and three types of hygrometers help in meteorological study.46

The department offers courses in sound, acoustics, light and spectroscopy, heat and thermodynamics, radio crystallography, astronomy, and mathematical physics.

In 1923, a methods course was introduced for those students who were planning to teach physics in high school.47

Household Physics, required of Home Economics students since 1923, is taught with modern equipment.

46 Alumnae News, July, 1929, p. 3.
47 Bulletin, 1923, p. 75.
Modern Theories of Physics, introduced in 1931,48 stresses some of the modern concepts of physics together with the classical theories which they elaborate. It is intended to aid students to read professional literature intelligently, or to arouse interest in one or more of the various fields of research.

An especially interesting course in Spherical and Laboratory Astronomy was taught for the first time in the College in 1932.49 In it the student learns the mechanics of astronomical observations. The theory, construction, and uses of various instruments, precise plotting of charts of the stars, and methods of measurement are taken up as student experiments.

Applied Physics, specially planned in 1935 for students of speech, dramatics, psychology and music, emphasizes wave-motion, lighting, sound, and acoustics.50

Besides offering a major to those students interested in teaching, the department aims to prepare others for positions in industrial vocations and research laboratories.

MATHEMATICS

Major and minor sequences in mathematics may be followed by those students at Saint Mary-of-the-Woods College who wish to teach mathematics in the high school, or who need the knowledge of the subject for advanced work in sciences.


There was little change in the content of the courses until 1920 when Descriptive Geometry was introduced. 52 In 1923 the Teaching of Mathematics in Secondary Schools was added. 53 The Mathematics of Finance, 1926, College Geometry in 1938, 54 and Projective Geometry in 1934, 55 completed the courses that have been offered up to the present time.

Early in 1913, a Domestic Science Department, as it was then called, was introduced at Saint Mary-of-the-Woods College, with a view to interest students in homemaking. When Guérin Hall was opened in that year, it contained a Home Economics laboratory. The work was under the direction of a graduate instructor. Each succeeding year evidenced expansion in the scope of the work offered and improvement in equipment.

The Department of Home Economics, planned to meet the needs of various classes of students, has three options:

1. It offers a four-year course leading to the degree of Bachelor of Science in Home Economics, for those in particular who wish to teach this subject in secondary or other schools, or to engage in vocational work calling for this professional training.

2. It offers a minor for those who wish to do dietetics work or research in foods.

3. It offers detached courses, such as a year in foods and nutrition or a year in clothing to those who wish the knowledge as part of a liberal education.56

Required courses in English, modern languages, science, physiology, economics, ethics and sociology complete a well-balanced, practical, cultural, and scientific education for the students in this Department. They are trained to be

gracious hostesses and efficient home-makers; and they are prepared to enter, for pleasure or profit, other fields, such as teaching, decoration, costume designing, or research in foods or textiles.

Cooking and sewing are but a small part of the work. Though the students are taught to plan economically, prepare quickly, and serve well-balanced meals, they have other courses to supplement this one. A course in Dietetics, for example, gives the student the basis for normal diet and the foods to be prepared for special diet. Bacteriology, through the study of bacteria, yeasts, molds, and protozoa, teaches the care and preservation of food, and the cause and prevention of disease. Physiology teaches the functions of the various organs of the body and the chemical reactions which take place in metabolism. Child Care includes the artificial feeding of infants under normal and subnormal conditions, and the care and training of children; and Home Nursing gives the fundamental principles of nursing to qualify students for the home-care of the sick, and for emergency nursing.

In the Clothing and Textile Courses, they study fabrics, line, and color so as to select materials and patterns, and to construct garments suitable to their individual personality and to various occasions. They learn
also to select suitable ready-made garments and to choose accessories wisely. In Art and Design, the study of line, value, and color emphasizes the difference between the artistic and the commonplace, when one plans and selects costumes and house furnishings. The Home Architecture and Sanitation course points out the importance of selecting a sanitary and pleasant site for a home. The drawing of floor plans emphasizes the problems of room-management. Interior Decoration offers the study of period and modern furniture, household textiles, pictures, and wall, window, and floor treatments, as well as the suitable combination and arrangement of draperies, rugs, and wall coverings for the various rooms.

In 1938, several new courses were opened in the Home Economics Department; viz. the Buying of Textiles, History of Costume, and Economics of Clothing.57

Candidates for a teacher's license take the required courses in Education, in addition to those outlined in the regular course. Students electing the institutional courses required by the American Dietetic Association for admission to graduate training courses in hospitals, follow a special sequence outlined in the college bulletin.

The Home Economics Department utilizes a suite of

rooms at Guérin Hall and a large sewing room at Foley Hall. The Foods Department has individual equipment, electric hot plates, and ovens, and general accessories. Two large Kohler sinks with double drainboards are installed on the north and south sides of the laboratory.

The dining room is fitted for demonstration serving. Students take turns in planning, arranging, budgeting, and serving both formal and informal meals.

Because the sewing room at Guérin was too small for the number of students and for housing the new equipment added in 1939, a new room was fitted out for that purpose on the lower floor of Foley. It is well equipped with sewing machines, tables, mirrors, dressing rooms, and other necessaries for the department.

HEALTH AND PHYSICAL EDUCATION

The health of the students at Saint Mary-of-the-Woods is of great concern to the Sisters. The abundant and healthful food prepared under sanitary conditions, the frequent and necessary walks across the campus from one building to another, the regular habits in rising and retiring are but a few of the factors that conduce to maintain favorable health records among the students.

A resident trained nurse is at the service of the young women in the infirmary in Foley Hall. A physician
from Terre Haute attends those who need his services.

No one today needs to be convinced of the value of physical education in a school. Facts show that physical training and studies are not inconsistent with one another; on the contrary, the pursuit of athletics has often proved a stimulus to greater application and mastery of the academic studies. It is needless to enumerate the benefits to be derived; however, in general, they are: improved physical health, confidence, self-control, and sportsmanship.

Saint Mary-of-the-Woods College has always stressed the physical, as well as the intellectual and moral development of its students, and, for that reason, included in the curriculum gymnasium work and swimming.

In May, 1921, the first charter of Women's Life Saving Corps granted to any College or Institution in Indiana was conferred on Saint Mary-of-the-Woods College by the Central Division of the American Red Cross. Captain William Clyne, life saving and first aid expert, completed at the natatorium a thorough and successful examination. He was assisted by Miss May of the Y.W.C.A. of Terre Haute, Miss Galpin of Saint Mary-of-the-Woods and Miss Elsie Whitlock, a student who had previously passed the examination. The tests in life saving have been given annually since 1921.

58 *Files in Registrar's Office.*
In the Bulletin for 1926, first mention is made that Physical Education is a requirement each semester of the freshman and sophomore years, or during the first two years of residence, except when the student is excused by the physician. In that case, she pursues a study of hygiene, a general survey of the principles of the science of sanitation and their applications.

In 1933, there was added a course in Girl Scout Leadership, designed to train for leadership according to the requirements of the National Girl Scout Association.

In 1940, there is being introduced the examination for instructors in swimming. This will be administered by Red Cross examiners in April. Instruction in riding is given to students who wish to substitute riding for one of the freshman and sophomore sports.

The Department sponsors a year-round program of healthful activities. The fall sports consist of field hockey, tennis, volley ball, soccer and swimming. In the winter, the students devote time to corrective gymnastics, basketball, folk dancing, and swimming. The spring schedule consists of baseball, track, and interpretative dancing.

Interclass tournaments and meets are held throughout

60 Bulletin, 1933, p. 118.
the year. The class winning a majority of the contests receives a silver cup.

The May festival each year is the culmination of class work in dancing.

SOCIAL SCIENCES

RELIGION

In an ideal setting at Saint Mary-of-the-Woods, the Catholic students find opportunity to exercise their religion and to receive from the courses a well developed training. The study of religion in the college is not merely theoretical. The daily, voluntary attendance at early Mass in the student's chapel, the frequent reception of the Sacraments, and the moral goodness of the students' lives, all bear testimony to the practical value of Catholic education in a Catholic atmosphere.

Three study clubs, under the direction of the chaplains of the college, were formed at the request of the senior class to provide an opportunity for the consideration of present day problems. Here the young women discuss their difficulties and seek answers to the modern vexing questions of the day. Credit of one hour a semester is given in Religion courses.

For those students who do not practice the Catholic
Faith there is a guidance course in Fundamentals of Living which meets one hour a week.

The teaching of religion is not assigned to one head of the department and assistant professors; rather, it is given to the clergy and to the Sisters who have had years of experience in teaching.

PHILOSOPHY AND PSYCHOLOGY

Saint Mary-of-the-Woods College, like all other Catholic institutions, aims to set for its students a clear and definite goal, and as a means to attain that goal, gives them the knowledge and training that will enable them to cope with modern ethical and intellectual errors. The institution fulfills this aim in a special way in the Department of Philosophy, which has always been conducted by the reverend clergymen, members of the faculty.

The courses in philosophy are designed to furnish the student with a theory of life; and consequently, they are not mere units of information. Catholic philosophy is based on Aristotle's, synthesized by Saint Thomas Aquinas. An introductory course in logic is a fitting preparation for the higher studies. Metaphysics, which seeks to explain the universal order of things, is concerned with man and his relations to self, to God, and to the world. The Science of Being studies the nature of all created things.
The student learns her relation to God in a special course in Natural Theology. The study of Modern Philosophical Theories aims to guard the student against the false principles that underly most of those theories. Courses in General Ethics apply philosophical theories of modes of conduct to living.

COMMERCE AND FINANCE

Though the main interest of the college is the liberal arts center, there is opportunity given for the study of pre-professional courses in commerce. Classes in secretarial training were taught in 1918, but a department of Commerce was not organized until 1922, when a major in commerce was allowed.\(^{61}\)

Commerce and Finance is one of the few major curricula that allow a freshman to begin a special major at once, for she may choose one theory course together with her other studies in the Liberal Arts.

Besides the usual courses of Accounting, Business Law, and Business Management, the department offers The Financial Organization of Society, a course of a practical nature. It is designed to give the student general knowledge of the business and financial world, and special

\(^{61}\) Bulletin, 1922, p. 45.
knowledge of investments in stocks, bonds, real estate, mortgages, building and loan associations, life insurance, and savings banks. Such topics as analyzing securities for investment purposes, budgeting incomes, reading financial news, and planning financial programs receive special attention. Workable plans for building an estate through investment and life insurance constitute an important addition to the course. Practical experience is gained through the planning, by students, of individual programs for estate building. 

This curriculum also prepares teachers of commercial subjects in secondary schools; hence it includes a possibility for observation and practice teaching in Central Catholic High School in Terre Haute.

Instruction is given in shorthand and typewriting during Junior and Senior years, and a cumulative credit of four semester hours may be earned for the two years of work in these subjects. It is necessary, however, for the student to reach a standard speed and accuracy in both branches before credit is allowed.

As all students in this department study English, science, ethics, psychology, economics, history, and modern languages, those who elect Commerce and Finance have, in addition to a well-balanced cultural course leading to the B.A. degree, a knowledge of business and finance as

well as the technical skill necessary to qualify them for positions in the business world.

Efficiency gained in this department proves valuable; and the knowledge of current business methods will enable the students to understand modern trends in the many-sided business world.

EDUCATION

Facilities are offered at Saint Mary-of-the-Woods for the preparation of those students who wish to enter the teaching profession. The training in the Department of Education leads to the Indiana State Teacher's License, or to a license in the student's own State. Those who elect to become teachers are regular students in the College of Liberal Arts, but they have additional work in observation and practice teaching under the supervision of their own instructors and approved critic teachers.

The Department was opened in 1918 and accredited by the State Department that year. The courses in Education were designed to meet the requirements of the Indiana State Department of Education for the High School Teacher's Certificate. The Bulletin of that year states:

In addition to the courses in Education . . . , all
students receiving certificates will have completed the six hours of Logic required of Freshmen, and the six hours of Psychology required of Sophomores . . .63

A secondary school, the Academic Institute, had been conducted at Saint Mary-of-the-Woods from 1841. On March 7, 1922, The State Teacher's Training Board formally accredited it as a school for demonstration and supervised teaching.64

The eight courses listed in the Bulletin for 1918 were supplemented in 1920 by Class Management, and the Philosophy of Education.65

Until 1923, there was a steady increase, and in that year there were added several courses in methods in various subjects; viz., Latin, English, French, mathematics, history, and physics.66 In subsequent years, these were increased to include all the other high school subjects.

In 1927 and following years, the Bulletins listed the requirements in professional credits and in subject groups in keeping with the revised list issued by the State Department. 67

63 Bulletin, 1918, p. 46.
64 Letter from Mr. Oscar Williams, Supervisor of Teacher Training, Indianapolis, March 15, 1922.
The students majoring in Education received their opportunities for observation and practice teaching at the Academy of Saint Mary-of-the-Woods, formerly at Saint Joseph Academy, and lately at Central Catholic High School in Terre Haute.

Practice in administering intelligence tests was given in these schools and in the elementary school in Saint Mary's village.

The testimony of the graduates who are now teaching in the schools of many States shows that the work in this department measures well toward its ideal.

LIBRARY SCIENCE

The Department of Library Science, opened in 1932, offers a second minor sequence to those students who wish to qualify for the license as a part-time librarian in the high school. It is an active department, alive with new methods and opportunities. With the advantage of the extensive college library, and the practical work in the Children's Library, the student of Library Science can avail herself of every aid in the field.

The courses offered deal with the fundamentals of cataloguing, classification, problems in book selection, and their purchase, and a study of all the requirements of

* Closed Sept., 1938.
a good librarian in the organization, planning, maintenance, and equipment of a good library. The course in Methods of Teaching the Use of the Library is especially helpful to prospective teachers.\textsuperscript{68}

In 1936, there was introduced a course in the Administration of Children's Libraries. This is not only theoretical, but practical, too, in the opportunity it gives the student in appropriate book selection, arrangement of exhibits, story-telling, and administration of the children's library on the campus.\textsuperscript{69}

The library annex, recently added, consists of three large rooms where actual work in mending and book binding is done by the students of Library Science.

**HISTORY**

The study of history, as taught in the college, tends to enable students to think clearly, to understand the present world situation by an analysis of past events, and to develop an appreciation of the American democracy in which they live.

A knowledge of Ancient History is essential for an understanding of the contributions of the Oriental, Greek,

\textsuperscript{68} \textit{Bulletin}, 1932, p. 109.

\textsuperscript{69} \textit{Bulletin}, 1936, p. 97.
and Roman nations to world history. It is required of those students who major in the classical languages.

Courses in Church History were formerly listed in the College Bulletins under Religion, but since 1921, they have been listed under the History Department.

Of special significance are the courses in European History, from the earliest times to the present. It is not the knowledge of facts that is stressed in the work, but rather the social, economic, and cultural aspects of the past that have bearing on the present socio-economic rivalries of the European states today.

American History has always had a pre-eminent place in the curriculum. Because many State Departments of Education require the study of United States History and Government in high school, the college students are usually prepared for and interested in more detailed and extensive work in that subject.

A very popular course is Current World History, wherein the college students are made conversant with contemporary history and foreign relations. The International Relations Club, too, is a means for their enlightenment, as it gives them a chance to exchange their ideas on domestic and international conditions. The college maintains membership through this club with the Catholic Association for

70 Bulletin, 1921, p. 59.
International Peace.

ECONOMICS AND SOCIOLOGY

The Department of Sociology, formerly known as the Department of Economics and Sociology, has existed in the college since the very beginning. Like other branches, the department has grown from a small beginning when only five courses were offered to the present time when a minor is obtainable. To the usual courses of Principles of Sociology and Modern Social Problems, there were added in 1919 the Literature of Social Science and an especially interesting course, Practicum in Social Service, which was required for one year of candidates for recommendation in Social Service. The students in this course, under direction, carried on the practical social work of the college in the various sections of nearby villages. 71

A course, Socialism, formerly studied under Modern Economic Problems was introduced as a separate study in 1920; and Capital and Labor, formerly a part of the work in Modern Economic Problems, was likewise treated separately. This was a survey of the ethnic origins and composition of the American people, of the character and effects of immigration, and of the economic and social problems due to the amalgamation of races. In that year, too, was added the

There was an interesting course given, in 1931 and in subsequent years, on Labor Problems, and The Problems of Child Welfare; the latter stressed the community's share in the solution of those problems.

In 1936, the Catholic Education Association urged its member institutions to offer a course in Social Problems in the Light of Christian Principles, and issued a syllabus covering the matter of the course. It was not necessary for Saint Mary-of-the-Woods to formulate a new course. A footnote in the Bulletin calls attention to the fact that the matter of the courses, Labor Problems, Philosophy, and Social Philosophy, provided a complete treatment of the desired matter.

In 1937 there was introduced a study of Social Disorganization, a study of social groups, institutions, interpersonal relationships, and processes through which these are disrupted. The Family was also considered in its economic, cultural, legal, and spiritual aspects.

---

72 Bulletin, 1920, p. 79.

CHAPTER VII

STUDENT ACTIVITIES

Every school needs a well-balanced, extra-curricular program to supplement the course requirements. To satisfy this need Saint Mary-of-the-Woods College has always supplied musical concerts and recitals, lectures by eminent men and women, professional and amateur theatricals, and other attractions of similar nature. The extra-curricular activities at this college include programs that are religious, cultural, recreational, athletic and entertaining, --all of which offer the young women constructive and pleasant hours in activities beyond the scholastic requirements. From these sources, the college girl emerges equipped with knowledge in her chosen field, and likewise cultured in broader fields than the limited hours of the classroom would allow.

The work of the religious organizations of the college was formerly summarized at the meetings of the Students Spiritual Council, which was founded in 1928. It had for its general aim a survey of the work of the other spiritual organizations; viz., the Sodality, the Catholic Students Mission Crusade, the League of the Sacred Heart, the Voluntary Mass League. The sponsors, officers, and committee chairmen of these four activities comprised the
Advisory Board. The members were so chosen as to have four representatives from the Senior Class, four Juniors, two Sophomores, and two Freshmen. On the re-establishment of the Sodality as a general religious society, these functions were referred to the separate organizations.

The oldest spiritual organization of the campus, the Sodality, is a continuation of that founded by Mother Theodore in 1854, and affiliated with the Prima Primaria in Rome in 1879. It has for its object devotion to the Blessed Virgin Mary and personal sanctification. Even during Mother Theodore's time, there was formed an inner circle of Sodalists whose aim it was to imitate the virtues of the Immaculate Virgin even more closely, and to spread devotion to her more widely. They adopted the name of Children of Mary. Students eligible to membership must be in the college at least one year, and must be characterized by a sense of honor, justice, and charity. They are voted into the organization by the ballots of the other students. In honor of the thirst of Christ in His Sacred Passion, they take a pledge of voluntary abstinence from intoxicating liquors for five years.

1 Les Bois, 1933, p. 60.

2 The Aurora, February, 1912, p. 37.
The College Unit of the Catholic Students Mission Crusade was organized in the college in 1919 as a part of the National Organization. Its activities are spiritual, educational, material, and financial. It aims to carry out the threefold objective of the national organization; viz., to study the missions, to sacrifice for them, and to pray for the missions and their needs.3

In 1929, a group of students banded together to form the Voluntary Mass League, and pledged themselves to devote some time to calling their fellow-students for Mass in the college chapel. Two members in each corridor offered their services to awaken those who wished to be called. As a result, the attendance at early chapel, which is optional, increased greatly.4

The League of the Sacred Heart was established at Saint Mary-of-the-Woods prior to 1866 for the purpose of uniting the students in a union of prayer for one another, and for all the members of this international society.5

3 Les Bois, 1931, p. 34.

4 Les Bois, 1929, p. 121.

5 Letter of Sister Mary Joseph Le Fer.
PUBLICATIONS

Of the publications on the campus, the AURORA is the oldest. In its first issues, it appeared in manuscript form and in flowing Spencerian handwriting. The contributions were the work of the students. At the Golden Jubilee of 1891 the magazine was printed for the first time. For a while it appeared as a monthly, and then as a bi-monthly. From 1893 to 1940 it was printed in the press establishment at Saint Mary-of-the-Woods; and in 1927, the entire management of the magazine, the rights of editorship, etc., were transferred to the students of journalism. Today the AURORA, published quarterly, contains critical and creative writing and poetry. In 1928, it was entered for the critical survey conducted by the School Press Association, University of Minnesota, and won first place, or excellent rating. It was acclaimed as a magazine of exceptionally high literary type. At the same time, the publication received a cup tenable for the year of honor. For ten consecutive years, since 1928, it has annually received the All-American Honors or Superior Rating.

The AURORA has also been affiliated with the Catholic

6 Les Bois, 1931, p. 121.
School Press Association, Marquette University, since 1931, and has been awarded the All-Catholic Honors, or Superior Rating for eight years.  

LES BOIS is the college annual, first issued in 1916. It is affiliated with the National Scholastic Press Association. Since 1928 it has received First Honors. Once it received All-American rating, and twice the All-Catholic Honors. The staff for the annual has been selected from the Senior class, though there is no rule concerning elections.

The first number of FAGOTS, the school paper, appeared May 21, 1918, and since that time has done creditable work in issuing monthly news and views of the campus. It is the work of the students in the Journalism Department. Through this paper the students have learned not only creative writing, but also the art of make-up and the technique of correct newspaper writing. Since 1931, FAGOTS has received recognition from the Catholic Press Association, All-Honors Rating, for eight years. Last year it merited the highest rating. From the Scholastic Press Association it received first honors rating or excellent. Once it received the All-
SCHOLASTIC ORGANIZATIONS

The number and kinds of scholastic organizations on the campus are many and varied. For the most part they combine social objectives with the academic, and they are incentives for developing wider interests in given fields.

HONOR SOCIETIES

There exist at Saint Mary-of-the-Woods two honor societies, an undergraduate chapter of the Kappa Gamma Pi, and the Sigma Tau Delta. The former was established in the college in 1926. The National Society originated at a meeting of the Deans of Catholic Women's Colleges of the Catholic Educational Association at Louisville, Kentucky, in June, 1926. The purpose of the organization is to set a high standard of character, scholarship, service, and leadership by emphasizing the value of scholarly endeavor, and by making active and concerted effort for the maintenance of Catholic educational ideals. ¹¹

It is a society in which the young women graduates may carry out into daily life the ideals for which they

¹⁰ Personal Interview with Sister Angela Marie, July 22, 1939.

¹¹ The Aurora, December, 1930, p. 58.
had striven during their college days. This leadership is to be manifested in letters, art, social welfare, and every sphere of activity open to the Catholic graduate.

The undergraduate chapter differs from the National Kappa Gamma Pi in this: the members of the local chapter are possible candidates for membership in the National Society after graduation. Their admission in the latter is largely determined by the awarding of commencement honors. Before a student receives membership in the local chapter, she must have attained an average of eighty-five per cent in her freshman and sophomore, and ninety per cent in the first semester of her junior year. Character, leadership, and service are the other requirements. These are determined by the faculty who examine the number of points presented by the prospective candidate. A committee of the faculty drew up a point system based on activities, class honors, and responsible positions. It was later adopted by the entire faculty.12

Prior to 1931 ten leadership points was the minimum requirement, but in 1931, a new ruling established fifteen points as the standard.

Charter members in this organization were Natalie Gunlock, Dorothy Kundtz, Marion O'Donnell, Isabel Storch, Marcella Suelzer, and Kathryn Hanrahan.13

The Catholic Education Association is sponsoring a new honor society (1939-40) in which Saint Mary-of-the-Woods will also have membership.14

---

12 Ibid., p. 59.
13 Les Bois, 1933, p. 111.
14 Personal Interview with Sister Eugenia, Dean, December 20, 1939.
In 1927, the college obtained membership and rights for a charter in the SIGMA TAU DELTA, the national Professional English Fraternity. On October 22 of that year, the Eta Beta Chapter was formally established by Dr. Guy L. Diffenbaugh, the first sponsor of the fraternity in the college.

The purpose of this organization is to promote mastery of written expression, to encourage worthwhile reading, and to foster a spirit of fellowship among those majoring in the study of English and literature.

Membership is open to those majoring in English, or even in another field if they show proficiency in English courses. The charter members of the Eta Beta Chapter were: Misses Sylvia Lounsberry, Dorothy Myers, Dorothy Lynch, Catherine Connor, Hattie Wise, Ellen Hamilton, Opal Carlin, Charlotte Dittmar, and Katherine Smith. Members have edited *Les Bois, Fagots, Aurora*, and have often contributed to *The Rectangle*, the official publication of SIGMA TAU DELTA.

Each year the Chapter offers the SIGMA TAU DELTA Medal to the freshman submitting the best piece of creative prose in a contest that is sponsored by the organization. The members of the English faculty select the best papers; then the chapter judges them and decides
THE CAMERATA is the oldest of the societies in the college. Established in 1895 in the Academy, it continues to exert a cultural influence today. It takes its name from that band of Italian enthusiasts who in the sixteenth century strove to revive Greek drama, and were banded together by Count Bardi under the title "Camerata." The efforts of the members, all students of music, are centered in the theoretical and practical phases of music. The club arranges for its members to attend concerts in the nearby cities, and it has the opportunity of hearing artists of repute who come to Saint Mary-of-the-Woods.  

---

16 College Files
THE PEGASUS CLUB, originated in 1926, takes its name from Pegasus, the winged horse of the Muses. The members adopted the name for the Poetry Club "that they might more quickly ride to the heights of Mount Parnassus." Membership is open to all classes, and depends upon the acceptance by the members of creative verse submitted by the aspirants for admission. At the meetings original poetry is read and criticized; the best pieces are often submitted to the college publications. In 1934 the club was affiliated with the Catholic Poetry Society of America. In 1927 it issued Sunlight and Shadow, Saint Mary-of-the-Woods first anthology of verse.

THE PRESS CLUB, also called the DE SALES CLUB, was established in 1929, and has as its members the staffs of the higher classes in journalism, and certain freshmen minoring in that subject. It concerns itself with the study of news writing, feature articles, make-up, and other phases of journalism. It is, in part, the outcome of the need for a school publicity. Members also prepare campus news for publication in the newspapers in Chicago, Indianapolis, and Terre Haute.

19 Les Bois, 1934, p. 58.
20 Les Bois, 1931, p. 117.
The PENATES was formerly known as the Home Economics Club in 1927. In 1930 it changed its title to the PENATES, the Greek mythological name for the household gods. It has for its purpose to study and practice domestic arts, and to learn budgeting. The club has membership in the State Home Economics Association.21

THE ARGONAUTS, in 1931, took Jason and his quest as the symbol of their quest for business knowledge. The purpose of the society is to unify the commerce and finance majors for the sake of studying present day business problems, to incite interest in personal finances, and to study current economic problems. Membership is restricted to seniors and juniors majoring in commerce.22

THE HISTORY CLUB, formed in 1931, endeavors to link up the significance of past events with their bearing on the present and future. Membership is open to majors and minors in history and sociology. Closely related to this society is the INTERNATIONAL RELATIONS CLUB, open to all students. It serves as a stimulation to interest in current affairs, both national and international.23

THE LIBRARY SCIENCE CLUB, established in February,

22 Ibid., p. 106.
23 Les Bois, 1932, p. 78.
1933, promotes projects for the improvement of the college library. A very special feature of this society is the Children's Library which is managed by the students of library science for the village children. Besides guiding the little ones in their reading, the members of the club plan story hours and holiday parties.24

Among the oldest organizations on the campus may be found THE PLAYERS CLUB. Membership is open to all students who have earned at least three points in the speech department, and two points in any of the departmental clubs in the college.25

THE GLEE CLUB, too, has had its place in the college from the very beginning. It aims to foster a love of good music in the students through the presentation of the productions of worthy composers. In the last decade, an interest in liturgical music has been aroused through the rendering of the Gregorian Chant and student participation in the singing of the High Mass in the Convent Chapel.26

In the Foreign Language Department, there are various clubs that give the students broad interests and opportunity for practice in the use of the language. LE SALON BLEU, in

the French Department, was formerly known as LE CERCLE DE LA MOTTE, but the name was changed in 1928 to its present form in honor of the famed salon of Madame de Rambouillet. According to its constitution, membership is limited to advanced students of the French language. It aims to foster an interest in the language and customs of the people, and a knowledge of French literature. Discussions are held in French.27

LA ISABEL, in the Spanish Department, was established in 1918. It was named for Queen Isabella of Spain. It aims to give the members a realization of the beauty of the language, and an appreciation of the culture and the literature of the Spanish people. Membership is open to Spanish majors and minors. Here, too, the students hold their discussions in the Spanish tongue. Each year they presented Spanish plays until 1936, when the Speech Department began to sponsor all plays.28

Founded in 1916 was DER BLAUBLUMCHEN KREIS, or German Club. It lapsed for a time following the World War, but was revived in 1928. It is appropriately named "The Circle of the Little Blue Flower," for the Blue Flower in German literature represents the search for the beautiful and for

27 Les Bois, 1931, p. 113.
28 Ibid., 1931, p. 112.
literature. The society aims to arouse interest in the German language, literature, and fine arts, which are discussed at the meetings, together with music, songs, games, and readings. The German language is used at the meetings.29

THE CLASSICISTS were founded in 1919 for the furtherance of interest in Greek and Latin. Membership is open to those who are advanced in these studies. At the meetings the students discuss and read the classics, and they compare ancient opinions and practices with the modern. Latin puzzles, plays, and games provide entertainment for the social hour.30

THE EXPONENTS is the name given to the Mathematics Club, which formerly functioned under the auspices of the Science Club. It was founded in 1921 with the purpose of encouraging students in the investigation and discussion of problems, and in the study of the history of mathematics. The members also follow the work of the American Mathematical Society through periodical literature. In 1923 the name was changed to THE SOCIETY OF NUMBERS. It was reorganized in 1930.31

In the Science Department, clubs have been organized

---

29 Ibid., p. 110.
30 Ibid., p. 108.
31 Les Bois, 1930, p. 91.
also. Chief among them are the MENDELIAN CLUB, organized as a separate society in 1934, and the CURIE CLUB, of 1923. The purpose of the latter is to foster social and scholastic interest in chemistry. At the monthly meetings students discuss scientific topics.32

The Art Department has sponsored a club under different names for many years. In 1931 it was known as the PARNASSUS CLUB, and again as THE SKETCH CLUB, in 1932. In 1939, the members altered the purpose somewhat. Those already interested in art endeavored to attract more students to a particular phase of it,—that of constructing and costuming puppets. The result was the more frequent presentation of puppet shows. The club is affiliated with the American Federation of Arts since 1936.33

From time to time other clubs and societies have arisen on the campus as the demands of the time suggested, or as the hobbies of the students urged them. Thus there have been at times a Walking Club, a Camera Club, a Debaters Club, and others, all of which contributed much to student life and pleasure at Saint Mary-of-the-Woods.

32 Les Bois, 1936, p. 77.
33 Les Bois, 1936, p. 73.
ATHLETICS

The Athletic Association is an active and responsible organization. It has been in existence since the foundation of the college, and has proved a valuable adjunct in developing and strengthening qualities of leadership, fair play, school and class loyalty. Those students are members who have earned one hundred points by active participation in the many sports sponsored by the society. The greatest appeal to students has always come from riding, basketball, swimming, tennis, and track. Officers handle the point and award system. From their records they determine those who merit emblems and sweaters. Because the outdoor facilities for recreation and sports are so ideal and so numerous, every student may pursue her athletic interest as fully as she cares. Three sets of tennis courts, a forty-acre golf course, the wooded roads and bridle paths, the swimming pool, and other settings invite the student to participation in one or more activities.34

WORLD WAR WORK IN THE COLLEGE

When the United States entered the World War in 1917, the students at Saint Mary-of-the-Woods proved their loyalty in various ways. Under the direction of Dr. A. F. Knoefel and Miss N. M. Birch, R.N., they formed a Red Cross Unit, wherein four distinct courses were offered; viz., First Aid, Dietetic Nursing, Hygiene, and Surgical Dressings. Lieutenant Albert Mitchell, M.D., the United States Government Representative, examined the classes at the close of the work, and congratulated the students on the excellence of their work. The girls had financed their own course.35

In September, 1917, they resumed the work, with knitting as the chief objective. They sent to the Red Cross Headquarters 110 pairs of socks, 200 sweaters, 118 other articles,—wristlets, helmets, scarfs, and kneelets; and besides, they sent to individual soldiers 193 pieces.

In 1918 a class in Surgical Dressings was opened with Mrs. R. A. Hooton, Instructor, assisted by Miss Bessie Conlin.36 The Thrift Stamp Drive was opened in March, 1918.

On March 24, the Saint Mary-of-the-Woods violin and

36 Ibid., p. 28.
harp ensemble, consisting of nine violinists and five harpists, went to Terre Haute to contribute music for a Third Liberty Loan patriotic meeting at the Indiana State Normal School. Students also participated in the Third Liberty Loan parade in Terre Haute on April 5. Again on May 27, the harp and violin ensemble, now known as "The Liberty Orchestra," provided the musical numbers for a patriotic meeting of the Vigo County War Fund Association. 37

Miss Constance L. Ball, Executive-Secretary of the Women Students' Campaign in Indiana, inaugurated the United States War Work Campaign in an assembly on November 2, 1918. The students set a minimum of a thousand dollars as the goal and raised money in various ways. They sent two checks, $1808 and $192, to the Student Division of the U.W.W. Campaign for the State of Indiana. 38 Some of the statements made by the girls illustrate their heroic courage and dauntless energy:

Have given up Thanksgiving box; all correspondence except to parents, and the afternoon lunch, so dear to college girls.

Have given up money that would be used on a trip to friends during Christmas holidays. A pair of satin

37 Ibid., p. 34.

38 Letter from the Dean to Vigo National War Fund Association, Terre Haute, Indiana, November 29, 1918.
shoes without which I can exist.

Have given up a birthday gift of $5.00, a Christmas gift of $10.00, candy for a month, and eating between meals.

Gave up a new hat I had been counting on,—it was bonnet-shaped and perfectly beautiful. Mother wrote me that she was going to get it for me, but I told her that I would let it go to France; so she sent me the money.

Sacrificed a course in horseback riding, new sets of collars and cuffs, some extra furnishings for my room, candy until Christmas.

$20.00, part cost of a new dress.

First, a pair of shoes from home were returned with the request that Dad send me the money instead; second, the cost of my Christmas gift was advanced; third, my spending allowance for November and December.

My Christmas furs, their color, texture, their style, and all the little details that have occupied my mind for months have all been given up.

My birthday gift and the price of several Christmas presents I would have liked to give.

A birthday check that was to purchase a new dress. To inquirers about my antique gown, I shall answer, "My new dress is in France."

My promised Christmas gift, a set of furs, and visits to the Supply Room.

Spending money for November and December, and my Christmas present from Mother and Dad. I fulfilled my $50.00 pledge by a month's pocket money, knitting socks.

(A) Did not patronize the Supply Room; (B) sent home for some discarded shoes instead of buying new ones; (C) refrained from buying a too-elaborate-for-war-time gift and sent a little remembrance instead; (D) wrote fewer letters, consequently received fewer.
Sacrificed a new evening dress for the Christmas holidays, and my daily ration of candy, chocolates, and cookies. Decided not to get a cretonne bedspread; gave up my usual visits to supply room; gave services in College Beauty Parlor in Manicuring.39

Of the many calls for help, those of the French orphans were most appealing. Besides the work done by individuals, Class 1918 sent their class gift, $360.00, to the Orphanage at Ruillé-sur-Loir. Other war benefits of that year were four photoplays, seven dramatic performances, the Juniors' St. Patrick's Day Bazaar, and the Knights of Columbus Field Fête.40

The college curriculum offered three courses in Food Conservation outlined by the United States Food Administration. This was in compliance with an urgent request of the Government that college women should acquire the fundamental facts regarding the food situation, learn the nutritive values of the various foods, and thus help others to make the best possible use of all available foodstuffs.41

The War Service activities prevented the usual organized athletic games, and the annual and semi-annual tournaments in tennis, golf, swimming, and bowling.42

39 Files in Registrar's Office.
42 Ibid., p. 62.
Les Bois, the College Annual for 1919, was a War Number. In place of the usual leather binding, the cover was in khaki. The book was dedicated to President Wilson with his special permission.43

Even after Armistice Day, the spirit of service prevailed. Students made interesting scrap books to be sent to the Camp Hospitals, and thus contributed to the welfare of the patients. When the rector of the Catholic University at Washington, D. C., appealed for cooperation in the Lille Orphans' Fund, Beatrice Hughes, '21, Chairman, and Marian Quinby, Secretary-Treasurer, sent checks from the students amounting to two hundred dollars for the relief of the suffering children.44

43 Les Bois, 1919, p. 5.
44 Fagots, January 5, 1920.
CHAPTER VIII

ENDOWMENT

It is generally conceded that most educational institutions show no financial gains. Private schools are no exception. They are supported by tuition receipts, and, in the case of Catholic institutions, by the ready sacrifice of the religious who maintain them. For eighty-three years the Community of Sisters at Saint Mary-of-the-Woods operated the institution without any outside help, save for the tuition receipts from its patrons. Every building was erected through the toil and sacrifice of the Sisters. True, there was a Building Fund begun in 1912 for the erection of the Conservatory of Music, to which friends and devoted alumnae contributed loyally, but contributions never kept pace with the needs of the institution. It was the endowment of consecrated lives that gave, at Saint Mary-of-the-Woods, the truly Christian education for which the school was instituted. It was the spirit of service and sacrifice that dominated the lives of those pioneer women who came from France and inaugurated the work. It is the same spirit of service and sacrifice that has induced countless others from homes of comfort and from lucrative careers to consecrate their lives to the work of education, and to continue at Saint Mary-of-the-Woods the higher education of women.
Today the institution stands as one of the foremost women's colleges of the country. It has progressed and expanded as the needs of the day demanded. The development of the system of education here, together with the signs of material progress as evidenced in the beautiful buildings and campus, are convincing testimonials to the living endowment of the Sisters.

For ten years prior to 1923, the Community had been considering the need of an Endowment Fund to enable it to meet the expenses entailed by the numerous requirements of higher education. The college was accredited by the State Department of Education and by Indiana University, and held membership in the North Central Association of Colleges and Secondary Schools. The State Board of Education in Indiana had pointed out the advisability of an endowment fund in its recommendations.¹ At its regular meeting in March, 1923, the North Central Association legislated for an endowment fund.² This requirement occasioned the opening of a campaign for financial aid at Saint Mary-of-the-Woods College. The ruling of the latter agency was as follows:

¹ Minutes of the Meeting of the Directing Committee of the Saint Mary-of-the-Woods Endowment Fund.
The college, if a corporate institution, shall have a minimum income of $50,000 for its educational program, one-half of which shall be from sources other than payments by students, and an additional annual income of $5,000, one-half of which shall be from sources other than payments by students, for each one hundred students above 200. Such an institution, if not-tax-supported, shall possess a productive endowment effective for the first accrediting in 1924 and 1925 of $400,000 and in 1926 of $500,000, and for all accredited institutions of this class in 1927 of $500,000, and an additional endowment of $50,000, for each additional one hundred students above two hundred.3

The purpose of this legislation was to provide revenue for ample salaries and extended library facilities and scientific apparatus for research work. Up to 1923, Saint Mary-of-the-Woods had met all fourteen requirements of the North Central Association, but was lacking this fifteenth. All the development work had been done, the cost of grounds, buildings and equipment had been defrayed by the Sisters. A competent staff had been provided by the Community from its membership, and this staff was increased by lay professors, the salaries of whom were paid by the Community. In short, all expenses in connection with the development, expansion, and maintenance of the institution were cared for by the Sisters.

In the emergency for an endowment the administrators turned to the Alumnae Association in an effort to maintain the accreditment of the college. At the regular

3 Ibid., p. 62.
biennial meeting of the Alumnae in October, 1923, the question was raised. With their usual spirit of loyal service, the members responded enthusiastically, and opened a campaign for a million dollar fund. At that same meeting nearly $30,000 was pledged. The matter of employing a professional agency for the campaign was considered; it was decided, however, to entrust it to the Alumnae Association, with the required staff chosen from the body of the Alumnae, and an Advisory Committee. In January, an organization meeting was held in the Alumnae Room, where a National Executive Committee was appointed, with the following members:

Mrs. Maude Helm Rockwell, Chairman, Brookline, Mass.
Miss Gertrude Reiss, Vice-Chairman, Sheboygan, Wis.
Sister Francis Raphael, Executive Secretary, Saint Mary-of-the-Woods, Ind.
Mrs. Frances Wilhoit Hampton, Los Angeles, Cal.
Mrs. Georgia Bearss Crume, Peru, Ind.
Mrs. Elizabeth Swan Ellis, Denver, Colo.
Miss Florence Murphy, Chicago, Ill.
Miss Kathryn Derivaux, Newark, N.J.

This committee studied methods of other endowment agencies. It was not long before the drive was launched in the various cities, with members of a Directing Committee located in Chicago, Indianapolis, Terre Haute, and Kokomo. With Mr. W.J. Donahue as chairman, this committee

4 Minutes of the Meeting of the Directing Committee of the Saint Mary-of-the-Woods Endowment Fund.
announced in September, 1926, the necessity of further or-
organization and concentration of the Campaign to meet the
requirements by January 1, 1927.\(^5\)

A Board of Trustees was appointed to care for the
funds and their safe investment.

The said Board of Trustees shall hold, invest, and
administer all Endowment Funds donated, given or ob-
tained as Endowment Funds for Saint Mary-of-the-Woods
College, for its sole and exclusive use, and in ac-
cordance with the terms upon which said Endowment
shall have been given. Said Endowment Funds shall
at all times be invested in first class interest-
bearing securities, the principal whereof shall be
kept intact and the income only shall be applied for
the purpose for which said Endowments were created.\(^6\)

The Board consists of eight members chosen as repre-
sentative laymen of the United States at large, three
members of the Alumnae Association, and three members of
the Sisters of Providence. It has absolute control of
the fund, which remains intact, and is invested and re-in
vested from time to time as business acumen sees fit. The
income is never used in grounds, buildings, or in the main-
tenance of buildings.

The uses to which the revenue from the Endowment
Fund has been applied are for salaries of lay teachers,

\(^5\) Ibid.

\(^6\) Minutes of the Meeting of the Directing Committee
for equipment, for the development of research, and for the carrying on of the traditional work and training of college women.

Though the original goal of the million dollar fund, as set by the Alumnae Association in 1923, was not reached, yet sufficient funds were obtained to satisfy the requirements of the accrediting agency for the present.

In 1928 there was considered a modification of the financial standards of the North Central Association as applied to Catholic institutions. The Committee on Revision of Standards considered the acceptance of the contributed services of members of the faculty who belong to religious orders in lieu of the endowment requirement. The report of a special commission to study the question was adopted in 1930. It was voted

(1) That the Commission adopt the practice of the Association of American Universities, "Services of Members of the faculty contributed through permanent organizations for the support of educational programs may be capitalized in satisfaction of the requirement for endowment" upon the basis proposed by this committee last year. In making this calculation, however, the net cost of non-contributed faculty service shall be deducted from the net value of the contributed services, and the balance only shall be capitalized toward the satisfaction of the endowment requirement. It is further to be understood that if there is a debt, there must be sufficient endowment to offset it, in addition to the above requirement.

So far as income is concerned, the difference between the net value of contributed services and the
net cost of non-contributed faculty services, supplemented by student fees and other acceptable income must be equal to the requirements of Standard 12.7

For the past six or eight years the North Central has conducted yearly investigations on various parts of the educational program in order to make a study of the intangible factors of education. It has not stressed the material standards as heavily as before, and the value of an endowment has never been questioned.

7 The North Central Association Quarterly, June, 1933, pp. 70-1.
CHAPTER IX

SCHOLARSHIPS AND AWARDS

To encourage worthy students and to contribute to the education of many young women who would otherwise be deprived of the advantages of a college education, six full scholarships and many partial scholarships have been offered. They are awarded in accordance with the wishes of the donors to young women of superior ability, intellectual achievement in high school, and moral goodness.

The Mother Theodore Guérin Scholarship was established in 1922 by the Sisters of Providence in loving memory of their Foundress. The following students were the recipients of this award:

Susan Martin Indianapolis, Indiana 1922-24
Helen Hanson Chicago, Illinois 1924-28
Marcella Suelzer Fort Wayne, Indiana 1926-30
Jeannette Kwasny Chicago, Illinois 1931-35
Dorothy Callahan Fort Wayne, Indiana 1935-39
Martha Jane Sexton Placentia, California 1939-

The Sisters likewise established a Mother Mary Cleophas Scholarship in 1926 in recognition of her who for thirty-six years governed the Community as Superior General, and held the office of President of the College from 1909 until 1926. Both scholarships are open to students of

1 College Files
all high schools conducted by the Sisters of Providence, and are awarded by competitive examination. To the present, 1940, there have been four scholarships, conferred upon the following:

- **Marguerite Rapp** Oak Park, Illinois 1924-28
- **Dorothy Rohol** Wilmette, Illinois 1930-34
- **Eleanor Dick** Chicago, Illinois 1934-38
- **Jean Gottschalk** Oak Park, Illinois 1938-

The Craigie Gunn Mitchell Scholarship was founded in 1922 by Mrs. Tryphena Mitchell of the Academy, Class 1896, as a tribute to her mother, Mrs. Craigie Gunn Mitchell, Class 1872. It is awarded by competitive examination to students from Lawrence County, Indiana. In case no one from that county applies for this scholarship, the faculty is permitted to choose the recipient.

Up to date, the recipients were:

- **Margaret Williams** Indianapolis, Indiana 1920-22
- **Craigie Gunn** Bedford, Indiana 1923-27
- **Martha Slaman** Lakewood, Ohio 1927-28
- **Catherine Schershel** Bedford, Indiana 1929-32
- **Ruth Schershel** Bedford, Indiana 1932-36
- **Marguerite Pratt** Washington, D.C. 1936-403

In 1923, the Alumnae Association founded a full scholarship to be awarded annually, but tenable for four years. It is to be conferred on a daughter or a granddaughter of an

---


Mary Kervin, in memory of her parents, Mr. and Mrs. Thomas Kervin, in 1935.

According to the conditions of the benefactor, the first choice is to be given to a graduate of St. Elizabeth High School, Alleghany, New York, and it is subject always to the consent of the faculty of Saint Mary-of-the-Woods College. In case there is no approved

4 Ibid.

5 Ibid.
applicant from that high school, the faculty will name the recipient.

The scholarship was conferred for the past four years on Catherine Kervin, Olean, New York.6

After the World War, there was an agreement with the American Council of Education, through the Committee on Franco-American Exchange of Scholarships and Fellowships, for an exchange of students. Ten French girls benefited between the years 1919 and 1924, and of these eight were graduated with the degree of Bachelor of Arts. Since that time, students have come from Germany, China, and Puerto Rico. They were the following:

<table>
<thead>
<tr>
<th>Applicant</th>
<th>City, Country</th>
<th>Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marie Antoinette Bost</td>
<td>Marseille, France</td>
<td>1919-20</td>
</tr>
<tr>
<td>Odette Fourgeaud</td>
<td>Gironde, France</td>
<td>1919-20</td>
</tr>
<tr>
<td>Marie Reine Garnier</td>
<td>Bourges, Cher, France</td>
<td>1919-20</td>
</tr>
<tr>
<td>Suzanne Moinard</td>
<td>La Rochelle, France</td>
<td>1919-20</td>
</tr>
<tr>
<td>Jeanne Palisse</td>
<td>Chalet Pentecole, Poinechat, France</td>
<td>1919-20</td>
</tr>
<tr>
<td>Helene Pomes</td>
<td>Paris, France</td>
<td>1919-20</td>
</tr>
<tr>
<td>Madeline Chambellan</td>
<td>Montmorency Seine-et-Oise, France</td>
<td>1920-21</td>
</tr>
<tr>
<td>Marie Louise Trempon</td>
<td>Paris, France</td>
<td>1921-22</td>
</tr>
<tr>
<td>Marie Louise Carro</td>
<td>Paris, France</td>
<td>1922-23</td>
</tr>
<tr>
<td>Raymonde Suzanne Deschatre</td>
<td>Paris, France</td>
<td>1923-24</td>
</tr>
<tr>
<td>Lieselotte Roelen</td>
<td>Duren, Germany</td>
<td>1930-31</td>
</tr>
<tr>
<td>Kathe Ebben</td>
<td>Nurnen-Gladbach, Neuerk, Germany</td>
<td>1931-33</td>
</tr>
<tr>
<td>Martha Roelen</td>
<td>Duren, Germany</td>
<td>1932-33</td>
</tr>
<tr>
<td>Maria Theresa Almonte</td>
<td>Ponce, Puerto Rico</td>
<td>1932-36</td>
</tr>
<tr>
<td>Annemarie Weber</td>
<td>Cologne, Germany</td>
<td>1934-36</td>
</tr>
<tr>
<td>Madeline Chang</td>
<td>Kiang-per-An, Ning-Po, China</td>
<td>1935-39</td>
</tr>
</tbody>
</table>

6 Ibid.
Besides the full scholarships there have been, since 1929, twenty-five partial scholarships granted, Honor Tuition scholarships, since 1930, and assistantships. These were established to aid worthy students.

The Honor Tuition Scholarships are awarded to a limited number of students who have maintained an average A record during their four years of high school, and who have been recommended by their teachers. Seventy-nine students have been benefited in the last nine years, as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1931</td>
<td>4</td>
</tr>
<tr>
<td>1932</td>
<td>5</td>
</tr>
<tr>
<td>1933</td>
<td>6</td>
</tr>
<tr>
<td>1934</td>
<td>6</td>
</tr>
<tr>
<td>1935</td>
<td>5</td>
</tr>
<tr>
<td>1936</td>
<td>8</td>
</tr>
<tr>
<td>1937</td>
<td>17</td>
</tr>
<tr>
<td>1938</td>
<td>14</td>
</tr>
<tr>
<td>1939</td>
<td>14</td>
</tr>
</tbody>
</table>

Student Assistantships, established in 1930, are offered to students of superior ability who are willing to contribute from ten to twelve hours of work a week in the way of library service, clerical work, or laboratory assistance. In return,

7 Ibid.
the faculty credits $250 on their tuition. To date there have been four hundred and twenty-four students who have profited by this benefaction distributed through the years as follows:

<table>
<thead>
<tr>
<th>Scholastic Year</th>
<th>Number of Assistantships</th>
</tr>
</thead>
<tbody>
<tr>
<td>1930-31</td>
<td>3</td>
</tr>
<tr>
<td>1931-32</td>
<td>18</td>
</tr>
<tr>
<td>1932-33</td>
<td>18</td>
</tr>
<tr>
<td>1933-34</td>
<td>35</td>
</tr>
<tr>
<td>1934-35</td>
<td>45</td>
</tr>
<tr>
<td>1935-36</td>
<td>56</td>
</tr>
<tr>
<td>1936-37</td>
<td>60</td>
</tr>
<tr>
<td>1937-38</td>
<td>69</td>
</tr>
<tr>
<td>1938-39</td>
<td>59</td>
</tr>
<tr>
<td>1939-40</td>
<td>61</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>424</strong></td>
</tr>
</tbody>
</table>

A full Music Scholarship has been offered annually. The recipients were talented in music, and passed the annual competitive examination. Each scholarship is valued at $250 and is awarded annually, but is tenable for four years. Since 1929 there have been twenty-six full scholarships in this department. 8

Other awards have been conferred on worthy students at the annual Commencement Exercises. Maude Helm Rockwell, Class 1878, has granted a Medal for Superior Scholarship to the student graduating with highest honors in the college of arts and sciences. The following students have received the

8 Ibid.
Mrs. Craigie Gunn Mitchell, a member of Class 1872, has given annually the Craigie Gunn Mitchell Medal for poetry to the student who composes the most meritorious Commencement Ode. Four members of the faculty of the English Department act as judges. The successful candidates for this honor were:

1927 Marie Dolan
1928 Sylvia Lounsberry
1929 Mary Bernadette Ronan

9 Ibid.
On Commencement Day, 1923, there was inaugurated the awarding of the Bishop Glass Cup for Christian Doctrine to the class that won in a competitive examination in religion. A prize of twenty-five dollars was given to the student or students who ranked highest in that examination. The cup of exquisite Tiffany workmanship is engraved with the following inscription: "Given to Saint Mary-of-the-Woods College by her first girls from Salt Lake City: Margaret O'Brien, Helen Kearns McCarthy, Mary Hagenberth, Mary Genevieve Lynch, Mary O'Brien, and Graham Bell." The awards were given for five successive years, until the death of Bishop Glass in 1927. The Freshmen won the cup in 1923, 1924, 1926, and 1927, the Juniors having taken the honor in 1925. The individuals who were successful in the examination were the following:

1923  Mary Catherine Doyle  
1924  Mary Constance Monahan  
1925  Virginia Reiss  
1926  Margaret Dyer

10 Ibid.
In 1927 five girls merited 100%, and the prize was divided among them. The victors were Natalie Gunlock, Marion O'Donnell, Ellen Boord, Jeanette Riley, and Marcella Suelzer.\textsuperscript{11}

On the death of Bishop Glass, the grant lapsed.

\textsuperscript{11} Ibid.
The Alumnae Association is an organization of the graduates and of former students of Saint Mary-of-the-Woods. When on June 23, 1891, the "old girls," as they were called, assembled to celebrate the Golden Jubilee of their Alma Mater, they expressed a desire to form such an organization. Accordingly, with Bishop Francis S. Chatard presiding, they proceeded by having an election of the following officers: Mrs. Clotilde Pilard Thomas, President, 1872, Craigie Gunn Mitchell, Secretary, 1872, and Miss Nane Head (Mrs. W. E. Fithian). In order to avoid unnecessary delay in the transaction of business, the members decided that the office of Treasurer be invested in a member of the Faculty.

The Bishop then appointed a committee of five to confer with the officers and other members and to draw up a constitution. Following are the names of the committee: Mrs. Sara McGaughey Rand, Mrs. Medora Eberwine Hendrich, Mrs. Anna Beatty Hibbard, Mrs. May Rogers Spencer, and Miss Frances Howe.

2 Ibid.
After much deliberation and careful thought, the committee reported on the following day; the constitution was read, approved and adopted by all present, who thereby became the Charter Members of the Association.

The object as set down by the committee on the constitution is:

"to maintain and perpetuate among the students themselves the hallowed memories and friendships of their school girl days at Saint Mary-of-the-Woods; to strengthen the ties that bind them to their woodland home, and to promote the interests of their Alma Mater in every manner that may contribute to her prosperity and reputation as a superior institution of learning."

Membership in the Association is open to all who have completed their studies in this institution. There is also an associate membership enjoyed by those who studied at Saint Mary-of-the-Woods, even though they were not privileged to finish their course. These associate members must have the approval of the faculty and of the officers of the Alumnae Association.

As the years advanced, and the school developed into a Senior College in 1909, the Alumnae Association expanded to receive the college graduates, and there was no change in the constitution.

The present organization calls for a president, two

3 Ibid.
vice-presidents, a recording secretary, and executive secretary-treasurer (always a Sister of Providence) and a board of directors, six in number including the Dean of the college.

The board members are appointed by the president. The executive board meets twice a year, in the fall and at the general meeting at Commencement.

New members are received into the Association annually on "Oak Day", the eve of Commencement. The Oak Day ceremony originated very early in the history of the Community. In the pioneer days, when the Sisters were too poor to give valuable awards to the students, they presented the successful candidates with oak wreaths, as we read in the early records:

They went into the woods, and from the massive oak trees, wove a wreath of leaves which would simulate the laurel wreaths of the victor.\(^4\)

Formerly, Mother Theodore placed the wreaths on the heads of the pupils as she offered her congratulations; later the Bishop conferred the honor. Today the President of the Alumnae by this simple ceremony accepts the graduates into the Alumnae Association.

In order to further the purposes of the Alumnae

\(^4\) *Scrap Book*, No. I, p. 31.
Association, and as a means of more efficient organization, it was decided, at the Reunion in 1919, to form State and Local Chapters. The suggestion was well received. Regents and Secretary-Treasurers were appointed to care for the interests of their Alma Mater in their respective districts. The adoption of this plan proved most gratifying, for it gave the members the opportunity of keeping in close touch with their girlhood friends, and of becoming acquainted with other students who had likewise shared the benefits of education at Saint Mary-of-the-Woods.

The Alumnae Association and its local chapters have exerted a great influence in advancing the interests of Saint Mary-of-the-Woods. They have at all times fostered an active loyalty that has drawn to their Alma Mater students from almost every State, and has stimulated interest in the active needs of the college. Members have, by the example of their lives, paid tribute to the endeavors of their teachers, the Sisters and the priests, who have sacrificed all for their welfare. In the Endowment Drive, they shouldered the burden magnanimously, and by their united efforts gained a measure of success. By the Alumnae Secretaryship at the College and by the Alumnae News, former students have kept in touch with their Alma Mater and with one another.

As was stated earlier, the Alumnae Association
founded a scholarship in 1923, to be awarded annually, but
tenable for four years. The recipient is a daughter or
grand-daughter of an alumna.\textsuperscript{5} Since 1936, the Chicago and
Indianapolis Clubs have also sponsored annual tuition
scholarships to be awarded to students of the local high
schools. The Indianapolis Club chooses a girl each year.
The Chicago Club sees a student through the four years.

The Alumnae Association sought and obtained asso­
ciate membership in the American Association of University
Women in 1929. At the New Orleans Convention, April, 1929,
full membership was acquired. This organization, estab­
lished in Boston, in 1880, has a national and international
membership.\textsuperscript{6} It functions not only as a standardizing
agency of severe requirements, but also as a medium for
establishing social contacts.

By a resolution of the Executive Board, which met
June 7, 1931, the Alumnae Association was affiliated with
the International Federation of Catholic Alumnae, the pur­
purpose of which is to promote the interest of Catholic in­
stitutions of higher learning.\textsuperscript{7}

The Alumnae Association through its executive sec-

\textsuperscript{5} College Files.

\textsuperscript{6} Alumnae News, July, 1929, p. 45.

\textsuperscript{7} Alumnae News, Oct., 1931, p. 64.
retary-treasurer and financial chairman holds membership in the American Alumnae Council.

At the present time the members of the Alumnae Association are planning to give expression of their fealty by the Alumnae Centennial Fund which is being created for the Centennial celebration in 1940.

Alumnae reunions have been held annually; class reunions were scheduled according to the Dix Plan for several years, but in 1938, the alumnae executive board voted a return to the practice of having class reunions every five years.8

A knowledge of the occupations, graduate study, marriages, and domestic events of the alumnae would be revealing and gratifying. A complete survey is impossible; however, Sister Eugenia, Dean of the college, obtained satisfactory information from the returns of questionnaires, sent to the 330 graduates in the years 1928 to 1935. Though only 170 responded to the questionnaire, Sister was able to supplement the data by information obtained from the Alumnae Office, and from letters. A partial report of the Occupational Survey Questionnaire follows:

8 Personal Interview with Sister Mary Joseph, Dec. 20, 1939.
Married......................................................... 138
Religious........................................................ 138
Deceased.......................................................... 20
Unmarried......................................................... 171

330

Of the twenty religious graduates, eight were Sister students of Orders other than Sisters of Providence; eight entered Religion after receiving their degrees (seven to the Sisters of Providence, one to the Dominicans); the remaining four are Sisters of Providence who attended the winter sessions of the College, and received the degree with the June classes of their respective years.

The statistics on marriage are interesting, but are not completely accurate, owing to the non-appearance of some questionnaires. The members of these eight recent classes already claim ninety-eight children.

The advanced study record shows several candidates for the Ph.D., one LL.D., eighteen M.A.'s, and a large number of candidates for the M.A. or M.S. degree. There are 122 members of the designated classes now engaged in teaching. Many of these have carried graduate work in order to maintain their licensed standing, but have not completed the requirements for a master's degree.

The occupations listed are many and varied. Among them occur: journalists; bank cashiers; Girl Scout workers; librarians; translators; proofreaders; medical assistants; advertising assistants; secretarial workers; radio speakers and assistants; buyers; social service workers; managers of dress shops; dietitians; inspectors of FERA and NYA work; Red Cross workers; book-reviewers; auditors and accountants; manager of riding academy; field secretaries for colleges; Girl Reserve workers; insurance agents; probation clerks; organists; music supervisors; and a beautician. Due tribute should be rendered here to those who have chosen the modest and uneventful career of home making, for they carry on in a beautiful and practical manner the ideals given them, and transmit to their little ones the vision of the happy home, the clean heart, and the courageous spirit.  

CHAPTER XI

TRIBUTES TO SAINT MARY-OF-THE-WOODS COLLEGE

In the hundred years of its existence Saint Mary-of-the-Woods has done creditable work in the field of education, and has contributed largely to moulding character, fostering worthy ideals and guiding the young women entrusted to her. Though the college has operated only for the past thirty years, nevertheless it shares the traditions, distinctions, and advantages of the "century of progress" of the whole institution. From the lowly beginning in 1840 when trials, hardships, and even inimical influences beset the establishment in the dense forest, to the present day of success and wide renown, Saint Mary-of-the-Woods continues to cherish the ideals and guide the destinies that Mother Theodore and her valiant companions set for themselves when they bade farewell to home and kindred in that hot July in 1840. The casual visitor is impressed by the sacred atmosphere that seems to pervade the place. Leaders in education are impressed by the advances that have been made. The student, privileged to call Saint Mary-of-the-Woods her home for one or more years, leaves the hallowed grounds with reluctance, with a sense of separation from home-ties, and eagerly anticipates an opportunity to return and live again the scenes of her school days. The
Sisters of Providence engaged in the schools of many States affectionately call the institution "Home," and look forward to the sessions of the Summer School, wherein they advance themselves, receive fresh inspiration for their work for the ensuing year, and at the same time strengthen the ties of sisterly affection that unites more than twelve hundred members of the Community.

The Most Reverend James H. Ryan, now Bishop of Omaha, when he was chaplain at Saint Mary-of-the-Woods and Professor of Philosophy from 1909 to 1921, loved the institution, and left it reluctantly when his higher superior transferred him to the Secretaryship of the National Catholic Welfare Council in Washington, D.C. He expressed his sentiments thus:

The chief charm of Saint Mary-of-the-Woods, even to the casual visitor, is not the imposing academic buildings, or the beautiful scenery which it possesses, but the spiritual atmosphere which envelopes everything about that blessed spot. At first glance one recognizes that it is a school. A short acquaintance brings along the realization that it is something more than a school. The whole makes an indelible impression on anyone who has had the privilege of living within its holy precincts. To my mind there is no place in the United States that can compare with Saint Mary-of-the-Woods. We must go to the Certosa of Pavia or some similar European monastic school for a duplicate of this great institution.

The spiritual influence of Saint Mary-of-the-Woods has been always the unfailing source of its strength.
Some have been affected more deeply than others.¹

The Most Reverend Joseph Chartrand, Bishop of the Diocese of Indianapolis, had many reasons to know Saint Mary-of-the-Woods. As a boy, he was trained by the Sisters of Providence in the parochial school in Indianapolis. As parish priest, he again viewed the work of the Sisters in the Cathedral Parish in that city. As Bishop, he was eminently qualified to judge the standards of excellence that were set for the institution, and rejoiced when he saw its merits recognized. In speaking of the standards and the qualifications of the teachers, he said:

Several generations of endurance and distinguished achievement are required for a college or university to take its place in the circle of time-honored and famous seats of learning.

After more than eighty years of ever-widening activities and uninterrupted success, the magnificent visible results at Saint Mary-of-the-Woods are a worthy symbol of the high standard constantly maintained in solid education and piety.

The work of the founder and successors imbued with the same spirit has borne fruit in a marvelous manner; alumnae far away and near gratefully recall the splendid educational advantages and the benign influence of the place it was their singular privilege to enjoy during the plastic years of their lives.

Here also, in course of time, were trained with consummate care and admirable skill, intellectually and spiritually, more than a thousand teachers, later sent

¹ James H. Ryan. Thoughts for You and Me, (St. Mary-of-the-Woods, Ind., Providence Press), 1925, p. 5.
forth to devote their lives to the education of the little ones and the youth of the flock of Christ. Such a noble, unselfish calling, though scarcely understood by the worldly-minded, has its abiding heavenly reward.

Many indeed were the problems which God's blessing happily solved for the venerable Sisters of Providence in the development of so vast an institution with its ever-increasing opportunities and responsibilities. Their grade and high schools and in particular the Academy and Women's College located at Saint Mary-of-the-Woods have deservedly won recognition as being among the very best not only of the land but of the whole educational world.

The far-reaching good to be accomplished by higher education of women cannot be over-emphasized, particularly at the present time, and the thoroughness, noble traditions, and charming environment so long identified with Saint Mary-of-the-Woods will undoubtedly commend themselves to all who have the cause of true education, religion, and the welfare of society at heart.2

One need not remain content with recognition by the Catholic hierarchy alone. Because Saint Mary-of-the-Woods is an accredited institution of learning, educators and examiners have visited and inspected the buildings and grounds at various times, and they were generous in their commendations. Mr. Oscar H. Williams, Inspector of Teacher-Training of the State of Indiana, wrote in January, 1925, to tender his appreciation of the work done here:

The college of Saint Mary-of-the-Woods, in this State, is one of the standard higher institutions of learning in Indiana. Its scholastic standards, the rank and character of its faculty, its splendidly appointed college buildings, and, above all, its unusual record of service in the field of education

would entitle it to the highest consideration of friends of education. Many of its graduates are teaching in parochial schools and in high schools of this state, and they invariably prove teachers of fine character and quality. Its student constituency is by no means limited to members of the Catholic church, but includes many young women of Protestant faith. It is a high grade institution of full collegiate rank in which the people of Indiana have just pride and faith.3

In a similar way President William Lowe Bryan of Indiana University wrote:

I have had opportunity to visit this college and have been impressed by the great excellence of the work done there. In certain ways, the work is unexcelled. I have special reference to the training in written and spoken English, in language, literature and the other cultural subjects.4

Mr. W.W. Parsons, President Emeritus of the Indiana State Teachers College, Terre Haute, had had business associations with the college when he served on the State Board of Education. Writing in 1927, he gave a resume of his impressions:

Saint Mary-of-the-Woods, an institution situated near the city of Terre Haute, Indiana, and maintained for the training and education of young women, has a large number of modern, beautiful buildings, and is very thoroughly equipped in every way for high grade educational work. It possesses an excellent library, extensive laboratories, and a large, capable, well educated body of teachers.

As a member of the Indiana State Board of Education for many years, it was my duty to inspect officially a great many times the work and management of this in-

3 *Aurora*, January, 1925.
stitution. I have also given quite a number of lectures before the young women and the faculty at different times. I am glad to give it as my judgment that Saint Mary-of-the-Woods offers most excellent facilities for the training of young women, that it maintains a high standard of instruction in all its departments, and is very carefully and systematically supervised and managed.5

The objectives of the college include more than the imparting of theoretical knowledge and the practice of the arts. The transmission of culture is a heritage from the early days of the institution. Refinement, sympathy, kind-ness, unselfishness, in fact all the virtues that make a gentlewoman were instilled in the students from the earliest times. Booth Tarkington paid tribute to his mother and to her Alma Mater when he contributed to "The Story Hour" of The Indianapolis Star, February 13, 1916. He summarized perfectly the kind of training that the Academic Institute aimed to give, and the training that is perpetuated in the present college. In part, his letter is as follows:

I think that my mother's days at "Old Saint Mary's" were among the happiest of her life. Certainly she always spoke of them with happiness, and the recollection of them was bright and vivid sixty years afterward.

Something rare and fine was brought from France to Saint Mary-of-the-Woods, and none of those who were students there remained unaffected by it. For lack of a better word, I must call it "distinctive." The visible effect was a manner of simplicity and gentle dignity.

5 Les Bois, 1927, p. 111.
The students were well taught; they were really educated, and they were also given what we once spoke of as "accomplishments," for they "learned the harp, the piano, and guitar," and acquired a fine accent in the French language; but what most distinguished the girls of Saint Mary-of-the-Woods was that lovely manner they were taught there. And they were taught it so well that it was not a superficial veneer. Indeed it was rather absorbed, than learned, and was something that came from within outward. And although my mother spoke rarely of this, more often dwelling upon the affection for the Sisters and the beauty of the place itself, the manner of Saint Mary-of-the-Woods is what remains most deeply impressed upon me. It always springs to my mind whenever I delve for the true meaning of "Lady." 6

Former students have not been silent in their appreciation of what their Alma Mater has meant to them, and of the influence that she still exerts. Ruth Worland Perkins, '12, writes:

My years at Saint Mary's of-the-Woods stand out as the guiding years of my life, and your influence was paramount in making them so. After we girls leave school we realize, upon assuming the responsibilities and cares of the world, just how much Saint Mary's has done to help us. 7

Again, Helen Dunnigan, B.A., '18, affectionately says:

How proud I am to be connected with such an order—Sisters of Providence. Saint Mary-of-the-Woods clings around my heart more and more and I believe I am really coming "home" this June. What a Reunion that will be for me. 8

6 The Indianapolis Star, February 13, 1916.
7 The Aurora, May, 1921.
8 The Aurora, May, 1921.
A student of Class '83, Nane Head Fithian, exhorts her sister alumnae to live up to the standards set for them:

Standing as I do, midway between the old regime and the new, seeing the good, looking forward and back, may I paint for you my ideal woman, the one who can say, "Behold I have gained five talents more"? It is the ideal Saint Mary-of-the-Woods College girl. Along with her -ologies and -isms, she has achieved a calm philosophy. She knows that selfishness is ignorance, ignorance of the fact that the greatest happiness is derived from kindness to others; she knows that to labor is to pray, that her deeds bear fruit, and that in that fruit are seeds that in their turn bear fruit. She knows that her brain was given her to use, and that she herself is responsible if she fails to use it.

Ah! who shall say how much she knows? She is an unselfish worker, and she leaves the rest with God. In so far as we measure up to the standard of ideal womanhood, do we create the image of the ideal Saint Mary's Alumna. To Saint Mary-of-the-Woods we render our love and homage.9

Elizabeth Matson, '25, penetrates beneath the external beauty of Saint Mary-of-the-Woods when she writes:

Even a prejudiced eye would be forced to admit that Saint Mary-of-the-Woods is beautiful. A friendly campus, dotted with trees that gave it its name, and crowned with the quiet beauty and imposing dignity of classic buildings--all these expose Saint Mary-of-the-Woods at the outset to being loved. Yet the spirit of Saint Mary-of-the-Woods lies deeper than Indiana limestone or Renaissance intricacies. There is something beneath all this that is intrinsically Saint Mary-of-the-Woods--a spirit of consolation that she shows to all who ask her aid--a spirit of helpfulness born of charity and peace.10

10 Elizabeth Matson '25, Aurora, January, 1925, p. 26
On December 3, 1939, a desire to live again the scenes of her girlhood prompted one alumna to write:

I always enjoy the Alumnae News and often wish I could live again at Saint Mary-of-the-Woods. I know I could appreciate the advantage offered so much more than I did 25 years ago. Truthfully, Sister, the happiest moments I spend are when I sit and think back on those two short years you gave me the love and training which help me in every day life to be thoughtful of others, considerate and unselfish. Those few things could help make everyone happy, if only some would try it.

Perhaps the soul of the poet, T.A. Daly, glimpsed the eternal verities of Catholic education at Saint Mary-of-the-Woods when, on a visit to the college in 1927, he wrote:

To Saint Mary-of-the-Woods

St. Mary's Wood has pleasant-trees
Tree-mendously designed to please;
But sophis-trees and things that grow
From pedant-trees and hollow show--
It has no place at all for these.

The roots of many sanctities
Are here enmossed in memories;
And golden leaves they con who know
St. Mary's Wood.

Mayhap the soul that yearns to seize  
The world's unbridled liberties  
Rebels at cloistered bounds; but though  
No other spot might charm it so  
And give it joy and pensive ease—  
St. Mary's would.

Richard Burton, in the same year, expressed his impressions of the institution in a similar way, but in less figurative language. He calls Saint Mary of the Woods

A haunt of peace, a holy place of prayer,  
A spot where work and worship interblend.  
The trees make benediction, and the air  
Is sweet with April where friend walks with friend.

The church bell chimes the hour, the birds  
Their leafy matins and soft vesper songs  
Day-long do chant: the wisdom of their words  
(Saint Francis knew) to Nature's school belongs.

Here lives are shaped: here beautiful old things  
Find sanctuary: faith and seemly ways  
Of love unstrained, and reverence that clings  
Like to a fragrance, down the distant days.

Long live Saint Mary's in her best estate,  
Long live and flourish, for the common good:  
A happy seat of learning, dedicate  
To sacred service of fair Womanhood.

BIBLIOGRAPHY
A. BOOKS

This book is divided into four parts: Tradition and History, Bishops of Vincennes, The Priests and Congregation, Institutions of the Diocese. It is valuable because, as the author says, much of the material was gathered from the parish records. For the history of Vincennes, he goes back to LaSalle, who established stockades in Indiana on his passage through there as early as 1630, and brings it up to the date of publication, 1883.

The author follows the same plan as in the previous work.

This book is a history of Journalism as taught in the Catholic colleges. One chapter is devoted to the Department of Journalism at Saint Mary-of-the-Woods.

The letters between Sister St. Francis Xavier and her family form the basis of this work. Sister Saint Francis was one of the first Sisters who came from France to Indiana. She was closely associated with the Foundress. Madame Corbinière was her sister.

This is a volume dedicated to the work of the foundresses of religious communities. It consists of sixteen chapters, one devoted to each foundress. Mother Theodore's work and her heroism in the difficulties that confronted her in the New World are detailed.
This volume contains one good, though short, section on the educational work of Mother Theodore, designated the "Torch Bearer of Higher Education of Women along the Wabash in Indiana."

This is a book of reminiscences of the school by one of the former pupils. The book was given to the pupils who, in that year, returned for a Golden Jubilee celebration, and on that occasion formed themselves into the Alumnae Association.

General Laws of the State of Indiana passed at the 13th Session of the General Assembly--1845-1846.
This was used in reference to the first charter granted to the institution in 1846. The book was found in the Indiana State Teachers College Library, in Terre Haute.

Laws of the State of Indiana passed at the 48th Regular Session of the General Assembly--January 9, 1873.
This contains an account of the amending of the charter in 1873 to the Sisters of Providence.

This is a series of eight sermons preached before the Catholic University of Ireland in 1856-1857.

This book is made up of source material. It relates the early life of the Foundress, her pioneer work in Indiana: her difficulties, and the establishments she made in Indiana.

The preface to this book was written by the Reverend James H. Ryan, now Bishop of Omaha. As a professor of the college for more than ten years, he loved the place, and wished it well. The volume contains a collection of poems of students who became members of the Sisters of Providence.
The Journals and Letters are primary sources for the history of the Community and of the Church in the Middle West. They give evidence of the beginning of Catholic Education in the United States. The first Journal tells the story of the journey from France to Indiana and relates the early happenings at Saint Mary-of-the-Woods. The second and third Journals are concerned with further journeys in the interests of the foundation. The Letters tell of the planning, and establishing of new missions.

B. PERIODICAL ARTICLES


C. PAMPHLETS


This pamphlet explains the origin and purpose of this association.
C. CAMPUS PUBLICATIONS

The Alumnae News. Saint Mary-of-the-Woods: Providence Press. This quarterly magazine is the organ that helps to unite the graduates; it furnishes news of the classes and of the current college events.

The Alumnae of Saint Mary-of-the-Woods. Saint Mary-of-the-Woods: Providence Press, 1925. This is a manual containing a brief history of the alumnae association, and a list of the members to 1925.

Aurora. Saint Mary-of-the-Woods: Providence Press. The Aurora was first printed as a monthly magazine in 1891, although it had existed in manuscript form for about twenty years previously. It is now issued by the classes in journalism.

Bulletins. Saint Mary-of-the-Woods: Providence Press. The bulletins were issued annually.

Fagots. Saint Mary-of-the-Woods: Providence Press. This is the monthly newspaper, published by the classes in journalism since May, 1918.

Handbook. Saint Mary-of-the-Woods: Providence Press, 1937, 35 pp. This pamphlet was compiled by several Sisters for the convenience of the members of the Community. It contains items of interest concerning the buildings, grounds, and equipment of the institution.

Les Bois. Saint Mary-of-the-Woods: Providence Press. This is the college annual, first issued in 1916. The copies were especially helpful in giving information on student activities.

D. NEWSPAPERS

The Indianapolis Star, February 13, 1916.


E. UNPUBLISHED MATERIALS

Cecilia, Mother Mary, Diary. Saint Mary-of-the-Woods: Archives. February, 1860. Mother Mary Cecilia, Superior General from 1856 to 1868, kept a journal of the important events of her administration.
College Files. The files were especially helpful in gaining information on almost every chapter of the thesis. Those in the office of the registrar were most useful.

Endowment Scrap Book. This is found in the library office. The book contains printed circulars, newspaper clippings, etc., relative to the Endowment Fund Campaign from 1924 to 1927.


Important Events, Volume III, is one of four records that contain events of interest in the development of the institution at Saint Mary-of-the-Woods.

Interviews were held with Sister Eugenia, Dean; with Sister Angela Marie, formerly instructor in Journalism; with Sister Celeste, Registrar; and with Sister Esther, head of the Art Department.

Letters:

Eugenia, Sister, Dean of the College, December 2, 1939.
Gertrude, Sister, Head of the French Department, February 1, 1940.
Helene, Sister Marie, Head of the Latin Department.
Le Fer, Sister Mary Joseph, undated letter relative to the League of the Sacred Heart.
Williams, Mr. Oscar, Supervisor of Teacher Training, Indianapolis, March 15, 1922.

Maurice, Sister, Record Book. This is found in the office of the museum. Sister Maurice, one of the early instructors in art, kept an account of receipts and expenditures when she was first organizing the museum.

Minutes of the Meetings of the Directing Committee of the Saint Mary-of-the-Woods Endowment Fund. This is in the office of the Treasurer, who is a member of the executive committee of that fund.

Record Book, found in the library office. This book contains factual information about the buildings and equipment at Saint Mary-of-the-Woods. It is not very complete, nor very detailed.
Scrap Books: There are four or five such books containing clippings from the newspapers and magazines. Many of the clippings were very helpful, though some of them are not dated, and hence, not very useful.
APPENDIXES
APPENDIX A

COAT OF ARMS OF ST. MARY-OF-THE-WOODS

The many occasions on which schools, particularly those chartered by national or State laws, as is Saint Mary-of-the-Woods, find necessary the use of some distinguishing device, caused legislators on heraldic matters to class such institutions among those that by right may bear coats of arms. And as arms are considered an essential element of the seal required to be affixed to legal and other official documents, the designing of the coat of arms is one of the first matters to receive the attention of a governing body.

At Saint Mary-of-the-Woods, the simple device of the book and violet, arranged on a lozenge together with the motto, "Knowledge and Virtue United," without any attempt at heraldic design, for a long time served temporarily the use which is now supplied by the present coat of arms.

In this device every detail is symbolic, and the entire achievement makes a very interesting study in heraldry.

The blazoning or heraldic description of our coat of arms would read: Shield: Per pale azure and or: at dexter, a poplar tree on a mount proper, between two Latin crosses and surmounted of a star radiant, with the initial

Translation: A shield divided vertically in halves; the field of the dexter, (the left of the beholder), is blue, showing in the center a poplar tree on a hill or terrace in natural colors, with on either side a Latin cross, and above it a radiant star with the first letter of the name of Mary,—these latter devices in gold. The field of the sinister half (the right of the beholder) is gold, and shows three eaglets in blue color, placed two and one, with open wings, and beak and talons of a red color.

Explanation: The sinister half of the shield shows the arms of Mademoiselle du Roscoët, the daughter of Count Louis Casimir Rolland du Roscoët, Lieutenant Marshal of France, and the Foundress of the Sisters of Providence at Ruillé-sur-Loir, France. The three eaglets are emblematic of the Holy Trinity, the motto of the du Roscoët family being, "Trino Soli sit honor et gloria," "To the triune God alone honor and glory."

The dexter is charged with devices symbolic or significant of some fact connected with the history of Saint Mary-of-the-Woods. The star, rayed, charged with the letter M in blue, is an emblem of the Blessed Virgin, the
Stella Matutina, under the benign influence of whose light and love Saint Mary-of-the-Woods, represented by the tree, places all its hopes of growth and prosperity. The Latin crosses, of course, are emblems of Redemption and Catholicity. The crest is the count's coronet of the du Roscoät family; and the motto, "Virtus cum Scientia," the one chosen of old by Mother Theodore Guérin, Foundress of the Sisters of Providence in America.
## APPENDIX B

### ENROLLMENT BY YEARS

<table>
<thead>
<tr>
<th>Year</th>
<th>Seniors</th>
<th>Juniors</th>
<th>Sophomores</th>
<th>Freshmen</th>
</tr>
</thead>
<tbody>
<tr>
<td>1909</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>10</td>
</tr>
<tr>
<td>1910</td>
<td>--</td>
<td>--</td>
<td>7</td>
<td>19</td>
</tr>
<tr>
<td>1911</td>
<td>--</td>
<td>2</td>
<td>1</td>
<td>14</td>
</tr>
<tr>
<td>1912</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>21</td>
</tr>
<tr>
<td>1913</td>
<td>1</td>
<td>3</td>
<td>14</td>
<td>32</td>
</tr>
<tr>
<td>1914</td>
<td>2</td>
<td>8</td>
<td>14</td>
<td>27</td>
</tr>
<tr>
<td>1915</td>
<td>8</td>
<td>10</td>
<td>12</td>
<td>38</td>
</tr>
<tr>
<td>1916</td>
<td>9</td>
<td>10</td>
<td>17</td>
<td>38</td>
</tr>
<tr>
<td>1917</td>
<td>7</td>
<td>5</td>
<td>18</td>
<td>64</td>
</tr>
<tr>
<td>1918</td>
<td>8</td>
<td>13</td>
<td>35</td>
<td>58</td>
</tr>
<tr>
<td>1919</td>
<td>10</td>
<td>17</td>
<td>30</td>
<td>104</td>
</tr>
<tr>
<td>1920</td>
<td>20</td>
<td>20</td>
<td>45</td>
<td>93</td>
</tr>
<tr>
<td>1921</td>
<td>20</td>
<td>25</td>
<td>45</td>
<td>76</td>
</tr>
<tr>
<td>1922</td>
<td>30</td>
<td>31</td>
<td>57</td>
<td>94</td>
</tr>
<tr>
<td>1923</td>
<td>28</td>
<td>28</td>
<td>30</td>
<td>90</td>
</tr>
<tr>
<td>1924</td>
<td>25</td>
<td>24</td>
<td>45</td>
<td>104</td>
</tr>
<tr>
<td>1925</td>
<td>25</td>
<td>37</td>
<td>48</td>
<td>117</td>
</tr>
<tr>
<td>1926</td>
<td>32</td>
<td>45</td>
<td>63</td>
<td>104</td>
</tr>
<tr>
<td>1927</td>
<td>45</td>
<td>52</td>
<td>62</td>
<td>107</td>
</tr>
<tr>
<td>1928</td>
<td>46</td>
<td>52</td>
<td>63</td>
<td>106</td>
</tr>
<tr>
<td>Year</td>
<td>Seniors</td>
<td>Juniors</td>
<td>Sophomores</td>
<td>Freshmen</td>
</tr>
<tr>
<td>------</td>
<td>---------</td>
<td>---------</td>
<td>------------</td>
<td>----------</td>
</tr>
<tr>
<td>1929</td>
<td>44</td>
<td>51</td>
<td>68</td>
<td>110</td>
</tr>
<tr>
<td>1930</td>
<td>44</td>
<td>41</td>
<td>63</td>
<td>93</td>
</tr>
<tr>
<td>1931</td>
<td>39</td>
<td>43</td>
<td>59</td>
<td>103</td>
</tr>
<tr>
<td>1932</td>
<td>47</td>
<td>37</td>
<td>61</td>
<td>93</td>
</tr>
<tr>
<td>1933</td>
<td>38</td>
<td>36</td>
<td>66</td>
<td>93</td>
</tr>
<tr>
<td>1934</td>
<td>39</td>
<td>43</td>
<td>48</td>
<td>101</td>
</tr>
<tr>
<td>1935</td>
<td>45</td>
<td>48</td>
<td>63</td>
<td>90</td>
</tr>
<tr>
<td>1936</td>
<td>46</td>
<td>49</td>
<td>69</td>
<td>98</td>
</tr>
<tr>
<td>1937</td>
<td>52</td>
<td>60</td>
<td>78</td>
<td>99</td>
</tr>
<tr>
<td>1938</td>
<td>57</td>
<td>55</td>
<td>72</td>
<td>78</td>
</tr>
<tr>
<td>1939</td>
<td>52</td>
<td>62</td>
<td>53</td>
<td>97</td>
</tr>
</tbody>
</table>
APPENDIX C

THE BACHELOR'S DEGREE

The Bachelor's Degree conferred by Saint Mary-of-the-Woods reads as follows:

Collegium Sanctae Mariae Ad Nemus

Omnibus Praesentes Litteras Visuris Salutem

Praesentibus his declaramus nos...has.juvenes...

exercitationibus praequisitis rite probatas ad gradum

BACCALAUREATUS IN ARTIBUS AUT IN SCIENTIA

promovisse, eiusmod omnia jura et privilegia hunc ad gradum

pertinentia concessisse.

Praeterea quae litteras, signillo Collegii et

Praesidis ejusdem chirographo minuendas curavimus.

Datum in Aula nostra Academica, apud Sanctam Mariam

ad Nemus in Statu Indiana,...die mensis Junii, Anno Domini

mille...

Mater..............Praeses

Soror.............Decana
"In order that the solemnities of the conferring of scholastic degrees might be dignified by the historic use of academic hoods, Saint Mary-of-the-Woods College revived, in 1916, the 'Hi Juvenes', the old time ceremony which accompanies the reception of the Bachelor's Hood earned by four years of successful college work.

The colors selected for the different degrees are historic and symbolic. The white velvet bordering the hood of the Bachelor of Arts replaced the white fur of the hoods, which, since medieval days, have been conferred by the Universities of Oxford and Cambridge. In the hood of the Bachelor of Science, the white velvet is replaced by golden yellow velvet which speaks of the wealth of scientific discovery and inventions. The pink for music comes from the pink brocade of the Oxford Doctor of Music. The hood linings, which are always in the colors of the college or university conferring the degree, are designed to appeal to the loyalty of the graduates. The scholastic hood of the Saint Mary-of-the-Woods graduate is the school colors, blue and white, a white chevron inverted on a field of blue.

After receiving the diploma and the hood, the newly-made bachelor writes her name in the Liber Alumnarum, or Book of the Alumnae, and enters upon the duties, rights, and privileges of graduates of Saint Mary-of-the-Woods College."

1 Commencement Announcements
<table>
<thead>
<tr>
<th>Year</th>
<th>Ph.B.</th>
<th>B.A.</th>
<th>B.S.</th>
<th>B.S.</th>
<th>B.S.</th>
<th>B.M.</th>
<th>B.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1913</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1914</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1915</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1916</td>
<td>B.L.1</td>
<td>11</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1917</td>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1918</td>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1919</td>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1920</td>
<td>16</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1921</td>
<td>18</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1922</td>
<td>18</td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1923</td>
<td>18</td>
<td>1</td>
<td></td>
<td>1</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1924</td>
<td>24</td>
<td>1</td>
<td></td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1925</td>
<td>21</td>
<td>2</td>
<td></td>
<td></td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1926</td>
<td>18</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1927</td>
<td>30</td>
<td>2</td>
<td>1</td>
<td></td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1928</td>
<td>37</td>
<td>3</td>
<td></td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1929</td>
<td>33</td>
<td>2</td>
<td></td>
<td>4</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>1930</td>
<td>33</td>
<td>5</td>
<td>1</td>
<td></td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>1931</td>
<td>34</td>
<td>2</td>
<td></td>
<td></td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1932</td>
<td>33</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year</td>
<td>Ph.B.</td>
<td>B.A.</td>
<td>B.S.</td>
<td>B.S. in Home Ec.</td>
<td>B.S. in M.</td>
<td>B.M.</td>
<td>B.S. in Mus. Ed.</td>
</tr>
<tr>
<td>------</td>
<td>-------</td>
<td>------</td>
<td>------</td>
<td>-----------------</td>
<td>------------</td>
<td>------</td>
<td>-----------------</td>
</tr>
<tr>
<td>1933</td>
<td>40</td>
<td></td>
<td></td>
<td>3</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1934</td>
<td>35</td>
<td></td>
<td></td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1935</td>
<td>31</td>
<td></td>
<td></td>
<td>5</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1936</td>
<td>36</td>
<td></td>
<td></td>
<td>7</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1937</td>
<td>41</td>
<td></td>
<td></td>
<td>2</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>1938</td>
<td>41</td>
<td></td>
<td></td>
<td>5</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1939</td>
<td>48</td>
<td></td>
<td></td>
<td>9</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX D

HONOR POINT SYSTEMS

THE POINT SYSTEM FOR THE WEIGHTING OF OFFICES

1. The purpose of the point system is to allow as many students as possible to participate in College activities, and to prevent the overburdening of students.

2. No conditioned student or students on probation shall hold office in any college organization.

3. No student shall hold offices amounting to more than ten points in one semester.

4. It is recommended that no student hold the same office two years in succession.

**Student's Organization**

President----10
Vice President----8
Class Representatives----2

**Secretary----6**
**Treasurer----3**

**Athletic Association**

President----6
Vice President----4

**Treasurer----2**
**Secretary and Chairman of Awards ----3**

**Sodality--Missions**

President----6
Vice President----4

**Secretary----3**
**Treasurer----2**

**Glee Club**

President----3
Librarian----2

**Treasurer----2**
Les Bois Board

Editor-in-Chief-----7  
Associate Editor-----4  
Business Manager-----4  
Circulation Manager-----3

Aurora Board

Editor-in-Chief-----6  
Assistant Editors-----4  
Business Editor-----3

Fagots Board

Editor-in-Chief-----7  
Assistant Editors-----3  
News Editors-----5

Bugle Call

Editor-in-Chief-----6  
Assistant Editors-----4  
Business Editor-----3

Departmental Clubs

President-----3  
Other officers-----2

Class Officers

President-----3  
Secretary-----2  
Vice-President-----2  
Treasurer-----3

Players Club

President-----3  
Make-up Chairman-----3  
Treasurer  
Scenery Chairman-----4  
and  
Costume Chairman-----4  
Business Manager-----6  
Lighting Chairman-----3  
Publicity Chairman-----5

Class Honors

Chairman of Senior-----6  
Chairman of Junior-----6  
Chairman of Junior Banquet-----5  
Chairman of Senior Ball  
May Queen---------5  
Prom  
Christmas Madonna-----4  
Members of Prom Committees-----2
REQUIREMENTS FOR MEMBERSHIP IN KAPPA GAMMA PI

Scholastic Requirement:

85% in each semester of the Freshman and Sophomore years, and 90% in the first semester of the Junior year.

Students entering as sophomores, and who have been in this College five semesters, may be received into the Kappa Gamma Pi Society the second semester of their Senior year, upon satisfactorily meeting the requirements.

Leadership and Service Point Requirement:

15 points---Presidency of any class (all are to be elected)
President of the Sodality
President of the Mission Society
President of the Athletic Association
Prom Chairmanship

10 points---Editorship of any College publication (Aurora, Les Bois, Fagots, Bugle Call)
Vice-presidency or treasurership of any class
Business Manager of any college publication
Vice-presidency, or treasurership of the athletic Association
Vice-presidency, chairmanship, corresponding secretaryship, and recording secretaryship of the Mission Society

5 points---Sacristanship
President of the League of the Sacred Heart
(now Chairman of the Eucharistic League)
President of any Club
First place in the Sigma Tau Delta Freshman Contest
1000 athletic points
Chairman of the Literary Section of the Sodality
Advertising Manager of a school publication

4 points---Second place in the Sigma Tau Delta Contest

3 points---Athletic captaincy, cheer leadership, debate team membership
Vice-presidency of a Club
Treasurership of a Club
College publicity contributed to newspapers or magazines regularly
Secretaryship of a class  
Treasurership of the Mission Society  
First Class Honors  
Third place in the Sigma Tau Delta Contest  

2 points---Second Class Honors  
Fourth place in the Sigma Tau Delta Contest  

1 point ---Third Class Honors  
Fifth place in the Sigma Tau Delta Contest  

Additions: By Faculty Ruling of April 25, 1938, to go into effect in September, 1938.  

5 points---Secretaryship of the International Relations Club*  

* Issued October 29, 1938.
APPENDIX E

ASSOCIATE BOARD OF TRUSTEES

of the

ENDOWMENT FUND

Members at Large

Neil J. Gleason, Milwaukee, Wisconsin
*W.J. Mooney, Indianapolis, Indiana
Frank J. Mills, Fort Wayne, Indiana
James A. Deery, Indianapolis, Indiana
William J. Donahue, Chicago, Illinois
**Albert F. Kivits, Terre Haute, Indiana
J.B. Pfister, Terre Haute, Indiana
Frank J. Terhorst, Terre Haute, Indiana
Mrs. Craigie Gunn Mitchell, Bedford, Indiana
Mrs. Maude Helm Rockwell, Brookline, Massachusetts
Miss Mary Louise Breen, Dayton, Ohio

Members Ex-Officio

Reverend Mother Mary Bernard
Sister Francis Joseph
Sister Francis Raphael

Officers of the Board

*William J. Mooney--President

* Deceased, December, 1938
**Deceased, October, 1939
**William J. Donahue--Vice President
Albert F. Kivits--Treasurer
Sister Francis Joseph--Secretary

** Deceased, October, 1939
APPENDIX F

OFFICERS OF THE ALUMNAE ASSOCIATION

President
Mrs. James A. Allan (Katherine Dittmar), '29, 4850 Bishop Road, Detroit, Michigan.

First Vice-President
Miss Louise Sonderman, '24, 616 Jackson Street, Jasper, Indiana.

Second Vice-President
Miss Josephine Deery, '36, 3942 N. Delaware, Indianapolis, Indiana.

Recording Secretary
Mrs. Frank J. Gollings (Mary Ronan), '29, 535 West Mason Street, Decatur, Illinois.

Executive Secretary-Treasurer
APPENDIX G

BOARD OF DIRECTORS OF THE ALUMNAE ASSOCIATION

Mrs. W.E. Hendrich (Loretto Theobald), '95, 824 South
Seventh Street, Terre Haute, Indiana
Mrs. D.A. Myers (Margaret McNaught), '07, 212 North
Franklin Street, Greensburg, Indiana.
Mrs. J.D. Wagner (Donna Roberts), '08, 400 East Sale
Street, Tuscola, Illinois.
Mrs. E.A. Neely (Lillian Landry), '17, 3210 Oriole Drive,
Louisville, Kentucky.
Mrs. Frank Jordan (Dorothy Asbury), 500 Melrose Street,
Chicago, Illinois.