

REMINISCENCES
of
Creighton University

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by

Wm. Raymond O'Donnell, S.J., C.U. Arts, 1915

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REMINISCENCES

Studies: High School Days

On an August day in 1908 I saw Creighton College for the first time. Timorously I entered the old main building through its east portal, and walked into the north parlor, now (1971) the office of the dean of the graduate school, where Fr. Michael J. O'Connor, S.J., prefect of studies for both high school and college, received me kindly. He heard my request for entrance into the high school, glanced at my elementary school diploma, questioned me a bit, and then informed me that I should report at a specified hour on the morning of September 2 in the nearby reading room, now the area occupied by the offices of the dean of the College of Arts and Sciences and the registrar.

On that September morning 129 freshmen assembled there. Stacked in neat piles on numerous tables were the books that each of us would use during that school year. We paid for them, were given some instructions, and then were formed into sections. About half of the lads were conducted to the north wing. We who had been assigned to I High B and I High C were quite surprised when we were led through the rear door, down the road between the church and the college, and across the street to St. John's hall, now Wareham Hall. Our classrooms were on the main floor of the west wing and were separated by a long folding partition, I High B, our class, having the north half. There we were presented to the two Sisters of Mercy who were to be our principal instructors. Sr. M. Bonaventure had our section, Sr. M. Camillus the other. We very soon learned that both were very capable disciplinarians and excellent teachers.

After roll call, Sr. Bonaventure introduced us to our books and told us that under her tutelage we would study Latin, English grammar and literature, algebra, and history. She also informed us that we were expected to come to class neatly dressed, wearing a tie, and with shoes polished. This was no surprise, for most of us had been accustomed to that even in the elementary school. What was new was the "Friday note," a requirement then and until my day of graduation and long afterwards in both the high school and the college. Every Friday we were to bring to her from a parent or guardian a note stating how many hours per day we had spent on our homework during the past week, the suggested minimum being two and one half hours. We learned, moreover, that at the end of each quarter a report card would be mailed to our parents, from whom a reply was to be sent by mail, indicating how much time their son was spending on his assignments and inquiring about his grades if they were deemed unsatisfactory, as well as adding any other information that might be of help to teacher and student. We also received our class schedules and were told that we must be at school at 8:30 a.m., and that the first class would begin at 9 o'clock.

In our Latin classes we used Charles Bennett's texts, the first of a series that we would use throughout high school. There were ten periods of Latin per week. Besides the usual homework, recitations, and tests there were oral games that created interest and helped us learn the declensions, conjugations, principal parts of verbs, and elementary syntax. The result was a good foundation for further Latin courses.

The English classes gave us a thorough grounding in grammar. Each week we wrote two short compositions, and, of course, there were frequent tests. A number of paperback editions of English classics supplied the literature for class work, and privately we read such books as Fr. Spalding's Cave by the Beech Fork.

To most of us algebra was something quite new, but eventually we acquired the skill in it necessary for the following year. With regard to history in first and second years, I am not certain nor do the catalogs of the period reveal which of the two texts assigned for those years was used first. I am inclined to think that we studied Morey's Outlines of Ancient History in first year and Fredet's Modern History in the second.

Our religion classes dealt chiefly with the sacraments. Fr. Michael J. O'Connor gave us the accompanying instructions and also conducted our elocution class, taking together both the B and C sections, until December 1908, when he was called to New York to be one of the members of the original staff of the weekly Catholic magazine, America. His successor was Fr. Thomas Connors, S.J., whom we were happy to have again as religion instructor when we were high school seniors.

It may be well to state here that both the high school and college catalogs of the period are in many instances not in accord with the courses we followed or with the texts we used. Perhaps the catalogs reprint the practice of bygone years. I am convinced, however, that our courses and our texts were superior.

When we returned for our second year, our number had decreased from 129 to 69. Our section was II High B. We had only one teacher, a rather nervous, tense, and easily excited man, not the best of disciplinarians, but very devoted to his class. We now had but seven periods of Latin per week, continued our study of syntax, which we exemplified by frequent themes, and began the study of Caesar's Gallic War as he wrote it, and not in the very simplified form that it is often studied today. Now there were daily classes in Greek, in which Fr. Yenni's little grammar was used. We acquired a good knowledge of the principal parts of the irregular Greek verbs, enjoying especially every opportunity we had of reciting the parts of a verb which in certain forms sounded somewhat like our teacher's family name.

In our English classes we continued the study of grammar, especially the structure of the sentence and the paragraph, and wrote numerous short compositions. We read and studied more English classics, while out of class we read such works as Cooper's novels. Since early in our English classes we read Scott's Marmion, our teacher decided

that we should memorize one of the ballads in that poem, "Lochinvar," and use it for practice in the elocution class. What a variety of interpretations we heard! And how often it was recited afterwards in other elocution classes. We continued the study of algebra, religion, and history.

The 1909-1910 school year ended on June 17, a date which today would seem quite late, yet during my days at Creighton the closing date seems to have varied from the 14th to the 21st of that month.

In our junior year we were but fifty-two students, seventeen less than in the previous year, divided into two sections, ours being Third High B. We were very fortunate in having as our principal teacher Mr. William D. Tierney, S.J. With almost no effort he maintained perfect order. He kept us very busy in all his classes and made the classes very interesting, never merely entertaining. He saw to it that each one of us took part in discussions, and showed a personal interest in every lad. Three hours or more of home study on every day of the week he expected from all of us.

There were Latin themes, Greek themes, English compositions. Each month we were expected to read at least several books chosen from a list posted in the classroom, and, moreover, to write a book report on an additional book. For example, during one month our reports were to be on one of Dickens's novels. Unfortunately I picked up Barnaby Rudge. How I disliked it! In fact, I disliked it to such a degree that I thought that I should never read another book by that author. Persuaded, however, by my mother, I read Old Curiosity Shop. That led me to read most of his works and find special delight in the Pickwick Papers. Other literary works were studied in class, and I still recall the pleasure we derived from our study of an abbreviated school edition of Prescott's Conquest of Mexico which retained especially those portions best suited for the study of description and narration. So much enjoyment did the class find in the description of the valley of Mexico that, after we had studied it very carefully, on three consecutive days a different student rose and asked that the passage might be read aloud once more. Mr. Tierney assented each time—an indication of a great teacher. He often read to us a short passage from a good book, one that might entice us to read the entire work. An example would be a passage from Lafcadio Hearn's Chita. The literary history of England was also part of our work.

In Latin we finished the Gallic War and read many of the shorter and more interesting letters of Cicero. In Greek we continued our study of syntax and began to read Xenophon's Anabasis. Plane geometry, I at first found quite difficult, but after some months it became easier. Mr. Tierney's elocution class was very beneficial, for we had not only to declaim memorized poems but also to speak extemporaneously. His brief criticisms were very much to the point. Fr. Archbald Tallmadge, S.J., a genial and interesting teacher, had us for religion and American history.

On September 5, 1911, forty-six members of our previous year's group of fifty-two returned. Mr. Aloysius Kemper, S.J., to whom Fourth High B had been assigned, was our principal teacher. He proved to be an excellent instructor and won the admiration of all of us. He taught us Latin, Greek, English, mathematics, and elocution. Fr. Thomas Connors, another quiet, clear teacher, had us for religion. Two rather recent college graduates presided successively over our history class.

In Greek we read more of the Anabasis and began to read the Iliad. In Latin we had more advanced work in composition, read some orations of Cicero, and began the study of the Aeneid. In English we had a very stiff course in rhetoric, a course that I am sure would be considered such today by even very capable college students. We read much prose and poetry, wrote many essays and pieces of verse, and studied the history of American literature.

Mr. Kemper's greatest triumph was in the teaching of solid geometry, a course about which the class was enthusiastic to the very last day. Mr. Kemper realized that three-dimensional geometry is hard to present clearly, at least to beginners, on the two-dimensional pages of a text book. Hence, on the first day of class he not only showed us the assignment for the next day, but also held up before us two three-dimensional figures, one carved out of a huge potato and the other constructed with planes of cardboard, slender sticks, and cords. Large letters on pins, properly placed, completed the work. None of us, I believe, ever tried potato sculpture, but all made models for the more difficult propositions after his model. Long before the end of the year we were experts in model-making, and knew our solid geometry very well.

We were the first high school class to have physics with laboratory, for a special room had been fitted out on the south-east corner of the top floor of the old main building with suitable tables and cabinets for laboratory equipment. Our regular classes were held in the large physics lecture room on the north-east corner of the north wing. Fr. William F. Rigge, S.J. gave us a thorough and practical course. His tests and examinations were such as really to measure one's understanding of the matter tested.

Our year as seniors ended on June 20, 1912. Up to that date and until June 1916 there were no high school commencements, nor were diplomas issued. Fifty years later, however, five members of the class of 1912 managed to be present at the commencement of the class of 1962, to sit on the stage of the Music Hall of the Municipal Auditorium, and to receive a commemorative document, not a diploma. The reason for not giving diplomas in those early days was this. As was the case with many other educational institutions of that period, Creighton College was considered as an institution having two divisions—the high school and the collegiate—which together provided an integral whole leading to a bachelor of arts degree in the humanities. This is evidenced in the early catalogs where the classes are listed as Third Academic, Second Academic, First Academic, Humanities, Poetry, Rhetoric, and Philosophy.

At the conclusion of our senior year, university authorities announced that thereafter the college course would be one of four years with new required and elective subjects, and that those of us who had averages of 85% or over would be permitted to try to complete the new course of studies in three years on the condition that we maintain an average of at least 85%. Many of the men had other plans. Some intended to enter law, dental, or medical school at once, for in those days entrance into professional schools was possible for capable high school graduates. Others chose to enter other universities or engage in occupations open to them.

Studies: College Days

On September 8, 1912, Creighton College of Arts and Sciences enrolled sixty-one freshmen, among whom there were twelve of us who had been told that we might try to complete the new four year course in three years. Since this necessitated that our course would be rather an irregular one, I think it better to write of our studies, not by year, but by subject.

First of all, I shall make a few general remarks on our Latin, Greek, and English courses. With the exception of but one Latin course, somewhat parallel courses in the three languages were taught by the same teacher. This practice was then possible, since nearly all of our Jesuit teachers had studied in both classical high schools and colleges, and between their entrance into the Society of Jesus and their teaching years had had further studies in those languages. For example, in an English class taught by Fr. Albert Wise, S.J. we studied oratory, read and analyzed numerous speeches by both British and American orators, and wrote many original orations. At the same time he taught us courses in Latin in which we read and made briefs of many of Cicero's orations, and Greek in which we translated and analyzed the *Philippics* of Demosthenes. This practice gave us a much more unified knowledge and appreciation of both orators and oratory than if we had had different teachers for each course.

Another practice that I consider very practical was that of having two examinations in every language course, namely, one in precepts and one in practice. The former tested our knowledge of theory; the latter, an original composition, our ability to apply the theory.

Fr. Albert Wise, S.J., whose speech in the classroom and in conversation was always clear and dignified, was our earliest teacher of college courses in the three languages. Our English courses under his guidance embraced literary aesthetics and Newman, the essay, oratory, and poetry. In his Latin classes we read further books in the *Aeneid*, and the *Agricola* of Tacitus, and had more advanced work in writing Latin. In his Greek classes we read further books of the *Iliad*, Plato's *Apology of Socrates* and the *Crito*, and Demosthenes' *De Corona*, as well as the *Philippics*.

Fr. I. Bosset, S.J., a brilliant man in many fields of learning, had us for advanced Latin composition, Horace's *Odes* and *Epodes*, and also his *Epistles* and *Satires*. His Greek classes included Greek drama, and Sophocles' *Antigone*. Our English courses with him were the drama, and Shakespeare.

In mathematics we studied with three excellent teachers. Mr. David F. Hickey, S.J., taught us advanced algebra, plane and spherical trigonometry, and surveying. Mr. Alphonse Schmitt, S.J., had us for analytic geometry. Fr. Wm. F. Rigge, S.J., conducted our calculus classes. Mr. Schmitt also taught us one Latin course--selections from Livy's history.

Mr. Hickey's classes were large, yet all our homework, written in two large-sized composition books, was always returned to us neatly checked, annotated, and graded on the class day following the one on which it had been handed in. His classes in surveying were indeed very practical, for we students, divided into small groups, each with the essential surveying instruments and field-book, had to survey the entire university campus, map it, and prepare a profile of a north-south line through one of the more irregular parts of the campus. This counted for 5% on our trigonometry grade. The knowledge gained in this course has been of very practical service to me on a number of occasions in various places.

Mr. Hickey also taught us chemistry for two semesters. Again the classes were large, but again laboratory note-books and tests were very promptly annotated, graded, and returned. He always had all chemicals and apparatus in readiness both for demonstrations in the lecture room and for the laboratory sessions. The chemistry department then occupied what is now the third floor of the old main building. The north half was occupied by the laboratory; the south half was divided into two rooms, one with seats in tiers, and the other a storage room, the latter being in the west.

Fr. William F. Rigge, S.J., taught us not only physics, but also calculus and astronomy. We were the first class to have courses in advanced physics and to enjoy the great number of experiments that the purchase of a large quantity of apparatus, tables, cabinets, etc. provided. Every day we had a lecture or two-hour laboratory session. On some experiments we worked in groups of four. Fortunately, four of us who had become especially interested in physics during our high school course, formed one of these groups, and we were privileged to work on the mornings of our weekly holiday (Thursday) on both assigned experiments and on special projects, and in the following year to assist Fr. Rigge in research problems of his own. He was an exacting teacher and tolerated no nonsense in lecture room or laboratory. His tests and examinations were thorough and his comments on our laboratory to the point and helpful. The knowledge of physics and teaching methods that I gained from him stood me in good stead when later I taught that subject in a public high school.

Fr. Francis Cassilly, S.J., was in charge of most of our courses in education, which was one of the elective courses. Since he had had much experience in education on every level during his years in Chicago, his classes were both interesting and practical. My earliest information on the Montessori method of teaching young children was the result of a paper I had to write on that subject, a paper on which I spent many hours of research in the Omaha Public Library. We had our practice teaching in the Creighton University High School.

It seems proper to mention here one of Fr. Cassilly's very successful educational projects in Omaha. He was the father of the Catholic Instruction League, the purpose of which was to teach Cristian doctrine to pupils not attending parochial schools. He worked

out procedures and courses, and with the assistance of many teachers in both public and parochial schools, Creighton students, and others conducted classes at many centers throughout the city. So successful were the classes that Archbishop Harty later on said that the erection of eight parishes was the result of the League's work.

Fr. Frederick E. Meyer, S.J., a very clear, orderly, and interesting instructor, taught us both religion and history. His religions classes were much like abbreviated courses in theology. We had two courses in medieval history, and two in modern history.

Fr. John B. De Shryver, S.J., a former Belgian cavalryman, was a born teacher of Latin and French. From the ten hours of French that I took under his tutelage I derived sufficient knowledge of that language to read it with pleasure and to enable me to serve as interpreter for my company in the Army during World War I.

To me at least, the logic and philosophy classes were the least satisfactory of all our courses. Our teacher of logic knew his subject well enough, but he seemed to lack interest in it and in the class. The man who taught most of our philosophy courses was quite nervous and easily disconcerted. Our texts for most of the courses were mimeographed copies of the notes developed during many years by Fr. Frederick Meyers, S.J. They were used in many other colleges and much appreciated by both teachers and students for many years. But so many alterations did the new professor dictate to us that not only were all the blank reverse pages of our texts covered with hastily scribbled dictation, but also scores and scores of other sheets of paper. So often, moreover, did he change his mind on the proper wording of some point or other, that I found it quite impossible often to know what he wanted us to know, or to interpret the rapidly written dictation that was continued even through the period in which we were supposed to have repetitions.

Finally, the spring of 1915 arrived. Our class, that of Arts and Sciences, 1915, was the first Creighton College graduating class to join all the other schools of the university at a common commencement. We were only five: four bachelors of Arts and one bachelor of philosophy, who had not been with us in high school. The graduating exercises were held at the Brandeis Theatre, which till a few years ago stood on 17th Street west of Brandeis Store and less than two blocks from the Edward Creighton Institute at 210 South 18th Street, which then housed both the law and dentistry schools. It was from the latter place that the baccalaureate procession proceeded to the theatre. That night our little group received only dummy diplomas, for we had still six weeks of class and examinations ahead of us. Finally, in mid-June we had our baccalaureate Mass and sermon in St. John's Church and our commencement exercises in the university auditorium. There we received our bachelor's diplomas, and those of us who had taken the required courses in education were awarded Nebraska State Teachers Certificates for High School Teaching.

My next and last contact with Creighton University as a student was in the Summer Session of 1917, when after two years of teaching in the Utica, Nebraska, High School, I took courses in German under Fr. Alfred Kaufmann, S.J. and Spanish under Professor John

E. Kenny. I was not studying for credit, but only with the thought that the classes might be the foundation for further private study, and the Spanish course also because Mr. Kenny was a brilliant linguist and Spanish teacher who employed an all-Spanish method, a direct method in which I was very interested. Little did I realize then of what great benefit they would be to me later both at home and abroad.

Beyond the Classroom.

In bad weather most of the day students came to school by streetcar, using tickets that could be bought at a considerably lower price than the regular five cent fare, but could not be used during the rush hours. At other times most students walked to and from school. The South Side lads used to come in groups up 25th Street, and we North Siders usually made our way to 24th Street, some coming from as far north as beyond Ames Avenue. 24th Street was paved from the north only to Cuming Street. Its continuation southward ended at Burt Street at the foot of a steep bluff that extended to 23rd Street. In dry weather we usually climbed the bluff, reaching the campus northeast of the observatory, which then stood on level ground. In wet weather we had to go on Burt Street to 23rd Street, then south to Webster, and finally up the very steep sidewalk or road that led to the edge of the campus. The cutting through of 24th Street made our access to the college much easier both on foot and by streetcar.

The school day began with Mass in the chapel at 8:30 a.m. The chapel occupied the two lower floors of the north extension from the old building. The upper floor consisted of a steep sloping balcony that extended from the north about a third of the length of the chapel. It was used by the college men. The lower floor was level from the north entrance to about the edge of the balcony, and then sloped toward the south end, where there were three altars, the main one being in a recessed area. Though the chapel had stained glass windows and some frescoing, it was not handsome. When daily communion became common, students who attended an early Mass in their parish church were exempted from attending the chapel Mass.

During the day there was a recess in both the morning and the afternoon with an hour free at noon. The day closed at three o'clock, except for those who were sent to the "Jug." The boarders took lunch in their rather homelike dining room, while the day-students gathered in their lunch room at the south end of the Beanery, as the dormitory was then commonly called. That room had many sturdy chairs and bare tables. In the northwest corner adjacent to the kitchen there was counter at which a limited variety of food was served to the comparatively few who patronized it. Two cents, I believe, was the price of each of the following items: a cup of coffee, two slices of buttered bread, two frankfurters, a bowl of soup. Sometimes there were other items.

Many students kept their lunches in the morning in small individual compartments of a large cabinet in the small room that now serves as a vestibule leading from the rear of the main building to the church. Occasionally a student, wittingly or unwittingly, would take another's lunch. On one such occasion an irate student, unable to find his own lunch but knowing well what it contained, stalked through the crowded lunch room, carefully observing each man's meal. Finally he saw what he was convinced was his. With a mighty pull he lifted the hefty suspect from his chair. A frightful fist fight began. Assisted by several husky students, the ever-present prefect with great difficulty separated the two. So angry were they that they were suspended for two days to cool off. Throughout the

fight there was consternation in the room. Only when quiet and calm was restored did eating resume.

After lunch some played handball in the area between the main building and the north wing; others watched the games and talked. Many could be found in the library reading room, studying, reading, or getting books at the library desk.

Sometimes, during the school day there were assemblies of the entire student body in the university auditorium, or hall, which stood a few yards back from California Street in the area east of the present Alumni Library. Such occasions were the quarterly reading of grades, the preliminaries of elocution contests, and the presence of some well-known personage, who would deliver a speech. One very much appreciated speaker was Governor Woodrow Wilson of New Jersey, when he was a candidate for the presidency. At all such events the president of the university would speak briefly and the orchestra would play.

Every year there were lectures by prominent scientists and literary men. Wilfrid Philip Ward, editor of the Dublin Review gave several very interesting talks, the one on Tennyson being especially appreciated. To these lectures, which were held at night, as well as school plays and numerous other events, the general public was admitted.

Of the students' organizations, the oldest one was the Sodality of the Blessed Virgin Mary, which included both high school and college men in its membership. In my days, one was admitted to it only after a year of satisfactory probation. Every week the Little Office proper to the Sodality was recited, and a practical talk was given by the moderator. When Fr. Cassilly started the Catholic Instruction League, a number of sodalists joined the ranks of instructors.

The Creighton Oratorical Association, a member of the Nebraska Oratorical Association, had among its outstanding debaters John W. Delehant and Francis P. Matthews, the former becoming in later days a well-known federal judge; the latter, Secretary of the Navy and Ambassador to Ireland. At one time there were both the reading of papers and debates, but in my day there were only debates, many of which were very interesting. Nearly all of them were very helpful, whether one was debating, acting as a critic, or merely an auditor.

Other prominent organizations were the Glee Club and the Orchestra, which were trained by some of the leading musicians in the city. They performed not only at college functions in the university auditorium, but also in some years at a joint concert in Omaha's largest theatre. In the latter case, some well-known vocalist, pianist, or violinist would be imported, and the event would be one of social importance in the city.

Athletic facilities began to increase when on August 15, 1907, the university purchased property lying between 25th Avenue and 26th Street and between Burt Street

and a line fifty-one feet south of California, and on January 27, 1908, the city closed 25th Avenue so that it once more became university property. This area was then graded and levelled. Meanwhile, on the hilltop there were a few handball courts and a tennis court back of the church.

After the newly acquired land had been leveled and settled, a football field was laid out, running south from Burt Street to a point where the Eppley building now stands. In 1910 bleachers seating about a thousand were erected on the east side of the field. With the introduction of a student fee to cover all the games, dramatic and musical performances, lectures, publications, etc., and a greatly increased interest for football, a grandstand was constructed on the west side, and first used on October 5, 1912.

Before the more important football games, such as those with the Haskell Indians, St. Louis and Marquette universities, and especially South Dakota, which usually faced Creighton on Thanksgiving Day, there would be a parade through the downtown section with simple floats quickly prepared by the various schools and fraternities of the university. On special occasions, such as Thanksgiving, the mayor of the city and other important civic personages were conveyed to the stadium by tally-ho, and then escorted to the box of the president of the university.

In the spring baseball and, to some extent, tennis replaced football. Basketball did not reach the Creighton campus until 1916, when the large gymnasium was opened. Indeed, the only time I ever saw a basketball on the grounds was a day when a few students were trying to toss one into a bottomless peach-basket tied to a pole near the base of the ramp that leads down to the gymnasium. The previous gymnasium was the west half of the first floor of the small addition that had been added in 1901 to connect the old main building with the west end of the then building southwest wing. Its only purpose, I believe, was to house athletic equipment and give the players a place to change clothes.

An unusual work of charity may be noted here. After the Easter Sunday tornado of March 23, 1913, Creighton students were released from classes on several days and joined groups from other educational institutions in helping clean up the devastated portions of the city. The group to which I was assigned worked all of one day in the area southeast of Holy Sepulchre Cemetery, and on another at the Academy of the Sacred Heart, which had suffered very greatly.

The Campus As I Have Known It.

In 1908, when I first saw the Creighton campus, the view to the east from the entrance to the old main building was much as it was in 1877, when the site was purchased. There were, to be sure, more buildings visible, and one could see why the site was chosen. The slope toward the river was quite gradual, whereas to the west of the church there were steep, terraced slopes. A walk led northward from California Street to the front of the original building, where a flight of about eight steps led to a platform, from which another flight of about eight or ten steps brought one to the entrance to the college, now the window over the present entrance. The walk continued northward from the platform to a point a yard or two west of the observatory. The area to the east of the long college building and to the south along California Street was a pretty lawn with trees and shrubs. The present winding road is practically the same as then, save that the south terminus was about where the sidewalk is outside the retaining wall. About halfway between the road entrance and the walk leading to north from California Street, and some yards back from the sidewalk there was an arrangement of dwarf ornamental plants that spelled in large letters CREIGHTON UNIVERSITY. A bed of bright red cannas stretched along the wall of the south wing.

At that time the campus was bounded on the east by a line that now is represented by the middle of 24th Street, and extended from California Street to the alley between Burt and Webster Streets. This alley, however, was of no use since it was on the side of the steep bluff that rose from Burt Street to a point about thirty feet north of the observatory. There were houses on the south side of Burt, high up on a narrow terrace and reached by long flights of steps. The north boundary ran from 24th Street along the alley to 25th Avenue, and from 25th Avenue along Burt to 26th Street. The south boundary extended from 24th Street along California to 25th Avenue, where the property line ran north fifty-one feet and then continued west to 26th Street, which was the chief west boundary. South of California, the only area then used for university purposes was the site upon which St. John's Hall stood.

The area of the campus north of California Street, which in 1886 was 6 $\frac{3}{4}$ acres, was enlarged to 11 acres by the purchase under Fr. Dowling on August 15, 1907, of the land between Burt Street and a line 51 feet south of California and between 26th and 27th Streets at a cost of \$18,500.00. It was further enlarged under Fr. F.X. McMenemy to 16.6 acres by the purchase of the area and houses between 26th and 27th Streets and between California and Burt Streets at a cost of \$52,000.00. A few years later with the closing of a part of 26th Street, the entire tract grew to about 17 $\frac{1}{2}$ acres.

In September 1908, when I was becoming familiar with the campus, the terrain between 25th Avenue and 24th Street, which previously has seen much grading and levelling, was soon to see much more. On July 23, 1909, stakes were driven thirty feet west of the university's east boundary, on what now is the western edge of 24th Street. Grading began on August 2. This meant that the university would be obliged to do very

much grading and disposing of upturned earth on lower portions of the campus that could well be filled. The original level in the northeast corner of the grounds, that is near the observatory, was at least ten feet higher than it is now, as can be verified by the observatory's height above the lawn surrounding it. From that point there was gradual slope downward to a point about opposite the entrance to the original building, where the slope began to be more pronounced. The present walk that lies very close to the north and east sides of the north wings was laid in 1902, when that extension was built. Rising upward from these walks to the north and to the east there were steep slopes varying from about two feet at the northwest corner of the building to perhaps seven feet at the northeast corner and then gradually descending to four or five feet at the junction of the extension with the original building, where a flight of steps led up to the walk above. Not only all the ground north and east of that walk next to the building required grading, but also a very steep slope had to be cut downward to the height of the present retaining wall along 24th Street.

It is quite impossible to describe adequately the lay of the ground west and northwest of the north wing, which until 1908 was the athletic field. Its western edge was a straight line parallel with but about thirty feet east of 25th Avenue. Its north side was a slightly diagonal line beginning at 25th Avenue some yards south of the north boundary of the campus and meeting that boundary at a point probably back of the Sacred Heart statue but at a much lower point. Its south and shortest side was practically a projection, at a distance of perhaps twenty feet, of the north wall of the original building westward to 25th Avenue. In 1908 one could walk a few yards from the west door of the north wing and sit on the edge of a steep slope overlooking a tennis court below. When the slope just mentioned reached a point a few yards northwest of the corner of the north wing, it curved to the northeast. From all this one can see that the westward slope from the observatory was at first quite gentle, but soon became steep. Hence all the area back of the church, a large portion of the north lawn, and the entire ramp leading down to the gymnasium are filled ground. After the grading of 1909-1910, and most of all since 1916, when the gymnasium was completed, that area has had much the same appearance as it has today, except that there were then few trees. The elms that till recently shaded the whole north lawn were planted on April 28, 1924.

On the new playing field which had been graded and levelled in 1908, four or five parallel tennis courts were erected on the site of the present law school. To the north of these and on a somewhat lower level lay the football field, with its long axis running south to north. At the north end there was first a level space where automobiles could be parked and beyond that a rather steep slope to Burt Street. Bleachers seating about one thousand were erected on the east side in 1910 and a grandstand on the west side two years later. The first pay game on the campus took place on October 1, 1910.

In the summer of 1923, when I was in Omaha for about two weeks, Fr. John McCormick, the president of the university, showed me all the newer buildings and other recent changes on the campus. St. John's Church, which was begun in the late spring of

1887 and dedicated on May 6, 1888, had been extended much in accordance with the original plans. The old brick sacristy had been removed, and the transepts, a more spacious sanctuary, and three sacristies had been added. The east sacristy was linked with the pastors' residence, which had been begun on August 30, 1920, and was occupied on March 21, 1921. The completed church was dedicated by Archbishop Harty on September 2, 1923.

On September 15, 1919, the Edward Creighton Institute at 208 South 18th Street, the home of the law and dental schools since 1905, was sold for \$250,000.00, though the schools were allowed to remain there until their new quarters on the main campus should be ready for occupancy. Accordingly, with the money received from the sale the present law and dental buildings were begun in the autumn of 1920, and welcomed their first classes on September 23, 1921. It may be well to note here that the beautiful cherry bench that stands in the moot courtroom of the law school came from the old county courthouse that stood on a high hill in front of the present courthouse. Before that bench many cases, famous in Omaha history, were tried. Its fine wood, its carving, and its history make it a valuable treasure.

Twenty years and some months after the above-mentioned visit, I was once more at Creighton, not as a visitor but as an instructor in the Army Air Force Training Program. My stay extended only from the first week of February 1943 till the first week of August 1944. During my long absence many changes had taken place.

The old wooden grandstands had disappeared, the west one having been condemned and torn down in December 1923, and the other dismantled in May 1925. Meanwhile a vast amount of grading and levelling had changed the appearance of the whole area between the foot of the hill on the east and 27th Street on the west. A new powerhouse, built in 1924, stood some yards west of the gymnasium, with its north side on Burt Street. Southwest of it a broad flight of steps led down to the field below.

Along the south side of the field and on the site of the present Eppley and Rigge buildings there was a long, broad grandstand which had at its central point a large arched entrance gate at 26th Street, which had been closed from the gate to Burt Street. Across the field towered the much narrower north stand, whose lower deck encroached upon the Burt Street sidewalk and whose upper deck protruded even farther north. This encroachment caused some trouble for the university when suit was brought against it by those dwelling across the street. The outcome was that the university bought the houses and lots opposite the offending stand. The stadium, built at a cost of almost one third of a million dollars, was begun in the spring of 1925 and formally opened on Homecoming Day, November 21, 1925. Few university football games ever filled the stadium to capacity, which, it is said, was 15,000. Even by 1944 the stadium had so deteriorated that, as Fr. Thomas Bowdern, the president of the university, told me, each year extensive and expensive repairs were required.

On the southeast corner of 25th and Cass streets stood the College of Commerce and Finance, not a new building, but an old three storey structure that many years before had borne the proud name of "Graystone" apartments. It had been purchased on August 4, 1924, as temporary home for the school. Most of the block bounded by 24th and 25th streets and by California and Cass streets was now university property. The long row of ancient three-storey flats that faced south on Cass Street had been condemned, and all but the unit on the corner of 25th Street had been demolished. That unit was used as an annex to the Commerce School. In 1934 two two-storey apartment houses, one facing on California Street and the other on 25th, were extensively re-arranged interiorly and to some extent exteriorly for dormitory use. They were connected on the corner of 25th and California by a neat two-storey structure that served chiefly as the entrance. It was called Dowling Hall. To provide further quarters for the Army Air Force trainees, in 1943 an addition was built connecting the south wing of Dowling Hall with the Commerce Annex; and Wareham Hall, which in 1933 had undergone extensive remodeling, saw several new alterations. Its dining rooms became sleeping bays; its kitchen and other rooms were converted into bath rooms.

What impressed me most in 1944 was the present Administration Building. Since comparatively few people know the main facts about this structure, I shall give them. Even today many persons think that the edifice is of very recent construction. Actually, the wing to the east of the tower was built in 1930. The tower portion (except for its top two storeys) and the part adjoining it to the west with but one pair of windows was first occupied in 1889. The remainder of the west wing was built 1901-1902. In the years before 1930 the ground floor of the tower section and west wing was faced with rough Warrensburg sandstone like that of the church, but in that year it was smoothed to be more like the Indiana limestone of the east wing. Above that stone base, but a few inches back of the front edge of the sandstone, the facing was of red brick. The present tower has a completely altered face. The only south entrance prior to 1930 was where one now sees the second pair of windows from the west end of the building. In 1930 the tower's two top floors were superimposed, the fenestration was almost completely changed, and a huge opening was pierced through the first floor walls. That opening is now enclosed by the slightly projection main entrance. On the portions of the west wing where there were only single windows, a second window was added to match the fenestration of the east wing. The dark panels below many windows are of an aluminum alloy. The tall, slender spiral columns that frame all pairs of windows and the huge elaborate panels above the topmost windows are of light terra-cotta. The remainder of the façade is, with a few exceptions at the entrance, entirely of Indiana limestone.

Since my return to the campus in 1948 after three years' absence, some property and buildings have been lost because of the construction of the Interstate Highway, whereas other property has been acquired and many new edifices have been erected. They are, together with the year of their completion, the following: Deglman Hall and the student center, 1956; the Eppley College of Business Administration, Gallagher Hall, and the Alumni Library, 1961; the Medical Research building, 1963; Swanson, Kiewit, and

Becker Halls and the student center addition, 1965; the Medical school north of the Medical Research building, 1966; and the Rigge Science Building, 1968. The erection of the above structures necessitated the demolition of Dowling Hall, the razing of part of Wareham Hall, and the razing or removal of other minor buildings, such as the army huts that served so well for some years after 1945, the temporary chemistry laboratories on the lower campus, and a number of dwellings that had served as dormitories.

It is interesting to note that the present arrangement of the buildings on the campus to the west of the church rather closely approximates the plans made by John Latenser and Sons in 1920. The Creighton Courier in issues from April 1, 1920, onwards has a number of plates showing projected ground plans and perspective views of buildings made from several directions.

Creighton College.

Creighton College, also known as the College of Arts and sciences, once the smallest of the schools of the university, but now for many years by far the largest, has really never had a home of its own. When the institution was founded, it was necessary to begin with whatever students could be found, and nearly all of these were of the elementary school level. Even for many years after the first college seniors had received their degrees as bachelors of arts, in 1891, the enrollment of the college was small and its domain was limited to a few scattered rooms in the old main building.

Even in the writer's college days the college had few rooms that it could call its own. On the top floor of the original building it used all but the southeast room that lies west of the north-south corridor. On the floor below was the chemistry department: a lecture room, a large laboratory, and a stock room. On the main floor there was the library, shared by both college and high-school. In the wings to the north, the chapel and physics lecture room were used by both. The freshmen, sophomores, and juniors occupied the three rooms on the top floor of the main building, while the seniors and modern language students used the two small rooms on the front of that floor.

In later years, when the writer was teaching at Creighton, the chapel had had the lower portion converted into the high school library, and the upper part had been floored and divided into three generous classrooms. When the College began to have late afternoon and evening classes, High school classrooms were also used. High school students then began to have classes in the northeast corner rooms of the third and fourth floors of the original building.

As the college enrollment increased, the college students began to attend classes in various places: in the College of Commerce and Finance at 25th and Cass streets, in the dental and law schools, in the gymnasium, in the annex to Dowling Hall, and in three long army huts that stood northeast of the law school and partially on the site of the present library. Even when the huts were removed from there, one was set up at the west end of the campus close to where the medical research building now stands and served for classroom purposes. Moreover, to provide room for much-needed additional space for the chemistry department, under the presidency of Fr. Wm. McCabe, a T-shaped frame structure was built north of the dental school. It had a lecture room, two laboratories, some offices, store rooms etc.

Even now, with the completion of many new buildings and the formation of many offices for the various departments of the college and for administrative groups, comparatively few classrooms remain in the old building, and classes are held not only in the new Rigge building, but also in the Alumni Library, Eppley College of Business Administration, and in Smith and Bergan Halls.

In my school years at Creighton the library embraced two areas. There was the reading room, which now houses the offices of the dean of the College and the registrar's private office, and is fifty feet wide and sixty feet long. South of it, in the annex connecting it with the southwest wing, there was a stack room with a reading area for the faculty in the middle. This area had wooden stacks along all the walls of the main floor with other stacks protruding from the east and west walls so as to form alcoves. A balcony, reached by a flight of steps and about four feet wide and eight feet above the floor, completely surrounded the room and had shelving along all its walls.

From about 1944 till 1961 the reading room was much like it had been in the 1910's, but it was crowded with tables and chairs and had shelves for reserve and reference books along the south and west walls. It now was used only by college students, since the high school had its own library.

By 1948 the stack room to the south was quite changed. The former open space on the main floor was filled with stacks, and the open space above had been floored and equipped with additional stacks. Indeed, as the book collection grew, thousands and thousands of less-used books were carried to the attic of the southwest wing, to stacks on the west end of the second floor of the faculty residence, and finally to the attic over the extension linking the old main building to the northwest wing.

In 1961 Alumni Memorial Library was opened, an edifice with about seven times the floor space of its predecessor. The offices of the dean of the College and of the registrar as well as the quarters of the purchasing department now adorn and occupy the former home of the library.

The old library was open daily except Sunday and for a few weeks between the conclusion of the summer session and the opening of school in September from 7:45 a.m. to 9:00 p.m. During the hours after 5 p.m. student help alone served the patrons.

From 1928 to 1938 Miss. Mary C. Hunt served as high school librarian and part-time librarian in the college library. From 1938 onwards she was full-time college librarian, assisted partly by student help, sometimes by one part-time librarian from the high school, and now and then by a full-time assistant librarian. But marriage or much higher salaries soon called the assistants elsewhere. No one who was not there in the past can imagine the crowded condition of the old library or the many tasks the librarian had to face. As many tables and chairs as possible were crowded into the reading room, the desk and the card-catalogues were grouped together in the southwest corner, adjacent to the stack room; and the work room was a cold, bleak, crowded area about eight feet wide and eighteen feet long.

In the writer's high school and college years, the dean of the college was also principal of the high school. His office was in the north wing, on the second floor, in what is now room 233. By 1944 the dean's office was in the room which now is the private

office of the dean of the graduate school but originally was the north parlor of the original building. He also had a screened-off area just over the present east entrance in what was once the main entry to the college. Gradually the office area expanded, till it occupied the area now the offices of the graduate school.

Until recently departmental offices were few and small. Many Jesuit teachers, though on paper as having an office where they might receive students, actually never had as much as a chair in any office. At one time fourteen were assigned to the small room on the southeast corner of the top floor of the main building - a room that had been assigned as the office for the departments of religion, philosophy, sociology, and classical languages. Three lay teachers and two Jesuits, the heads of the departments of religion and philosophy, had a desk and chair there. The result was that the officeless teacher had to meet students seeking help either in a corridor, in an empty classroom, or in the garden.

It may be useful and even interesting to learn that the part of the top floor of the main building that lies to the west of the north-south corridor was in the college's earliest years known as College Hall. It was the scene of a large variety of events. Here were held lectures, elocution contests and classes, plays, concerts, and the annual exhibitions of the students' work. During such performances the audience faced the west, where the stage was located. On Sundays and certain other occasions, when Mass was celebrated there, the audience faced east and beheld an altar in the center of the east entrance. In later years, after the erection of St. John's church, Mass was offered in the church; and after the construction of the university auditorium west of the church, programs were held there, and the old hall took on a much different appearance. The ceiling was dropped nine feet to its present level, and the area was divided, first into three rooms and later into four. After the great fire of 1911 which consumed much of the attics in the north wings and part of the attic of the main building, a substantial floor was constructed over the ceiling of rooms of the top floor of the main building and the remnants of the original lofty ceiling were removed. Thus there was created a large storage area that has seen much used to this day.

When in 1929 and 1930 the present east wing was added to the older façade on California Street and the new façade created, many surprising and valuable changes took place in the original Creighton College building. The ground about the old east entrance was lowered to adjacent levels. The present entrance was created and the old one replaced by windows that now adorn the offices of the graduate school on the second floor. The bright little rooms that are on either side of the new entrance once had only small windows close to the ceiling and in the early days of the college had served as kitchen and dining room for the Jesuit community. Moreover, what we now call the first floor had been only a dark basement with small windows, with a few storage rooms, and dimly lit passage ways. Only a person who was familiar with the old basement and the corridor leading to it from the south can realize what a tremendous and pleasing change was accomplished there in 1930.

The Teaching Days.

My teaching days at Creighton fall into three periods: February 1944 to August 1945; June 1948 to August 1956; June 1957 to August 1959; and August 1961 to the present.

In the beginning of February 1944 I was assigned to teach in the Army Air Force Training Program which had been inaugurated at Creighton on February 19, 1943. The Creighton unit was at first known as the 89th College Training Detachment of the Army Air Force Student Training Program, but later designated the 3061st Army Air Force Base Unit (College Training Aircrew). The program continued until June 30, 1944.

There were always five squadrons on the campus, each with about one hundred men. The total number of those enrolled in the program as 2,128. Each month a squadron would leave for a cadet flying center, usually for the one at Santa Ana, California, and another would take its place. Each squadron was divided into three flights, A, B, and C. The C flights had the fewest men and seemed to be made up chiefly of those men who had not scored so highly as the others in the Army Air Force tests. The subjects that they all had to take and the hours devoted to each are these: mathematics, 80 hours; physics, 120 hours; history, 60 hours; English, 60 hours; and civil air regulations, 15 hours. A few squadrons had also some hours of flying at the municipal airport.

The teachers were required to give frequent tests, each in several forms, three being highly recommended, and also to give copies of them and the scores made in the tests to the commanding officer. Each month a test prepared by the Army Air Force headquarters in Washington was administered by local Army Air Force officers. These tests were scored in Washington. Later on, the teachers would receive a report containing three items: 1. the squadron's standing in relation to the standings of the squadrons in other universities who took the same test at the same time; 2. the names of the students who ranked very high among all the students at these universities; and 3. the scores made by each member of the squadron. Due to the consistently diligent work of the Creighton faculty, which included eighteen laymen and fourteen Jesuits, Creighton received very favorable ranking. One of the last reports received, if not the very last, not only ranked our squadron in the upper tenth, but also informed the university that its squadron had tied for first place with two other squadrons.

The men were quartered in the two dormitories, Wareham and Dowling Halls. In both halls double-decked bunks replaced the previous single beds. In Wareham Hall the dining rooms and part of the kitchen had been converted into sleeping bays. An addition to the south end of Dowling Hall provided more rooms and a study hall. The men rose at 5:45 a.m., D.S.T., and breakfasted in shifts between 6:20 and 7:00 o'clock. Meals were not taken on the campus, but at a cafeteria at 21st and Dodge streets, to and from which the men marched in silence as part of their daily drill. Classes began at 8 o'clock and continued until noon, and after the noon hour till 5 o'clock, when there was retreat, the

one colorful event of the day. The final meal was taken at 6 o'clock. From 7:00 to 9:00 o'clock there was supervised study. Taps sounded at 9:45.

After the termination of the Army Air Force Student Training Program, word was received that Creighton University was to be the sole institution in this Army Air Corps area to have the new Army Air Force Reserve Student Training Program. The students were to be lads recently turned seventeen years, who, though not soldiers and not receiving any recompense, would wear army uniforms and be subject to army discipline. The program did not attract many young men, but there was sufficient number to form a large squadron with A, B, and C sections. Not a few of the youths were at first very angry to find themselves at a Catholic school, but during the last of their three three-month periods they were of a quite different frame of mind. In fact, when they were about to depart, they sent a delegation to me to tell me frankly what their early feelings had been and how grateful they now were for all that had been done for them, even asserting that the nine months had been the most profitable of all their school years. Then they asked me to suggest what gifts they might buy and present as tokens of gratitude to Fr. Thomas Bowdern, the president of the university, and to Fr. Gerald Fitz Gibbon, the dean of the College of Arts and Sciences. I knew that the men received no financial aid from the government that they had to pay for the frequent cleaning and pressing of their uniforms, and lacked money for many other personal needs. I also knew that some of them had no money and were forced to do odd jobs, such as shining shoes, for others or else leave the program. Many of them had very little money. Hence I urged them merely to call on the president and the dean and express to them their gratitude in words. This they did, but they accompanied their verbal thanks with small items for the administrators' desks.

Since these lads were at Creighton much longer than any of the previous squadrons, they received a somewhat more extensive training at a more leisurely pace. The Army Air Force reports received at the conclusion of the program showed how very successful the program had been at Creighton. Each of the flights had a number of names on the national honor roll in the various subjects.

It may be well to remark here that due to the smaller enrollment in the latter program, the university was able to restore the Wareham Hall dining areas and kitchen and to feed the lads there. What an appetite they had! At two different periods of this era the Jesuit community, because of its inability to find reliable cooks for its kitchen, had to take its noon and evening meals in the old Beanery after the students had supped and dined.

The last young men of the Army Air Force Reserve program had scarcely departed, when work began on preparing the dormitories for the summer school students. An array of new and attractive courses drew a considerably larger enrollment than that of the previous year. The greatest attraction of the summer, however, was the Religion Teachers' Institute, of which Fr. Aloysius Heeg, S. J., was the guest director. It was

designed especially for teachers in both elementary and high schools, and drew an estimated seven hundred persons to the two-day sessions. Many of these had come from neighboring states and went away highly praising not only Fr. Heeg but also the large exhibit of books, pamphlets, and visual education materials dealing with catechetical that had been assembled.

Since my return to Creighton as a teacher in the beginning of June 1948, my teaching has been in both the summer sessions and the yearly two semesters. Latin and English rhetoric classes took most of my time, though I taught also a number of classes in library science, and a few in education and Greek.

The upper division Latin classes were usually quite small, but pleasant to teach, for the students did creditable work, and a fair number of them were very active in class and capable of writing brilliant research papers and examinations. The sophomore classes varied somewhat in size, but averaged about twenty-five members. Selected books of Livy's History of Rome and St. Augustine's Confessions were the usual courses. The latter was the course that greatly impressed the better students and that all preferred.

Teaching freshman Latin was neither an easy nor a very satisfying task. The courses that were prescribed for those who had taken four years of high school Latin were Horace's Odes and the letters of either Cicero or Pliny the Younger. These classes were usually very large. Very few of the students, however, were interested in the language. Why then did so many of them take Latin? The answer is very simple. They knew that at Creighton two years of a foreign language were required, and also that their four years of high school Latin would fulfill one year of this requirement. A few years ago the forty-three members of one such class were asked to signify by raising a hand whether they were taking Latin solely to fulfill the university's language requirement. All but five hands were raised. Even the students who had had only two years of high school Latin could count them as one semester toward the fulfillment of the requirement. Those who had never studied Latin could enter the normal freshman Latin class only by taking four one-semester preliminary courses: Beginning Latin, Intermediate Latin (Caesar), Cicero, and Virgil.

The greatest difficulties, however, that the teacher meets in every lower division and preliminary Latin class are the lack of a solid foundation in English grammar on the part of a very large number of the pupils, and in the case of those who have taken high school Latin for two or even four years, also a weak knowledge of Latin declensions, conjugations, and fundamental syntax, as well as a slender vocabulary. This means that every conscientious teacher will be obliged to begin each semester with a test of his pupils' knowledge of the above-mentioned desiderata, and then take time for remedial study before the work of the semester can begin. All this means that he rarely will be able to cover the prescribed work of the semester.

In the early post-World War II days and until the 1960's, there were six courses in freshman English, namely En. 1, 2; 31, 32; 51, 52. The odd-numbered ones were for the first semester; the even ones, for the second. En. 1 and 2 were considered to be remedial courses and were followed by En. 31 and 32, which were for normal students. At first no credit was given for En. 1 and 2, but later on, especially when only one remedial course was required, credit was given in a general way but could satisfy no English requirement. En. 51 and 52 were for honor students. For many years the remedial groups far outnumbered the others. There were years when as many as twenty remedial sections were necessary. Last year (1970-1971) no rhetoric course of any kind was required.

My many years of experience in teaching many hundreds of college freshmen, the frequent complaints coming from teachers in the upper classes of our own colleges and even from our professional schools, and the consensus of prominent college administrators writing in educational journals have convinced me that if a college is to produce graduates who can write coherent, grammatically correct English two things are essential. The first is that all freshmen be required to take at least one solid course in rhetoric (or should it be called correct writing). The second is that only capable, hard-working, experienced teachers be assigned to this course, one of the most important a college can offer.

Many students in the classes of rhetoric taught by Fathers R. Williams, John Flannigan, and Patrick Kelly have told me of their gratitude to those excellent teachers for having given them a splendid training and demanded good writing from them. From these three men I myself received very valuable counsel when I asked them for advice with regard to teaching rhetoric, when I first began to teach that subject at Creighton.

In my English classes there were a few who, at Creighton against their will, would not work, many others who were here only to escape the draft and hoping for an early deliverance, and many who were willing to make an effort to learn. Some of this last group did excellent work; others improved greatly. One unusual episode on an English 2 class I shall never forget. The class had been assigned the reading and analysis of a very well written article contained in the textbook we were using and had used for many years with great success. I had assigned the next lesson, and was about to open the discussion on the current assignment. "What do you think of this essay?" I asked. At once, a veteran, somewhat older than the majority of the class, arose, faced the class and began: "Men, I tell you that this is the best article I have ever read. I have always wanted to know what an earthquake is, what a seismograph is, how it works, and what it tells." Then he proceeded to give a splendid analysis of the essay as a clear, orderly, interesting piece of writing. The class listened spellbound. I said nothing until he had finished and sat down. He had succeeded better than I would have, for his explanation, coming from an equal and so vigorously given, had deeply impressed them.

Of the classes I taught in Greek and education nothing need be said. Library science classes became quite imperative in the 1950's because many states required that all elementary and high schools should have librarians with at least six hours credit in that

field. Hence, Miss Mary C. Hunt, our librarian, organized and taught two courses: a. classification and cataloging, and b. library management. Since it was very difficult for her both to teach and to perform the manifold duties of librarian, for some summers I taught first one course and then both. Classes were held only during the summer sessions and continued only until a sufficient number of teacher-librarians had been prepared, and the enrollment had dropped. The courses fulfilled the requirements of many states, but could not be counted for credit toward a degree in library science. Later, however, some of the students entered library schools and secured degrees.

Now for a few words about the intellectual interests of college students since the end of World War II. The veterans who flooded our campuses for some years after that war may be classified roughly under three heads: 1. those who had previously been in college and had returned to complete the sort of education that they desired; 2. those who were happy to have the opportunity of acquiring the education that they had longed for; 3. those who were taking advantage of government grants until such a time as they might find a congenial occupation elsewhere. Amongst all these there were some who lacked the necessary background, others who possessed the ability to pursue college studies, and others who, seemingly with little ability, nevertheless had a strong determination to make something of themselves and a willingness to work to that end and did so.

The writer had many veterans in his classes, especially in the English courses. He found that the great majority of the ex-service men were mature persons who prepared all their assignments, came regularly to class, handed in all required written work at the proper times, and, though in some cases at times becoming somewhat discouraged, continued to apply themselves diligently. How encouraged and happy they became when they learned from the teacher or saw for themselves that they were making progress. And many of them did make great progress and were soon doing excellent work. Not a few went on to professional schools and eventually entered upon the careers to which they had long aspired. Many a teacher who taught large numbers of the veterans of the late 1940's and the 1950's longs for more students of the type those veterans were.

One often wonders whether four years of college today with its often cafeteria-sort of program, the accumulation of credits, and the shallow courses too often offered are providing a large share of the students with a real education. A real education is not merely the temporary accumulation of a body of facts and theories, but also the possession of a love for the pursuit of learning, the improving of oneself by wise reading, the ability to learn without the aid of a teacher, a thirst to learn ever more and more. How many courses in college catalogs there are that a person could master without the need of teacher or classes merely by reading carefully and thoughtfully a limited number of select books.

During my teaching year since 1948, it has been my lot to be more or less engaged in library work. In the period between 1948 and 1956 we were trying to provide the

largest possible amount of shelving in the old library and to find more space in attics to shelve less-used books and periodicals. While the attics, already housing thousands of books, were being purged of all extraneous and useless items, much archival material pertaining to the university---photographs, catalogs, scrapbooks, etc.--was discovered and assembled in storage files, and many valuable books were added to the library shelves.

In 1961 the new Alumni Memorial Library was opened, providing about seven times as much floor space as the old library. With more ample quarters and a far more numerous staff, Fr. James Kramper, S.J., now director of libraries was able to make the book collection much more accessible to students and teachers alike. Among the more significant improvements have been the following: 1. a large increase of books and periodicals; 2. the beginning of what is already a good-sized collection of microforms; 3. the replacement of the Dewey Decimal Classification by that of the Library of Congress, a task that is still in progress. Due to the enlarged floor area, the library now has large work rooms and provides the students with numerous chairs, desks, tables and carrels even near the stacks.

In the writer's school days at Creighton there was in the physics laboratory a sort of museum, which was contained in five showcases and two upright cabinets with glazed doors. It was mostly a collection of minerals with the specimens numbered and labeled, and a book listing all of them. Besides, there were Indian artifacts, ancient coins, curios from Asia, the Near-East and Africa, sea shells, and some early electrical instruments.

In November 1921, when Fr. Rigge became ill and was hospitalized, his successor in the physics department removed the collection to the north attic. Minerals and their labels were separated and poured into boxes; some larger specimens were replaced in the showcases or dumped into large boxes, or merely left on the floor. As time went on nearly all the artefacts, curios, and many valuable mineral specimens disappeared or were so carelessly handled that they were badly broken and chipped.

In 1954 Fr. Lawrence Jansen, S.J., then assistant dean of the college, showed me a box full of specimens and a few loose labels. We managed to find stones and labels that matched, but these were but a tiny portion of all the stones that bore numbers but no names. We felt that something should be done to preserve the collection. After spending two vacation periods and freetime during school years in assembling and roughly classifying the specimenas, the writer sought the help of Fr. John Flannigan, S.J. He produced the three large cabinets with the upper doors glazed that now stand on the top floor of the north wing. In the lower unglazed sections there are many duplicates of specimens in the glazed sections, as well as numerous unidentified and unspectacular minerals. In the upper, glazed sections we put the identified specimens with their labels, and also those that we could arrange only in rough categories, such as corals, sea shells, fossils, various forms of quartz and of calcite. That the collection has been of considerable interest to students and others that reach that top floor is testified by the numerous nose and finger prints that often have to be removed from the glass panes. In recent years

the specimens have been of interest to science teachers, some of whom are still using them in class.

The breaking up of one important and valuable portion of the original collection is especially regrettable. It is one that Mr. John A. Creighton, after many vain attempts, finally procured for the university. The following quotation from the Creighton College catalog for 1898-1899 is revealing.

“Grateful acknowledgement is made for the following benefaction of the year: Messrs. Kearns and Keith, through Hon. John A. Creighton, a handsome oak cabinet containing a large collection of minerals, mostly from Park City, Utah, all neatly numbered and catalogued. The collection includes very rich ores of gold, silver, copper, and lead. There are in the collection two gold nuggets from the Klondike, a beautiful group of quartz crystals overlaid with carusaite and galena, samples of refined silver, ores of zinc and iron, and many other specimens.”

We have old photographs of the crowded room in the old main building in which the physics, geological, and other scientific items were kept before 1902. In it are shown the seven cases that once housed the collections. One of the cases, of which only a part is shown, is the Kearns and Keith cabinet. The photograph, however, does not aid us in identifying any of the specimens.

CREIGHTON UNIVERSITY PRESIDENTS

1. Roman A. Shaffel, S.J. June 1878 – August 1880.
2. Thomas Miles, S.J. August 1880 – September 1883.
3. Joseph Zealand, S.J. September 1883 – July 1884.
4. Hugh M. P. Finnegan, S.J. July 1884 – July 1885.
5. Michael P. Dowling, S.J. July 1885 – March 1889.
6. Thomas F. Fitzgerald, S.J. April 1889 – June 1891.
7. James F. X. Hoeffer, S.J. July 1891 – December 1894.
8. John F. Pahls, S.J. December 1894 – November 1898.
9. Michael P. Dowling, S.J. November 1898 – February 1908.
10. Eugene A. Mageveney, S.J. February 1908 – August 1914.
11. Francis X. McMenamy, S.J. August 1914 – March 1919.
12. John F. McCormick, S.J. July 1919 – September 1925.
13. William J. Grace, S.J. September 1925 – August 1928.
14. William Agnew, S.J. August 1928 – March 1931.
15. Patrick J. Mahan, S.J. March 1931 – May 1937.
16. Joseph P. Zuercher, S.J. May 1937 – December 1943.
17. Thomas Bowdern, S.J. December 1943 – December 1945.
18. William McCabe, S.J. December 1945 – September 1950.
19. Carl M. Reinert, S.J. September 1950 – March 1962.
20. Henry W. Linn, S.J. March 1962 – November 1969.
21. Joseph J. Labaj, S.J. September 1970 –

Notes:

Fr. Roman A. Shaffel, S.J. began to live at Creighton College on July 10, 1878. He was president of Creighton College and superior of the Jesuit Community. On August 14, 1879, The Creighton University was incorporated. On December 4, 1879, by deed of trust Bp. O'Connor conveyed all property and securities of Creighton College to The Creighton University. On that day Fr. Shaffel became president of The Creighton University. On August 25, 1880, Fr. Thomas Miles became the second president of The Creighton University and the first rector of the Jesuit community.

All other presidents of the university up to and including Fr. Henry Linn were also rectors of the Jesuit Community.