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A HISTORY OF OUR LADY OF HOLY CROSS COLLEGE,
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A Dissertation

Submitted to the Graduate Faculty of the
Louisiana State University and
Agricultural and Mechanical College
in partial fulfillment of the
requirements for the degree of
Doctor of Philosophy

in

The Department of Education

by

Betty L. Morrison
B.S., University of Southern Mississippi, 1969
M.A., University of Southern Mississippi, 1971

May, 1976
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ABSTRACT

The history of Our Lady of Holy Cross College antedates its present geographical location. It was established by the Marianite Sisters of Holy Cross, and is operated under a combined lay-religious Board of Regents and administration.

The Marianite Sisters first arrived in New Orleans in 1848 and worked with the orphans at St. Mary's Boys' Asylum, and later opened an Industrial School for girls. In a few years the Sisters began to establish elementary and secondary schools throughout Louisiana. A Normal School was established in 1916 at the Academy of Holy Angels and was authorized by the State Legislature to confer degrees. By July, 1938 the State Department approved a four year teacher program and the first degree was conferred in July, 1942.

Increasing enrollment gave rise to the separation of college and high school which were on the same grounds. In April, 1960 the name of the college was changed to Our Lady of Holy Cross College. The college was formally opened to full-time lay women students in 1962. In 1967 a million dollar annex was completed and the college became co-educational. The fall session marked a high point in the college's history when it received accreditation from the Southern Association of Colleges and Schools. Cooperative ventures began in 1973 with other small colleges. The formation of the West Bank
Union for Higher Education paved the way in the South for other small colleges seeking means of cooperation from public institutions. The rapid growth in enrollment over a three year period (1973-1975) from 313 students to 845 students was a significant factor that supported this study. Because colleges are made up primarily of people there were many other factors that have contributed to the growth and development of this institution. The everyday interaction of students and faculty in close proximity was a unique factor that has contributed to the overall growth and development of the college. The advantage of being small was a unifying and important source of communication that served both the institution and the student. It is a conventional college that has succeeded in competing with other more prestigious institutions on a realistic basis and has faced the crisis of survival with optimism.
Chapter 1

BEGINNINGS: ACADEMY OF HOLY ANGELS (1848-1916)

The historical beginnings of Our Lady of Holy Cross College were realized through the efforts of the Marianite Sisters of Holy Cross. The Sisters began their work in New Orleans in 1848 and at first devoted their efforts to caring for the orphans of the city. Later they conducted a boarding and day school for girls, the oldest of which is Holy Angels Academy. From its humble beginnings as an Orphanage and an Industrial School there emerged a high school and a college.

The first American foundation of the Sisters Marianites of Holy Cross was made at Bertrand, Michigan, in the diocese of Bishop Le Fevre of Detroit, where pioneering members set foot on American soil in 1843. These were Sisters Mary of the Sacred Heart, Circumcision, Calvary, and Crucifixion.1 Prior to this, Reverend Edward Sorin, in a letter of December 5, 1842 petitioned Reverend Father Basil Antoine Marie Moreau, founder of this young congregation of religious women, to send a group to the United States from Le Mans, France.2 When the Sisters were transferred from Michigan to


Indiana, Reverend Father Sorin was asked by priests and bishops to assign the services of the Sisters for schools, colleges, and academies in their parishes and dioceses. 3

The first Marianites in New Orleans came from Bardstown, Kentucky, where they had charge of domestic duties of a college directed by secular priests. The Sisters who had charge of the domestic duties of the college were: Sister Mary of the Five Wounds, Superior; Sister Mary of the Nativity, assistant; Sister Mary of Calvary; and Sister Mary of the Crucifixion, infirmarian. When the college management was taken over by the Jesuits, the services of the Sisters were no longer needed; they, therefore, accepted an offer from Archbishop Blanc of New Orleans, to found a house of their Order in his diocese. Reverend Father Drouelle during his visit to America had seen the Archbishop and had made all necessary arrangements for such a foundation. The above named Sisters, with the exception of Sister Mary of the Crucifixion, who went to Indiana, arrived in New Orleans on the twenty-seventh of April, 1848. 4

St. Mary's Orphanage

Archbishop Blanc assigned the Sisters to work in St. Mary's Orphanage. The extreme poverty of the place is recorded in the Chronicles of 1841-1846:

3Chronicles, p. 9.

4Chronicles, pp. 9-10.
The cross, in the shape of every suffering and privation, awaited them in Louisiana: they found not only a poor house but found it dirty and disgusting in the extreme. The children were without bedsteads or mattresses, obliged to lie on the bare floor, and what blankets they had, were so filthy that the servants who had been hired by the administrators to take care of the children, were obliged to remove them with shovels and carry them out to be burned. This was done a short time after the arrival of the Sisters, for they made it a first duty to procure bedsteads, mattresses and clean blankets and quilts for the children.5

This orphanage had been founded by Reverend Adam Kindelon, an Irish priest, in 1835. He had given his personal property, acquired by inheritance, to the orphans and later he gave his life. During a flood, while trying to save the orphans from the ravaging waters, he contracted a disease that proved fatal within a few days. After his death, Saint Mary's Orphan Boys Asylum functioned under an inefficient administration. The conditions under which the orphans lived were deplorable.6

Sister Mary of the Five Wounds, seeing the great misery of the children, begged for them from door to door. On one occasion, she met an editor who offered his services on behalf of the orphans. After consulting with a friend, Abbé Perché, she accepted the offer to organize a "fair." The proceeds were used to have a house built.7

5Chronicles, no page number.

6"Luminous the Cross and Holy" (A Record of One Hundred Years of Service by the Marianite Sisters of Holy Cross of the Louisiana Province, 1848-1948), p. 45. (Typewritten.)

7Chronicles, p. 11.
This was probably the first "fair" conducted by the Marianite Sisters, who have continued the custom to help supplement the income of the schools they operate in Louisiana.

In the fall of 1849, the Sisters were visited by Reverend Father Sorin, who, seeing the great improvements that had already been made, promised to send two more Sisters upon his return to Indiana. Sister Mary of the Holy Angels, professed, and Sister Mary of St. Agnes, novice, were sent by him to New Orleans, about the beginning of 1850. About eight months later, Sisters Mary of St. Ann and Conception, both professed, were also sent to the orphanage.8

**Industrial School for Girls**

In July, 1851, some ladies spoke to Sister Mary of the Five Wounds, of the problem with some young orphan girls, who, without any means of subsistence, were roaming the streets. The ages of these young girls varied from twelve to eighteen; they were too old to be admitted into the girls' asylum under the direction of the Sisters of Charity, and yet too young to be left to themselves. A great number of them fell into vice and afterwards into misery.9

Sister Mary of the Five Wounds was firmly convinced that, if sheltered and directed, these girls could easily provide their own maintenance by sewing for private families or for some of the

8Chronicles, p. 15.

9Chronicles, p. 19.
larger establishments. Because of her strong convictions, she was given permission to undertake a six-months' trial of this project.  

Benefactors who came to the aid of this endeavor were Madame Alonzo le Baron and Madame Jourdan. Madame Jourdan had a great sympathy for these poor young girls and having recently lost her daughter declared she would extend her help on condition that her deceased daughter should have a daily rememberance in their prayers.  

A letter of November 27, 1851, by Reverend Basil Moreau assured the Sisters of their founder's approval of such a worthy project:  

Most heartily, my dear daughters, do I approve of your enterprise for an Industrial School for orphan girls, and I am sure that our Holy Father, the Pope, will also approve of it with pleasure.

Sister Mary of the Presentation, professed, and Sister Mary of St. Bridget, novice, arrived in New Orleans in the middle of January, 1852. Their services were greatly needed at this time because of the measles epidemic that overtook the asylum. There were as many as ninety children in bed at the same time, and eighteen children died of the disease.  

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10Chronicles, pp. 19-20.  
11Chronicles, p. 20.  
12Based on personal correspondence between Reverend Basil Moreau, founder of congregation of religious women, and the Sisters, November 27, 1851 (dated at Le Mans, France).  
13Chronicles, p. 28.  
14Chronicles, p. 31.
Sister Mary of the Five Wounds, opened a subscription list for the Girls Industrial School and had collected $240 which she discontinued in favor of helping the children who had fallen victims to the measles epidemic. The enrollment of the Industrial School now numbered sixteen and several of the children followed a course of instruction at the Boys' Asylum and prepared for their first communion.15

The project of the Industrial School for Girls was on a six-month trial basis. The girls were to maintain themselves by sewing; and this proved remunerative. The work to which they applied themselves was:

... the making of coarse clothing for the Negro slaves, and though neither very profitable nor pleasant, was accepted with gratitude since it would provide a means of subsistence for them and prove that they could support themselves.16

As soon as the six-month period had ended and the time appointed for a settlement of the accounts having arrived, it was found that:

The expenses for provisions and clothing amounted to $128.30cts, leaving a cash balance of $2.00, on hand. This was certainly very little profit; still it was enough to show that the orphans could support themselves ...17

The task undertaken had been fulfilled, but had it not been for the charitable Ursulines, who had provided provisions for the

15 Chronicles, p. 31.
17 Chronicles, p. 33.
orphans, the project might not have been so successful.\(^{18}\) The Ursulines again came to the aid of the Marianites and their charges by acquiring larger quarters for them. The Superioress of the Ursulines loaned a small house outside the cloister of their convent which provided for the needs of thirty girls.\(^{19}\)

**Hardships and Poverty**

Two more Sisters arrived in New Orleans on May 3, 1852, Sister Mary of the Desert, professed, who took charge of the sewing classes, and Sister Mary Alphonsus, novice, who became English mistress.\(^{20}\) The Chronicles described the hardship and poverty encountered by these new Sisters and made note of the lack of cooking utensils as well as food and other provisions, and again attest to the charity of the Ursulines.

The health of the Sisters and even of the children would have been endangered, had it not been for the kindness and generosity of the Ursulines who now frequently sent them vegetables, milk and fresh meat.\(^{21}\)

The Sisters were now faced with a much more serious and deadly problem and that was the dreaded cholera.

The cholera again made its appearance in the asylum on the 29th of May, (1852) on this day Brother Clement, professed, died of it after a few hours illness. On Thursday, the 2nd of June, a servant employed in the asylum was attacked with it and died the same day and

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\(^{18}\) Chronicles, p. 33.

\(^{19}\) Chronicles, pp. 33-34.

\(^{20}\) Chronicles, p. 34.

\(^{21}\) Chronicles, p. 35.
from three o'clock Friday morning many of the children
had taken it and seven of them had died in that short
space of time.\textsuperscript{22}

Another hardship that befell the already weary Sisters and
the orphans in their charge was that the merchants who had been
supplying work for the Industrial School now ceased to furnish it
because of the approach of summer, a dull season in New Orleans.\textsuperscript{23}

As in other historical writings of this period, untold
ravages that the Yellow Fever epidemic caused were also recorded in
the Chronicles of the Sisters Marianites.

The Sisters now visited the sick poor in the
neighborhood of the asylum and found such poverty and
destitution among them, that they made a collection
in their behalf and realized the sum of one hundred
and fifty dollars in the space of three hours, which
was soon expended in procuring medicine and nurses and
in defraying the expenses of Sepulcher for the dead. In
one of their daily visits to the sick, the sisters
found in a small house, the body of a man who had been
dead for twenty-four hours, a young infant who had
never been washed or dressed and its poor mother in a
dying condition.

In the next house, the sisters found five young
girls dangerously ill with the fever and their father
in a state of intoxication, lying in the midst; one of
the sisters was so indignant that she threatened to take
a broomstick to him. She also threatened to send for
Reverend Father Cornelius Moynihan who was not far
distant from where they were. The fear of the priest
made him leave instantly. After his departure, the
sisters ministered to the wants of the poor sick girls.\textsuperscript{24}

\textsuperscript{22}Chronicles, p. 36.
\textsuperscript{23}Chronicles, p. 36.
\textsuperscript{24}Chronicles, pp. 38-39.
Sister Mary Calvary was taken ill at this time but not from yellow fever. Since the conditions at the asylum were so severe at this time, she was invited to stay with the Ursulines until her recovery.25

Toward the middle of June, a Brother was stricken with the yellow fever and died. Then another Brother and all of the Sisters working in the asylum fell sick, from various kinds of fever, until there was only one Sister caring for the needs of the orphans. She, falling ill, was replaced by one of the others who had scarcely recovered. Many of the children were now seriously ill with the epidemic fever.26

Only two cases of yellow fever were recorded at the Industrial School. The contagion had been prevented from spreading because a house had been rented to which the sick children, both boys and girls had been sent, each of which had his or her respective apartments.27 Unfortunately, the population of New Orleans was not spared the dreaded "Yellow Jack."

The epidemic of 1853, is the worst that has ever been known in New Orleans. From one hundred to four hundred deaths occurred daily. Large pits were dug outside the city limits, into which corpses were thrown by the hundreds, for it was impossible to bury them all. Lime was thrown in with the bodies in order to consume them and thereby prevent infection as much as possible.28

26Chronicles, p. 41.
27Chronicles, p. 42.
28Chronicles, p. 48.
The First Academy

Even though this tragic disease was taking its toll of the Sisters' energies, it was recognized that there was a great need for the establishment of academic education for young girls. The Sisters opened a school on the premises of the orphanage in September, 1853. The Industrial School was operated independently of the day school that was established as a center of instruction for the girls in that section of New Orleans. This school paved the way for future education in boarding and day schools for the Marianite Sisters in Louisiana.29

The steady increase in enrollment required more adequate facilities in order to keep pace with the needs of the school. Due to the untiring energy of Sister Mary of the Five Wounds, the assistance of Doctor Mercier, Octave de Armas, and other subscribers, a building at the corner of Rampart and Elmira Streets (now Gallier) was erected in 1855.30

Again it became evident that the day school could no longer accommodate the needs of its students. Sister Mary of the Five Wounds, with the aid of Mother Mary St. Alphonsus and Reverend Patrick F. Sheil, C.S.C., who was Provincial Superior, purchased a

29Sister Mary Proexeda Discon, M.S.C., "History of the Marianites in Louisiana" (New Orleans Marianite Provincial Archives, 1944), p. 75. (Typewritten manuscript.)

portion of the old Barthelmy MacCarty plantation, the section which was bound by Love Street (North Rampart), Congress, Elimira, and Good Children (Bons Enfants) Street (St. Claude Avenue). It was on this site that a building was erected which provided living quarters for twenty boarders as well as classroom space.31

Every class was conducted in both English and French during these early years. The school opened at eight-thirty in the morning and with the exception of a fifteen minute recess at ten o'clock and the noon hour was in session until four-thirty in the afternoon.

In the Record of the boarders of the Academy are listed such courses as botany, chemistry, physiology, sacred and profane history, natural philosophy, astronomy, algebra, geometry, composition, translation, instrumental and vocal music, painting, tapestry, making of wax flowers and fruits, and plain sewing.32 The archives contain several old roll books which are ruled for a six-day week (Monday through Saturday). The students' grades are arranged on opposite pages for both English and French subjects. An insight into what was expected of these young French girls is reflected in the notes or grades that each received. The Record disclosed that a student having an average of twenty-nine percent in English also had one hundred percent for French.33 Traditionally these young

32 Teachers' Records (New Orleans: Marianite Archives, 1860), p. 3.
33 Ibid.
girls spoke French and were reared in the style of ante-bellum South. Therefore, the struggle they encountered in mastering the English language as a second language was evident.

Incorporation of the Congregation

The Marianites, constantly aware of the need for advancement in the cause of learning, succeeded in receiving their first recognition by state authorities in March, 1857, when their congregation became incorporated under Act 132 of the State of Louisiana. This act sanctioned the corporation for literary, scientific, religious, and charitable purposes. Octave de Armas, Notary Public, drew up the Act of Incorporation on March 31, 1857. The principle officers of the corporation were Reverend Patrick F. Sheil, C.S.C., President; Sisters Mary of the Passion, Nativity, Calvary, Desert, Helen, and de Chantal, Councilors.

With this new sanction bestowed upon their work, the Marianite Sisters made every effort to advance education in their institutions. In keeping with customs established for promoting interest and personal satisfaction, there was a ceremony for the distribution of premiums. This type of exercise was held the last day of the school year so the pupils could be rewarded for academic achievement in work undertaken during the year. This particular entry is from the year 1958:

The Annual Distribution of Premiums took place in July followed by the departure of the pupils. From the 1st to the 15th of August, the Sisters arrived from the missions to spend their vacation.\(^\text{34}\)

\(^{34}\)Chronicles, p. 123.
Up to this time the Asylum for boys and the Industrial School for girls had been operating on the donations and subscriptions that had been collected throughout the community. Such was the case of Dr. Mercer's donation of $100.00 for a Christmas dinner for the children of the Asylum and Industrial School in December, 1859.\textsuperscript{35} It was also during the Legislature's Session of 1859, that funds were secured for these two charitable institutions.

This year, the Reverend Father Shiel, Provincial Superior, obtained an extraordinary donation from the Legislature at the time of its sessions in Baton Rouge. He obtained from them the sum of $4,000, for the orphan girls of the Industrial School, with the promise of the Legislature, of a like assistance every year, thus entitling them to the annual donation bestowed upon other charitable institutions.\textsuperscript{36}

The Chronicles again mentioned the distribution of premiums that were recorded in the "Catholic Propagator" of 1860:

The Distribution of Premiums took place on Thursday the 31st of July. The following is the notice thereof taken from the "Catholic Propagator." The Distribution of Premiums took place, as we had announced, on Thursday. A numerous audience of Ladies & Gentlemen testified, by their presence the interest they bear in the Establishment. The young ladies played perfectly the different parts assigned them in the two pretty dramas selected for the occasion and a living tableau representing the Assumption of the B.V.M. surrounded by Angels produced an admirable effect on the Assembly.\textsuperscript{37}

\textsuperscript{35}Chronicles, p. 126.
\textsuperscript{36}Chronicles, p. 126.
\textsuperscript{37}Chronicles, p. 130.
First Mission School

It is evidenced from the Chronicles that the school was becoming a scholastic success. Since these Chronicles were primarily a record of the Congregation of the Sisters and not necessarily a record of all their works, it should be noted that again we find mention of the Sisters who have returned from the missions in the beginning of August to spend their vacation at the Provincial House. These missions were schools that had been established and were operated by the Sisters. The first such mission schools had been established in Opelousas, in the parish of St. Landry, Louisiana, and noted in the Chronicles of 1859.

The Provincial Superioress received a letter from the General Superior approving the proposed changes made in the personnel of the House of Opelousas.

Sister Mary of the Sacred Heart of Jesus, arrived in New Orleans on the 20th of October. She came from the Province of St. Lawrence, Canada. After a few days rest, she was sent as Superioress to Opelousas to replace Sister Mary of the Passion, who was sent to the House of Plaquemine, Iberville. Sister Mary of the Holy Redeemer was also sent to Opelousas to replace Sister Mary of St. Sebastian, as Mistress of French.

It is important to note that the Sisters returned to the Provincial House each year for their vacation. This would not seem in keeping with the types of hardships and work loads these Sisters imposed upon themselves to have a vacation at the end of each year. The probability would seem more fitting that the Sisters returned

38Chronicles, p. 130.

39Chronicles, p. 134.
to the Provincial House each year to up-date their education and join in a spiritual retreat with their community. To entertain the idea that they returned for "vacation" especially with their economic strain as well as their vows of poverty could not be substantiated.

The Civil War

The next event that paved the way for continued advancement in education was marked by the records of 1862 which approved the building of the academy:

On the 19th of March, the work of demolishing the outhouses on the ground intended for the Academy commenced. The plan of the Academy had been approved by the General Chapter held in 1860.\(^{40}\)

Even though in January of 1861, Louisiana seceded from the Union and President Lincoln imposed a blockade on southern ports,\(^{41}\) the Sisters were determined to continue their work in New Orleans. It was also in the year 1861 that plans for the erection of Holy Angels Academy were approved by Most Reverend Jean Marie Odin, C.M., Archbishop of New Orleans. The school had been operating since 1854, at the request of Most Reverend Antoine Blanc. Since that time, the Sisters had undertaken the instruction of young women in the downtown section of New Orleans.\(^{42}\)

\(^{40}\)Chronicles, p. 135.


\(^{42}\)"Luminous the Cross and Holy," p. 75.
Unfortunately, the energies of the Sisters could not be directed to their academy, and the Civil War years reflect the great suffering and hardships that were endured. The pages of the Chronicles give account of the many privations encountered by the Sisters as well as their institutions.

The Superioress and all the Sisters sewed constantly and even had to pass many nights working, but all bore cheerfully the want of sleep and rest, and many other privations, particularly the want of proper diet. The coffee had to be made of rye and toasted bread, which were very poor substitutes for the real coffee. Instead of producing the stimulating effects of coffee, it only caused heaviness and sleep. Fresh meat and butter, particularly the latter, were not to be obtained. For fully six months, the Community and Orphans did not taste butter. Some real coffee had been kept so as to have a little strong coffee for those who had to spend the night sewing.\textsuperscript{43}

The making of knapsacks from coarse cotton and shirts from ladies woolen shawls for the Confederacy made heavy and urgent demands upon the time of the Sisters.\textsuperscript{44} Aside from this grueling pace, food became scarce and the Sisters were forced to go from one market to another trying to obtain subsistence for themselves, the student boarders, and the orphans. Since New Orleans had received its subsistence from Mobile, through the lakes, from the Red River sector, and from Texas, the city was faced with starvation.\textsuperscript{45}

\textsuperscript{43}Chronicles, pp. 136-137.

\textsuperscript{44}Ibid.

\textsuperscript{45}Francis Elliot Adelaid, Feeding New Orleans During the Civil War (unpublished Master's thesis, Tulane University, New Orleans, 1937), p. 123.
Mother Mary of St. Alphonsus and Sister Mary of Calvary appealed directly to General Benjamin F. Butler for food and supplies as the war progressed. The Sisters had been forced to beg for food for the orphans and themselves, but even this means had been practically exhausted. A direct appeal was made to General Butler, who as Military Governor, would be in a position to render some aid. Though at first he suggested that help would be provided if the Sisters would declare allegiance to the Union, surprisingly he filled their request without further intimidation. He assured them of monthly provisions as well as giving them the generous sum of five hundred dollars of Union money.\footnote{Cannon Etienne Catta and Tony Catta, Mother Mary of the Seven Dolors and the Early Origins of the Marianites of Holy Cross, Trans. Edward L. Heston, S.C.S. (Milwaukee: Bruce Press, 1959), p. 234.}

Despite the many hardships facing them through the continuing progress of the Civil War, the construction of the Academy advanced. The Feast of the Finding of the Holy Cross, May 3, 1865, marked the laying of the cornerstone for the Academy of Holy Angels. This building was completed in 1865 and became the main building on the original site. It opened its doors to forty-seven boarders, thereby noting the historical beginning of what would someday evolve into a promising academy as well as an institution of higher learning.\footnote{Discon, p. 7.}

\textbf{Holy Angels Academy}

The Chronicles again mentioned the distribution of premiums to students in the year 1863, but also included was a clear
acknowledgement concerning the improvement of the academic study of the Sisters:

The Sisters of the Mission Houses now returned to the Provincial House to spend their vacation, and at the same time improve themselves in various branches of study.\textsuperscript{48}

The progress of the Academy of Holy Angels continued and on February 2, 1866, the incorporation of the Academy was drawn up under the laws of the State of Louisiana. This Act was drawn up by Octave de Armas and was signed by Reverend Patrick Sheil, Mother Mary Alphonsus, Sisters Mary of the Holy Cross, Sebastian, Archangels, Nativity, and Bernard.

In accordance with French cultural standards for a well-rounded young woman's education, the curriculum included academic courses as well as music, art, and tapestry. Besides the twenty dollars per trimester for regular classes, the Academy Record noted there was an extra charge of one dollar per month for special classes in fancy work; four dollars per month for artificial flowers; and four dollars per month for music.\textsuperscript{49}

Since the act of incorporation of the Academy, it had the power of issuing High School diplomas. The first graduation was held in 1867, and the Academy continued to hold annual exercises. The Archives do not give any information about this first graduation ceremony.

\begin{footnotes}
\footnote{\textsuperscript{48}Chronicles, p. 151.}
\footnote{\textsuperscript{49}Teachers' Records, 1872, p. 41.}
\end{footnotes}
The Morning Star, a New Orleans newspaper, in the July 30, 1869 issue, gave an account of one of the early graduation exercises that was held at the Academy of Holy Angels.

The Annual examination of the Academy of the Holy Angels terminated on the 24th of July.

All the branches taught in the ladies' academy formed the subjects of examination. The pupils acquitted themselves to the entire satisfaction of the examiners, as the number of premiums distributed on the 18th fully testify. The manner in which the young ladies sustained their various parts at the exhibition proves the extraordinary care bestowed on their intellectual and esthetic education and the genuine talent and marked proficiency of the pupils.50

Miss Annie Taaffe was a graduate of the Academy of Holy Angels (1872-1876), and was officially recognized by the School Board of New Orleans as the second oldest teacher in Louisiana in 1938. She attended an alumnae reunion of November 6, 1938, and at that time was also the oldest living graduate of the Academy of Holy Angels.51

Sisters Take Charge of Orphans

Until the year 1871, the Sisters Marianites and the Brothers were sharing the care and responsibility of Saint Mary's Orphan Boys' Asylum. The Sisters assumed complete charge of the asylum on April 30, 1871, as indicated in the following extract of the Minutes of the Board of Directors' meeting:

50 Morning Star and Catholic Messenger (New Orleans), July 25, 1869, Volume II, Number 25, p. 6.

On the motion of A. Robert, Esquire, amended on the motion of Honorable T. W. Collins, and duly recorded, it was resolved: that the proposition of the Seurs Marianites de Ste. Croix this day presented and read, be accepted; and that the said Sisters take charge of the Asylum provisionally on and from the first day of May, 1871, and that the Committee already by the Board shall manage the details of a contract with the said Sisters.52

Accounts of this work of the Sisters were recorded also in the "Chronicles of St. Mary's Asylum." These chronicles related countless deeds of kindness and protection of the orphan boys who had been taken to this institution. To relate the entire work conducted by these Sisters would entail another page in the history of the Marianites. In order to substantiate a few of the worthy accomplishments and kindnesses afforded these young boys, a few quotations have been selected:

March and April, 1887: During the months of March and April, the measles and other diseases prevalent with children kept a strong hold until a good number had fallen victims. On the 1st of April an intelligent little boy, William Lyons, aged 9, who had been a little martyr of suffering during nineteen days, died of the painful disease Meningitis.

October 21, 1888: On October 21st His Grace Most Rev. Archbishop Janssens paid a visit to the asylum. As he alighted from his carriage, he was met by several of the administrators, who bade him welcome, and escorted him to the study hall, where the Sisters and children were assembled. Here he was greeted with music and song, after which he addressed the children exhorting them to profit of advantages afforded them to become wise and useful members of society. After promising them a picnic, he withdrew to the chapel where he gave Benediction of the Most Blessed Sacrament.

52"Luminous the Cross and Holy," p. 50.
November 1919: During the months of November, December and January, our Institution was somewhat transformed into a hospital, quite a number of the children having been seized with typhoid-fever, pneumonia and measles. Through the devotedness of Dr. Gomilla and the self-sacrificing generosity and zeal of the Sisters, only one case proved fatal.53

September 1922: On September 15th, we were quite alarmed by the terrific fire which broke out in front of our Institution and which threatened the destruction of the entire building.

Our dear Mother Provincial on learning of the location of the fire lost no time in getting to the scene of her former labors and words fail to express how her very presence served to quell the anxious fears of her devoted Sisters.

The boys were highly praised for their good discipline and the manly way in which the larger ones carried their little companions with their mattresses and bed clothes.54

June 1932: During the past session, three of our boys attended St. Cecilia’s Parochial School. Six of these finished the 7th grade, and one had the honor of receiving a Scholarship to Jesuit High School.

October 6, 1932: The last band of St. Mary’s boys was transferred to Hope Haven.

St. Mary’s was closed October 10, 1932.55

St. Mary’s Closed

A new and modern home for orphaned boys had been founded by Reverend P. M. H. Wynhoven during the administration of

53"Chronicles of St. Mary’s Asylum, 1886-1922," pp. 3, 9, 104.


Archbishop Shaw and the boys of St. Mary's were transferred to Hope Haven, Marrero, Louisiana. 56

A few months before St. Mary's closed its doors forever, the following data were sent to the contributors of the community Chest:

St. Mary's Catholic Orphan Boys Asylum was established for the relief of Homeless Boys. It has sheltered and cared for nine thousand, one hundred thirty-six (9,136) boys since its establishment. During the present year, it has served one hundred thirty-seven thousand fifty-two meals and sixty-three thousand nine hundred lunches during the past eight months. The average population is one hundred eighty-eight. 57

For nearly ninety years the Sisters had suffered along with the orphan boys through epidemics of flu, typhoid and yellow fever, and it was not easy to abandon them to the care of others. In 1940, one of St. Mary's boys paid tribute to the Sisters and friends he had found while being cared for by them as an orphan. In his book, Hickey's Th' Name, William Joseph Hickey expressed his appreciation:

St. Mary's Orphanage became my home for several pleasant years, until 1917. Although starting off with the usual disagreeable tasks, due to something or other, perhaps due even to merit, a final promotion to the Sisters' Dining Room was my reward: This was supposed to be one of the best jobs in the institution because of the innumerable privileges involved. The nuns were kind, and a few boys were treated as well, even though I always seemed to be in some trivial trouble, either directly responsible or given credit for it. 58

56 "Luminous the Cross and Holy," p. 51.
57 "Luminous the Cross and Holy," p. 57.
58 Edward Joseph Hickey, Hickey's Th' Name (San Antonio, Texas: The Lone-Star Publishers, 1940), pp. 146-149.
From the accounts of a celebration on the occasion of Mother Mary of the Desert's sixtieth anniversary of profession noted in the Picayune of 1907, there came messages of gratitude from the young men who had once been orphans. "Her" boys distinguished themselves in many walks of life and were represented in the medical, legal, and musical professions as well as the priesthood.59

During those early years, the Marianites were dependent upon their own physical energies and devotion to these young boys, and they needed the charity of benefactors in order to continue this type of work. When they were not caring for the orphans in their charge, the Sisters were caring for the sick and helpless people of their community. When soliciting for the orphans became necessary, the Sisters had recourse to begging. Begging was probably harder in those days when the care of orphans was not one of the more popular endeavors.

It was through these historical beginnings, St. Mary's Boys' Orphan Asylum, the Immaculate Conception Industrial School for Girls, Holy Angels Boarders' School, and Holy Angels Day School that the Marianites became convinced that they could endure the most traumatic situations and survive any crisis.

The fate of the Immaculate Conception Industrial School for Girls and Sister Mary of the Five Wounds was not recorded in the early chronicles. The next indication of the work undertaken by

59 The Daily Picayune (New Orleans), August 26, 1907, p. 4.
Sister Mary of the Five Wounds was concerned with the establishment of a novitiate in New Orleans.

In May, 1854, Mother Mary of the Five Wounds was commissioned by Very Reverend Basil Moreau to organize the Novitiate in Louisiana. Once again Sister Mary of the Five Wounds disappeared from the pages of these historical writings. If Sister Mary of the Five Wounds kept chronicles of the Industrial School, they have been lost or incorporated into the chronicles of the congregation. Unfortunately, her great strength and drive faded into oblivion.

The years following the Civil War, during Reconstruction, were hard years for everyone in the South. The 1870's marked a new beginning, and adjustments to the social attitude that became inevitable. The anti-bellum days of the glorious South were now in the past and would eventually be lost in the sands of time.

**A Day School**

By 1880, the Most Reverend Napoleon J. Perche approached the tireless Sisters with a proposal to open a day school in order to educate the daughters of those who could not afford a boarding school or could not send their children out of state. The Sisters immediately considered his request, and preparation was undertaken to accept day students in the fall session of 1880. 61 This request

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60 "Luminous the Cross and Holy," p. 64.

61 Chronicles, 1870-1880, 1900-1901, no page number. (One of ten manuscripts written in pencil in manila folder, twenty-one pages in this manuscript.)
would give rise to speculation that the enrollment of both day scholars and boarders would grow year after year. A letter by George Washington Points to Douglas White, evaluating the satisfactory standards of the academy was demonstrated as early as 1872:

As a school for young ladies it cannot be excelled, if equalled, as every attention is bestowed on their moral as well as their scholastic training. When the pupil graduates, she has no superficial knowledge of the various branches. It is thorough, and she comes out of the convent with all the accomplishments of the refined lady.62

Not only was the quality of their education a demonstration of their excellent preparation of students, but the community of Sisters, always anxious to keep up the level of excellence, realized the limitations of their existing facilities. When Mother Mary Conception acquired sixteen lots of ground located in the square where the Academy was situated, the Sisters then had the entire square block for expansion.63

According to an original manuscript dated 1881, a similar note is attributed to the acquisition of the entire square:

... the piece of ground, corner of Good Children and Elmira Sts. was purchased from Mr. Zabarie, Jr. for the sum of $750. The price was rather exorbitant, nevertheless, we felicitated ourselves on obtaining this lot, which put us in undisputed possession of the whole

62 Based on personal correspondence between George Washington Points and Colonel Douglas White, March 2, 1872. (Copy in the Marianite Archives, New Orleans, Louisiana.)

63 "Luminous the Cross and Holy," p. 99.
square and freed us from all apprehensions with regard to troublesome neighbors.  

Throughout the years there had been a continuous succession of new Provincials who came with renewed dedication to improve the educational work conducted by the Sisters in Louisiana. Each new Provincial opened new mission schools in the state or improved the ones already established previous to their administration.

New Administration

In 1888, a new Provincial was elected, Mother Mary of St. Cesaria. It was this new Provincial who was to excite and affect the lives of her Sisters for the next seven years. She was especially interested in the Academy of Holy Angels and the education of the Sisters in her charge. During the close of Mother Cesaria's administration, the economic depression during the term of office of President Grover Cleveland proved a tremendous hardship for the struggling schools in Louisiana. The activities of the schools during these years (1886-1895) and (1895-1898) were not recorded. The Chronicles of 1891 describe the June commencement exercises of the Academy conducted in private, because of yellow fever. The Chronicles of 1879-1880, 1900-1901, no page number. (Five pencil written pages.)

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64 Chronicles of the Marianite Sisters of Holy Cross (New Orleans, Louisiana, 1864-1881), p. 17. (These chronicles contain but 19 pages of script and is a different manuscript from the one previously footnoted.)


66 Chronicles of 1879-1880, 1900-1901, no page number. (Five pencil written pages.)
opening of the 20th century saw renewed interest in education as the Chronicles of 1901-1902 indicate:

June 17th: Annual Examination as at the preceding one the pupils answered very well and our dear Mother Provincial appeared well pleased.

June 16th: Annual Commencement took place. A large and select audience showed their appreciation of the graceful and intelligent manner in which the young ladies executed their respective roles.

The young lady graduates receive their laurels from Rev. Father Manning, Rector of the Society of Jesus. 67

The Chronicles of 1902-1907 continued to mention the Annual Examination of pupils. But again in September, 1905, because of the fever:

The classes at the Academy were not resumed on the first Monday of September as is customary, through fear of introducing the prevailing fever within its walls. 68

The forty-first commencement exercise of the Academy had five graduates as indicated by the New Orleans Times Democrat of June 23, 1905. 69 Apparently the yellow fever did not interfere with the continued educational progress of the early pioneers.

The Chronicles of 1907-1909 suggested that the enrollment continued to be poor and the graduating classes consisted of not

67 Chronicles of the Marianite Sisters of Holy Cross, 1901-1902, no page number. (Handwritten.)

68 Chronicles of the Marianite Sisters of Holy Cross, 1902-1907, no page number.

69 New Orleans Times Democrat, Friday, June 23, 1905, p. 8.
more than two or three students. In order to continue the improvement in their schools, stenography and typewriting were added to the curriculum. This change in the curriculum indicated that the Academy would continue to grow and seek distinction. The enrollment increased throughout the years and played a significant role in the education of many students which included Sisters. Therefore, it is at this point in its colorful history that the college began to emerge. As has been recorded, the Sisters had been annually returning to the Motherhouse each year for scholastic improvement, but to this period there was no specific mention of "college" work or "college preparation" for the Sisters.

**Teacher Education**

The first specific mention of teacher education was noted in the Chronicles of 1910-1911:

> The vacation of 1910 passed quietly but busily; the young sisters prepared themselves by earnest study for the work of ensuing session while the teachers of the senior grades took a course in Latin and Mathematics.

With most religious communities the young postulants and novices were schooled by the professed sisters not only in their

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70 Chronicles of the Marianite Sisters of Holy Cross, 1907-1909, no page number.  
72 Chronicles of the Marianite Sisters of Holy Cross, 1909-1910, no page number.
religious preparation but in the kind of work they would perform in their community. Originally, these Sisters were engaged in domestic help, but soon emerged the need for the education of the young in a formal atmosphere. In order to supply teachers for the mission (schools) throughout the state as well as for the Academy of Holy Angels, the Sisters upon completion of their spiritual retreat each year attended classes to improve their educational background. Probably one of the most important events for the Marianite Sisters of Holy Cross occurred in 1909 when the election and installation of Mother Raphael as the New Provincial Superior took place.73

Mother Mary of St. Raphael's administration witnessed the inauguration of special classes in practice teaching and educational courses that meet the present requirements. Remarkable in her powers of imparting knowledge and of correlating her subjects, she was an excellent teacher. She had a way of reaching the hearts and minds of her pupils. Her forte was history, which she beautifully correlated with geography and literature, running the thread of interest through all her instructions. Brilliant of mind and ideal as an educator, Mother Mary of St. Raphael also possessed the power of developing the womanly characteristics of those entrusted to her care.74

To the present time the Sisters had been primarily interested in the care of orphans and the education of the students in their schools. Now their interest began to include more emphasis on the

73 Chronicles of the Marianite Sisters of Holy Cross, 1909-1910, no page number.

74 "Luminous the Cross and Holy," p. 113.
educational background of their teachers. These teachers were to be sent into the schools.

Mother Mary James, who replaced Mother Mary of St. Raphael as the Provincial, took a great interest in the educational qualifications of her Sisters. Mother Mary James began her administration in June of 1913 and continued to guide the destinies of this religious community for nine years. Throughout these early years she continued to encourage the Sisters in their pursuit of education for themselves and the children in their charge.

The Normal School

The first mention of a normal school was recorded in the Chronicles of 1916-1917:

After the closing of the school session the teachers assembled in the Provincial House for a course of Normal Instruction.

In 1916 an event occurred that advanced the educational standards of the loosely formed instructional courses the Sisters had been receiving. Through the efforts of Mother Mary James and her administration, they secured the approval of the state legislature to offer college courses at the Academy.

This act empowered the Academy of Holy Angels to confer degrees in its "College Department." Act 257 of the Louisiana

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75"Luminous the Cross and Holy," p. 113.

76Chronicles of the Marianite Sisters of Holy Cross, 1916-1917, no page number.
State Legislature had passed on July 6, 1916, and had been promulgated on July 22, 1916. This Act specifically empowered the Congregation of the Sisters Marianites of Holy Cross to confer literary honors and degrees and to grant such diplomas as are conferred and granted by any college, university or seminary of learning in the United States and Europe.

This was indeed of paramount importance in the future development of their educational institutions in Louisiana:

Mother Mary of St. James, by nature quiet and gentle, communicated the spirit to those under her care. The inner life, she felt, was the true life of the student, and if it were progressing, then all would go well with the intellectual life. She advocated constant application to study in order to achieve their particular goals. It was Mother Mary of St. James who considered the intellectual development of the Sisters of such paramount importance that in order to encourage them in seeking higher educational degrees, she, herself, attended Loyola University sessions with them, thus giving the example.\textsuperscript{77}

Considering the small number of Sisters who were qualified to teach in the normal school during the regular academic year, it must be assumed that it functioned only on Saturdays and during the summer months, when the Sisters returned to their provincial house from the missions. The Sisters realized that they were lacking a teaching staff and there was also a need for facilities. Nevertheless, they must have felt a certain pride and satisfaction in the knowledge of having been empowered to confer degrees in their "College Department."

\textsuperscript{77}"Luminous the Cross and Holy," p. 237.
The early pioneer Sisters had overcome yellow fever, economic depressions and survived the strife between the North and the South. Along with this they founded boarding and day schools that blossomed into modern up-to-date educational establishments that continued to expand and develop. Realizing the need to improve the educational background of each individual Sister, plans had been made to incorporate a normal school. Once this had been accomplished the Sisters were able to seek certification from the State Department of Education. With this achievement the "College Department" had been firmly established as a teacher training institute and was vital to their continued pursuit of academic improvement.
Chapter 2

THE FORMATIVE YEARS: HOLY CROSS NORMAL COLLEGE (1916-1940)

The Academy of the Holy Angels High School was still the center of educational development but at this time it was not equipped to support and exercise degree granting programs. Since most of the Sisters were employed in teaching in the academies and and parochial schools operated by them. Another avenue was soon found to help insure their educational needs. During the years following World War I the Jesuit priests at Loyola University of the South invited the Sisters into their Normal School. Not content with this arrangement the Provincial, Mother Xavier, decided to secured recognition from the State Department for a four year college program that could be implemented by the Sisters in their own college.

The Jesuits of Loyola University in New Orleans were the first university administration to open its doors to the Sisters. This was the Loyola Normal School that Mother James attended in order to encourage her Sisters to pursue a complete degree program.

During the vacation of 1920, the Sisters attended the Normal and College courses given at Loyola University. The work was very strenuous,
but the results were most gratifying as all passed
the examinations very creditably. 78

The first degrees awarded to the Sisters were in 1922 when
they received the Bachelor of Arts diplomas from Loyola University.

At the close of the summer school at Loyola
University this year, two of our Sisters received
the degree Bachelor of Arts. 79

Again the Chronicles of 1923-1924 mentioned that three of
the Sisters had the honor of receiving from Loyola the degree Bachelor
of Arts. 80 Loyola University recognized some sixty-four credit
hours that the Sisters had accumulated in their own Normal School.
They were able to enter the University with a junior standing,
thereby needing to complete only two remaining years to graduate
with a Bachelor's Degree.

The years that followed were fruitful and productive because
the Sisters were able to continue their education beyond the two
years of Normal college. This meant that more and more Sisters
would not only be certified, but would also have a Bachelor's
Degree. The Chronicles of the mid-twenties and late-twenties reveal
constant growth in degrees from Loyola University.

78 Chronicles of the Congregation of the Sisters Marianites
of Holy Cross (New Orleans, United States of America, 1913-1914,
1937-1938), no page number.

79 Chronicles, 1922-1923, no page number.

80 Chronicles, 1923-1924, no page number.
There were three Sisters who received Bachelor of Arts Degrees in 1925, three in 1926, and again three in 1927. This constant flow of Degreed Sisters was one of the reasons why their largest high school was able to receive state accreditation. 81

Academy Accreditation

Along with these academic achievements came the accreditation of the Academy of Holy Angels (high school) in 1925 by the State Department of Education. 82 This was a high point in the development of this educational institution because it now had been in operation fifty-nine years, since 1866 and this was their first school to receive state accreditation. A bulletin for the occasion of the accreditation was published entitled, The Institution, which described the facilities and gave a complete course outline that students could follow to receive a high school diploma.

THE INSTITUTION

The Academy of the Holy Angels was incorporated February 2, 1866. It is situated in a quiet section, conducive to study and concentration, within easy access of the City-centre, depots, and all points of interest. It may be reached by Dauphine, Claiborne, Desire and France cars.

The Academy is a four-story brick building of pleasing style of architecture; the corridors and apartments are designed in accordance with the laws

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of health and comfort, high-ceiled, spacious, well-lighted and thoroughly ventilated.

The Library, with its entertaining and instructive literature, invites the young ladies to literary tastes. The select works of standard authors, and various complete sets of encyclopedias are at the disposal of the members of the Reading Circle.

The recreation grounds are large and well-shaded, having facilities for the usual outdoor games—croquet, tennis, basketball, baseball, etc. A spacious and well-furnished gymnasium is at the disposal of the students; while an elegant auditorium furnishes full equipment for the presentation of class plays and musical recitals.83

The inclusion of this important event as well as the high school program established a firm dedication toward academic excellence that these Sisters were striving for since their immigration into Louisiana.

Teacher Certification for the Sisters

Shortly thereafter, in September 1927, Mother Mary Liguori became Superior of the Louisiana Province as well as the principal of the Academy of Holy Angels.84 She had been Mistress of Novices for the preceding fifteen years and was well acquainted with the academic needs of the young Sisters. She immediately undertook the tedious process of securing teaching certificates for a number of

83The Institution, 1925, no page number. (Dated in ink, not printed.)

84Marianite Centennial in Louisiana 1844-1948 (New Orleans, Louisiana: Hope Haven Press, 1948), p. 76
Sisters who until this time had not made application for these certificates even though they had earned a sufficient number of college credits. Her initial contact with the State Department of Education was in 1931 when she wrote to J. E. Lombard, Director of Certification. In answer to her letter dated June 2, 1931, he informed her that the application forms submitted for the certification of a number of Sisters were of the old type and not in accordance with the latest regulations:

Furthermore, I do not find the institution of the Holy Cross Normal listed as an approved Louisiana teacher-training institution. Of course, if it is not an approved college, its credits cannot be used in the issuing of certification unless they have been accepted at some other approved college.

Evidently the State Department of Education had not been aware of the Normal College or had neglected to check the files because evidence to the contrary existed in the form of teacher certificates held by Sisters as early as 1924. A class III-C Professional Elementary Certificate No. 371 was issued to Sister Mary of St. Finbarr McNamara on June 20, 1924. The certificate was issued based on the following requirements: Graduate Holy Cross Normal School, Experience Five (5) years plus.

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85 Ibid.
86 Ibid.
87 Chronicles, 1931-1932, no page number.
88 Chronicles, 1931-1932, no page number.
Even though this type of evidence existed, Mother Liguori did not hesitate in pursuing a firm commitment from the State Department of Education as to what did constitute a Normal Course of Studies. The letter she received from J. E. Lombard, Director of Certification, dated July 2, 1931,\(^8\) included a set of mimeographed notes of the agreement reached at the conference on June 23, 1931, which set the standards governing such requests.\(^9\) Mother Liguori now had a firm commitment from the State Department of Education as to what constituted a "normal course of studies," so she wrote to J. E. Lombard requesting an appointment on Tuesday, August 18, 1931.\(^1\) Through visits to the State Department of Education, her efforts were successful, and the Sisters received their certification.\(^2\) She had now addressed the question to them concerning the accrediting of Holy Cross Normal College.\(^3\)

A copy of a letter addressed to T. H. Harris, State Superintendent of Public Education, dated August 18, 1931, gave further evidence of the untiring efforts of this academic-minded Sister.

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\(^8\) Based on personal correspondence between J. E. Lombard, Director of Certification, State Department of Education, and Mother Liguori, June 2, 1931.

\(^9\) Ibid.

\(^1\) Ibid., August 15, 1931.

\(^2\) Marianite Centennial, p. 76.

\(^3\) Chronicles, August 18, 1931-1932, no page number.
In view of securing the accrediting of the Holy Cross Normal College, we hereby submit for your approval the Courses of Studies recently approved by Loyola University, also the Course previously followed in our Normal.94

The next entry in the Chronicles that year dated August 20, 1931, stated, "Mr. J. E. Lombard, delegated by the State Board of Education, arrived to inspect our Holy Cross Normal College."95 This visit had been prompted by the continued correspondence initiated by Mother Liguori who unceasingly strove for the academic improvement of her Sisters and their schools.

Five days after this visit, Mother Liguori referred to herself as President of Holy Cross Normal College and her signature was recorded for the first time on this letter to Mr. J. E. Lombard. With foresight and imagination, a simple teaching Sister had elevated the Normal College in status by designating that it now had a President.

J. E. Lombard, prompted by consistent communications from Mother Liguori, acknowledged receipt of another letter received by him requesting information and an application for the approval of Holy Cross Normal by the State Department of Education.96 This letter also included mention of an enclosure which was a class X.

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94 Based on personal correspondence between T. H. Harris, State Superintendent of Public Education and Mother Liguori, August 18, 1931.

95 Chronicles, August 20, 1931-1932, no page number.

96 Correspondence (J. E. Lombard), August 26, 1931.
First Grade Certificate for Sister Isabel Daigre. There was a continued concern for the certification of the Sisters which reflects a certain priority.

The first acknowledged recognition of Mother Liguori as president of Holy Cross Normal College was addressed in a letter to her by T. H. Harris, dated September 3, 1931:

I am very glad to be able to notify you that the committee on Education of the State Board of Education held a meeting yesterday, September 8, and approved the Holy Cross Normal College as a two-year teacher-training institution. The recommendation will be brought to the State Board of Education for action at its next meeting. In the meantime, you will be safe in assuming, I feel sure, that the Board will approve the Committee's action.

Mother Liguori again wrote to T. H. Harris on October 3, 1931, acknowledging her appreciation of his encouraging letter of September 3, stating that the Committee on Education had approved the Normal College. Still she was anxious to know the final results and was requesting some formal recognition for the Normal College. Again, T. H. Harris acknowledged receipt of her request by advising her that recommendation by the Board's Committee on Education was equivalent to approval by the Board itself. Vitally interested in the recognition of the Normal College, she was also

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97 Correspondence (T. H. Harris), September 3, 1931.
98 Correspondence (T. H. Harris), September 8, 1931.
99 Correspondence (T. H. Harris), October 3, 1931.
100 Correspondence (T. H. Harris), October 6, 1931.
cognizant of the need to have all Marianite schools approved by the state. She requested from J. E. Lombard on December 9, 1931, an outline concerning the procedure for securing approval of Elementary Schools:

Several weeks ago, the Principal of the Academy of the Holy Angels, Sister Mary Xavier, forwarded to Mr. Hopper the filled-in form of requirements for State-approval of Elementary Schools. As we have not heard from him on the subject, could it be that he is not the official to whom this form and the accompanying letter should have been addressed?

We are very desirous to secure the accrediting of our Elementary Schools so as to give the same rating as our High School Department.101

This letter also requested further information regarding the final decision of the Board of Education on approval of Holy Cross Normal College.

By this time J. E. Lombard must have developed a fondness for these enterprising Sisters because his answer to their request came immediately. In a letter dated December 11, 1931, he assured them that the status of Holy Cross Normal College would be finally settled at the next meeting of the State Board of Education which would take place after the January elections.102 He also stated that it was customary to visit elementary schools during the supervisor's regular annual visit to New Orleans. He gave the impression that

101 Correspondence (J. E. Lombard), December 9, 1931. (Copy.)
102 Correspondence (J. E. Lombard), December 11, 1931.
because the Sisters were asking for a special request, the elementary schools could be visited before the Christmas holidays. Therefore, he would make every effort to give prompt attention to the matter.

**Recognition of the Normal College**

Finally, in a letter from T. H. Harris of February 3, 1932, another significant landmark in the history of the Normal College was attained. The State Board of Education had met on Saturday, January 30, 1932, and adopted a resolution approving the two-year, teacher-training course of Holy Cross Normal College.\(^\text{103}\) Mother Liguori wasted no time in making the announcement known to all of the Sisters throughout the Province by sending them copies of the letter from Superintendent Harris recognizing the interest and cooperation they had shown.\(^\text{104}\)

Now that the Normal College was recognized by the State Department of Education as a teacher-training institute there was for the first time mention of the number of Sisters who actually were attending Holy Cross Normal College as well as Loyola. The Chronicles of June 12, 1932, indicated that the enrollment in their Normal College was twenty-nine students. There was no mention of the specific number of students enrolled at Loyola, only that several did go to the University.\(^\text{105}\)

\(^\text{103}\) Correspondence (T. H. Harris), February 3, 1932.

\(^\text{104}\) Correspondence (Harris and Lombard), February, 1932.

A New Provincial/President

On March 26, 1932, a circular letter announced the election of Mother Mary Xavier Haggerty to the Provincialship. Immediately, she entered upon her duties, inaugurating activities that were broad and comprehensive. Such activities affected her community at large, and the Academy of Holy Angels in particular. Continuing the policy of advancement characteristic of the Sisters, one of Mother Xavier's first undertaking was the building of a new faculty residence which included classrooms for the Normal College.

Workmen began to demolish the first building occupied by the Sisters Marianites of Holy Cross in Louisiana. This building can truly be called the cradle of the Province, for it was in the Novitiate of this old structure that for nearly a hundred years the Sisters of the Southern Province have been trained to the duties of the Religious Life.

This new administrator lost no time in soliciting the cooperation of the Provincial Councilors and seeking their approval in floating a bond issue. In the midst of a financial depression and on the brink of World War II, such an undertaking even by a large business concern would have seemed impossible.

The new faculty residence, St. Joseph's Hall is a brick structure facing Saint Claude Avenue, and connecting several buildings of the Holy Cross.

106 Marianite Centennial, p. 81.
107 Ibid., p. 8.
109 Marianite Centennial, p. 85.
Unit - the Academy, the Auditorium, the chapel, and Provincial House by lovely cloister walks. In the cool of the summer evenings nothing is more pleasant for the Sisters who are preparing matter for their summer-school classes, than the walk which the upper cloister provides. Here they may discuss together their mutual lecture notes, share their knowledge, their pleasures and their work. Such is the true family spirit of the Marianites Sisters of Holy Cross and the Union and cooperation that exists among them.  

This undertaking was truly a credit to the administration, and all the Marianite schools throughout the state who came to the aid of the Provincial. Mother Xavier had the happiness of seeing the entire indebtedness lifted in 1944. This new building must have been an inspiration for continued academic excellence for the Sisters, because on July 30, 1937, three Sisters received their A.B. Degrees and one received her M.A. Degree from Loyola. These new degrees characterized the continued professional improvement of the Normal College faculty.

A Four Year College

Mother Xavier's next project was to petition the State Department of Education to approve a four-year college curriculum. She obviously recognized that there was an increasing number of young Sisters to be prepared for teaching. This would necessitate enrollment at other colleges and universities if Holy Cross Normal did not offer required courses.

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110 Marianite Centennial, p. 86.
111 Marianite Centennial, p. 85.
The State Department of Education stipulated the requirements which would be necessary to incorporate a four-year college program. This preparation to move into a four-year college curriculum was soon developed. The move into a four-year college curriculum necessitated an adequate library and laboratory facility. The administration had worked diligently in pursuit of the stipulations necessary to fulfill the demands indicated by the State Department of Education.

An interview with Sister Mary Dorothy, who was the first Registrar of Holy Cross Normal, revealed that the first two years of study were to be devoted to academic subjects and the third and fourth years were to encompass the professional preparation of the teacher.\(^{113}\) The school year would be divided into semesters as was customary in other institutions of higher learning and regular classes would be continued throughout the year. Part-time courses were to be scheduled on Saturdays. There would be summer classes for the Sisters who could only pursue their education during those months of the year. The science courses requiring the use of a laboratory facility were to be held on Saturday and during the summer sessions when the high school students were off campus. According to Sister Dorothy, the library posed the biggest problem. It was finally decided that one of the Normal College rooms that was

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located in the residence hall would be used for the first college library. With this new arrangement, the State Department of Education was petitioned for approval.\textsuperscript{114}

Satisfaction with the new improvements and revisions was evidenced by a letter from Mr. Lombard of July 6, 1938:

Your four-year course was approved by the State Board of Education. If you issue a catalogue for the Holy Cross Normal College, please send me a copy as soon as it is available. Also, be sure to inform me promptly of any changes in courses or instructors.\textsuperscript{115}

The College was now recognized as a four-year, degree-granting institution, another milestone in the history of this young institution.

With the re-election of Mother Mary Xavier as Provincial on July 22, 1938, assurances of continued progress were undertaken.\textsuperscript{116}

She realized that the expansion of the college would also mean a broader outlook on teacher-training that eventually would be required.

**College Staff Improvement**

Mother Xavier initiated the practice of the Sisters enrolling in out-of-state universities and colleges for degrees needed by

\textsuperscript{114}Statement by Sister Mary Dorothy, first Registrar of Holy Cross Normal, in a personal interview, New Orleans, Louisiana, September 11, 1975.

\textsuperscript{115}Based on personal correspondence between J. E. Lombard, and Mother Xavier, July 6, 1938.

\textsuperscript{116}Marianite Centennial, p. 85.
During the summer months, several Sisters attended classes at St. Mary's College and Notre Dame University, South Bend, Indiana; colleges of Incarnate Word and Our Lady of the Lake in San Antonio, Texas.

The Normal College from 1935 to 1940 showed a constant increase in enrollment from a total of seven students in 1935-36 to thirty-four in 1939-40. These dates indicated that there was one lay professor on the staff during the 1935-36 session. Professor Green, according to Sister Dorothy, taught English and Music and was the first man on the faculty.

Lay Faculty

The Sisters soon began to meet the requirements necessary to staff their college by employing teachers other than members of their own community. This was needed in order to begin the regular courses that were to be taught at the Normal College.

The formal opening of our regular Normal with courses taught through the school year, as well as on Saturdays, was held. Eighteen students including the young Sisters and postulants, follow the regular Normal courses every day and some courses on Saturday also, together with Sisters who are teaching all the week and can attend only on Saturday. Every Saturday morning for one hour the postulants and a few young

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117 Statement (Sister Dorothy), September 11, 1975.
118 Ibid.
120 Statement (Sister Dorothy), September 11, 1975.
Sisters who have not had the opportunity of taking Physical Education follow the course given by our coach, Miss Helen McLaughlin.\textsuperscript{121}

In September of 1940, permission to enroll was granted to a group of Teresian Sisters who spoke Spanish and needed access to a college that would permit them an opportunity to obtain college courses. These Teresian Sisters were the first instructors in the fields of art and this was the first time Spanish had been offered at the normal college. This arrangement was beneficial to the Teresians as well as the normal college.\textsuperscript{122}

\textbf{Academy of the Holy Angels College Department}

As the college was now functioning with a four-year program and had the power to confer degrees, a change in the name of Holy Cross Normal was needed. It was necessary to distinguish this newly expanded four-year program from the teacher-training courses of a Normal School.

The fact that the title "Academy of the Holy Angels, College Department" and the title "Holy Cross Normal College" mean one and the same college will make it easy for the State Board of Education to take the action you request.

As I interpret the facts in the case, the State Board of Education can effect the result desired by making formal change in the name of the institution

\textsuperscript{121}\textit{Chronicles, Marianites of Holy Cross, 1938-1939 - 1951-1952, (1940-1941, p. 2).}

\textsuperscript{122}\textit{Statement (Sister Dorothy), September 11, 1975.}
without otherwise altering the records showing the approval of your college.\textsuperscript{123}

Soon thereafter another letter from J. E. Lombard advised that the State Board of Education at its January 3 meeting had officially recognized the change of the name of the college.\textsuperscript{124}

The Chronicles of January 10, 1941, make mention of the step forward that had been taken to improve the academic climate of the school:

Our two-year Normal Course has been changed to a four-year course conferring degrees in Elementary subjects. Through the kindly interest and assistance of Mr. Eugene Stanley, State Attorney, and Mr. J. E. Lombard, Director of Certification, the State Board of Education has recognized and approved the change in the name of the "Holy Cross Normal College" to "Academy of the Holy Angels, College Department."

We feel that this work of having our Normal so definitely established and recognized, both as to its title and to its power of conferring degrees in Elementary subjects, is an accomplishment of which our community should be proud, and for which we should thank God Who\textsuperscript{sic} inspired it.\textsuperscript{125}

Thus began a new phase in the development and growth of the college which consistently advanced in the academic arena of higher education in the state of Louisiana. This new and exciting approach to academic excellence was short-lived owing to conditions in Europe, and France in particular, because of World War II.

\textsuperscript{123}Correspondence (J. E. Lombard), October 31, 1940.

\textsuperscript{124}Correspondence (J. E. Lombard), January 10, 1941.

\textsuperscript{125}Chronicles, 1940-1941, p. 8.
Our dear Mother Provincial received a letter from Sister M. of St. Odile in New York, giving her very recent news of our dear Sisters in France. The news was brought to New York by Mrs. Justine Ward, who has just returned from France. Before she left France, our Reverend Mother sent two Sisters to the lady with messages for her dear daughters in America. The information follows: "Eighteen of our young Sisters, all English subjects have been interred in a camp at Besancon, near Switzerland, with about 450 other religious belonging to different congregations. They sleep on straw, the food is not eatable. Two of the Sisters were returned to Reverend Mother because of illness." The same letter which brought us this terrible news also stated that our Reverend Mother and all of our Sisters are well; that none of our Houses have been occupied by the Germans and that they have not interfered with the Sisters' religious life.

Our hearts are torn with anguish at the thought of the anxiety and sufferings of our dear Reverend Mother and her Sisters. Many times a day our prayers rise heavenward, begging God to protect them in this hour of dire need and peril. May our dear Mother of Sorrows be their solace in this great affliction.\textsuperscript{126}

The Sisters had been made aware of the sufferings of the people of Europe through messages from their motherhouse in France. World War II was inevitable and the Sisters energies were directed toward the war effort and away from their new four year college program in the College Department of Holy Angels Academy. These relentless workers had finally attained the status of a four year college program only to find that once again it had come during a time of peril.

\textsuperscript{126}Chronicles, 1940-1941, p. 15.
These formative years were crucial to the stability of this young college. By sending Sisters to Loyola there was a strengthening of staff in their schools and their college. More importantly, was the earnest and confident pursuit of certification of the many Sisters who had not applied to the State Department for these credentials. The high school accreditation in 1925 was soon followed by the recognition of the normal college in 1932. Without this recognition the normal college would have been doomed. A new Provincial president in 1932 evidently was the driving force that sustained the normal college and continued the advancement that led to the four year college.
Chapter 3

THE SIGNIFICANT TRANSITION: ACADEMY OF HOLY ANGELS,
COLLEGE DEPARTMENT (1941-1960)

Since the college was now functioning with a four-year schedule and the power to confer the baccalaureate degree, the Provincial president asked that the name of the college be changed. With enrollments increasing and the first graduation of the Sisters from the four year college imminent, there was a renewal of enthusiasm for its continued development. With a gift of land secured by friends of the Marianite Sisters and a dynamic and forceful new Provincial who was elected in 1952, the college continued to be strengthened.

During the years of World War II the energies of the Sisters were absorbed in selling Defense Stamps, conducting Air Raid Drills, and holding Red Cross Drives. The pupils in the Holy Angels Academy were also kept busy making garments for the Red Cross; three hundred twenty-six garments were made and turned in to the Red Cross from the Holy Angels Unit.127

Even though this young four-year college had to have its beginning under the clouds of war, it nevertheless continued to advance the preparation of its teachers.

Our Summer School in the College Department of Holy Angels opened. There was also some High School work given to a few of the young Sisters who are still lacking a few credits to complete their High School requirements. This summer of 1942 witnessed a large crowd of Sisters at the Provincial House either studying or teaching. 128

First Graduation

The summer of 1942 was to mark the advent of the first graduating class from the college. It was on July 18, 1942, that the Academy of the Holy Angels, College Department held its first graduation.

Our College Department held its first Graduation Exercises in the big parlor of our Academy. The exercises were private - only our Sisters being present. Reverend Father Michael Larkin, S.M., President of Notre Dame Seminary, presented the diplomas to our first five graduates. Father gave an interesting talk, congratulating our dear Mother Provincial on her success in having our College formally approved and recognized by the State; he also congratulated the graduates for successful work accomplished. The Exercises opened with the college song and closed with a hymn. Those who received diplomas were: Sister M. of St. Modestus, Claude, Grace, Monica, and Evangelist. 129

The college had executed its right of conferring honors and degrees which had been sanctioned by the Legislative Act of 1916. These first five graduates were the pioneers of a young four-year college which was pursuing maturity.

129 Chronicles, July 18, 1942, p. 1.
Increased Enrollment

Now that the first graduation had been held, improvement in the quality of teacher preparation was encouraged by visits from representatives of the State Department of Education. One such visit was by C. L. Barrow, Supervisor of Teacher Education and Certification. The purpose of his visit was to discuss the plans for teacher-training and to undertake a study of the college teacher education program. His visit at this time was not to observe the teachers, but he expressed his intention of spending a day at the college for observation in the coming year.\(^{130}\)

By July 25, 1943, the second graduation class was ready to receive diplomas from the college. This graduation included Sisters M. of St. Luke, Barbara, Louise, Cletus, Andre, Eymard, Alberta, Bonaventure, Chanel, Raymond, and Gregory.\(^{131}\) Despite the continued pressures of World War II and the expressed interest in helping with the war effort, this small and nearly insignificant college doubled its graduation class.

On September 25, 1943, the Chronicles noted the formal opening of Holy Angels College Department for Saturday classes.\(^{132}\) This same entry also suggested that a large number of young Sisters from city missions as well as Teresian Sisters were attending college

\(^{130}\)Chronicles, May 14, 1943, p. 1.

\(^{131}\)Chronicles, July 25, 1943, p. 13.

\(^{132}\)Chronicles, September 25, 1943, p. 4.
classes. By 1945, the Teresian Sisters had attended the College and fulfilled the requirements for graduation.

Our College Department held its graduation exercise in our Auditorium. Degrees were conferred upon two Teresian Sisters who have attended our College since its opening; they are Mother Pax and Mother Theresa.\(^{133}\)

This marked the first time students other than Marianites graduated from the college. This did not mean that there were secular students attending the college at this time.

Again in 1946, two Teresian Sisters and twelve Marianites graduated.\(^{134}\) These Chronicles also noted that on the same day two Marianites Sisters, Sister Mary Carmel Murphy and Sister Mary Lourdes Dorsey, received their Baccalaureate Degrees from Loyola University. Throughout these war years there was a continued improvement in teacher preparation. This order of Sisters who had come from France in 1843 were domestic sisters, but now had transformed themselves into a predominately teaching order.

June of 1947 saw a continued effort for academic excellence for the Sisters who were to be teaching in the schools throughout Louisiana.

The dates between the 12th and 20th of June saw the opening of the summer session at the various colleges where eighty-four of our Sisters studied during the summer. Thirty-four Sisters attended Holy Angels College; two studied at the schools of Sacred Theology, St. Mary's College, Holy Cross, Indiana;

\(^{133}\)Chronicles, July 28, 1945, p. 13.

\(^{134}\)Chronicles, July 27, 1946, p. 2.
Schools and Academies in Louisiana

Along with the continued progress of the college, the Marianite Sisters increased the number of schools and convents throughout Louisiana. The very existence of the College depended on the number of postulants who entered the order. These postulants were also needed to staff their schools. Nearly all the Marianite schools were staffed solely by the Sisters. The mission history of the Marianite Sisters showed evidence of the need to maintain their own college. The dates indicate the opening of the schools and academies and the location in Louisiana:

1857 - St. Basil Academy, Plaquemine;
1857 - The Immaculate Conception Academy, Opelousas;
1869 - St. Charles School, Pensacola, Florida (closed 1871);
1870 - The St. Francis de Sales Academy, Houma;
1871 - The St. John Academy, Franklin;
1882 - St. Charles Academy, Lake Charles;
1887 - St. Alphonsus School, Ocean Springs, Mississippi;
1891 - St. Joseph School, Arnaudville (closed 1919);
1893 - Sacred Heart Academy, Morgan City;
1904 - St. Henry School, Jennings (closed in 1916);
1912 - St. Edmund School, Eunice;
1938 - Sacred Heart School, Ville Platte;
1947 - Reopening of school at Arnaudville, the new school being dedicated to the Little Flower;
1882 - St. Augustine's School for the colored race, Plaquemine (now closed).

New Orleans City missions matched in age and vigor those of
the country missions:

1869 - St. Vincent de Paul School (closed in 1881);
1873 - Sts. Peter and Paul School;
1874 - Our Lady of the Sacred Heart School (closed in 1899);
1881 - St. Mary's School, Carrollton (closed in 1886);
1891 - Holy Name of Mary School, Algiers;
1892 - St. Patrick's Parochial School (closed in 1900);
1899 - St. Cecilia Parochial School;
1923 - Incarnate Word School;
1941 - St. Agnes School;
1941 - St. Joseph School, Lower Coast, Algiers;
1945 - St. Mary of the Angels School;
1946 - The reopening of foreign mission work in conjunction
with the Sisters of Holy Cross, Indiana Province, in
Tejaon, Dacca District, Bengal, India.136

Of the twenty-seven schools and academies listed, some were
open for short periods and then closed. It must be remembered that
this was a trial-and-error period and often a small school had to be
closed to provide sufficient personnel for an older-established
school or a more needy one.137

By 1948, there were twenty elementary schools and ten high
schools conducted by the Marianite Sisters.138

Centennial Year--1948

The year 1947 was an eventful one for the Marianites. It
was the year of the preparation for the observance of the Centennial
honoring one hundred years of service rendered by the Sisters since

136Marianite Centennial in Louisiana 1848-1948 (New Orleans,
137Marianite Centennial, p. 321.
138Marianite Centennial, p. 320.
their establishment in Louisiana in 1848. A former student of the Marianite Sisters, Captain Arthur A. de la Houssaye accepted the chairmanship of the Sisters' Centennial Celebration.\(^{139}\) He organized committees and drafted plans by calling meetings with the General Arrangements Committee. Vigorous and energetic, as well as enterprising, he succeeded in imparting his own enthusiasm for the realization of this centennial celebration.\(^{140}\)

A Gift of Forty Acres

During that same period another event took place that would have far reaching effects on the Marianites as well as their continued incentive to have their own college. July 17, 1947, witnessed the legal transfer of the gift of forty acres of land to the Sisters Marianites of Holy Cross by Mr. and Mrs. Ernest B. Norman, Sr.

Evidencing the confidence they placed in the policies and activities of the Sisters Marianites of Holy Cross, Mr. and Mrs. Ernest B. Norman, attended by their son-in-law, Mr. Henry Pierson, L.L.D., in the company of Mr. Ernest Robin, L.L.D., legal counsel for the Marianites, executed an "Act of Gift" in the parlor of the Academy of the Holy Angels by means of which the donors gave our Congregation a 40-acre tract of land for educational and religious purposes. Situated in the restricted subdivision, Aurora Gardens, which the Norman family is developing in the Parish of Orleans on Newton Highway within ten minutes drive from the Canal Street ferry, this site will be used by the Marianites for erection of a new Novitiate building and School.\(^{141}\)

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\(^{139}\)Marianite Centennial, p. 310.

\(^{140}\)Marianite Centennial, p. 313.

\(^{141}\)Chronicles, 1947-1948, p. 4.
This gift was secured through the efforts of Reverend Leo Marx, S.M., Pastor of St. Joseph's Chapel, which was located in Lower Coast Algiers. Traveling to and from the Chapel, he had caught sight of this wooded tract of land, and realizing the growth possibilities of this suburban section, became instrumental in procuring the gift for the Marianites.\textsuperscript{142} This priest realized that an educational center was requisite in any thriving community. The gift of Mr. and Mrs. Ernest B. Norman infused into the Sisters an inspiration for their continued work and the utilization of this fine site.\textsuperscript{143} It would be several years before this undertaking of construction could begin.

Enrollment in summer school at the College continued to show a steady growth as revealed in the Chronicles.\textsuperscript{144} It is apparent from these records that the increase in summer classes was a convincing factor that suggested change. For over one hundred years one building had housed the elementary and high school, and now the College Department as well as the Provincial. It also served as an infirmary where the sick and retired sisters resided. The gift of land and the increased attendance at the College were prime factors in a decision to build a new provincial house and college.

\textsuperscript{142}Chronicles, July 17, 1947-1948, p. 4.
\textsuperscript{143}Marianite Centennial, p. 292.
\textsuperscript{144}Chronicles, compiled, p. 292.
Improved Teaching Curricula

On April 8, 1950, the college was called upon to submit the teacher education curricula offered. The curricula included:

Elementary
  Lower - elementary
  Upper - elementary
High School
  English
  Social Studies\textsuperscript{145}

Mother Xavier was asked to submit copies of the Legislative Acts giving the Congregation the power to confer degrees. Photostatic copies of the official letters of approval of the two-year Normal School and the four-year course were forwarded with the curricula to the State Department of Education.\textsuperscript{146} The Department was skeptical of the actual functioning of the college, the doubt might have been attributed to the small graduating classes. There were only six graduates in 1951 even though the enrollment was large.\textsuperscript{147}

Improvement in Teacher Preparation

A new administration began July 26, 1952, when it was announced that Sister Mary of St. Adrian had been chosen to succeed Mother Mary Xavier. This meant the Marianite Sisters had a new provincial and the college had a new president.

\textsuperscript{145} Based on personal correspondence between J. E. Williams, Supervisor, and Mother Mary Xavier, April 8, 1950.

\textsuperscript{146} Ibid.

\textsuperscript{147} Chronicles, June 15, 1951, p. 1.
On February 16-17, 1954, officials of the State Department of Education were on location for inspection of the College. One of the officials felt the need of observing one of the practice teachers, so he was escorted to St. Mary of the Angels School for that purpose.148 His satisfactory report was enthusiastically received by all the Sisters who relied on the College to prepare for their teacher training.

The Chronicles of June 15, 1954 mentions the first attendance of lay uncertified teachers at the College. The attendance at this summer session was seventy students including Sisters and lay teachers.149 Until this time, there had been only religious women attending the College, therefore this opening to seculars gave way to projected enrollment increases. Now that lay teachers had been admitted to the College as students a new dimension had opened. The possibility of continued growth and future development was further enhanced.

A second visit by state officials from the State Department of Education was made on February 23, 1955. This visit by these officials was a request for information and assistance from the Teacher Training Colleges. Each institution was asked to suggest improvements in teacher preparation programs. The State standards

for accreditation of Teacher Training Institutions were being
reviewed and each school was being visited.\textsuperscript{150}

Since the election of Mother Adrian in 1953, another event
had been taking place which would change the entire college program.
This brilliant and remarkable woman envisioned the construction of
a million dollar building on the site that had been given to the
Sisters by the Norman family.\textsuperscript{151} In keeping with the tradition of
hard work and the optimism of overcoming obstacles beyond one's
imagination for women of the times, plans were formulated to build
a new College and Provincial House. Authorization for the construction
of such a building had to be obtained from Archbishop Joseph Rummel
and the Mother House in France.\textsuperscript{152}

\underline{One Dollar Per Brick}

Immediately upon obtaining approval, Mother Andrian
instructed the Superiors of the Marianites to organize a new building
fund campaign in their respective parochial schools throughout the
state. At the Provincial House a Guild was set up, which would
provide financial benefits to the Community and spiritual benefits
to their benefactors.\textsuperscript{153} Mother Adrian asked each of her Sisters to

\textsuperscript{150}Chronicles, February 23, 1955, p. 7.

\textsuperscript{151}Statement by Sister Brendan, at Our Lady of Holy Cross
College, New Orleans, Louisiana, personal interview, October 8, 1975.

\textsuperscript{152}Ibid.

\textsuperscript{153}Ibid.
buy a brick for one dollar upon receipt of money gifts. It could then be said that the present College was bought and paid for by the Sisters themselves brick by brick. However, before any construction began, one-third of the proposed million dollars must be raised. Under the leadership of Mother Andrian, the required quota was realized in 1957, and plans were drawn up so that the construction could begin.

On July 17, 1958, Sister Mary Hilary was elected Provincial Superior at the General Chapter which was held every six years. Since Sister Hilary had been assistant to Mother Adrian, she was thoroughly familiar with the decisions already made for the construction of the new building. She began her administration with an old idea and a new frontier to stimulate her Sisters and her administration to reach their desired goal of having a college of their own.

On October 14, 1958, the contract for the erection of the new Provincialate, Novitiate, and College had been signed and a few days later clearing of the land had begun. Soon thereafter, on November 23, the groundbreaking ceremonies took place with the

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154 Ibid.
155 Ibid.
156 Chronicles, July 17, 1958, p. 1.
157 Chronicles, June 1, 1958, p. 1.
158 Chronicles, October 14, 1958, p. 3.
Most Reverend L. Abel Caillouet, who had been delegated by the Most Reverend Archbishop to officiate. In attendance were the Most Reverend Msgr. H. Bezou, Archdiocesan Superintendent of Parochial Schools, Superiors and Principals of Marianite Schools, Sisters, and interested friends.¹⁵⁹

The next two years saw the construction of this new building move forward gradually. It was as if each Sister watched each brick go into place as if it were her own. The construction of this building became a living process that all shared in as the completion drew near.¹⁶⁰

The need for a new name for the college was felt so an inquiry into the necessary procedures of doing so was initiated. In a letter to Mother Hilary from Wade O. Martin, Secretary of State, it was once again pointed out that the power to confer degrees had been vested in the Congregation of Sisters Marianites of Holy Cross.¹⁶¹

At this time the College had come to be known as Holy Angels College but no official letters, records, or other stipulations could be found to denote the change. It apparently was simply a matter of identification, because in the Louisiana School Directories for the

¹⁵⁹Chronicles, November 23, 1958, p. 4.


¹⁶¹Based on personal correspondence between Wade O. Martin, Secretary of State, and Mother Mary Hilary, President, Holy Cross College, March 23, 1960.
years 1940-1976, the name given for the Academic session 1959-1960 was Holy Angels College.\textsuperscript{162} A letter from Wade O. Martin, Secretary of State, of March 23, 1960, had been addressed to Mother Mary Hilary, President, "Holy Angels College."\textsuperscript{163}

\textbf{Holy Angels College}

With this new identity came for the first time a \textit{Holy Angels College Bulletin}, with its aims and objectives.\textsuperscript{164} This bulletin was not dated, but it had ten courses in art, seven courses in biology, four courses in Chemistry, twenty-five courses in education, ten courses in English, five courses in speech, nine courses in French, five courses in geography, eleven courses in history and political science, seven courses in mathematics, ten courses in music and choral, nine courses in physical education, eight courses in Latin, six courses in library science, two courses in physics, four courses in psychology, thirteen courses in religion, five courses in sociology, nine courses in Spanish, and thirteen courses in secretarial science.

The aims and purposes clearly stated that the college was established principally for the teacher preparation of the Marianite


\textsuperscript{163}\textit{Correspondence} (Wade O. Martin), March 23, 1960.

\textsuperscript{164}\textit{Holy Angels College Bulletin} (New Orleans, no date), p. 6.
Sisters of Holy Cross, so the only reason for so many courses in secretarial science would be for the preparation of teachers who would be teaching business in high schools staffed by the Marianites.

James Sylvest, Supervisor of Teacher Education in the State Department of Education, addressed a letter to Mother Hilary, President of Holy Angels College in 1959.165 This letter of May 25, 1959, acknowledged the courtesies extended to the evaluating committee from the State Department of Education and enclosed the committee's report of evaluation and recommendation for provisional accreditation. The committee also noted that the Holy Angels College Bulletin was not dated.166 The committee recommended that it be published as often as necessary, that it be dated, and that it show announcements of offerings for the years during which a new bulletin would not be printed. One earlier bulletin was apparently published in 1940 and was developed by Sisters Dorothy and Bartholemew. This Bulletin was mislaid, possibly when the vast amount of papers and records were moved from Holy Angels Academy to the new location on the West Bank of the Mississippi River.167

165 Based on personal correspondence between James Sylvest, Supervisor of Teacher Education, State Department of Education, and Mother Mary Hilary, President, Holy Angels College, May 25, 1959.


The committee commended the College for the good rapport which seemed to exist within all levels of the administration. However, due to the practice of rotating administrative positions, the committee felt some of the effectiveness and efficiency was lost. The committee recommended that a study be undertaken so that individual roles of the staff and faculty would be clearly defined.

Taking into consideration the overall purposes and functions of the college, the committee concluded that, in general, "Student Personnel Services" were satisfactory. The primary purpose was to perpetuate the Order of the Marianite Sisters and to train nun-teachers for the elementary and secondary Catholic schools operated by the Order.

The committee also indicated that the institution did have a well-organized program for recruitment because they would prefer that girls came to them seeking admission to the Order. Admission to the teacher education program was based on a very selective process and a carefully outlined program of guidance and counseling. Students were not admitted to the teacher education program until the end of their sophomore year. Prior to that time, they would go through an extensive and intensive period of training: spiritual, physical, mental, and academic. The committee further pointed out the procedure to be employed in gathering and filing information on students before they were admitted to the college or the teacher training program.
Since this was the first in-depth study of the College, the Sisters as well as the Evaluating Committee were able to assist one another in projecting improvements. The Committee suggested that the faculty re-evaluate their present method of scheduling courses. The method in use was to schedule one or two courses at a time for periods of six to eight weeks. One other recommendation was that the faculty plan carefully and professionally for their emerging four-year program of teacher education enlisting the assistance of individuals and agencies who, by experience, preparation, and function could advise them wisely. The administration heeded these recommendations and began to seek individuals and agencies who would guide their College into avenues of growth.

**(A New Location for the College)**

The next high point in the growth and development of the College was the move from the Academy of Holy Angels to the new location at 4123 Woodland Drive, (Algiers) New Orleans, Louisiana. This move became official on Saturday, April 2, 1960, at 2:30 p.m., when the blessing and the dedication of the new Provincial House, College, and Novitiate took place. A complete transcription of the ceremonies and those dignitaries who attended is recorded.

It was not until following the Dedication ceremonies, April 4, was the official moving day executed:

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168Chronicles, April 2, 1960, p. 6.
169Ibid.
... Last farewells had to be made to the spot where for 111 years the Congregation had struggled through its pioneering days and expanded to what it is today. There were, naturally, many heartaches, especially for those dear old infirm Sisters who had to say "goodby" to their dear old Academy and the home with hallowed memories, the chapel, the grounds. It was, indeed, a wrench for the hearts of all; but all took the change beautifully, thanking God for His goodness in giving us a new Motherhouse.170

Enrollment continued to increase after that first graduation of 1942 and the eighteen years that followed showed evidence of continued progress. Those intervening years have also brought about many changes in the college itself especially in the teacher training program through the encouragement of the State Department of Education. The most rewarding and tangible gift was the land received from the Norman family that was to be used for education and religious purposes. Under the leadership of Mother Adrian who succeeded Mother Mary Xavier the plans and construction of a new provincial house and college were realized. This new building accommodated the provincial administration and housing facilities for the young sisters who had finished their teacher training. It also included an entire wing which was devoted to classrooms and housed a small but modern library. Under these admirable conditions, Holy Angels College became by virtue of this move to a new site, Our Lady of Holy Cross College.

170Chronicles, April 4, 1960, p. 8.
Chapter 4

A VISIBLE INSTITUTION: OUR LADY OF HOLY CROSS COLLEGE (1960-1975)

Immediately after moving to the new site, important events began to occur. A letter addressed to Sister Mary Alphonsus, Dean, Our Lady of Holy Cross College, from Curtis L. Johnston, Supervisor, State Department of Education, gave approval for the change in name and address of the College.\(^{171}\) This letter denoted two important innovations; (1) the name of the College was completely independent of Holy Angels, which always carried the stigma of a high school, and (2) this College now had a Dean, Sister Mary Alphonsus.

**First Marianite Ph.D.**

Another first for the College was the graduation of Sister Mary Carmel, who received her Ph.D. in History and Philosophy from the University of St. Louis, Missouri.\(^{172}\) This degree was conferred on June 4, 1960, which marked the first such degree to have been received by a Marianite Sister in the Louisiana Province.

\(^{171}\) Based on personal correspondence between Curtis L. Johnston, Supervisor, State Department of Education, and Sister Mary Alphonsus, Dean, Our Lady of Holy Cross, August 29, 1960.

The Summer School Graduation took place on July 31, 1960, and nineteen young Sisters and Mrs. Ada Patterson, one of the lay teachers of St. Cecilia School, received B.A. Degrees.\footnote{Chronicles, July 31, 1960, p. 1.} The Chronicles do not state the institution from which these young Sisters received their degrees, but because it is recorded as "The Summer School Graduation," it probably was still held at Holy Angels Academy. This graduation also paved the way for other seculars to become part of the ever-growing enrollment. Mrs. Ada Patterson, then, must be hailed as the first lay person to graduate from the College.

The magnificent new structure of Our Lady of Holy Cross had all of the modern conveniences necessary to make life comfortable as well as those that would contribute to academic pursuits. It must be remembered that the Sisters raised only one third of the money for the building, which meant a large debt would be incumbent upon them for many years.

For our Mother Provincial and her Council there surely is needed of wisdom, strength, and forethought in this new phase of Provincial Administration. To meet the payments of the heavy debt which remains on this Provincial House, to improve the grounds, (because this beautiful house was built on a "forest primeval"), many improvements are absolutely necessary. To maintain a household of 87 people--administration, faculty, aged members, young Sisters, and a novitiate of about forty novices and postulants--all add up to a rather staggering financial burden. For the solution of this problem, our administration depends on the Providence of God, the generosity of our Houses, and the generous
striving of our Sisters. The actual revenue of the Provincial House consists of the Provincial annuities, the small amount that some members of the Novitiate pay for board, the salary of the Faculty of St. Andrew Parochial School, and the proceeds of a music class which Sister Mary Peter has organized.\textsuperscript{174}

The Provincial annuities were the contributions received from each mission school throughout the State and were on a per Sister basis. The average income per month, that was sent to the Provincial House during the year 1960, was about $100.00 per Sister. The total Community of Sisters for that year was 615.\textsuperscript{175} This meant approximately $6,150 per month was received to help support the new complex and its residents. These Sisters were not only pioneers of the teacher-training profession, but good business women.

On February 21, 1961, Monsignor Bezou, diocesan Supervisor of Education, and three members of the State Department of Education made a visit to the new College. Even though it was an unofficial visit, the three men examined the facilities closely and asked specific questions.\textsuperscript{176} Evidently the State Department was anxious to know the type of facilities as well as the teaching programs offered at the new College. This year also saw the first student teachers assigned from the College to a classroom under supervising teachers.

\textsuperscript{174}Chronicles, August, 1960, p. 2.

\textsuperscript{175}State statement by Sister Enda Eileen, Our Lady of Holy Cross Provincial House, New Orleans, Louisiana, in a personal interview. (No date.)

\textsuperscript{176}Chronicles, February 21, 1961, p. 4.
At the end of Summer School, eight of our young Sisters will receive their Bachelor Degree from Holy Cross College and their Teacher's Certificate from the State Department of Education. During the second semester of this, their last college year, they did their observation and practice teaching in the Marianite Schools on the west side of the Mississippi.177

Even with these steps forward, the Sisters were still pressed for money to support the Provincial House, College, and Novitiate. The financial burden was a constant threat to their energies and a drain on each mission.

We have received no spectacular money gifts which we need so badly; consequently, our debt is not being spectacularly reduced. We have, however, met our payments as they became due—$15,000.00 every three months. On second thought, under our circumstances, this may be considered somewhat spectacular. We have been able to meet these payments because our Sister Superiors have been most generous in giving whatever little gifts they may receive from their families or friends.

Our cost of living, too, has been comparatively light; this because in various ways, the Houses contribute to the needs of our table. The parents of our Sisters and Novices are also very generous in this respect. This help shows very strikingly in the small amount we spend for provisions.178

State Accreditation

In September, 1961, the College classes began for fourteen young girls who had entered the Novitiate. This meant that the

177Chronicles, February 21, 1961, p. 4.
178Chronicles, May, 1961, pp. 5-6.
college would now try to coincide with the student's vocational life. By conducting extra classes on Saturday and during the summer, the administration made it possible to complete requirements for a college degree during the three years of Novitiate and the first year of Annual vows.\textsuperscript{179} Another visit by the State Department of Education was made on November 2, 1961, when James Sylvest came to make suggestions about drawing up a College Catalogue.\textsuperscript{180} He checked through a bulletin and a Student Teacher's Handbook which must have been the 1959 issue, since no other is to be found in the College files. At this meeting, the Sisters were informed that the State Evaluating Committee planned a visit on April 3, 1962.

On April 3, five members of the State Evaluating Committee came to re-evaluate the College. They spent the morning visiting the classrooms, library, and laboratory and in questioning members of the Board of Administration. All members were well pleased with the improvements of the past two years. Before leaving, the committee informed us that the College is now approved for five years. This is the maximum given to any college by a visiting committee.\textsuperscript{181}

Anticipating this five year approval bestowed upon them, the Sisters had accepted a visit from the Southern Association of Colleges and Secondary Schools for the very next day.

\textsuperscript{179}Chronicles, September, 1961, p. 2.
\textsuperscript{180}Chronicles, November, 1961, p. 2.
\textsuperscript{181}Chronicles, April 3, 1962, p. 4.
On April 4, the Assistant Executive Secretary of the Southern Association of Colleges and Secondary Schools made a preliminary visit to the College. He outlined all requisites for membership in the Association and gave us much help by explaining the means we can take to meet those requirements. Since the Association is in a transition period making a study of special colleges such as our, we shall wait until they come to some kind of decision before we apply formally. This may take a year or two.182

Motivation Plus

The summer school of 1962 was held at both Our Lady of Holy Cross College and Holy Angels to accommodate the 105 students in attendance.183 The reason this large number of students was still taking courses at Holy Angels may have been because of the easier accessibility and the facilities that were already on this campus. In order to improve the facilities of the new College, small projects were undertaken to raise funds.

The $3,000.00 received from the Coupon Drive was given to the College to purchase science equipment, library books, and other materials needed for the College. We invested in an electric Ditto machine this year. We are trying to get one large piece of equipment for the College each year; by doing so, we hope to have, in the not too far distant future, all the equipment needed for a well-functioning College.184

Can it be imagined that in the middle of the Twentieth Century there was a college operating without the use of an electric ditto machine and was dependent upon small amounts of science

182Chronicles, April 4, 1962, p. 4.  
183Chronicles, June 7, 1962, p. 2.  
184Chronicles, April, 1962, p. 5.
equipment as well as library books? What could possibly be purchased with $3,000? What possible motivation could these Sisters have possessed, not only to survive, but to press forward so steadily?

The College was destined to survive even though the odds against it mounted as each year passed. The Saturday classes were filled to capacity and the number of in-service teachers continued to increase during the evening classes.\(^\text{185}\) There were eight young Sisters doing their observation and practice teaching at two schools staffed by the Marianite Sisters in the vicinity of the College.\(^\text{186}\) There were now forty-eight in-service teachers enrolled in the college, and eight more were expected to enroll. Most of these were working towards a degree.\(^\text{187}\) The tuition paid by these lay teachers was utilized to purchase much needed equipment and books for the library.\(^\text{188}\)

**Full-Time Lay Students**

By September, 1964, the College had enrolled thirty-seven religious women plus full-time lay students for the first time. Besides these students, the College also had one hundred and thirteen lay students and in-service teachers attending Saturday and evening classes.\(^\text{189}\) The increase in enrollment may have resulted because

\(^{185}\)Chronicles, September, 1963, p. 3.

\(^{186}\)Chronicles, January, 1964, p. 4.


\(^{188}\)Ibid.

\(^{189}\)Chronicles, September, 1964, p. 7.
the college had obtained approval to offer a science major and a
math minor for secondary education. These important areas of study
gave the student the opportunity of choosing either program as a
major or minor in his field of interest.\footnote{190}

Improvement of Faculty and Facilities

In July of 1964, six Sisters received Masters' Degrees from
various universities and Sister Mary Bernadine Hill received her
Doctorate in Education from Louisiana State University.\footnote{191} This
indicated that the Sisters were now pursuing degrees beyond the
Master's. They were now able to boast of two doctorates on their
staff.

With the continuous increase in enrollment and the consistent
increase in the number of postulants entering the Marianite Order,
the administration began making plans for a chapel, novitiate, and
addition to the College.\footnote{192} The original Motherhouse had been but
a singular complex that housed all the Sisters as well as the
College. The need now was to begin adding to the original building
by sections. With these objectives in mind, plans were completed
and the architects began to distribute drawings and specifications
to bidders for contracts to construct the additions.\footnote{193} This

\footnote{190} Ibid.

\footnote{191} Chronicles, July, 1964, p. 2.

\footnote{192} Chronicles, May, 1965, pp. 1-2.

\footnote{193} Chronicles, May, 1965, p. 2.
growth was apparently the kind of vision that transcends all practical economic evaluations. Though in debt up to their traditional "habits," the administration projected additional construction, trusting Divine Providence to take care of the necessities.

Instead of each Sister selling or buying bricks for additions that would be constructed, the administration decided to apply to the Department of Health, Education and Welfare for a Federal grant. The application was submitted under project number: La. 4-152, and the Federal share would be $172,531. Charles G. Norris of the Department of Health, Education Welfare, acknowledged the application for a grant under Title I of the Higher Education Facilities Act. He informed Mother Hilary that the application had been forwarded to the Louisiana State Commission and based on the Commission's recommendation, the funds would tentatively be reserved. Funds for the College additions were secured, and in 1967, a million dollar annex was completed. The building included administrative offices, six new classrooms, a new science laboratory, a student lounge, an assembly room, and was dedicated on October 8, 1967.  

194 Based on personal correspondence between Charles G. Norris, Director, College Construction, Grant Section, Department of Health, Education and Welfare, and Mother Mary Hilary, February 17, 1966.

The expansion brought continued increases in enrollment. In answer to the requests of male applicants, the College became co-educational in 1967. This year was a turning point in the growth of the College as inquiries began to be received concerning the regional accreditation of the College, especially from those students interested in continuing their education beyond the Bachelor's level. Mother Hilary, realizing that advanced degrees would be a pre-requisite for the pursuit of accreditation by Southern Association, looked to her community of Sisters for promising young scholars. She selected a New Yorker who had entered the community when she was fourteen. Sister Enda Eileen Byrne was chosen to pursue a Ph.D. in English after teaching at the elementary, high school, and college levels. She entered the doctoral program with a B.A. cum laude from Loyola University of the South, New Orleans, Louisiana, and an M.A. from Notre Dame University. On August 17, 1968, she received her Ph.D. in English and American Literature from the University of Southern Mississippi. The College now boasted three doctorates in various disciplines. Mother Hilary began corresponding with Charles B. Vail, Acting Executive Secretary, Commission on Colleges of the Southern Association of Colleges and Schools. In April of 1968, he visited the College and reviewed the draft of the Status Study submitted and made several suggestions in a letter of May 3, 1968:

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196 Ibid.

197 Chronicles, August, 1968, p. 3.
It is my understanding that your request for accreditation is made with the knowledge that you are a special purpose institution. The special purpose only -- the training of teachers within and without your congregation. Such a classification does not preclude a substantial change and reclassification; however, a substantial change generally means a new evaluation.

The Governing Board, not unlike that of many Catholic Colleges, is drawn from your congregation and includes several of you in the staff. I discussed the problem with you and asked that you restudy the structure and origin of the board. While your plan has been acceptable in the past, I have some doubts that it would support your application for accreditation. In a very special sense it might be concluded that you do not have an independent board -- the board is you. It would be superfluous for me to debate again the conceptual issues; the facts are that you will probably need a larger board (to deprive staff of majority role or a lay board). I made no effort to disguise my prejudice for the latter, with a full acknowledgement that the congregation can have a representation.

The library is managed as well as you can in the space available. However, the characteristics are not improved by that acknowledgement. You must find some way to improve that situation. While I would not attempt in so short a time an evaluation of the library holdings, I came away with the feelings that you could use some expert counsel.

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**Board of Lay Trustees**

The Board of Lay Trustees came about as a result of the requirements necessary for accreditation by the Southern Association of Colleges and Schools. The College had as its chief

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198 Based on personal correspondence between Charles B. Vail, Acting Executive Secretary, Commission on Colleges, Southern Association of Colleges and Schools, and Sister Mary Carmel, May 3, 1968.
policy-maker and administrative voice, the Provincial, who was head of the College as well as of the Marianite order. Letters of acceptance were returned from Gordon B. Hyde, attorney; Charles I. Denechaud, attorney; Richard R. Dixon, Managing Director of the Municipal Auditorium; Hugh O'Conner, Contractor; Richard R. Rotharmel, employee of New Orleans Public Service; and Mr. Irwin Gitz, a friend of the Marianites. This Board of Lay Trustees met for the first time with Mother Mary Hilary, President and Sister Mary Carmel, Dean, and a business meeting was conducted as a get-acquainted affair.199

By April of 1969, Mother Hilary had succeeded in having Gordon W. Sweet, the newly appointed Executive Director of the Southern Association, come to the College. His visit gave him the opportunity to review with the administration the status study report on the institution.200 One of his suggestions was that the Sisters update the report to the first of September of the following year and again submit it for consideration by the committee on admission to membership for Senior Colleges. He cautioned Mother Hilary of the possibility that the committee might authorize an evaluation visit for the following spring. He felt that such a visit could be

199First Board Meeting of Lay Trustees (Our Lady of Holy Cross College), no date.

200Based on personal correspondence between Gordon W. Sweet, Executive Director, Southern Association of Colleges and Schools, and Mother Mary Hilary, April 29, 1969.
of great help to the administration and the institution, even if accreditation should not be achieved. He did, however, suggest that accreditation was possible in the near future and that the greatest needs were building the library holdings and the progress of the faculty obtaining doctorates. One request he made was that the administration attend the committee meeting that would be held in Atlanta in October so that they could authorize another meeting in the spring. Mother Hilary immediately answered the Executive Secretary's encouraging letter:

    We will be glad to go to Atlanta in October if the Committee on Admission to Membership for Senior Colleges would like to speak with us. In the meantime, we will continue to build up our library holdings in the major fields. Besides the two Sisters who are beginning their doctoral studies this year, we hope to have one or two other Sisters preparing for studies by the end of next year. This will be shown in our faculty planning prepared for the status study to be after September 1, 1969. These should strengthen our faculty in the major areas.201

New College President

After eleven years as Provincial Superior of the Marianites of Holy Cross, Mother Hilary Bodin left office following the elections of the General Chapter of May, 1969,202 which was a practice of the Order. Upon being relieved of this position, Mother Hilary was elected administrator of East Carroll Parish

201 Correspondence (Gordon W. Sweet), May 3, 1969.

Hospital in Lake Providence, Louisiana. During her years of service as Provincial of the Marianite Community and as President of the College, she will be remembered because it was under her administration that the College was enlarged.

The Lay Board of Trustees became known as the Board of Regents, and as such went into session to elect a new president for the college on May 30, 1969:

The Board of Regents elected Sister Mary Carmel president of Our Lady of Holy Cross College at their quarterly meeting on Friday, May 30, (1969) at 7:30 p.m. in the College Assembly Hall.

Sister Mary Carmel, outgoing dean, has been affiliated with the College as a faculty member since 1947, and as dean for the last nine years. She will be officially installed as President at the fall meeting of the Board of Regents.203

This was an exceptionally important event in the history of the College because for the first time the President was not the Provincial of the Marianite Order. Gaining in enrollment, and aspiring for accreditation from the Southern Association, made new demands on College administration. Before assuming the office of President, Sister Mary Carmel had requested a sabbatical leave for one year. She wanted to teach two semesters at Incarnate Word College in San Antonio, Texas, before starting in this new administrative post. Mother Mary Hilary continued as acting president until her return. Sister Carmel's formal induction into

the Presidency of the college was not until September, 1970, when she returned from San Antonio. These new demands for administrative work were to take Sister Carmel out of the classroom as a full-time teacher. She now taught part-time and devoted her major attention to the administrative position. This year of 1969 saw another change in administration, that of Sister Mary Lua Lynch, who had been registrar for the past seventeen years. She had been registrar when the college moved from its Holy Angels establishment to the present location and now was going into semi-retirement.

A new Academic Dean, Sister Winifred Daly, was appointed who took over the duties of Sister Mary Carmel while she was on sabbatical leave. With these changes there was also a new breed of students who sparked improvement in student-related activities.

Sister Enda Eileen, the new Ph.D. in English, who came to the College in 1969, began a series of implementations that astounded the administration and faculty. She became a whirlwind of programs and activities as well as a full-time English instructor. She called upon the young novices and postulants who were students in the college to begin getting involved in activities. Under Sister Enda's direction, the first Student-Faculty paper was published

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204 Newsletter, Volume 4, Number 1, October, 1970, p. 3.
205 Newsletter, June, 1969, p. 3.
under the title "Cross Currents" in 1968. She instituted the Lyceum program and asked such local New Orleans personalities as Mel Leavitt and "Patty" Ryan to address the students and faculty. After many requests of the administration, she was able to secure permission to undertake, with a committee, a proposal for a student council.

**Administrative Problems**

In the spring of 1970, evening classes became a regular part of the College program. A more complete and effective use of the College facilities was allowed because of the evening classes. This proved to be popular with the in-service teachers and older students as well as the community in general. Concerned with the need for a program in undergraduate education leading to a Liberal Arts degree, the College began offering such a program in the fall session of 1970. This degree would offer a major in history or English and, thereby, encourage some students to pursue a liberal arts program.\(^{207}\)

With this kind of implementation forthcoming, a visit by Dr. John G. Barker, then the Associate Executive Secretary of the Commission on Colleges of the Southern Association of Colleges and Schools, met in June, 1970, with the administration and faculty. His visit was intended as a means of sharing his evaluation of the College. His evaluation was encouraging, but he made a point of disclosing those shortcomings from which the College was suffering.\(^{208}\)

\(^{207}\)Self Study, 1971, p. 3.

\(^{208}\)Self Study, 1971, p. 6.
Growth in the college was always accompanied by expansion of faculty and administration. This brought about the restructuring of the social organization and the abandonment of conservativism. The opening of the 1970 academic year brought together the administration and faculty who found it necessary to seek the advice of a consultant. The consultant would evaluate the total college and its administration, curriculum, and facilities.\textsuperscript{209} Dr. Kenneth Erfft, Vice President and Treasurer of the Duquesne University visited the college on February 5 and 6, 1971, for the express purpose of making the necessary evaluative study. Visiting the physical plant was the first item on Dr. Erfft's agenda. The next step was to have a conference with the president, Sister Mary Carmel. This was followed by a visit to the finance office. Later in the day, he discussed the curriculum with the dean, Sister Winifred. He also had informal talks with the librarian and faculty members. The last group on his list were the Board members, who gave him their cooperation. Before he concluded his visit, he had a meeting with the Provincial, Sister Mary Charles. Then on Saturday evening, February 6, 1971, he met with the administrative officers to give them his recommendations. The report by the consultant examined these principal areas:

1. The nature of the board of governance and its relation to the religious community;
2. The structure and effectiveness of the administration;

\textsuperscript{209}Ibid.
3. The capacity and suitability of the physical facilities for the present and immediately projected enrollment in the established curricula patterns;
4. Financial stability and conformity of accounting procedures with accepted standards for comparable institutions;
5. Auxiliary enterprises and related services;
6. Administrative officer morale, faculty morale, and overall climate essential for successful reception of an accrediting team from the association.210

After these principal areas had been examined and the interviews completed, Dr. Erfft concluded that there was a breakdown in communication between the faculty, the academic dean, and the president in sharing the educational philosophy and purposes upon which the program of the college is predicated. Dr. Erfft further concluded that the President's concern about the future of the college reflected divergent views concerning programs being promoted by the academic dean and faculty. It should be remembered that the rapid expansion of this small, nearly insignificant college was forcing the ultra-conservative elements so deeply rooted in this educational institution to rebel. Innovation and growth are synonymous with developing institutions, while conservativism and pessimism are static and regressive attitudes that can foster deterioration in morale among an energetic faculty. Dr. Erfft urgently recommended that the President begin immediately to hold regular meetings with principal officers, as well as the faculty

210Report on consulting visit to Our Lady of Holy Cross College (New Orleans, Louisiana, February 5-6, 1971), p. 1. (College files: President's Office.)
for the purpose of bringing into clear focus the nature of programs to be undertaken by the college. It appears that this single fact would be enough to alarm an accrediting team concerning the preparedness of the institution to be recognized as a candidate for accreditation.

On the basis of what was necessarily a limited opportunity to explore in depth the basis [sic] for those observations, it is, nonetheless, the opinion of the consultant that had he been a member of an accrediting team, he would have considerable doubt concerning the suitability of granting the college candidate status because of the administration problems enumerated in these comments. Specifically, in the opinion of your consultant, the college would be well advised to request a delay in the visit by the accrediting team from March, 1971, until sometime in the Fall of 1971, so that there will be an opportunity to re-establish a more acceptable pattern of administrative relationships and harmony.211

Obviously, this kind of report could have been a death blow to a small college. This was the period of the collapse of the small college in the United States. Most federal funds had been withdrawn for any kind of construction of buildings and the multi-university was receiving the bulk of federal money. The ramifications of Dr. Erfft's report was the beginning of a new era in the history of this college.

Faced with the ultimate decision to employ tactics that would rally the support of the administration and faculty, Sister Mary Carmel answered Dr. Erfft's report in a letter of

211Consulting visit report, p. 8.
March 5, 1971. The letter suggested immediate improvements in communication and accepted the idea of delaying the visitation by the Southern Association. She also acknowledged the incongruent working relationship with the administrative officers and faculty that were reflected in his evaluation. She indicated that until now her exact function as president had not been clearly outlined. Sister Carmel was the first president of the college who was not the Provincial of the Marianite Order. Under these circumstances she was overshadowed by a conservative attitude that had been the heritage of the position she now held. The Provincial of the order had the ultimate authority and, thereby, was able to develop policy, determine curriculum, and appoint or select administrative officers or faculty without consulting or counseling with anyone. Evidently the position of president of the college was but an administrative arm of the Provincial's council. In other words, decisions were still being funneled to the president from the Provincial. Perplexed with innumerable administrative problems, Sister Carmel resigned as president of the college.

With deep regret I find it necessary to inform you that I must tender my resignation as President of Our Lady of Holy Cross College effective May 15, 1971. This decision was not an easy one to make but after much thought and prayer I realized I have not an alternative.

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212 Based on personal correspondence between Dr. Kenneth R. Erfft, Vice President and Treasurer, Duquesne University, and Sister Mary Carmel, March 5, 1971. (Copy.)

213 Based on a letter from Sister Mary Carmel to the Board of Trustees (Our Lady of Holy Cross College), March 10, 1971.
The Board of Regents accepted Sister Mary Carmel's resignation and expressed their appreciation for her service. Gordon B. Hyde, who was chairman of the Board, signed the letter accepting her resignation.\(^{214}\) Immediately following Sister Carmel's resignation, another resignation was received by the Board of Regents. Sister Jacklyn Bunch, Treasurer of the college, submitted her resignation, and it was accepted by the Board on May 20, 1971.\(^{215}\) Even though these letters of acceptance were not sent out until May, 1971, the actual resignations of both Sister Mary Carmel and Sister Jacklyn Bunch were officially accepted at the Board of Regents meeting of March 20, 1971.\(^{216}\) It was at this meeting that Sister Paschal was asked by the Board to serve in the capacity of treasurer for the interim. In order to accept this position, Sister Paschal had to resign as a board member and, thereby, become part of the administrative staff of the college. The Board of Regents realized at this time that the appointment of a new president would be the focal point of the next meeting. The Board was urged to attend the meetings of May 5, May 6, and May 7 that would be conducted by

\(^{214}\)Based on personal correspondence between Gordon B. Hyde, Chairman of the Board of Regents (Our Lady of Holy Cross College), and Sister Mary Carmel, May 20, 1971. (Copy.)

\(^{215}\)Based on personal correspondence between Gordon B. Hyde, Chairman of the Board of Regents (Our Lady of Holy Cross College), and Sister Jacklyn Bunch, May 20, 1971. (Copy.)

\(^{216}\)Minutes, Board of Regents (Our Lady of Holy Cross College, March 20, 1971). (Copy.)
Dr. Erfft because the appointment of a new president would be considered.\textsuperscript{217} These meetings with Dr. Erfft were also directed to the position of Treasurer, which had also been vacated by Sister Jacklyn. A recommendation by Dr. Erfft was placed before the Board that Father Alcuin Muggli from Richardson, North Dakota, be given the position.\textsuperscript{218} Father Alcuin had visited New Orleans in May and had spoken with Sister Carmel and Sister Winifred, Dean, concerning the position of Treasurer. His qualifications in administration were having served as Treasurer of both his Community-owned college and in his religious community. His experience in teaching gave him added qualifications that would enhance the position. If needed, he felt he could teach one or two classes in chemistry or mathematics, since these were his fields of interest. The minutes concluded that Father Muggli be secured for the position. Now that the position of Treasurer had been taken care of, the next and most important order of business before the board was to fill the position of President of the college.

Selection of A New President

According to the Board Minutes:

The next order of business was to study the situation to find a new president. Mr. Gitz wanted to know if the new president had to be a nun or a lay person. Mr. Hyde replied that it was not mandatory. After much discussion, it was recommended

\textsuperscript{217}Board Minutes, March 20, 1971, p. 2.

\textsuperscript{218}Board Minutes, May 17, 1971, p. 2.
that a small group be organized to look for a
president—the group to be made up of Sister Winifred,
Dean; Sister Charles, Provincial; Mr. Hyde, Chairman
of the Board; and Mr. Nolan, member of the board. The
meeting was set up for Friday, May 28, at 3:30 p.m.219

This, again, is another first in the college's history because never
before had a committee been organized to select a president. Even
though Sister Carmel had not been Provincial, the Presidency had
been a legacy handed down to her by Mother Hilary, who was the
Provincial. As indicated, in the minutes, the Marianite Order now
had a new Provincial, Sister Charles, who was on the search committee
for a president. Another development that occurred during this
reorganization was that Michael Power was asked not to be re-appointed
as Director of Development and Public Relations, since he was now
employed as Assistant Principal of Jesuit High School and could no
longer give the time to the position.220 Since this was a part-time
position, a letter from Betty L. Morrison was submitted requesting
her appointment to the position of Director of Public Relations.

... In the letter, Miss Morrison gave her
qualifications. After much discussion, it was
suggested by Mr. Gitz that the position of Director
of Development be abolished until such time as
there would be a definite need for such. Mr. O'Connor
then suggested that there be more discussion before
the group made the decision. This was carried out
and again Mr. Gitz made the motion to abolish the
position. At this time, the motion carried.221

220Ibid.
221Ibid., p. 1.
The board was faced with no President, no Treasurer, and no Director of Development and Public Relations. By virtue of its conservative attitude, the board found a priest who would fit well into their frame of reference. They did not consider a woman applicant, and therefore abolished the office, Director of Development and Public Relations. By doing this, they were able to have only one pressing problem, and that was locating a president. Because the academic semester would begin in September and the impending visitation of the advisory committee of the Southern Association was nearing the selection of a president was needed immediately. The search committee, realizing this need, formed a subcommittee which was authorized by the board to appoint a president pro tem. Their choice was Sister Enda Eileen Byrne. Sister Enda Eileen Byrne accepted the position.222

Expansion of Programs

It was now necessary for the college to begin offering degrees other than just those in the teaching field. At the beginning of the 1970-1971 academic year, the college began offering a Bachelor of Arts degree in areas other than education.223 Degrees in Social Sciences, History, Chemistry, Mathematics, English, and Literature opened a better balanced curriculum to the students. Another field of interest that was voiced by the students were

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222 Board Minutes, October 1, 1971, p. 1.
associate degrees. Until this time, two-year programs had not been offered by the college. This need was fulfilled by the Associate Diplomas that were offered to the individual working towards recognition as a Library Technician or Teacher Aide.224 During this same year the college was able to offer a program of financial aid to students. Limited scholarships had been granted to several students and any student who qualified was able to avail himself of the financial aid offered by the Louisiana Higher Education Assistance Commission in cooperation with local banks.225 The **Self Study** of 1971 submitted to the Southern Association gave evidence of the projected enrollment.

A student body must be large enough to constitute a community in which individuals interact with each other, yet small enough to prevent depersonalization. It is important that Our Lady of Holy Cross College reach a size of at least 500. This concept of a critical size will serve to meet the immediacy of present demands as well as serve as a core of future growth.226

The projection of 500 full-time students was the goal of the new president and the prevention of depersonalization was the goal of the entire administration and faculty. Sister Enda Eileen was convinced that student-faculty involvement was the key to successful growth. A series of programs that were undertaken during the Fall semester of 1971 contained a wide range of activities. All of these

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224Ibid., pp. III-14.


226Ibid., p. 12.
activities were student oriented and were designed to increase student involvement. Each student was to be known by his or her first name. The faculty were encouraged to stop and talk with students, yet demanded academic excellence. This tight rope that the faculty was expected to walk was the cornerstone of the college's existence. Student personnel services had come a long way in a relatively short period of time. Ever conscious of the needs of the students, Sister Enda Eileen named Sister Bernardine Hill as Dean of Students in September, 1971. This marked the first time this administrative post had been filled. Sister Bernardine Hill had an excellent grasp of the needs of students and began working toward the development of a progressive and realistic program. The Newsletter published at the college by students included a section on how students perceived the college.

"I'm afraid that one day I'll come to school in my work clothes, hard hat and steel-toed shoes and walk into the theology class. I've already gone to work with a book under my arm!" This comment is typical of one you might receive from hard-working, happiness-spreading George Milam. The subject of this issue's Senior Spotlight, George is a social studies major who attends school on a regular basis and who works at Avondale.

When asked why he had decided to attend Our Lady of Holy Cross College, George replied, "It was mainly due to convenience. However, I like the idea of being a person rather than a number. The communication between faculty and students is great."229

227 Statement (Sister Enda Eileen).
228 Ibid.
229 Newsletter, December, 1971, p. 4.
This testimonial to student-faculty relationships is indicative of the policy set forth by the president of the college.

Advisory Committee Visit

With the impending visit by the advisory committee of the Southern Association, Sister Enda Eileen was determined to present the kind of academic and social climate that would demonstrate growth and development. The visit by the advisory committee of the Southern Association was scheduled for November 7-9, 1971, and was to have Sister Mary Dorothy Browne, President of Barry College of Miami, Florida, as chairman. The Southern Association's advisory committee submitted its recommendations which reflected the unique student-faculty relationship.

The bulk of the faculty has extensive experience in teaching, and heavy emphasis is placed upon the individual attention students receive from faculty. Nearly every student interviewed commented on the personal help he or she received from the faculty members in course work. The students, without exception said that Our Lady of Holy Cross College was giving them a better education than they had received at institutions from which they had transferred. Students described their classes as being small, average less than twenty per class, and with each teacher getting to know them. These students, randomly met in the Student Center, rated the College "4" or "5" on a scale of 1 - 5 with "4" being very good and "5" being excellent on such criteria as assignments being meaningful and helpful, and courses helping bring out the student's abilities.\(^{230}\)

After the meeting of the advisory committee representing the Southern Association, a response was submitted to the college. This document attested to the strides that had been made by the college. It also set forth recommendations that needed attention. Upon receiving the document, Sister Enda Eileen met with her Administrative Council and began to study the possible implementation of other degree programs. Always cognizant of the strength of the college as an institution for the preparation of professional teachers, Sister Enda moved with deliberation, but with advice from her council. New programs would have to attract new students and, thereby, increase enrollment. With this purpose understood, the administrative council began to solicit ideas from the faculty and students. The advisory committee from the Southern Association made three important suggestions that were considered vital to the growth and development of the college.

The College fulfills all the illustrations of Standard II. There are three suggestions that might be made:

(1) A clear-cut, legal document indicating the working relationship between the college and the congregation.

(2) An editing of the various publications to bring about a uniformity of expression.

(3) The aim for an increase in students by cautious growth in keeping with the state purpose of the institution. The college

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231 Statement (Sister Enda Eileen).
is situated geographically for a dynamic growth situation. 232

This potential growth of the student body as expressed in these suggestions reflected what could be projected for the college. The institution was ideally located for a commuters' college, enjoying the benefit of proximity to the metropolitan area. An enrollment of 300 individuals full-time and part-time would constitute approximately a 170 Full-Time Enrollment (F.T.E.), which could be managed adequately by the administrative staff and faculty. 233

Another recommendation by the committee suggested that the quality of the faculty to staff the college was of importance to the strength of this small college. The significance of these first recommendations was characteristic of the unique faculty that staffed this college. The majority of the faculty were Sisters who had teaching experience in the elementary as well as secondary grades. With this kind of teaching experience at its disposal, the administrative staff felt that the quality of teacher-preparation programs was excellent. The over-all preparation of all faculty members is demonstrated in professional degrees. The unique quality and strength of this Marianite college was borne out because teachers were preparing teachers. This college had master teachers who were considered practitioners as opposed to Ph.D.'s who were considered professionals. However, the main purpose of the

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institution was to prepare students to become teachers. What better teacher education could be presented than by those who had had the first hand experience? The obvious need for professionally-degreed faculty for the future was taken under consideration in the Self Study. This was followed with a recommendation that more full-time lay faculty as well as faculty holding a doctorate be hired in the near future.  

New Dean Appointed

Sister Winifred Daly, academic dean, resigned in the Spring of 1972. With the approaching academic semester of 1972-1973, a new dean was appointed. Sister Laura Melancon was a native of New Orleans and had been teaching for the past twenty years. Even with this experience, she was the youngest academic dean to serve in this position. This new dean had a master's degree in French and had studied at Viche, France, at the Centre Audio Visuelle, and in Angers, France, with a group sponsored by CODAFIL. Sister Laura was to teach French and pursue the work of CODAFIL, which was designed to encourage the use of the French language and save the cultural and French heritage of Louisiana. Another new appointment was Sister Ann Louise Arno as registrar of the college. Sister Ann Louise was the youngest registrar appointed to this office. She

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235 States Item (New Orleans), Friday, September 8, 1972.
236 The West Bank Guide (Jefferson Parish), Wednesday, September 6, 1972, Section 3, p. 7.
had been in the Marianite Order since 1957 and had been teaching French and Math since 1961. According to Sister Enda Eileen, the new registrar brought to the college an enthusiasm that sparks the routine of office work and has put this office into "high gear."\textsuperscript{237}

A better understanding of what was taking place in the reorganization of this college was revealed in comparing the age of the administrative staff at that time.

\textbf{Academic Year 1970-1971}

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<tr>
<th>Name</th>
<th>Office</th>
<th>Age</th>
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</thead>
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<tr>
<td>Sister Carmel</td>
<td>President</td>
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</tr>
<tr>
<td>Sister Winifred</td>
<td>Academic Dean</td>
<td>62</td>
</tr>
<tr>
<td>Sister Jacquelyn</td>
<td>Treasurer</td>
<td>38</td>
</tr>
<tr>
<td>Sister Lua</td>
<td>Registrar</td>
<td>79</td>
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\textbf{Academic Year 1970-1971}

<table>
<thead>
<tr>
<th>Name</th>
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<th>Age</th>
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</thead>
<tbody>
<tr>
<td>Sister Enda Eileen</td>
<td>President</td>
<td>43</td>
</tr>
<tr>
<td>Sister Laura</td>
<td>Academic Dean</td>
<td>38</td>
</tr>
<tr>
<td>Daniel Muggli</td>
<td>Treasurer</td>
<td>40</td>
</tr>
<tr>
<td>Sister Ann Louise</td>
<td>Registrar</td>
<td>33\textsuperscript{238}</td>
</tr>
</tbody>
</table>

The mean age of the administrative staff during the academic year 1970-1971 was fifty-seven. The academic year 1971-1972 shows the mean age of the academic staff to be thirty-eight. This would indicate that the selection of a youthful administration was encouraged. As might be expected, more youthful staff would probably follow. Instead of selecting those Sisters who were

\textsuperscript{237}Ibid.

\textsuperscript{238}Records of the Academic Dean, Office of the Academic Dean, Our Lady of Holy Cross College.
nearing retirement as possible faculty, the president continued to be interested in those young Sisters who showed scholarly promise as well as experience in the academic or teaching field. With the usual optimism associated with religious belief, the changes continued, the activities began to reach more and more people in the community, and the future growth of the college was to be in a planned and organized context.

Regional Accreditation

The visiting committee of the Southern Association of Colleges and Schools visited the campus in April of 1972. The stage was set for the decision which would be announced at the annual meeting of the Southern Association of Colleges and Schools. On December 13, 1972, the meeting was held at the Fairmont Roosevelt Hotel in New Orleans. When the announcement came of the accreditation of Our Lady of Holy Cross College, there was a feeling of pride among those who had worked so hard toward its achievement.

A letter from the Executive Secretary, Gordon W. Sweet, made the accreditation official:

It is a pleasure to welcome your institution into the membership of the Southern Association of Colleges and Schools. You, your faculty, and staff may be proud of this accomplishment. It is our hope that the benefits and obligations of membership may prove stimulating to even greater achievements as you participate in the organization.

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239 Statement (Sister Enda Eileen).
240 Ibid.
You will be expected to complete a full Self Study and to have a committee evaluation in anticipation of reaffirmation of accreditation by the annual meeting of 1976. Before that time, a member of the staff will advise you concerning the procedures to prepare for the reaffirmation of the program, including the time schedule.²⁴¹

The true meaning of this accreditation can only be expressed in terms of what each institution has offered its students in their academic preparation for a future career. It is the stamp of approval and the status of belonging to a special group that has the approval of those who have passed academic judgment. The accreditation would open many doors to universities and give students ample opportunity to pursue higher degrees. This, then, was but another beginning for the noble Marianites who now had a lay faculty to help them in their continuing pursuit of excellence in higher education.

Conférence of Small Private Colleges

In the spring of 1973, several presidents of small private colleges agreed to form an alliance. They felt that the need to be heard and known in Washington was necessary. Most instrumental in this initial effort were the following: Thomas C. Voss, Tusculum College, Greenville, Tennessee; Francis J. Breidenbach, Laidycliff College, New York; and Sister Enda Eileen Byrne, Our Lady of Holy

²⁴¹ Based on personal correspondence between Gordon W. Sweet, Executive Secretary, Commission on Colleges, and Sister Enda Eileen, December 18, 1972.
Cross College, New Orleans, Louisiana. This was the beginning of a consortium of forty-two small private colleges that would unite and evolve into one strong unified voice. The small private colleges decided to go to Washington to make themselves heard.

The small private colleges have served this nation for much of its history and many leaders of the nation in various types of service are our alumni; yet the organizations of higher education in the District of Columbia do not seem responsive to their needs or to their problems. Therefore, some of this group of presidents of small colleges, under 1,000 in enrollment, feel that their needs will best be defined and resolved by ourselves in this area of "the Crunch."243

The "Conference of Small Private Colleges," as the alliance became known, had as its major goal to make this group of small colleges seen and heard in a consistently consequential manner in Washington. It was to be a small conference by design, yet an effective one. The conference was to serve as a voice of the very small undergraduate colleges in Washington for both Congress and the present organizations of higher education. The presidents of the small private colleges did not feel that they had been adequately represented by the organizations of higher education that represented them in Washington. This new alliance of small private colleges hoped to aid in maintaining the present federal programs; but more importantly, they hoped to initiate and affect future legislative

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242 Typewritten manuscript marked for a news release (filed in the Office of the President, Our Lady of Holy Cross College, no date), page 1 of four pages.

243 Ibid.
programs aimed at aiding the small college.\textsuperscript{244} A second formal organizational meeting was scheduled for January, 1974, in Washington.

This was the first time a president of Our Lady of Holy Cross College had ventured into the arena of economic competitiveness. It became a standing response when inquiries were made as to the whereabouts of the President of the College. The message left for the secretaries was: "Sister Enda has gone to Washington."\textsuperscript{245}

**State Accreditation**

On March 28 and 29, 1973, the college was evaluated for state accreditation in accordance with provisions of the Louisiana Standards for Accrediting Teacher Education Institutions.\textsuperscript{246} Some of the observations that reflected the improvements that were being developed in student teaching were recorded by the committee:

A strong program of observation and participation beginning with the freshman year is being developed. The present student-teaching program requires more than the minimum hours established by the State Board of Education for observation and participation.\textsuperscript{247}

The committee found that the recommendations of the previous evaluation committee of 1962 had been followed. The committee

\textsuperscript{244}Ibid.

\textsuperscript{245}Statement by Sister Cecile Brown, Secretary to the President, Our Lady of Holy Cross College, in a personal interview, New Orleans, Louisiana, no date.


\textsuperscript{247}Ibid., p. 10.
recommended that the college implement its plans to revamp its teacher education program in terms of blocks of work, competency-based instruction, and a career education component. Probably the most rewarding evaluation of the college was the comment expressed by the committee:

... The administration and faculty of Our Lady of Holy Cross College are to be commended for the fine contributions they are making in teacher education. The enrollment makes it possible to offer an individualized dimension which is needed in the education of teachers.\(^{248}\)

With the Accreditation of the State Committee following the Southern Association so closely, it was only necessary to carefully show that the recommendations of the previous committee had been followed. The college now had time to implement those new ideas that had been set forth by the youthful administration. The new Academic Dean, Sister Laura Melancon, was very much in favor of new approaches to teacher preparation programs. In her capacity as Academic Dean she was able to introduce the concepts of accountability, competency-based instruction, performance objectives, individualized instruction and career education.\(^{249}\) The groundwork needed for a new approach to teacher preparation was developed through the efforts of Sister Laura. She invited lecturers and guest speakers who were

\(^{248}\)Ibid.

\(^{249}\)Statement by Sister Laura Melancon, Academic Dean, Our Lady of Holy Cross College, in a personal interview, New Orleans, Louisiana.
pursuing this method of teacher preparation so that they could discuss their progress and problems at her faculty meetings.\textsuperscript{250}

Through this kind of introduction, the Academic Dean was able to prepare the college faculty for the new program. The program and the rationale for its implementation became a new milestone in the history of the college.

In order to a) avoid repetition of common areas in methods courses, b) avoid fragmentation of course work related to the teaching profession, c) provide a better integration of knowledge and experience, d) provide a greater variety of clinical experience prior to student-teaching, the Professional Laboratory, Experience Program was initiated in the Spring of 1974.\textsuperscript{251}

The objectives of this new program included the recognition of teacher preparation as the mutual responsibility of college and school systems which they serve. The universal idea that colleges should prepare the teachers had been acceptable until it became obvious that the school system should also make a contribution. The environment and the teacher must disseminate information that will affect the teacher's performance. Preparation of students as potential change agents in elementary education with widening responsibilities was to be under the direction of a master teacher.

\textsuperscript{250}Ibid.

\textsuperscript{251}Professional Laboratory Experience Program, Our Lady of Holy Cross College (4123 Woodland Drive, New Orleans, Louisiana 70114), no date.
The overall program to emphasize the correlation of theory with more "on the job" training of the participants.\footnote{252}

Facilities for Instruction

While these innovations were being implemented, another more pressing problem came into focus. The facilities for instruction were adequate at this time, but there was a recommendation for a new library:

Since the physical facilities at Our Lady of Holy Cross College seem to be above average except for the library, this section of the report is going to be devoted to comments and recommendations for a new library. It is very difficult to be very specific in evaluating the library and the service it is capable of performing. The Southern Association standards are difficult to interpret in the light of four or five percent of the College's total budget for the library when the major financial resources of the College are based on contributing services. Likewise, $25.00 per student enrolled is not easy to determine. A comparison can be made to a report and survey by Helen M. Brown, "College Library Standards," Library Trends, October, 1972, in which it is shown that the libraries whose services were considered above average had an income in excess of $25.00 per student and an income of over four percent of the total income of the institution. Also, in no case should the library have fewer than 40,000 volumes.\footnote{253}

The number of titles in the library at that time was 21,000 and this was supplemented by 20,000 volumes on microfiche. The microbook Library came about through the efforts of Sister Evelyn Eason, Head

\footnote{252}{Ibid., p. 1.}
\footnote{253}{State Accreditation, p. 13.}
Librarian. The need for increasing the number of volumes to satisfy the accrediting teams and to improve the adequacy of the library was a pressing problem. The microbook library was a temporary solution and needed only a small amount of space to house the equipment and films. This collection was on American Civilization, Beginnings to 1914. The microbook was a photographic reproduction of materials on a small transparent film card called a microfiche. The microfiche was recognized by accrediting committees as the equivalent of a book. Since the library has had a tremendous shortage of space, this was a great asset to the library acquisition. More than two-hundred and fifty microfiche cards can fit into the space occupied by one normal volume. The most impressive aspect of the program was the extensive bibliographic support that accompanied the Library of American Civilization. These tools included author, title, and subject cards. Three micro-readers were purchased to accompany the microfiche.254 A total of two-hundred and fifty periodicals were being received but this number was to increase substantially the coming next year.255 It was obvious that the library staff and the college administration were making every effort to provide adequate quarters to house the library collection. The accrediting team found it difficult to adapt hard and fast standards for the physical needs of the library. However, certain assumptions were included in the Suggested Plan for the Library of

254Ibid.

255Self Study, 1971, p. 84.
Our Lady of Holy Cross College. These assumptions were based on a projected enrollment of five hundred students and a capacity of 40,000 volumes. With this premise, the square footage that was planned was to equal 12,000 square feet. The projected cost of the building in this section of the metropolitan area was $20.00 per square foot. This meant that a 12,000 square foot library would cost approximately $360,000. This would not include moveable equipment. This library plan would serve the minimum needs of the college. A much more sophisticated building would cost a great deal more and was not feasible at this time. The Self Study of 1971 indicated the expenditures of the library, but the budget did not reflect the contributed services of the full-time librarians. Increasing the budget by nearly $30,000 would demonstrate a more accurate composition of expenses. These expenditures coupled with projected enrollment would probably necessitate a larger library.

Sister Enda reported to the Board at the June 15, 1973, meeting that she had been in contact with a consultant from Library Management and Building Consultants. This organization would work with the administration in one of three phases of their program. The Board agreed to study the Library Management and Building Consultants as outlined in Phase I of their proposal. With this authorization, 

256 State Accreditation, p. 13.
257 Self Study, 1971, p. 84.
the administration did not hesitate to proceed to study necessary proposals with the consultants.

**College and Community Night**

School counselors and special guests gathered at the college for a buffet dinner and an evening of talks, discussions and slide presentations. The purpose of this event was to help acquaint the counselors of the various high schools with the college and its special educational and community programs. This first of a series of such gatherings had its first meeting March 7, 1973. Counselors from all of the high schools in the metropolitan area were invited to the dinner. Guests for the occasion included Dr. Samuel Scarnato, deputy superintendent of Orleans Parish Schools; Gretna Mayor William White; Mrs. Lindy Boggs, then Democratic party candidate for U. S. Representative; Joseph Davies, superintendent of St. Bernard Parish Schools; and Peter Bertucci, superintendent of Jefferson Parish Schools. This was the continued effort of the administration to give maximum exposure of the college to the community. The invisible was making itself visible to the community and its leaders.

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Exposure of the college to the community was a necessary and important strategy employed by the administration. There was another avenue not yet explored by the college administration, and that was a concerted effort to help secure the financial resources needed by the college. Sister Enda Eileen applied to the Louisiana Foundation for Private Colleges for membership. Until this time, the college had remained autonomous and owed alliance only to the Conference of Small Colleges. During the group's twentieth annual meeting at the Monteleone Hotel, the foundation then included St. Mary's Dominican College, Centenary College, and Louisiana College. At that meeting it was announced that Our Lady of Holy Cross College had been accepted as a new member. Dr. John H. Allen, incoming president of the Louisiana Foundation for Private Colleges reported that one hundred and eighty-four business firms, foundations and individuals had contributed $97,000 to the joint college fund during its twentieth anniversary year. At this meeting Sister Mary Ursula Cooper, former president of St. Mary's Dominican College, was guest of honor.259 Sister Ursula had been in office when Sister Enda became president of Our Lady of Holy Cross College in 1971. Through mutual cooperation and advice, Sister Ursula gave freely of her talents and time to the new president of Our Lady of Holy Cross College. A series of serious operations for cancer had caused

Sister Ursula to resign as president of St. Mary's Dominican. The college had joined the ranks of other private colleges in Louisiana seeking financial assistance from individuals, business and industry. This, again, gave evidence of the surfacing college that had long been inconspicuous to public view.

**A Significant Board Meeting**

The regular quarterly meeting of the Board of Regents was held at the college on October 19, 1973. Gordon Hyde, Chairman of the Board, began the meeting with the introduction of the newest board member, Sister Vivian Coulon, who was now the new Marianite Provincial. Hyde then introduced Jiff Hingle, who was the current president of the Student Government Association. This was the first time a student had been invited to attend board meetings. At this meeting, Mr. Hingle informed the Board of some of the activities that the Student Government had been working on for implementation during the semester. A member of the board suggested that Jiff Hingle attend future meetings and continue to inform the board of the work and activities concerning the student body. The invitation was accepted, but Hingle indicated that on occasion another member of the Student Government might sit in on a Board meeting in his place. The Board seemed to encourage this type of student representation.

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260 Statement (Sister Enda Eileen).

and suggested that the members of the Student Government should not hesitate to ask for an opportunity to address the board.\textsuperscript{262} At this meeting, Sister Enda Eileen presented copies of the initial report that had been received from the Library Management and Building consultants. Together with Sister Evelyn Eason, Head Librarian, they explained the plight of the present library situation. The Board was also informed of the need for calling in consultants that would be experts in building libraries and, therefore, avoid mistakes in the planning and construction of a new library. The Sisters also emphasized the necessity to utilize space wisely so that the library would continue to be serviceable for a developing institution.\textsuperscript{263} In order for the administration to call in Library consultants, it was necessary to obtain funds for this project. The college had been offered a Challenge Grant from the New York C.I.T. Foundation in the amount of $5,000. The C.I.T. Foundation's annual awards go to privately supported, four-year non-specialized liberal arts colleges and universities as well as colleges specializing in business administration that were accredited by one of the six recognized regional U. S. Accrediting Associations.\textsuperscript{264} Walter S. Holmes, Jr., president of the C.I.T. Foundation and Financial Corp., said:

\textsuperscript{262}Ibid.

\textsuperscript{263}Ibid.

\textsuperscript{264}West Bank Guide, June 6, 1973, Section 1, p. 10.
This is one way among many adopted by business and industry to help the ever-growing financial needs of our institutions of higher learning.

Our awards not only recognize colleges that have achieved accreditation but also challenge them to raise matching funds.

The stimulating effect of the C.I.T. grants is demonstrated by the fact that the colleges eligible for them in prior years have raised total matching funds to nearly twice the C.I.T. contribution.265

This was the first sizable matching funds offered to the college and was conceived by Sisters Enda and Evelyn as the means to obtain the Library Consultants. When this idea was submitted to the Board as a means of obtaining this much needed service, three suggestions were made by Gitz as possible ways of raising the matching funds to enable the institution to receive the grant.

1. Run an ad in the paper announcing the grant and appealing to people to help us raise the matching funds by calling a number of filling in a coupon attached to the ad. This ad could be run on the financial page and could perhaps be donated by the paper. Radio and TV stations could also be requested to carry the ad as a public service announcement. If the response brings in more than we need for now, we could open a bank account for matching funds with the excess and would, therefore, have funds available for future gifts of this type.

2. Personally call on various Foundations, banks and businesses to explain the situation and ask for their assistance. Mr. Gitz stated that he had already contacted the Percival Stern Foundation and the Hibernia Bank.

265 Ibid.
3. Compile a list of names and addresses of people who are well known for their philanthropic endeavors and of people who have shown an interest in the college and the community. Mr. Gitz indicated that he would be willing to call on these people personally to ask for their help if we would provide him with letters of introduction or authorization.

Following these suggestions, there was a lengthy discussion. It was generally felt by the members of the Board that for this small amount of money it would be better to make just a few contacts to select people or organizations rather than an over-all publicized campaign. It is important to interpret the attitude of the Board at this particular time since this is the only major decision that they have made concerning fund raising since their formation. The suggestion submitted to the Board by Gitz was in itself an indication of their lack of personal support to the institution. The Board minutes which reflected the financial and policy-making structure of its membership showed that no lay member had ever made a personal financial contribution. There is no indication of a group contribution for matching funds, scholarship awards or the development of Alumni. The minutes of the Board were indicative of administrative, faculty, and student activities, but failed to show any constructive planning for funds to help improve and generate growth of the college by the Board. The suggestions submitted by Gitz were examples of the introverted attitude of the members who should have solicited contributions that would have been a tremendous help to a developing institution. Instead, it remained passive,

266 Board Minutes, October 19, 1973.
non-assertive and showed a consistent lack of interest in the needs of the college. An example of this attitude followed the suggestions made by Gitz:

Much discussion followed this presentation. It was generally felt that for this small amount it would be better to make just a few contacts to select people or organizations rather than an over-all publicized campaign. Especially since we will be very shortly trying to raise a million dollars for a library. Mr. Rotharmel said he would try to get a list of names from someone in his office who has been active with the United Fund program. Other suggestions of places to contact were the Freeman Family Foundation, Rosemary Foundations, LPM, and NOPSI.

The suggestions by Mr. Rotharmel was a point well taken since he had the foresight to remember the projected need of the institute was a library and not a mere $5,000 of matching funds. This meeting was a serious reminder that in October of 1973, it was stated that a fund-raising campaign for a library would be underway shortly. This meeting was a true reflection of the dedication of the administration and faculty toward the college.

Sister Enda informed the Board that arrangements are being made with nine members of the USOE Drug Team Trinity University in Texas for those people to serve as adjutant faculty members of OIHCC. Two are Ph.D.'s, in social work. These people will continue to work in their present jobs, but they will be listed on our faculty roster as adjutant members. Anyone under them may apply for credit through our college. This arrangement will not cost us anything, but will serve to enrich our faculty. Miss Betty Morrison made the original contacts with these people when she and a team of students attended a Drug Abuse Workshop in Texas earlier this month. We have followed up with letters, and are in the process of drawing up contracts.

for them. OIHCC is the only school that has done a great deal of work in the field of Drug Abuse Education.268

Sister Enda continued to inform the board of a new addition to the curriculum that would go into effect the following fall. This would be undergraduate programs for teachers of deaf and hard of hearing. Gitz again gained attention by commending Sister Enda for the "Faculty Newsletter" which had been sent to the Board members recently. His interest was also in whether or not the new programs being initiated would be self-sustaining. Unfortunately, Gitz never ventured to ask if the Board could help fund any of the new programs.

Sister Enda assured him that there will be no great expense involved in these programs. We have applied for federal assistance for them, but even if we do not get the funds, we will begin the program anyway. If the funding goes through, we will be able to pay instructors; if we do not receive funds, the Sisters and others who are willing will work a little harder to get this started.269

Obviously a point was being made. Whether it was understood by Gitz and the other Board members would remain to be seen by reviewing the minutes of future meetings. Sister Enda informed the Board of another office that had been set up by the college. A Recruitment Team of three Sisters had been established. The team had already been visiting high schools in the immediate vicinity of the college. The team was also preparing to attend a workshop for college

268Board Minutes, October 19, 1973, p. 4.

269Ibid.
recruiters in Kansas City. At this point, Mr. Rotharmel raised a question regarding the maximum enrollment the college could handle. In order to be a viable institution, the college would have to enroll at least one thousand students was the reply given by the president of the college.270 Again, a point was being made to the Board. The question that comes to mind at this juncture is did the Board understand the significance of an enrollment of one thousand students? Evidently Mr. Denechaud had some realization of what might be in store because he suggested that at the next meeting the Board should discuss in depth to determine, "Where we are and where do we want to go?"271 Other than correction of the minutes of the previous meeting, and a pointing finger at who was absent and who was present, the meeting was then adjourned.

Other New Programs

In spite of the "foot dragging" Board, the college was destined to grow and continue to improve its image in the community. The academic dean, with the cooperation of the Science Department, instituted two conservation projects. The two projects underway were fall workshops on natural resources in Louisiana. Another project was the development of an outdoor classroom on the college's forty-acre campus.272 Sister Laura had asked Dr. Edith Davis,

270Board Minutes, October 19, 1973, p. 4.
271Ibid.
biology professor, to chair a committee composed of Sister Kay Viellion and Sister Sally, botany and mathematics professors. The open classroom concept had started earlier in 1973 when New Orleans Soil Conservation Service District Conservation Director, Garland Colvin, suggested the project. The college became the first land user on the Wast Bank to become a cooperator with the Crescent Soil and Water Conservation District. As a result of this action, the Soil Conservation Service recommended an outdoor classroom committee to develop a conservation plan and the outdoor classroom. When the plan was completed on an eight-acre area, there was a nature trail, a natural area, tree and plant identification, a pond for aquatic study, a garden, wildlife food plantings and many other features conducive to the instruction of life in its natural state. The project also included a plan for an area for teachers of schools in the metropolitan area so that they might bring young students to the site.273

A Cooperative Effort--Private and Public

A new year began with the promise of future growth and development unheard of in the annuals of private and public education. Delgado Junior College had recently opened a new extension of their services on the West Bank.274 The operation of


the institution was housed in the old naval barracks which had been part of the Algiers Naval Station. The Junior College was to use the facilities of O. Perry Walker High School as a temporary outlet for some of their activities and programs. This move to the West Bank was to be a test of the strengths and weaknesses that a private college would withstand. Conscious of the effect another college might have on Our Lady of Holy Cross College, the administration chose a wise and unique approach to the impending situation. Sister Enda Eileen met with president Dr. Marvin Thomas at Delgado and his vice-president, Dr. Cecil Groves, to discuss further plans for both institutions. It was decided that a model of institutional cooperation between the two colleges could be established. The agreement which authorized the exchange of faculty and facilities was signed by Edwin S. Bopp, president of the Louisiana State Board of Higher Education. This merger between Delgado, a two-year college, and Our Lady of Holy Cross College, a four-year liberal arts college, proposed to improve the managerial effectiveness of both institutions and, thereby, avoid unnecessary duplication of programs. This would also tend to offer facilities and educational opportunities not available from a single institution. The document was signed on February 6, 1974, at an official gathering by Edward S. Bopp, President of the Louisiana State Board of

275 Statement (Sister Enda Eileen).

276 West Bank Guide, February 13, 1974, Section 1, p. 5.
Education; Gordon Hyde, Our Lady of Holy Cross Board of Regents Chairman; Sister Enda Eileen Byrne, Our Lady of Holy Cross College president; and Dr. Marvin, Delgado Junior College president. The mutual agreement was the first effort on the West Bank to bring together public and private sectors as well as the opportunity to bring about educational excellence. Dr. Thames expressed his confidence in the exchange plan by citing the search for solutions of the social and environmental problems of the area. He suggested that the combined services would increase resources for the total community's life-long learning needs.277 Dr. Cecil L. Groves emphasized that the agreement would allow the use of specialized faculty talent through faculty-swapping, plus the introduction of innovative opportunities and approaches to programs. He further pointed to the significance of this agreement as one of the first in the southern region of the country.278 The consortium meant that liberal arts courses could be taught by Our Lady of Holy Cross College and the technical courses could be taught by Delgado faculty on either campus. This meant that the college would avoid duplicating library facilities, courses, and programs on the West Bank. Dr. Groves indicated that the true purpose of such a union was the colleges could complement each other.279 Delgado would continue to

277The Times Picayune (New Orleans), February 7, 1974.
279Ibid.
offer a two-year associate degree and Our Lady of Holy Cross College would offer the baccalaureate. The students completing a two-year degree would be able to move into a college they would be familiar with and obtain a B.A. degree. Sister Enda realized the need to move quickly so that such an agreement could be concluded before elements of conservatism would stymie the merger. She realized that through a cooperative effort, her college would benefit many times over in enrollment, and would prevent an unnecessary competition for students. The announcement of the cooperative venture of the colleges was made on the occasion of the second annual College and Community Night. The featured speaker was Dr. James De Lee, associate professor of education for the area of administration and supervision of McNeese State University. Dr. De Lee was an old friend of the college and had been most helpful during his years of tenure with the State Department of Education.\textsuperscript{280} The other important aspect of the cooperative venture of these two colleges was that a state-planned two million dollar career education plant on the West Bank would augment this learning complex when completed.\textsuperscript{281} The new burst of enthusiasm that was created by the announcement intensified the continued efforts of the administration and faculty.

\textsuperscript{280}\textit{West Bank Guide}, February 6, 1974, Section 4, p. 4.

\textsuperscript{281}\textit{The Times Picayune}, February 7, 1974, p. 16.
Consultants Report for A Library

Despite definite decisions by many colleges that student enrollment, curricula and educational activity would not exceed anticipated levels, it has been found in the history of institutions of higher education that one generation of administrators is not always bound by conclusions drawn by predecessors. The type of variance from tradition is true of the planning for libraries.282

Except in special kinds of libraries, all libraries grow. The administration of Our Lady of Holy Cross College was cognizant of the inevitability of growth. The study undertaken was an attempt to calculate as carefully as possible the size and functional arrangement of a library that would meet the future needs of the college. The immediate need was certainly justified, but more importantly, a projection of fifteen or twenty years was the focal point under study. The recommendations contained in the report were conservative and represented practical reasoning by consultants with long experience in establishing the functional aspects of college library plans.283 A summary of recommended facilities showing the estimated space requirements, the number of readers that would be accommodated, and the number of books that would be housed should be noted.284 The library consultants suggested that

the administration determine how much the college could spend on a library building. After an architect had submitted sketches of the ultimate plan, the consultants would then indicate their recommendations as to how the sizes of the various areas might be reduced to meet whatever current funds were available. Fortified with the consultants' preliminary report, the administration awaited the next Board meeting.

The problem brought before the board was the library. Sister Enda again re-emphasized the conditions that existed and requested that a committee be appointed to build interest in a library that was so desperately needed. It was stressed by Sister Enda and Muggli that it was impossible to begin building without funds. Again it was pointed out that the board must give authorization so that serious efforts to raise funds could begin. Sister Enda indicated to the board that she had made a contact on her own and that a family was willing to give a quarter of a million dollars if the name of the library could be considered as a memorial to their son.

Sister Myra reminded the board that at every meeting we have discussed the problem of needing a new library and yet we have done nothing concrete to resolve this problem. Sister Myra moved that a fund-raising committee be established tonight and authorized to begin making plans and contacts for the developing interest in giving contributions,

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286 Board Minutes, June 21, 1974, p. 3.
memorials or otherwise, to a library building fund for Our Lady of Holy Cross College. Mr. Dixon seconded this motion. Voting was unanimous. The chairman appointed Mr. O'Connor, Mr. Nolan, Mr. Norman, and Mr. Rogers to serve on this committee with Sister Ena. The committee members will themselves choose a chairman.287

Evidently there were some Sisters on the board who were in agreement with the college administration. Enough discussion had been offered and not enough positive action had followed. The Sisters were on the move again and a new library was their next objective. Even Gitz did not try to table the motion. It would appear that when the president of a small college tells you she had received an offer of a quarter of a million dollars to start a library fund, further discussion would be hard to uphold. Perhaps one of the convincing factors that supported a new library were the enrollment figures of the 1974 spring semester, which were over five hundred students:

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<th>Full Time</th>
<th>Part Time</th>
<th>Off Campus</th>
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<tr>
<td>Men</td>
<td>25</td>
<td>65</td>
<td>3</td>
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<tr>
<td>Women</td>
<td>101</td>
<td>237</td>
<td>79</td>
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<td><strong>Total</strong></td>
<td><strong>510</strong></td>
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This was an increase of fourteen percent over the previous fall semester.288

287 Board Minutes, June 21, 1974, pp. 3-4.

288 Data Source from the Registrar's Office (Our Lady of Holy Cross College), September, 1974.
Conference of Small Private Colleges

A second formal organizational meeting had been scheduled for January, 1974, in Washington. It was at this meeting that the presidents of many small colleges chartered and incorporated themselves into a strong unified voice. This newly formed committee met on February 23, 1974 in Washington to implement a resolution that would direct more attention to small private colleges:

A workshop called the "Conference of Small Private Colleges" met in Washington, D. C., on January 25, and 26, with representatives of over fifty colleges from the East, Mid-West and South, reaffirmed its support of the American Association of Colleges and National Council of Independent Colleges and Universities as the primary spokesman for the small college segment of the private education sector.

The Conference strongly recommended that a special unit be organized within the AAC and the NICICU working to present the case of the small private colleges to the legislative bodies and to the public.

The Conference recommended that all small colleges strongly urge AAC to set aside a significant portion of the increases in dues to support the above resolution.289

This was the first time a large group of the smaller colleges met and received some long-overdue attention from various agencies in Washington. At this same meeting the committee of seven, as they came to be known, met with Dr. Frederic Ness, President of the American Association of Colleges. At this meeting, the committee

289 Typewritten manuscript (filed in the Office of the President, Our Lady of Holy Cross College, January, 1974).
and Dr. Ness discussed and tentatively agreed upon the following three points:

1. The new federal legislative representative who is soon to be added to AAC and will have as one of his major duties and responsibilities the awareness of and attention to small private college interests.

2. Assuming sufficient increases in funds exist through continued and additional membership, AAC will designate one legislative representative who will be especially identified and identifiable with the small private colleges by federal agencies and the Congress. This individual will hold a new position and will be appointed by AAC upon recommendation of the Committee of Small Private College Presidents.

3. The Committee of Small Private College Presidents will now serve as an advisory council for the AAC on matters relevant to the small private colleges and will meet on a regular schedule in Washington, D. C., to render council. The present Committee of Seven will serve in this capacity for this calendar year; then in 1975, a new committee will be elected by the AAC constituted members from the Small Private College sector and shall serve for two years. That committee will be elected during the annual AAC meeting at a separate session.290

This meeting also proved that the voices of the small private college could still evoke attention and was to become louder and stronger because the Committee of Seven was beginning a new thrust upon the Washington agencies. There was also a strong appeal made to other small private colleges to support the efforts of the Committee of Seven Presidents and they were encouraged to join forces.

290 Typewritten manuscript, pages 3 and 4 of four pages.
The Feasibility Study for A Library

The Library Fund-Raising Committee met in September to interview representatives from Cumford Corporation and Cosgriff Company. Both representatives stressed the importance of a preliminary study to determine the feasibility of building a library. The Cosgriff Company had recently done a study for another college in the New Orleans area and since their fee was lower, it was recommended that they be given the project. The committee pointed out that since they had a major supporter who would pay the fee for the initial study, there was no need to delay action. Sister Enda acknowledged who the major contributor would be, and it was he who would also pay for the feasibility study.291 The Report on the Fund-Raising Feasibility Study for the capital expansion program of the college was submitted to Sister Enda Eileen on December 16, 1974:

Presuming the development needs are demonstratably, the Study finds that $1,000,000 to $1,500,000 in special commitments can be raised for a new memorial library. We see this as Phase One of a long-term financial and physical growth plan.

Analysis of the college's constituency shows that the majority of the needed funds for Phase One must be raised from those interested in the memorial program. The balance must come from the Board of Regents and Board-related gifts, with some support from the corporate interests on the West Bank.292

291 Board Minutes, October 11, 1974, p. 2.

292 Fund Raising Feasibility Study, Cosgriff Company, Fund Raising Counsel (Omaha, Nebraska, December 16, 1974).
The impact of this cover letter to the president of the college must have been shattering considering the board had never been educated to the giving of funds to the college. On occasion, the administration had attempted to educate the board concerning financial support toward the college. Brochures had been sent to them showing tax-exempt methods, materials outlining the preparation of a will, and materials requesting a donation once in a while. The administration even arranged to have Dr. Thomas Voss, president of Tusculum College, with some of his board members meet with the board members of Our Lady of Holy Cross College at a luncheon to discuss their financial support. This meeting was held in the metropolitan area at a local hotel in 1974. To date, there had been no donations or substantive financial support from the board. It should be remembered that another year had elapsed with still only the intention of a library.

The feasibility study suggested that the Funding Program be conducted immediately during the year 1975. By conducting the fund-raising program immediately, a ground breaking could be scheduled as soon as bids had been received for the structure. In other words, the construction could begin in 1975 if the Fund-Raising Program was begun immediately. Some of the favorable factors influencing a fund-raising program by the college were outlined in the body of the Fund-Raising Feasibility Study.

Statement (Sister Enda Eileen).
1. The Marianites of Holy Cross have an excellent image in the community and their work is deeply appreciated.

2. OLHCC is rated highly and is performing much needed community services on the West Bank.

3. The work and the intelligent expansion of OLHCC is endorsed by community business and political leaders. The educational services performed by OLHCC are critical on the West Bank and, with the expanding population, will be even more so.

4. There is an immediate gift potential among individuals interested in a specific Memorial Library.

5. The economy of the West Bank is far more sanguine than that of many other parts of the country.

6. The Marianites have established a broad constituency throughout the State of Louisiana through the staffing of parochial schools in many parishes and are providing valuable community service. As the major educational institution of the Marianites in the South, OLHCC is a main source of teaching talent. As such, OLHCC look to the parishes served by the Marianites for support for its required expansion and future operational needs.  

From the analysis of the favorable and unfavorable factors, alternative emerge. The administration was faced with the possibility of postponing the fund-raising project until some undetermined time or when a potentially better climate would be better than the present. Another approach would be to concentrate on the cultivation and solicitation of a limited number of special gifts from a list of

prospects. The other possibility would be to implement a two-phase development program. Phase One would be initiated to raise $1,000,000 to $1,500,000. It would also involve one hundred to one hundred and fifty special memorial gift prospects, Board and Board-related gifts. Phase Two would address itself to the total long-range development of the college and involve solicitation on a broader basis. Phase One of the third alternative was to be timed to begin in mid-January 1975, and to be concluded in mid-October 1975. Then after the preparatory six to eight weeks, the active solicitation of special gifts would begin in March. The recommendations of the study gave further evidence of the confidence it had in securing the funds.

Based upon the analysis of these findings, our recommendation would be to proceed along the lines put forth in the discussion of Alternative #3. Colleges today, even those with fairly good size endowments, dare not stand still. It is imperative they implement realistic programs that will continuously produce new resources for the institution. Colleges such as OIHCC must carefully evaluate what they can do to expand their resources with a minimum of risks. Alternative #3 will get the school on the move, but not put it on the order in a potentially hazardous position.

With a power-packed feasibility study like that and a recommendation emphasizing the no risk factor, what better position could a Board hope for in an age of inflation. More important was the outright

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contention by an objective study that a college dare not stand still. As far as the Board was concerned, the College Library question would stand unresolved because the Fund-Raising Program was not implemented in January, 1975.

Additional Administrative Personnel Needed

The enrollment figures for the fall semester of 1974 were 775:

The forty three percent increase in students is attributed to the schools' becoming better known and to the introduction of new courses of study. Our PLEP (Professional Laboratory Experience Program) is the only one of its kind and has been highly commended by the State Department of Education.297

The enrollment increase was such that it necessitated immediate administrative personnel. Sister Enda brought before the Board at the December meeting the needs facing the College. Sister Sally, a mathematics instructor, had been asked to serve as Director of Student Financial Aid. By the fall of 1975, there was a need to appoint an Assistant Dean of Education for the evening students.298

Another impending need was the appointment of a Director of Development who would assist with future planning, deferred giving, and building the endowment. The College had now been without a named Director of Development since May, 1971. It was also pointed out that there was a tremendous need for full-time personnel in

297Board Minutes, October 11, 1974.

298Board Minutes, December 12, 1974, p. 2.
Recruitment and a full-time Director of Alumni. It must be recalled that there were three Sisters called upon to initiate a Recruitment Program and some time had been devoted to Alumni affairs. Unfortunately, the Sisters were also burdened with full-time teaching positions in the college and had not been able to devote large amounts of time to this effort. Much of the time spent developing the Recruitment office had been during their free time and on weekends. It was stressed at this Board meeting that the college had been operating with the same number of administrators since the college had moved from the Holy Angels Academy location in 1960. As a developing institution, the college had applied for federal funds under Title III, which, if granted, would assist in establishing these offices. Sister Enda also showed a need for administrative assistants, which should be given priority consideration in the future.

Spring Semester 1975

The spring semester of this new year brought an unprecedented increase in enrollment that reached 974. The enrollment at the college had shown a consistent increase in nearly each semester and summer school since 1970:

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299Board Minutes, December 12, 1974, p. 2.

300Ibid.
Though there could be noted slight decreases in the enrollment from the 1971 and 1972 spring semesters, there were significant increases generally. The Self Study for reaffirmation and accreditation by SACS began in 1973 and disclosed several trends that may be attributed to the increased enrollment:

1. An increase in the number of students who are returning to the college after being away from it for several years (usually adults, ages 30-35);

2. An increase in the number of adults entering college for the sole reason of enrichment;

3. An increase in the number of recent high school graduates attracted by present student recruitment efforts; and by the fact that the college is now fully accredited;

4. The fall and spring sessions, which at one time had fewer students than the summer session, have increased and surpassed the summer sessions in numbers.

This Self Study that had been in progress since October 22, 1973, under the direction of Sister Rose Elizabeth, was probably the most comprehensive evaluation of the college since its opening. The

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301 Data secured from the files of the Registrar (Our Lady of Holy Cross College).

study based its findings on the rapid growth of the college since 1973 to include these contributing factors:

1. Increased numbers of programs of interest to the people of the area (OSHP, Criminal Justice, Radiologic Technology);

2. Joint scheduling with Delgado, providing additional publicity for OIHCC by more than doubling the number of our semester schedules seen by the public;

3. Cross-registration with Delgado Junior College.

Special Board Meeting

The Sisters who were on the faculty of the college requested a meeting with the members of the Board of Regents on March 14, 1975. This meeting was chaired by Sister Evelyn, head Librarian. The discussion began with their concern about building a new library which was felt to be the most critical need at this time. The Sisters stressed the dismal outlook of losing the accreditation by the Southern Association:

The question of the pressing need for a library has been discussed over and over. The Sisters demanded of the Board some positive action in this regard. Help us build a library so that we can retain our accreditation.

In the discussion that followed, it was pointed out that the Board has not met since December. At that time, the Library Committee was to hear the report of the Cosgriff Company and report back to the Board. The meeting scheduled for this purpose was cancelled by the Chairman of the committee because at that time the committee had been unable to meet

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303 Institutional Self Study, pp. 41-42.
with and confirm the position of the major donor. It was impossible for the committee to take any further action without a clear go-ahead from the entire Board.304

The time for questioning had come to an end and the message was clear. The Board must decide to do something immediately. The special meeting was adjourned so that the regular Board meeting could begin. Sister Enda read summary statements from the Southern Association Advisory Committee Report, the Southern Association Visiting Committee Report, and the Louisiana Department of Education Evaluation Committee Report, and excerpts from the minutes of previous Board meetings, all indicating the urgent need for a new library.305 "The administration strongly recommended that action be taken soon. If the institution was unable to show definite indication that a new library was planned for the immediate future, the college may be put on probation for its Southern Association accreditation. It was moved that the Library Committee, chaired by Rogers, be given authority to come up with definite specifications regarding the size of the proposed library building.306

During the discussion that followed, Mr. Rotharmel stated that it is time that this Board comes of age and does what needs to be done. From the meeting with the Sisters a few minutes ago, it seems clear that the community expects leadership from us; it is time now for us to act.307

304Board of Regents Meeting with the Faculty (Our Lady of Holy Cross College), March 14, 1975, p. 1.

305Ibid.

306Ibid., p. 2.

307Ibid.
It was then suggested that the Library Committee be expanded and that a detailed report be drawn up regarding the size and cost of the building needed to house the volumes required by the Southern Association standards. It was felt that a maximum of ninety days would be needed for this study. Another three months would elapse before the Board would again be faced with the Library question.

Institutional Self Study

Gordon Sweet, Executive Secretary of the Southern Association of Colleges and Schools visited the college to discuss the progress of the Institutional Self Study in March, 1975. He had an extensive meeting with the administrative officers of the college and later met with the Self Study Steering Committee. He commended the Steering Committee and the individual committees on the work that had been accomplished thus far. He then offered valuable suggestions on certain points to which more attentions should be directed.

Before leaving, he met informally with many of the faculty members and discussed the future outlook of the college. Satisfied with the progress that had been made by the Self Study Committee, he suggested no major changes.308 In May of 1975, the college was informed that the selection of personnel to visit colleges which were completing their Self Studies were being formed. It was the policy of SACS to suggest the name of an individual who might serve

308 Cross Currents (Our Lady of Holy Cross College Faculty Newsletter), Volume 4, Number 11, March/April/May, 1975.
as chairman of the committee. Dr. Gloria Scott, Director of Institutional Research and Planning at North Carolina A & T State University, was suggested to the administration as the one who might serve as chairperson. The date set for the visiting committee to begin its evaluation of the college was April 4-7, 1976.309 The Summary and Recapitulation of Recommendations outlined in the Self Study reflect a realistic and practical approach to the problems encountered by rapid growth. Of these recommendations, several were highly significant in terms of historical and administrative development. The first recommendation was that the legal name of the institution be changed to Holy Cross College.310 The length of the institution's name was the influencing factor. This, on the surface, would seem to qualify the change, but the length of the institution's name could also have been a distinguishing and unique identity. On occasion, the shortened version "Holy Cross College" had been mistaken for Holy Cross High School, which was a boys' school located in New Orleans. Another glaring recommendation that provided insight into the creditability of the Board was expressed in urgent terms. "The Board of Regents should strengthen its composition by replacing inactive members with persons from the West Bank Community, including some who were in commerce and industry."311 The Self Study indicated that at a meeting of

309Correspondence (Gordon W. Sweet), May 15, 1975.
310Institutional Self Study, p. 199.
311Ibid.
September, 1968, a motion passed that the chairman of the Board be elected for a term of one year. The chairman who was elected in March, 1971, held office continually until August, 1975, without being duly elected each year. Administrative and faculty access to the Board was made difficult by this kind of laissez-faire policy. The Board's limited involvement in the Self Study is evidence of their lack of management of the institution.

Members of the Board of Regents were duly notified of the Self Study by a letter of explanation and later by assignment to the various committees. A forty percent Board response to the recent survey constitutes, unfortunately, an accurate depiction of the Board's participation in the Study thus far. Moreover, according to the minutes of the Board meetings examined to date, there has been no effort on the part of the Board to assess its contributions to the institution or, for that matter, its accountability with regard to the Self Study.\footnote{Institutional Self Study, p. 70.}

These findings of the Self Study were indicative of the present concern of the faculty and administration for the college. The college could no longer hope to sustain its present growth and development without more support from its Board. The library was still in limbo, and the committee for this project had asked for three more months to complete its study.
The Library Committee Report

The Report consisted of three parts that included construction plans and design; plans for meeting operational and maintenance expenses once the library was complete; plans for launching the fund-raising campaign. The planned facility was designed to accommodate 11,700 volumes and this would meet the needs of the college for ten to fifteen years. The building was to be constructed so that by opening up the central section on both the first and second floors, expansion could be provided for additional needs. The construction budget was submitted as part of the Report. The question of staffing and maintenance costs were included as a necessary overview of what would be needed once the building had been completed. The five Sisters who operate the library were all working as contributed services; therefore, there would be no additional outlay of funds for professional librarians. The obvious by-product of the new library would be its maintenance. A minimum of $15,000 per year was estimated as the probable cost for maintenance. These operating expenses would have to be budgeted and funds would have to be procured. It was proposed by the committee that tuition be increased, beginning with the 1975-1976 school year. The tuition would be increased for regular student per semester hour

313Library Committee Report (To: Members of the Board of Regents, Our Lady of Holy Cross College, From: C. A. Rogers, Chairman, Library Committee), no date, p. 1.

314Ibid., p. 2.
from $26.00 to $35.00. For in-service teachers, it would be increased from $19.00 to $25.00.  

It was the consensus of the committee that the increase would be justified and that this would more than cover the personnel and maintenance costs for the library once it is in operation. The tuition should be increased beginning with the 1975-1976 school year. It was agreed that this increase would not result in any major loss of students. Regarding fund raising, Mr. Rogers, Chairman of the committee, met with Mr. Edison B. Allen, Senior Vice President of C. W. Shaver and Company, Inc., fund raising counsel headquartered in New York. A twelve-step program had been prepared for the campaign. Observations by the C. W. Shaver Co. suggested that the remarkable progress enjoyed by the college would continue its opportunities for greater service were considerable.

My opinion, as I expressed it to all of you, is that, properly planned and executed, a program to secure $1,500,000 for a library certainly would have sufficient chance for success to justify going into it. It is my further view that such an effort could benefit the college in ways beyond providing this needed facility. For example, it could focus desirable public attention on the college, enhance the number and quality of admissions applications; and provide the base for subsequent financial support from all sources for both annual and special needs. The library is also closely tied, of course, to the college's accreditation.

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315 Library Committee Report, p. 4.

316 Based on correspondence between C. W. Shaver & Co., Inc. (New York), and C. A. Rogers, Chairman, Library Committee, April 17, 1975.

317 Ibid.
This was a major step toward the realization of a new library. Once again it had been pointed out that such a campaign to raise funds had great possibilities. It was further emphasized that no private educational institution could expect to develop its true potentials without seeking contributed income. In order to accomplish this, the college would have to present its merits and needs to individuals, organizations, businesses and foundations. Limiting the efforts to small gifts would be counter-productive and would further retard progress in fund raising. The climate for fund raising in the vicinity of the college was considered ideal and there was no reason for delay.318 The committee ended its presentation with these remarks:

... if the Board accepts the report of this committee and proceeds to retain Mr. Allen for the fund-raising campaign, it does not mean that we can then sit back and watch the money roll in. This is far too big an undertaking for one man. The project is going to take thought...time...and effort (and you'll notice which I place first) on the part of each and every one of us.319

The chairman of the committee had designated that thought, time and effort would be essential to this project. Unfortunately, time was one commodity the college could no longer afford. Much thought had already gone into the needs of a new library. Reports, evaluations, accrediting teams, and the administration and faculty had voiced

319 Library Committee Report.
their thoughts on the matter. The resounding echoes were still heard in the halls of the college since the December, 1967, Board meeting, when the need for a new library was made known.

Q. What seems to be the greatest need for the college at this time?

A. We have two pressing needs - more students and a library. As for the students, our enrollment has made a steady climb since we opened the college to lay students in 1962. This seems to be taking care of itself. Besides, we have a proposed program of recruitment which we hope to begin this year.

As for the library, it is sorely needed, but we cannot expect to begin building one for some time because of the debt on the present building. However, we have given up two classrooms to enlarge the library shelf and seating space. We have the required number of volumes per student, but we are not satisfied with this - we have continued to add to our holdings.320

The Sisters, administration, and faculty had become impatient and the morale of the librarians was at a low. This kind of bureaucratic red tape was becoming an uncomfortable burden and could impede the development of the college. The library had books stacked on the floor and between each isle of shelves. There were books lying flat across the shelved books. The librarians were unable to keep an accurate and dignified system and had been forced to leave the order of the shelved books up to the students. Frustration was growing and anomosity toward the Board was nearing

320Minutes of the Meeting of the Board of Lay Trustees (Our Lady of Holy Cross College), December 1, 1967, pp. 1-2.
a point of battle. This kind of problem had never been encountered before by the Sisters. The Sisters had fulfilled the needs of the young and old since 1848 when Sister Mary of the Five Wounds had gone into the streets to beg for money to help support the orphans. They had built schools and convents through their own initiative. They had built a college and paid for it at $1.00 per brick. Therefore, it must be assumed that they would get their library with or without the help of the Board.

**Honorary Degree**

Sister Enda proposed to the Board of Regents that the college award its first honorary degree at the 1975 commencement. The guest speaker was Mrs. Gerda Weissmann Klein, a Jewish authoress and poet, who was residing in Buffalo, New York. Mrs. Klein's first book, *All But My Life*, retraced her experiences in a Nazi concentration camp. Her second book, *The Blue Rose*, was written about her neighbor's retarded child. She had established the Blue Rose Foundation to assist mentally retarded and handicapped children and adults. It was because of her work in behalf of these people that the college wanted to honor her. On the occasion of its thirty-third Annual Commencement, the college presented its first honorary degree. Mrs. Klein spoke to the graduates on the anniversary of her being taken from her parents and forced to live

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321 Board of Regents Minutes (Our Lady of Holy Cross College), June 20, 1975.
in a concentration camp during the Nazi occupation of Poland. She offered this challenge to the graduates: "Don't search for what you think is missing. Look forward to what is possible, and thank God for the Blessings." Speaking of the lesson learned by her experiences in captivity, she said, "Step out of your environment to help others open curtains on other worlds for other people."322

The meeting of the college and Mrs. Klein was love at first sight. She continued to send books to the library from all over the world. She encouraged her friends throughout the Jewish community to make contributions of books and periodicals to the college. On each occasion that she visited the New Orleans area, she has made a point of visiting with her friends at the college. She has even hinted that her next book will benefit the college and its programs.323

With her encouragement and the cooperation of the Jewish community, the college would present a seminar on World War II and the Holocaust which would run two consecutive semesters with one entire semester devoted to the Jewish Holocaust.324 The college administration and faculty had a sincere interest in the presentation of this seminar for the humanitarian implications that would never be forgotten. Mrs. Klein would visit the college on the occasion of these seminars.

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322 The States Item (New Orleans), July 23, 1975.

323 Statement (Sister Enda Eileen), December 15, 1975.

324 The Files of Assistant Professor of Sociology, Betty L. Morrison (Our Lady of Holy Cross College), "Seminar on WWII and the Holocaust."
Her husband, Kurt Klein, would escort her to the seminars and he would also be a guest lecturer. His visit would be a presentation of his interrogation of Adolf Hitler's chauffeur when the allies reached Berlin. At this point in the college's history, its curriculum vita might had read: "The Small College with the International Approach to Education."

The college had now concluded an exceptionally important period in its history. The necessity of meeting the needs arising from increasing enrollments within the Marianite Order made it possible for the college to separate from the Academy of Holy Angels high school. It began to meet the needs of the civic community by allowing lay women into its education programs in 1962 as full-time students. In 1967 a million dollar annex to the main building was completed and during this same year the college became co-educational. A complete change in college administration with youthful and energetic personnel were responsible for much of the innovation and growth never before realized. Probably the most important event that occurred during this impressive period was that the college received in the fall of 1972 accreditation from the Southern Association of Colleges and Schools. Cooperative ventures in higher education began in 1973 with other small colleges that have proved beneficial in establishing an image of academic resourcefulness before the community. The formation of the West Bank

325 Statement (Sister Enda Eileen).
Union for Higher Education paved the way for other small colleges seeking means of cooperation from public institutions. This effort has proved successful especially in the joint use of library facilities and the mutual support for certain programs. The college has added to its credibility by continuing to improve its faculty and staff. To meet the expressed needs of a dynamic society, the college continues to grow because of its flexibility to adapt to the civic community. The continued increases in enrollment, the addition of new degree programs, and the plans for a new library are evidence of growth and stability. The college has not hesitated to capitalize on the fact that it is small and the faculty are encouraged to be warm and friendly thereby maintaining a community atmosphere. Because colleges and universities are made up primarily of people there are many other factors that have contributed to the growth and development of this institution. The everyday interaction of students and faculty in close proximity has been a significant contribution to the unique attitude that prevails at this college. The advantages of being a small college with a colorful and important historical past has no doubt fostered a purposeful and dynamic future. The Marianite Sisters, their lay administration, and faculty have systematically established in a relative short period of time a functional and creditable liberal arts college that boasts a new visibility.
The history of Our Lady of Holy Cross College antedates its present geographical location. It was established by the Marianite Sisters of Holy Cross and was operated under a combined lay-religious Board of Regents and Administration. The Marianite Sisters first arrived in New Orleans in 1848 and worked with the orphans at St. Mary's Boys' Asylum and later opened an Industrial School for girls. In a few years the Sisters began to establish elementary and secondary schools throughout Louisiana. A Normal School was established in 1916 at the Academy of Holy Angels and was authorized by the State Legislature to confer degrees. By July, 1938, the State Department approved a four-year teacher training program and the first degree was conferred in July, 1942. Increasing enrollment gave rise to the separation of college and high school which were on the same grounds. In April, 1960, the name of the college was changed to Our Lady of Holy Cross College. The college was formally opened to full-time lay women students in 1962. In 1967 a million dollar annex was completed and the college became co-educational. The fall session of 1972 marked a high point in the college's history when it received accreditation from the Southern Association of Colleges and Schools. Cooperative ventures began in 1973 with other small colleges. The formation of the West Bank Union for Higher Education paved the way in the South for other small colleges seeking a means of cooperation with public institutions. The rapid growth in enrollment over a five year
period (1970-1975) from 313 students to 845 was a significant factor which supported the concept that Our Lady of Holy Cross College was well established and needed to plan for a future of expanding and continuing services.
During that period between 1970-1975, attention had been given to a variety of questions relative to the transformation of Our Lady of Holy Cross College. In the area of coordination, organization and governance, the college had unique problems. Pending the establishment of the President's Administrative Council, all decisions had been made exclusively by one person. The Council through its re-evaluations of all existing degrees and programs was able to review, advise and recommend to the president. In the development of new programs and projections priority was recommended for those with an interdisciplinary and interinstitutional approach. All of the new programs reflected the institution's competency and were to be implemented within the colleges philosophical and academic framework. Planning was a viable and continuous process that would necessitate the re-examination and modification of changing circumstances. In light of new experiences and new requirements, the college would continue to alter and re-evaluate its projections to provide a general framework necessary for direction and decision making.
Enrollment

Enrollment at the college had been growing rapidly since 1973. The enrollment reached eight hundred and fifty head count and four hundred and fifty-six full-time students in the fall of 1975. The enrollment projection of eight hundred students on a planning criterion would mean an increase of approximately 78 percent. This would be reached in a ten year period. Until 1970, the enrollment was stable, but since then, student enrollment had been increasing dramatically. The ten year projection was expected to show a continued increase as seen in Table 1.

Financial Resources

With the continued increase in enrollment, there was also a need for more financial resources. The projections considered by the Self Study of 1976 recommended an increase in tuition from thirty dollars to forty and later fifty dollars within the next ten years. A program to be initiated that would encourage gifts and deferred giving would be a vital asset to any college. A greater effort would be made to obtain federal funds by a developmental office or coordinator of grants and proposals. The need for a capital fund drive to construct three new buildings seem to reflect the urgency of needed plant facilities. A proposed projection of total tuition increases has been designated as follows:
<table>
<thead>
<tr>
<th>Year</th>
<th>Head Count</th>
<th>Percent</th>
<th>Full-Time Equivalent</th>
<th>Percent</th>
<th>Full-Time Equivalent</th>
<th>Part-Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1973</td>
<td>450</td>
<td>-</td>
<td>340</td>
<td>-</td>
<td>100</td>
<td>350</td>
</tr>
<tr>
<td>1974</td>
<td>775</td>
<td>72.2</td>
<td>390</td>
<td>14.7</td>
<td>130</td>
<td>645</td>
</tr>
<tr>
<td>1975</td>
<td>850</td>
<td>9.7</td>
<td>450</td>
<td>15.4</td>
<td>200</td>
<td>650</td>
</tr>
<tr>
<td>1976</td>
<td>920</td>
<td>8.2</td>
<td>495</td>
<td>10.0</td>
<td>220</td>
<td>700</td>
</tr>
<tr>
<td>1977</td>
<td>980</td>
<td>6.5</td>
<td>540</td>
<td>9.1</td>
<td>250</td>
<td>730</td>
</tr>
<tr>
<td>1978</td>
<td>1,030</td>
<td>5.1</td>
<td>580</td>
<td>7.4</td>
<td>270</td>
<td>760</td>
</tr>
<tr>
<td>1979</td>
<td>1,090</td>
<td>5.8</td>
<td>620</td>
<td>6.9</td>
<td>290</td>
<td>800</td>
</tr>
<tr>
<td>1980</td>
<td>1,145</td>
<td>4.8</td>
<td>655</td>
<td>5.6</td>
<td>305</td>
<td>804</td>
</tr>
<tr>
<td>1981</td>
<td>1,200</td>
<td>4.6</td>
<td>690</td>
<td>5.3</td>
<td>320</td>
<td>880</td>
</tr>
<tr>
<td>1982</td>
<td>1,245</td>
<td>3.7</td>
<td>720</td>
<td>4.3</td>
<td>335</td>
<td>910</td>
</tr>
<tr>
<td>1983</td>
<td>1,295</td>
<td>4.1</td>
<td>750</td>
<td>4.2</td>
<td>345</td>
<td>950</td>
</tr>
<tr>
<td>1984</td>
<td>1,345</td>
<td>3.8</td>
<td>775</td>
<td>3.3</td>
<td>355</td>
<td>990</td>
</tr>
<tr>
<td>1985</td>
<td>1,380</td>
<td>2.6</td>
<td>800</td>
<td>3.1</td>
<td>360</td>
<td>1,020</td>
</tr>
</tbody>
</table>

Ten Year Increase 530 62.4 355 78.8 160 370

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326 Ten Year Projection (Filed in the Office of the President, Our Lady of Holy Cross College), p. 8. (Typewritten manuscript.)
<table>
<thead>
<tr>
<th>Year</th>
<th>Total Tuition</th>
<th>Average Amount Paid Per Head</th>
<th>Average Amount Paid Per Full-Time Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1973</td>
<td>224,000</td>
<td>500</td>
<td>600</td>
</tr>
<tr>
<td>1974</td>
<td>312,000</td>
<td>402</td>
<td>610.2</td>
</tr>
<tr>
<td>1975</td>
<td>430,000</td>
<td>505</td>
<td>995</td>
</tr>
<tr>
<td>1976</td>
<td>492,500</td>
<td>535</td>
<td>995</td>
</tr>
<tr>
<td>1977</td>
<td>540,000</td>
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</tr>
<tr>
<td>1978</td>
<td>580,000</td>
<td>563</td>
<td>1,000</td>
</tr>
<tr>
<td>1979</td>
<td>620,000</td>
<td>568</td>
<td>1,000</td>
</tr>
<tr>
<td>1980</td>
<td>786,000</td>
<td>686</td>
<td>1,200</td>
</tr>
<tr>
<td>1981</td>
<td>828,000</td>
<td>690</td>
<td>1,200</td>
</tr>
<tr>
<td>1982</td>
<td>864,000</td>
<td>694</td>
<td>1,200</td>
</tr>
<tr>
<td>1983</td>
<td>900,000</td>
<td>696</td>
<td>1,200</td>
</tr>
<tr>
<td>1984</td>
<td>1,046,000</td>
<td>777</td>
<td>1,350</td>
</tr>
<tr>
<td>1985</td>
<td>1,080,000</td>
<td>782</td>
<td>1,350</td>
</tr>
</tbody>
</table>

Faculty Projections

The Self Study of 1976 projections of faculty that were needed in the next ten years were made through the use of studies conducted by each of four divisions. These divisions constitute the disciplines, educational and professional, that are offered at the college. They reflect proposed additions in enrollment and programs.

Division of Education

Part-time divisional secretary
Part-time student teaching supervisor (elementary)
Part-time voice and organ teacher
Full-time faculty member with terminal degree in education
Full-time director of psychological services

Division of Humanities

Full-time Ph.D. in English
Part-time English instructors (three)
Part-time instructor in Middle East languages
Full-time Ph.D. in philosophy
Part-time theology instructors (three)

327 Ten Year Projection, p. 12.
Division of Natural Sciences

Full-time Ph.S. in mathematics
Full-time M.S. in mathematics
Part-time instructor in chemistry
Full-time M.S. in biology
Full-time Ph.D. in biology
Part-time instructor in physical and/or earth science

Division of Social Sciences

Full-time Ph.D. in business administration (two)
Part-time instructors in business administration (three)
Full-time Ph.D. in history
Full-time M.S. in history
Part-time instructors in history (two)
Part-time instructors in political science (two)
Full-time instructors in criminal justice (three)
Full-time Ph.D. in sociology
Part-time instructors in sociology (two)328

These projections deal mainly with new faculty members that were needed with an anticipated 350 full-time student increase. This was based on an enrollment level of 800 full-time students and 1300 head count by 1985.329

A New Library

Much attention and planning had been given to assure the construction of a new library. The growth of the library in the next ten years had been planned to develop within the overall projections of the institution. The Self Study of 1976 suggested four essential projections needed to commensurate with the rapid development of the college.

329Ibid., p. 205.
1. The construction of a new library building that will include sufficient reading rooms, storage for audio-visuals, listening stations, previewing carrels, library science classrooms, and above all, adequate shelving for books;

2. The addition of a full-time media specialist to the library staff;

3. An increase in clerical help for the library;

4. Increased expenditures to accommodate the rapid expansion of services and personnel which will be necessitated by the new library.

**Academic Planning**

Academic planning would necessitate revision and expansion should the student population continue to increase. The other alternative was to declare a moratorium on degrees in the various disciplines and in education. If the needs of the increased enrollment necessitates, the moratorium would be lifted and new degrees could be instituted. The faculty/student ratio in 1975 was one to eighteen. The anticipated ratio for 1976 was one to twenty. To maintain this faculty/student ratio, a projection of students in various programs was suggested as follows:

<table>
<thead>
<tr>
<th>Proposed Students in Various Programs (FTE)</th>
<th>1975-76</th>
<th>1980-81</th>
<th>1985-86</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education</td>
<td>300</td>
<td>325</td>
<td>350</td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>25</td>
<td>30</td>
<td>50</td>
</tr>
<tr>
<td>Criminal Justice</td>
<td>20</td>
<td>50</td>
<td>70</td>
</tr>
<tr>
<td>Social Counseling</td>
<td>15</td>
<td>20</td>
<td>25</td>
</tr>
</tbody>
</table>

330 *Institutional Self Study*, p. 137.
Proposed Students in Various Programs (FTE)  

<table>
<thead>
<tr>
<th></th>
<th>1975-76</th>
<th>1980-81</th>
<th>1985-86</th>
</tr>
</thead>
<tbody>
<tr>
<td>O.S.H.A.</td>
<td>25</td>
<td>50</td>
<td>80</td>
</tr>
<tr>
<td>Allied Health</td>
<td>30</td>
<td>80</td>
<td>100</td>
</tr>
<tr>
<td>Business Administration</td>
<td>35</td>
<td>100</td>
<td>125</td>
</tr>
<tr>
<td>Full-Time Equivalent</td>
<td>450</td>
<td>655</td>
<td>800331</td>
</tr>
</tbody>
</table>

New Degrees and Programs

The only new degree proposed by the Administrative Council for future implementation would be Business Administration. The course offerings in the 1974-1975 Catalog included twenty-one courses in Business Studies. These course offerings fulfilled the need of students in Business Education and Occupational Safety and Health Professions. Because of the increased interest in the field of business administration, this new degree had academic priority.332

Perspectives

Pedestrian Campus

The proposed central campus would be oriented to the student. The arrangement of facilities will promote scheduling efficiency and reinforce functional interdisciplinary relationships. The most important aspect of the student-oriented campus is the achievement of a compact efficient campus. The future outlook of the college will be a walking campus with automobiles restricted from the main buildings. The student will have the opportunity of more efficient

331 Institutional Self Study, p. 209.

332 Files of the Academic Dean (Our Lady of Holy Cross College).
scheduling on a walking campus. The possibility of better student/faculty relationships is envisioned. Stronger faculty relationships between disciplines could promote more interdisciplinary programs for the total college. Distance tends to breed separateness, therefore, a student oriented central walking campus should promote convenience and compactness. The interior of the central campus theme will be functional to pedestrian traffic:

The concourse halls are more than a covered walkway linking all building elements with sheltered passages. A continuous flow of corridor provides physical and visual unity to the building elements. Rather than unvarying hallways, the pedestrian has opportunity to view the multitude of educational activities which occur adjacent to the concourse. In some area previously unnoticed educational functions has widened areas of hallways; the impact serves to reinforce the concept of a total educational environment. Those parts of the hallways which are open either to or from the yard will provide framed views into and out of the instructional areas.333

**Environmental Quality**

There will be a strong emphasis on improving the environmental character of the campus. Additional buildings will be needed, and these will be required to meet the increase in student enrollment. The importance of campus planning is to insure that this growth is properly placed and will be functional. More importantly, it should be an environmental asset to the institution and the community. The

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333Ten Year Projection, p. 14.
college has many environmental assets and provisions must continue for the outdoor classroom concept.

Human learning takes place in a variety of settings, through social interaction and informal encounters with peers and faculty as well as in classes, in lecture rooms, and in the library. For this reason, attention has been given in planning the college center for provisions of small, informal, comfortable, and attractive locations where students can meet informally with each other or with faculty members. Implementations of this concept creates an environment where the student has a near-complete educational environment. The college center both as an organizational plan and as a physical entity, is constantly being equipped with human talent and materials for instruction to be virtually self-contained. Within its walls, a student can find a full pattern of educational offerings, regardless of his occupational or educational goal.334

Campus Land Area

Future construction will not require the purchase of additional property because the college is located on forty acres. The acquisition of additional land area is one of the most pressing problems of developing institutions but this was not the case at Our Lady of Holy Cross College. Land now owned by the Sister Congregation will be used to continue the developments of a long range campus plan.

Land Use Plan

The proposed land use must follow the existing pattern and future land use will be strongly influenced by the basic framework

334Ten Year Projection, p. 16.
that is already a part of the college campus. To achieve a student
oriented campus, several major changes were proposed:

The extension embraces parking, library development
and educational facilities. A major parking area to
service the needs of both day students and special
events is recommended as a long range development.

The present parking area could be extended so
that parking on the entire campus could be located
on the fringes of the campus. The present parking
area could be extended to the back service road and
then continued on the north and west sides of the
campus. The present parking spaces would be almost
tripled.335

The Plan

The physical plant planned for the permanent campus will
reflect the concept of the centrality of integrated learning. The
college center will be the focus of the campus where common learnings
for all students may be obtained. The core facilities which include
the Administrative Center will be centrally located for easy student
access. These core facilities will be located on the campus in an
area easily accessible to the visiting public. Almost any number of
diversified curriculums and educational objectives can be accomplished
in such a center. Attempts will be made to synthesize the programs
and curriculums so that most classes and activities can be held
within the college center.

335Ten Year Projection, p. 19.
A large amount of total space has been made available for individual and small group learning. The concept also implies that faculty and staff are easily available to assist students in the pursuit of their educational goals. This belief requires that student study spaces, classrooms, seminar rooms, conference rooms, and faculty offices be interrelated so that formal and informal encounters of faculty and students become commonplace.  

Campus Planning

The College had a major building planning program underway with the construction of a new Library as its immediate goal. Additional plans included long range planning that had been divided into five phases:

| Phase I       | Library and Learning Resource Building | 1976 | 1978 |
|              | Botanical Garden                     |      |      |
| Phase II     | Student and Conference Building      | 1977 | 1979 |
| Phase III    | Special Educational Facility and Educational Resource Building | 1978 | 1980 |
| Phase IV*    | Health and Physical Education Building (Community Service Facility) | 1983 | 1985 |

336 Ten Year Projection, p. 21.
These facilities are not to be obstacles to staff creativity or innovation. Educational practices are not static and a college committed to innovation would have facilities designed where there would be a high degree of flexibility and changeable space. Facilities will be able to adapt to educational trends and attempts to specialize space will be discouraged. Space and facilities will be effectively utilized and design will be in a manner to permit modifying the space itself as educational and practices change. The college center is both physically and administratively self-contained so that a group of teachers and administrators can work, study, and assist each other in the solution of important problems of education. The implementation of a completely self-contained college center is not possible. The campus will reflect the decision that certain facilities cannot be reasonably duplicated and that the same time be a continuation of the present building. These include the library, physical education facilities and student center. These projections should greatly aid the college in seeking

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337 Ten Year Projection, p. 23.

338 Ibid., p. 24.
a functional, efficient campus that will provide an environment
conducive to learning.339

Alumni, trustees, and other supporters may find this
contemporary college campus an alien world that has emerged through
the strong motivation of administration, faculty and students. There
is a renewal of dedication among a faculty that supports the
philosophy of values which enables a person to be a productive
member of a society. Such values promote honesty, nationalism,
respectability of one's person, honor of one's family, loyalty to
one's friends, dedication to one's professional occupational and
noble pursuit of happiness and health through one's own determination
and resourcefulness. The reciprocal enrichment that has benefited
faculty and students is a regenerative process that constitutes the
day by day growth of Our Lady of Holy Cross College. Relatively little
attention had been gained by a college so small that it was nearly
significant. The Marianite Sisters, their lay administration, and
faculty systematically established a functional and stimulative
liberal arts college that boasts a new visibility. Administration
and faculty found new challenges because of the aspiration of its
students who benefited through the personal awareness accorded them
as persons.

THE FUTURE

Our Lady of Holy Cross College looks to the twenty-first century confident that they have found a better way to cope with problems of an uncertain society. It has embraced a distinctive image of its future in terms of curriculum and potential student population. This image is a reflection of the optimism that has made this small college unique in stature. It is a conventional campus that has succeeded in competing with other more prestigious institutions on a realistic basis. More importantly, Our Lady of Holy Cross College has become an equilibrium model for other small colleges who face the crisis of survival.
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VITA

Betty L. Morrison, daughter of Gertrude Herbert and Richard Morrison, was born in Plaquemine, Louisiana on May 3, 1932. Her elementary education was obtained from St. Basil Academy and part of her high school years were spent at Plaquemine High School but she graduated from St. John High School in 1951.

Following graduation from high school she worked in photo finishing until 1965 when she entered Tulane University. In 1970 she graduated from the University of Southern Mississippi with a Bachelor of Science Degree in Education. She received a Master of Arts Degree in Sociology from the same university in 1972.

During these years of academic preparation she taught in the public and parochial schools of New Orleans. In 1973 she became a full-time instructor at Our Lady of Holy Cross College in New Orleans. She also accepted the position Director of Public Relations at the college that same year. She requested a leave of absence the following year to pursue her Ph.D. from LSU in Baton Rouge. In the fall of 1975 she returned to her college campus as a full-time Assistant Professor.
EXAMINATION AND THESIS REPORT

Candidate: Betty L. Morrison

Major Field: Education

Title of Thesis: A History of Our Lady of Holy Cross College, New Orleans, Louisiana

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Major Professor and Chairman

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Date of Examination:

April 22, 1976