

YOUNGSTOWN STATE UNIVERSITY

ORAL HISTORY PROGRAM

Ursuline High School

Faculty and Administrative Experiences

O. H. 16

THOMAS F. CAREY

Interviewed

by

Donna DeBlasio

on

November 26, 1974

THOMAS F. CAREY

The present principal of Ursuline High School, Thomas F. Carey, was born in Pittsburgh, Pennsylvania, son of James and Kathryn Carey. He attended New Castle High School in New Castle, Pennsylvania and went on to Slippery Rock State College, where he received his B.S. degree in 1943. Before joining the Ursuline High School faculty in 1947, he served in the U.S. Army (Infantry) from 1943 to 1945. He later furthered his education by receiving an M.E. from the University of Pittsburgh in 1951 and his principal and superintendent's certificates from Youngstown State University in 1960.

At Ursuline Mr. Carey has taught health, physical education, math, and mechanical drawing. He has also been the head coach of the track, football and basketball teams. Under his direction, the football team has won the City Series Championship several times. In addition to his teaching and coaching duties, he has also been the high school's athletic director.

In 1972, Mr. Carey was appointed the first lay principal of Ursuline High School. He is married to the former Patricia Mullally and they have nine children--Kathleen, Eileen, Patricia, Margaret, Christine, Ursula, Germaine, Barbara, and Laura. He and his family are members of St. Rose Catholic Church in Girard, Ohio.

DONNA DEBLASIO

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INTERVIEWEE: THOMAS F. CAREY

INTERVIEWER: Donna DeBlasio

SUBJECT: Faculty and Administrative Experiences

DATE: November 26, 1974

D: This is an interview with Mr. Tom Carey for the Youngstown State University Oral History Program on the Ursuline High School Project by Donna DeBlasio at Mr. Carey's office on November 24, 1975 at 3:20 p.m.

D: Mr. Carey, would you tell us a little about your background?

C: As far as Ursuline High School is concerned, I first came to Ursuline High School in August of 1947. Prior to that, I spent three and a half years in the service. I spent one year teaching in Pennsylvania. I attended high school and college in Pennsylvania and was certified. When I started at Ursuline High School, I was certified to teach math, health, and physical education and I also coached.

D: Where were you educated?

C: I attended New Castle High School in New Castle, Pennsylvania, and Slippery Rock State College, in Slippery Rock, where I received a B.S. degree. Then I received an M.E. degree at the University of Pittsburgh. I also attended Youngstown State University and have taken graduate courses in administration and presently hold a principal's certificate and a superintendent's certificate.

D: Why did you come to Ursuline?

- C: I had always wanted to teach at Ursuline. I taught one year in the public school system and I had heard about Ursuline High School. When I was informed that there would be a possible opening at Ursuline High School, I inquired about it through Mr. Paul Cuba, the only lay person on the faculty at that time. I wanted to come to Ursuline High School to teach in a Catholic high school.
- D: About how many hours a week did you teach?
- C: When I originally started at Ursuline High School, I was teaching five classes and coaching, so I was actually teaching five or six hours a day. This was a full school day, and there were extracurricular activities involved. Since there were only two lay people on the faculty at that time, they were responsible for all extracurricular activities. From fall until spring, we were usually occupied in activities after school each day from three until six o'clock.
- D: What did you teach?
- C: The first year I was here, I taught physical education, health, and general math. Then in the twenty-seven years that I have been at Ursuline I have taught physical education, health, mechanical drawing, and all levels of mathematics, from algebra and general math to math four. These are the areas in which I was certified so these are the subjects I taught. My certification in mechanical drawing was acquired from Youngstown State University in the Engineering Department while I was teaching my second year here at Ursuline High School.
- D: What types of methods did you use in teaching?
- C: It was dependent on the course that you were teaching. In physical education we used demonstration and then activity methods. In mathematics, I always used the more traditional approach in which I explained or lectured in a particular area and then allowed time with supervision for students to work on problems. Then I also allowed the students time to begin homework in these particular areas.

It would depend on the subject. In health or mechanical drawing you might have a different approach. I think that in all cases you would adjust your methods to the types of students you had, either slow, medium, or fast. You would adjust your methods to the material that you

were going to teach, whether it was health or an activity course such as physical education. A mechanical drawing or drafting course is a little different from a math course and different methods must be used. I do feel that teachers should accordingly adjust their teaching methods to the types of material taught and the types of students present.

D: How dedicated were teachers when you first started compared to now?

C: I think we have changed a little, not a whole lot. There were more religious teaching when I first started. As I mentioned, there were only two lay men on the faculty and the remainder of the teachers were either sisters or priests and they were a very dedicated group of individuals.

In other words, I would say there was about ninety-five percent dedication compared to today when we have about eighty percent. These are rough estimates. There may be eighty percent of the faculty dedicated to doing the job. I don't think that any school had one hundred percent perfection and dedication from all staff members. There had been a slight change but not a major change in dedication.

D: Would you say that teachers are more qualified now than they were then?

C: I would say they are academically more qualified now, yes. We have more teachers presently on our faculty who are all certified in the areas in which they are teaching and about forty-eight percent of them have their master's degrees. Twenty-seven years ago, this was not the case. The teachers now are, I think, better qualified than the teachers were academically at that time.

Methods have changed and teachers are better qualified today mainly because of the variation of methods that can be used through media. Today we have many more types of material than we used to have. The blackboard and chalk was probably the only visual aid that we could use in those days. Today we have a great deal of materials and equipment that we can use which makes for better teaching.

D: What is the approximate ratio of the religious faculty to the lay faculty?

- C: We have 67 on our staff right now, of which there are 6 priests, 28 lay men, 17 sisters, and 16 lay women for a total of 67. This includes our guidance department and administration staff. The ratio of religious to lay people is probably two to one. There are 2 lay people to every religious person.
- D: Would you say that it's better or worse to have twice as many lay people on the faculty?
- C: I think generally speaking it's better. Together the religious and lay people are very outstanding teachers. There are some poor lay teachers and there are some poor religious teachers. There are some very outstanding religious teachers and some very outstanding lay teachers. But I think the balance that we have now makes for a great variation of teachers and a strong faculty. We have the conservative faculty members, the liberal faculty members, and the in-between faculty members. This makes for a strong faculty. We'd rather have all kinds of teachers than try to stereotype every individual on the faculty. This is possibly what occurred about twenty-five years ago. We had 95% religious teachers and there wasn't the flexibility that there is today.
- D: Was the pay scale between men and women the same or was there a discrepancy?
- C: At one time the pay scale of lay men and lay women was based on who was the head of the household. The diocesan pay scale for high school teachers was about five hundred dollars more for the head of the household.

I would say that the change in pay scale which took place fifteen years ago was a good one. Before that everyone stayed on the pay scale, no matter what. In fact, at one time, we never had a salary schedule and we never had contracts. There were only verbal agreements. During my first five years here there were verbal agreements between the principal and the individual working. Contracts began to come into existence as lay teachers increased on the staff. Eventually then we worked on a salary increase and each individual negotiated for salaries.

I can perceive many changes in personnel, salary, fringe benefits, and things of this sort. These are areas in which there will be much change. At one time there was a differential; today there is none.

- D: How would you compare the diocesan pay scale to what the Youngstown Public School System is paying their teachers?
- C: Our pay scale until two years ago, was always set up on 95% of the Youngstown Public School System. The Secondary Teachers Federation of the Diocese of Youngstown was organized and they now have negotiated pay scales which are not on a 95% basis, but are a set figure. It really continues to be about a 95% set figure, and probably will continue along the same lines.

This pay scale is about the same as scales of surrounding school systems. It is about the pay scale of the smaller county schools. We used to set up the pay scale on a 95% basis of the Youngstown School System and probably went with this method and philosophy for about ten years. Today it is a set salary schedule, which is somewhere between ninety and ninety-five percent.

- D: Would you say that it would be more difficult to get teachers because of the attraction of the pay of the public schools?
- C: It wouldn't be difficult to get dedicated teachers. We find that of the 67 teachers on our staff, probably seventy or seventy-five percent of them have been here for ten or more years. They have made the decision to stay on this salary schedule because they enjoy the teaching conditions here at Ursuline High School.

If they were on the Youngstown Public School salary schedule, they would be teaching in the Youngstown Public Schools. Some of our teachers have experienced this and have made the choice of staying with us.

- D: Were there any special rules or codes that teachers had to follow?
- C: We have a teachers' handbook in which we ask that certain practices be followed. We do not have anything in writing about specific dress codes or anything of this sort. We have general statements, such as that a teacher at Ursuline High School, or any of the schools in the Diocese is expected to conduct himself so as to give a good Christian example. There have never been any specific rules about clothes or what the teachers had to wear. That was usually up to the discretion of the teacher. I don't think we had too many problems in that regard.

There are specific regulations with regard to record keeping and lesson plans that our new teachers have to follow. There are requirements in lesson planning, being supervised, and things of that sort, which I think are standard procedures that any school system requires of new teachers. I don't think there is any other guide than our faculty handbook, which is put out by the diocesan office. It spells out the procedures and policies for the operation of the schools.

D: Did this handbook exist when you started?

C: No, this handbook was probably developed about 1960 by the diocesan office. There were always faculty meetings in which the principal gave directions about procedures and so forth. In many cases we discussed the rights of the students.

D: What type of relationship was there between the faculty and the administration when you were a faculty member?

C: I suppose it would be a relationship of employee to employer. The employer is the boss and the employee follows the procedures and directions that have been set up for the operation of the schools. I think the relationship as far as communication was concerned was good. I can say that the door has always been open to discuss the requests and problems that the faculty members had. Most of the requests were granted, but in some cases they weren't.

When I was a faculty member, I'd say that it was a better than average administrative and staff relationship. I think that even as a principal, sitting on this side of the desk, we have about the same relationship. Things have changed because of a difference in make up of our faculty and the organization of the teachers. This change which had taken place in industry, in business, and in all areas, usually is taking place in our schools, also.

Employees are more outspoken and express their feelings more freely than they did twenty years ago. The faculty and the administration now, as they did at that time, listened to and acted within diocesan regulations in making decisions. I think there's a good relationship with the custodial staff, the secretarial and office staff, the bookkeeping and business staff, and the teaching staff.

Twenty years ago and still today, we have staff parties and meetings such as the North Central visitation recently. We had a dinner with all our staff members present.



not just the professional personnel. I think we've always had that philosophy at Ursuline High School. No individual is better than the other, whether it is the principal or a member of the custodial staff. These are our basic philosophies which should be taught in the Catholic educational institution. Basically, eighty-five to ninety percent of the time the people that you deal with have the attitude that the student should express.

D: What kind of relationship is there between the faculty and the students?

C: We have just had thirty-one members of the North Central visiting team at Ursuline High School and as they left the building--they had not written up the report yet--they were amazed at the good relationship between the faculty and the students. This was a result of many, many interviews with students who expressed their feelings of warmth toward the school and the teachers. That is reward in my perspective. We feel anxious to see the results of the report in writing to see if this feeling is verified by their report. This seemed to be the strong point in maintaining a good relationship between the faculty and the student body. I'm speaking generally; there are always exceptions in the school.

D: Do you think there was the same kind of relationship when you first started teaching?

C: I think the relationship between administration and faculty was the same but I was probably not as conscious of it and took many things for granted. I think there has been a lot of tradition at Ursuline High School. This tradition of loyalty has been established for many, many years, and it seems to carry on. It is probably the same now as it was when I first started.

There was a difference in the relationship between faculty and students back in those days. Even with visitation at the time, there was a difference. The faculty and students weren't as close twenty years ago as they are today. Today, a student is not very hesitant about coming up and asking questions of a faculty member. Twenty years ago there were probably some students that would be afraid to stop a faculty member in the hall and start a conversation. I think there is a more open relationship.

D: Would you say there is any jealousy among the teachers?

C: Oh, I suppose there is. There is competition. When I originally started, the faculty wasn't broken down into departmental areas. Today we are broken down into these departmental areas and there is always competition between departments. When you have a group of 67 individuals, you are going to have some differences in personality. One could be jealous of another. I don't think it's a serious problem. If it exists, it's on a very small basis.

Again we get back to the philosophy of our education here at Ursuline High School. The philosophy of Ursuline High School is that a teacher should teach by example. If a teacher is displaying jealousy through words or actions, then that teacher is not doing a good job. It could happen but I think it plays a very minor role.

There's always a difference in people's views of some things whether it is discipline, administering a test, supervising a study hall, or supervising the lunch period. Each one wants to do it his own way, which sometimes brings strength to the faculty. If every faculty member did everything the same way, then our school would be awfully monotonous and stereotyped. This variation makes a strong faculty.

D: As a faculty member, did you feel that the administration was liberal toward changes in the school or were they conservative?

C: Generally speaking, I would classify all school boards in one category. I would say they are somewhere between conservative and middle-of-the-road. Each one varies a little in different areas. They would be very conservative and very strict when there was a discipline problem. Then maybe in the area of academics they would be, generally speaking, somewhere between conservative and liberal.

D: Did you find any family dynasties at Ursuline?

C: I don't think there were family dynasties where a family would pressure, control, or influence the administration. I've known of a few incidents in which some boys of prominent families were dismissed. There are children involved in these situations in which I know there was pressure placed beyond the high school and yet those

students were disciplined and reprimanded. I don't think this is a factor in our high school.

We're always accused of allowing the parishes to influence the decisions at the high school. In other words, some people believe that students from certain parishes receive all of the attention and more breaks. I've heard many complaints of this sort but I don't think that this is true, either. Some students from the poorer parishes and from poorer neighborhoods are recognized and given as much attention as any other student from the richer parishes or the rich neighborhoods.

D: Compare and contrast what was expected of students at the beginning of your career and now.

C: There was more expected of students at the beginning of my career in the way of discipline but today I think we expect more of them in the academic area. Some assignments that we give today are more of a college nature than they were twenty years ago. I think that through television, radio, and increased library, and other media, the student has more of an opportunity to obtain and amass information so we probably do expect more from him today than we did twenty years ago in the academic area. The reverse of that may be true in discipline.

D: Were there any difficulties caused when Mooney was finally opened?

C: No, there were no major difficulties. I think that it was well-planned because it was thought out over a period of four years. Besides the new building at Mooney a new addition was being planned for Ursuline High. We had to make plans for an annex on the South Side on Glenwood Avenue or at St. Edward's School. Here at Ursuline, we had only tenth, eleventh, and twelfth grade students. When the ninth grade students from the South Side completed the year, Mooney High School had been built so they went to Mooney and the ninth grade students from St. Edward came to Ursuline.

We moved back to the four year high school. Mooney then had two classes, both the freshman and sophomore class. It created some problems but it ran smoothly and after four years, everything was back in operation in the two Catholic high schools. I think it worked out and it's worked out since then, too.

D: What did you coach over the years?

C: I coached probably all sports. I originally started as an assistant football coach and head basketball coach. Then after about a year or two years, I became head football coach and head basketball coach. We originated our track program and I was head track coach. I've coached football, basketball, and track at some time or other as head coach and assistant coach and I've also served as athletic director. The head football coach at that time just assumed the athletic director's job.

D: What rivalries were there?

C: For the first few years our greatest rivalry was the neighborhood rivalry with Rayen. Then East became a very strong rival because East and Ursuline were dominating the city competition. We've always had good relationships with the city schools. The city league was made up of the six city schools plus Ursuline High School. Ursuline High School did not dominate the league but was very successful. I'd say the biggest rivalry we had over the longest number of years was the rivalry with East High School.

D: What would you say were your best seasons and your poorest seasons as a coach?

C: Probably the worst season I had in football as a coach was in 1951, when we won only two games. The best season in football was in 1956, when we won ten games and ranked fifth in Ohio.

In basketball, the best season was in 1952, when we won 19 games and lost 2, and the worst season in basketball was probably in 1955 when we won 9 games and lost 9.

D: Did you find any difficulty in the switchover from the City Series to the Steel Valley competition?

C: There weren't any major difficulties. The switchover took place because the city schools had decided that all income earned from athletics would be put into one central fund. If Ursuline and Mooney were to continue in the City League, we would have to go along with this. We felt that we could not do this because we were generating a major part of the income and we needed this income to support our athletics programs. Otherwise,

we would have to drop them.

At that time, Don Bucci and I explored the possibility of entering the Steel Valley League by asking to meet with its members. It was about two years before we were accepted into that league. The changeover took time but there weren't any major hurdles. I think it has worked out well for both Ursuline and Mooney from both the financial standpoint and the recognition standpoint. We can now compete in the Steel Valley league and are able to earn enough income to support the remaining part of our athletic program.

D: Do you have a preference between the City Series and Steel Valley Conferences?

C: Under the present circumstances, we prefer being in the Steel Valley Conference. We would probably have remained in the City League if the financial arrangements would have been different and each individual school kept their game receipts rather than divided them among the seven schools.

D: Have you had difficulty in dealing with any athletes?

C: Generally speaking, no. The majority of the athletes that I've been in contact with were cooperative and there were no problems with discipline. We have had exceptions to this. We have success in this because when we ran into an exception we would not allow him to participate in athletics. If they did not maintain passing grades in school, we would not encourage them to stay in athletics. Our success at Ursuline High School is due to the type of individuals that are participating.

D: Is there stiff competition among the athletes?

C: There is stiff competition for recognition and position. We've always been able to have enough candidates for teams and this makes for good competition, and therefore, a good team.

I think we've always had enough students trying out for a team to make the program successful. I've always felt that if students are not interested in a particular activity, then there is no sense in having it. We would never drop a particular athletic sport, either boys' or girls', unless there was a lack of interest in it.

- D: Was there more school spirit when you first started or is there more now?
- C: I think we've gone through a cycle in school spirit. It was average when I came, it reached a peak probably in the 1960's through 1965 and then began to fall off between 1965 and 1970. I can see it generating now and I think that this was the trend in all schools. Students did not have such great school spirit between 1965 and 1970 as they did before that or as they have now. I think that we have some very, very good sports records but not as good as some I've seen seven or ten years ago. I do think it's turning around and I think professional athletics has changed the picture also, on college and high school level.
- D: Do you feel that athletes receive preferential treatment?
- C: No, I don't think they do. I think they are recognized but they do not receive preferential treatment as far as school work or discipline. I think they are treated the same as the other students. Sometimes they are treated a little more roughly than others because they are in the limelight. There are some athletes that would like to have preferential treatment, but I don't think they are any different from students in music, dramatics, speech, or student council office.
- D: Do you find more dedication among the athletic staff now or was there more dedication before?
- C: I would say there is less dedication now than there was ten or fifteen years ago because there are more interest areas that a student may have to spend time on than there were fifteen or twenty years ago. I think that when a student dedicates himself one hundred percent to athletics, that means he is putting in a great deal of time in that area.
- Years ago, a student sometimes would participate in three different sports during the entire year. That takes a great deal of time. Today we have fewer and fewer students doing this. They participate in one or two sports but usually they do not participate in three or four. I'd say there is probably not as much dedication to athletics today.
- D: Who were some of your outstanding athletes over the years?

C: We've had many outstanding athletes here at Ursuline High School. I think there are many individuals who have gone into professional athletics, such as Paul McGuire, who played here in the 1950's and then played ten years in the professional league. We have had other outstanding athletes such as "Zippy" Marocco who was named an All-American at college level in football and basketball.

We've had many good athletes who have been outstanding in sports as well as their profession. Dr. Michaels, a dentist, was an outstanding athlete here at Ursuline High School. Dr. Borghetti, presently a dentist, was a very good athlete and an All-American at the University of Pittsburgh. Dr. Haggerty, a dental periodontist, was an outstanding athlete here and at Western Reserve University. There are many, many individuals who have received their education, I think through athletics.

Presently we have students at Ohio State, Penn State, in Michigan, and in many of the larger and smaller schools, who participated in sports. I don't say that athletics has made them great individuals. Athletics has helped them. They probably would have been great individuals without athletics.

D: Who were some of your outstanding colleagues over the years at Ursuline?

C: Well, we had individuals who have been on our faculty and also on our coaching staff and have gone on and made their way. For example, Richard Rezek served on our faculty and is presently superintendent of schools in the Jackson-Milton District. Jim French, who served on our faculty is presently director of government programs for the Youngstown Public School system.

We have had individuals on the faculty who now have administrative jobs in schools and are out in industry. For example, the assistant principal of Boardman High, Tom Shook, was a member of our faculty. At one time, Bishop Hughes also served on the faculty. He is presently our Auxiliary Bishop. Many principals of our diocesan high schools were members of our faculty.

Graduates of Ursuline High School have also become very prominent in business, industry, and education. I think Ursuline High School, in this way, has contributed a great deal to the Youngstown Community area. Many of our graduates have been civic leaders, industrial leaders, and medical leaders. One of our most outstanding

graduates is Doctor Charlebois, a leading orthopedic surgeon. There's always the adult booster club association with Ursuline High School whose members have a warm feeling toward the school.

D: Did you apply for the job of principal or was it offered to you?

C: I didn't apply formally. Father Ashton was principal prior to my taking over, and I was serving as assistant principal. He had been offered the pastorship at St. Luke parish in August and he accepted. There was not much time to go through formalities. They called me and asked if I would accept the position. I said I would. With school starting in September, and this decision being made in August, they really didn't get to the proper business procedures. I didn't apply for the job, it was offered to me and I accepted it.

D: What type of difficulty did you encounter as a lay principal?

C: Being the first lay principal at Ursuline High School, I faced difficulty in being accepted as an authority. I had been here at Ursuline High School as a faculty member and it became very difficult to be placed in a supervisory position. Sometimes you have to make a decision on different levels when you have been associating with these people. Those were some of the difficulties, but I think that they have worked out very well.

There were problems and differences which understandably you have between employers and employees in any job. I think there have been advantages in my having that experience too, because then I know who can do the job best. These are the individuals that are asked to do the jobs and I know who are the more cooperative and who are the most dedicated. If you give the position to a complete stranger you will be at a complete disadvantage.

D: Do you feel any pressure from the diocesan board or the faculty?

C: Oh, yes. I think that this is one of the difficulties in the position I'm in. I have to work with and follow directions from the Diocesan office and the Diocesan Board of Education. I also have to implement those programs with our faculty so I'm kind of the middle man and have to be able to keep a harmonious staff in operation here in the school by making as pleasant a



situation as possible.

Sometimes I may have to enforce a regulation from the diocesan office and it is difficult in my position to enforce it. But that's part of the position of the principal; he is the person between the big boss and the little worker.

It's not the easiest job in the world. You become involved with parents and implementing the direction that the Diocesan Board of Education makes, whether it is financial such as tuition, or academic. My job is to enforce the board's decision, even though some people may not agree that it should be. My job hasn't presented any major difficulties that can't be handled.

D: What type of problems do you face on a day-to-day basis?

C: Oh, you may have maintenance problems. You may come to school some morning and find out that the boiler isn't working, or there may be a plumbing problem, or a lighting problem. You start with maintenance problems and you may get into staff personnel problems. Two teachers may want to use a particular room at the same time, and somebody has to decide which one uses it.

You may become involved with a discipline problem that a teacher has with a student that must be solved with discretion. There may be a problem of having the best curriculum for the school. You'd have to meet with the curriculum committee and try to lead and encourage them to move in the right direction. You may become involved in community problems in some neighboring area or you may be dealing with a parish problem. You may have a problem about non-Catholic students who come to the school.

You face many of these problems day in and day out and you learn to handle them and where to go for the answers. Long range policies and problems that we have are setting up a budget, supervising construction of a master schedule, assigning teachers, and signing contracts for teachers. These are among the long-range problems that you run into about once or twice a year. It is the responsibility of the principal to coordinate all of these, along with supervising the bookkeeping, and the financial end of it.

You always have to guarantee that you have enough money to meet the payroll. You have to decide whether to keep the money in a checking account, with no interest,

or place it in a Treasury Bill for one month or three months to gain some interest. These are decisions that have to be made here in this office. A public school principal does not have to make those decisions because they are made by the superintendent or the Board of Education which controls all the money. Our financial responsibilities are controlled by the individual school.

D: Does the faculty have any general complaints or problems?

C: Well, they would all like to work shorter hours and have fewer students, but I think generally speaking they are satisfied. As I mentioned earlier in the interview, they wouldn't continue to teach here if they weren't satisfied. About seventy-five or eighty percent of our teachers have been here for ten or more years.

Years ago there was the feeling that many teachers would come to Ursuline for one or two years to get experience and then go over to the public schools. Many teachers had found, however, that the problems with discipline in the public schools were not worth putting up with. A few teachers that left our school system requested to return. These teachers were pleasant and really enjoyed teaching when they had pleasant teaching conditions.

D: Would you say there is a feeling of pride among Ursuline High School alumni?

C: I think there is because of the many outstanding graduates that Ursuline High School had produced. Some of them were mentioned before. In other words, when the student is asked, "Where do you go to school?", he says, "I go to school at Ursuline" and he says it with pride. I think it has something to do with the forty years of tradition we have had at Ursuline. I worry about whether Ursuline High School will continue to keep this respect and name. I hope it will.

D: Do you have any other comments on Ursuline High School?

C: No, I think that as we have found out, students at Youngstown State University who have graduated from Ursuline or Mooney are respected. I have taught on a limited-service basis at Youngstown State University and some of the faculty members there said that the students graduating from Ursuline and Mooney are usually, generally speaking, better students academically, and

most important, they are better citizens.

The students themselves make the school. I've been here at Ursuline High School for a number of years. I've seen enrollment as low as 700 and as high as 1900 students. Presently we have 1500 students. I think there will be a leveling off in the next few years to about 1400 students. It will probably remain around that number, but I hope Ursuline High School will continue to do a good job.

END OF INTERVIEW