

5-1923

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# ST. XAVIER COLLEGE BULLETIN

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PUBLISHED MONTHLY FROM MAY TO OCTOBER BY  
ST. XAVIER COLLEGE, CINCINNATI, OHIO

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NEW SERIES, VOL. VII.

MAY, 1923

No. 1

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## THE COLLEGE

INCORPORATED 1842



CATALOGUE 1922-1923

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ANNOUNCEMENTS 1923-1924

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BULLETIN  
OF  
ST. XAVIER COLLEGE

CINCINNATI, OHIO

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THE COLLEGE

INCORPORATED 1842

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CATALOGUE 1922-1923  
ANNOUNCEMENTS FOR 1923-1924

## CALENDAR 1923

JANUARY							FEBRUARY							MARCH							APRIL						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
..	1	2	3	4	5	6	..	..	..	1	2	3	..	..	..	1	2	3	1	2	3	4	5	6	7		
7	8	9	10	11	12	13	4	5	6	7	8	9	10	4	5	6	7	8	9	10	8	9	10	11	12	13	14
14	15	16	17	18	19	20	11	12	13	14	15	16	17	11	12	13	14	15	16	17	15	16	17	18	19	20	21
21	22	23	24	25	26	27	18	19	20	21	22	23	24	18	19	20	21	22	23	24	22	23	24	25	26	27	28
28	29	30	31	..	..	..	25	26	27	28	..	..	..	25	26	27	28	29	30	31	29	30	..	..	..	..	..

  

MAY							JUNE							JULY							AUGUST						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
..	..	1	2	3	4	5	..	..	..	..	1	2	1	2	3	4	5	6	7	..	..	..	1	2	3	4	
6	7	8	9	10	11	12	3	4	5	6	7	8	9	8	9	10	11	12	13	14	5	6	7	8	9	10	11
13	14	15	16	17	18	19	10	11	12	13	14	15	16	15	16	17	18	19	20	21	12	13	14	15	16	17	18
20	21	22	23	24	25	26	17	18	19	20	21	22	23	22	23	24	25	26	27	28	19	20	21	22	23	24	25
27	28	29	30	31	..	..	24	25	26	27	28	29	30	29	30	31	..	..	..	..	26	27	28	29	30	31	..

  

SEPTEMBER							OCTOBER							NOVEMBER							DECEMBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
..	2	3	4	5	6	7	1	2	3	4	5	6	..	..	..	1	2	3	..	2	3	4	5	6	7		
8	9	10	11	12	13	14	7	8	9	10	11	12	13	4	5	6	7	8	9	8	9	10	11	12	13	14	
15	16	17	18	19	20	21	14	15	16	17	18	19	20	11	12	13	14	15	16	17	15	16	17	18	19	20	21
22	23	24	25	26	27	28	21	22	23	24	25	26	27	18	19	20	21	22	23	24	22	23	24	25	26	27	28
29	30	..	..	..	..	..	28	29	30	31	..	..	..	25	26	27	28	29	30	..	29	30	31	..	..	..	..

## CALENDAR 1924

JANUARY							FEBRUARY							MARCH							APRIL						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
..	..	1	2	3	4	5	3	4	5	6	7	8	9	..	..	..	1	2	3	..	..	1	2	3	4	5	
6	7	8	9	10	11	12	10	11	12	13	14	15	16	2	3	4	5	6	7	8	6	7	8	9	10	11	12
13	14	15	16	17	18	19	17	18	19	20	21	22	23	9	10	11	12	13	14	15	13	14	15	16	17	18	19
20	21	22	23	24	25	26	24	25	26	27	28	29	..	16	17	18	19	20	21	22	20	21	22	23	24	25	26
27	28	29	30	31	..	..	..	..	..	..	..	..	..	23	24	25	26	27	28	29	27	28	29	30	..	..	..

  

MAY							JUNE							JULY							AUGUST						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
4	5	6	7	8	9	10	1	2	3	4	5	6	7	..	..	1	2	3	4	5	..	..	..	1	2	3	4
11	12	13	14	15	16	17	8	9	10	11	12	13	14	6	7	8	9	10	11	12	3	4	5	6	7	8	9
18	19	20	21	22	23	24	15	16	17	18	19	20	21	13	14	15	16	17	18	19	10	11	12	13	14	15	16
25	26	27	28	29	30	31	22	23	24	25	26	27	28	20	21	22	23	24	25	26	17	18	19	20	21	22	23
..	..	..	..	..	..	..	29	30	..	..	..	..	..	27	28	29	30	31	..	..	31	..	..	..	..	..	..

  

SEPTEMBER							OCTOBER							NOVEMBER							DECEMBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
..	1	2	3	4	5	6	..	..	..	1	2	3	4	..	..	..	..	..	1	..	1	2	3	4	5	6	
7	8	9	10	11	12	13	5	6	7	8	9	10	11	2	3	4	5	6	7	8	7	8	9	10	11	12	13
14	15	16	17	18	19	20	12	13	14	15	16	17	18	9	10	11	12	13	14	15	14	15	16	17	18	19	20
21	22	23	24	25	26	27	19	20	21	22	23	24	25	16	17	18	19	20	21	22	21	22	23	24	25	26	27
28	29	30	..	..	..	..	26	27	28	29	30	31	..	23	24	25	26	27	28	29	28	29	30	31	..	..	..

## COLLEGE CALENDAR

1923

June 20,	Wednesday,	Summer Session begins.
Aug. 4,	Saturday,	Summer Session ends.
Sept. 7-10,	Friday, Monday,	Entrance Examinations.
Sept. 11-12,	Tuesday, Wednesday,	
Sept. 13,	Thursday,	Solemn Mass of the Holy Ghost.
Sept. 14-15,	Friday, Saturday,	
Sept. 17,	Monday,	Lectures and Recitations begin.
Sept. 26,	Wednesday,	
Oct. 1,	Monday,	Sodality Organizes.
Nov. 1,	Thursday,	Literary Societies organize.
Nov. 29,	Thursday,	Feast of All Saints.
Dec. 7,	Friday,	Thanksgiving.
Dec. 13,	Thursday,	Sodality Reception.
Dec. 22,	Saturday,	Oratorical Preliminaries.
		Christmas Recess begins.

1924

Jan. 2,	Wednesday,	Classes resume sessions.
Jan. 23,	Wednesday,	Semester Examinations.
Feb. 2,	Saturday,	Second Semester begins.
Feb. 11,	Monday,	Annual Retreat begins.
Feb. 22,	Friday,	Washington's Birthday, Oratorical Contest.
Mar. 1,	Saturday,	
Mar. 20,	Wednesday,	Examination of Conditioned Students.
April 17,	Thursday,	English Intercollegiate Contest.
April 22,	Tuesday,	Easter Recess begins.
April 23,	Wednesday,	Class Sessions resume.
April 25,	Friday,	Latin Intercollegiate Contest.
May 1,	Thursday,	Philopedian Public Debate.
May 29,	Thursday,	President's Day.
June 9,	Monday,	Feast of the Ascension.
June 22,	Sunday,	Examinations for the Second Semester begin.
June 24,	Tuesday,	
		Baccalaureate Exercises.
		Commencement.

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## HISTORICAL SKETCH

The history of St. Xavier College begins on October 17, 1831, when the Right Rev. Edward D. Fenwick, O.P., D.D., the first Bishop of Cincinnati, opened what, after the fashion of the times, was called "a Literary Institute" for the higher instruction of youth. This was a daring undertaking for the times, since the census of 1830 gave Cincinnati a population of less than 25,000, and of that number Catholics were a small and not very influential minority.

The new institution bore the classic name, "The Athenaeum," and in the prospectus issued we are told that the "College course will embrace the Greek and Latin authors—both historians and poets—which are usually read; the Hebrew, Spanish, French and English languages; the various branches of the Mathematics; Reading, Writing, Geography and the use of the Globes." The carrying out of this fairly ambitious program was entrusted to the diocesan clergy from 1831 to the summer of 1840. Their efforts met with considerable success, but the growing needs of the diocese in other directions made it difficult to staff the College with members of the diocesan clergy, and the Right Reverend John B. Purcell, the successor of Dr. Fenwick, saw that the stability and progress of the institution would be better provided for by entrusting it to the care of a religious order.

Accordingly he applied to the Provincial of the Society of Jesus in St. Louis and on receiving a favorable reply turned over to the Jesuits "forever, on condition that they should be held ever sacred for church and school, the College, Seminary and Church, with the real estate on which these buildings, which I now occupy, are located—that you may have there a college and a parish church to be served by your Society, in perpetuity."

The Jesuits took over the institution on October 1, 1840. The name was then changed to St. Xavier College, though the building continued to be called "The Athenaeum" until it was removed fifty years later to make room for a new structure. The Reverend John Anthony Elet, S.J., was the first president of the reorganized College. A charter of a temporary kind was granted to the College in 1842 by the General Assembly of Ohio, and a perpetual charter in 1869.

Under the presidency of Father Elet and his immediate successors St. Xavier College made rapid progress. It was originally conducted as a boarding school and had a very considerable patronage in the States of the West and South. But the very limited campus space in

a growing city soon made it impossible to continue this feature of the College. The dormitories were therefore abolished after the summer of 1854 and since that time St. Xavier has appealed more to its own immediate vicinity for patronage.

The years 1853 to 1865 were years of hard struggle for St. Xavier. Many causes contributed to this effect, not the least of which were the cholera epidemic, the Know-Nothing movement and the Civil War. But better times came for the College when the war was ended. Property had been secured in 1863 on the corner of Seventh and Sycamore streets, and on this site in 1867 was erected the Faculty building, called the Hill Building after the Reverend Walter Hill, the president of the College at the time. This additional accommodation served the needs of the institution for the next twenty years, but again the need of expansion was felt and in 1885 the Moeller Building on Seventh street to the rear of the Hill Building was erected by the Reverend Henry Moeller, president of the College from 1884 to 1887.

St. Xavier College celebrated its golden jubilee in 1890, counting fifty years from 1840, the year in which the Jesuits assumed control. The following year the class room building facing on Sycamore street was built as well as the College Chapel and Memorial Hall. At the same time the old Athenaeum was torn down after having served for college purposes for sixty years.

Under the presidency of the Reverend Alexander J. Burrowes extension lectures were begun in 1894, and in the fall of 1896 a limited number of graduate courses were inaugurated. These lectures and graduate courses were carried on successfully for some years and extended the influence of the College in the community. But the more pressing needs of other departments and the limited means at the disposal of the Faculty made it seem advisable to discontinue such work until greater resources can be commanded.

During the greater part of its history, therefore, St. Xavier College, has confined its efforts to maintaining a standard college, with the high school classes preparatory to it. In this way it could, it seemed, with the resources at its command, be best able to answer the needs of those who look to it for guidance.

In the fall of 1911 a Department of Commerce and Economics of college grade was added to the work offered by St. Xavier. At the same time a course in Journalism was likewise begun. At the fall session of 1918 a course in Sociology was added to this Department. The classes in these subjects are conducted in the evening. The course in Journalism was, however, discontinued in 1916. Summer courses in a limited number of subjects have been carried on since the summer of 1914. These classes are attended by members of the teaching Sisterhoods of the vicinity for whom they were originally

designed. In the fall of 1918 Extension courses for the same class of students were established. These courses are conducted on Saturday mornings and are for the most part of college grade. On October 1, 1918, a unit of the Students' Army Training Corps was established with 232 students inducted into the service. The academic instruction in the College was adapted to the needs of the S. A. T. C. until the disbanding of the unit on December 22d. In the year 1919, at the suggestion and on the advice of prominent Alumni, mostly of the legal profession, it was determined to add a Department of Law to begin with the fall semester of 1919.

While a situation such as the College has occupied in the very heart of the city has many advantages in the matter of accessibility, it has had also the disadvantage of preventing the ready expansion of accommodations for buildings and campus. The Faculty was aware of this drawback in the location and as early as 1847 an attempt was made to find more room by locating the Preparatory Department in the so-called Purcell Mansion on Walnut Hills. Here the work of these classes was conducted for two years under the direction of the Reverend George A. Carrell, later president of St. Xavier and eventually first Bishop of Covington. But this undertaking was premature, and for the means of communication in those days the situation was too remote. The Preparatory Department was therefore brought back to the city again after two years. Nothing further was done in the matter until the year 1906 when the Reverend Albert A. Dierckes, S.J., the president at the time, purchased property at the intersection of Gilbert and Lincoln avenues on Walnut Hills. This property with the building standing on it was used for purposes of a Branch High School until the beginning of 1912. It was realized, however, that a better site would have to be chosen to give room for the expansion which St. Xavier had the right to look forward to and the Branch High School was moved to the building and grounds of the old Avondale Athletic Club which had been purchased the previous summer.

This property, on which the New St. Xavier College is located, is situated on Victory Boulevard, between Winding Way, Dana and Herald avenues in Avondale. It is within easy reach of several trunk car lines, and, with the opening of the new rapid transit system, will become more readily accessible to all points of the city and surrounding territory. There is ample space for the various college buildings on the higher parts of the grounds. The first of these buildings, the Alumni Science Hall, was completed and ready for the college students at the opening of the fall session of 1920. This building is a gift of the Alumni of St. Xavier to express in a fitting manner their appreciation of St. Xavier College and to establish a lasting memorial of the Diamond Jubilee of the institution. It is

from every point of view a splendid unit of the College. It provides ample lecture rooms and laboratories not only for the present needs but for the future expansion of the College; and these rooms and laboratories are furnished and equipped with the latest and most approved scientific appliances. Its architectural design and symmetry mark it as one of the most distinguished buildings of the city.

Another building, which was completed and ready for occupancy in November, 1920, is the Administration Building, Hinkle Hall. This is the munificent gift of Mrs. Frederick W. Hinkle, who by this generous donation has ensured the ultimate carrying out of the plans for the Greater St. Xavier College in Cincinnati. Hinkle Hall is the central unit of the group of college buildings and has a frontage of 150 feet. Besides the necessary administrative offices, it contains accommodations for a faculty of fifty, with dining room, chapel, recreation rooms and a large roof garden from which a magnificent view of the college grounds and surrounding parts is obtained. In architectural beauty this building merits its place as the center of the college group.

There is a very extensive campus with base ball and football fields and tennis courts situated in the lower grounds. A stadium inclosing a running track and football field, known as Corcoran Field, was added October, 1921. To the north and south, through the generosity of the Bragg estate, from which the College purchased the property, the city has acquired great stretches of land for park purposes. The Park Board is proceeding with its happily conceived idea of constructing wide boulevards to connect the different city parks. For many miles there stretches a double boulevard, one branch skirting the base of the hill immediately east of the Campus, and the other running along the western edge of the College property. The New St. Xavier College is thus situated in a picturesque spot, surrounded by parkways, yet in a location which was chosen chiefly because at the time it was in the very center of Cincinnati and its suburbs.

The opening of the Fall Session of St. Xavier College in 1919 marked an epoch in the history of the institution. A complete separation of the College students from the High School students was established. The High School classes were concentrated at the old St. Xavier on Seventh and Sycamore streets. There, too, the evening courses continued to hold their sessions, and there the new St. Xavier Law School began its career in October, 1919. The College classes were transferred to the Avondale Branch High School, and in September, 1920, they were permanently located in their new building.

In the immediate future there will be erected on the College grounds at Avondale dormitories which will fill the needs of such

College students as may come from distant places to enroll in the College. It is to be hoped that some generous friend or friends of Catholic education will soon enable St. Xavier College to add this much needed feature to its group of buildings at Avondale.

## CHARTER

A true Copy of an Act to incorporate the St. Xavier College, Cincinnati, Ohio, U. S. A., entitled:

### An Act to Incorporate the St. Xavier College.

Section 1. Be it enacted by the General Assembly of the State of Ohio that there shall be and is hereby established in the City of Cincinnati, an institution for the education of white youth in the various branches by the name and style of *the trustees of St. Xavier College* and John B. Purcell, J. A. Elet, L. M. Pin, G. T. Gleizal and Edward Purcell, of Cincinnati, and their associates and successors be and they are hereby appointed trustees of said institution and constituted a body politic and corporate with succession for thirty years, with all powers and privileges incident to similar institutions to be known and distinguished by the name and style of the *Trustees of St. Xavier College*.

Section 2. That said Trustees by the incorporate name as aforesaid shall be competent to sue and be sued, plea and be impleaded in all courts of law or equity, may have a common seat and alter the same at pleasure and shall fill all vacancies in their body occasioned by death, resignation, removal or neglect for more than one year to attend the duties of this trust.

Section 3. That said Trustees or a majority of them when met shall constitute a board; they shall have power to appoint a President, Secretary and Treasurer and such other officers and agents as they may deem proper and necessary and to prescribe their duties, and to make, ordain, and establish such by-laws, rules and regulations for conducting the affairs of said institution as they may deem proper; provided the same be not inconsistent with the Constitution and Laws of the United States and of this State.

Section 4. That the said Trustees in their corporate capacity shall be capable of receiving and acquiring by purchase, devise, gift, grant, bequest or otherwise, property, real, personal or mixed, to be used, improved, expended or conveyed for the purposes of the trust, provided the amount shall not exceed the sum of Forty Thousand Dollars and that the funds of said institution never be used directly or indirectly for the purposes of Banking.

Section 5. That the said Trustees shall have power to appoint such Officers, Professors and Teachers as may be necessary and proper for the instruction and government of the Institution and prescribe their duties and the Presiding Officer of the Institution shall *ex officio* be a member of the Board of Trustees.

Section 6. That the said Trustees shall have power to confer on those whom they may deem worthy, such Honors and Degrees as are usually conferred by Colleges and Universities.

Section 7. That such Trustees shall have power to elect honorary members who shall have seats in the Board of Trustees and be admitted to take part in the discussions therein but not to vote.

Section 8. That the Trustees, their associates and successors shall be held individually liable for all debts of said Institution.

Section 9. Any future Legislature shall have the right to alter, amend or repeal this act provided such alteration, amendment or repeal shall not affect the title of any property acquired or conveyed under its provision.

March 5, 1842.

RUFUS P. SPAULDING,  
*Speaker of the House of Representatives.*

L. FARAN,  
*Speaker of the Senate.*

Secretary of the State's Office, Columbus, Ohio, April 28, 1842,  
I hereby testify the foregoing act to be a true copy from the original rolls on file in this Department.

J. SLOANE,  
*Secretary of State.*

A true copy of the Act of the Legislature and entitled:

## AN ACT

To Provide for the Incorporation of St. Xavier College.

Section 1. Be it enacted by the General Assembly of the State of Ohio, that the trustees of any college heretofore incorporated by special act for a limited time, the capital stock of which is not divided into shares, may cause their college to be re-incorporated with perpetual succession, as hereinafter provided.

Section 2. That the trustees of any such college, by a resolution entered upon their minutes at a regular meeting, or at a special meeting convened for that purpose, may accept the provisions of this act a copy of which resolution, certified by the president and secretary of the Board of Trustees, and authenticated by the corporate seal, if there be one, shall be deposited and recorded in the office of the Secretary of State; and thereupon the said college shall become, and thenceforth remain, a corporation, by such name as the trustees in their resolution aforesaid may select.

Section 3. That every college so incorporated shall be capable of holding, receiving and acquiring, by grant, gift, devise, or bequest or any form of purchase, real and personal property, money, and choses in action, to such amount as shall be necessary and proper for the purpose of maintaining said college and carrying on its legitimate business, and no more, to be used, improved, expended, conveyed or transferred, for the purposes or advantage of its corporate duty, and trust, and for any church and chapel connected therewith.

Section 4. That every such college shall be competent to sue and be sued, plead and be impleaded by its corporate name, as aforesaid, in all courts of jurisdiction, to contract and be contracted with, and to buy, sell and convey, or release, by deed, or other method of assurance, real and personal property, and choses in action; to have a common seal, and the same at pleasure to break, alter and renew; and all the vacancies in the board of trustees (which shall consist of seven members) occasioned by death, resignation, removal from the county in which the college is situated, or by neglect for the space of one year, to attend the meetings of said board, may be filled by the choice of the remaining trustees or trustee. But no qualification shall be required for the office of trustee beyond actual residence in the county within which the college is situated, and citizenship of the United States.

Section 5. That the Trustees of such college shall have power to choose from their own number or otherwise, a president, a secretary, and a treasurer, and to appoint such professors, chaplains, teachers, assistants, agents, and servants, as they deem necessary or advisable, and to prescribe the duties and compensation of each, and to make, ordain and establish, from time to time, such by-laws, rules and regulations for conducting the affairs of said college, as they shall think fit, provided that such by-laws, rules and regulations be not inconsistent with the constitution and laws of this State or of the United States.

Section 6. That said trustees shall have the right to confer on those whom they deem worthy, from time to time, all such degrees, and honors as are usually conferred by colleges or universities.

Section 7. That the trustees shall be liable individually for the debts of their college so re-incorporated, in excess of the value of its property and effects.

Section 8. That the trustees of any such college, as is described in the first section of this act, in office by authority of the special act of incorporation, shall have power to elect or provide for the election of the first board of trustees hereby constituted, except that in all cases where by the special act of incorporation, or by the terms of any endowment or accepted trust, the power of electing or appointing all or any member of the trustees, has been conferred on any court, corporation, company, or association, or in any officer, founder, donor, visitor, or any individual or class of individuals, that method shall be observed and continued, and nothing herein shall in any wise affect the colleges or universities, intended by the act entitled an act to provide for the perpetuation of boards of trustees, and the appointment of visitors of universities and colleges, passed on the thirteenth day of May, in the year eighteen hundred and sixty-eight.

Section 9. This act shall be in force from the day of its date.

F. W. THORNHILL,  
*Speaker of the House of Representatives.*

(Seal)  
Passed May 7, 1869.

J. C. LEE,  
*President of the Senate.*

UNITED STATES OF AMERICA, OHIO, }  
OFFICE OF SECRETARY OF STATE. } ss.

I, ISAAC R. SHERWOOD, Secretary of State of the State of Ohio, do hereby certify that the foregoing is a true copy of an act therein named, passed by the General Assembly of the State of Ohio, on the seventh day of May, A.D. 1869, taken from the original rolls on file in this office.

*In testimony whereof*, I have hereunto subscribed my name and affixed the seal of this office at Columbus, the twenty-seventh day of May, A.D. 1869.  
ISAAC R. SHERWOOD,  
*Secretary of State.*

NOTE: St. Xavier College was incorporated by the General Assembly of the State of Ohio in 1842, and on May 9, 1869, the aforesaid act was passed which secures to the institution a perpetual charter and all the privileges usually granted to universities.

## ST. XAVIER COLLEGE

Cincinnati, Hamilton County, Ohio

TO THE HON. SECRETARY, STATE OF OHIO:

At a special meeting of the Board of Trustees of St. Xavier College, Cincinnati, Hamilton County, held the thirty-first day of May, in the year eighteen hundred and sixty-nine, all the members of the Board being present, it was unanimously

**RESOLVED:** That the St. Xavier College, which was incorporated by special act of the General Assembly of Ohio, on the fifth day of March, in the year eighteen hundred and forty-two, by an act entitled "An Act to incorporate the St. Xavier College", which incorporate was for the limited period of thirty years, and the capital stock of which College is not divided into shares, under its present name and style of St. Xavier College, shall, and in fact it does, now and hereby, accept the provisions of an act passed by the General Assembly of the State of Ohio, on the seventh day of May, in the year eighteen hundred and sixty-nine, and entitled "An Act to provide for the incorporation of certain colleges therein described" ;

**RESOLVED:** That a copy of this resolution of acceptance, authenticated with the seal of the same College and signed by the President and Secretary of the Board of Trustees, be sent to the Secretary of State of Ohio at Columbus, June 4, 1869.

W. H. HILL, S.J., *President,*

(Seal)

J. A. M. FASTRE, S.J., *Secretary,*  
BOARD OF TRUSTEES.

UNITED STATES OF AMERICA, OHIO, }  
OFFICE OF SECRETARY OF STATE. } ss.

I, ISAAC R. SHERWOOD, Secretary of State of the State of Ohio, do hereby certify that the foregoing is a true copy of an instrument filed in this office June 5th, A.D. 1869, accepting on behalf of the trustees of St. Xavier College of Cincinnati, Hamilton County, Ohio, the provisions of an act passed by the General Assembly of Ohio, May 7th, A.D. 1869.

*In testimony whereof*, I have hereunto subscribed my name and affixed the great seal of the State of Ohio, at Columbus, this 5th day of June, A.D. 1869.

ISAAC R. SHERWOOD,  
*Secretary of State.*

## SYSTEM OF EDUCATION

The educational system in use at St. Xavier College (substantially the same employed in two hundred and twenty-seven educational institutions conducted by the Society of Jesus in nearly all parts of the world) is guided by the principles set forth in the *Ratio Studiorum*, a body of rules and suggestions outlined by the most prominent Jesuit educators in 1599, revised in 1832, and attended up to the present day with unflinching success.

Truly psychological in its methods, and based upon the very nature of man's mental processes, it secures on the one hand that stability so essential to educational thoroughness, while on the other it is elastic and makes liberal allowance for the widely varying circumstances of time and place. While retaining, as far as possible, all that is unquestionably valuable in the older learning, it adopts and incorporates the best results of modern progress. It is a noteworthy fact, however, that many of the recently devised methods of teaching, such as the *Natural*, the *Inductive* and similar methods, are admittedly and in reality mere revivals of devices recommended long ago in the *Ratio Studiorum*.

As understood by the Jesuits, education in its complete sense, is the full and harmonious development of all those faculties that are distinctive of man. It is more than mere instruction or the communication of knowledge. The requirement of knowledge, though it necessarily pertains to any recognized system of education, is only a secondary result of education itself. Learning is an instrument of education, which has for its end culture, and mental and moral development.

Consonant with this view of the purpose of education, it is clear that only such means, such as Science, Language and the rest, be chosen both in kind and amount, as will effectively further the purpose of education itself. A student can not be forced, within the short period of his school course and with his immature faculties, to study a multiplicity of the languages and sciences into which the vast world of knowledge has been scientifically divided. It is evident, therefore, that the purpose of the mental training given is not *proximately* to fit the student for some special employment or profession, but to give him such a general, vigorous and rounded development as will enable him to cope successfully even with the unforeseen emergencies of life. While affording mental stability, it tends to remove the insularity of thought and want of mental elasticity which is one of the most hopeless and disheartening results of specialization on the part

\*Those who are desirous of further information on this subject are referred to "Jesuit Education", by Robert Schwickerath, S.J., (Herder, St. Louis, 1903,) and to the numerous documents therein cited.

of students who have not brought to their studies the uniform mental training given by a systematic high school course. The studies, therefore, are so graded and classified as to be adapted to the mental growth of the student and to the scientific unfolding of knowledge. They are so chosen and communicated that the student will gradually and harmoniously reach, as nearly as may be, that measure of culture of which he is capable.

It is fundamental in the Jesuit System that different studies have distinct educational values. Mathematics, the Natural Sciences, Language, and History are complementary instruments of education to which the doctrine of equivalents can not be applied. The specific training given by one can not be supplied by another. The best educators of the present day are beginning to realize more fully than ever before that prescribed curricula, embracing well-chosen and coordinated studies, afford the student a more efficient means of mental cultivation and development. This, however, does not prohibit the offering of more than one of such systematic courses, as for instance, the Classical and the Scientific, in view of the future career of the individual. While recognizing the importance of Mathematics and the Natural Sciences, which unfold the interdependence and laws of the world of time and space, the Jesuit System of education has unwaveringly kept Language in a position of honor, as an instrument of culture. Mathematics and the Natural Sciences bring the student into contact with the material aspects of nature, and exercise the deductive and inductive powers of reason. Language and History effect a higher union. They are manifestations of spirit to spirit, and by their study and for their requirement the whole mind of man is brought into widest and subtlest play. The acquisition of Language especially calls for delicacy of judgment and fineness of perception, and for a constant, keen and quick use of the reasoning powers.

Much stress is also laid on mental and moral philosophy, as well for the influence such study has in mental development, as for its power in steadying the judgment of the student in his outlook on the world and on life. Rational Philosophy, as a means of developing young manhood, is an instrument of strength and effectiveness.

But to obtain these results, Philosophy must be such in reality as well as in name. It must not content itself with vague groping after light, with teaching merely the history of philosophy; detailing the vagaries of the human mind without venturing to condemn them; reviewing the contradictory systems which have held sway for a time without any expression of opinion as to the fatal defects which caused them to be discarded. It must do more than this. It must present a logical, unified, complete system of mind-culture in accord with the established laws of human thought; it must take its stand on some definite propositions expressive of truth; it must rise to the dignity of



a science. With such a definite system to defend against attack, the mind becomes more acute and plastic, the logical powers are strengthened, the value of a proof is properly estimated, the vulnerable points of error are readily detected, and truth comes forth triumphant from every conflict of mind with mind.

Finally, the Jesuit System does not share the delusion of those who seem to imagine that education, understood as enriching and stimulating the intellectual faculties, has of itself a morally elevating influence in human life. While conceding the effects of education in energizing and refining the student's imagination, taste, understanding and powers of observation, it has always held that knowledge and intellectual development, of themselves, have no moral efficacy. Religion alone can purify the heart and guide and strengthen the will. This being the case, the Jesuit System aims at developing side by side the moral and intellectual faculties of the student, and sending forth into the world men of sound judgment, of acute and rounded intellect, of upright and manly conscience. It maintains, that to be effective, morality is to be taught continuously; it must be the underlying base, the vital force supporting and animating the whole organic structure of education. It must be the atmosphere that the student breathes; it must suffuse with its light all that he reads, illuminating what is noble and exposing what is base, giving to the true and false their relative light and shade. In a word the purpose of Jesuit teaching is to lay a solid substructure in the whole mind and character for any superstructure of science, professional and special, as well as for the upbuilding of moral life, civil and religious.

### MORAL AND RELIGIOUS TRAINING

In its moral and religious training the College aims at building the conscience of its students for the right fulfillment of their civil, social and religious duties. There is insistence on the cultivation of the Christian virtues which operate for this fulfillment; and, as the only solid basis of virtue and morality, thorough instruction in the principles of religion forms an essential part of the system. Students of any denomination are admitted to the courses, but all are required to show a respectful demeanor during the ordinary exercises of public prayer. The Catholic students are required to attend the classes in Christian Doctrine, to be present at the chapel exercises, to make an annual retreat, and to approach the Sacraments at least once a month.

### EQUIPMENT

The College affords its students every facility for mental, moral and physical development. Its class-rooms and lecture halls are spacious, bright and well ventilated. It has a large gymnasium with

locker rooms and shower baths adjoining; an auditorium, known as "Memorial Hall" for student theatricals and literary and musical entertainments; and a chapel of marked architectural beauty, capable of seating six hundred and fifty students.

In the Department of Science the lecture rooms are fitted out with the latest improved devices, and the laboratories are generously provided with suitable apparatus and material for experimental work in Chemistry, Physics and Biology.

### LIBRARY

The College Library is classified according to the Dewey decimal system, and contains about sixty thousand bound volumes. The works are in the main well selected; many of them valuable and rare. Among the latter may be mentioned a "Universal History," translated from English into French, in one hundred and twenty six volumes; the "Classica Latina," in one hundred and fifty volumes; the Greek and Latin Fathers in one hundred and twenty five volumes; Bibles of various dates and in various languages, with a copy of the first edition printed in America; several specimens of 15th century printing, one bearing the date of 1468; a quarto manuscript of the Homilies of St. John Chrysostom on Matthew and John (Latin translation), done in Gothic characters on parchment and illuminated, date, 1174.

A general classification of the works is as follows:

PHILOSOPHY .....	1350
THEOLOGY (dogma, apologetics, etc.) .....	4850
RELIGION (accetical, devotional, etc.) .....	3714
LAW .....	3550
EDUCATION .....	2725
SOCIAL SCIENCES .....	940
NATURAL SCIENCES .....	2365
USEFUL ARTS .....	428
FINE ARTS .....	220
LITERATURE .....	6822
Fiction .....	2000
American Literature .....	538
English Literature .....	1207
German Literature .....	280
French Literature .....	480
Italian and Spanish .....	207
Classics, Latin and Greek .....	2120
General and Miscellaneous .....	2814
GEOGRAPHY AND TRAVEL .....	550

HISTORY .....	5330
General .....	320
European .....	515
American .....	533
Church .....	1070
Biography .....	2550
Travel .....	433
Hagiography .....	2959
GOVERNMENT DOCUMENTS .....	1890
BOUND NEWSPAPERS AND PERIODICALS .....	2770
GENERAL AND MISCELLANEOUS .....	2625

### ALUMNI SCIENCE HALL

The Alumni Science Hall is the gift of former students of the College. It was erected during the year 1920 at a cost of over \$110,000. The building is two stories in height, with outside dimensions of 142 feet, 4 inches by 61 feet. It contains six recitation rooms, laboratories and lecture-rooms for physics, chemistry and biology, offices and waiting-room, all thoroughly up-to-date and splendidly equipped. The equipment is the gift of the Knights of Columbus of the State of Ohio, and is valued at \$25,000.

### HINKLE ADMINISTRATION BUILDING

The Administration Building, known as "Hinkle Hall," is the result of the generosity of Mrs. Frederick Hinkle, of Cincinnati. It was erected at a cost of \$200,000, work being started on it simultaneously with the Science Building. It is a three-story Tudor Gothic structure, having a frontage of 157 feet, 4 inches and a depth of 96 feet. It contains five suites and thirty-six single living rooms for the faculty, besides the faculty chapel, recreation rooms and libraries, offices and parlors for administration purposes.

Both the Alumni Science Hall and the Administration Building are absolutely fire-proof, with concrete floors throughout. A new method of construction, guaranteed to reduce vibration and to render the buildings sound-proof, has been used. Both buildings were designed by Steinkamp & Brother and were erected by the Stone-Webster Construction Company and the Leibold-Farrell Building Company.

### RECREATION HALL

This building was formerly used as a club house by the Avondale Athletic Club, and since its purchase by St. Xavier College up to September, 1919, as a branch of St. Xavier High School. Since that

date it has been used as a reading room for classes of the College of Liberal Arts and for recreation purposes.

### GYMNASIUM

The Gymnasium, known as Memorial Hall, is situated at Seventh and Sycamore streets. The main floor measures 90 by 52 feet. There are hot and cold shower baths conveniently placed, two handball and basket ball courts and such equipment as is usually found in modern gymnasiums. A stage is built at one end of the main hall equipped with the latest theatrical appliances and lighted by electricity. It is furnished so as to make a most attractive auditorium. This hall is used for dramatic events, public debates and entertainments, and all general assemblies of the students. Plans are being drawn for a new gymnasium at Avondale.

### ATHLETICS

**Board of Control.** Student activities in all departments of athletics, which are encouraged by the College authorities in proportion to their importance, are under the control of an Athletic Council, consisting of representatives chosen from the Faculty, the Alumni Association, and the student body of all departments.

### THE CAMPUS

The college campus was formerly the park and athletic field belonging to the Avondale Athletic Club and is situated between the Administration Building and Recreation Hall. These buildings are situated on high level plateaus to the east and west of the campus, which thus occupies a broad valley, presenting an ideal field with gridirons, base ball diamonds, tennis courts and every facility for out-door athletics. A beautiful concrete stadium, with running track and gridiron, was completed and dedicated October, 1921.

### NEEDS OF THE COLLEGE

St. Xavier College is now bringing its ninety-second year of existence to a successful close. While venerable in point of age and traditions, and in the long roster of distinguished men whose names, once writ upon its students' register, have become noted in Church and State, in public and professional life, the College is still youthful in vigor and energy, in its desire to meet and best serve the ever-changing needs and conditions of modern life.

While passing more than once through periods of financial stress, St. Xavier has thus far succeeded in adjusting its expense budget to its revenues. To any one familiar with the large endowments of non-

Catholic institutions, it is a matter of surprise that Catholic colleges and high schools, with their generally scant incomes, can manage to exist, and the surprise disappears only when we recall that their professors give their services without salary.

But even with this advantage, it must be evident that an unendowed college is hampered in many ways. New buildings must be erected, old ones repaired, new scientific apparatus and other equipment must be secured, and professors for special work and technical branches engaged. In spite of all obstacles, St. Xavier has forged ahead, and relying largely on Providence, is now planning a greater St. Xavier which will be worthy of the progressive metropolis and for whose benefit it is projected.

The Jesuit members of the Faculty give their time, training and ability in teaching to the city without salary or other recompense beyond personal support. For more than eighty years the Faculty of St. Xavier have been devoting themselves in this manner to the people of Cincinnati, and they will continue to do so in the future. This fact explains how it is that St. Xavier could have established and maintained its departments as it has done, since the income derived from tuition in the academic and collegiate departments is necessarily very small. Services without salary, and economy in administration, explain the situation.

If, however, the College is to grow and meet the demands that are made upon it, the funds for such development must in large part be furnished by public-spirited citizens. For, on the one hand, the small surplus from tuition charges is not sufficient for any notable advancement and, on the other, money-making can not be a motive with the Faculty of the College or any like institution. Hence neither high rates in tuition can be considered, nor can the betterment of financial conditions resulting from unwise economy in equipment be contemplated. Well directed economy and prudent administration will succeed in conducting the College when once it is fully established, but funds for the grounds, buildings and equipment must come from other sources than those now under the control of the College.

Whoever feels within him the noble prompting to strive for the uplifting of his fellow-men will scarcely find richer returns for his investments than in the cause of Catholic higher education. The world-long struggle between truth and error is now keenest in the intellectual field, and truth can only hope to win, if its champions are well equipped with all the best weapons of modern learning and research. We have confidence in our cause; let us show that we are willing to make sacrifices for it.

Persons of benevolent intentions sometimes hesitate to give needed assistance to colleges, under the mistaken impression that

such benevolence aids only the sons of the wealthy, who should be able to provide for themselves. As a matter of fact the majority of students in our Catholic colleges and high schools are the children of parents who are making great sacrifices and depriving themselves of many comforts to give their sons a Catholic higher education. The number of wealthy students in our colleges is generally comparatively small. There is an abundance of talent and ambition amongst our Catholic youth, but only a small portion of it is now being developed to the advantage of society. Nor can we hope that this wasted and unused talent and ability will be utilized until our men and women of means learn to appreciate the importance of higher education to Church, state and individual and at the same time realize how many are hindered from attaining to intellectual eminence by lack of opportunity.

To be practical, we hope that the large debt of St. Xavier will soon be cancelled, its needed buildings erected, burses and scholarships founded, and, better still, endowments made, so that no bright, ambitious graduate of our parochial schools may be barred, for lack of means, from a Catholic higher education.

### BEQUESTS

Gifts to the College may take the form of scholarships, of professorships, of additions to the material equipment, or of contributions to the permanent endowment fund. Special conditions may, of course, be attached to any gift.

### FORM OF BEQUEST

I give and bequeath to the Trustees of St. Xavier College of Cincinnati, a corporation established by law in the State of Ohio, the sum of \$..... to be invested and preserved inviolably for the endowment of St. Xavier College, located at Cincinnati, Ohio.

Signature.....

Dated.....

### STUDENT ORGANIZATIONS

**Social Activities.** College life must include the development of the social side of every student's character. Marked initiative, *savoir faire* and leadership in organized religious and social movements for the common welfare of his fellows, are qualities expected of college men generally. For this purpose the college student organizations and activities furnish splendid opportunity.

However, be it said, that with regard to all forms of college activities the policy of the Faculty has always been that the student's first duty in college is attention to study, and that no other student activity should be allowed to interfere with this main purpose of college life.

### ELIGIBILITY RULES

Students taking part in dramatic performances, public debates, oratorical or elocution contests, or athletic events, and those who are appointed assistants on the staff of the College journals, as well as all officers of student organizations, are subject to the following *eligibility rules*: (1) They must have no conditions and no failures; (2) They must have attained a weighted average of at least C (75) in the previous semester or mid-semester examination; (3) They must not be under censure at the time of their election or appointment.

### SODALITY OF THE IMMACULATE CONCEPTION

OFFICERS 1922-1923

Moderator, Rev. Joseph Flynn, S.J.; Prefect, Jerome J. Corbett; First Assistant, John K. Mussio; Second Assistant, George E. Scahill; Secretary, Leo M. Kiley; Treasurer, Victor M. Feighery; Sacristans, Thomas J. Ball, George R. Vollman, Jr.; Librarians, Edwin M. Dittman, Norbert J. Hills; Promoters, George J. Sonnenman, Mark A. Theissen, Charles Wess, Joseph Egan.

The purpose of the Sodality is to develop Christian character under the protection of the Mother of Christ and to cultivate the lay apostolate. The College Sodality endeavors to obtain this two-fold purpose by conducting weekly meetings in the chapel at which the Office of the Blessed Virgin is recited and instructions are given by the director and by organizing sections for the promotion of special activities.

### PHILOPEDIAN SOCIETY

OFFICERS 1922-1923

Moderator, Rev. Joseph Flynn; President, first term, James J. O'Grady, second term, Phil. J. Kennedy; Secretary, first term, Victor M. Feighery, second term, August J. Kramer; Treasurer, first term, August J. Kramer, second term, Joseph A. Higgins; Committee on Debate, first term, John Thorburn, Phil. Kennedy, Robert Olinger; second term, Jerome J. Corbett, James J. O'Grady, Victor M. Feighery.

This Society was organized under its present name in 1841. Its object is to foster a taste for eloquence, history and general literature.

The members assemble in their hall every week for debates or for the discussion of carefully prepared essays on disputed points of history.

### LAW ORGANIZATION

*Jurist Organization*.—President, Robert Thorburn; Vice-President, Miss Alice Harrington; Treasurer, Anthony Conlon.

### ST. XAVIER CO-OPERATORS

President, Oscar Roth; Secretary, Miss Ann Overman; Treasurer, Joseph Vesper.

### ATHLETICS

**Board of Control.** The general supervision of all athletics is in charge of the Athletic Board of Control.

This Board has charge of all matters pertaining to athletic sports at the College, such as: Eligibility of players on all teams, investigation of charges of mis-conduct against any player, arrangement of schedules and signing of contracts, purchase of athletic supplies, awarding of letters, and the like.

The Athletic Board of Control consists of the Faculty Director of Athletics and his two Assistants, the Director of Physical Training, and the Student Managers and Captains, in season, of the various teams representing the College.

The policy of the Board is that of hearty encouragement of all forms of intramural and intercollegiate athletics:

**Intramural.** The College has organized leagues in baseball, tennis, football and basketball, thus securing the means for healthy exercise and recreation.

**Intercollegiate.** Representative teams contest with other colleges in the above-named branches of sport. The members of these teams must furnish satisfactory scholastic records. (Cf. Eligibility Rules, p. 32).

### ATHLETIC COUNCIL

OFFICERS

Walter S. Schmidt, '05, Chairman; John E. Hoban, '03, Secretary; J. D. Cloud, '03, Treasurer; A. W. Leibold, '05, Chairman Organization Committee; Thomas M. Georhegan, '02, Chairman Schedules Committee; Sylvester Hickey, '13, Chairman Publicity Committee; Harry J. Gilligan, '12, Graduate Manager; Luke Leonard, '23, Student Manager; Edward F. Maher, S.J., Faculty Rep-

representative; Albert J. Weimer, '23, Student Representative, Law College; Aloysius M. Boex, Student Representative, College of Commerce.

### THE STUDENT COUNCIL

This representative body undertakes to promote student activities whether athletic, social, scholastic or religious; to maintain a healthy spirit of interest and comradeship among the students; to impart, foster and exemplify the ideals which the College strives to realize. It attempts to meet local student problems chiefly by creating a sane public opinion.

The *ex-officio* members of the Council are the Dean, as Faculty representative, and the president of each class. The other seven members are chosen as follows: the Freshmen choose as their representatives a member from each of the three upper classes; the Sophomore, a member each of the higher classes; the Junior, a Senior; and the Seniors, a member of their own class. The purpose of this method is to give the weight of numbers to the upper classmen who are better acquainted with the spirit of the school, and to make the Council a thoroughly representative body.

### COLLEGE GLEE CLUB

All students who, in the opinion of the Director, have the necessary qualifications, are eligible to membership in the College Glee Club. Two hours each week, on an average, are given to vocal culture, accompanied by instruction in musical theory and correct interpretation. Four part compositions of moderate difficulty are chosen for the rehearsals. The Glee Club is expected to furnish one or more numbers for all public or semi-public entertainments. Regularity in attendance at rehearsals is imperative and an absolute condition of membership.

### COLLEGE ORCHESTRA

The College Orchestra affords opportunity for *ensemble* playing. Membership is open to those students who have sufficiently mastered the technique of an orchestra instrument, and display satisfactory facility in reading moderately difficult music at sight.

### THE ST. XAVIER ALUMNI ASSOCIATION

#### OFFICERS FOR 1923

President, J. Dominic Cloud, '03; Vice-President, Clarence E. Spraul, '08; Honorary Vice-Presidents, '40's J. A. McMahon, '60's Dr. W. H. Wennin, '70's James A. Sebastiani, '80's Edward J.

Babbitt, '90's Oscar J. Dreyer, '00's Walter S. Schmidt, '10's Edmund B. Meiners, '20's Walter S. Hadley; Financial Secretary, Paul V. Connolly; Recording Secretary, J. Paul Geoghegan, '11; Treasurer, T. Gordon Gutting, '18; Historian, John Bunker, '05; Executive Committee, Thomas M. Geoghegan, '02, Richard Crane, Alfred T. Geisler, '17, Dr. A. C. Minor, '04, Dr. William Topmoeller, '08, John E. Hoban, '03, Paul K. Moorman, '11; Activity Committee, Anthony B. Dunlap, '90, Albert Wesselman, '96, Oscar Dreyer, '98, Thomas Geoghegan, '02, Louis Coffin, '04, Nicholas Hoban, '07, Clarence Spraul, '08, Harry Bridwell, '09, Joseph Topmoeller, '10, Walter Verkamp, '11, Harry Rieckelman, '12, Elmer Conway, '13, James O'Connell, '14, Albert Cash, '16, Lawrence Kyte, '21; Moderator, Rev. George R. Kister, S.J.

### "THE XAVERIAN NEWS"

The publication of *The Xaverian News*, a fortnightly newspaper of student activities, was begun in November, 1918. It is intended to knit student activities more closely together, while stimulating and invigorating them. It is published by a board of student editors, under the supervision of a Faculty Director. This editorial staff is appointed by the Director on recommendation of the Department of English and with the approval of the President of the College. Appointment to the staff is a recognition of literary ability.

The Staff: Faculty Adviser, Edward F. Maher, S.J.; Editor, Ray A. Huwe, '23; Associate Editor, John Thorburn, '24; Editorial Department, James J. O'Grady, '23, Victor Feighery, '24, Mabel Madden, Oscar Roth, George J. Sonneman, '23, Joseph Meyers, '25, Marie Freiberg, George R. Vollman, Jr., Louis Eberts, '23, Edward Herricks, J. Harry Moore, '25, John A. Murray, '25, Warren Rush, '24, Earl Winter, '26; Business Department, Phil. J. Kennedy, '25, Edward M. O'Connor, '23, Frederick Lamping, '26, Norbert Bergman.

### STUDENT EXPENSES

As the institution is not endowed, it is entirely dependent for its support on the fees paid for tuition.

Payments must be made quarterly or semi-annually in advance. The accounts for tuition dates from the day of the student's entrance. No deduction is allowed for absence, save in case of dismissal or protracted illness. The session is divided into quarters, beginning respectively about the 1st of September, the 15th of November, the 1st of February and the 15th of April.

No student will be admitted to a semester examination or to the final examination for graduation if any bills remain unpaid.

Tuition, per session of ten months, for all classes.....	\$80 00
Students of Chemistry and Biology, for the use of material and apparatus, per session.....	20 00
Physics.....	15 00
Breakage Fee (returnable).....	5 00
Fee for the privilege of examination in any conditional branch —each subject, payable in advance.....	1 00
Conditioned examinations, on days other than those assigned by the Faculty.....	2 00
Former students, applying for a detailed certificate of scholar- ship, must pay a Registrar's fee of.....	1 00
Matriculation Fee (payable on first entrance only).....	5 00
Graduation Fee.....	15 00
Student Activities.....	10 00

### STUDENT AID

Whenever practicable, self-help is encouraged by student employment, through the St. Xavier Students' Welfare Bureau. This organization was established August 4, 1919. Its object is to secure employment and suitable lodgings for students who may be in need of assistance, and to enable students who have finished their course to secure desirable positions. Students who need aid should communicate with the President of the Bureau or with the President of the College before September 1st in each year of the college course. A student applying for aid for the first time should present in writing evidence that he is worthy to receive assistance and that such help is necessary to enable him to continue his collegiate studies. Assistance will be withdrawn from students who are irregular in attendance or who fail to maintain a satisfactory record in scholarship or department. The members of the St. Xavier Students' Welfare Bureau are drawn from the ranks of the prominent business men of the city of Cincinnati.

### OFFICERS

Richard Crane, President; Elmer L. Conway, Secretary; Hubert F. Brockman, S.J., *ex-officio*. Executive Committee: Michael Devanney, James J. Heekin, Albert W. Leibold, Thomas M. Geoghegan, James A. Reilly, Walter S. Schmidt.

### SCHOLARSHIPS

A word of explanation may be welcome as to the purpose and manner of the establishment of Scholarships. The Faculty receives numerous applications each year from deserving young men who have not sufficient means to pay the usual fees, but who are eager to

obtain the advantages of a thorough Catholic education. It is with regret that the Faculty finds it impossible to receive all these applicants, since in point of character and diligence they are often all that can be desired. Financial reasons, however, make it necessary to limit the number of pupils admitted free or at a reduction, and it is to widen these limits to greater numbers and open to them the benefit of Catholic education and moral training that we appeal to the friends of the School.

Some of the friends of St. Xavier's, realizing the importance and necessity of substantial encouragement and support, have tendered such encouragement and support in the most practical and desirable way, viz.: by establishing Scholarships.

A **Perpetual Scholarship** is said to have been founded or established when the endowment is two thousand five hundred dollars, a sum sufficiently large to yield an annual interest that will cover the yearly tuition fees.

A **Course Scholarship** represents an amount necessary for a full course, payable annually, entitling the holder, upon successful examination at the end of the Course, to a Baccalaureate Degree.

An **Annual Scholarship** is provided by the yearly donation of eighty dollars.

The President and Faculty wish to express their grateful appreciation of the generosity of these friends of Catholic higher education, and would suggest the founding of such scholarships as an excellent means of assisting the school in its present need.

It should be understood, moreover, that any contribution, however small, may be applied to the good work of founding a scholarship—and the fractional contributions received will be applied to the purpose designated as soon as they will have reached the sum required. In this way, every one may lend a hand, and the good done by securing to every earnest studious young man the priceless advantage of a Catholic education, is endlessly in excess of the moderate outlay involved. We recommend this work to those who feel moved to help poor and worthy students on their way in life.

### PERPETUAL SCHOLARSHIPS

**The William F. Poland Fund.**—About ten years ago Rev. William F. Poland, S.J., transferred a fund, inherited from his parents, to St. Xavier College, with the ultimate intention of endowing the College classes. The holders of the scholarships are to continue to be acceptable in character and demeanor and to maintain their high class standard throughout the year under penalty of forfeiting their scholarship. For the present the Junior and Senior classes enjoy the advantage of this fund. It is hoped that, in the course of time, the

Freshman and Sophomore classes may be placed on the same basis through the aid of this fund, together with like help on the part of other friends of the College.

**A Friend.** Two Scholarships, in thanksgiving for favors received, by a friend of Catholic higher education, whose name is withheld for the present by request.

**The Young Ladies' Sodality Scholarship**, founded in 1911, by the Young Ladies' Sodality of St. Xavier Church, in favor of a deserving student of St. Xavier Parochial School.

**The Denis F. Cash Scholarship**, founded in 1913 by this true friend of Catholic higher education.

**The Margaret Conway Scholarship**, founded in 1914 by Miss Margaret Conway.

**The Alphonse S. Wetterer Scholarship**, founded in 1915 by the late Alphonse S. Wetterer, to be applied to a deserving student of St. Augustine's Parish, Cincinnati, O.

**The Bernard Brockmann Scholarship**, founded in 1915 by the late Bernard Brockmann, of Cincinnati.

**The St. Xavier Young Men's Sodality Scholarship** is maintained by the income from a fund of \$1,500 given to the College by the Young Men's Sodality of St. Xavier Church. It is bestowed at the discretion of the Moderator of the Sodality upon any worthy student from St. Xavier Parish giving promise of future usefulness and studying in the Classical Course. The income from this scholarship amounts to \$80 a year.

**The Cornelius Shea Scholarship** is supported by a fund of \$1,000 given to the College "for the cause of Catholic education." The income from this amount is awarded annually, at the discretion of the President of the College, to a deserving student in the Classical Course.

The President and Faculty wish to express their grateful acknowledgment of the receipt of five hundred dollars, advanced by a friend as a basis for another Perpetual Scholarship.

### COURSE SCHOLARSHIPS

**The Judge William A. Geoghegan Scholarship**, offered by Judge William A. Geoghegan for a deserving student to be chosen by the Faculty.

**The James L. Leonard Scholarship**, offered by Mr. J. L. Leonard to procure for a deserving student the lasting benefits of the same training received by himself.

The **Class of 1923 Scholarship**, offered by the members of the class and to be awarded to one of the successful candidates from the Eighth Grade of the Parochial Schools of the Dioceses of Cincinnati and Covington, taking part in the annual scholarship contest.

### ANNUAL SCHOLARSHIPS

Scholarships for the coming year are offered by the League of the Sacred Heart, St. Xavier Church (three scholarships), and one by the Rosary Christ Child Society of St. Xavier Church, Thomas Geoghegan, A.B., and Mrs. Charles Williams. Two scholarships are also offered by Matthew Ryan and family.

### FOUNDED MEDALS AND PRIZES

Another method of assisting both Faculty and students is the foundation of medals and other prizes. A gift of \$500 will found a medal in perpetuity and the founder's name will be perpetuated in the annual catalogues. It is hardly possible to conceive a more effectual way of perpetuating the memory of a benefactor than this foundation of medals and prizes. The name of the benefactor will be annually recalled as long as the College survives, and unborn generations of beneficiaries will bless the memory of the benefactors.

### COLLEGE HONORS

#### COMMENCEMENT HONORS

Diplomas are graded as *rite*, *cum laude*, *magna cum laude*, *summa cum laude*, according to scholarship.

*Summa cum laude* rank is fixed at ninety five per cent, *magna cum laude* at ninety per cent, and *cum laude* at eighty-five per cent.

These honors are announced at Commencement in June, are described on the diplomas of the recipients, and appear in the published list of graduates in the annual catalogue.

#### HONORS IN SCHOLARSHIP

The honors and prizes awarded at the end of the year are determined by the combined results of class work and examinations mentioned above. Four gold medals for Class Honors are awarded each year to those students who lead their respective years in scholarship, provided a grade of A (92-100) or above is maintained for the year's work.

Those who maintain an average of A throughout the year merit the distinction of First Honors. An average of B + (85-81) entitles a student to Second Honors. A student who fails to receive D (70)

in any subject in a semester examination is thereby disqualified to receive any honors during that year.

### PRIZES

**Inter-Collegiate English Prize.** A purse of \$100.00 (\$50.00 for the first prize; \$20.00 for the second; \$15.00 for the third; \$10.00 for the fourth, and \$5.00 for the fifth), is offered yearly by Mr. D. F. Bremner, of Chicago, for excellence in English essay writing. The purse is open to competition among the students of the Jesuit Colleges of the Missouri Province, which are:

St. Louis University	St. Louis, Mo.
St. Xavier College	Cincinnati, O.
Loyola University	Chicago, Ill.
St. Mary's College	St. Marys, Kan.
Creighton University	Omaha, Neb.
University of Detroit	Detroit, Mich.
Marquette University	Milwaukee, Wis.
St. Ignatius College	Cleveland, O.
St. John's University	Toledo, O.
Campion College	Prairie du Chien, Wis.
Rockhurst College	Kansas City, Mo.
Regis College	Denver, Col.

**Inter-Collegiate Latin Prize.**—For the best Latin essay from competitors of the same colleges, a gold medal is offered each year by Very Rev. Francis X. McMenamy, S.J., Provincial.

**The Joseph B. Verkamp Medal.**—A gold medal is offered by Mr. Joseph B. Verkamp to be awarded to that member of the Philopendian Society who shall deliver the best speech in the annual Public Debate of the Society.

**The Alumni Oratorical Medal.** A gold medal, known as the "Washington Medal," is offered by the St. Xavier Alumni Association for the best original oration delivered in the annual contest in oratory, held on February 22d, Washington's Birthday.

**Elocution Medal.** A gold medal is offered each year for the best recitation in the College elocution contest.

**Honorable Mention** is awarded in the various departments, v. g.: Chemistry, English, French, Latin, etc., under the following conditions: (1) there must be a standing of not less than (C) 77 per cent in every department; (2) an average of (A) 93 per cent must be maintained for a full year's course in the department in which honorable mention is sought.

## ADMINISTRATIVE PROCEDURE

### SESSIONS AND VACATIONS

The college year begins on the second Monday in September, and includes thirty-six weeks, which are divided into fall and spring terms, or semesters, of eighteen weeks each. There is a Christmas Recess of one week, and an Easter Recess of six days. Classes are not held on legal holidays, nor on days observed as holidays of obligation in the Catholic Church. Commencement Day takes place during the third full week in June.

### ATTENDANCE

**Absence.** Parents and guardians should observe that absence and tardiness, for whatever cause, seriously affect class-work and consequently the student's standing.

Students not in their places at the opening of the semester must present written excuses from their parents or guardians for the delay.

Students who are not present at recitations during the twenty-four hours preceding or following the Christmas or summer recesses will be marked three absences for each recitation missed, unless permission has been *previously* granted by the Dean. If a student is absent from any class exercise without such permission, his registration in that course is canceled. If such absence is not adjusted within two weeks, a grade of F will be recorded for the course.

The maximum number of absences allowed a student in any course, *without deduction of grade* in any semester, is the same as the number of class exercises per week in that course. Absences from laboratory courses in excess of one sixth of the total number for the semester will cancel the registration for the course.

For each absence in any subject up to one tenth of the regular recitation periods for the semester, deductions are made from the *final grade* of the students as computed from the daily standing and final examinations, as follows:

One half per cent for four or five hour studies.

One per cent for two or three hour studies.

For each absence in excess of one tenth of the recitations, twice the above schedule of deductions is made.

If a student is absent *with or without excuse*, from twenty per cent or more of the exercises of a given class, in any semester, he will be required to take an extra examination which will ordinarily cover the work gone over *during his absence*.

Tardiness in class attendance is regarded as a partial absence, unless the matter is adjusted *on request of the student* at the close of the hour. Three tardy marks will be recorded as one absence.



Teachers are to report to the President all students who are absent one tenth of the recitations of a course as soon as that number shall have been reached.

### CHAPEL ATTENDANCE

All students are required to be present at Mass on class days and at other chapel exercises whenever held during the week. Absence from chapel exercises is allowed on an average of once a week for each semester. Any student upon application to the Dean may be excused from attending Mass in the College Chapel in order to attend services in his own parish church. If the student is under twenty-one years of age his application must be accompanied by a written request from parent or guardian.

A retreat of three days, from which no exemptions are allowed, is conducted annually for the students in the College Chapel.

### DISCIPLINE

The educational system employed by the College includes, as one of its most important features, the formation of character. For this reason, the discipline, while considerate, is unflinchingly firm, especially when the good of the student body and the reputation of the institution are concerned.

While it is the policy of the Faculty to trust as much as possible to the honor of the students themselves in carrying on the Government of the College, nevertheless, for the maintaining of order and discipline, without which the desired results are not attainable, regular and punctual attendance, obedience to College regulations, serious application to study and blameless conduct will be insisted upon. Any serious neglect of these essential points will render the offender liable to suspension or even to dismissal.

There are four grades of censure: probation, suspension, dismissal and expulsion. By the first is meant that a student has forfeited the confidence and high esteem of the college authorities and is required to restore them by definite and manifest acts of attention to duty and gentlemanly behavior. Suspension is exclusion from the College for a definite period. Dismissal is exclusion for an indefinite period implying a permanent severing of the student's connection with the College. Expulsion is final exclusion of the student from the College and is the highest academic censure and may or may not, according to circumstances, be publicly administered.

The College reserves the right to dismiss at any time a student who fails to give satisfactory evidence of earnestness of purpose and of interest, primarily, in the serious work of college life. Dismissal

may be made without specific charges and, in rare cases, perhaps on grounds that seem insufficient to students or parents. The College in these cases holds itself to be the more capable judge of what affects the interests of the institution and the student body. Those who are unprepared to accept this condition should not apply for admission.

### EXAMINATIONS

Examinations in all subjects are held at the close of each semester. Partial examinations and written recitations are held from time to time during the semester, with or without previous notice to the students, at the discretion of the instructor. The result of a semester examination, combined with the student's class work (each to count one half) will determine his grade for the semester.

A condition (E) due to failure in a semester examination may be removed by a supplementary examination, upon recommendation of the department concerned, with the approval of the Dean of the College. The supplementary examinations are held during the first month of the succeeding semester. They may be taken only on the days specified.

A conditioned student who desires such examination must notify the department concerned one week in advance so that examination questions may be prepared. He must also notify the Dean on or before the same day so that arrangements may be made for the examination. For each subject, a fee of one dollar is charged, payable in advance at the Treasurer's office. Removal of conditions by examinations shall not entitle the student to a grade higher than C.

A student may take only one examination to remove a condition. If he fails to pass the subject, in both the regular and supplementary examinations, he must repeat the entire subject in class.

Conditions may be incurred: (a) by a failure to satisfy the requirements of any course, which requirements include the recitations, tests and other assigned work as well as the examinations; (b) by exclusion from an examination because of excessive class room absences;\* and (c) by absence, due to any cause, on a day appointed for the examination, provided the work done during the semester is below passing.

Conditioned students absent from the regular supplementary examinations must present an excuse satisfactory to the Dean or receive a grade of F for the course.

\*"The right to examination in any subject at the end of a semester will be refused (a) to those who have not been present 85 per cent of the class time, or (b) who have not handed in 85 per cent of written assignments in laboratory or other work." Cf. Report of the Committee on Studies, 1916.

## CLASSIFICATION OF STUDENTS

No student will be advanced to a higher class if he has any conditions prior to the year in which he ranks.

Those students are ranked as Sophomores who have at least twenty four hours (and points) and have completed the prescribed courses of freshman year; Juniors, those who have fifty six credits (and points) and have completed the prescribed courses of the sophomore year; Seniors, those who have ninety-two credit hours (and points) and have completed the prescribed courses of the junior year.

No student will be considered a candidate for graduation if he has *any deficiency* at the beginning of the second semester of the Senior year.

## REPORTS

Every professor reports three times a semester to the Dean, on blanks provided for that purpose, the standing of each student in his classes, together with the number of his absences and deficiencies in class work. When a student is seen to be falling behind in his studies, he is notified at once and counselled to bring up his standing. If no improvement is shown, his parents or guardians are notified.

A detailed report of scholarship, attendance and conduct is sent to parents and guardians four times a year. Special reports of individual students will be furnished at any time upon request.

## GRADES OF SCHOLARSHIP

A student's grade of scholarship in each of his subjects is determined by the combined results of examinations and class work; except in the semester examinations, which are held to be decisive in themselves.

The grades assigned are the following: A, excellent; B, good; C, fair; D, barely passing; E, conditioned; F, failed; I, incomplete; X, absent from examination. These grades are not given out to the students by the professors, but are regularly issued from the office of the Dean of the College.

## TRANSCRIPTS OF RECORDS

Students wishing transcripts of records in order to transfer from this College to another or for other purposes, should make early and reasonable application for the same. No such statements will be made out during the busy periods of examination and registration, September 1 to 15, January 15 to February 1, and June 15 to July 1.

## STUDENT ADVISERS

Students are assigned to general advisers in the second semester of the Freshman year. The adviser must be retained throughout the student's course, unless special permission is obtained to change. The student's general electives must be selected under the direction of the general adviser, whose signature must appear on the registration card. In the Junior and Senior years the student must first secure the signature of the head of the department in which he is doing his major work, and second, the signature of the general adviser. During the time of registration the advisers keep office hours. The Dean of the College is chairman of the Board of Advisers, and is temporarily general adviser for all Freshmen and all new students admitted with advanced standing.

## ADMISSION

### REGISTRATION

New students must make application for admission to the Registrar, and must file permission to register with him. A student will not be registered without *official* entrance records. Students entering from other colleges should first see the Chairman of the Committee on Advanced Standing.

Former students in good standing, after having paid their fees, will proceed to the Registrar to arrange their schedule for the semester.

## TESTIMONIALS AND CREDENTIALS

All applicants for admission to the College must present satisfactory testimonials of good moral character. A student entering from another college or institution of collegiate rank, must furnish from such institution a certificate of honorable dismissal before his credentials for scholarship will be examined by the Entrance Board.

## ENTRANCE REQUIREMENTS

Candidates for admission to Freshman year must present entrance credits amounting to fifteen units representing four years of high school work. A unit is a series of recitations or exercises in a given subject pursued continuously throughout the school year. The number of class exercises required in a week for each unit shall, in general, be five. Double periods are required for laboratory courses.

Not less than a full unit will be accepted in the first year of any language. Half units will be accepted, but only when presented in addition to integral units in the same subject, or in half-year subjects

which constitute a *complete* course in themselves, e. g. Solid Geometry. Any two of the biological sciences (Physiology, Botany, Zoology) may be combined into a continuous year's course equal to one unit.

### I. Prescribed Entrance Requirements

(a) For the A. B. Degree		(b) For the B. S. Degree	
English .....	3 units	English .....	3 units
Mathematics .....	2 units	†Mathematics.....	2.5 units
*Latin.....	4 units	*Foreign Language ...	2 units
History .....	1 unit	History .....	1 unit
Science .....	1 unit	Science .....	1 unit
(c) For the Ph. B. Degree			
English .....	3 units		
Mathematics.....	2 units		
*Modern Language ...	2 units		
History .....	1 unit		
Science .....	1 unit		

### II. Electives

The remaining four or five and one-half units may be selected from any subject counted towards graduation in an accredited or recognized high school, with the following restrictions:

- (a) No subject may be presented for less than a half unit of credit, as explained above.
- (b) Not more than one unit will be accepted in any vocational subject counted toward graduation in an accredited or recognized high school.
- (c) Vocal music and physical training will not be recognized for credit.

### CONDITIONS

A condition of not more than *one unit* may be allowed to a candidate ranking above the lowest quarter of his high school class; but no condition is allowed in the *prescribed* English, Algebra or Geometry.

(a) This remaining unit may represent work not offered at entrance, and is in that case a real *deficiency*. Such students are considered as deficient students and must remove this deficiency during their first year of residence.

\*Students presenting full fifteen units without the prescribed four units in Latin or without the prescribed two units in foreign language will be given an opportunity to make up these requirements during the first two years at college.

†Candidates for the B. S. degree who present fifteen units, but only two units in Mathematics, may be admitted with the obligation of supplying the other half unit during Freshman year.

(b) Students offering the required number of units may fall slightly below the passing grade in one unit of work. Such students are considered as *conditioned* and must stand an examination for the removal of this condition during the Freshman year.

The work of the first year must be so arranged and so limited in amount that all conditions shall be removed and all deficiencies made good *promptly*. Deficient and conditioned students must, therefore, submit their course of study for approval to the Dean of the College.

## METHODS OF ADMISSION

### ADMISSION BY CERTIFICATE

Admission without examination *on certificate* is granted to students from approved secondary schools as follows:

1. St. Xavier High School.
2. Secondary schools accredited by any recognized standardizing agency.
3. Secondary schools accredited by the University of Ohio.
4. High schools of the *first grade* in other states, which are so rated by the State Superintendent of Public Instruction.
5. Private schools and academies, not on any list, but approved, after investigation, by a vote of the Faculty of St. Xavier College.

Credentials which are accepted for admission become the property of the College and are kept permanently on file. All credentials should be filed with the Registrar. They should be mailed at least one month before the beginning of the semester in order to secure prompt attention. Compliance with this request will save applicants much inconvenience.

Blank forms of entrance certificates, which are to be used in every case, may be had on application to the Registrar. Certificates must be made out and signed by the principal or other recognized officer of the school and mailed by him directly to the Registrar.

No certificate will be accepted unless the holder has spent the last year of his high school course in the school issuing the certificate. A catalogue of the school, if published, describing the course of study in detail, should accompany the certificate.

It is expected that the Principal will recommend not all graduates, but only those whose ability, application and scholarship are so clearly marked that the school is willing to stand sponsor for their success at college.

The College reserves the right to require entrance examinations in the case of candidates for admission whose certificates show grades below 80 per cent in the prescribed units.

The certificates should fully cover the entrance requirements of

the College. Admission on school certificates is in all cases provisional. If, after admission to the College, a student fails in any subject for which a school certificate was accepted, credit for that entrance subject may be canceled.

### ADMISSION BY EXAMINATION

Applicants who are not entitled to enter *on certificate* must take the entrance examinations in the entire number of required units listed on page 46. These examinations are held during the last week in June and the first week in September. The applicant may divide the examinations into two parts, taking as many as possible in June, and the remainder in September. An examination in which the applicant has failed in June may be taken again in September.

### ADMISSION TO ADVANCED STANDING

College credit for work done in a secondary school in excess of the requirements for admission can be given only on examination provided through the Dean's office, and on the basis of four semester hours of credit for one unit of work.

Candidates for admission from other institutions of collegiate rank, which offer the same or equal courses of study as those at St. Xavier College, will be granted the same standing as at the former institution upon presenting in advance of registration:

1. A certificate of honorable dismissal.
2. An official transcript of college credits, with specifications of courses and year when taken, hours and grades.
3. An official certified statement of entrance credits and conditions, showing the length of each course in weeks, the number of recitations and laboratory exercises each week, the length of recitation and the mark secured.
4. A marked copy of the catalogue of the college previously attended, indicating the courses for which credit is desired.

No student will be admitted to the College as a candidate for a degree after the beginning of the first semester of the Senior year.

### SPECIAL STUDENTS

Mature and earnest students who are either lacking in the required entrance units or who wish to pursue particular studies without reference to graduation, may be admitted with the permission of the Dean, to such courses of their own choice as they seem qualified to undertake.

The work thus done by special students can not be counted later on toward a degree at St. Xavier College unless all entrance requirements have been satisfied.

## SCOPE OF ENTRANCE SUBJECTS

The following descriptive outline indicates the amount of preparation expected in each of the subject named:

### LATIN

[a] **Grammar and Composition.** The preparation in grammar and composition will require a thorough knowledge of the entire Latin grammar together with such facility in writing Latin prose as is required by one who satisfactorily completes the course of exercises prescribed by St. Xavier High School. This course is based on Bennett's New Latin Composition.

[b] **Reading.** Caesar's Gallic War, four books; Nepos Lives (6) may be taken in place of two books of Caesar; Cicero's "Orations against Catiline and for Archias and the Manilian Law." Cicero's "De Senectute and Sallust's Catiline or Jugurthine War" may be taken as substitutes for three of the above orations. Vergil, four books of the Aeneid (or their equivalent from the Eclogues, or Georgics), and Ovid's Metamorphoses. The examination will include *translation at sight* of both prose and verse. (*Four units.*)

### GREEK

[a] **Grammar and Composition.** The examination in grammar will require a thorough knowledge of etymology, of the syntax of cases, the rules of concord and prepositions. A working knowledge of the epic dialect; practice in metrical reading and written scansion; practice in reading at sight. For Greek the credit is three units. Composition will be based on Xenophon and will test the candidate's ability to translate into Greek simple sentences with special reference to the use of the forms, particularly of the irregular verb, and the common rules of syntax.

[b] **Reading.** Xenophon's Anabasis, four books, or their equivalent; Homer's Iliad or Odyssey, two books. The examination will include *translation at sight* of both prose and verse. (*Three units.*)

### ENGLISH\*

#### a. RHETORIC AND COMPOSITION

The applicant should be familiar with the principles of Rhetoric as set forth in Brook's, Scott-Denney, or an equivalent. The composition will test the candidate's ability to write clear, idiomatic

\*The Uniform College Entrance Requirements in English for 1917 will be accepted, as will any fair equivalent work in this department.

English. The subject will be taken from his experience and observation, or from the books he presents for examination. The spelling and punctuation must be correct, the sentences well constructed. The writer must show discrimination in the choice of words and ability to construct well ordered paragraphs.

## b. LITERATURE

1920-1921

A. For Reading. Cooper, *The Spy, The Last of the Mohicans*; Stevenson, *Treasure Island*; Poe, *Poems and Tales*; Scott, *The Talisman*; Longfellow, *Tales of a Wayside Inn*; DeQuincey, *Flight of a Tartar Tribe*; Eliot, *Silas Marner*; Shakespeare, *Julius Caesar*; Pope, *Essay on Criticism*; Tennyson, *Idylls of the King*.

B. For Study. Dickens, *Christmas Stories*; Irving, *Sketch Book*; Hawthorne, *Twice-Told Tales*; Scott, *Ivanhoe*; Whittier, *Snowbound*, and other poems; *Sir Roger de Coverly Papers*; Washington, *Farewell Address*; Webster, *Bunker Hill Oration*; Dickens, *David Copperfield*; Lowell, *Vision of Sir Launfal*, and other poems; Lamb, *Essays of Elia*; Macaulay, *Essay on Johnson*; Garraghan, *Prose Types in Newman*; Newman, *Dreams of Gerontius*; Shakespeare, *Merchant of Venice*.

A knowledge of the subject matter and form of each work with an explanation of the principal allusions will be required, together with the literary qualities, so far as they illustrate rhetorical principles, a biographical outline of the authors and an account of their works. (Three units.)

## FRENCH\*

1. The first year's work should include careful drill in pronunciation and in the rudiments of grammar, abundant easy exercises designed to fix in mind the principles of grammar, the reading of 100 to 175 pages of graduated text, with constant practice in translating easy variations of the sentences read, and the writing of French from dictation. (One unit.)

2. The second year's work should comprise the reading of from 250 to 400 pages of easy modern prose in the form of stories, plays, or historical or biographical sketches, constant practice in translating into French easy variations upon the texts read, frequent abstracts—sometimes oral and sometimes written—of portions of the text already read, writing French from dictation, and continued

\*The admission requirements in French are those recommended by the Modern Language Association of America.

grammatical drill, with constant application in the construction of sentences. (One unit.)

3. Advanced courses in French should comprise the reading of 400 to 600 pages of French of ordinary difficulty, a portion to be in the dramatic form, constant practice in giving French paraphrases, abstracts, or reproductions from memory of selected portions of the matter read, the study of a grammar of moderate completeness, and the writing from dictation. (One unit.)

## GERMAN\*

1. The first year's work should comprise careful drill in pronunciation; memorizing of easy, colloquial sentences; drill upon the rudiments of grammar; easy exercises, designed not only to fix in the mind the forms and principles of grammar, but also to cultivate readiness in reproducing natural forms of expression; the reading of from 55 to 100 pages of text; constant practice in translating into German easy variations upon sentences selected from the reading lesson and in reproducing from memory sentences previously read. (One unit.)

2. The second year's work should comprise the reading of 150 to 200 pages of literature in the form of easy stories and plays, practice in translating into German the substance of short and easy selected passages, and continued drill upon the rudiments of grammar. (One unit.)

3. Advanced work should include, in addition to the two courses above, the reading of about 400 pages of moderately difficult prose and poetry, with constant practice in giving, sometimes orally and sometimes in writing, abstracts, paraphrases, or reproductions from memory of selected portions of the matter read; also grammatical drill upon the more technical points of the language. (One unit.)

## HISTORY

The candidate will be expected to show on examination such general knowledge of each field as may be required by the study of an accurate text-book of not less than three hundred pages. The examination will call for comparisons of historical characters, periods and events, and, in general, for the exercise of judgment as well as of memory.

1. Ancient History. Comprising Oriental and Greek History to the death of Alexander, and Roman History to 800 A.D., with

\*The admission requirements in German are those recommended by the Modern Language Association of America.

due reference to Greek and Roman life, literature and art. (*One unit.*)

**2. Mediaeval and Modern History.** From the death of Charlemagne to the present time. (*One unit.*)

**3. English History.** With due reference to social and political development. (*One-half or one unit.*)

**4. American History.** With special stress upon the national period, and Civil Government. (*One half unit.*)

**5. Civics.** Garner's Government in the United States. (*One-half unit.*)

### MATHEMATICS

Elementary Algebra and Plane Geometry are required for admission to all courses; the other subjects are optional, unless otherwise indicated above.

**1. Elementary Algebra.** Algebra through Quadratics. The points to be emphasized are: Rapidity and accuracy in performing the four fundamental operations, factoring and its use in finding the greatest common factor and the lowest common multiple, radicals, the solution of linear equations containing one or more unknown, the solution of quadratic equations, and the statement and solution of problems. Candidates who have not reviewed the work in Algebra during the last year in High School will be required to take examinations in this subject. (*One unit.*)

**2. Plane Geometry.** The usual theorems and constructions of good text-books. Attention should be paid to the solution of original exercises and numerical problems and to the subject of loci. It is desirable that a short course in practical Geometry should precede the study of formal Geometry. (*One unit.*)

**3. Solid Geometry.** The usual theorems and constructions of good text-books. Attention should be paid to the solution of original exercises and numerical problems and to the subject of loci. (*One-half unit.*)

**4. Intermediate Algebra.** Theory of quadratic equations, remainder theorem, radicals with equations involving them, imaginary and complex numbers, ratio and proportion, variation, arithmetic and geometric progressions and graphs. (*One-half unit.*)

**5. Advanced Algebra.** This includes permutations and combinations, the binomial theorem for positive integral exponents, logarithms, convergency and inequalities. (*One-half unit.*)

**6. Trigonometry.** Plane Trigonometry as presented in the best modern text-books. Especial attention should be paid to accuracy, neatness, and the proper arrangement of the work. (*One-half unit.*)

### NATURAL SCIENCES

**Physics.** One year's daily work in Physics, of which one-third should be laboratory work. The student should possess a thorough knowledge of the elementary principles of mechanics, heat, light, sound, electricity and magnetism, as presented in such text-books as Millikan and Gale or Carhart and Chute. Note-books on the work done in the laboratory, certified by the instructor, must be presented at the time of entrance. (*One unit.*)

**Chemistry.** One year's daily work in Chemistry, of which one-third should be laboratory work. The student should possess a thorough knowledge of the general laws and theories of chemistry and should be familiar with the occurrence, preparation and properties of the common elements and their compounds as presented in such text-books as McPherson and Henderson, Storer and Lindsay or Remsen. Note-books on the work done in the laboratory, certified by the instructor, must be presented at the time of entrance. (*One unit.*)

**Zoology.** One year's daily work in Zoology as presented in the text-books of Linville and Kelly, Jordan or Kellogg, with work in the laboratory and the field. A note-book on the work in the laboratory and the field, certified by the instructor, must be presented at the time of entrance. (*One unit.*)

**Botany.** One year's daily work in Botany as presented in Bergen, Atkinson or Coulter. A note-book, certified by the instructor, describing the work done in the laboratory and the field, must be presented at the time of entrance. (*One unit.*)

**General Biology.** A combined course in Botany and Zoology, extending throughout the year, as presented in Hunter's *Essentials of Biology* or an equivalent text. A note-book on the work in the laboratory and the field, certified by the instructor, must be presented at the time of entrance. (*One unit.*)

**Physical Geography.** One year's daily work in Physical Geography as treated in the text-books as Tarr, Davis or Dryer, with training in the laboratory and the field. Note-books on the work in the laboratory and the field, certified by the instructor, must be presented at the time of entrance. (*One unit.*)

## DEGREES

### UNDERGRADUATE DEGREES

The following degrees are conferred:

- A. B., Bachelor of Arts;
- B. S., Bachelor of Science;
- Ph. B., Bachelor of Philosophy.

The A. B. degree is conferred if the candidate's course has included two years of college Latin.

The B. S. degree is conferred on one who has concentrated his studies, particularly during the last two years of college, on Science or Mathematics.

The Ph. B. degree is conferred on candidates whose chief work has been in one or two of the following departments: Philosophy, History, English, Literature, Economics, Political Science, Education, Sociology.

The Degree of Bachelor of Philosophy may be conferred upon a student whose course has not included the two years of college Latin required for the A. B. degree, nor the work in Science or Mathematics requisite for the B. S. degree, but who has met all other requirements in prescribed subjects and offers electives previously approved by his adviser and the Dean of the College.

No degree, with the exception of that of Doctor of Laws (LL.D.), is given *honoris causa*.

### DETAILED STATEMENT OF REQUIREMENTS FOR ADMISSION.

All candidates for the Bachelor's degree must present entrance credits amounting to fifteen units. A unit represents a year's study in a high school subject pursued four or five times a week.

The required units for admission to the several courses are as follows:

#### A. B. Course

Latin . . . . . 4 units	Ancient History . . . . . 1 unit
*Greek . . . . . 2 units	Modern History . . . . . 1 unit
English . . . . . 3 units	Science . . . . . 1 unit
Algebra . . . . . 1 unit	Elective . . . . . 1 unit
Geometry . . . . . 1 unit	

#### B. S. Course

English . . . . . 3 units	Ancient History . . . . . 1 unit
Foreign Languages . . . . . 2 units	Science . . . . . 2 units
Mathematics . . . . . 3 units	Elective . . . . . 4 units

\*Two units in the same Modern Language may be substituted in place of Greek.

### Ph. B. Courses

English . . . . . 3 units	Mathematics . . . . . 2 units
Foreign . . . . . 3 units	Ancient History . . . . . 1 unit
(All in one language or two in one lan- guage and one in another.)	Modern History . . . . . 1 unit
	U. S. History and Civics 1 unit
	Science . . . . . 1 unit
	Elective . . . . . 3 units

**Elective Units.**—The elective subjects that may be presented to complete the required fifteen units must be taken from the following list:

English Literature . . . . . 1 unit	Algebra (intermediate), ½ unit
Modern Language . . . . . 2 units	Trigonometry . . . . . ½ unit
Foreign Language . . . . . 2 units	Solid Geometry . . . . . ½ unit
Biology . . . . . 1 unit	Physical Geography . . . . . 1 unit
Physiology . . . . . 1 unit	American History . . . . . 1 unit
Chemistry . . . . . 1 unit	English History . . . . . 1 unit

### REQUIREMENTS FOR THE BACCALAUREATE DEGREES.

The conditions for the Baccalaureate degrees are the following:

1. The satisfactory completion of the four years course leading to the degree for which the student is a candidate.
  2. A written thesis approved by the Dean of the College and presented on or before April 15th of the year in which the degree is expected to be conferred.
  3. All work in order to be accepted in fulfillment of any requirement for the degree must be completed with grade D (70-76) or over, and three quarters of the work must be of grade C (77-84) or above.
  4. A fee of fifteen dollars payable in advance.
- All applicants for a degree should file their application and present their credits on or before the 15th of April.

### GRADUATE DEGREES.

Requirements for the A. M. degree:

1. The candidate must have an A. B. degree from an institution of good standing and must devote one year exclusively to resident graduate study, completing twenty-four semester hours. Two years will be required if the candidate's whole time is not devoted to study.
2. The work must ordinarily embrace one principal and one or two secondary subjects. It must involve concentrated work in some special field of study in such subjects as Philosophy, History, Economics, Law, Classics, English, Mathematics, Physics, Chemistry, Biology.

3. The candidate must pass a satisfactory examination in all the subjects studied.

4. He must present a typewritten or printed thesis in his major subject.

5. A fee of fifteen dollars is to be paid in advance.

b. The degree of Master of Science, M.S., is conferred under the same conditions as above when the major subject of study has been scientific.

c. Requirements for the degree of Doctor of Philosophy, Ph.D.:

The degree is conferred on one who, having previously received the Bachelor's degree from an institution of good standing, satisfies the following requirements:

1. At least three years of resident graduate work in pursuance of an accepted course of study. The course in question must include one principal and one or two secondary subject. A reading knowledge of French and German is a prerequisite.

2. A satisfactory examination upon the work done in preparation for the degree.

3. The presentation of a satisfactory printed thesis. The chief consideration is that the candidate be able to produce valuable and original work. His thesis must therefore give evidence of ability to conduct independent and original research.

4. Such knowledge of subjects considered fundamental as may be prescribed by the several departments.

## REQUIREMENTS FOR GRADUATION

### AMOUNT OF WORK

In order to receive a degree, a student is required to complete 128 semester hours of work, three-fourths of which must be of C grade or better.

The requirements for graduation include:

1. A certain amount of prescribed work, especially in the freshman and sophomore years;

2. A major and two minors, usually to be taken during the junior and senior years; and

3. Free electives, which afford opportunity either for broader culture or for greater specialization as the student may choose;

4. At least one college year in residence at St. Xavier College.

The *semester hour* is the unit or standard for computing the amount of a student's work. A semester hour is defined as one lecture, recitation or class exercise, one hour in length per week, for one semester. Two hours of laboratory work are equivalent to one

recitation hour. Two hours of preparation on the part of the student is required for each hour of lecture or recitation.

Regular work for Freshmen is *sixteen* hours per week. For all others it may be from *fifteen to eighteen* hours. No candidates for a degree will be allowed to register for fewer than twelve hours of work.

No Freshman may register for more than sixteen hours without special permission of the faculty, and such registration is not allowed to any student in his *first semester of residence*.

In case of students of longer attendance, advisers may grant permission to take studies up to eighteen hours a week after the standing of the student in *each study* of the semester is examined and found to be B (85) or over.

Students who drop a study without permission will be marked F on the Registrar's books. If a student is permitted at his own request to drop a course after attending the class for five weeks or more, he will be given a grade of E, which will become a part of the permanent records, just as if he had failed at the end of the course.

No credit will be granted any student for more than forty hours in any department, including credits earned in the freshman year, except:

1. When a student is writing a thesis, he may count in addition to the forty hours, the hours of the course in which he does his thesis work.

2. In the department of English, a student may take forty hours in addition to Rhetoric 1-2.

## QUALITY OF WORK

### Grades

A student's grade of scholarship in each of his subjects is determined by the combined results of examination and class work.

ABOVE PASSING	BELOW PASSING
A 93—100, Excellent	E—60—69, Conditioned
B 85— 92, Good	F—0—59, Failed
C 77— 84, Fair	I—Incomplete*
D 70— 76, Passed	X—Absent

These grades are not given out to the students by the professors, but are regularly issued from the office of the Dean of the College.

Any student who desires to remove an Incomplete, must first obtain from the Registrar, a blank form for presentation to the

\*A student may be reported *Incomplete*, if some small portion of his work remains unfinished, providing his standing in the course has been of grade C or higher. To secure credit, this work must be completed within one month after the beginning of the following semester; otherwise the course will be recorded as of grade E.



instructor in charge of the course. This blank when signed, must be filed with the Registrar *within one week* from the time of the semester examination. A fee of \$1.00 is charged for blanks obtained after the specified time.

### Credit Points

A candidate for a degree must gain not only the number of hour credits required but his work must reach a certain standard of excellence. In addition to the 128 hour credits necessary for graduation, each student must earn at least 128 credit points, or an average mark in all subjects of C or better.

For a grade of A in a given course, the student will receive *three* times as many credit points as there are hour credits in any course; for a grade B, twice as many as hour credits; while D gives hour credits but no points.

For example: A four-hour course in which the student receives A, gives twelve credit points; if the grade is B, 8 credit points; if C, 4 credit points.

The maximum number of credit points that can be secured by a student is 384; the minimum 128.

### CHARACTER OF WORK.

#### I. SUBJECT REQUIREMENTS.

##### (a) Prescribed subject for the A. B. Degree.\*

English .....	12	Mathematics .....	6
Latin .....	16	History .....	6
Modern Language .....	16	Philosophy .....	16
Science .....	8	Religion .....	8

##### (b) Prescribed subjects for the B. S. Degree.

English .....	12	Mathematics .....	6
Modern Language .....	16	History .....	6
Science .....	16	Philosophy .....	16
		Religion .....	8

##### (c) Prescribed subjects for the Ph. B. Degree

English .....	12	History .....	8
Modern Language .....	16	Philosophy .....	16
Mathematics .....	6	Evidences of Religion .....	8
Public Speaking .....	2		

\*Students taking Greek must complete two years in that subject. They may omit Mathematics in Freshman and postpone History of Sophomore to the Junior year.

Students who have received one-half their college credits (64 semester hours) in other institutions must secure before graduation all the prescribed credits except those in science, mathematics, and history. In place of these they may offer such electives as are approved by their advisers and the Dean of the college.

### PRESCRIBED SUBJECTS BY YEARS BACHELOR OF ARTS

		<i>Freshman</i>	
<i>First Semester</i>	<i>Credit Hrs.</i>	<i>Second Semester</i>	<i>Credit Hrs.</i>
Latin 1, 9 .....	4	Latin 2, 10 .....	4
English 3 .....	3	English 4 .....	3
Science .....	4	Science .....	4
Greek or Mathematics 1 or 3..	3	Greek or Mathematics, 2 or 4,	3
Evidences of Religion .....	1	Evidences of Religion .....	1
Public Speaking .....	1	Public Speaking .....	1
	<hr/>		<hr/>
	16		16
		<i>Sophomore</i>	
Latin 3, 11 .....	4	Latin 3, 12 .....	4
History or Greek .....	3	History 2 or Greek .....	3
Modern Language .....	4	Modern Language .....	4
English 5 .....	3	English 6 .....	3
Evidences of Religion .....	1	Evidences of Religion .....	1
Public Speaking .....	1	Public Speaking .....	1
	<hr/>		<hr/>
	16		16
		<i>Junior</i>	
Logic 1 .....	4	Modern Language .....	4
Psychology 3 .....	3	Psychology 4 .....	3
Modern Language .....	4	Evidences of Religion .....	1
Evidences of Religion .....	1	Major and Minor Elective .....	
Major and Minor Electives .....			
	<hr/>		<hr/>
	16		16
		<i>Senior</i>	
Metaphysics 6 .....	3	Ethics 7 .....	3
Evidences of Religion .....	1	Evidences of Religion .....	1
Major and Minor Electives .....		Major and Minor Electives .....	
	<hr/>		<hr/>
	16		16

## BACHELOR OF SCIENCE

### Freshman

<i>First Semester</i>	<i>Credit Hrs.</i>	<i>Second Semester</i>	<i>Credit Hrs.</i>
English 3	3	English 4	3
Mathematics 2 or 4	3	Mathematics 2 or 4	3
Modern Language	4	Modern Language	4
Science	4	Science	4
Evidences of Religion	1	Evidences of Religion	1
Public Speaking	1	Public Speaking	1
	—		—
	16		16

### Sophomore

Modern Language	4	Modern Language	4
Science	4	Science	4
History 1	3	History 2	3
Evidences of Religion	1	Evidences of Religion	1
Public Speaking	1	Public Speaking	1
Elective	—	Elective	—
	—		—
	16		16

### Junior

Logic 1	4	Psychology 4	3
Psychology 3	3	English 6	3
English 5	3	Evidences of Religion	1
Evidences of Religion	1	Major and Minor Electives	—
Major and Minor Electives	—		—
	—		—
	16		16

### Senior

Metaphysics 6	3	Ethics 7	—
Evidences of Religion	1	Evidences of Religion	1
Major and Minor Electives	—	Major and Minor Electives	—
	—		—
	16		16

Candidates for graduation must attend any course of lectures, or any other exercises that have been or may be authorized and equipped by the Faculty, even though such courses receive no value in credits.

## GROUP REQUIREMENTS

A candidate for a bachelor's degree must complete a major in at least one department, and a minor in each of two other departments:

(a) One of which is correlated to the major.

(b) The other, a free or unrestricted minor, to be chosen from another group.

The various subjects of instruction are divided into three groups as follows:

<i>Group I</i>	<i>Group II</i>	<i>Group III</i>
English	Economics	Astronomy
French	Education	Biology
German	History	Chemistry
Greek	Philosophy	Geology
Latin	Political Science.	Mathematics
Public Speaking	Sociology	Physics
Spanish		

N. B.—For the degree of Bachelor of Arts the Major study must be selected from Group I or Group II. For the degree of Bachelor of Science the Major study must be selected from Group III.

### MAJOR

Each student before the end of the sophomore year, must elect courses from some one department, to be known as his major, which must comprise not less than eighteen semester hours.

A major may be changed only by the consent of the Dean and of the heads of the departments concerned, and such change will be permitted only upon the distinct understanding that all the courses prescribed in the major finally chosen shall be completed before graduation.

### MINOR

A minor consists of not less than twelve hours in one department. The correlated minor must be chosen from the same group as the major; the unrestricted minor may be chosen from either of the remaining groups.

#### MAJORS

Biology  
Chemistry  
Economics  
Education  
English  
French

#### CORRELATED MINORS

Chemistry, Geology  
Geology, Mathematics, Physics  
History, Philosophy, Political Science, Psychology  
History, Philosophy, Psychology  
French, German, Greek, History, Latin  
German, Greek, Latin

German	French, English, Greek, Latin
Greek	English, French, German, Latin
History	Economics, English, Philosophy, Political Science
Latin	English, French, German, Greek
Mathematics	Astronomy, Philosophy, Physics
Philosophy	Economics, History, Psychology
Physics	Astronomy, Chemistry, Mathematics
Political Science	Economics, History, Philosophy
Psychology	Economics, Education, Philosophy, Biology
Spanish	German, Greek, Latin

### ELECTIVES

Courses not taken (a) as prescribed courses and (b) not included in the student's major and minor sequences may be chosen as free electives to complete the 128 credits required for graduation.

In the choice of electives, each student must be guided by his prospective future work. He must ascertain moreover, that such courses are open to his class; that he has fulfilled the prerequisites, and that there will be no conflict in the schedule of recitations or laboratory periods.

First year courses in a foreign language will not be accepted for credit towards a degree unless followed by a second year course in the same language.

Elections for the second term must be filed by members of the upper classes with the Dean on or before January 15th, and for the first term on or before May 20th.

### CURRICULUM

The College course extends through four years and embraces instructions in the Departments of Philosophy, Economics, Sociology, Education, Language, Literature, History, Science and Mathematics. The aim of the course is to give the student a complete liberal education, which will train and develop all the powers of the mind, and will cultivate no one faculty to an exaggerated degree at the expense of the others. The college ideal is not to foster specialization, but to cultivate the mind, to build up and strengthen true character, and to impart that accuracy of thought and reasoning and that breadth of view which must ever be the foundation as well of more advanced scholarship as of eminence in the professions or other stations of life.

It is presumed that a man of fair capacity who has conscientiously followed this curriculum under capable professors will be possessed of

trained and cultivated faculties and will have a considerable amount of positive knowledge in every department of learning. He will thus be in touch and intelligent sympathy with progress in every field of intellectual activity, and be saved as far as possible from narrowness and superficiality. Such an education serves, it is believed, as the best foundation for special training in any branch which the student, with his mind now mature and disciplined, may decide to take up.

### REFERENCE STUDY AND RESEARCH

1. Students taking courses in Philosophy shall prepare and submit *each month* a paper of two thousand words dealing with the development of some specific topic of the subject matter treated in class.

2. Students taking courses in History and Social Science will be required to hand in two papers each semester. These papers are to contain not less than two thousand words; and at least one of the four papers thus submitted during the year should give unmistakable signs of original research, preferably in some local Catholic subject.

3. All such and other prescribed written assignments will be held to strictly as pre-requirements for graduation, for the fulfillment of which no student will be allowed any extension of time beyond the 15th of April of his Senior Year.

### TRAINING OF TEACHERS

**The School Code.**—Under Section 7807-4 of the General School Code, the Superintendent of Public Instruction of Ohio is authorized to standardize the four-year courses in all colleges seeking to be recognized as institutions for the training of teachers. The following standard was set by the State Department in June, 1914, as a minimum requirement to entitle a college graduate to a four-year high school provisional certificate, without examination.

**Professional Training.**—Thirty semester hours of professional training are required for certification, fifteen of which must be in Education and the other fifteen may be distributed among Education, Psychology, Philosophy, Ethics, and Sociology. The following is the *minimum* requirement in Educational Courses:

Courses:	Semester Hours
Psychology .....	3
History of Education .....	3
Science of Education or Principles of Education .....	3
Method of Teaching, General or Special .....	2
School Organization, including Management and Law ..	2
Psychology—Educational .....	2
Observation and Practice Teaching .....	3
Additional Professional Work to make a total of 24.	

In practice teaching not less than thirty six recitations shall be taught by each student, and not more than one recitation a day shall be credited.

**Certification.** St. Xavier College is fully approved as a standard college and recognized by the State Department for the training of high school teachers, and hereafter her graduates who meet the above professional requirements may secure a Four Year State High School Provisional Certificate, which after twenty four months of successful experience may be changed to a State High School Life Certificate.

**Observation and Practice Teaching.** Arrangements are made for observation of teaching and practice teaching in the classes of St. Xavier High School and the Catholic Academies of the Diocese.

**Curriculum.** Students who wish to prepare for teaching school choose, as electives, such courses of the Department of Education as satisfy the State's requirements.

**Majors and Minors.** The Department of Public Instruction desires in the future to indicate on every State Provisional High School Certificate the subjects taught in high schools in which the holder of the provisional certificate has had major and minor college work.

For this purpose, a major will be interpreted at 18 semester hours of collegiate work with such prerequisite high school units as are specified below, and a minor at 10 semester hours of collegiate work with such prerequisite high school units as are specified below. In the absence of the prerequisite high school units, 6 semester hours of college work may be deducted for each unit lacking, and credit for major or minor indicated if that subtraction leaves the necessary 18 or 10 semester hours.

The subject which will be regarded and the prerequisite units which will be required are as follows:

Subjects:	Prerequisite Units
English . . . . .	3
History (including Political Science) . . . . .	1
Economics . . . . .	0
Agriculture . . . . .	1
Biological Sciences (including Physiology, Botany and Zoology) . . . . .	1
Chemistry . . . . .	1
Earth Sciences (including Geology and Physiography) . . . . .	1
Physics . . . . .	1
Household Economics . . . . .	1
Manual Training (including Vocational Industrial work) . . . . .	1
Commercial Subjects . . . . .	2

Subjects:	Prerequisite Units
Mathematics . . . . .	2½
French . . . . .	2
German . . . . .	2
Greek . . . . .	2
Latin . . . . .	2
Spanish . . . . .	2

It is to be understood that majors and minors, except in Education, are not specified as prerequisite to securing a State Provisional Certificate, but the high school subjects in which major and minor work have been taken will be stated hereafter on the certificate and must be reported to the department before the certificate is issued.

### COLLEGE REQUIREMENTS FOR ADMISSION TO A MEDICAL SCHOOL

#### MINIMUM STANDARD OF EDUCATION PRELIMINARY TO THE STUDY OF MEDICINE

**NOTE:**—Students electing to forego the advantages of training to be secured in the four years of college leading to a degree, must present a written statement from their parents or guardians attesting their purpose to pursue a medical course after completing the necessary collegiate work.

#### I. High School Requirements

(a) For admission to the two year premedical college course, students shall have completed a four year course of at least fifteen units in a standard accredited high school or other institution of standard secondary school grade, or have the equivalent as demonstrated by examinations conducted by the College Entrance Examination Board, or by the authorized examiner of a standard college or university approved by the Council on Medical Education and Hospitals. Unless all the entrance units are obtained by examination, a detailed statement of attendance at the secondary school, and a transcript of the student's work, should be kept on file by the college authorities. This evidence of actual attendance at the secondary school should be obtained, no matter whether the student is admitted to the freshman or to higher classes.

(b) Credits for admission to the premedical college course may be granted for the subjects shown in the following list and for any other subject counted by a standard accredited high school as a part

of the requirements for its diploma, provided that at least eleven units must be offered in Groups I-V of the following schedule:

**SCHEDULE OF SUBJECTS REQUIRED OR ACCEPTED FOR ENTRANCE TO THE PREMEDICAL COLLEGE COURSE**

Subjects	Units*	Required
<b>GROUP I, ENGLISH—</b>		
Literature and composition.....	3-4	3
<b>GROUP II, FOREIGN LANGUAGES—</b>		
Latin.....	1-4	2†
Greek.....	1-3	
French or German.....	1-4	
Other foreign languages.....	1-4	
<b>GROUP III, MATHEMATICS—</b>		
Elementary algebra.....	1	1
Advanced algebra.....	½-1	..
Plane geometry.....	1	1
Solid geometry.....	½	..
Trigonometry.....	½	..
<b>GROUP IV, HISTORY—</b>		
Ancient history.....	½-1	1
Medieval and modern history.....	½-1	
English history.....	½-1	
American history.....	½-1	
Civil government.....	½-1	
<b>GROUP V, SCIENCE—</b>		
Botany.....	½-1	..
Zoology.....	½-1	..
Chemistry.....	1	..
Physics.....	1	..
Physiography.....	½-1	..
Physiology.....	½-1	..
Astronomy.....	½	..
Geology.....	½-1	..

\*A unit is the credit value of at least thirty-six weeks' work of four or five recitation periods per week each recitation period to be not less than forty minutes. In other words a unit represents a year's study in any subject in a secondary school constituting approximately a quarter of a full year's work. A satisfactory year's work in any subject cannot be accomplished under ordinary circumstances in less than 120 sixty-minute hours, or their equivalent.

†Both of the required units of foreign language must be of the same language, but the two units may be presented in any one of the languages specified.

Of the fifteen units of high school work, eight units are required, as indicated in the foregoing schedule; the balance may be made up from any of the other subjects in the schedule.

Subjects	Units*	Required
<b>GROUP VI, MISCELLANEOUS—</b>		
Agriculture.....	1-2	..
Bookkeeping.....	½-1	..
Business law.....	½	..
Commercial geography.....	½-1	..
Domestic science.....	1-2	..
Drawing, freehand and mechanical.....	½-2	..
Economics and economic history.....	½-1	..
Manual training.....	1-2	..
Music: Appreciation or harmony.....	1-2	..

**II. Premedical College Course**

(c) The minimum requirement for admission to acceptable medical schools, in addition to the high school work specified above, will be sixty semester hours of collegiate work, extending through two years, of thirty-two weeks each, exclusive of holidays, in a college approved by the Council on Medical Education and Hospitals. The subjects included in the two years of college work should be in accordance with the following schedule:

**SCHEDULE OF SUBJECTS OF THE TWO-YEAR PREMEDICAL COLLEGE COURSE**

Sixty Semester Hours† Required

Required Subjects:	Semester Hours
Chemistry (a).....	12
Physics (b).....	8
Biology (c).....	8
English composition and literature (d).....	6
Other nonscience subjects (e).....	12

**Subjects Strongly Urged:**

A modern foreign language (f).....	6-12
Advanced botany or advanced zoology.....	3-6
Psychology.....	3-6
Advanced mathematics, including algebra and trigonometry.....	3-6
Additional courses in chemistry.....	3-6

†A semester hour is the credit value of sixteen weeks' work consisting of one lecture or recitation period per week, each period to be not less than fifty minutes net, at least two hours of laboratory work to be considered as the equivalent of one lecture or recitation period.

NOTE.—The letters (a), (b), (c) and (f) refer to paragraphs on this and the preceding page.

### Other Suggested Electives:

English (additional), economics, history, sociology, political science, logic, mathematics, Latin, Greek, drawing.

### SUGGESTIONS REGARDING INDIVIDUAL SUBJECTS

(a) **Chemistry.** Twelve semester hours required of which at least eight semester hours must be in general inorganic chemistry, including four semester hours of laboratory work and four semester hours in organic chemistry, including two semester hours of laboratory work. In the interpretation of this rule work in qualitative analysis may be counted as general inorganic chemistry. The remaining four semester hours may consist of additional work in general chemistry or of work in analytic or organic chemistry.

(b) **Physics.** Eight semester hours required, of which at least two must be laboratory work. It is urged that this course be preceded by a course in trigonometry.

(c) **Biology.** Eight semester hours required, of which four must consist of laboratory work. This requirement may be satisfied by a course of eight semester hours in either general biology or zoology, or by courses of four semester hours each in zoology and botany, but not by botany alone.

(d) **English Composition and Literature.** The usual introductory college course of six semester hours, or its equivalent, is required.

(e) **Nonscience Subjects.** Of the sixty semester hours required as the measurement of two years of college work, at least eighteen, including the six semester hours of English, should be in subjects other than the physical, chemical or biologic sciences.

(f) **Foreign Language.** A reading knowledge of a modern foreign language is strongly urged. French and German have the closest bearing on modern medical literature. If the reading knowledge in one of these languages is obtained on the basis of high school work, the student is urged to take the other language in his college course. It is not considered advisable, however, to spend more than twelve of the required sixty semester hours on foreign languages.

**Recognition.** This two-year premedical course in both quantity and quality must be such as to make it acceptable as the equivalent of the first two years of the course in reputable, approved colleges of arts and sciences leading to the degree of Bachelor of Science.

## DEPARTMENTS AND COURSES

1. As a rule, odd numbers indicate first semester courses; even numbers second semester courses.
2. In all (a) beginning and (b) year courses both semesters must be completed for credit toward a degree.
3. Courses marked with a star (\*) were not given in 1922-1923.
4. The Faculty reserves the right to refuse to offer a course listed below for which there is not a sufficient number of applicants.

### ASTRONOMY

#### 1. Descriptive Astronomy.

Fundamental astronomical facts and principles; astronomical co-ordinates: the celestial sphere. Astronomical instruments. The sun, moon and eclipses. The planets, comets, meteors. Constellations, clusters and nebulae.

*Three hours credit.*

#### \*2. Spherical and Practical Astronomy.

Introduction to celestial mechanics. The determination of time, latitude and longitude. Conic sections. Orbits of planets and satellites.

*Three hours credit.*

### BIOLOGY

#### 1a. Introductory Zoology.

An introduction to the elements of general morphology and physiology. Studies are made of a graded series of invertebrate types illustrating the increase of complexity of form as correlated with division of function. More detailed examination is made of those groups which include many parasitic forms. Two lectures, one quiz hour, and four laboratory hours per week. First semester.

*Four hours credit.*

#### 1b. Introductory Zoology.

A continuation of Course 1a. A detailed study of types under the Coelomata group. Prerequisite: Course 1a. Two lectures and four laboratory hours per week. Second semester.

*Four hours credit.*

#### 2. Comparative Anatomy of the Vertebrates.

An intensive study of type forms. The value of the structure studies as basal elements of vertebrate anatomy and

the principles of homology in the various groups are elaborated in the lectures. Two lectures, one quiz, and four laboratory hours per week. Second semester.

*Four hours credit.*

### 3. Embryology [General].

Maturation, fertilization, cleavage in various typical forms. Gastrulation and embryo formation in the Chordates. Acrania, Pisces, Amphibia, and Aves are studied and compared with some care. Two lectures, one quiz, and four laboratory hours per week. First semester. Prerequisite: Zoology 1 and 2 or equivalent.

*Four hours credit.*

### \*4. Embryology [Organogeny].

A continuation of Course 3. A study of the development of systems based on laboratory work on the chick and pig. Two lectures, one quiz, four laboratory hours per week. Second semester. Prerequisite: Courses 1, 2, 3 or their equivalent.

*Four hours credit.*

### \*5. Introductory Bacteriology.

Morphology and physiology of bacteria and related microorganisms; technique of cultivation and observation. Prerequisite: One year of college chemistry. Two lectures and four laboratory hours per week.

*Four hours credit.*

### \*3. General Bacteriology.

Laboratory methods, technique of cultivation and observation, and study of biochemical reactions. Laboratory; lectures; assigned readings and reports. Prerequisite: Two years of college chemistry.

*Four hours credit.*

### \*7. Pathological Bacteriology.

Morphological and cultural characteristics of disease-producing organisms. Theories of immunity and serum reactions. Routine diagnostic procedure. Prerequisite: Course 5 or 6; organic chemistry. Six laboratory hours per week. Second semester.

*Three hours credit.*

## CHEMISTRY

### 1-2. General and Inorganic Chemistry.

A course of experimental lectures and problems combined with laboratory work. The laboratory work of the second semester includes a brief course in qualitative analysis

1a, 2a. Lectures 2 hours a week. Both semesters. *Four hours credit.* 1b, 2b. Laboratory 4 hours a week. Both semesters. *Eight hours credit.*

### 3. Qualitative Analysis.

Eight hours a week. One semester. Prerequisite: Course 1-2. *Four hours credit.*

### 4. Quantitative Analysis.

Lectures and laboratory work. 8 hours a week. One semester. Prerequisite: Courses 1-2 and 3.

*Four hours credit.*

### \*5-6. A Combined Course in Inorganic Chemistry and Analytic Chemistry.

Covers compendiously and necessarily with less thoroughness the essential matter of Course 1-2 and 4. For those who are not taking Chemistry as their major.

5a-6a. Lectures 2 hours a week. Both semesters.

*Four hours credit.*

5b-6b. Laboratory 4 hours a week. Both semesters.

*Four hours credit.*

The second semester of laboratory is devoted to analytical work, qualitative and quantitative.

### 7. Organic Chemistry.

Prerequisite: Courses 1-2 and 3 or Course 4.

7a. Lecture 2 hours a week. One semester.

*Two hours credit.*

7b. Laboratory 4 hours a week. One semester.

*Two hours credit.*

### 8. Organic Chemistry.

Prerequisite: Courses 1-2 and 3 or 4, and 7.

8a. Lectures 2 hours a week.

8b. Laboratory 4 hours a week. One semester.

*Four hours credit.*

### \*8-10. Physical Chemistry.

9a-10a. Lectures 2 hours a week dealing with the general principles of the subject, with the properties of matter and its phase and energy relations. Two semesters.

*Four hours credit.*

9b-10b. Laboratory 4 hours a week. Measurement of densities of gases and liquids, of boiling points and freezing points; practice with spectrometer, polarimeter, refrac-

tometer and various physico-chemical apparatus. Pre-requisite: Physics Course 1, and Chemistry Course 1. Two semesters. *Four hours credit.*

## ECONOMICS

### 1. Principles of Economics.

The economic principles involved in the production, exchange, distribution and consumption of wealth. Study of textbook supplemented by lectures, discussions and assigned readings. *Three hours credit.*

### 2. Economics History of the United States.

The development of agriculture, commerce and manufacturing industry from Colonial times to the present day. Study of textbook with assigned readings or special topics. *Three hours credit.*

### 3. Money and Banking.

The study of the nature and functions of money; monetary systems and standards; the principles of commercial banking. Three (or two) hours a week. *Three (or two) hours credit.*

### \*4. The Distribution of Wealth.

A more advanced treatment of the problems arising out of the distribution of wealth. Theories concerning rent, profits, interest and wages. Discussion of proposed remedies for inequality of distribution: Single tax, government ownership, profit-sharing, co-operative enterprises, etc. *Three (or two) hours credit.*

### 5. Law and Public Welfare.

A study of legislative measures dealing with the protection of life and health in industry: employment of women and children, regulations of hours of labor, minimum wages, the relief and prevention of poverty. *Two hours credit.*

### 6. Industrial Organizations.

A study of the development of modern industry along the lines of large-scale production and corporate organization. Prerequisite: Economics 1. *Two hours credit.*

20-21. Elementary Accounting. Two hours a week throughout the year. *Four hours credit.*

*These courses are not open to Freshmen (except to Freshmen in the Department of Commerce).*

## EDUCATION\*

### \*1. History of Ancient and Mediaeval Education.

The development of educational ideals, systems, institutions and methods of early times, through Jewish, Greek, Roman and early Christian civilization, down to the Renaissance. *Two hours credit.*

### 2. History of Modern Education.

The Renaissance and humanistic studies; effects of the Reformation; Catholic reaction; the Jesuits and higher education, a survey of systems, movements and tendencies in educational ideals and methods during the sixteenth, seventeenth, eighteenth and nineteenth centuries; recent and contemporary educational thought and tendencies in England, France and Germany, and especially in the United States. Lectures, reading and investigations of special problems. *Two hours credit.*

### 3. History of Education.

A brief survey of educational theory, institutions and practice during ancient and modern times with special emphasis on the more recent educational movements of Europe and America. *Three hours credit.*

### 4. Philosophy of Education.

The principles underlying all Christian education, and the relative values of different educational agencies and curricula when tested by these principles. Lectures, discussions, required reading and reports. *Three hours credit.*

### 5-6. General Psychology. [Philosophy 3-4.]

Beginning with an explanation of the cerebro-spinal nervous system, this course leads on to the study of the phenomena of sensuous and rational life, and then treats of the origin, nature and destiny of the human soul, and the union of soul and body. Must accompany or precede Course 7. Required of Juniors. *Three hours credit.*

### 7. Educational Psychology.

A study of established psychological processes and procedure; prevalent errors in psychology and their influence

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on recent and contemporary educational theory and practice; physical growth and mental development; the psychology of adolescence; instinct, heredity and individuality; attention, interest, appreciation, association, memory and habit, and their application to the problems of education and the class room. Courses 5-6 prerequisite and essential. *Three hours credit.*

#### 8. School Management.

The meaning and aim of the educative process and the function of this aim in class room organization and control; motivation of school work; routine procedure; gradings and promoting; the real function and character of the curriculum; assignments, study and recitations; the effective measurements of school processes and products; the influence of personality upon the professional effectiveness of the teacher; professional ethics. *Three hours credit.*

#### 9. High School Administration.

An investigation of the problems, aims, organization and procedure in the administration and supervision of secondary schools, public and private; the relationship of superintendent, principal, teachers, parents and pupils; certification of teachers, rating of teachers and teaching efficiency; school surveys, standardizing agencies, processes and progress; school instruction, equipment and control. *Twelve hours credit.*

#### 10. Principles of Secondary Education.

The development of secondary education in America and in other countries; its relations to elementary and higher education; program of studies, criteria of subject values; history, purpose, organization and methods of the Junior high school; vocational and industrial education; organization and reconstruction of curricula with reference to the various needs of typical communities and present day life; textbooks and apparatus; the psychology of high school subjects. *Three hours credit.*

#### 11. Educational Measurements.

The importance of measuring educational results; the essentials of effective standardization; methods of collecting, tabulating and interpreting educational statistics; practical work in the use of more valuable scales. *Two hours credit.*

#### 12. Observation of Expert Teaching.

A systematic observation of classes taught in St. Xavier High School and a written report of such observations as outlined by the head of the department. *One hour credit.*

#### 13. Practical Work in Teaching.

During the second semester each student will prepare thirty recitations and teach them in St. Xavier High School under the supervision of a critic teacher. *Two hours credit.*

### ENGLISH

#### \*1. Rhetoric and Composition.

A course in the essentials of rhetoric and in the various modes of composition. Required of Freshman students who are deficient in the theory or practice of correct English. *Three hours credit.*

#### 2. Advanced Rhetoric.

A systematic course based on textbooks, in the theory of rhetoric, the study of style, and the requisites of the various species of writing. A prerequisite to Course 10. *Three hours credit.*

#### 3. Poetry.

The principles of versification, with particular attention to the fixed forms; the nature and elements of poetry, its various species, except the drama. Reading, analysis and appreciation of the chief poets, partly in class study, partly in assignments. Composition in the shorter forms. *Three hours credit.*

#### \*4. The Short Story; the English Novel.

(a) The Short Story. The theory and technique of the short story; its development and various kinds. Reading and appreciation of short stories, and composition in the form. (b) The Novel. The principal purpose of this course is to study the technique of the novel and the various schools of fiction and their tendencies, with special attention to their ethical and literary value. The historical development will be briefly surveyed. *Three hours credit.*

#### 5. Oratory.

The theory of oratory; analysis and study of oratorical masterpieces; historical study of the great orators. The preparation of briefs, the composition and delivery of short

addresses, speeches for occasion, debates, and at least one formal oration will be required. *Three hours credit.*

**\*6. Journalism.**

(a) Ethics of journalism; a brief survey of the history of journalism, its development, and a discussion of its present tendencies. (b) The technology of the pressroom, news-gathering and reporting; preparation of copy; copy-reading, proofreading, interviewing and editing. Field work will be required and co-operation with the college periodicals. *Three hours credit.*

**\*7. The Development of the Drama.**

The technique of the drama; its various forms. The theory of the drama will be studied, by means of lectures and assignments, in its history and development; examples of the different forms will be analyzed; composition in dialogue, dramatic sketches, playlets, scenarios, and at least one complete drama will be required.

*Three hours credit.*

**\*8. Shakespeare.**

Shakespeare's life, influence, sources of his drama; an acquaintance by reading and assignments with the Shakespearean literature of criticism; a study of the brief plays, especially in comparison with those of other dramatists.

*Three hours credit.*

**\*9. The Modern Drama.**

This course will be confined to English and American drama, though some of the continental influences will be noted and analyzed. The more noteworthy plays of the brief dramatists from Goldsmith and Sheridan to the present will be read.

*Three hours credit.*

**10. Aesthetics and Literary Criticism.**

The philosophical basis of aesthetics, the elements of taste; the theory of criticism; a survey of critical standards; a study of the schools of criticism and of the work of the chief literary critics. Critical papers of assigned subjects will be required.

*Three hours credit.*

**11. The Essay.**

The nature of the essay; the artistic and didactic types, and their various forms; the characteristics of each. An historical survey of the essay with a brief study of the

work of the chief essayists. Newman will receive special attention. Composition in the various forms of the essay will be required. *Three hours credit.*

**12. English Prose.**

Its development; from Sir Thomas More to Dryden. The subjective essay; from Cowley to Lamb; some modern masters. The article and review, in criticism, politics, history, philosophy and religion; Coleridge, Hazlitt, Landor, Macaulay, Carlyle, Matthew Arnold, Lionel Johnson. The historians and biographers.

*Three hours credit.*

**13. Newman.**

His commanding position in the religious intellectual life of the nineteenth century; life and associations at Oxford; Catholic life; his philosophy of education in the "Idea of a University"; his controversial, apologetic and homiletic works; the great Christian protagonist in the warfare of modern rationalism; the acknowledged perfection of form in his prose.

*Three hours credit.*

**14-15. Early English Literature.**

A general survey of the origin and development of the periods to 1750; chief writers and characteristics. Required of Sophomores.

*Two hours credit.*

**\*16-17. English Literature.**

An outline history of modern English literature, with required readings and assignments to cover subjects not provided for in other courses.

*Two hours credit.*

**18. American Literature.**

An historical survey, with special emphasis on the chief influences and writers.

*One hour credit.*

**EVIDENCES OF RELIGION**

**1. Christian Revelation; the Church.**

Revelation in general; Christianity a revealed religion; Patriarchal and Mosaic Revelation; divine origin of the Christian Revelation. The Church; its institution and end; Constitution of the Church.

*One hour credit.*

**2. The Church; God and Salvation.**

Marks and Teaching Office of the Church; Holy Scripture and Tradition; the rule of Faith. God the Author and

Restorer of our salvation; God considered in Himself; One in Nature; His existence, Nature, Attributes, Unity; the Trinity. *One hour credit.*

**3. Creation and Redemption.**

Creation; the spiritual world; the material world. Man and the Fall. God the Redeemer; the Person and Nature of the Redeemer; the work of Redemption. *One hour credit.*

**4. Grace and the Sacraments.**

Actual, habitual and sanctifying grace; infused and acquired virtues; Pelagianism, Jansenism, Naturalism, and other errors refuted. The Sacraments in general; Baptism; Confirmation; the Holy Eucharist as a Sacrament and as a Sacrifice. *One hour credit.*

**5. The Sacraments; Morality and Virtue; Eschatology.**

The Sacraments of Penance, Extreme Unction, Holy Orders and Matrimony; Sacramentary errors refuted. The basis of morality; law, conscience and free will; moral good and moral evil. The Christian's duties toward God; natural and supernatural virtues; Faith, Hope and Charity; the Last Things. *One hour credit.*

**6. Divine Worship; Christian Perfection.**

Internal and external worship due to God; direct and indirect acts of worship; veneration of the Saints. The Christian's duties toward self and neighbor; works of supererogation. *One hour credit.*

**7. Sacred Scripture.**

Biblical Canonics and Hermeneutics. Fact, nature and extent of inspiration. The Bible and Science. Explanation of difficulties drawn from geology, astronomy, biology, paleontology and evolution. *One hour credit.*

**8. Scripture Reading.**

Readings from the Old and New Testament; comparative study of Greek text, and Latin and English versions. *One hour credit.*

**FRENCH**

**A. Elementary French.**

Fraser and Squair's French Grammar. Careful drill in pronunciation. The rudiments of grammar, including the inflection of the regular and more common irregular verbs;

the order of words in the sentence; colloquial exercises; writing French from dictation; easy themes; conversation. First semester. *Four hours credit.*

**B. Elementary French. (Continued.)**

Fraser and Squair's Grammar. Mastery of all the rare irregular verb forms; uses of the conditional and subjunctive; syntax. Reading of graduated texts, with constant practice in translating into French portions of the text read; dictation, conversation. Second semester. *Four hours credit.*

**C. Intermediate French.**

Reading, conversation, prose, composition, letter-writing, exercises in French syntax. Prerequisite: French A and B or equivalents. First semester. *Four hours credit.*

**D. Intermediate French. (Continued.)**

Grammar review, with special attention to problems in syntax. Detailed written abstracts of text read. Letter-writing. Conversation. Second semester.

Texts: Bruno, *Le Tour de la France*; Sarcey, *Le Siècle de Paris*; Renard, *Trois Contes de Noël*; Labiche and Marten, *Le Voyage de M. Perrichon*; Fortier, *Napoléon*; Chateaubriand, *Les Aventures du Dernier Abencerage*.

*Four hours credit.*

**5. Modern French Prose.**

The study of novels or short stories by modern French prose writers; Erckmann-Chatrain, Bazin, Corneille; Chateaubriand and others. Grammar and composition based on a French text. *Three hours credit.*

**\*6. French Poetry of the Nineteenth Century.**

Readings from Alfred de Vigny, Alfred de Musset, Lamartine and others, with an introduction to French versification. Selections committed to memory. *Three hours credit.*

**7. French Oratory.**

A study of the French orators and their works; Bossuet, Bourdaloue, Massillon, Fléchier; prose composition; private reading. *Three hours credit.*

**\*8. The French Drama.**

The reading of dramas chosen from such authors as Corneille, Molière, Racine, together with a study of their lives and works. *Three hours credit.*

**\*9. History of French Literature.**

A general survey of the history of French literature from its earliest beginnings to the close of the reign of Louis XIV; collateral reading. *Three hours credit.*

**\*10. History of French Literature.**

A general outline of the literature of the seventeenth, eighteenth and nineteenth centuries, dealing only with writers of first importance. *Three hours credit.*

## GEOLOGY

**1. Dynamical and Structural Geology.**

Atmospheric, aqueous and igneous agencies and their work. Rivers. River and marine deposits. Glaciers. Earth movements. Volcanoes. Earthquakes. Classification of rocks. Metamorphism. Mineral deposits. Coal, oil and natural gas. Mountain formation and topography. *Three hours credit.*

**\*2. Historical Geology.**

Evolutions of the earth. Fossils and their significance. Geological eras, periods, epochs and corresponding systems. The prevalent species of plants and animals of the successive geological ages. The advent of man. *Three hours credit.*

## GERMAN

**A. Elementary German.**

This course is intended for students who have not presented German for admission. Grammar, pronunciation, colloquial exercises, easy themes, translation from prose selections. First semester. *Four hours credit.*

**B. Elementary German. (Continued.)**

Weak and strong verbs; the use of the modal auxiliaries; the chief rules of syntax and word-order; selections in prose and verse; dictation based upon the readings; frequent short themes; conversation; memorizing of poems. Readings: Baumbach, *Der Schwiegersohn*; Storm, *Im-mense*; Arnold, *Fritz auf Ferien*; Wildenbruch, *Das edle Blut*. *Four hours credit.*

**C. Intermediate German.**

Rapid review of grammar; dictation; prose composition. Open to students who have credit for German A and B,

or who have presented elementary German for admission. First semester. *Four hours credit.*

**D. Intermediate German. (Continued.)**

The more difficult points of syntax; special problems of grammar. Reading of selected texts. Dictation and themes based upon the reading. Memorizing of poems. Second semester.

Readings: Schiller, *Wilhelm Tell*; Goethe, *Herman und Dorothea* and *Iphigenie*; Uhland's Poems. *Four hours credit.*

**5. German Prose Writers.**

The study of novels, or short stories by German prose writers; Freytag, Hauff, Herbert, Stifter, Novalis, Brentano, Eichendorff. *Three hours credit.*

**\*6. German Poetry.**

Readings from German ballads and lyrics. Selections committed to memory. Special attention is given to the study of rhythm and metre. *Three hours credit.*

**\*7. The German Epic.**

*Dreizehnlinden*, Weber; *Der Trompeter von Säkkingen*, Scheffel; selections from other epic poems. *Three hours credit.*

**\*8. The German Drama.**

Dramas of Goethe, Schiller and Lessing. Selections from Ansengruber, Hebel, Wildenbruch. *Three hours credit.*

**\*9. History of German Literature.**

A general survey of the history of German literature from its earliest beginnings to the period of Frederick the Great; collateral reading. *Three hours credit.*

**\*10. History of German Literature.**

A general outline of the literature of the eighteenth and nineteenth centuries, dealing mainly with the writers of the first importance. *Three hours credit.*

**\*11. Scientific Reading.**

For students preparing for scientific courses which require a facility in the reading of scientific literature. Prerequisite: German A and B.

Text: Dippold's *Scientific German Reader*, current scientific literature; monographs. One semester.

*Two hours credit.*

## GREEK

### \*A-B. Elementary Greek.

The course is intended for those who enter without Greek. Benner-Smyth, *Beginners' Greek Book*; Xenophon, *Anabasis*; prose composition based on Xenophon. Four hours. Both semesters. *Eight hours credit.*

#### 1. Homer.

Selected portions of the *Iliad* or *Odyssey*; Homeric Dialect; outline of Greek epic poetry. First semester.

*Three hours credit.*

#### 2. Plato.

The *Apology* and one of the *Dialogues*. New Testament, selections. Second semester. *Three hours credit.*

#### 3. Demosthenes.

*Philippics*; *The Crown*; history of the development of Greek oratory. First semester. *Three hours credit.*

#### 4. Sophocles; Aeschylus.

Sophocles, *Antigone* or *Oedipus Tyrannus*; Aeschylus, *Prometheus*, with lectures on Greek drama. Second semester. *Three hours credit.*

#### 5. Euripides; Aristophanes.

Euripides, *Medea* or *Alceste*; Aristophanes, *Frogs* or *Clouds*, with lectures on the Greek comedy. *Three hours credit.*

#### \*6. Lyric and Pastoral Poets.

Pindar and Theocritus. Pindar, selected *Epinicia*; Theocritus, selected *Idyls*. Selections from the Greek Anthology. *Three hours credit.*

#### \*7. Herodotus.

Selections from Books I, VII, VIII and IX. Lectures on the early logographers and the beginnings of Greek prose.

*Three hours credit.*

#### 8. Thucydides.

Selections, especially the Sicilian Expedition, Books VI-VIII. Lectures on the Greek historians and historical sources.

*Three hours credit.*

#### 9-10. Prose Composition.

Practice in the writing of simple Greek. Both semesters. *Two hours credit.*

#### 11-12. Prose Composition.

An advanced course. Both semesters. *Two hours credit.*

#### \*13. History of Greek Literature.

A general course in Greek Literature. One semester. *Two hours credit.*

#### 11-12. Prose Composition.

An advanced course; to accompany Courses 3 and 4. Both semesters. *Two hours credit.*

#### \*13. History of Greek Literature.

A general course in Greek Literature. One semester. *Two hours credit.*

## HISTORY

#### 1. Western Europe from the Renaissance to 1815.

Sophomore year. First semester. *Three hours credit.*

#### 2. Western Europe since 1815.

Sophomore year. Second semester. *Three hours credit.* Courses 1 and 2 are prerequisite to all other history courses and in view of their cultural and informational value, are required of all undergraduates. Ordinarily taken in Sophomore or Junior year. Applicants must offer a full semester course in mediaeval history as outlined in any of the standard secondary school texts.

Method of instruction is typically the informal lecture based on textbooks recommended by the Department and supplemented by oral recitations, quizzes, class room discussion, collateral reading, written tests and occasional research tasks in the library. At least two papers designed to afford practice in original presentation of historical data are required in each course.

#### \*3. English History to the Death of Elizabeth (1603).

The fusion of Saxon and Norman elements and the gradual advance towards national consciousness with special reference to the growth of political and social institutions; the

jury system, the common law, the great charters and the rise of representative government; Tudor despotism and the significance in English history of Elizabeth's reign.

With England (800-1500) taken as a vertical section of the mediaeval world, the civilization of which was homogeneous to a marked degree in all the countries of Western Europe, and with the more important events and movements of the Middle Ages grouped around England as one of the chief participants therein, this course becomes similar in scope to a general course in mediaeval history. Junior or Senior year. First semester. *Three hours credit.*

**\*4. English History from the Death of Elizabeth.**

The Stuarts and the great struggle for popular and constitutional rights; the cabinet system of government and the rise of political parties; the industrial Revolution and the building of the British Empire; the spread of democratic ideas, the British Empire today and the problems before it. Courses 3 and 4 aim to present English History especially as a background and starting point for the study of American History. With informal lecture and textbook as the basis of instruction, stress is laid on the use of source-material and on methods of historical research and composition. (At least two papers designed to embody results of collateral reading and comparison of selected sources are required in Courses 3, 4, 5, 6, 7, 8.) Junior or Senior year. Second semester. *Three hours credit.*

**5. American History to the Reconstruction Period.**

This course, with the following, aims to bring into relief the outstanding influences that have shaped the history of the United States from the Colonial Period to our own, stressing for this purpose topics of import for the social, economic and political development of the nation. Junior or Senior year. First semester. *Three hours credit.*

**\*6. American History Since the Reconstruction Period.**

Supplementary to Course 5, with similar aims and methods of instruction. Bears in its later phases on conditions and circumstances that led to America's participation in the Great War, with the resulting stimulus to a clearer national consciousness of the significance and value of American citizenship. Junior or Senior year. Second semester. *Three hours credit.*

**7. Ecclesiastical History.**

Origin and early expansion of Christianity; persecutions; heresies; Councils; mediaeval union of Church and State; foreign missions, mediaeval and modern; disruption of Christian unity in the sixteenth century; the papacy and the popes. The course aims to show in sequence the reverses and vicissitudes of the spiritual kingdom of Christ. Junior or Senior year. One semester. *Three hours credit.*

**8-9. Special Topics in European History.**

Courses dealing intensively with certain outstanding events, movements and institutions of direct bearing on the history of the Church. Topics thus treated will be, among others, the Origin and Early Influence of the Papacy, the Temporal Power of the Popes, the Holy Roman Empire, the Controversies over Investitures, Mediaeval Religious Life, the Mendicant Friars, Mediaeval Universities, the Great Schism, the Collapse of Religious Units in the Sixteenth Century, the Catholic Reaction, Missionary Enterprise in the Spanish Colonies, etc. Research courses giving opportunity to the student to deal freely with source-material and to compare his findings with the treatment of the topics in the best secondary authorities. Senior year. Both semesters. *Six hours credit.*

**\*9. Contemporary History.**

A course to apply the methods of historical evidence and research to current events. Senior year. One semester. *Two hours credit.*

**\*10. Historical Method.**

The principles of historical evidence, the processes of historical research, scientific method in history, the rival claims of literature and science in historical composition, biography. Senior year. One semester. *Two hours credit.*

**LATIN**

**A-B. Elementary Latin.**

Daily practice in oral and written themes; essentials of syntax. First semester. Caesar, *de bello Gallico*, four books; thorough study of syntax with frequent themes. Bennett's *New Latin Prose Composition*. Second semester. *Four hours credit.*

**\*C. Cicero; Sallust.**

Orations against Catiline I-III; selections from *de Senectute* and the *Bellum Catilinae*. Themes from Bennett's *New Latin Prose Composition*. *Four hours credit.*

**D. Virgil; Cicero.**

Aeneid, translation and interpretation with studies in Greek and Roman mythology; Cicero, *pro lege Manilia*. Themes as in Course C. *Four hours credit.*

The above courses, A, B, C, and D, are intended for students who enter with insufficient preparation in Latin, but will not be accepted in fulfillment of the required college Latin.

**1. Virgil; Prosody.**

Virgil, *Aeneid VII-XII*, and selections from Christian hymnology, prosody. First semester. *Four hours credit.*

**2. Livy.**

Selections from Books XXI and XXII; a study of Livy's style; elements of change from the prose of the Ciceronian age. Second semester. *Four hours credit.*

**3. Horace; Cicero.**

Horace, selected *Odes* and *Epodes*. Cicero, *pro Milone*, with special references to its rhetorical and argumentative qualities. First semester. *Three hours credit.*

**\*4. Horace; Juvenal.**

Horace, selected *Epistles* and *Satires*. Lectures on the chief characteristics of Roman Satire; Horace's philosophy of life. Juvenal, selected *Satires*. Second semester. *Three hours credit.*

**5. Tacitus; Cicero.**

Tacitus, *Agricola* and *Germania*; the Latinity of the first and second centuries after Christ; Cicero, *Quaestiones Tusculanae*, with lectures on his position as a philosopher. *Three hours credit.*

**\*6. Plautus; Terence.**

Selected plays. One semester. *Three hours credit.*

**\*7. Pliny; Seneca.**

The letters of Pliny the Younger, with a study of literary and social conditions at the end of the first century after Christ. Seneca, selected letters. One semester. *Three hours credit.*

**\*8. Roman Political Institutions.**

The King, the Gentes, the Patricians, the Clients; the rise and growth of the Republican Constitution, the Senate, the magistracies, the people, the assemblies, etc. One semester. *Three hours credit.*

**9. Latin Composition.**

Principles of Latin idiom and style. Kleist's *Aids to Latin Composition*. Required of students taking Courses 1 and 2. First semester. *One hour credit.*

**10. Latin Composition.**

A continuation of Course 9. Second semester. *One hour credit.*

**11. Latin Writing.**

Advanced course. Translation of selected passages from English classic authors. Kleist's *Practical Course in Latin Composition*. Intended to accompany Courses 3 and 4. First semester. *One hour credit.*

**12. Latin Writing.**

A continuation of Course 11. Second semester. *One hour credit.*

**13. Ecclesiastical Latin.**

Hymns and homilies, selected from the Breviary and other sources. One semester. *Two hours credit.*

**14. History of Roman Literature.**

A general course in Roman Literature. One semester. *Two hours credit.*

**MATHEMATICS**

**A. Advanced Algebra.**

A course for those who present but one unit of Algebra for entrance to college. The work starts with a review of Elementary Algebra, and then takes up such subjects as are usually given in a third semester high school course of Algebra. Can only be counted as an elective. *Two hours credit.*

**\*B. Solid Geometry.**

A course for those who have not had solid geometry in high school. Cannot be counted in fulfillment of the requirements in Mathematics. *Two hours credit.*

## 1. College Algebra.

After a brief review of the foundations, the following topics are treated: variables and limits, binomial theorem series, logarithms, determinants, and theory of equations. For Freshmen. Prerequisite: Entrance Algebra, one and one-half units; and Plane Geometry. *Three hours credit.*

## 2. Plane Trigonometry.

The six elementary functions for acute angles; geometry; solution of right and oblique triangles; graphs of the functions and solution of simple trigonometric equations. For Freshmen. *Three hours credit.*

## 3-4. Algebra; Trigonometry; Analytic Geometry.

A course in unified mathematics, embracing the topics of Algebra and Trigonometry outlined above, and the elements of Analytic Geometry. Open to Freshmen, who present at least two and one-half units for entrance.

*Six hours credit.*

## \*5. Spherical Trigonometry.

The right spherical triangle, Napier's rules, formulas and methods for the solution of the general triangle. Open to students who have had Mathematics 2. *Two hours credit.*

## \*6. Surveying.

The theory, use and adjustment of instruments; methods of computation and arrangement of data; practical field work and topographic map-making. *Three hours credit.*

## 7. Plane Analytic Geometry.

Loci and their equations. The straight line; the circle; the parabola, ellipse, and hyperbola; transformation of co-ordinates; polar co-ordinates. Open to Sophomores and Juniors. *Three hours credit.*

## 8. Solid Analytic Geometry.

An introductory treatment of the point, plane, straight line, and surfaces of revolution. Open to Sophomores and Juniors. *Three hours credit.*

## \*9. Differential Calculus.

Fundamental notions of variables; functions, limits, derivatives, and differentials; differentiation of the ordinary

algebraic, exponential and trigonometric functions with geometric applications to maxims and minims, inflexions, and envelopes; Taylor's formula. Open to Sophomores and Juniors. *Three hours credit.*

## \*10. Integral Calculus.

The nature of integration; elementary processes and integrals; geometric applications to area, length, volume and surface; multiple integrals; use of infinite series in integration. Open to Sophomores and Juniors.

*Three hours credit.*

## 11. Methods of Teaching Mathematics.

A course for those who expect to teach high school mathematics. Open to students who have completed Mathematics 8 and 9. Will not be counted towards a major.

*Two hours credit.*

## PHILOSOPHY

### 1. Formal Logic.

This will comprise the customary treatment of formal logic with added emphasis on inductive reasoning and the informal reasoning of everyday life and of literature. Required of Juniors. One semester. *Three hours credit.*

### 2. Introduction to Philosophy.

This course sets before the student the meaning and scope of philosophic discussion: the problem of reality, the problem of knowledge and the problem of conduct. One semester. *Three hours credit.*

### 3. Psychology.

Beginning with an explanation of the cerebro-spinal nervous system, this course leads on to the study of the phenomena of sensuous life; sense perception, imagination and memory, sensuous appetite, movement and feeling. Required of Juniors. First semester. *Three hours credit.*

### 4. Psychology.

A continuation of Course 3 embracing the study of the phenomena of rational life; the origin and development of intellectual concepts, rational appetency, free-will and determinism. The latter part of the semester is given to rational psychology: the origin, nature and destiny of the human soul, the union of the soul and body. Required of Juniors. Second semester. *Three hours credit.*



#### 5. Metaphysics.

In this course are treated the subjects usually included under Ontology and Cosmology; the notions of being, act and potency, substance and accident, relation and cause; the origin of the material universe; the constitution of inorganic bodies, organic life, the laws of physical nature, miracles. Required of Seniors. First semester.

*Three hours credit.*

#### 6. Metaphysics.

The first part of this course is devoted to Natural Theology, including: the idea of God, the proofs for the existence of God, the attributes of God, and free-will, the divine action in the universe, providence.

The second part of the course is taken up with questions of epistemology: truth and error, the nature of fact, of certitude, the value of human testimony, the criterion of truth. Required of Seniors. Second semester. *Three hours credit.*

#### 7. Ethics.

In this course are treated the subjects belonging to general theory; the nature of the moral act, the distinction between moral good and moral evil, moral habits, natural and positive moral law, conscience, rights and duties. Required of Seniors. First semester. *Three hours credit.*

*Three hours credit.*

#### 8. Ethics.

The application of the general principles of ethics to particular, individual and social rights and obligations; the right to property, life, honor; the rights and obligations of domestic society, marriage and divorce; civil society, its nature and forms; the rights of civil authority; church and state; the ethics of international relations, peace and war. Second semester. *Three hours credit.*

*Three hours credit.*

#### 9. History of Ancient Greek Philosophy.

In ancient Greek philosophy attention is directed primarily to the teachings of Socrates, Plato and Aristotle and to the systems of Stoicism and Epicureanism. Plotinus is taken as representative of the Alexandrian movement; and St. Augustine is studied as the most conspicuous example of the early Christian philosopher. This course is carried on by means of lectures and recitations and the reading of representative selections. Turner's *History of Philosophy* is used as the basis of lectures and recitations. First semester.

*Three hours credit.*

#### 10. History of Mediaeval and Modern Philosophy.

In the study of mediaeval philosophy attention is centered on the origin and development of Scholastic philosophy and on the system of St. Thomas as the most complete synthesis of mediaeval thought. In the division of modern philosophy, Descartes, Locke, Hume, Kant, Hegel and Spencer are taken for special study. Among present day tendencies the revival of Scholasticism and the trend towards realism are noticed. De Wulf's *Mediaeval Philosophy* is made the basis of the treatment of Scholastic Philosophy and Turner's *History of Philosophy* is used as the text for modern systems. Lectures, recitations, readings and discussions.

*Three hours credit.*

#### 11. Experimental Psychology.

A laboratory course dealing with the phenomena of sense-perception and attention. Prerequisite. Courses 3 and 4. *Three hours credit.*

### PHYSICAL EDUCATION

#### 1. Physical Training.

Indoor elementary gymnastics; outdoor athletics and games. Two hours a week.

A medical and physical examination is given to every student engaged in gymnasium work. No student may register in any branch of athletics without a medical examination.

#### 2. Physical Training.

Instruction in heavy apparatus, track and field athletics. Two hours a week.

#### 3. Hygiene.

The application of the principles of physiology and sanitary science to the conduct of physical life; personal, domestic and public hygiene and sanitation. One hour; second semester.

(May be required with credit towards graduation.)

### PHYSICS

#### 1-2. General Physics.

Mechanics, Sound, Light, Heat and Magnetism. Prerequisite: Plane Trigonometry.

1a-2a. Lectures, experimental demonstration and recitations, two hours per week. Both semesters.

*Four hours credit.*

1n-2n. Laboratory four hours per week. Both semesters.

*Four hours credit.*

**\*3-4. Advanced Physics.**

A more mathematical treatment of Mechanics, Molecular Physics, Light and Heat. Must be preceded or accompanied by a course in Calculus.

Prerequisite: Course 1-2. Lectures four hours per week. Both semesters.

*Eight hours credit.*

**5-6. Electricity and Magnetism; Radioactivity; the Electron Theory.**

Must be preceded or accompanied by Calculus. Prerequisite: Course 1-2. Lectures, four hours per week. Both semesters.

*Eight hours credit.*

**\*7-8. Experimental Physics.**

Advanced laboratory work in Mechanics, Molecular Physics, Light and Heat. A few lectures are given on the theory of physical measurements and measuring instruments with special attention to the computation of results. Recommended to be taken in concurrence with Course 3-4.

Six hours per week. Two semesters. Prerequisite: Course 1-2.

*Six hours credit.*

**9-10. Experimental Physics.**

Advanced laboratory work in Electricity and Magnetism. Accurate measurement of current, resistance, electromotive force, capacity; magnetic properties of iron and steel; use of electrometer and potentiometer; a practical study of the properties of direct and alternating currents and of the principles underlying the construction of dynamo-electric machinery. Six hours per week. Both semesters. Prerequisite: Course 5-6.

*Six hours credit.*

**11. Electric Oscillations and Electromagnetic Waves; Radio Communication.**

Lectures two hours per week. One semester. Prerequisite: Course 1 and a Course in Calculus.

*Two hours credit.*

**POLITICAL SCIENCE**

**1-2. American Government.**

*First Semester*—American National Government. The historical back-ground of the Federal Constitution and of

political issues in the United States, and the organization and functions of the National Government. The President. The Cabinet. The Senate. The House of Representatives. The Supreme Court and the Subordinate Federal Courts.

*Second Semester*—Local and State Government in the United States. The place of the States in the Nation. The State Constitutions. The State Legislature. The State Courts. Organization and functions of administration in counties and cities. Three hours a week, both semesters.

*Six hours credit.*

**\*3-4. Party Politics.**

The development of political parties in the United States. Importance of this extra-constitutional element in American Government. Party platforms. Presidential campaigns and elections. The nominating machinery; the presidential primary and the nominating convention. Party patronage. The spoils system and civil service reform. State parties and practical politics in local government. Three hours a week, both semesters.

*Six hours credit.*

**\*5-6. American Government and Party Politics.**

A more general course adapted to the needs of students who desire to make a less intensive study of the matter of courses 1-4. Three hours a week; both semesters.

*Six hours credit.*

**7-8. Constitutional Law.**

Fundamental principles of the United States Constitution viewed in the light of their history, development and application. The making of the Constitution. The Constitution regarded as a grant of power. Federal powers and State powers. The principle of "checks and balances." The doctrine of Judicial Supremacy. Constitutional Limitations on Legislative power. Limits of the Police Power of the States. The Guarantees of the Fourteenth Amendment. Religious Liberty. The Fifteenth Amendment and the Negro Problem. State Constitutions. Three hours a week; both semesters.

*Six hours credit.*

**\*9. Comparative Government.**

A comparative study of the governmental organization and administration of the principal European Nations. Three hours a week, one semester.

*Three hours credit.*

## 10. Principles of Political Science.

Origin and fundamental nature of the state. Its foundation upon the consent of the governed. Its stability. Purpose of government. Nature of right, liberty and law. Three hours a week, one semester. *Three hours credit.*

### PUBLIC SPEAKING

#### 1. Principles of Vocal Expression.

Practical training in the fundamentals of effective speaking. Instruction on the management of the breath; methods of acquiring clear articulation; correct and refined pronunciation; direct, conversational and natural speaking inflection; qualities of voice and their use; purity, range and flexibility of tone. Individual criticism and conference with the instructor. *One hour credit.*

#### 2. Gesture and Technique of Action.

The study of poise; posture, movement and gesture; spontaneity of expression; correction of mannerisms; power and pathos; ease, grace and effectiveness of delivery. Class exercise, criticism and conferences. *One hour credit.*

#### 3. Argumentation and Debating.

A practical training for those students who have taken or are taking the course in oratory prescribed under English 5. Thought development; division and arrangement; argumentative, persuasive and demonstrative speeches; a finished argument and the fallacies of argument; the essentials of parliamentary law and practice; manner of conducting deliberative assemblies. Class exercises. Individual criticism and conferences. *One hour credit.*

#### 4. The Occasional Public Address.

Informal public addresses; the presentation of business propositions before small or large audiences; impromptu and extempore speaking; after-dinner talks. Speeches for various occasions. Class exercises, individual criticisms and conferences. *One hour credit.*

#### 5-6. Practical Oratory and Debating.

This course covers three years and is open to all the students of the College. Its aim is to afford special training in public speaking. To this end strict parliamentary practice is followed throughout. The literary and oratorical exercises include declamations and elocutionary reading;

criticism and discussion of interpretation and delivery; the composition and reading of short stories, poems and essays; orations illustrative of rhetorical principles; extemporaneous speaking; the knowledge and application of parliamentary law; debates. *Two hours credit.*

### SOCIOLOGY

#### 1. Social History.

A survey of ancient, mediaeval and modern social movements. Social value of Mosaic laws and Christian practice with special emphasis on industrial democracy. A review of modern reforms, factory legislation, workingman's compensation, social insurance, profit sharing and industrial co-operation. The Church in modern social problems. *Three hours credit.*

#### 2. General Sociology.

An introduction to the scientific study of social problems and their relation to the family and the individual. A study of natural resources, population, immigration, labor organization, woman and child labor. Also problems of poverty, crime, housing, with a survey of preventive work relating to the poor, defectives and delinquents. *Three hours credit.*

#### 3. Social Ethics.

An application of Christian ethics to economic phenomena. The origin and development of the family, marriage, and the social order. The ethics of property, liberalism, socialism and communism; capital and labor combines; strikes, lockouts and boycotts; public ownership and control; monopolies and modern finance; public health, control of education, traffic, etc.

#### 4. Organized Charity.

A study of conditions affecting the family and community. Social treatment and application in the case of dependents and delinquents. The purposes and methods of investigation, diagnosis and treatment studied by means of selected cases. Co-operation of public and private agencies is studied, and inspection visits made to important institutions. *Three hours credit.*

### SPANISH

#### A-B. Elementary Spanish.

Grammar: De Vitis. Parts of speech; regular conjugations; study of the indicative mood, difference of tense

meanings; imperative; use of the simpler idioms. Pronunciation, composition and conversation. Pittaro's *Spanish Reader*. Credit not given unless the full course is completed. *Four hours credit.*

**C-D. Intermediate Spanish.**

Advanced grammar; idiomatic uses of the prepositions; irregular verbs, verbs requiring a preposition. Composition and conversation. Reading: Alarcón, *El Capitán Veneno*; Colona, *Lecturas Recreativas*. *Four hours credit.*

**5-6. Composition and Conversation.**

Open to students who have completed Course A-B or who have presented two units of Spanish for admission. Cool, *Spanish Composition and Conversation*; Valers, *El Pájaro verde*; Alarcón, *ovelas Cortas*. Two hours, both semesters. *Four hours credit.*

**7. Commercial Spanish.**

Must be preceded by or taken concurrently with Spanish C-D. Practice in colloquial Spanish, commercial forms, letter-writing and advertisements. Euria, *Correspondencia Commercial*; current journals and other literature. *Three hours credit.*

**\*8. Classical Prose.**

Selections from Cervantes, *Don Quijote de la Mancha*; St. Theresa, *Life*; Ribadeneira, *Historia del Cisma de Inglaterra*, selections. Kelly, *History of Spanish Literature*. *Three hours credit.*

**\*9. Classical Poetry.**

Fray Luis de León, poesías; Romancero general (Durán); Jorge Manriquo, Coplas, selections. *Three hours credit.*

**10. Modern Prose.**

Luis Coloma, *Jeromin, Boy, La Reina Martín*; José María Pereda, *Peñas arriba, Cuentos y novelas*; Saj, *Europa salvaje*; Fernán Caballero, *La Gaviota, Clemencia*; Valviena, *Estudios críticos*. *Three hours credit.*

**\*11. Modern Poetry.**

Selections from the writings of Alberto Risco, José Selgas, Nuñez de Arce, Zorilla. *Three hours credit.*

**12. Spanish Drama and Oratory.**

Classical period; selections from the writings of Calderón and Lope de Vega. Modern period: Tamayo y Baus, *Los hombres de bien, Lances de honor*; Nunez de Arce, *El haz de leña*. Oratory. Donoso Cortés and Nocedal, *Discursos*. *Three hours credit.*

## COLLEGE OF LAW

### INTRODUCTORY STATEMENT

A special announcement giving detailed information of this department is published annually. For copies of such announcement or for other information relating to the department of law, address the Registrar, St. Xavier College of Law, Seventh and Sycamore streets, Cincinnati, Ohio.

### HISTORY

See page 15.

### ADVANTAGES

Class sessions of the school are held in the evening from 6 to 8 o'clock, thus making it possible for young men employed in law offices to unite the advantages of a regular, scientific course in the law under experienced instructors with the practical training afforded by their daily work. This arrangement also enables those engaged in clerical and commercial positions to give their attention to their duties and at the same time prepare themselves for the practice of the profession.

The location of the school in the commercial and financial center of the city presents splendid opportunities to those who must support themselves whilst pursuing their legal studies. The officers of the school make every effort to aid its students to secure desirable employment when seasonable application for such assistance is made.

Cincinnati also affords innumerable advantages for the study of law in all of its branches; varied and important litigation is here being constantly carried on. Sessions of the Courts of Hamilton County, the Municipal Court and the Federal Courts are held daily, thus affording to those, who have leisure to attend, ample opportunity of learning the trial methods of the leading lawyers at the Bar of Ohio. The library facilities of Cincinnati, open to students in the professions, are unsurpassed and in addition, the school has a library suitable for study and research at the disposal of its students.

The school enjoys, moreover, the advantages of being maintained and supported by a college. Worthy young men, whose circumstances do not permit them to give the entire day to the study of law, may here secure their professional training and receive their law degrees from a literary college of recognized standing.

Students in the Law School are admitted to the musical and literary societies, to the gymnasium and athletic clubs of St. Xavier, and to the columns of its journal on the same basis as students in the other departments. Thus there is fostered among the law students a spirit productive of pride in their work, and an incentive is given to better and more sustained effort. This bond of intellectual fellowship will present ideals of high achievement utterly absent in an unaffiliated law school.

### AIM—METHOD OF INSTRUCTION

The aim of the school is to give its students a thorough training, both theoretical and practical, in all branches of the law. The course of studies is so arranged as to impart that knowledge of the law which is indispensable to students in whatever jurisdiction they may intend to practice.

The fact that the class sessions are held in the evening has enabled the school to secure the teaching services of active practitioners at the Cincinnati Bar. Hence, the law faculty is not committed to the exclusive use of any particular system of legal instruction, the professors have been chosen because of success in their special field, and it is not deemed wise to restrict them to any particular method of imparting the knowledge they have acquired from their study and experience. Matter, whether text or adjudicated cases, assigned for home study is first gone over in lecture by the professor, who explains what is obscure or difficult and illustrates by practical examples the principles involved.

### REQUIREMENTS FOR ADMISSION

**Regular Students.** Applicants for admission to the school must be not less than eighteen years of age, and must present proof of the successful completion of a four-year high school course in a school of recognized standing. Graduates or students of private institutions with credits equivalent to those of high school graduates, will be admitted as regular students on proof of such credits.

At the time of matriculation, students must present proof of their preliminary education either by way of diploma or certificate, from the principal or director of the school from which they come. In no case will a student be admitted to the department who has not successfully pursued a four-year high school course, or work equivalent thereto.

Extract from Rule 14 in regard to admission to the Ohio Bar:

"SECTION 5. Every resident of the state who commences the study of law on and after January 1, 1898, either under the tuition of an attorney-at-law, or at a law school, whether located in this

state or elsewhere, shall file with the Clerk of the Supreme Court the certificate of such attorney or of the chief officer of such law school, as the case may be, showing his name, age and residence, and the date when he commenced the study of law, which certificate shall be accompanied by a fee of fifty cents. As to all such persons the three years' study of law required by section 1701 General Code (560 R. S.) shall date from the filing of such certificate."

When matriculating students must deposit fifty cents for the above certificate.\*

**Advanced Standing.** Students who have successfully prosecuted a portion of their law course in a law school with equivalent courses and requirements may be admitted to the second or third year classes of the school upon proof of such prior study.

### FEES AND EXPENSES

**Matriculation.** In all cases a matriculation of five dollars is charged when a student is first registered. The fee is paid but once and is not returnable.

**Tuition.** The tuition fee for regular students is sixty dollars, payable quarterly in advance. A discount of five dollars will be allowed to students who pay the year's tuition in advance before October 1st.

**Graduation.** Upon graduation of students a diploma fee of ten dollars will be charged.

Those desiring to take only certain courses will make arrangements with the Secretary of the Department; charges in such cases will be based on hours of class room work.

### DEGREES

Upon successful completion of the entire regular course, as outlined, students are entitled to receive the degree of Bachelor of Laws, but before the degree is conferred each student is required to pass a satisfactory written examination embracing the whole field of the law. In preparation for this examination a review course is given

\*"As sufficient showing of general education any one of the following certificates or diplomas will be accepted:

"A diploma with the degree of A.B. from Dayton University, St. Ignatius College, St. Xavier College, St. Joseph College, St. John's College, Muskingum College, Ohio Northern University, St. Gregory College of Cincinnati; Notre Dame University, Baldwin University, or German Wallace College.

"A certificate of matriculation in the Freshman year, or a higher class in the Academic Department of any of the following institutions, to-wit: St. Ignatius College, St. Xavier College, St. John's College, Dayton University, Muskingum College, University of Notre Dame, Baldwin University, German Wallace College, Case School of Applied Science."

in the third year class, one evening each week for the entire year. The papers in this general examination are marked by the Executive Board of the school.

Under no circumstances will a degree in law be conferred upon a student who has not completed one entire year of work in the school.

### COMBINED SIX-YEARS' COURSE

Students who are able to satisfy the entrance requirements of the College of Arts may enroll for both the Bachelor of Arts and Bachelor of Laws degree. During their first two years in the college, only work of college grade may be carried, but during both the Junior and Senior years, one-half of the Freshman law course may be taken, the degree Bachelor of Arts being conferred at the end of the fourth year of successful work. During the last two years of the Six-Year Course, the students confine themselves to law studies, on satisfactory completion of which the degree of Bachelor of Laws will be conferred.

### CLASS SESSIONS—COURSE OF STUDIES

Class sessions are held on Monday, Tuesday, Wednesday, Thursday and Friday evenings from 6:00 to 8:00. Regular and punctual attendance on the part of the students and also daily preparation for class recitations are prerequisites, and delinquency in either particular will be deemed sufficient cause for cancellation of the delinquent's registration.

An average of 70 per cent must be attained upon the written examination in each subject for students to continue with their class. Those who fail to attain 70 per cent in any topic may, in the discretion of their professor, be given a second examination, but no student who fails to attain such average in two topics will be allowed such re-examination.

The following schedule shows the required law courses arranged according to years:

#### FIRST YEAR

**The Law of Contracts.** Two hours per week for 30 weeks.

Text: Anson on Contracts.

**The Law of Torts.** Two hours per week for 30 weeks.

Text: Burdick on Torts.

**The Law of Crimes and Criminal Procedure.** Two hours per week for 30 weeks.

Text: Clark on Criminal Law.

**The Law of Personal Property.** Two hours per week for 30 weeks.

Text: Childs on Personal Property.

**The Law of Persons and Domestic Relations.** Two hours per week for 15 weeks.

Text: Long on Domestic Relations.

**Common Law Pleading.** Two hours per week for 15 weeks.

Text: Andrew Stephen's Common Law Pleading.

#### SECOND YEAR

**The Law of Principal and Agent.** Two hours per week for 30 weeks.

Text: Wambaugh's Cases on Agency.

**The Sale of Goods.** Two hours per week for 15 weeks.

Text: Benjamin's Principles of Sales.

**The Law of Insurance.** Two hours per week for 15 weeks.

Text: Thompson on Insurance.

**The Law of Real Property.** Two hours per week for 30 weeks.

Text: Tiedeman on Real Property.

**Equity Jurisprudence.** Two hours per week for 30 weeks.

Text: Bispham's Principles of Equity.

**The Law of Bailments and Carriers.** Two hours per week for 30 weeks.

Text: Elliott on Bailments.

#### THIRD YEAR

**The Law of Bankruptcy.** Two hours per week for 15 weeks.

Text: Loveland on Bankruptcy.

**The Law of Evidence.** Two hours per week for 30 weeks.

Text: Hughes on Evidence.

**Conflict of Laws.** Two hours per week for 10 weeks.

Text: Minor's Conflict of Laws.

**Equity Pleading and Practice.** Two hours per week for 15 weeks.

Text: Rush, Equity Pleading and Practice.

**Trusts and Mortgages.** Two hours per week for 15 weeks.

Text: Scott on Trusts; Wyman on Mortgages.

**Wills and the Administration of Decedent's Estate.** Two hours per week for 15 weeks.

Text: Page on Wills.

**The Law of Public Utilities: Legal Ethics.** Two hours per week for 15 weeks.

Texts: Wyman, Selected Cases. Coppins on Legal Ethics.

**Suretyship.** Two hours per week for 20 weeks.

Text: Stearns Cases on Suretyship.

**State and Federal Income Tax Accounting.** Two hours per week for 30 weeks.

**Practice Court.** Two hours per week for 15 weeks.

#### FOURTH YEAR

**The Law of Public Corporations.** Two hours per week for 15 weeks.

Text: Elliott on Municipal Corporations.

**The Law of Private Corporations.** Two hours per week for 15 weeks.

Text: Clark on Corporations.

**Constitutional Law.** Two hours per week for 30 weeks.

Text: Hall's Cases on Constitutional Law.

**The Law of Partnership.** Two hours per week for 20 weeks.

Text: Mechem's Elements of Partnership.

**The Law of Negotiable Instruments.** Two hours per week for 30 weeks.

Text: Dolle on Negotiable Instruments.

**Code Pleading.** Two hours per week for 30 weeks.

Text: St. Xavier College of Law Publication and selected cases.

**General Review of Entire Course.** Two hours per week for 10 weeks.

## EXTENSION COURSES

FOR THE

Teaching Sisterhoods of Cincinnati and Vicinity

### ORIGIN AND SCOPE

In the fall of 1917, St. Xavier College extended its field of work on behalf of the teaching Sisterhoods of Greater Cincinnati by inaugurating Extension Courses throughout the school year. This was a natural development of the Summer Courses, which were begun in 1914 in response to repeated demands on the part of the Sisters for better opportunities to pursue college work and acquire academic degrees. The earnestness of these demands is attested by the wonderful growth and expansion of the Summer Courses and by the increased enrollment in the various courses, notably in the Session just closed.

In working out the program of courses the special requirements and needs of those for whom the work was begun have been kept in view. The same idea has ruled over the selection of courses for the summer classes. The aim is to make the courses in the extension classes continuous with the courses offered in the Summer Session. The work as at present organized in both is divided into:

1. Courses of college grade in which credit can be gained toward a degree;
2. Courses offering credit toward entrance requirements;
3. Normal courses designed to meet the requirements for a provisional State Teacher's Certificate. Credit in these courses may be applied towards a degree.

In July, 1920, the President of the College appointed a committee on requirements to study the problems connected with the extension work being conducted for the Sisterhoods. The regulations approved by the committee were adopted by the college in August and became operative at once. In presenting them, the committee called attention to the fact that they contained little that was new, but were merely an interpretation of existing standards rendered necessary by the conditions peculiar to extension work. These requirements will be found fully explained in the body of the present bulletin.

## LOCATION

The classes are held in St. Xavier High School Building, Sycamore street. This central location is easily reached from all parts of the city and from across the river. Science courses are given in Alumni Science Hall located in Avondale.

## RESIDENCE

At least the Senior year must be spent in residence. When the work of the Senior year is done in Extension Courses, the total attendance must amount to 180 days, or five sessions of thirty-six (36) days each; and the number of residential credits, exclusive of those secured by examination, must be thirty (30). Two Summer Sessions are considered the equivalent of one semester, and four Summer Sessions the equivalent of a scholastic year.

## CREDIT

As the Saturday classes of the Extension Courses run for thirty-six weeks there will be a total of thirty-six hours in each course. On this basis credit of two semester hours will be given for the successful completion of each course. Six semester hours (six credits) represent the maximum amount of credit that can be gained in these Saturday classes during any one year. Attendance at these classes will count toward the one-year residence requirement for a degree.

It must be clearly understood that only such students as are able to meet the college entrance requirements can be given college credit for work done in the Extension Classes. Students not seeking college credit will be admitted to any course which they are otherwise qualified to follow with profit.

## CREDIT FOR PRIVATE WORK

A student who by means of private study has mastered the contents of any course offered in the college catalogue, may request to be examined in the same; and if he successfully sustain the examination, will be credited with the total number of hours usually given for the course in which he was examined. The number of credits obtainable in this way is forty (40). No credit is allowed for teaching experience.

## FEES

A fee of five dollars (\$5.00) is charged for each course taken. Laboratory work in Physics and Chemistry counts as a separate course. In courses in which a detailed syllabus is furnished a small charge may be made for the syllabus. There are no other charges.

## ENTRANCE REQUIREMENTS

The entrance requirements for students taking these courses for college credit will be the same as the requirements for entrance to the Freshman class of St. Xavier College.

## REGISTRATION

Each applicant for admission is first required to fill out the regular registration blanks in the office of the Registrar. Registration will take place Saturday, September 16 and 23, from 9 to 12 A.M. and from 2 to 4 P.M.

**Late Registration.** Late registrants are reminded of the regulation that "No credit may be granted students absent for any cause in excess of 25 percent of the total number of regular class meetings."

**Change of Registration.** After the opening day of the term each change in registration must be made in the office of the Registrar. By change of registration is meant dropping a course, adding a course, or substituting one course for another. Changes in registration for credit are not permitted after the first regular meeting of the course.

No course in any department will be given unless a sufficient number of students apply for such course.

## CLASS ATTENDANCE

**Attendance.** Regular attendance is required of all students. No credit is granted for attendance upon a class previous to the receipt by the instructor of an official class registration card which has been properly approved.

**Absence.** No credit is granted students absent from regular class meetings in excess of 10 percent of the total number of such meetings for the term unless the student presents to the instructor satisfactory evidence that the work thus missed has been made up. No credit in any course is granted students absent (for any cause) in excess of 25 percent of the total number of regular class meetings.

## SPECIAL EXAMINATIONS

Special examinations are held December 30th and June 30th. As a general rule students will not be permitted to secure credit by examination in courses that are of their nature peculiarly difficult, or that lay the foundation for more advanced work. Hence credit in philosophy and mathematics, and in the philosophy and psychology of education and educational measurements may be secured only by classroom attendance. All courses in special method given in the department of education fall under the same rule.



## THE NORMAL COLLEGE

The Ohio Law of 1914. By the Morris Bill, enacted in February, 1914, provisional State Certificates are granted without examination to graduates of approved normal colleges who have completed a high school and college course. Colleges granting diplomas under the terms of this Act must require as a minimum two full years of college work, for which 15 units of high school work is prerequisite. Not less than 50 per cent of the work done in the normal college must be professional.

**St. Xavier Normal College.** The course offered in St. Xavier Normal College is a full two years' course, consisting of four terms of 18 weeks each, the minimum hours required for graduation being 60, and the maximum allowed, 72. For the present classes are conducted only during the summer session of the College and during the winter extension course. Students are listed as Freshmen until they have completed thirty semester hours, and are graduated when they have completed 60. The usual number of hours obtainable during a session is six, but mature and earnest students may, with the permission of the Dean, carry eight.

**Entrance Requirements.** Candidates for admission to Freshman year must present entrance credits amounting to 15 units and representing four years of high school work. For the regulations concerning methods of admission, conditions, grades, etc., see page 68.

### PRESCRIBED ENTRANCE REQUIREMENTS

English .....	3 units
Mathematics .....	2 units
Foreign Language .....	2 units
History .....	1 unit
Science .....	1 unit

## THE COURSE OF STUDIES

### FRESHMAN YEAR

<i>First Semester</i>	<i>Second Semester</i>
Principles of Education..... 4	Educational Psychology..... 4
English..... 4	English..... 4
Literature in the Grades..... 2	Composition in the Grades... 2
Primary Methods..... 2	Methods in Arithmetic..... 1
Observation and Practice ... 1	Methods in Geography ..... 1
Methods in History..... 1	Methods in History..... 1
Methods in Geography ..... 1	Observation and Practice.... 1
	Electives..... 1
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15	15

### SOPHOMORE YEAR

<i>First Semester</i>	<i>Second Semester</i>
School Management ..... 2	History of Education..... 4
Methods of Teaching Religion, 2	Observation and Practice... 1
Methods of Arithmetic..... 2	Electives..... 10
Grammar and Methods..... 2	
Hygiene and Sanitation..... 2	
Observation and Practice ... 1	
Electives..... 4	
—	—
15	15

**Observation and Practice-Teaching.** The school offers exceptional opportunities for observation and practice teaching. This work is done under experienced supervisors in the schools of Cincinnati, Norwood, Covington, Newport, Bellevue, Ludlow, and Dayton, in charge of the various Sisterhoods of the dioceses of Cincinnati and Covington.

Thirty-six hours (periods) in the class room are required in both observation and practice, giving a total credit of three semester hours. Assignments for this work are made by the Dean in such a way that the candidate's experience may be as wide and diversified as possible. Students may not spend more than two hours in observation on any one day, nor more than one hour in practice. Credit for observation is given upon presentation of the student's notebook, which shall include special reports and studies made under the direction of the supervisors. Credit for practice teaching is given if the supervisors report the student as up to the average standard of beginning teachers. The student must also present the lesson- and recitation-plans prepared in connection with his work.

Students with actual teaching experience are required to spend the full thirty six hours in observation, but the following credit is given towards practice teaching:

Teachers with 8 or more years experience are credited with 15 hours
“ “ 6 “ “ “ “ “ “ “ 10 “
“ “ 4 “ “ “ “ “ “ “ 6 “

**Transfer to Arts Department.** As the studies in the Normal College are all of college grade, students who desire to continue their work after graduation will be credited in accordance with the usual rules.

### DESCRIPTION OF COURSES

#### CHEMISTRY 1W.

This course is the same as Course 1 in Chemistry given during the college year. It consists of a systematic study of the non-metals and their compounds developed from the standpoint of modern chemical theory with practical exercises in the laboratory. Four hours credit. At Avondale, Alumni Science Building, during the afternoon. Text: Smith's Intermediate Chemistry, Kendall and Slosson (The Century Co., N. Y.) Lab. Text: A Laboratory Outline of Smith's Intermediate Chemistry by James Kendall (The Century Co., N. Y.)

William F. Houser, S.J.  
Leo M. Kiley, Assistant.

#### EDUCATION 7W.—EDUCATIONAL PSYCHOLOGY.

The work of this course centers on the learning process. It involves a study of psychological factors in their educational aspects. Instincts and capacities as the basis of learning; types of mental and physical processes that should be reduced to the level of habit; conditions favorable to habit formation; plateaus and their significance; sense training; best methods of memorizing; development of the imagination; analysis and synthesis in relation to the development of the thought process. Given during the first half of the term. One hour credit. At 11:30. Room 203.

Rev. William Schmitt.

#### EDUCATION 4W.—PRINCIPLES OF EDUCATION.

This course is designed to meet the needs of experienced teachers who desire to familiarize themselves with fundamental principles as criteria for evaluating educational ideas and practices. Special attention is given to an analysis of the individual process, the social process, and the educational process including principles underlying the making of the curriculum and methods of teaching. Given during the second term. One hour credit. At 11:30. Room 203.

Rev. William Schmitt.

### EDUCATION 2W.—HISTORY OF EDUCATION.

#### Extension—History of Education

Recent Educational Secularism; The New Infidelism; Evolution; The Higher Criticism; Sentimentalism vs. Rationalism; Materialism; Monism; Determinism; Pseudo Democracy; Nationalism; Socialism; The Sociological Movement in Education; Educational Values; Electivism; Fraternities; Natural Science; The New Humanism; Enriching the Curriculum; Educational Measurements; The Supervised Study Movement; The Gary System; The Montessori System; Spencer; Haeckel; Elliot; Dewey; James; Hall; Thorndike; Judd; Growth of National Systems of Education in Germany, France, Spain, Great Britain and America. Text Book: A Student's Textbook in the History of Education, Stephen Pierce Duggan (Appleton). References: History of Education, McCormick. Catholic Encyclopedia, Reading List, "Education," Vol. XVI. Two hours credit. At 8:45. Room 203. Rev. M. A. Cain, S.J.

#### ENGLISH 18W.—AMERICAN LITERATURE.

This course will treat of American Literature from 1870 to 1920. The aim of the course is to put the student in the way of obtaining a preliminary acquaintance with the subject as a whole. Chief emphasis is thrown on the poets, essayists and novelists. Two hours credit. At 9:40. Room 203. Rev. J. C. Flynn, S.J.

#### FRENCH 1W.—ELEMENTARY FRENCH.

The New Chardenal French Course. Careful drill in pronunciation. The rudiments of grammar, including the inflection of the regular and the more common irregular verbs; the order of words in the sentence; colloquial exercises; writing French from dictation; easy themes; conversation. Two hours credit. At 9:40. Room 216. Rev. Peter McCartney, S.J.

#### FRENCH 2W.—INTERMEDIATE FRENCH.

The New Chardenal French Course. Mastery of all the rare irregular verb forms; uses of the conditional and subjunctive. Reading of graduated texts, with constant practice in translating into French portions of the text read; dictation; conversation. Two hours credit. At 10:35. Room 216.

Rev. Peter McCartney, S.J.

#### HISTORY 5W.—AMERICAN HISTORY.

Second Part of the Revolutionary Epoch, 1815-1856. The Congress of Vienna and the Restoration of the Old Regime; Feudal Absolutism; The Quintuple and Holy Alliance; Bour-

geois Liberalism; Socialism; The Industrial Revolution; Revolutionary Movements in Europe, America and the Far East; The Catholic Revival; True Liberalism; The Eastern Question; Predominance of Russia; The Crimean War; International and National Readjustments. Text Book: A General History of the Christian Era, Guggenberger, Vol. III. (Herder.) Reference: Political and Social History of Modern Europe, Hayes, Vol. II. Two hours credit. At 10:35. Room 203.

Rev. M. A. Cain, S.J.

#### **HISTORY 5W.—AMERICAN HISTORY 1750-1815.**

The later colonial period; the causes of the Revolution; the political and social aspects of the Revolution; the government under the articles of confederation; the movement for a new Constitution, and the setting of the new government into operation; the international difficulties of the new nation. Two hours credit. At 9:40. Room 212. Mr. J. E. O'Connell.

#### **LATIN 3W.—CICERO'S ORATIONS.**

Rapid but careful reading of four to six orations. Special study of the Pro Lege Manilia. Sight translation. Adapted to those who desire a review. Two hours credit. At 10:30. Room 211.

Rev. Joseph F. Kiefer, S.J.

#### **LATIN COMPOSITION 9W.**

Prerequisite; thorough familiarity with declensions, conjugations, irregular verbs, and the principal rules of syntax. A review of leading noun and verb constructions and careful training in translation into Latin. Especial attention to the prose of Caesar and Cicero. Bennett's New Latin Composition, supplemented by Bradley's Arnold. Two hours credit. At 9:30. Room 211.

Rev. G. J. Derschug, S.J.

#### **MATHEMATICS 2W.—PLANE TRIGONOMETRY AND COLLEGE ALGEBRA.**

Prerequisite 1S. 2. Graphs of trigonometrical functions. Trigonometric equations and identities. DeMoivre's theorem. Text: Wentworth, Smith. 2. Laws of exponents; radicals; factoring; linear equations, quadratic equations; inequalities; mathematical induction and binomial theorem; progressions; complex numbers. Text: Rietz and Crathorne (Henry Holt and Co.) Two hours credit. At 10:35. Room 312.

Mr. W. T. Burns.

#### **PHILOSOPHY 2W.—LOGIC—CRITERIOLOGY OR APPLIED LOGIC.**

Truth: Ontological, logical and moral. Falsity. Logical truth and falsity completely found in the judgment only. General and partial causes of error. States of the mind in relation to truth. Ignorance. Doubt. Suspicion. Opinion. Certitude. Metaphysical, physical and moral certitude. Universal and partial scepticism. Descartes' Methodic Doubt. Two hours credit. At 10:35. Room 116.

Rev. D. M. O'Connell, S.J.

#### **PHILOSOPHY 4W.—PSYCHOLOGY.**

The cerebro spinal system. The phenomena of rational life. The precept and concept. Association. Rational appetency, free will and determinism. Modern theories discussed. Two hours credit. At 9:40. Room 115. Rev. M. J. Boylan, S.J.

#### **PHILOSOPHY 13W.—HISTORY OF PHILOSOPHY.**

Discussion of the modern philosophies, based on the works of Descartes, Locke, Hume, Kant, Hegel, Spencer, and of Neo-Scholasticism. Two hours credit. At 11:30. Room 115.

Rev. M. J. Boylan, S.J.

#### **PHILOSOPHY 10W.—ETHICS.**

The application of the general principles of ethics to particular, individual and social rights and obligations; the right to property, life, honor; the rights and obligations of domestic society; marriage and divorce; civil society, its nature and forms, the rights of civil authority; Church and State; the ethics of international relations, peace and war. Two hours credit. At 11:30. Room 116.

Rev. D. M. O'Connell, S.J.

#### **POLITICAL SCIENCE 1W.—AMERICAN GOVERNMENT.**

This course, while designed principally for teachers of Civics, is intended generally as a preparation for the duties of citizenship and to meet the growing interest in great political problems. Therefore the emphasis is laid upon the actual workings of the American government, with due attention to recent changes and tendencies in state, nation and local government; the functions of the State government; the unique position of the Supreme Court; the Constitution and current problems and tendencies. Two hours credit. At 11:30. Room 212. Mr. J. E. O'Connell.

**\*†SPANISH 2W.—INTERMEDIATE SPANISH.**

Reading and translation of Spanish texts, with composition and oral drill. A course with distinctly practical aims. Study and practice of the ordinary forms of speech. The peculiarities of pronunciation and vocabulary of South American Spanish will be treated. Spanish conversation and commercial correspondence. The course will be conducted entirely in Spanish. Two hours credit. At 8:45. Room 216. Dr. F. Peña.

**\*SPANISH 1W.—ELEMENTARY SPANISH.**

A brief grammar with practical exercises is paralleled from the outset with simple reading and conversation. The spoken language is constantly studied and practiced. Two hours credit. At 8:45. Room 216. Dr. F. Peña.

\*Of two courses marked † and offered by the same Instructor only one will be given: Choice will depend upon the demand of the registration.

## SUMMER SESSION

### ORIGIN AND SCOPE

In the summer of 1914, St. Xavier College undertook the task of conducting extension classes for the benefit of the teaching Sisterhoods. A limited number of courses were offered to meet the existing demand, with the intention of broadening the scope of the work as the needs of the situation developed and the means which the College could dispose of would allow. The work then inaugurated continued during the succeeding years on the limited plan at first outlined; but with the opening up of the extension courses during the year 1917-1918 it became evident that the program of the courses would have to be enlarged.

In enlarging the program, the special requirements of those for whom the extension classes were inaugurated have been kept in view. The work as at present organized is divided into:

1. Courses of college grade in which credit can be gained towards a degree.
2. Courses offering credit towards the fulfillment of the requirements for college entrance.
3. Normal courses designed to meet the requirements for a provisional State Teacher's Certificate. Credit in these courses may be applied towards a degree.

In July, 1920, the President of the College appointed a committee on requirements to study the problems connected with the extension work being conducted for the Sisterhoods. The regulations approved by the committee were adopted by the college in August and became operative at once. In presenting them, the committee called attention to the fact that they contained little that was new, but were merely an interpretation of existing standards rendered necessary by the conditions peculiar to extension work. These requirements will be found fully explained in the body of the present bulletin.

### REGISTRATION

Candidates for a degree or normal diploma should before attending lectures, have their programme of summer work approved by the Dean or the one in charge of the particular department in which Academic credit is desired. In conformity with the requirements of the State Department or Public Instruction and to insure the highest grade of work during the summer session no student is permitted to register for more than a total of six semester hours credit.

All students must register by means of the Registration Card.

This card will be furnished when application for admission is made. The Registration Card should be in the hands of the Registrar at least five days before the opening of the Session. Late registrants are reminded of the regulation that no credit may be granted students absent for any cause in excess of 25 per cent of the total number of regular class meetings.

**Change of Registration.** After the opening day of the term each change in registration must be made in the office of the Registrar. By change of registration is meant dropping a course, adding a course, or substituting one course for another. Changes in registration for credit are not permitted after the first regular meeting of the course.

### CLASS ATTENDANCE

**Attendance.** Regular attendance is required of all students. No credit is granted for attendance upon a class previous to the receipt by the instructor of an official class registration card which has been properly approved.

**Absence.** No credit is granted students absent from regular class meetings in excess of 10 per cent of the total number of such meetings for the term unless the student present to the instructor satisfactory evidence that the work thus missed has been made up. No credit in any course is granted students absent (for any cause) in excess of 25 per cent of the total number of regular class meetings.

### ENTRANCE REQUIREMENTS

Candidates for admission to Freshman year must present entrance credits amounting to fifteen units\*, representing four years

\*A semester is half of a school year. The school year contains thirty-six (36) weeks; a semester is therefore eighteen (18) weeks.

A semester hour is the credit received for a study taken once a week for a semester, or the equivalent. Hence, eighteen (18) recitations result in credit of one semester hour.

A credit, or an hour, is synonymous with a semester hour.

The term *unit* is used in connection with high-school work only. It represents the amount of credit received for a study taken five times a week for a year, and hence is equal to ten (10) semester hours.

*Residential (campus) credit* is credit secured by attendance at class in the institution in which the student is registered.

*Extra-mural credit* is credit secured from the institution by attendance at courses conducted in centers located at a distance.

*Transferred credit* is credit secured in other institutions and recognized by the institution to which the student has transferred.

*Credit for advanced standing* is surplus high-school credit which is counted towards a degree. The term is also used in the sense of *transferred credit* and *credit on examination*.

*Credit on examination, or credit for informal work* is credit given for extra-classroom (private, non-institutional) work.

of high school work. Not less than a full unit will be accepted in the first year of any language. Half units will be accepted, but only when presented in addition to integral units in the same subject, or in half year subjects which constitute a *complete* course in themselves, e.g., solid geometry. Any two of the biological sciences (physiology, botany, zoology,) may be combined in to a continuous year's course equal to one unit.

### I. Prescribed Entrance Requirements

(a) For the A. B. Degree	(b) For the B. S. Degree
English.....3 units	English.....3 units
Mathematics.....2 units	Mathematics.....2.5 units
Latin.....4 units	Foreign Language....2 units
History.....1 unit	History.....1 unit
Science.....1 unit	Science.....1 unit

(c) For the Ph. B. Degree	
English.....3 units	History.....1 unit
Mathematics.....2 units	Science.....1 unit
Modern Language.....2 units	

### II. Electives

The remaining units may be selected from any subjects counted towards graduation in an accredited or recognized high school, with the following restrictions:

(a) No subject may be presented for less than a half unit of credit, as explained above.

(b) Not more than one unit will be accepted in any vocational subject counted toward graduation in an accredited or recognized high school.

(c) Vocal music and physical training will not be recognized for credit. A maximum of two units will be accepted in instrumental music.

### REQUIREMENTS FOR DEGREES

#### BACHELOR'S DEGREE

To obtain the bachelor's degree, there must be, in addition to meeting the entrance requirements and completing the prescribed studies for the degree sought, a year of residence. This may be met by one regular school year or by thirty weeks of summer school.

## SUBJECT REQUIREMENTS

### (a) Prescribed subjects for the A. B. Degree

Credit Hrs.	Credit Hrs.
English.....12	Mathematics..... 6
Latin.....16	History..... 6
Modern Language.....16	Philosophy.....16
Science..... 8	Evidences of Religion..... 8

### (b) Prescribed subjects for the B. S. Degree

English.....12	History..... 6
Modern Language.....16	Philosophy.....16
Science.....16	Evidences of Religion..... 8
Mathematics..... 6	

### (c) Prescribed subjects for the Ph. B. Degree

English.....12	History..... 8
Modern Language.....16	Philosophy.....16
Mathematics..... 6	Evidences of Religion..... 8

Students who have received one-half their college credits (64 semester hours) in other institutions must secure before graduation all the prescribed credits except those in science, mathematics, and history. In place of these they may offer such electives as are approved by their advisers and the Dean of the college.

The right to examination in any subject at the end of a semester will be refused (a) to those who have not been present 85 per cent of the class time, or (b) who have not handed in 85 per cent of written assignments in laboratory or other work.

## THESIS

Each candidate for a Bachelor's degree must submit a thesis of at least 3,000 words, exclusive of quotations, typewritten on one side of the paper and on a subject approved by the adviser and the Dean. Ordinarily the subject must be selected from that group of studies in which the applicant is majoring. The subject must be submitted for approval at least three months before the beginning of the student's last session and the thesis itself must be filed with the school not later than the beginning of the student's last session.

## CREDIT FOR SUMMER SCHOOL WORK

A record is kept of all credits earned by students. The number of hours credit allowed for courses offered is indicated in connection with the description of the courses. This is expressed as *one credit*,

*two credits*, etc., a credit being given for the satisfactory completion of work equivalent to one class exercise per week for one semester. A student may receive, for the session of six weeks, a maximum of six (6) credits. Candidates for the bachelor's degree are nominally required to have one hundred and twenty (120) credits. The minimum residence requirement for any degree is thirty (30) credits, earned in two semesters. Summer courses may be counted along with courses carried during the year in the Extension division in fulfillment of the requirement of residence for a degree.

It is understood, however, that only such students as are able to meet the college entrance requirements can be given college credit for work done in the Summer Session. Students who do not desire to become candidates for a degree at the college need not comply with the entrance requirements. They may register in any course or courses the work of which, in the estimation of the instructors in charge, they are able to carry to advantage. If such students complete the work of a course satisfactorily, the Registrar will, upon application, issue a statement to that effect, stating hours of work carried and grade earned. Credit towards graduation, however, will be given only after regular matriculation by the usual methods.

Other persons who desire to share the advantage of the Summer Session may be enrolled without passing an entrance examination. They are freely admitted to all courses as auditors and are permitted to elect work in the courses for which they are qualified. Credit toward a degree will be given, however, only to students who have satisfied entrance requirements.

## RESIDENCE

At least the Senior year must be spent in residence. When the work of the Senior year is done in extension courses, the total attendance must amount to 180 days, or five sessions of thirty-six (36) days each; and the number of residential credits, exclusive of those secured by examination, must be thirty (30). Two Summer Sessions are considered the equivalent of one semester, and four Summer Sessions the equivalent of a scholastic year.

## COURSES

The courses in each department are numbered as in the college catalogue. The letters "W" and "S" prefixed to a course indicate that it is given in winter or summer extension classes respectively.

Of two or more courses marked (†) and offered by the same instructor, only one will be given; the choice will depend upon the demands of the registration. Courses other than those announced in this bulletin may be offered if there should be sufficient demand.

Prospective students should make their wants known at an early date in order to facilitate arrangements. The right is reserved to cancel any course if the registration is insufficient.

### TIME OF SESSION

The Summer Session begins during the last week in June and continues through six weeks. Recitation periods are normally fifty minutes in length as follows: 8:45-9:35, 9:40-10:30, 10:35-11:25, 11:30-12:30.

### FEEES

A fee of five dollars (\$5.00) is charged for each course taken. Courses in physics and chemistry are fifteen dollars (\$15.00) each. While in general there is no additional charge for laboratory courses, yet in the chemical laboratory certain cash deposits are required sufficient to cover the cost of water, gas, etc. In addition, the student is expected to pay for breakage, and the cost of chemicals actually used. The expense will depend upon the care exercised and the number of hours spent in laboratory work. In courses in which a detailed syllabus is furnished a small charge may be made for the syllabus. There are no other charges. Fees are payable within the first ten days of the session.

### LOCATION

The classes will be held at St. Xavier High School, Sycamore street, between Sixth and Seventh streets. This central location is easily reached from all parts of the city and from across the river. Classes in science will be held in the Alumni Science Hall, Avondale.

### REQUIREMENTS FOR A PROVISIONAL ELEMENTARY CERTIFICATE.

A.—At least 15 units (preferably 16 units) of high school work for entrance.

B.—A two-year normal course, requiring at least 60 (preferably about 65) semester hours for graduation. The work must all be such as is well adapted to the preparation of the elementary teacher.

C.—Thirty semester hours of professional work, including:

Principles of Teaching.....	3
Psychology.....	3
School Management, Organization, etc.....	3
Methods (including methods in 5 or more elementary subjects).....	8
Observation of Teaching and Practice Teaching.....	4

## TRAINING OF TEACHERS

**The School Code.** Under Section 7807-4 of the General School Code, the Superintendent of Public Instruction of Ohio is authorized to standardize for four-year courses in all colleges seeking to be recognized as institutions for the training of teachers. The following standard was set by the State Department in June, 1914, as a minimum requirement to entitle a college graduate to a four-year high school provisional certificate, without examination:

**Professional Training.** Thirty semester hours of professional training are required for certificates, fifteen of which must be in Education and the other fifteen may be distributed among Education, Psychology, Philosophy, Ethics, and Sociology. The following is the *minimum* requirement in Educational Courses:

*Courses:	Semester Hours
History of Education.....	2
Science of Education or Principles of Education.....	2
Methods of Teaching, General or Special.....	2
School Organization, including Management and Law..	2
Psychology—General, Educational, Paidology.....	2
Observation and Practice Teaching.....	3

### DESCRIPTION OF COURSES

In the description of courses here given, the amount of credit assigned to each course is indicated. If no mention of credit is made, it is to be understood that the course does not count toward a degree.

The recitation hours announced may be changed in case of conflicts. No work is scheduled for Saturday.

#### APOLOGETICS 1S.

Revelation: Theoretically; factuality; Patriarchal and Mosaic Revelation; divine origin of Christian Revelation; evidences for; Founder; depository, *i.e.* the Church. The Church, its institution and end. Constitution of the Church; marks; prerogatives, functioning. Sources. Acceptance of revelation or the act of faith.

#### APOLOGETICS 2S.

God and Salvation. God the Author and Restorer of our Salvation. God considered in Himself. One in Nature: His existence, nature, attributes, unity. The Trinity. God as

\*Until September, 1923, only. Thereafter—Psychology, 3; History of Education, 3; Principles of Teaching, 3; Special methods, 2; Educational Psychology, 2; School Administration and Management, 2; Observation of Teaching and Practice Teaching, 3—additional professional work to make a total of 24.

Creator: Creation, conservation, providence. Angels. Man. Destiny. Unity of parentage. Original sin, personal and transmitted. God as Redeemer. Christology. Soterology. Mariology.

#### **APOLOGETICS 3S.**

*Grace*: Necessity. Actual. Sanctifying. Dispositions toward Justification. Means of Grace. Prayer. *Sacraments*: Number. Requisites. Baptism. Confirmation. Holy Eucharist, as Sacrament and Sacrifice. Penance.

#### **APOLOGETICS 4S.**

*Sacraments* (continued): Extreme Unction. Holy Orders. Matrimony, its unity, indissolubility and impediments. *Hagiology*: Communion of Saints, Relics and Images. Indulgences. *Virtues*: Theological and Moral.

#### **\*APOLOGETICS 5S.**

Genesis and technique of the Bible. The Canon of the Scriptures, in the Synagogue and in the Catholic Church. The Vulgate, the Authorised and Revised Versions. The rationalistic attitude. The nature and extent of Inspiration. The various modes of Interpretation. New Testament; authenticity and present status of text criticism. M., T., W., Th., F., at 10:35. Room 115. Two hours credit. Rev. M. J. Boylan, S.J.

#### **\*APOLOGETICS 6S.**

This course involves the study of the latest code of Canon Law. It plans to consider in some detail the Introduction to Canon Law; customs; rescripts; privileges; dispensations; clerical state; general government; episcopal jurisdiction; religious state; vows; rights and obligations; the laity; disciplinary laws; censures; excommunication; interdict; suspension. Text: Woywood (Wagner). M., T., W., Th., F., at 8:45. Room 115. Two hours credit. Rev. D. M. O'Connell, S.J.

#### **\*EDUCATION 18S. HIGH-SCHOOL METHODS.**

After a brief survey of the purposes of the high school, this course will discuss the various types of learning involved in high school subjects, with especial emphasis on economy of method and permanency of result. Particular attention will be given to the problems of motivation and discipline. Methods or organizing supervised study and of making allowance for individual differences will be discussed. Texts: Parker,

\*Courses marked \* are those that will be given at this Summer Session. Other courses are outlined to facilitate coordination of work of one session with another.

Methods of Teaching in High Schools and Exercises for Methods of Teaching in High Schools (Ginn & Co.). M., T., W., Th., F., at 10:35. Room 212. Two hours credit. Rev. Austin G. Schmidt, S.J.

#### **\*EDUCATION 19S. EDUCATIONAL PSYCHOLOGY. CHILD STUDY.**

The purpose of this course is to give a better understanding of child nature as a basis for clearer interpretation of child conduct and direction of child possibilities. The course includes a study of the influence of heredity and environment; biological perspective; significance of infancy; instincts and their function in play; development of intellect; development of morality; practical applications to the work of the teacher. Text: Norseworth and Whitely, Psychology of Childhood (MacMillan Co.). M., T., W., Th., F., at 11:30. Room 212. Two hours credit. Rev. William Schmitt, A.M., S.T.L.

#### **\*EDUCATION 3S. HISTORY OF EDUCATION.**

Radical Educational Reformers of the Early Nineteenth Century; The Psychological Movement; Religious, Political, Economic and Social Background of the Movement; Pestalozzi, Herbart, Froebel, and their Disciples; Infant Schools; The Monitorial System; The Public School System; The Modern High School; Manual Training; Growth of Educational Secularism; Growth of Interest, Play and Work as Educational Factors; Decline of Intellectual Form Subjects; Growth of Content Subjects; Aggressiveness of Natural Science; The New Humanism; New Concepts of Culture and Liberal Education; Electivism; Assertiveness of the State in Education; Decline of Form and Finish, and Overemphasis upon Content in Education; Rational Deterioration; Decline of Character Building; Religious Indifferentism; Materialism; One-Sided Development; Radicalism; Rise of Evolutionism in Education; Transition to the Sociological Movement. M., T., W., Th., F., at 11:30. Room 203. Two credit hours. Rev. M. A. Cain, S.J.

#### **\*EDUCATION 20S. THE TEACHING OF CICERO.**

This is a method course in High School Latin. The course will be developed along the same line as First Year Latin of the 1920 and the Teaching of Caesar of the 1921 Summer courses. The orations of Cicero usually read in High School will be discussed pedagogically. The orations against Cataline will serve mostly as models for methods, lesson plans, etc. Text: Any of the standard editions of Cicero's Orations. M., T., W., Th., F., at 9:40. Room 318. Two hours credit. Mr. W. T. Burns, A.B.



**\*EDUCATION 21S.—THE TEACHING OF ALGEBRA.**

Methods in First Year Algebra. A method course in the teaching of First Year Algebra in the High School. The course will begin with a discussion of the transition from Arithmetic to Algebra, and continue through the Fundamental Operations; Factoring and its importance; Fractions; the Simple, Simultaneous and Quadratic Equation; and a brief discussion of Radicals. Text: Wells and Hart, First Year Algebra (D. C. Heath & Co.). M., T., W., Th., F., at 8:45. Room 318. Two hours credit. Mr. W. T. Burns, A.B.

**\*EDUCATION 23S.—THE TEACHING OF ENGLISH GRAMMAR AND LANGUAGE.**

Open to teachers and supervisors of elementary schools. The place of grammar in the elementary schools: a study of the methods of teaching grammar: reduction of grammar to its indispensable features: relation of grammar to composition and literature: relation of grammar to habits of speech and oral and written composition with its various problems: simplest method of approach to the more difficult parts. Consideration of what appeals to the child's interest and ways of utilizing available material: voice technique, story-telling, dictionary habits, and spelling. Employment of stories, pictures, games, etc., to obtain freedom and ease of expression. Demonstration classes in elementary school work. M., T., W., Th., F., at 10:35. Room 208. Two hours credit. Sr. Mary Camille.

**\*EDUCATION 22S.—THE TEACHING OF ENGLISH IN HIGH SCHOOL.**

Consideration of the aims, materials, and methods in the teaching of literature and composition. Choice of texts and materials; careful study of a few books; survey of poems adapted to specific needs; representation of the chief literary types; collecting materials for themes; theme reading; oral English; short stories; outside reading. Text: "The Teaching of English in Secondary Schools," by Charles Swain Thomas. M., T., W., Th., F., at 9:40. Room 212. Two hours credit. Mr. J. E. O'Connell, A.B., LL.B.

**\*ENGLISH 12S.—NEWMAN.**

His commanding position in the religious intellectual life of the nineteenth century; life and association at Oxford; Catholic life; his philosophy of education in the "Idea of a University"; his controversial, apologetic and homiletic works; the great Christian protagonist in the warfare of modern rationalism; the acknowledged perfection of form in his prose. M., T., W., Th.,

F., at 9:40. Room 115. Two hours credit. Rev. D. M. O'Connell, S.J.

**\*FRENCH 1S.—ELEMENTARY FRENCH.**

The New Chardenal French Course. Careful drill in pronunciation. The rudiments of grammar, including the inflection of the regular and the more common irregular verbs; the order of words in the sentence; colloquial exercises; writing French from dictation; easy themes; conversation. M., T., W., Th., F., at 9:40. Room 216. Two hours credit. Rev. Peter McCartney, S.J.

**\*FRENCH 2S.—INTERMEDIATE FRENCH.**

The New Chardenal French Course. Malot, Sans Famille. Mastery of all the rare irregular verb forms; uses of the conditional and subjunctive. Reading of graduated texts, with constant practice in translating into French portions of the text read; dictation; conversation. M., T., W., Th., F., at 10:35. Room 216. Two hours credit. Rev. Peter McCartney, S.J.

**\*GEOLOGY 1S.**

An elementary treatment of the dynamics of the atmosphere. In it will be discussed the properties and constitution of the atmosphere, the relations between temperature, pressure, and humidity; weather and its variations, and the principle of weather prediction. River and marine deposits. Glaciers. Earth movements. Volcanoes. Earthquakes. Mineral deposits. Coal, oil and natural gas. Mountain formation and topography. M., T., W., Th., F., at 10:35. Room 312. Two hours credit. Rev. F. J. Gerst, S.J.

**\*HISTORY 5S.—AMERICAN HISTORY 1750-1815.**

The later colonial period; the causes of the Revolution; the political and social aspects of the Revolution; the government under the articles of confederation; the movement for a new Constitution, and the setting of the new government into operation; the international difficulties of the new nation. Text: "Formation of the Union," Albert Bushnell Hart. (Longmans, Green & Co.). M., T., W., Th., F., at 8:45. Room 212. Two hours credit. Mr. J. E. O'Connell, A.B., LL.B.

**\*LATIN 3S.—HORACE, ODES AND EPODES.**

This course is intended for students who have at least completed the usual High School course in Latin and wish to continue the reading of Latin poetry. Selections from the Odes and Epodes will be made. Stress will be laid upon interpretation as well as translation, and an effort will be made to help

the student to appreciate the author's personality, his literary art, and the place of his work in the life and literature of Rome and of western civilization.

Any text containing the Odes and Epodes may be used. The student is advised to have at hand for constant use an adequate Latin-English dictionary. The Unabridged Latin Dictionary of Lewis and Short, published by the American Book Company, is most satisfactory, but a less expensive edition, Lewis' Latin Dictionary for Schools, or even Lewis' Elementary Latin Dictionary (both published by the same firm) may be substituted.

It is advisable to prepare for Horace by some reading beyond the High School course of easier Latin, as, for instance, Livy, but this is not absolutely indispensable. M., T., W., Th., F., at 9:40. Room 211. Two hours credit. Rev. Alphonse Fisher, S.J.

#### \*LATIN COMPOSITION 9S.

This course will include the orderly presentation of the essential facts of the grammar, the translation of connected English into idiomatic Latin, and the study of style and the structure of Latin discourse. Latin grammar will be correlated with English grammar and interpreted from the Roman viewpoint in expressing thought. Discussion of Latin word-order, word-groups, and sentence structure, with practice in oral reading of selected passages. Easy Latin conversation, as a help toward the freer use of spoken Latin in the class-room. Text: Kleist's "Aids to Latin Composition". (Schwartz, Kirwin and Fauss.) M., T., W., Th., F., at 8:45. Room 211. Two hours credit. Rev. Alphonse Fisher, S.J.

#### \*ECCLESIASTICAL LATIN 13S.

This course is designed especially for those who recite the *Officium Parvum Beatae Mariae Virginis* either in choir or privately. The Psalms occurring in the office will be translated and explained, the purpose being to give a fuller comprehension of their meaning with a minimum of textual criticism. The Psalms will be taken up in the following order: 109, 121, 126, 44, 86, 126, 127, 128, 130, 8, 18, 23, 62, 122, 124, 125, 45, 53, 84, 92, 95, 96, 97, 99, 112, 116, 119, 120, 123, 129, 147, 148. Prerequisite: Two units of high-school Latin or the equivalent. Text: Any approved edition containing the Psalms to be treated. M., T., W., Th., F., at 11:30. Room 115. Two hours credit. Rev. Austin G. Schmidt, S.J.

#### \*†MATHEMATICS 1S.—PLANE TRIGONOMETRY.

Definitions of functions. Deduction of formulas. Use of tables. Solution of right and oblique triangles. Applications. Text: Wentworth-Smith (Ginn & Co.) M., T., W., Th., F., at 11:30. Room 312. Two hours credit. Rev. F. J. Gerst, S.J.

#### \*†MATHEMATICS 2S.—PLANE TRIGONOMETRY AND COLLEGE ALGEBRA.

Prerequisite 1S.

1. Graphs of trigonometrical functions. Trigonometric equations and identities. DeMoivre's theorem. Text: Wentworth-Smith.—2. Laws of exponents; radicals; factoring; linear equations; quadratic equations; inequalities; mathematical induction and binomial theorem; progressions; complex numbers. Text: Rietz and Crathorne (Henry Holt & Co.). M., T., W., Th., F., at 11:30. Room 312. Two hours credit. Rev. F. J. Gerst, S.J.

#### MATHEMATICS 3S.—COLLEGE ALGEBRA.

Prerequisites 1S and 2S.

Theory of equations. Logarithmic and exponential equations; partial fractions; permutations and combinations; probability; determinants; theory of limits; infinite series. Text: Rietz and Crathorne (Henry Holt & Co.).

#### \*†MATHEMATICS 4S.—ANALYTIC GEOMETRY.

Prerequisites 1S and 2S.

Cartesian co-ordinates; curves and equations; the straight line; circle; transcendental curves and equations. Polar co-ordinates; functions and graphs. Text: Smith and Gale, "New Analytic Geometry."

#### \*†MATHEMATICS 5S.—ANALYTIC GEOMETRY.

Prerequisite 4S.

Parabola; ellipse and hyperbola; tangents; parametric equations and loci. Cartesian co-ordinates in space; surfaces; space curves and their equations. Text: Smith and Gale, "New Analytic Geometry." M., T., W., Th., F., at 11:30. Room 312. Two hours credit. Rev. F. J. Gerst, S.J.

#### MATHEMATICS 6S.—ANALYTIC GEOMETRY.

Equation of first degree in three variables; straight line in space; special surfaces; transformation of co ordinates; quadric surfaces. Text: Smith and Gale, "New Analytic Geometry."

\*Of two courses marked \*† and offered by the same instructor only one will be given; choice will depend upon the demands of the registration.

**\*PHILOSOPHY 1S.—LOGIC.—DIALECTICS OR FORMAL LOGIC.**

Definition and division of philosophy; Minor and major logic. The three operations of the mind. Idea; division of ideas. Transcendental and non transcendental universals. The heads of predicables. The Porphyrian tree. Division of terms. Analogy. Supposition of terms. Judgment. Reasoning and argumentation. The syllogism: its figures and modes. Various kinds of syllogisms and their laws. Fallacies. Sciences, their division and subordination. M., T., W., Th., F., at 11:30. Room 115. Two hours credit. Rev. John A. Bolte, S.J.

**PHILOSOPHY 2S.—LOGIC—CRITERIOLOGY OR APPLIED LOGIC.**

Truth: Ontological, logical and moral. Falsity. Logical truth and falsity completely found in the judgment only. General and partial causes of error. States of the mind in relation to truth. Ignorance. Doubt. Suspicion. Opinion. Certitude. Metaphysical, physical and moral certitude. Universal and partial scepticism. Descartes' Methodic Doubt.

**\*PHILOSOPHY 3S.—PSYCHOLOGY.—PREPARATORY COURSE.**

The phenomena, scope, grades and origin of life. Life in the plant and brute animal. Sensation and Instincts. Modern theories of animal Psychology. M., T., W., Th., F., at 11:30. Room 115. Two hours credit. Rev. M. J. Boylan, S.J.

**PHILOSOPHY 4S.—PSYCHOLOGY.**

The cerebro spinal system. The phenomena of rational life. The precept and concept. Association. Rational appetency, free will and determinism. Modern theories discussed.

**PHILOSOPHY 5S.—PSYCHOLOGY.**

The origin, nature, destiny of the human soul; the union of soul and body. Discussions on personality, hypnotism, experimental psychology, etc.

**PHILOSOPHY 6S.—METAPHYSICS.**

This section, usually designated Ontology, comprises the following subjects: Being considered in itself and in its relations; conceptual unity, composition, its analogies and first principles; the transcendental attributes of being, unity, goodness and truth. Then being is discussed as potentiality, actuality and possibility. The categories of being, consisting in a philosophical inquiry into the principles of beauty, art and taste.

**PHILOSOPHY 7S.—COSMOLOGY.**

The inorganic world, its origin and nature. Monism and Creation. The laws of nature. The constitution of bodies, scientific and philosophic aspects.

**PHILOSOPHY 8S.—NATURAL THEOLOGY.**

The Supreme Being. Proofs of the existence of God; His attributes, knowledge, free will, government of the universe, providence, the problem of good and evil.

**PHILOSOPHY 9S.—ETHICS.**

In this course are treated the subjects belonging to general theory; the nature of the moral act; the distinction between moral good and moral evil; moral habits; natural and positive moral law; conscience; rights and duties.

**PHILOSOPHY 10S.—ETHICS.**

The application of the general principles of ethics to particular, individual and social rights and obligations: the right to property, life, honor; the rights and obligations of domestic society; marriage and divorce; civil society, its nature and forms; the rights of civil authority; church and state; the ethics of international relations, peace and war.

**PHILOSOPHY 11S.—HISTORY OF PHILOSOPHY.**

Review of the Oriental philosophies. The various pre-Socratic systems among the Greeks. More detailed study of Socrates and Plato.

**PHILOSOPHY 12S.—HISTORY OF PHILOSOPHY.**

Aristotle to Descartes. The Neo-Platonic movements. The Fathers of the Church, the Mystics, St. Thomas, and the beginnings of modern scientific methods form the staple of this course.

**PHILOSOPHY 13S.—HISTORY OF PHILOSOPHY.**

Discussion of the modern philosophies, based on the works of Descartes, Locke, Hume, Kant, Hegel, Spencer, and of Neo-Scholasticism.

**\*PHYSICS 1S.**

This course must be preceded or accompanied by a course in plane trigonometry.

An introductory course covering the fundamental principles of mechanics, molecular physics, and heat, electricity, sound, and light. Special attention is given to the training of the powers of reasoning in the application of general principles to concrete examples of phenomena in every day life. The course is planned to acquaint the student with the fundamental laws of physics. Text: Carhart M., T., W., Th., F., at 8:45. Alumni Science Hall, Avondale. Four hours credit. Rev. Joseph Wilczewski, S.J.

**\*†POLITICAL SCIENCE 1S.—AMERICAN GOVERNMENT.**

This course is intended generally as a preparation for the duties of citizenship and to meet the growing interest in great political problems. Therefore the emphasis is laid upon the actual workings of the American government, with due attention to recent changes and tendencies in state, nation and local government; the functions of the State government; the unique position of the Supreme Court; the Constitution and current problems and tendencies. M., T., W., Th., F., at 11:30. Room 211. Two hours credit. Mr. J. E. O'Connell, A.B., LL.B.

**\*†PUBLIC SPEAKING 1S.—PRINCIPLES OF EXPRESSION.**

This course consists of a study of expression by voice and action; exercises for developing the voice; practice in reading and speaking. The course will give the student the fundamental principles necessary to self-criticism, and an opportunity to apply these principles in practice. Orations and narratives studied and interpreted from the platform, with special reference to thoughtful, earnest, distinct, direct, interesting speaking. Text: Kleiser, (Funk, Wagnalls Co.) M., T., W., Th., F., at 10:35. Room 211. Two hours credit. Mr. J. E. O'Connell, A.B., LL.B.

**\*†SPANISH 1S.—ELEMENTARY SPANISH.**

A brief grammar with practical exercises is paralleled from the outset with simple reading and conversation. The spoken language is constantly studied and practiced. M., T., W., Th., F., at 8:45. Room 216. Two hours credit. Dr. Peña.

**\*†SPANISH 2S.—INTERMEDIATE SPANISH.**

Reading and translation of Spanish texts, with composition and oral drill. A course with distinctly practical aims. Study and practice of the ordinary forms of speech. The peculiarities in the pronunciation and vocabulary of South American Spanish will be treated. Spanish conversation and commercial correspondence. The course will be conducted entirely in Spanish. M., T., W., Th., F., at 8:45. Room 216. Two hours credit. Dr. Peña.

Spanish is the language of fully one-half of the territory of the Western Hemisphere. The eighteen Spanish speaking republics have a population of approximately fifty-five millions. Our trade with South America is advancing with leaps and bounds. In view of the rapidly increasing importance of our relations with Latin America, the elementary and intermediate courses here offered are shaped largely toward utilitarian ends, though intended at the same time to lay grammatical foundations sufficient to prepare for literary courses.

## SCHOOL OF COMMERCE

### ORGANIZATION AND PURPOSE

The School of Commerce of St. Xavier College was opened in October, 1911, for the benefit of young men, irrespective of their religious adherence, who have more than ordinary intelligence, energy and ambition, and who realize that thorough preparation is essential to success.

That there was a demand for a higher and more adequate system of education adapted to the requirements of modern commercial life was proved by the gratifying enrollment of a hundred young men during this first year who, either as regular or special students, kept up their interest to the end of the session.

During the following years the number of students in the different courses increased considerably. In 1914 the first students—twelve in number—graduated with the degree of Bachelor of Commercial Science. Several have since taken the examinations of the Ohio Board of Accountancy.

In 1918 the courses of the Department were opened to admit women to matriculation. The adoption of this policy of co-education was prompted by the increasing demand from the commercial world for trained women as well as from women themselves.

The work of the Department of Commerce is distinctly practical. Its instructors are men of affairs. Its aim is to educate the student in the methods of present-day business and thereby to add to his efficiency. The emphasis placed on the eternal principles of truth and honesty, as laid down in sound ethics, forms a distinct feature of the course.

Efficiency in this widest sense means a great deal more than mere skill in performing routine task. It implies breadth of view, keenness of observation, grasp of underlying principles—in one word, development of brain power for business activity.

The courses of instructions are so selected as to illustrate, correlate and draw together principles and facts which will form a mind able to grasp a given business scheme and situation and to determine upon the best business methods.

A more detailed account of the commerce courses of methods employed, of professors, etc., is contained in a special booklet which will be sent on request.

## DEPARTMENTS OF INSTRUCTION

**Economics and Business Administration** with the subdivisions: Ethics, political economy, economic resources, industrial organization, credits and collections, investments, finance, transportation, etc.

**Accounting** in its theory, practical problems, advanced and special accounting, cost accounting, auditing, preparing for the work of the professional accountant.

**Commercial Law.** Instruction in law has been designed not only for those who are preparing for the profession of Certified Public Accountancy, but also for men in general commercial or business life. Contracts, the groundwork of all law, and Corporations, are studied during the first year. Agency and Partnership, Negotiable Instruments and Bankruptcy follow. Sales, Insurance, Property, Bailments and Carriers complete the course in law.

**Business English.** The object of this course is to perfect the student in the command of correct, forceful and business-building English, oral and written. The classes are entirely thorough, beginning with a treatment of the fundamentals of the language and leading up to a systematized practice in the composition of every kind of effective letter and other literary forms used in modern business.

**Advertising and Salesmanship.** The economic, psychological and physical factors in advertising, together with the essential principle of artistic arrangement and English composition as applied to the construction of advertisements, are fully covered. The course also includes theoretical discussion and practical demonstration of the salesman's problems. A special booklet, giving detailed information regarding the course in Advertising and Salesmanship, will be sent on request.

**Effective Speaking and Parliamentary Practice.** Distinct enunciation, pleasant modulation of the voice, proper bearing and action, ease of expression, in conversation and in addresses to small or large groups, constitute an invaluable equipment for every business man and are to a greater or lesser degree indispensable in the attainment of success. With a view to assisting the student most effectively, the course includes both theory and practice of Effective Speaking. Class sessions are conducted according to parliamentary procedure. The student is thus enabled to acquire a theoretical as well as practical knowledge of parliamentary law.

**Commercial Spanish** is becoming of increasing importance on account of our growing trade with Latin America. The principal features of the course are conversation and letter writing.

**Bookkeeping and Preparatory Accounting** is offered to accommodate such students as need this preliminary training in order to enter the Freshman class in accounting.

**Sociology.** Students of Commerce desiring to obtain more detailed information regarding social problems and social movements may arrange to take electives in the School of Sociology.

## ENTRANCE REQUIREMENTS

St. Xavier School of Commerce is open to men and women who are at least 18 years of age and have sufficient education and experience to pursue the courses of instructions selected with profit. Students are divided into three classes according to the basis on which they enter the school.

1. **Regular Student.** A regular student is one who presents 15 units of high school credit or its equivalent and registers for a degree course.

2. **Conditioned Student.** A conditioned student is one who registers for a degree course, but has not the prescribed units of high school work or its equivalent. It is possible for such a student, through special study during the summer months or at some other convenient time, to make up his deficiencies. If he does so before graduation he becomes a regular or degree student. If he fulfills the high school requirements after graduation he is then entitled to receive the degree at the next regular commencement exercises of the College.

3. **Special Student.** A special student is one who registers for one or more subjects without any intention of obtaining a degree.

## LOCATION AND TIME OF SESSIONS

Sessions are held at St. Xavier High School Building, Seventh and Sycamore streets, from 7:30 to 9:45 p.m., on Monday, Wednesday, and Friday evenings.

The school is conveniently located in the heart of the city, within two minutes walk of all city and over the river car terminals.

## REGISTRATION

Students are required to register during the week September 18th to September 23rd. A transcript of their credits should be filed by them when registering.

A student not registering during registration week is subject to a fee of two dollars for late registration.

## HOURS OF CONSULTATION AND REGISTRATION

During registration week, September 18-23, the office of the School of Commerce and Sociology which is in the St. Xavier High School Building, at Seventh and Sycamore streets, will be open daily from 9:00 a.m. to 9:00 p.m.

During the school year, September 21st to June 15th, 1:00 p.m. to 9:00 p.m., on Monday, Wednesday and Friday; from 1:00 p.m. to 5:00 p.m., on Tuesday and Thursday; from 9:00 a.m. to 1:00 p.m., on Saturday.

During the summer holidays, June 13th to September 11th, the office will be open from 9:00 a.m. to 5:00 p.m.

## OPENING EXERCISES

The opening exercises of the school will be held on Friday evening, September 21st, at 8:00 o'clock, in the large auditorium of the High School Building. Addresses will be made by prominent business and professional men. The purpose of this initial meeting is to revive "the spirit of 'Old St. Xavier'" in the old students and kindle it in those joining for the first time; it helps prospective students to become acquainted with their fellow students as well as with their professors.

This meeting is open to the public. Those who are enrolled or who contemplate enrolling are strongly urged to attend.

## TUITION AND FEES

A registration fee of \$5.00 when registering for the first time is required of all students. This fee is paid but once and is not returnable.

All tuition is payable semi-annually in advance. Students may not attend classes until the registration fee and tuition for the current semester have been paid.

All graduation fees must be paid one week before commencement.

No student once enrolled in a course will be allowed to withdraw except for very weighty reasons; and in no event will any part of his tuition be returned to him except in case of protracted illness.

The Schedule of tuition and fees is as follows:

Registration Fee.....	\$ 5 00
Regular Schedule of Studies.....	50 00 per year
Two Subjects.....	40 00 "
Accounting.....	30 00 "
Bookkeeping.....	30 00 "
One Subject (three periods per week).....	20 00 "
Graduation Fee.....	10 00
Certificate Fee.....	5 00
Conditioned Examination.....	2 00
Special Examination.....	2 00
Late Registration.....	2 00

## OTHER EXPENSES

The expenses for books and stationery vary considerably according to the group of subjects taken. In no case should they exceed \$13.00 per year. In many cases they will be less than \$5.00. Books can be obtained at the Students' Co-operative Store on the first floor.

Membership in the St. Xavier Co-operators is \$2.00 per year, entitling the student to membership in "The Xaverians," an inter-departmental organization of St. Xavier students. It publishes a bi-weekly publication, *The Xaverian News*, which is sent free to all members.

## ATTENDANCE

No credit can be allowed a student who has not faithfully attended the various courses for which he enrolled and who has not satisfactorily passed the examinations.

Attendance records are kept and absence from twenty per cent of the lectures deprives the student of the right to examination.

It is understood that for every hour of class-room work two hours of outside study is expected.

## SPECIAL LECTURES

In order to render the largest possible measure of service to its students and to the business world, the school aims to identify itself closely with the business life of the community. Besides the regular lecturers other successful business men are invited to address the students on subjects in which they have specialized. A glance at the list of special lecturers will reveal to what extent this policy is carried out.

## LIBRARY AND READING ROOM FACILITIES

A library containing well selected books on business subjects is at the disposal of the students. Those wishing to spend time between working hours and class periods in surroundings helpful to study are invited to avail themselves of the splendid opportunities offered by the spacious reading room on the second floor of the school building.

The main building of the Cincinnati Public Library is a short distance from the College. Every courtesy is extended students by the librarians and every facility is offered for taking home books, for consulting works of reference and for private study. The library building on Vine street contains 560,000 books about 7,000 of which treat of business and allied subjects.

## EXAMINATIONS

In order to receive credit for their work all students must take the examinations which are held at the close of each semester. Students who are unavoidably absent from the regular examinations may arrange with the Regent for a special examination. A fee of two dollars is charged for such special examination.

## PRIZES

The J. D. Cloud gold medal is awarded to the Senior who attains the highest general average.

The C. V. Scully gold medal is awarded to the Junior who attains the highest general average.

The Joseph Berning gold medal is awarded to the Freshman who attains the highest general average.

Mr. Jesse Joseph, of the Joseph Advertising Agency, offers a gold, a silver, and a bronze medal to the students of the Advertising and Salesmanship class who show the greatest proficiency in laying out newspaper advertisements.

Callaghan & Company, of Chicago, present a valuable encyclopedia of law to the Senior showing the greatest proficiency in commercial law.

Besides these a number of other valuable prizes are offered by friends of the college to successful students in the various classes.

## DEGREES AND CERTIFICATES

### BACHELOR OF COMMERCIAL SCIENCE

The degree of Bachelor of Commercial Science will be conferred on regular students who have:

1. Successfully completed a four years' schedule of classes;
2. Submitted a satisfactory original thesis on some economic topic;
3. Had at least three years' successful experience in business.

### MASTER OF COMMERCIAL SCIENCE

The degree of Master of Commercial Science will be conferred upon such candidates as have:

1. The degree of B. C. S.;
2. Completed 15 semester hours of work in addition to that required for the Bachelor of Commercial Science degree;
3. Submitted a satisfactory thesis on a subject approved by the faculty.

## CERTIFICATES

A regular certificate is granted to such students as have completed a degree course, but did not fulfill entrance requirements.

A special certificate is granted to special students who have completed the major part of the regular schedule.

## CERTIFIED PUBLIC ACCOUNTANT

The title C. P. A. is not conferred by St. Xavier College, but by the Ohio Board of Accountancy. The courses at St. Xavier are, however, so arranged, as to give the students a thorough preparation for the examinations of the Board of Accountancy.

## STUDENT ACTIVITIES

### ST. XAVIER COOPERATORS

Every effort is made to cultivate friendly relations among the students of the School of Commerce and Sociology. Organizations in individual classes, as well as among the students generally, contribute largely to bring about this effect. "The St. Xavier Cooperators" is the principal student organization in the school.

**Purpose.** It brings members of the various classes into close contact with one another, provides a common meeting ground for the entire school, enables the students as a body to wield an influence in the social and civic affairs of the community, is their instrument for promoting undertakings, conducting affairs of interest or importance to the student body. The Cooperators are affiliated with such important organizations as the Co-operative League of America, the Consumers' League, Better Housing League, etc.

**Meetings.** Meetings are held monthly. The evening is devoted to routine business, to an address by some prominent person on a topic of vital interest, to discussions by students of problems concerning themselves and their school, to entertainment and amusement.

**Employment Bureau.** The St. Xavier Cooperators conduct an employment bureau for the benefit of their members and the convenience of employers. Members are urged to refer to the secretary of the League all worthwhile vacancies that come to their attention. It is a slight, but all important means of exercising the spirit of service. A very marked degree of willingness to co-operate in this respect has been evidenced in the past and has been productive of most gratifying results.

**Co-operative Store.** All text books and materials needed by the students can be bought at the Students' Co-operative Store

conducted by the St. Xavier Co-operators. The store serves as a modest type and exemplification of co-operation. The co-operative movement is enthusiastically advocated by professors of economics and sociology as an important element in the solution of the social problem.

**Committee on Reiner Library Section.** In order to develop the Students' library and create greater interest in it a committee was formed and instructed to collect funds for the purchase of new books. Thanks to the enthusiasm of the committee members and the generosity of students and friends of the school a considerable number of valuable books have been procured. This new collection of books is to be known as "The Reiner Library Section," the students' token of appreciation of the Regent's effort in their behalf.

**The Annual Banquet.** The most important social function of the school year is the annual banquet conducted by the Cooperators. The Eleventh Annual Banquet indicated the spirit of the occasion, the number and character of the guests and the tenor of the speeches, the great impression that has been made by the school upon the community.

## OUTLINE OF COURSES

### ECONOMICS AND BUSINESS ADMINISTRATION

#### 1. ETHICS.

A study of the fundamental principles of morality with their application to conduct in individual and social life. Individual rights and duties; society, its nature, origin and purpose. Lectures, recitations and discussions.

#### 2. POLITICAL ECONOMY.

The principles of economics. A treatment of the subject embracing the general theory of production, distribution, exchange and consumption. Lectures, problems and discussion, developing the meaning of economic questions.

#### 3. ECONOMIC RESOURCES.

Raw materials; sources; geographical distribution; exploitation; transportation; treatment and preparation of natural products and by-products for market; various industries engaged in handling these materials; capital invested; men employed; uses of the output.

Classification of subjects treated: food-yielding plants; plants producing textile materials, fiber, oils, gums, resins, dyes, drugs,

wood. Animal products: animal food, oil, fiber, insect products. Inorganic products; minerals, building materials, fertilizers, pigments, lubricants, fibers, medical substances, acids, alkalis. Lectures illustrated with specimens of raw materials and finished products when feasible.

#### 4. INDUSTRIAL ORGANIZATION.

Historical survey. Fundamental principles. The effects of the great inventions. The degradation and elevation of labor. Modern industrial tendencies; aggregation, specialization, standardization, division of mental labor. Forms of industrial ownership; individual, partnership, corporation, co-operative and governmental ownership. Principles of organization. Planning departments; routing, despatching, time and motion studies, rest periods. Principles of cost keeping. Depreciation of wasting assets; wear and tear, decrepitude, inadequacy, obsolescence. Purchasing and storing of materials. Standards and their attainment—inspection. Location, arrangement and construction of industrial plants. Problems of employment; labor turnover, employment department, empirical method of selecting employees, reducing fluctuations in output. Compensation of labor; primary pay systems, day work, piece work, contract system, premiums, bonus, efficiency plans; profit sharing methods. Corrective influences—employees' service; factory welfare work, health conservator, sanitation, ventilation and lighting, housing, accident prevention and relief, financial betterment, industrial education and legislation, labor unions.

#### 5. CREDITS AND COLLECTIONS.

Nature and laws of mercantile credit; advantages and defects of the credit system; commercial rating; checks and safeguards; collections, exemptions and limitation.

#### 6. INVESTMENTS.

1. Definition of investment; investment and speculation compared; history of modern investment; the industrial system; present conditions of investment; security; income, general survey of various classes and grades of investment; market elements; premiums and discounts, rates and bases; prices and quotations; salability.

2. Government and State bonds; history; present conditions of security and income; market elements.

3. Municipal and county bonds; the various grades; security and income; municipal financial statements; consideration of



the character of improvements to be made by the issue; sinking funds; State laws regulating issues.

4. Corporation bonds; the various classes of corporation mortgage bonds; the trust deed.

5. Corporation bonds; collateral bonds; guaranteed bonds; income bonds; convertible bonds; equipment bonds; analysis of corporation balance sheets and income accounts; security of corporation bonds; market elements.

6. Stocks; common and preferred stock compared; history of modern stock investments; actual and possible security of preferred stocks.

## 7. FINANCE.

Money and Banking. Practical exposition of the principles of Finance and Banking; domestic and foreign exchange; nature and value of money; credit and the relation of money and credit to the prices and rates of interest; monometalism and bimetalism; fiat money; the currency system of the United States; brokerages; the nature and the importance of banking operations; the receiving teller and deposits; the paying-teller and his cash; departments of the bank—collections, discounts, collaterals, the stock, its ownership and transfers; the circulation of the bank; foreign exchange; letters of credit; notes and drafts; national and State banks; the president, the cashier and the board of directors; the duties of each; meetings of directors; management; the clearing house; trust companies.

## 8. TRANSPORTATION.

Transportation the keynote of commercial success or failure; the economics of transportation; the river and the railroad; ocean transportation; import and export duties; inland waterways and transportation; the improvement of the rivers and harbors, inland and sea-port; passenger and freight traffic; classification, rates and charges; traffic policies; State and Federal regulations; intra-state and inter-state commerce; the constitutional power of the Congress to regulate inter-state commerce.

## ACCOUNTING

### 1. BOOKKEEPING AND PREPARATORY ACCOUNTING

The course covers, in a graded and rational way, transactions which are likely to occur in the conduct of a business. Its purpose is to prepare students for admission to Accounting. Special attention is given to journalizing, single entry, double entry, the development of the original journal into modern journals, such as cash, sales, purchase, notes, bills, receivable and payable, controlling accounts.

### 2. PRINCIPLES OF ACCOUNTING.

Thorough foundation in the fundamental principles. Laboratory practice by the student under the guidance of the instructor. A complete series of transactions in books of account to be worked out by the student. The matter is analyzed and demonstrated; demonstration supplemented by elementary theory and principles involved.

The transactions are founded on cases taken from actual practice. Beginning with accounts of a sole proprietor in single entry method, the change is made to double entry. The books are changed from cash basis to accrued basis. Simple trading goes over into manufacturing; partnership is added; a participation in the profits is sold to a third party; the original proprietor's part is taken by a new partner; the other partner dies; the remaining partner incorporates; the business of the co-partnership is taken over by a corporation; good will is involved in the transaction. The latest and best methods are introduced; a simple cost system is installed; goods are shipped and received on consignment; new capital is secured by a bond issue with a sinking fund clause; the corporation gets into financial difficulties; a receiver is appointed and the company is liquidated. Financial statements are interspersed; balance sheets; statements of income; profit and loss, of receipts and disbursements; of affairs and deficiency, of realization and liquidation.

### 3. ACCOUNTING PRACTICE.

Principles taught in the first year are illustrated by practical problems. These problems are divided into two groups, those for demonstration, worked in the class room, and for practice, required as independent work of the students.

Special attention is given to problems relating to sole proprietorship, co-partnership, corporation, consolidations and holding companies. The assets and liability method is carefully compared with the profit and loss method; the relation of the statement of income and profit and loss on the balance sheet is explained. Rule for finding missing accounts. Co-partnership problems. Corporation problems relating to organization, receiverships, reorganization and sale relating to different kinds of capital stock, various assets, bonds, debentures, various liabilities, depreciation of property and plant accounts, valuation of raw material, goods in different stages of production expenses, taxes.

Miscellaneous problems, involving fiduciary accounts of executors, trustees, agents.

#### 4. COST ACCOUNTING.

The sources of cost and their analysis from the raw material through all processes of manufacture to the finished product; the units of cost and their apportionment; application of the principles advanced during the first year; cost of labor, skilled or unskilled; cost of storage, management and marketing; the determination of the relative efficiency of each and the relation to the product; the cost of trading as distinguished from the cost of production of the finished product; the efficient method of cost keeping and comparative estimates of various systems of cost accounting; cost in relation to individual enterprises, co-partnerships and corporations.

#### 5. ADVANCED PROBLEMS IN ACCOUNTING.

The course of Advanced Problems in Accounting includes treatment of the newer vehicles and methods of business transactions; the growth of the corporation as a great factor in commercial, financial and industrial enterprises, as distinguished from the establishment owned and operated by the individual; and practical substitution of the corporation for the individual business; the advantages of the corporate form and operation over the individual method; the uses of the corporate method and its liability to abuses; the trust and the combine; their uses and their abuses; the right of capital to concentrate; development of natural resources through the corporation; natural and statute law in their application to the business problems presented by modern methods of business; the law of supply and demand; statutory powers and privileges of the corporation and its consequent responsibilities to the State and the business world.

In all reports submitted by the students the language must be clear, direct and concise, avoiding the use of technical terms and phrases where unnecessary.

#### 6. AUDITING.

Auditing in its relation to cost; the consequent duties of an auditor; the responsibility of an auditor; the basic principle of an audit; how it is made; papers, books, accounts with creditors and debtors, banks and trust companies; vouchers; the auditor supreme in all departments of accounts, stock taking, etc., from the beginning to the completion of his work; compilation of his report and its submission; absolute independence and integrity required in an auditing official, whether in State, municipal or private work; clearness, conciseness and directness the characteristics required in the report of an auditor with

reference to the accounts, books, papers, etc., on which it is based; the several kinds of audits required in the newer methods of business today—banks, trust companies, corporations, fiduciary accounts, manufacturing establishments, commercial enterprises, insurance and railway companies, etc.

#### 7. SPECIAL ACCOUNTING.

Public Accountants who through years of special study, research and practice have become recognized authorities in some particular department of accounting will give practical demonstrations of their work to the students.

### COMMERCIAL LAW

#### 1. CONTRACTS.

Elements of a contract; kinds of consideration; illegal, fraudulent and other void contracts; construction of contracts; verbal and written contracts; Statute of Frauds; how contracts may be terminated; specific performance; breach of contract; damages.

#### 2. CORPORATIONS.

Forming a corporation; stock subscriptions; how a charter is obtained; rights and liabilities of corporations in States other than where chartered; by-laws; meetings of stockholders and directors; forms of corporate stock and rights of stockholders thereunder; common and preferred stock; corporate elections; rights of minority stockholders; acts beyond corporate powers; voting trusts; liabilities of stockholders and directors; rights of creditors; dissolution of corporations and how effected.

#### 3. AGENCY AND PARTNERSHIPS.

**Agency.** The contract of agency; agency by ratification or estoppel; principals and agents; rights and duties of agents; termination of the contract of agency; what agencies may be revoked; remedies of agent and principal.

**Partnerships.** Articles of co-partnerships; rights and liabilities of co-partners; rights of creditors against co-partners and against the firm; special partners; silent partners; termination of co-partnerships; commercial paper of a co-partnership; accounting between co-partners; liquidation of assets.

#### 4. NEGOTIABLE INSTRUMENTS.

What instruments are negotiable; bills, notes, drafts and checks; acceptance of drafts, certified checks; defenses and suits brought on negotiable paper; partnership and corporation paper; rights and liabilities of endorsers; presentment;

notice of dishonor, protest; certificates of deposit; bonds; certificates of stock; warehouse receipts, bills of lading, etc.

#### 5. BAILMENTS AND CARRIERS; BANKRUPTCY.

**Bailments.** Mutual rights and duties of bailor and bailee; pledges; storage of goods; warehousemen; warehouse receipts, etc.

**Carriers.** Public and private carriers; shipment of goods; rights and duties of shipper, consignee and carrier; stoppage and loss in transit; bills of lading; State and Federal regulation, etc.

**Bankruptcy.** Who may become bankrupt; voluntary and involuntary bankrupts; acts of bankruptcy; claims, preferences; discharges, etc.

Appointment; purposes, rights and duties of receivers and creditors.

#### 6. INSURANCE.

The fundamental nature of the contract of insurance; its requisites; interests insurable and not insurable; effect of concealment of fact by the applicant for insurance; representations and warranties by the insurance company; insurance agents, their duties and their powers; rights of the insured under the policy; the standard fire policy and the standard life policy; development of the insurance field—accident, tornado, etc., guaranty, credit and liability insurance; bonding companies and their operations; premiums and assessments; stock, mutual and beneficial insurance companies and associations.

#### 7. SALES.

The contract of sale; memoranda; immediate and future sales, time of delivery; shipment, rights and duties of consignee, consignor and carrier; stoppage and loss in transit; when the contract is closed; setting aside sales; warranties; sales by samples, by description, etc.

#### 8. PROPERTY.

Realty; Personalty; mixed; acquiring title to personalty by purchase, gift, finding and other means; estates in realty fee simple, life, leasehold, dower, contingent interests, mortgages, deeds, conveyances, title by descent, devise, purchase and prescription, abstracts, remedies of purchaser and seller, taxation, assessments.

## ENGLISH

### 1. BUSINESS ENGLISH.

The principles of English composition, as related to commercial enterprise, are presented in detail. Correctness is the primary aim, particular attention being given to form. Practice is had in the preparation of outlines, composition of business letters, and criticism.

### 2. BUSINESS ENGLISH.

The more advanced topics of business composition are considered. The discussion concern tone, exactness, accuracy in diction, and effectiveness. Letters of credit, collection, adjustment, sales, application, etc., are thoroughly analyzed. Dictation, advertisement English, and reports are covered. Comprehensive practice is given in the writing of letters and reports. Individual and class criticism.

### 3. WRITING FOR PROFIT.

A practical course in the art of writing for magazines, newspapers, trade, technical and secular publications, as well as the juveniles, and in teaching the marketing of such material in this country and abroad in such wise as to make the class-work pay for itself from the start.

The first half of each session is given over to a lecture, the theme being amplified with abundant references to topics of the hour. This is followed by a query period and a review of the previous lecture, after which there is protracted discussion of such material as the students may bring in, and suggestions for marketing and for manner of sale. How to gather the data; how to make it appeal to the specific class of readers reached by the given publication; how to prepare the manuscript and give it the professional touches that go so far toward effecting sale; how to maintain a market so established; the use of unsold material, and the securing of new clients in other fields, will be taught.

## PSYCHOLOGY

### 1. PHYSIOLOGICAL PSYCHOLOGY.

Beginning with an explanation of the cerebro-spinal nervous system, this course leads on to the study of the phenomena of sensuous life; sense perception, imagination and memory, sensuous appetite, movement and feeling. Application to modern business and social problems is stressed throughout.

## 2. RATIONAL PSYCHOLOGY.

Phenomena of rational life. The origin and development of intellectual concepts; rational appetency; free will and determinism. The origin, nature and destiny of the human soul, the union of the soul and body.

## ADVERTISING AND SALESMANSHIP

The course in Advertising and Salesmanship is intensely practical. It deals with Advertising and Salesmanship as their results are written in the story of business successes and failures. Subjects include: history of advertising, principles of advertising, the place of advertising in modern business, comparative studies of great successes and diagnoses of some failures, psychology of advertising, copy preparation, the importance of illustration, choice of mediums, force of newspaper appeal, mapping out campaigns, street car advertising, direct by mail advertising, magazines, class journals, house organs; principles of salesmanship, personal qualities that influence others, the salesman's creed "know your goods", preparation of sales talks, winning confidence, suggestion and reason, sales demonstrations, ways of closing sales, salesmanship a profession.

Class instructions are supplemented by talks given by representative men in the advertising and selling field who bring in to the class the rich fruits of their experience. A special booklet giving a detailed account of this course will be mailed upon request.

## EFFECTIVE SPEAKING AND PARLIAMENTARY PRACTICE

### EFFECTIVE SPEAKING.

This is not a course in flamboyant, grandiloquent oratory or elocution but a practical course designed to meet the requirements of those who wish to improve articulation, enunciation, inflection, general bearing, in every day conversation and business discussion; who wish to be able to play their part at the meetings of the organizations or societies to which they belong and are desirous of acquiring facility in giving direct, straight from the shoulder talks or addresses to larger or smaller groups.

### PARLIAMENTARY PRACTICE.

In connection with Effective Speaking, Parliamentary Science is taught. As a competent knowledge of parliamentary procedure is of tremendous importance to almost every person

today this opportunity for acquiring a practical knowledge is offered to the students. Meetings of the class are conducted in accordance with parliamentary practice.

A special booklet, containing full details regarding the course in Effective Speaking and Parliamentary Law, will be sent upon request.

## COMMERCIAL SPANISH

### 1. ELEMENTARY SPANISH.

Grammar: De Vitis. Parts of speech; regular conjugations; study of the indicative mood, difference of tense meanings; imperative; use of the simpler idioms. Pronunciation, composition and conversation. Pittaro's Spanish Reader. Credit not given unless the full course is completed.

### 2. INTERMEDIATE SPANISH.

Advanced grammar; idiomatic uses of the prepositions; irregular verbs, verbs requiring a preposition. Composition and conversation. Reading: Alarcón, El Capitán Veneno; Colón, Lectures Recreativas.

### 3. COMMERCIAL SPANISH.

Practice in colloquial Spanish, commercial forms, letter writing and advertisements. Luria, Correspondencia Commercial; current journals and other literature.

The college reserves the right to discontinue temporarily any course for which the number of applicants is too small.

## MECHANICAL DEVICES

Elliott-Fisher Billing and Bookkeeping Machines, a Dalton Adding Machine, have been installed in the Accounting Department in order to acquaint students with these labor saving and accuracy insuring devices and in order to facilitate and expedite class room work. Demonstrations will be given before each class and opportunities to become expert operators on one or all will be offered.

# SCHOOL OF SOCIOLOGY

## ORGANIZATION AND PURPOSE

The need of men and women conversant with the Catholic viewpoint on Social Problems, as well as of trained Catholic Social Workers, has become very urgent throughout our country, especially here in Cincinnati. Many of those generous men and women who have been actively engaged in social work in the past have felt the need of acquiring a better knowledge of the fundamental principles involved and of the best methods to be employed.

To meet this much-felt need the courses in sociology at St. Xavier were started in September, 1918, and met with immediate and gratifying success. Their practical character is attested by the fact that several of the students are already actively engaged in the different local organizations as professional social workers.

The courses include a study of Social Principles, Social History and Social Practice, so correlated as to give the student a thorough theoretical and practical training in social service.

**Social Service** is in general any service which tends to promote the social well-being. It may be considered under two aspects: as remedial, in healing the wounds and sores of society, such as ministering to the sick and poor; or preventive, in so ordering and regenerating the social forces as to ward off as far as possible such conditions. The first deals mainly with effects, the second with causes—the first is the work of Charity—the second, Social Work proper.

**Social Problems** and the social activities connected with these problems mark especially the present age. With all the evidence of industrial progress, social life is not happy and healthy—and there is everywhere felt an acute sense of trouble and mal-adjustment. It is for this reason that social service has become of primary importance, both as a serious study and as a generous vocation. Moreover, apart from the inspiring apostolate which it affords, it holds out sufficiently ample rewards to those who make it their life work.

**Scientific Method** in modern social service is a necessity. Men and women have always rendered social service in one form or another. The new form is distinguished from the old in requiring professional standards of scientific method and technique, for the work of charity has now passed over to a stage wherein system, co-operation, principles, methods, instruction and literature appear.

A social worker to be successful today must possess a wide range of theoretical and practical knowledge of social work. A single case is quite likely to offer problems which will require dealings with church, court, hospital, school authorities, charitable organizations, city departments, employers and labor unions.

There is need of systematic study if one is to obtain adequate knowledge of the charity resources of a city, of laws and their administration, of the factors determining wage conditions, and of the advance made in the medical resources of relief work. No social worker is fully equipped until he is in possession of the results of past experience in social work in its various forms.

**Catholic Social Workers** ought to be in the forefront in the field of social work. There is no work which appeals so strongly to all their high ideals and sympathies. It is the great commandment of the Gospel—the splendid evidence of faith—the glory of the Church's history. The Church is the mother of private and organized social service and has ever shown a genius for organization in every domain of social effort and welfare.

The words of the illustrious Pontiff Leo XIII calling us to concerted social study and concerted social action, are an urgent summons to rouse ourselves to the great problems and the great responsibility of the new world of social and industrial relations in which we live.

**As a Profession** Social Service enjoys the uncommon advantage of not being overcrowded.

The supply of trained workers is insufficient to meet the need. There is a constant demand for graduates of schools of social service to fill such state and municipal positions as probation officers, parole officers, social investigators, institutional inspectors and superintendents of various bureaus, with salaries ranging from \$900 to \$4,000 per annum. In rating educational attainments in the examinations for these and other civil service positions special credit is given for college education or for special training along technical lines.

In public and private organizations are unnumbered opportunities for such graduates.

The development of welfare work in mills and factories and in many large corporations calls continually for expert service.

**Cultural Value.** The courses primarily aim at fitting the student for active social work. Their appeal, however, is not confined to this class alone. The subjects treated are of interest and educational value also to those who do not contemplate social service as a profession. The pertinent and troublesome social questions of the day, with which broad minds are conversant, are essential parts

of the matter discussed. The lectures will be found invaluable for their general information on current topics of interest and importance. The comprehensive views they convey serve as liberal knowledge supplementary to a general academic education or in lieu thereof.

**Fulfilling Sacred Obligations.** Over and above personal considerations of profession and culture that impel many to take up social studies are the considerations of the seriousness of the social problem for the well being of our Church and our country. The Popes have striven to awaken in Catholics a realization of their obligation and have repeatedly urged them to take an active interest in the social problem. They wrote:

*"The Social Question deserves to have all the Catholic forces applied to it with the greatest energy and constancy.*

*"It is for Catholics to take the initiative in all true social progress, to show themselves the steadfast defenders and enlightened counsellors of the weak and defenseless, to be the champions of the eternal principles of justice and Christian civilization.*

*"I forbid the Catholic laity to be inactive."*

**Catholic Lay Apostolate.** Social service in its broadest meaning includes all activities in behalf of our neighbor for the welfare of Church and society. It is similar in meaning to the expressive and beautiful term "lay apostolate." There are thousands among the Catholic laity of every community who are aflame with as sincere and ardent a love of Christ as are priests and religious and who are as eager as their ecclesiastical leaders to devote of their personal ability and talent, of their time and energy to the extension of Christ's kingdom. It is particularly for the benefit of such that a course in "Lay Apostolate" has been added to the curriculum. The course in "Lay Apostolate" is likewise recommended to officers and members of Catholic lay organizations for men and women that are seeking ways and means of developing and using to the best advantage the limitless resources of energy that lie dormant in their membership, that are ambitious to make their societies important factors in religious and secular social movements.

#### LOCATION AND TIME OF SESSIONS

Sessions are held at St. Xavier High School building, Seventh and Sycamore streets, from 7:00 to 9:15 p.m.

The school is conveniently located in the heart of the city, within two minute walk of all city and over-the-river car terminals.

#### REGISTRATION

Students are required to register during the week September 18th to September 23rd. A transcript of their credits should be filed by them when registering.

#### ENTRANCE REQUIREMENTS

Candidates for a diploma, who are styled *regular students*, must have finished a high school training or its equivalent.

*Special students* must have attained the age of eighteen years and must give evidence of sufficient mental ability to follow the courses with profit.

#### HOURS OF CONSULTATION AND REGISTRATION

During registration week, September 17-22, the office of the School of Commerce and Sociology which is in the St. Xavier High School building, at Seventh and Sycamore streets, will be open daily from 9:00 a.m. to 9:00 p.m.

During the school year, September 21st to June 15th, 1:00 p.m. to 9:00 p.m., on Monday, Wednesday and Friday; from 1:00 p.m. to 5:00 p.m., on Tuesday and Thursday; from 9:00 a.m. to 1:00 p.m. on Saturday.

During the summer holidays, June 14th to September 11th, the office will be open from 9:00 a.m. to 5:00 p.m.

#### OPENING EXERCISES

The opening exercises of the school will be held on Friday evening, September 21st, at 8:00 o'clock, in the large auditorium of the High School building. Addresses will be made by prominent speakers. The purpose of this initial meeting is to revive "*the spirit of 'Old St. Xavier'*" in the old students and kindle it in those joining for the first time; it helps prospective students to become acquainted with their fellow students as well as with their professors.

This meeting is open to the public. Those who are enrolled or who contemplate enrolling are strongly urged to attend.

#### FEEES

Tuition for regular students will be thirty dollars per annum, payable semi-annually. Special students, i.e., those taking one or more courses, will pay ten dollars per course.

All fees are payable in advance.

Fees are in no case refunded, but students who have paid tuition and have become unable, through sickness or any other unavoidable cause, to attend classes, will be credited the amount on any subsequent session for which they may enroll.

## OTHER EXPENSES

The expenses for books and stationery vary considerably according to the group of subjects taken. In no case should they exceed \$6.00 per year. Books can be obtained at the Student's Co-operative Store on the first floor.

Membership in the St. Xavier's Cooperators is \$2.00 a year, entitling the student to membership in "The Xaverians," an inter-departmental organization of St. Xavier students. It publishes a bi-weekly publication, *The Xaverian News*, which is sent free to all members.

## ATTENDANCE

No credit can be allowed a student who has not faithfully attended the various courses for which he enrolled and who has not satisfactorily passed the examinations.

Attendance records are kept and absence from twenty per cent of the lectures deprives the student of the right to examination.

It is understood that for every hour of class-room work two hours of outside study is expected.

## CURRICULUM

The training offered by St. Xavier College in social service occupies two academic years and covers the full field of social work.

Collateral reading in connection with the various subjects as suggested by the lectures is required of students. Generally speaking two hours of outside study will be expected for every hour of class room work.

Each student is expected to provide himself with a note book which will be examined from time to time by the teacher and will form part of the basis for giving grades at the end of the semester.

In all the courses the Catholic viewpoint is stressed and Catholic texts are given preference wherever possible.

## SPECIAL LECTURES

In order to render the largest possible measure of service to its students and to social agencies, the school aims to identify itself closely with the social movements and endeavors of the community.

Besides the regular lectures leading representatives of the several agencies of the city engaged in philanthropic and humanitarian work will be invited to address the students so that they may become acquainted with the various phases of social work. These lectures will be arranged so as to correlate with the work of the classes. A glance at the list of special lecturers will reveal to what extent this policy is carried out.

## FIELD WORK

The importance of practical work in the field of social service is recognized and insisted upon everywhere today. Lectures alone are not sufficient to make the student an efficient social worker, nor will mere observation of the methods of others bring about this result. Actual casework must be done by the student under careful and expert supervision.

## OPPORTUNITIES IN CINCINNATI

Social agencies and institutions of every description may be found in Cincinnati or in close proximity to the city. Cincinnati stands pre-eminent among the cities of the world for its socially-minded citizenry and the number and efficiency of its social agencies. "Many of the best-informed social workers in America will tell you that the most efficiently organized social work, and the social work with the most effective channels of good will, is to be found in Cincinnati. They will tell you that here is the closest approach to social work that is scientific almost to mathematical precision, and yet rich in consideration for those in need—the consideration which emanates from a spirit of good will rather than from a spirit of patronage." (Guy Emery Shieler, *The Outlook*, July 28, 1920.)

The ninety-seven organizations affiliated with the Council of Social Agencies offer an unexcelled field for study, observation and practical field work. Every cordiality is shown students who wish to inspect these institutions and every facility is offered to familiarize themselves with the methods employed.

## SPECIAL OPPORTUNITIES FOR CATHOLIC STUDENTS

Cincinnati abounds particularly in Catholic social agencies perhaps to a greater extent than any other city in the United States. It is general conceded that Cincinnati has the best equipped and most efficiently administered Bureau of Catholic Charities. The Bureau has been the main laboratory for St. Xavier students in the past, and very nearly all the members of its staff are identified with the school either as teachers, lecturers or students.

The exceptional opportunities offered by the Bureau for the student to acquaint himself with Catholic social and charitable activities may be gathered from the fact that more than fifty Catholic social institutions and organizations co-operate with the Bureau, among which may be mentioned the following:

Society of St. Vincent de Paul (40) Conferences, Kenton Street Welfare Center, National Catholic Community House, Catholic Big Brothers' League, Catholic Big Sisters' League, Friars' Gym and Athletic Club, Santo Bambino Day Nursery, Christ Child Day

Nursery, St. Xavier Day Nursery, Santa Maria Institute, Fenwick Club, Mt. Carmel Home, St. Vincent Home for Boys, Boys' Home, Pioneer Street; St. Joseph Infant Asylum, St. Joseph Orphan Asylum, St. Aloysius Orphan Asylum, Good Shepherd Convent, Price Hill; Good Shepherd Convent, Carthage; House of Mercy, St. Rita School for the Deaf, Protectors for Boys, Mt. Alverno; Sacred Heart Home, Homes of the Little Sisters of the Poor, Good Samaritan Hospital, St. Francis Hospital, St. Joseph Maternity Hospital, St. Mary's Hospital, Seton Hospital, St. Teresa's Home for the Aged, Catholic Charities League, Catholic Visitation and Maternity Society, Dorcas Society (colored), etc.

### LIBRARY AND READING ROOM FACILITIES

A library containing well selected books on social subjects is at the disposal of the students. Those wishing to spend time between working hours and class periods in surroundings helpful to study are invited to avail themselves of the splendid opportunities offered by the spacious reading room on the second floor of the school building.

The main building of the Cincinnati Public Library is a short distance from the College. Every courtesy is extended students by the librarians and every facility is offered for taking home books, for consulting works of reference and for private study. The library building on Vine street contains 560,000 books, a large percentage of which treat of sociological and allied subjects.

### EXAMINATIONS

In order to receive credit for their work all students must take the examinations which are held at the close of each semester. Students who are unavoidably absent from the regular examinations may arrange with the Regent for a special examination. A fee of two dollars is charged for such special examination.

### DIPLOMAS AND CERTIFICATES

Diplomas will be given to those students who shall have satisfactorily completed the full two years' course of the Department.

Students satisfactorily completing the full work of one year, and students in special courses, if they so desire, may receive a certificate stating what work they have done.

### OUTLINE OF COURSES

#### I. SOCIAL PRINCIPLES

##### 1. THE ETHICAL GROUNDWORK OF SOCIAL SERVICE.

Social questions in all their aspects have necessarily a moral issue and a moral basis. We can not, therefore, safely undertake any methods of adjustment and reorganization in Social

Service without a clear and definite moral viewpoint. The aim of this course is to give to the student this viewpoint so that he may be thoroughly acquainted with the laws that govern normal human life in the direction and correlation of its complex social forces.

Hence it will deal with: Man, and his fundamental ethical relations. Life, its sacredness and destiny. Human action and its determinants. Law and its ultimate authority. Right and duty. The individual and the family. The family and the state. The functions of the government. Education and religion. Social problems and social agencies. The fourfold source of social evils—religious, moral, economic, political. Christian democracy.

##### 2. THE ECONOMIC GROUNDWORK OF SOCIAL SERVICE.

To do intelligent work for the social welfare, it is essential to know the fundamental principles of Political Economy. Hence the course will embrace lectures on the principal subjects that come under that science, such as; Wealth, value, price, the factors of production—nature, labor, capital. Money, depreciation of money. Credit. Banking. Trade. Transportation. Corporations. Taxation. Insurance. Consumption of wealth. Distribution of wealth. Rent. Interest or profits. Wages.

##### 3, 4. PSYCHOLOGICAL GROUNDWORK OF SOCIAL SERVICE.

**3. Physiological Psychology.** Beginning with the explanation of the cerebro-spinal nervous system, this course leads on to the study of the phenomena of sensuous life; sense perception, imagination, and memory, sensuous appetite, emotions, instincts. Practical applications to social problems will be made thruout. Importance of psychology in the proper analysis of cases will be shown. Illusions, delusions and hallucinations as applied to social work will be discussed together with problems like crowd psychology, phenomena of imitation and suggestion.

**4. Rational Psychology.** Phenomena of rational life. The origin and development of intellectual concepts; rational appency; free will and determinism. The Origin, nature and destiny of the human soul, the union of the soul and body. Among the practical phases of the source are the following: mental age, physical age, determining factors. Mental disability. Nature of mental tests. Methods of measuring ability. Army mental tests, extent, methods, results. Application of experimental results of education. Application of



mental tests to social service problems. Mental disabilities and their influence upon social conditions. Relation of mental ability to delinquency and dependence. Social program which ought to be adopted with regard to mental defectives.

#### 5. GENERAL SOCIOLOGY OR THE SCIENCE OF SOCIETY.

This course aims to help the student interpret and explain present day society thru a study of its origin, development, structure, activities, limitations, deficiencies and by referring to the causes and factors bringing them about.

**General Principles.** Sociology and other social sciences. Its scope, purpose and method. Human instincts, impulses and fundamental tendencies leading to human association. Environment, heredity, racial characteristics, industrial conditions, religious, philosophical, psychological and physiological factors influencing human association. Spencer's animal society. Adam Smith's sympathy. Gidding's consciousness of kind. The biblical explanation. Extreme of individualism and socialism. Scholastic theory.

**Primary Social Institutions.** The *family*, importance; the marriage bond, early forms of marriage, Christianity and marriage. The sacrament and contract inseparable. Unity and indissolubility. The *state*, nature, origin, evolution, development; state theories, Social Contract, divine origin, authority, rights, duties, optional functions, limitations. The Christian state. Church and state. *Property and wealth.* Jesus' attitude toward the rich and poor. Foundations, Indissolubility of individual wealth from social wealth. The Bible and private property. Inheritance. Production. Consumption. Exchange. Labor, moral obligation, religious means of sanctification and social duty, economic necessity. *Religion and ethics.* Influence upon society inculcating justice, charity. Early forms. Society dependent upon religion. Social laws. Social control. Social ideals in social, economic relations. Equalization in political, economic, social opportunities.

#### 6. PROBLEMS OF PRESENT DAY SOCIETY.

During the second semester vital problems that confront modern society are studied in their causes, character, effects, interrelations, remedies. *General causes.* Decay of Religion. False principles of extreme individualism of the reformers; rationalism, materialism, liberalism, philosophy of the nineteenth century. Social inequalities. Inequalities arising from individual characteristics, from physical and social environment, from accident, defective government, defective education.

**Particular Problems.** *Desecration of the marriage vow.* The divorce evil, consequences, causes; the Church and divorce. *Mixed marriages.* Reconstruction of the family; legislative, educational, social, religious remedies. Formalities of the contract. Church weddings. Secret marriages. Eugenics. Race suicide. Christian home. *Population,* increase, causes of decrease in birth rate in the native white stock in the United States. Causes influencing death rate. Malthusianism. *Immigration.* History and causes. Distribution of immigrants in the U. S. Other social effects. Immigration policy. *Negro problems.* Racial heredity of the negro. The negro in the United States. Social, Industrial, educational, religious conditions. Reconstruction of our policy toward the negro. *Problem of the city.* Origin and development. Growth of cities in the United States. Causes. Social and moral conditions of city life. Reconstruction. *Poverty* and pauperism. Definition. Extent in the United States. Causes. Effects. Remedies: relief, institutions, charity, prevention. *Crime:* definition, extent, causes, effects, remedies. Amusements, commercialized, sinful, lawful. *Education,* social function of a social factor. Need of sound education. State and education. The Church and education.

**General Remedy—Return to Christ.** Christian philosophy of life. Man and his destiny. The supernatural state; supernatural gifts, supernatural destiny. The fall and its consequences. The redemption; regeneration; in-dwelling of the Holy Ghost; justification; actual grace, supernatural merit, God's action, man's co-operation. No salvation for society except through Jesus Christ.

#### 7. THE SOCIAL QUESTION AND NON-CATHOLIC SOLUTIONS.

**The Social Question stated.** Widespread poverty, misery, suffering; unequal distribution of wealth; industrial slavery; inequality of income; unemployment; child labor; woman labor; industrial accidents and diseases; housing conditions; denial of justice; laws circumvented, not enforced; unequal burdens in peace and war; agrarian problem. **Solution;** Liberalism; Socialism; Syndicalism; I. W. W.; Reconstruction Program of the British Labor Party; other programs; philosophical, economical and social principles and theories.

#### 8. THE CATHOLIC SOLUTION OF THE SOCIAL QUESTION.

**The Encyclical of Pope Leo XIII—"The Condition of Labor."** Pope Pius X on "Catholic Social Action." Reconstruction

Program of the National Catholic War Council. Private Ownership. The Family. Assistance of the Church, of the State, of the employer, of the employee in the solution of the Social Problem. Justice and charity. Economy and efficiency. Vocational and industrial training. Decentralization of wealth. *Curative measures*: graduated tax on incomes, inheritances, land, unearned increment; Government control and regulation of natural and artificial monopolies, and public utilities. *Preventive measures*: workless capital and usury laws; regulation of stock issues; co-operation; operative ownership of industries.

Protection of the working classes. The right to organize, to bargain collectively, to strike. A living wage. Employment bureaus. Improvement of working conditions. Woman and child labor restricted. Sunday rest. Health of the laborer to be safeguarded at home and in the place of work.

**The New Social Order**: Industrial Democracy, Christian Democracy.

## II. SOCIAL HISTORY

### 21. ANCIENT AND MEDIEVAL SOCIAL MOVEMENTS.

Mosaic laws and regulations. Christianity and its social value. Communism in the early Church. Educational and social work of the first religious orders. The slave and the serf. Rise of labor guilds; the position and condition of labor. Technical education of the masses. Universities. Grammar schools. Hospitals and organized charities. Fairs. The Church House. Printing and book trades. The influence of the Reformation of social life.

### 22. MODERN AND CONTEMPORARY SOCIAL WORK.

Europe in the seventeenth and eighteenth centuries. Effects of the invention of machinery on social life. The rise of modern cities. Impoverishment and degradation of the masses in England. Laws for the improvement of the laboring classes. The social work of Bishop von Ketteler. The Encyclical of Leo XIII. Frederic Ozanam and the St. Vincent de Paul Society. American Social History. The beginning of social problems in the United States. The colonial period, labor conditions, slavery, evolution of capitalism; American Federation of Labor movement; monopolies, radicalism, socialism, single-tax agitation, the I. W. W. Co-operative movement in the United States. Social legislation. Organized charities. U. S. Bureau of Labor. Sociological literature. Catholic charities, character, extent, organization. Ideals and hopes of Catholic charities.

## III. SOCIAL PRACTICE

### 31, 32. LAY APOSTOLATE.

**General Principles.** Need, obligation, excellence of the Lay Apostolate. Types in Europe. Apostolate of the *individual* in private and public, as member of secular organizations, unions, co-operative societies, Chamber of Commerce, clubs, etc. Apostolic occupations. *Organized* lay apostolate. The parish the logical unit. History of the parish. Advantages, limitations. The laity and their parish. Canon law. Lay organizations. How effected. Drawing up constitution and by-laws. Parliamentary law. Election of officers. Installation. Board of directors, executive committee, cabinet, council; importance of standing and special committees or sections.

**Organizations for Men:** Parish society. Holy Name Society. Sodality. Pious organizations. Fraternal organizations. St. Vincent de Paul Society, its history, extent, character, spirit, benefits; its need in our day; characteristics of a true Vincentian.

**Activities.** *Parish welfare*: Pastor's helpers, sexton's and sacristan's assistants, parish surveys, parish choir, parish retreat, closed retreat.

*Education*: Parochial school, vocational guidance and higher education of boys, night schools, continuation schools, lectures, public forum, classes in citizenship, the platform.

*Social and charitable*: Social action, social legislation, civic obligations, co-operation with Catholic and non-Catholic, public and private social and charitable organizations and institutions, public morality, (movies, theatres, dance halls, places of amusement, posters, divorce,) wholesome recreation, Big Brothers, Boy Scouts, Boys' Club, visiting inmates of institutions for the sick, needy, defective, delinquent, assisting new Americans, employment bureau.

*Press and Literature*: Support of Catholic periodicals thru subscriptions and contributions, dissemination of Catholic books and pamphlets, pamphlet rack, church door library, barrow brigade, colportage.

*Missions*: Home and foreign missions, Church Extension. Methods of arousing interest and obtaining support. Convert class. Teaching catechism.

*Organization*: Federation of parish societies; city, diocesan, state, national federation of parishes and societies. National Catholic Welfare Council. Conventions.

**Organizations for Women:** Parish societies for mothers, young ladies, girls; sodalities; fraternal organizations.

**Activities.** *Parish welfare:* Altar society, sexton's and sacristan's auxiliaries, parish entertainments and amusements, parish sociability, musical clubs, parish surveys; teaching catechism.

*Education:* Parochial school, vacation school, higher education for girls, vocational guidance for girls, continuation schools, night schools, lectures, reading and study clubs, classes in domestic science and home economics, citizenship.

*Social and Charitable:* Social action, social legislation as effecting the home and women, co-operation with Catholic and non-Catholic, public and private charitable and social organizations and institutions; public morals (divorce, movies, theatres, dance halls, play grounds, places of amusement, posters, etc.); wholesome recreation; Big Sisters, girls' club, traveler's aid; maternity visitation, Christ Child Society, friendly visiting among the poor, sick, neglected, needy in homes and institutions; assisting new Americans.

*Press and Literature:* Support of Catholic periodicals and publications; public library.

*Missions:* Home and foreign missions, arousing interest and obtaining support for them.

*Organization:* Federation of parish societies, city, diocesan, state, national federation of parishes and women's societies. National Catholic Women's Council. Conventions.

### 33. CHILD WELFARE.

[a] **Eugenics:** Birth-control, pre-natal care, birth registration, maternal mortality, infant mortality, infant welfare stations, baby clinics, milk stations, "baby farming," maternity visitation, nurseries.

[b] **Training:** Prayer, sacred pictures and statues, church and ceremonies, school age, kindergarten, its equipment, school hygiene, school lunches, open air schools, dental clinics, continuation schools, manual training, sex hygiene, school attendance laws, pensions for school children, vocational guidance, placement office.

[c] **Recreation:** Playgrounds, gymnastics, appliances, team games, athletics, folk dances, hand work, music, community singing, the children's hour, vacation homes, fresh air farms, boy scouts, girl scouts.

[d] **Protection:** Dependent children, boarding and placing out, child-caring agencies, congregate institutions, cottage

institutions, private families, orphanage, protectories, support and protection of illegitimate children; delinquent children, Juvenile Court, probation officers, reformatories, training schools, opportunity farm, Houses of the Good Shepherd; defective children, blind, deaf, dumb, crippled, their care and training; feeble-minded, state and private institutions for feeble-minded, subnormal, separate and special training; state, county, municipal, private agencies.

### 34. DELINQUENCY.

**Juvenile delinquency.** Laws relating to juveniles. Discovery and protection of the neglected and dependent child. Probation officers; powers, duties and aims. The diagnosis of a delinquent, its purpose and value. Probationary program for juvenile delinquents. Methods that succeed and causes of failure. Volunteer workers; how to aid both the course and the child. Juvenile case records and statistics: why they are kept; what they should contain; their value. Institutions for juvenile delinquents; methods and training; discharge and after care.

**Adult delinquency.** Delinquents, social and legal classifications. Social Diagnosis, the basis of intelligent treatment. Fingerprint system of identification. Medical and psychological aspects of delinquency. Probation or supervision in social life. The relation of unemployment to delinquency. Social records, their purpose and value. The Family Court, and the problem of domestic relations. The Honor System. The Parole System. The defective delinquent. Prevention, the constructive program of the future.

### 35. CASE WORK AND RECORD KEEPING.

The case worker's task; skill in discovering social relationships shaping personality, ability to get at the core of a social difficulty, power to utilize the direct action of mind upon mind in their adjustment. The nature and uses of social evidence. Types of evidence. Inferences. The first interview. The family group. Outside sources; relatives, physicians, schools, employers, documents, neighbors, miscellaneous. Comparison and interpretation. Social disabilities and the questionnaire plan of presentation. Standard records. Methods. Terminology.

#### 35a. AGENCIES AND METHODS OF RELIEF.

This course will offer the student a broad and practical knowledge of the principles and aims of standard agencies and methods of relief, as applied to individuals and families. The experience of specialists in the field of social service will be utilized

to give the class an acquaintance with the organization and technique of these societies by means of special lectures on correlated topics. As far as possible this schedule of lectures will include the executives of the various public and private organizations of this vicinity.

Special attention will be paid to the St. Vincent de Paul Society, the Bureau of Catholic Charities, Red Cross, Home Service Section, Associated Charities, United Jewish Charities, Immigration and Americanization, Employment Agencies.

### 36, 37, 38. HOME ECONOMICS IN SOCIAL WORK.

Note.—The aim of the course is to promote efficient homemaking by enabling those who take the course to apply the things learnt to their personal problems and to *take charge of classes in homemaking at community with parish centers.*

**36. FOODS.** Their value and relation to health and social welfare. This course will consist of ten practical lessons and five theoretical lessons. The practical work will be based upon the preparation and serving of means which will include a study of cereals, beverages, fruits, meats and meat substitutes, milk and eggs, salads and salad dressings, pastries, breads, cakes, soups, preparation of vegetables and desserts. The use of left-overs, canning, preserving and jelly making. The theoretical work will cover elementary food principles, methods of serving and decorating foods, food and health, infant feeding and invalid feeding with reference to outside reading.

**37. Clothing, Textiles and Household Management.** This course will consist of practical and theoretical work. Clothing principles of garment construction, including cutting, fitting and finishing with the view of teaching and assisting others. Textiles—Fundamental textiles, their properties, uses, combinations, adulterations, weaves tests, methods of purchasing. Dyes and design. Economic influences. Household management—Efficiency in the management and maintenance of the home; labor saving devices, commercial and home-made. Planning and budget making.

**38. Home Hygiene and Care of the Sick.** This course, consisting of theory and laboratory work, will be conducted at the Ranly Health Center, Bureau of Catholic Charities, Ninth and Main streets. It will include the following: Cause and Prevention of Sickness, Health and the Home, Babies and Their Care, Indications of Sickness, Equipment and Care of the Sick Room, Beds and Bedmaking, Baths and Bathing Appliances and Methods for the Sick-Room, Feeding the Sick,

Medicines and Other Remedies, Application of Heat, Cold and Counter-Irritants, Care of the Patient with Communicable Diseases, Common Ailments and Emergencies, Special Points in the Care of Children, Convalescents, Chronics, and the Aged.

### 39. CITIZENSHIP.

"The Fundamentals of Citizenship," issued by the National Catholic War Council, will be reviewed rapidly serving as an introduction to the course. The publication treats the following topics: American Democracy's Debt to Europe, the Obligations of Citizens, American Bill of Rights, Education in a Democracy, Protection of Health, Laws and Their Making, the People's Work, the Work of the Courts, Dealing with Foreign Countries, Military Power, Protecting Against Fraud, Insurance as a Protection, Taxation, the Citizen's Duty, Naturalization. This cursory review will be followed by a more detailed and thorough study of our government and American politics. It will include the following:

**Historical Foundations:** Colonial Origins of American Institutions, Independence, Union, and Self-Government, the Establishment of the Federal Constitution, the Evolution of the Federal Constitution, the Evolution of State Constitutions, the Evolution of Political Issues in the United States, the Development of Party Machinery.

**The Federal Government:** The General Features of the Federal System of Government, the Nomination and Election of the President, the Powers of the President, the National Administration, the Congress of the United States, the Powers of Congress, Congress at Work, the Federal Judiciary, Foreign Affairs, National Defence, Taxation and Finance, the Regulation of Commerce, Natural Resources, the Government of Territories.

**State Government:** The Constitutional Basis of State Government, Popular Control in State Governments, the State Executive Department, the State Legislature, the Judicial System, the Organization of Municipal Government, Municipal Functions, Local Rural Government, State and Local Politics, Taxation and Finance, Social and Economic Legislation.

## REGISTER OF STUDENTS, 1922-1923

### ARTS DEPARTMENT

#### SENIOR CLASS

Bartlett, Walter J.  
Bechtold, William J.  
Corbett, Jerome J.  
Cushing, James J.  
Eberts, Louis E.  
Hart, W. Irving  
Huwe, Raymond A.

Leonard, Luke J.  
O'Connor, Edward M.  
O'Grady, James J.  
Rolfes, Albert J.  
Scahill, George E.  
Sonneman, George J.

#### JUNIOR CLASS

Ball, Thomas  
Burke, Edward J.  
Cryer, Frank  
Farrell, Charles J.  
Felghery, Victor M.  
Hart Thomas  
Jansen, Nicholas A.  
Kiley, Leo M.  
King, Joseph J.  
McCarthy, Peter J.  
Manley, James G.

Marnell, Richard R.  
Moloney, Joseph  
Monahan, John T.  
Mussio, John K.  
Romer, Charles A.  
Rush, Warren  
Shine, William  
Theissen Mark A.  
Thorburn, John A.  
Verkamp, Richard J.  
Weiskittel, Richard J.

#### SOPHOMORE CLASS

Baurichter, Francis H. L.  
Colburn, Charles R.  
Collins, William F.  
Cronin, Robert J.  
Cupp, Luther  
Dacey, John C.  
Davis, Herbert A.  
Dell, Joseph A.  
Dittman, Edward D.  
Fecker, Francis R.  
Feltman, Vincent  
Flynn, Joseph J.

Gaynor, John T.  
Geerin, Howard J.  
Grogan, LeRoy J.  
Grothjan, Cletus A.  
Hart, James E.  
Higgins, Joseph A.  
Hils, Norbert J.  
Hilvert, William  
Horstman, Anthony U.  
Keefe, Edwin V.  
Kennedy, Philip J.  
Knecht, William G.

Kramer, August J.  
Lammers, Herbert B.  
Lyons, John F.  
McCormish, Thomas  
Meyers, Joseph H.  
Moore, Harry J.  
Murray, John A.  
Olinger, Robert M.  
Robinson, William J.  
Ruthman, Robert A.

Schmitz, Albert M.  
Schrimpl, Cyril E.  
Schuck, Clement J.  
Siedling, Herbert J.  
Snyder, Lawrence  
Sullivan, Edward B.  
Vollman, George R.  
Wess, Charles  
Weirick, Bernard A.  
Wildman, Roscoe E.

#### FRESHMAN

Albers, Harry  
Arlinghaus, Francis A.  
Arnold, Bert A.  
Arnold, Elmer William  
Babbitt, Edward G.  
Barnhorn, Herbert  
Boyle, James J.  
Brooks, Louis B.  
Brunsmann, Robert G.  
Buchheit, William  
Cahill, Joseph G.  
Clemens, Joseph C.  
Collins, Joseph T.  
Diehl, Frank J.  
Downing, William K.  
Egan, Joseph J.  
Fee, George E.  
Flanagan, Robert A.  
Ford, Joseph F.  
Frommeyer, James G.  
Glenn, James P.  
Griesinger, Aloysius L.  
Herget, John E.  
Hurley, James  
Jeanmougin, Ronald  
Johnson, Thomas E.  
Kohnen, Ralph B.  
Kulle, Henry F.  
Lamping, Frederick C.  
McShane, William M.  
Madden, Richard J.  
Manion, Thomas J.

Manley, Joseph E.  
Metz, Albert H.  
Mohrhaus, Robert J.  
Murphy, Charles F.  
Murphy, Thomas J.  
Mussio, Thomas J.  
Nieman, Arthur J.  
Nieman, Frank A.  
O'Connell, Edward J.  
Paddack, George M.  
Porteous, Arthur  
Powers, Arthur  
Queenan, Robert L.  
Reisenfeld, Leon A.  
Reister, Frederick A.  
Reynolds, George E.  
Ringwald, Leo H.  
Rohs, Henry F.  
Savage, William  
Schmid, Sylvester A.  
Shay, Joseph E.  
Shoenberger, Albert C.  
Smith, Earl D.  
Sullivan, Earl J.  
Thieken, Louis B.  
Vollman, Robert H.  
Wahoff, Oscar A.  
Walsh, Charles  
Walsh, John J.  
Welge, Harold  
Wiener, Jacob  
Winter, Earl J.

## THE SISTERS COLLEGE

### SENIORS

#### O. S. B.

Sister M. Clotilde  
Sister M. Hilda  
Sister M. Irmina  
Sister M. Lioba

#### S. C., MOUNT ST. JOSEPH

Sister Adriana  
Sister Dolorosa  
Sister Elise  
Sister Elizabeth Seton  
Sister Joseph Loretto  
Sister Leona  
Sister Loretta Clare  
Sister Marie Romaine  
Sister Mary de Paul  
Sister Mary Loyola  
Sister Mary Romana  
Sister Mary Sylvia  
Sister Paulette  
Sister Pauline  
Sister Symphorosa  
Sister Thomas  
Sister Thomas Aquinas  
Sister Thomasine

#### S. C. N.

Sister Catherine Aloysius  
Sister Catherine Teresa  
Sister Dosesthea  
Sister Mary Anastasia  
Sister Mary Benita  
Sister Mary Celine  
Sister Mary Dympna  
Sister Sylvester  
Sister Victoria

#### C. D. P.

Sister Marie Constantine  
Sister Mary Petronilla

#### O. S. F.

Sister M. Edeltrudis  
Sister Mary Leonarda

#### SISTERS OF MERCY

Sister M. Catherine  
Sister Mary de Chantal  
Sister M. Dominica  
Sister M. Henrietta  
Sister Mary Imelda  
Sister Mary Lorenzo  
Sister Mary Loretto  
Sister Mary Veronica

#### S. N. D., COV.

Sister Mary Adele  
Sister Mary Agnetis  
Sister Mary Albert  
Sister Mary Camille  
Sister Mary Carmelite  
Sister Mary Charlotte  
Sister M. Firmine  
Sister Mary Lucile

#### S. N. D. DE N.

Sister Agnes Immaculata  
Sister Agnes Mary  
Sister Agnes Mary du S. S.  
Sister Agnes Paula  
Sister Fra çoise du S. S.  
Sister Ignatius  
Sister Margaret Aloysius  
Sister Marie Eulalia  
Sister Marie of the B. S.  
Sister Marie Teresa  
Sister Mary Seraphine  
Sister Teresa  
Sister Teresa Mary  
Sister Thecla  
Sister Theresa Catherine

#### C.P.P.S.

Sister Mary Adelaide  
Sister Mary Augustine  
Sister Mary Basildis  
Sister Mary Edith

Sister M. Feliciana  
Sister Mary Gebharda  
Sister Mary Helena  
Sister Mary Holda  
Sister Mary Lucina  
Sister Mary Menodora

Sister Mary Palma  
Sister Mary Rosina  
Sister M. John Berchmans

#### URSULINE SISTERS

Sister Mary Ursula

### JUNIORS

#### O. S. B.

Sister M. Aileen  
Sister Mary Charlotte  
Sister M. Hedwige  
Sister M. Lucy  
Sister M. Mildred  
Sister M. Ursula

#### S. C., MT. ST. JOSEPH

Sister Anna Mary  
Sister Anne  
Sister Baptista  
Sister Catherine Sienna  
Sister Cecelia Marie  
Sister Celestine  
Sister Clarita  
Sister Helen Angela  
Sister Joseph  
Sister Josephine  
Sister Leonora  
Sister Margaret Agnes  
Sister Margaret Alacoque  
Sister Maria Caritas  
Sister Marie Columbiere  
Sister Mary Anselm  
Sister Mary Appoline  
Sister Mary Christopher  
Sister Mary Helena  
Sister Mary Inez  
Sister Mary Zoe  
Sister Paul  
Sister Teresa Francis

#### S. C. N.

Sister Agnes Marie  
Sister Borromeo

#### Sister Ida

Sister Mary Alonza  
Sister Mary Ernest  
Sister Mary Estelle  
Sister Mary Frederick  
Sister M. Theodosia  
Sister Mary Veronica

#### C. D. P.

Sister Marie of the B. S.  
Sister M. Carmela  
Sister M. Concepta  
Sister Mary Consuella  
Sister Mary Nativa  
Sister Mary of Calvary  
Sister Mary Pelagia  
Sister Mary Theophana

#### O. S. F.

Sister Mary Elsinia  
Sister Mary Eulalia  
Sister M. Gonsalva  
Sister M. Heribert  
Sister Mary Louis  
Sister Mary Martha  
Sister Mary Norberta

#### SISTERS OF ST. JOSEPH

Sister Mary Aquinas  
Sister Miriam

#### SISTERS OF MERCY

Sister Mary Casimir  
Sister Mary Celestine  
Sister Mary Constance  
Sister Mary de Sales

Sister Mary Irene  
Sister Mary Leo  
Sister Mary Martina  
Sister Mary Paul  
Sister Mary Winifred

S. N. D., Cov.

Sister Mary Ignace  
Sister Mary Irenas

S. N. D. DE NAMUR

Sister Agnes  
Sister Alice of the S. H.  
Sister Berchmans of Mary  
Sister Hildegarde  
Sister Magdalen Joseph  
Sister Marie  
Sister Marie Blanche  
Sister Marie of the Angels

SOPHOMORES

O. S. B.

Sister Mary Columba

S. C., MOUNT ST. JOSEPH

Sister Anna Elizabeth  
Sister Anne Agatha  
Sister Catherine Regina  
Sister Ethelreda  
Sister Felicia  
Sister Florita  
Sister Frances Miriam  
Sister Francina  
Sister Francis Regina  
Sister Helen Joseph  
Sister Jerome  
Sister Margaret Clare  
Sister Marie Ambrose  
Sister Marie Clare  
Sister Maria Gratia  
Sister Marie Palmyre  
Sister Mary Albert  
Sister Mary Angelica  
Sister Mary Antonia  
Sister Mary Bernard

Sister Mary Cyrilla  
Sister Mary Francesca  
Sister Mary Ligouri  
Sister Mary of St. Gertrude  
Sister Mary Pulcheria

C. PP. S.

Sister Mary Benita  
Sister Mary Dorothea

SISTERS OF ST. URSULA

Sister Mary Catherine  
Sister St. Ursula

URSULINE SISTERS

Sister Dominic  
Sister M. Bernardine

Eleanor M. Altenberg

S. C. N.

Sister Alicia  
Sister Anna Teresa  
Sister Celine  
Sister Eleanor  
Sister Jean  
Sister Mary Aquinas  
Sister Mary Eleanora  
Sister Mary Rosine

C. D. P.

Sister Marie Cecile  
Sister Mary Francis  
Sister Mary Hildegarde  
Sister Mary Imelda  
Sister Mary of Lourdes

O. S. F.

Sister Mary Odo

SISTERS OF MERCY

Sister Margaret Mary (Louisville)  
Sister Margaret Mary  
Sister Mary Agnes  
Sister Mary Carmel  
Sister Mary Dorothea  
Sister Mary Edward  
Sister Mary Emmanuel  
Sister Mary Hildegarde  
Sister Mary Joseph  
Sister Mary Ursula

S. N. D., Cov.

Sister M. Domitilla  
Sister Mary Edmund  
Sister Mary Lucita

S. N. D. DE N.

Sister Alma Mary  
Sister Aloysia Mary  
Sister Aloysia  
Sister Beatrice  
Sister Benedicta  
Sister Blandine  
Sister Boniface  
Sister Christina  
Sister Clare  
Sister Elise Joseph  
Sister Ernestine of the S. H.  
Sister Julia Franceo  
Sister Julia Loretto

O. S. B.

Sister M. Adelgundis  
Sister M. Bernardine

Sister Leona of the S. H.  
Sister Loretto of the B. S.  
Sister Marie Berchmans  
Sister Marie Bernadette  
Sister Marie Clara  
Sister Marie Fidelio  
Sister Marie Patricia  
Sister Mary Anna  
Sister Mary Anselm  
Sister Mary de Lourdes  
Sister Mary Elfrida  
Sister Mary Felicitas  
Sister Mary Irene  
Sister Mary of St. Agatha  
Sister Mary Stanislaus  
Sister Mary Theophanée  
Sister St. Rita  
Sister Scholastica  
Sister Stanislaus  
Sister Thérèse

C. PP. S.

Sister Mary Delphina  
Sister Mary Matilda

SISTERS OF ST. URSULA

Sister Mary Adelaide  
Sister M. Clare  
Sister Rita

URSULINE SISTERS

Sister Dolores  
Sister Mary Aloysius  
Sister Mary Angelina  
Sister Mary Anthony  
Sister Mary Dolorosa  
Sister Mary Mechtild  
Sister Mary Raymond  
Sister Mary Ruth

Marcella Frisch

FRESHMEN

Sister M. Callista  
Sister Mary Catherine  
Sister M. De Sales

Sister M. Gertrude  
Sister M. Imelda  
Sister M. Julitta  
Sister M. Mechtildis  
Sister M. Scholastica  
Sister M. Virginia

S. C., MOUNT ST. JOSEPH

Sister Alexia  
Sister Alice Regina  
Sister Avellino  
Sister Camilla  
Sister Ethna  
Sister Eucheria  
Sister Evangeline  
Sister Gertrude Marie  
Sister Helen Frances  
Sister Honora  
Sister Ignatius Loyola  
Sister Jane  
Sister Louis Anthony  
Sister Lucilla  
Sister Marie Augustine  
Sister Maria Dolores  
Sister Maria Fidelis  
Sister Maria Gertrude  
Sister Maria Gonzaga  
Sister Marie Norberta  
Sister Marie Veronica  
Sister Mary Agatha  
Sister Mary Felix  
Sister Mary Grace  
Sister Mary Loyola  
Sister Mary Margery  
Sister Mary Matthew  
Sister Mary Maude  
Sister Mary Noreen  
Sister Mary Roch  
Sister Mary Rosarie  
Sister Mary  
Sister Philothea  
Sister Reginald  
Sister Rosario  
Sister Rose Anita  
Sister Samuella

Sister Ursula  
Sister Virginia

S. C. N.

Sister Albertine  
Sister Eulalia  
Sister Gregoria  
Sister Ignatia  
Sister Lucina  
Sister Mary Blanche  
Sister Mary Canisius  
Sister Mary Clare  
Sister Mary de Lourdes  
Sister Mary Josepha  
Sister Rose Edward  
Sister Rose Mary

C. D. P.

Sister Aloysia Marie  
Sister Bernarda Marie  
Sister Celeste Marie  
Sister Magdalen Joseph  
Sister Marie Claire  
Sister M. Hermana  
Sister Mary Adelaide  
Sister Mary Ancilla  
Sister M. Antoinette  
Sister Mary Clarisse  
Sister Mary Crylla  
Sister Mary Herman  
Sister Mary Luitgardis  
Sister Mary Raphael  
Sister Mary Redempta  
Sister Philomena Mary  
Sister Teresa Joseph

O. S. F.

Sister Beata Marie  
Sister Clotilda Marie  
Sister Mary Angelica  
Sister Mary Arnolda  
Sister Mary Bennett  
Sister Mary Georgiette  
Sister Mary Geraldine  
Sister Mary Joletta

Sister Mary Lawrence  
Sister M. Norbert

SISTERS OF MERCY

Sister Mary Adelaide  
Sister Mary Aquin  
Sister Mary Aquinas  
Sister Mary Baptist  
Sister Mary Bernadette  
Sister M. Cyril  
Sister Mary de Sales (Louisville)  
Sister Mary Euphrasia  
Sister Mary James  
Sister M. Mercedes  
Sister Mary Rose  
Sister Mary Wilfrid

S. N. D., Cov.

Sister Mary Constance  
Sister Mary Marcelline  
Sister Mary Xavier

S. N. D. DE N.

Sister Aloysia, S. H.  
Sister Ann Elizabeth  
Sister Caroline of the S. H.  
Sister Charlotte  
Sister Eustelle Marie  
Sister Geneive  
Sister Helen Louise  
Sister Helène du S. S.  
Sister Loretta Marie  
Sister Louise of the S. H.  
Sister Marie Adele  
Sister Marie Anastasia  
Sister Marie Antonia  
Sister Marie Clemens  
Sister Marie Helen  
Sister Marie Perpetua  
Sister Marie Theodosia  
Sister Mary Francis  
Sister Mary Leona

Sister Rosalie of the S. H.  
Sister Rose Josepha

C. PP. S.

Sister Mary Eleonora  
Sister M. Josephine  
Sister Mary Leontina  
Sister Mary Peregrina

SISTERS OF ST. URSULA

Sister Ann Marie  
Sister Catherine  
Sister Mary Carmel  
Sister Mary Genevieve  
Sister M. Lucy  
Sister Paula

URSULINE SISTERS

Sister St. Charles  
Sister Mary Augustine  
Sister M. Catherine  
Sister M. Edward  
Sister Mary Francis

Florence C. Albers  
Margaret J. Bauers  
Henrietta T. Boeh  
Edith Bornhorst  
Mary E. Cain  
Leea M. Elliot  
Alice Fitzsimmons  
Aloysius L. Griesinger  
Norbert Hills  
Grace Hulsman  
Elizabeth Kehm  
Mary S. Kister  
Charles E. O'Connor  
Nellie O'Connor  
Leona Panning  
Luella Sauer  
Frieda Shirmer  
Catherine M. Templeton  
Catherine Tracy



## THE COLLEGE OF LAW

### FIRST YEAR

Boyle, Charles C.	McLaughlin, Charles J.
Brewer, James T.	Madden, Michael
Grause, J. Bernard, Jr.	Maggini, George B., Jr.
Broerman, Leo W.	Nicolette, Josephine
Clark, Joseph C.	Nieman, Joseph F.
Clark, Karl	O'Connor, Edward J.
Doppes, Joseph P.	O'Donnell, Harry B.
Ernst, John C.	O'Meara, Joseph
Fussner, John J.	Oberschmidt, F. Joseph
Gabel, Robert J.	Perck, Edward C.
Garvey, Homer A.	Regan, Peter J.
Geis, George J.	Schrimpf, William J.
Hart, Thomas J.	Shook, Calvin A.
Hunt, Helen M.	Van Leunen, Edwin C.
Kane, Lawrence A.	Welsh, Donald
Kramer, George	Winglewitch, John H.
McCarthy, Charles J.	

### SECOND YEAR

Brearton, Michael J., Jr.	Leary, Eugene A.
Burns, Thomas J.	Madden, Mabel V.
Buzek, Ralph M.	Monahan, John T.
Conlon, Frank	Mooter, Kenneth P.
Corcoran, Edward J.	Mueller, Joseph
Fisher, Edward	Schumacher, Joseph A.
Harrington, Alice K.	Thorburn, Robert C.
Healy, Joseph C.	Vail, Marc
Héle, Cyril E.	Walton, Edward H.

### THIRD YEAR

Barrie, James	Kehoe, Thomas J.
Benz, James J.	Lochtefeld, Gregory T.
Conlon, Anthony B.	McCoy, Raymond J.
Daugherty, Robert J.	McErlane, Frank J.
DuBois, Louis V.	McGarry, James R.
Goodenough, Joseph P.	Monseur, R. George
Heilker, Charles T.	Rotert, Frederick W.
Hess, Otis R.	Schmidt, Joseph J.
Janszen, Lawrence J.	Weimer, Albert J.

## SCHOOL OF SOCIOLOGY

Albers, Florence C.	MacCormack, John
Albers, Laura M.	McAmis, Margaret M.
Arnold, Bert A.	McBreen, Eileen
Betz, A. L.	McCarthy, Elizabeth
Biron, Ernest M.	McCauley, Veronica
Bloemer, Gertrude	McDonald, Gertrude M.
Bloemer, Theodora E.	McDonald, Helen
Bojar, Rhea J.	Moran, Florence
Brown, Carrol C.	Mullen, May C.
Bunker, Mary T.	Overman, Ann
Cook, Cleora	Reinke, Hilda
Creek, Virginia	Rice, Emma
Davis, Carrie	Robinson, Joseph W.
Diener, Ida	Sack, Edward B.
Durkin, C. Howard	Sauer, Luella
Eckert, Florence R.	Sauer, Martha
Fay, Rose	Schaberle, Catherine
Fitzmorris, Mary	Schramm, Jeanette
Flamm, Helen	Schulthies, Clara L.
Freiberg, Marie	Selzer, George C.
Grunder, Amelia	Siever, Edna M.
Guenard, Camille	Skapiak, Anthony N.
Hadley, Walter	Surran, Vivian
Hanhauser, Josephine	Tumler, Henrietta
Hellenthal, Michael T.	Tumler, Regina
Huschle, Joseph H.	Vesper, Joseph
Johannigman, Antoinette	Vogele, Edward P.
Keiser, Anna	Walter, Antoinette R.
Kessen, Joseph F.	Welch, Margaret
Lee, Hilda	Zimmer, Gertrude
Lohr, Catherine	Zurlage, Marie A.

## SCHOOL OF COMMERCE

Albers, Florence C.	Bedinghaus, John
Argus, Louis G.	Beinhart, Ernest G.
Arling, Walter J.	Bergmann, Norbert P.
Arnold, Bert A.	Berkemeyer, Raymond
Aylor, Albert	Bernens, Walter F.
Bankemper, Eleanor	Bernhold, E. C.
Bankemper, Norma	Berssenbruegge, Emma
Barry, Richard T.	Berning, Edgar
Becker, Alvin J.	Beversing, Charles E.
Beckman, Lawrence H.	Beyer, Emily

Biron, Ernest M.  
Bishop, Ralph B.  
Blakely, Conrad E.  
Bloemer, Theodora E.  
Boex, Aloysius M.  
Bojar, Rhea J.  
Bokenkotter, Anthony  
Bonekamp, Antoinette M.  
Brancamp, Walter H.  
Brell, Marguerite  
Breucker, William H.  
Brockman, Robert F.  
Brockman, William  
Broxterman, Edwin B.  
Brusch, Walter G.  
Bumb, Helen A.  
Bunker, Mary T.  
Burtanger, David  
Buzek, Alphonse L.  
Byers, Barbara  
Cangany, Thomas J.  
Cash, Anna G.  
Casserly, William S.  
Clements, Frank  
Comer, L. LeRoy  
Comer, Hildred C.  
Comer, Wallace G.  
Conrard, Clarissa A.  
Conway, Adelaide P.  
Cronin, Margaret L.  
Crute, Joseph K.  
Curtin, William H.  
Cushing, Anna Marie  
Daley, Ann B.  
Daley, Raymond H.  
Dall, Edmund J.  
Danzl, Frank X.  
Deiters, Frank  
Delaney, Amelia C.  
Desmond, Walter M.  
Diener, Ida  
Dittman, Arthur  
Dodd, Julian J.  
Doran, Irene M.  
Drennan, Edward T.

Duesing, Clarence H.  
Dunn, Edward B.  
Dunphy, Michael W.  
Durkin, C. Howard  
Eckes, Albert B.  
Edwards, Florence A.  
Eick, William J.  
Ellis, James E.  
Engbersen, Winifred  
Fahnle, William F.  
Fairbanks, Richard T.  
Fay, Rose  
Feldman, Adelaide M.  
Feldman, Raymond H.  
Fette, Edward H.  
Ficke, Irene S.  
Finn, Amy I.  
Finn, Ray  
Fickert, Frank  
Fischer, Melinda  
Fitzmorris, Mary  
Flaherty, Urban A.  
Flerlage, George H.  
Frerick, Herman J.  
Frerking, William F.  
Fricker, John L.  
Frommeyer, Orland H.  
Frye, Bernard  
Funch, Frank  
Gaede, Lawrence J.  
Gaede, Leonard F.  
Gerding, Lawrence J.  
Gerver, Joseph  
Gibson, Willanna  
Giesken, Charles B.  
Gilb, Ralph H.  
Goetz, Edith  
Golder, George L.  
Graving, Loretto M.  
Gross, Grace W.  
Grunder, Amelia  
Grusenmeyer, Paul B.  
Gunning, George J.  
Haas, Adolph W.  
Haas, Joseph F.

Hackmann, Harry T.  
Hackmann, Paul  
Haggerty, Timothy F.  
Hamberg, Frederick W.  
Hardebeck, William H.  
Harperink, Marie A.  
Heheman, William  
Heil, Philip J.  
Helfesreider, Alfred B.  
Helmers, Carol J.  
Herricks, Edward T.  
Hessling, Anthony A.  
Hickey, Thomas A.  
Higgins, Edward J.  
Higgins, William J.  
Hilmes, Dorothy M.  
Hittner, Joseph  
Hoetker, Bernard H.  
Hoetker, Frederick B.  
Hoetker, Joseph  
Hoppenjans, Cyril  
Hunneman, Joseph A.  
Huber, Oliver G.  
Hunt, Agnes M.  
Hunt, James J.  
Huschle, Joseph H.  
Huwe, Ray A.  
Jansen, Clarence H.  
Jenson, Luella L.  
Joerg, Henrietta A.  
Kammer, Clarence V.  
Karle, Frank X.  
Kasselmann, Henry J.  
Kerber, Walter  
King, Marie  
Kircher, John G.  
Knarr, Harry J.  
Kramer, Hilda A.  
Kull, Louis J.  
Kuntz, Arthur G.  
Kurtz, Franklin C.  
Kuschill, Selma  
Kyne, John T.  
Lameier, Aloysius H.  
Lange, Edward W.

Langsdorf, Clara M.  
Latscha, Vincent C.  
Lechner, Max E.  
Leinmiller, William L.  
Logan, Eugene  
Long, Emma  
Losekamp, Arthur  
Louis, Frank B.  
Lowry, Harold W.  
Luebbe, Frederick  
Luebbers, Joseph H.  
Lutter, William A.  
McCabe, John L.  
McDonald, Gertrude M.  
McGinley, Mary C.  
Mader, Michael  
Marzheuser, Carl  
Mazza, Anthony J.  
Mazza, Louis J.  
Meiners, Louis J.  
Metz, Otto J.  
Meyer, Joseph J.  
Milet, Thomas  
Middendorf, Elizabeth M.  
Mohr, Pauline  
Molique, Charles B.  
Molloy, Edward J.  
Molloy, John C.  
Moloney, Leonora D.  
Morand, Lee J.  
Mueller, Earl H.  
Mullaney, John A.  
Mushaben, Joseph  
Neal, Teresa A.  
Neubauer, Clarence B.  
Niehaus, Albert  
Niehaus, Ralph A.  
Nieman, John  
Niemer, Elizabeth  
Nienaber, Edward B.  
Niklas, Albert P.  
Nolan, Marghereta  
Nordloh, J. Leo  
O'Flaherty, Margaret  
O'Gallagher, Frank E.

O'Gara, John  
Olberding, Richard  
Olding, Frances J.  
Ortman, Mary L.  
Ostendorf, F. Edward  
Overman, Ann  
Pellman, Catherine A.  
Peters, John E.  
Plogman, Frank  
Pruess, Howard H.  
Qualey, Helen M.  
Rakel, Gregory C.  
Rakel, Irwin G.  
Rampleman, Frank W.  
Rapp, Albert  
Reinhardt, W. F.  
Reinke, Henry F.  
Reuter, Edwin A.  
Rice, Emma  
Rinck, Adelaide  
Rinck, Harold  
Roekers, Helen M.  
Romer, Clement T.  
Rotahn, Charles  
Roth, W. Hope  
Roth, Lillian H.  
Roth, Oscar J.  
Ryan, Agnes  
Sack, J. Andrew  
Schehl, Justin J.  
Schenke, Marie B.  
Scheve, Edward B.  
Schlichte, Walter E.  
Schneider, Joseph  
Schoettelkoette, John  
Schramm, Edward H.  
Schriever, Paul F.  
Schrimpf, Hilda  
Schroder, Cecilia M.  
Schuermann, Edward H.  
Schulte, Cyril J.  
Schwab, Walter F.  
Schweer, Lawrence F.  
Schweikhart, Carl  
Schweitering, Charles M.

Seep, Joseph B.  
Seiler, Luella  
Seissiger, Joseph H.  
Selzer, George C.  
Shannon, Daniel  
Sicking, Edmund  
Sicking, Lawrence A.  
Sieber, Philip  
Simendinger, Clifford L.  
Singhoff, Jesse A., Jr.  
Skapiak, Anthony N.  
Slomer, Rhea  
Snider, George A.  
Stacey, William E.  
Startsman, Herbert W.  
Stauder, John P.  
Stein, Joseph E.  
Steiner, Raymond J.  
Stevens, Jack T.  
Storey, Joseph  
Stuhlfreyer, Carl F.  
Sullivan, Mary R.  
Swain, S. Garrett  
Sweeney, Donald R.  
Terbrueggen, Alberta L.  
Thelen, William C.  
Thomas, Dorothy E.  
Thomas, Milton C.  
Tobin, John  
Trimpe, Howard J.  
Troy, Orville A.  
Vogel, Carl J.  
Vogele, Edward P.  
Vogele, Raymond P.  
Vogelsang, Joseph  
Volk, Pauline  
Wagner, Eugene  
Waldhaus, George H.  
Waldvogel, Edward  
Walsh, Amy  
Ward, Veronica C.  
Wavra, Leo F.  
Wessendarp, Dorothy S.  
Wilken, Bernard H.  
Williams, Helen

Willmes, Elizabeth M.  
Wimberg, Leo J.  
Wingarter, Loraine  
Wolf, Margaret M.  
Wondrack, Anthony  
Woodruff, Dudley P.  
Wright, Joseph A.  
Wurzelbacher, Elmer

Wurzelbacher, Ida  
Wurzelbacher, Raymond J.  
Ziegler, Anthony T.  
Zumbiel, Charles W.  
Zumbiel, Richard A.  
Zumbiel, Robert J.  
Zurlage, Marie A.

## DEGREES CONFERRED JUNE 15, 1922

### DOCTOR OF LAWS (honoris causa)

REV. ALBERT C. FOX, S.J., A.M.  
EDWARD P. MOULINIER, A.M., LL.B.

### MASTER OF ARTS

SISTER MARY CARMEL McLELLAN, O.S.U., Ph.B.

### BACHELOR OF ARTS

FRANK GEORGE AMAN	CHARLES JOSEPH MCCARTHY
EDWIN JOSEPH ANTHONY	WILLIAM THOMAS MCCOY
JOSEPH CREIGHTON CLARK	HAROLD CHRISTIAN SPAETH
J. BERNARD GRAUSE	EDWARD HERBERT WALTON

CARL DIETRICH WENSTRUP

SISTER AGNES MARY McCARRON, S.N. DE N.  
SISTER MARY LORETTO O'CONNOR, S.M.

As of August 8th

SISTER TERESA MARY MCCARTHY, N.D. DE N.  
SISTER MARY EULALIA FECK, N.D. DE N.  
SISTER MARGARET ALOYSIUS DOHERTY, N.D. DE N.  
SISTER AGNES IMMACULATA GUSWEILER, N.D. DE N.  
SISTER FRANCIS S. S. FLYNN, N.D. DE N.  
SISTER ROSE MARY NEWMAN, S.C.N.  
SISTER MARY PETRONILLA RITTER, C.D.P.  
SISTER DOSETHEA FRANCIS, S.C.N.  
SISTER THOMAS AQUINAS HEILER, S.C.N.  
SISTER MARY IRMINA SAELINGER, O.S.B.  
SISTER MARY LIOBA HOLZ, O.S.B.  
SISTER MARY LOYOLA BOLAND, S.C.  
SISTER MARY JOANNA SCHULER, S.C.  
SISTER MARY DOMINICA BARRETT, S.M.  
SISTER MARY EDWARD AULL, O.S.U.

### BACHELOR OF PHILOSOPHY

GEORGE VINCENT BIDINGER  
SISTER LOUISE ROGERS, N.D. DE N.  
SISTER MARY SS. GOESLING, N.D. DE N.  
SISTER MARY CAMILLE WENSTRUP, N.D. DE N.  
SISTER MARY ROSINA KEMPER, C.P.P.S.  
SISTER MARY CLOTILDE KOENIG, O.S.B.

### BACHELOR OF LAWS

JOSEPH C. BIRD	MARY C. KENNEDY
LEONARD J. BREIDING, A.B.	LAWRENCE H. KYTE, A.B.
PAUL J. CRONE, A.B.	RAYMOND E. MANLEY, A.B.
RAYMOND DORGER	WILLIAM J. MALONEY
EDWARD R. DORR	LEO E. OBERSCHMIDT, A.B.
JOHN H. DOYLE	ANN M. OVERMAN
ROBERT A. ESHMAN	LAWRENCE A. POETKER, A.B.
ARTHUR R. FREY, A.B.	JOHN P. ROGERS
THOMAS A. GALLAGHER, A.B.	GEORGE A. TAYLOR
WALTER F. HADLEY	JOSEPH WELPLY, A.B.
GEORGE W. KENNEALY, JR.	GREGORY H. WILLIAMS

### MASTER OF COMMERCIAL SCIENCE

FLORENCE C. ALBERS, B.C.S.

### BACHELOR OF COMMERCIAL SCIENCE

CHARLES C. BOYLE	ALMA M. KRUCHTEN
CATHERINE M. CARTER	ANN B. MENTINK
CARRIE DAVIS	WILLIAM J. SCHRIMPF
IDA DIENER	EDNA A. SIEVER
EDWIN J. ELLIG	ORLANDO A. SIMMES
HELEN C. FLAMM	EDWARD A. VOGELE
JOSEPH F. KESSEN	

### NORMAL DIPLOMAS (B. Ped. Degree)

SISTER MARY ADELAIDE, C.P.P.S.	SISTER MARY CARMEL, O.S.F.
SISTER MARY PETRONILLA, C.D.P.	SISTER MARY ELSINA, O.S.F.
SISTER MARY IMELDA, S.M.	SISTER MARY JANE, O.S.F.
SISTER MARY IRENE, S.M.	SISTER MARY GONSALVA, O.S.F.
SISTER MARY DOMINICA, S.M.	SISTER MARY FIRMINÉ, S.N.D.
SISTER MARY ANTONIA, S.M.	SISTER MARY HERBERT, O.S.F.
SISTER MARY ADELE, S.N.D.	SISTER MARY EDELTRUDIS, O.S.F.
SISTER M. URSULA, O.S.U.	SISTER MARY MARTHA, O.S.F.
SISTER CELESTINE, S.C.	SISTER MAGDALEN JOSEPH,
SISTER CLARITA, S.C.	N.D. DE N.
SISTER JOSEPH LORETTO, S.C.	SISTER MARY BENITA, C.P.P.S.
SISTER MARY CHRISTOPHER, S.C.	SISTER MARY LUCINA, C.P.P.S.
SISTER MARY LUCILLE, N.D.	SISTER MARY HOLDA, C.P.P.S.
SISTER CHARLOTTE, O.S.B.	SISTER MARY EDITH, C.P.P.S.
SISTER MARY LEONARDA, O.S.F.	SISTER MARY PALMA, C.P.P.S.
SISTER MARIE, S.N.D. DE N.	SISTER MARY MENODORA, C.P.P.S.
SISTER MARY VERONICA, S.M.	

## REGULAR CERTIFICATE OF COMMERCIAL SCIENCE

ROBERT F. BROCKMAN	JOHN C. O'CONNELL
RICHARD G. FAIRBANKS	EDWARD H. SCHUERMAN
JOHN J. FISCHER	JOSEPH G. VESPER
LAWRENCE J. GERDING	ELSIE M. WOLF
HENRY J. MOORMAN	

## SPECIAL CERTIFICATE OF COMMERCIAL SCIENCE

BART C. BAMBECK	ELMER C. HUMMEL
LEO J. BRESLIN	JOHN A. McCABE
MARY E. FITZMORRIS	HARRY R. MEHRING
EDWARD J. GARDNER	HARRY B. STOBBER

## SPECIAL CERTIFICATE OF SOCIAL SCIENCE

ANNA B. CONROY

## AWARD OF HONORS AND PRIZES

The Verkamp Gold Medal, founded in 1913, for the best speech at the annual debate of the Philopedeian Debating Club, was awarded to James J. O'Grady, '23. Honorable mention: Jerome J. Corbett, '23, Charles J. McCarthy, '22, Leo J. Grote, '24.

In the Intercollegiate English Contest between students of all the Colleges of the Middle West Province of the Society of Jesus, in number more than two thousand, third place was awarded to George V. Bidinger, '22, and sixth place to Joseph Meyers, '25.

The Alumni Oratorical Medal, known as the Washington Medal, was awarded to Leo J. Grote, '24. Honorable mention: James J. O'Grady, '23, Edwin J. Anthony, '22, John A. Thorburn, '24, Raymond A. Huwe, '23.

The Gold Medal for general excellence in Philosophy was awarded to J. Bernard Grause. Honorable Mention: Edwin J. Anthony and Carl D. Wenstrup.

## HONORABLE MENTION

Honorable mention is awarded in the various departments under the following conditions:

(1) There must be a standing of not less than 75 per cent in every department for the year.

(2) An average of 93 per cent must be maintained for a full year's course in the department in which honorable mention is sought.

## BIOLOGY

WILLIAM BUCHHEIT, '26	ALOYSIUS GRIESINGER, '26
CHARLES R. COLBURN, '25	LEO RINGWALD, '26

## CHEMISTRY

JOSEPH T. COLLINS, '26	THOMAS McCORMISH, '25
R. JEANMOUGIN, '26	LEO RINGWALD, '26
LEO M. KILEY, '24	CLEMENT J. SCHUCK, '25
	EARL WINTER, '26

## ECONOMICS

WALTER J. BARTLETT, '23	JAMES J. O'GRADY, '23
JEROME J. CORBETT, '23	GEORGE J. SONNEMAN, '23

## EDUCATION

EDWARD J. BURKE, '24	JOHN K. MUSSIO, '24
VICTOR W. FEIGHERY, '24	JOHN THORBURN, '24

## ENGLISH

FRANCIS ARLINGHAUS, '26	THOMAS MANION, '26
HERBERT BARNHORN, '26	JOSEPH H. MEYERS, '25
WILLIAM BUCHHEIT, '26	ROBERT M. OLINGER, '25
EDWARD W. DITTMAN, '25	ROBERT A. RUTHMAN, '25
JOSEPH EGAN, '26	WILLIAM SAVAGE, '26
JOHN T. GAYNOR, '25	GEORGE R. VOLLMAN, '25
THOMAS McCORMISH, '25	EARL WINTER, '26

## ETHICS

W. IRVING HART, '23	GEORGE E. SCAHILL, '23
JAMES J. O'GRADY, '23	GEORGE J. SONNEMAN, '23

## FRENCH

JOSEPH DELL, '25	CLETUS A. GROTHJAN, '25
VINCENT FELTMAN, '25	THOMAS McCORMISH, '25
JOHN T. GAYNOR, '25	THOMAS McSHANE, '26

## GERMAN

EDWARD W. DITTMAN, '25	ROBERT M. OLINGER, '25
HERBERT LAMMERS, '25	ROBERT A. RUTHMAN, '25
JOSEPH H. MEYERS, '25	ALBERT SCHMITZ, '25

## GREEK

FRANCIS ARLINGHAUS, '26  
HERBERT BARNHORN, '26

JAMES HURLEY, '26  
WILLIAM SAVAGE, '26

## HISTORY

WILLIAM COLLINS, '25  
ROBERT CRONIN, '25  
JOHN DACEY, '25  
VINCENT FELTMAN, '25  
JOHN T. GAYNOR, '25  
HOWARD J. GEBERIN, '25  
JAMES HART, '25

JOHN A. HIGGINS, '25  
NORBERT J. HILS, '25  
PHILIP J. KENNEDY, '25  
HERBERT LAMMERS, '25  
JOSEPH H. MEYERS, '25  
ROBERT M. OLINGER, '25  
CHARLES WESS, '25

## HISTORY OF PHILOSOPHY

RAYMOND A. HUWE, '23

JAMES J. O'GRADY, '23

GEORGE J. SONNEMAN, '23

## LATIN

FRANCIS ARLINGHAUS, '26  
HERBERT BARNHORN, '26  
WILLIAM BUCHHEIT, '26  
JOSEPH T. COLLINS, '26  
EDWARD W. DITTMAN, '25

JOSEPH EGAN, '26  
JAMES HURLEY, '26  
AUGUST J. KRAMER, '25  
JOSEPH H. MEYERS, '25  
ROBERT A. RUTHMAN, '25

## LOGIC

THOMAS BALL, '24  
EDWARD J. BURKE, '24  
VICTOR W. FEIGHERY, '24  
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JOSEPH MOLONEY, '24

JOHN K. MUSSIO, '24  
WARREN RUSH, '24  
MARK A. THEISSEN, '24  
JOHN THORBURN, '24  
RICHARD J. VERKAMP, '24

## MATHEMATICS

F. H. L. BAURICHTER, '25  
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R. JEANMOUGIN, '26

FREDERICK LAMPING, '26  
JOSEPH MANLEY, '26  
FREDERICK A. REISTER, '26  
LEO RINGWALD, '26

EARL WINTER, '26

## METAPHYSICS

JAMES J. O'GRADY, '23

GEORGE G. SONNEMAN, '23

## PHYSICS

F. H. L. BAURICHTER, '25  
CHARLES R. COLBURN, '25  
JOSEPH J. FLYNN, '25

JOHN F. LYONS, '25  
CYRIL SCHRIMPF, '25  
LAWRENCE SNYDER, '25

## PSYCHOLOGY

VICTOR W. FEIGHERY, '24  
LEO M. KILEY, '24

JOHN K. MUSSIO, '24  
LAWRENCE SNYDER, '25

JOHN THORBURN, '24

## PUBLIC SPEAKING

JAMES BOYLE, '26  
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JEROME J. CORBETT, '23  
EDWARD W. DITTMAN, '25  
W. K. DOWNING, '26  
JOSEPH EGAN, '26  
GEORGE E. FEE, '26  
VICTOR W. FEIGHERY, '24  
JAMES GLENN, '26  
ALOYSIUS GRIESENGER, '26

THOMAS MANION, '26  
ALBERT METZ, '26  
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THOMAS MURPHY, '26  
JAMES J. O'GRADY, '23  
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ROBERT A. RUTHMAN, '25  
JOHN THORBURN, '24  
GEORGE R. VOLLMAN, '25  
EARL WINTER, '26

## RELIGION

FRANCIS ARLINGHAUS, '26  
THOMAS BALL, '24  
HERBERT BARNHORN, '26  
WILLIAM BUCHHEIT, '26  
EDWARD J. BURKE, '24  
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RAYMOND A. HUWE, '23  
NICHOLAS A. JANSEN, '24  
R. JEANMOUGIN, '26  
LEO M. KILEY, '24  
AUGUST J. KRAMER, '25  
PETER MCCARTHY, '24  
THOMAS MANION, '26

JAMES G. MANLEY, '24  
RICHARD MARNELL, '24  
ALBERT METZ, '26  
JOSEPH H. MEYERS, '25  
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MURRAY PADDACK, '26  
CHARLES ROMER, '24  
WILLIAM SAVAGE, '26  
CLEMENT J. SCHUCK, '25  
GEORGE J. SONNEMAN, '23  
MARK A. THEISSEN, '24  
JOHN THORBURN, '24  
RICHARD J. VERKAMP, '24  
JACOB WIENER, '26  
RICHARD J. WEISKITTEL, '24  
EARL WINTER, '26

## SOCIOLOGY

JAMES J. CUSHING, '23	JOSEPH MOLONEY, '24
LOUIS E. EBERTS, '23	JOHN K. MUSSIO, '24
EDWARD J. BURKE, '24	GEORGE E. SCAHILL, '23
VICTOR W. FEIGHERY, '24	LAWRENCE SNYDER, '25
RAYMOND A. HUWE, '23	GEORGE J. SONNEMAN, '23
LEO M. KILEY, '24	MARK A. THEISSEN, '24
JOHN THORBURN, '24	

## SPANISH

CHARLES R. COLBURN, '25	LEO RINGWALD, '26
VICTOR W. FEIGHERY, '24	WARREN RUSH, '24
VINCENT FELTMAN, '25	MARK A. THEISSEN, '24
R. JEANMOUGIN, '26	JOHN THORBURN, '24
JOHN K. MUSSIO, '24	GEORGE R. VOLLMAN, '25
CHARLES WESS, '25	

## INDEX OF GRADUATES

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Albrinck, John . . . . .	1849	Bolte, John A. . . . .	1908
Aman, Frank G. . . . .	1922	Bosche, Aloysius . . . . .	1862
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Anderson, Edward P. . . . .	1893	Bouscaren, L. Gustave . . . . .	1900
Anthony, Edwin J. . . . .	1922	Bouscaren, T. Lincoln . . . . .	1902
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Back, Joseph J. . . . .	1899	Breiding, Leonard J. . . . .	1918
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Baldus, Simon A. . . . .	1893	Bridwell, Charles O. . . . .	1906
Barnhorn, Henry . . . . .	1897	Brill, George E. . . . .	1896
Barrett, Sr. M. Dominica . . . . .	1922	Brinker, John . . . . .	1871
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Baurichter, Frederick . . . . .	1895	Brockmann, Joseph W. . . . .	1916
Baurichter, L. Gustave . . . . .	1900	Broering, Joseph A. . . . .	1918
Becker, Edwin G. . . . .	1921	Brown, Junius K. . . . .	1847
Becker, P. Elmer . . . . .	1900	Brown, Edgar A. . . . .	1892
Berers, Eugene L. . . . .	1900	Browne, Charles O. . . . .	1904
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Blakely, Stephens L. . . . .	1898	Burns, Thomas . . . . .	1878
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Butler, John N.	1908	Corrath, Joseph R.	1899
Byr e, John F.	1920	Conway, Alfred	1917
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Cassidy, Paul F.	1900	Cosgrave, Philip	1877
Cassidy, J. Leo	1903	Cosgrave, Otway J.	1890
Cassidy, Sr. Mary Antonia,	1921	Cra.e, Frank J.	1914
Centler, Alexis F.	1915	Creed, Howard A.	1917
Chamberlain, Cecil	1919	Creed, Oliver L.	1910
Chuck, Robert M.	1903	Creed, Will'am J.	1906
Clark, James A.	1907	Cremering, Bernard C.	1915
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Disney, William	1850	Elberg, Frederick	1857
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Dobmeyer, Anthony	1862	Elliott, Sr. Eveline M.	1921
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Dobmeyer, Michael	1860	Emerson, William F.	1889
Doerger, John H.	1915	Emmett, Joseph A.	1916
Dohan, Joseph F.	1901	Enneking, Henry J.	1890
Doherty, Sr. Margaret,	1922	Enneking, Lawrence F.	1897
Doherty, William	1845	Enneking, Norbert B.	1906
Donahoe, John W.	1911	Eshman, Robert A.	1922
Donnellon, James J.	1902	Esterman, Joseph P.	1893
Donnelly, John F.	1915	Esterman, Louis J.	1895
Donnelly, Joseph P.	1890	Farris, Robert P.	1844
Donnelly, Thomas J.	1905	Favret, James R.	1920
Donovan, Dennis	1860	Fearons, George H.	1871
Dorger, Herbert J.	1906	Feck, Sr. Marie Eulalia	1922
Dorger, Philip H.	1904	Feldhaus, Herman	1875
Dorger, Raymond	1922	Fennessey, Sr. M. Edwin	1920
Dorr, Edward R.	1922	Feth, Albert G.	1895
Doud, James J.	1920	Fette, George T.	1898
Doumeing, Emile	1852	Finn, Joseph	1850
Dowd, William A.	1905	Fischer, Alphonse L.	1896
Dowling, James A.	1866	Fitzgerald, Charles B.	1897
Doyle, James I.	1894	Fitzpatrick, John E.	1915
Doyle, John H.	1922	Flamm, Helen C.	1922
Drake, Allison	1886	Flannagan, William	1901
Dreyer, Oscar J.	1898	Flynn, Cornelius F. X.	1893
Driscoll, Laroy J.	1903	Flynn, Sr. Francis du SS.	1922
Droege, Frederick	1905	Flynn, John E.	1891
Droppelman, Joseph J.	1882	Flynn, Thomas A.	1891
Drucker, Charles J.	1898	Flynn, William P.	1893
Drucker, Edward A.	1905	Focks, Bernard G.	1912
Drummond, Henley	1850	Foppe, Andrew	1897
Duane, Ellard B.	1920	Foley, Sr. M. Anthony	1919
Dunlap, Anthony B.	1890	Foss, Edward A.	1893
Dyer, Julius J.	1910	Fox, Albert C.	1920
Dyer, Walter J.	1910	Fox, Bernard C.	1897
Eckerle, Eugene F.	1921	Fox, Sr. Columba	1918
Effinger, Augustus	1874	Fox, William F.	1885
Egly, Guido	1870	Francis, Sr. Dosesthea	1922



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Freer, Guy M.	1915	Greiwe, John E.	1886
Freking, Edward A.	1921	Grimm, Adolph	1878
Frey, Arthur	1916	Grogan, James J.	1908
Fritsch, Joseph L.	1893	Grollig, John H.	1895
Frumveller, Aloysius F.	1890	Grollig, Joseph E.	1901
Fussinger, Emile C.	1921	Grueter, Albert B.	1905
Gallagher, Thomas A.	1917	Guilmartin, William	1842
Gallagher, Edward	1897	Guiney, Philip J., Jr.	1921
Gallagher, Sr. Symphorosa	1922	Guswiler, Sr. Agnes	
Gallagher, Vincent L.	1908	Immaculata	1922
Gannon, Timothy J.	1893	Gutting, F. Gordon	1918
Gannon, John F.	1907	Haas, Jacob T.	1897
Ganster, Edward	1915	Hackett, Jerome	1847
Garrigan, Michael	1874	Hadley, Walter F.	1922
Gauché, Francis A.	1903	Hagemann, Andrew W.	1918
Geisler, Alfred T.	1917	Hagerty, John M.	1897
Geisler, John S.	1885	Haley, Sr. M. Ethelbert	1919
Geisler, Theodore	1914	Hardig, John B.	1920
Gellenbeck, Albert H.	1918	Harrigan, Joseph E.	1915
Gellenbeck, Robert A.	1911	Hart, Thomas	1886
Geoghegan, J. Paul	1911	Hartke, Francis A.	1900
Geoghegan, Thomas M.	1902	Hartmann, Robert G.	1921
Geoghegan, William A.	1899	Haydel, Lesin	1850
Gerdes, Aloysius	1883	Hearn, Sr. Pancratius M.	1921
Geringer, Albert C.	1910	Hegerty, Sr. M. Catherine	1919
Geringer, George T.	1903	Heiler, Sr. Thomas Aquinas	1922
Gerling, Joseph T.	1910	Heilker, Charles A.	1890
Gerst, Francis J.	1902	Heilker, Henry J.	1891
Getty, Francis J.	1911	Heilemann, Alexander	1907
Gilligan, Henry J.	1912	Heinrichsdorf, Paul	1914
Gilligan, Henry J.	1915	Heisel, William A.	1900
Glenn, Thomas J.	1904	Heitker, John H.	1916
Goelsing, Sr. Marie SS.	1922	Heitz, Mathias C.	1916
Good, Sr. Teresa Clare	1920	Hellman, Francis F.	1873
Goodenough, Joseph P.	1920	Hemann, John	1879
Goodin, John	1843	Hemsteger, Joseph M.	1873
Gordon, Joseph A.	1848	Hendricks, John	1874
Gosiger, Paul A.	1899	Hickey, Charles A.	1883
Gott, Hubert H.	1903	Hickey, George F.	1888
Grafe, Ferdinand A.	1886	Hickey, James H.	1898
Grause, Bernard J.	1922	Hickey, John J.	1882
Gray, William	1863	Hickey, Sylvester	1913
Greenwell, Sr. Berenice	1920	Hickey, William R.	1898
Greifenkamp, Bernard	1879	Higgins, Martin	1898

NAME	CLASS	NAME	CLASS
Hittner, Stanley A.	1917	King, Clarence J.	1897
Hoban, John A.	1903	King, Edward D.	1908
Hoban, John E.	1903	King, Gabriel	1870
Hoban, Nicholas J.	1907	King, Jeremiah T.	1897
Hoctor, Charles E.	1911	King, Joseph T.	1913
Hoeffler, Francis	1860	Kinsella, William T.	1866
Hoeffler, James F. X.	1869	Klein, Edward	1877
Hoelscher, John W.	1911	Klein, Joseph P.	1918
Hoenemeyer, Frank J.	1914	Kleinpeter, Josiah	1850
Hogan, John S.	1917	Koehler, Charles J.	1881
Hogan, Edward	1915	Knipper, Charles J.	1893
Hollen, Stephen K.	1897	Knipper, Francis J.	1890
Holz, Sr. Lioba M.	1922	Knodel, Howard F.	1917
Homan, Augustus	1868	Knoebber, Carl F.	1920
Honningfort, Edward H.	1896	Koenig, Sr. Clotilde M.	1922
Hoppe, Louis	1895	Kokenge, Bernard	1874
Hoppe, Herman H.	1886	Koo, Clarence J.	1918
Hornachemeyer, Henry	1876	Korte, Alfred	1852
Huette, Peter	1852	Kramer, Francis F.	1901
Huschart, J. Homer	1907	Kruchten, Alma M.	1922
Ihmson, Frederick	1852	Kruempelbeck, Aloysius C.	1901
Johannigan, Elmer J.	1916	Kuhlman, Adolph J.	1886
Juettner, Otto G.	1885	Kuhlman, Bernard F.	1885
Kates, Philip A.	1901	Kuhlman, George H.	1881
Kattus, Joseph H.	1918	Kuhlman, George H.	1896
Kearns, George P.	1918	Kuhlman, John	1880
Kellinger, Louis	1879	Kuhlman, Lawrence B.	1914
Kelly, Michael J.	1890	Kuhlman, Leo E.	1891
Kelly, Nicholas	1883	Kuhlman, Leo G.	1911
Kelly, Robert	1916	Kuhlman, Thomas R.	1893
Kelly, Sr. M. Veronica	1919	Kyte, Lawrence H.	1921
Kelly, William F.	1909	Lammeier, Alphonse	1919
Kemper, Sr. Rosina M.	1922	Lampe, Sr. Leona M.	1921
Kemphues, Francis J.	1888	Lamping, Francis M.	1885
Kenkel, Henry F.	1915	Lamping, Frederick	1876
Kennedy, Edward J.	1906	Lang, Henry	1850
Kennedy, Edward S.	1914	Lanigan, Robert A.	1899
Kennedy, Francis M.	1905	Larkin, John J.	1893
Kennealy, George W., Jr.	1922	Lasance, Francis X.	1880
Kent, Gerard C.	1903	Lavery, Charles	1869
Kent, Walter J.	1906	Lavery, Joseph	1863
Kessen, Joseph F.	1922	Lawless, John J.	1905
Kiely, Charles E.	1906	Leib, Caspar	1865
Kilduff, John H.	1902	Leibold, Albert M.	1905

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Leonard, Anderson . . . . .	1848	Mackentepe, Frederick E. . . . .	1886
Linneman, Alphonse J. . . . .	1909	Mackentepe, Frederick E. . . . .	1910
Linneman, John H. . . . .	1873	Macklin, Sr. M. DeLourdes . . . . .	1918
Littleford, William B. . . . .	1890	Maggini, George B., Jr. . . . .	1921
Lohman, Charles J. . . . .	1889	Maggini, Joseph A. . . . .	1888
Lohr, Catherine A. . . . .	1921	Maginn, James P. . . . .	1868
Lonergon, Thomas . . . . .	1848	Maher, Thomas F. . . . .	1897
Loney, Michael . . . . .	1884	Mahony, Sr. M. Deodata . . . . .	1918
Lothscheutz, Francis X. . . . .	1906	Maloney, William J. . . . .	1922
Lotter, Frederick D. . . . .	1907	Mangold, Matthew H. . . . .	1901
Luetkehaus, Louis . . . . .	1877	Manley, Raymond . . . . .	1920
Luken, Augustus . . . . .	1869	Manley, William J. . . . .	1906
Luken, John . . . . .	1863	Mazza, Anthony J. . . . .	1908
Luken, Martin . . . . .	1869	Meagher, Paul T. . . . .	1919
Luttmer, Francis W. . . . .	1918	Meagher, Thomas A. . . . .	1890
McCabe, Francis H. . . . .	1911	Meiners, Edmund . . . . .	1911
McCabe, Francis J. . . . .	1875	Melvin, Sr. Ellen Mart . . . . .	1919
McCabe, John L. . . . .	1916	Menge, Edmund . . . . .	1911
McCabe, Lawrence J. . . . .	1913	Menge, Goswin B. . . . .	1903
McCarron, Sr. Agnes Mary, . . . . .	1922	Menge, Lawrence . . . . .	1896
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McCarthy, Edward . . . . .	1914	Mentink, Ann B. . . . .	1922
McCarthy, John J. . . . .	1903	Merk, Arthur C. . . . .	1904
McCarthy, Joseph F. . . . .	1918	Meyer, John J. . . . .	1916
McCarthy, Sr. Teresa Mary, . . . . .	1922	Minning, Joseph F. . . . .	1905
McCarthy, William F. . . . .	1875	Minor, G. Russell . . . . .	1910
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McCormack, John H. . . . .	1915	Mitchell, Henry . . . . .	1866
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McDermott, Michael . . . . .	1862	Moeller, Othmar A. . . . .	1915
McDermott, Patrick J. . . . .	1862	Mohler, Edward F. . . . .	1915
McDermott, Patrick J. . . . .	1862	Molloy, Sr. M. Corona . . . . .	1919
McDevitt, Charles E. . . . .	1914	Moloney, James . . . . .	1879
McDonough, James T. . . . .	1868	Molyneux, Sr. Agnes de Sales . . . . .	1919
McDonough, Joseph A. . . . .	1914	Moore, Frederick S. . . . .	1900
McGroarty, Patrick . . . . .	1848	Moore, James A. . . . .	1886
McLellan, Sr. M. Carmel . . . . .	1920	Moorman, Charles . . . . .	1863
McMahon, John . . . . .	1849	Moorman, Edward C. . . . .	1908
McMechan, Francis J. . . . .	1896	Moorman, Francis J. . . . .	1880
McMechan, James C. . . . .	1892	Moorman, George B. . . . .	1909
McMechan, Robert M. . . . .	1905	Moorman, Paul K. . . . .	1911
McNamara, John W. . . . .	1898	Moorman, Robert A. . . . .	1883
McSorley, Henry A. . . . .	1909	Moran, Mary Agnes . . . . .	1921

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Moriarty, Sr. M. Gilbert . . . . .	1919	O'Kane, Oscar J. . . . .	1880
Moulinier, Charles . . . . .	1880	O'Keefe, Arthur J. . . . .	1873
Moulinier, Edward P. . . . .	1887	Olberding, Sr. Rose Anthony . . . . .	1919
Mueller, Joseph B. . . . .	1900	O'Leary, Sr. M. Francis . . . . .	1921
Mulford, Ren, Jr. . . . .	1916	O'Meara, Joseph . . . . .	1918
Mulhall, Sr. Leonita . . . . .	1919	O'Meara, Richard A. . . . .	1890
Mullane, Edward O. . . . .	1898	O'Shaughnessy, Eugene A. . . . .	1912
Mulvihill, Sr. M. Philip . . . . .	1919	O'Shaughnessy, Victor M. . . . .	1894
Mulroy, James F. . . . .	1915	O'Shaughnessy, William P. . . . .	1908
Murphy, Cornelius W. . . . .	1863	Oskamp, Henry . . . . .	1865
Murphy, Sr. Marie du St. E., . . . . .	1921	Otting, Leonard H. . . . .	1909
Murray, Albert I. . . . .	1906	Ottke, John T. . . . .	1884
Murray, Charles E. . . . .	1897	Overbeck, Edward G. . . . .	1887
Murray, Francis J. . . . .	1900	Overbeck, Francis X. . . . .	1872
Nees, George A. . . . .	1900	Overbeck, William . . . . .	1879
Neilan, John F. . . . .	1900	Overman, Ann M. . . . .	1922
Neville, Martin P. . . . .	1883	Owens, Thomas . . . . .	1874
Newman, Sr. Rose Mary, . . . . .	1922	Paul, Henry . . . . .	1871
Niehaus, Clarence H. . . . .	1912	Peters, William H. . . . .	1900
Niehaus, Joseph M. . . . .	1902	Peyton, James H. . . . .	1854
Nieman, Herbert A. . . . .	1918	Phelan, William X. . . . .	1901
Niesen, Edmund H. . . . .	1910	Pindar, Christopher . . . . .	1864
Nogues, Petr A. . . . .	1850	Plogman, Frank A. . . . .	1917
Normile, George J. . . . .	1920	Poetker, Albert H. . . . .	1907
Morris, Sr. Jane de Chantal . . . . .	1919	Poetker, Charles . . . . .	1877
Nourse, William H. . . . .	1854	Poetker, Lawrence A. . . . .	1918
Nugent, Chistopher . . . . .	1862	Poland, Charles . . . . .	1877
Nurre, Alphonse B. . . . .	1908	Poland, Lawrence . . . . .	1885
Nurre, Edward F. . . . .	1899	Poland, William B. . . . .	1887
Nurre, Francis A. . . . .	1906	Powers, Thomas J. . . . .	1911
Nurre, Henry . . . . .	1869	Pratt, William M. . . . .	1886
Nurre, Joseph M. . . . .	1900	Pratt, E. Donn . . . . .	1893
Oberschmidt, F. Joseph . . . . .	1921	Prendergast, John W. . . . .	1891
Oberschmidt, Leo E. . . . .	1918	Proeppermann, Henry . . . . .	1884
O'Brien, Matthew P. . . . .	1883	Purdy, Charles H. . . . .	1915
O'Brien, William . . . . .	1876	Quatman, Francis X. . . . .	1871
O'Connell, James . . . . .	1914	Quinn, John J. . . . .	1847
O'Connor, Sr. M. Loretto . . . . .	1922	Quinn, John S. . . . .	1872
O'Connor, Timothy . . . . .	1843	Quinn, William . . . . .	1877
O'Donnell, Sr. M. Acquinata . . . . .	1919	Ragland, Howard N. . . . .	1904
O'Dwyer, John F. . . . .	1899	Rasin, Sr. M. Eunice . . . . .	1919
O'Dwyer, Joseph A. . . . .	1907	Ratterman, Bernard J. . . . .	1897
Oeltmann, Francis L. . . . .	1910	Ratterman, Clarence J. . . . .	1900
O'Hara, James W. . . . .	1910	Ratterman Francis . . . . .	1865

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Ratterman, Francis L.	1893	Schmidt, Edwin E.	1911
Ratterman, Lawrence B.	1909	Schmidt, George X.	1887
Reardon, Francis A.	1905	Schmidt, Joseph E.	1860
Reenan, James C.	1906	Schmidt, Walter S.	1905
Reenan, William L.	1903	Schmiefecke, William V.	1909
Reeves, John P.	1916	Schmits, H. W.	1914
Reinhart, Albert M.	1881	Schmits, Luke F.	1914
Reinhart, Philip	1852	Schnier, Anthony C.	1872
Reverman, Joseph H.	1905	Schoenhoeft, John F.	1868
Richard, Joseph C.	1891	Schoenle, William A.	1905
Richmond, John A.	1904	Schomaker, George H.	1904
Richmond, Maurice A.	1900	Schone, George H.	1904
Richter, Frederick H.	1897	Schrimpf, William J.	1922
Rieckelman, Harold E.	1920	Schroder, Charles H.	1903
Rieckelman, H. Henry	1912	Schroder, Charles T.	1878
Rielag, Alfred J.	1912	Schuler, Sr. M. Jeannette	1922
Rielag, Joseph	1880	Schultz, Thomas I.	1894
Rielag, Joseph F.	1910	Schupp, Paul L.	1907
Ritter, Jesse R.	1890	Schuster, John	1874
Ritter, Petronilla M.	1922	Schweer, Joseph F.	1912
Roberts, F. Kusnick	1915	Scott, Francis L.	1904
Roesener, Bernard H.	1872	Sebastiani, James A.	1873
Rolfes, Charles F.	1901	Sebastiani, Joseph M.	1916
Rolfes, John H.	1921	Sebastiani, Lawrence H.	1908
Rogers, Charles L.	1873	Sebastiani, Stephen E.	1916
Rogers, John P.	1922	Segal, Benjamin	1918
Rogers, Sr. Louise	1922	Selzer, George	1921
Rooney, Michael	1863	Shannon, John B.	1918
Roth, Oscar J.	1921	Shannon, William L.	1906
Rowekamp, Henry	1898	Shea, John A.	1894
Russel, Michael	1871	Shee, Joseph A.	1883
Ruthman, Bernard	1872	Sheridan, Edmund J.	1884
Ryan, Edward A.	1892	Sieber, Joseph S.	1906
Ryan, John J.	1908	Siedenbug, Frederick	1893
Ryan, William A.	1904	Siefert, Charles	1862
Ryan, William B.	1884	Siefke, Vincent A.	1890
Ryan, William J.	1900	Siever, Edna A.	1922
Saelinger, Sr. M. Irmina	1922	Silk, Emmett	1915
Sanders, John B.	1871	Simmes, Orlando A.	1922
Sanker, Louis J.	1914	Sloctemeyer, Carl F.	1898
Sartor, Edward F.	1909	Smiley, James J.	1891
Savage, J. Clifford	1906	Sourd, Adolph	1882
Schaefer, Frank G.	1921	Spaeth, Harold C.	1922
Schmidt, Charles	1851	Spaeth, J. Paul	1917

NAME	CLASS	NAME	CLASS
Spaeth, Leo E.	1921	Topmoeller, William J.	1908
Spellmire, Alfred G.	1897	Towell, Charles A.	1915
Spellmire, George H.	1891	Tracy, Edward J.	1902
Spellmire, Joseph H.	1893	Tracy, Francis M.	1892
Spellmire, Oscar E.	1910	Tracy, James W.	1900
Spraul, Clarence E.	1908	Tracy, Joseph P.	1895
Stallo, John B.	1844	Twomey, James M.	1921
Steinkamp, Albert J.	1917	Uihlein, H. Calmer	1912
Steinkamp, George J.	1904	Uihlein, Julius J.	1907
Steltenpohl, Aloysius B.	1912	Uihlein, Robert F.	1916
Steltenpohl, Lawrence H.	1916	Unnewehr, Edward	1915
Stenger, Leo J.	1911	Usher, John V.	1897
Stiene, William M.	1915	Van der Wyst, Sr. John Baptist	1919
Stuntebeck, Francis	1847	Van Kirk, Sylvester D.	1904
Sudhoff, Bernard	1887	Verkamp, Francis E.	1918
Suhre, Ambrose B.	1914	Verkamp, George H.	1912
Sullivan, Eugene B.	1912	Verkamp, Joseph A.	1907
Sullivan, Florence A.	1893	Verkamp, Leo F.	1900
Sullivan, John J.	1886	Verkamp, Oscar J.	1901
Sullivan, William T.	1907	Verkamp, Walter F.	1911
Sund, Joseph F.	1894	Vester, Walter C.	1915
Sweeney, Paul J.	1912	Viel, Cyril G.	1902
Sweeney, William J.	1904	Yogele, Edward A.	1922
Taske, Augustine E.	1914	Von der Ahe, Alphonse	1916
Taylor, George A.	1922	Vonderahe, George H.	1883
Taylor, J. Willard	1898	Von Hoene, Richard	1907
Templeton, Joseph N.	1888	Von Martels, Augustus	1874
Terrill, Jonas C.	1890	Voss, Herbert B.	1902
Terrill S. Smith	1892	Walburg, Anthony	1860
Teupe, Sr. Etheldreda	1919	Walsh, Francis J.	1903
Theissen, Henry C.	1873	Walter, C. Leo	1916
Theissen, John B.	1907	Walton, Edward H.	1922
Themann, Joseph A.	1897	Webeler, Raymond W.	1921
Thoman, Bernard H.	1915	Weber, Alvin	1917
Thomann, Oliver C.	1903	Weiler, Joseph H.	1914
Thompson, John C.	1911	Weimer, Albert J.	1920
Thomas, Franklin M.	1844	Weist, J. B.	1878
Thuener, Sr. M. Domitilla	1920	Wellman, Frank G.	1914
Tieken, Joseph A.	1893	Welply, Joseph A.	1918
Tinley, John A.	1895	Wendela, W. Paul	1920
Tobin, John F.	1872	Wenning, Theodore	1904
Tobin, William J.	1881	Wenning, William H.	1868
Topmiller, Mary Florence	1921	Wenstrup, Carl D.	1922
Topmoeller, Joseph C.	1910		

NAME	CLASS	NAME	CLASS
Wenstrup, Sr. M. Camille	1922	Wilmes, Joseph	1872
Westerfield, Earl F.	1918	Winner, Henry J.	1892
Wetterer, Alphonse	1888	Wittkamp, Theodore M.	1872
Whelan, Sr. M. Kyran	1919	Woesman, Francis	1874
Whelan, William	1880	Wolking, Charles F.	1892
Wiechelman, Clement J.	1907	Wolking, William C.	1883
Wilke, John M.	1906	Wuellner, Bernard J.	1897
Wilken, Herman	1870	Wurzelbacher, G. Milton	1916
Willenbrinck, Francis	1880	Wynne, Charles F.	1902
Williams, Gregory H.	1922	Zanone, Alvino J.	1906
Williams, Morgan W.	1901	Zurwellen, Gerhard	1865
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