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1904 Prospectus

College of the Holy Cross

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HOLY CROSS COLLEGE BULLETINS.

Vol. III, No. 4. December, 1903.

HOLY CROSS COLLEGE

WORCESTER, MASS.

PROSPECTUS FOR 1904.



Application made for entrance as Second Class Matter.

THE HOLY CROSS COLLEGE BULLETINS ARE PUBLISHED BY
THE TRUSTEES OF THE COLLEGE OF THE HOLY CROSS,
FOUR TIMES A YEAR, AT HOLY CROSS COLLEGE,
WORCESTER, MASS.

The College of the Holy Cross

Prospectus for 1904



Worcester, Massachusetts

Printed for the College by Harrigan Brothers

Corporate Title:

“The Trustees of the College of the Holy Cross.”

CONTENTS.

Alumni.....	19
Awards.....	17
Course of Studies.....	15
Degrees.....	18
Educational System.....	14
Entrance Requirements—College.....	45
Entrance Requirements—Preparatory Department.....	58
Examinations.....	17
Historical Statement.....	9
Holidays.....	16
Incorporation.....	10
Location and Equipment.....	12
Moral Training.....	15
Physical Training.....	16
Promotions.....	17
Recitation Hours.....	18
Reports.....	17
Schedule of Courses—College.....	22
Schedule of Courses—Preparatory Department.....	49
Schedule of Lectures and Recitations for 1903-1904.....	60
Scholarships.....	19
Sessions.....	16
Societies.....	18
Special Students.....	18
Terms, Fees, Etc.....	20
Weekly Time Schedule—College.....	44
Weekly Time Schedule—Preparatory Department.....	59

COLLEGE CALENDAR FOR 1904.

- Tues., Jan. 5. Christmas recess ends 9 P. M. for all except Seniors.
- Wed., Jan. 6. Christmas recess ends 9 P. M. for Senior class.
- Wed., Jan. 6-8 (incl.) Written examinations.
- Sat., Jan. 9. Repetitions in the classes resumed.
- Sat., Jan. 16. Written examinations in History, English and Christian Doctrine.
- Mon., Jan. 18. Written examinations in Mathematics and Science.
- Tues., Jan. 19-26 (incl.) Oral examinations.
- Wed., Jan. 27. Mid-year holiday.
- Thur., Jan. 28. Second college term begins. Reading of examination marks at 9 A. M.; followed by *Schola Brevis*.
- Sat., Jan. 30. Reading of Rules in Fenwick Hall at 10.30 A. M.
- Wed., Feb. 17. Ash Wednesday; no class A. M.
- Mon., Feb. 22. Washington's Birthday; holiday.
- Mon., Feb. 29. Marks for February close.
- Sat., Mar. 5. Reading of monthly marks at 10.30 A. M.
- Mon., Mar. 28. Marks for March close.
- Wed., Mar. 30. Easter recess begins. Reading of marks at 10.30 A. M.
- Thur., April 7. Easter recess ends at 9 P. M. for all except Senior class.
- Frid., April 8. Easter recess ends at 9 P. M. for Senior class.
- Sat., April 9. Spring order of holidays begins P. M.
- Tues., April 19. Patriots' Day; holiday.
- Sat., April 30. Last day for advance matter. Marks for April close.
- Wed., May 4. Reading of monthly marks at 10.30 A. M. Repetitions begin.
- Wed., May 11. B. J. F. Debate at 8 P. M. in Fenwick Hall.
- Thur., May 12. Ascension Day; holyday.
- Wed., May 18. Philomathic Debate at 8 P. M. in Fenwick Hall.
- Mon., May 23. Pentecost Monday; holiday.
- Thur., May 26. Preliminary contest in elocution for college classes; final contest for Prep. Dep't., A. M.
- Mon., May 30. Memorial Day; holiday.

- Sat., June 4. Final contest in elocution for college classes, 8 p. m. Last day of repetitions. Marks close for May-June.
- Sun., June 5. Baccalaureate Sermon.
- Mon., June 6-8 (incl.) Written examinations.
- Wed., June 8. Prize Night, 8 p. m., Fenwick Hall.
- Thur., June 9. Examinations in Philosophy begin. Examinations in Christian Doctrine and Science.
- Frid., June 10. Examinations in History and English.
- Sat., June 11. Written examinations in Mathematics.
- Mon., June 13-18 (incl.) Oral examinations.
- Thur., June 23. Commencement Day. Summer vacation begins.
-
- Tues., Sept. 6. Entrance examinations, 9-11, 3-5.
- Wed., Sept. 7. Fall term begins. Registration.
- Thur., Sept. 8. Formal opening of schools at 10 a. m. *Veni Creator* and Benediction in the Chapel. Reading of class lists in Fenwick Hall. *Schola Brevis*.
- Sat., Sept. 10. Fall order of holidays begins, p. m.
- Wed., Sept. 14. At 10.30 a. m., Reading of Rules in Fenwick Hall.
- Sun., Sept. 18. First meeting of the Sodalties.
- Wed., Sept. 28. First meeting of the B. J. F. and Philomathic.
- Sat., Oct. 1. Marks for September close.
- Wed., Oct. 5. Reading of monthly marks at 10.30 a. m.
- Mon., Oct. 17 to Wednesday, Oct. 19 (incl.), Annual Retreat.
- Thur., Oct. 20. Retreat holiday.
- Mon., Oct. 31. Marks for October close.
- Tues., Nov. 1. All Saints' Day; holyday.
- Wed., Nov. 2. All Souls' Day; no class a. m.
- Sat., Nov. 5. Reading of monthly marks at 10.30 a. m.
- Sun., Nov. 13. Celebration of St. John Berchman's Day.
- Tues., Nov. 22. Winter order of holidays begins, p. m.
- Thur., Nov. 24. Thanksgiving; holiday.
- Frid., Nov. 25. St. Catherine's Day; Seniors' holiday.
- Sat., Dec. 3. Marks for November close. Last day for advance matter.
- Mon., Dec. 5. Repetitions begin.
- Wed., Dec. 7. Reading of monthly marks at 10.30 a. m.
- Thur., Dec. 8. Immaculate Conception; holyday.
- Frid., Dec. 23. Christmas recess begins.

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Teacher of German.

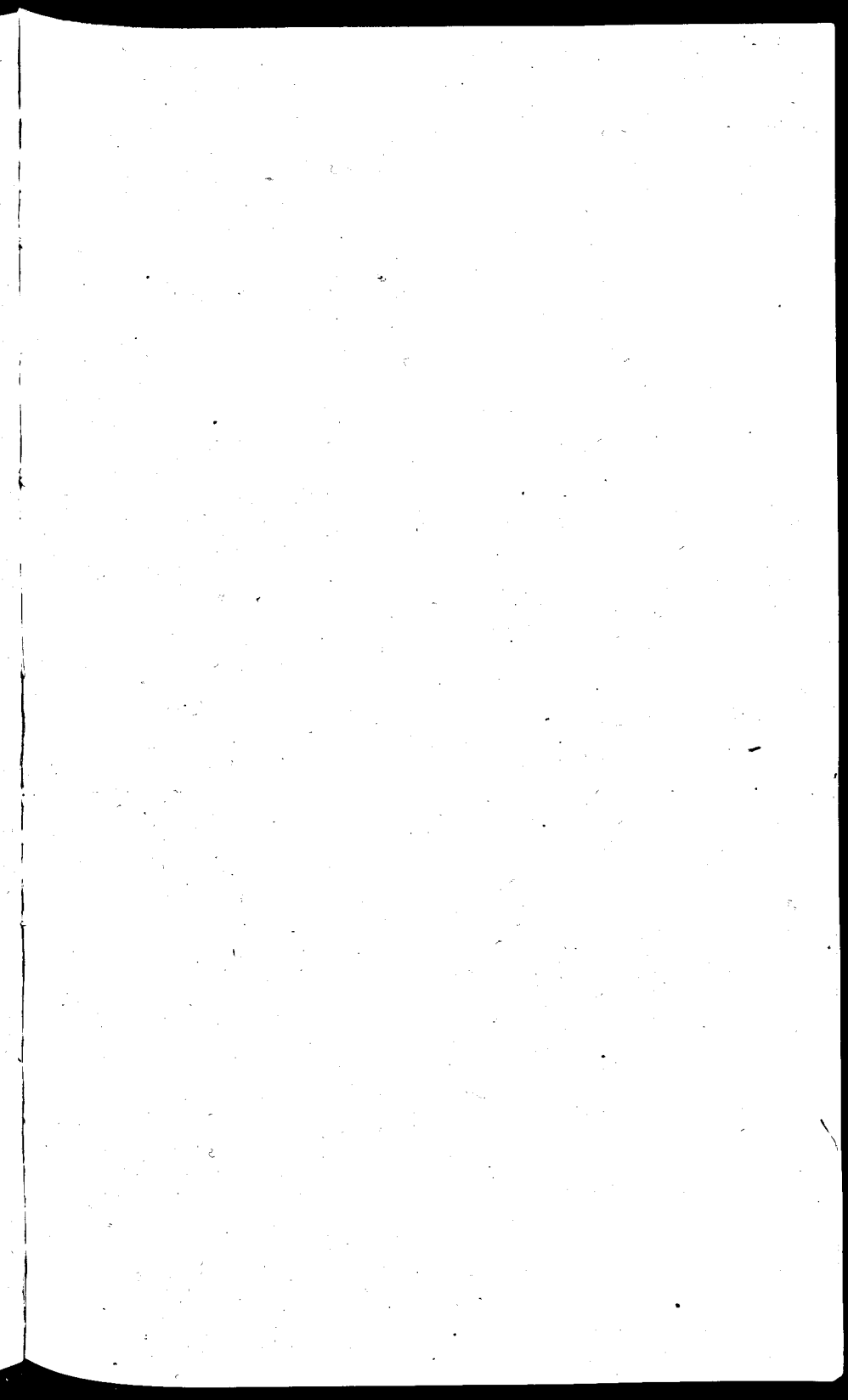
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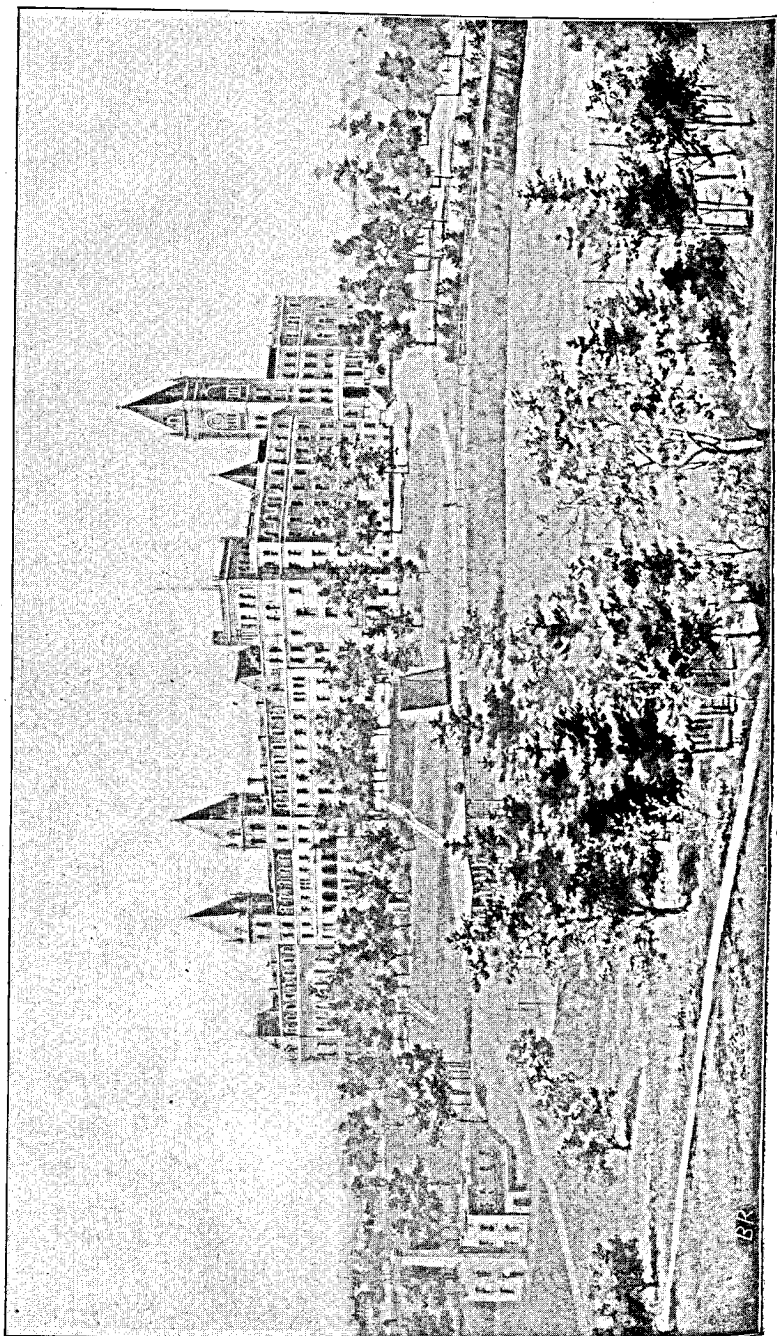
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THE COLLEGE OF THE HOLY CROSS,
WORCESTER, MASS.

Conducted by the Fathers of the Society of Jesus.

FOUNDED 1843.

Historical Statement.—The College of the Holy Cross, founded in the year 1843, by the Right Rev. Benedict Joseph Fenwick, second Bishop of Boston, is the oldest Catholic college in New England. The most cherished wish of Bishop Fenwick was to establish in his diocese an institution which should furnish a secular education of the highest grade, and at the same time thoroughly imbue its students with the principles of the Catholic faith. He was aided in his first steps to realize this desire by the generosity of the Rev. James Fitton of Boston, who in 1840 had erected on Pakachoag Hill, or Hill of Pleasant Springs, near Worcester, the Seminary of Mount St. James. This, with nearly sixty acres of land attached, Father Fitton presented to the Bishop in 1842, and on the site of this structure, or in its immediate vicinity, the distinguished prelate determined to lay the foundation of his college.

The fact that the site was a gift was not the only consideration that induced the Bishop to erect his college upon it. The healthfulness of the location and the natural beauty of the scenery that surrounds it were controlling motives. Towards the North, this Hill of Pleasant Springs commands an extensive and most delightful view of Worcester, at the time of the founding of the college a town of hardly 10,000 inhabitants, now a bustling city of more than 120,000,

and, next to Boston, the largest of Massachusetts. Over and beyond its many steeples and spires and other elevations, in the background, towers aloft the summit of Mt. Wachusett. Stillwater, a lake in miniature, amid the hills to the northwest, the Blackstone running along their base, the village of Quinsigamond and the town of Millbury to the east and south, can all be seen from the brow of the hill. The view thus afforded of the busy city, the succession of hills and intervening valleys, make the location of Holy Cross College most charming and interesting.

On such a site and amid such surroundings, was the College of the Holy Cross begun. The Bishop had called the Fathers of the Society of Jesus to take charge of it. Classes were organized in the Seminary of Mt. St. James on the 2d of November, 1843, and there continued until January 13th, 1844, when the college building was completed. The corner-stone of the latter was laid by Bishop Fenwick on June 21st, 1843. The first annual exhibition was held July 29, 1844. The saintly Bishop Fenwick died August 10, 1846, and was buried, in compliance with his own wish, in the college cemetery. He had always taken a deep interest in the success of the college, and a few days before his death, the 6th of August, he ceded to the Fathers full control and possession of the institution, with the buildings and grounds free of incumbrance.

On the afternoon of July 14th, 1852, eight days before the annual Commencement, a fire broke out which destroyed the whole of the central building, a calamity which not only suspended the class exercises, but threatened the very existence of the institution. The Rt. Rev. John B. Fitzpatrick, who was then Bishop of Boston, sympathized heartily with the Faculty, and determined that the college, which had been a monument to his predecessor's zeal for Christian education, should not perish. On the 3d of October, 1853, the college, enlarged and remodelled, was again opened.

Incorporation.—A class of the students, who had entered in 1843 and 1844, had advanced to "Philosophy," by which name the Senior year was then known, and were ready for graduation in 1849. The

college, therefore, in that year applied to the Commonwealth of Massachusetts for the privilege of incorporation. The petition for a charter was presented in March, 1849, and was acted upon early in April. The petitioners were disappointed. The charter was not granted until the year 1865, when the sobering influence of the Civil War had caused all differences of opinion in regard to the college to be set aside.

If the students were disappointed in the hope of receiving their diplomas from their Alma Mater, they were not deprived of the benefits of graduation. Georgetown College conferred the degrees on this and all succeeding classes until 1865. How the Faculty and students bore their disappointment at this time may be judged from the testimony of His Excellency, Governor Alexander H. Bullock, who said at the Commencement in 1868, alluding to the unsuccessful attempt to obtain a charter, that he had been deeply impressed by the manner in which the friends of the college hid all signs of disappointment and exhibited a patience which, under such circumstances, he should hardly have dared to expect from many Christian denominations.

It was during the Civil War, as hinted at above, that the college, besides having become endeared to the Catholics of New England, had attracted the favorable notice of many of their non-Catholic brethren. The most distinguished among those who manifested an interest in the college at this period was His Excellency the War Governor, John A. Andrew. He visited and examined the institution during the school term of 1862, and presided at the annual Commencement held July 7, 1863. On the latter occasion, he spoke of the college in the highest terms, and the sincerity of his praise was unmistakable. He had taken pains to acquaint himself with the methods of teaching employed at the college, and was qualified to bear testimony to their excellence. The impression made upon the Governor during these two visits secured his interest in behalf of a charter, and he more than once urged the Faculty to apply for it.

The interesting event of incorporation was not long delayed. A petition was presented to the Legislature in the session of 1865. A

bill was framed to meet the exigencies of the case, read a third time in the House of Representatives on March 21st, and passed without opposition. The Senate confirmed the action of the lower body, March 23d, and on the following day the Governor affixed his signature.

The charter granted to "The Trustees of the College of the Holy Cross," with other privileges, the power "to confer such degrees as are conferred by any college in this Commonwealth, except medical degrees." This placed the college on an equality, before the Commonwealth, with all other institutions of a similar character. It was no little gratification to the Faculty that their earnest devotion to the cause of religion and education was acknowledged by the State, and it was a source of pride to the students to be able to receive from their Alma Mater, in her own words and over her own seal, the testimony of her approval.

It is gratefully recorded here that the college was particularly indebted to Hon. Alexander H. Bullock for many acts of courtesy. As a resident of Worcester, he had always taken a neighborly interest in the college, while Speaker of the House he offered to present the petition for a charter, and while Governor of the State he presided at three successive commencements.

Location and Equipment.—The college buildings, as stated above, are situated on one of the highest of the eminences surrounding the city of Worcester, and command an extensive view of the surrounding country. To this delightful prospect exceptional advantages of pure air and perfect drainage are added by this high elevation, while the graceful terraces to the north and west of the college buildings furnish recreation grounds that are unsurpassed in every respect.

The old buildings, whose accommodations satisfied the student of a quarter of a century ago, have been enlarged and improved in many ways, and extensive new constructions and improvements have been made.

An improvement of vast importance, begun in the spring of 1875, was the raising and extending of the east wing of the building.

This wing, the only part of the building spared by the fire in 1852, gave place in time to a structure one hundred and twelve feet long, with an east frontage of ninety feet. Like the centre and west wing, it is five stories high. On the first story is the refectory; on the second, the study hall. The chapel is on the third floor, and occupies the space of two stories. Everyone is impressed on entering it by its fine proportions and general beauty. Adjoining this wing, on the southeast corner, is the infirmary.

The latest and chief improvement, however, is the large addition to the college, completed in the spring of 1895, and formally opened in September of the same year. In this new building is the gymnasium, one of the largest in New England, 139 feet long, 50 feet wide, and 20 feet high. It is equipped with all the apparatus usually found in modern gymnasiums; a running track, one-seventeenth of a mile in length, elevated about ten feet from the floor, skirts the entire hall. Off the main gymnasium, shower baths are provided for the students.

On the third floor of this building is the new Fenwick Hall. This hall is finished in light wood, so that the close row of double-arched windows on the west and south, throwing floods of light upon the already bright interior, make it a most attractive assembly room. This hall is used for the weekly elocution classes, the dramatic exhibitions of the students, the public and private debates, and all general assemblies of the students. It is provided with a stage, equipped with all the latest theatrical appliances, and is lighted by electricity.

The scientific department on the second floor is provided with all the necessary conveniences for physical and chemical laboratories. The lecture-room for Physics and the laboratory for Analytical Chemistry are large and specially designed and constructed for the purpose.

The class-rooms on the third floor of this building are spacious and cheerful, the corridors long, wide and lightsome.

The two floors above the class-rooms are reserved for the private rooms of the Seniors, Juniors and Sophomores. These rooms are

pleasantly situated, with east and west exposure, and are lighted by electricity.

Educational System.*—The system of education is the one in use in all the colleges of the Society of Jesus, and is guided by the principles laid down in the famous *Ratio Studiorum*. This body of rules and suggestions has been elaborated by centuries of experience and has been judged worthy of attentive study and hearty approbation by the ablest scholars. One of its greatest advantages is that it secures, what can hardly be found elsewhere, and what is an essential requisite for success in educational work, natural, thorough and effective methods of teaching, employed uniformly by all the teachers.

It is not a system of ever-changing theory and doubtful experiment, but one on which have been built the characters of the world's best scholars and statesmen for centuries. It meets the demand for modern improvements by wise adaptation and readjustment. Instead of abolishing prescribed studies and increasing elective courses, it advocates a wise, deliberate and prudent election *by men whose profession is education*, not an unwise, sudden and rash choice *by inexperienced youths just entering on the process of education*.

The natural sciences and modern languages are by no means overlooked or neglected in this system, but the ancient languages and their literatures are still retained as prescribed studies, and, with mathematics and philosophy, form the "essential trinity of courses" which Prof. Ladd of Yale rightly considers "absolutely necessary for a truly liberal education."

After the completion of such a course as is here given, the graduate is not sent to the theological seminary without any knowledge of the language in which the New Testament was written or of the methods of philosophical reflection and their bearing upon the problems of life and destiny. He is not sent to the medical school without some knowledge of physics and chemistry and some idea of the moral responsibility of the physician and surgeon. He is not sent

* Those who are desirous of further information on this subject are referred to "Jesuit Education," by Robert Schwickerath, S. J., (Herder, St. Louis, 1908), and to the numerous documents therein cited.

to the law school without an intelligent grasp of the ethical nature and development of man and of the logical processes which make for and characterize sound judgment. He is not sent to the profession of teaching without some training for success in grasping truth and imparting it to others, some more intimate knowledge of the responsibility of a teacher than he can get from a few vague talks about pedagogy, some more extensive knowledge of psychology than may be acquired by a brief course in "child study." On the contrary, he is sent out from his college so uniformly equipped and harmoniously developed in character that he is prepared to take up and prosecute any career, or even get more pleasure out of a life of leisure than a man who has missed such a preparation. Even as an equipment for a business career, such a preparation, as Ex-President Low of Columbia testifies, "would make him a power in the business world beyond all his compeers who had not been so favored."

Finally, this system does *not* meet the demand of the multitude who are simply anxious to "get through college as soon as possible," but it does make profound thinkers, safe guides, clear writers, logical pleaders and cultured gentlemen.

Course of Studies.—During the preparatory period of four years of high school work and the four years of undergraduate work, the studies are not elective, but prescribed, with a few exceptions in the last two years of the college course. Besides the Latin and Greek classics, the course embraces English, in its various branches and aspects, and correlated studies, such as Rhetoric, Literature, History, etc., one Modern Language besides English, Mathematics, Chemistry, Geology, Astronomy, Mechanics, and a thorough training in Physics and Rational Philosophy. The course is described in detail further on.

Moral Training.—In this system of education, one of the most important features is the formation and training of character. Hence a closer supervision is exercised over the students than is usual, at the present day, in most of the large colleges; but the manner of

doing this is such as to exclude every harsh feature. The professors live with the students, mingle with them constantly, interest themselves in their sports, direct their studies and in every way assume the relation rather of friends than of taskmasters. This constant, familiar, personal communication, on kindly terms, between professor and student, is a powerful means for the formation and uplifting of character. The age of the student is also considered, and in the later years of his college course a larger degree of liberty is granted him. With regard to younger students, the supervision is as close as any parent or guardian could reasonably expect. With regard to all, the enforcement of discipline, while mild and considerate, is unflinchingly firm, especially when there is question of the good of the student body or of the reputation of the college.

As the greatest help to maintaining good discipline is found in the appeal to conscience and religion, special attention is paid to religious instruction. Christian doctrine is one of the prescribed studies in every class, and weekly catechetical lectures are given to all the students. The students are required to comply with their religious obligations regularly, and to make annually a spiritual retreat of three days. Sodalties and other associations are also provided for the fostering of piety.

Physical Training.—While attending to the mental development of the student and safeguarding his moral character, the college authorities have not overlooked the importance of physical training. Besides the gymnasium already described, the student is provided with foot-ball and base-ball fields, tennis courts, hand-ball alleys, etc. Not only are physical instructors and experienced coaches and trainers provided, but all this is under the moderation and direction of a member of the Faculty, who will see that the students do not become so engrossed in athletics that their studies might be neglected or their health suffer in any way.

Sessions and Holidays.—The year is divided into two terms: the first from September to February, the second from February to the

latter part of June. Recesses are granted at Christmas and Easter: the former begins on the 23d of December and ends on the evening of the 3d of January; the latter begins at noon on Wednesday in Holy Week and ends on the evening of the Thursday after Easter. Students will be allowed to visit their homes at these times, but not on any of the ordinary holidays except for special reasons and with the approval of parents or guardians. The ordinary holidays are as follows: Festivals of obligation, state and national holidays, one day after the mid-year examinations and after the annual retreat, and Pentecost Monday. On every Saturday, students whose homes are in Worcester will be allowed to visit them, on condition that they return on Sunday evening. Telegrams and letters asking privileges for students must be signed by parents or guardians, and must be addressed to the President of the College.

Examinations.—There are two examinations in the year: the "Mid-year," at the end of the first term; and the "Final," immediately before the close of the academic year, in June.

Promotions.—At any time during the year, and particularly after the mid-year examination, if any one be found worthy of passing to a higher class he will be promoted; and such promotion is equivalent to the honors of the class he leaves. Usually, however, promotions are made only at the end of the year.

Reports.—Reports of scholarship and deportment are sent to parents and guardians in December, April and June. Two of these reports give information, also, of the positions held by the students in the two examinations.

Awards.—The honors and prizes awarded at the annual Commencement in June are determined by the recitations of the entire year and the mid-year examination. The average for recitations and examination must be at least 90 per cent. to win a medal or premium; but honorable mention is made of those who attain 85 per cent. or

more. As no allowance will be made for absentees, parents or guardians who permit their sons or wards to remain at home beyond the period allotted for vacation or recess cannot expect to see them hold distinguished places in their classes. The Faculty and students assemble at the beginning of each month, when the standing of the students in their respective classes is publicly announced and testimonials are awarded to those whose standing is 95 per cent. or higher.

Degrees.—The successful completion of the College course entitles the student to the degree of Bachelor of Arts.

Special Students.—As indicated on the Time Schedule of Lectures and Recitations, provision is made for special students, who may lack some of the requirements for unconditional entrance to any regular class. In these classes, the deficiency in Greek or Latin or both is remedied during the first year, or the first term, according to the previous preparation of the student and his co-operation with his instructors.

In some exceptional cases, special students are allowed to discontinue or omit a prescribed study, but with the express understanding that they thus cease to be candidates for the degree of Bachelor of Arts.

Recitation Hours.—The morning recitation hours are from 8.45 to 11.30; the afternoon hours are from 1.50 to 4. Punctual attendance of non-resident students is insisted on, and such students will not be admitted to classes or lectures, when tardy or after absence, without a note from parents or guardians, addressed to the Prefect of Studies. In the college department, 20 hours a week are given to recitations in the Senior and Junior years, and 23 hours a week in Sophomore and Freshman years. In the Preparatory Department there are 23 recitation hours a week in each of the four years. For the apportionment of these hours, see the Weekly Time Schedules.

Societies.—Besides the various religious organizations, namely, the

League of the Sacred Heart, the Sodality of the Immaculate Conception, the 'Sodality of the Holy Angels, the St. John Berchmans Sodality and the Day Scholars' Sodality, there are many flourishing societies among the students of both the collegiate and the preparatory departments. Among these may be mentioned the two debating societies—the B. J. F. for Seniors and Juniors, and the Philomathic for Sophomore and Freshman classes—the Dramatic Society, the Library Association, the Reading Room Association, the Philharmonic Society, the College Orchestra, the Glee Club, *The Holy Cross Purple* (the College magazine), the Athletic Association and the Camera Club.

Alumni.—The graduates of the College from 1849 to 1903, inclusive, number 866, of which number 714 are still living, most of them holding distinguished positions in the various professions or in mercantile life. They are frequently brought together socially and kept in touch with the college, not only through the circulation of the college magazine, *The Holy Cross Purple*, and by the general Alumni Association, but also by local branch organizations, such as the Connecticut Association, the Worcester County Association, the Bristol County Association, the New York Association and the Berkshire County Association.

Scholarships.—While other institutions number their scholarships by hundreds, and the value of them may be estimated at millions of dollars, Holy Cross is able to offer very few. These she names with grateful benedictions on the heads of those who bestowed them. They are: (1) The Governor Ames scholarship, open to residents of Worcester, on examination, for tuition during the college course, (2) The John Reid scholarship, (3) The Monsignor Griffin scholarship, limited to residents of St. John's Parish, Worcester, for tuition during the college course, (4) The Rev. Robert Walsh scholarship, limited to residents of the Immaculate Conception Parish, Worcester, Mass., for tuition during the college course, (5) the Mrs. Driscoll scholarship, entitling the holder to board and tuition during the college

course, (6) The Rev. D. H. O'Neill scholarship, limited to residents of St. Peter's Parish, Worcester, Mass., for tuition during the college course, (7) The Rev. Charles E. Burke scholarship (interest on \$2000), limited to graduates of St. Joseph's High School, North Adams, Mass., (8) The John J. Power scholarship, founded by the Reverend John J. Power, D.D., limited to residents of St. Paul's Parish, Worcester, Mass., for tuition during the college course. It is hoped that, in time, other generous friends of the college may be inspired to found at least partial scholarships and thus enable the Faculty, in answer to numerous appeals from deserving students, to make reductions for board and tuition. Thus the interests of education and charity could be made to go hand in hand and the future success of many a promising young man's career would be assured.

Terms.—The following is as complete a general statement as can be given of the expenses of a student's year in either the college or the preparatory department, with the terms for payments and some information about equipment and incidental expenses:

Board and Tuition, - - - - -	per annum, \$225 00
Washing and mending linen, - - - - -	" 20 00
Physician's Fee, - - - - -	" 5 00
Gymnasium Fee, - - - - -	" 5 00
Library and Reading Room Fee, - - - - -	" 2 00
Medicines charged to individuals.	
Half-Boarders, tuition and dinner, - - - - -	" 130 00
Day Scholars, tuition, - - - - -	" 60 00
Students of Science, additional, - - - - -	" 10 00
Graduation Fee, - - - - -	" 10 00
Music at the Professors' rates.	
Room and attendance (for upper classes only), per annum, - - - - -	\$50 00 and 70 00

All charges must be paid half-yearly in advance. If payment is deferred without a satisfactory understanding with the President, the latter is directed to remove the students in question from the institution. Should any pupil be withdrawn by his parents or guardians,

or should he in any manner withdraw himself from the college, before the term expires, no deduction will be made.

No expenditure for clothing or for incidental expenses of the student, nor advances for pocket money, will be made by the institution, unless an equivalent sum be deposited with the Treasurer of the college. The books and stationery necessary for the different classes may be purchased at the college, but will not be supplied on credit unless special instructions to that effect be given to the College Treasurer.

Each resident student must be supplied with at least two suits for daily wear and one for Sunday, shirts, stockings, pocket handkerchiefs, towels, shoes or boots, etc. All articles of clothing should be marked with the name of the student.

The college will not be responsible for books or articles of clothing, left behind by any student when leaving the college; much less for the loss of such books or clothing while in the keeping of the students.

SCHEDULE OF COURSES.

COLLEGE.

PHILOSOPHY.

Course I.—PSYCHOLOGY.—Senior Year.—Four hours a week, first term.

1. *Definition and Scope.* Empirical and rational psychology. Relation to physiology.

2. *Methods.* Introspective. Objective. Attacks on psychology answered.

3. *Classification of Human Faculties.* Consciousness. Sub-conscious activities. Classification of Aristotle, St. Thomas, Scotch School, Hamilton, Herbert Spencer. Mutual relations of the faculties of the soul. Feeling, as a quality of conscious acts.

A. Empirical Psychology. (1) SENSITIVE LIFE. Nature of sensation. Psychological conditions of sensation. Cognitive character of sensation. Sensation and perception. Scholastic doctrine of species.

The Senses—external and internal. Sense of temperature. Cognitional value of the senses. Scholastic doctrine of the internal senses. Common sense. Imagination. Estimative faculty. Memory—sensuous and intellectual. Scholastic controversy on cognitional value of sensuous memory. Laws of association. Training of the memory. Forgetfulness.

Imagination and Phantasy. Dangers of the imagination. Illusions. Dreams.

Perception of the Material World. Psychology and validity of external perception. Skeptical theories—Descartes, Locke, Berkeley, Hume, Mill, Bain, Kant, Herbert Spencer. Proofs of Realism. Objections.

Development of Sense Perception. Mental and cerebral development.

Sensuous Appetite. Scholastic theory of appetency.

Feeling. Aristotle's doctrine. Not a special faculty. Theories on the nature of pleasure and pain. Laws of pleasure and pain.

(2) **RATIONAL LIFE.** *Intellect and Sense.* Essential difference between sense and intellect. Erroneous Theories. Sensationism. Materialism. Phenomenism. Positivism. Associationism. Evolutionism. Fundamental error of the various forms of sensationism. Balmez on sensationism.

Universal and Abstract Concepts. Nominalism. Conceptualism. Exaggerated Realism. Moderate Realism.

Origin of Intellectual Ideas. Mediate dependency of the intellect on the brain. Theory of innate ideas. Empiricism. Ontologism. Origin of necessary truths. Associationism. Evolutionist doctrine. Intentionalist theory. Aristotelico-Scholastic doctrine of abstraction. Scholastic theory of the origin of ideas. Doctrine of St. Thomas.

Judgment and Reasoning. Analysis of the judicial process. Assent and consent. Analysis of reasoning. Deduction and induction. Knowledge and belief. Nature, causes and effects of belief.

Intellectual Attention and Reflection. Nature of attention. Attention and sensation. Attention and volition. Voluntary and non-voluntary attention. Laws and effects of attention. Psychological and ontological reflection. The soul's consciousness of itself. Unity of consciousness. Abstract concept of self. Validity of the testimony of consciousness. Growth of the knowledge of self.

Rational Appetency. Nature of the will. Desire defined and analyzed. Pleasure not the only object of desire. Spontaneous action and deliberation. Choice. Self-control. Character. Temperament. Free will and Determinism. Fatalism. Objections to doctrine of free will—psychological, metaphysical, theological and from modern science.

The Emotions. Feeling and emotion. Scholastic theory. Classification. Expression of emotion. Evolutionist theory. Darwin, Herbert Spencer, Wundt. Origin of language.

B. Rational Psychology. Its scope, method, importance.

The Soul. Its substantiality, simplicity, spirituality and identity. False theories of the *Ego*. Kant's theory. Empiricist theory. Hume. Mill. W. James theory. Double Aspect theory or Monism. The Mind Stuff of Professor Clifford. Monistic theories of Clifford, Bain, Herbert Spencer, Höffding. Double consciousness. Alterations of personality.

Immortality of the Soul. Meaning of immortality. Immortality and psychology. Teleological and ethical proofs. Theistic proof. Argument from universal belief. Ontological argument of the Scholastics. Objections against the doctrine of a future life.

Soul and Body. Individuality of the human soul. Unity of the soul in

man. Identity of the vegetative, sentient and rational soul in man. Physico-chemical theories of life. Definitions of life. Objections. Union of soul and body. Theory of Plato. Occasionalism. Pre-established Harmony of Leibnitz. Aristotelico-Scholastic doctrine. Soul and body, one nature and person.

Locus of the Soul. The soul present throughout the body. Phrenology. Localization of cerebral functions. Objections to the theory of localization.

Origin of the Soul. Theories of Emanation. Traducianism. Creation doctrine. Time of origin—Scholastic doctrine. Theory of Lotze and Ladd. Origin of the first human soul. Evolution theory. The human soul not produced by evolution.

Supplementary Question—Hypnotism. Historical sketch. Theories. Psychological principles of explanation. Ethics of Hypnotism.

Course II.—Natural Theology (Senior year). Four hours a week, second term.

Definition and scope. Relation to dogmatic theology. Necessity. The existence, essence, attributes of God. Concurrence of God in actions of creatures.

1. *The Existence of God.* Monotheistic philosophers on our knowledge of the existence of God. Ontologism—Malebranche, Gioberti, Rosmini. Traditionalism. Ontological proof of St. Anselm, Descartes, Leibnitz, for the existence of God. The metaphysical proof. The argument from design. The moral proof. Kant, Mill, Spencer, Mallock, et al., on the proofs of God's existence. Atheism. Agnosticism. Religious and moral consequences of Agnosticism.

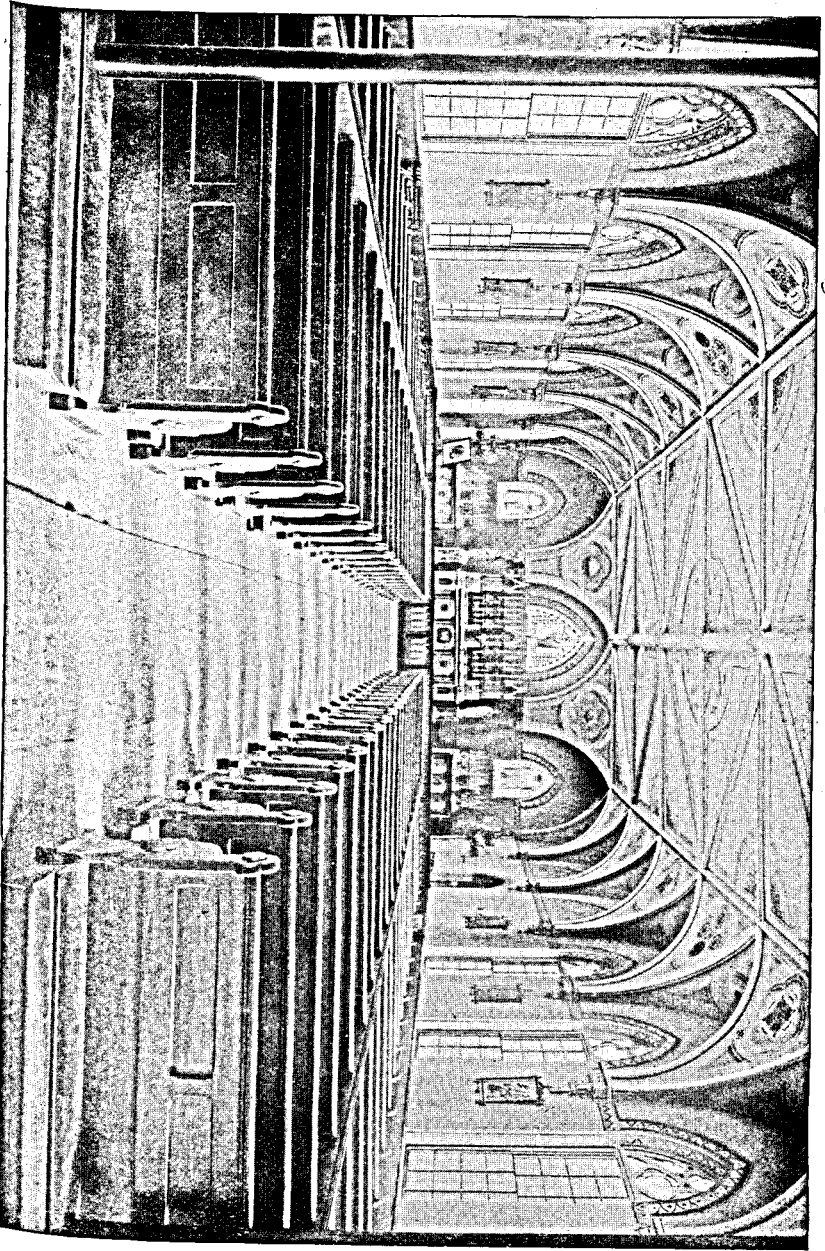
2. *The Essence of God.* The idea of the Infinite. Unity of God. Physical and metaphysical essence. Polytheism. Pantheism. Modern Pantheists: Spinoza, Fichte, Shelling, Hegel. Anthropomorphism. Herbert Spencer on the anthropomorphic idea of God.

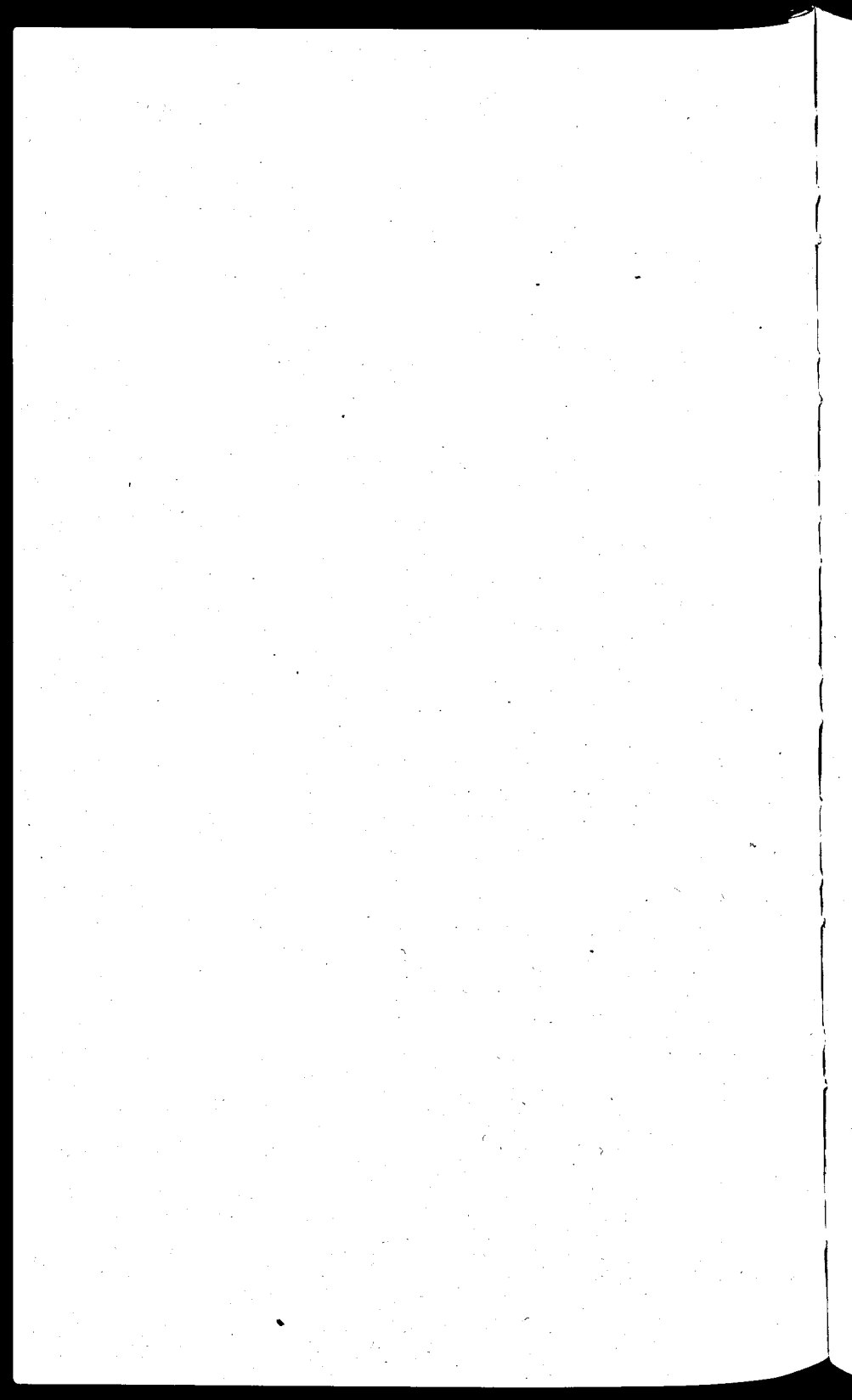
3. *The Divine Attributes.* Immortality, Eternity and Immensity of God. St. Thomas, Lessius, Newton, Clarke, on the Immensity of God. Simplicity and Infinity of God. The Divine Intellect and Knowledge. Foreknowledge of God. Objections against the Divine Foreknowledge of free actions. The Divine Will. Freedom of the Divine Will. Omnipotence of God. Mill's objections against the Divine Omnipotence.

4. *Concurrence of God in the Actions of Creatures.* Preservation of creatures. Supernatural, natural, mediate and immediate concurrence. St. Thomas and "Promotion." Divine Providence and Its relation to physical and moral evils. The possibility of a Supernatural Providence.

THE STUDENTS CHAPEL.

THE STUDENTS' CHAPEL.





5. *Supplementary Questions.* Schopenhauer's "World Will." Hartmann's "Unconscious." Hæckel's Monism. Mansel, on Contradictions in the idea of God. Spencer, on the idea of the Absolute.

Course III.—Ethics (Senior year). Six hours a week, both terms.

FIRST TERM: General Ethics. Moral acts and moral obligations.

Definition, nature, object, necessity of ethics. Ethics and revelation. False theories regarding the fundamental principles of ethics. The ultimate end of man. Beatitude. End of man's present existence. The human act. Merit and accountability. The passions. Virtue and vice. Morality of human acts. False opinions of the nature of morality. The norm or standard of morality. False standards. Utilitarianism and Hedonism. Bentham, Mill, Spencer, et al. The moral sense. The determinants of morality. The eternal law. The natural law. Properties and sanction of the natural law. Nature and origin of moral obligation. False theories of the origin of obligation. Kant's categorical imperative. Conscience. Probabilism.

SECOND TERM: Special Ethics. Rights and Duties.

The inner and outer worship due to God. Obligation of accepting Divine Revelation. Rationalism. Indifferentism. Suicide. Direct and indirect killing. Killing done in self-defence. Lying. Mental reservation.

Right of ownership. Communism. Socialism. Theories of Henry George. Herbert Spencer on the right of property. Modes of acquiring property. Contracts. Right of disposing of property by will. Relations of capital and labor. Trade Unions. Strikes.

Society in general. Nature and end of domestic society. Unity and indissolubility of matrimony. Divorce. Parental authority. Education of the child. Civil society, its nature, end, origin. False theories on the origin of civil society. Hobbes. Rousseau. Scholastic doctrine. Forms of civil government. Citizenship. Universal suffrage. The functions of civil government—legislative, judiciary, executive. Taxation. Death penalty. Freedom of worship. Freedom of the press. State education.

International law. Various meanings of *Jus Gentium*. Foundations of international law. Mutual relations of nations. Right of commerce. Right of intervention. Rights of neutrals. Nature and justice of war. Arbitration.

Text Books and References for Courses I., II., III.: Russo, S. J., Jouin, S. J., Coppens, S. J., Hill, S. J., Maher and Rickaby, S. J. (Stonyhurst series), Tongiorgi, S. J., Liberatore, S. J., L'ahousse, S. J., Pesch, S. J.,

Urraburu, S. J., Bædder, S. J., Costa-Rossetti, S. J., Palmieri, S. J., Humphrey, S. J., Harper, S. J., Thein's Christian Anthropology.

Course IV.—COSMOLOGY (Junior Year). Five hours a week for one half-term. Lectures, repetitions, circles. Russo, S. J., Summa Metaphysica. Jouin, S. J., Logica et Metaphysica.

Notions of space and time. Creation. Laws of Nature. Miracles. Constitution of bodies. Dynamism. Atomism. Hyломorphism.

Course V.—GENERAL METAPHYSICS (Junior Year). Five hours a week for one half-term. Russo, S. J., Jouin, S. J., Rickaby, S. J., General Metaphysics (Stonyhurst series).

The concept of being. Essence and existence. Intrinsic and extrinsic possibility. Attributes of being. Unity. Truth. Goodness. Substance and accident. Hypostasis and personality. Quantity. Quality. Relation. Principles and causes. Kinds of cause. Principle of causality. Perfection of being. The finite and infinite. Necessary and contingent being. Order and beauty.

Course VI.—FIRST PRINCIPLES OF KNOWLEDGE. APPLIED LOGIC. (Junior year). Five hours a week, for one half-term. Russo, S. J., Jouin, S. J., Poland, S. J., Rickaby, S. J., First Principles (Stonyhurst series).

The Nature of Certitude in General. Definition of Truth. Truth completely possessed in the Judgment only. Certitude. Ignorance. Doubt. Suspicion. Opinion. Probability. Belief. Kinds and Degrees of Certitude. Metaphysical Certitude. Huxley and Necessary Truth. Physical Certitude. Natural and Philosophic Certitude. Universal Scepticism. Hume. Cartesian Doubt. The Ultimate Criterion of Certitude. Various Theories. Evidence. The Origin of Error in the Understanding. Special Treatment of Certitude. Trustworthiness of the Senses. Objectivity of Ideas. Exaggerated Realism. Nominalism. Conceptualism. Consciousness. Memory. Belief on Human Testimony. Belief on Divine Testimony.

Course VII.—DIALECTICS (Junior year). Five hours a week, one half-term. Russo, S. J., Summa. Jouin, S. J., Logica. Poland, S. J. Coppens, S. J. Clark, S. J., Logic (Stonyhurst series).

Definition and division of Philosophy. The province of Logic. Formal

and Material Logic. The definition of Logic. The foundations of Logic: 1.—The principle of Contradiction. 2.—The principle of Identity. 3.—The principle of Causation. 4.—The principle of Excluded Middle. The three operations of Thought. Simple Apprehension. Modern errors respecting it. The doctrine of Universals. The Heads of Predicables. Definition. Division. Judgment. Propositions, their nature and divisions. Import of Propositions. The opposition and Conversion of Propositions. Reasoning. The Syllogism and its Laws. The Figures of the Syllogism. Various kinds of Syllogisms. Formal Induction. Material Induction. Example and Analogy. The Matter of the Syllogism. Fallacies. Method and its Laws.

POLITICAL ECONOMY.

Course I.—(Senior year)—One hour a week, both terms.

Nature of economic science. Relation to ethical and political science. Four schools: liberal or classical, socialist, Christian, historical. Notions of wealth, value and price.

Production. Factors of production: nature, labor, capital. Law of diminishing returns. Division of labor: advantages and disadvantages. Remedies.

Exchange. Money. Bimetallism. Monometallism. Paper money. International trade. Free Trade and Protection. Credit. Nature and functions of banks.

Consumption. Technical and moral points of view. Heads of consumption.

The problem of Distribution. Wages, Profits, Rents. The Labor problem. Socialist solution. The rights of property. Theories and methods of Taxation.

Text book—Andrews' Institutes of Economics. References: Gide, Devas, Laughlin.

LATIN.

N. B.—The work of this department is conducted in such a manner as to furnish material for illustration and comparative study in connection with the parallel courses in English Literature (q. v.).

Course I.—(Senior year). Two hours a week.

(a) Composition. Latin dissertations on assigned subjects, oral and written.

(b) Authors—(First term), Cicero, *De Officiis* or *De Finibus*. Suetonius, *Lives of the Cæsars*. (Second term), Seneca, *Opera Philosophica* (selections), or one tragedy, e. g., *Hercules Furens*. Boethius, *De Consolatione*.

Course II.—(Junior year). Two hours a week.

(a) Composition. Latin dissertations on assigned subjects, oral and written.

(b) Authors—(First term), Cicero, *Quæstiones Tusculanae*, *Somnium Scipionis*. Plautus, *Duo Captivi*. Curtius, *Expeditio Alexandri*. (Second term), Cicero, *Quæstiones Tusculanae*, continued. Pliny, *Letters* (Westcott). Lucretius, *de Origine Rerum*.

Course III.—(Sophomore year). Five hours a week.

(a) Composition. One written composition required each week. Elegant translations. Oratorical analyses of authors. Latin orations.

(b) Authors—(First term), Cicero, *pro Lege Manilia*, *pro Marcello*. Horace, *Epodes*, *Satires*, *Epistles* (selections). Tacitus, *Annals*, Bks. 1, 2. Quintilian, Bk. 10. (Second term), Cicero, *pro Milone* and *pro Ligario*. Juvenal, *Satires*, 1, 4, 5, 10. Tacitus, *Agricola* and *Germania*.

Course IV.—(Freshman year). Five hours a week.

(a) Composition. Two exercises in Latin composition each week. Bradley's *Aids to Latin Composition*. Exercises in Latin verse composition, including imitations of Horace.

(b) Authors—(First term), Cicero, *pro Archia*. Virgil, *Æneid*, Bks. 9, 10. Horace, *Ars Poetica*. Livy, Book 1. (Second term), Cicero, *In Verrem* (*de Signis* or *de Suppliciis*). Horace, *Odes* (selected). Livy, Book 21 or 22.

GREEK.

N. B.—The reading in this department is conducted in such a way as to furnish material for illustration and comparative study in connection with the parallel courses in Latin and English.

Greek in Senior year is optional. Courses in advanced work may be arranged as required.

Course I.—(Junior year). Two hours a week.

FIRST TERM: Aeschylus, Agamemnon. Plato, Gorgias. St. Basil, in Gordium Martyrem, or On The Reading of Books.

SECOND TERM: Plato, Phaedo. Pindar, Pythian Ode IV. Sophocles, Antigone, or "The Birds" of Aristophanes.

Course II.—(Sophomore year). Four hours a week.

FIRST TERM: Demosthenes, Philippica I. Aeschines, in Ctesiphontem. Sophocles, Oedipus Tyrannus.

SECOND TERM: Demosthenes, De Corona. Sophocles, Oedipus Coloneus. Thucydides, Bk. II. St. John Chrysostom, Eutropius.

Course III.—(Freshman year). Four hours a week.

FIRST TERM: Homer, Odyssey, Bks. 1, 2 (any other books may be substituted). Plato, Crito. The Bucolic Poets: Theocritus, Bion, Moschus (selections).

SECOND TERM: Demosthenes, Olynthiacs, 1, 2. Euripides, Hecuba or Medea. Herodotus (Merry's selections).

ENGLISH.

Course I.—(Senior year). Two hours a week.

FIRST TERM: Comparative Study of Dramatic Composition.

1. Origin of Greek Tragedy, development, great tragic authors.

References: Jevons, History of Greek Art; Moulton, Ancient Classical Drama; Campbell, Guide to Greek Tragedy; Donaldson, The Theatre of the Greeks; Miller and Donaldson's History of Literature of Ancient Greece;

J. A. Symonds, *The Greek Poets*; Mahaffy, *History of Classical Greek Literature*; Butcher's *Poetics of Aristotle*; Milton's *Samson Agonistes*; Newman, *Poetry with reference to Aristotle's Poetics*; Pritchard's *Poetics of Aristotle*; Dyer's *Ancient Athens*; Haigh, *The Attic Theatre*.

2. Origin of Roman Tragedy, development, great tragic authors. Analysis of Seneca's *Thyestes*.

References: J. Covington's *Miscellaneous Writings*, Vol. I.; Sellar, *The Roman Poets of the Republic*.

3. Origin of Greek Comedy, the old, the middle and the new comedy. Analysis of Aristophanes, *The Acharnians*.

References: Symonds, *Greek Poets*, Vol. II.; Muller and Donaldson, *History of Literature of Ancient Greece*, Vol. II.; *Ancient Classics, Introductory Essays on Plautus and Terence (for Menander)*.

4. Origin of Roman Comedy, development, famous authors. Analysis of the *Adelphi* of Terence.

References: Riley's *Translation of Terence and Plautus*; Hallidie's *Duo Captivi* of Plautus; Sellar's *Roman Poets of the Republic*.

5. Origin and Development of French Comedy; Molière and his influence. Analysis of Molière's *Tartuffe*, *Les Précieuses Ridicules*, *L'École des Femmes*.

References: Sainte Beuve, *Portraits Littéraires—Molière*; Van Laun's *Translation of Molière's Works*, with introduction; also his *History of French Literature*. Hawkins, *Annals of the French Stage*. Julleville, *Le Théâtre en France*.

6. The Interlude. Miracle and Mystery Plays. Analysis of "Mysterium Resurrectionis, D. N. J. C." and "Ludus super Iconium Sti. Nicolai."

References: Davidson, *Studies in the English Mystery Plays*; Pollard, *English Miracle Plays*; K. L. Bates, *The English Religious Drama*; *Chester Plays*, edited by T. Wright; *Ancient Mysteries Described*, by William Hone; *The Mediæval Stage*, Chambers, 2 vols.

7. Modern Drama. The Italian Renaissance and its work.

References: J. A. Symonds, *The Renaissance in Italy*, 6 vols.; Garnet, *Italian Literature*.

8. The French Tragic Drama, origin, development and great authors. Analysis of the *The Cid* and *Horace* of Corneille and Racine's *Athalie*.

References: Van Laun, *History of French Literature*; Hawkins, "Annals of the French Stage" and "The French Stage and the 18th century"; Lounsbury, on Shakespeare and Voltaire.

9. The Spanish Drama, origin, development, famous authors. Analysis of Lope de Vega's *Star of Seville* and Calderon's *Secret in Words*, *Devotion of the Cross*, *Great Fair of the World*, *Life is a Dream*.

References: Tichnor's *History of Spanish Literature*; Bouterwek's *History of Spanish Literature*; Trench, *Essay on Calderon*; *Foreign Classics—Calderon*, edited by Mrs. Oliphant; Denis Florence McCarthy's *Dramas of Calderon* translated.

10. The English Drama, origin, development. Analysis of *King David* (George Piele), of *Friar Bacon* (Robert Greene), of *Campaspe* (John Lyly), of *Faustus* and *Edward II.* (Christopher Marlowe).

William Shakespeare, his life as recorded, as gathered from his plays, his periods. Analysis of "Midsummer Night's Dream," "Hamlet," "The Tempest."

Beaumont and Fletcher.

Ben Jonson, his life and influence. Analysis of "Volpone" and "The Alchemist."

Drama of the Restoration. Dryden, Wycherly, Congreve, Van Brugh, Farquhar.

References: John Addington Symonds, *Shakespeare's Predecessors*; Keltie, *British Dramatists*; George Brandes, *William Shakespeare*; Goldwin Smith, *Shakespeare, the Man*; Hamilton Mabie, *Shakespeare, Poet, Dramatist and Man*; Moulton, *Shakespeare as a Dramatic Artist*; Furness, *Varioum Shakespeare*; Hazlitt, *Shakespeare's Sources*; Dowden, *Shakespeare Primer*; Tauchnitz, *Doubtful Plays of Shakespeare*; Symonds, *Ben Jonson*; Gosse, *Jacobean Poets*; Taine, on the Restoration Drama.

11. The German Drama, origin, development, famous authors. Lessing and his influence. Göthe, *Götz von Berlichingen*. Analysis of *Faust*. Schiller.

References: Carlyle, *Essays*; Baumgartner, *Life of Göthe*; Gietmann, *Asthetik*.

12. *The Modern Drama. Triumph of the Romantic School.* Edmond Rostand, *Cyrano de Bergerac*. Stephen Phillips, *Paolo and Francesca*. The "Tendenz" Drama—Ibsen and Sudermann.

References: *The Development of the Drama*, Brander Matthews.

SECOND TERM: Comparative Study of Epic and Lyric Poetry.

References: Cruttwell, *History of Latin Literature*. Jebb, *Introduction to Homer*, and *Growth and Influence of Greek Poetry*. *National Epics*, K. M. Rabb.

Course II.—(Junior year). Two hours a week.

FIRST TERM: Age of Dante and Italian Influence on English Literature. Comparative study of Dante's *Divina Commedia* and the *Canterbury Tales* of Chaucer.

For Reference: (on Dante) Ozanam, *Dante*; Church, *Dante*; Hettinger, *Divina Commedia*; Newman, *Idea of a University*; Liddon, *Essays (Dante and St. Thomas, Dante and the Franciscans)*; J. A. Symonds, *Study of Dante*; Witte, *Studies in Dante*; F. X. Kraus, *Studies in Dante*; Snell, *Italian Literature*; Moore, *Studies in Dante*; *The Life and Works of Dante*, J. F. Hogan; *Comments of John Ruskin on The Divina Commedia*, G. P. Huntington.

For Reference: (on Chaucer), Lounsbury, *Studies in Chaucer*; Corson, on *Chaucer's Canterbury Tales*; Lowell, *My Study Windows*; Sydney Lanier, *Music and Poetry*.

SECOND TERM: The Age of Queen Anne and of Louis XIV.

For Reference: Saintsbury, *French Literature*. Shakespeare in France, J. J. Jusserand. Longhaye, S. J., *Histoire de la Littérature Française*. Elton, *The Augustan Age*. Taine, *English Literature*. Johnson, *Lives of the Poets*. Robert Harrop, Bolingbroke. Churton Collins, Bolingbroke and Jonathan Swift. Moulton, *Library of Criticism*. Davenport, *Good Queen Anne*. Morley, *Daniel Defoe*. Macaulay, Addison. Brunetière, *Essays in French Literature*, translated by D. Nichol Smith; and *Manual of the History of French Literature*, translated by R. Derechef.

Course III.—(Sophomore year). Four hours a week.

A. Theory of Rhetoric. Kleutgen, S. J., *Ars Dicendi*. Coppins, S. J., *Oratorical Composition*.

For Reference: Cope and Sandys, Aristotle's Rhetoric. Whately. Genung. Du Cygne. Blair.

B. Rhetorical Analysis and Composition. Analysis of portions of Aeschines, in Ctesiphontem; of Demosthenes, De Corona; Cicero, pro Lege Manilia and pro Milone; Burke, on Conciliation or on the Bristol Election; Webster, Bunker Hill Oration; Newman, selections; Selections from Bradley's Orations and Arguments.

N. B.—A written composition, oratorical, poetical, critical or historical, is exacted once a week.

C. History and Criticism.

FIRST TERM: The Elizabethan Age. Brooke, English Literature, pp. 71-108.

For Reference: Saintsbury, Age of Elizabeth. Ward, English Poets, Volume II. Palgrave, Golden Treasury, (First Series), Book II. Jebb, Athenian Orators. Campbell, Guide to Greek Tragedy.

SECOND TERM: Early English Writers. Brooke, English Literature, pp. 5-70.

For Reference: Brooke, Early English Literature. Palgrave, Golden Treasury (First Series) Book I. Ward, English Poets, Vol. I.

D. Reading and Discussion.

FIRST TERM: Shakespeare: Hamlet, King Lear.

SECOND TERM: Shakespeare: Julius Cæsar, Coriolanus.

Course IV.—(Freshman year). Four hours a week.

A. Theory of Literature.

FIRST TERM: Nature and relations of style. Qualities: beauty, simplicity, clearness, appropriateness, force. Analysis of Spencer's principle of economy. The pathetic and the ludicrous. Temperament of qualities. Species of style. Ornamentation: euphony and harmony, tropes, figures of word and thought, transitions. Prose diction. Prose composition: imitation, epistles, narration, description, criticism, history, biography, dialogue, novel.

SECOND TERM: Art and its varying definition. Essentials of a fine art. Idealization, creation, imaginative penetration. The art of poetry: rhyme and rhythm, subject matter. Qualities of poetic imagination. Lyric poetry. Comparative study of the Latin, Greek and English ode. The Persian, Arabic and Hebrew lyric, as regards power, unconsciousness and grace. Aristotle's Poetics, as exemplified in Homer, Milton and Virgil. Didactic poetry. Dramatic poetry.

For Reference: Kleutgen, S. J., *Ars Dicendi*. Coppens, S. J., *Introduction to Rhetorical Composition*, B. III. Butcher, *Aristotle's Theory of Poetry and Fine Arts*. Stedman, *Nature of Poetry*. Ward, *English Poets (Introductory Essays)*. Watts, *Essay on Poetry (Encyclopædia Britannica)*. Shairp, *Interpretation of Nature*.

B. Literary Analysis and discussion.

1. Poets. Palgrave, *Golden Treasury (First Series)*, Books 3, 4; *Golden Treasury (Second Series)*.

FIRST TERM: Pastoral and Lyric Poets—Spencer, *Astrophel*. Milton, *Lycidas*. Shelley, *Adonais*. Arnold, *Thyrsis*.

SECOND TERM: Lyric and Epic Poets—Milton, *Paradise Lost*. Books 2 and 3.

2. Prose Writers. Minto, *Manual of English Prose*.

FIRST TERM: De Quincey. Newman. Ruskin. Hawthorne.

SECOND TERM: Milton. Jeremy Taylor. Dryden. Addison. Swift. Johnson.

C. History and Criticism.

FIRST TERM: Georgian age to end of Victorian. Brooke, pp. 158-186.

SECOND TERM: Post-Elizabethan—1603 to 1730. Brooke, pp. 108-158.

N. B.—Once a week a written composition is exacted, insisting on taste, sentiment, style, elegance of prose diction, poetic thought and diction.

HISTORY.

Course I.—(Senior year). History of Philosophy. Two hours a week.

FIRST TERM—Oriental Philosophy: The Sacred Books of the Chinese. The Vedas and the other productions of Indian literature. Philosophical theories of Egypt and of Western Asia.

Greek Philosophy: The Ionic School. The Pythagoreans. The Eleatics. The Sophists. Socrates and the Socratic schools. Plato. Aristotle. The Epicureans. The Stoics. The Sceptics. The Syncretists and Roman philosophy. Jewish-Alexandrian philosophy. Neo-Pythagoreanism. Neo-Platonism.

Christian Philosophy: The Fathers of the Church. The Gnostics.

Scholastic Philosophy: The Schoolmen. The Mystics. The Revival of Platonism, of Aristotelianism, of Atomism. The Secular philosophers. The Political philosophers.

Arabian Philosophy of the Middle Ages. Jewish Philosophy of the Middle Ages.

SECOND TERM—Modern Philosophy: Descartes and his followers, Malebranche, Spinoza, Bayle, Cudworth, Locke, Hume, Condillac, Helvetius, Voltaire, the Encyclopædists, Leibnitz, Wolff, Berkeley, Rousseau, the Scottish school, the Transcendentalists: Kant, Fichte, Schelling, and their schools of thought, Herbart and Schopenhauer, Krause and Hegel, the Neo-Kantians, Von Hartmann, Trendelenburg. Lotze. Positivism. Herbert Spencer and modern evolution theories. The Neo-Scholastics. Thomistic philosophy under Leo XIII.

Course II.—(Junior year). Philosophy of History. Two hours a week.

The beginning of history. Its sources and development. Primitive nations. Points of similarity and difference. Forces of natural life. Religion. Literature. Location. Common aims. Modern nations.

References: Schlegel, Philosophy of History. St. Augustine, De Civitate

Dei. Bossuet, Discours sur l'Histoire Universelle. Allies, Formation of Christendom.

Course II.—(Sophomore year). Two hours a week.

FIRST TERM: Church History. The Ante-Nicene Church. The Benedictines. St. Gregory and the Missionaries. The Dark Ages. Charlemagne. Gregory VII. and the War of the Investitures. Boniface and Philip the Fair. The Crusades. Scholasticism and Education in general. The Schism of the West. The Renaissance. The Reformation. Jansenism. The Revolution. Modern Times.

Reference: Guggenberger, S. J., General History of the Christian Era, 3 vols.

SECOND TERM: The Constitution of the United States—Story.

References: Bryce, American Commonwealth. Channing, Students' History of the United States. Macdonald, Select Charters and Select Documents. Goldwin Smith, The United States. Macy, Political Parties in U. S. Ford, Rise and Growth of American Politics.

Course IV.—(Freshman year). Two hours a week.

Lectures on Universal History. Repetitions and Essays. Aim of class; review, synthesis. A fair general knowledge of history is supposed, such at least as may be acquired from Sanderson-Hardiman's Epitome of the World's History, 2 vols.

FIRST TERM. Series 1. (a) *Origin of the Human Species*. Evolution. Creation. Theory of St. George Mivart. Division into races. Quetelet, Cuvier, Huxley. Division according to languages. Origin of the races and causes of differentiation. Monogenistic and polygenistic theories. Aryan migrations.

(b) *Prehistoric Man*. Bearing of archæology, palæontology, anthropology, on traditional and documentary history. Methods of examination and study. Geological epoch of man's first appearance. The Stone Age: Epoch of extinct animals; Epoch of migrated existing animals; Epoch of domesticated animals. The Metal Age: Bronze Epoch; Iron Epoch. Primitive man in America. The Mound-builders.

(c) *The Earliest Civilizations*. Sources of ancient Egyptian and Assyrian history. Antiquity. Critical examination of Manetho's dynasties. Struggles

for supremacy in the Tigris-Euphrates valley. The place and mission of the Jews in early eastern history. Inception and progress of the great Aryan empire of Cyrus. Legendary, traditional and documentary data in regard to the Chinese and Indians. Comparative study of the earliest civilizations.

For Reference: Figuiet, Rawlinson, Hughes, S. J., Guggenberger, S. J., Sheldon, Ridpath, Fisher, Sanderson-Hardiman.

Series 2. *Grecian Supremacy.* Legendary and prehistoric Greece. The Pelasgians and the Hellenes. Examination of Grecian settlement and development. Comparison of the rise of Athens and of Sparta. Dorian and Ionian characteristics. Causes and results of the Persian wars. Athenian, Spartan and Theban supremacies. Causes, remote and proximate, of the Macedonian domination. Campaigns of Alexander the Great and their bearing on the dynastic revolutions in Asia and Africa.

For Reference: Robinson, Fisher, Grote, Wheeler, Sanderson-Hardiman.

Series 3. *Roman Supremacy.* The early myths and probable foundation of Rome. Internal and external development during the regal and consular periods. Rome and Carthage. Conquest of Greece and the East. Roman and Grecian unity contrasted. Study of Roman, Grecian and Asiatic characteristics. The rise of the imperial idea and its consummation in Augustus. Decay of the Empire and the battles of Christianity and Paganism. Critical examination of Gibbon's famous causes of the spread of Christianity. The Empire at the death of Constantine.

For Reference: Robinson, Fisher, Mommsen, Duruy, Merivale, Sanderson-Hardiman.

Series 4. *Migration of the Nations.* Polity and religion of the ancient Germans. Causes of the great Barbarian inroad. Invasions of the Huns. The Vandals in Africa. Establishment of the Visigothic and Ostrogothic kingdoms. Franks and Lombards. Work of the Benedictines. Unification of Britain under the Saxon invaders. Mohammed and Islam. Parallel of the rise and propagation of Mohammedanism and Christianity. State of Europe at the close of the upheaval; permanent effects of the latter on posterity.

For Reference: Guggenberger, S. J., Fisher, Sheldon, Sanderson-Hardiman.

Series 5. *The Rise of Empires.* Eastern Empire during and after the migrations. Iconoclasts and Macedonians. Transition of power from the Merovingian to the Carolingian line, and the causes which led to the accession and power of Charlemagne. Foundation of the Papal States. Division of the Empire of Charlemagne and its effect on the present boundaries of modern France and Germany. The passing of the Carolingians. Invasions and settlements of the Northmen. Conquest of Normandy and England. Transfer of the im-

perial dignity from Italy to Germany. The great contest about lay-investiture and the final triumph of the Papacy. Causes of the Greek schism. Study of the origin and progress of Feudalism.

For Reference: Guggenberger, S. J., Emerton, Fisher, Parsons, Stubbs, Sanderson-Hardiman.

Series 6. *The Crusades*. Analysis of the institutions of chivalry. Causes of the great strength of the Papacy at this period. The state of the Islam Empire at the rise of the Turks. Causes, progress and effects of the Crusades. Renewal of the contest between the popes and the kings and papal victory in Germany, France and England. Examination of the authenticity of the bull "Laudabiliter" and the transfer of Ireland to the over-lordship of the English kings. The popes and the Magna Charta. Fall of the Staufens. Résumé of the great Welf-Waibling struggle. Origin of the Italian republics. Rise of the kingdom of Portugal.

For Reference: Guggenberger, S. J., Emerton, Fisher, Parsons, Sismondi, Freeman, Sanderson-Hardiman.

Series 7. *Scholasticism*. Transition from Paganism to the doctrines of the Schoolmen. Trend of scholastic thought. Reason and theology. Formative period. Erigena, Remi, Roscellinus, Anselm, William of Champeaux, Abelard, Hugo of St. Victor. Flourishing period. Causes and general characteristics. Albertus Magnus and St. Thomas Aquinas. Duns Scotus. Thomism and Scotism. Roger Bacon. Occam. Modernism and Scholasticism.

For Reference: Guggenberger, S. J., Life of St. Thomas of Aquin, Ueberweg, Sanderson-Hardiman.

SECOND TERM: Series 8. *Renaissance*. Varying points of view. Genius of the period. Chronological limits: (a) Precursors to the Christian and Pagan elements of the literary renaissance. Origin and Progress. Relation of Dante, Petrarch, Boccaccio and Villani to the "New Learning." Bearings of the "New Learning" on scholarship and literature. The "New Learning" and the fine arts; science, philosophy, criticism, education. Moral defects of the Italian renaissance. Revival in Germany. Spain during the renaissance period. France, England and the Netherlands. Inventions and discoveries. (b) Precursors to the political renaissance. General characteristics. Résumé of the state of Europe from the end of the Crusades. Fall of the Templars. The Avignon popes. Comparative study of the centralization of power in France, England and Germany. The age of the despots in Italy. Critical examination of the causes of Italian disunion. Italian diplomacy as taught by Machiavelli and practised by Cæsar Borgia. The popes of the renaissance. The French in Italy and Savonarola.

For Reference: Guggenberger, S. J., Pastor, Lilly, Sanderson-Hardiman, Parsons, Symonds, Reumont, Gregorvius, North American Review.

Series 9. *The Reformation*. Religious and social state of Italy and Germany before the storm. The first reformers. Martin Luther, Zwingli, Calvin. Their principles and methods of procedure. Causes of the spread of Protestantism. Indifference and selfishness of Catholic princes. Protestant revolution in England and Scotland. State of England and Scotland before the revolution and causes which led up to it. Henry VIII. to Elizabeth. The question of Anglican orders. Effects of the reformation. Catholic revival. Council of Trent and the new religious orders. The work of Ignatius of Loyola. The Roman and Spanish inquisitions. Parallel of the rise of early Christianity, of Protestantism and of Islamism.

For Reference: Audin, Janssen, Hergenroether, Writings of Luther, Guggenberger, S. J., Spalding, Gasquet, Sanderson-Hardiman, Lingard.

Series 10. *Wars of the Protestant Reformation*. Huguenot wars in France and the Massacre of St. Bartholomew. Philip II., Mary Stuart and Elizabeth. Revolt in the Netherlands and rise of Holland and Belgium. Comparative study of English, Dutch, French and Spanish colonization. Character and policy of Richelieu. Puritan revolution in England. Comparison of the state of Ireland under the Tudors, Stuarts and Commonwealth. The age of Louis XIV. Results of the wars of Louis XIV. Church and State in England, Spain, France, Germany and Austria during this period. Attitude of the Church towards science.

For Reference: Guggenberger, S. J., Parsons, Sanderson-Hardiman, Guizot, Clarendon.

Series 11. *The Social Revolution*. Hanoverian succession. Rise of Prussia and Russia and the partition of Poland. Development of the American colonies and the seven years' war. The Bourbon compact. Causes of the social revolution. English Deists of the sixteenth and seventeenth centuries. Free-Masonry as an organ of Rationalism. French Revolution. Causes and results of the Napoleonic era. Position of England during the empire. Internal struggles and Catholic emancipation. Revolution of the Barricades in France, Spain, Germany and Portugal. Catholic revival on the continent. Rome-ward movement in England. Italian and Hungarian revolutions. Revolution of the cabinets. Crimean war. Italy and the popes. Austria and Prussia. Franco-Prussian war. Causes of the rise of the new German empire and the third republic in France. Era of revolution in America. Struggle for independence and progressive study of the slavery question to its final settlement. Spanish-American and Anglo-Boer wars.

For Reference: Guggenberger, S. J., Alison, Sanderson-Hardiman, Schlegel, Kingslake, Century, Scribner's.

Series 12. *Modernism*. The great powers. Eastern question. Imperialism and the Trust issue in the United States. Discussion of the French Associations' law. Temporal power of the Pope. Catholicism and civil liberty. Comparative study of Catholicism and Protestantism in regard to persecutions.

MATHEMATICS.

N. B.—No prescribed course for Senior year.

Course I.—(Junior year). Calculus. Not required for the degree A. B.

Course II.—(Sophomore year). Mechanics. Four hours a week, first term. Dana.

Course III.—(Freshman year). Four hours a week.

FIRST TERM: Trigonometry, Wentworth.

SECOND TERM: Analytical Geometry, Wentworth.

SCIENCE.

Course Ia.—(Senior year). One hour a week. Physiological Psychology.

1. Definitions, methods. End organs and their functions. Cell tissues, nerves, spinal cord, brain. Mechanical theory of nervous action, excitation, inhibition and conduction.

2. Correlation of sensation and motion. Automatic, reflex and voluntary movements. Cerebral localization. Speech and theories of the speech centre, psychological explanation of its problems.

3. Stimulus. Genesis of Sensation. Composition of the Sense Percept (idea)—Basis in sensation of the time and space concept. Errors in special perception, in visual perception generally; monocular and binocular vision.

4. Measurement of sensation intensity, Weber's, Fechner's, Merkel's Law. Time reactions for sensation, volition, thought. Influence of attention, fatigue, rhythm.

5. Feeling and Emotion. Apperception, Attention, Association.

References: Wundt, Human and Animal Psychology; Grundzüge, der Physiologischen Psychologie; James, Psychology; Ladd, Outlines of Physiological Psychology; Scripture, The New Psychology; Maher, Psychology; Titchener, Experimental Psychology; Sanford, Experimental Psychology.

Course Ib.—(Senior year). Physics—advanced laboratory work. Optional. This course is arranged with a view to meeting the requirements of medical schools.

Course IIa.—(Junior year). Physics. Five hours a week. Prescribed work. Lectures on Light, based on Preston's theory of Light. Lectures on Electricity, based on Thomson's Electricity and Magnetism. Text-book, Watson.

Course IIb.—(Junior year). Analytical Chemistry. Optional. Smith's Tarr, S. J., Qualitative Analytical Chemistry.

Course IIIa.—(Sophomore year). General Chemistry. Two hours a week. Remsen, Organic Chemistry. Remsen, Laboratory Manual.

Course IIIb.—(Sophomore year). Geology. Four hours a week, one half-term. Dana, Revised Text-book of Geology.

References: Geike, Class-book of Geology. Kelvin, Geology and General Physics. Russell, Volcanoes of North America. Jukes-Browne, Geology. Russell, Glaciers of North America, and Lakes of North America. R. S. Tarr, Elementary Geology.

Course IIIc.—(Sophomore year). Astronomy. Four hours a week, one half-term. Newcomb.

Course IV.—(Freshman year). No prescribed Science work, except for "conditioned" students, who do not meet the entrance requirements in science.

CHRISTIAN DOCTRINE.

Course I.—(Senior year). One hour a week. Wilmers, S. J., Handbook of the Christian Religion. General review.

Course II.—(Junior year). One hour a week. Wilmers, S. J.

FIRST TERM: Christianity, a revealed religion. Revelation in general. Pre-Christian revelation. The Christian revelation. The Church—its institution, end, constitution.

SECOND TERM: Marks of the Church. Teaching office of the Church. Holy Scripture. Tradition. Rule of Faith. The existence of God. The nature of God. Attributes of God. Unity of God. The Most Holy Trinity.

Course III.—(Sophomore year). One hour a week. Wilmers, S. J., Handbook.

FIRST TERM: Creation. The spiritual world. The material world. Man and the Fall. God the Redeemer. The person and nature of the Redeemer. The work of the redemption. Grace: actual, habitual and sanctifying.

SECOND TERM: The Sacraments, in general and in particular.

Course IV.—(Freshman year). One hour a week. Wilmers, S. J., Handbook.

FIRST TERM: The Church as a means of salvation. The last things. Christian morals. Basis of morality. Law. Conscience. Free will. Moral good and moral evil. The Christian's duty towards God. Faith, Hope, Charity.

SECOND TERM: The virtue of religion. Direct act of religion. Indirect acts. Veneration of Saints, etc. The Christian's duties towards himself and his neighbor. Christian perfection.

MODERN LANGUAGES.

N. B.—But one year (Freshman) of prescribed work in this department is required for the A. B. degree. Students entering Freshman are supposed to have a fair reading knowledge of French or German.

Advanced courses (optional) in these languages and in Spanish will be arranged, parallel with the courses in English, when appli-

cations are sufficiently numerous to warrant the Faculty in providing such courses.

French Course I.—(Sophomore year). Optional.

(a) Study of the French orators: Bossuet, Bourdaloue, Massillon, Fléchier, parallel with English III., *a* and *b*.

(b) Study of the French dramatists: Corneille, Racine, Molière, De la Vigne. Bornier, La Fille de Roland. Rostrand, Cyrano de Bergerac, parallel with English III., *c* and *d*.

(c) Private reading, directed by Professor. Conferences, etc.

French Course II.—(Freshman year). Prescribed (for students not taking German). Two hours a week.

FIRST TERM: Literary criticism of Racine's *Athalie*, or *De Maistre's Soirées de St. Petersburg*.

SECOND TERM: Literary criticism of Bossuet's *Orations Funèbres*, or Chateaubriand's *Génie du Christianisme*.

German Course I.—(Sophomore year). Optional.

(a) Study of the German Drama and of Epic poetry, parallel with English III., *D*. Lessing, Schiller, Göthe, etc. *Nibelungen*. Klopstock's *Messias*.

(b) Private reading, directed by Professor. Conference.

German Course II.—(Freshman year). Prescribed (for students not taking French). Two hours a week.

FIRST TERM: Literary criticism of Lessing's *Aemilia Galotti* or Göthe's *Hermann und Dorothea*.

SECOND TERM: Literary criticism of Schiller's *William Tell*.

ELOCUTION.

The work in this department is so arranged that each student may have the maximum of attention from the professor. There is a class for vocal drill and expression, with exercises in perfect carriage and gesture, interpretation and delivery, once a week. Students are required to speak before the class a certain number of times each term, and purses are awarded every year to the winners in a public contest.

WEEKLY TIME SCHEDULE.

FRESHMAN.		SOPHOMORE.	
	HOURS.		HOURS.
Latin—Course IV.....	5	Latin—Course III.....	5
Greek—Course III.....	4	Greek—Course II.....	4
English—Course IV.....	4	English—Course III.....	4
History—Course IV.....	2	History—Course III.....	2
Mathematics—Course III.....	4	Mathematics—Course I., 1 term.	
Christian Doctrine—Course IV..	1	Science — Courses III ^b ., III ^c ., 1 term.....	4
Elocution.....	1	Science—Course III ^a	2
Modern Languages—Course II..	2	Christian Doctrine—Course III..	1
	—	Elocution.....	1
	23		—
			23
JUNIOR.		SENIOR.	
	HOURS.		HOURS.
Philosophy—Courses IV., V., VI., VII.....	5	Philosophy—Courses I., II., III...10	
Latin—Course II.....	2	Physiological Psychology.....	1
Greek—Course I.....	2	Latin—Course I.....	2
English—Course II.....	2	English—Course I.....	2
Science—Course II ^a	5	History—Course I.....	2
History—Course II.....	2	Political Economy—Course I....	1
Christian Doctrine—Course II... 1		Christian Doctrine—Course I....	1
Elocution.....	1	Elocution.....	1
	—		—
	20		20

ENTRANCE REQUIREMENTS.

Students may enter at any time during the year, and, on examination, will be assigned to the class for which their prior attainments have fitted them; but it will be found most to the interest of the student to enter in September.

Satisfactory testimonials of good conduct will be required from all new students, but especially from those who come after the beginning of a course in another institution.

Candidates for admission to advanced classes must pass a satisfactory examination upon all the subjects previously studied by the class which they desire to enter.

From classical preparatory schools of established reputation, students are admitted to the Freshman Class without examination, on the principal's certificate showing that they have completed the required amount of work and are prepared to enter college. In such cases, however, a catalogue, giving the course of studies required in his school, must accompany the principal's certificate. Such courses must indicate an advance of four years beyond grammar school studies. The courses prescribed in our Preparatory School may be found further on, and may be taken as an indication of our standard.

In all other cases for admission to Freshman Class, a successful examination is required in the following subjects. Equivalent in certain subjects will be accepted.

LATIN.—(1) Grammar.—The entire Latin Grammar, including a knowledge of all regular syntactical constructions; translation into Latin, at sight, of complex English sentences, entailing the application of rules for relative clauses, indirect discourse and conditional sentences. Prosody—all the rules for quantity, including

increments of nouns and verbs. Application of rules to hexameter and pentameter verse. Scansion of Ovid and Virgil.

(2) Composition.—Translation into Latin of easy, continuous prose based on Cæsar and Cicero. This requirement is of very especial importance, and great weight will be given to it in the examination. The use of Cicero's Letters, as well as his Orations, as models for the acquirement of Latin idiom, is strongly recommended to those preparing to take this examination.

(3) Authors.—Nepos, Lives of Themistocles, Miltiades, Hannibal. Cæsar, De Bello Gallico, 2 books. Ovid, Metamorphoses and Tristia. Cicero, Selected Letters, De Senectute or De Amicitia, two of the Orations against Catiline. Virgil, Bucolics 1 and 4, Georgics, Book 4, Æneid, 2 books. For some of these may be substituted Phædrus, Catullus, Sallust.

GREEK.—(1) Grammar.—Etymology complete (including all the irregular and defective forms); the rules for accents; the rules of syntax and their application; the Homeric dialect.

(2) Composition.—Translation into Greek of simple English sentences based on Xenophon's Anabasis.

(3) Authors.—Xenophon, Anabasis, Books I. and II. Lucian, Six Dialogues. Homer, Iliad, Books I. and II., or Odyssey, Books I., II., and III. For some of these may be substituted Cebes' Tablet, Anacreon's Odes, Epitaphs and Elegies of Simonides of Ceos, and Xenophon's Cyropædia, Memorabilia or Hellenica.

N. B.—In assigning the matter above, the purpose of the Faculty is, on the one hand, not to insist on quantity, and, on the other hand, not to accept the mere reading of a stated amount of assigned authors as sufficient preparation for college. In the discussion of the classic authors, both Greek and Latin, the candidate must be prepared to give a complete grammatical analysis of every word, phrase and sentence, and to point out exceptional idioms, and must be informed on the chief points of collateral erudition connected with the text.

ENGLISH.—Higher Grammar.—The candidate must be prepared on the matter contained in Davidson and Alcock's "English Grammar and Analysis," Meikeljohn's "The English Language," or some equivalent work.

Composition.—A brief prose composition will be required, evidencing proficiency in narrative and critical writing. This exercise will be based on books and authors assigned for study in our Preparatory School. (See page 50). Questions will be asked as to the subject matter, method of treatment, structure and style of these books. Fair penmanship and accurate spelling will be considered as essential preliminary requirements.

The authors assigned for 1903-1904 will be: Hawthorne, Tanglewood and Twice Told Tales; Tennyson, The Princess; Addison's Sir Roger de Coverley; *Macaulay, Essays on Milton and Addison; *Milton, Minor Poems; *Shakespeare, Macbeth; *Burke, on Conciliation; Lowell, The Vision of Sir Launfal.

A careful study of the works marked thus* (subject matter, form and structure) will be exacted; a general acquaintance with the other assigned books will be sufficient.

N. B.—The Uniform College Entrance Requirements in English for 1902 will be accepted, as will any fair equivalent work in this department.

HISTORY.—The History of the Oriental Nations, Greece and Rome; Modern General History; Montgomery's History of the United States, or some equally good history; Elements of Civics.

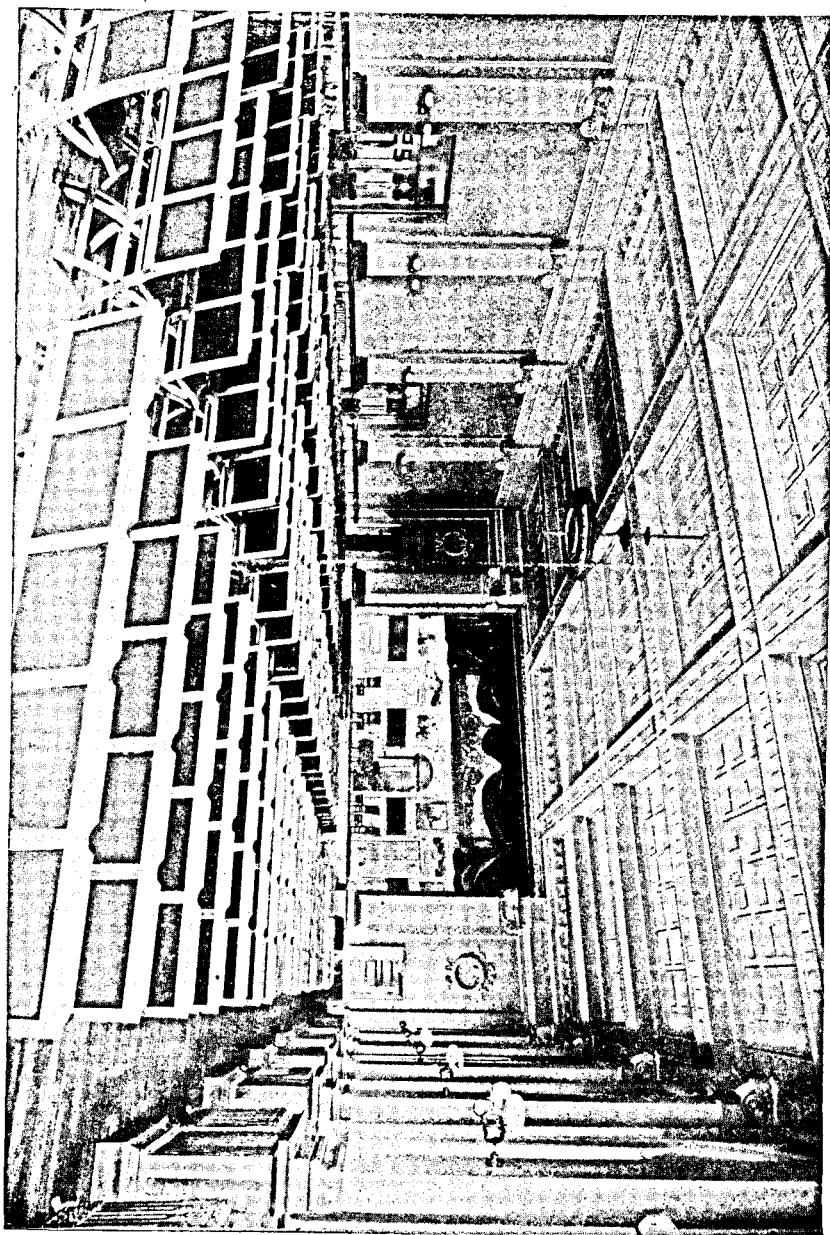
MATHEMATICS.—Elementary and Higher Algebra; Geometry, plane and solid.—Wentworth's Complete Algebra and Wentworth's Geometry, or works of equal grade.

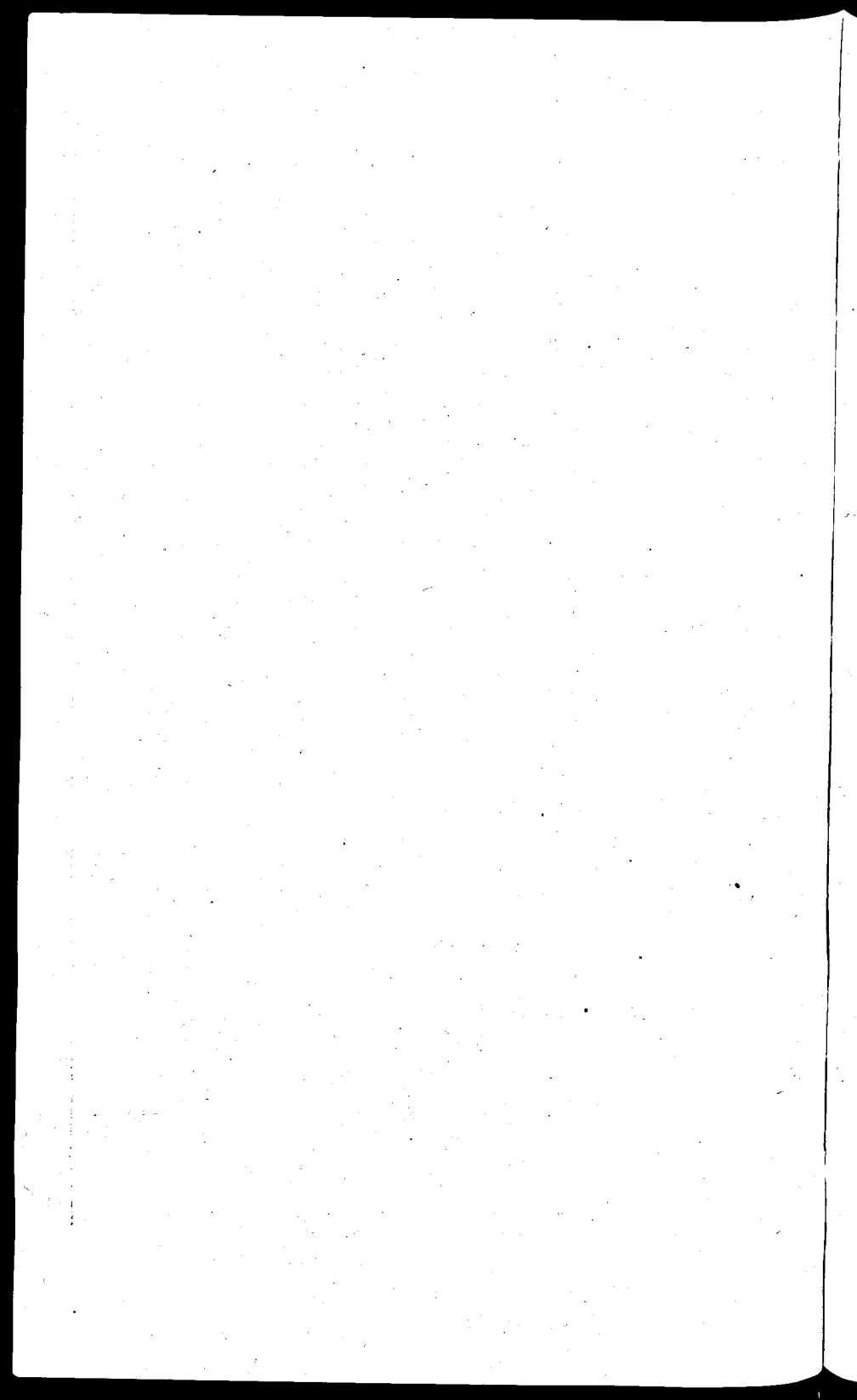
SCIENCE.—A fair knowledge of Physical Geography, Physiology and Hygiene, Zoology, Botany, Astronomy and Elementary Physics.

MODERN LANGUAGES.—One modern language other than English is required, preferably French or German; the elements of grammar, including the irregular verbs; translation into English, at sight, of simple prose; grammatical analysis.

N. B.—Certificates of the "College Entrance Examination Board" will be accepted, provided they cover the subjects described above.

FENWICK HALL.





SCHEDULE OF COURSES.

PREPARATORY DEPARTMENT.

The Preparatory Department of Holy Cross College is a Classical High School. The students are under the same general management, enjoy the same general advantages and are subject to the same general regulations as the students of the college. The course of studies covers a period of four years. For entrance upon this course, at least eight years of pre-academic work, or its equivalent, is required. Graduation from this department admits the student to Freshman Class in the college; it also entitles the student to the certificate of the Board of Regents of the University of the State of New York, meeting the preliminary education requirement for professional schools.

LATIN.

Course I.—(Fourth year). Five hours a week.

(a) Grammar. (First term) Syntax reviewed, including all exceptions, to syntax of verb. Prosody, rules and scanning. (Second term) Syntax of verb, to the end. Bennett, complete edition.

(b) Composition—oral and written. Two written exercises every week, based on syntax lessons and on imitation of the authors read in class. Oral review once a week—Bradley's Aids. Exercises in hexameter and pentameter verse.

(c) Authors—(First term) Virgil, *Bucolics* 1 and 4, *Georgic* 4; Catullus (Juvenci ed.)—selections; Cicero, *De Senectute* or *De Amicitia*; Sallust, *Catiline*. (Second term) Virgil, *Æneid* I. and

II. ; Sallust, Jugurtha ; Cicero, in Catilinam I. (thorough study), II. (rapid reading).

Course II.—(Third year). Five hours a week.

(a) Grammar. (First term) All of etymology, including exceptions in declension, conjugation, etc. Syntax, to syntax of verbs. (Second term) Syntax of verbs to the end. Bennett, complete edition.

(b) Composition—Written exercises twice a week, in imitation of authors. Oral and written work in and out of class based on Kingdon, S. J., Exercises No. 3. pp. 1-64 (First term), 65 to end (Second term). Oral review once a week.

(c) Authors—(First term) Cæsar, Gallic War, Bk. I. ; Ovid Metamorphoses (Juvenci) ; Cicero, Selected Letters (Jean's ed.). About 300 lines of each author committed to memory. (Second term) Cæsar, Gallic War, Bks. II. and IV. ; Ovid, Tristia (Juvenci) ; Cicero, Selected Letters (Jean's ed.). About 300 lines of Cicero and Ovid committed to memory.

Course III.—(Second year). Five hours a week.

(a) Grammar. (First term) Review of first year matter. Exceptions in declension, supines, preterites and varia. Syntax. Kingdon, pp. 89-103, 107-151, 62-82. (Second term) Review of etymology and syntax. Kingdon, pp. 62-151.

(b) Composition—Written exercises twice a week, in imitation of authors and application of rules in grammar. Oral and written work in and out of class, based on Kingdon, S. J., Exercises No. 2, pp. 1-37 (first term), 37-78 (second term). Oral review once a week.

(c) Authors—(First term) Nepos, Lives of Themistocles, Miltiades, Hannibal ; Cicero's Letters (Dillard's ed.). (Second term) Cicero, Selected Letters (Dillard's ed.) ; Phædrus, Fables (Walpole ed.) ; Nepos (sight reading). Selections from authors committed to memory.

Course IV.—(First year). Seven hours a week, first term; five hours, second term.

(a) Grammar. (First term) Regular declensions and conjugations. Elementary rules of syntax. Kingdon, 1-49, 62-70. (Second term) Review of first term matter. Irregular verbs. Rules for gender. Kingdon, 49-74, 103-107.

(b) Composition—Three exercises a week, first term; two, second term. Oral review once a week. Written and oral work based on Kingdon, S. J., Exercises No. 1, pp. 1-31, first term; 31 to end, second term.

(c) Authors—(Second term) "Viri Romae," Servius Tullius, Tarquinius, Horatius, Coriolanus.—Kingdon, S. J., First Latin Book.

GREEK.

Course I.—(Fourth year). Four hours a week.

(a) Grammar. (First term) Review of Etymology. Dialects. Syntax, as far as syntax of verb, including all notes, exceptions, etc. (Second term) Syntax of verb, to the end, completely and thoroughly. Prosody rules and general principles of versification. Goodwin or Yenni.

(b) Composition—One exercise a week, based on Abbott's Arnold or Browne's Handbook of Greek Composition, and authors.

(c) Authors—(First term) Homer, Iliad, B. I.; Xenophon, Cyropaedia (Gleason's ed.) Lyric poets for sight reading. (Second term) Homer, Iliad, Bks. III., VI., XXIV., Selections. Xenophon, Memorabilia (Robbins' ed.) or Hellenica.

Course II.—(Third year). Four hours a week.

(a) Grammar. (First term) Etymology, exceptions in declension, irregular verbs. Syntax, to syntax of verb—"minus plena cognitio." (Second term) Syntax of verb to the end—"minus plena cognitio." Goodwin or Yenni.

(b) Composition—One written exercise a week, out of class. Oral and written work in class. Browne's Handbook of Greek Composition.

(c) Authors—(First term) Cebes' Tablet; Anacreon, Tyler's Selections; Xenophon, Anabasis, for sight reading. (Second term) Lucian. Dialogues (Bond and Walpole ed.); Lyric Poets, Simonides, etc. (Tyler's Selections).

Course III.—(Second year). Four hours a week.

(a) Grammar. (First term) Review of first year matter; pure, mute and liquid verbs. Syntax, the four concords. (Second term) Review of first term matter. Verbs in μ and irregular verbs. Syntax, entire, large print.—Yenni, new edition.

(b) Composition—One written exercise a week, out of class. Oral and written work in class, based on Harkness' First Greek Book, application of grammatical rules and imitation of authors.

(c) Authors—(First term) Æsop, Fables, as found in Yenni's Grammar. (Second term) Xenophon, Anabasis, Book I., opening chapters and description of battle, cc. 8 ff.

Course IV.—(First year). Four hours a week in second term. Towards the end of the first term the student is made familiar with the Greek text by exercises in reading and writing.

(a) Grammar—Declension of regular nouns, adjectives, pronouns. Verbs $\epsilon\iota\mu\acute{\iota}$ and $\lambda\acute{\upsilon}\omega$. General rules for accent. Yenni, new edition.

(b) Composition—One written exercise a week, out of class. Oral and written work in class. Harkness' First Greek Book, 1 to 24.

(c) Authors—The reading lessons in Yenni's Grammar.

ENGLISH.

Course I.—(Fourth year). Two hours a week.

(a) Precepts. (First term) English Rhetoric; ornaments of composition. Literary style. (Second term) Species of prose composition. Essay writing. Literary criticism. Versification.—Coppens, S. J., Books I., II., IV., V.

(b) Composition—One written paper each week, done out of class, based on precepts, authors and collateral reading.

(c) Authors—(First term) Shelley's Odes; Wordsworth, selections; De Quincey, Flight of Tartar Tribe; Macaulay, Essays on Johnson and Addison. (Second term) Milton, Minor Poems; Shakespeare, Macbeth; Burke, Conciliation with America; Thackeray, Henry Esmond.

Course II.—(Third year). Two hours a week.

(a) Precepts—Paragraph structure and amplification. Descriptive writing. (First term) First half of Scott and Denny's Composition-Rhetoric. (Second term) Second half of the same.

(b) Composition—One written paper each week, done out of class, based on precepts, authors and collateral reading.

(c) Authors—(First term) Tennyson, Holy Grail and Sir Galahad; Lowell, Vision of Sir Launfal; Thackeray, Roundabout Papers. (Second term) Gray's Elegy and Eton College; Addison's Sir Roger; Newman's Callista or Gates' Study of Newman; Cowper, selections.

Course III.—(Second year). Two hours a week.

(a) Precepts—Choice and use of words. Sentence structure. Narrative writing.—Donnelly, S. J., Imitation and Analysis.

(b) Composition—One paper each week, done out of class, based on precepts and authors. Oral and written exercises in class.—Buehler's Practical Exercises.

(c) Authors—(First term) Goldsmith, Deserted Village; Whittier, Snowbound; Irving, Sketch Book, with the aid of Donnelly's

Imitation and Analysis. (Second term) Campbell's Odes; Hawthorne, Twice Told Tales; Scott's Talisman; Alden's Studies in Bryant.

Course IV.—(First year). Five hours a week, first term; three hours, second term.

(a) Precepts—Analysis of complex sentences. Epistolary style. Paraphrases. Reproductions. Imitations. (First term) Davidson and Alcock's English Grammar and Analysis, Reed and Kellogg's Higher Lessons in English. (Second term) Nichol's English Composition.

(b) Composition—Three exercises a week, first term; two, second term—done out of class. Oral and written work, in class, based on precepts and authors.

(c) Authors—(First term) Longfellow, Evangeline or Selections; Dickens' Christmas Stories; Cooper's Last of the Mohicans. (Second term) Scott, Lay of the Last Minstrel; Hawthorne, Tanglewood Tales.

HISTORY.

Course I.—(Fourth year). Two hours a week.

(First term) United States History—Montgomery, The Leading Facts of American History. (Second term) Civics—Peterman, Course of Civil Government.

Course II.—(Third year). Two hours a week.

Modern History—dwelling especially on English history as a preparation for the study of the history of the United States in the fourth year. (First term) From the Fall of Constantinople to the French Revolution. (Second term) From the French Revolution to the present time. Sanderson-Hardiman, Vol. II.

Course III.—(Second year). Two hours a week.

Mediæval History. (First term) From the Triumph of Christianity to the end of the Crusades. (Second term) From the end of the Crusades to the Fall of Constantinople. Sanderson-Hardiman, Vol. I.

Course IV.—(First year). Three hours a week.

Ancient History—Two hours a week. (First term) From the beginning of authentic history to the Persian Wars. (Second term) From the Persian Wars to the Triumph of Christianity. Sanderson-Hardiman, Vol. I.

Bible History—One hour a week each term. Richard's Manual of Scripture History.

MATHEMATICS.

Course I.—(Fourth year). Four hours a week. (First term) Solid Geometry. Wentworth. (Second term) Higher Algebra. Choice and Chance, to the end. Wentworth's Complete Algebra.

Course II.—(Third year). Four hours a week. (First term) Plane Geometry, Books I., II., III. (Second term) Books IV. and V. Wentworth.

Course III.—(Second year). Four hours a week. Algebra. (First term) Equations of second degree, to Ratio and Proportion. (Second term) Ratio and Proportion to Choice and Chance. Wentworth.

Course IV.—(First year). Four hours a week. Algebra. (First term) Through Least Common Multiple. (Second term) Through Equations of the first degree. Wentworth.

SCIENCE.

Course I.—(Fourth year). Two hours a week. (First term) Astronomy. Young, Lessons in Astronomy. (Second term) Elementary Physics. Ganot.

Course II.—(Third year). Two hours a week. Physiology and Hygiene. Martin, *The Human Body*.

Course III.—(Second year). Two hours a week. Zoology, first term, Packard's Briefer Course. Botany, second term, Bergen.

Course IV.—(First year). Two hours a week. Physical Geography. Geike.

CHRISTIAN DOCTRINE.

Course I.—(Fourth year). One hour a week. Review of matter treated in Courses II., III. and IV. Lectures and discussion, based on De Harbe's Full Catechism.

Course II.—(Third year). One hour a week. On Grace, the Sacraments and Sacramentals. De Harbe.

Course III.—(Second year). One hour a week. On the Commandments of God, the Precepts of the Church, Sin and Virtue. De Harbe.

Course IV.—(First year). One hour a week. On Faith, its object, necessity, qualities; the Apostles' Creed. De Harbe.

MODERN LANGUAGES.

N. B. One modern language besides English is prescribed, except in the first year.

French Course I.—(Fourth year). Two hours a week.

(a) Grammar—(First term) Thorough Review of Etymology. (Second term) Thorough review of Syntax. Fraser and Squair.

(b) Authors—(First term) Halévy, L'Abbé Constantin. (Second term) Corneille, Polyeucte.

French Course II.—(Third year). Two hours a week.

(a) Grammar—(First term) Review. Neuter, pronominal and impersonal verbs. Irregular verbs of the four conjugations. (Second

term) Review. All of syntax, including principal exceptions. Fraser and Squair.

(b) Authors—Dufour's Reader, selections.

French Course III.—(Second year). Two hours a week.

(a) Grammar—(First term) Etymology, to auxiliary verbs, inclusively. (Second term) Review of first term matter. Regular verbs of the four conjugations. Fraser and Squair.

(b) Authors—Dufour's Reader, selections.

German Course I.—(Fourth year). Two hours a week.

(a) Grammar—(First term) Review. Syntax of verb, to the end. (Second term) Thorough review of all syntax. Joynes-Meissner.

(b) Authors—(First term) Göthe, Hermann und Dorothea; Schiller, Der Taucher. (Second term) Schiller, Das Lied von der Glocke; Raumer, Crusade of Frederick Barbarossa.

German Course II.—(Third year). Two hours a week.

(a) Grammar—(First term) Review. Irregular, inseparable, separable, impersonal, reflexive verbs. (Second term) Review. Syntax, to syntax of verb. Joynes-Meissner.

(b) Authors—Huss, German Reader, selections.

German Course III.—(Second year). Two hours a week.

(a) Grammar—(First term) Declensions, to auxiliary verbs. (Second term) Auxiliary and regular verbs. Joynes-Meissner.

(b) Authors—Guerber, Märchen und Erzählungen.

ELOCUTION.

Once a week each class is drilled separately in gesture and expression, and all of the students are given an opportunity for speaking from the platform. Individual help and encouragement are given to those who enter the prize contest at the end of the year, or apply for private instruction at any time during the year.

ENTRANCE REQUIREMENTS.

PREPARATORY DEPARTMENT.

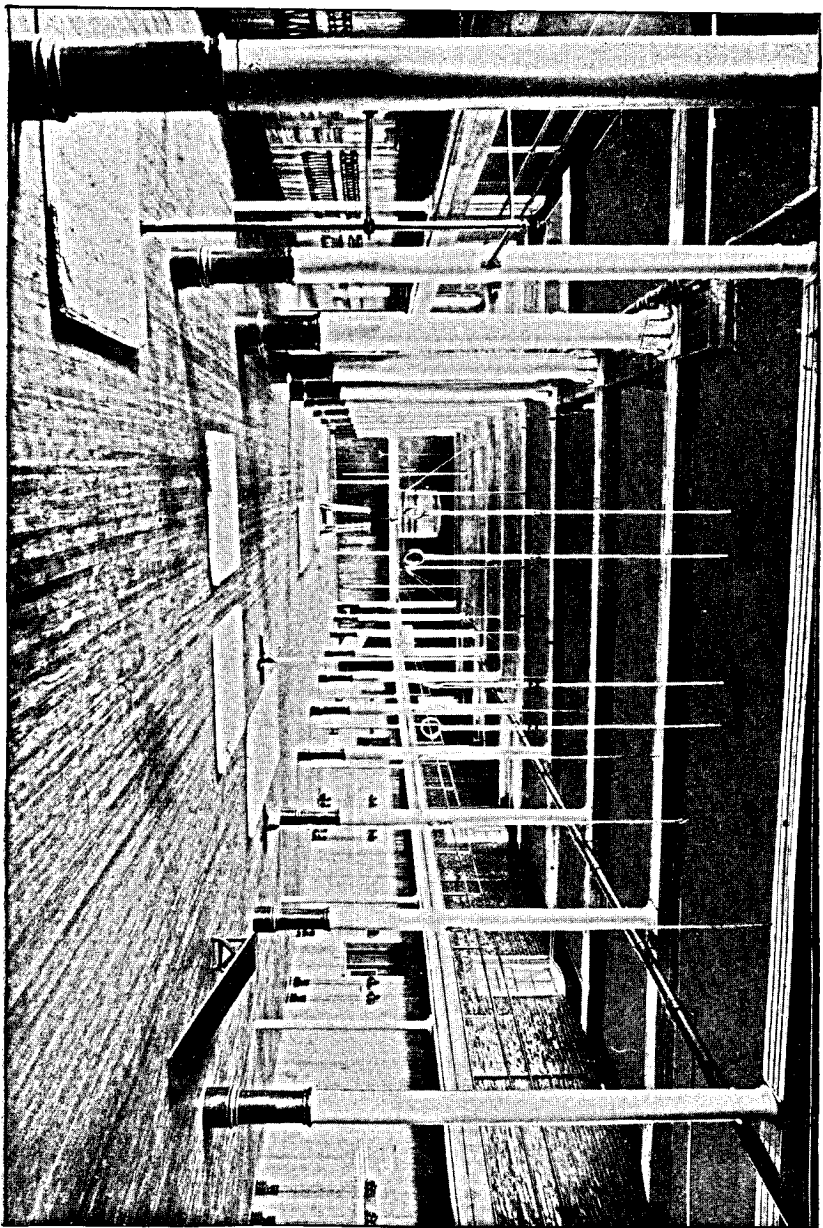
The equivalent of eight years' pre-academic work or the completion of a full grammar course, in a public or a parochial school, is required for entrance to the first year of the Preparatory Department. From applicants who have completed such a course, certificates will be accepted, signed by the Principal of the school.

All other applicants must be prepared to show, on examination, proficiency in arithmetic, English grammar and composition, geography and United States history.

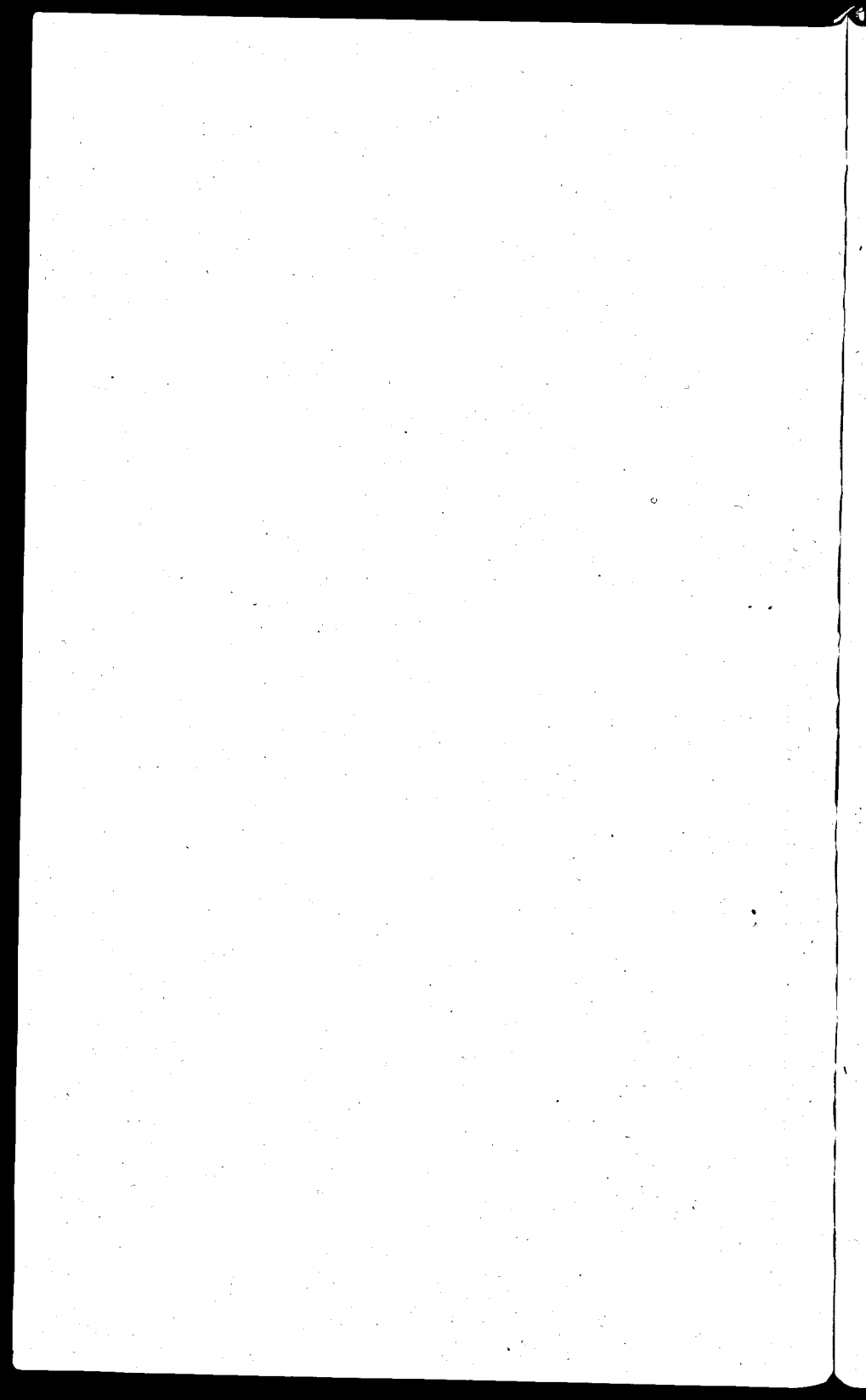
All who make application for advanced standing must give satisfactory evidence, by examination or certificate, of having done the work beyond which they desire to be advanced.

Although students may enter at any time, it will be found most to their interest to enter in September.

Every candidate for admission, who is not personally known to some one connected with the institution, must furnish testimonials of good moral character.



THE GYMNASIUM.



WEEKLY TIME SCHEDULE.

PREPARATORY DEPARTMENT.

FIRST YEAR.

FIRST TERM.		SECOND TERM.	
	HOURS.		HOURS.
Latin—Course IV.....	7	Latin—Course IV.....	5
English—Course IV.....	5	Greek—Course IV.....	4
Mathematics—Course IV.....	4	English—Course IV.....	3
History—Course IV.....	3	Mathematics—Course IV.....	4
Science—Course IV.....	2	History—Course IV.....	3
Christian Doctrine—Course IV..	1	Science—Course IV.....	2
Elocution.....	1	Christian Doctrine—Course IV..	1
		Elocution.....	1
	—		—
	23		23.

SECOND, THIRD AND FOURTH YEARS.

	HOURS.
Latin—Courses III., II., I.....	5
Greek—Courses III., II., I.....	4
English—Courses III., II., I.....	2
Mathematics—Courses III., II., I.....	4
History—Courses III., II., I.....	2
Science—Courses III., II., I.....	2
Modern Languages—Courses III., II., I.....	2
Christian Doctrine—Courses III., II., I.....	1
Elocution.....	1
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	23

SCHEDULE OF LECTURES AND RECITATIONS, 1903-1904.

Hrs.	Senior.	Junior.	Sophomore.	Freshman.	1st Academic.	2d Academic.	3d Academic.	4th Academic.	Special Greek.	Special Latin.
A. M. 8.45 to 9.30	M. Phys. Psyc. W. Chr. Doct. T. F. His. Phil. Th. Polit. Econ.	M. F. English. W. Th. Ph. Hist. T. Physics. S. Philosophy.	Latin.	Latin.	M. W. F. S. Latin. T. Th. Science.	M. W. F. S. Latin. T. Th. Science.	M. W. F. S. Latin. T. Th. Science.	Latin.	Latin or Greek.	Latin.
9.35 to 10.20	M. F. Latin. T. Th. English. W. Eloquution.	Philosophy.	M. T. W. Th. F. English. S. Review.	M. W. F. Hist. T. Th. Latin. S. Review.	M. W. F. Hist. T. Th. Latin. S. Review.	M. W. F. Hist. T. Th. Latin. S. Review.	M. W. F. Hist. T. Th. Science. F. Bib. Hist. S. Review.	Latin.	Greek.	Latin or English.
10.30 to 11.30	Philosophy.	Th. S. Latin.	Th. Chr. Doct. S. Eloquution.	Th. Chr. Doct. S. Eloquution.	Th. Chr. Doct. S. Eloquution.	Th. Chr. Doct. S. Chr. Doct.	Th. Chr. Doct. S. Chr. Doct.	Th. Chr. Doct. S. Eloquution.	Th. Chr. Doct. S. Eloquution.	Th. Eloquution. S. Chr. Doct.
P. M. 1.50 to 2.50	Electives or Study [Note 1]	Physios.	Greek.	Greek.	M. T. W. F. Mech. 1st term Geol. { 2 " Ast. { 2 "	M. T. W. F. Plane Geom.	M. T. W. F. Algebra.	M. T. W. F. Algebra.	Greek.	M. T. W. F. Mathematics.
3 to 4	Philosophy.	M. F. Greek. W. Chr. Doct. S. Eloquution.	M. F. History W. S. Chemistry.	M. F. Mod. Lang. W. S. S. Chr. Doct.	M. F. Greek. W. S. English.	M. F. Mod. Lang. Greek.	W. S. Mod. Lang. M. F. Greek.	M. F. English. W. S. Mod. Lang.	Greek.	Greek. M. F. Latin or Greek. W. S. Mod. Lang.

Note 1. In the afternoon, change W. and S. to T. and Th. during Spring and Fall order of half-holidays.

Note 2. Prescribed Mathematics for some, optional courses or study for others.

