

1918

Catalogue of Saint Ignatius College, Cleveland, Ohio. 1918-1919

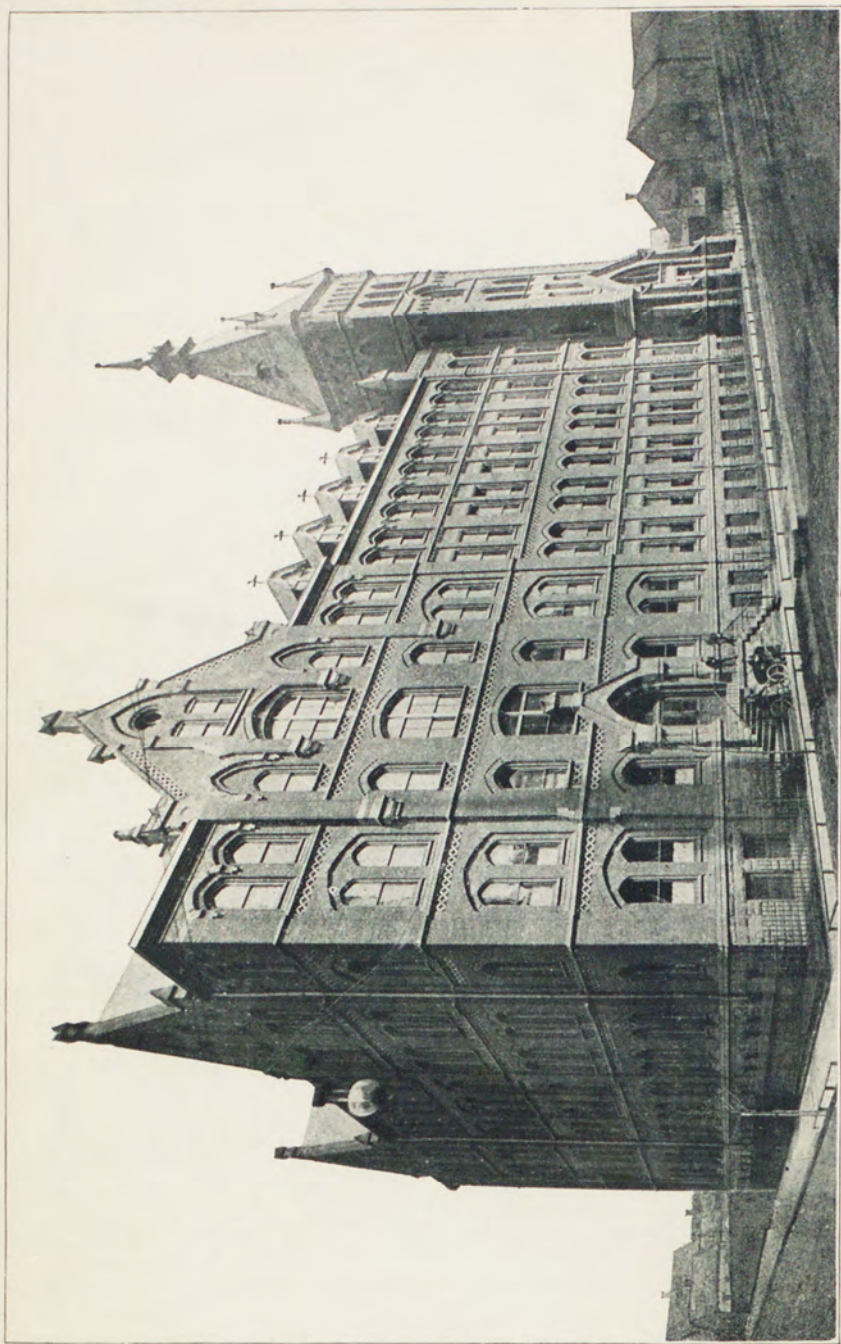
Saint Ignatius College

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ST. IGNATIUS COLLEGE

A. M. D. G.



CATALOGUE
OF
ST. IGNATIUS COLLEGE

CLEVELAND, OHIO



THE COLLEGE INCORPORATED 1890

1918 - 1919
FEBRUARY, 1919

61-81

Calendar

1919

February 1,	Second Semester begins.
February 22,	Washington's Birthday.
March 27,	Quarterly Tests begin.
April 12,	Assembly.
April 14-16,	Annual Retreat.
April 17,	Easter Recess.
April 21,	Classes resumed.
May 30,	Decoration Day.
May 28,	Closing Exercises of the Sodality.
June 10,	Annual Examinations.
June 23,	Commencement.
September 1-4,	Entrance Examinations.
September 8,	Registration.
September 8-10,	Conditioned Examinations.
September 9,	Session begins.
September 13,	Solemn Mass of the Holy Ghost, 9 A. M.
September 15,	Sodality organizes.
September 19,	Literary Societies organize.
October 6-8,	Annual Retreat.
November 4,	Quarterly Examinations.
November 12,	Assembly.
November 27-29,	Thanksgiving Recess.
December 1,	Preliminary Contest in Oratory announced.
December 8,	Immaculate Conception of the B. V. M.
December 23,	Christmas Recess begins, 11:45 A. M.

1920

January 5,	Classes resumed.
January 21,	Mid-Year Examinations begin.
February 3,	Assembly.
February 5,	Second Semester.
February 12,	Public Oratorical Contest.
February 22,	Washington's Birthday.
March 18,	Quarterly Tests.
March 31,	Assembly—Easter Recess begins.
April 6,	Classes resumed.
April 16,	Preliminary Elocution contest.
May 5,	Public Elocution Contest.
May 29,	Solemn Closing of Sodality.
May 30,	Decoration Day.
June 7,	Final Examinations begin.
June 21,	Commencement.

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Historical Sketch

St. Ignatius College owes its origin to the Rt. Rev. Richard Gilmour, the second bishop of the Cleveland diocese. As a great champion of higher learning, he earnestly desired the erection of a College for the education of the Catholic youth of the city, and expressing this desire to the Jesuit Fathers, he invited them in 1880 to undertake this new educational venture. The Rev. J. B. Neustitch, S. J., was appointed to be the founder and first acting president of the new institution. Having purchased a site on West 30th street and Carroll avenue, he at once began the construction of a temporary, but substantial frame building, and within a year had all in readiness for September 6, 1886, when numerous eager College students registered at the opening of the first College session. That the temporary structure would soon prove inadequate was foreseen, and in the meanwhile plans had been made for a stately five-story brick edifice at the cost of \$150,000. When its north-eastern wing was completed and thrown open to the public in September, 1888, the number of students had more than doubled.

St. Ignatius College throughout its whole career has been guided by a succession of men who united in a rare degree great intellectual gifts and scholarly attainments with a breadth of view and worldly wisdom which spell success. In 1888 Rev. Henry Knappmeyer, S. J., became President, and during his regime a steady progress was marked and so great was the growth in numbers that the need of increased facilities for handling every department of College activities led him to erect the second or western wing of the present building. During his incumbency the College was incorporated by the Secretary of State with the power to confer such academic degrees and honors as are conferred by colleges and universities of the United States. His successor was the Rev. Joseph La Halle, S. J. As an eminent schoolman he gave special attention to the strict grading of the classes and to the standardization of studies

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and also established the Meteorological Department. The next President was chosen from among the members of the Faculty of the College. It was the Rev. G. F. Schulte, S. J. During his term of office the Commercial courses were discontinued. Thereafter only students for the Classical course were admitted to the College. In 1902, Rev. John I. Zahm, S. J., took up the government of the College. His most important achievement was the total separation of High School and College and the rounding out of the College course by the addition of the Department of Philosophy. He was succeeded in office by Rev. George Pickel, S. J., who brought the Scientific Department of the College up to a high standard of excellence, which it has maintained up to the present. Furthermore, to remedy the overcrowded conditions he opened Loyola High School on Cedar avenue and East 106th street. At the close of his term, he was followed by the Rev. John B. Furay, S. J. The new President not only continued the policy of his predecessors but enlarged it. He bent every effort to preserve the high literary standard of the College. He believed, moreover, that some concessions to the spirit of the times should be made by giving the students greater opportunities and better facilities for athletics in the College, under the direct supervision of the Faculty. In pursuance of this idea he supervised the erection of a spacious and fully equipped gymnasium. The Musical Department of the College now occupies a commodious apartment in a wing adjoining this building. He arranged, moreover, courses of public lectures by the members of the Faculty, and encouraged the organization of scientific societies among the students.

Since August, 1915, the present incumbent, Rev. William B. Sommerhauser, S. J., has been at the head of St. Ignatius College. Under his management various college activities were given a new impulse. Glee clubs, an orchestra, dramatic and scientific societies were formed and encouraged. The College course now consisting of four years has reached that degree of efficiency where it meets the requirements of time and standards of instruction demanded by high-grade scientific and literary institutions of the present day.

"Lumina," the magazine of the College, was established to promote a taste for journalism and literary excellence among the students. The College also opened its lecture halls to the United States Naval Auxiliary Reserves for several months in 1917.

A unit of the Students Army Training Corps was established at the College on October 1, 1918, by the order of the War Department. Buildings on the Campus were remodeled and fitted to serve as barracks for the student-soldiers. Several new professors were added to the Faculty of the College to meet the requirements of the Educational section of the Army Corps. The Unit continued at the College until December 16, 1918, when it was disbanded on account of the signing of the armistice and the immediate prospect of peace which this action made possible. The students returned to their homes with but one regret, that they had not been given an opportunity of striking a blow in the cause of freedom on the battle scarred fields of France.

Exclusive of these there are at present 500 students attending the College and High Schools under the supervision of the Fathers of the Society of Jesus in Cleveland.

The System of Education

The system of education followed in St. Ignatius College is the same as that of all other colleges of the Society of Jesus. It is based upon and guided by the principles set forth in the far-famed *Ratio Studiorum*. This *Ratio*, a body of rules and suggestions, framed by the most prominent Jesuit educators, is the product of experience and the best results attained in the greatest universities of Europe at the most flourishing period of their existence. It has been attended up to the present day with unflinching success.

The system, psychological in its methods, is based upon the nature of man's mental process of development. While securing the stability most essential to educational thoroughness, it makes in its elasticity due allowance for the varying circumstances of time, place, and condition. Retaining all that is admittedly valuable in the older experienced schools of learning, it accepts and utilizes the best results of modern progress. In fact, many of the recent popular methods of teaching are nothing more than revivals of devices recommended long ago in the *Ratio Studiorum*.

The Jesuit system of education aims at the full and harmonious development of all those faculties that are distinctive of man. Its main purpose is not mere instruction or communication of knowledge; since the acquisition of knowledge, though necessarily accompanying any correct system of education, is only a secondary result; for learning is but an instrument of education, whose main purpose is culture and mental and moral development.

This purpose of education in view, it is evident that such studies in sciences and languages should be chosen as will most effectively secure the end proposed. It is vain to compel a student of immature faculties to study within the very limited period of his college course a multiplicity of the languages and sciences into which the vast world of modern knowledge has been scientifically divided. Hence, if, for instance, two or more sciences impart similar training

to some mental faculty, the one which combines the most effective training with the largest knowledge is given preference.

The purpose of the college course is not proximately to fit the student for some special employment or profession, but to give him such a general, vigorous and rounded development as will enable him to cope successfully even with the unforeseen emergencies of life. While affording mental stability it tends to remove the insularity of thought and want of mental elasticity which is one of the most hopeless and disheartening results of specialization on the part of students who have not brought to their studies the uniform mental training given by a systematic college course. The studies, therefore, are so graded and classified as to be adapted to the mental growth of the student and to the scientific unfolding of knowledge. They are so chosen and communicated that the student will gradually and harmoniously reach, as nearly as may be, that measure of culture of which he is capable.

That different studies have distinct and peculiar educational values is a fundamental principle in the Jesuit system of education. Mathematics, the Natural Sciences, Languages and History are complementary instruments of education to which the doctrine of equivalence cannot be applied. The specific training given by one can not be supplied by another. The best modern educators are beginning to realize more and more that prescribed courses which embrace well-chosen and co-ordinated studies, afford a more efficient means of mental cultivation and development. One or more of such systematic courses, as the Classical and the Scientific, may be offered in consideration of the future career of the student. While recognizing the importance of Mathematics and the Natural Sciences, the Jesuit system of education has always kept Language and History in a position of honor as leading factors in mental culture. Mathematics, it is true, and the Natural Sciences bring the student into contact with the material aspects of nature, and exercise the deductive and inductive powers of reasoning; but Language and History affect a higher union, for they are manifestations of spirit to spirit, and by their

study bring the whole mind of man into the widest and subtlest play. Since the acquisition of language especially calls for delicacy of judgment and fineness of perception, and for a constant and quick use of the reasoning powers, special importance is given to the classic tongues of Greece and Rome. These languages having a structure and an idiom remote from the language of the student, their study lays bare before him the laws of thought and logic, and requires attention, reflection, and analysis of the fundamental relations between thought and grammar. Hence, language holds a permanent position of honor as an instrument of culture.

Greater stress, however, is laid on mental and moral philosophy, not only for the influence such study has in mental development, but also for its power in steadying the judgment of the student in his outlook on the world and on life. Rational philosophy, as a means of developing young manhood, is admittedly an instrument of strength and effectiveness. But to obtain these results, philosophy must be such in reality as well as in name. It must not consist in vague gropings after light, in detailing the vagaries of the human mind without venturing to condemn them, in reviewing contradictory systems without any expression of opinion as to the fatal defects which caused them to be discarded. Philosophy, according to the Jesuit system of education, does more than this. It formulates a logical, unified, complete system of mind-culture in harmony with well-known laws of human thought, and in the defense of definite propositions expressive of truth, it rises to the dignity of science. With such a definite system to defend against every attack, the mind becomes more acute and plastic, the logical powers are strengthened, the value of proof is properly estimated, the vulnerable points of error are readily detected and truth comes forth triumphant from every conflict of mind with mind.

The Jesuit system of education does not share the illusion of those who imagine that education while enriching and stimulating the intellectual faculties, also exercises a moral influence on human life. Experience proves that knowledge and intellectual development have of themselves

no moral efficacy. This fact established, the Jesuit system aims at developing, side by side, the moral and intellectual faculties of the student and at sending forth to the world men of sound judgment, of acute and rounded intellect, of upright and manly conscience. And since men are not made better citizens by the mere accumulation of knowledge without a guiding and controlling force, the principal faculties to be developed are the moral faculties; for morality is the underlying basis, the vital force supporting and animating the whole organic structure of education, and in consequence it must be taught continuously. It must be the atmosphere the student breathes; it must suffuse with its light all that he reads, illumining what is noble and exposing what is base, and thus giving to the true and false their relative light and shade. In brief, the purpose of Jesuit teaching is to lay a solid substructure of science, professional and special, and for the building up of moral life, civil and religious.

Acknowledgments

The College, like all private educational institutions, is dependent on its friends for every necessary aid in prosecuting and developing its work, and it trusts to their generosity and their zeal for the higher things for help in bringing desired improvements to a successful issue. The President and Faculty wish to express their grateful appreciation of the kindly spirit manifested by those who are active in forwarding the interests of the College. They wish also to acknowledge with thanks, the following donations:

- Official Bulletin, by Committee on Public Information.
Congressional Record, by Library of Congress.
Commentary on New Canon Law, by Rev. Jos. Smith.
Monthly Review, by U. S. Department of Labor.
Bulletins, by U. S. Department of Agriculture.
Bulletins and other Publications, by U. S. Bureau of Education.
Bulletins and other Publications, by U. S. Bureau of Labor.
The Ohio Public Health Journal, by Ohio State Department.
The Open Shelf, by Cleveland Public Library.
The Bulletins of the Catholic Educational Association.
Valuable donations to the Musical Department, by Rev. John R. Hagan, D. D.
Sixty volumes to the Scientific section of the Library, by John P. Bork.
Valuable donations to the Chemical department, by John P. Bork.
Sixty volumes and Bulletins to the Scientific section of the Library, by U. S. Geological Survey.

Twenty-five volumes, by U. S. Bureau of Mines.

Twenty Publications and Bulletins, by Ohio Experiment Station.

Section of oak pipe from the first New York Water Works, by John H. Farley.

Seven Hundred Biological Slides, by E. P. Neary.

Steel Springs for the 2400-lb. Vertical Pendulum, by M. M. McIntyre and The Perfection Spring Company.

Donations to the Chemical department, by Mr. Leo J. Haessly.

Seventy-five volumes to Library, by Dr. E. O. Bingham and Miss Louise Obermiller.

Moral Training

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

Discipline

Regularity in attendance, earnest application to work assigned, conformity to the regulations, and gentlemanly conduct are required of all the students of the Institution. Any serious neglect in these essential points will render the offender liable to effective correction, and even to dismissal.

The College does not hold itself responsible for offenses committed out of its jurisdiction; yet any conduct that is detrimental to the reputation of the Institution, or that hinders the advancement or moral good of other students, is sufficient cause for suspension or expulsion.

Sessions

The College year begins on the second Monday in September, and includes thirty-six weeks, which are divided into Fall and Spring terms, or semesters, of eighteen weeks each. There is a Christmas Recess of one week, and an Easter Recess of five days. Classes are not held on National Holidays nor on days observed as Holydays of obligation in the Catholic Church. Thursday is the regular weekly holiday. Commencement day takes place during the third full week in June.

Recitation Hours

All students are required to be present at 8:30 A. M., unless they are excused by the Dean. Regular class recitations begin at 9:00 A. M. and continue, with a Noon Recess, until 2:25 P. M.

Attendance

As regular attendance is an important element in class standing and an essential condition for successful work, students must not be detained or withdrawn from classes except for very grave reasons. For absence, for tardiness, or for permission to withdraw before the close of the daily session, a note from the parent or guardian will invariably be required. Mere absence does not excuse a student from the obligation of preparing his ordinary recitations or relieve him from any part of his examinations. Frequent absence or tardiness, except on account of sickness, is sufficient cause for dismissal.

It is highly important that all students be present on the day of re-opening after vacations, as the regular class work begins at once. Not only do students suffer greatly by missing the introductory lessons of their respective classes, but in consequence thereof great inconvenience is caused to the Professors. Latecomers and those leaving before the vacations forfeit five per cent of their general average for the semester and will not be allowed to compete for class honors.

Home Study

All the endeavors of the Faculty will fail to insure success for the students unless they apply themselves to their studies with diligence and constancy outside of class hours. Approximately twenty hours each week are spent in class work; and to prepare the recitations and exercises for this work, as well as to review the matter previously seen, about three hours daily are required. Parents and guardians are, therefore, respectfully urged to insist on this application.

Grades of Scholarship

The student's progress is indicated by the combined results of his examinations and class work. Class work is the record of the student's attendance and of his satisfactory work during the recitation periods. Each subject is estimated on the basis of 100%. An average below seventy-five is unsatisfactory; 70% is the passing mark; 50% is a failure; and from 50% to 69%, inclusive, is reckoned a condition.

Reports

After each set of tests and examinations, a report of the student's standing is sent to the parents or guardian. The Dean should be notified if the reports are not received in due time.

Parents and guardians should observe that absence and tardiness, even though excusable, affect the class-work and, consequently, the student's standing and his chances for promotion.

Communications

Due notice should be given to the Dean of a change of residence, or the contemplated withdrawal of a student.

Expenses

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

Entrance fee, \$5.

Tuition, per session of ten months for all classes, \$60.

Library fee, \$1.

Gymnasium and Athletic Association fee, \$2.

Students of Biology, Chemistry and Physics pay \$10 per session for the use of the apparatus.

Diplomas for Graduates in the Classical Course, \$10.
Conditioned examinations, \$1.

Conditioned examinations on days other than those assigned by the Faculty, \$2.

Payments must be made quarterly or semi-annually in advance. The account for tuition dates from the day of the student's entrance. No deduction is allowed for absence, save in case of dismissal or protracted illness. The session is divided into quarters, beginning respectively about the 1st of September, the 15th of November, the 1st of February, and the 15th of April. No student will be admitted to a semester examination or to the final examination for graduation if any bills remain unpaid.

Equipment

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

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

Library

The College Library is classified according to the Dewey decimal system, and contains about ten thousand bound volumes. The Students' Library, to which the students have access at all times, contains four thousand five hundred volumes, selected for special needs. In connection with this library is a well-appointed reading room, which affords ample opportunities for obtaining information upon current topics. Many leading magazine reviews and journals, and a valuable collection of works of reference, are at the service of the students.

High Schools

The better to secure the results aimed at in its educational work, and to arrange a more perfect co-ordination between High School and Collegiate studies, the College has deemed it advisable to maintain a closely affiliated system of High Schools. Their purpose is to fit their pupils to meet the College entrance requirements by offering a programme of studies based upon those fundamental principles and methods which, in the judgment of the Faculty, underlie alike the work of the High School and the College. There are at present two of these Schools: St. Ignatius High School, situated at 1915 West 30th street, and Loyola High School, 10620 Cedar avenue. Catalogues containing the Course of Studies and other information, may be had on application to the respective Principals.

Prizes

Moran Senior Philosophical Medal.—A gold medal for Highest Honors in Senior class of Philosophy is offered by the Rev. Francis T. Moran, D. D., Rector of St. Patrick's Church, Cleveland.

The Pfeil Junior Medal.—A gold medal for the Highest Honors in Junior class is offered by the Rev. Nicholas Pfeil, Rector of St. Peter's Church, Cleveland.

The St. Ignatius Alumni Medal.—A gold medal for the Highest Honors in Sophomore class is offered by St. Ignatius Alumni Association.

The Hroch Freshman Medal.—A gold medal for the Highest Honors in Freshman class is offered by the Rev. Francis J. Hroch, Rector of St. John Nepomucene's Church, Cleveland.

The Smith College Elocution Medal.—A gold medal for the successful contestant in the Public Elocution Contest is offered by the Rev. Joseph F. Smith, Rector of St. Philomene's Church, Cleveland.

The Litzler Oratorical Medal.—A gold medal for the best original oration delivered in the annual contest in oratory is offered by Mr. Louis I. Litzler, Cleveland.

The Scientific Medal.—A gold medal is awarded to the student in the College Department for the best scientific essay submitted under the conditions required in the contest. The subject is chosen from the field of Chemistry or Physics. The medal is donated by a friend of the College.

Honors in Scholarship

The honors and prizes awarded at the end of the year are determined by the combined results of class-work and examinations. Four gold medals for Class Honors are

awarded each year to those students who lead their respective years in scholarship, provided a grade of 90 per cent or over is maintained for the year's work.

Those who maintain an average of 90 per cent or upward merit the distinction of First Honors; and those who maintain an average between 85 and 90 merit the distinction of Second Honors. A student who fails in any subject at the semester examinations is thereby disqualified from all honors.

Special Prizes

Intercollegiate English Prize

A purse of \$100 (\$50 for the first prize, \$20 for the second, \$15 for the third, \$10 for the fourth, and \$5 for the fifth) is offered yearly by Mr. D. F. Bremner, of Chicago, for excellence in English essay writing. The purse is open to the competition of the Jesuit Colleges of the Missouri Province, which are:

- St. Louis University, St. Louis, Mo.
- St. Xavier College, Cincinnati, Ohio.
- St. Ignatius College, Chicago, Ill.
- St. Mary's College, St. Marys, Kan.
- Creighton University, Omaha, Neb.
- University of Detroit, Detroit, Mich.
- Marquette University, Milwaukee, Wis.
- Campion College, Prairie du Chien, Wis.
- St. Ignatius College, Cleveland, Ohio.
- St. John's University, Toledo, Ohio.

Intercollegiate Latin Prize

For the best Latin essay from competitors of the same colleges, a gold medal is offered by Very Rev. Francis X. McMenamy, S. J., Provincial.

Scholarships

In the College an Annual Scholarship is provided by the donation of \$60. A permanent scholarship which entitles the founder at all times to keep one scholar, designated by him and acceptable to the Faculty, free at the College, is founded by the gift of \$1,500.00. If the founder fails to name an incumbent, the scholarship will be conferred at the discretion of the President of the College.

Donors of Permanent Scholarships

The Rev. E. W. J. Lindesmith Scholarships (two), founded by the Rev. E. W. J. Lindesmith.

The Rev. E. M. O'Callaghan Scholarships (two), founded by the Rev. E. M. O'Callaghan.

The St. Aloysius Scholarships (six), founded by the late Rt. Rev. Msgr. Felix M. Boff.

The Mary I. Sexton Scholarship, founded by Mrs. Mary I. Sexton, Chicago, in memory of her parents, John F. and Catherine Lyons.

The Rev. Michael Zoeller, S. J., Golden Jubilee Scholarship, founded by St. Mary's Parish.

The Elizabeth Schweitzer Scholarship, founded by Mrs. Elizabeth Schweitzer.

The Philip H. Marquard Scholarship, founded by Mr. Philip H. Marquard, Cleveland, Ohio.

The same benefactor donated an Annual Scholarship during the course of the year.

The Rev. Hippolyt Orłowski Scholarships (two) founded by the late Rev. Hippolyt Orłowski, of Berea, Ohio.

The Rev. John T. Carroll Scholarship, founded by the late Rev. John T. Carroll, Cleveland, Ohio.

The Pauline Vollmer Scholarship. Founded by Miss Pauline Vollmer.

One scholarship for the entire course (High School and College), and four scholarships for the High School course are offered by the President of the College to the eighth grade boys of the parochial schools of Cleveland and vicinity, who obtain the highest marks in the competitive examination.

Competitive Scholarships

The Scholarships. They are five in number. The first is for both a classical High School and College course, the latter leading to the A. B. degree. It lasts for seven years and is worth \$420. The other four give a High School course only; they last four years, and are valued at \$240. St. Ignatius College thus gives the value of \$1,380 for the higher education of ambitious Catholic boys.

Award of Scholarships. The Scholarship for the entire A. B. course will be awarded to the candidate making the highest average in a competitive examination. The four next in merit will be awarded High School Scholarships. Winners may take their High School course either at St. Ignatius College, W. 30th and Carroll, or at Loyola High School, E. 106th and Cedar.

N. B.—No school will be awarded more than one scholarship.

Eligibility. Each applicant must be a pupil in good standing of the eighth grade in a parochial school of the Diocese of Cleveland. Moreover, before receiving the Scholarship he must present his certificate of graduation.

Conditions For Holding Scholarships. The Scholarships are for tuition only. The holder must defray other expenses; entrance fee, annual Athletic and Library fees, necessary books and stationery, science fee, on graduation the diploma or certificate. Scholarship boys must pay these fees in full at the beginning of each school year.

Annulment of Scholarships. 1. These Scholarships are not transferable, and are forfeited when, for any reason, the holder's relations with the College are severed.

2. Scholarship boys are expected to maintain a general average of 85 per cent. If they drop below this, they will be seriously warned. A general average under 80 per cent

loses the Scholarship. Where sickness causes such falling in percentage, the President of the College will judge the case.

Subjects For Examinations. 1. English. (a) Grammar. Parts of speech; cases; tenses; voice, active and passive; classification of sentences; parsing; analysis of complex sentences.

(b) Composition; with reference in particular to spelling, penmanship, neat forms, use of capital letters, punctuation, correct grammar, and proper idiom.

2. Arithmetic. Fractions, common and decimal; denominate numbers; measurements; percentage, including commission; simple and compound interest; discount; ratio and proportion; square and cube roots.

3. History. Principal epochs and events of the history of the United States; some knowledge of the chief actors in these events; causes and results of great movements and wars.

Method of Examination. For the examination each applicant should bring his pen; all else will be given him. On the day appointed each boy receives a numbered card, on which he signs his name, address and school. He then receives the examination forms, on which he signs the number of his card only, not his name. He then encloses the card in a blank envelope, the seal of which will not be broken until the judges have given their decision. The envelopes are then publicly opened, and the winners announced.

Admission

REQUIREMENTS FOR ADMISSION

Testimonials and Certificates

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

Entrance Requirements

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

The required subjects for admission to the several courses appear under Group I. The elective subjects which may be presented to complete the required sixteen units will be found under Group II.

GROUP I

Prescribed Entrance Subjects

A. B. Course

Latin	4 units	Plane Geometry	1 unit
Greek †	3 units	Ancient History	1 unit
English ‡	3 units	American History and Civics	1 unit
Algebra (through quadra- tics)	1 unit	Science	1 unit
		Elective	1 unit

B. S. Course

English ‡	3 units	Ancient History	1 unit
Foreign Language	2 units	Science	2 units
Mathematics	3 units	Elective	5 units

Litt. B. and Ph. B. Courses

English † 3 units	American History and
Foreign Language* 3 units	Civics 1 unit
Mathematics 2 units	Science 1 unit
Ancient History 1 unit	Elective 4 units
Modern History 1 unit	

GROUP II

Elective Entrance Subjects

English Literature 1 unit	Algebra (intermediate) . . . ½ unit
Foreign Language 2 units	Algebra (advanced) ½ unit
Biology 1 unit	Geometry (solid) ½ unit
Botany 1 unit	Trigonometry ½ unit
Zoology 1 unit	Modern History 1 unit
Chemistry 1 unit	English History ½ or 1 unit
Physical Geography 1 unit	

† Should a candidate, otherwise qualified, be unable to meet the requirements in Greek, he may take elementary Greek in his Freshman year and finish the Greek course before graduation.

‡ The usual school course allows only three hours per week for English in the upper years; hence the work of the four years counts as 3 units. When four full years (five hours per week) are devoted to English, a claim for more than 3 units will be considered.

* All in one language or two in one language and one in another.

Scope of Entrance Subjects

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

LATIN

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

(b) **Reading.** Caesar's Gallic War, four books; Nepos' Lives (6) may be taken in place of two books of Caesar; Cicero's orations against Catiline and for Archias and the Manilian Law. Cicero's De Senectute and Sallust's Catiline

or Jugurthine War may be taken as substitutes for three of the above orations. Vergil, four books of the Aeneid (or their equivalent from the Eclogues, or Georgics) and Ovid's Metamorphoses. The examination will include translation at sight of both prose and verse. (Four units.)

GREEK.

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

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

ENGLISH *

(a) **Rhetoric and Composition.** The applicant should be familiar with the principles of Rhetoric as set forth in Brook's, Scott-Denney or an equivalent. The composition will test the candidate's ability to write clear, idiomatic English. The subject will be taken from his experience and observation, or from the books he presents for examination. The spelling and punctuation must be correct, the sentences well constructed. The writer must show discrimination in the choice of words and ability to construct well ordered paragraphs.

(b) **Literature, 1918-1919.** (a) For Reading: Cooper, The Spy, The Last of the Mohicans; Stevenson, Treasure Island; Poe, Poems and Tales; Scott, The Talisman; Longfellow, Tales of a Wayside Inn; DeQuincey, Flight of a

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

Tartar Tribe; Eliot, Silas Marner; Shakespeare, Julius Caesar; Pope, Essay on Criticism; Tennyson, Idylls of the King.

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

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

FRENCH *

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

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

3. Advanced courses in French should comprise the reading of 400 to 600 pages of French of ordinary difficulty,

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

a portion to be in the dramatic form, constant practice in giving French paraphrases, abstracts, or reproductions from memory of selected portions of the matter read, the study of a grammar of moderate completeness, and the writing from dictation. (One unit.)

GERMAN *

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

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

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

HISTORY

The candidate will be expected to show on examination such general knowledge of each field as may be required by the study of an accurate text-book of not less than 300 pages. The examination will call for comparison of historical characters, periods and events, and, in general, for the exercise of judgment as well as of memory.

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

1. **Ancient History.** Comprising Oriental and Greek History to the death of Alexander, and Roman History to 800 A. D., with due reference to Greek and Roman life, literature and art. (One unit.)

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

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

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

MATHEMATICS

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

1. **Elementary Algebra.** Algebra through Quadratics. The points to be emphasized are: Rapidity and accuracy in performing the four fundamental operations, factoring and its use in finding the greatest common factor and the lowest common multiple, radicals, the solution of linear equations containing one or more unknowns, the solution of quadratic equations, and the statement and solution of problems. (One unit.)

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

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

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

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

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

NATURAL SCIENCES

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

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

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

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

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

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

Methods of Admission

Admission by Certificate

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

1. Secondary schools accredited by the North Central Association of Colleges and Secondary Schools.
2. High schools of the first grade which are so rated by the State Superintendent of Public Instruction.
3. Private schools and academies, not on any list, but approved, after investigation, by a vote of the Faculty.

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

Blank forms of entrance certificates, which are to be used in every case, may be had on application to the Registrar. Certificates must be made out and signed by the Principal or other recognized officer of the school and mailed by him directly to the Registrar. No certificate will be accepted unless the holder is a graduate and has spent the last year of his high school course in the school issuing

the certificate. A catalogue of the school, if published, describing its courses of study in detail, should accompany the certificate.

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

Admission by Examination.

Applicants who are not entitled to enter on certificate must take the entrance examinations in the entire number of units required for entrance. These examinations are held during the last week in June and the first week in September.

Admission to Advanced Standing.

Candidates for admission to St. Ignatius College from other institutions of collegiate rank, which offer the same or equal courses of study, will be granted the same standing as at the former institution upon presenting in advance of registration (1) a certificate of honorable dismissal; (2) an official transcript of college credits, with specification of courses and year when taken, hours and grades; (3) an official certified statement of entrance credits and conditions, showing the length of each course in weeks, the number of recitations and laboratory exercises each week, the length of recitations and the mark secured.

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

Graduation

Students who have pursued an entire course as prescribed and have successfully passed their examinations are recommended to the Trustees for the first academic degree in course. Such recommendations are ordinarily acted upon and the degrees are conferred at Commencement, at which time the students receive diplomas from the President of the College.

DEGREES

Baccalaureate Degrees

The degrees conferred by the College upon successful completion of the respective courses are Bachelor of Arts (A. B.), Bachelor of Science (B. S.), Bachelor of Philosophy (Ph. B.), and Bachelor of Literature ((Litt. B.).

The conditions for the Baccalaureate degrees are the following: (a) The completion of the four years' course leading to the degree for which the student is a candidate; (b) a written thesis approved by the Dean of the College and presented at least four weeks before graduation; (c) all work to be accepted in fulfilment of any requirement for the degree must be completed with a grade above 70; (d) a fee of \$10, payable in advance.

Honorary degrees may be conferred at the discretion of the Board of Trustees upon those who have deserved well of the community in Literature, Science, or the Professions.

EXAMINATIONS

Examinations in all subjects are held at the close of each semester. In addition to the regular examinations, mid-semester tests are held in November and April. Partial examinations and written recitations are held from time to time, during the year.

A condition due to failure in a semester examination may be removed by a supplementary examination. The supplementary examinations are held during the first month of the succeeding semester. They may be taken only on the days specified. For each subject a fee of one dollar is charged, payable in advance at the treasurer's office. Removal of conditions by examinations shall not entitle a student to a grade higher than 70. A student may take only one examination to remove a condition. If he fails to pass the subject in both the regular and supplementary examinations, he must repeat the entire subject in class.

Conditions may be incurred: (a) by a failure to satisfy the requirements of any course, which requirements include

the recitations, tests and other assigned work, as well as the examination; (b) by exclusion from an examination because of excessive class-room absences, and (c) by absence, due to any cause, on a day appointed for examination.

Conditioned students absent from the regular supplementary examination must present an excuse satisfactory to the Dean or receive a zero for the examination.

CLASSIFICATION OF STUDENTS

All regular students (i. e., those who are candidates for degrees) are required to take five courses during each semester. Until they have completed ten semester courses (in addition to the full admission requirements), they are registered as Freshmen. From that time they rank as Sophomores until the completion of twenty semester courses; as Juniors until the completion of thirty semester courses. One who has met the full requirements for admission and completed thirty semester courses is considered a Senior. No student will be admitted to the Senior year as a candidate for a degree unless all previous conditions have been removed.

Curriculum

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

GENERAL STATEMENT OF THE COURSE OF STUDY FOR THE DEGREE OF A. B.

All candidates for the degree of Bachelor of Arts must before graduation complete forty semester courses, which shall include two years of college Greek, three years of college Latin, three years of English, two years of Science in the group Physics, Chemistry, Biology, Geology, Astronomy, one year of History, one year of Mathematics, and two years of Philosophy. In addition, the candidate must do the prescribed work in Public Speaking, and, unless he can give evidence that he possesses a reading knowledge of French or German he must take a two years' course in one of these languages. Catholic students, moreover, will be required to take every year a course in Evidences of the Christian Religion, two hours a week, which if pursued for two years, will be accepted in satisfaction of two semester courses.

The rest of the studies are elective in this sense, that the student who wishes to pursue technical or professional courses after or even before graduation will be given full opportunity to take those studies that will best prepare him for such courses and be allowed full liberty, under proper

advice, to arrange his work according to the outline of studies given below. Under certain circumstances he may be allowed to drop one of the subjects there prescribed in favor of an elective, with the approval of the committee on electives. In case the student gives no such notice of wishing to prepare for professional studies, he will be required to follow certain specified courses in Political Economy, History of Philosophy, Geology and Astronomy. Any candidate, if found deficient in English, shall besides his other required work, take such courses as will be prescribed for him by the Department of English.

SCHEDULE FOR THE A. B. COURSE

Freshman Year

The object of this class is the cultivation, in a special manner, of literary taste and style, which is to be effected chiefly by the study of the best poets and prose writers. The Greek and Latin classics are studied for this purpose, together with such English writers as are noted for the highest qualities of literary substance and form. Special emphasis is laid on the study of poetry. Moreover, in this class, as in the others of the course, the literary work is supplemented by that training in Mathematics and Science, which is required by a liberal education.

The prescribed studies are Latin, I and II*; Greek, I and II; English, I and II; Mathematics, I and II, and Chemistry, I and II. A student who enters with four units in Mathematics will not be required to take this subject in college. He may anticipate some other course. One who enters without Physics or without Chemistry will have to take that subject in Freshman year.

Sophomore Year

The work of this year centers on the study of Oratory and Historical Composition. The nature and types of oratory, principles of argumentation, the nature and requirements of historical writing are thoroughly investigated—the best models, ancient and modern, forming the subject—

* See subject in the Outline of College Courses beginning on Page 44. The Roman numeral refers to the number of the course under the subject indicated.

matter of study. Thus, while perfecting literary taste, the class is intended to develop that grasp and perspective of structure without which composition on a large scale is impossible.

The required studies are Latin, III and IV; Greek, III and IV; English, III and IV; History, III and IV, and one subject from the following: A Modern Language, Mathematics, III and IV, a Science (Physics, I and II). A student who has no reading knowledge of French or German will have to take either of these languages for two years during the remainder of his college course. A second Science must be taken in either Sophomore or Junior or Senior year, unless full credits for both Physics and Chemistry have been presented at entrance.

Junior Year

The object of this class is to form the mind to habits of correct reasoning and to impart sound principles of philosophy. Logic, Rational Philosophy — being, causality, the nature of matter, the human soul, its nature, origin, operation, etc. — are the chief subjects of study. The additional training received from the study of the history of Philosophy and various literary topics is by no means neglected.

In Junior year every student must take Logic, I, and Ontology, II, in the Department of Philosophy; Latin, V and VI, and English, V and VI, and two subjects from the following: Mathematics, III and IV; Greek, V and VI; German, I and II; French, I and II; a Science (Physics or Chemistry, Biology, I and II; Geology, I and II; Astronomy, I); History of Philosophy, V.

Senior Year

The study of Philosophy is continued this year in courses on the three important subjects of Psychology, Natural Theology and Ethics. These courses, treating of the existence of God, the origin of Moral Obligation, the Natural Law, Duties and Rights, the Origin and Nature of the Soul, etc., form the crowning work of a liberal education. Their aim is to teach sound principles of conduct, to give the students clear ideas on the purpose and destiny of man,

and on the problems of life and their solution, as furnished by ethical principles.

Every Senior is required to take Psychology, III, and Natural Theology, IV, and Ethics, V and VI, in the Department of Philosophy, and select three more subjects from the list of Junior electives, to which are added Political Economy, VII and VIII; in the Department of Philosophy, English, VII and VIII.

GENERAL STATEMENT OF THE COURSE LEADING TO THE DEGREE OF BACHELOR OF SCIENCE

The Course leading to the degree of Bachelor of Science is open to those who, entering without Latin or Greek, or not wishing to continue these subjects, follow the outline of studies given below. They must complete forty semester courses exclusive of the prescribed work in Public Speaking. Catholic students must also take every year a course in Evidences of Religion, of from one to two hours, which, if pursued for two years, will be accepted in fulfillment of two semester courses. Every student must take five courses, each course consisting of not less than three hours a week, and he must in Junior and Senior years complete six semester courses in one or two closely allied sciences. The course is so arranged as to give, especially in the Freshman and Sophomore years, a broad training in the fundamental studies necessary for future success in scientific work, that is, in English, in Physics and Chemistry, in college Mathematics, in Logic and Philosophy, and in Modern Languages. Many electives are offered in Junior and Senior years. In choosing from them the student must be guided by his prospective future work.

Freshman Year

The required studies are English, I and II; Mathematics, I and II; a Modern Language, I and II; Chemistry, I and II, and either a course in one of the sciences outlined below, or a second Modern Language.

Sophomore Year

The Sophomore student must take English, III and IV; a Modern Language, III and IV (the one begun in Freshman continued); Physics, I and II; History, III and IV, and one subject from the following: Mathematics, III and IV; Qualitative Analysis, III and IV; a second Modern Language, III and IV.

Junior Year

The prescribed studies are English, V and VI; Logic, I, and Ontology, II, in the Department of Philosophy, and three subjects from the following: Analysis, Organic Chemistry, V and VI; General Biology, I and II; Geology, I and II; Astronomy, I, any elective of the Sophomore year.

Senior Year

The prescribed subjects are Ethics, V and VI, and Psychology, III, and Natural Theology, IV, in the Department of Philosophy. Moreover, the student must continue one subject taken in Junior year and select two from the following: English, VII and VIII; Political Economy, VII and VIII, any elective of Sophomore or Junior year.

OUTLINE OF STUDIES FOR THE LITT. B. DEGREE

Freshman Year

The prescribed subjects are: English, I and II; Mathematics, I and II; Foreign Languages, I and II; Chemistry, I and II. The student must choose one subject from the following: A second Modern Language, I and II; History, I and II.

Sophomore Year

The prescribed subjects are: English, III and IV; Foreign Language; History, III and IV; Physics, I and II, and one from the following: A Science, Mathematics, History of English Literature, or any elective of Freshman year.

Junior Year

The required subjects are: English, V and VI; Logic, I, and Ontology, II, in the Department of Philosophy, one Foreign Language. Two electives from the following: History, V.; Geology, I and II; Astronomy, I; any elective of Sophomore year.

Senior Year

The required subjects are: Ethics, V and VI; Psychology, III, and Natural Theology, IV, in the Department of Philosophy. Three electives from the following: English, VII and VIII; Political Economy, VII and VIII; any elective of Sophomore or Junior year.

OUTLINE OF STUDIES FOR THE PH. B. DEGREE

The degree of Bachelor of Philosophy (Ph. B.) is conferred on those who substitute modern languages for the ancient classics prescribed in the A. B. course in addition to the number of courses required in the departments of Philosophy, English, History, Economics, etc. For further information inquire of Dean of the College of Arts.

Outline of College Courses

The Faculty reserves the right to refuse to give a course for which there is not a sufficient number of applicants.

Philosophy

Course I.—A. Dialectics.

The Province of Logic, Formal and Material. The Foundations of Logic. The Principles of Contradiction, Identity, Causation, Excluded middle. Simple apprehension; modern errors. Universal ideas. Propositions: their nature and division. Opposition and Conversion. Reasoning. The Syllogism and its Laws. Formal and Material Induction. Fallacies.

B. First Principles of Knowledge. Applied Logic.

The nature of Certitude; kinds and degrees. Truth. Universal skepticism. Cartesian doubt. Criterion of Certitude; Objective Evidence. Trustworthiness of the Senses and Intellectual Powers. Objectivity of Ideas. Belief on Human and Divine Testimony.

Five hours a week. One semester.

Course II.—A. General Metaphysics.

The concept of being. Essence and existence. Possible being. The Positivist school. Transcendentalism. Attributes of being: Unity, Truth, Goodness. Substance and accident. Personality. Quality. Relation. Principle and cause. The principle of causality. Perfection of being. Infinity. Necessity. Order and Beauty.

B. Cosmology.

Creation. Pantheism. General principles. Ancient and Modern Pantheists. Purposes and perfection of the Universe. Laws of Nature. Miracles. Occult Power. Spiritism. Hypnotism. Constitution of bodies. Atomism. Dynamism. Vortex theory. Properties of Matter. Time and space.

Five hours a week. One semester.

Course III.—Psychology.

Life. Vegetative, Animal, Intellectual. Organic bodies essentially different from inorganic. Life. Protoplasm. Vital principle, distinct from physical and chemical forces. Animals sentient, not rational. Instinct. Natural selection. Rational life. Essential difference between sense and reason.

The Soul. A simple, spiritual substance. False theories of the Ego. Monistic theories. Individuality. Unity. Identity of the principle of the vegetative, sentient and rational life in man. Union of soul and body. Occasionalism. Scholastic doctrine. Locus of the soul. Localization of cerebral functions. Time of origin. Origin of the soul. Creationist doctrine. False theories. Neo-Scholastic doctrine. Theory of Evolution.

Origin of Ideas. The intellect and brain. Universal and abstract concepts. Innate ideas. Empiricism, Ontologism, Associationism. The Schoolmen. Doctrine of St. Thomas. Attention. Reflection. The soul's consciousness of itself. Sensation. Perception. Psychophysics. The imagination. Estimative faculty. Sensuous appetite and locomotion. Voluntary, automatic, reflex, impulsive movements. Feeling.

Rational Appetency. The human will. Desire and volition. Spontaneous and deliberate action. Choice. Self-control. Free will and determination. Fatalism. The emotions. Hypnotism.

Three hours a week. One semester.

Course IV. Natural Theology.

The Existence of God. Method of proof. Ontologism. Traditionalism. The "Ontological Proof" of St. Anselm. Metaphysical, Cosmological, Moral arguments. Atheism. Agnosticism; its religious and moral consequences. The Physical and Metaphysical Essence of God. Infinite perfection. Unity of God. Pantheism. Anthropomorphism. Immortality, Eternity and Immensity of God. The Divine Intellect and Knowledge. The Free Will and Omnipotence

of God. God creating, preserving, concurring with creatures. Divine Providence.

Three hours a week. One semester.

Course V. Ethics.

General Ethics. Nature, object, necessity of Ethics. Fundamental principles. False theories. The ultimate end of man. Use of the present life. Human acts. Merit and accountability. Virtue and vice. Nature of morality. Standards of morality. Hedonism and Utilitarianism. The moral sense. Determinants of morality. Law. The Eternal Law. The Natural Law; its properties and sanction. Origin of moral obligation. False theories. Conscience.

Three hours a week. One semester.

Course VI. Ethics (Continued).

Special Ethics. Rights and duties. Worship of God. Obligations of accepting Divine Revelation. Rationalism. Indifferentism. Suicide. Self-defense. Homicide, Lying and Mental Reservation.

Right of ownership. Communism. Socialism. Single Tax. Modes of acquiring property. Contracts. Relations of Capital and Labor. Employers' Unions. Trade Unions. Strikes.

Society in general. The family. Divine institution, unity and indissolubility of marriage. Parental authority. Education. Civil society; its nature, end and origin. False theories. Forms of civil government. Citizenship. Universal suffrage. Functions of civil government; legislative, judiciary, executive. Taxation. Death penalty. Freedom of worship. Freedom of the press.

International law. Foundations of international law. Mutual relations of nations. Right of commerce. Intervention. Rights of neutrals. War and arbitration.

Three hours a week. One semester.

Course VII. General Economics.

Production. Increasing and diminishing returns. The Advantages and Drawbacks of Industrial Organization.

Locality and Dimensions of Industry. Consumption. Markets and Prices. Differential Gains. International Trade.

Three hours a week. One semester.

Course VIII. General Economics (Continued).

Money and Coinage. Credit and Banking. Foreign Exchange. Profits: interest and wages. Mistaken Theories on Riches. Trade Unions. Employers' Liability. Taxation. This course gives a general view of the whole field of Economics.

Three hours a week. One semester.

Text-Books and References. Clarke, Maher, Rickaby, Boedder, S. J. (Stonyhurst Series); Russo, Jouin, Hill, Coppens, Liberatore, Poland, Gruender, Lahouse, Harper, Devas' Political Economy, Thein's Christian Anthropology, Cathrein.

Latin

Note.—The courses in Latin, Greek and English are, for greater educative effect, made parallel as much as possible. The theory of the different forms of literature is presented in the English courses, and the classic masterpieces studied in the Latin and Greek course furnish illustrative material to enforce the precepts and for comparative work. Poetry, with its various forms, is the subject of Freshman year; Oratory, of Sophomore; the Drama, of Junior; the Critical and Philosophical Essay, of Senior.

Course I. Latin.

Precepts: A thorough review of Latin Prosody and versification.

Authors: Horace, "Ars Poetica"; Virgil, "Aeneid," Books III, V and VI.

Four hours a week. One semester.

Course II. Latin. Livy, Book XXI. (2300 lines.)

Sight-Reading: Selections from Christian Hymnology; Livy.

Four hours a week. One semester.

Practice: Both Semesters. Practical Course in Latin Composition. Two themes a week. A theme in imitation of the prose authors studied, about every fortnight.

Memory: From the authors read in class.

Course III. Latin.

Authors: Cicero, Pro Milone; Horace, Select Odes.

Four hours a week. One semester.

Course IV. Latin. Horace, Epodes, Epistles and Satires; Tacitus, Agricola.

Sight-Reading: Selections from the authors assigned above. Tacitus, Germania or Annals. Selections from the Latin Fathers.

Four hours a week. One semester.

Practice: Both Semesters. Bradley's Aids, selections from Part II, from Exercise 50 to end of book. Two themes a week. One composition every fortnight in imitation of the author studied. Off-hand translation from English into Latin.

Memory: Select passages from the authors read.

Course V. Latin.

Authors: Cicero, Quaestiones Tusculanae; Plautus, Duo Captivi.

Three hours a week. One semester.

Course VI. Latin.

Cicero, Quaestiones Tusculanae, continued; Pliny, Letters; Juvenal, Selections; Selections from the Latin Fathers.

Three hours a week. One semester.

History of Latin Literature (Mackail, for reference): both semesters.

Practice: Essays in Latin — Bradley's Aids.

Greek*

Course I. Greek.

Precepts: The Syntax of the verb repeated; general rules of quantity; the Homeric Dialect; a brief sketch of Greek Epic and Lyric Poetry.

Authors: Homer, Iliad, Books II-VI.

Four hours a week. One semester.

Course II. Greek. Plato, Apology and Crito.

Sight-Reading: The New Testament or selections from the authors read in class.

Four hours a week. One semester.

Practice: Both Semesters. A written theme once a week, based on the authors studied and illustrating the syntax of Attic Greek. Frequent written reviews done in class.

Course III. Greek.

Authors: Demosthenes, Philippic, I or III; analysis of Philippic I or III; selections from "On the Crown."

Four hours a week. One semester.

Course IV. Greek.

Selections from Demosthenes, On the Crown, with detailed analysis. Sophocles, Antigone, Oedipus Tyrannus or Oedipus Coloneus.

Sight-Reading: The New Testament or St. Chrysostom, Eutropius, or St. Basil.

Four hours a week. One semester.

Practice: Both Semesters. Easy themes built on sentences in the text, once a week. Frequent written reviews.

Courses V and VI. Greek.

Authors: Plato, Phaedo—analysis; Keep's Stories from Herodotus; Aeschylus, Prometheus Bound or Agamemnon.

Three hours a week. Two Semesters.

* See note on page 47.

English

- 1. Rhetoric and Composition.** A course in the essentials of Rhetoric and in the various modes of composition. Required of Freshman students who are deficient in the theory or practice of correct English. Five hours.
- 2. Advanced Rhetoric.** A systematic course based on text-books, in the theory of rhetoric, the study of style, and the requisites of the various species of writing. A prerequisite to Course 10. Three hours.
- 3. Poetry.** The principles of versification, with particular attention to the fixed forms; the nature and elements of poetry, its various species, except the drama. Reading, analysis and appreciation of the chief poets, partly in class study, partly in assignments. Composition in the shorter forms. Some present day poets are studied in class. Required of Freshmen. Three hours.
- 4. The Short Story: The English Novel.** (a) The Short Story. The theory and technique of the short story; its development and various kinds. Reading and appreciation of short stories, and composition in the form. Present day short story writers studied in class. (b) The Novel. The principal purpose of this course is to study the technique of the novel, the various schools of fiction and their tendencies, with especial attention to their ethical and literary value. The historical development will be briefly surveyed. Required of Freshmen. Three hours.
- 5. Oratory.** The theory of oratory; analysis and study of oratorical masterpieces; historical study of the great orators. The preparation of briefs, the composition and delivery of short addresses, speeches for occasion, debates, and at least one formal oration, will be required. Three hours.
- 6. Journalism.** (a) The ethics of journalism; a brief survey of the history of journalism, its development, and a discussion of its present tendencies. (b) The technology of the pressroom, news gathering and reporting; preparation of copy, copy-reading, proof-reading, interviewing and editing. Field work will be required, and co-operation with the College periodicals. Three hours.

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

8. **Shakespeare.** Shakespeare's life, influence, sources of his dramas; an acquaintance by reading and assignments, with the Shakespearean literature of criticism; a study of the chief plays, especially in comparison with those of other dramatists. Three hours.

9. **The Modern Drama.** This course will be confined to the American and English drama, though some of the continental influences will be noted and analyzed. The more noteworthy plays of the chief dramatists from Goldsmith and Sheridan to the present will be read. Three hours.

10. **Aesthetics and Literary Criticism.** The philosophical basis of aesthetics, the elements of taste; the theory of criticism; a survey of critical standards; a study of the schools of criticism and of the work of the chief literary critics. Critical papers on assigned subjects will be required. Three hours.

11. **The Essay.** The nature of the essay; the artistic and didactic types, and their various forms; the characteristics of each. An historical survey of the essay with a brief study of the works of the chief essayists. Newman will receive especial attention. Composition in the various forms of the essay will be required. Three hours.

12-13. **Early English Literature.** A general survey of the origin and development of the periods to 1750; chief writers and characteristics. Required of Sophomores. One hour.

14-15. **English Literature since 1750.** An outline history of modern English literature, with required readings and assignments to cover subjects not provided for in other courses. One hour.

17. **American Literature.** An historical survey, with especial emphasis on the chief influences and writers. One hour.

Practical Oratory and Debating

Courses I and II.

The object of the course is to train students to readiness and fluency in public speaking. To this end it is conducted according to strict parliamentary practice. The literary and oratorical exercises are always under the direct supervision of a member of the Faculty. They are as follows:

Declamation and Elocutionary Reading. Criticism and discussion of interpretation and delivery. Composition and reading of stories, poems and essays, historical, critical, or personal. Set orations illustrative of the precepts for oratorical composition. Extempore speaking. The theory and practice of parliamentary law. Debates.

Two hours a week. Two Semesters.

Evidences of Religion

Course I. Evidences of Religion.

The Church as a means of salvation. The last things. The Christian's duties towards God. Faith, Hope, and Charity.

Two hours a week. One Semester.

Course II.

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.

Two hours a week. One Semester.

Course III.

Grace; actual, habitual, sanctifying. The Sacraments in general. Baptism. Confirmation.

Two hours a week. One Semester.

Course IV.

The Blessed Eucharist as a Sacrament and as a Sacrifice. The Sacrament of Penance. Extreme Unction. Holy Orders. Matrimony.

Two hours a week. One Semester.

Course V.

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.

Two hours a week. One Semester.

Course VI.

Christianity, a revealed religion. Revelation in general. Pre-Christian revelation. The Christian revelation. The Church; its Institution and End.

Two hours a week. One Semester.

Course VII.

The Basis of Morality. Law. Conscience. Free Will. Moral good and moral evil. The Constitution of the Church. Marks of the Church.

Two hours a week. One Semester.

Course VIII.

Teaching Office of the Church. Holy Scripture. Tradition. The Rule of Faith. The Existence of God. Nature and Attributes of God. Unity of God. The Trinity.

Two hours a week. One Semester.

Text: Wilmer's for all courses in Evidences of Religion.

History

Course I.

Outline survey of European History from the birth of Christ to the Ottoman Conquest of Constantinople. Text-book: Gugenberger. Lectures; assigned readings and maps to be outlined; written tests.

Three hours a week. One Semester.

Course II.

General World History from the Fall of Constantinople to the present time. Continuation in matter and manner of Course I. These two courses are introductory. Obligatory on students who are to take other courses in history and for all candidates for the A. B. degree.

Three hours a week. One Semester.

Course III.

Roman History from Diocletian to Irene; Old Rome and New Rome. Constant comparison of authors; study of the contemporary writers; special investigations; written and oral reports. Course obligatory for candidates for A. B. degree.

Three hours a week. One Semester.

Course IV.

Period of the Crusades; Eastern and Western Europe. Continuation of Course III in manner and matter.

Course V.

History of Philosophy.

One hour a week. Both Semesters.

Mathematics

Course I. Mathematics. College Algebra (Hawk's).

Four hours a week. One Semester.

Course II. Mathematics. Trigonometry.

Four hours a week. One Semester.

Course III. Mathematics. Analytical Geometry.

Four hours a week. One Semester.

Course IV. Mathematics. Calculus (course begun).

Three hours a week. One Semester.

Course V. Mathematics. Calculus (course continued and finished).

Three hours a week. One Semester.

Physics

Course I. First Semester. Mechanics, Sound, Light.

Motion: Rectilinear, curvilinear, periodic. Composition and resolution of Vectors. Work, energy, power, equilibrium, elasticity. Mechanics of Liquids. Specific Gravity. Pressure.

Sound: Wave motion. Production, propagation and reflection of sound. Interference, Resonance.

Light: Its nature, reflection, dispersion, refraction, diffraction, polarization.

Course II. Second Semester. Heat, Magnetism, Electricity.

Heat: Heat conduction, convection, radiation, absorption. Effects of heat on liquids, solids and gases. Expansion coefficients.

Magnetism: Theory and laws of magnetism.

Electricity: Electrostatic induction, potential, capacity. Voltaic cells, electrolysis, thermocurrents, electromagnetic induction, measuring instruments, dynamos, motors, transformers, power transmission. Radiotelegraphy. Discharge of electricity through gases. Invisible radiations, cathode rays, x-rays, Radioactivity.

Courses I and II, three lectures, one laboratory per week.

Text: Carhart's College Physics.

Chemistry.

Courses I and II. General College Chemistry. Freshman year, three lectures and two laboratory periods a week.

Author: McPherson and Henderson.

A thorough study of the theoretical foundations of chemistry is here provided for, together with the application of these principles to the great industrial problems of today. The first course covers the field of non-metals and their compounds. The manufacture of the acids and refining process of allied products are given special attention. The second course includes the study of the metals, their alloys, the alkalies and silicates with their industrial applications.

Courses III. and IV.

Qualitative Analysis: One lecture and two laboratory periods a week.

Author: A. A. Noyes.

This course comprises the study of the principal reactions of the metals and acids in solution, the detection and systematic separation of the same, concluding with practical analyses of various specimens of minerals and ores.

Courses V and VI. Organic Chemistry. Three lectures and two laboratory periods a week.

Author: Norris.

This course aims at a general and practical knowledge of the aliphatic and aromatic compounds in conjunction with a suitable course of laboratory experiments. A knowledge of molecular structure of compounds is insisted upon and due attention is also given to laboratory preparations, illustrating the principal synthetic methods and laboratory technique now in use.

Courses VII and VIII:

Quantitative Analysis: One lecture and two laboratory periods a week.

Author: Mahin.

Standard methods for gravimetric and volumetric determinations of the common elements and radicals are here studied. Accuracy is demanded of every student, together with a readiness in calculating results and a thorough understanding of the principles involved. The above are then applied to practical analyses of rocks, fuels, steel and alloys, agricultural materials, and water for both sanitary and industrial purposes. Some time is also given to the examination of organic materials such as oils, fats, and waxes.

Geology

Course I. Dynamical Geology: Winds, Weathering, Rivers, Glaciers, Lakes, The Oceans, Volcanoes, Earthquakes.

Structural Geology: Rock-forming Minerals, Composition and Structure of Rocks. Physiographic Structure.

Four hours a week. One Semester.

Course II. Historical Geology: Archaean, Paleozoic, Mesozoic, Cenozoic and Psychozoic Eras.

Four hours a week. One Semester.

Astronomy

Course I. The Doctrine of the Sphere. The Earth, Moon, Sun, Eclipses. Celestial Mechanics. The Planets and Asteroids. Comets and Meteors. The Stars. Uranography.

Practice: Use of the Transit Circle and of the Equatorial. Use of the Ephemeris. Calculation of Eclipses. Use of the Spectroscope.

Text: Young's General Astronomy.

Four hours a week. One Semester.

Biology

Courses I and II. General Biology. Two lectures and three laboratory hours a week. Two Semesters.

Course III. General Physiology. Two lectures and three laboratory hours a week. One Semester.

MODERN LANGUAGES

French

Courses I and II.

French Grammar. The main object of this course is to help the student to acquire a vocabulary and prepare him for the reading of French prose. Frequent exercises involving the use of the more common French idioms. Conversational exercises based on the selections translated in the class-room.

Four hours a week. Two Semesters.

Courses III. and IV.

Brief repetition of the work of the first year. Syntax. Reading of the more difficult selections. Original Composition.

Three hours a week. Two Semesters.

Courses V. and VI.

Reading from the various periods of French literature. Lectures on contemporary writers. The short story in modern French literature. The elements of Romance philology.

Three hours a week. Two Semesters.

Spanish

Courses I. and II.

Drill in pronunciation; elementary grammar. Translation of easy Spanish sentences. Conversation and written themes based on text translated.

Four hours a week. Two Semesters.

Courses III. and IV.

Grammar continued. Translation of short, easy Spanish stories. Conversation and written themes.

Four hours a week. Two Semesters.

Courses V. and VI.

Selections from classical Spanish authors. Conversation and written themes.

Three hours a week. Two Semesters.

German

Courses I. and II.

The elements of German Grammar. Translation of easy sentences from English into German. Conversational exercises based on the selections given in the text-book.

Four periods a week. Two Semesters.

Courses III. and IV.

Reading of more difficult selections. Conversational exercises based on the selections read. Reproduction of short selections by the student.

Four periods a week. Two Semesters.

Elocution

Course I.

Vocal Culture and Gesture Drill of preceding year reviewed and perfected. Analysis of the passions; interpretation and delivery. Concert Drill.

One hour a week. Two Semesters.

Course II.

Interpretation and rendition of oratorical and poetical selections. Character study and interpretation. Concert Drill.

One hour a week. Two Semesters.

Course III.

Theory and Practice. Interpretation and rendition of various species of dramatic selections; Tragedy, Comedy, etc. Dialogues and Scenes. Descriptive and Narrative Readings.

One hour a week. Two Semesters.

Course IV.

Theory and Practice. Mutual criticism of interpretation and delivery. Discussion. Dramatic and Bible Readings. Extempore Speaking.

One hour a week. One Semester.

N. B.—Much private instruction is given in preparation for public and private contests and for dramatic performances.

Vocal Music

Membership in the Glee Club will be open to those students who possess the required qualities of voice and who can be taught to read music of moderate difficulty.

Instrumental Music

Membership in the Orchestra is open to those who have sufficiently mastered the technic of some orchestral instrument.

Alumni and Students' Organizations

The Alumni Association

The Alumni Association of St. Ignatius College was organized in the spring of 1903 and has for its object, "to keep up the friendship of college days, to promote Catholic education and to further the interests of the College." The Association holds an annual meeting about the time of the College Commencement, and other business and social meetings at the call of the Executive Committee.

Sodality of the Blessed Virgin

The object of the Sodality of the Blessed Virgin is to foster in the students an earnest religious spirit, and especially a tender devotion to the Mother of God.

Sodality of the Annunciation of the Blessed Virgin Mary

Senior Students

Established February 2, 1891

Rev. Francis J. Hagganey, S. J., Director

OFFICERS, '18-'19

James P. Cozzens.....	Prefect	
Walter B. Martin	}	
Eugene R. McCarthy		Assistants
Eugene J. Chesney.....	Secretary	
Aloysius J. Acker.....	Treasurer	
John J. Tivenan.....	}	
Ernest A. Mey.....		Consultors
Walter A. Dorsey.....		
Vincent M. Heffernan...		
Theodore W. Walters..		
Daniel I. Gallagher.....		
Leonard Smith	Organist	
James P. Peppard.....	}	
Edward A. McDonnell..		Sacristans

The Acolythical Society

The principal object of this Society is to add beauty and solemnity to Divine Worship by an active observance of the liturgistic rites and ceremonies; as also to afford students, distinguished for excellent deportment, the honor of serving in the Sanctuary.

OFFICERS

Director.....Mr. Louis G. Weitzman, S. J.
President.....William A. Goebel
Vice-President.....Edwin F. Faulhaber
Sacristan.....James J. Ambrose

The Apostleship of Prayer in League With the Sacred Heart

The Apostleship of Prayer in League with the Sacred Heart is a world-wide organization, of which there exists in the College a distinct and duly-erected Local Center, with membership open to all the students. The object of the association is to foster a manly and practical devotion to the Sacred Heart of Our Lord and Its interests in the world, and to put in practice the law of universal charity by mutual prayer for the intentions of all Associates.

Rev. John J. Halligan, S. J., Director.

The Students' Library

The object of the Library is to foster a taste for good and useful reading.

The Circulation Department, accessible to all students, comprises over four thousand volumes of choice literature, carefully selected with a view to the needs of the college students. Books are issued on all school days.

In the Reading Rooms, the leading Catholic journals and magazines, together with valuable works of reference, are placed at the service of the students, thus affording them ample opportunity of becoming acquainted with the current news, and of forming sound opinions upon important questions of the day. The Reading Rooms are open daily from 12 to 12:45 p. m.

Mr. Walter A. Roemer, S. J., Moderator.

ASSISTANTS

1918-1919

George Detzel

Alfred Wendling

William A. Goebel

Francis Sindelar

James E. Maher

Theodore Ley

The Lecture Club

The Lecture Club is a student organization under the direction of a member of the Faculty. Its purpose is the giving of lectures on topics of Catholic interest, of an instructive and inspiring kind. The Club began its work three years ago with an illustrated lecture on the Life of Sister Therese, popularly known as the Little Flower of Jesus. In the first year this lecture was presented over thirty times to audiences aggregating above 11,000. During the past year two other lectures have been added, one on Lourdes, and one on Jeanne d'Arc. A lecture on Columbus will be added to the series next year. About fifty lectures were given during the school year 1917-1918, making a total of about 130 since the Club was organized. Several of the lectures were given out of town. The members are chosen from among the older students who show themselves apt speakers and who show some interest in the art of public speaking.

The Club will be glad to respond to any call where they can be of service to the parishes, parish organizations, academies, or schools.

Jeanne d'Arc.....	{ Theodore W. Walters
	{ James P. Cozzens
Little Flower.....	Aloysius J. Acker
Lourdes.....	Daniel I. Gallagher
Stereoptican Operator.....	Eugene R. McCarthy

The Athletic Association

By means of this Association, encouragement is given its members to acquire the physical development and relaxation necessary for consistent work in the class-room. Those only are permitted to play on a representative team who have attained proficiency in their various branches.

OFFICERS

1918-19

Mr. J. L. Polski, S. J. Faculty Director

FOOTBALL TEAM

Edward McDonnell	Manager
James P. Cozzens.....	Captain
Mr. Charles Birt.....	Coach

BASKETBALL TEAM

Jerome O. Hanley.....Manager
Theodore Walters.....Captain
Walter E. Daly.....Coach

BASEBALL TEAM

James P. Peppard.....Manager
J. J. Jordon.....Captain

TENNIS TEAM

Walter Dorsey.....Captain
Mr. Lionel V. Carron, S. J.....Faculty Manager

The Scientific Academy

The Scientific Academy of St. Ignatius College was instituted November 8, 1915. The purpose of the Academy is to promote personal endeavor along scientific lines by having the students prepare and deliver lectures on scientific subjects before the members of the Academy. Lectures from the graduates of the college or persons engaged in scientific work are occasionally delivered in order to stimulate greater interest in the members of the Academy by showing them the wide application that science has in the various departments of life. The real work of the society, however, is to have the students themselves prepare the subjects, since the good received by them in writing a lecture is far in excess of a great many lectures heard.

The St. Ignatius College Musical Association

Director, Rev. Victor Winter, S. J.

Knowing the high value of music as an educational factor, the College encourages the students in their musical efforts.

Vocal Music

All the students are instructed in accordance with the Motu Proprio of Pius X, daily to take part in congregational singing at religious exercises.

The Senior and Junior Glee Clubs and the Church Choir give ambitious singers a chance to develop their abilities. Vocal culture, accompanied by instruction in correct musical interpretation, is given to members individually and in common rehearsals.

Instrumental Music

Careful attention is given to individual players, to various instrumental combinations and especially to the College Orchestra in order to develop musical appreciation and the understanding of the various forms of composition, popular and classic.

Concert

SYMPHONY ORCHESTRA OF ST. IGNATIUS COLLEGE

Grays' Armory, Cleveland

Wednesday, February 19, 1919

The Program

Conductor, Victor Winter, S. J.

PART I

1. Symphony in B Minor.....*Schubert*
 (a) Allegro moderato
 (b) Andante con moto
2. Hark, Hark, the Lark.....*Schubert*
 Carole Grimm
3. Remembrance*Telma*
 Justin Lynch
4. (a) Two Bullfinches*Kling*
 J. White, L. Mezera and Orchestra
 (b) Bells of St. Paul.....*Isenman*
 (c) Caprice Militaire*Rollinson*

PART II

5. Scenes from Provence, Suite.....*Nicode*
 (a) An Idyl
 (b) Moorish Dance
 (c) In the Tavern
6. Valse in E Major.....*Moszkowski*
 John Walsh
7. Mazurka De Concert.....*Musin*
 James Pekarek
8. (a) Coronation March from Le Prophete.....*Meyerbeer*
 (b) Ruins of Athens, Turkish March.....*Beethoven*
 (c) Military Symphony, Menuet.....*Haydn*

Symphony No. 8, in B Minor

(UNFINISHED)

Franz Peter Schubert, born in Vienna, January 31, 1797, died in Vienna, November 19, 1828.

Schubert's Eighth Symphony, although but a fragment, is a master work of singular beauty. The first two movements are complete. There are nine bars of a Scherzo, and with them the symphony stops; and yet among all the composer's works not one is more beautiful in ideas and more perfect in form than this. No more of it has ever been found, and no one knows why Schubert abandoned it. Possibly even Schubert felt he could not write two more movements which would worthily follow these two.

The first page of the score is dated, "Vienna, October 30, 1822." The first performance was given at the Crystal Palace, London, on the sixth of April in the same year. Since that time the symphony has become one of the favorite numbers on the concert stage.

The first movement (*Allegro moderato*) is sadly full of agitation and distress. It opens at once and without introduction with an impressive subject given out by the 'cellos and basses. At its close the oboes and clarinets take up a melodious theme *pianissimo*, the violins accompanying it in an agitated manner. After a short development of this theme the 'cellos enter with a melody which will never cease to fascinate the hearer with its wonderful beauty and grace of motion. After its repetition by the violins in octaves there comes a pause followed by a most passionate declaration in the minor, as if to drown the memory of the former moment of happiness. The beautiful theme again returns, however, and the first part of the movement closes with a struggle between these expressions of perfect happiness and wild passion. The second part opens with the original subject varied for the basses, which is grandly developed amid full orchestral outburst up to a powerful climax. As it dies away the first theme re-enters, and is again treated with charming variety, the whole closing with another climax in which the opening subject forms the material of the Coda.

The second movement (*Andante con moto*) introduces joyous rest and religious devotion, reminding us in its motives time and again of famous Catholic hymn tunes. There is an introductory passage in the horns and bassoons, the double basses accompanying *pizzicato*, leading up to another lovely theme given out by the violins. After a striking development of this theme the second subject is stated in the clarinets with string accompaniment, repeated by the oboe with the addition of a new phrase, in which the flute joins. The whole orchestra follows with stately harmony, succeeded by an episode which leads up to a new treatment of the second theme in the strings. Then follows the customary repetition in brilliant detail. The Coda is full of melodious beauty, and closes this delightful work.

The Orchestra

THE STRING SECTION

Prof. C. T. Firstos	Raymond T. Madigan
Joseph J. Aldrich	Hugh W. Marshall
Frank J. Andel	Francis J. Mezera
Gilbert J. Baird	Roy Nelson
Chas. H. Bauerle	Ralph Odey
Charles Conley	John F. O'Harra
George Detzel	T. Bartley Osborn
Thos. A. Donahue	Emil M. Paderewski
James H. Driscoll	Frank Pavilonis
Carl Firstos	Lawrence J. Ptak
Leonard F. Gerity	Francis Robben
Francis Ginther	Fred Sauter
Carole H. Grimm	Thos. J. Shea
Thos. L. Haessly	John Tierney
Thos. Heimann	Emmet J. Walsh
Michael C. Hross	Albert H. Walter
Joseph R. Johnson	Silverius A. Warth
Theodore Ley	Alfred G. Wendling

F. Justin Lynch

THE WOOD WIND SECTION

R. Adler	George A. Klingmeyer
James J. Ambrose	Paul Parks
William Burns	John Schneider
Alfred Downheimer	Rudolph Schork
Lester F. Downheimer	James Strnad
Wm. A. Goebel	John Theophile

THE BRASS SECTION

Steven J. Driscoll	Arthur J. Rieger
Geo. A. Gressle	John V. Rieger
Adolph L. Hartmann	Jos. P. Schmucker
John Hearn	Edwin A. Schneider
Paul G. McMahon	Hugh F. Smith
Gerald Mc Nerney	J. B. Wainwright
James E. Maher	Jos. P. White
Edward J. Metzler	Felix L. Wisniewski
Lawrence S. Mezera	George J. Wright

PERCUSSION

John D. Buck	George McGuire
John V. Walsh, <i>Piano</i>	James Flood, <i>Organ</i>

"And the night shall be filled with music,
And the cares that infest the day
Shall fold their tents like the Arabs,
And as silently steal away."

—*Longfellow.*

Symphony Orchestra of St. Ignatius College

May 29, 1919

PROGRAM

PART I

- The Golden Sceptre.....*Schlepegrell*
Serenade*Moszkowski*
Souvenir du Poitou.....*Legendre*
Mr. F. Wisniewski
The Mouse Trap.....*Lumbye*
Master De Courcey Doyle
The Bullfrog Patrol.....*Kern*
Master L. Arth
Chimes of St. Paul's.....*Isenmann*
Mr. J. Buck
Grand March from "Aida".....*Verdi*

PART II

- Orpheus in Hades.....*Offenbach*
The Mill in the Forest.....*Eilenberg*
Serenade*Titl*
Messrs. J. Ambrose and J. Wainwright
Kujawiak*Wieniawski*
Mr. Thos. Donahue
Idyl on a Southern Plantation.....*Lovenberg*
American Conquest.....*Greenwald*

TO MY VIOLIN

Whence come these myriad tones that start—
That fade, and kindle on thy heart?
Thou art a gift of God to man,
The medium, by which we span
All space, and bring Heaven's music near
To sway the hearts of all who hear.

St. Ignatius College

Contest in Elocution

COLLEGE AUDITORIUM

Wednesday, May 29, 1918

PROGRAM

Overture—America, *Tobani*
The Star Spangled Banner
College Orchestra

THE HIGH SCHOOL

SECTION I—FIRST YEAR

Song of the Market Place.....Francis T. McDonough
The Fiddle Told.....F. Lambert McGannon
Spartacus to the Gladiators.....Carl A. Acker
King Robert of Sicily.....Courtney McDonnell
The Dandy Fifth.....Joseph A. Abbot
How the Lerue Stakes Were Won.....Joseph G. Sords

SECTION II—SECOND YEAR

Poor Little Joe.....Albert Kraft
The Black Horse and His Rider.....Arthur J. Rieger
William Tell.....Charles F. Brady
Eugene Aram's Dream.....Thomas A. Donohue
Cloud Shadows, *Rogers*.....Carole H. Grimm

SECTION III—THIRD AND FOURTH YEARS

The American Flag.....Joseph F. Gill
The Miser's Fate.....James J. Corrigan
St. Pierre to Ferrardo.....Aloysius J. Mellert
The Mad Actor.....Walter Ahern

THE COLLEGE

Macbeth, Act II, Scene 1.....Eugene McCarthy
Brutus and Cassius.....Cornelius J. McLaughlin
Macbeth, Act V, Scenes 3, 5.....Warren Kilway
The Lost Word.....Walter Martin
Liberty Lads, *Smith*.....College Orchestra

Decision of the Judges

Finale—American Life, *Ascher*.....College Orchestra

JUDGES OF THE CONTEST

Rev. Raymond A. Kathe
John W. Lane, Atty. and Counselor at Law
Augustus C. Knight, Atty. at Law

St. Ignatius College
Public Contest in Oratory

FOR THE

College Oratorical Medal

COLLEGE AUDITORIUM

Monday, May Twentieth, Nineteen Eighteen

PROGRAM

Overture, The Golden Sceptre, *Schlepegrell* ..
The Star Spangled Banner
College Orchestra

American Ideals.....Harry C. Nash
Why We Are at War.....Thomas J. Doran
War-Time Sacrifice.....Daniel I. Gallagher

Evening Song, *Gruender, S. J.*

Carole H. Grimm and Courtney McDonnell

Catholics and the War.....J. Harold Traverse
The War Lord.....Theodore Walters
Socialism and the War.....Charles A. Holan
A Babe's Prayer at Twilight, *Jerome*.....College Orchestra

Decision of the Judges

Finale College Orchestra

JUDGES OF THE CONTEST

Rev. Frederick J. Bertram
Mr. George F. Moran
Sylvester V. McMahon, Atty. at Law
William T. O'Brien, A. B., LL. B., Atty. at Law

Unfurling of the St. Ignatius College Service Flag

May 30, 1918

Sacred Services in St. Mary's Church
The Student Body in Attendance

Blessing of the Service Flag of Two Hundred Stars
By the Rev. Wm. Sommerhauser, S. J., President of St. Ignatius College

Mass for the Success of the Soldiers and Sailors
of the United States

Patriotic Exercises in College Auditorium

Unfurling of the Service Flag

The Star Spangled Banner

National Overture, "The Star Spangled Banner".....*Moses*
College Orchestra

Selection, "Patriotism"*Scott*
Rudolph Schork

Poem, "The Thrill of the Flag".....*John Farrell*

Selection, "Reveille".....*Bret Harte*
A. George Troy

Liberty March*Ascher*
College Orchestra

Address of the Day
Mr. Wilfred J. Mahon

Finale, "My Country"
College Orchestra

St. Ignatius College
Thirty-Second Annual Commencement

B. OF L. E. AUDITORIUM

June Nineteenth, Nineteen Eighteen

PROGRAMME

The Star Spangled Banner
Caprice Militaire, - *Rollinson*
College Orchestra

Distribution of High School Prizes and Certificates

Academic Procession
March - - *Maurice*

CIVIL SOCIETY

Nature, Origin and Purpose.....Warren D. Kilway
Forms and Functions.....Charles A. Holan
International Relations—Valedictory.....Harry C. Nash

Miserere from "Il Trovatore," *Verdi*

Conferring of Degrees

Award of College Honors and Prizes

Address to the Graduates
Rev. Edward F. Burke

America
The Lord's Day, *Kreutzer*
College Orchestra

USHERS

James P. Cozzens Eugene R. McCarthy Edward A. McDonnell
Ralph T. McMonagle J. Harold Traverse
A. George Troy

Degrees Conferred

The following students received the Degree of Bachelor of Arts on June 19, 1918:

Craft, Raymond E.
Doran, Thomas J.
Gaffney, J. Richard
Gallagher, Arthur L.
Gilbride, Ambrose B.

Holan, Charles A.
Kilway, Warren D.
Nash, Harry C.
Perme, Louis J.
Slowey, James T.

Award of Prizes

SENIOR CLASS HONORS

Thomas J. Doran

JUNIOR CLASS HONORS

J. Harold Traverse

FRESHMAN CLASS HONORS

Joseph F. Walsh

INTERCOLLEGIATE ENGLISH PRIZE

A purse of \$100 (\$50 for the first prize, \$20 for the second, \$15 for the third, \$10 for the fourth, and \$5 for the fifth) is offered yearly by Mr. D. F. Bremner, of Chicago, for excellence in English essay writing. The purse is open to the competition of the Jesuit Colleges of the Missouri Province, which are: St. Louis University, St. Louis, Mo.; St. Xavier College, Cincinnati, Ohio; St. Ignatius College, Chicago, Ill.; St. Mary's College, St. Marys, Kan.; Creighton University, Omaha, Neb.; University of Detroit, Detroit, Mich.; Marquette University, Milwaukee, Wis.; Campion College, Prairie du Chien, Wis.; St. Ignatius College, Cleveland, Ohio; St. John's University, Toledo, Ohio.

In this Contest the First Place was awarded to Thomas J. Doran

Third Place: J. Harold Traverse

Fifth Place: Paul E. Murphy

In the Latin Intercollegiate Contest in which the same Institutions competed

Edward McDonnell merited Fourth Place

A. George Troy merited Ninth Place

THE COLLEGE ORATORICAL MEDAL

Was merited by J. Harold Traverse

THE COLLEGE ELOCUTION MEDAL

Was merited by Cornelius McLaughlin

THE COLLEGE MEDAL FOR THE BEST SCIENTIFIC ESSAY

Was merited by Cornelius McLaughlin

Honors in Scholarship

FIRST HONORS CLASS OF 1919

James L. Kocour Eugene McCarthy William Wahl
A. George Troy Wenceslaus Uhlir

SECOND HONORS

Jerome O. Hanley Francis Surtz Ralph McMonagle

CLASS OF 1920—SECOND HONORS

Walter Kiewel

CLASS OF 1921—FIRST HONORS

Bernard A. Hausmann Vincent Heffernan James A. Butler
Cornelius McLaughlin Walter B. Martin

SECOND HONORS

Frank E. Gross Stephen Jacobsen John Kandrac

Register of Students for 1918-1919

Acker, Aloysius J.....	Freshman
Aylward, Joseph L.....	Freshman
Andel, Joseph M.....	Freshman
Bourgeois, Roy	Freshman
Buck, John D.....	Freshman
Budjinsky, Francis X.....	Freshman
Buff, Anthony	Freshman
Campbell, James E.....	Freshman
Carney, Edward T.....	Senior
Cavanaugh, Ignatius	Junior
Chesney, Eugene J.....	Freshman
Clyne, William P.....	Sophomore
Corrigan, James J.....	Freshman
Corrigan, Joseph B.....	Senior
Cozzens, James P.....	Senior
Dorsey, Walter A.....	Sophomore
Douds, Carl F.....	Freshman
Dowling, Joseph P.....	Freshman
Downie, James H.....	Senior
Dunn, William P.....	Freshman
Fedor, Joseph T.....	Freshman
Fitzgerald, William	Sophomore
Friedl, Edward P.....	Freshman
Gallagher, Daniel I.....	Senior
Gallagher, John F.....	Freshman
Gallagher, Stewart F.....	Sophomore
Gerity, T. Leonard.....	Freshman
Gilmore, Patrick	Freshman
Gorman, Michael R.....	Freshman
Gressle, George A.....	Freshman
Hanley, Jerome O.....	Senior
Hanna, Harry A.....	Freshman

Heffernan, Vincent M.....	Sophomore
Heimann, Ambrose A.....	Freshman
Hill, Albert	Senior
Hitz, Joseph L.....	Freshman
Jordan, James J.....	Sophomore
Kiewel, Walter J.....	Junior
Kirby, Edmund A.....	Sophomore
Kirby, Ignatius A.....	Freshman
Kocour, James L.....	Senior
Koubek, Cletus J.....	Freshman
Kuederle, Leonard A.....	Sophomore
Lembach, Joseph A.....	Freshman
Lutheran, Charles L.....	Freshman
McCarthy, Eugene R.....	Senior
McDonnell, Edward A.....	Senior
Mahoney, Sylvester J.....	Sophomore
Marquard, Cyrilus J.....	Freshman
Martin, Walter B.....	Sophomore
Maruna, James	Freshman
Matousek, Raymond R.....	Freshman
Mey, Ernest A.....	Freshman
Mezera, Francis J.....	Freshman
Moir, Paul A.....	Freshman
Mulchrone, John F.....	Freshman
Murphy, Paul E.....	Senior
O'Brien, Philip J.....	Freshman
O'Donnell, Cornelius O.....	Freshman
Patterson, Charles J.....	Freshman
Patton, Anthony J.....	Freshman
Peppard, James P.....	Sophomore
Placek, Albert	Freshman
Rieger, John V.....	Freshman
Rice, John	Freshman
Ross, Warren	Freshman
Smith, James H.....	Freshman

Smith, Leonard A.....	Sophomore
Smith, Robert J.....	Sophomore
Stasny, Raymond J.....	Sophomore
Steyer, Clement R.....	Junior
Surtz, Francis M.....	Senior
Tivenan, John J.....	Freshman
Tooman, Arthur J.....	Freshman
Traverse, Harold J.....	Senior
Urda, John J.....	Freshman
Wahl, William J.....	Senior
Walsh, William	Sophomore
Walter, Arthur W.....	Freshman
Walters, Theodore W.....	Senior
Weber, William E.....	Freshman
Westnitzer, Alphonsus A.....	Freshman
Westropp, Russell H.....	Sophomore
Wisniewski, Felix L.....	Sophomore

The Students Army Training Corps

In accordance with the wishes of the United States Government to secure both officers and technical experts for the Army and Navy, the Students' Army Training Corps was inaugurated at St. Ignatius College, October 1, 1918. The College, despite difficulties caused by lack of financial resources and sufficient accommodations, promptly responded to the desires of the War Department and soon possessed a well equipped military camp with exceptional educational facilities for the training of the students. St. Ignatius College was fortunate in the character of the officers assigned it, and with their assistance the difficult task of coordinating military matters with the usual duties of a college was successfully accomplished. The military regime continued until December 16, 1918, when the Students' Army Training Corps was disbanded. The following officers formed the military staff at the College:

Captain E. W. Minier.....Commanding Officer
 Lieutenant R. W. Hall.....Second in Command
 Lieutenant D. O. Howard.....Assistant

Register of the St. Ignatius Unit, S. A. T. C.

Amer, Louis H.	Craft, Raymond E.
Andrews, Francis X.	Dorsey, Walter A. •
Aylward, Joseph L. •	Douds, Carl F. •
Barker, Pierre F.	Dowling, Joseph P. •
Barrett, Thomas E.	Downie, James H. •
Berno, Joseph A.	Doyle, Leo W.
Bertele, Louis J.	Dunn, William P. ✓
Birt, Charles J.	Fink, Lawrence W.
Bricks, Ambrose G.	Fiedl, Edward P. ✓
Brissel, Vincent J.	Fulweber, Cyril J.
Buck, Elwood C. ✓	Furst, Ernest J.
Budjinsky, Francis X. •	Gallagher, Daniel I. ✓
Callahan, Nelson J.	Gallagher, John F. ✓
Campbell, James E. •	Gavin, Joseph E.
Carney, Edward T. •	Gerity, Leonard T. ✓
Carrig, W. Gerald	Gibbons, Raymond J.
Cavanaugh, Ignatius M. •	Gilbride, Ambrose B.
Chesney, Eugene J. •	Gilmore, John J.
Clyne, William P. •	*Glavich, Joseph B.
Connors, Robert E.	Gross, Frank J.
Corrigan, Joseph B. •	Haggerty, Patrick B.
Courtney, Joseph F.	Hartzell, W. Harold
Cozzens, James P. •	Hayes, John D.

*Died November 22, 1918.

Heffernan, Vincent M. ✓	Murray, Edward T.
Hitz, Joseph L. ✓	Niggel, T. Stephen
Hofacker, Edwin G.	O'Brien, Philip J. ✓
Hogan, Joseph T.	O'Donnell, Cornelius O. ✓
Howes, Alfred M.	O'Mara, Roy F.
*Hynes, Martin P.	Orenski, Edwin P.
Jacobson, Stephen W.	Patton, Anthony J. ✓
Jordan, James J. ✓	Pavilonis, Frank V.
Keating, David M.	Quinn, Charles A.
Keegan, William J.	Reyman, Charles P.
Keeney, Arthur C.	Rice, John, Jr. ✓
Koehler, Nelson N.	Rieger, John V. ✓
Kiewel, Walter J.	Roehm, Robert E.
Kirby, Ignatius A. ✓	Roth, Herbert G.
Klein, William A.	Rynn, Francis J.
Kocour, James L. ✓	Schultz, Harry W.
Kuederle, Leonard A. ✓	Sheehan, Edward J.
Lisy, Emil J.	Sheibley, John W.
Loftus, James A.	Smith, Frank W.
McCann, Harold F.	Smith, James H. ✓
McCarthy, Eugene R. ✓	Smith, Leonard A. ✓
McDonnell, Edward A. ✓	Smith, Robert J.
McGarry, Leo J.	Stasny, Raymond J. ✓
McGhee, Edward W.	Steyer, Clement E. ✓
McGhee, James M.	Strobel, Frank J.
Mahan, James L.	Tooman, J. Arthur ✓
Mahoney, Sylvester J. ✓	Traverse, J. Harold ✓
Martin, Walter B. ✓	Vincent, Fred N.
Matousek, Raymond R. ✓	Wahl, William J. ✓
Mezera, Lawrence S.	Walsh, Thomas C.
Michel, Robert W.	Walsh, William G. ✓
Miller, John E.	Walter, Arthur J. ✓
Minnich, Oliver N.	Walters, Theodore W. ✓
Moir, Paul A. ✓	Weber, William E.
Mulholland, Kenneth W.	Weinrich, William H.
Mullen, Paul J.	Wepler, Carl A.
Muraski, Frank J.	Wesnitzer, Alphonsus A. ✓
Murphy, Paul E. ✓	Westropp, Russell H. ✓
	Wisniewski, Felix L. ✓

*Died November 27, 1918.

Announcements

For 1919

Matriculation—Owing to the rush of new students immediately before the Fall Opening, parents are requested to enter their sons as soon as possible after August 15. Office hours from 9 to 12 A. M.

Conditioned Examinations—

September 8: Latin, English, Christian Doctrine.

September 9: Greek, History.

September 10: Mathematics, Sciences, Modern Languages.

Entrance Examinations will be held on Friday, August 29, at 9 A. M.

Fall Opening—Registration Day: Tuesday, September 9, 1919.

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