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# ST. XAVIER COLLEGE BULLETIN

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

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NEW SERIES, VOL. V.

MAY, 1921

No. 1

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## THE COLLEGE

INCORPORATED 1842



CATALOGUE 1920-1921

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ANNOUNCEMENTS 1921-1922

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Entered as second-class matter July 26, 1917, at the post office at  
Cincinnati, Ohio, under the Act of August 24, 1912



BULLETIN  
OF  
ST. XAVIER COLLEGE  
CINCINNATI, OHIO

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THE COLLEGE  
INCORPORATED 1842

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CATALOGUE 1920-1921  
ANNOUNCEMENTS FOR 1921-1922

# Calendar 1921

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

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

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

# Calendar 1922

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

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

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

# COLLEGE CALENDAR.

1921

- June 27, Monday, Summer Session begins.
- Aug. 5, Friday, Summer Session ends.
- Sept. 9-10, Friday, Saturday, { Entrance Examinations and Conditioned Examinations.
- Sept. 19, Monday, { Registration Day. Solemn Mass of the Holy Ghost.
- Sept. 20, Tuesday, { First Semester begins. Classes begin Sessions.
- Oct. 8, Monday, College Societies re-organize.
- Nov. 1, Tuesday, Feast of All Saints.
- Nov. 24, Thursday, Thanksgiving.
- Dec. 3, Saturday, { Feast of St. Francis Xavier, Patron of the College.
- Dec. 8, Thursday, Sodality Reception.
- Dec. 23, Friday, Christmas Recess begins.

1922

- Jan. 2, Monday, Classes resume Sessions.
- Jan. 24, Tuesday, Semester Examinations.
- Feb. 2, Thursday, Second Semester begins.
- Feb. 22, Wednesday, Washington's Birthday. Oratorical Contest.
- March 4, Saturday, Examination of Conditioned Students.
- April 5, Wednesday, English Inter-collegiate Contest.
- April 10, Monday, Annual Retreat begins.
- April 13, Thursday, Retreat ends. Easter Recess.
- April 15, Saturday, Theses for Graduation submitted.
- April 18, Tuesday, Class Sessions resume.
- April 19, Wednesday, Latin Inter-collegiate Contest.
- April 23, Friday, Philopedian Public Debate.
- May 3, Wednesday, Rector's Day.
- May 23, Tuesday, Feast of the Ascension.
- June 7, Wednesday, Examinations for Second Semester begin.
- June 11, Sunday, Baccalaureate Exercises.
- June 16, Friday, Commencement.

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## HISTORICAL SKETCH



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

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

Accordingly he applied to the Provincial of the Society of Jesus in St. Louis and on receiving a favorable reply

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

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

Under the presidency of Father Elet and his immediate successors St. Xavier College made rapid progress. It was originally conducted as a boarding school and had a very considerable patronage in the States of the West and South. But the very limited campus space in a growing city soon made it impossible to continue this feature of the College. The dormitories were therefore abolished after the summer of 1854 and since that time St. Xavier has appealed more to its own immediate vicinity for patronage.

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

but again the need of expansion was felt and in 1885 the Moeller building on Seventh street to the rear of the Hill building was erected by the Reverend Henry Moeller, president of the College from 1884 to 1887.

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

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

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

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

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

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

to, and the Branch High School was moved to the building and grounds of the old Avondale Athletic Club which had been purchased the previous summer.

This property, on which the New St. Xavier College is located, is situated on Xavier Boulevard, between Winding Way, Dana and Herald avenues in Avondale. It is within easy reach of several trunk car lines, and, with the opening of the new rapid transit system, will become more readily accessible to all points of the city and surrounding territory. There is ample space for the various college buildings on the higher parts of the grounds. The first of these buildings, the Alumni Science Hall, was completed and ready for the college students at the opening of the fall session of 1920. This building is a gift of the Alumni of St. Xavier to express in a fitting manner their appreciation of St. Xavier College and to establish a lasting memorial of the Diamond Jubilee of the institution. It is from every point of view a splendid unit of the College. It provides ample lecture rooms and laboratories not only for the present needs but for the future expansion of the College; and these rooms and laboratories are furnished and equipped with the latest and most approved scientific appliances. Its architectural design and symmetry mark it as one of the most distinguished buildings of the city.

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

architectural beauty this building merits its place as the center of the college group.

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

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

In the immediate future there will be erected on the College grounds at Avondale dormitories which will fill the needs of such College students as may come from distant places to enroll in the College. It is to be hoped that some generous friend or friends of Catholic education will soon enable St. Xavier College to add this much needed feature to its group of buildings at Avondale.

## CHARTER

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

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

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

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

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

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

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

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

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

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

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

March 5, 1842.

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

L. FARAN,  
*Speaker of the Senate.*

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

J. SLOANE,  
*Secretary of the State.*

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

## AN ACT

To Provide for the Incorporation of St. Xavier College.

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

Section 2. That the trustees of any such college, by a resolution entered upon their minutes at a regular meeting, or at a special meet-

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

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

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

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

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

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

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

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

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

(Seal)  
Passed May 7, 1869.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(Seal)  
Passed May 7, 1869.

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

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

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

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

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

# ST. XAVIER COLLEGE

Cincinnati, Hamilton County, Ohio.

TO THE HON. SECRETARY, STATE OF OHIO:

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

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

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

W. H. HILL, S.J., *President*,  
J. A. M. FASTRE, S.J., *Secretary*,  
BOARD OF TRUSTEES.

(Seal)

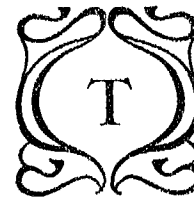
UNITED STATES OF AMERICA, OHIO, }  
OFFICE OF SECRETARY OF STATE. } ss.

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

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

ISAAC R. SHERWOOD,  
*Secretary of State.*

# SYSTEM OF EDUCATION



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

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

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

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



instrument of education, which has for its end culture, and mental and moral development.

Consonant with this view of the purpose of education, it is clear that only such means, such as Science, Language and the rest, be chosen both in kind and amount, as will effectively further the purpose of education itself. A student can not be forced, within the short period of his school course and with his immature faculties, to study a multiplicity of the languages and sciences into which the vast world of knowledge has been scientifically divided. It is evident, therefore, that the purpose of the mental training given is not *proximately* to fit the student for some special employment or profession, but to give him such a general, vigorous and rounded development as will enable him to cope successfully even with the unforeseen emergencies of life. While affording mental stability, it tends to remove the insularity of thought and want of mental elasticity which is one of the most hopeless and disheartening results of specialization on the part of students who have not brought to their studies the uniform mental training given by a systematic high school course. The studies, therefore, are so graded and classified as to be adapted to the mental growth of the student and to the scientific unfolding of knowledge. They are so chosen and communicated that the student will gradually and harmoniously reach, as nearly as may be, that measure of culture of which he is capable.

It is fundamental in the Jesuit System that different studies have distinct educational values. Mathematics, the Natural Sciences, Language and History are complementary instruments of education to which the doctrine of equivalents can not be applied. The specific training given by one can not be supplied by another. The best educators of the present day are beginning to realize more fully than ever before that prescribed curricula, embracing well-chosen and co-ordinated studies, afford the student a more efficient means of mental cultivation and develop-

ment. This, however, does not prohibit the offering of more than one of such systematic courses, as for instance, the Classical and the Scientific, in view of the future career of the individual. While recognizing the importance of Mathematics and the Natural Sciences, which unfold the interdependence and laws of the world of time and space, the Jesuit System of education has unwaveringly kept Language in a position of honor, as an instrument of culture. Mathematics and the Natural Sciences bring the student into contact with the material aspects of nature, and exercise the deductive and inductive powers of reason. Language and History effect a higher union. They are manifestations of spirit to spirit, and by their study and for their requirement the whole mind of man is brought into widest and subtlest play. The acquisition of Language especially calls for delicacy of judgment and fineness of perception, and for a constant, keen and quick use of the reasoning powers.

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

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

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

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

### MORAL AND RELIGIOUS TRAINING

In its moral and religious training the College aims at building the conscience of its students for the right fulfilment of their civil, social and religious duties. There

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

### EQUIPMENT

The College affords its students every facility for mental, moral and physical development. Its classrooms and lecture halls are spacious, bright and well ventilated. It has a large gymnasium with locker rooms and shower baths adjoining; an auditorium, known as "Memorial Hall" for student theatricals and literary and musical entertainments; and a chapel of marked architectural beauty, capable of seating six hundred and fifty students.

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

### LIBRARY

The College Library is classified according to the Dewey decimal system, and contains about forty thousand bound volumes. The works are in the main well selected; many of them valuable and rare. Among the latter may be mentioned a "Universal History", translated from English into French, in one hundred and

twenty-six volumes; the "Classica Latina", in one hundred and fifty volumes; the Greek and Latin Fathers in one hundred and twenty-five volumes; Bibles of various dates and in various languages, with a copy of the first edition printed in America; several specimens of 15th century printing, one bearing the date of 1468; a quarto manuscript of the Homilies of St. John Chrysostom on Matthew and John (Latin translation), done in Gothic characters on parchment and illuminated; date, 1174.

A general classification of the works is as follows:

PHILOSOPHY .....	1200
THEOLOGY (dogma, apologetics, etc.).....	4850
RELIGION (ascetical, devotional, etc.).....	3514
LAW.....	2550
EDUCATION .....	725
SOCIAL SCIENCES.....	940
NATURAL SCIENCES .....	1365
USEFUL ARTS.....	328
FINE ARTS .....	220
LITERATURE.....	5322
Fiction .....	2000
American Literature .....	538
English Literature .....	1207
German Literature.....	180
French Literature .....	480
Italian and Spanish .....	207
Classics, Latin and Greek.....	1120
General and Miscellaneous .....	1814
GEOGRAPHY AND TRAVEL.....	450
HISTORY.....	5330
General .....	220
European .....	515
American .....	533
Church .....	1070
Biography .....	1560
Travel .....	483
Hagiography .....	959
GOVERNMENT DOCUMENTS .....	1890
BOUND NEWSPAPERS AND PERIODICALS .....	2770
GENERAL AND MISCELLANEOUS .....	2025

## ALUMNI SCIENCEHALL

The Alumni Science Hall is the gift of former students of the College. It was erected during the year 1920 at a cost of over \$100,000. The building is two stories in height, with outside dimensions of 142 feet, 4 inches by 61 feet. It contains six recitation rooms, laboratories and lecture-rooms for physics, chemistry and biology, offices and waiting-room, all thoroughly up-to-date and splendidly equipped. The equipment is the gift of the Knights of Columbus of the State of Ohio, and is valued at \$25,000.

## HINKLE ADMINISTRATION BUILDING

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

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

## RECREATION HALL

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

of St. Xavier High School. Since that date it has been used as a reading room for classes of the College of Liberal Arts and for recreation purposes.

## GYMNASIUM

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

## ATHLETICS

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

## THE CAMPUS

The college campus was formerly the park and athletic field belonging to the Avondale Athletic Club and is situated between the Administration Building and Recitation Hall. These buildings are situated on high level plateaus to the east and west of the campus, which thus occupies a broad valley, presenting an ideal campus with gridirons, base ball diamonds, tennis courts and every facility for out-door athletics. A Stadium is in course of construction.

## NEEDS OF THE COLLEGE

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

While passing more than once through periods of financial stress, St. Xavier has thus far succeeded in adjusting its expense budget to its revenues. To any one familiar with the large endowments of non-Catholic institutions, it is a matter of surprise that Catholic colleges and high schools, with their generally scant incomes can manage to exist, and the surprise disappears only when we recall that their professors give their services without salary.

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

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

in the academic and collegiate departments is necessarily very small. Services without salary, and economy in administration, explain the situation.

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

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

Persons of benevolent intentions sometimes hesitate to give needed assistance to colleges, under the mistaken impression that such benevolence aids only the sons of the wealthy, who should be able to provide for themselves. As a matter of fact the majority of students in our Catholic colleges and high schools are the children of parents who are making great sacrifices and depriving themselves of many comforts to give their sons a Catholic higher education. The number of wealthy students in our colleges is generally comparatively small. There is an abundance of

talent and ambition amongst our Catholic youth, but only a small portion of it is now being developed to the advantage of society. Nor can we hope that this wasted and unused talent and ability will be utilized until our men and women of means learn to appreciate the importance of higher education to Church, state and individual and at the same time realize how many are hindered from attaining to intellectual eminence by lack of opportunity.

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

## BEQUESTS

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

## FORM OF BEQUEST

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

Signature .....

Dated .....

## STUDENT ORGANIZATIONS

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

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

### ELIGIBILITY RULES

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

### SODALITY OF THE IMMACULATE CONCEPTION

The purpose of the Sodality is to develop Christian character under the protection of the Mother of Christ and to cultivate the lay apostolate. The College Sodality endeavors to obtain this two-fold purpose by conducting

weekly meetings in the chapel at which the office of the Blessed Virgin is recited and instructions are given by the director and by organizing sections for the promotion of special activities.

### OFFICERS

Moderator, Joseph C. Flynn, S.J.; Prefect, George Maggini; First Assistant, Joseph Clark; Second Assistant, George Saffin; Secretary, John Danahy; Treasurer, William McCoy; Sacristans, John Rolfes, James Fay; Promoters, Lawrence Kyte, Bernard Grause, Norbert Slomer, Peter McCarthy.

### PHILOPEDIAN SOCIETY

This Society was organized under its present name in 1841. Its object is to foster a taste for eloquence, history and general literature. The members assemble in their hall every week for debates or for the discussion of carefully prepared essays on disputed points of history.

The following subjects were assigned for discussion at the regular bi-weekly meetings during the scholastic year 1920-1921:

1. That the hunger-strike is a legitimate weapon in the hands of those who are fighting for freedom. Or—That MacSwiney was justified in the hunger-strike which terminated in his death.
2. That the Johnson Bill for the restriction of immigration for two years is a safe, just, and expedient measure.
3. That the Smith-Towner Educational Bill is a menace to the interests of Catholic education in the United States. Or—That the Smith-Towner Bill leads to a dangerous degree of centralization in education.
4. That the policy of the Open Shop is both justifiable and expedient.
5. That a branch of some national college fraternity should be erected at St. Xavier.
6. That the incoming Republican administration should make every effort to form an Association of Nations which will be

acceptable both to the Powers of Europe and to the people of the United States.

7. That the taxation of incomes is an economically sound and expedient method of securing a more equable distribution of wealth.

8. That the policy of France as now being pursued is militaristic beyond reason and will give rise to the same dangers which brought on the late European War.

9. That the United States should recognize the Soviet government of Russia.

10. That the Congress of the United States should officially endorse the Irish plea for freedom.

11. Resolved that Civil service employes such as firemen and policemen should be allowed to organize unions.

12. That the parliamentary system of government is better than the congressional system.

13. That the present tendency to centralization of power in our Federal government constitutes a danger to our free institutions.

14. That the "City Manager Plan" should be adopted as a form of government for Cincinnati.

15. That the Wilson administration has governed too much by "extra-legal" forms.

16. That President Wilson will rank with Lincoln and Washington as one of the three greatest Presidents of this Country.

17. That the United States should accept the British and Japanese proposal for the reduction of armaments.

18. That the reparations demanded from Germany by the Allies were excessive as regards either justice or expediency.

19. That the revival work of Rev. William A. Sunday is to be commended.

#### OFFICERS FOR 1920-1921

President, R. J. Belleperche, S.J.; Vice-President, Oscar J. Roth; Recording Secretary, John C. Danahy; Corresponding Secretary, Carl Wenstrup; Treasurer, Raymond A. Huwe; Committee on Debate, Chairman, Edward A. Freking, George Bidinger, James J. Fay.

## ST. XAVIER CO-OPERATORS

### OFFICERS FOR 1920-1921

President, Richard Finn; Secretary, Thomas Lindsay; Treasurer, Evelyn O'Neill.

Class Representatives, Florence Albers, Francis Vehr, Oscar Roth, Arthur Ulrich, Robert Feist, Frances Lubrecht, Oscar Spellmire, Orlando Simmes, Ann Conroy, Gertrude Bloemer, Evelyn O'Neill, Albert Baltzer, Mrs. Clara M. Pressler.

Chairman of Committees: Athletics, Thomas Lindsay; Co-operative Movement, Catherine Carter; Employment, Orlando Simmes; Entertainment, Richard Finn; European Relief, Ann Mentink; Minimum Wage Legislation, Mrs. Clara M. Pressler; Reiner Library Section, Florence Topmiller; Social Service, Gertrude Bloemer; *The Xavierian News*, Thomas Lindsay, Chairman; Luella Sauer, Vice-chairman.

## ATHLETIC COUNCIL

### OFFICERS OF THE ATHLETIC COUNCIL

Walter S. Schmidt, '05, Chairman; John E. Hoban, '03, Secretary; J. D. Cloud, '03, Treasurer; A. W. Leibold, '05, Chairman Organization Committee; Thomas M. Geoghegan, '02, Chairman Schedules Committee; Sylvester Hickey, '13, Chairman Publicity Committee; Harry J. Gilligan, '12, Graduate Manager; Henry Bunker, '21, Student Manager; Rev. Charles M. Ryan, Faculty Representative; Arthur R. Frey, Student Representative, Law College; Thomas Lindsay, Student Representative, College of Commerce.

## COLLEGE GLEE CLUB

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

## COLLEGE ORCHESTRA

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

## THE ST. XAVIER ALUMNI ASSOCIATION

### OFFICERS FOR 1921

President, Albert W. Leibold; Vice-President, Edward T. Dixon, Hon. Vice-Presidents, John A. McMahon, '40's, Francis H. Cloud, '60's, James A. Sebastiani, '70's, Rev. Francis M. Lamping, '80's, Rev. Joseph H. Tieken, '90's, James J. Grogan, '00's, Elmer L. Conway, '10's, Secretary, Francis A. Gauché; Financial Secretary, Harry R. Carroll, M.D.; Treasurer, Paul K. Moorman; Historian, Gregor B. Moorman; Executive Committee, Louis Coffin, Walter S. Schmidt, Joseph A. Verkamp, Oscar J. Dreyer, Harry J. Gilligan, J. Herman Thuman; Moderator, Rev. George R. Kister, S.J.

### "THE XAVERIAN NEWS"

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

The Staff: Faculty Adviser, Rev. Joseph R. Flynn, S.J.; Editor, George Bidinger; Associate Editors, Luella Sauer, Thomas Lindsay, John Doyle, Ray Huwe; Business Manager, Charles A. Romer; Advertising Manager, Peter McCarthy; Circulation Manager, George Saffin; Assistant Circulation, Thomas Gaines.

## STUDENT EXPENSES

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

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

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

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

## STUDENT AID

Whenever practicable, self-help is encouraged by student employment, through the St. Xavier Students' Welfare Bureau. This organization was established August 4, 1919. Its object is to secure employment and suitable lodgings for students who may be in need of assistance, and to enable students who have finished their course to secure desirable positions. Students who need aid should communicate with the President of the Bureau or with the President of the College before September 1st



in each year of the college course. A student applying for aid for the first time should present in writing evidence that he is worthy to receive assistance and that such help is necessary to enable him to continue his collegiate studies. Assistance will be withdrawn from students who are irregular in attendance or who fail to maintain a satisfactory record in scholarship or deportment. The members of the St. Xavier Students' Welfare Bureau are drawn from the ranks of the prominent business men of the city of Cincinnati.

#### OFFICERS

Richard Crane, President; Elmer L. Conway, Secretary; James McCabe, S.J., *ex officio*. Executive Committee: Michael Devanney, James J. Heckin, Albert W. Leibold, Michael Mullen, James A. Reilly, Walter S. Schmidt.

#### SCHOLARSHIPS

The establishment of Scholarships is greatly to be desired, for in this way many young men of excellent promise are given the advantage of a collegiate education which they could not otherwise obtain. To all who have at heart the best interests of youth we earnestly commend this opportunity of spreading the beneficent influence of Catholic education and of enabling worthy young men to equip themselves for the higher spheres of life and thus to aid effectively both Church and State. The trustees of the College offer a number of scholarships to promising students who cannot afford to pay the regular tuition. Nearly all the scholarships are assigned after competitive examinations. The holder of a scholarship will be required to maintain a high rank in his class for proficiency, diligence and good conduct.

A PERPETUAL SCHOLARSHIP is said to have been founded or established when the endowment is two

thousand five hundred dollars, a sum sufficiently large to yield an annual interest that will cover the yearly tuition fees.

A COURSE SCHOLARSHIP represents an amount necessary for a full course (High School and College), *payable annually*, entitling the holder, upon successful examination at the end of the course, to a Baccalaureate Degree.

AN ANNUAL SCHOLARSHIP is provided by the yearly donation of \$80.00.

The following are the regularly founded scholarships:

#### PERPETUAL SCHOLARSHIPS

THE WILLIAM F. POLAND FUND.—About ten years ago Rev. William F. Poland, S.J., transferred a fund, inherited from his parents, to St. Xavier College, with the ultimate intention of endowing the College classes. The holders of the scholarships are to continue to be acceptable in character and demeanor and to maintain their high class standard throughout the year under penalty of forfeiting their scholarship. For the present the Junior and Senior classes enjoy the advantages of this fund. It is hoped that, in the course of time, the Freshman and Sophomore classes may be placed on the same basis through the aid of this fund, together with like help on the part of other friends of the College.

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

THE YOUNG LADIES' SODALITY SCHOLARSHIP, founded in 1911, by the Young Ladies' Sodality of St. Xavier Church, in favor of a deserving student of St. Xavier Parochial School.

THE DENIS F. CASH SCHOLARSHIP, founded in 1913 by this true friend of Catholic higher education.

THE MARGARET CONWAY SCHOLARSHIP, founded in 1914 by Miss Margaret Conway.

THE ALPHONSE S. WETTERER SCHOLARSHIP, founded in 1915 by the late Alphonse S. Wetterer, to be applied to a deserving student of St. Augustine's Parish, Cincinnati, O.

THE BERNARD BROCKMANN SCHOLARSHIP, founded in 1915 by the late Bernard Brockmann, of Cincinnati.

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

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

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

### COURSE SCHOLARSHIPS

THE JUDGE WILLIAM A. GEOGHEGAN SCHOLARSHIP, offered by Judge William A. Geoghegan for a deserving student to be chosen by the Faculty.

THE CLASS OF 1911 SCHOLARSHIP, offered by the members of the class to procure for a deserving student the lasting benefits of the same training received by themselves.

THE CLASS OF 1918 SCHOLARSHIP, offered by the members of the class and to be awarded to one of the successful candidates from the Eighth Grade of the Parochial Schools of the Dioceses of Cincinnati and Covington, taking part in the annual scholarship contest.

### ANNUAL SCHOLARSHIPS

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

### FOUNDED MEDALS AND PRIZES

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

### COLLEGE HONORS

#### Commencement Honors

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

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

These honors are announced at Commencement in June, are described on the diplomas of the recipients,

and appear in the published list of graduates in the annual catalogue.

### Honors in Scholarship

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

Those who maintain an average of A throughout the year merit the distinction of First Honors. An average of B + (85-81) entitles a student to Second Honors. A student who fails to receive D (70) in any subject in a semester examination is thereby disqualified to receive any honors during that year.

### PRIZES

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

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

INTER-COLLEGIATE LATIN PRIZE.—For the best Latin essay from competitors of the same colleges, a gold medal is offered each year by Very Rev. Francis X. McMenemy, S.J., Provincial.

THE ARCHBISHOP MOELLER MEDAL.—A gold medal is offered by the Most Reverend Henry Moeller, D.D., for the best catechetical essay.

THE JOSEPH B. VERKAMP MEDAL.—A gold medal is offered by Mr. Joseph B. Verkamp to be awarded to that member of the Philopedian Society who shall deliver the best speech in the annual Public Debate of the Society.

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

ELOCUTION MEDAL.—A gold medal is offered each year for the best recitation in the College elocution contest.

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

## ADMINISTRATIVE PROCEDURE

### SESSIONS AND VACATIONS

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

### ATTENDANCE

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

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

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

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

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

One-half per cent for four or five-hour studies.

One per cent for two or three-hour studies.

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

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

Tardiness in class attendance is regarded as a partial absence, unless the matter is adjusted *on request of the student* at the close of the hour. Three tardy marks will be recorded as one absence. Teachers are to report to the President all students who are absent one-tenth of the recitations of a course as soon as that number shall have been reached.

### CHAPEL ATTENDANCE

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

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

## DISCIPLINE

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

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

## EXAMINATIONS

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

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

A conditioned student who desires such examination must notify the department concerned one week in ad-

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

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

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

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

## CLASSIFICATION OF STUDENTS

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

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

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

points) and have completed the prescribed courses of the junior year.

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

## REPORTS

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

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

## GRADES OF SCHOLARSHIP

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

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

## TRANSCRIPT OF RECORDS

Students wishing transcripts of records in order to transfer from this College to another or for other purposes,

should make early and seasonable application for the same. No such statements will be made out during the busy periods of examination and registration, September 1 to 15, January 15 to February 1, and June 15 to July 1.

## STUDENT ADVISERS

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

## ADMISSION

### REGISTRATION

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

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

## TESTIMONIALS AND CREDENTIALS

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

### Entrance Requirements

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

Not less than a full unit will be accepted in the first year of any language. Half units will be accepted, but only when presented in addition to integral units in the same subject, or in half-year subjects which constitute a *complete* course in themselves, e. g. Solid Geometry. Any two of the biological sciences (Physiology, Botany, Zoology) may be combined into a continuous year's course equal to one unit.

### I. Prescribed Entrance Requirements

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

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

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

## II. Electives

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

(a) No subject may be presented for less than a half unit of credit, as explained above.

(b) Not more than one unit will be accepted in any vocational subject counted toward graduation in an accredited or recognized high school.

(c) Vocal music and physical training will not be recognized for credit.

## CONDITIONS

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

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

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

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

## METHODS OF ADMISSION

### ADMISSION BY CERTIFICATE

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

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

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

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

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

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

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

### ADMISSION BY EXAMINATION

Applicants who are not entitled to enter *on certificate* must take the entrance examinations in the entire number of required units listed on page 56. These examinations are held during the last week in June and the first week in September. The applicant may divide the examinations into two parts, taking as many as possible in June, and the remainder in September. An examination in which the applicant has failed in June may be taken again in September.

### ADMISSION TO ADVANCE STANDING

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

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

1. A certificate of honorable dismissal.



2. An official transcript of college credits, with specifications of courses and year when taken, hours and grades.

3. An official certified statement of entrance credits and conditions, showing the length of each course in weeks, the number of recitations and laboratory exercises each week, the length of recitation and the mark secured.

4. A marked copy of the catalogue of the college previously attended, indicating the courses for which credit is desired.

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

### SPECIAL STUDENTS

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

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

### SCOPE OF ENTRANCE SUBJECTS

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

#### LATIN

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

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

#### GREEK

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

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

#### ENGLISH\*

##### a. RHETORIC AND COMPOSITION

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

##### b. LITERATURE

###### 1920-1921

A. **For Reading.** Cooper, *The Spy*, *The Last of the Mohicans*; Stevenson, *Treasure Island*; Poe, *Poems and Tales*; Scott, *The Talisman*; Lougellow, *Tales of a Wayside Inn*; DeQuincey, *Flight*

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

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

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

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

## FRENCH\*

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

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

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

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

## GERMAN\*

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

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

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

## HISTORY

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

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

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

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

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

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

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

## MATHEMATICS

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

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

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

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

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

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

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

## NATURAL SCIENCES

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

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

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

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

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

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

## DEGREES

### UNDERGRADUATE DEGREES

The following degrees are conferred:

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

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

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

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

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

#### DETAILED STATEMENT OF REQUIREMENTS FOR ADMISSION.

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

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

##### A. B. Course

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

##### B. S. Course

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

##### Ph. B. Courses

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

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

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

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

#### REQUIREMENTS FOR THE BACCALAUREATE DEGREES

The conditions for the Baccalaureate degrees are the following:

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

#### GRADUATE DEGREES.

Requirements for the A. M. degree:

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

subjects as Philosophy, History, Economics, Law, Classics, English, Mathematics, Physics, Chemistry, Biology.

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

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

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

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

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

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

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

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

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

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

## REQUIREMENTS FOR GRADUATION

### AMOUNT OF WORK

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

The requirements for graduation include:

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

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

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

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

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

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

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

In case of students of longer attendance, advisers may grant permission to take studies up to eighteen hours a

week after the standing of the student in *each study* of the semester is examined and found to be B (85) or over.

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

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

1. When a student is writing a thesis, he may count in addition to the forty hours, the hours of the course in which he does his thesis work.
2. In the department of English, a student may take forty hours in addition to Rhetoric 1-2.

## QUALITY OF WORK

### GRADES.

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

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

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

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

Any student who desires to remove an Incomplete, must first obtain from the Registrar, a blank form for presentation to the instructor in charge of the course. This blank when signed, must be filed with the Registrar *within one week* from the time of the semester examination. A fee of \$1.00 is charged for blanks obtained after the specified time.

### CREDIT POINTS.

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

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

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

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

### CHARACTER OF WORK.

#### I. SUBJECT REQUIREMENTS.

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

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

\*Students taking Greek may omit Mathematics in Freshman and postpone History of Sophomore to the Junior year.

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

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

PRESCRIBED SUBJECTS BY YEARS.

BACHELOR OF ARTS.

*Freshman*

<i>First Semester</i>	<i>Credit Hrs.</i>	<i>Second Semester</i>	<i>Credit Hrs.</i>
Latin, 1, 9.....	4	Latin, 2, 10.....	4
English, 3.....	3	English, 4.....	3
Science.....	4	Science.....	4
Greek or Mathematics, 1 or 3, 3	3	Greek or Mathematics, 2 or 4, 3	3
<hr/>		<hr/>	
	16		16

*Sophomore*

Latin, 3, 11.....	4	Latin, 3, 12.....	4
History, or Greek.....	3	History, 2 or Greek.....	3
Modern Language.....	4	Modern Language.....	4
English, 5.....	3	English, 6.....	3
Evidences of Religion.....	1	Evidences of Religion.....	1
Public Speaking.....	1	Public Speaking.....	1
<hr/>		<hr/>	
	16		16

*Junior*

Logic, 1.....	4	Modern Language.....	4
Psychology 3.....	3	Psychology, 4.....	3
Modern Language.....	4	Evidences of Religion.....	1
Evidences of Religion.....	1	Major and Minor Elective.....	1
Major and Minor Electives.....	1		
<hr/>		<hr/>	
	16		16

*Senior*

Metaphysics, 6.....	3	Ethics, 7.....	3
Evidences of Religion.....	1	Evidences of Religion.....	1
Major and Minor Electives.....	1	Major and Minor Electives.....	1
<hr/>		<hr/>	
	16		16

BACHELOR OF SCIENCE.

*Freshman*

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

*Sophomore*

Modern Language.....	4	Modern Language.....	4
Science.....	4	Science.....	4
History, 1.....	3	History, 2.....	3
Evidences of Religion.....	1	Evidences of Religion.....	1
Public Speaking.....	1	Public Speaking.....	1
Elective.....	1	Elective.....	1
<hr/>		<hr/>	
	16		16

*Junior*

Logic, 1.....	4	Psychology, 4.....	3
Psychology, 3.....	3	English, 6.....	3
English, 5.....	3	Evidences of Religion.....	1
Evidences of Religion.....	1	Major and Minor Electives.....	1
Major and Minor Electives.....	1		
<hr/>		<hr/>	
	16		16

*Senior*

Metaphysics, 6.....	3	Ethics, 7.....	3
Evidences of Religion.....	1	Evidences of Religion.....	1
Major and Minor Electives.....	1	Major and Minor Electives.....	1
<hr/>		<hr/>	
	16		16

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

### GROUP REQUIREMENTS.

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

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

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

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

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

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

#### MAJOR.

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

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

#### MINOR.

A minor consists of not less than twelve hours in one department. The correlated minor must be chosen from

the same group as the major; the unrestricted minor may be chosen from either of the remaining groups.

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

#### ELECTIVES.

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

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

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

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



## REFERENCE STUDY AND RESEARCH

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

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

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

## TRAINING OF TEACHERS

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

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

Courses:	Semester Hours
History of Education.....	2
Science of Education or Principles of Education.....	2
Method of Teaching, General or Special.....	2
School Organization, including Management and Law... 2	
Psychology—General, Educational, Paidology.....	2
Observation and Practice Teaching.....	4

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

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

**OBSERVATION AND PRACTICE TEACHING.**—Arrangements are made for observation of teaching and practice teaching in the classes of St. Xavier High School.

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

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

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

lacking, and credit for major or minor indicated if that subtraction leaves the necessary 18 or 10 semester hours.

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

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

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

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

### MEDICAL PREPARATORY

Nearly all standard Medical Schools now require for admission, besides the four-year course of an approved high school, two years of college work in English, French or German, Chemistry (including Qualitative Analysis and Organic Chemistry), Physics and Biology.

Students of the College who desire to prepare them-

selves for entrance into acceptable medical schools must so arrange their elective courses in Science as to fulfill the requirements which are now standard in all premedical education. These requirements are:\*

(a) The completion of at least two years of college work, in addition to four years of high school for college entrance, said college work to include, along with the usual college subjects, courses in physics, in general inorganic chemistry, in organic chemistry and in biology.

(b) These courses in science must all include suitable laboratory work.

(c) A reading knowledge of French or German.

The scope of these required courses in science is defined as follows:

General Inorganic Chemistry course to consist of eight semester hours<sup>†</sup> of which four semester hours must consist of laboratory work. Qualitative analysis may be counted in with general inorganic chemistry.

Organic Chemistry. Four semester hours required at least half of which must be laboratory work.

Physics. Eight semester hours required, of which at least two must be laboratory work.

Biology. Eight semester hours required, of which four must consist of laboratory work.

French or German. If this requirement is absolved by college work, six semester hours are required as a minimum.

The present minimum educational requirement for the Certificate of Preliminary Education for students of medicine, is graduation from a High School of the First Grade. All Ohio medical colleges require this certificate for admission. Some Ohio medical colleges have additional requirements. Credentials which are, in the judgment of the examiner, the full equivalent, will be

\*See Final Report of the Council on Medical Education of the American Medical Association.

†A semester hour is defined as one lecture or recitation hour, or one laboratory period of two hours per week during a term of sixteen weeks.

accepted as meeting this requirement. Other acceptable credentials will be checked by units. When so checked, and when credits are gained by examination, the minimum requirement is the following fifteen academic units:

Elementary Latin, Caesar, (four books).....two units  
 Composition and Rhetoric, English Literature, Classics...three units  
 American History, or American History and Civil  
 Government ..... one unit  
 Algebra (through quadratic equations), Plane Geometry...two units  
 Physics, and  
 Botany or Zoology, and } ..... three units  
 Chemistry or Physical Geography }  
 Required subjects ..... eleven units

**Additional** from Botany, Zoology, Physiology, Chemistry, Physical Geography, Civil Government, Ancient History, Mediaeval and Modern History, English History, Advanced Algebra, Solid Geometry, German, French, Latin, *Elective*.... Four units  
 (Extract from the Regulations of the Entrance Examiner, Ohio Medical Board.)

The Pre-Medical Course intends to meet the requirements of two years of college work as is shown by the following outline of studies. The courses are as announced under "Departments of Instructions".

#### SCHEDULE OF REQUIRED AND ACCEPTED SUBJECTS FOR THE PREMEDICAL COLLEGE COURSE

Sixty Semester Hours \* Required

Required Subjects:	Semester Hrs.
Chemistry .....	12
Physics.....	8

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

N.B.—*Chemistry*: Twelve semester hours required, of which at least eight must be in general Inorganic Chemistry, and four of these eight must be semester hours of laboratory work.

Work in Qualitative Analysis may be counted as Inorganic Chemistry. The remaining FOUR semester hours MUST be of work in *Organic Chemistry*.

*Physics*: Eight semester hours required, of which at least two must be laboratory work.

*Languages*: It is not advisable to have more than 12 of the 60 credit semester hours in foreign languages. To count Language credits, both units should be of the SAME language.

Required Subjects:	Semester Hrs.
Biology.....	8
English Composition and Literature.....	6
Other non-science subjects.....	12
French or German.....	8-12
<b>Subjects Strongly Urged</b>	
Advanced Botany or Advanced Zoology.....	3-6
Psychology.....	3-6
Advanced Mathematics including Algebra and Trigonometry .....	3-6
Additional Courses in Chemistry. ....	3-6
<b>Other Suggested Electives:</b>	
English (additional), Economics, History, Sociology, Political Science, Logic, Mathematics, Latin, Greek, Drawing.	

## CURRICULUM

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

It is presumed that a man of fair capacity who has conscientiously followed this curriculum under capable professors will be possessed of trained and cultivated faculties and will have a considerable amount of positive knowledge in every department of learning. He will thus be in touch and intelligent sympathy with progress in

every field of intellectual activity, and be saved as far as possible from narrowness and superficiality. Such an education serves, it is believed, as the best foundation for special training in any branch which the student, with his mind now mature and disciplined, may decide to take up.

### Reference and Research

1. Students taking courses in Philosophy shall prepare and submit *each month* a paper of 2,000 words dealing with the development of some specific topic of the subject matter treated in class.

2. Students taking courses in History and Social Sciences will be required to hand in two papers each semester. These papers are to contain not less than 1,800 words; and at least one of the four papers thus submitted during the year should give unmistakable signs of original research, preferably in some local Catholic subject.

## DEPARTMENTS AND COURSES

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1. As a rule, odd numbers indicate first semester courses; even numbers second semester courses.

2. In all (a) beginning and (b) year courses both semesters must be completed for credit toward a degree.

3. Courses marked with a star (\*) were not given in 1919-1920.

4. The Faculty reserves the right to refuse to offer a course listed below for which there is not a sufficient number of applicants.

### ASTRONOMY

#### 1. Descriptive Astronomy.

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

*Three hours credit.*

#### 2. Spherical and Practical Astronomy.

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

*Three hours credit.*

### BIOLOGY

#### 1. Introductory Zoology.

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

*Four hours credit.*

## 2. Comparative Anatomy of the Vertebrates.

An intensive study of type forms. The value of the structures studied as basal elements of vertebrate anatomy and the principles of homology in the various groups are elaborated in the lectures. Two lectures, one quiz, and four laboratory hours per week. Second semester.

*Four hours credit.*

## \*3. Embryology [General].

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

*Four hours credit.*

## \*4. Embryology [Organogeny].

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

*Four hours credit.*

# CHEMISTRY

## 1-2. General and Inorganic Chemistry.

A course of experimental lectures and problems combined with laboratory work. The laboratory work of the second semester includes a brief course in qualitative analysis 1a, 2a. Lectures 2 hours a week. Both semesters. *Four hours credit.* 1b, 2b. Laboratory 4 hours a week. Both semesters. *Eight hours credit.*

## 3. Qualitative Analysis.

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

## 4. Quantitative Analysis.

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

## \*5-6. A combined Course in Inorganic Chemistry and Analytical Chemistry.

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

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

*Four hours credit.*

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

*Four hours credit.*

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

## 7. Organic Chemistry.

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

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

*Two hours credit.*

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

*Two hours credit.*

## \*8-10. Physical Chemistry.

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

*Four hours credit.*

9b-10b. Laboratory 4 hours a week. Measurement of densities of gases and liquids, of boiling points and freezing points; practice with spectrometer, polarimeter, refractometer and various physico-chemical apparatus. Prerequisite: Physics Course 1, and Chemistry Course 1. Two semesters. *Four hours credit.*

# ECONOMICS

## 1. Principles of Economics.

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

## 2. Economics History of the United States.

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

### 3. Money and Banking.

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

*Three (or two) hours credit.*

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

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

*Three (or two) hours credit.*

### 5. Law and Public Welfare.

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

### 6. Industrial Organizations.

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

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

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

## EDUCATION\*

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

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

### 2. History of Modern Education.

The Renaissance and humanistic studies; effects of the Reformation; Catholic reaction; the Jesuits and higher education, a survey of systems, movements and tendencies

\*St Xavier College is approved by the State Department of Public Instruction for the training of high school teachers, so that a graduate, who has had the requisite amount of professional training, is entitled to a State High School Certificate without examination, which, after twenty-four months' successful experience in teaching may be converted into a Life Certificate. See page 72 for full description.

in educational ideals and methods during the sixteenth, seventeenth, eighteenth and nineteenth centuries; recent and contemporary educational thought and tendencies in England, France and Germany, and especially in the United States. Lectures, reading and investigations of special problems. *Two hours credit.*

### 3. History of Education.

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

### 4. Philosophy of Education.

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

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

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

### 7. Educational Psychology.

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

### 8. School Management.

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

#### 9. High School Administration.

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

*Twelve hours credit.*

#### \*10. Principles of Secondary Education.

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

*Three hours credit.*

#### 11. Observation of Expert Teaching.

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

*One hour credit.*

#### 12. Practical Work in Teaching.

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

*Two hours credit.*

### SUGGESTED TESTS AND REFERENCES FOR COURSES IN EDUCATION

#### 1-2. History of Education.

*History of Education*, McCormack: Catholic Educational Press.

*Textbook in the History of Education*, Paul Monroe, Macmillan, 1905.

*History of Education*, Graves; Macmillan (for reference only).

#### 3. History of Education.

Paul Monroe, *Brief Course*; Macmillan, 1907 for (reference only.) McCormack (ut supra).

#### 4. Philosophy of Education.

*What Is Education*, E. C. Moore; Ginn & Co.

*Brief Course in the Teaching Process*, Strayer; Macmillan.

*Educative Process*, Bagley; Macmillan.

*Principles of Teaching*, Thorndike.

*Principles of Education*, Ruediger; Houghton Mifflin Co.

*Philosophy of Education*, Shields; Catholic Educational Press.

*The Learning Process*, Colvin; Macmillan.

*Philosophy of Education*, Horne; Macmillan.

*How to Study and Teaching How to Study*, McMurry; Houghton Mifflin Co.

*Conflicting Principles in Teaching*, C. A. McMurry; Houghton Mifflin Co.

*How to Teach*, Strayer and Norsworthy; Macmillan.

#### 7. Educational Psychology.

*Psychology of Education*, Shields; Catholic Educational Press.

*Education Psychology*, Horne; Macmillan.

*Education Psychology*, Thorndike.

*Talks to Teachers*, James; Holt Co.

*Motivation of School Work*, Wilson, H. B. & G. M.; Houghton Mifflin Co.

*How to Learn Easily*, Dearborn; Little, Brown & Co.

#### 8. School Management.

*Types of Teaching*, Earhart; Houghton Mifflin Co.

*Class Room Management*, W. C. Bagley; Macmillan.

*Method in Education*, Roark; American Book Co.

*Discipline as a School Problem*, Perry; Houghton Mifflin Co.

*Class Teaching and Management*, W. E. Chancellor; Harper & Brothers.

*School Management*, E. E. White; American Book Co.

*Class Room Organization and Control*, Sears; Houghton Mifflin Co.

*Scientific Study of Education*, Judd; Ginn & Co.

#### 9. High School Management.

*Methods of High School Teaching*, Parker; Ginn & Co.

*High School Administration*, Hollister; Heath & Co.

*Our School—Their Supervision and Administration*, Chancellor; Scribners.

*Public School Administration*, Cubberley; Houghton Mifflin Co.

*School Organization and Administration*, Cubberley; World Book Co.

*City School Supervision*, E. C. Elliot; World Book Co.

*Administration of Secondary School Units*, Koos; University of Chicago Press.

#### 10. Principles of Secondary Education.

*Principles of Secondary Education*, Inglis; Houghton Mifflin Co.

*Principles of Secondary Education*, P. Monroe; Macmillan.

*The American High School*, J. F. Brown; Macmillan.

*The High School*, Stout.

*Principles of Secondary Education*, Da Garmo; Macmillan.

*High School Courses of Study*, C. O. Davis.

*Introduction to High School Training*, S. S. Colvin; Macmillan.

*Psychology of High School Subjects*, Judd; Ginn & Co.

*Problems of Secondary Education*, Snedden; Houghton Mifflin Co.

#### 11-12. Observation and Practice Teaching.

*Observation and Practice Teaching*, Maxwell.

*Self-Surveys by Teaching Training Schools*, Allen and Pearse; World Book Co.

*Observation and Practice Teaching*, Farrington, Strayer and Jacobs; Iowa City, 1909.

## 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 credit.*

### 2. Advanced Rhetoric.

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

*Three hours credit.*

### 3. Poetry.

The principles of versification, with particular attention to the fixed forms; the nature and elements of poetry, its various species, except the drama. Reading, analysis and

appreciation of the chief poets, partly in class study, partly in assignments. Composition in the shorter forms.

*Three hours credit.*

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

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

*Three hours credit.*

### 5. Oratory.

The theory of oratory; analysis and study of oratorical masterpieces; historical study of the great orators. The preparation of briefs, the composition and delivery of short addresses, speeches for occasion, debates, and at least one formal oration, will be required.

*Three hours credit.*

### \*6. Journalism.

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

*Three hours credit.*

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

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

*Three hours credit.*

### \*8. Shakespeare.

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

*Three hours credit.*

### \*9. The Modern Drama.

This course will be confined to English and American drama, though some of the continental influences will be noted and



analyzed. The more noteworthy plays of the chief dramatists from Goldsmith and Sheridan to the present will be read. *Three hours credit.*

**10. Aesthetics and Literary Criticism.**

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

**11. The Essay.**

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

**\*12-13. Early English Literature.**

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

**14-15. English Literature.**

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

**16. American Literature.**

An historical survey, with special emphasis on the chief influences and writers. *One hour credit.*

## EVIDENCES OF RELIGION

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

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

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

Marks and Teaching Office of the Church; Holy Scripture and Tradition; the rule of Faith. God the Author and Restorer of our salvation; God considered in Himself; One in Nature; His existence, Nature, Attributes, Unity; the Trinity. *One hour credit.*

**3. Creation and Redemption.**

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

**\*4. Grace and the Sacraments.**

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

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

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

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

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

**\*7. Sacred Scripture.**

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

**8. Scripture Reading.**

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

## FRENCH

**A. Elementary French.**

Fraser and Squair's French Grammar. Careful drill in pronunciation. The rudiments of grammar, including the inflection of the regular and more common irregular verbs; the order of words in the sentence; colloquial exercises; writing French from dictation; easy themes; conversation. First semester. *Four hours credit.*

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

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

*Four hours credit.*

**C. Intermediate French.**

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

*Four hours credit.*

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

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

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

*Four hours credit.*

**5. Modern French Prose.**

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

*Three hours credit.*

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

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

*Three hours credit.*

**7. French Oratory.**

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

*Three hours credit.*

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

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

*Three hours credit.*

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

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

*Three hours credit.*

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

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

*Three hours credit.*

**GEOLOGY**

**\*1. Dynamical and Structural Geology.**

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

*Three hours credit.*

**\*2. Historical Geology.**

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

*Three hours credit.*

**\*GERMAN**

**A. Elementary German.**

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

*Four hours credit.*

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

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

*Four hours credit.*

**C. Intermediate German.**

Rapid review of grammar; dictation: prose composition. Open to students who have credit for German A and B, or who have presented elementary German for admission. First semester.

*Four hours credit.*

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

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

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

*Four hours credit.*

**5. German Prose Writers.**

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

*Three hours credit.*

**\*6. German Poetry.**

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

*Three hours credit.*

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

*Dreizehnhinden*, Weber; *Der Trompeter von Säkkingen*, Scheffel; selections from other epic poems.

*Three hours credit.*

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

Dramas of Goethe, Schiller and Lessing. Selections from Ansengruber, Hebel, Wildenbruch.

*Three hours credit.*

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

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

*Three hours credit.*

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

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

*Three hours credit.*

**\*11. Scientific Reading.**

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

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

*Two hours credit.*

**GREEK**

**A-B. Elementary Greek.**

A course intended for those who enter without Greek. Benner-Smyth, *Beginner's Greek Book*; Xenophon, *Anabasis*; prose composition based on Xenophon. Four hours. First and second semesters. *Eight hours credit.*

**1. Homer; New Testament.**

Homer, selected portions of the *Iliad*; *New Testament*, selections; Homeric dialect, prosody; outline of Greek epic poetry. First semester. *Three hours credit.*

**2. Plato.**

The *Apology* and *Crito*; the life and teaching of Socrates; contemporary Greek history. Second semester.

*Three hours credit.*

**3. Demosthenes; Lysias.**

Demosthenes, *Philippics*; Lysias, selections; history of the development of Greek oratory. First semester.

*Three hours credit.*

**4. Demosthenes; Sophocles.**

Demosthenes, *The Crown*; Sophocles, *Antigone*, with lectures on the Greek drama. Second semester.

*Three hours credit.*

**\*5. Greek Lyric Poets; Herodotus.**

Selections from the lyric poets; Herodotus, selections; Greek historians and historical sources. *Three hours credit.*

**\*6. Sophocles; Euripides.**

Sophocles, *Oedipus Tyrannus* or *Oedipus Coloneus*; Euripides, *Meda*. *Three hours credit.*

**\*7. Thucydides; Aristophanes.**

Thucydides, *The Sicilian Expedition*, selections, Books VI—VIII; Aristophanes, *Clouds* or *Birds*. *Three hours credit.*

**\*8. Aeschylus.**

*Prometheus Bound*, or *Agamemnon*. *Three hours credit.*

**9-10. Prose Composition.**

Practice in the writing of simple Greek. To be taken in connection with Course 1 and 2. Both semesters.

*Two hours credit.*

**11-12. Prose Composition.**

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

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

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

## HISTORY

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

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

**2. Western Europe since 1815.**

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

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

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

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

The fusion of Saxon and Norman elements and the gradual advance towards national consciousness with special reference to the growth of political and social institutions; the jury system, the common law, the great charters and the rise of representative government; Tudor despotism and the significance in English history of Elizabeth's reign.

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

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

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

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

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

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

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

**7-8. Special Topics in European History.**

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

to compare his findings with the treatment of the topics in the best secondary authorities. Senior year. Both semesters. *Six hours credit.*

**\*9. Contemporary History.**

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

*Two hours credit.*

**\*10. Historical Method.**

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

## LATIN

**\*A-B. Elementary Latin.**

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

*Four hours credit.*

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

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

**D. Virgil; Cicero.**

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

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

**1. Virgil; Horace.**

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

**2. Livy.**

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

**3. Horace; Cicero.**

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

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

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

*Three hours credit.*

**\*5. Tacitus; Cicero.**

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

*Three hours credit.*

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

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

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

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

*Three hours credit.*

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

One semester. *Two hours credit.*

**9. Latin Composition.**

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

**10. Latin Composition.**

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

**11. Latin Writing.**

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

**12. Latin Writing.**

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

**13. Ecclesiastical Latin.**

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

**\*14. History of Roman Literature.**

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

## MATHEMATICS

### A. Advanced Algebra.

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

*Two hours credit.*

### \*B. Solid Geometry.

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

*Two hours credit.*

### 1. College Algebra.

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

### 2. Plane Trigonometry.

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

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

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

*Six hours credit.*

### \*5. Spherical Trigonometry.

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

### \*6. Surveying.

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

### 7. Plane Analytic Geometry.

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

### 8. Solid Analytic Geometry.

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

### \*9. Differential Calculus.

Fundamental notions of variables; functions, limits, derivative and differentials; differentiation of the ordinary algebraic, exponential and trigonometric functions with geometric applications to maxims and minims, inflexions, and envelopes; Taylor's formula. Open to Sophomores and Juniors. *Three hours credit.*

### \*10. Integral Calculus.

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

*Three hours credit.*

### 11. Methods of Teaching Mathematics.

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

*Two hours credit.*

## PHILOSOPHY

### 1. Formal Logic.

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

### 2. Introduction to Philosophy.

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

*Three hours credit.*

### 3. Psychology.

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

#### 4. Psychology.

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

#### 5. Metaphysics.

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

*Three hours credit.*

#### 6. Metaphysics.

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

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

#### 7. Ethics.

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

#### 8. Ethics.

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

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

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

*Three hours credit.*

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

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

*Two hours credit.*

## PHYSICAL EDUCATION

#### 1. Physical Training.

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

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

#### 2. Physical Training.

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

#### \*3. Hygiene.

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

(May be required with credit towards graduation.)

## PHYSICS

### 1-2. General Physics.

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

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

*Four hours credit.*

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

*Four hours credit.*

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

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

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

*Eight hours credit.*

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

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

*Eight hours credit.*

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

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

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

*Six hours credit.*

### 9-10. Experimental Physics.

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

*Six hours credit.*

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

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

*Two hours credit.*

## PUBLIC SPEAKING

### \*1. Principles of Vocal Expression.

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

*One hour credit.*

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

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

*One hour credit.*

### 3. Argumentation and Debating.

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

*One hour credit.*

### 4. The Occasional Public Address.

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

*One hour credit.*

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

This course covers three years and is open to all the students of the college. Its aim is to afford special training in public speaking. To this end strict parliamentary practice is followed throughout. The literary and oratorical exercises include declamations and elocutionary reading; criticism and discussion of interpretation and delivery; the composition and reading of short stories, poems and essays; orations illustrative of rhetorical principles; extemporaneous speaking; the knowledge and application of parliamentary law; debates.

*Two hours credit.*



## SOCIOLOGY

### 1. Social History.

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

*Three hours credit.*

### \*2. General Sociology.

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

*Three hours credit.*

### 3. Social Ethics.

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

### \*4. Organized Charity.

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

*Three hours credit.*

## SPANISH

### A-B. Elementary Spanish.

Grammar: De Vitis. Parts of speech; regular conjugations; study of the indicative mood, difference of tense meanings; imperative; use of the simpler idioms. Pro-

nunciation, composition and conversation. Pittaro's *Spanish Reader*. Credit not given unless the full course is completed.

*Four hours credit.*

### C-D. Intermediate Spanish.

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

*Three hours credit.*

### 5-6. Composition and Conversation.

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

*Four hours credit.*

### \*7. Commercial Spanish.

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

*Three hours credit.*

### \*8. Classical Prose.

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

*Three hours credit.*

### \*9. Classical Poetry.

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

*Three hours credit.*

### \*10. Modern Prose.

Luis Coloma, *Jeromín, Boy, La Reina Mártin*; José María Pereda, *Peñas arriba, Cuentos y novelas*; Saj, *Europa salvaje*; Fernán Caballero, *La Gaviota, Clemencia*; Valvueda, *Estudios críticos*.

*Three hours credit.*

### \*11. Modern Poetry.

Selections from the writings of Alberto Risco, José Selgas, Nufiez de Arce, Zorilla.

*Three hours credit.*

### \*12. Spanish Drama and Oratory.

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

*Three hours credit.*

## COLLEGE OF LAW

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### OFFICERS

JAMES McCABE, A.M., S.J.,  
President of the College.

EDWARD P. MOULINIER, A.M., LL.B.,  
Dean

HENRY S. SPALDING, A.M., S.J.,  
Regent.

ELMER CONWAY, A.B., LL.B.,  
Secretary.

## INTRODUCTORY STATEMENT

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

### HISTORY

See page 12.

### ADVANTAGES

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

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

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

tion, the school has a library suitable for study and research at the disposal of its students.

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

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

### AIM—METHOD OF INSTRUCTION

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

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

## REQUIREMENTS FOR ADMISSION

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

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

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

"SECTION 5. Every resident of the state who commences the study of law on and after January 1, 1898, either under the tuition of an attorney-at-law, or at a law school, whether located in this state or elsewhere, shall file with the Clerk of the Supreme Court the certificate of such attorney or of the chief officer of such law school, as the case may be, showing his name, age and residence, and the date when he commenced the study of law, which certificate shall be accompanied by a fee of fifty cents. As to all such persons the three years' study of law required by section 1701 General Code (560R. S.) shall date from the filing of such certificate."

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

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

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

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

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

## FEEES AND EXPENSES

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

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

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

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

## DEGREES

Upon successful completion of the entire regular course, as outlined, students are entitled to receive the degree of Bachelor of Laws, but before the degree is conferred each student is required to pass a satisfactory written examination embracing the whole field of the law. In preparation for this examination each week for the entire year. The papers in this general examination are marked by the Executive Board of the school.

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

## COMBINED SIX-YEARS' COURSE

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

## CLASS SESSIONS—COURSE OF STUDIES

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

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

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

## FIRST YEAR

- ELEMENTARY LAW. Two hours per week for 15 weeks. Text: Robinson's Elementary Law.
- THE LAW OF CONTRACTS. Two hours per week for 30 weeks. Texts: Instructor's printed syllabus. Hullcut and Woodruff's Cases on Contracts.
- THE LAW OF TORTS. Two hours per week for 30 weeks. Text: Burdick on Torts.
- THE LAW OF CRIMES AND CRIMINAL PROCEDURE. Two hours per week for 30 weeks. Text: May on Criminal Law.
- THE LAW OF PROPERTY, A. Two hours per week for 30 weeks. Texts: Smith on Personal Property. Instructor's Syllabus.
- THE LAW OF PERSONS AND DOMESTIC RELATIONS. Two hours per week for 15 weeks. Text: Long on Domestic Relations.
- COMMON LAW PLEADING. Two hours per week for 15 weeks. Text: Andrew Stephen's Common Law Pleading.

## SECOND YEAR

- THE LAW OF PRINCIPAL AND AGENT. Two hours per week for 30 weeks. Text: Huffcut on Agency.
- THE SALE OF GOODS. Two hours per week for 15 weeks. Text: Benjamin's Principles of Sales.
- THE LAW OF PROPERTY, B. Two hours per week for 30 weeks. Text: Burdick on Real Property.
- THE LAW OF EVIDENCE. Two hours per week for 15 weeks. Text: Hughes on Evidence.
- EQUITY PLEADING AND PRACTICE. Two hours per week for 15 weeks. Text: Rush, Equity Pleading and Practice.
- EQUITY JURISPRUDENCE. Two hours per week for 15 weeks. Text: Bispham's Principles of Equity.
- WILLS AND THE ADMINISTRATION OF DECEDENTS' ESTATE. Two hours per week for 15 weeks. Texts: Rood on Wills. Instructor's Typewritten Notes.
- THE LAW OF SURETYSHIP. Two hours per week for 15 weeks. Text: Spencer on Suretyship.
- EQUITY AND PRACTICE. Two hours per week for 15 weeks. Text: Rush, Equity Pleading and Practice.
- THE LAW OF INSURANCE. Two hours per week for 15 weeks. Text: Thompson on Insurance.

### THIRD YEAR

- THE LAW OF PRIVATE CORPORATIONS. Two hours per week for 15 weeks. Text: Marshall on Corporations.
- THE LAW OF PUBLIC CORPORATIONS. Two hours per week for 15 weeks. Text: Elliott on Municipal Corporations.
- CONSTITUTIONAL LAW. Two hours per week for 15 weeks. Text: Body's Cases on Constitutional Law.
- THE LAW OF BAILMENTS AND CARRIERS. Two hours per week for 30 weeks. Text: Elliott on Bailments.
- THE LAW OF PARTNERSHIP. Two hours per week for 15 weeks. Text: Mechem's Elements of Partnership.
- THE LAW OF NEGOTIABLE INSTRUMENTS. Two hours per week for 15 weeks. Text: Bunker on Negotiable Instruments.
- CODE PLEADING. Two hours per week for 15 weeks. Texts: Instructor's Notes; Smith's Court to Court.
- THE LAW OF BANKRUPTCY. Two hours a week for 15 weeks. Text: to be assigned later.
- CONFLICT OF LAWS. One hour per week for 15 weeks. Text: Minor's Conflict of Laws.
- THE LAW OF PUBLIC UTILITIES. Two hours per week for 15 weeks. Text: To be assigned later.
- LEGAL ETHICS. Ten lectures of one hour each. Text: Code of Ethics of American Bar Association.
- REVIEW COURSE. Four hours per week for 15 weeks; One hour per week for 24 weeks.
- PRACTICE COURT. Two hours per week for 15 weeks.

### FOURTH YEAR


Provision will be made for courses in this year in the near future.

## EXTENSION COURSES

FOR THE TEACHING SISTERHOODS OF CINCINNATI AND VICINITY

### GENERAL INFORMATION

#### ORIGIN AND SCOPE

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

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

1. Courses of college grade in which credit can be gained toward a degree;
2. Courses offering credit toward entrance requirements;

3. Normal courses designed to meet the requirements for a provisional State Teacher's Certificate. Credit in these courses may be applied towards a degree.

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

#### LOCATION

The classes will be held at St. Xavier School, Sycamore street, between Fifth and Sixth streets. This central location is easily reached from all parts of the city and from across the river. Science courses are given in Alumni Science Hall located in Avondale.

#### RESIDENCE

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

#### CREDIT

As the Saturday classes of the Extension Courses run for thirty-six weeks there will be a total of thirty-six hours in each course. On this basis credit of two semester hours will be given for the successful completion of each course. Six semester hours (six credits) represent the maximum

amount of credit that can be gained in these Saturday classes during any one year. Attendance at these classes will count toward the one-year residence requirement a degree.

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

#### CREDIT FOR PRIVATE WORK

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

#### FEES

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

#### ENTRANCE REQUIREMENTS

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

## THE NORMAL COLLEGE

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

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

**ENTRANCE REQUIREMENTS.**—Candidates for admission to Freshman year must present entrance credits amounting to 15 units and representing four years of high school work. For the regulations concerning methods of admission, conditions, grades, etc., see page 72.

### PRESCRIBED ENTRANCE REQUIREMENTS

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

## THE COURSE OF STUDIES

### FRESHMAN YEAR

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

### SOPHOMORE YEAR

<i>First Semester</i>		<i>Second Semester</i>	
School Management.....	2	History of Education.....	4
Methods of Teaching Religion,	2	Busy work.....	1
Methods of Arithmetic.....	2	Observation and Practice... 1	
Grammar and Methods.....	2	Electives.....	0
Hygiene and Sanitation.....	2		
Observation and Practice.....	1		
Electives.....	4		
	15		15

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

Thirty-six hours (periods) in the class room are required in both observation and practice, giving a total credit of four semester hours. Assignments for this work are made by the Dean in such a way that the candidate's experience may be as wide and diversified as possible. Students may not spend more than two hours in observation on any one day, nor more than one hour in prac-



tice. Credit for observation is given upon presentation of the student's notebook, which shall include special reports and studies made under the direction of the supervisors. Credit for practice-teaching is given if the supervisors report the student as up to the average standard of beginning teachers. The student must also present the lesson- and recitation-plans prepared in connection with his work.

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

**TRANSFER TO ARTS DEPARTMENT.**—As the studies in the Normal College are all of college grade, students who desire to continue their work after graduation will be credited in accordance with the usual rules.

## SCHEDULE OF COURSES

### †CHEMISTRY 1-2 W.—GENERAL AND INORGANIC CHEMISTRY.

This course is designed for beginners in Chemistry and for those who have had Chemistry in high school. Physico-Chemical Theory, and a study of the non-metallic elements. Lectures, recitations and problems. The class will meet at 8:45, followed by laboratory. Two semester hours credit. Text: Smith, "General Chemistry." A. Vonderahe, A.B., M.D.

### †CHEMISTRY 7 W.—ORGANIC CHEMISTRY.

A study of paraffines, olefines, and acetylenes and their derivatives and of the aromatic compounds. Lectures, quizzes, and laboratory exercise dealing with the preparation and properties of compounds studied. Open to students who have completed courses 1 S and 2 S or their equivalents. The class will meet at 8:45, followed by laboratory. Two semester hours credit. Text: Smith, "General Chemistry for College."

A. Vonderahe, A.B., M.D.

### EDUCATION 7 W.—EDUCATIONAL PSYCHOLOGY.

A study of established psychological processes and procedure, interest, appreciation, association, memory, habit and their application to the problems of education and the class room. *The Science and Art of Study.* An examination of the philosophical and psychological principles underlying effective methods of study. Analysis of the concept of thought, memory, knowledge, understanding; successive phases of mental development; class room management as controlled by supervised study. The class will meet at 9:40. Two semester hours credit. Rev. William Schmitt, A.M.

### EDUCATION 6 W.—HISTORY OF MODERN EDUCATION.

The Renaissance and humanistic studies; effects of the Reformation; Catholic reaction; the Jesuits and higher education, a survey of systems, movements and tendencies in educational ideals and methods during the sixteenth, seventeenth, eighteenth and nineteenth centuries; recent and contemporary educational thought and tendencies in England, France and Germany, and especially in the United States. Lectures, readings and investigations of special problems. The class will meet at 10:35. Two semester hours credit. Text: "History of Education," McCormick—(Catholic University Press.)

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

**EDUCATION 13 W.—METHODS OF TEACHING HISTORY  
[with Civics] IN THE ELEMENTARY SCHOOL.**

A course of lectures combining the theoretical with the applied treatment of the subject. The following topics will be considered in detail:

- a. The preparation and inspiration of the teacher of history.
- b. Educational and Catholic aims.
- c. Formal method in the history class—general, special.
- d. Methods peculiar to the teaching of history; such as dramatization, class debate, reports, the campaign.
- e. Preparation of the history lesson, written lessons.
- f. The function and method of review, drill, examination.
- g. Apportionment and selection of subject-matter with selection of class methods suitable for primary, intermediate, and each of the grammar grades.
- h. What to teach in Civics, and how and where.
- i. Current history, and the late European war.
- j. Class room equipment for history teaching.
- k. Bibliography. The class will meet at 8:45. Two semester hours credit.

Sister Mary Carmel, O.S.U., Ph.B.

**ENGLISH 4 W.—THE SHORT STORY.**

This course involves a brief study of the evolution of the short story, its precursors, specific requirements, plot, character, title, technique, style and masters. Extensive reading, reports, class discussion. The class will meet at 8:45. Two semester hours credit. Text: C. R. Barrett—"Writing the Short Story."

Rev. J. C. Flynn, S.J., A.M.

**ETHICS 8 W.**

The application of the general principles of ethics to particular individual and social rights and obligations: the right to property, life, honor; the rights and obligations of domestic society, marriage and divorce; civil society, its nature and forms; the rights of civil authority; church and state; the ethics of international relations, peace and war. The class will meet at 11:30. Two semester hours credit. Text: "Coppens."

Rev. H. S. Spalding, S.J., A.M.

**FRENCH C, D, W.—INTERMEDIATE FRENCH.**

This course is intended for students or teachers having a good knowledge of grammar and a fairly extensive vocabulary who wish to increase their ability to speak and understand French. It is particularly designed to give teachers and prospective teachers such facility in the use of the spoken language as will enable them readily to conduct their classes in French. Re-

production in French of short stories; opportunity to practice class room French. This course will be conducted entirely in French (limited in number). The class will meet at 10:35. Two semester hours credit. Text: "Les Dernier des Abneracrages."  
Rev. P. McCartney, S.J., A.B.

**†GREEK A, W.—ELEMENTARY GREEK.**

This course is adapted to two classes of students; (a) those who have never studied Greek and (b) those who desire to review rapidly the elements of Greek. This class will meet at 8:45. Two semester hours credit. Text: Gleason, "First Greek Book."  
Rev. E. I. Shea, S.J., A.M.

**†GREEK B, W.—XENOPHON: "ANABASIS."**

Those only will be admitted to this course who have completed course A, W, or the equivalent of one year's work in Elementary Greek in the preparatory school. This class will meet at 9:40. Two semester hours credit.  
Rev. E. I. Shea, S.J., A.M.

**HISTORY 1 W.—WESTERN EUROPE FROM THE RENAISSANCE TO 1815.**

The method of instruction is typically the informal lecture based on text books recommended by the department and supplemented by oral recitations, quizzes, class room discussion, collateral reading, written tests and occasional research tasks in the library. At least two papers designed to afford practice in original presentation of historical date are required. The class will meet at 11:30. Two semester hours credit. Text: Hayes, Vol. I.  
Rev. M. A. Cain, S.J., A.M.

**†Latin C, W.—CICERO "DE SENECTUTE."**

Orations against Catiline I-III. The object of this course is to give the student power to read continuous pages of Latin of moderate difficulty with comparative ease of speech. Translation at sight and at hearing; the writing of Latin. The class will meet at 8:45. Two semester hours credit.

Rev. G. J. Leahy, S.J., A.M.

**†LATIN D, W.—VERGIL.**

The Aeneid, translation and interpretation with studies in Greek and Roman mythology. The object of the course is to make a general study of the life works of Vergil and of his place in Roman literature. The class will meet at 10:35. Two semester hours credit.  
Rev. G. J. Leahy, S.J., A.M.

## LOGIC 2 W.—INTRODUCTION TO PHILOSOPHY.

This course sets before the student the meaning and scope of philosophy and introduces him to the principal problems of philosophic discussion; the problem of reality, the problem of knowledge and the problem of conduct. The class will meet at 9:40. Two semester hours credit.

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

## MATHEMATICS 2 W.—PLANE TRIGONOMETRY.

The six elementary functions for acute angles; goniometry; solution of the right and oblique triangles; graphs of the functions and solution of simple trigonometric equations. The class will meet at 11:30. Two semester hours credit. Text: Wentworth-Smith.

W. T. Burns, A.B.

## PHILOSOPHY.

(See Logic.)

(See Psychology.)

## PSYCHOLOGY 4 W.

A course embracing the study of the phenomena of rational life; the origin and development of intellectual concepts, rational appetency, free-will and determinism. The latter part of the semester is given to rational psychology; the origin, nature and destiny of the human soul, the union of the soul and body. The class will meet at 10:35. Two semester hours credit.

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

## PHYSICS 1, 2 W.—GENERAL PHYSICS.

A general college course in Mechanics, Sound, Light, Heat, Magnetism and Electricity. Must be preceded or accompanied by a course in Plane Trigonometry. Lectures, experiments, demonstration and recitations, and laboratory exercises. The class will meet at 8:45 for lecture followed by laboratory exercises. Two semester hours credit.

Rev. J. Wilczewski, S.J., A.M.

## SPANISH C, D, W.—ELEMENTARY SPANISH II.

Grammar and Composition, oral and written. Text: Espinosa and Allen's Elementary Spanish Grammar. Open to students who have completed Spanish I, or its equivalent. The class meets at 9:40. Two credits.

Emma Frick, Ph.B.


## SPANISH 5, 6, W.—ADVANCED SPANISH III.

Grammar review and Conversation based on Readings from modern authors. The class will be conducted largely in Spanish. Prerequisite: Courses I and II, or their equivalent. The class meets at 10:30. Two credits.

Emma Frick, Ph.B.

## SUMMER SESSION, 1920

### ORIGIN AND SCOPE

N THE summer of 1914 St. Xavier College undertook the task of conducting summer classes for the benefit of the teaching Sisterhoods. A limited number of courses were offered to meet the existing demand, with the intention of broadening the scope of the work as the needs of the situation developed and the means which the college could dispose of would allow. The work then inaugurated continued during the four succeeding summers on the limited plan as first outlined; but with the opening up of the extension courses during the year 1917-1918 it became evident that the program of the summer session would have to be enlarged.

In enlarging the program special requirements of those for whom the summer classes were inaugurated have been kept in view. The work as at present organized is divided into:

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

It is the intention to make the courses in the summer school continuous, as far as possible, with the courses given in the extension classes throughout the year.

## LOCATION

The classes will be held at St. Xavier School, Sycamore street, between Fifth and Sixth streets. This central location is easily reached from all parts of the city. Science courses are given in the Alumni Science Hall located in Avondale.

## CREDIT FOR SUMMER SCHOOL WORK

In the following pages the description of every course carrying academic credit, includes a statement of the amount of such credit. This is expressed as *one credit*, *two credits*, etc., a credit being given for the satisfactory completion of work equivalent to one class exercise per week for one semester. A student may receive, for the session of six weeks, a maximum of six (6) credits. Candidates for the bachelor's degree are nominally required to have one hundred and twenty (120) credits. The minimum residence requirement for any degree is thirty (30) credits, earned in two semesters. Summer courses may be counted along with courses carried during the year in the extension division in fulfillment of the requirement of residence for a degree.

It is understood, however, that only such students as are able to meet the college entrance requirements can be given college credit for work done in the Summer Session. Students who do not desire to become candidates for a degree at the college need not comply with the entrance requirements. They may register in any course or courses the work of which, in the estimation of the instructors in charge, they are able to carry to advantage. If such students complete the work of a course satisfactorily, the Registrar will, upon application, issue a statement to that effect, stating hours of work carried and grade earned. Credit towards graduation, however, will be given only after regular matriculation by the usual methods.

Other persons who desire to share the advantages of

the Summer Session may be enrolled without passing an entrance examination. They are freely admitted to all courses as auditors and are permitted to elect work in the courses for which they are qualified. Credit towards a degree will be given, however, only to students who have satisfied entrance requirements.

## COURSES

The courses in each department are numbered as in the college catalogue. Courses which are given in the summer, or which differ somewhat in scope and character from corresponding semester courses, are indicated by "S" after the number. All courses are fully described in the subsequent pages and in the college catalogue.

Of two or more courses marked (†) and offered by the same instructor, only one will be given; choice will depend upon demands of the registration. Courses other than those announced in this bulletin may be offered if there should be sufficient demand. Prospective students should make their wants known at an early date in order to facilitate arrangements. The right is reserved to cancel any course if the registration is insufficient.

No course marked a, b, c, etc., is a college course, but is offered for those desirous of supplying deficiencies in their studies.

## TIME OF SESSION

The Summer Session of 1921 will begin Monday, June 27th, and end Friday, August 5th. Recitation periods are normally fifty minutes in length as follows: 8:45-9:45, 9:40-10:30, 10:35-11:25, 11:30-12:30. Afternoons are left free for laboratory work, study and recreation. Unless otherwise indicated, each course meets daily, except Saturday, throughout the term.

## FEEES

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

## EXAMINATION AND GRADES

An examination is held at the close of each course on the subject matter covered in the course. In publishing the results of examination grades will be given as indicated on page 118, under "Normal College".

## REGISTRATION

Students may register for these Summer Courses any time after June 1st. Registration closes on July 1st. It is desirable that students should register as soon as possible after June 1st. As soon as registration is completed and the fees paid a ticket will be issued entitling the matriculate to pursue the courses elected.

## ENTRANCE REQUIREMENTS

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

Candidates for admission to the Freshman class must present entrance credits amounting to sixteen (16) units of high school work. A unit is a series of recitations or exercises in a given subject pursued continuously throughout the year. The number of class exercises required in a week for each unit shall, in general, be five. Double periods are required for laboratory courses.

Not less than a full unit will be accepted in the first year of any language. Half units will be accepted, but only when presented in addition to integral units in the same subject. Any two of the biological sciences (Physiology, Botany, Zoology) may be combined into a continuous year's course equal to one unit.

Candidates for admission to St. Xavier 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 statement of entrance credits and conditions, showing the length of each course in weeks, the number of recitations and laboratory exercises each week, the length of recitation and the mark secured.

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

Students who have successfully completed prescribed and elective courses to the amount of one hundred and twenty semester hours are recommended to the Trustees for the first academic degree. 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.

## †SCHEDULE OF COURSES

### APOLOGETICS 1, 2S.

Revelation: Theoretically. Factually. Patriarchal and Mosaic Revelation; divine origin of Christian Revelation. Evidences for Founder. Depository, i.e., the Church. The Church, its institution and end. Constitution of the Church. Marks. Prerogatives. Functioning Sources. Acceptance of Revelation or the Act of Faith. M., T., W., Th., F., at 9:40. Two credits. Text: Wilmers' Handbook of Religion. Rev. D. M. O'Connell, S.J., A.M.

### APOLOGETICS 3S.

God and Salvation. God the Author and Restorer of our Salvation; God considered in himself; One in Nature; His Existence, Nature, Attributes, Unity. The Trinity. God as Creator: Creation; Conservation. Providence. Angels. Man: Destiny. Unity of Parentage. Original Sin, personal and transmitted. God as Redeemer: Christology. Soteriology. Mariology. M., T., W., Th., F., at 10:35. Two credits. Text: Wilmers' Handbook of Religion. Rev. D. M. O'Connell, S.J., A.M.

### CHEMISTRY 1, 2S.

General and Inorganic Chemistry. A course of experimental lectures and problems combined with laboratory work. The chemistry of metals; including qualitative analysis. Daily lectures and laboratory work. Classes begin at 8:45. Two to four credits. Text: Smith, "General Chemistry for College." A. Vonderahe, A.M., M.D.

### \*EDUCATION 4S.

Philosophy of Education. The principles underlying all Christian education, and the relative values of different educational agencies and curricula when tested by these principles. The purposes of education and their influence on procedure. M., T., W., Th., F., at 9:40. Two to four credits. Rev. Austin G. Schmidt, S.J., A.M.

†Students doing summer session work in these courses toward the college teacher's certificates should consult the announcement of the Normal College for detailed information with reference to the special requirements in education for this certificate.

\*For Normal courses yielding an elementary teachers certificate see page 118.

### PRIMARY METHODS 10S.

A discussion of the general biological, psychological, and social principles underlying instruction in the first four years of elementary work. Curricula and methods considered in the light of these principles. M., T., W., Th., F., at 11:30. Two to four credits. Rev. William Schmitt, A.M.

### VERSIFICATION 3S.

A practical course in the technic of English verse. Adapted to the needs of high school teachers. Reading, analysis and appreciation of the chief poets, partly in class, partly in assignments. Composition in shorter form. M., T., W., Th., F., at 10:35. Two credits. Rev. Austin G. Schmidt, S.J., A.M.

### ENGLISH aS.

The elements of rhetoric; diction, sentence structure, paragraphing, figures, letter-writing. The principles of composition will be studied to facilitate a clear and accurate expression of thought. Themes will be required in the practice of writing English, and some study will be made of the art of composition as illustrated in collateral reading. Text: Brooks. M., T., W., Th., F., at 10:35. One unit of entrance credit. Rev. E. L. Hart, S.J., A.M.

### ENGLISH 17S.

Methods of Teaching English in the Grades. A practical discussion of the expressional and technical elements of language work in the grades. Original and reproductive oral composition. The selection and use of models. Vitality, personal element, organization, sequence and correction of written composition. Methods and aims in the teaching of spelling, literature, dictation, memory gems, grammar and analysis. M., T., W., Th., F., at 9:40. Two credits. Rev. Joseph C. Flynn, S.J., A.M.

### ENGLISH 18S.

Methods of Teaching Literature in the Grades. Lectures and practical demonstrations in methods of teaching juvenile literature. T., Th., and F., at 9:40. One credit. Sister Mary Leona.

### ENGLISH 19S.

Methods of Teaching Phonetics. Lectures and practical demonstrations. M., W., and F., at 9:40. One credit. Sister Mary Eveline.

## ENGLISH 16S.

Early American Literature. A study of the literature from 1607 up to and including Irving and Cooper, with special reference to the relationship of American products to English models and the development of an American point of view. M., T., W., Th., F., at 8:45. Two credits. Rev. Joseph C. Flynn, S.J., A.M.

### †ELEMENTARY FRENCH aS.

Chardenal's Complete French Course. Careful drill in pronunciation. The rudiments of grammar, including the inflection of the regular and more common irregular verbs; the order of words in the sentence; colloquial exercises; writing French from dictation; easy themes; conversation. M., T., W., Th., F., at 8:45. Two credits. Rev. Peter McCartney, S.J., A.M.

### †ELEMENTARY FRENCH bS.

Chardenal's Complete French Course. Mastery of all the rare irregular verb forms; uses of the conditional and subjunctive; syntax. Reading of graduated texts, with constant practice in translating into French portions of the text read; dictations, conversation. Two credits. Open to all students and equivalent to first semester of Course 1. Prepares for course 1S and 2S. M., T., W., Th., F., at 8:45. Rev. Peter McCartney, S.J., A.M.

### †INTERMEDIATE FRENCH 1S.

Reading, conversation, prose composition, letter-writing, exercises in French syntax. Prerequisite: French aS and bS equivalents. M., T., W., Th., F., at 9:40. Two credits. Rev. Peter McCartney, S.J., A.B.

### †INTERMEDIATE FRENCH 2S.

Grammar review, with special attention to problems in syntax. Detailed written abstracts of texts read. Letter-writing. Conversation. Two credits. Open to those who have completed Course 1S. M., T., W., Th., F., at 9:40. Texts: *Le Voyage de M. Perrichon* (A. B. Co.), Fortier, Napoleon (Ginn & Co.) Rev. Peter McCartney, S.J., A.B.

## HISTORY 7, 8S.

The Renaissance, 1300-1417. Place of the epoch in general history. The fivefold rebirth of Christendom, and its symbol, the Renaissance proper—Origin of this fivefold rebirth

in the oppression of the church by the state. The oppression led by France, but checked by the tragedies of the Hundred Years' War, and by the fate of the schismatical Byzantine Empire, 1300-1454. The glorious but ominous interval, 1454-1492. Oppression by the Spanish-Austrian Hapsburg power, 1492-1517.—Late mediaeval French predominance and imperialism—Boniface VIII and Philip the Fair—the Avignon residence—First period of the Hundred Years' War—The return from Avignon—Second period of the Hundred Years' War—The Great Schism of the West—Third period of the Hundred Years' War—The Conciliar Movement—Wyclif and Huss—The Menace of Islam—Fourth period of the Hundred Years' War—The Crusade Revival—The making of modern nationalism and imperialism—The making of Spain—The greatness of the Hapsburgs—The conflict for Italy—The Political Popes—Savonarola—Evils in state and church during the Renaissance epoch—The Inquisition—The great inventions and discoveries and their social, political and religious consequences—The Guilds—Education—The Renaissance proper—Far-reaching church movements. M., T., W., Th., F., at 11:30. Two credits. Father Cain. Text: *a General History of the Christian Era—Guggenberger, Vol. II.* References: *Political and Social History of Modern Europe; Hayes' History of the Catholic Church from the Renaissance to the French Revolution, MacCaffrey; Democratic Industry, Husslein.* M., T., W., Th., F., at 11:30. Two credits. Rev. M. A. Cain, S.J., A.M.

### †ELEMENTARY LATIN aS.

The essential part of Dowd's "Elements of Latin". Open to all students and yielding one unit of entrance credit. This course will be found valuable for students who wish to review the elements of the language or to learn the best methods of teaching it, as well as to those who have hitherto neglected this branch of study. M., T., W., Th., F., at 9:40. Two credits. Rev. E. L. Hart, S.J., A.M.

### †LATIN bS.

Caesar. No college credit. Open to students who have completed Elementary Latin and yielding one unit of entrance credit. This course is intended as an introduction to the best methods of teaching second year Latin, as well as a continuation for those who have completed only the elements of the language. M., T., W., Th., F., at 9:40. Two credits. Rev. E. L. Hart, S.J., A.M.

## LATIN 2S.

Livy. A study of Livy's style; elements of change from the Ciceronian Age. M., T., W., Th., F., at 10:35. Two credits. Rev. W. A. Dowd, S.J., A.M.

## †LATIN 3S.

Cicero. Pro Milone, with special reference to its rhetorical and argumentative qualities. M., T., W., Th., F., at 10:35. Two credits. Rev. W. A. Dowd, S.J., A.M.

## †LATIN 1S.

Virgil. Aeneid Books VII-XII. This course presupposes a considerable familiarity with Virgil on the part of the student. Or, The Eclogues and Georgics (selected). Introductory study of Theocritus (in translation); detailed study of the text. M., T., W., Th., F., at 10:35. Rev. W. A. Dowd, S.J., A.M.

## LATIN 16S.

Methods of teaching Elementary Latin. Lectures and practical demonstrations. M., T., W., Th., F., at 8:45. Two to four credits. W. T. Burns, A.B.

This course is intended for teachers, actual and prospective, of First Year Latin. It will discuss in a practical way the teaching of Latin in the First Year of the High School or Academy. It is supposed that candidates for the course are familiar with the Elements of Latin, viz., Declensions and Conjugations and have at hand a reasonable Latin Vocabulary.

The topics discussed will be: Why am I studying Latin? How can I make its study profitable and pleasant? How should Latin be pronounced? Accent. The Five Declensions. How much time should be given to their study? Is the Gender of Latin Nouns a difficult subject? What is the best way of studying the Adjective and its Comparison? The Adverb. Pronouns and their importance. The Four Conjugations. Some interesting tricks and devices connected with the Conjugations. How irregular are the Irregular Verbs? Syntax of the Cases. The Subjunctive in Subordinate Clauses. The Constructions: Ablative Absolute, Accusative with Infinitive, Gerundive.

Exercise (Home Work) and their Importance. How long should they be? How should they be corrected? Is too much time given to Oral Work? Is too much time given to Written Work? Can I

cover the Assignment of First Year Latin during the Academic Year? Why the pupil should leave the First Year eager to pursue the further study of Latin.

Text-book: Loyola Latin Elements, by William A. Dowd, S.J.

Material: The Registrar will notify students of this course of the necessary blank books, etc., needed at the time of their registration.

## †LOGIC 1S.

This will comprise the customary treatment of formal logic with added emphasis on inductive reasoning and the informal reasoning of everyday life and of literature. M., T., W., Th., F., at 9:40. Two credits. Rev. M. J. Boylan, S.J., A.M.

## †LOGIC 2S.

This course sets before the student the meaning and scope of Philosophy and introduces him to the principal problems of philosophic discussion. The problem of reality and the problem of knowledge. M., T., W., Th., F., at 9:40. Two credits. Rev. M. J. Boylan, S.J., A.M.

## MATHEMATICS.—ALGEBRA 2S.

Elementary Algebra as contained in Wells and Hart's First Year Algebra. No college credit. M., T., W., Th., F., at 8:45. One h. s. unit. Rev. E. J. Daly, S.J., A.M.

## COLLEGE ALGEBRA 1S.

A review of the more advanced parts of Algebra taught in the high schools, and as much of the work usually taken up by the Freshman class as can be covered in the time. M., T., W., Th., F., at 8:45. Two credits. Rev. F. J. Gerst, S.J., A.M.

## PLANE TRIGONOMETRY 2S.

The six elementary functions for acute angles: geometry; solution of right and oblique triangles; graphs of the functions and solution of simple trigonometric equations. M., T., W., Th., F., at 9:40. Two credits. Rev. F. J. Gerst, S.J., A.M.

## METHODS OF TEACHING MATHEMATICS 11S.

A course for those who expect to teach high school mathematics. M., T., W., Th., F., at 10:40. Two credits. W. T. Burns, A.M. Text: Wentworth and Smith, Plane Geometry.



This course will discuss from a teaching standpoint the position of Plane Geometry in the curriculum of the High School or Academy. It is primarily intended for teachers of Plane Geometry, but those who have a knowledge of Plane Geometry, and particularly prospective teachers of Plane Geometry will be admitted to it.

The lectures and discussions will touch on such topics as, How to introduce a Class to the study of Plane Geometry; the Paraphernalia of Plane Geometry, compasses, straightedge, protractor, etc.; Why Geometry is studied; A brief History of Geometry; What Text-book should be used; Is a knowledge of Algebra necessary for a study of Geometry? How shall I conduct my Class in Plane Geometry? The Principal Propositions of Book I; The discussion of "Originals", based on the Propositions of this Book, and so forth.

This class will be limited to twenty-five. All candidates for this class should be registered before June 28th.

#### **METHODS OF TEACHING LITERATURE IN THE GRADES.**

Lectures and practical demonstrations in methods of teaching juvenile literature. Sister Mary Leona. T., Th., and F., during the first five weeks of the session. One hour.

#### **METHOD OF TEACHING PHONETICS.**

Lectures and practical demonstration. Sister Mary Eveline. M., W., and F., during the last five weeks of the session. One hour.

#### **PHILOSOPHY.**

(See Logic.)

(See Psychology.)

#### **PHYSICS abs.**

An elementary treatment of the subject for students who have had no physics in high school. Lectures and laboratory. No college credit. M., T., W., Th., F., at 8:45. One h. s. unit. Rev. J. L. McGeary, S.J., A.M.

#### **PSYCHOLOGY 3, 4S.**

Beginning with an explanation of the cerebro-spinal nervous system, this course leads on to the study of the phenomena of sensuous life; sense perception, imagination and memory, sensuous appetite, movement and feeling. The phenomena of rational life; the origin and development of intellectual concepts, rational appetency, free-will and determinism.

The origin, nature and destiny of the human soul, the union of the soul and body. M., T., W., Th., F., at 10:35. Two credits. Rev. M. J. Boylan, S.J., A.M.

#### **ELEMENTARY SPANISH 1S.**

Etymology to irregular verbs. Fundamental rules and syntax. Oral and written translation. Conversation. Easy selections from various sources read and discussed in Spanish. Two credits. Open to all students. M., T., W., Th., F., at 8:45. Emma Frick, Ph.B.


#### **INTERMEDIATE SPANISH 2S.**

Irregular verbs. Syntax completed. Comparison of idioms in English and Spanish. Oral and written translation. Special emphasis will be given to conversation. Selections from recent writers at the option of the professor. Two credits. M., T., W., Th., F., at 9:40. Emma Frick, Ph.B.

## SCHOOL OF COMMERCE

### GENERAL STATEMENT

#### ORGANIZATION AND PURPOSE

HE Department of Commerce of St. Xavier College was opened in October, 1911, for the benefit of young men, irrespective of their religious adherence, who have more than ordinary intelligence, energy and ambition, and who realize that thorough preparation is essential to success.

That there was a demand for a higher and more adequate system of education adapted to the requirements of modern commercial life was proved by the gratifying enrollment of a hundred young men during this first year who, either as regular or special students, kept up their interest to the end of the session.

During the following years the number of students in the different courses increased considerably. In 1914 the first students—twelve in number—graduated with the degree of Bachelor of Commercial Science. Several have since taken the examinations of the Ohio Board of Accountancy.

In 1918 the courses of the Department were opened to admit women to matriculation. The adoption of this policy of co-education was prompted by the increasing demand from the commercial world for trained women as well as from women themselves.

The work of the Department of Commerce is distinctly practical. Its instructors are men of affairs. Its aim is to educate the student in the methods of present-day business and thereby to add to his efficiency. The emphasis placed

on the eternal principles of truth and honesty, as laid down in sound ethics, forms a distinct feature of the course.

Efficiency in this widest sense means a great deal more than mere skill in performing routine task. It implies breadth of view, keenness of observation, grasp of underlying principles—in one word, development of brain power for business activity.

The courses of instructions are so selected as to illustrate, correlate and draw together principles and facts which will form a mind able to grasp a given business scheme and situation and to determine upon the best business methods.

A more detailed account of the commerce courses of methods employed, of professors, etc., is contained in a special booklet which will be sent on request.

#### DEPARTMENTS OF INSTRUCTION

*Economics and Business Administration* with the subdivisions: Ethics, political economy, economic resources, industrial organization, credits and collections, investments, finance, transportation, etc.

*Accounting* in its theory, practical problems, advanced and special accounting, cost accounting, auditing, preparing for the work of the professional accountant.

*Commercial Law.* Instruction in law has been designed not only for those who are preparing for the profession of Certified Public Accountancy, but also for men in general commercial or business life. Contracts, the groundwork of all law, and Corporations, are studied during the first year. Agency and Partnership, Negotiable Instruments and Bankruptcy follow. Sales, Insurance, Property, Bailments and Carriers complete the course in law.

*Business English.* The object of this course is to perfect the student in the command of correct, forceful

and business-building English, oral and written. The classes are entirely thorough, beginning with a treatment of the fundamentals of the language and leading up to a systematized practice in the composition of every kind of effective letter and other literary forms used in modern business.

**Advertising and Salesmanship.** The economic, psychological and physical factors in advertising, together with the essential principle of artistic arrangement and English composition as applied to the construction of advertisements, are fully covered. The course also includes theoretical discussion and practical demonstration of the salesman's problems. A special booklet, giving detailed information regarding the course in Advertising and Salesmanship, will be sent on request.

**Effective Speaking and Parliamentary Practice.** Distinct enunciation, pleasant modulation of the voice, proper bearing and action, ease of expression, in conversation and in addresses to small or large groups, constitute an invaluable equipment for every business man and are to a greater or lesser degree indispensable in the attainment of success. With a view to assisting the student most effectively, the course includes both theory and practice of Effective Speaking. Class sessions are conducted according to parliamentary procedure. The student is thus enabled to acquire a theoretical as well as practical knowledge of parliamentary law.

**Commercial Spanish** is becoming of increasing importance on account of our growing trade with Latin America. The principal features of the course are conversation and letter writing.

**Bookkeeping and Preparatory Accounting** is offered to accommodate such students as need this preliminary training in order to enter the Freshman class in accounting.

**Sociology.** Students of Commerce desiring to obtain

more detailed information regarding social problems and social movements may arrange to take electives in the School of Sociology.

## ENTRANCE REQUIREMENTS

St Xavier School of Commerce is open to men and women who are at least 18 years of age and have sufficient education and experience to pursue the courses of instructions selected with profit. Students are divided into three classes according to the basis on which they enter the school.

1. **Regular Student.** A regular student is one who presents 15 units of high school credit or its equivalent and registers for a degree course.

2. **Conditioned Student.** A conditioned student is one who registers for a degree course, but has not the prescribed units of high school work or its equivalent. It is possible for such a student, through special study during the summer months or at some other convenient time, to make up his deficiencies. If he does so before graduation he becomes a regular or degree student. If he fulfills the high school requirements after graduation he is then entitled to receive the degree at the next regular commencement exercises of the College.

3. **Special Student.** A special student is one who registers for one or more subjects without any intention of obtaining a degree.

## LOCATION AND TIME OF SESSIONS

Sessions are held at St. Xavier High School Building, Seventh and Sycamore streets, from 7:30 to 9:45 p.m., on Monday, Wednesday, and Friday evenings.

The school is conveniently located in the heart of the city, within two minutes walk of all city and over-the-river car terminals.

## REGISTRATION

Students are required to register during the week September 19th to September 24th. A transcript of their credits should be filed by them when registering.

A student not registering during registration week is subject to a fee of two dollars for late registration.

## HOURS OF CONSULTATION AND REGISTRATION

*During registration week*, September 19-24, the office of the School of Commerce and Sociology which is in the St. Xavier High School Building, at Seventh and Sycamore streets, will be open daily from 9:00 a.m. to 9:00 p.m.

*During the school year*, September 26th to June 14th, 1:00 p.m. to 9:00 p.m., on Monday, Wednesday and Friday; from 1:00 p.m. to 5:00 p. m., on Tuesday and Thursday; from 9:00 a.m. to 1:00 p.m., on Saturday.

*During the summer holidays*, June 14th to September 11th, the office will be open from 9:00 a.m. to 5:00 p.m.

## OPENING EXERCISES

The opening exercises of the school will be held on Friday evening, September 23d, at 8:00 o'clock, in the large auditorium of the High School Building. Addresses will be made by prominent business and professional men. The purpose of this initial meeting is to revive "the spirit of 'Old St. Xavier'" in the old students and kindle it in those joining for the first time; it helps prospective students to become acquainted with their fellow students as well as with their professors.

This meeting is open to the public. Those who are enrolled or who contemplate enrolling are strongly urged to attend.

## TUITION AND FEES

A registration fee of \$5.00 when registering for the first time is required of all students. This fee is paid but once and is not returnable.

All tuition is payable semi-annually in advance. Students may not attend classes until the registration fee and tuition for the current semester have been paid.

All graduation fees must be paid one week before commencement.

No student once enrolled in a course will be allowed to withdraw except for very weighty reasons; and in no event will any part of his tuition be returned to him except in case of protracted illness.

The schedule of tuition and fees is as follows:

Registration Fee.....	\$ 5 00
Regular Schedule of Studies.....	50 00 per year
Two Subjects.....	40 00 "
Accounting.....	30 00 "
Bookkeeping.....	30 00 "
One Subject (three periods per week).....	20 00 "
Graduation Fee.....	10 00
Certificate Fee.....	5 00
Conditioned Examination.....	2 00
Special Examination.....	2 00
Late Registration.....	2 00

## OTHER EXPENSES

The expenses for books and stationery vary considerably according to the group of subjects taken. In no case should they exceed \$13.00 per year. In many cases they will be less than \$5.00. Books can be obtained at the Students' Co-operative Store on the first floor.

Membership in the St. Xavier Cooperators is \$2.00 per year, entitling the student to membership in "The Xaverians", an inter-departmental organization of St. Xavier students. It publishes a bi-weekly publication, *The Xaverian News*, which is sent free to all members.

## ATTENDANCE

No credit can be allowed a student who has not faithfully attended the various courses for which he enrolled and who has not satisfactorily passed the examinations.

Attendance records are kept and absence from twenty per cent of the lectures deprives the student of the right to examination.

It is understood that for every hour of class room work two hours of outside study is expected.

## SPECIAL LECTURES

In order to render the largest possible measure of service to its students and to the business world, the school aims to identify itself closely with the business life of the community. Besides the regular lecturers other successful business men are invited to address the students on subjects in which they have specialized. A glance at the list of special lectures will reveal to what extent this policy is carried out.

## LIBRARY AND READING ROOM FACILITIES

A library containing well selected books on business subjects is at the disposal of the students. Those wishing to spend time between working hours and class periods in surroundings helpful to study are invited to avail themselves of the splendid opportunities offered by the spacious reading room on the second floor of the school building.

The main building of the Cincinnati Public Library is a short distance from the college. Every courtesy is extended students by the librarians and every facility is offered for taking home books, for consulting works of reference and for private study. The library building on Vine street contains 560,000 books about 7,000 of which treat of business and allied subjects.

## EXAMINATIONS

In order to receive credit for their work all students must take the examinations which are held at the close of each semester. Students who are unavoidably absent from the regular examinations may arrange with the Regent for a special examination. A fee of two dollars is charged for such special examination.

## PRIZES

The J. D. Cloud gold medal is awarded to the Senior who attains the highest general average.

The C. V. Scully gold medal is awarded to the Junior who attains the highest general average.

The Joseph Berning gold medal is awarded to the Freshman who attains the highest general average.

Mr. Jesse Joseph, of the Joseph Advertising Agency, offers a gold, a silver, and a bronze medal to the students of the Advertising and Salesmanship class who show the greatest proficiency in laying out newspaper advertisements.

Callaghan & Company, of Chicago, present a valuable encyclopedia of law to the Senior showing the greatest proficiency in commercial law.

Besides these a number of other valuable prizes are offered by friends of the college to successful students in the various classes.

## DEGREES AND CERTIFICATES

### BACHELOR OF COMMERCIAL SCIENCE

The degree of Bachelor of Commercial Science will be conferred on regular students who have:

1. Successfully completed a four years' schedule of classes;
2. Submitted a satisfactory original thesis on some economic topic;
3. Had at least three years' successful experience in business.

## MASTER OF COMMERCIAL SCIENCE

The degree of Master of Commercial Science will be conferred upon such candidates as have:

1. The degree of B. C. S.;
2. Completed 15 semester hours of work in addition to that required for the Bachelor of Commercial Science degree;
3. Submitted a satisfactory thesis on a subject approved by the faculty.

## CERTIFICATES

A *regular certificate* is granted to such students as have completed a degree course, but did not fulfill entrance requirements.

A *special certificate* is granted to special students who have completed the major part of the regular schedule.

## CERTIFIED PUBLIC ACCOUNTANT

The title C. P. A. is not conferred by St. Xavier College, but by the Ohio State Board of Accountancy. The courses at St. Xavier are, however, so arranged, as to give the students a thorough preparation for the examinations of the Board of Accountancy.

## STUDENT ACTIVITIES

### ST. XAVIER COOPERATORS

Every effort is made to cultivate friendly relations among the students of the School of Commerce and Sociology. Organizations in individual classes, as well as among the students generally, contribute largely to bring about this effect. "The St. Xavier Cooperators" is the principal student organization in the school.

*Purpose.* It brings members of the various classes into close contact with one another, provides a common

meeting ground for the entire school, enables the students as a body to wield an influence in the social and civic affairs of the community, is their instrument for promoting undertakings, conducting affairs of interest or importance to the student body. The Cooperators are affiliated with such important organizations as the Co-operative League of America, the Consumers' League, Better Housing League, etc.

*Meetings.* Meetings are held monthly. The evening is devoted to routine business, to an address by some prominent person on a topic of vital interest, to discussions by students of problems concerning themselves and their school, to entertainment and amusement.

*Employment Bureau.* The St. Xavier Cooperators conduct an employment bureau for the benefit of their members and the convenience of employers. Members are urged to refer to the secretary of the League all worthwhile vacancies that come to their attention. It is a slight, but all important means of exercising the spirit of service. A very marked degree of willingness to co-operate in this respect has been evidenced in the past and has been productive of most gratifying results.

*Co-operative Store.* All text books and materials needed by the students can be bought at the Students' Co-operative Store conducted by the St. Xavier Cooperators. The store serves as a modest type and exemplification of co-operation. The co-operative movement is enthusiastically advocated by professors of economics and sociology as an important element in the solution of the social problem.

*Committee on Reiner Library Section.* In order to develop the Students' library and create greater interest in it a committee was formed and instructed to collect funds for the purchase of new books. Thanks to the enthusiasm of the committee members and the generosity

of students and friends of the school a considerable number of valuable books have been procured. This new collection of books is to be known as "The Reiner Library Section", the students' token of appreciation of the Regent's effort in their behalf. The chairman of the committee is Miss Florence Topmiller.

*The Annual Banquet.* The most important social function of the school year is the annual banquet conducted by the Cooperators. The Ninth Annual Banquet held at the Gibson, on May 20, 1920, surpassed its predecessors in numbers attending, splendid spirit prevailing, galaxy of notables present. The climax of the evening was the oration delivered by Mr. James A. Dalton, president of the Dalton Adding Machine Company. The inspiration of the evening will be felt by all those who were present for many years to come.

### ST. XAVIER COMMERCE GRADUATES' ASSOCIATION

St Xavier Commerce Graduates' Association is an organization of former students who completed a degree course. They meet quarterly to keep alive "the spirit of 'Old St. Xavier'," to discuss business questions of importance, to promote the interests of the college, particularly by assisting students who are preparing for the C. P. A. examinations.

### SYNOPSIS OF DEGREE COURSES'

#### ACCOUNTING COURSE

##### *First Year*

Accounting Principles (120)	Political Economy (45)
Ethics (45)	Corporations (30)
Contracts (36)	

##### *Second Year*

Accounting Practice (90)	Business English [oral and
Finance, Credits and Collec-	written] (90)
tions (90)	

##### *Third Year*

Cost Accounting (90)	Agency and Partnership (36)
Investments (60)	Negotiable Instruments (30)
Transportation (30)	Bankruptcy (24)

##### *Fourth Year*

Auditing, Advanced Prob-	Sales (27)
lems, Special Accounting (90)	Insurance (18)
Economic Resources (36)	Property (21)
Industrial Organization (36)	Bailments and Carriers (24)
Marketing (18)	

### BUSINESS ADMINISTRATION COURSE

##### *First Year*

Accounting Principles (120)	Contracts (36)
Ethics (45)	Corporations (30)
Political Economy (45)	

##### *Second Year*

Business English [oral and	Finance, Credits and Col-
written] (90)	lections (90)
	Advertising, Salesmanship (90)

##### *Third Year*

Psychology (90) or	Transportation (30)
Effective Speaking and Par-	Agency and Partnership (36)
liamentary Law (90)	Negotiable Instruments (30)
Investments (60)	Bankruptcy (24)

##### *Fourth Year*

Social Problems or	Sales (27)
Social and Economic History (90)	Insurance (18)
Economic Resources (36)	Property (21)
Industrial Organization (36)	Bailments and Carriers (24)
Marketing (18)	

N.B.—Numbers in parenthesis indicate number of hours per year.

## OUTLINE OF COURSES

### ECONOMICS AND BUSINESS ADMINISTRATION

#### 1. ETHICS.

A study of the fundamental principles of morality with their application to conduct in individual and social life. Individual rights and duties; society, its nature, origin and purpose. Lectures, recitations and discussions. Rev. Murtha J. Boylan, A.M.

#### 2. POLITICAL ECONOMY.

The principles of economics. A treatment of the subject embracing the general theory of production, distribution, exchange and consumption. Lectures, problems and discussion, developing the meaning of economic questions.

Rev. Joseph S. Reiner, A.M.

#### 3. ECONOMIC RESOURCES.

Raw materials; sources; geographical distribution; exploitation; transportation; treatment and preparation of natural products and by-products for market; various industries engaged in handling these materials; capital invested; men employed; uses of the output.

Classification of subjects treated: food-yielding plants; plants producing textile materials, fiber, oils, gums, resins, dyes, drugs, wood. Animal products: animal food, oil, fiber, insect products. Inorganic products; minerals, building materials, fertilizers, pigments, lubricants, fibers, medical substances, acids, alkalis. Lectures illustrated with specimens of raw materials and finished products when feasible. Alphonse Vonderahe, A.M., M.D.

#### 4. INDUSTRIAL ORGANIZATION.

Historical survey. Fundamental principles. The effects of the great inventions. The degradation and elevation of labor. Modern industrial tendencies; aggregation, specialization, standardization, division of mental labor. Forms of industrial ownership; individual, partnership, corporation, co-operative and governmental ownership. Principles of organization. Planning departments; routing, despatching, time and motion studies, rest periods. Principles of cost keeping. Depreciation of wasting assets; wear and tear, decrepitude, inadequacy,

obsolescence. Purchasing and storing of materials. Standards and their attainment—inspection. Location, arrangement and construction of industrial plants. Problems of employment; labor turnover, employment department, empirical method of selecting employees, reducing fluctuations in output. Compensation of labor; primary pay systems, day work, piece work, contract system, premiums, bonus, efficiency plans; profit sharing methods. Corrective influences—employees' service; factory welfare work, health conservation, sanitation, ventilation and lighting, housing, accident prevention and relief, financial betterment, industrial education and legislation, labor unions. Ernest F. DuBrul, A.M., Litt.M., LL.B.

#### 5. CREDITS AND COLLECTIONS.

Nature and laws of mercantile credit; advantages and defects of the credit system; commercial rating; checks and safeguards; collections, exemptions and limitation.

Theodore J. Geisler, B.C.S.

#### 6. INVESTMENTS.

1. Definition of investment; investment and speculation compared; history of modern investment; the industrial system; present conditions of investment; security; income, general survey of various classes and grades of investment; market elements; premiums and discounts, rates and bases; prices and quotations; salability.

2. Government and State bonds; history; present conditions of security and income; market elements.

3. Municipal and county bonds; the various grades; security and income; municipal financial statements; consideration of the character of improvements to be made by the issue; sinking funds; State laws regulating issues.

4. Corporation bonds; the various classes of corporation mortgage bonds; the trust deed.

5. Corporation bonds; collateral bonds; guaranteed bonds; income bonds; convertible bonds; equipment bonds; analysis of corporation balance sheets and income accounts; security of corporation bonds; market elements.

6. Stocks; common and preferred stock compared; history of modern stock investments; actual and possible security of preferred stocks.

Theodore J. Geisler, B.C.S.



## 7. FINANCE.

Money and Banking. Practical exposition of the principles of Finance and Banking; domestic and foreign exchange; nature and value of money; credit and the relation of money and credit to the prices and rates of interest; monometalism and bimetalism; fiat money; the currency system of the United States; brokerages; the nature and the importance of banking operations; the receiving teller and deposits; the paying-teller and his cash; departments of the bank—collections, discounts, collaterals, the stock, its ownership and transfers; the circulation of the bank; foreign exchange; letters of credit; notes and drafts; national and State banks; the president, the cashier and the board of directors; the duties of each; meetings of directors; management; the clearing house; trust companies.

Theodore J. Geisler, B. C. S.

## 8. TRANSPORTATION.

Transportation the keynote of commercial success or failure; the economics of transportation; the river and the railroad; ocean transportation; import and export duties; inland waterways and transportation; the improvement of the rivers and harbors, inland and sea-port; passenger and freight traffic; classification, rates and charges; traffic policies; State and Federal regulations; intra-state and inter-state commerce; the constitutional power of the Congress to regulate inter-state commerce.

Patrick T. Kilgarriff, LL. B.

## ACCOUNTING

### 1. BOOKKEEPING AND PREPARATORY ACCOUNTING

The course covers, in a graded and rational way, transactions which are likely to occur in the conduct of a business. Its purpose is to prepare students for admission to Accounting.

Special attention is given to journalizing, single entry, double entry, the development of the original journal into modern journals, such as cash, sales, purchase, notes, bills, receivable and payable, controlling accounts.

W. T. Burns, A. B.

### 2. PRINCIPLES OF ACCOUNTING.

Thorough foundation in the fundamental principles. Laboratory practice by the student under the guidance of the instructor. A complete series of transactions in books of account to be worked out by the student. The matter is analyzed and demonstrated; demonstration supplemented by elementary theory and principles involved.

The transactions are founded on cases taken from actual practice. Beginning with accounts of a sole proprietor in single entry method, the change is made to double entry. The books are changed from cash basis to accrued basis. Simple trading goes over into manufacturing; partnership is added; a participation in the profits is sold to a third party; the original proprietor's part is taken by a new partner; the other partner dies; the remaining partner incorporates; the business of the co-partnership is taken over by a corporation; good will is involved in the transaction. The latest and best methods are introduced; a simple cost system is installed; goods are shipped and received on consignment; new capital is secured by a bond issue with a sinking fund clause; the corporation gets into financial difficulties; a receiver is appointed and the company is liquidated. Financial statements are interspersed; balance sheets; statements of income; profit and loss, of receipts and disbursements; of affairs and deficiency, of realization and liquidation.

Alfred H. Brendel, Stanley A. Hittner.

### 3. ACCOUNTING PRACTICE.

Principles taught in the first year are illustrated by practical problems. These problems are divided into two groups, those for demonstration, worked in the class room, and for practice, required as independent work of the students.

Special attention is given to problems relating to sole proprietorship, co-partnership, corporation, consolidations and holding companies. The assets and liability method is carefully compared with the profit and loss method; the relation of the statement of income and profit and loss on the balance sheet is explained. Rule for finding missing accounts. Co-partnerships problems. Corporation problems relating to organization, receiverships, reorganization and sale relating to different kinds of capital stock, various assets, bonds, debentures, various liabilities, depreciation of property and plant accounts, valuation of raw material, goods in different stages of production expenses, taxes.

Miscellaneous problems, involving fiduciary accounts of executors, trustees, agents.

Frank J. Crane, B. C. S., C. P. A.

### 4. COST ACCOUNTING.

The sources of cost and their analysis from the raw material through all processes of manufacture to the finished product; the units of cost and their apportionment; application of the principles advanced during the first year; cost of labor, skilled

or unskilled; cost of storage, management and marketing; the determination of the relative efficiency of each and the relation to the product; the cost of trading as distinguished from the cost of production of the finished product; the efficient method of cost keeping and comparative estimates of various systems of cost accounting; cost in relation to individual enterprises, co-partnerships and corporations.

Frank J. Crane, B. C. S., C. P. A.

#### 5. ADVANCED PROBLEMS IN ACCOUNTING.

The course of Advanced Problems in Accounting includes treatment of the newer vehicles and methods of business transactions; the growth of the corporation as a great factor in commercial, financial and industrial enterprises, as distinguished from the establishment owned and operated by the individual; and practical substitution of the corporation for the individual business; the advantages of the corporate form and operation over the individual method; the uses of the corporate method and its liability to abuses; the trust and the combine; their uses and their abuses; the right of capital to concentrate; development of natural resources through the corporation; natural and statute law in their application to the business problems presented by modern methods of business; the law of supply and demand; statutory powers and privileges of the corporation and its consequent responsibilities to the State and the business world.

In all reports submitted by the students the language must be clear, direct and concise, avoiding the use of technical terms and phrases where unnecessary.

Edgar Biggs, C. P. A.

#### 6. AUDITING.

Auditing in its relation to cost; the consequent duties of an auditor; the responsibility of an auditor; the basic principle of an audit; how it is made; papers, books, accounts with creditors and debtors, banks and trust companies; the auditor supreme in all departments of accounts, stock taking, etc., from the beginning to the completion of his work; compilation of his report and its submission; absolute independence and integrity required in an auditing official, whether in State, municipal or private work; clearness, conciseness and directness characteristics required in the report of an auditor with reference to the accounts, books, papers, etc., on which it is based; the several kinds of audits required in the newer meth-

ods of business today—banks, trust companies, corporations, fiduciary accounts, manufacturing establishments, commercial enterprises, insurance and railway companies, etc.

Edward S. Thomas, C. P. A.

#### 7. SPECIAL ACCOUNTING.

Public Accountants who through years of special study, research and practice have become recognized authorities in some particular department of accounting will give practical demonstrations of their work to the students.

J. Dominic Cloud, George R. Lamb, J. Albert Miller, Richard Smethurst, Edward S. Thomas, Charles H. Wentzel.

### COMMERCIAL LAW

#### 1. CONTRACTS.

Elements of a contract; kinds of consideration; illegal fraudulent and other void contracts; construction of contracts; verbal and written contracts; Statute of Frauds; how contracts may be terminated; specific performance; breach of contract; damages.

Elmer L. Conway, A.M., LL.B.

#### 2. CORPORATIONS.

Forming a corporation; stock subscriptions; how a charter is obtained; rights and liabilities of corporation in States other than where chartered; by-laws; meetings of stockholders and directors; forms of corporate stock and rights of stockholders thereunder; common and preferred stock; corporate elections; rights of minority stockholders; acts beyond corporate powers; voting trusts; liabilities of stockholders and directors; rights of creditors; dissolution of corporations and how effected.

Edward P. Moulinier, A.M., LL.B.

#### 3. AGENCY AND PARTNERSHIPS.

**Agency.** The contract of agency; agency by ratification or estoppel; principals and agents; rights and duties of agents; termination of the contract of agency; what agencies may be revoked; remedies of agent and principal.

**Partnerships.** Articles of co-partnerships: rights and liabilities of co-partners; rights of creditors against co-partners and against the firm; special partners; silent partners; termination of co-partnerships; commercial paper of a co-partnership; accounting between co-partners; liquidation of assets.

Edward J. Kennedy, B.C.S., LL.B.

#### 4. NEGOTIABLE INSTRUMENTS.

What instruments are negotiable; bills, notes, drafts and checks; acceptance of drafts, certified checks; defenses and suits brought on negotiable paper; partnership and corporation paper; rights and liabilities of endorsers; presentment; notice of dishonor, protest; certificates of deposit; bonds; certificates of stock; warehouse receipts, bills of lading, etc.

Edward P. Moulinier, A.M., LL.B.

#### 5. BAILMENTS AND CARRIERS; BANKRUPTCY.

**Bailments.** Mutual rights and duties of bailor and bailee; pledges; storage of goods; warehousemen; warehouse receipts, etc.

**Carriers.** Public and private carriers; shipment of goods; rights and duties of shipper, consignee and carrier; stoppage and loss in transit; bills of lading; State and Federal regulation, etc.

**Bankruptcy.** Who may become bankrupt; voluntary and involuntary bankrupts; acts of bankruptcy; claims, preferences; discharges, etc.

Appointment; purposes, rights and duties of receivers and creditors.

Alfred T. Geisler, A.B., LL.B.

#### 6. INSURANCE.

The fundamental nature of the contract of insurance; its requisites; interests insurable and not insurable; effect of concealment of fact by the applicant for insurance; representations and warranties by the insurance company; insurance agents, their duties and their powers; rights of the insured under the policy; the standard fire policy and the standard life policy; development of the insurance field—accident, tornado, etc., guaranty, credit and liability insurance; bonding companies and their operations; premiums and assessments; stock, mutual and beneficial insurance companies and associations.

Edward T. Dixon, A.M., LL.D.

#### 7. SALES.

The contract of sale; memoranda; immediate and future sales, time of delivery; shipment, rights and duties of consignee, consignor and carrier; stoppage and loss in transit; when the contract is closed; setting aside sales; warranties; sales by samples, by description, etc.

John C. Thompson, A.M., LL.B.

#### 8. PROPERTY.

Realty; Personalty; mixed; acquiring title to personalty by purchase, gift, finding and other means; estates in realty—fee simple, life, leasehold, dower, contingent interests, mortgages, deeds, conveyances, title by descent, devise, purchase and prescription, abstracts, remedies of purchaser and seller, taxation, assessments.

Walter A. Ryan, LL.B.

### ENGLISH

#### 1. BUSINESS ENGLISH.

The principles of English composition, as related to commercial enterprise, are presented in detail. Correctness is the primary aim, particular attention being given to form. Practice is had in the preparation of outlines, composition of business letters, and criticism.

Lawrence H. Steltenpohl, A.B., LL.B.

#### 2. BUSINESS ENGLISH.

The more advanced topics of business composition are considered. The discussion concern tone, exactness, accuracy in diction, and effectiveness. Letters of credit, collection, adjustment, sales, application, etc., are thoroughly analyzed. Dictation, advertisement English, and reports are covered. Comprehensive practice is given in the writing of letters and reports. Individual and class criticism.

James E. O'Connell, A.B., LL.B.

#### 3. WRITING FOR PROFIT.

A practical course in the art of writing for magazines, newspapers, trade, technical and secular publications, as well as the juveniles, and in teaching the marketing of such material in this country and abroad in such wise as to make the class-work pay for itself from the start.

The first half of each session is given over to a lecture, the theme being amplified with abundant references to topics of the hour. This is followed by a query period and a review of the previous lecture, after which there is protracted discussion of such material as the students may bring in, and suggestions for marketing and for manner of sale. How to gather the data; how to make it appeal to the specific class of readers reached by the given publication; how to prepare the manuscript and give it the professional touches that go so far toward effecting sale; how to maintain a market so established; the use of unsold material, and the securing of new clients in other fields, will be taught.

Felix J. Koch, A.B.

## PSYCHOLOGY

### 1. PHYSIOLOGICAL PSYCHOLOGY.

Beginning with an explanation of the cerebro-spinal nervous system, this course leads on to the study of the phenomena of sensuous life; sense perception, imagination and memory. sensuous appetite, movement and feeling. Application to modern business and social problems is stressed throughout.

### 2. RATIONAL PSYCHOLOGY.

Phenomena of rational life. The origin and development of intellectual concepts; rational appetency; free will and determinism. The origin, nature and destiny of the human soul, the union of the soul and body. Rev. Murtha Boylan, A.M.

## ADVERTISING AND SALESMANSHIP

The course in Advertising and Salesmanship is intensely practical. It deals with Advertising and Salesmanship as their results are written in the story of business successes and failures. Subjects include: history of advertising, principles of advertising, the place of advertising in modern business, comparative studies of great successes and diagnoses of some failures, psychology of advertising, copy preparation, the importance of illustration, choice of mediums, force of newspaper appeal, mapping out campaigns, street car advertising, direct by mail advertising, magazines, class journals, house organs; principles of salesmanship, personal qualities that influence others, the salesman's creed "know your goods", preparation of sales talks, winning confidence, suggestion and reason, sales demonstrations, ways of closing sales, salesmanship a profession.

Class instructions are supplemented by talks given by representative men in the advertising and selling field who bring into the class the rich fruits of their experience. A special booklet giving a detailed account of this course will be mailed upon request.

Ren Mulford, Jr., B.J.

## EFFECTIVE SPEAKING AND PARLIAMENTARY PRACTICE

### EFFECTIVE SPEAKING.

This is not a course in flamboyant, grandiloquent oratory or elocution but a practical course designed to meet the requirements of those who wish to improve their articulation, enunciation, inflection, general bearing, in every day conversation and business discussion; who wish to be able to play their part at

the meetings of the organizations or societies to which they belong and are desirous of acquiring facility in giving direct, straight from the shoulder talks or addresses to larger or smaller groups.

### PARLIAMENTARY PRACTICE.

In connection with Effective Speaking, Parliamentary Science is taught. As a competent knowledge of parliamentary procedure is of tremendous importance to almost every person today this opportunity for acquiring a practical knowledge is offered to the students. Meetings of the class are conducted in accordance with parliamentary practice.

A special booklet, containing full details regarding the course in Effective Speaking and Parliamentary Law, will be sent upon request. James E. O'Connell, A.B., LL.B.

## COMMERCIAL SPANISH

### 1. ELEMENTARY SPANISH.

Grammar: De Vitis. Parts of speech; regular conjugations; study of the indicative mood, difference of tense meanings; imperative; use of the simpler idioms. Pronunciation, composition and conversation. Pittaro's Spanish Reader. Credit not given unless the full course is completed.

### 2. INTERMEDIATE SPANISH.

Advanced grammar; idiomatic uses of the prepositions; irregular verbs, verbs requiring a preposition. Composition and conversation. Reading: Alarcón, El Capitán Veneno; Colón, Lectures Recreativas.

### 3. COMMERCIAL SPANISH.

Practice in colloquial Spanish, commercial forms, letter writing and advertisements. Luria, Correspondencia Commercial; current journals and other literature.

The college reserves the right to discontinue temporarily any course for which the number of applicants is too small.

## MECHANICAL DEVICES

Elliott-Fisher Billing and Bookkeeping Machines, a Dalton Adding Machine, have been installed in the Accounting Department in order to acquaint students with these labor saving and accuracy insuring devices and in order to facilitate and expedite class room work. Demonstrations will be given before each class and opportunities to become expert operators on one or all will be offered.

# SCHOOL OF SOCIOLOGY

## GENERAL INFORMATION

### ORGANIZATION AND PURPOSE



THE need of men and women conversant with the Catholic viewpoint on Social Problems, as well as of trained Catholic Social Workers, has become very urgent throughout our country, especially here in Cincinnati, and without the least doubt will become still more urgent as the post-bellum problems demand a satisfactory solution. Many of those generous men and women who have been actively engaged in social work in the past have felt the need of acquiring a better knowledge of the fundamental principles involved and of the best methods to be employed.

To meet this much-felt need the courses in sociology at St. Xavier were started in September, 1918, and met with immediate and gratifying success. Their practical character is attested to by the fact that several of the students are already actively engaged in the different local organizations as professional social workers.

The courses include a study of Social Principles, Social History and Social Practice, so correlated as to give the student a thorough theoretical and practical training in social service.

*Social Service* is in general any service which tends to promote the social well-being. It may be considered under two aspects: as remedial, in healing the wounds and sores of society, such as ministering to the sick and

poor; or preventive, in so ordering and regenerating the social forces as to ward off as far as possible such conditions. The first deals mainly with effects, the second with causes—the first is the work of Charity—the second, Social Work proper.

*Social Problems* and the social activities connected with these problems mark especially the present age. With all the evidence of industrial progress, social life is not happy and healthy—and there is everywhere felt an acute sense of trouble and mal-adjustment. It is for this reason that social service has become of primary importance, both as a serious study and as a generous vocation. Moreover, apart from the inspiring apostolate which it affords, it holds out sufficiently ample rewards to those who make it their life work.

*Scientific Method* in modern social service is a necessity. Men and women have always rendered social service in one form or another. The new form is distinguished from the old in requiring professional standards of scientific method and technique, for the work of charity has now passed over to a stage wherein system, cooperation, principles, methods, instruction and literature appear.

A social worker to be successful today must possess a wide range of theoretical and practical knowledge of social work. A single case is quite likely to offer problems which will require dealings with Church, court, hospital, school authorities, charitable organizations, city departments, employers and labor unions.

There is need of systematic study if one is to obtain adequate knowledge of the charity resources of a city, of laws and their administration, of the factors determining wage conditions, and of the advance made in the medical resources of relief work. No social worker is fully equipped until he is in possession of the results of past experience in social work in its various forms.

*Catholic Social Workers* ought to be in the forefront in the field of social work. There is no work which appeals so strongly to all their high ideals and sympathies. It is the great commandment of the Gospel—the splendid evidence of faith—the glory of the Church's history. The Church is the mother of private and organized social service and has ever shown a genius for organization in every domain of social effort and welfare.

The words of the illustrious Pontiff Leo XIII calling us to concerted social study and concerted social action, are an urgent summons to rouse ourselves to the great problems and the great responsibility of the new world of social and industrial relations in which we live.

*As a Profession* Social Service enjoys the uncommon advantage of not being overcrowded.

The supply of trained workers is insufficient to meet the need. There is a constant demand for graduates of schools of social service to fill such state and municipal positions as probation officers, parole officers, social investigators, institutional inspectors and superintendents of various bureaus, with salaries ranging from \$900 to \$4,000 per annum. In rating educational attainments in the examinations for these and other civil service positions special credit is given for college education or for special training along technical lines.

In public and private organizations are unnumbered opportunities for such graduates.

The development of welfare work in mills and factories and in many large corporations calls continually for expert service.

*Cultural Value.* The courses primarily aim at fitting the student for active social work. Their appeal, however, is not confined to this class alone. The subjects treated are of interest and educational value also to those who do not contemplate social service as a profession. The pertinent and troublesome social questions of the

day, with which broad minds are conversant, are essential parts of the matter discussed. The lectures will be found invaluable for their general information on current topics of interest and importance. The comprehensive views they convey serve as liberal knowledge supplementary to a general academic education or in lieu thereof.

*Fulfilling Sacred Obligations.* Over and above personal considerations of profession and culture that impel many to take up social studies are the considerations of the seriousness of the social problem for the well being of our Church and our country. The Popes have striven to awaken in Catholics a realization of their obligation and have repeatedly urged them to take an active interest in the social problem. They wrote:

*"The Social Question deserves to have all the Catholic forces applied to it with the greatest energy and constancy.*

*"It is for Catholics to take the initiative in all true social progress, to show themselves the steadfast defenders and enlightened counsellors of the weak and defenceless, to be the champions of the eternal principles of justice and Christian civilization.*

*"I forbid the Catholic laity to be inactive."*

*Catholic Lay Apostolate.* Social service in its broadest meaning includes all activities in behalf of our neighbor for the welfare of Church and society. It is similar in meaning to the expressive and beautiful term "lay apostolate". There are thousands among the Catholic laity of every community who are aflame with as sincere and ardent a love of Christ as are priests and religious and who are as eager as their ecclesiastical leaders to devote of their personal ability and talent, of their time and energy to the extension of Christ's kingdom. It is particularly for the benefit of such that a course in "Lay Apostolate" has been added to the curriculum. The course in "Lay Apostolate" is likewise recommended to

officers and members of Catholic lay organizations for men and women that are seeking ways and means of developing and using to the best advantage the limitless resources of energy that lie dormant in their membership, that are ambitious to make their societies important factors in religious and secular social movements.

### LOCATION AND TIME OF SESSIONS

Sessions are held at St. Xavier High School building, Seventh and Sycamore streets, from 7:30 to 9:45 p.m.

The school is conveniently located in the heart of the city, within two minute walk of all city and over-the-river car terminals.

### REGISTRATION

Students are required to register during the week September 19th to September 24th. A transcript of their credits should be filed by them when registering.

### ENTRANCE REQUIREMENTS

Candidates for a diploma, who are styled *regular students*, must have finished a high school training or its equivalent.

*Special students* must have attained the age of eighteen years and must give evidence of sufficient mental ability to follow the courses with profit.

### HOURS OF CONSULTATION AND REGISTRATION

*During registration week*, September 19-24, the office of the School of Commerce and Sociology which is in the St. Xavier High School building, at Seventh and Sycamore streets, will be open daily from 9:00 a.m. to 9:00 p.m.

*During the school year*, September 26th to June 14th, 1:00 p.m. to 9:00 p.m., on Monday, Wednesday and Friday; from 1:00 p. m. to 5:00 p. m., on Tuesday and Thursday; from 9:00 a.m. to 1:00 p. m. on Saturday.

*During the summer holidays*, June 14th to September 11th, the office will be open from 9:00 a.m. to 5:00 p.m.

### OPENING EXERCISES

The opening exercises of the school will be held on Friday evening, September 23d, at 8:00 o'clock, in the large auditorium of the High School building. Addresses will be made by prominent speakers. The purpose of this initial meeting is to revive "*the spirit of 'Old St. Xavier'*" in the old students and kindle it in those joining for the first time; it helps prospective students to become acquainted with their fellow students as well as with their professors.

This meeting is open to the public. Those who are enrolled or who contemplate enrolling are strongly urged to attend.

### FEES

Tuition for regular students will be thirty dollars per annum, payable semi-annually. Special students, i.e., those taking one or more courses, will pay ten dollars per course.

All fees are payable in advance.

Fees are in no case refunded, but students who have paid tuition and have become unable, through sickness or any other unavoidable cause, to attend classes, will be credited the amount on any subsequent session for which they may enroll.

### OTHER EXPENSES

The expenses for books and stationery vary considerably according to the group of subjects taken. In no

case should they exceed \$6.00 per year. Books can be obtained at the Students' Co-operative Store on the first floor.

Membership in the St. Xaviers Cooperators is \$2.00 per year, entitling the student to membership in "The Xaverians," an inter-departmental organization of St. Xavier students. It publishes a bi-weekly publication, *The Xaverian News*, which is sent free to all members.

### ATTENDANCE

No credit can be allowed a student who has not faithfully attended the various courses for which he enrolled and who has not satisfactorily passed the examinations.

Attendance records are kept and absence from twenty per cent of the lectures deprives the student of the right to examination.

It is understood that for every hour of class room work two hours of outside study is expected.

### CURRICULUM

The training offered by St. Xavier College in social service occupies two academic years and covers the full field of social work.

Collateral reading in connection with the various subjects as suggested by the lecturers is required of students. Generally speaking two hours of outside study will be expected for every hour of class room work.

Each student is expected to provide himself with a note book which will be examined from time to time by the teacher and will form part of the basis for giving grades at the end of the semester.

In all the courses the Catholic viewpoint is stressed and Catholic texts are given preference wherever possible. Among the more notable Catholic texts used are the following:

Political Economy .....	Rev. E. J. Burke, S.J.
Laborers in God's Vineyard.....	Madame Cecilia
Psychology Without a Soul.....	Rev. Hubert Grunder, S.J.
Industrial Democracy.....	Rev. Joseph Husslein, S.J.
The Catholic's Work in the World.....	Rev. Joseph Husslein, S.J.
The World Problem.....	Rev. Joseph Husslein, S.J.
Backgrounds for Social Workers, Edward J. Menge, M.A., Ph.D., M.Sc.	
Some Social Problems Viewed in the Light of the Supernatural.....	Rev. Louis J. Nau, S.T.D.
Christian Ethics.....	Rev. J. Elliott Ross, C.S.P., Ph.D.
A Living Wage?.....	Rev. John A. Ryan, D.D.
Distributive Justice.....	Rev. John A. Ryan, D.D.
The Church and Socialism.....	Rev. John A. Ryan, D.D.

### SPECIAL LECTURES

In order to render the largest possible measure of service to its students and to social agencies, the school aims to identify itself closely with the social movements and endeavors of the community.

Besides the regular lecturers leading representatives of the several agencies of the city engaged in philanthropic and humanitarian work will be invited to address the students so that they may become acquainted with the various phases of social work. These lectures will be arranged so as to correlate with the work of the classes. A glance at the list of special lecturers will reveal to what extent this policy is carried out.

### FIELD WORK

The importance of practical work in the field of social service is recognized and insisted upon everywhere today. Lectures alone are not sufficient to make the student an efficient social worker, nor will mere observation of the methods of others bring about this result. Actual case-work must be done by the student under careful and expert supervision.



## OPPORTUNITIES IN CINCINNATI

Social agencies and institutions of every description may be found in Cincinnati or in close proximity to the city. Cincinnati stands pre-eminent among the cities of the world for its socially-minded citizenry and the number and efficiency of its social agencies. "Many of the best-informed social workers in America will tell you that the most efficiently organized social work, and the social work with the most effective channels of good will, is to be found in Cincinnati. They will tell you that here is the closest approach to social work that is scientific almost to mathematical precision, and yet rich in consideration for those in need—the consideration which emanates from a spirit of good will rather than from a spirit of patronage." (Guy Emery Shipler, *The Outlook*, July 28, 1920.)

The ninety-seven organizations affiliated with the Council of Social Agencies offer an unexcelled field for study, observation and practical field work. Every cordiality is shown students who wish to inspect these institutions and every facility is offered to familiarize themselves with the methods employed.

### SPECIAL OPPORTUNITIES FOR CATHOLIC STUDENTS

Cincinnati abounds particularly in Catholic social agencies perhaps to a greater extent than any other city in the United States. It is generally conceded that Cincinnati has the best equipped and most efficiently administered Bureau of Catholic Charities. The Bureau has been the main laboratory for St. Xavier students in the past, and very nearly all the members of its staff are identified with the school either as teachers, lecturers or students.

The exceptional opportunities offered by the Bureau for the student to acquaint himself with Catholic social

and charitable activities may be gathered from the fact that more than fifty Catholic social institutions and organizations co-operate with the Bureau, among which may be mentioned the following: Society of St. Vincent de Paul (40) Conferences, Kenton Street Welfare Center, National Catholic Community House, Catholic Big Brothers' League, Catholic Big Sisters' League, Friars' Gym and Athletic Club, Santo Bambino Day Nursery, Christ Child Day Nursery, St. Xavier Day Nursery, Santa Maria Institute, Fenwick Club, Mt. Carmel Home, St. Vincent Home for Boys, Boys' Home, Pioneer Street; St. Joseph Infant Asylum, St. Joseph Orphan Asylum, St. Aloysius Orphan Asylum, Good Shepherd Convent, Price Hill; Good Shepherd Convent, Carthage; House of Mercy, St. Rita School for the Deaf, Protectory for Boys, Mt. Alverno; Sacred Heart Home, Homes of the Little Sisters of the Poor, Good Samaritan Hospital, St. Francis Hospital, St. Joseph Maternity Hospital, St. Mary's Hospital, Seton Hospital, St. Teresa's Home for the Aged, Catholic Charities League, Catholic Visitation and Maternity Society, Dorcas Society (colored), etc.

### LIBRARY AND READING ROOM FACILITIES

A library containing well selected books on social subjects is at the disposal of the students. Those wishing to spend time between working hours and class periods in surroundings helpful to study are invited to avail themselves of the splendid opportunities offered by the spacious reading room on the second floor of the school building.

The main building of the Cincinnati Public Library is a short distance from the college. Every courtesy is extended students by the librarians and every facility is offered for taking home books, for consulting works of reference and for private study. The library building on Vine street contains 560,000 books, a large percentage of which treat of sociological and allied subjects.

## EXAMINATIONS

In order to receive credit for their work all students must take the examinations which are held at the close of each semester. Students who are unavoidably absent from the regular examinations may arrange with the Regent for a special examination. A fee of two dollars is charged for such special examination.

## DIPLOMAS AND CERTIFICATES

Diplomas will be given to those students who shall have satisfactorily completed the full two years course of the Department.

Students satisfactorily completing the full work of one year, and students in special courses, if they so desire, may receive a certificate stating what work they have done.

## STUDENT ACTIVITIES

### ST. XAVIER COOPERATORS

Every effort is made to cultivate friendly relations among the students of the School of Commerce and Sociology. Organizations in individual classes, as well as among the students generally, contribute largely to bring about this effect. The principal student organization in the school is the St. Xavier Cooperators.

*Purpose.* It brings members of the various classes into close contact with one another, provides a common meeting ground for the entire school, enables the students as a body to wield an influence in the social and civic affairs of the community, is their instrument for promoting undertakings, conducting affairs of interest or importance to the student body. The Cooperators are affiliated with such important organizations as the Co-operative League of America, the Consumers' League, Better

Housing League, etc., and co-operate with social organizations such as the Big Brothers' and Big Sisters' Leagues, community centers, etc.

*Meetings.* Meetings are held monthly. The evening is devoted to routine business, to an address by some prominent person on a topic of vital interest, to discussions by students of problems concerning themselves and their school to entertainment and amusement.

*Employment Bureau.* The St. Xavier Cooperators conduct an employment bureau for the benefit of their members and the convenience of employers. Members are urged to refer to the secretary of the League all worth while vacancies that come to their attention. It is a slight, but all important means of exercising the spirit of service. A very marked degree of willingness to co-operate in this respect has been evidenced in the past and had been productive of most gratifying results.

*Co-operative Store.* All text books and materials needed by the students can be bought at the Students' Co-operative Store, conducted by the St. Xavier Cooperators. The store serves as a modest type and exemplification of co-operation. The co-operative movement is enthusiastically advocated by professors of economics and sociology as an important element in the solution of the social problem.

*Committee on European Relief.* Moved by reports of the dreadful suffering and want so general in Central Europe, a committee undertook to collect funds for their relief. More than \$4,000 were forwarded to the stricken people.

*Committee on Reiner Library Section.* In order to develop the Students' Library and create greater interest in it a committee was formed and instructed to collect

funds for the purchase of new books. Thanks to the enthusiasm of the committee members and the generosity of students and friends of the school a considerable number of valuable books have been procured. This new collection of books is to be known as "The Reiner Library Section", the students' token of appreciation of the Regent's efforts in their behalf. The chairman of the committee is Miss Florence Topmiller.

*The Annual Banquet.* The most important social function of the school year is the annual banquet conducted by the Cooperators. The Ninth Annual Banquet held at the Gibson, on May 20, 1920, surpassed its predecessors in numbers attending, splendid spirit prevailing, galaxy of notables present. The climax of the evening was the oration delivered by Mr. James A. Dalton, president of the Dalton Adding Machine Company. The inspiration of the evening will be felt by all those who were present for many years to come.

## OUTLINE OF COURSES

### I. SOCIAL PRINCIPLES

#### 1. THE ETHICAL GROUNDWORK OF SOCIAL SERVICE.

Social questions in all their aspects have necessarily a moral issue and a moral basis. We can not, therefore, safely undertake any methods of adjustment and reorganization in Social Service without a clear and definite moral viewpoint. The aim of this course is to give to the student this viewpoint so that he may be thoroughly acquainted with the laws that govern normal human life in the direction and correlation of its complex social forces.

Hence it will deal with: Man, and his fundamental ethical relations. Life—its sacredness and destiny. Human action and its determinants. Law and its ultimate authority. Right and duty. The individual and the family. The family and the state. The functions of the government. Education and religion. Social problems and social agencies. The fourfold source of social evils—religious, moral, economic, political. Christian democracy. Rev. Joseph Reiner, A.M.

#### 2. THE ECONOMIC GROUNDWORK OF SOCIAL SERVICE.

To do intelligent work for the social welfare, it is essential to know the fundamental principles of Political Economy. Hence the course will embrace lectures on the principal subjects that come under that science, such as; Wealth, value, price, the factors of production—nature, labor, capital. Money, depreciation of money. Credit. Banking. Trade. Transportation. Corporations. Taxation. Insurance. Consumption of wealth. Distribution of wealth. Rent. Interest or profits. Wages.

Rev. Joseph Reiner, A.M.

#### 3, 4. PSYCHOLOGICAL GROUNDWORK OF SOCIAL SERVICE.

**3. Physiological Psychology.** Beginning with the explanation of the cerebro-spinal nervous system, this course leads on to the study of the phenomena of sensuous life; sense perception, imagination, and memory, sensuous appetite, emotions, instincts.

Practical applications to social problems will be made thruout. Importance of psychology in the proper analysis of cases will be shown. Illusions, delusions and hallucinations as applied to social work will be discussed together with problems like crowd psychology, phenomena of imitation and suggestion.

**4. Rational Psychology.** Phenomena of rational life. The origin and development of intellectual concepts; rational appetency; free will and determinism. The Origin, nature and destiny of the human soul, the union of the soul and body.

Among the practical phases of the source are the following: mental age, physical age, determining factors. Mental disability. Nature of mental tests. Methods of measuring ability. Army mental tests, extent, methods, results. Application of experimental results of education. Application of mental tests to social service problems. Mental disabilities and their influence upon social conditions. Relation of mental ability to delinquency and dependence. Social program which ought to be adopted with regard to mental defectives.

Rev. M. J. Boylan, A.M.

#### 5. GENERAL SOCIOLOGY OR THE SCIENCE OF SOCIETY.

This course aims to help the student interpret and explain present day society thru a study of its origin, development, structure, activities, limitations, deficiencies and by referring to the causes and factors bringing them about.

**General Principles.** Sociology and other social sciences. Its scope, purpose and method. Human instincts, impulses and fundamental tendencies leading to human association. Environment, heredity, racial characteristics, industrial conditions, religious, philosophical, psychological and physiological factors influencing human association. Spencer's animal society. Adam Smith's sympathy. Gidding's consciousness of kind. The biblical explanation. Extreme of individualism and socialism. Scholastic theory,

**Primary Social Institutions.** The *family*, importance; the marriage bond, early forms of marriage, Christianity and marriage. The sacrament and contract inseparable. Unity and indissolubility. The *state*, nature, origin, evolution, development; state theories, Social Contract, divine origin, authority, rights, duties, optional functions, limitations. The Christian state. Church and state. **Property and wealth.** Jesus' attitude toward the rich and poor. Foundations, Indissolubility of individual wealth from social wealth. The Bible and private property. Inheritance. Production. Consumption. Ex-

change. Labor, moral obligation, religious means of sanctification and social duty, economic necessity. **Religion and ethics.** Influence upon society inculcating justice, charity. Early forms. Society dependent upon religion. Social laws. Social control. Social ideals in social, economic relations. Equalization in political, economic, social opportunities.

Rev. Joseph Reiner, A.M.

#### 6. PROBLEMS OF PRESENT DAY SOCIETY.

During the second semester vital problems that confront modern society are studied in their causes, character, effects, interrelations, remedies. **General causes.** Decay of Religion. False principles of extreme individualism of the reformers; rationalism, materialism, liberalism, philosophy of the nineteenth century. Social inequalities. Inequalities arising from individual characteristics, from physical and social environment, from accident, defective government, defective education.

**Particular Problems.** **Desecration of the marriage vow.** The divorce evil, consequences, causes; the Church and divorce. Mixed marriages. Reconstruction of the family; legislative, educational, social, religious remedies. Formalities of the contract. Church weddings. Secret marriages. Eugenics. Race suicide. Christian home. **Population,** increase, causes of decrease in birth rate in the native white stock in the United States. Causes influencing death rate. Malthusianism. **Immigration.** History and causes. Distribution of immigrants in the U. S. Other social effects. Immigration policy. **Negro problems.** Racial heredity of the negro. The negro in the United States. Social, Industrial, educational, religious conditions. Reconstruction of our policy toward the negro. **Problem of the city.** Origin and development. Growth of cities in the United States. Causes. Social and moral conditions of city life. Reconstruction. **Poverty** and pauperism. Definition. Extent in the United States. Causes. Effects. Remedies: relief, institutions, charity, prevention. **Crime:** definition, extent, causes, effects, remedies. Amusements, commercialized, sinful, lawful. **Education,** social function of a social factor. Need of sound education. State and education. The Church and education.

**General Remedy—Return to Christ.** Christian philosophy of life. Man and his destiny. The supernatural state; supernatural gifts, supernatural destiny. The fall and its consequences. The redemption; regeneration; in dwelling of the

Holy Ghost; justification; actual grace, supernatural merit, God's action, man's co-operation. No salvation for society except through Jesus Christ. Rev. Joseph Reiner, A.M.

#### 7. THE SOCIAL QUESTION AND NON-CATHOLIC SOLUTIONS.

**The Social Question stated:** Widespread poverty, misery, suffering; unequal distribution of wealth; industrial slavery; inequality of income; unemployment; child labor; woman labor; industrial accidents and diseases; housing conditions; denial of justice; laws circumvented, not enforced; unequal burdens in peace and war; agrarian problem.

**Solution:** Liberalism; Socialism; Syndicalism; I. W. W.; Reconstruction Program of the British Labor Party; other programs; philosophical, economical and social principles and theories. Rev. Joseph Reiner, A.M.

#### 8. THE CATHOLIC SOLUTION OF THE SOCIAL QUESTION.

**The Encyclical of Pope Leo XIII**—"The Condition of Labor." Pope Pius X on "Catholic Social Action." Reconstruction Program of the National Catholic War Council. Private Ownership. The Family. Assistance of the Church, of the State, of the employer, of the employee in the solution of the Social Problem. Justice and charity. Economy and efficiency. Vocational and industrial training. Decentralization of wealth. *Curative measures:* graduated tax on incomes, inheritances, land, unearned increment; Government control and regulation of natural and artificial monopolies, and public utilities.

*Preventive measures:* workless capital and usury laws; regulation of stock issues; co-operation; operative ownership of industries.

Protection of the working classes. The right to organize, to bargain collectively, to strike. A living wage. Employment bureaus. Improvement of working conditions. Woman and child labor restricted. Sunday rest. Health of the laborer to be safeguarded at home and in the place of work.

**The New Social Order:** Industrial Democracy, Christian Democracy. Rev. Joseph Reiner, A.M.

## II. SOCIAL HISTORY

#### 21. ANCIENT AND MEDIEVAL SOCIAL MOVEMENTS.

Mosaic laws and regulations. Christianity and its social value. Communism in the early Church. Educational and social

work of the first religious orders. The slave and the serf. Rise of labor guilds; the position and condition of labor. Technical education of the masses. Universities. Grammar schools. Hospitals and organized charities. Fairs. The Church House. Printing and book trades. The influence of the Reformation of social life. Rev. Henry S. Spalding, A.M.

#### 22. MODERN AND CONTEMPORARY SOCIAL WORK.

Europe in the seventeenth and eighteenth centuries. Effects of the invention of machinery on social life. The rise of modern cities. Impoverishment and degradation of the masses in England. Laws for the improvement of the laboring classes. The social work of Bishop von Ketteler. The Encyclical of Leo XIII. Frederic Ozanam and the St. Vincent de Paul Society. American Social History.

The beginning of social problems in the United States. The colonial period, labor conditions, slavery, evolution of capitalism. American Federation of Labor movement; monopolies, radicalism, socialism, single-tax agitation, the I. W. W. Co-operative movement in the United States. Social legislation. Organized charities. U. S. Bureau of Labor. Sociological literature. Catholic charities, character, extent, organization. Ideals and hopes of Catholic charities.

Rev. Henry S. Spalding, A.M.

## III. SOCIAL PRACTICE

#### 31, 32. LAY APOSTOLATE.

**General Principles.** Need, obligation, excellence of the Lay Apostolate. Types in Europe. Apostolate of the *individual* in private and public, as member of secular organizations, unions, co-operative societies, Chamber of Commerce, clubs, etc. Apostolic occupations. *Organized* lay apostolate. The parish the logical unit. History of the parish. Advantages, limitations. The laity and their parish. Canon law. Lay organizations. How effected. Drawing up constitution and by-laws. Parliamentary law. Election of officers. Installation. Board of directors, executive committee, cabinet, council; importance of standing and special committees or sections.

**Organizations for Men:** Parish society. Holy Name Society. Sodality. Pious organizations. Fraternal organizations. St. Vincent de Paul Society, its history, extent, character,

spirit, benefits; its need in our day; characteristics of a true Vincentian.

**Activities. Parish welfare:** Pastor's helpers, sexton's and sacristan's assistants, parish surveys, parish choir, parish retreat, closed retreat.

**Education:** Parochial school, vocational guidance and higher education of boys, night schools, continuation schools, lectures, public forum, classes in citizenship, the platform.

**Social and charitable:** Social action, social legislation, civic obligations, co-operation with Catholic and non-Catholic, public and private social and charitable organizations and institutions, public morality, (movies, theatres, dance halls, places of amusement, posters, divorce,) wholesome recreation, Big Brothers, Boy Scouts, Boys' Club, visiting inmates of institutions for the sick, needy, defective, delinquent, assisting new Americans, employment bureau.

**Press and Literature:** Support of Catholic periodicals thru subscriptions and contributions, dissemination of Catholic books and pamphlets, pamphlet rack, church door library, barrow brigade, colportage.

**Missions:** Home and foreign missions, Church Extension. Methods of arousing interest and obtaining support. Convert class. Teaching catechism.

**Organization:** Federation of parish societies; city, diocesan, state, national federation of parishes and societies. National Catholic Welfare Council. Conventions.

**Organizations for Women:** Parish societies for mothers, young ladies, girls; sodalities; fraternal organizations.

**Activities. Parish welfare:** Altar society, sexton's and sacristan's auxiliaries, parish entertainments and amusements, parish sociability, musical clubs, parish surveys; teaching catechism.

**Education:** Parochial school, vacation school, higher education for girls, vocational guidance for girls, continuation schools, night schools, lectures, reading and study clubs, classes in domestic science and home economics, citizenship.

**Social and Charitable:** Social action, social legislation as effecting the home and women, co-operation with Catholic and non-Catholic, public and private charitable and social organizations and institutions; public morals (divorce, movies, theatres, dance halls, play grounds, places of amusement, posters, etc.);

wholesome recreation; Big Sisters, girls' club, traveler's aid; maternity visitation, Christ Child Society, friendly visiting among the poor, sick, neglected, needy in homes and institutions; assisting new Americans.

**Press and Literature:** Support of Catholic periodicals and publications; public library.

**Missions:** Home and foreign missions, arousing interest and obtaining support for them.

**Organization:** Federation of parish societies, city, diocesan, state, national federation of parishes and women's societies. National Catholic Women's Council. Conventions.

Rev. Francis A. Gressle.

### 33. CHILD WELFARE.

[a] **Eugenics:** birth-control, pre-natal care, birth registration, maternal mortality, infant mortality, infant welfare stations, baby clinics, milk stations, "baby farming," maternity visitation, nurseries.

[b] **Training:** Prayer, sacred pictures and statues, church and ceremonies, school age, kindergarten, its equipment, school hygiene, school lunches, open air schools, dental clinics, continuation schools, manual training, sex hygiene, school attendance laws, pensions for school children, vocational guidance, placement office.

[c] **Recreation:** playgrounds, gymnastics, appliances, team games, athletics, folk dances, hand work, music, community singing, the children's hour, vacation homes, fresh air farms, boy scouts, girl scouts.

[d] **Protection:** dependent children, boarding and placing out, child-caring agencies, congregate institutions, cottage institutions, private families, orphanages, protectories, support and protection of illegitimate children; delinquent children, Juvenile Court, probation officers, reformatories, training schools, opportunity farm, Houses of the Good Shepherd; defective children, blind, deaf, dumb, crippled, their care and training; feeble-minded, state and private institutions for feeble-minded, subnormal, separate and special training; state, county, municipal, private agencies.

Rev. Marcellus Wagner, A.M.

### 34. DELINQUENCY.

**Juvenile delinquency.** Laws relating to juveniles. Discovery and protection of the neglected and dependent child. Probation officers; powers, duties and aims. The diagnosis of a

delinquent, its purpose and value. Probationary program for juvenile delinquents. Methods that succeed and causes of failure. Volunteer workers; how to aid both the course and the child. Juvenile case records and statistics: why they are kept; what they should contain; their value. Institutions for juvenile delinquents; methods and training; discharge and after care.

**Adult delinquency.** Delinquents, social and legal classifications. Social Diagnosis, the basis of intelligent treatment. Fingerprint system of identification. Medical and psychological aspects of delinquency. Probation or supervision in social life. The relation of unemployment to delinquency. Social records, their purpose and value. The Family Court, and the problem of domestic relations. The Honor System. The Parole System. The defective delinquent. Prevention, the constructive program of the future. Rev. Francis A. Gressle.

### 35. CASE WORK AND RECORD KEEPING.

The case worker's task; skill in discovering social relationships shaping personality, ability to get at the core of a social difficulty, power to utilize the direct action of mind upon mind in their adjustment. The nature and uses of social evidence. Types of evidence. Inferences. The first interview. The family group. Outside sources; relatives, physicians, schools, employers, documents, neighbors, miscellaneous. Comparison and interpretation. Social disabilities and the questionnaire plan of presentation. Standard records. Methods. Terminology.

### 35a. AGENCIES AND METHODS OF RELIEF.

This course will offer the student a broad and practical knowledge of the principles and aims of standard agencies and methods of relief, as applied to individuals and families. The experience of specialists in the field of social service will be utilized to give the class an acquaintance with the organization and technique of these societies by means of special lectures on correlated topics. As far as possible this schedule of lectures will include the executives of the various public and private organizations of this vicinity.

Special attention will be paid to the St. Vincent de Paul Society, the Bureau of Catholic Charities, Red Cross, Home Service Section, Associated Charities, United Jewish Charities, Immigration and Americanization, Employment Agencies.

Edwina A. Meaney.

### 36, 37, 38. HOME ECONOMICS IN SOCIAL WORK.

Note.—The aim of the course is to promote efficient home-making by enabling those who take the course to apply the things learnt to their personal problems and to *take charge of classes in homemaking at community with parish centers.*

**36. FOODS.** Their value and relation to health and social welfare. This course will consist of ten practical lessons and five theoretical lessons. The practical work will be based upon the preparation and serving of means which will include a study of cereals, beverages, fruits, meats and meat substitutes, milk and eggs, salads and salad dressings, pastries, breads, cakes, soups, preparation of vegetable and desserts. The use of left-overs, canning, preserving and jelly-making. The theoretical work will cover elementary food principles, methods of serving and decorating foods, food and health, infant feeding and invalid feeding with reference to outside reading.

Nelle Dowd, B.A., B.Pd.

**37. Clothing, Textiles and Household Management.** This course will consist of practical and theoretical work. Clothing principles of garment construction, including cutting, fitting and finishing with the view of teaching and assisting others. Textiles—Fundamental textiles, their properties, uses, combinations, adulterations, weaves tests, methods of purchasing. Dyes and design. Economic influences. Household management—Efficiency in the management and maintenance of the home; labor saving devices, commercial and home-made. Planning and budget making.

Nelle Dowd, B.A., B.Pd.

**38. Home Hygiene and Care of the Sick.** This course, consisting of theory and laboratory work, will be conducted at the Ranly Health Center, Bureau of Catholic Charities, Ninth and Main streets. It will include the following: Cause and Prevention of Sickness, Health and the Home, Babies and Their Care, Indications of Sickness, Equipment and Care of the Sick Room, Beds and Bedmaking, Baths and Bathing Appliances and Methods for the Sick-Room, Feeding the Sick, Medicines and Other Remedies, Application of Heat, Cold and Counter-Irritants, Care of the Patient with Communicable Diseases, Common Ailments and Emergencies, Special Points in the Care of Children, Convalescents, Chronics, and the Aged.

Elenore M. Albers, R.N.

### 39. CITIZENSHIP.

"The Fundamentals of Citizenship," issued by the National Catholic War Council, will be reviewed rapidly serving

as an introduction to the course. The publication treats the following topics: American Democracy's Debt to Europe, the Obligations of Citizens, American Bill of Rights, Education in a Democracy, Protection of Health, Laws and Their Making, the People's Work, the Work of the Courts, Dealing with Foreign Countries, Military Power, Protecting Against Fraud, Insurance as a Protection, Taxation, the Citizen's Duty, Naturalization. This cursory review will be followed by a more detailed and thorough study of our government and American politics. It will include the following:

**Historical Foundations:** Colonial Origins of American Institutions, Independence, Union, and Self-Government, the Establishment of the Federal Constitution, the Evolution of the Federal Constitution, the Evolution of State Constitutions, the Evolution of Political Issues in the United States, the Development of Party Machinery.

**The Federal Government:** The General Features of the Federal System of Government, the Nomination and Election of the President, the Powers of the President, the National Administration, the Congress of the United States, the Powers of Congress, Congress at Work, the Federal Judiciary, Foreign Affairs, National Defence, Taxation and Finance, the Regulation of Commerce, Natural Resources, the Government of Territories.

**State Government:** The Constitutional Basis of State Government, Popular Control in State Governments, the State Executive Department, the State Legislature, the Judicial System, the Organization of Municipal Government, Municipal Functions, Local Rural Government, State and Local Politics, Taxation and Finance, Social and Economic Legislation.

Elmer L. Conway, A.M., LL.B.

Courses in the School of Commerce in *English, Effective Speaking, Parliamentary Procedure, etc.*, are open to the students of Sociology. Further information will be furnished upon request.

## REGISTER OF STUDENTS, 1920-1921

### ARTS DEPARTMENT

#### SENIOR CLASS

Amann, C. Berthold	Maggini, George B.
Bunker, Henry B.	O'Meara, Joseph
Danahy, John C.	Rolfes, John
Eckerle, Eugene F.	Roth, Oscar J.
Freking, Edward A.	Shannon, John B.
Guiney, Philip	Siegel, Francis X.
Knoebber, Carl F.	Spaeth, Leo E.
Kyte, Lawrence	

#### JUNIOR CLASS

Aman, Frank G.	McCoy, William
Anthony, Edwin J.	Rolfes, Albert J.
Bidinger, George V.	Spaeth, Harold C.
Clark, Joseph C.	Walton, Edward H.
Grause, J. Bernard	Wenstrup, Carl D.
McCarthy, Charles J.	Wieland, Ralph E.

#### SOPHOMORE CLASS

Bartlett, Walter J.	Leonard, Luke J.
Bechtold, William J.	Lorenz, Albert F.
Burns, John	McDevitt, Lawrence J.
Corbett, Jerome J.	Monahan, John T.
Cushing, James J.	Montgomery, James E.
Eberts, Louis E.	O'Connor, Edward M.
Foltz, Stephen	Seahill, George E.
Fay, James J.	Shine, William J.
Glueck, Louis	Slomer, Norbert F.
Greene, Harold W.	Smith, T. Paul
Hart, W. Irving	Smith, Thomas J.
Hogan, Daniel F.	Sonneman, George J.
Huwe, Raymond A.	Trame, Charles H.
Hynes, Robert D.	Tynan, Bernard
Kane, Lawrence A.	Wurzelbacher, Raymond
Kearns, M. Scott	Zang, Otto E.



## FRESHMAN CLASS

Ball, Thomas	Lang, Frank J.
Bien, Joseph J.	McCarthy, Peter
Burke, Edward J.	Manley, James G.
Collins, Virgil I.	Marnell, Richard
Coughlin, D. Bernard	Mazza, Louis
Cryer, Frank	Molony, Joseph
Dorr, Edward R.	Molony, William F.
Farrell, Charles J.	Mussio, John K.
Feighery, Victor W.	Noppenberger, John A.
Fischer, Carl	Nordloh, Paul C.
Foley, William A.	Rush, Warren
Foley, James	Saffin, George A.
Frey, Martin J.	Schneider, Milton
Gaines, Thomas F.	Skees, Joseph O.
Gockel, William	Romer, Charles
Grote, Leo J.	Steinkamp, George A.
Haley, Joseph M.	Theissen, Mark A.
Hart, Thomas	Thorburn, John
Kemp, John	Verkamp, Richard J.
Kiely, Jeremiah F.	Vonder Brink, Leonard
Kiley, Leo M.	Von Zuben, Charles P.
King, J. Joseph	Weiskettel, Richard J.
Kramer, Ralph	Wilson, Leo F.

## SCHOOL OF LAW, 1920-1921

### FRESHMAN CLASS

Barry, James	McErlane, Frank J.
Benz, James J.	McGarry, James R.
Berding, Andrew H.	Maloney, Tiburtius J.
Beringer, Oscar J.	Mohrhaus, Robert J.
Conlon, Anthony	Mueller, Joseph
Davis, Herbert A.	Normile, George J.
Goodenough, Joseph P.	Rolfes, Albert J.
Heilker, Charles T.	Rosenberg, Arthur L.
Henkel, Louis	Rotert, F. W.
Hess, Otis R.	Weimer, Albert J.
Janszen, Lawrence J.	Vail, Mark
Kehoe, Thomas	

## SOPHOMORE CLASS

Bird, Joseph C.	Kyte, Lawrence H.
Bradley, James W.	McCoy, Raymond J.
Dorger, Raymond J.	Manley, Raymond
Dorr, Edward R.	Moloney, William F.
Doyle, John H.	Oberschmidt, Leo E.
Eshman, Robert A.	Overman, Ann Marie
Frey, John H.	Poetker, Lawrence
Gallagher, Thomas A.	Prout, Mary Laura
Gardiner, George H.	Rogers, John P.
Hadley, Walter F.	Scruggs, Buxter S.
Hellenthal, Michael A.	Welply, Joseph
Kennealy, George, Jr.	Williams, Gregory H.

## WINTER SESSION, 1920-1921

### BENEDICTINE SISTERS, O.S.B.

Sister M. Callista	Sister M. Hilda
Sister M. Charlotte	Sister M. Irmina
Sister M. Clotilde	Sister M. Lioba
Sister M. Columba	Sister M. Lucy
Sister M. Domitilla, A.B.	Sister M. Mildred
Sister M. Hedwig	Sister M. Ursula

### SISTERS OF CHARITY [Mount St. Joseph]

Sister Adriana	Sister Marie Romaine
Sister Baptista	Sister Mary Ann
Sister Catherine Regina	Sister Mary de Paul
Sister Celestine	Sister Mary Ethelbert
Sister Clare	Sister Mary Genevieve
Sister Clarita	Sister Mary Helena
Sister Dolorosa	Sister Mary Lorenzo
Sister Felicia	Sister Mary Roch
Sister Francina	Sister Mary Salome
Sister Leona	Sister Matthew
Sister Loretta Clare	Sister Reginald
Sister Maria Caritas	Sister Thomas
Sister Marie Columbière	Sister Thomasine

### SISTERS OF CHARITY [Nazareth]

Sister Agnes Maria	Sister Mary Laurentia
Sister Etheldreda, A.B.	Sister Mary Theodosia
Sister Mary Adelaide	Sister Mary Veronica
Sister Mary Estelle	Sister Victoria

### SISTERS OF ST. JOSEPH

Sister Mary Aquinas	Sister Miriam
Sister Mary Eveline	

### SISTERS OF THE BLESSED SACRAMENT

Sister Mary Emerentiana	Sister M. Pauline
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### SISTERS OF ST. FRANCIS, O.S.F.

Sister Agnes Marie	Sister M. Eulalia
Sister Esther Marie	Sister M. Gonsalva
Sister M. Angela	Sister Mary Jane
Sister M. Avelina	Sister M. Leonoroda
Sister Mary Carmel	Sister Mary Louis
Sister M. Catherine	Sister Mary Martha
Sister M. Charles Borromeo, A.B.	Sister M. Maurice
Sister Mary Denis	Sister Mary Norberta
Sister M. Edeltrudis	Sister Mary Odo
Sister M. Elsina	

### SISTERS OF MERCY

Sister Mary Antonia	Sister Mary Hildegarde
Sister Mary Bernadette	Sister Mary Imelda
Sister Mary Casimir	Sister Mary Joseph
Sister Mary Celestine	Sister Mary Leo
Sister Mary Chrysostom	Sister Mary Lorenzo
Sister Mary Dolores	Sister Mary Loretto
Sister Mary Dominica	Sister Mary Pancratius
Sister Mary Edward	Sister Mary Stella
Sister Mary Emmanuel	Sister Mary Ursula
Sister Mary Etheldreda	Sister Mary Veronica
Sister Mary Henrietta	Sister Mary Winifred

### SISTERS OF NOTRE DAME, S.N.D.

Sister Mary Adele	Sister Mary Charlotte
Sister Mary Agnetis	Sister Mary Lucile
Sister Mary Albert	

### SISTERS OF THE PRECIOUS BLOOD, C.P.P.S.

Sister Mary Adelaide	Sister Mary Delphina
Sister Mary Albina	Sister Mary Matilda
Sister Mary Benita	Sister Mary Palma
Sister Mary Catharine	

### SISTERS OF ST. URSULA [Ursuline Convent and Academy]

Sister M. Adelaide	Sister M. John Berchmans
Sister Mary Carmel, Ph.B.	Sister Rita
Sister Mary Edward	Sister St. Ursula

### URSULINE SISTERS [Ursulines of Brown Co.]

Sister Augustine	Sister M. Josephine
Sister Dolores	Sister Mary Ursula
Sister Dominic	

### SISTERS OF NOTRE DAME DE NAMUR, S.N.D. de N.

Sister Agnes	Sister Magdalen Joseph
Sister Agnes Immaculata	Sister Margaret Aloysius
Sister Agnes Mary du S.S	Sister Marie
Sister Alice of the S.H.	Sister Marie Blanche
Sister Alma Mary	Sister Marie Clemens
Sister Aloysia	Sister Marie B.S.
Sister Anna Marie	Sister Marie du S.E.
Sister Beatrix S.H.	Sister Marie Eulalia
Sister Berchmans of Mary	Sister Marie Fidelis
Sister Bernard Mary	Sister Marie of the Angels
Sister Benedicta	Sister Marie Teresa
Sister Blandine	Sister Mary Alice
Sister Christina	Sister Mary Anna
Sister Clare	Sister Mary Anselm
Sister Elise Joseph	Sister Mary Camille
Sister Ernestine of the S.H.	Sister Mary Cyrilla
Sister Françoise du S.S.	Sister Mary Elfrida
Sister Helen	Sister Mary Francis
Sister Hélène du S.S.	Sister Mary Irene
Sister Ignatius	Sister Mary Leona
Sister Julia Loretto	Sister Mary of St. Agatha
Sister Leona S.H.	Sister Mary of St. Gertrude
Sister Louise	Sister M. Pulcheria
Sister Louise of the S.H.	Sister Mary Seraphine
Sister Louise Annunciata	Sister Mary Théophane

Sister St. Rita  
 Sister Stanislaus  
 Sister Teresa  
 Sister Teresa Mary

Sister Thecla  
 Sister Theresa Catherine  
 Sister Thérèse

Edward J. Anthony  
 Florence C. Albers  
 Eleanor C. Altenberg  
 George V. Bidinger  
 Esther A. Crowley  
 Marcella Frisch  
 Mary Agnes Hughes

Mary Grace Hulsman  
 Jane Lavelle  
 Charles E. O'Connor  
 Margaret Sheedy  
 William J. Shine  
 Leo Spaeth  
 Helen Twomey

### SCHOOL OF SOCIOLOGY

Albers, Florence  
 Albers, Laura M.  
 Barnhorn, Clement J.  
 Basler, Val  
 Bergheger, Amelia  
 Bloemer, Gertrude  
 Carr, Mrs. Henrietta  
 Carter, Catherine M.  
 Chamberlain, Marion  
 Cleary, Retta E.  
 Conroy, Anna  
 Conway, Maggie  
 Craven, Helen  
 Creedon, Loretta  
 Delaney, Nellie N.  
 Dooley, Ann L.  
 Eckert, Florence R.  
 Elstro, Regina  
 Erpenbeck, Ann C.  
 Flamm, Helen  
 Flanagan, Nora  
 Flynn, Elsie M.  
 Folz, Lucille  
 Gauzert, Elfreda  
 Greenwood, Florence  
 Grogan, Sarah E.  
 Hammelrath,  
 Hanhauser, Josephine

Heitz, Mrs. Loretta E.  
 Hempelman, Gertrude  
 Higgins, William  
 Hulsman, Mary G.  
 Keiser, Anna E.  
 Kelly, Anna C.  
 Kennedy, Margaret E.  
 Kemper, Emma  
 Kennedy, Helen  
 King, Mrs. Marie M.  
 Knecht, Harold  
 Leahy, Dora  
 Leary, Arthur  
 Lee, Theresa F.  
 Lewis, Agnes  
 Lohr, Catherine  
 Lord, Lyle C.  
 MacCormack, John  
 McCauley, Veronica  
 Meiners, Helen  
 Mentink, Ann B.  
 Moenter, Mary E.  
 Moorman, Catherine  
 Moran, Margaret M.  
 Mulvihill, May  
 Murphy, Catherine A.  
 O'Brien, Mac  
 O'Neill, Evelyn

O'Neill, Mary M.  
 Oberschmidt, Joseph  
 Poetker, Mary  
 Poetker, Rose  
 Pressler, Mrs. Clara  
 Redon, Julie  
 Richards, Olive G.  
 Riedel, Louise  
 Sauer, Luella  
 Schaeffer, William D.  
 Schmitt, Dorothy

Skahen, Lillian  
 Smith, Bertha M.  
 Topmiller, Florence  
 Tighe, Mary G.  
 Twenhofel, Emma  
 Twomey, James M.  
 Willenbrink, Hilda  
 Wissel, Clara  
 Wissel, Matilda  
 Zurlage, Alvina

### SCHOOL OF COMMERCE

Alban, Frank  
 Albers, Florence  
 Anthony, Bernadette  
 Anspach, Charles B.  
 Anneken, John H.  
 Baechle, Helen J.  
 Baechle, William J.  
 Bain, Marie  
 Baltzer, Albert E.  
 Bambeck, Bart C.  
 Barker, Ellen  
 Barron, Joseph  
 Baumgartner, Norman  
 Becker, Edwin G.  
 Becksmitth, Charles  
 Bedinghaus, John  
 Bergmann, Norbert P.  
 Berkemeyer, Raymond  
 Bernens, Walter  
 Berssenbruegge, Emma  
 Bertram, Alvina A.  
 Bertram, Oliva  
 Beverding, Charles E.  
 Beyer, Emily  
 Biehl, Louise  
 Boex, Aloysius  
 Bokenkotter, Anthony  
 Borke, Frank J.  
 Boyle, Charles  
 Brady, Bes  
 Brady, Ella C.  
 Brancamp, Walter

Braun, Alfred E.  
 Brecht, Rose  
 Breitenbach, Edward J.  
 Breslin, Leo  
 Brichler, Urban  
 Brink, Lester  
 Brockman, Robert  
 Broering, Albert F.  
 Broering, Bernard G.  
 Brokamp, William J.  
 Brown, Mrs. A. C.  
 Brunst, Albert  
 Brusck, Walter  
 Buchanan, Goebel  
 Budde, Loretto  
 Burns, William M.  
 Buzek, Ralph  
 Caden, Arthur J.  
 Cannon, Charles  
 Carter, Catherine M.  
 Clark, Thomas  
 Conlon, Frank  
 Conroy, Anna  
 Conway, Joseph M.  
 Coogan, Charles E.  
 Crone, John A.  
 Crute, Joseph  
 Dacey, Gertrude  
 Davis, Carrie  
 Delaney, Joseph  
 Devane, Michael  
 Diener, Ida

Donnelly, Lawrence  
Dooley, Ann L.  
Drake, Maurie E.  
Durack, John  
Dwyer, Anna L.  
Ellebrech, Louis  
Ellig, Edwin J.  
Elstro, Regina  
Evers, Anna  
Fagin, Harold  
Fairbanks, Richard  
Feist, Robert  
Feldman, Leonard J.  
Feldman, Raymond  
Finn, John  
Finn, Richard J.  
Finnegan, John  
Fischer, Carl C.  
Fischer, John J.  
Fischer, Melinda  
Fitzmorris, Mary E.  
Flaherty, Urban  
Flamm, Helen  
Flanagan, Nora  
Fleming, Frank X.  
Fleming, Elizabeth  
Fortman, Harry  
Fox, Robert W.  
Francis, Alice  
Frizzell, Arthur  
Funch, Frank  
Fussinger, Emile C.  
Gaede, Lawrence  
Gaisser, Amanda M.  
Gardner, Edward J.  
Gardner, Louis E.  
Gerding, Lawrence J.  
Gerwin, Robert  
Gauzert, Elfreda S.  
Geverts, Carl  
Gerver, Joseph  
Gibson, Willanna  
Glatthaar, Elmer  
Gleason, William E.  
Grause, Val E.

Greenwood, Florence  
Grote, Paul  
Grunder, Amelia  
Gutting, George  
Gutting, Gordon  
Hagedorn, Charles  
Harpenau, William  
Hartman, Robert  
Hauser, Edward A.  
Helmers, Edwin  
Helmers, Carol  
Hennessy, John J.  
Herricks, Edward  
Hessling, Anthony A.  
Hetteberg, Ray C.  
Hils, Norbert  
Hoch, Edna  
Hogan, John E.  
Houck, Ruth  
Hummel, Elmer  
Huenemann, Joseph E.  
Huber, George  
Hunt, Helen  
Huschle, Joseph H.  
Johannigman, Lillian  
Jung, Edward  
Karle, Frank  
Kasselmann, Henry  
Keith, Broadwell  
Kelly, John  
Kennedy, Margaret E.  
Kessen, Joseph L.  
King, Mrs. Marie M.  
Kircher, John G.  
Kluener, Lawrence A.  
Knecht, Harold  
Koegel, William A.  
Kolkmeier, Joseph J.  
Kotte, Ray H.  
Kotz, Anna C.  
Kramer, Anthony  
Krause, Clarence  
Kruchten, Alma M.  
Kruempelbeck, Henry  
Kruthaup, H. J.

Lameier, Aloysius H.  
Lampe, Leo H.  
Latscha, Vincent  
Leary, Arthur  
Lechner, Max E.  
Lemke, Margurete  
Liebman, Marvin  
Lindsay, Thomas  
Loebker, Albert  
Lohr, Catherine  
Lowry, Harold W.  
Luebbers, Joseph  
Lubrecht, Frances  
Lutmer, William  
Lyons, Marie G.  
McCabe, John A.  
McCarthy, Elizabeth  
McCarthy, James E.  
McDonald, Helen  
McDonald, Margaret  
McGinnis, Edward J.  
McIntyre, Thomas F.  
McKeon, Catherine  
McNally, Margaret  
Madden, Mabel V.  
Maher, Gertrude  
Mehring, Harry  
Meiers, Phyllis  
Meiners, Louis  
Mentink, Ann B.  
Meyer, Joseph  
Meyer, Richard  
Middendorf, Herbert  
Moeller, Elvira  
Moeller, William H.  
Molleran, George  
Moorman, Henry  
Moran, Agnes  
Mueller, Earl  
Murphy, Catherine A.  
Murray, William L.  
Nahrup, Robert B.  
Nann, Carolyn  
Neu, Annie D.  
Neyer, Alphonse

Niehaus, Ida  
Niehaus, William J.  
Nieman, Robert J.  
Nolan, Margaret  
Normile, Matthew J.  
O'Connell, J. C.  
O'Donovan, Ann  
O'Gallagher, Frank E.  
O'Keefe, Mary  
O'Keefe, Nora  
O'Leary, May  
O'Neill, Evelyn  
Oberman, Carl F.  
Oberschmidt, Joseph  
Ochs, Joseph  
Ochs, Lilian  
Oehler, J. Albert  
Olinger, Robert  
Otting, George  
Overmole, Ferd.  
Pellman, Alvina  
Pellman, Catherine  
Pierce, Evelyn  
Polking, Ledvenia  
Prelm, Mabel A.  
Rehling, Charles  
Reinhardt, W. F.  
Remelin, Mrs. Eleanore  
Richardson, Caroline  
Richardson, Irene  
Rickling, Henry  
Riley, Alice  
Roll, Rose Agnes  
Romer, Clement T.  
Roth, Oscar J.  
Rottenberger, Irene  
Rummel, Gertrude  
Ryan, John J.  
Sauten, John  
Sawyer, Carlos  
Scheidler, Alfred J.  
Schilling, Catherine  
Schaberle, Catherine  
Schaberle, Louise  
Schaeffer, William D.

Schenkel, Paul  
 Scheve, Edward B.  
 Schipper, Emma  
 Schmidlin, George  
 Schmitt, Dorothy  
 Schmitt, Ophelia  
 Schmitz, Fred.  
 Schorle, Eugene  
 Schriever, Paul  
 Schrimpf, William J.  
 Schroot, Edward H.  
 Schubert, Leah  
 Schuermann, Edward  
 Schuler, Albert  
 Schulte, Cyril J.  
 Schultc, Stephen C.  
 Schulte, Walter J.  
 Schultz, George  
 Seibel, Albert A.  
 Seiler, Marcella  
 Selzer, George C.  
 Sherrard, G. N.  
 Sieve, Arnold H.  
 Siever, Edna  
 Simmes, Orlando A.  
 Skahen, Lillian  
 Snider, Stanley F.  
 Snyder, Lucie  
 Spellmire, Oscar E.  
 Spieker, Edwin  
 Staib, Emma  
 Stauder, John P.  
 Stautberg, Joseph L.  
 Stober, Harry  
 Stenger, Jerome  
 Streck, Amanda  
 Stutter, Rose  
 Suhre, Aloysius  
 Sullivan, Frank W.  
 Sullivan, Mary R.  
 Tansey, Bernard  
 Tenhundfeld, Arthur  
 Thelen, William C.  
 Thieman, Albert

Thorburn, H. A.  
 Thorburn, Robert C.  
 Topmiller, Florence  
 Torbeck, Jr., John  
 Trimpe, Howard J.  
 Twomey, James M.  
 Ulrich, Arthur J.  
 Vaile, Horace W.  
 Van Frank, Anna  
 Van Frank, Mabel  
 Vasnus, Mint  
 Vehr, Francis R.  
 Vehr, Paul A.  
 Vesper, Joseph G.  
 Voge, Edward A.  
 Voge, Raymond P.  
 Volk, Pauline  
 Volz, Felicitas  
 Vonderhaar, George  
 Von Hoene, Eugene  
 Von Phul, Henry  
 Wagner, John  
 Wagner, Leo  
 Waldvogel, Edward N.  
 Webeler, Ray W.  
 Wehrman, Rose  
 Weiner, Albert J.  
 Wempe, Julia  
 Werner, Raymond  
 Wernsing, Delma  
 Wessel, Bernard  
 Wessling, Joseph  
 Willenborg, Alma M.  
 Wirtz, Evelyn  
 Wissel, Clara  
 Witte, George H.  
 Witteried, Albert  
 Willenbrink, Hilda  
 Wolf, Elsie  
 Yaegers, Charles O.  
 Zang, Ottilia  
 Zimmer, Gertrude  
 Zink, Carl A.  
 Zurlage, Marie

## DEGREES CONFERRED JUNE 16, 1920.

### BACHELOR OF ARTS

WILLIAM A. BRUNGS	CARL F. KNOEBBER
JOHN F. BYRNE	GEORGE J. NORMILE
JAMES J. DOUD	RAYMOND MANLEY
JOSEPH P. GOODENOUGH	HAROLD E. RIECKELMAN
JOHN B. HARDIG	ALBERT J. WEIMER
SISTER TERESA CLARE GOOD	SISTER M. DOMITILLA THUENER
SISTER BERENICE GREENWELL	SISTER M. EDWIN FENNESSEY
	SISTER M. CARMEL McLELLAN

### BACHELOR OF COMMERCIAL SCIENCE

ELLARD B. DUANE	JAMES R. FAVRET	W. PAUL WENDELN
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### CERTIFICATE OF COMMERCIAL SCIENCE

WILLIAM J. GEBHART	JOSEPH C. SCHMITT
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### CERTIFICATE OF SOCIOLOGY

CATHERINE CROTTY

## AWARD OF HONORS AND PRIZES

### AWARD OF HONORS AND PRIZES

The Verkamp Gold Medal, founded in 1913, for the best speech at the annual debate of the Philopedian Debating Club, was awarded to John B. Hardig, '20. Honorable mention: John F. Byrne, '20, John C. Danahy, '21, Edwin J. Anthony, '22, Charles McCarthy, '22.

In the Intercollegiate English Contest between students of all the Colleges of the Middle West Province of the Society of Jesus, in number more than one thousand, fourth place was awarded to John C. Danahy, '21, fifth place to Albert J. Weimer, '20, and tenth place to Joseph P. Goodenough, '20.

### HONORABLE MENTION

Honorable mention is awarded in the various departments under the following conditions:

(1) There must be a standing of not less than 75 per cent in every department for the year.

(2) An average of 93 per cent must be maintained for a full year's course in the department in which honorable mention is sought.

#### AESTHETICS

CARL D. WENSTRUP, '22

#### CHEMISTRY

LEO M. KILEY, '24                      JOHN K. MUSSIO, '24

#### ENGLISH

VICTORY W. FEIGHERY, '24              THOMAS F. GAINES, '24

WILLIAM GOCKEL, '24                      LEO M. KILEY, '24

JOHN K. MUSSIO, '24                      JOHN THORBURN, '24

PAUL C. NORDLOH, '24

#### EDUCATION

EDWIN J. ANTHONY, '22                      BERNARD J. GRAUSE, '22

#### ETHICS

GEORGE B. MAGGINI, '21

#### FRENCH

WILLIAM J. BECHTOLD, '23                      THOMAS F. GAINES, '24

NORBERT F. SLOMER, '23                      CHARLES P. VON ZUBEN, '24

#### GREEK

VICTORY W. FEIGHERY, '24                      GEORGE A. SAFFIN, '24

#### HISTORY

STEPHEN FOLTZ, '23                      ALBERT F. LORENZ, '23

PAUL C. NORDLOH, '24

#### HISTORY OF PHILOSOPHY

LAWRENCE KYTE, '21

#### LATIN

VICTORY W. FEIGHERY, '21                      JOHN THORBURN, '24

#### MATHEMATICS

LEO M. KILEY, '24                      CHARLES H. TRAME, '23

LEO F. WILSON, '24                      PAUL C. NORDLOH, '24

#### METAPHYSICS

GEORGE B. MAGGINI, '21

#### PHYSICS

LEO M. KILEY, '24                      JOHN B. SHANNON, '21

CHARLES H. TRAME, '23

#### PUBLIC SPEAKING

VICTORY W. FEIGHERY, '24                      STEPHEN FOLTZ, '23

JAMES J. FAY, '23                      THOMAS F. GAINES, '24

WILLIAM GOCKEL, '24                      LEO J. GROTE, '24

LEO M. KILEY, '24                      JOHN K. MUSSIO, '24

GEORGE A. SAFFIN, '24                      MARK A. THEISSEN, '24

JOHN THORBURN, '24                      CHARLES P. VON ZUBEN, '24

#### RELIGION

EDWIN J. ANTHONY, '22                      GEORGE V. BIDERGER, '22

JOSEPH C. CLARK, '22                      VICTORY W. FEIGHERY, '24

THOMAS F. GAINES, '24                      LOUIS GLUECK, '23

J. BERNARD GRAUSE, '22                      LEO J. GROTE, '24

LEO M. KILEY, '24                      CHARLES J. MCCARTHY, '22

JOHN K. MUSSIO, '24                      GEORGE A. SAFFIN, '24

MARK A. THEISSEN, '24                      JOHN THORBURN, '24

EDWARD H. WALTON, '22

#### SPANISH

JOSEPH C. CLARK, '22                      LAWRENCE KYTE, '21

ALBERT F. LORENZ, '23                      WARREN RUSH, '24

## INDEX OF GRADUATES

NAME	CLASS	NAME	CLASS
Alban, Frank J. . . . .	1916	Brendel, Alfred H. . . . .	1914
Albrinck, John . . . . .	1849	Bridwell, Henry M. . . . .	1909
Anderson, Edward P. . . . .	1893	Bridwell, Charles O. . . . .	1906
Arons, John J. . . . .	1848	Brill, George E. . . . .	1896
Auer, Otto B. . . . .	1896	Brinker, John . . . . .	1871
Austing, Leo J. . . . .	1916	Brinkmeyer, Henry . . . . .	1874
Babbit, Edward J. . . . .	1887	Brockmann, Hubert F. . . . .	1896
Bachmeyer, R. Stanley . . . . .	1908	Brockmann, Joseph W. . . . .	1916
Back, Joseph J. . . . .	1899	Broering, Joseph A. . . . .	1918
Baehr, Allan W. . . . .	1910	Brown, Junius K. . . . .	1847
Bailer, Henry J. . . . .	1897	Brown, Edgar A. . . . .	1892
Baldus, Simon A. . . . .	1893	Browne, Charles O. . . . .	1904
Barnhorn, Henry . . . . .	1897	Browne, Nicholas E. . . . .	1907
Barry, William . . . . .	1850	Bruegge, Florence E. . . . .	1900
Bast, George . . . . .	1879	Bruhl, Theodore A. . . . .	1878
Baurichter, Frederick . . . . .	1895	Brummer, Frederick . . . . .	1869
Baurichter, L. Gustave . . . . .	1900	Brungs, William A. . . . .	1920
Becker, P. Elmer . . . . .	1900	Bruns, Bernard H. . . . .	1899
Berens, Eugene L. . . . .	1900	Buddeke, Charles J. . . . .	1894
Bernens, Alfred J. . . . .	1915	Bunker, John L. . . . .	1905
Berning, Norbert J. . . . .	1915	Burns, Thomas . . . . .	1873
Bien, Frederick F. . . . .	1913	Burns, William T. . . . .	1892
Blakely, Stephens L. . . . .	1898	Buschmiller, Joseph C. . . . .	1915
Blakely, Laurie J. . . . .	1914	Busse, Herman B. . . . .	1884
Blau, John B. . . . .	1911	Bussman, Joseph B. . . . .	1881
Blau, John A. . . . .	1878	Butler, John N. . . . .	1908
Boeh, Charles J. . . . .	1878	Byrne, John F. . . . .	1920
Bolger, Edwin D. . . . .	1894	Byrne, William A. . . . .	1875
Bolte, John A. . . . .	1908	Cahill, Casper B. . . . .	1886
Bosche, Aloysius . . . . .	1862	Carberry, John J. . . . .	1866
Bouscaren, Octave . . . . .	1876	Carroll, Patrick J. . . . .	1897
Bouscaren, L. Gustave . . . . .	1900	Carroll, Henry R. . . . .	1908
Bouscaren, T. Lincoln . . . . .	1902	Cash, Denis F. . . . .	1887
Boyle, Stephen . . . . .	1876	Cash, Albert D. . . . .	1916
Bramlage, Gregory G. . . . .	1915	Cash, Cornelius W. . . . .	1897
Bramlage, Henry H. . . . .	1916	Cassidy, James S. . . . .	1893
Braun, Karl A. . . . .	1914	Cassidy, J. Guyton . . . . .	1893
Brearton, Edward J. . . . .	1906	Cassidy, Paul F. . . . .	1900
Breiding, Leonard J. . . . .	1918	Cassidy, J. Leo . . . . .	1903

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Centner, Alexis F. . . . .	1915	Creed, William J. . . . .	1906
Chamberlain, Cecil . . . . .	1919	Cremering, Bernard C. . . . .	1915
Chuck, Robert M. . . . .	1903	Crone, Albert P. . . . .	1906
Clark, James A. . . . .	1907	Crone, Paul J. . . . .	1918
Clark, John A. . . . .	1908	Crowe, Milton E. . . . .	1907
Clarke, William P. . . . .	1906	Cushing, John L. . . . .	1915
Cleary, Richard . . . . .	1877	Damarin, L. . . . .	1848
Cloud, Eugene V. . . . .	1916	Darr, Joseph . . . . .	1847
Cloud, Francis C. . . . .	1915	Dawson, Edward A. . . . .	1853
Cloud, Francis H. . . . .	1863	Deasy, John A. . . . .	1898
Cloud, Joseph . . . . .	1880	Deasy, William P. . . . .	1901
Cloud, Joseph F. . . . .	1916	Decker, Francis . . . . .	1916
Cloud, J. Dominic . . . . .	1903	Delaney, John S. . . . .	1884
Cloud, Lawrence . . . . .	1889	Dempsey, Peter . . . . .	1888
Cloud, Leo . . . . .	1876	Deneal, Francis . . . . .	1870
Coffin, C. Louis . . . . .	1904	Dengler, Charles . . . . .	1868
Cogan, Thomas J. . . . .	1873	Denning, Joseph A. . . . .	1887
Coleman, Michael E. . . . .	1893	Devanney, Thomas A. . . . .	1901
Collis, William R. . . . .	1912	Dickhaus, Joseph . . . . .	1885
Connaughton, John B. . . . .	1897	Dickinson, Edward F. . . . .	1848
Connolly, Gerald J. . . . .	1897	Dieckman, Otto . . . . .	1892
Connolly, Sr. M. Patricia . . . . .	1919	Dillon, Richard J. . . . .	1909
Connolly, Walter J. . . . .	1907	Dillon, Thomas X. . . . .	1915
Connolly, William B. . . . .	1910	Disney, Charles . . . . .	1850
Connor, Robert G. . . . .	1890	Disney, William . . . . .	1860
Conrard, G. Harrison . . . . .	1892	Dittrich, Anthony J. . . . .	1889
Conrath, Joseph R. . . . .	1899	Dittrich, Joseph H. . . . .	1902
Conway, Alfred . . . . .	1917	Dobmeyer, Anthony . . . . .	1862
Conway, Arthur J. . . . .	1914	Dobmeyer, Joseph J. . . . .	1850
Conway, L. Elmer . . . . .	1913	Dobmeyer, Michael . . . . .	1860
Cooney, George J. . . . .	1907	Doerger, John H. . . . .	1915
Cooney, Thomas D. . . . .	1900	Dohan, Joseph F. . . . .	1901
Corbett, James S. . . . .	1887	Doherty, William . . . . .	1845
Corcoran, Michael T. . . . .	1882	Donahoe, John W. . . . .	1911
Corcoran, Nicholas . . . . .	1871	Donnellon, James J. . . . .	1902
Corcoran, Patrick . . . . .	1877	Donnelly, John F. . . . .	1915
Corcoran, Richard . . . . .	1880	Donnelly, Joseph P. . . . .	1890
Cordesman, Henry J. . . . .	1891	Donnelly, Thomas J. . . . .	1905
Cosgrave, Philip . . . . .	1877	Donovan, Dennis . . . . .	1860
Cosgrave, Otway J. . . . .	1890	Dorger, Herbert J. . . . .	1906
Crane, Frank J. . . . .	1914	Dorger, Philip H. . . . .	1904
Creed, Howard A. . . . .	1917	Doud, James J. . . . .	1920
Creed, Oliver L. . . . .	1910	Doumeing, Emile . . . . .	1852

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Dowd, William A.	1905	Flynn, William P.	1898
Dowling, James A.	1866	Focks, Bernard G.	1912
Doyle, James I.	1894	Foppe, Andrew	1897
Drake, Allison	1886	Foley, Sr. M. Anthony	1919
Dreyer, Oscar J.	1898	Foss, Edward A.	1898
Driscoll, Laroy J.	1903	Fox, Bernard C.	1897
Droege, Frederick	1905	Fox, Sr. Columba	1918
Droppelman, Joseph J.	1882	Fox, William F.	1885
Drucker, Charles J.	1898	Frey, Arthur	1916
Drucker, Edward A.	1905	Fritsch, Joseph L.	1898
Drummond, Henley	1850	Frumveller, Aloysius F.	1890
Dunlap, Anthony B.	1890	Gallagher, Thomas A.	1917
Dyer, Julius J.	1910	Gallagher, Edward	1897
Dyer, Walter J.	1910	Gallagher, Vincent L.	1908
Effinger, Augustus	1874	Gannon, Timothy J.	1898
Egly, Guido	1870	Gannon, John F.	1907
Eicher, Charles P.	1888	Ganster, Edward	1915
Eicher, Eugene A.	1910	Garrigan, Michael	1874
Eicher, Michael	1874	Gauché, Francis A.	1908
Elberg, Frederick	1857	Geisler, Alfred T.	1917
Ellenbrock, Herman	1882	Geisler, John S.	1885
Elsaesser, Anthony C.	1913	Geisler, Theodore	1914
Emerson, William F.	1889	Gellenbeck, Albert H.	1918
Emmett, Joseph A.	1916	Gellenbeck, Robert A.	1911
Enneking Henry J.	1890	Geoghegan, J. Paul	1911
Enneking, Lawrence F.	1897	Geoghegan, Thomas M.	1902
Enneking, Norbert B.	1906	Geoghegan, William A.	1899
Esterman, Joseph P.	1893	Gerdes, Aloysius	1883
Esterman, Louis J.	1895	Geringer, Albert C.	1910
Farris, Robert P.	1844	Geringer, George T.	1903
Fearons, George H.	1871	Gerling, Joseph T.	1910
Feldhaus, Herman	1875	Gerst, Francis J.	1902
Fennessey, Sr. M. Edwin	1920	Getty, Francis J.	1911
Feth, Albert G.	1895	Gilligan, Henry J.	1912
Fette, George T.	1898	Gilligan, Henry J.	1915
Finn, Joseph	1850	Glenn, Thomas J.	1904
Fischer, Alphonse L.	1896	Good, Sr. Teresa Clare	1920
Fitzgerald, Charles B.	1897	Goodenough, Joseph P.	1920
Fitzpatrick, John E.	1915	Goodin, John	1848
Flannagan, William	1901	Gordon, Joseph A.	1848
Flynn, Cornelius F. X.	1893	Gosiger, Paul A.	1899
Flynn, John E.	1891	Gott, Hubert H.	1903
Flynn, Thomas A.	1891	Grafe, Ferdinand A.	1886

NAME	CLASS	NAME	CLASS
Gray, William	1868	Hoeffler, Francis	1860
Greenwell, Sr. Berenice	1920	Hoeffler, James F. X.	1869
Greifenkamp, Bernard	1879	Hoelscher, John W.	1911
Greiwe, John E.	1886	Hoemeyer, Frank J.	1914
Grimm, Adolph	1878	Hogan, John S.	1917
Grogan, James J.	1908	Hogan, Edward	1915
Grollig, John H.	1895	Hollen, Stephen K.	1897
Grollig, Joseph E.	1901	Homan, Augustus	1868
Grueter, Albert B.	1905	Honnigfort, Edward H.	1896
Guilmartin, William	1842	Hoppe, Louis	1895
Gutting, F. Gordon	1918	Hoppe, Herman H.	1886
Haas, Jacob T.	1897	Hornschemeyer, Henry	1876
Hackett, Jerome	1847	Heutte, Peter	1852
Hagerty, John M.	1897	Huschart, J. Homer	1907
Haley, Sr. M. Ethelbert	1919	Ihmson, Frederick	1852
Hardig, John B.	1920	Johannigman, Elmer	1916
Hart, Thomas	1886	Juettner, Otto G.	1885
Hartke, Francis A.	1900	Kates, Philip A.	1901
Haydel, Lesin	1850	Kattus, Joseph H.	1918
Hegerty, Sr. M. Catherine	1919	Kearns, George P.	1918
Heilker, Charles A.	1890	Kellinger, Louis	1879
Heilker, Henry J.	1891	Kelly, Michael J.	1890
Heilemann, Alexander	1907	Kelly, Nicholas	1883
Heinrichsdorf, Paul	1914	Kelly, Robert	1916
Heisel, William A.	1900	Kelly, Sr. M. Veronica	1919
Heitker, John	1916	Kelly, William F.	1909
Heitz, Mathias C.	1916	Kemphues, Francis J.	1888
Hellman, Francis F.	1873	Kenkel, Henry F.	1915
Hemann, John	1879	Kennedy, Edward J.	1906
Hemsteger, Joseph M.	1873	Kennedy, Edward S.	1914
Hendricks, John	1874	Kennedy, Francis M.	1905
Hickey, Charles A.	1888	Kent, Gerard C.	1903
Hickey, George F.	1888	Kent, Walter J.	1906
Hickey, James H.	1898	Kiely, Charles E.	1906
Hickey, John J.	1882	Kilduff, John H.	1902
Hickey, Sylvester	1913	King, Clarence J.	1897
Hickey, William R.	1898	King, Edward D.	1908
Higgins, Martin	1898	King, Gabriel	1870
Hittner, Stanley A.	1917	King, Jeremiah T.	1897
Hoban, John A.	1903	King, Joseph T.	1913
Hoban, John E.	1903	Kinsella, William T.	1866
Hoban, Nicholas J.	1907	Klein, Edward	1877
Hoctor, Charles E.	1911	Klein, Joseph P.	1918



NAME	CLASS	NAME	CLASS
Kleinpeter, Josiah . . . . .	1850	Luken, John . . . . .	1863
Koehler, Charles J. . . . .	1881	Luken, Martin . . . . .	1869
Knipper, Charles J. . . . .	1893	Luttmer, Francis W. . . . .	1918
Knipper, Francis J. . . . .	1890	McCabe, Francis H. . . . .	1911
Knodel, Howard F. . . . .	1917	McCabe, Francis J. . . . .	1875
Knoebber, Carl F. . . . .	1920	McCabe, John L. . . . .	1916
Koo, Clarence J. . . . .	1918	McCabe, Lawrence J. . . . .	1913
Kokege, Bernard . . . . .	1874	McCarthy, Edward . . . . .	1914
Korte, Alfred . . . . .	1852	McCarthy, William F. . . . .	1875
Kramer, Francis F. . . . .	1901	McCarthy, Joseph F. . . . .	1918
Kruempelbeck, Aloysius C. . . . .	1901	McCarty, John J. . . . .	1903
Kuhlman, Adolph J. . . . .	1886	McCloskey, James P. . . . .	1894
Kuhlman, Bernard F. . . . .	1885	McCoy, Raymond C. . . . .	1917
Kuhlman, George H. . . . .	1881	McDermott, Michael . . . . .	1862
Kuhlman, George H. . . . .	1896	McDermott, Patrick J. . . . .	1862
Kuhlman, John . . . . .	1880	McDevitt, Charles E. . . . .	1914
Kuhlman, Lawrence B. . . . .	1914	McDonough, James T. . . . .	1868
Kuhlman, Leo E. . . . .	1891	McDonough, Joseph A. . . . .	1914
Kuhlman, Leo G. . . . .	1911	McGroarty, Patrick . . . . .	1848
Kuhlman, Thomas R. . . . .	1893	McLellan, Sr. M. Carmel . . . . .	1920
Lammeier, Alphonse . . . . .	1919	McMahon, John . . . . .	1849
Lamping, Francis M. . . . .	1885	McMechan, Francis J. . . . .	1896
Lamping, Frederick . . . . .	1876	McMechan, James C. . . . .	1892
Lang, Henry . . . . .	1850	McMechan, Robert M. . . . .	1905
Lanigan, Robert A. . . . .	1899	McNamara, John W. . . . .	1898
Larkin, John J. . . . .	1893	McSorley, Henry A. . . . .	1909
Lasance, Francis X. . . . .	1880	MacCormack, John H. . . . .	1915
Lavery, Charles . . . . .	1869	Mackentepe, Frederick E. . . . .	1910
Lavery, Joseph . . . . .	1863	Mackentepe, Frederick E. . . . .	1886
Lawless, John J. . . . .	1905	Macklin, Sr. M. DeLourdes . . . . .	1918
Leib, Caspar . . . . .	1865	Maggini, Joseph A. . . . .	1888
Leibold, Albert M. . . . .	1905	Maginn, James P. . . . .	1868
Leonard, Anderson . . . . .	1848	Maher, Thomas F. . . . .	1897
Linneman, Alphonse J. . . . .	1909	Mahony, Sr. M. Deodata . . . . .	1918
Linneman, John H. . . . .	1873	Mangold, Matthew H. . . . .	1901
Littleford, William B. . . . .	1890	Manley, Raymond . . . . .	1920
Lohman, Charles J. . . . .	1889	Manley, William J. . . . .	1906
Loneron, Thomas . . . . .	1848	Mazza, Anthony J. . . . .	1908
Loney, Michael . . . . .	1884	Meagher, Paul T. . . . .	1919
Lothscheutz, Francis X. . . . .	1906	Meagher, Thomas A. . . . .	1890
Lotter, Frederick D. . . . .	1907	Meiners, Edmund . . . . .	1911
Luetkelhaus, Louis . . . . .	1877	Melvin, Sr. Ellen Mart . . . . .	1919
Luken, Augustus . . . . .	1869	Menge, Edmund . . . . .	1911

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Menge, Goswin B. . . . .	1903	Nogues, Peter A. . . . .	1850
Menge, Lawrence . . . . .	1896	Normile, George J. . . . .	1920
Menke, John . . . . .	1871	Norris, Sr. Jane de Chantal . . . . .	1919
Merk, Arthur C. . . . .	1904	Nourse, William H. . . . .	1854
Meyer, John J. . . . .	1916	Nugent, Christopher . . . . .	1862
Minning, Joseph F. . . . .	1905	Nurre, Alphonse B. . . . .	1908
Minor, G. Russell . . . . .	1910	Nurre, Edward F. . . . .	1899
Mitchell, P. Lincoln . . . . .	1897	Nurre, Francis A. . . . .	1906
Moeller, Henry . . . . .	1866	Nurre, Henry . . . . .	1869
Moeller, Bernard . . . . .	1884	Nurre, Joseph M. . . . .	1900
Moeller, Bernard T. . . . .	1872	Oberschmidt, Leo E. . . . .	1918
Meeller, Othmar A. . . . .	1915	O'Brien, Matthew P. . . . .	1883
Mohler, Edward F. . . . .	1915	O'Brien, William . . . . .	1876
Molloy, Sr. M. Corona . . . . .	1919	O'Connell, James . . . . .	1914
Moloney, James . . . . .	1879	O'Connor, Timothy . . . . .	1843
Molynoux, Sr. Agnes de Sales . . . . .	1919	O'Donnell, Sr. M. Acquinata . . . . .	1919
Moore, Frederick S. . . . .	1900	O'Dwyer, John F. . . . .	1899
Moore, James A. . . . .	1886	O'Dwyer, Joseph A. . . . .	1907
Moorman, Charles . . . . .	1863	Oeltmann, Francis L. . . . .	1910
Moorman, Edward C. . . . .	1908	O'Hara, James W. . . . .	1910
Moorman, Francis J. . . . .	1880	O'Kane, Oscar J. . . . .	1880
Moorman, George B. . . . .	1909	O'Keefe, Arthur J. . . . .	1873
Moorman, Paul K. . . . .	1911	Olberding, Sr. Rose Anthony . . . . .	1919
Moorman, Robert A. . . . .	1883	O'Meara, Joseph . . . . .	1918
Moriarty, Sr. M. Gilbert . . . . .	1919	O'Meara, Richard A. . . . .	1890
Moulinier, Charles . . . . .	1880	O'Shaughnessy, Eugene A. . . . .	1912
Moulinier, Edward P. . . . .	1887	O'Shaughnessy, Victor M. . . . .	1894
Mueller, Joseph B. . . . .	1900	O'Shaughnessy, William P. . . . .	1908
Mulford, Ben, Jr. . . . .	1916	Oskamp, Henry . . . . .	1865
Mulhall, Sr. Leonita . . . . .	1919	Otting, Leonard H. . . . .	1909
Mullane, Edward O. . . . .	1898	Ottke, John T. . . . .	1884
Mulvihill, Sr. M. Philip . . . . .	1919	Overbeck, Edward G. . . . .	1887
Mulroy, James F. . . . .	1915	Overbeck, Francis X. . . . .	1872
Murphy, Cornelius W. . . . .	1863	Overbeck, William . . . . .	1879
Murray, Albert I. . . . .	1906	Owens, Thomas . . . . .	1874
Murray, Charles E. . . . .	1897	Paul, Henry . . . . .	1871
Murray, Francis J. . . . .	1900	Peters, William H. . . . .	1900
Nees, George A. . . . .	1900	Peyton, James H. . . . .	1854
Neilan, John F. . . . .	1900	Phelan, William X. . . . .	1901
Neville, Martin P. . . . .	1883	Pindar, Christopher . . . . .	1864
Niehaus, Clarence H. . . . .	1912	Plogman, Frank A. . . . .	1917
Niehaus, Joseph M. . . . .	1902	Poetker, Albert H. . . . .	1907
Niesen, Edmund H. . . . .	1910	Poetker, Charles . . . . .	1877

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Poetker, Lawrence A.	1918	Rowekamp, Henry	1878
Poland, Charles	1877	Russel, Michael	1871
Poland, Lawrence	1885	Ruthman, Bernard	1872
Poland, William B.	1887	Ryan, Edward A.	1892
Powers, Thomas J.	1911	Ryan, John J.	1908
Pratt, William M.	1886	Ryan, William A.	1904
Pratt, E. Donn	1893	Ryan, William B.	1884
Prendergast, John W.	1891	Ryan, William J.	1900
Proeppermann, Henry	1884	Sanders, John B.	1871
Purdy, Charles H.	1915	Sanker, Louis J.	1914
Quatman, Francis X.	1871	Sartor, Edward F.	1909
Quinn, John J.	1847	Savage, J. Clifford	1905
Quinn, John S.	1872	Siefke, Vincent A.	1890
Quinn, William	1877	Schmidt, Charles	1851
Ragland, Howard N.	1904	Schmidt, Edwin E.	1911
Rasin, Sr. M. Eunice	1919	Schmidt, George X.	1887
Ratterman, Bernard J.	1897	Schmidt, Joseph E.	1850
Ratterman, Clarence J.	1900	Schmidt, Walter S.	1905
Ratterman, Francis	1865	Schmiedcke, William V.	1909
Ratterman, Francis L.	1893	Schmits, H. W.	1914
Ratterman, Lawrence B.	1909	Schmits, Luke F.	1914
Reardon, Francis A.	1905	Schnier, Anthony C.	1872
Reenan, James C.	1906	Schoenhoeft, John F.	1868
Reenan, William L.	1903	Schoenle, William A.	1905
Reeves, John P.	1916	Schomaker, George H.	1904
Reinhart, Albert M.	1881	Schone, George H.	1904
Reinhart, Philip	1852	Schroder, Charles H.	1903
Reverman, Joseph H.	1905	Schroder, Charles T.	1878
Richard, Joseph C.	1891	Schultz, Thomas I.	1804
Richmond, John A.	1904	Schupp, Paul L.	1907
Richmond, Maurice A.	1900	Schuster, John	1874
Richter, Frederick H.	1897	Schweer, Joseph F.	1912
Rikelman, Harold E.	1920	Scott, Francis L.	1904
Rieckelman, H. Henry	1912	Sebastiani, James A.	1873
Rielag, Alfred J.	1912	Sebastiani, Joseph M.	1916
Rielag, Joseph	1880	Sebastiani, Lawrence H.	1908
Rielag, Joseph F.	1910	Sebastiani, Stephen E.	1916
Ritter, Jesse R.	1890	Shannon, John B.	1918
Roberts, F. Kusnick	1915	Shannon, William L.	1906
Roesener, Bernard H.	1872	Shea, John A.	1894
Rolfes, Charles F.	1901	Shee, Joseph A.	1883
Rogers, Charles L.	1873	Sheridan, Edmund J.	1884
Rooney, Michael	1863	Sieber, Joseph S.	1906

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Siedenburg, Frederick	1893	Tieken, Joseph A.	1893
Siefert, Charles	1862	Tinley, John A.	1895
Silk, Emmett	1915	Tobin, John F.	1872
Sloctemeyer, Carl F.	1898	Tobin, William J.	1881
Smiley, James J.	1891	Topmoeller, Joseph C.	1910
Sourd, Adolph	1882	Topmoeller, William J.	1908
Spaeth, J. Paul	1917	Towell, Charles A.	1915
Spellmire, Alfred G.	1897	Tracy, Edward J.	1902
Spellmire, George H.	1891	Tracy, Francis M.	1892
Spellmire, Joseph H.	1893	Tracy, James W.	1900
Spellmire, Oscar E.	1910	Tracy, Joseph P.	1895
Spraul, Clarence E.	1908	Uihlein, H. Calmer	1912
Stallo, John B.	1844	Uihlein, Julius J.	1907
Steinkamp, Albert J.	1917	Uihlein, Robert F.	1916
Steinkamp, George J.	1904	Unnewehr, Edward	1915
Steltenpohl, Aloysius B.	1912	Usher, John V.	1897
Steltenpohl, Lawrence H.	1916	Van der Wyst, Sr. John Baptist.	1919
Stenger, Leo J.	1911	Van Kirk, Sylvester D.	1904
Stiene, William M.	1915	Verkamp, Francis E.	1918
Stuntebeck, Francis	1847	Verkamp, George H.	1912
Sudhoff, Bernard	1887	Verkamp, Joseph A.	1907
Suhre, Ambrose B.	1914	Verkamp, Leo F.	1900
Sullivan, Eugene B.	1912	Verkamp, Oscar J.	1901
Sullivan, Florence A.	1893	Verkamp, Walter F.	1911
Sullivan, John J.	1886	Vester, Walter C.	1915
Sullivan, William T.	1907	Viel, Cyril G.	1902
Sund, Joseph F.	1894	Von der Ahe, Alphonse	1916
Sweeney, Paul J.	1912	Vonderahe, George H.	1883
Sweeney, William J.	1904	Von Hoene, Richard	1907
Taske, Augustine E.	1914	Von Martels, Augustus	1874
Taylor, J. Willard	1898	Voss, Herbert B.	1902
Templeton, Joseph N.	1888	Walburg, Anthony	1860
Terrill, Jonas C.	1890	Walsh, Francis J.	1903
Terrill, S. Smith	1892	Walter, C. Leo	1916
Teupe, Sr. Etheldreda	1919	Weber, Alvin	1917
Theissen, Henry C.	1873	Weiler, Joseph H.	1914
Theissen, John B.	1907	Weimer, Albert J.	1920
Themann, Joseph A.	1897	Weist, J. B.	1878
Thoman, Bernard H.	1915	Wellman, Frank G.	1914
Thomann, Oliver C.	1903	Welply, Joseph A.	1918
Thompson, John C.	1911	Wenning, Theodore	1904
Thomas, Franklin M.	1844	Wenning, William H.	1868
Thuener, Sr. M. Domitilla	1920		

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Westerfield, Earl F. . . . .	1918	Winner, Henry J. . . . .	1892
Wetterer, Alphonse . . . . .	1888	Wittkamp, Theodore M. . . . .	1872
Whelan, Sr. M. Kyran . . . . .	1919	Woesman, Francis . . . . .	1874
Whelan, William . . . . .	1880	Wolking, Charles F. . . . .	1892
Wiechelman, Clement J. . . . .	1907	Wolking, William C. . . . .	1883
Wilke, John M. . . . .	1906	Wuellner, Bernard J. . . . .	1897
Willenbrinck, Herman . . . . .	1870	Wurzelbacher, G. Milton. . . . .	1916
Willenbrinck, Francis . . . . .	1880	Wynne, Charles F. . . . .	1902
Williams, Morgan W. . . . .	1901	Zanone, Alvino J. . . . .	1906
Wilmes, Edward J. . . . .	1894	Zurwellen, Gerhard . . . . .	1865
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