5-1935

1934-1935 Xavier University College of Liberal Arts and Sciences Course Catalog

Xavier University, Cincinnati, OH

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XAVIER UNIVERSITY

BULLETIN

PUBLISHED MONTHLY FROM MAY TO OCTOBER BY
XAVIER UNIVERSITY, CINCINNATI, OHIO

New Series, Vol. XIX.  May, 1935  No. 1

THE COLLEGE OF
LIBERAL ARTS AND SCIENCES

CATALOGUE 1934-1935

ANNOUNCEMENTS FOR 1935-1936

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# Calendar for 1935-1936

## 1935

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## 1936

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NINETY-FIFTH CATALOGUE

OF

XAVIER UNIVERSITY

FOUNDED 1831
INCORPORATED 1842

CINCINNATI, OHIO

THE COLLEGE OF
LIBERAL ARTS AND SCIENCES

CATALOGUE 1934-1935

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<td>1935</td>
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<tr>
<td>SEPT. 4</td>
<td>Registration for local freshmen.</td>
</tr>
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<td>SEPT. 6</td>
<td>Registration for local upper-classmen.</td>
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<tr>
<td>SEPT. 9</td>
<td>Registration for out of town students.</td>
</tr>
<tr>
<td>SEPT. 11</td>
<td>First semester begins.</td>
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<td>SEPT. 13</td>
<td>Sodality reorganizes.</td>
</tr>
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<td>SEPT. 16</td>
<td>Debating and literary societies reorganize.</td>
</tr>
<tr>
<td>SEPT. 18</td>
<td>Last day for delayed registration.</td>
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<tr>
<td>SEPT. 21</td>
<td>Conditional examinations.</td>
</tr>
<tr>
<td>OCT. 14</td>
<td>Subjects for Senior Theses approved.</td>
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<tr>
<td>NOV. 1</td>
<td>Feast of All Saints.</td>
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<tr>
<td>NOV. 8</td>
<td>Masque Society performance.</td>
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<td>NOV. 11</td>
<td>Requiem Mass for deceased professors, alumni, and benefactors.</td>
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<tr>
<td>NOV. 20</td>
<td>Intra-semester tests begin.</td>
</tr>
<tr>
<td>NOV. 28</td>
<td>Thanksgiving Day.</td>
</tr>
<tr>
<td>NOV. 29</td>
<td>Patron's Day (transferred from December 3).</td>
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<tr>
<td>DEC. 4</td>
<td>Verkamp Debate.</td>
</tr>
<tr>
<td>DEC. 9</td>
<td>Reception into Sodality.</td>
</tr>
<tr>
<td>DEC. 18</td>
<td>Christmas Chapel Assembly.</td>
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<tr>
<td>DEC. 21</td>
<td>Christmas recess begins.</td>
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<td>1936</td>
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<td>JAN. 6</td>
<td>Classes resume, 8:30 A.M.</td>
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<td>JAN. 13</td>
<td>Oratorical preliminaries.</td>
</tr>
<tr>
<td>JAN. 20</td>
<td>Semester examinations begin.</td>
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<td>JAN. 28-30</td>
<td>Annual Retreat.</td>
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<td>JAN. 31</td>
<td>Registration for second semester.</td>
</tr>
<tr>
<td>FEB. 1</td>
<td>Second semester begins. Semester payments due.</td>
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<tr>
<td>FEB. 3</td>
<td>Oratorical semi-finals.</td>
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<tr>
<td>FEB. 21</td>
<td>Oratorical Contest.</td>
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<tr>
<td>FEB. 22</td>
<td>Washington's Birthday.</td>
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Feb. 24...President's Day.
March 23...Intra-semester tests begin.
April 2....Senior Theses due.
April 9....Easter recess.
April 14...Classes resume, 8:30 A.M.
April 15...Intercollegiate Latin Contest.
May 21...Ascension Thursday.
May 25...Semester examinations begin.
May 30...Memorial Day.
June 2...Baccalaureate Exercises.
June 3...Graduation Exercises.
June 22...Summer Session begins.

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JULIAN L. MALINE, S.J., Associate Dean, Milford Division
CELESTINE J. STEINER, S.J., Dean of Men; Director of Campus Activities
THOMAS A. NOLAN, S.J., Chaplain
JOHN I. GRACE, S.J., Director of Elet Hall
RAYMOND FELLINGER, A.B., Registrar
PAUL J. SWEENEY, S.J., Director of Library
ALBERT J. WORST, A.B., B.L.S., Librarian
PATRICK J. TROY, S.J., Superintendent of Grounds and Buildings
MRS. CATHERINE A. McGRATH, Bursar
JOSEPH MEYER, Director of Athletics
TERENCE T. KANE, S.J., Chairman, Board of Athletic Control
EDWARD P. VONDER HAAR, A.B., Alumni Secretary
CHARLES MURRAY, A.B., M.D., Physician
GEORGE TOPMILLER, M.D., Physician
WESLEY L. FURSTE, M.D., Physician
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**COMMITTEE ON ADMISSIONS:** Edward Carrigan, S.J., Chairman; John C. Malloy, S.J., Raymond Fellinger.

**COMMITTEE ON ADMINISTRATIVE PROBLEMS:** Patrick J. Troy, S.J., Aloysius A. Breen, S.J., Murtha Boylan, S.J., Edward Carrigan, S.J.


**COMMITTEE ON STUDENT PROBLEMS:** Edward Carrigan, S.J., Chairman; John I. Grace, S.J., Celestine J. Steiner, S.J., John V. Usher, S.J.


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**OFFICERS OF INSTRUCTION**

President of the University, 1935.
A.B., St. Louis University, 1914; A.M., 1915; Ph.D., S.T.D.,
Gregorian University (Rome), 1931.

Hugo F. Sloctemeyer, S.J., A.M., M.S., LL.D ............. Milford, Ohio
President of the University, 1931-1935.
A.B., St. Louis University, 1907; A.M., 1909; M.S., 1913; LL.D.,
Xavier University, 1931.

Florence C. Albers, B.C.S., A.B., A.M. ................. 2522 N. Ingleside Ave.
Dean of Women, 1934.
B.C.S., Xavier University, 1921; A.B., 1927; A.M., University
of Cincinnati, 1934.

John E. Barlow, S.J., A.M., Ph.D. ................. Hinkle Hall
Professor of Philosophy and Religion; Director of Department
of Religion, 1931.
A.B., St. Louis University, 1898; A.M., 1900; Ph.D., Fordham
University, 1932.

Murtha Boylan, S.J., A.M., Ph.D. ................. Hinkle Hall
Professor of Philosophy and Director of Department, 1929.
A.B., Campion College, 1900; A.M., 1903; Ph.D., Ignatius Col­
lege, Valkenburg, Holland, 1918.

Alfred E. Braun, B.C.S. ................. 4357 Haight St.
Lecturer on Accounting, 1927.
B.C.S., Xavier University, 1921.

Carl Bumiller, Com.E., LL.B ................. 3325 Ruther St.
Lecturer on Taxation, 1933.
Com.E., University of Cincinnati, 1928; LL.B., 1932.

John P. Burke, S.J., A.M. ................. Milford, Ohio
Assistant Professor of English, 1929 (on leave of absence).
A.B., Loyola University, Chicago, 1914; A.M., Catholic Univer­

*The year after the academic rank and official position, indicates the date of the
present appointment.
CHARLES A. BURNS, S.J., A.M. Milford, Ohio
Assistant Professor of Classical Languages, 1929 (on leave of absence).
A.B., St. Louis University, 1917; A.M., 1918.

WILLIAM T. BURNS, A.B. Hotel Anderson
Instructor in Accounting, 1912.
A.B., Xavier University, 1892; Commercial Diploma, Commercial College of Kentucky University, 1894.

JOSEPH CARNEY, LL.B. 1609 Rose Pl.
Lecturer on Business Law, 1921.
LL.B., McDonald Educational Institute, 1914.

EDWARD CARRIGAN, S.J., A.M. Hinkle Hall
Dean; Acting Director of Department of English, 1930.
A.B., St. Louis University, 1918; A.M., 1919.

ALBERT J. CAMENZIND, S.J., A.M. Hinkle Hall
Professor of Classical Languages and Director of the Department, 1934.
A.B., St. Louis University, 1909; A.M., 1912.

WILLIAM A. A. CASTELLINI, PH.B. 3318 Lookout Drive
Lecturer on Journalism, 1933.
Ph.B. in Journalism, University of Notre Dame, 1922.

WILLIAM ESTABROOK CHANCELLOR, A.M., LL.B. 1934 Williams Ave., Norwood, Ohio
Professor of Economics, 1927.
A.B., Amherst College, 1885; A.M., 1889; LL.B., Xavier University, 1934.

FRANK J. CROW, A.B. 1217 Delta Ave.
Lecturer on Economics, 1933.
A.B., Ohio State University, 1913.

GREGORY J. DERSCHUG, S.J., A.M. Hinkle Hall
Professor of Classical Languages, 1925.
A.B., St. Louis University, 1909; A.M., 1910.

RICHARD T. DETERS, S.J., A.M. Milford, Ohio
Instructor in English, 1934.
A.B., St. Louis University, 1931; A.M., 1934.

STEPHEN E. DONLAN, S.J., A.M. Milford, Ohio
Instructor in Classical Languages, 1934.
A.B., St. Louis University, 1932; A.M., 1934.

JOSEPH P. DUNNE, S.J., A.B. Milford, Ohio
Instructor in Classical Languages, 1934.
A.B., St. Louis University, 1932.

LOUIS A. FELDHAUS, A.B. 2705 Euclid Ave.
Instructor in English, 1934.
A.B., Xavier University, 1932.

JOHN F. GRABER, A.M. 3376 Reading Rd.
Professor of German and Director of the Department of Modern Languages, 1930.
Ph.B., University of Wisconsin, 1903; A.M., 1913.

JOHN I. GRACE, S.J., A.M. Elet Hall
Instructor in Apologetics and Classical Languages; Director of Elet Hall, 1931.
A.B., St. Louis University, 1923; A.M., 1924.

JOHN H. GROLLIG, S.J., A.M. Hinkle Hall
Professor of German and Director of the Department of Modern Languages, 1934.
A.B., St. Louis University, 1896; A.M., 1903.

STANLEY A. HITTNER, B.C.S., C.P.A. 45 Arcadia Pl.
Lecturer on Accounting, 1920.
B.C.S., Xavier University, 1917; Certified Public Accountant, State of Ohio, 1921.

NORBERT J. HUETTER, S.J., A.M. Milford, Ohio
Instructor in Classical Languages, 1934.
A.B., Xavier University, 1929; A.M., St. Louis University, 1931.

Professor of Philosophy; Director of the Department of Social Sciences, 1981.
A.B., St. Louis University, 1909; A.M., 1912; J.C.D., Gregorian University (Rome), 1924.

ADAM J. KELLER, S.J., M.S., A.M. Hinkle Hall
Professor of Chemistry, 1984.
B.S., Ohio State University, 1913; M.S., 1915; A.M., St. Louis University, 1923.

JOSEPH F. KOWALEWSKI, M.S. 1818 Dalewood Pl.
Assistant Professor of Chemistry, 1929.
B.S., University of Chicago, 1927; M.S., University of Cincinnati, 1930.
LAWRENCE KYTE, A.B., LL.B. 3021 Fairfield Ave.
Lecturer on Business Law, 1929.
A.B., Xavier University, 1921; LL.B., 1922.

ALPHONSE LANG, B.S., B.B. Sharonville, Ohio
Instructor in Bacteriology, 1930.
B.S., College des Freres de St. Joan de Dieu, Paris, 1906; B.B.,
Lincoln-Jefferson University, 1915.

MARSHALL L. LOCHBIL, S.J., A.M. Milford, Ohio
Associate Professor of English, 1934.
A.B., University of Detroit, 1918; A.M., St. Louis University,
1926.

JULIAN L. MALONE, S.J., A.M., PH.D. Milford, Ohio
Associate Dean; Professor of Education and Director of the
Department, 1929.
A.B., Gonzaga University, 1920; A.M., 1921; Ph.D., Ohio State
University, 1934.

JOHN C. MALLOY, S.J., A.M. Hinkle Hall
Associate Dean; Director of Evening Division and Summer
Session; Instructor in Philosophy, 1931.
A.B., St. Louis University, 1923; A.M., 1924.

ROBERT E. MANNING, S.J., A.M. Hinkle Hall
Professor of Classical Languages, 1931.
A.B., Gonzaga University, 1922; A.M., 1923.

FREDERICK N. MILLER, S.J., A.B. Hinkle Hall
Professor of Chemistry and Director of the Department, 1933.
A.B., St. Louis University, 1917.

THOMAS A. NOLAN, S.J., A.M. Hinkle Hall
Chaplain.

JAMES E. O'CONNELL, A.B., LL.B., LL.M. 4422 Schulte Drive
Lecturer on Political Economy, 1922.
A.B., Xavier University, 1914; LL.B., University of Cincinnati,
1918; LL.M., 1933.

†PETER O'DONEL, A.M., PH.D. 1562 St. Egar Pl.
Professor of History, 1926.
A.B., St. Louis University, 1888; A.M., 1891; Ph.D., 1903.

JOHN R. O'LEARY, A.B., LL.B. 643 Park Ave.
Instructor in Mechanical Drawing, 1929.
A.B., Xavier University, 1927; LL.B., 1932.

†Deceased, May 2, 1935.

CLAUDE J. PERNIN, S.J., A.M. Hinkle Hall
Professor of English, 1931.
A.B., University of Detroit, 1895; A.M., St. Louis University,
1905.

JAMES C. PERRY, A.M. 3854 Hyde Park Ave.
Assistant Professor of Biology, 1931.
A.B., St. Louis University, 1924; A.M., 1925.

MARTIN J. PHEE, S.J., M.S. Hinkle Hall
Professor of Biology and Director of the Department, 1929.
A.B., Loyola University, Chicago, 1906; M.S., St. Louis Uni-
versity, 1915.

ROBERT A. RUTHMAN, A.B. 687 Gholson Ave.
Lecturer on Advertising and Salesmanship, 1926.
A.B., Xavier University, 1925.

EDGAR R. SMOTHERS, A.M., CAND.PH.D. Milford, Ohio
Instructor in Classical Languages, 1932 (on leave of absence).
A.B., St. Louis University, 1920; A.M., 1921.

VICTOR C. STECHSCHULTZ, S.J., A.M., M.S., PH.D. Hinkle Hall
Professor of Physics and Director of the Department; Director
of the Seismological Observatory, 1932.
A.B., St. Louis University, 1918; M.S., 1919; A.M., 1920;
Ph.D., University of California, 1932.

CELESTINE J. STEINER, S.J., A.M. Elet Hall
Dean of Men; Instructor in French, 1933.
A.B., St. Louis University, 1924; A.M., 1925.

PAUL J. SWEENEY, S.J., A.M. Hinkle Hall
Professor of English, 1880.
A.B., Xavier University, 1912; A.M., St. Louis University, 1917.

FLORENCE TEBBENHOFF, A.B., B.ED. 35 Parkwood Pl.
Lecturer in English, 1930.
A.B., University of Cincinnati, 1922; B.Ed., 1923.

CATHARINE TEMPLETON, B.S. IN ED. 573 Purcell Ave.
Special Lecturer on Drama Technique, 1933.
B.S. in Ed., Xavier University, 1934.

AUGUSTINE D. THEISSEN, S.J., A.M. Hinkle Hall
Professor of Mathematics, 1931.
A.B., St. Louis University, 1899; A.M., 1902.
The history of Xavier University begins on October 17, 1831, when the Right Rev. Edward D. Fenwick, O.P., D.D., the first Bishop of Cincinnati, opened what, after the fashion of the times, was called “a Literary Institute” for the higher instruction of youth. This was a daring undertaking for the times, since the census of 1830 gave Cincinnati a population of less than 25,000, and of that number Catholics were a small and not very influential minority.

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

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

ST. XAVIER COLLEGE

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

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

The years 1863 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 classroom 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.

NEW DEPARTMENTS

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 could be commanded.

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

In the fall of 1911 a Department of Commerce and Economics of college grade was added to the work offered by St. Xavier. At the same time a course in Journalism was likewise begun. At the fall session of 1918 a course in Sociology was added to this Department.

The classes in these subjects are conducted in the evening. The course in Journalism was, however, discontinued in 1916. Summer courses in a limited number of subjects have been carried on since the summer of 1914. These classes are attended by members of the teaching Sisterhoods of the vicinity for whom they were originally designed. In the fall of 1918 Extension courses for the same class of students were established. These courses are conducted on Saturday mornings and are 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 22nd. 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.

NEW LOCATION

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 Xavier University is located, is situated on Victory Boulevard, between Winding Way, Dana and Herald avenues in Avondale. 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 Xavier to express in a fitting manner their appreciation of their Alma Mater, and to establish a lasting memorial of her Diamond Jubilee. It is from every point of view a splendid unit of the University. It provides ample lecture rooms and laboratories not only for the present needs, but for the future expansion of the University. These rooms and laboratories are furnished and equipped with the latest and most approved scientific appliances.

HINKLE HALL

Another building, which was completed and ready for occupancy in November, 1920, is the Faculty 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 a Greater Xavier in Cincinnati. Hinkle Hall is the central unit of the group of University buildings and has a frontage of 160 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 University grounds and surrounding parts is obtained. In architectural beauty this building merits its place as the center of the group.

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

FURTHER DEVELOPMENTS

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. The College classes were transferred to the Avondale Branch High School, and in September, 1920, they were permanently located in their new building.

In September, 1924, the first unit of a series of dormitories to accommodate students from distant places was opened. This building has been erected through the efforts of Xavier Alumni.

It is hoped that by further generosity of friends of Catholic Education, the remaining dormitory units will soon be provided.

In 1925 Milford Novitiate, a training school for members of the Society of Jesus, was established at Milford, Ohio. The Milford Division constitutes an integral part of the College of Liberal Arts of Xavier University.

In May, 1926, the new $160,000 library was dedicated. The building is situated between Hinkle Hall and Alumni Hall and in conformity with these buildings is of the Tudor Gothic style of architecture.

A new $325,000 Gymnasium and Field House was erected on the Campus in 1928. This important addition to the College was made possible by the magnificent gift of Mr. Walter S. Schmidt, A.M., a graduate of the Class of 1906.

A Stadium, seating 15,000 people, was erected in 1928, at a cost of $300,000. The funds were contributed by public-spirited citizens. The Hon. Meyers Y. Cooper was chairman of the "drive".

On November 10, 1929, the new Biology Building was dedicated. It is the gift of an anonymous benefactor, and cost approximately $175,000.

By an act of the State Department of Education, under date of August 4, 1930, St. Xavier College was advanced to university rating, under the name of Xavier University.

MILFORD DIVISION

Milford Novitiate, situated at Milford, Ohio, about fifteen miles east of Cincinnati, is part of the College of Liberal Arts and Sciences of Xavier University. It is the training school for members of the Chicago Province of the Jesuit Order. The collegiate studies here form a part of the educational training in the formation of a Jesuit.

On admission to the Order, the prospective Jesuit spends his first two years in the "novitiate," a period of time during which his occupation is largely ascetical. In order to keep up his intellectual interests, however, about three hours each day are devoted to study, one to
Latin, another to Greek and a third to English, and vacations as well as other periods of leisure are utilized for the acquisition of modern foreign languages. During the second period of two years, however, the student's interest is concentrated on humanistic studies. In accordance with these purposes of the school, its enrollment is limited to members of the Order.

The School is administered by an Associate Dean. The courses offered in the Milford Division of the College of Arts and Sciences are the same as those taught in the College of Arts and Sciences in Cincinnati.

The names, title, and rank of the faculty are included in this Bulletin. The names of the students and their classification are also contained in the Register of Students.

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PURPOSE

The purpose of Xavier University is to produce the educated Catholic gentleman of character, not merely trained in Catholic doctrine, but imbued with the whole heritage of Catholic culture, (a) who thinks straight, vigorously, and independently in the light of a consistent philosophy of life that sees life whole; (b) who expresses himself in oral and written speech clearly, effectively, and securely, as a world citizen at home with great minds, ancient and modern; (c) who adopts the scientific attitude of mind towards the problems of his environment with a view to controlling it for his own well-being and that of his fellow men; (d) who has learned to associate with his fellow men agreeably, and to cooperate with them effectively toward the solution of community problems; (e) who understands why he must be moral, understands the religion he professes, and in accordance with that profession acts uprightly and finely in his relations to God, his fellow men, and himself.

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SYSTEM OF EDUCATION

The educational system in use at Xavier University (substantially the same employed in three hundred 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.

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.

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

Consonant with this view of the purpose of education, it is clear that only such means, such as Science, Language and the rest, be chosen both in kind and amount, as will effectively further the purpose of education itself. A student cannot 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 approximately 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 and college course. The studies, therefore, are so graded and classified as to be adapted to the mental growth of the student and to the scientific unfolding of knowledge. They are so chosen and communicated that the student
will gradually and harmoniously reach, as nearly as may be, that measure of culture of which he is capable.

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

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

But to obtain these results, Philosophy must be such in reality as well as in name. It must not content itself with vague groping after light, with teaching merely the history of Philosophy; detailing the vagaries of the human mind without venturing to condemn them; reviewing the contradictory systems which have held sway for a time without any expression of opinion as to the fatal defects which caused them to be discarded. It must do more than this. It must present a logical, unified, complete system of mind-culture in accord with the established laws of human thought; it must take its stand on some definite propositions expressive of truth; it must rise to the dignity of a science. With such a definite system to defend against attack, the mind becomes more acute and plastic, the logical powers are strengthened, the value of a proof is properly estimated, the vulnerable points of error are readily detected, and truth comes forth triumphant from every conflict of mind with mind.

Finally, the Jesuit System does not share the delusion of those who seem to imagine that education, understood as enriching and stimulating the intellectual faculties, has of itself a morally elevating influence of 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, Xavier University 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 Xavier University aims at building the conscience of its students for the right fulfillment of their civil, social and religious duties. There is insistence on the cultivation of the Christian virtues which operate for this fulfillment, and, as the only solid basis of virtue and morality, thorough instruction in the principles of religion forms an essential part of the system. Students of any denomination are admitted to the courses, but all are required to show a respectful demeanor during the ordinary exercises of public prayer. The Catholic students are required to attend the classes in Christian Doctrine, to be present at the chapel exercises, to make an annual retreat, and to approach the Sacraments at least once a month.
ADMISSION

CREDENTIALS

Application for admission will be made out on a form that can be secured from the Registrar. To insure admission, credentials should be filed with the Registrar considerably in advance of the opening of the semester for which the student wishes to register. It is imperative that applicants submit on entrance official records from all secondary schools and colleges previously attended. These records must be sent directly by the proper officer of the school in which they were earned and not through the student. Credentials which are accepted for admission become the property of the University and are kept permanently on file.

ENTRANCE REQUIREMENTS

The usual method of admission to the University is by certificate from accredited schools followed by assignment examinations.

A candidate offering, at the opening of the college year, fifteen units,* as specified in the following schedule, will receive Freshman rank unconditioned.

A student who has presented 15 units, but who lacks one of the units prescribed as essential, will be admitted as a conditional Freshman with the understanding that he enter at once a class in the subject which he is lacking. Deficient and conditioned students must, therefore, submit their course of study for approval to the Dean of the College.

A student who lacks two units of a Foreign Language may be offered with the understanding that he enter at once a class in the subject of which he is lacking. Deficient and conditioned students must, therefore, submit their course of study for approval to the Dean of the College.

A student who lacks two units of a Foreign Language may be refused admission.

No student will be admitted to Freshman ranking at Xavier University who presents less than fifteen units.

No student may be registered as a Sophomore until all entrance conditions have been removed.

* 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 one week for each unit shall, in general, be five. Double periods are required for laboratory courses.

Not less than two units will be accepted in any foreign language except where a major credit is allowed consisting of two units in one foreign language and one unit in another foreign 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.

An applicant over twenty-one years of age who is unable to meet the entrance conditions may be granted admission as a special student upon favorable action of the Executive Committee.

All new students will be considered on trial until the end of the first semester, when the Faculty will determine whether they should remain in University. Those students whose conduct is unsatisfactory, or who are not deriving sufficient benefit from their studies, may be required to withdraw at any time during their course.

I. Required Units*

(a) For the A. B. Degree

<table>
<thead>
<tr>
<th>Subject</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4</td>
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<tr>
<td>Algebra</td>
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<tr>
<td>Plane Geometry</td>
<td>1</td>
</tr>
<tr>
<td>Latin</td>
<td>4</td>
</tr>
<tr>
<td>History</td>
<td>1</td>
</tr>
<tr>
<td>Science</td>
<td>1</td>
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</tbody>
</table>

(b) For other Degrees

<table>
<thead>
<tr>
<th>Subject</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4</td>
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<tr>
<td>Algebra</td>
<td>1</td>
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<tr>
<td>Plane Geometry</td>
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</tr>
<tr>
<td>Latin</td>
<td>2</td>
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<tr>
<td>History</td>
<td>1</td>
</tr>
<tr>
<td>Science</td>
<td>1</td>
</tr>
</tbody>
</table>

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) For the A. B. degree 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.

METHODS OF ADMISSION

ADMISSION BY CERTIFICATE

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

1. North Central Association Schools.

* For Pre-Professional Medicine, etc., see pp. 50-51.

† Three units are sufficient provided that three years of Latin are taken in college.
2. Secondary schools accredited by any recognized standardizing agency.
3. Secondary schools accredited by Ohio State University.
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 the Committee on Admissions.

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

ADMISSION TO ADVANCED STANDING
Candidates for admission from other institutions of collegiate rank, which offer the same or equal courses of study as those at Xavier University, 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 received from another college or university unless he has an average of "C".

No student under penalty for a breach of discipline by any college or university may enroll at Xavier University.

No student will be admitted to the University 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 cannot be counted later on towards a degree unless all entrance requirements have been satisfied.
FEES AND EXPENSES

All communications concerning tuition, fees, and rental of rooms should be made to the Registrar of the University.

All tuition and fees required from students must be paid in advance and as a condition of registration. Registration shall not be considered as completed until all such payments have been made, and a "late registration fee" shall be added to fees not paid on the days set apart for registration. If fees are not paid promptly, the deans are authorized to exclude students from attendance upon their classes.

Fees are subject to change as conditions necessitate: such changes take effect at once and apply to students already enrolled, unless otherwise specified.

Tuition and fees are not returnable except when withdrawal from the University is caused by sickness or causes entirely beyond the control of the student. Before application for refund will be considered, it is necessary that the student shall have submitted to the Registrar notice of his withdrawal and the date of such withdrawal. Students withdrawing under discipline forfeit all rights to a return of any portion of their fees.

The full amount of tuition, but no activity fees, or laboratory fee, shall be returned to students who fail of admission to the University, after same have been paid. In other cases refunds, when allowed, shall be in the following proportions:

- During 1st and 2nd weeks: 80%
- During 3rd and 4th weeks: 60%
- During 5th and 6th weeks: 40%
- During 7th and 8th weeks: 20%

After the eighth week no refund shall be allowed, but a credit memorandum may be issued for the total amount of the tuition or fees.

First Semester

<table>
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<tr>
<td>Matriculation Fee (payable once)</td>
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<tr>
<td>*Tuition</td>
<td>$90.00</td>
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<tr>
<td>Fee for use of each Laboratory</td>
<td>$10.00</td>
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<tr>
<td>Breakage Fee in each Laboratory</td>
<td>$ 5.00</td>
</tr>
<tr>
<td>Activities Fee</td>
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<tr>
<td>Late Registration Fee</td>
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SECOND SEMESTER

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<td>*Tuition</td>
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</tr>
<tr>
<td>Fee for use of each Laboratory</td>
<td>$10.00</td>
</tr>
<tr>
<td>Late Registration Fee</td>
<td>$ 5.00</td>
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SPECIAL FEES

<table>
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<th>Item</th>
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<tbody>
<tr>
<td>Conditioned or absence examinations, each</td>
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</tr>
<tr>
<td>Extra fee for each semester hour in excess of normal schedule of sixteen hours, exclusive of Pre-Medic students, per hour</td>
<td>$ 5.00</td>
</tr>
<tr>
<td>Duplicate Transcript of college credits</td>
<td>$ 2.00</td>
</tr>
<tr>
<td>Graduation Fee</td>
<td>$25.00</td>
</tr>
</tbody>
</table>

ROOMS AND BOARD

Elet Hall, the only University Dormitory at present ready for use, accommodates ninety students.

The arrangement of rooms in the dormitory is such that they may be rented singly or for two. The University supplies all necessary furniture for each student, and complete care of the rooms. The rooms are heated with steam, supplied with hot and cold water, and lighted with electricity.

A deposit of $10.00 must accompany the verbal or written application for a room. To insure against damage to room, this deposit will not be returned until student withdraws from college. In case a student fails to occupy a room after reservation, the deposit will not be returned, unless notice of withdrawal is received before August 15th.

The prices charged for rooms include heat, light, water, and care by janitors. The range of prices for the current year is as follows:

- Single rooms, $100 a semester.
- Double rooms, $75 a semester.

Board is furnished at the College Inn at $180.00 a semester.

*Juniors and Seniors who have been in continuous attendance at Xavier University, who are acceptable in attendance and demeanor and who have and maintain an average of "B", and are active members of the Poland Philopodian Society, merit the enjoyment of the William F. Poland Endowment Fund and are granted free tuition; they must, however, pay all incidental fees in advance. For the present, however, this Endowment Fund is not active.

**Juniors and Seniors who have been in continuous attendance at Xavier University, who are acceptable in attendance and demeanor and who have and maintain an average of "B", and are active members of the Poland Philopodian Society, merit the enjoyment of the William F. Poland Endowment Fund and are granted free tuition; they must, however, pay all incidental fees in advance. For the present, however, this Endowment Fund is not active.
DEGREES

UNDERGRADUATE DEGREES

The following degrees are conferred:

A.B., Bachelor of Arts;
B.S., Bachelor of Science;
Ph.B., Bachelor of Philosophy;
B.S. (in Education), Bachelor of Science in Education;
Litt.B., Bachelor of Literature;
B.S.C., Bachelor of Science in Commerce.

The A.B. degree is conferred if the candidate's course has included two years of college Latin with an average of "C" in this branch.

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, or other modern languages, Literature, Economics, Political Science, Education, Sociology.

The degree of Bachelor of Science in Education is conferred upon those whose chief work has been in Education.

The degree of Bachelor of Literature is conferred upon those whose chief work has been in Literature.

The degree of Bachelor of Science in Commerce is conferred on candidates whose chief work has been in Accounting or some kindred subject.

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

CHARACTER OF WORK.

I. SUBJECT REQUIREMENTS.

Prescribed subjects for the A. B. Degree*

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credit Hrs.</th>
<th>Subject</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>12</td>
<td>Greek</td>
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</tr>
<tr>
<td>Latin</td>
<td>24</td>
<td>History</td>
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</tr>
<tr>
<td>French or German</td>
<td>6</td>
<td>Public Speaking</td>
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</tbody>
</table>

*In addition Catholic students must take a course acceptable as a Religion requirement each semester that they are in attendance at the University.
**Psychology may be included.
***Elementary courses not included.

Prescribed subjects for the B. S. Degree*

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credit Hrs.</th>
<th>Subject</th>
<th>Credit Hrs.</th>
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<tbody>
<tr>
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<td>French or German</td>
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Prescribed subjects for the Ph. B. Degree*

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<tr>
<td>Science</td>
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<tr>
<td>Mathematics</td>
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Prescribed subjects for the B. S. in Education Degree

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<tr>
<td>Modern Language</td>
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<td>Philosophy**</td>
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Prescribed subjects for the B. S. C. Degree*

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<td>Accounting</td>
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<td>History</td>
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</table>

II. GROUP REQUIREMENTS

The Departments of Instruction are divided into four groups as follows:

Group 1. English, French, German, Greek, Latin, Spanish.
Group 2. Economics, Education, History, Philosophy, Sociology.
Group 4. Accounting, Business Law, Economics.

*In addition Catholic students must take a course acceptable as a Religion requirement each semester that they are in attendance at the University.
**Psychology may be included.
***Elementary courses not included.
MAJORS AND MINORS

Each candidate for a bachelor's degree is required to complete a major in one department and a minor in each of two other departments. One of the minors should be chosen, ordinarily, from the group from which the major was chosen; the second minor from one of the remaining groups.

A major must comprise not less than eighteen hours in one department, twelve of which must be upper division courses. First-year courses may not be counted towards a major. An average of "C" is required for a major.

A minor consists of not less than twelve hours of upper division courses in one department, over and above one or two years of lower division courses. An average of "C" is required for a minor.

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 the further prescribed courses in the same language.

ORGANIZATIONS AND SOCIETIES

The development of the social side of every student's character is an important factor in college training. Initiative and leadership in organized religious and social movements for the common welfare of his fellows are qualities expected of a college man generally. University student organizations and activities furnish splendid opportunities for this development.

However, it must be kept in mind that with regard to all forms of such activities the policy of the Faculty is that the student's first duty in college is attention to study, and no other student activity should be allowed to interfere with the main purpose of University life.

SODALITY OF THE IMMACULATE CONCEPTION

The Sodality was established and affiliated to the First Sodality in Rome on December 8, 1841. Its purpose is to promote in its members a special and filial devotion to the Immaculate Mother of God, to imitate her virtues, and to encourage, both by word and example, an eminent purity of morals and a manly fidelity to the practice of our religion. Weekly meetings are conducted in the University Chapel at which the Office of the Blessed Virgin is recited and instructions are given.

THE APOSTLESHIP OF PRAYER

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

CATHOLIC STUDENTS' MISSION CRUSADE

HENOY P. MILET UNIT

At the organization of the Catholic Students' Mission Crusade, held at Techyn, Illinois, in 1918, the Senior Sodality was represented, and its mission section became a senior unit, and, consequently, a charter member of this great movement.
In January, 1921, the unit assumed a more definite form as the Crusade Unit of the Liberal Arts College, and adopted the name "The Henry P. Milet Unit" in honor of Rev. Henry P. Milet, S.J., a former director of the High School Sodality, now a missionary in Patna, India. Meetings are held weekly, and weekly collections are taken up for the benefit of the missions. The first Sunday of the month is Mission Sunday, observed by the reception of Holy Communion for the welfare of the missions.

ST. ALOYSIUS SELF-DENIAL FUND

Founded in 1926

Begun September, 1926. 1. To honor and invoke St. Aloysius on the second centenary of his canonization, as the patron of purity and a choice of a state in life, by erecting a marble statue of the Saint with a marble pedestal. The total cost was $300. This was contributed by the students during 1926-27, as a Self-Denial Fund.
2. To found an $8,000 bourse for the education of a missionary priest.
3. To found a spiritual insurance fund of Masses for:
   (a) Students seriously ill.
   (b) Five Masses for deceased students from the 1926-27 student body and thereafter.
   (c) Three Masses for deceased parents of these student bodies.

The Dean of the College is ex officio administrator of the fund. From 1926-27 on, he and his successors are entitled to the spiritual benefits of number 3 (b).

THE STUDENT COUNCIL

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

The ex officio members of the Council are the Dean, or his appointment, and the president of each class. The other ten members are chosen as follows: the Freshmen choose one from their class; the Sophomore, two; the Juniors, three; the Seniors, four; respectively. The purpose of this method is to give the weight of numbers to the upper-classmen who are better acquainted with the spirit of the school, and to make the Council a thoroughly representative body.

PRO ALMA MATRE FRATERNITY

This organization was established at Xavier University in March, 1926. The new fraternity is purely honorary and its purpose is to provide recognition for service in fields other than athletics rendered to Xavier University. The membership will include students prominent in college journalism and literary work, winners of leading oratorical and debating contests, and leaders in special cultural societies. All candidates eligible for membership must have maintained an average of "B" throughout their college career and be members of the Poland Philopedian Society. The honor key will be awarded to the members on their commencement day. The deciding committee is composed of the Dean and two Alumni instructors.

THE POLAND PHILOPEDIAN SOCIETY

The Philopedian Society was organized in 1841. In 1927, the name Poland was added in grateful memory of Rev. William F. Poland, S.J. Its object is to foster a taste for eloquence, history and general literature. The members assemble weekly for debates on pertinent subjects.

DANTE CLUB

The Dante Club is a student organization the purpose of which is to spread the knowledge and appreciation of that greatest of Catholic classics, The Divine Comedy, through the medium of popular lectures. It was founded in 1921, the six hundredth anniversary of Dante Allighieri's death. The Jesuit Martyrs, The Crusades, Shakespeare, A Pilgrimage to Lourdes, St. Joan of Arc, The Madonna in Art, are now being offered by The Dante Club.

SCIENCE CLUB

The Science Club, organized in 1929, has for its purpose the developing and maintaining of interest in science. All candidates for the Bachelor of Science Degree are eligible for membership.

THE MERMAID TAVERN

The Mermaid Tavern was founded in February, 1931. Its main purpose is mutual criticism of original literary effort toward publication, especially in the University magazine. Membership is limited to thirteen.
THE XAVIER MASQUE SOCIETY

This society was organized in 1923. Its purpose is to foster the undergraduate dramatic, literary and musical interests of the University and to promote social intercourse among the members. During the course of the scholastic year the society produces at least one full length play.

XAVIER UNIVERSITY CLEF CLUB

All students who, in the opinion of the Director, have the necessary qualifications, are eligible to membership in the Clef 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 these rehearsals. The Clef 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.

XAVIER UNIVERSITY BAND

The aim of the band is to promote interest in music among the students as well as to enliven the football and basketball games, to give concerts, and to aid in the presentation of University programs.

"X" CLUB

The "X" Club is composed of all those who have merited the athletic award of the University. It has as its object the preservation among the lettermen of their proven interest in the athletic activities of their Alma Mater.

XAVIER UNIVERSITY ALUMNI ASSOCIATION

This association was organized in 1899. Its purpose is to strengthen and perpetuate college friendship; to preserve in the former students a warm regard for Alma Mater and a lively memory of the substantial benefits she bestowed; to cherish and advance her interests, to maintain her honor and sustain her reputation by manly and honorable conduct.

XAVIER UNIVERSITY ALUMNAE ASSOCIATION

Established in 1926, this alumnae group has for its purpose the fostering of the same loyal spirit and helpful interest toward Alma Mater which is characteristic of the Alumni Association.

XAVERIAN BOOK-LOVERS

(Founded 1925)

This organization is composed of friends of Xavier University. Their primary purpose is to improve the reading and research facilities of the University library through the purchase of the best books, etc. A secondary purpose is that of social contact between friends of the University. A series of card parties are given for this double purpose.

STUDENT PUBLICATIONS

THE XAVIER ATHENAEUM

The Athenaeum, the literary magazine of “Old Xavier”, was revived in March, 1926, after a lapse of seven years. The Athenaeum was issued quarterly, but in 1927-28 it was reduced to three editions a year. It is intended to foster literary effort amongst the students. It is supported financially by patrons and patronesses. Honor students in English form the staff.

THE XAVERIAN NEWS

The News begun in November, 1918, as a fortnightly newspaper, was changed in 1928 into a weekly publication. It is published by a board of student editors, under the supervision of a Faculty Director. The editorial staff is appointed by the Director on recommendation of the Department of English and with the approval of the Dean of the College of Liberal Arts. Appointment to the staff is a recognition of literary ability.

THE MUSKETEER

The Musketeer is the official year-book of the College, and is edited and managed by the student body. It is issued in the latter part of May and besides containing a pictorial record of various school events, social functions, athletics, and campus organizations, it aims to furnish a permanent record of student life during the four years of the class being graduated.
PRIZES AND AWARDS

The Archbishop McNicholas Medal.—A gold medal is offered by the Most Reverend John T. McNicholas, O.P., D.D., to that member of the Senior Class who has excelled in the study of Philosophy.

Intercollegiate English Prize.—A purse of $100.00 ($50 for the first prize, $20 for the second, $15 for the third, $10 for the fourth, and $5 for the fifth) is offered yearly by Mr. David F. Bremner of Chicago for excellence in English essay writing. The purse is open to the competition of the Jesuit Colleges of the Missouri and Chicago Provinces, namely: Xavier University, Cincinnati, Ohio; John Carroll University, Cleveland, Ohio; Creighton University, Omaha, Nebraska; Loyola University, Chicago, Illinois; Marquette University, Milwaukee, Wisconsin; St. Louis University, St. Louis, Missouri; University of Detroit, Detroit, Michigan; Regis College, Denver, Colorado; Rockhurst College, Kansas City, Missouri; St. John’s College, Belize, British Honduras, C. A.; St. John’s College, Toledo, Ohio; St. Mary’s College, St. Mary’s, Kansas.

Intercollegiate Latin Prize.—A cash prize of $25 is offered annually for competition among the male students of the above named colleges by the Very Reverend Provincials of the Missouri and Chicago Provinces of the Society of Jesus, for the best translation of classical English and classical Latin.

The Martin G. Dumlé Medal.—A gold medal is offered by Mr. Martin G. Dumler, LL.D., to that member of the Junior Class who has excelled in the study of Philosophy.

The Joseph B. Verkamp Medal.—A gold medal founded in 1904, is offered by Mr. Joseph B. Verkamp to be awarded to that member of the Philopedia Society who has delivered the best speech in the annual Public Debate of the Society.

The Ragland Latin Medal.—A gold medal, founded in 1905, by Mr. Howard N. Ragland, ’04, in memory of his mother, to be awarded to the student of Xavier University who ranks highest in the Intercollegiate Latin Contest.

The David Snyder Religion Medal.—A gold medal, founded by Mr. and Mrs. John W. Snyder, Portsmouth, Ohio, in memory of their son, David William Snyder, ’31, for the best catechetical essay.

The Alumni Oratorical Medal.—A gold medal known as the “Washington Medal”, is offered by the Xavier University Alumni Association for the best original oration delivered in the annual contest in oratory, held on February 22d, Washington’s Birthday.

The Alumnae English Medal.—A gold medal is offered by the Xavier University Alumnae Association to the student of the University winning the highest place in the Intercollegiate English Contest.

German Prize.—The Germanistic Society of Cincinnati established in 1929, a prize for the best student of German.

Pro Alma Mater Golden Keys.—Presented to Seniors who meet the requirements of this honor society.
ADMINISTRATION

COLLEGE YEAR

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

EVENING SESSION

Classes in the Evening Session of Xavier University are open to adult students found capable of pursuing successfully the courses they wish to study. In the Evening Session the University renders particular service to those who desire courses of immediate personal interest; to those who wish to carry college work in connection with their employment; and to those who wish to pursue subjects which will better fit them for special services or vocations.

Evening courses, while open to auditors, will satisfy every requirement for credit students, being conducted on the same high standards, by the same professional staff, and under exactly the same educational conditions as the corresponding day classes.

While it is scarcely possible in the evening to meet all the requirements for a degree, students who wish to start upon a college course will find considerable offering of both required and elective subjects; students who have to their credit college work earned in this or other Institutions will find it possible in the Evening Session to complete degree requirements.

Students in the Evening Session are classified in the same manner as those in the Day Session: regular students who have met the entrance requirement of sixteen approved high school units; special students who have not yet met that requirement. Special students may become regular students by presenting additional high school units, by passing entrance examinations, or by transferring college credits to entrance units upon the basis of five semester hours for each unit of entrance.

SUMMER SESSION

A Summer Session of six weeks is held to afford opportunities to those who wish to complete the admission requirements for college; to students of the University who wish to make up deficiencies; to students who desire to obtain credit toward a degree or shorten the time necessary for completing the requirements for graduation.

ATTENDANCE

Every student is expected to attend classroom and laboratory exercises regularly. All cases of absence are reported to the Dean’s office daily by professors and instructors.

The roll is called immediately at the beginning of each class exercise. Those not present for this roll call will not be permitted to enter the room later.

All omitted exercises, whether the absence is excused or not, must be made up within one week after the resumption of university duties as appointed by the professor whose exercises were omitted or they will be counted as credit hour deductions. An excuse for absence does not relieve the student from responsibility for the work of his class during his absence. The responsibility in all these cases rests with the student.

Students who are not present at class or laboratory exercises during the twenty-four hours preceding or following any holiday or vacation will be marked three absences for each exercise missed.

A student is dropped from a course when the number of his absences in the course equals three times the number of the weekly sessions of the course.

A student who incurs a total of twenty absences in a semester will forfeit one hour credit. For each additional fifteen absences he will lose an additional hour credit.

CHAPEL ATTENDANCE

All students are required to be present at Mass on appointed days and are obliged to attend other chapel exercises whenever prescribed.

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

STUDENT ACTIVITY REGULATIONS

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

ATHLETIC REGULATIONS

For participation in intercollegiate athletics, students must conform to the regulations of the Ohio Athletic Conference.

HONORABLE DISMISSAL

It is required as a condition of honorable dismissal that every student who wishes to withdraw from the University shall submit to the Registrar a written request to that effect at the date of his withdrawal. In the case of minors, the request must be signed by his parents or guardian.

A testimonial of honorable dismissal, when presented by a former student of Xavier University to another school, is not to be interpreted as a recommendation. It is to be considered only as a statement that the student was free from disciplinary penalties at the time when the honorable discharge was granted.

CENSURE

There are five grades of censure: warning, probation, suspension, dismissal, and expulsion. By probation is meant that the student has forfeited the confidence and high esteem of the University authorities and is required to restore them by definite and manifest acts of attention to duty in conduct and academic work. Suspension is exclusion from the University for an indefinite period, not to exceed one semester. Dismissal is exclusion for a period not to exceed two semesters. Expulsion is the final exclusion of the student from the University and is the highest academic censure and may or may not, according to circumstances, be publicly administered.

The University reserves the right to dismiss at any time a student who fails to give satisfactory evidence of earnestness of purpose and of interest, primarily, in the serious work of university life. Dismissal may be made without specific charges, and, in rare cases, perhaps on grounds that seem insufficient to students or parents. The University in these cases holds itself to be the more capable judge of what affects the interests of the institution and the student body. Those who are unprepared to accept this condition should not apply for admission.

Any student who fails during any semester to earn credit points equal to at least the number of credit hours of courses assigned him for the semester shall be put on probation for the succeeding semester of his residence at the University with restricted work. During the period of probation, a student who fails to earn credit points at least equal in number to the credit hours of courses assigned him for the semester shall automatically cease to be a member of the University and shall be so notified by the Dean. A notice shall also be sent by the Dean to the parent or guardian of the student.

EXAMINATIONS

Entrance Examinations

Examinations will be conducted by the Dean, but the head of the department concerned will be responsible for the preparation of questions, prompt reading of the papers, and the reporting of the results. The questions will ordinarily constitute an examination of two hours.

Tests

Partial examinations or tests or written recitations are held from time to time during the semester. Absence, for whatever reason, from a test which has been duly announced is marked as "X" and must be removed at the following "condition" examinations.

Semester Examinations

Examinations in all subjects are held at the close of the semester. Students who, for any cause, have been absent from twenty percent of the exercises in any course will not be admitted to the examination in that course.

In case of failures in any continuous study, the work of the semester in which the failure is incurred must be repeated in class before any subsequent semester's work in that study can be undertaken. In continuous courses such as languages, sciences, etc., if the failure is incurred in the second semester no credit is allowed for the first semester until the work of the second semester is passed satisfactorily.

Supplementary Examinations

A condition (E) in an examination may be removed by a supplementary examination. These examinations may be taken only on the day specified, and may not be deferred except with the express consent of the Dean. A conditioned student who desires such examina-
tion must notify the Registrar in writing one week in advance so that examination questions may be prepared. Any student failing to give such notice shall not be allowed to take the examination. A student may take only one examination to remove a condition. Removal of condition by examination shall not entitle the student to a grade higher than "D". A conditioned student absent from the regular or supplementary examination must present an excuse satisfactory to the Dean or receive a grade of "F" for the course.

The fee for each examination for the removal of conditions shall be two dollars. Students who are absent from conditioned examinations with the permission of the Dean to take such examination at other than the regular time shall pay three dollars for each examination. No student shall be allowed to take these examinations until he presents a receipt from the Bursar for this fee.

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:

**ABOVE PASSING**

A 93—100, Excellent, 3 Points  
B 85—92, Good, 2 Points  
C 84—77, Fair, 1 Point  
D 70—76, Passed without Points

**BELOW PASSING**

E—60-69, Conditioned  
F—0-59, Failed  
I—Incomplete  
X—Absent  
W F—Withdrawn for failure

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 are allowed to a student is 384; the minimum 128.

CLASSIFICATION OF STUDENTS

Those students are ranked as Sophomores who have at least twenty-four credit hours and points and have completed the prescribed courses of Freshman year; Juniors, those who have sixty credit hours and points and have completed the prescribed courses of the Sophomore year; Seniors, those who have ninety-two credit hours and points and have completed the prescribed courses of the Junior year. This classification is made in the Registrar's office at the end of each year, and is revised at the beginning of each semester and at no other time.

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.
## PROGRAM OF CURRICULA

### BACHELOR OF ARTS

#### FRESHMAN

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#### SOPHOMORE

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<td>Greek or Hist.</td>
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<td>Logic</td>
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#### SENIOR

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<tr>
<td>Major Electives</td>
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### BACHELOR OF PHILOSOPHY

#### FRESHMAN

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#### SOPHOMORE

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COURSES PRELIMINARY TO PROFESSIONAL STUDIES

MEDICINE

The minimum requirement for entrance to medical school is that a candidate must present evidence that he has completed two years' work (60 semester hours) in an approved college following graduation from an accredited high school or its equivalent. This is the standard demanded by the Association of American Medical Colleges and by the Council on Education of the American Medical Association. The fact must be stressed, however, that this is the minimum and not the desirable entrance qualification. Generally, preference is given to applicants who possess college credits in excess of this minimum, and students who look forward to a career in medicine should spend at least three years in preparatory college training.

The following three-year course has been worked out for students who plan to enter a medical school. The arrangement is such that by the end of the Junior year if a student's grades warrant it, he may be admitted to a medical school. If he does not enter a medical school at the end of the Junior year, the work carries on logically through Senior year to the B.S. Degree.
DENTISTRY

The minimum requirement for admission to acceptable dental schools, in addition to high-school work, preferably including drawing and one unit of high-school Physics, is sixty hours of college work. In some dental schools the minimum requirement is thirty hours of college work. This includes six semester hours in English, six in Chemistry, six in Biology, and six in Physics, or an equivalent credit in high-school Physics. Xavier University further requires a semester of Psychology and Ethics.

LAW

The minimum requirement for admission to acceptable law schools, in addition to high-school work, is sixty semester hours of college work and the qualification to enter Junior class of an approved college. Xavier University further requires a semester of Psychology and Ethics. A college degree is strongly urged as the best preparation. Some leading law schools demand the degree and there are exclusive law clubs which require the college degree.

DEPARTMENTS AND COURSES

1. Courses 0-99 (Lower Division) are primarily for freshmen and sophomores; 100-199 (Upper Division) for juniors and seniors.

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

DEPARTMENT OF CHEMISTRY

FREDERICK N. MILLER, S.J., A.B.; ADAM J. KELLER, S.J., M.S.; JOSEPH F. KOWALEWSKI, M.S.

CHEMISTRY

1-2. General and Inorganic Chemistry.
A course of experimental lectures and problems combined with laboratory work. The laboratory work includes a brief course in qualitative analysis. Lectures, two hours a week; quiz, one hour a week; laboratory, four hours a week; two semesters. Eight hours credit.

3. Qualitative Analysis.
Prerequisite: Course 1-2. Eight hours a week. Four hours credit.

4. Quantitative Analysis.
Prerequisite: Courses 1-2 and 3. Lectures and laboratory work, eight hours a week; one semester. Four hours credit.

5-6. A Combined Course in Inorganic Chemistry.
This course is intended for those not taking Chemistry as their major. Lectures, two hours a week; laboratory, four hours a week; two semesters. Eight hours credit.

Prerequisite: Course 1-2. Lectures, two hours a week; laboratory, four hours a week; one semester. Four hours credit.

Prerequisite: Courses 1-2, 107. Lectures, two hours a week; laboratory, four hours a week; one semester. Four hours credit.
109. **Elementary Physical Chemistry.**
Prerequisite: Courses 4, 107, 108. Primarily a course for chemistry and pre-medical students who have not had calculus. Lectures, two hours a week; laboratory, four hours a week; one semester. Four hours credit.

119. **Physical Chemistry.**
Prerequisites: Chemistry 8, 108; Mathematics 9, 10; Physics 1, 2. Lectures, two hours a week; laboratory, four hours a week; one semester. Four hours credit.

120. **Physical Chemistry.**
A continuation of Course 119. Lectures, two hours a week; laboratory, four hours a week; one semester. Four hours credit.

122. **Inorganic Preparations.**
Two laboratory exercises a week.

123. **Seminar Course.**
Dealing with topics of chemistry for advanced students. One hour a week; two semesters. Two hours credit.

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**BIOLOGY**

**MARTIN J. PHEE, S.J., A.M., M.S.; JAMES C. PERRY, A.M.; ALPHONSE LANG, B.B.**

1a. **General Biology.**
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. Four hours credit.

1b. **General Biology.**
A continuation of Course 1a. A detailed study of types under the Coelomata group. Prerequisite: Course 1a. Two lectures and four laboratory hours per week. Four hours credit.

2. **Comparative Anatomy of the Vertebrates.**
An intensive study of type forms. The value of the structure studies as basal elements of vertebrate anatomy and the principles of homology in the various groups are elaborated in the lectures. Two lectures, one quiz, and four laboratory hours per week. 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. Prerequisite: Courses 1a and 1b. Four hours credit.

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

10. **Biology Survey.**
The chief fundamental concepts of biology. Lectures, two hours a week. Two hours credit.

104. **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.

106. **General Bacteriology.**
Laboratory methods, technique of cultivation and observation, and study of biochemical reactions. Laboratory; lectures; assigned readings and reports. Prerequisite: Two years of college chemistry. Four hours credit.

107. **Pathological Bacteriology.**
Morphological and cultural characteristics of disease-producing organisms. Theories of immunity and serum reactions. Routine diagnostic procedure. Prerequisite: Course 5 or 106; organic chemistry. Six laboratory hours per week. Three hours credit.

108. **Theory of Evolution.**
Lecture course. Two hours credit.

109. **Microscopical Technique.**
Two hours credit.

110. **Comparative Histology.**
A general course in histology from the comparative standpoint with special emphasis on the functional aspect. Two lectures, two double periods of laboratory. Prerequisite: Courses 1, 2, 3. Four hours credit.
111. Genetics.
A review of the known facts and of the theories regarding heredity. Two hours credit.

112. Comparative Physiology.
The nature and properties of protoplasm, the cell, solutions, colloids, diffusion and osmosis, surface tension, hydrogen ion concentration and enzyme activity are considered in relation to the physiological properties of the various animal groups. Experiments designed to illustrate the lecture work. First semester. Two lectures and four laboratory hours per week. Four hours credit.

113. Comparative Physiology.
A continuation of Course 112.
The physiology of blood, of the heart and circulation, of respiration, of digestion, of secretions, of muscular and nervous activity are treated from a comparative viewpoint. Second semester. Two lectures and four laboratory hours per week. Prerequisites: Courses 1a, 1b, 2, and 3. Four hours credit.

GEOLOGY

1. Dynamical and Structural Geology.

2. Historical Geology.

103. Geophysics and Seismology.
Theory of earthquake waves and related phenomena. Interpretation of same applied to study of the interior of the earth. History of earthquake recording devices. Mathematical and physical laws of different types of instruments. Interpretation of instrumental records of earth disturbances. Three credit hours.

DEPARTMENT OF CLASSICAL LANGUAGES


GREEK

A-B. Elementary Greek.
This course is intended for those who enter college without Greek. Suitable readings and prose composition. Six hours credit.

C-D. Xenophon.
A reading of the Anabasis or the Memorabilia. Six hours credit.

1a. Homer.
Selected portions of the Iliad. Three hours credit.

1b. Homer.
Selected portions of the Odyssey. Three hours credit.

2. Plato.

2M. Review of Elementary Greek.
A teacher's course intended for those who have already had high school Greek, as a preparation for more advanced study. Four hours credit.

3. Demosthenes.
Selections from the Philippics, the Olynthiacs, and the Crown; history of the development of Greek oratory. Three hours credit.

9-10. Greek Prose Composition.
Practice in the writing of simple Greek. Two hours credit.

11-12. Greek Prose Composition.
An advanced course in the writing of Greek. Two hours credit.
13. Herodotus in Attic Greek.
   Stories selected from the nine books. Two hours credit.

14. Xenophon and Lysias.
   Selected portions. Two or three hours credit.

   Two hours credit.

51. Euripides.
   One or two plays. Introduction to Greek tragedy. Three hours credit.

106. Greek Prose Composition.
   Advanced course. Two hours credit.

107. Greek Prose Composition.
   Continuation of Course 106. Two hours credit.

   The first expression of the Christian mind in Greek. The language of the New Testament. Selections from Epictetus, for contrast in religious thought. Two hours credit.

122. St. John Chrysostom.
   Selected Panegyrics, Eutropius, Return of Flavius. Two hours credit.

123. Lysias.
   Three speeches entire with selections from remaining speeches. Three hours credit.

124. Lysias, Isocrates, Aeschines, and Demosthenes.
   Selected speeches. Lectures on the Attic Orators, with special reference to the development of Attic prose. Three hours credit.

126. Demosthenes.
   Selections from the Philippics and the Olynthiaca, with a thorough study of the fall of Athens after the Peloponnesian War to the Death of Philip. Three hours credit.

131. Herodotus.
   Selections, especially from Books I, VII, VIII and IX. Lectures on Greek historiography. Three hours credit.

134. Xenophon.
   Cyropaedia. Selections illustrating the educational and religious ideas of Ancient Persia. Comparison with Herodotus and the Anabasis. Three hours credit.

135. Thucydides.
   Selections, especially the Sicilian Expedition, Books VI-VII. Lectures on the Greek historians; methods of Thucydides contrasted with those of Herodotus. Three hours credit.

141. Greek Lyric Poets.
   Selections from Pindar, Bacchylides, and the Melic poets. Three hours credit.

142. The Epic Cycle.
    Selections from the Iliad and Odyssey, the Homeric Hymns. The Iliad and Odyssey, in translation, must be read entirely. Lectures on the development of the Epic. Three hours credit.

143. Homer.
   The Iliad read entirely in the original, with a comparative study of the Latin and English Epics. Six hours credit.

144. Homer.
   The Odyssey entirely in the original, illustrating the difference in style and treatment from the Iliad. Six hours credit.

145. Homer.
   Selections from Iliad and Odyssey, Homeric forms and vocabulary; correct and expressive reading of the verse. Three hours credit.

151. Sophocles and Euripides.
   Sophocles, Oedipus Rex or Antigone; Euripides, Medea or Alcestis. Three hours credit.

152. Aristophanes.
   Frogs and Clouds or Knights and Wasps, with lectures on Greek comedy. Three hours credit.

154. Aeschylus and Sophocles.
   One play of Sophocles and one of Aeschylus with a thorough study of the development of the drama. Three hours credit.
161. Aristotle's Poetics.
   Lectures on Greek literary criticism, with original essays.
   Two hours credit.

164. Plato's Republic.
   A critical appraisal of the first great Utopia. One book will
   be read in Greek and the whole work studied for content
   in translation. Two hours credit.

165. Plato's Euthyphro.
   The Euthyphro, Meno, and Phaedo seen entirely, with
   lectures introductory to Plato's Theory of Ideas. Two
   or three hours credit.

166. Plato.
   Selections from the Apology, Crito, and Phaedo. Introduc­
   tion to Greek Philosophy. Three hours credit.

181. Foreign Policy of Athens During the Time of Philip.
   Speeches on The Embassy and The Crown of both Aeschines
   and Demosthenes read entirely in the original. Three hours
   credit.

182. Classical Archaeology.
   Introduction to the architecture, sculpture, vases, and
   domestic antiquities of Greece. Special emphasis on the
   remains of the Acropolis, and the topography of Greece.
   All lectures illustrated. Two semesters. Two hours credit.

183. Classical Archaeology.
   Continuation of 182. Two hours credit.

184. Greek Literature, I.
   From Homer to the Periclean Age. Two hours credit.

185. Greek Literature, II.
   From Periclean Age to the Roman Conquest. Two hours
   credit.

199. Special Study for Advanced Students.
   Credit to be arranged in each case.

Courses in other departments accepted for credit in Greek:
   English 127.
   History 118, 119.
   Latin 182, 183.

LATIN

A-B. Introduction to Classical Latin.
   A thorough study of syntax, with practice in oral and
   written themes; reading of selections from Caesar, Cicero
   and Virgil. Eight hours credit.

1. Virgil; Prosody.
   Virgil, Aeneid VII-XII, and selections from Christian
   hymnology, prosody. Three 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. Three hours credit.

3. Horace; Cicero.
   Horace, selected Odes and Epodes. Cicero, pro Milone, with
   special references to its rhetorical and argumentative quali­
   ties. Three hours credit.

8. Latin Composition, Introductory.
   An introduction to college Latin prose composition. A
   thorough review of principles of syntax, especially the verb
   and subordinate clause construction, leading to a study
   of Latin idiom and style. Prerequisite: four units of high
   school Latin. Two hours credit.

   Principles of Latin idiom and style. Required of students
   taking Courses 1 and 2. One or two hours credit.

10. Latin Composition.
    A continuation of Course 9. One hour credit.

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

    Matter treated from pedagogical viewpoint. Special stress
    laid on methods of study, reading at sight in normal Latin
    word order, English derivatives, idiomatic English transla­
    tions, and Virgil's influence on English literature. Three
    hours credit.
   Lectures, two hours a week; two semesters. Four hours credit.

33. Cicero.
   Three Orations—Pro Marcello, Pro Ligario, and one other selected oration. Special attention given to syntax, historical setting, and oratorical style. Three hours credit.

43. Horace.
   Selected Odes, Epodes, Satires, and Ars Poetica. Particular attention given to translation into English verse. Three hours credit.

91. Latin Conversation—Elementary.
   The aim of this course is to impart facility in expressing oneself correctly in Latin on ordinary topics, to prepare students to attend Latin lectures and seminars. The class is conducted almost entirely in Latin; members of the class relate daily experiences, give synopses of stories orally and in writing, and hold simple discussions in Latin. Four hours credit.

108. Latin Style.
   Translation of difficult passages from standard English authors; original Latin essays. Two hours credit.

110. Latin Style.
   Continuation of Lt. 108. Two hours credit.

111. Latin Style.
   An advanced course in Latin composition; continuation of Lt. 110. Two hours credit.

112. Latin Style.
   A continuation of Lt. 111. Two hours credit.

114. Tacitus.
   A study of the Agricola, Germania, and the Dialogus de Oratoribus. Two hours credit.

115. 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.

118. Roman Political Institutions.
   The King, the Gentes, the Patricians, the Clients; the rise and growth of the Republican Constitution, the Senate, the magistracies, the people, the assemblies, etc. Three hours credit.

121. Introduction to a Study of the Latin Fathers.
   Reading of selections from Tertullian, Cyprian, Lactantius, Minucius Felix, Jerome, Ambrose, Augustine, Gregory, Bernard, etc. Three hours credit.

122. Seneca and Pliny.
   Epistulae Morales and selections from the Moral Essays of Seneca. Political and social life in Rome under the Caesars. Stoicism and Christianity compared. Selections from the letters of Pliny the Younger as a key to Roman life at the end of the first century. Three hours credit.

123. Cicero as an Essayist.
   Cicero's charm as an essayist; discussion of the several types of his essays. Reading of the De Amicitia and De Senectute. Two hours credit.

131. Caesar and Sallust.
   Sallust and Caesar taken from the viewpoint of writers of history and memoirs. Sallust's Bellum Jugurthinum and Caesar's De Bello Civili read. Three hours credit.

133. Livy's First or Third Decade.
   A reading and discussion of Livy, Books I to X, or Books XX to XXX, partly in the original, partly in translation. Three hours credit.

140. The Latin Lyric.
   Readings. Discussions of the history and forms of the Latin lyric. Two hours credit.

141. Virgil.
   Books VI to XII. A study of Virgil's aims, methods. Three hours credit.

143. Literary Study of Horace's Odes.
   A course designed especially for teachers. Intensive study of the Odes, with emphasis on metrical reading, sources, and literary renditions. Three hours credit.
Virgil's Earlier Works.
Especially the *Eclogues* and *Georgics*. Two hours credit.

Horace's Satires and Epistles.
Chief characteristics of Roman satire, the *Ars Poetica*. Three hours credit.

Juvenal and Persius.
Satires, compared with Horace. Prerequisite: Lt. 145. Lectures, two hours a week; one semester. Two or three hours credit.

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

Plautus and Terence.
The *Captivi* and *Trinummus* of Plautus and the *Phormio* of Terence. Discussions of the characteristics of Roman comedy. Exercise in metrical reading of the plays. Three hours credit.

Cicero.
*Quaestiones Tusculanae* and *Somnium Scipionis*. His philosophy; electicism; views on the nature of the soul and the future life; selections from Lucretius for contrast; the four great schools of Greek philosophy. Three hours credit.

Cicero's *De Officiis*.
Two hours credit.

Roman Private Life.
A study of Roman private life based on standard manuals and illustrated by readings of the letters of Cicero, Horace, Pliny, and Seneca. Three hours credit.

Classical Archaeology.
Introductory course to the architecture, sculpture, vases and domestic antiquities of Greece and Rome. Occasional illustrated lectures. Two hours credit.

Classical Archaeology.
Continuation of Lt. 182. Two hours credit.

Latin Literature, I.
The history of Latin Literature from its beginning to the end of the Golden Age, illustrated by readings from the authors. Three hours credit.

Latin Literature, II.
The history of the Latin Literature of the Early Empire, illustrated by readings from the authors. Three hours credit.

Latin Conversation.
An advanced course conducted entirely in Latin, including recitations, lectures, original speeches and debates. Two or four hours credit.

Special Study for Advanced Students.
Credit to be arranged in each case.

DEPARTMENT OF EDUCATION


EDUCATION

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

2. History of Modern Education.
The Renaissance and humanistic studies; effects of the Reformation; Catholic reaction; the Jesuits and higher education; a survey of systems, movements and tendencies in educational ideals and methods during the sixteenth, seventeenth, eighteenth and nineteenth centuries; recent and contemporary educational thought and tendencies in England, France and Germany, and especially in the United States. Lectures, reading and investigations of special problems. Two hours credit.
3. **History of Education.**
   A brief survey of educational theory, institutions and practice during ancient and modern times with special emphasis of the more recent educational movements of Europe and America. Three hours credit.

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

13. **Practical Work in Teaching.**
   During the second part each student will prepare thirty recitations and teach them in Xavier High School under the supervision of a critic teacher. Credit according to number of classes taught.

14. **Principles of Education.**

16. **Introduction to Education.**
   A survey of the field of education in its various departments. The course purposes to orient the student and enable him to pursue the courses in education with better understanding and more profit. Two hours credit.

19. **Teacher's Course in Virgil's Aeneid.**
   Same as Latin 19. Three hours credit.

52A. **Methods in Latin.**
   Two hours credit.

52B. **Methods in Greek.**
   Two hours credit.

52C. **Methods in English.**
   Two hours credit.

52D. **Methods in Religion.**
   Two hours credit.

52E. **Methods in Character Training.**
   Two hours credit.

53. **Principles of Geography.**
   Two hours credit.

100. **Ideals in Catholic Education.**
   This course purposes to interpret education in the light of Catholic teaching. One hour credit.

101. **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.

103. **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.

123-124 **General Psychology.**
   See Psychology. Courses 123, 124.

127. **Educational Psychology.**
   See Psychology. Course 127.

128. **Educational Measurements.**
   The importance of measuring educational results; the essentials of effective standardization; methods of collecting, tabulating and interpreting educational statistics; practical work in the use of more valuable scales. Two hours credit.
131. Children's Literature.
A brief survey of the development of children's literature from the horn book to the present day. A special study will be made of the various types of books and their appeal to children; norms of evaluating them; methods of presentation, story telling, book talks. Two hours credit.

133A. Character Education.
Hereditary and environmental factors, their interplay, adjustment and unification. Ideals and principles of conduct; choice and practical inculcation; motives and sanctions; volitional and operative habits; problems of emotion and instinct. Two hours credit.

139. Educational Sociology.
The school as a social institution. The relation of education to economic, social and political change. Three hours credit.

141. High School Administration.
An investigation of the problems, aims, organization and procedure of 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. Three hours credit.

142. School Management.
The meaning and aim of the educative process and the function of this aim in classroom 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.

143. Classroom Management.

152A. Teaching of Latin in Secondary Schools.
This course treats of the objectives of secondary school Latin, methods of presentation, and devices to maintain interest. It consists of lectures and the teaching of classes by each student with subsequent class discussion. Two or three hours credit.

152B. Teaching of Greek in Secondary Schools.
Same as 152A applied to Greek. Two hours credit.

154. Elementary School Art.
Appreciation and creative expression for elementary school pupils through the use of art materials. Two hours credit.

158. Jesuit Methods of Teaching.
This course examines the principles, practices, and methods observed in the schools of the Society of Jesus as incorporated in the Ratio Studiorum. A comparative study is made of present day methods and those of the Jesuit schools. Two hours credit.

Same as Mt. 181. Two hours credit.

DEPARTMENT OF ENGLISH


ENGLISH

1. Rhetoric and Composition.
A course in the essentials of composition and effective English. Thorough introductory review is made of the principles of grammar and syntax, with daily exercises. This is followed by a study of the elements of style, expression and form. The sentence and paragraph are studied as the units of writing. The principles of Exposition and Argumentation are investigated, with practice in original themes. Required of all freshmen. Three hours credit. In Evening Division, two hours credit.
2. Advanced Rhetoric.
   A continuation of English 1. A systematic study of two further forms of expression: Description and Narration. Daily exercises in outlining, planning, and preparing original work will be given, with analysis of models. Required of all freshmen. Three hours credit. In Evening Division, two 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.

   This course is designed for the needs of busy, practical people who want to master the essentials necessary for a thorough command of English. It embraces principles of grammar and syntax; the correction of common errors of spelling, punctuation, idiom, pronunciation; sentence structure; vocabulary. Offered only in Evening Division. Two hours credit.

5. Correct English.
   A continuation of Course 4. It is rhetorical rather than grammatical, and includes a study of the paragraph, exactness and variety of expression, diction, phraseology, theme building. Offered only in Evening Division. Two hours credit.

   Training in composition of effective business letters and reports. Present day models of business literature and letters are studied. The psychology of advertising and sales letters is analyzed and principles derived from this analysis are applied in actual practice. Two or three hours credit.

   A continuation of Course 6. Two or three hours credit.

8. Introduction to Shakespeare.
   An introduction to Shakespeare, the dramatist, including a review of English drama, a study of the principles of tragedy and comedy, and of Shakespeare's sources, plots, language, and characterization, and a discussion of Elizabethan England and its theatre, of Shakespearian bibliography, and of the known facts of the dramatist's life. Three or four hours credit.

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

   The course presents an introductory survey of the great English authors, the chief types of prose and poetry, and the historical backgrounds and tendencies of literary periods. Prerequisite: 1-2. Two semesters. Six hours credit.

103. Modern Poetry.
   A survey of modern poetry and an evaluation according to the principles studied in Course 3. Modern tendencies, movements. Three hours credit.

104. 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 or four hours credit.

105. 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.

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

109. 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 drama­
tists from Goldsmith and Sheridan to the present will be
read. Three or six hours credit.

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

111. The Essay.
The nature of the essay; the artistic and didactic types,
in 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.

112. Victorian Prose.
A study of the chief prose masters of the Victorian era, with
emphasis on Carlyle and Ruskin. Three hours credit.

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

118. American Literature.
An historical survey, with special emphasis on the chief
influences and writers. Three hours credit.

119. Chaucer.
Medieval life as it is illustrated by the Canterbury Tales,
an understanding of the English language of the four­
tenness century, and a familiarity with Chaucer and his
poetry. A system of pronunciation will be taught approxi­
mating that of the fourteenth century. The Prologue
and several of the Tales will be read in class, and some of
Chaucer's other works will be assigned for outside reading.
Two hours credit.

120. Advanced Composition.
For specially qualified students. Two hours credit.

122. Advanced Composition.
This is a continuation of Course 120. Two hours credit.

123. Milton.
The chief cultural forces of Milton's time, his achievements
in prose and poetry, his significance in English political and
literary history. A thorough study of Milton's most im­
portant works. Three hours credit.

127. Greek Masterpieces.
Through English translations, a careful study is made of the
various forms of Greek literature and the chief works in the
field of epic and lyric poetry, the drama, history, and
philosophy. Three hours credit.

142. Poetry.
Critical principles and appreciation. Species of poetry.
Versification; metre, verse and melody. Late modern
systems. Readings in the various forms. Three hours credit.

143. The Romantic Movement in English Poetry.
The study of representative works of Burns, Keats, Shelley,
Byron, Scott, Southey, Coleridge, and Wordsworth. Three
hours credit.

144. Victorian Poetry.
A study of selected poems of Tennyson, the Brownings,
Arnold, Clough, the Rossettis, and Newman. Three
hours credit.

A study of the general characteristics of the movements in
English poetry from Chaucer to the end of the Victorian
era. Two hours credit.
A study of the development of modern English prose style through three centuries, illustrated by extensive readings in the chief essayists. Three hours credit.

181. English Literature, 1350-1650.
A study of the writers and literary problems between the time of Chaucer and the end of the Elizabethan period. The main currents of late medieval and Renaissance English culture will be defined, and research problems will be assigned. Three hours credit.

182. English Literature, 1660-1900.
A continuation of English 181, with similar aims and methods of instruction. Three hours credit.

188. Masterpieces of World Literature.
Reading in English translation of selections from Homer, Virgil, Dante and other great writers. Lectures on lives and times of the writers treated in the course. Three hours credit.

199. Special Study.
Credit to be arranged in each case.

Courses in other departments accepted for credit in English:
Greek 161.

JOURNALISM

A. Principles of Journalism.
Analysis of news; structure, style, and type of news stories; methods of interviewing; reporting of meetings, speeches, trials, public events. Two hours credit.

B. Principles of Journalism.
A continuation of Journalism A. News editing, headline writing, proofreading, make-up; editorials; functions and ethics of the press; newspaper law; company and institution magazines; publicity. Two hours credit.

1. News and News Writing.
A consideration of news, news sources, news values, and the methods of writing the various types of news stories. Lectures and practical work. Three hours credit.

2. Reporting.
Methods employed by reporters in getting and reporting news. Three hours credit.

3. Copy Editing and Make-up.
Methods of preparing local and telegraph copy for publication, newspaper style, editing copy, head-writing, typographical style, making up the front and other news pages, proofreading. Lectures and practical work. Three hours credit.

4. Editorial Writing.
The function of the editorial, its place in the newspaper, the editorial writer's responsibility to society and his opportunity for constructive service; the editorial page and its make-up. Three hours credit.

105. The Newspaper and the Law.
The various phases of the law as they affect the newspaper; the law of libel and other legal restrictions upon publication; privileges of the press under the law. Two hours credit.

106. Special Feature Articles.
A study of newspaper and magazine special feature articles, types, sources, titles and illustrations. Each student required to produce two special feature articles. Two hours credit.

107. Community Newspaper Management.
The function of the newspaper, as a community builder, as a leader of public opinion, as a service agency to business. Organization, mechanical department, business management, circulation, advertising, job printing. Two hours credit.

108. The Development of the Modern Press.
A review of the history of journalism from its inception; a study of foreign and American newspapers. Two hours credit.

Lectures on the applications of ethics to professional press activities; current problems and professional codes of ethics. Two hours credit.

EXPRESSION

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.
1M. Fundamentals of Speech.
A study of elemental factors governing good speech content and speaking habits in address; expressive English, correct and distinct oral diction, vocal form, posture, platform manners. Lectures and practice classes, two hours a week; one semester. Two hours 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 or two hours credit.

2M. Voice and Oral Diction.
A foundation course in conditions and actions of voice: breathing, management of tone, placement; speech melody; vocal color. Two hours credit.

3. Argumentation and Debating.
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 or two hours credit.

3M. Pulpit Address.
A special course in the essentials of pulpit delivery. Short addresses are written and delivered, followed by class criticism. Two hours credit.

4. The Occasional Public Address.
Theory and technique of the short speech. Announcements, introductions, eulogies; informal public addresses; short orations; after-dinner talks; toasts; sales-talks; occasional addresses. Individual exercises, criticism, and conferences. One or two hours credit.

4M. Pulpit Address.
A continuation of 3M. Two hours credit.

5-6. Practical Oratory and Debating.
This course covers four years and is open to all the students of the University. 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.

5M. Public Reading.
Communication the basic principle. Speech elements, phonetics. Enunciation, articulation, pronunciation. Elimination of faulty speech habits. Lectures and practice classes, two hours a week, two semesters. Four hours credit.

7-8. Current Topics with Public Speaking. (See History 9.)

DEPARTMENT OF HISTORY


HISTORY

1. Western Europe from the Renaissance to 1815.
Three hours credit.

2. Western Europe since 1815.
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.
Method of instruction is typically the informal lecture based on textbooks recommended by the Department and supplemented by oral recitations, quizzes, classroom discussion, collateral reading, written tests and occasional research tasks in the library. Papers designed to afford practice in original presentation of historical data are required in each course.

9. Contemporary History.
The topics of the hour thrown into their proper economic, social, religious, and political perspective. Two hours credit.
88. History of the Society of Jesus.
History of the Society from its origin, 1534, to its suppression, 1773. Two hours credit.

89. History of the Society of Jesus.
History of the Society from its suppression to the present day. Two hours credit.

101. History of the Middle Ages.
Medieval European History from the Carolingian Empire to the Exile of the Papacy, 800-1307. Two or three hours credit.

102. History of the Middle Ages.
Medieval European History from the Exile of the Papacy to the Protestant Revolt, 1307-1500. Two or three hours credit.

103. 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 medieval 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 medieval history. Three hours credit.

104. 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 103 and 104 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 the methods of historical research and composition. Three hours credit.

105. 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. Three hours credit.

106. American History Since the Reconstruction Period.
Supplementary to Course 105, 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. Three hours credit.

107. Ecclesiastical History.
Origin and early expansion of Christianity; persecutions; heresies; Councils; medieval union of Church and State; foreign missions, medieval and modern; disruption of Christian unity in the sixteenth century; the papacy and the popes. The course aims to show in sequence the reverses and vicissitudes of the spiritual kingdom of Christ. Three hours credit.

108. 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, Medieval Religious Life, the Mendicant Friars, Medieval 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. Two or three hours credit.

109. Special Topics in European History.
A continuation of Course 108. Two or three hours credit.

110. 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. Two hours credit.
111. History of Philosophy. (See Philosophy.)

112. History of Education. (See Education.)

118. Greek Politics and Foreign Relations from Solon to the end of the Peloponnesian War.
One hour credit.

119. Roman Politics and Foreign Relations from beginning of Second Punic War to beginning of the Empire.
One hour credit.

129. Current History.
The object of this course is to take up facts of current interest and to apply to them the methods of historical evidence and research. Two or four hours credit.

Courses in other departments accepted for credit in History:
Education 1, 2, 3.
Greek 126, 131, 134, 135.
Latin 114, 133, 181, 182, 183, 184, 185.

DEPARTMENT OF MATHEMATICS AND PHYSICS

MATHEMATICS

A. Advanced Algebra.

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. Pre-requisite: Entrance Algebra, one and one-half units, and Plane Geometry. Three hours credit. In Evening Division, four 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. Three hours credit.

3. Algebra; Trigonometry; Analytic Geometry.

5. Spherical Trigonometry.


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

117. Theory of Equations.

142. Solid Analytic Geometry.
An introductory treatment of the point, plane, straight line, and surface of revolution. Three hours credit.

146. Projective Geometry.
Line co-ordinates, principles of duality, metric and projective properties, double ratio, collineations and involutions. Three hours credit.

151. Differential Calculus.
Fundamental notions of variables; functions, limits, derivative and differentials; differentiation of the ordinary algebraic, exponential and trigonometric functions with geometric applications to maxima and minima, inflexions and envelopes; Taylor's formula. Three hours credit.

152. Integral Calculus.
The nature of integration; elementary processes and integrals; geometric applications to area, length, volume and surface; multiple integrals; use of infinite series of integration; introduction to differential equations. Three hours credit.

154. Advanced Calculus.
This course comprises topics not ordinarily discussed in a first course or discussed only in a cursory way. In particular the evaluation and differentiation of definite integrals, changing the order of integration; special functions defined by definite integrals; Jacobians and transformations; special infinite developments will be considered. Two semesters. Six hours credit.

161. Introduction to Modern Analysis.
Definitions of elementary notions of the theory of numbers, of substitutions, of groups, of algebraic forms and their invariants and of similar subjects will form the content of this course. Three hours credit.

181. Methods of Teaching Mathematics.
A course for those who expect to teach high school mathematics. Prerequisites: Courses Mt. 142 and 151. Two hours credit.

199. Special Study.
Credit to be arranged in each case.

MECHANICAL DRAWING

1. Drawing.
Drawing room practice. Use and care of instruments, lettering, alphabet of lines, and applied geometry. Required of pre-engineering students.

2. Descriptive Geometry.
Lectures, recitations, and drawing room practice in theory of Orthographic Projection and problems relating thereto. This course covers principal views, auxiliary views, analysis of structures, theory of straight lines, curved lines and planes. Required of pre-engineering students.

3. Descriptive Geometry.
Drawing room practice in intersection and development of surfaces, shades and shadows, and perspective drawing. Required of pre-engineering students.

4. Advanced Drawing.
Lectures and drawing room practice in technical sketching, working drawings, detail and assembly drawings. Required of pre-engineering students.

PHYSICS

1-2. General Physics.
Mechanics, properties of matter, heat, sound, light and electricity. Lectures, experimental demonstration and recitations. Three hours a week. Six hours credit.

1a-2a. General Physics Laboratory.
Experimental work planned to accompany lectures of 1-2. Three hours a week. Two hours credit.

Discussion of some of the more important concepts of Physics with special emphasis on recent developments. Lectures, three hours a week; one semester. Three hours credit.

103-104. Theoretical Mechanics.
Elementary theory of the statics, kinetics and dynamics of particles and rigid bodies. Prerequisite: Physics 1-2 and a working knowledge of differential and integral calculus. Lectures, three hours a week; two semesters. Six hours credit.

105-106. Electricity and Magnetism.
A lecture course giving a mathematical treatment of the theory and practical applications. Prerequisites: Same as for 103-104. Lectures, three hours a week; two semesters. Six hours credit.

108. Physical Optics.
Lectures with experimental illustrations dealing with the phenomena of diffraction, interference, polarization, dispersion and spectroscopy. Three hours a week; one semester. Three hours credit.
DEPARTMENT OF MODERN LANGUAGES

JOHN V. USHER, S.J., A.M.; JOHN F. GRABER, A.M.
CELESTINE J. STEINER, S.J., A.M.

FRENCH

A-B. Elementary French.
The elements of French grammar; emphasis on correct pronunciation and diction. Translations and themes, oral and written. Six hours credit.

1-2. Freshmen French.
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. Six hours credit.

3-4. Sophomore French.
Grammar review, with special attention to problems in syntax. Detailed written abstracts on text read. Letter-writing. Conversation. Six hours credit.

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

106. 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.

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

108. 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.

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.

110. 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.

121. French Civilization.
Study of civilization of France from the earliest days, with principal emphasis on modern France. Three hours credit.

122. The Mystic Literature of France.
From the Council of Trent to the Encyclopaedists. Three hours credit.

132. Contemporary Short Story.
Reading and study of representative short story writers. Three hours credit.

187. Contemporary Catholic Writers.
The Catholic literary revival in France. Readings and reports. Three hours credit.

GERMAN

A-B. 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. Six hours credit.

1-2. Freshman German.
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. Six hours credit.

3-4. Sophomore German.
The more difficult points of syntax; special problems of grammar. Reading of selected texts. Dictation and themes based upon the reading. Six hours credit.
105. German Prose Writers.
The study of novels, or short stories by German prose writers: Freytag, Hauff, Herbert, Stifter, Novalis, Brentano, Eichendorff. Three hours credit.

106. 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.

107. The German Epic.
Dreizehnliinden, Weber; Der Trompeter von Säckingen, Scheffel; selections from other epic poems. Three hours credit.

108. The German Drama.
Dramas of Goethe, Schiller, and Lessing. Selections from Ansengruber, Hebel, Wildenbruch. Three hours credit.

109. 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.

110. History of German Literature.
A general outline of the literature of the eighteenth and nineteenth centuries. Three hours credit.

111. Scientific Reading.
For students preparing for scientific courses which require a facility in the reading of scientific literature. Three hours credit.

112. Goethe and Schiller.
Their influence as writers and thinkers will be considered. Readings and reports. Three hours credit.

SPANISH

A-B. Elementary Spanish.

1-2. Freshman Spanish.
Advanced grammar; idiomatic uses of the prepositions; irregular verbs; verbs requiring a preposition. Extensive reading. Six hours credit.

3-4. Sophomore Spanish.
Grammar review. Reading of more difficult texts. Composition and conversation. Six hours credit.

101. Spanish Literature.
Spanish literature from the early literary documents to the Golden Age. Lectures, readings and reports. Three hours credit.

102. Spanish Literature.
A continuation of Course 101. Spanish literature from the Golden Age to the present. Three hours credit.

104. Classical Prose.
Selections from Cervantes, Don Quijote de la Mancha; St. Theresa, Life; Ribadeneira, Historia del Cisma de Inglaterra, selections. Three hours credit.

105. Classical Poetry.
Fray Luis de León, poesias; Romancero general (Durán); Jorge Manrique, Coplas, selections. Three hours credit.

106. Modern Prose.
Luis Coloma, Jeromin, Boy, La Reina Martín; José Maria Pereda, Peñas arriba, Cuentos y novelas; Saj, Europa salvaje; Fernán Caballero, La Gaviota, Clemencia; Valvuena, Estudios críticos. Three hours credit.

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

108. 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; Nuñez de Arce, El haz de leña. Oratory. Donoso Cortés and Nocedal, Discursos. Three hours credit.
PHILOSOPHY

11. Introduction to Philosophy.
Open only to sophomore pre-medical, pre-legal and pre-dental students. Three hours credit.

15. Compendious Course in Moral Philosophy.
This course deals summarily with general ethics, the nature of the moral act, the distinction between moral good and moral evil, the moral law, conscience, rights and duties. It also treats of the right to property, life and honor, the rights and obligations of domestic and civil society. Required of pre-medical, pre-legal and pre-dental students. Three hours credit.

101 (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. Two or three hours credit.

102 (2). Epistemology.
A study of logical truth, certitude, scepticism, Descartes' Methodic Doubt, Idealism, the Theory of Kant, Pragmatism, New Realism, Error, Universal Ideas, the Proper Object of Sight, Human Testimony, Evidence. Two hours credit.

103 (2A). Ontology.
A course on the transcendental concept of Being and its attributes, unity, truth and goodness. The various concepts of substance and accident as found among philosophers, chiefly Leibnitz, Spinoza, Locke and the Schoolmen; individuation and personality; the perfection of Being. One or two hours credit.

105. Cosmology.
The origin of the material universe; the constitution of inorganic bodies, organic life, the laws of physical nature, miracles. One hour and a half credit.

106. Theodicy.
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. One hour and a half credit.

110. Pre-Socratic Thought.
A brief study of the oriental worldview, and its probable derivation from the original Divine revelation. Among the Greeks, the transition from the romantic to the rationalistic and scientific philosophy of the Pre-Socratics. One hour credit.

111. Socratic Philosophy: Socrates and Plato.
Detailed studies of these two pioneers of the idealistic movement in Greece. Critical reading and discussion of Plato's chief dialogues. One hour credit.

112. Aristotelianism: Aristotle and the Peripatetic School.
A systematic review of all the branches of philosophy as developed by Aristotle. A detailed study of one of his writings. One hour credit.

A review of the philosophy of the Stoics, Epicureans, Sceptics, Eclectics, notably the philosophical writings of Cicero. The mystical element injected into Grecian thought by Philo and Plotinus. One hour credit.

114. Christian Philosophy: Augustine to Albertus Magnus.
The dawning and development of the Scholastic System based on Aristotle and vivified by the Christian revelation. Criticism of the Arabian and Jewish interpretation of Aristotle; the mystic and pantheistic strain; the science of the period represented by Albertus Magnus. One hour credit.

115. Thomas Aquinas and His Principal Interpreters.
Detailed study of the philosophy of the "Angel of the Schools", from his principal writings; his relation to Aristotle; his originality of thought. The interpreters of Thomistic philosophy, orthodox and otherwise; mysticism and the Renaissance. One hour credit.

116. The Scientific Movement: Descartes to Hume.
117. Kant and the Kantians.
A critical inspection of the Kantian procedure. Its various reactions: the romanticism of Fichte and Schelling; the absolute idealism of Hegel; the reactions against the Hegelian method. One hour credit.

118. Modern Systems of Philosophy.
The tracing of the trends of thought, notably of Idealism and Materialism, in the variegated modern philosophies; the study of these systems as they try to keep pace with the progress of science. The New-Scholastic platform. One hour credit.

119. Contemporaneous Philosophy.
A critical reading and discussion of the principal thinkers of our day, with special attention to the vagaries attendant upon the hypotheses of evolution, pragmatism, and realism. One hour credit.

137-138. Ethics.
See Social Sciences.

PSYCHOLOGY

17. Compendious Course in Psychology.
Embraces 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 course is given to rational psychology; the origin, nature and destiny of the human soul, the union of soul and body. Required of all pre-medic, pre-legal and pre-dental students. Three hours credit.

A new approach to the study of character based on Christianized Adlerian "individual psychology". Lectures, one hour a week; two semesters. Two hours credit.

124. General Psychology.
Explains immanent action, establishes essential superiority of living over non-living beings, essential differences of vegetative, sentient and rational life, necessity of prime substantial principle, absence of sentient life in plants (with explanation of cerebro-spinal nervous system and phenomena of sense life), absence of rational life in brute animals (with explanation of proper discrimination between instinctive and intellectual action), and proves need of causal influence of God for origin of life and of various natural species. Two or three hours credit.

125. Advanced Psychology.
This course is a philosophical and scientific study of the human mind. The method employed is both empirical and rational. Its primary aim is to open the way to a scientific and philosophical study of the human mind, rating as of paramount importance the nature, origin and destiny of the human soul: the secondary aim of this course is to acquaint the student with the doctrines of adversaries of Scholastic Psychology and to guide him in the discovery of fundamental errors, gratuitous assumptions and illogical inferences in such doctrines and theories. Two or three hours credit.

126. Advanced Psychology.
A continuation of Course 125. Studies free will and determinism; the emotions; the substantiality, identity, simplicity, and spirituality of the human soul; false theories of the ego; monistic theories; immortality of the soul; soul and body. Two or three hours credit.

127. 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 classroom. Three hours credit.

128. Child Psychology.
The child and its faculties. Will-training. Influences that bear on the will. The awakening of the will. The will and the intellect of the child. The will, the intellect and all-around ideal. Maladies of the will. Moral training in the schools. Religion as a factor in the training of the child. Education of the sense faculties, the imagination and the memory of the child. Development of attention, judgment and reasoning of the child. The part the emotions play in the life of the child. Nature of the emotions and specific consideration of the important types of emotions. The physiology and psychology of habit. Importance of culti-
vating good and useful habits from the start. The will and habit. Means of training. Formal and informal instruction, discipline and example. The formation of character. The teacher and the child. Three hours credit.

129. Practical Psychology.
A course in practical and applied psychology, including a study of the nature and development of the powers and mental faculties which make for personality and efficiency. The course includes a study of the sources of knowledge; sense perceptions and intellectual activities; ideas, judgments and reasoning; memory, imagination and association of ideas; interest, attention and concentration. The course also comprises a study of the will and will-training; self-control, initiative, self-reliance, self-respect, cheerfulness, politeness, enthusiasm, courage, loyalty; the ideal and its value; personality. Three hours credit.

130. Social Psychology.
The course in social psychology is an application of the principles of psychology to the interpretation of social phenomena, a psychological study of the problems of human interactions. The course comprises a study of the role of fundamental instinctive impulses, emotions, sympathy, imitation, mind and will, in social life. It takes up the questions of co-ordination and co-operation, social control in group action, forms of association, the problem of social order, etc. Three hours credit.

DEPARTMENT OF RELIGIOUS EVIDENCES

RELIGIOUS EVIDENCES
1. Christian Revelation; the Church.
Rivelation 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.

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.

Controversial and popular lectures in Bible exegesis centering on the Gospel record, both as an historical document and as the philosophical basis of Catholicism today. Lectures, one hour a week; two semesters. Two hours credit.

The Spiritual Exercises of St. Ignatius; á Kempis' Following of Christ; Scripture readings; selected hagiographies. Three hours credit.

30. The Religious Life.
Purpose and scope of the religious life; the vows; the constitutions of the Society of Jesus; special characteristics of Jesuit spirituality. Three hours credit.

105. The Sacraments; Morality and Virtue; Eschatology.
The Sacraments of Penance, Extreme Unction, Holy Orders and Matrimony; Sacramental 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.
106. 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.

107. Sacred Scripture.

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

DEPARTMENT OF SOCIAL SCIENCES


SOCIOLOGY

131. Social History.

132. 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.

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

134. 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.

135. The Family.
A study of the family from the standpoint of the influence of the family on the individual and on the morals of the community. The following topics are studied: the natural family; its constitution; as unit in itself and as fundamental unit in the State; its origin; forms; historical development; social needs and normal standards of family life; problem of modern family; the future of the family; based on case studies and upon the analysis of ideals of family life as portrayed in modern literature. Three hours credit.

137. General 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 law, conscience, rights and duties. Two or three hours credit.

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

139. Educational Sociology.
The school as a social institution. The relation of education to economics, social and political change. Three hours credit.
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. In Evening Division, four 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. Two or three 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. Two or three hours credit.

5. Economic Resources.
Review of the development of raw materials through historic periods. Rise and fall of cities. Trade routes. The major items of international trade. Influences of climates, rivers, sea traffic. Races, nations, and peoples according to their economic interests and aptitudes. Progress of science and technology in utilization of natural resources. Raw materials in modern industry. Study of textbook supplemented by lectures, discussions and individual projects. Two or three hours credit.

6. Investments.
General survey of the use of capital in permanent enterprises, real estate, manufacturing, agriculture, shipping, mining, banking, trade, wholesale and retail. Government securities, home and foreign. Legal aspects of securities. Distinctions between investment and speculation. Influence of business cycles upon costs of investments and yields. Study of textbook supplemented by lectures, discussions and individual projects. Two or three hours credit.

7. Marketing.
Producers, transportation, distribution, sales. Wholesalers, jobbers, brokers, commission merchants, retailers, agents, house-to-house canvassers. Problems of value. The chain stores in modern commercial affairs. The business cycle in relation to prices. Study of textbook supplemented by lectures, discussions and individual projects. Two or three hours credit.

8. Credits and Collections.
Nature and laws of mercantile credit; advantages and defects of the credit system; commercial rating; checks and safeguards; collections, exemption and limitation. Two or three hours credit.

Review of the development of commerce, both domestic and international, from the beginning of recorded history. Ancient and medieval commerce: Egypt, Mesopotamia, India, China, Persia, Phoenicia, Rome, the Holy Roman Empire. Modern commerce since the discovery of America, with especial treatment of European commerce. Modern commerce with especial treatment of the development in the United States. Two semesters. Six hours credit.

The fundamental principles of salesmanship, the development of wholesale, retail and specialty salesmanship; motives for buying and the attitude of buyers toward salesmen; finding prospects and securing interviews; the pre-approach; meeting sales resistance and other objections and excuses; selection of talking points about offerings; closing the sale; character and makeup of personality; sales demonstrations by students and practical talks by successful business men. Four hours credit.

105. 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.

106. Industrial Organization.
Historical survey. 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. Planning departments; routing,
despatching, time and motion studies, rest periods. Depreciation of wasting assets. Location, arrangement and construction of industrial plants. Problems of employment. Compensation of labor. 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. Two hours credit.

110. Graphic Statistics.

112. Labor Problems.
Beginning with the 1894 Encyclical of Pope Leo XIII on Labor, this course studies the relation of the working people to modern industry, broadly considered. Trade unions, strikes, boycotts, lockouts, legislation, various causes of unemployment are reviewed. Theories of wages. Relations of industry to charity in times of depression. Immigration limitation. International complications. Varieties of labor markets. Labor and the land. Three hours credit.

113. Transportation.
A survey of the field of transportation, its business practice and principles. The history of transportation and its development from the ox-cart to the transport aeroplane. The four kinds of carriers: railroads, highways, waterways and airways, and their integration. Governmental regulations and policies. Theory and principles of rate-making. Two or three hours credit.

114. Financial Organization.

115. Public Finance.
Particular and peculiar relations of taxation to business and to property. Government costs, expenditures, incomes, enterprises, federal, state, municipal and special. Government personnel, authority, salaries. Two or three hours credit.

Review of the origins and development of economic principles with biographies. Two or three hours credit.

117 (17). Bank Administration.

118-119. Advertising.
This course is planned to give the student both a theoretical and practical knowledge of advertising. It embraces the history of advertising; the study of the general and specific purposes of advertising; the methods of securing data in research work; the actual preparation of copy; and a study of the mechanical features, such as layout, visualization, printing, type-faces, photo-engraving, media, merchandising and budget. Four or six hours credit.

120-121. Advanced Advertising.
This course is designed to give the advanced student a comprehensive knowledge of the actual problems of advertising. It includes the planning and execution of a complete national advertising campaign; the organization of a retail store; the preparation of departmental retail advertising; and a thorough study of both national and retail marketing problems. Four or six hours credit.

This course covers job analysis, practical applications of modern psychology, selection and maintenance of a labor supply, placement and promotion, elimination of risks, cooperation between employers and employees, salary and wage schedules, and employee participation in ownership or management. Three hours credit.

125. Real Estate Principles and Practices.

Included in this course is the study of the taxation of income of individuals, and corporations. The many phases of the Federal income tax laws are treated in detail, the theoretical treatment being strengthened by the preparation of income
tax reports and the inclusion of comprehensive problems. Special consideration is given to the changes made in the income tax law, and their effect upon the taxation of income in the appropriate situations. Two hours credit.

127. State Taxation.
This course affords a study of the principles of taxation, illustrated by a detailed analysis of state taxing laws, especially those of the State of Ohio. The course thoroughly examines the general and classified property taxes, corporation, estate and inheritance taxes, and emphasis is placed upon the interpretation of recently enacted taxing laws. Analogous Federal taxes such as those on the estates of decedents and on admissions are considered with the comparable state taxes. Problems respecting the many taxes are included, and consideration is given to the returns required of taxpayers. Two hours credit.

BUSINESS 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. Two hours credit.

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; forms of corporate stock and rights of stockholders thereunder; common and preferred stock; acts beyond corporate powers; liabilities of stockholders and directors; rights of creditors; dissolution of corporations and how effected. Two hours credit.

105. Negotiable Instruments.
What instruments are negotiable; bills, notes, drafts and checks; acceptance of drafts, certified checks; defenses and suits brought on negotiable paper; rights and liabilities of endorsers; presentment; notice of dishonor, protest; certificates of stock; warehouse receipts, bills of lading. One hour credit.

106. 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. One hour credit.

107. Insurance.
The fundamental nature of the contract of insurance; interests insurable and not insurable; effect of concealment of fact by the applicant for insurance; representations and warranties by the insurance company; 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. One hour credit.

108. 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. One hour credit.

109. Property.
Realty; personality; mixed; acquiring title to personality 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. One hour credit.

110. Bailments and Carriers.
Bailments. Mutual rights and duties of bailor and bailee; pledges; storage of goods; warehouseman; warehouse receipts, etc.
Carriers. Public and private carriers; shipments of goods; rights and duties of shipper, consignee and carrier; stoppage and loss in transit; bills of lading; State and Federal regulations, etc. One hour credit.
POLITICAL SCIENCE

   This course offers a general survey of the American governmental principles, and involves a study of the federal constitution and the organization and functions of the National Government; construction, powers and duties of the executive, judicial, and legislative departments; the taxing power; the nation's expenditures; the government of the dependencies and territories. Two hours credit.

2. State Government.
   A careful study and analysis of the principles of state government in the United States; the principles and forms of the original states; the working of the state government and its chief departments, using the Federal Government as a background; a practical study of the problems as an outgrowth of the functions and activities of the modern state. Two hours credit.

102. Municipal Government.
   The city's position in the general plan of government; characteristic municipal problems; city and county legislation; relation to State Government; the following plans of government are studied: councilmanic, mayor, commission, and manager. Two hours credit.

112. Citizenship and Political Parties.
   The citizen's relation to sound and tolerable government; American citizenship, its acquisition and loss; value of citizenship; foreign population in the United States; Americanization plans and working principles. History, fundamental principles, organization and function of political parties in the American governmental plan; party methods; public opinion, its development and significance in government; election systems. Two hours credit.

ACCOUNTING

A-B. Introductory Accounting.
   Principles of Journalizing; distinction between debits and credits; principles of single and double entry; keeping of ledger accounts and purposes thereof; loss and gain accounts and methods of determining losses and gains; trial balance; the development of the original journal into modern journals. Six hours credit.

C-D. Business Mathematics.
   This course covers the fundamental operations in Addition, Subtraction, Multiplication, Division of Numbers and Fractions, Common and Decimal, with stress laid on short-cut methods applicable to modern business practice. Percentage and Interest is handled along similar lines with abundant practical problems. Problems of the business man are studied under the topics Banking and Interest, Partial Payments on Notes, Trade and Cash Discount, Graphs, Business Ownership, Commission and Brokerage. Problems of the individual are studied under the topics Stocks and Bonds, Insurance, Taxation, Denominate Numbers, Metric System. Six hours credit.

1. 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; demonstrations supplemented by elementary principles involved. Three hours credit. In Evening Division, four hours credit.

   This is a continuation of Course 1. The course covers a study of advanced partnership problems; capital and revenue expenditures; analysis of profits. Corporation accounting is considered; financial statements are interspersed; balance sheets; statements of income; profit and loss; of receipts and disbursements; of affairs and deficiency; of realization and liquidation. Three hours credit. In Evening Division, four hours credit.

   After a sufficient training and drill in the essentials of algebra to enable the student to pass easily and naturally to the practical algebraic methods employed in the mathematics of finance, the course passes to the theory of interest and annuities, amortization and sinking funds, valuation of bonds, statistical graphs, depreciation, and useful formulas. Abundant illustrative examples are used not only to show the application of principles studied, but also to introduce new ideas. Three hours credit. In Evening Division, four hours credit.
101-102. Accounting Practice.

Special attention is given to problems relating to sole proprietorship, co-partnership, corporation, consolidations and holding companies. The asset and liability method is carefully compared with the profit and loss method; the relation of the statement of income and profit and loss on the balance sheet is explained. Rule for finding missing accounts. Co-partnership problems. Corporation problems relating to organization, receiverships, reorganization and sale relating to different kinds of capital stock, various assets, bonds, debentures, various liabilities, depreciation of property and plant accounts, valuation of raw material, goods in different stages of production, expenses, taxes. Two semesters. Four or six hours credit.

103-104. 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; cost of labor, skilled or unskilled; cost of storage, management and marketing; 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. Two semesters. Four or six hours credit.

105. 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. Two or three hours credit.

106. Auditing.

The basic principle of an audit; how it is made; papers, books, accounts with creditors and debtors, banks and trust companies; vouchers; the auditor supreme in all departments of accounts, stock-taking, etc., from the beginning to the completion of his work; compilation of his report and its submission; absolute independence and integrity required in an auditing official, whether in State, municipal or private work; the several kinds of audits required in the newer methods of business today—banks, trust companies, corporations, fiduciary accounts, manufacturing establishments, commercial enterprises, insurance and railway companies, etc. Two or three hours credit.

107. 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. Two or three hours credit.


This course offers a review in practical accounting and is intended to assist students and others who are preparing to take the Ohio examination for Certified Public Accountant. Applicants for admission to this class should have completed the previous courses in accounting or have the necessary qualifications gained from practical accounting experience. This course consists of lectures covering accounting theory, auditing, practical accounting, commercial law and discussions outlining the principles involved. It is based upon recent examinations by the various State Boards of Accounting and by the American Institute of Accounting. Students will, in addition to the class exercises, be required to submit solutions to problems and questions. Two semesters. Four hours credit.
COMMENCEMENT, JUNE 6, 1934

BACHELOR'S ORATION AND VALEDICTORY
EDWARD A. C. DOERING, A.B., '34

Archbishop McNicholas Philosophy Medal
JOHN A. BRINK, '34

Alumni Oratorical Medal—CHARLES S. BLASE, '36

Verkamp Debate Medal—ROBERT A. RYAN, '34

Alumnae English Medal—JOHN F. E. SNYDER, '34

Sixth Place in the Intercollegiate Latin Contest
VINCENT J. ECKSTEIN, '35

Ninth Place in the Intercollegiate Latin Contest
PAUL J. HUTH, '34

Tenth Place in the Intercollegiate Latin Contest
JOHN A. BRINK, '34

Seventh Place in the Intercollegiate English Contest
JOHN F. E. SNYDER, '34

Eighth Place in the Intercollegiate English Contest
JOHN A. BRINK, '34

Junior Philosophy Medal—JOSEPH A. NORDMAN, '35

French Medal—JOHN F. E. SNYDER, '34

Spanish Medal—KENNETH P. JORDAN, '34

German Prize—JOSEPH J. PODESTA, '34

DEGREES CONFERRED, JUNE 6, 1934

BACHELOR OF ARTS

CHARLES MARION BARRETT
MATTHEW P. BRENNAN
JOHN A. BRINK (Cum Laude)
HERBERT F. DREBELL
EDWARD A. C. DOERING
JOHN B. HUGHES
PAUL J. HUTH
JOSEPH E. KROEBER
JACK C. LINFERT
RAYMOND FRANCIS MCCOY
ANDREW F. OKER
JOHN PLOYART ROACH
ROBERT A. RYAN
JOHN F. E. SNYDER
WILLIAM ALLEN YOUNG
SISTER MARY CLEMENT BOEHM, O.S.F.
SISTER M. CATHERINE KULLMAN, O.S.U.
SISTER MARY NOLASCO SHERIDAN, R.S.M.
ROSE MARIE FINN
FRANCES C. TEMPLETON
ANGELINE E. UHRIG

BACHELOR OF LITERATURE

CLIFFORD J. DILLHUNT, S.J.
ROBERT R. MOORE, S.J.
JOSEPH A. PRUCNAL, S.J.

BACHELOR OF SCIENCE

ROBERT JOHN ANZINGER
LOUIS J. McGRADY
JOSEPH J. PODESTA (Cum Laude)
BA CHelor OF PHilosophY

Thomas E. Brannen  Hal Woodford Pennington
Richard Dehoney  Robert J. Phelan
Donald D. Dreyer  Eugene M. Profumo
Francis M. Feeney  Maurice John Richmond
Louis E. Flanagan  Pasquale J. Rosiello
Donald Joseph Frederick  Wilson J. Sander
E. Leo Koester  Tom Smith
William L. Lambert  James M. Sweeney, Jr.
Stanley A. Meihaus  Vincent Herman Westendorf
John S. Mulvihill  John Albert Wierse
Thomas F. O'Brien  Rhoda O'Meara

BA CHeLOr OF SCIenCe IN EDUCATION

Sister Mary Richard Stobbe, S.N.D.
Catherine Mary Templeton

BA CHeLOr OF SCIenCe IN COMMERCE

Robert F. Cappel  Richard Lowell Krabach
Kenneth P. Jordan  Howard J. Linz
A. John Kovacs  William Graf Moeller

BA CHeLOr OF LAWS

Eugene C. Benzinger  Andrew S. Ormsby
William H. Fry, A.B.  Charles W. Prim
William J. Haas  Lawrence J. Ryan
William J. Heringer  Philip P. Sieber, B.C.S.
John J. King  Joseph E. Stermer
Leonard L. Lipschutz  William J. Wise, A.B.
Harry M. Mack

MAster OF ARTs


DOCTOR OF LAWS

Very Reverend Monsignor R. Marcellus Wagner, Ph.D., J.C.L.

DEGREES CONFERRED, AUGUST 4, 1934

BA CHeLOr OF ARTS

Sister Mary Anthony Brutsche, O.S.U.
Sister Cecilia of the Sacred Heart Bunker, S.N.D. de N.
Sister Ethelreda Carr, O.S.U.
Sister Celine Carrigan, S.C.N.
Sister Marie Dillhoff, O.S.F.
Sister Mary Estelle Greenwell, S.C.N.
Sister Marie of the Sacred Heart Bunker, S.N.D. de N.
Sister Ethelreda Carr, O.S.U.
Sister Marie Dillhoff, O.S.F.
Sister Mary Estelle Greenwell, S.C.N.
Sister Marie of the Sacred Heart Bunker, S.N.D. de N.
Sister Mary Jerome Rohrer, S.N.D.
Sister Caroline Mary Roth, C.D.P.
Sister Mary Petronella Schroeder, C.P.P.S.
Sister Jerome Seelbach, O.S.U.

BA CHeLOr OF LIterature

John A. Kemp, S.J.  Jeremiah J. O'Callaghan, S.J.
Maurice F. Meyers, S.J.  James I. O'Connor, S.J.
Joseph A. O'Brien, S.J.

BA CHeLOr OF PHILOsophY

Sister Mary Apollona Riddermann, S.N.D.

BA CHeLOr OF SCIenCe IN EDUCATION

Sister M. Isabelle Duffy, O.S.B.
**REGISTER OF STUDENTS 1934-1935**

**KEY OF SYMBOLS**

- Arts, Arts and Sciences, Xavier University; Mil., Arts and Sciences at Milford; Ev., Evening Division; Ex., Extension Division; Ad., Adult Education Courses; Unc., Unclassified.

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SUMMARY OF ENROLLMENT
1934-1935

REGULAR SESSION

MEN  WOMEN

COLLEGE OF ARTS AND SCIENCES:

Seniors ........................................ 53
Juniors ........................................ 80
Sophomores .................................... 87
Freshmen ....................................... 158
Unclassified ................................... 71

TOTAL ENROLLMENT .................................. 386

COLLEGE OF ARTS AND SCIENCES AT MILFORD:

Graduate Students ............................. 10
Seniors .......................................... 9
Juniors ......................................... 24
Sophomores ................................... 49
Freshmen ....................................... 15

TOTAL ENROLLMENT .................................. 107

Evening Session ................................ 268
Extension Classes ............................... 232
Adult Education Courses ................. 60

SUMMER SESSION (1934) ................. 41

TOTAL ENROLLMENT .................................. 1309

DIPLOMATES ........................................ 101

TOTAL NET ENROLLMENT ....................... 1208
SUMMARY OF ENROLLMENT
1934-1935

REGULAR SESSION

COLLEGE OF ARTS AND SCIENCES:

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| SUMMER SESSION (1934) | 41 | 161 | 202 |

| TOTAL ENROLLMENT       | 1309 |
| Duplicates: 101        |
| TOTAL NET ENROLLMENT   | 1208 |
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XAVIER UNIVERSITY

... 1831 ...

DENNIS F. BURNS, PRESIDENT

COLLEGE OF LIBERAL ARTS AND SCIENCES
Evanston Station
Courses leading to the degrees of A.B., B.S., Ph.B., B.S.C.
EDWARD CARRIGAN, Dean

DOWNTOWN COLLEGE
Seventh and Sycamore Streets
Evening, Saturday, and Summer Courses.
JOHN C. MALLOY, Director

Catalogue Sent on Request
TO PROSPECTIVE STUDENTS

Students who wish to enter Xavier University should have the Principal of the high school from which they have graduated, send a transcript of their credits as soon as possible after graduation.

Credits received after September 1st, are accepted conditionally and at the applicant's risk of being found deficient for entrance into University.

Address: THE REGISTRAR,

XAVIER UNIVERSITY,

CINCINNATI, OHIO.