1946-1947 Xavier University College of Liberal Arts and Graduate Division Course Catalog

Xavier University, Cincinnati, OH

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XAVIER UNIVERSITY
BULLETIN

Vol. XXX May, 1947 No. 2

THE COLLEGE OF LIBERAL ARTS
INCLUDING COURSES IN THE GRADUATE DIVISION

CATALOGUE 1946-1947

ANNOUNCEMENTS FOR 1947-1948

PUBLISHED IN FEBRUARY, MAY, AND AUGUST
XAVIER UNIVERSITY, CINCINNATI 7, OHIO
Calendar for 1947-1948

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1947

SEPT. 8. Freshman Orientation work begins. All freshmen, local and out-of-town, must attend.

SEPT. 9. Registration for Sophomores (A-L incl.), 9:00 A.M.-4:00 P.M.

SEPT. 10. Registration for Sophomores (M-Z incl.), 9:00 A.M.-4:00 P.M.

SEPT. 11. Registration for local Juniors-Seniors (A-L incl.), 9:00 A.M.-4:00 P.M.

SEPT. 12. Registration for local Juniors-Seniors (M-Z incl.), 9:00 A.M.-4:00 P.M.

SEPT. 15. Registration for out-of-town upper classmen, 9:00 A.M.-4:00 P.M.

SEPT. 17. Instruction begins for Undergraduate Division, 8:30 A.M.

SEPT. 20. Mass of the Holy Ghost, Fieldhouse, 8:30 A.M.

SEPT. 22. Instruction begins for Graduate Division.

SEPT. 23. Reorganization of societies and study clubs.

SEPT. 27. Final date for registration for Graduate Division.

SEPT. 30. Final date for late registration for Undergraduate Division.


NOV. 1. All Saints Day—holiday.

NOV. 11. Requiem Mass for deceased benefactors, professors, alumni veterans, 8:30 A.M.

NOV. 19. Mid-semester grades due.

NOV. 27. Thanksgiving Day—holiday.

NOV. 28. President's Day—holiday.

NOV. 29. Holiday.

DEC. 6. Reception into the Sodality.


DEC. 20. Christmas recess begins after last class.

1948

JAN. 5. Classes resume, 8:30 A.M.

JAN. 20-27. Semester examinations for undergraduate and graduate students.


JAN. 30. End of First Semester.

FEB. 6. Registration for Freshmen, 9:00 A.M.-4:00 P.M.

FEB. 7. Registration for Sophomores, 9:00 A.M.-4:00 P.M.

FEB. 8. Registration for Juniors and Seniors, 9:00 A.M.-4:00 P.M.

FEB. 10. Registration for out-of-town students, 9:00 A.M.-4:00 P.M.

FEB. 11. Instruction begins for Graduate and Undergraduate Divisions, 8:30 A.M.

FEB. 15. Final Date for registration for Graduate Division.

FEB. 18. Final date for registration for Undergraduate Division.


MARCH 8. Date for Comprehensive Examination set.

MARCH 24. Easter recess begins after last class.

MARCH 26. Mid-semester grades due.

MARCH 30. Classes resume, 8:30 A.M.

APRIL 15. Masque Society production.

MAY 6. Ascension Thursday—holiday.

MAY 31. Semester examinations for graduate and undergraduate students.

JUNE 5. Baccalaureate Exercises.


JUNE 21. Summer session begins.
Officers of Administration

Board of Trustees
CELESTIN J. STEINER, S.J., President
FREDERICK N. MILLER, S.J., Vice-President
EDWIN J. VOLLMAYER, S.J., Chancellor
VICTOR B. NIEPORTE, S.J., Secretary
ALOYSIUS A. BREEN, S.J., Treasurer
WILLIAM P. HAGERTY, S.J.
MURTHA J. BOYLAN, S.J.

Executive Officers
CELESTIN J. STEINER, S.J., President of the University
VICTOR B. NIEPORTE, S.J., Dean, College of Liberal Arts
RAYMOND F. MCCOY, Acting Director, Graduate Division
PAUL L. O'CONNOR, S.J., Associate Dean, Evening College
JOHN A. MCGRAIL, S.J., Associate Dean, Milford College
JOSEPH P. BUSCHMANN, S.J., Assistant Dean, College of Liberal Arts
IRVIN F. BEUMER, Veterans Adviser, Director of Student Activities
FRANCIS T. DIETZ, S.J., Student Counsellor
EDWIN J. VOLLMAYER, S.J., Superintendent of Grounds and Buildings
SIDNEY F. DUNN, Col., F.A., Director, R. O. T. C.
RAYMOND J. FELLINGER, Registrar
MISS JANEEN COCHRAN, Recorder
ALOYSIUS A. BREEN, S.J., Treasurer
FRANKLIN C. FISCHER, S.J., Assistant Treasurer
MISS MARGARET K. MURNAHAN, Bursar
ALBERT J. WORST, Librarian
OWEN J. ENGLUM, S.J., Chairman, Board of Athletic Control; Director of Student Housing.
GORDON E. NEAD, Director of Athletics
EDWARD P. VONDER HAAR, Director of Public Relations; Alumni Secretary
FRANK H. KUNKEL, Legal Adviser
EDWARD J. McGRAH, Chairman, Student Health Service
JEROME N. JANSON, Physician
JOSEPH J. PODESTA, Physician
C. RICHARD SCHRODER, Physician
LEO A. SMYTH, Physician

University Committees

The President of the University is ex-officio a member of each committee.


INSTITUTIONAL PURPOSES. Paul D. Sullivan, S.J., Chairman; Robert E. Manning, S.J., Victor B. Nieporte, S.J., Leo J. Vollmayer, S.J.

LIBRARIES. Albert J. Worst, Chairman; Frederick N. Miller, S.J., Paul D. Sullivan, S.J.

PRE-MEDICAL STUDIES. Victor C. Stechschulte, S.J., Chairman; Frederick N. Miller, S.J., Joseph J. Peters, S.J.


STUDENT ACTIVITIES. Irvin F. Beumer, Chairman; Joseph P. Buschmann, S.J., Francis T. Dietz, S.J.

Officers of Instruction

CELESTIN J. STEINER, S.J., A.M. Hinkle Hall President of the University, 1940. A.B., St. Louis University, 1923; A.M., 1925.


PAUL L. ALLEN, S.J., A.M. Milford, Ohio Assistant Professor in English, 1940. A.B., St. Louis University, 1931; A.M., 1932.

IRVIN F. BEUMER, B.S.C. 1513 Herald Avenue Instructor in Accounting, 1946. B.S.C., Xavier University, 1941.

VICTOR L. BOLING, MAJOR, F.A. 3565 Lossing Street Assistant Professor of Military Science and Tactics, 1946.


FRANK X. BREARTON, A.B., LL.B. 807 E. 6th Street Instructor in English, 1946. A.B., Xavier University, 1933; LL.B., University of Cincinnati, 1936.

 JOHN P. BURKE, S.J., A.B. Milford, Ohio Assistant Professor, 1940. A.B., Loyola University, Chicago, 1914.

PAUL L. BURKHART, B.S.C. 1547 Dana Avenue Instructor in Accounting, 1942. B.S.C., Xavier University, 1941.

WILLIAM T. BURNS, A.B., LL.D. Hotel Anderson Professor Emeritus, 1912. A.B., Xavier University, 1892; LL.D., Xavier University, 1936.


JOHN H. BUSSE 317 W. 19th Street, Instructor in Accounting, 1946. Covington, Ky.
JOSEPH EVERSMAN, C.P.A. .......................... 5905 Woodmont Avenue
Instructor in Accounting, 1945.

LOUIS A. FELDHAUS, A.M. ............ 1775 E. McMillan Avenue
Assistant Professor of English, 1934.
A.B., Xavier University, 1932; A.M., University of Cincinnati, 1937.

WILLIAM FELDHAUS, B.S. ............. 3803 N. Broadlawn Circle,
Assistant Coach, 1947.
Cincinnati, Ohio
B.S., University of Cincinnati, 1937.

RAYMOND J. FELLINGER, A.B. .......... 1712 Cleveland Avenue,
Registrar, 1928.
Norwood, Ohio
A.B., Xavier University, 1928.

JOSEPH J. FILIPPONE, MASTER SERGEANT, R.A. .... 1751 Brewster Avenue
Assistant Instructor of Military Science and Tactics.

RICHARD J. GARASCIA, M.S. ...... 1025 Dana Avenue
Assistant Professor of Chemistry, 1942.
B.S., University of Detroit, 1940; M.S., University of Michigan, 1941.

LEONARD C. GARTNER, A.B., LL.B. .... 149 Bryn Mawr Drive
Instructor in English and Speech, 1946.
A.B., Xavier University, 1937; LL.B., University of Cincinnati, 1940.

NICHOLAS H. GELIN, S.J., A.B., S.T.L. ..... Milford, Ohio
Instructor in Classical Languages, 1943.
A.B., St. Louis University, 1934; S.T.L., 1941.

JAMES P. GLENN, A.B. .................. Price Pike, Florence, Ky.
Instructor in English and Speech, 1935.
A.B., Xavier University, 1926.

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Assistant Instructor of Military Science and Tactics.

G. J. GRIESHABER, B.M.E. ........... 2427 Fairview Avenue
Instructor in Russian, 1945.
B.M.E., University of Cincinnati, 1930.

JOHN H. GROLLIG, S.J., A.M. ........ Hinkle Hall
Assistant Professor of German, 1934.
A.B., Xavier University, 1895; A.M., St. Louis University, 1908.

ARNOLD P. HALLBACH, B.S.C. ....... 2125 New Linden Avenue,
Instructor in Accounting, 1940.
Newport, Ky.
B.S.C., Xavier University, 1938.

PAUL HARKINS, A.M. ................. 4348 W. 8th Street
Instructor in Psychology and English, 1946.
A.M., Fordham, 1942; A.M., University of Michigan, 1943.

EDMUND J. HARTMANN, S.J., A.M., S.T.L. .... Milford, Ohio
Assistant Professor of Classical Languages, 1943.
A.M., Xavier University, 1933; S.T.L., St. Louis University, 1942.

WILLIAM R. HENNES, S.J., A.M., PH.D. .... Milford, Ohio
Assistant Professor of Classical Languages, 1936.
A.B., St. Louis University, 1924; A.M., 1925; Ph.D., 1937.

WILLIAM P. HETHERINGTON, S.J., PH.D., S.T.L. .... Hinkle Hall
Assistant Professor of Classical Languages, Director, Department of Classical Languages, 1945.
Ph.D., University of Toronto, Canada, 1942; S.T.L., St. Louis University, 1942.

GEORGE E. HIATT, A.B., A.M. .......... Netherland Plaza Hotel
Instructor in Physical Education, 1946.
A.B., University of California, 1928; A.M., College of the Pacific, 1933.

J. H. HIRT, B.S. ..................... 1446 Emerson Avenue,
Coach of Basketball, 1946.
Hamilton, Ohio
B.S., De Pauw, 1925.

EDWARD HOLZ, A.B., LL.B. .......... 6610 Beechmont Avenue
Instructor in Economics, 1946.

AARON T. HOWARD, STAFF SERGEANT, R.A. .... 1751 Brewster Avenue
Assistant Instructor of Military Science and Tactics.

FRANK M. INSERNI, A.B., A.M. .... 1219 Delta Avenue
Instructor in Spanish and Education, 1946.
A.B., University of Puerto Rico, 1941; A.M., Moorehead State College, 1942.

AARON T. HOWARD, STAFF SERGEANT, R.A. .... 1751 Brewster Avenue
Assistant Instructor of Military Science and Tactics.

FRANK M. INSERNI, A.B., A.M. .... 1219 Delta Avenue
Instructor in Spanish and Education, 1946.
A.B., University of Puerto Rico, 1941; A.M., Moorehead State College, 1942.

JORET KAHN, A.B., PH.L. .......... 1507 Herald Avenue
Instructor in Philosophy, 1946.
A.B., St. John's College, 1942; PH.L., Laval University, 1946.

FLOYD KEELING, LL.D. ............. 1725 Madison Avenue,
Covington, Ky.
LL.D., American Bible College, 1944.

JERRY G. KIMBROUGH, C.P.A. ....... 3096 Glenmore Avenue
Instructor in Accounting, 1946.

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LEONARD C. GARTNER, A.B., LL.B. .... 149 Bryn Mawr Drive
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A.B., Xavier University, 1937; LL.B., University of Cincinnati, 1940.

NICHOLAS H. GELIN, S.J., A.B., S.T.L. ..... Milford, Ohio
Instructor in Classical Languages, 1943.
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JAMES P. GLENN, A.B. .................. Price Pike, Florence, Ky.
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G. J. GRIESHABER, B.M.E. ........... 2427 Fairview Avenue
Instructor in Russian, 1945.
B.M.E., University of Cincinnati, 1930.

JOHN H. GROLLIG, S.J., A.M. ........ Hinkle Hall
Assistant Professor of German, 1934.
A.B., Xavier University, 1895; A.M., St. Louis University, 1908.
STANLEY J. KOSINSKI, Master Sergeant, R.A. 1927 Clarion Avenue Assistant Instructor of Military Science and Tactics.

ROBERT J. LAVELL, A.B., M.Ed. 3635 Woodford Road Visiting Professor, Graduate Division, Summer, 1947.
A.B., University of Cincinnati, 1913; M.Ed., 1931.

HOWARD C. LECOMPT, Sergeant, R.A. 1021 Dana Avenue Assistant Instructor of Military Science and Tactics.

JOSEPH F. LINK, JR., Ph.B., M.Ed., CAND.PH.D. 7340 Reading Road Assistant Professor of Economics, 1946.
Ph.B., Xavier University, 1935; M.Ed., University of Cincinnati, 1940.

M.A., St. Louis University, 1938.

JAMES R. LOWMAN, 1st Sergeant, R.A. 3447 Hudson Avenue Assistant Instructor of Military Science and Tactics.

JOHN I. MALONE, S.J., A.M., M.S. Hinkle Hall Assistant Professor of Biology, 1939; Acting Director, Department of Biology, 1942.
A.B., St. Louis University, 1927; A.M., 1931; M.S., University of Detroit, 1939.

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

WILLIAM MARCACCIO, M.S. 312 E. View Place, Covington, Ky. Assistant Professor of Mathematics and Physics, 1934.
B.S., Rhode Island State College, 1926; M.S., 1927.

MICHAEL MATTINGLY, A.M., Ph.D. 4020 Jamestown Road Lecturer in Education, 1945.
A.M., Ohio State University, 1931; Ph.D., 1933.

B.S., University of Dayton, 1936; A.M., State University of Iowa, 1943.

LOUIS B. MAYNE, A.B., A.M. 3716 Woodburn Avenue Instructor in English, 1946.
A.B., University of Illinois, 1910; A.M., University of Michigan, 1933.

THOMAS A. MCCOURT, S.J., A.M. Hinkle Hall Professor of French, 1936.
A.B., St. Louis University, 1902; A.M., 1904.

RAYMOND F. MCCOY, A.M., Ed.D. 6204 Marie Avenue Acting Dean of Graduate Division, 1946; Associate Professor of Education, 1945.
A.B., Xavier University, 1934; A.M., University of Cincinnati, 1935; Ed.D., 1939.

JOHN A. MCCRAIL, S.J., A.M., S.T.L. Milford, Ohio Assistant Professor of Classical Languages; Associate Dean, 1943.
A.M., Xavier University, 1933; S.T.L., St. Louis University, 1942.

LEO H. MEIRONE, A.B. 685 Hawthorne Avenue Instructor in Spanish and English, 1945.
A.B., Xavier University, 1945.

ALLEN H. METZGER, A.B., LL.B., C.P.A. 1119 Carolina Avenue Instructor in Accounting, 1946.
A.B., Miami University, 1935; LL.B., University of Cincinnati, 1938; C.P.A., State of Ohio.

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

A.M., Loyola University, 1936; S.T.L., St. Louis University, 1942.


A.M., Loyola University, 1935; S.T.L., St. Louis University, 1942.


JOHN P. NOONAN, S.J., A.M., J.D. Hinkle Hall Assistant Professor of Philosophy, 1941.
J.D., Loyola University, Chicago, 1914; A.B., St. Louis University, 1919; A.M., 1920.

A.M., Loyola University, 1937; S.T.L., St. Louis University, 1942.

JOHN R. O'LEARY, A.B., LL.B. 3057 Griest Avenue Instructor in Mathematics, 1939.
A.B., Xavier University, 1927; LL.B., 1935.
JOSEPH O'NEILL, B.S. .............................................  Elet Hall
  Instructor in Mathematics, 1946.
  B.S., Xavier University, 1943.

ROCCO PAONE, A.M., CAND.PH.D. ............................ 1809 Fairfax Avenue
  Instructor in History, 1946.
  A.B., Fordham University, 1938; A.M., 1941.

PAUL A. PARENT, B.C.E., M.S., PH.D. ......................... 1749 Brewster Avenue
  Instructor in Chemistry, 1946.
  B.C.E., Catholic University, 1931; M.S., University of Maryland, 1936; Ph.D., 1937.

JOSEPH J. PETERS, S.J., A.M., M.S., PH.D. ................. Hinkle Hall
  Assistant Professor of Biology, 1946.
  A.M., St. Louis University, 1934; M.S., University of Detroit, 1936; Ph.D., Fordham University, 1945.

ROBERT F. PFISTER, B.S. ........................................ 502 Purcell Avenue
  Lecturer in Mathematics, 1946.
  B.S., Xavier University, 1943.

FRANK F. PILOTTE, B.S. ........................................ 819 Maple Avenue,
  Lecturer in Mathematics, 1946. Newport, Ky.
  B.S., Xavier University, 1946.

RAYMOND W. PORTER, A.B., A.M., PH.D., ED.D. ............ Elet Hall
  Associate Professor of Education, 1946.
  A.B., Baker University, 1910; A.M., Northwestern University, 1926; Ph.D., University of Chicago, 1931; Ed.D., Boston University, 1937.

JOSEPH D. RITTENHOUSE, B.C.S. .............................. 1010 Goodman Avenue,
  Instructor in Accounting, 1945. Hamilton, Ohio
  B.C.S., Miami University, 1941.

WILLIAM F. RYAN, S.J., A.M., S.T.L. ......................... Milford, Ohio
  Assistant Professor of History, 1945.
  A.B., St. Mary of Lake Seminary, 1923; A.M., St. Louis University, 1927; S.T.L., 1935.

VINCENT G. SAVAGE, S.J., LITT.B., A.M. ...................... Milford, Ohio
  Instructor in Classical Languages, 1946.
  Litt.B., Xavier University, 1934; A.M., Loyola University, 1940.

KLAUS SCHOCKEN, PH.D. ....................................... 1931 Cleneay Avenue,
  Instructor in Mathematics, 1946. Norwood, Ohio
  Ph.D., University of Berlin, 1928.

ROGER J. SCHOTTEKOTTE, B.S. ................................. 539 Rose Hill
  Laboratory Assistant, 1946. St. Bernard, Ohio
  B.S., Xavier University, 1943.

ROMAN J. SCHWIKERT, PH.D. ................................... 1308 Regent Avenue
  Assistant Librarian, 1946.
  Ph.B., Xavier University, 1946.

ERIC SEEMANN, A.M., PH.D. ................................. 3573 Bayard Drive
  Associate Professor of German, 1940; Director, Department of Modern Languages, 1944.
  A.B., Capital University, 1928; A.M., Columbia University, 1930; Ph.D., Yale University, 1934.

W. EUGENE SHIELDS, S.J., A.B., A.M., PH.D. .............. Hinkle Hall
  Professor of History, Director, Department of History, 1946.
  A.B., Gonzaga University, 1922; A.M., St. Louis University, 1927; Ph.D., University of California, 1933.

LAWRENCE W. SELZER, B.S.C. .............................. Paxton Avenue,
  Instructor in Taxation, 1945. Loveland, Ohio
  B.S.C., Xavier University, 1931.

JOSEPH H. SETTLEMAYER, LL.B. ............................. 331 Crestline Avenue
  Instructor in Business Law, 1945.
  LL.B., Y.M.C.A. Law College 1940.

THOMAS W. SIMONOVICH, MASTER SGT., R.A. ............... 1751 Brewster Avenue
  Assistant Instructor of Military Science and Tactics.

LEO E. SPAETH, A.B. .......................................... Fenwick Club
  Instructor in Salesmanship, 1945.
  A.B., Xavier University, 1921.

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

CLARENCE J. STEUER, B.S. .................................... 4626 Winona Terrace
  Instructor in Mathematics, 1945.
  B.S., Xavier University, 1940.

PAUL D. SULLIVAN, S.J., PH.D. ............................. Hinkle Hall
  Associate Professor of English, 1945.
  A.B., St. Louis University, 1919; A.M., 1921; Ph.D., Marquette University, 1932.

PAUL J. SWEENEY, S.J., A.M. ................................. Hinkle Hall
  Professor of English, 1929.
  A.B., Xavier University, 1912; A.M., St. Louis University, 1917.

JOHN B. TEPE, B.S. .......................................... 1918 Oakland Avenue,
  Laboratory Assistant, 1946. Covington, Ky.
  B.S., Xavier University, 1942.

RAY TILTON, B.C.S. ........................................... 1185 St. Clair Avenue,
  Instructor in Accounting, 1947. Hamilton, Ohio
  B.C.S., Bliss Normal College, 1923.

RICHARD P. TRAUTH, M.S. .................................... 3254 Hildreth Avenue
  Instructor in Mathematics, 1945.
  B.S., Xavier University, 1940; M.S., University of Detroit, 1942.
JOHN UHL, S.J., A.M. ..................................... St. Xavier High School
Instructor in English, 1946.
A.M., St. Louis University, 1930.

JOHN V. USHER, S.J., A.M. ...................................... Hinkle Hall
Assistant Professor of Spanish, 1945.
A.B., Xavier University, 1897; A.M., St. Louis University, 1911.

ALBERTO VASQUEZ, A.B. ...................................... 41 Ehrman Avenue
Instructor in Spanish, 1941.
A.B., University of Chile, 1918.

BERNARD M. VAUGHAN, S.J., A.M. .................... Milford, Ohio
Assistant Librarian, 1943.
A.B., Gonzaga University, 1926; A.M., 1927.

LEO C. VOET, B.S.C., LL.B. .................................. 1216 Ludlow Avenue
Instructor in Accounting, 1946.
B.S.C., Xavier University, 1937; LL.B., Salmon P. Chase
College, 1942.

ARTHUR W. VOLCK, A.B. ..................................... 4322 29th Street
Instructor in Accounting, 1946.
A.B., Xavier University, 1936.

LEO J. VOLLMAHER, S.J., M.S. .............................. Hinkle Hall
Professor of Physics, 1942.
A.B., St. John's University, 1907; M.S., St. Louis University,
1924.

RUSSELL J. WALKER, B.B.A. ................................ 2702 Edroy Court
Instructor in Accounting, 1946.
B.B.A., Xavier University, 1943.

JOSEPH A. WALSH, S.J., A.M. (CANTAB) ............... Hinkle Hall
Professor of Classical Languages, 1929.
A.B., St. Louis University, 1917; A.M., Gonzaga University,
1919; A.M., Cambridge University, England, 1931.

FREDERICK G. WEBER ............................................ 4316 North Bend Road
Instructor in Accounting, 1945.

LOUIS G. WEITZMAN, S.J., A.B., A.M., PH.D. ......... West Baden, Indiana
Visiting Assistant Professor, 1947.
A.B., St. Louis University, 1913; A.M., 1914; Ph.D., Catholic
University, 1931.

JOHN J. WELLMUTH, S.J., A.B., A.M., PH.D. ............ Hinkle Hall
Professor of Philosophy; Director, Department of Philosophy,
1946.
A.B., St. Louis University, 1925; A.M., 1926; Ph.D., University
of Michigan, 1941.

EDWIN P. WRENCH, A.B., M.S. .............................. 1812 E. Alleghany,
A.B., Eastern University, 1928; M.S., University of Arlington,
1937.

BERNARD J. WERNERT, S.J., A.M., S.T.L. ............... Milford, Ohio
Instructor in Classical Languages and Speech, 1945.
Litt.B., Xavier University, 1930; A.M., St. Louis University,
1933; S.T.L., 1940.

EDWARD WESSENDARF, C.P.A. ............................. 4400 Foley Road
Instructor in Accounting, 1946.

FRANK N. WHELAN, B.S., M.S., PH.D. ............... 8241 Woodbine Avenue
Associate Professor of Education, 1946.
B.S., Iowa State College, 1932; M.S., Maryland University, 1933;
Ph.D., University of Wisconsin, 1939.

CHARLES F. WHEELER, A.B., A.M., PH.D. ............ 1836 Chase Avenue
Professor of English, Director, Department of English, 1929.
A.B., Xavier University, 1928; A.M., University of Cincinnati,
1929; Ph.D., 1935.

WILLIAM H. WILLER, A.B., A.M., PH.D. .............. 4138 Sherel Lane
Associate Professor of English, 1946.
A.B., DePaul University, 1931; A.M., University of Minnesota,
1937; Ph.D., 1944.

FREDERICK E. WIRTH, A.B., A.M., PH.D. .............. Elet Hall
Instructor in Classical Languages, 1947.
A.B., University of Kansas, 1932; A.M., University of Chicago,
1932; Ph.D., 1947.

ALBERT J. WORTST, A.B., B.S. ............................. 2223 Kenton Avenue
Librarian, 1932.
A.B., Xavier University, 1930; B.S., Columbia University School
of Library Service, 1932.

WILLIAM J. YOUNG, S.J., A.M. ............................ Milford, Ohio
Professor of Religion and Education, 1927.
A.B., St. Louis University, 1909; A.M., 1910.
General Information

Chronology of Events

1831. On October 17, The Athenaeum was opened by the Right Reverend Edward D. Fenwick, O.P., D.D.

1840. On October 1, The Athenaeum was turned over to the Jesuits who changed its name to St. Xavier College.

1842. A charter of a temporary kind was granted to St. Xavier College by the General Assembly of Ohio.

1867. The Hill Building which housed the faculty was built on the corner of Seventh and Sycamore Streets.

1869. A perpetual charter was granted to St. Xavier College by the General Assembly of Ohio.

1885. The Moeller Building was added to the rear of the Hill Building.

1891. The classroom building as well as the building containing the College Chapel and Memorial Hall was built. The original Athenaeum Building was torn down.

1911. The Evening College was established.

1919. The separation of college and high school occurred. The college moved to a new campus site in Avondale.

1925. The Milford College was established for the training of the Jesuit scholastics.

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

1936. Field Artillery Unit of R. O. T. C. established.

1943. On March 1, Xavier University became a training center for the Army Air Forces pre-flight cadets.


Buildings

Alumni Science Hall, erected in 1920, was the gift of the Alumni of St. Xavier College to commemorate the diamond jubilee of their Alma Mater. It contains the chemical laboratories and classrooms, as well as the administrative offices of the Deans, the Registrar, and the Bursar.

Hinkle Hall, erected in 1920, houses the Faculty. It is the gift of Mrs. Frederick W. Hinkle and forms the central unit of the group of buildings of the University. Besides the necessary administrative offices and reception rooms, it provides accommodations for the Faculty with dining room, library, chapel, and recreation rooms.

The Walter Seton Schmidt Library Building was erected in 1926 between Hinkle Hall and Alumni Science Hall. It houses the University Library and contains the high vaulted Mary G. Lodge Reading Room, the Bellarmine Chapel, classrooms, and the seismograph station.

Albers Hall, dedicated in 1929, is the gift of Mr. William H. Albers. In this building are the classrooms, laboratories, and offices of the departments of Biology, Military Science, and Physics, the administrative offices of the President, and the Director of Public Relations.

The Union House is the old Avondale Athletic Club. It is now used for the students' cafeteria and recreation rooms.

Eblet Hall, erected in 1924, is the first unit of the students' dormitories. It is a well-furnished student residence with accommodations for one hundred students in single and double rooms.

The Field House and Gymnasium was erected on the Campus in 1928. This building was made possible by a magnificent gift of Mr. Walter S. Schmidt, A.M. In addition to the large indoor stadium, it contains pistol ranges, handball courts, boxing ring, shower and locker rooms, and basketball court.

The Stadium, which seats 15,000 people, was built in 1928 by public spirited citizens. The drive for funds was under the direction of Hon. Myers Y. Cooper.

The Milford Novitiate Building, erected in 1925, on an hundred acre plot of ground in Milford, Ohio, contains the dormitories, dining hall, chapel, library, and classrooms for the young members of the Society of Jesus.

COLLEGE OF LIBERAL ARTS

The College of Liberal Arts is the heart of the Jesuit system of education. The college holds this place because it is the unit of a university wherein the distinctive purposes of Jesuit education are more fully realized. The first two years of the Liberal Arts College are devoted almost wholly to general education; the last two years are devoted in great measure to advanced and specialized study in fields of knowledge upon which the student wishes to concentrate. During these last two years, however, each student must devote almost one-third of his work to the study of philosophy and Christian culture which thus climax and integrate his general education.
Ultimate Objective

The College of Liberal Arts has the same primary purpose as the Catholic educational system taken in its entirety. This is best expressed in the words of Pope Pius XI:

The proper and immediate end of Christian education is to cooperate with divine grace in forming the true and perfect Christian, that is to form Christ Himself in those regenerated by Baptism. . . . The true Christian, product of Christian education, is the supernatural man who thinks, judges and acts constantly in accordance with right reason illumined by the supernatural light of the example and teaching of Christ; in other words, to use the current term, the true and finished man of character.

Immediate Objectives

The College of Liberal Arts, in its teaching, aims at reaching the whole man, his intellect, his will, his emotions, his senses, his imagination, his aesthetic sensibilities, his memory, and his powers of expression. The educational program at Xavier University, therefore, takes into consideration three types of training, the intellectual, the moral and religious, and the physical.

The intellectual training at Xavier University is guided by principles set forth in the Ratio Studiorum, a body of principles and suggestions outlined and revised over the space of nearly three hundred and fifty years by the most prominent Jesuit educators. The Ratio postulates that studies, falling into certain groups, have distinct educational values, so that the specific training given by one group cannot be supplied by another. Mathematics, the natural sciences, languages, and history are complementary instruments of intellectual development and are considered basic for a general education. 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, history, and the social sciences effect a higher union. By their study and for their requirement the whole mind of man is brought into the widest and the subtlest play. With the introduction of the student to these subjects the emphasis on general education is lessened. The student may then go on to advanced and specialized studies in any field for which his preparation and qualifications indicate that he has a special aptitude. The purpose of the advanced and specialized studies is not proximately to fit the student for some specialized employment or profession, but to give him such an intensive, vigorous, and rounded development as will enable him to cope successfully even with the unforeseen emergencies of life, as well as to prepare him for higher intellectual research which the complexity of modern life lays open to him. Accordingly, almost one-third of even his upper division work continues to be of the nature of general education and consists of philosophy and Christian culture.

As a background for his higher studies the Ratio stresses mental and moral philosophy, not only for the influence such a study has in mental development but for the power of discrimination which it gives the student. The emphasis is not upon a history of the philosophies but upon a study of Neo-scholastic Philosophy wherein is to be found a logical, unified, complete system of mind-culture in accord with the laws of human thought.

The Ratio establishes as a fundamental principle that knowledge, though it energizes and refines the intellectual powers, does not of itself perfect the moral powers; that religion alone completely and perfectly purifies the heart and strengthens the will; that to be effective, religion must be taught so as to become a continuously vital force in education and the core-subject and integrating basis of all knowledge. 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. To gain this objective Xavier University provides: a) required courses in religion for all Catholic students, and courses in morality and character development for non-Catholic students; b) an annual retreat, held between the interval of the first and second semester during which time the Spiritual Exercises of St. Ignatius are given.

The health and physical training of the student is amply provided for by health examinations, well-planned athletic programs, both inter-collegiate and intra-mural, by the R.O.T.C., and a physical education program for all students.

Evening College

The purpose of the Evening College is to aid adults of Greater Cincinnati in obtaining a more advanced education by means of courses of cultural and practical value. This division renders particular service to those who wish to carry college work toward a degree while working during the day; and to those who wish to pursue subjects which will better fit them for special services or vocations.

In addition to the liberal arts courses, technical and vocational courses are offered. All courses are open to men and women. Besides the individual course offerings, there are groupings and programs of courses leading to certificates, diplomas, and degrees.

The Evening College is administered by an associate dean, and all classes are conducted on the downtown campus, 520 Sycamore Street. Information regarding the Evening College will be found in Bulletin No. 3 of the University.
Milford College

A division of the College of Liberal Arts is located at Milford, Ohio, about fifteen miles east of Cincinnati. It is the humanistic training school for those new members of the Jesuit Order who are assigned to the Chicago Province. The courses are open to Jesuits only. This College is administered by an associate dean. The names, title, and rank of the Faculty are contained in this catalogue.

Accreditation

The University is accredited by the North Central Association of Colleges and Secondary Schools as a degree-granting institution, and is approved by the Department of Education of the State of Ohio, by the Board of Regents of the University of the State of New York, and by the University of Illinois. It is affiliated with the College of Music of Cincinnati.

Memberships

To stimulate active interest in matters educational and to afford both Faculty and students the value of recent research, the University maintains membership in the following educational and learned organizations:

- The Jesuit Educational Association
- The National Catholic Educational Association
- The American Association of Collegiate Registrars
- The American Catholic Historical Society of Philadelphia
- The American Catholic Philosophical Association
- The American Council on Education
- The American Historical Association
- The American Library Association
- The Association of American Colleges
- The Association of Ohio College Registrars
- The Catholic Library Association
- The Mississippi Valley Historical Association
- The National Conference of Church-Related Colleges
- The National Education Association
- The Ohio College Association
- The United States Catholic Historical Society
- The United States Field Artillery Association

The University is represented in many other associations and societies through the individual memberships of its faculty.

Libraries

The University Library is housed in the Walter Seton Schmidt Library Building on the Evanston Campus. It contains many interesting and valuable collections among which are the original manuscripts of Francis J. Finn, S.J.; a fourteenth century vellum manuscript of the sermons of St. John Chrysostom; a fifteenth century antiphonary; several incunabula; letters of Andrew Jackson, Martin Van Buren, and others; and a complete set of the Jesuit Relations. The total number of bound volumes is 49,455. The University has been a constant beneficiary of many friends whose contributions have aided considerably in increasing the number of volumes. Since 1925 the organization known as the Booklovers of Xavier University has been outstanding in its generous gifts and contributions.

With the exception of Sundays and holidays, the Library is open to the Faculty and the students from 8:30 a.m. to 5:00 p.m.

The St. Thomas Library, a branch of the University Library, is situated in Milford and is for the service of the Faculty and students of the Milford College of Xavier University. In keeping with the humanistic curriculum of this division a great part of the 35,000 volumes is in the field of English and classical literature. Very noteworthy collections of ascetical and theological works are distributed in the buildings at Milford.

The total bound volumes of the University Libraries is 84,455.

Laboratories

The Biology Laboratories, located in Albers Hall, are standard for undergraduate students. There are facilities to accommodate one hundred and twenty-five students at one time. A large collection of museum specimens provides opportunity for a wide knowledge of living organisms. An animal room affords the advanced students an opportunity to conduct protracted experiments. Fine records of experimental investigations are made possible by complete photographic equipment.

The Physics Laboratories are on the second floor of Albers Hall. More than twenty-five hundred square feet are given over to two large and well-equipped laboratories for General Physics, and to a third, for advanced work in optics.

The Seismology Laboratory, used for research in seismology, is connected with the Physics Laboratories. For the purpose of advancing the science of seismology, Xavier University maintains a first class seismographic station and observatory in the network of the Jesuit Seismological Association. The vault containing the instruments is situated in the basement of the Library Building. On massive concrete pillars, structurally independent of the building...
itself, are four Wood-Anderson torsion seismographs which register the horizontal components of the earth's motion. A fifth instrument, a Galitzin-Whipple electromagnetic seismograph, galvanometrically registers the vertical motion of the earth. A special master-clock, corrected by the Arlington radio time signals, gives accurate time control on the seismograms.

The Chemistry Laboratories occupy more than sixteen thousand square feet. There are separate laboratories for physical, organic, analytical, and general inorganic chemistry. These laboratories have standard equipment to serve more than five hundred students.

The Military Department is well supplied with apparatus for laboratory and field work in military science. It possesses the necessary small arms and equipment for elementary training in basic subjects such as pistols, machine pistols, carbines, M-1 rifles, automatic rifles and launchers. It also has one battery of the celebrated 105mm howitzers equipped for high speed traction. Transport facilities for this battery consists of motor vehicles classed as prime movers, detail cars, supply trucks, and wire trucks. There are, too, the required complement of the most modern radio sets, motor reels, switchboards, field telephones, and fire control equipment. Two pistol ranges, an indoor rifle range, a motor room with motor parts for demonstration purposes, maps and aerial photographs, and other equipment make for a thorough knowledge of the science of field artillery.

Scholarships

At Xavier University a scholarship for one year is provided by the donation of $306.00. This amount will keep one student, who is a candidate for a bachelor's degree, free from tuition for one year. A permanent scholarship is provided by the gift of $10,000. The amount of the scholarship, however, will always depend on the income from the investment. If the founder fails to name an incumbent, the scholarship will be conferred at the discretion of the Committee on Scholarships.

In addition to any other requirements peculiar to particular scholarships, the following conditions must govern the awarding or holding of any scholarship:

a. A scholarship applies to tuition only and does not excuse the designee or holder from payment of other fees.

b. Scholarships must be accepted for the year or years they are awarded. They may not be transferred by the holder and may not be resumed at will after having been relinquished.

Honor Scholarships

Xavier University has a limited number of honor scholarships which are awarded to graduates of high schools each year. The following regulations govern the awarding of all honor scholarships:

a. Application for a scholarship must be made by the principal of a high school before graduation, and must be accompanied by a recommendation and a transcript of the student's high school record.

b. The student must have ranked in the upper ten per cent of his class and must have had a general average of 85 per cent (B) or better during the last two years of high school.

c. The scholarship will be awarded for one year and will be renewable in favor of the holder for each successive semester of his four-year college period.

d. Holders of honor scholarships must maintain a quality-point ratio of at least 2.5 in their freshman year and 3.0 in the sophomore, junior, and senior year.

e. The award in all cases is made by and at the discretion of the Scholarship Committee of Xavier University.

Prizes

The Dr. J. T. Clear Biology Key. This key, founded by Dr. J. T. Clear, is awarded annually to the member of the Xavier Biological Society who has completed his major in the Department of Biology with the highest distinction.

The Dorst Chemistry Key. This key, the gift of Arno A. Dorst, is awarded annually to the senior student who has completed his major in the Department of Chemistry with the highest distinction.

The Alpha Chi Sigma Prize. This prize is awarded to the sophomore student majoring in chemistry who has attained the highest scholastic average during the freshman and sophomore years.

The Mollie Lena Cohn Memorial Medal. A gold medal, founded by Harry M. Cohn of Cincinnati, Ohio in memory of his mother, is awarded annually to the senior student who has earned at least a B average in his Economics courses and who writes the best thesis or essay in Economics.

The J. D. Cloud Prize. This prize is awarded to the student (Evening College) in the Senior Accounting Class attaining the highest average for his Junior and Senior years.

The Advertising Prize. An award is made to the student (Evening College) conceiving and designing the finest advertising campaign.

The Intercollegiate English Prize. A purse of $100 ($50 for the first prize, $30 for the second, $15 for the third, $10 for the fourth, and $5 for the fifth) is offered yearly by Mr. David F. Brenner of
Chicago for excellence in English essay writing. The purse is open to the competition of the Jesuit Colleges and Universities of the Missouri and Chicago Provinces.

The Alumnae English Prize. A prize is offered by the Xavier University Alumnae Association to the student of the University winning the highest place in the Intercollegiate English Contest.

The English Prize. This prize, in memory of Peter J. O'Donnell, Ph.D., is offered to the student (Evening College) for superior work in the Department of English.

French Prize. A set of books, the gift of Mrs. Frederick Wallis Hinkle, LL.D., is offered annually to the student of the University who excels in the study of French literature.

The Intercollegiate Latin Prize. The Very Reverend Provinceals of the Chicago and Missouri Provinces offer a prize of $25 annually for the best translation of classical English and classical Latin. The contest is open to male students of the Jesuit Colleges and Universities in the Chicago and Missouri Provinces.

The Ragland Latin Medal. A gold medal, founded in 1935, in memory of Alice D. Ragland, is awarded to the participant who ranks highest in the Intercollegiate Latin Contest.

The Colonel Charles F. Williams Scholarship and Prize. A gold medal and a $300 scholarship are offered annually by Colonel Charles F. Williams to the R.O.T.C. student who ranks highest in scholarship in the military department.

Xavier Fourtragere. This military decoration is presented to R.O.T.C. students as an honor for military attainment.

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 debates in oratory, held on February 22, Washington's Birthday.

The Joseph B. Verkamp Medal. A gold medal is offered by Mr. Joseph B. Verkamp for award to the member of the Poland Philosopher Society who has delivered the best speech in the annual Public Debate of the Society.

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.

The Martin G. Dumler Key. A key 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 Philosophy Prize. In honor of William T. Burns, LL.D., Professor Emeritus, a prize is presented to the student (Evening College) meriting the highest distinction in research work in the Department of Philosophy.

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, is awarded for the best catechetical essay written by a Junior or Senior.

The Alpha Sigma Nu Religion Key. A gold key is awarded annually by the Xavier Chapter of the National Jesuit Honor Society to the Freshman or Sophomore who writes the best essay on a religious topic.

The Mermaid Tavern Key. A gold key is offered by Mr. Anthony C. Elsaesser, '12, to the student meriting highest distinction in literary composition.

Student Organizations

Xavier University has provided several forms of student activities and organizations for the purpose of promoting religious, social, academic, and cultural relations among the student body. All student organizations are under the general supervision of the Director of Student Activity. Approval for meetings and programs must be secured from him directly or through the appointed faculty moderators. With the exception of activities and organizations of a purely religious nature only such students as are free from disciplinary censure and the scholastic censure of probation are eligible for active membership. The University reserves the right to discontinue, or moderate any student activity or organization. By means of its committees and agencies the University also has the right to limit the extent and degree of the individual student's participation. Active membership in one of the approved organizations, exclusive of religious and athletic organizations, is required of all upper-classmen. All freshmen are required to participate in the freshmen debating groups which meet weekly.

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 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 practices of our religion. The University Sodality desires to produce Catholic gentlemen, outstanding for their life of virtue and their apostolic spirit; leaders in the field of Catholic thought and action. The Office of the Blessed Virgin is recited in the University Chapel. Meetings are held in which pertinent Catholic problems are discussed.

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 Chapter, with membership open to all the students. The object of the asso-
Catholic Students' Mission Crusade. At the organization of the Catholic Students' Mission Crusade, held at Techny, Illinois, in 1918, the 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. The first Sunday of the month is Mission Sunday, observed by the reception of Holy Communion for the welfare of the missions.

The St. Aloysius Self-Denial Fund. In September, 1926, a marble statue of St. Aloysius was erected on the occasion of the second centenary of the Saint's canonization. The purpose of the organization, formed at that time, is to honor and invoke St. Aloysius as the patron of purity and of a choice of a state in life; to maintain an $8,000 bursar for the education of a missionary priest; to maintain the following spiritual fund for Masses:

1. Five Masses to be celebrated each year for the deceased students of Xavier, beginning with the Class of 1926.

2. Five Masses to be celebrated for each student who dies while a member of the student body.

3. Three Masses to be celebrated each year for the deceased parents of Xavier students who have been members of the student body after 1926.

4. Three Masses to be celebrated for each parent who dies while the student is a member of the student body.

The St. Aloysius Self-Denial Fund is administered by the Moderator of Mission Activities.

The Student Council of the Evanston College. 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 Director of Student Activity or his representative, and the president of each class. The other ten members are chosen as follows: the Freshmen choose one from their class; the Sophomores, 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.

The Boosters Club is an honorary and active group composed of outstanding members of the student body who have distinguished themselves by their service and loyalty to all Evening College activities. This Club constitutes an advisory group which will offer suggestions touching all student needs.

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.

The Xavier University Clef Club. All students who have the necessary qualifications are eligible to membership in the Clef Club. Two hours each week are given to vocal culture, accompanied by instruction in musical theory and correct interpretation. The Clef Club will furnish one or more numbers for all public or semi-public entertainments of the University.

The Poland Philopedian Society. The Philopedian Society, organized in 1841, is the oldest student organization on the Campus. The principal aim of the Society is to offer opportunity for public address and debate. Though the programs have varied through the years, the present biweekly meetings are usually taken up with debate and discussion. From the membership of the Philopedian Society are chosen the varsity debate squads, which carry out a program of home and out-of-town intercollegiate debates. In 1927 the Society became known as the Poland Philopedian Society in memory of Reverend William F. Poland, S.J.

The Mermaid Tavern. The Mermaid Tavern is a writers' club, founded in February 1931. Its purpose is to foster association of graduates and undergraduates actively interested in writing. Its undergraduate membership is limited usually to thirteen members, who meet weekly for the reading and criticism of original literary effort. One meeting each month is open to the entire membership of honorary, graduate, and undergraduate members. The Tavernacular, a privately circulated magazine, is issued quarterly.

The 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 Alighieri'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.

The Traditionists. The Traditionists is a student literary club, organized September, 1941, for the purpose of studying the master-
pieces of pre-Reformation literature and the growth of Western-European literary traditions from their sources in ancient Greece and Rome toward Christian fullness and stability.

The 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. It is composed of three sections: Biology, Physics, and Chemistry.

The Economics Club. This group of students, organized under a constitution and directed by a member of the Faculty, holds semi-monthly meetings for the discussion of current problems in economics. The discussions are conducted in the manner of a forum and are semi-public.

The Heidelberg Club. It is the purpose of this club to foster an interest in the history, culture, and language of the Germanic people. The meetings, which are held monthly, are devoted to papers, discussions, and lectures.

The Xavier R.O.T.C 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, to aid in the presentation of University programs, and to provide R.O.T.C. Military Music.

The Xavier Order of Military Merit. This honorary organization is composed of R.O.T.C. students who have received one or more citations and who have been appointed by the Professor of Military Science and Tactics. All members are to wear the fourragere as a decoration.

The R.O.T.C. Pistol Club. This club is open to all members of the R.O.T.C. who are interested in pistol firing and marksmanship. The University has two pistol ranges with multiple firing points and target practice. An officer of the Department of Military Science supervises all target practice.

The R.O.T.C. Rifle Club. This club is open to all members of the R.O.T.C. who are interested in rifle firing and marksmanship. The university has a small calibre rifle range with multiple firing points and target practice. An officer of the Department of Military Science and Tactics supervises all target practice.

Jesuit Honor Society. The purpose of the Alpha Sigma Nu, chapters of which have been established in most of the colleges and universities under Jesuit supervision, is to honor students who have distinguished themselves by scholarship, service, and loyalty to the University, as well as to constitute an advisory group of seniors who will offer suggestions touching student needs. Each year four juniors are selected by the Dean and approved by the President of the University and after due initiation, these appointees become members of the national organization.

The "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 of continued interest in the athletic activities of the University among the lettermen.

The Sword and Plume. This is an alumni society organized to honor students in their senior year with membership. The honor of membership is conferred only on senior students who have distinguished themselves in activities and who pledge themselves to impress the ideals of Jesuit education on their fellow men.

The Xavier Booklovers Club. The Xavier Booklovers Association, organized in 1925 by friends of the University Library, has for its purpose promotion of the reading and research facilities of the library by the purchase of books and periodicals. Funds are raised by means of membership fees, benefit parties, and special gifts. In 1932 the Association was organized on a formal basis, with a written constitution and regular meetings. A Ladies Group, recruited largely from mothers of students, meets monthly during the academic year for lectures, card parties, and entertainments. Membership in the Association is open to any student of the University or to any friend of the University Library on payment of the one dollar annual fee.

Xavier University Alumni Association. This association was organized in 1888. 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.

Student Publications

The Xavier Athenaeum, a 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 among the students. Honor students in English form the staff.

The Xavier University News, begun in November, 1918, as a fortnightly newspaper, was changed in 1924 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 is the official year-book of the University, 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.

Graduate Division

Because of the fact that men and women are today seeking higher education in ever-growing numbers, Xavier University deemed it proper to inaugurate graduate studies during the summer session of 1946. Throughout the academic year as well as the summer sessions, graduate courses are offered in chemistry, classical languages, education, English, history, and mathematics. The Graduate Division is open to men and women.

The Graduate Council encourages the registration of both special students and degree students. Special students are those students who, with the approval of the head of the department concerned, register for individual courses which they may pursue with profit, without regard to degree requirements. Degree students are those students who register with the expressed intention of following a program leading to a graduate degree.

THE DEGREES OF MASTER OF ARTS AND MASTER OF SCIENCES

Objectives

Because of the difference in subject matter the objectives of the Master of Arts and Master of Science degrees are not identical. In the Master of Arts program greater emphasis is laid upon cultural and liberal pursuits. Thus in mathematics either a Master of Arts or a Master of Science degree may be obtained depending on the student's interest in pure or applied mathematics. Yet since Xavier's undergraduate program, which is the norm of admission for graduate students, calls for a broad background of general education, of philosophy, and of Christian culture even for the Bachelor of Science degree, so the final goal of the two graduate degrees is approximately the same. It is this: that the student may have a specialized knowledge of his chosen field, coupled with an intelligent appreciation of the place of that field in the wide panorama of human thought.

Accordingly, these degrees are awarded to the candidate who has demonstrated a capacity for further study or teaching by satisfactorily completing a program of graduate work designed to give him these characteristics:

1. An understanding of the relations of his subject to allied subjects and to the synthesis of Christian culture, which is the basis of Western civilization;
2. A comprehensive knowledge of the broad field of learning in which the degree is conferred;
3. A specialized knowledge of a portion of that field;
4. Proven ability to do research in the special field of study.

General Requirements

In accordance with the above objectives the general requirements for the degrees are respectively:

1. Completion of such undergraduate prerequisites as will give assurance of the candidate's general educational background. Satisfactory completion of the Graduate Record Advanced Test;
2. Completion of a program consisting of at least twenty-four hours of integrated classroom study within the student's chosen field;
3. Production of an acceptable thesis of a research character. To safeguard the cultural objectives it should be kept in mind that the result of research can be synthesis as well as analysis. For the thesis six credit hours (completing the required thirty hours) will be awarded on the recommendation of the thesis adviser.

THE DEGREE OF MASTER OF EDUCATION

Objectives

The degree of Master of Education, a professional degree, is designed to meet the needs of teachers and school administrators actually engaged in school work. It has one basic aim: stimulating better teaching wherever the influence of the successful candidate may extend, whether it be in an individual classroom, an entire school, or a whole school system.

Accordingly, this degree is awarded to the candidate who has demonstrated a capacity for improving the quality of teaching within the particular sphere of his influence by satisfactorily completing a program of graduate work designed to give him these characteristics:

1. Broadened appreciation of the proper objectives of education in modern society;
2. Deepened understanding of the psychological factors in learning;
3. Wide acquaintance with effective classroom techniques;
4. Intimate familiarity with the principles and practices of school administration;
5. Essential understandings and skills necessary for intelligent consumption of educational research;
6. Greater academic mastery of subject matter (for students selecting graduate work in an academic field).

General Requirements

Requirements for the degree of Master of Education are specified with certain basic considerations in mind:

1. Sufficient flexibility is necessary to care adequately for the particular needs of the in-service educator who enrolls for the degree;
2. Before students are accepted as candidates for this degree, they must demonstrate a basic knowledge of the general field of education as generally required of undergraduates planning to teach;
3. Graduate programs must be so planned as to insure the student's attaining a comprehensive knowledge of professional theory and practice in the principal areas of the field; a detailed knowledge of at least one major area of specialization—for high school teachers this area may be an appropriate academic field; and capability in the skills and knowledge necessary for intelligent comprehension and use of educational research.

Undergraduate Prerequisites

Students electing graduate work leading to the Degree of Master of Education must present the following undergraduate courses in education or their equivalent:

- Principles of Education;
- Educational Administration, Organization, and Management;
- Educational Psychology (prerequisite, general psychology);
- Methods of Teaching.

Program of Studies

To insure comprehensiveness in their programs for the degree of Master of Education, all candidates must include in their programs each of four general survey courses designed, in their whole, to provide integrated coverage of the broad field of education. These courses are:

- Ed. 201, 202. Philosophy of Education, a Survey;
- Ed. 203, 204. Educational Psychology, a Survey;
- Ed. 205, 206. Educational Administration, a Survey;
- Ed. 207, 208. Education Research from the Consumer Point of View, a Survey.

To insure their mastery of a particular area of education, all candidates must include in their programs a concentration of at least twelve credit hours in one of the following areas of concentration: elementary education, secondary education, educational guidance,
educational administration, or an academic field. Thus the area of concentration may also be in any of the academic departments in which graduate courses are offered.

Students electing graduate courses which they plan to submit in fulfillment of requirements for the degree of Master of Education, must have their programs approved by the Chairman of the Department of Education in advance of their registration for courses if they are to be assured of the appropriateness of their selection.

Quantitative Requirements

A minimum of thirty hours is required for the degree of Master of Education. These shall be distributed as follows:

General surveys in education, twelve to sixteen credit hours. Survey courses are each designed as full year courses for which four credit hours are awarded. During the summer session, however, because of time limitations, only three credit hours are awarded. Since the material covered during the summer session is substantially the same as in the longer academic year, these courses will demand more outside work than the average three credit hour course.

Concentration, twelve credit hours. When the area of concentration is in education, the survey of a particular field may be included in the twelve credit hours required for concentration. The survey in philosophy of education may be included in either the elementary or secondary education areas. The survey in educational psychology, of course, may be counted in the area of guidance.

Pertinent electives, two to nine credit hours. The number depends on the amount of hours needed to complete the thirty hours which are required.

Qualitative Requirements

The degree of Master of Education will be awarded only to candidates who have passed an oral examination lasting one hour on the general field of education as covered by the four survey courses and the individual’s area of concentration.

GENERAL REGULATIONS

Admission

Application for admission to graduate studies is made in form. Application forms can be had on request. Applications should be followed promptly by a transcript of applicant’s credits.

Students electing graduate work leading to a Master’s degree must present evidence of having a bachelor’s degree from an accredited institution, and also present official transcripts of his record from each college in which credit was obtained. Others will be registered conditionally.

An applicant with a bachelor’s degree from a non-accredited institution is not admitted to full graduate standing until he has successfully completed at least six hours of graduate work with the required grades, and has been accepted by a Committee of the Graduate Council on recommendation of the student’s adviser.

Since graduate work is work done under direction, the Chairman of the Department of the student’s major subject must decide on the student’s preparation for graduate study in that department; and he, or one appointed by him, will be the student’s adviser throughout. The general prerequisites for graduate work in any department must be the equivalent of an undergraduate major at Xavier University.

Seniors of satisfactory academic standing who are within nine hours of completing their undergraduate requirements for the bachelor’s degree may, in their last semester, register for graduate work, but not for more than six hours of such work.

Candidacy

Candidacy shall begin when, after the student’s completion of six hours of graduate work, his application shall have been passed by the graduate council. Every student must make such application after completing six hours of work at Xavier and those thought unfit will be advised to discontinue their course.

No more than five years may elapse between candidacy and completion of work for the degree.

A student who attends only summer sessions may be granted a graduate degree provided he is engaged in work related to his major subject. This supposes that no more than five years shall elapse between his candidacy and the completion of his work.

Requirements

Thirty semester hours of graduate work will be demanded of an applicant for any of the above degrees. In the case of applicants for a Master of Arts or Master of Science degree, twenty-four hours of such work will be devoted to fulfilling the course requirements and six hours to fulfilling the thesis requirement. Applicants for the Master of Education degree will devote the thirty hours to course requirements.

Students will be allowed to transfer no more than six graduate credits from other institutions.

Familiarity with at least one foreign language is required for cultural background and use in research, for degrees requiring a thesis.
Distribution of the course requirements must be approved by the Chairman of the Department of the major subject. At least one-half of the courses taken must be fulfilled in that department. Candidates, however, for the Master of Arts and Master of Science degrees are advised to take all their work in their major department.

Character of the courses required is subject to the decision of the adviser. At least one-half the hours of credit in the major subject and one-half the total number of hours toward the degree must be obtained in courses numbered 200 or above, which are distinctly graduate courses.

Examinations and Marking

The symbols used to indicate the evaluation of course work is as follows: A indicates not only high achievement but also an unusual degree of intellectual ability and initiative; B indicates attainment above average; C indicates work of minimum or average attainment; D work of inferior quality but passing; F indicates failure. To pass, graduate students must do work of B quality in courses numbered 100 to 199, and of C quality in courses numbered 200 or higher.

The candidates for graduate degrees shall be required to pass an oral examination. It shall be the policy of the Graduate Division to give these examinations within three weeks of the end of the final semester. The head of the major department or one appointed by him shall be chairman of the examining committee and shall be responsible for the giving of the examination.

The matter for the oral examination shall be based primarily on the student's courses and, if he is a candidate for the Master of Arts or Master of Science degree, on his thesis. It is understood, however, that a candidate's general knowledge of his field must be found satisfactory by his examiners.

The thesis required for the Master of Arts or Master of Science degree should embody the results of the applicant's research in some problem of his major subject, and must at each stage be under the direction of the Chairman of the Department of that subject or of one appointed by him.

The student must submit three typed copies of his thesis after it has been formally approved.

Graduate Record Examination

All applicants for admission to the Graduate Division will be required to take the Graduate Record Examination at Xavier University, or to bring with them an official report of their scores. This report must include results of the general profile tests and results of the advanced tests in the student's proposed field of specialization if one is available in that field. Scores made on this examination permit the student to know accurately his strength or weakness in the various fields of knowledge in relation to national norms for comparable students. In addition, the scores will aid the faculty in the guidance of the student.

Tuition and Fees

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Matriculation (payable once—degree students only)</td>
<td>$10.00</td>
</tr>
<tr>
<td>Graduate Tuition (per credit hour)</td>
<td>10.00</td>
</tr>
<tr>
<td>Science Fee (per course)</td>
<td>10.00</td>
</tr>
<tr>
<td>Science Deposit (per course—partly refundable)</td>
<td>10.00</td>
</tr>
<tr>
<td>Graduate Record Examination</td>
<td>3.00</td>
</tr>
<tr>
<td>Binding of Thesis</td>
<td>3.00</td>
</tr>
<tr>
<td>Graduation Fee</td>
<td>25.00</td>
</tr>
</tbody>
</table>

Contingent Fees

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Late Registration</td>
<td>$5.00</td>
</tr>
<tr>
<td>Special Examination</td>
<td>2.00</td>
</tr>
<tr>
<td>Duplicate Transcript</td>
<td>2.00</td>
</tr>
</tbody>
</table>

All accounts must be paid on the day of registration. Attendance at classes will not be permitted until all financial obligations have been completed. Accounts not paid in full within ten days after the day designated in the University Calendar as Registration Day are subject to a Service Charge of $2.00.

Withdrawal

Withdrawal from a course should be reported at once to the Director of Graduate Division by the student, in person or in writing.

Refunds

A refund of tuition may be claimed in the case of withdrawal or dismissal. During the academic year the amount refunded will be diminished by 20 per cent of the total amount for each two weeks of attendance. No refund will be made after the student has been in attendance for more than eight weeks. During summer sessions the amount refunded will be diminished by 20 per cent of the total initial amount for each four class days of attendance. No refund will be made after the student has been in attendance for more than sixteen class days. Fees are not refunded.

A refund of dormitory expenses may be claimed in the case of withdrawal or dismissal. The amount of refund will be made strictly on the basis of the proportionate number of weeks of residence.

All refunds are made on application in writing to the Bursar. The amount of refund will be calculated from the date of application.
Undergraduate Division

GENERAL ADMINISTRATION

Admission

Application for admission is made in form. A form for this purpose can be had on request.

Applicants must arrange to have an official transcript of credits sent to the Registrar from the high school from which they graduated and from the colleges attended. The arrangement must be made at such a time as to have the transcript on file with the Registrar not later than one month prior to registration. All credentials which are accepted for admission become the property of the University and are kept permanently on file. All communications regarding admission and registration should be made to the Registrar.

Admission by Certificate

Graduates of Accredited High Schools. The usual method of admission for high school graduates is by certificate of graduation from an accredited high school together with an official record of units and an official recommendation from the principal. A unit is the equivalent of a subject extending through a school year of thirty-six weeks with five recitations per week. A minimum of fifteen units is required.

In presenting the fifteen units for admission an applicant may offer either nine units distributed as follows:

<table>
<thead>
<tr>
<th>Groups</th>
<th>Subjects</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>English</td>
<td>3</td>
</tr>
<tr>
<td>B</td>
<td>Language</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>History</td>
<td>1</td>
</tr>
</tbody>
</table>

or ten units in four sequences, two major sequences (three units each) and two minor sequences (two units each). The sequences will be selected from the five groups of subjects listed below. Not more than one of the required sequences may be accepted from any one group, except Group B, where sequences may be offered in each of two languages.

Group A. English and Speech. A major sequence must be offered from this group.

Group B. Language. The languages acceptable in this group are Greek, Latin, French, German, Italian, Polish, and Spanish. Any sequence must be in a single language and no more than two sequences will be acceptable.

Group C. Mathematics. A minor sequence in this group must be offered and must include one unit of algebra and one unit of plane geometry. For all applicants, except applicants for the pre-engineering program, a unit of physics may be combined with a minor sequence in mathematics to form a major sequence. Applicants for the pre-engineering program must present $1 \frac{1}{2}$ units of algebra, 1 unit of plane geometry and $\frac{1}{2}$ unit of solid geometry for a major sequence in mathematics.

Group D. Science. Not more than one unit in any one science may be offered. Physics may not be counted toward a science sequence if it is counted in the mathematics group toward a major sequence. If biology be included neither botany nor zoology may be counted.

Group E. Social Studies. The subjects and the number of units in each subject which are acceptable from this group are as follows:

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Units</th>
<th>Subjects</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>History</td>
<td>1 to 4</td>
<td>Commercial Law</td>
<td>$\frac{1}{2}$</td>
</tr>
<tr>
<td>American Government</td>
<td>$\frac{1}{2}$ to 1</td>
<td>Geography</td>
<td>$\frac{1}{2}$</td>
</tr>
<tr>
<td>Economics</td>
<td>$\frac{1}{2}$</td>
<td>Sociology</td>
<td>$\frac{1}{2}$ to 1</td>
</tr>
</tbody>
</table>

The remaining units may be in any subject counted toward graduation by an accredited high school. However, single half units in languages or laboratory sciences will not be acceptable.

High School graduates whose program does not meet either of the above patterns may be admitted only at the discretion of the Committee on Admissions.

Applicants who have a deficiency in their sequences not to exceed two units, and who meet all other requirements will be admitted as deficient. This deficiency, however, must be removed before admission to Sophomore standing.

Admission by Examination

Admission on Probation. Graduates of non-accredited high schools will be admitted on probation if they meet in every other respect the admission requirements for graduates of accredited high schools. This probation will continue for at least one semester.

Applicants who are high school graduates but whose principals are unwilling to recommend them for college on the basis of a part or the whole of their high school record may be admitted on probation at the discretion of the Committee on Admissions. The applicant, however, must pass successfully whatever examinations shall be regarded by the Committee as a necessary basis of estimate.

Adults. Applicants who are not high school graduates but who are at least twenty-one years of age may be admitted by examination.
The Committee on Admissions will require the applicant to pass successfully such examinations as will enable the committee to determine the equivalents of high school graduation and qualifications for college.

All applicants admitted by examination will be admitted on probation. The probation period will continue for at least one semester.

Admission to Advanced Standing

Applicants from other institutions of collegiate rank must arrange for the transfer of credentials so that their credentials may be on file one month in advance of the day of registration. The following credentials must be filed with the Registrar:

- An official transcript of all high school and college credits showing the entire scholastic record; honorable dismissal or dismissals; and satisfactory completion of financial arrangements with the institution or institutions attended. No applicant may disregard his college record and apply for entrance in freshman standing.

The rank of advanced standing to which the student will be admitted will depend upon the quantity and quality of the work done in the other institution or institutions, the accreditation of the institution, and the conformity of the work to the degree program for which the student wishes to register. Courses in which the applicant has received the lowest passing grade will not be acceptable. These courses need not be repeated unless repetition be deemed necessary by the Dean or the Directors of the Departments. In all cases evaluation of credits for advanced standing will be provisional for at least one semester. The last thirty-two hours of work with C average must be completed in the University before receiving any degree.

Students dismissed for poor scholarship from the University or from other institutions will not be eligible for admission or readmission until after the lapse of at least one semester. In all cases admission or readmission and the conditions of such will be determined finally by the Committee on Admissions.

Registration

Fixed dates in each session are reserved for registration and are to be found in the academic calendar in this catalogue. A late registration fee of one dollar ($1.00) per day up to ten ($10.00) will be charged if applicants or students do not register on the prescribed dates. After the beginning of classes any change in schedule of courses can be made only with the consent of the Dean or the adviser. No change in schedule may be made later than one week after the inception of classes. A fee of one dollar ($1.00) will be charged for each change unless the change be made upon recommendation of the Dean or the adviser. A student's program of studies may be restricted in the number and choice of courses or total number of credit hours if for any reason the Dean or the adviser shall consider such restriction necessary.

The College Year

The college year begins the third week of September and includes thirty-six weeks, which are divided into two semesters of eighteen weeks each. There is a Christmas and an Easter recess. Classes are not held on legal holidays nor on the more solemn religious festivals of the Catholic Church.

A summer session of six to eight weeks begins the third week in June.

Freshman Week

Recognizing the need of giving newly entering students an introduction to their work and University life, an orientation program is arranged and designated as Freshman Week. The program provides for conferences with members of the Committee on Student Advisement; aptitude and placement tests; registration and payment of fees; lectures on the use of the library; the existence and nature of student activities; health and military provisions; and the traditions of the University. All freshmen must register at 9:00 a.m. on Monday of Freshman Week. Freshmen who fail to register at the prescribed time will be charged a late registration fee and also such special fees as are incurred by those who fail to take all prescribed tests and examinations at the designated time.

Student Housing

Student residences (Eley Hall and the Marion Residence) are under the supervision of the Jesuit Fathers and can accommodate one hundred and sixty students in single and double rooms. The University has special housing units for two hundred and fifty veterans. These housing units are on the University Campus.

Counselling Service

The University strives to give each student as much individual attention as is possible. All students entering the College of Liberal Arts are required to consult with a member of the Committee on Student Advisement prior to registration for the purpose of selecting a suitable program of studies. At the time of registration the student is assigned an adviser and is called each month by this adviser for consultation in all that concerns his scholastic work. Freshmen are
interviewed once each session by the Dean of Freshmen. For spiritual and more personal guidance the University provides a Student Counsellor.

Student Health Service

The Student Health Service is the organization through which the University fulfills its obligation to its students for the care of their physical and mental health and at the same time assures itself and the families of these students that a reasonable supervision is being exercised by the institution for the maintenance of physical and mental fitness of the student.

Participation in the Student Health Service through the payment of the Student Health Service fee is obligatory. The functions of the Student Health Service are:

1. To conduct the health examination of all new students.
2. To counsel students on all problems of health.
3. To teach and encourage habits of healthful living.
4. To give hygienic advice for the improvement of impaired health, and supervise the sanitary condition of all campus facilities.
5. To provide medical attention on the campus for sickness and accidents.
6. To supervise hospitalization of ill students.

Health examinations are made of all new students in the University during the first semester of the school year. This examination is one of the requirements for complete registration. Failure to satisfy this requirement will result in such disciplinary action as the Dean may deem necessary.

Student Retreat

Each year during the interval between the first and second semesters the Spiritual Exercises of Saint Ignatius Loyola are given for all Catholic students. Attendance at the exercises is obligatory.

At the same time a series of conferences on morality, character formation and the natural virtues are given to the non-Catholic students. In none of these conferences is there anything said to disturb the religious convictions of any individual exercitant. Attendance at these conferences is obligatory.

Unit of Instruction

A unit of instruction is one hour a week for a minimum of 15 weeks. The unit is called a credit hour and is the measure of work in the College of Liberal Arts. A weekly two- or three-hour period of laboratory work is considered equivalent to one credit hour.

Grading System and Reports

At the end of each session the parent or guardian receives by mail an estimate of the quality of the student's work in each of the courses which he has pursued. This estimate is based upon the combined results of examinations and class work and is expressed by the following symbols:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A- Exceptional</td>
<td>W—Withdraw</td>
</tr>
<tr>
<td>B—Above Average</td>
<td>F—Failure</td>
</tr>
<tr>
<td>C—Average</td>
<td>X—Absent from examination</td>
</tr>
<tr>
<td>D—Inferior (but passing)</td>
<td>I—Grade withheld pending fulfillment of assignments</td>
</tr>
<tr>
<td>WP—Withdrawed passing</td>
<td>WF—Withdrawed failing</td>
</tr>
</tbody>
</table>

Quality Points

A candidate for a bachelor's degree must earn not only the number of credit hours (128) required for the bachelor's degree, but his work must possess a certain excellence which is measured by quality points.

The number of quality points is determined partly by the grade received and partly by the number of credit hours attached to the course. The grade points are as follows:

- A—Four points per credit hour
- B—Three points per credit hour
- C—Two points per credit hour
- D—One point per credit hour

The number of quality points which will be received for any course is the number of points attached to the grade received multiplied by the number of credit hours attached to the course. The scholastic standing of the student at the end of any session is the ratio of the total number of quality points received to the total number of credit hours carried in that session.

Examinations

If a student claims knowledge of a subject for which he cannot furnish an official record, a special examination may be given with the approval of the Dean and the Director of the Department.

Examinations in all courses are regularly held at the close of the session. A student who has been absent from a closing examination will receive a grade of X if the excuse for the absence is acceptable to the Dean, otherwise the absentee will receive an automatic failure. Absence, however, does not excuse a student from the requirement of a special examination at a time determined by the Dean.
Written assignments are due at the time specified by the instructor. If extension is granted beyond the end of a session, the student will be given the temporary grade of I. Unless completion of the assignments be made within two weeks after the close of a session, the student will be recorded as having failed the course. The maximum grade which a student can earn in a course after having received an I in that course is C.

Censures

Any student whose scholastic standing does not attain a quality point ratio of 1.5 for each session of the first year and of 1.75 for each session of succeeding years is automatically placed on scholastic probation. This censure excludes the student from participation in any form of extracurricular activity with the exception of those activities which are of a religious nature, and demands a reduction in the hours which the student may carry. The censure will continue for at least one session.

A student, whose quality point ratio is not so low as to warrant the censure of probation but which does not reach 2.0, will automatically be placed on the “warned” list. This censure does not demand a reduction of the student’s load nor does it positively exclude the student from participation in extracurricular activities but such participation may be restricted at the discretion of the adviser or the Dean.

General failure in a majority of courses or continued low standing (below 2.0) is regarded as poor scholarship. At the discretion of the Dean, such a student will be excluded from registration in the University for at least one session. Permission to return after one session or at any subsequent time will be granted only at the discretion of the Committee on Admissions.

If a student is placed under scholastic censure, the University assigns the right to change or limit the student’s program of courses to the student’s adviser or to the Dean. The same right will be exercised in the case of poor health or other circumstances unfavorable for study.

The University reserves the right to censure the conduct of any student on or off the campus in accord with the generally accepted norms of good behavior, Catholic practice, and Catholic principles of morality. This censure will be regarded as purely disciplinary and may take the form of correction, suspension, or dismissal which the President of the University, upon advice of the Committee on Student Problems, may deem appropriate. Suspension will carry with it the scholastic loss resulting from absence, and dismissal will mean the loss of credit hours. When a student incurs the disciplinary censure of dismissal, or withdraws while under the censure of suspension, the University has the right to declare, at the discretion of the President, the fact of disciplinary censure to the admissions officer of any educational institution to which the student may subsequently apply. In such cases the reason or reasons of censure will be stated only with the consent of the parent or guardian.

Withdrawal

If the student withdraws from any or all courses without permission of the Dean he receives an automatic failure. The student who withdraws from any or all courses with the requisite permission will receive a grade of W, if the withdrawal takes place within the first third of the session, or a grade of WP (withdrew passing) or WF (withdrew failing) if he withdraws after the first third of the session. Permission will be given only when application is made within two weeks after discontinuance. The grade of WF is accounted as a failure in computing scholastic standing.

Honorable Dismissal

Honorable dismissal is voluntary withdrawal from the University with the consent of the Dean. All indebtedness to the University must be adjusted before a statement of honorable dismissal will be issued. The statement indicates that the student withdrew in good standing as far as character and conduct are concerned.

Student Classification

Students are classified as Sophomores who have at least thirty-two credit hours and sixty-four quality points; Juniors, who have a minimum of sixty-four credit hours and one hundred and twenty-eight quality points and have completed all lower division requirements; Seniors, who have ninety-six credit hours and one hundred and ninety-two quality points. The Freshman and Sophomore years are grouped as lower division years, Junior and Senior as upper division years.

Students are also classified as Part-time who carry less than twelve credit hours of work in any semester; as Unclassified, if they have not declared themselves as candidates for a degree; as Auditors, if their courses are not taken for college credit.

Attendance

In order to secure credit in any course in which he is registered, the student is required to attend classroom and laboratory exercises regularly and promptly. Absences date from the day of opening announced in the calendar.
Absences

Absences are never cancelled. Absences may be excused for weighty reasons. All absences, for whatever reason, e.g. illness, accident, University representation, and the like, must be recorded in the Office of the Registrar immediately on returning to the University.

A student who accumulates unexcused absences exceeding twice the number of credit hours attached to a course will be dropped from the course with a grade of F (failure).

A student who accumulates excused and some unexcused absences exceeding twice the number of credit hours attached to a course may be reinstated by the Dean or the Committee on Absences.

All class requirements such as readings, reports, essays, examinations, and the like, are to be completed by the student whatever the cause of the absence.

Tardiness

Tardiness is defined as absence when the roll is called. Tardiness will always be counted as one-half of an absence. Should the student fail to report his tardiness to the instructor at the end of the period, he will be marked absent.

Expenses

The following rates are effective for the September Semester, 1947.

A minimum advanced payment of $25.00 will be required of all prospects whose applications are approved. Receipt of this fee will assure the applicant of a place in one of the University classes. This fee will be refunded or applied to tuition or room expenses according to the civilian or veteran, resident or non-resident status of the applicant.

Day Classes, Undergraduate

Accounts Payable

All accounts must be paid on the day of registration. Attendance at classes will not be permitted until all financial obligations have been completed. Accounts not paid in full within ten days after the day designated in the University Calendar as Registration Day are subject to a Service Charge of $2.00.

Refunds

A refund of tuition may be claimed in the case of withdrawal or dismissal. The amount refunded will be diminished by 20 per cent of the total initial amount for each two weeks of attendance. No refund will be made after the student has been in attendance for more than eight weeks. Fees are not refunded.

A refund of dormitory expenses may be claimed in the case of withdrawal or dismissal. The amount of refund will be made strictly on the basis of the proportionate number of weeks of residence.

All refunds are made on application in writing to the Bursar. The amount of refund will be calculated from the date of application.

N.B.—The above statement applies to all divisions of the University except the Evening Classes of the Downtown Campus.

Ordinary Expenses

Tuition (per credit hour)........................................... $ 8.50
(less than 12 credit hours) ................................ 9.50
N.B.—Auditors pay same rate as above.
Matriculation fee (payable once) ............................... 5.00
R.O.T.C. fee (for 2 semesters) ................................ 10.00
deposit (partially refundable) ................................. 10.00
Student Health Service fee (per semester) ..................... 3.75
Laboratory science fee (up to 5 credit hours) ................. 10.00
Laboratory materials deposit (partially returnable) (per course, per semester) 5.00
General fee (per semester) ...................................... 13.00
(The general fee includes the use of all non-classroom facilities).
Rate for private tutoring (per clock hour) .................... 2.00

Contingent Expenses

Late registration (exclusive of special examination)
per day ............................................................... $ 1.00
Maximum ............................................................. 10.00
Special examinations (each) .................................... 2.00
Duplicate transcript ................................................ 2.00
Graduation fee ...................................................... 25.00
Room

Room (per semester) ........................................ $65.00
Room reservation (applied to account) ................. 10.00

Room Equipment:
Bed, desk, chair, bed linen, light bulbs.

Students bring with them:
Blankets, towels, rugs, soap, desk lamp, extra furniture.

Board
Meals are served (cafeteria style) in the University Cafeteria on a "pay as you go" basis.

Evening Classes, Downtown Campus, Undergraduate

Ordinary Expenses

Tuition Rate:
One two-credit-hour course (per semester) ........... $15.00
More than one two-credit-hour course:
$7.00 per credit hour for the first seven hours.
$4.00 per credit hour for each hour in excess of seven hours.

N.B.—In the typing and shorthand or typing course only there is an additional fee of $1.00 per semester.

Information for Veterans

Credit for Service in the Armed Forces

Credit will be granted for courses in all Armed Services Formal Service Courses and Schools for enlisted men, officers, and officer candidates, and for United States Armed Forces Institute (USAFTI) correspondence courses, in accordance with the recommendations of the American Council on Education, Guide to the Evaluation of Educational Experience in the Armed Services.

Credit will also be granted for courses completed in the A.S.T.P., Navy V-12, or Army Air Forces College Training Program upon receipt of a transcript from the college where the program was taken. Such courses should be applicable to the curriculum to be followed and should not be duplicates of courses already credited.

Financial Aid

Any honorably discharged veteran who has had active service is entitled to one year of education and an additional period of training not to exceed the time such person was in active service after September 16, 1940, and before the termination of the war, but in no case is the total period of education to exceed four years.

The Veteran's Administrator will pay to any approved private or public educational institution which the veteran chooses the customary cost of tuition and laboratory, library, books, supplies, and other incidental fees up to a total of $500 for the ordinary school year. The Veterans Administration will also pay to the veteran while he is attending school under the G.I. Bill of Rights subsistence allowance of $65.00 a month if without dependents, or $90.00 a month if with dependents. Servicemen who are honorably discharged and who have pensionable service incurred or service aggravated physical disability and who have established their need for vocational education may find it to their advantage to apply for increased benefits under Public Law 16.

Address all requests for information to the Director, Veterans' Education, Xavier University, Cincinnati 7, Ohio.

A limited number of honor scholarships will be given by Xavier University. Application for an honor scholarship should be made to Chairman, Scholarship Committee, Xavier University.
Curricular Administration

Courses

Courses are grouped according to their basic or advanced content. Basic courses, which are ordinarily open to freshmen and sophomore students, are regarded as lower division courses. Upper division courses are open to junior and senior students.

Departments of Instruction

For the purposes of faculty administration and of classification of courses according to the nature of their subject matter, all courses are grouped in departments. In the College of Liberal Arts there are fifteen departments: Accounting, Biology, Chemistry, Economics and Business, Education, English, History, Classical Languages, Modern Languages, Mathematics, Military Science, Philosophy, Physics (Aviation), Religion, Sociology.

Curricular Fields

There is a larger grouping of departments into four curricular fields. This grouping is made to facilitate inter-departmental administration and to integrate areas of study. The four fields are:

<table>
<thead>
<tr>
<th>Language and Literature</th>
<th>Natural Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>English and Speech</td>
<td>Biology</td>
</tr>
<tr>
<td>Greek, Latin</td>
<td>Chemistry</td>
</tr>
<tr>
<td>French, German</td>
<td>Geophysics</td>
</tr>
<tr>
<td>Spanish</td>
<td>Mathematics</td>
</tr>
<tr>
<td></td>
<td>Physics</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Social Sciences</th>
<th>Philosophy and Religion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>Philosophy</td>
</tr>
<tr>
<td>Economics and Business</td>
<td>Psychology</td>
</tr>
<tr>
<td>Education</td>
<td>Religion</td>
</tr>
<tr>
<td>History</td>
<td></td>
</tr>
<tr>
<td>Political Science</td>
<td></td>
</tr>
<tr>
<td>Sociology</td>
<td></td>
</tr>
</tbody>
</table>

Lower Division Objectives

Toward realization of the immediate University objectives (intellectual competence with a sense of religious and moral responsibility) and the objectives of the Undergraduate Division (an exclusively general and liberal training), the student should, at the completion of his work of the first two years, have attained the following:

1. A religious knowledge adequate for personal orientation and influential Christian living;
2. An acquaintance with, and some practice in, the modes of thinking—philosophical, mathematical, and scientific;
3. A competence in basic English communication, written and oral, with an adequate acquaintance with the types, and some of the masterpieces of English Literature;
4. A reading knowledge of at least one modern language;
5. An acquaintance with the history and principles of social institutions.

The objectives and standards of the several departments concerned in this program indicate their special contribution to the above, in such a way that a student who has completed a minimum of sixty-four hours with a C-average, can be regarded as having sufficiently attained the objectives. *

Before the close of his Sophomore year, the student who wishes to continue his education in the University will be required to choose a field of concentration for his future work. Upon being accepted by the heads of the department(s) concerned in this field, and on successful completion of the work of the Lower Division, only, he may be considered eligible to continue. †

Upper Division Objectives

Toward more special realization of the immediate University objectives (intellectual competence, etc.) and the objectives of the Undergraduate Division for the last two years of college (continued general and liberal training plus opportunities for specialization), the student is offered the following:

1. A continuation of his general and liberal training in the study of philosophy and allied subjects;
2. Fields of concentration, with a major and minors system, for prudent specialization.

At the completion of this work, the student must qualify as to his attainment of the University and Undergraduate Division objectives through a thesis or a comprehensive examination. The matter of these, broadly stated, will be: his knowledge of his field of concentration, his grasp of the principles of knowledge, and his ability

*Excess quality points at the completion of the student's Lower Division work may not be applied to remove a quality-point deficiency in the Upper Division work.
†In the last semester of his Lower Division work, a student who has satisfied the Lower Division prerequisites in a particular subject may, if his schedule allows and the Dean and the head of the department concerned allow it, progress to an Upper Division course in that subject.
in the application, co-ordination, and systematization of facts and principles.

Field of Concentration

At the close of his sophomore year and with the approval of his adviser, the candidate for a degree will select a field of study in which he will complete approximately half of his upper division courses, i.e., from 30 to 40 credit hours. The field of concentration is so organized under the direction of the student's adviser that about two-thirds of these credit hours (not fewer than eighteen) are in the upper division courses of some one department. The remaining courses of the field of concentration are in the nature of supporting courses, that is, directly or indirectly contributing to the scope and breadth of the field, and may be taken in one or more departments.

Major

The term major is used to signify the particular emphasis in a field of concentration, and is understood to embrace those upper division courses which constitute the student's principal study and which are found in one department. The minimum quantity of work required for a concentration major in any department is eighteen credit hours of upper division courses, approved by the director of the department and completed with an average of C. The concentration major will suppose the completion of at least six credit hours (C average) of lower division work in the department in which the student is concentrating. In the Department of Modern Languages this six credit hour requirement, however, is not satisfied by beginning courses or their equivalent.

Minors

The minors are two other groups of courses of not less than twelve credit hours of upper division work (C average) approved by the department of the student's concentration major. Each minor group will presuppose the completion of at least six credit hours (C average) of lower division work. One of these groups is ordinarily taken in the field of philosophy.

General Graduation Requirements

In addition to the requisites of a particular program, a candidate for the bachelor's degree must fulfill the following requirements:

The candidate shall have completed an accepted program of studies in which the quantity of academic work, measured in credit hours, is not less than one hundred and twenty-eight credit hours, and in which the quality of academic work, measured in quality points, has a minimum value of two hundred and fifty-six quality points, or an average of C in the hours earned.

The candidate shall have completed all lower division objectives.

The candidate shall have fulfilled the lower division and upper division objectives in the matter of distribution of courses.

The candidate shall have successfully completed not less than eighteen credit hours in philosophy and psychology courses, except for the degree of Bachelor of Literature.

The candidate, if a Catholic, shall have successfully completed eight credit hours in formal Religion courses and eight credit hours in Christian Culture courses.

The candidate shall have completed the last thirty-two credit hours (C average) in the University and in courses accepted by the College of Liberal Arts.

Candidates whose field of concentration is one of the natural sciences must qualify by a written thesis. All other candidates must qualify by a comprehensive examination.

Application for degrees shall be filed in form with the Registrar at the beginning of the last session.

No student will be considered a candidate for a degree who has any deficiency at the beginning of the last session of his senior year, and who has less than one hundred and twelve credit hours or less than the number of quality points equivalent to a C average in the hours earned.

The University reserves the right to modify its graduation and other academic requirements as may seem necessary from time to time. It will be obligated only during the academic year of the student's registration by requirements published in the catalogue for that year.

Graduation Honors

Honors are awarded on the basis of outstanding moral and intellectual attainment. A student who has earned a quality point average of 3.75 in his last two years at the University is graduated Summa Cum Laude; one who has earned 3.50, Magna Cum Laude; one who has earned 3.25, Cum Laude. These honors are announced at Commencement and are inscribed on the diplomas of those students meriting the honors. Honors are conferred only when the student has completed the last two years in the University. An exception will be made in the case of students transferring from another Jesuit institution.

Residence

Candidates for degrees must spend at least the last year in residence at Xavier University. Residence is the personal presence
at the University of a student carrying a normal weekly load. To establish residence of a year for a bachelor's degree at the University, a student ordinarily must complete one fourth of the total number of hours required for graduation.

Attendance at Commencement

All candidates for degrees must be present at the Commencement Exercises to receive their diplomas.

Degrees

The University will confer a bachelor's degree upon any candidate of the University who has successfully completed an accepted program of studies, and who has fulfilled, prior to graduation, all degree requirements, both general and particular. The undergraduate degrees conferred by the University on candidates of the College of Liberal Arts are the degrees of Bachelor of Arts, Bachelor of Philosophy, Bachelor of Science, Bachelor of Science in Business Administration, Bachelor of Science in Physical Education, and Bachelor of Literature.

Bachelor of Arts

The degree of Bachelor of Arts is conferred on the candidate whose field of concentration has been in any one of the four curricular divisions. The prescribed subjects together with the corresponding minimum quantities for the program of studies leading to this degree are as follows:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concentration</td>
<td>30</td>
</tr>
<tr>
<td>Christian Culture</td>
<td>8-10</td>
</tr>
<tr>
<td>English</td>
<td>12</td>
</tr>
<tr>
<td>History</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics</td>
<td>6</td>
</tr>
<tr>
<td>Military Science</td>
<td>8</td>
</tr>
<tr>
<td>Modern Language or Greek</td>
<td>6-12</td>
</tr>
<tr>
<td>Philosophy and Psychology</td>
<td>18</td>
</tr>
<tr>
<td>Religion</td>
<td>8</td>
</tr>
<tr>
<td>Science</td>
<td>8</td>
</tr>
<tr>
<td>Speech</td>
<td>2</td>
</tr>
</tbody>
</table>

Bachelor of Science (Business Administration)

The subject requirements and the corresponding minimum quantities for the Bachelor of Science degree with concentration in accounting and economics in the Division of Social Sciences are as follows:

<table>
<thead>
<tr>
<th>Subject</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Concentration</td>
<td>30</td>
</tr>
<tr>
<td>Accounting</td>
<td>6</td>
</tr>
<tr>
<td>Christian Culture</td>
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</tr>
<tr>
<td>Economics</td>
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<td>English</td>
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</tr>
</tbody>
</table>

Bachelor of Science (Physical Education)

For those students preparing to teach physical education or coach athletics in high school, a curriculum is offered leading to the degree of Bachelor of Science (Physical Education). The student will meet the general requirements of the B.S. degree with a major course concentration in education—physical education. His major will comprise the basic courses in education required of all who plan to make high school teaching a career, together with sixteen hours in physical education.

The following courses in physical education shall be required of all candidates for the degree of Bachelor of Science (Physical Education): Ed. 63, 64, 161, 162, 165, 166, 167, and 168.

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Christian Culture</td>
<td>8-10</td>
</tr>
<tr>
<td>Concentration</td>
<td>34</td>
</tr>
<tr>
<td>English</td>
<td>12</td>
</tr>
<tr>
<td>History</td>
<td>6</td>
</tr>
<tr>
<td>Military Science</td>
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<td>Science</td>
<td>8</td>
</tr>
<tr>
<td>Speech</td>
<td>2</td>
</tr>
</tbody>
</table>

Bachelor of Science (Natural Sciences)

The degree of Bachelor of Science is conferred on the candidate whose field of concentration has been in the Division of Social Sciences or the Division of Mathematics and Natural Sciences. The minimum program requirements for such a degree with concentration in the Division of Mathematics and Natural Sciences are as follows:

<table>
<thead>
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<th>Subject</th>
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<tbody>
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<td>Concentration</td>
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<td>Science</td>
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</tr>
<tr>
<td>Speech</td>
<td>2</td>
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</tbody>
</table>
Bachelor of Literature

The degree of Bachelor of Literature is conferred on a candidate whose concentration has been in the Division of Languages and whose program has included the following subjects and corresponding minimum quantities:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Hrs.</th>
<th>Subject</th>
<th>Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concentration</td>
<td>30</td>
<td>Military Science</td>
<td>8</td>
</tr>
<tr>
<td>Christian Culture</td>
<td>8-10</td>
<td>Philosophy and Psychology</td>
<td>18</td>
</tr>
<tr>
<td>English</td>
<td>12</td>
<td>Religion</td>
<td>8</td>
</tr>
<tr>
<td>History</td>
<td>12</td>
<td>Science</td>
<td>8</td>
</tr>
<tr>
<td>Mathematics</td>
<td>6</td>
<td>Speech</td>
<td>2</td>
</tr>
<tr>
<td>Modern Language</td>
<td>6-12</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Bachelor of Philosophy

The degree of Bachelor of Philosophy is conferred on a candidate whose concentration has been in the Division of Languages or the Division of Social Sciences and whose program has included the following subjects and corresponding minimum quantities:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Hrs.</th>
<th>Subject</th>
<th>Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concentration</td>
<td>30</td>
<td>Military Science</td>
<td>8</td>
</tr>
<tr>
<td>Christian Culture</td>
<td>8-10</td>
<td>Philosophy</td>
<td>12</td>
</tr>
<tr>
<td>English</td>
<td>12</td>
<td>Religion</td>
<td>8</td>
</tr>
<tr>
<td>History</td>
<td>12</td>
<td>Science</td>
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<tr>
<td>Mathematics</td>
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<td>Speech</td>
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</tr>
<tr>
<td>Modern Language</td>
<td>6-12</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Pre-Legal Curriculum

Students applying for admission to law schools must have completed a minimum of two years of collegiate work, i.e., sixty-four credit hours at Xavier University. Many law schools now demand a minimum of three years of collegiate preparation before beginning law. The following outline of curriculum will meet the three year requirement.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Hrs.</th>
<th>Subject</th>
<th>Hrs.</th>
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</thead>
<tbody>
<tr>
<td>Accounting</td>
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<td>Modern Language</td>
<td>6-12</td>
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<tr>
<td>Economics</td>
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<td>Philosophy</td>
<td>18</td>
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<tr>
<td>English</td>
<td>12</td>
<td>Religion</td>
<td>8</td>
</tr>
<tr>
<td>History</td>
<td>18</td>
<td>Science</td>
<td>8</td>
</tr>
<tr>
<td>Mathematics</td>
<td>6</td>
<td>Speech</td>
<td>2</td>
</tr>
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</table>

Pre-Medical Curriculum

The minimum requirement for admission to standard schools of medicine is two years of collegiate preparation in an approved college, i.e., sixty-four credit hours at Xavier University. This preparation which presupposes the regular high school units, prescribes a year of English, biology, physics, and inorganic chemistry; a semester of organic chemistry; and electives to make up the sixty-four hours of academic studies. An average of C is required in all prescribed subjects.

Many medical schools now require a minimum of three years of collegiate preparation; others require a Bachelor's degree before beginning medicine; still others have special entrance requirements. Hence, each prospective medical student is advised to acquaint himself with the requirements of the medical school by corresponding with the registrar of the school he intends to enter, and to plan his pre-medical work accordingly.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Hrs.</th>
<th>Subject</th>
<th>Hrs.</th>
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<tbody>
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<td>Chemistry</td>
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<td>6-12</td>
</tr>
<tr>
<td>Christian Culture</td>
<td>4</td>
<td>Philosophy</td>
<td>12</td>
</tr>
<tr>
<td>English</td>
<td>12</td>
<td>Physics</td>
<td>8</td>
</tr>
<tr>
<td>Mathematics</td>
<td>6</td>
<td>Religion</td>
<td>8</td>
</tr>
</tbody>
</table>

Pre-Dental Curriculum

Since dental schools frequently have certain special entrance requirements in accordance with State Board regulations, the student should acquaint himself with these by corresponding with the registrar of the school he intends to enter.

The minimum requirement for entrance to standard schools of dentistry is two years of collegiate preparation. The college work must include a year of biology, English, inorganic chemistry, physics, and a semester of organic chemistry. An average of C is required in these courses. The following curriculum will meet the minimum requirements for entrance to standard schools of dentistry.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Hrs.</th>
<th>Subject</th>
<th>Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
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<td>Military Science</td>
<td>8</td>
</tr>
<tr>
<td>Chemistry</td>
<td>20</td>
<td>Philosophy</td>
<td>6</td>
</tr>
<tr>
<td>English</td>
<td>6</td>
<td>Physics</td>
<td>8</td>
</tr>
<tr>
<td>History</td>
<td>6</td>
<td>Religion</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics</td>
<td>6</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Pre-Engineering Curriculum

Strictly speaking there is no collegiate preparation demanded by colleges of engineering. However, many of the engineering colleges have basic preparation before the engineering students take up the
work of their specialized fields. The Xavier curriculum is designed to cover these usual requirements in Mathematics, Drawing, Physics, Chemistry, and English. It is recommended that the student choose his engineering school and course by the end of the freshman year. Then during the sophomore year he can elect such courses as English, Economics, Accounting, Statistics, etc., which will fit into the upper division program of his chosen school. Such a plan will permit him to make up sophomore technical subjects when he starts his professional training.

Training for High School Teaching

Xavier University offers training for high school teaching in the academic fields and physical education. The work of teacher-training is coordinated through the Department of Education of Xavier University.

The well-prepared high school teacher must (1) know the subject matter of the field or fields which he intends to teach; and (2) be in possession of the professional skills and techniques necessary for success in the classroom.

The knowledge of the subject matter of the field or fields which the student intends to teach is gained while meeting the University requirements for the several degrees offered. The necessary professional techniques and background are developed through the inclusion of certain basic courses in educational theory and practice offered by the Department of Education. Courses in education will thus constitute a strong concentration in the programs of those students enrolled for the Arts, Science, or Philosophy degrees who plan to teach. These courses will also provide the basic prerequisites to graduate work for the Master of Education degree in most universities.

Basic Courses in Education

For all students planning to enter the teaching field at the high-school level or planning to present education as a field of specialization in fulfilling degree requirements or planning to undertake graduate work in education, the following shall be required courses: 
Ed 31, 32, 101, 102, and 103.

Additional Courses in Education

In addition to the basic courses in education required of all undergraduates specializing in this field, additional courses must be elected by the individual student from the offerings of the department to strengthen this specialty to the extent necessary for meeting degree requirements or state certification requirements in the state where he expects to teach. Completion of the basic courses in education as outlined above, if five hours of credit are presented in Practice Teaching, will satisfy the minimum requirements of the State Department of Education for the provisional high school certificate in Ohio. An additional course in education, however, is necessary to satisfy degree requirements for a related or unrelated minor.

Consultation Necessary

Careful program planning by the student who intends to apply for a State Certificate to teach in high school is essential in order that specific academic and professional requirements of the particular state may be fully satisfied. For this reason the student is encouraged to consult the Director of the Department of Education early in his college work to secure guidance in outlining a curriculum which will meet degree and certification requirements.

Students planning to teach in high school will ordinarily distribute their professional courses as follows:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Hrs.</th>
<th>Subject</th>
<th>Hrs.</th>
</tr>
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<tbody>
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<td>Education (32)</td>
<td>3</td>
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<tr>
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<td></td>
</tr>
<tr>
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<td>Education (102)</td>
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<td>Senior</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Education (103)</td>
<td>3-5 or Education (103)</td>
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# Outline of Typical Curricula

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<td>3 En 4</td>
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<tr>
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<tr>
<td>Mt 1</td>
<td>3 Mt 2</td>
</tr>
<tr>
<td>Ac 51</td>
<td>3 Ac 51</td>
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<tr>
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<td>2 Rs 31 or 4</td>
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<tr>
<td>MS 1</td>
<td>2 MS 2</td>
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<td></td>
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</tr>
<tr>
<td></td>
<td>If no MS—Mt or Language</td>
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<td>If no MS—Mt or Language</td>
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<td>If no MS—Mt or Science</td>
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<tr>
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<tr>
<td>Ps 31</td>
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</tr>
<tr>
<td>Ac 151</td>
<td>3 Ac 152</td>
</tr>
<tr>
<td>En 33</td>
<td>3 Ac 34</td>
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<tr>
<td>Rs 10</td>
<td>2 Rs 30</td>
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<td>MS 31</td>
<td>2 MS 32</td>
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<td>If no Lang or Ri—Mt-Science requirement</td>
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<tbody>
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<td>Science</td>
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<tr>
<td>Pl 105</td>
<td>3 Pl 111</td>
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<tr>
<td>Ac</td>
<td>3 Ac</td>
</tr>
<tr>
<td>Ec</td>
<td>3 Ec</td>
</tr>
<tr>
<td>Bu</td>
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<tr>
<td>CC</td>
<td>2 So 150</td>
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<td>So 125</td>
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<td>Ac or Ec</td>
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<td>3 Mt 4</td>
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<td>3 Hs 8</td>
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<tr>
<td>Ms 1</td>
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<td>If no MS—Mt or Language</td>
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<td></td>
<td>If no MS—Lang or Mt or Lt 11</td>
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<table>
<thead>
<tr>
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<tbody>
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<td>Lang 1</td>
<td>3 Lang 2</td>
</tr>
<tr>
<td>Mt or Elect</td>
<td>Mt or Elect</td>
</tr>
<tr>
<td>En 31</td>
<td>3 En 32</td>
</tr>
<tr>
<td>Ps 31</td>
<td>3 Ps 34</td>
</tr>
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<td>Dept Prereq</td>
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<td>Rs 10</td>
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<tr>
<td>Ms 31</td>
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<td></td>
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<tr>
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<td>If no Lang or Ri—Mt-Science requirement</td>
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<table>
<thead>
<tr>
<th>Junior</th>
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</thead>
<tbody>
<tr>
<td>Pi 105</td>
<td>3 Pi 111</td>
</tr>
<tr>
<td>Major</td>
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</tr>
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<td>Minor</td>
<td>3 Minor</td>
</tr>
<tr>
<td>CC</td>
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</tr>
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<td>Lang 31 or</td>
<td>Lang 31 or</td>
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<table>
<thead>
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<td>Major</td>
<td>3 Major</td>
</tr>
<tr>
<td>Minor</td>
<td>3 Minor</td>
</tr>
<tr>
<td>Elect</td>
<td>3 Elect</td>
</tr>
<tr>
<td>Compre</td>
<td>2 Speech</td>
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</tbody>
</table>

If not taken—Hs 7, 8

64
*Pre-Med

**Pre-Dent**
Departments and Courses

Introductory Notes

The courses of instruction are numbered in accord with a unified plan. Lower division courses are numbered 1 to 99. Within the lower division numbers, the numbers 30 to 99 generally indicate that the course is open to sophomores. Upper division courses are numbered from 100 to 199. Courses given in the first semester are usually designated by an odd number; second semester courses by an even number. Double numbers, when used, indicate that the first semester course is prerequisite for the second semester course and that both must be satisfactorily completed to obtain credit for either course. In most departments the courses are grouped in decades according to sequence, content, or some other plan of sub-division. In computing minimum requirements for a major, the Senior Tutorial Course 199 may not be counted.

Key Symbols

The following is a list of the key letters used to indicate the different departments of instruction:

- Accounting (Ac)
- Latin (Lt)
- Aviation (Av)
- Mathematics (Mt)
- Biology (Bl)
- Military Science (MS)
- Chemistry (Ch)
- Philosophy (Pl)
- Economics (Ec)
- Physics (Ph)
- Education (Ed)
- Political Science (Po)
- English (En)
- Psychology (Ps)
- French (Fr)
- Religion (Rl)
- German (Gr)
- Sociology (So)
- Greek (Gk)
- Spanish (Sp)
- History (Hs)
- Speech (Ex)

Accounting (Ac)

Rapidly expanding business enterprises have emphasized the importance of accounting as a means of efficient and economical operation. As an administrative device it makes possible effective control and successful management of all types of business. Factory management requires a correct knowledge of costs. Sales and credit management likewise depend upon the accounting department for
basic information necessary to the proper guidance of their departments.

Obviously, the purpose of the accounting courses is not to teach mere proficiency in bookkeeping, nor to prepare students merely for clerical tasks, but rather to inculcate the philosophy underlying the use of records as an aid to management. The purpose is to lay a foundation which students in this department may use, after their apprenticeship in business, to build the necessary qualifications for executive positions.

The courses in accounting are thorough and comprehensive, familiarizing the student with the latest and most satisfactory methods. The first year course gives the student a fundamental knowledge of accounting which is of value whether he engages in business or pursues a professional career. The advanced courses elaborate on the theory and practice of accounts, business analysis, costs, auditing and specialized accounting, and are completed in a special course which prepares the student for C.P.A. examinations and for entrance into the field of public accountancy.

The student may choose accounting for his field of major or minor concentration.

51. INTRODUCTORY ACCOUNTING. Three credit hours. A study of general accounting as applied to modern record-keeping for single proprietorships, partnerships and corporations, supplemented with practical problems and practice sets providing actual experience with general and special journals and ledgers; the preparation of adjusting and closing entries; trial balances; work sheets, balance sheets and profit and loss statements.

52. INTRODUCTORY ACCOUNTING. Three credit hours. A continuation of Accounting 51. Practical application of the voucher system, controlling accounts, department accounts, use of charts of accounts; study of authorization and issuance of capital stock and bonds; computation of premiums and discounts; determination of fire loss; manufacturing costs and preparation of manufacturing cost statements.

151. INTERMEDIATE ACCOUNTING. Three credit hours. A thorough course in theory and problems in which various methods of solving practical accounting problems are presented. The course supplies a broad background of accounting theory that will enable the student to recognize accepted differences in accounting methods and to develop individual convictions in matters of accounting principles. Knowledge or working paper layout is a primary requisite;
Upper Division Courses

103. ADVANCED METEOROLOGY. Three credit hours.
104. ADVANCED NAVIGATION. Three credit hours.
105. AERODYNAMICS. Three credit hours.
106. POWERPLANTS. Three credit hours.

Biology (Bl)

The Department of Biology aims to assist in the liberal education of the student and to contribute to his cultural background. Lectures and laboratory studies are intended to give him a knowledge of basic biological principles as well as a training in careful, thoughtful, and independent observation, experimentation, and scientific analysis of data. The courses also provide an adequate biological foundation for subsequent professional studies in medicine, dentistry, and allied fields.

Bl 3 and 4 are required as an introduction to all upper division courses. In exceptional cases Bl 1 may be counted as a partial fulfillment of this requisite. A concentration major must include Bl 101, 112, and 199.

N.B.—Bl 1 and 2 cannot be taken for pre-medical or pre-dental requirements.

1. INTRODUCTORY TO BIOLOGY. Four credit hours. The fundamental principles of biological science. The morphology, physiology, life history, and economic importance of representative plants and animals. Two lectures, and four hours of laboratory.

2. INTRODUCTION TO PHYSIOLOGY. Four credit hours. Practical information in human physiology. The anatomy of organ systems is discussed as an aid to an understanding of bodily function. Two lectures, four hours of laboratory.

3. GENERAL ZOOLOGY. Four credit hours. An introduction to the basic principles of biology and a systematic survey of the morphology, physiology, classification, life history, development, and interrelationship of the representative animals of the invertebrate phyla. Two lectures, four hours of laboratory.

4. GENERAL ZOOLOGY. Four credit hours. A continuation of Bl 3, with the animals of the chordate phylum as objects of study. Two lectures, and four hours of laboratory.

5. GENERAL BOTANY. Four credit hours. An introduction to the general principles of plant life. Study of the gross structure, the general physiology, and identification of local trees and flowers. Reproductive mechanisms and morphological characteristics of the various great groups of the Plant Kingdom. Three lectures, two hours of laboratory.

6. BIOLOGY SURVEY. Milford College. Two credit hours. Cultural interpretations of the biological sciences.

Upper Division Courses

101. COMPARATIVE ANATOMY OF THE VERTEBRATES. Four credit hours. A study of vertebrate homologies. Two lectures, and four hours of laboratory.

112. GENERAL AND VERTEBRATE EMBRYOLOGY. Four credit hours. Prerequisite: Bl 101. Review of the phenomena of early embryonic development. Intensive study of amphibian, bird, and mammal embryos; organogeny of chick and pig embryos. Two lectures and four hours of laboratory.

115. ADVANCED EMBRYOLOGY. Four credit hours.

121. INTRODUCTORY BACTERIOLOGY. Two credit hours.

122. GENERAL BACTERIOLOGY. Two credit hours.

132. MICROSCOPIC TECHNIQUE. Two credit hours.

141. COMPARATIVE HISTOLOGY. Four credit hours. Prerequisite: Bl 112. A general course in histology; comparative elements; functional aspect. Two lectures and four hours of laboratory.

152. BIOLOGY OF INHERITANCE. Four credit hours. Prerequisite: one year of biology. The history and development of the knowledge of inheritance. Factual information is substantiated by experiment. Theoretical interpretations are evaluated and applied. Three lectures and two hours of laboratory.

161. GENERAL PHYSIOLOGY. Four credit hours. Prerequisites: Bl 101, Ch 3 and 4. Physico-chemical phenomena applicable to living organisms. Two lectures and four hours of laboratory.

162. GENERAL PHYSIOLOGY. Four credit hours. Prerequisite: Bl 161. A continuation of Bl 161. Physiology of the various animal systems. Two lectures and four hours of laboratory.
The purpose of the courses in Chemistry is both cultural and professional. The general student is given an appreciation of the fundamental principles of the science; the major is offered training in laboratory technique and a progressive program covering the elements of inorganic, organic, analytic, and physical chemistry to acquaint him with the basic divisions of the science.

A concentration major in this department must include Ch 101, 102, 115, 116, and 199.

1, 2. INTRODUCTION TO CHEMISTRY. Eight credit hours. A cultural course in the science of chemistry; foundations of the science; development; uses; methods. Three lectures, two hours of laboratory.

3. GENERAL INORGANIC CHEMISTRY. Four or five credit hours. Experimental lectures combined with discussion of problems and laboratory work. Two lectures, one quiz, four or six hours of laboratory.

4. GENERAL INORGANIC CHEMISTRY. Four or five credit hours. A continuation of Ch 3. The laboratory work will include the equivalent of Ch 31. Two lectures, one quiz, four or six hours of laboratory.

6. CHEMISTRY SURVEY. Milford College. Two credit hours. Cultural interpretations of the science of chemistry.

31. QUALITATIVE ANALYSIS. Four credit hours. Lectures and laboratory. Six hours per week.

Upper Division Courses

101. ORGANIC CHEMISTRY. Five credit hours. Prerequisite: Ch 3 and 4. Three lectures, six hours of laboratory work per week.

102. ORGANIC CHEMISTRY. Five credit hours. Prerequisite: Ch 101. Three lectures, six hours of laboratory work per week.

106. QUALITATIVE ORGANIC CHEMISTRY. Three credit hours. Prerequisite: Ch 102. The systematic identification of pure organic compounds and simple mixtures. Six hours of laboratory work per week. One lecture per week.
GRADUATE DIVISION

Graduate Courses

200. Chemistry Seminar. No credit. Prerequisite: Graduate standing. Critical discussion of and progress reports on theses and special topics by graduate students and staff members. Required for at least two semesters of all students majoring in chemistry.

206. Qualitative Organic Analysis. Three credit hours. Prerequisite: Ch 101 and 102 or equivalent. One lecture and a minimum of six hours of laboratory work per week.

207. Advanced Organic Chemistry. Two or three credit hours. Prerequisite: Ch 101, 102. Lectures, library assignments, reports and conferences. Two lectures per week.

208. Advanced Organic Chemistry. Two or three credit hours. A continuation of Ch 207.

215. Advanced Inorganic Quantitative Chemistry. Four credit hours. Prerequisite: Ch 115, 116. Two lectures and six hours of laboratory work per week.

218. Organic Quantitative Chemistry. Two credit hours. Lecture and laboratory. Six hours per week.

225. Advanced Physical Chemistry. Two credit hours. Prerequisite: Ch 125 and 126. The more important phases of theoretical and physical chemistry are rigidly developed from the viewpoint of Thermodynamics and Calculus.

226. Advanced Physical Chemistry. Two credit hours. A continuation of Ch 225.

285. Physical Organic Chemistry. Two credit hours. Resonance, color and constitution, quantum theory, stereochemistry, absorption spectra, etc. Two lectures per week.

299. Master's Thesis. Six credit hours.

Classical Languages

The Greek and Latin languages are the direct media of acquaintance with unified ancient culture. Only in a study of the literature of both languages can a complete concept be had of the mythology and philosophy, as well as the oriental origins of this early western culture. The interrelationship of epic, drama, oratory, prose, and poetry reveals the intimate influence of the Greek mind on the Roman mind. It is desirable, therefore, that majors in either of these two languages lay their field of concentration in the Department of Classical Languages, thereby supporting the literature of one language with the literature of the other, and preserving the natural unity of their combined cultural content.

However, though such unity be a prime objective in the study of the Classical Languages, a student may choose one language as a major to the exclusion of the other and yet not lack breadth of educational aim. For in addition to the educational discipline of diction, structure, style, and the mental power of analysis found in the processes of translation, each language contains a complete literature, by which the student, inevitably contrasting the pagan mind with the Christian mind, cannot but find new values in Christian culture.
Selection of courses for a concentration major will be done with the advice of the Director of the Department.

Admission to upper division Greek courses will require two units of high school Greek and the completion of one year of lower division work. A student having no high school Greek will be required to complete two years of lower division work. An exception will be made for English and History majors who wish to take Gr 181 and 185.

Upper division Latin courses will presuppose four units of high school Latin and one year of lower division work. A student who has only two units of high school Latin will be required to take two years of lower division work as a prerequisite for upper division work. An exception is made with regard to Lt 181 and 185 for English and History majors.

**UNDERGRADUATE DIVISION**

**Greek (Gk)**

1, 2. **Elementary Greek.** Eight credit hours. A course in Greek syntax with suitable readings for those beginning the study of Greek. Two sessions.

5, 6. **Introduction to Greek Literature.** Four or six credit hours. Prerequisites Gk 1 and 2 or equivalent. An intensive course in syntax and selected readings as a preparation for a more extensive study of Greek. Two sessions.

7. **Xenophon.** Three credit hours. Prerequisites: Gk 1 and 2 or equivalent. Selections from the Cyropaedia.


11. **Homer.** Three credit hours. Elements of the Homeric dialect and metre; the city of Troy; the Homeric Question. Readings from the Iliad.

12. **Herodotus.** Three credit hours. Prerequisites: Gk 1 and 2 or equivalent. Greek historiography. Lectures on the nine books of Herodotus' History. Book VII is read in Greek.

18, 14. **Greek Composition.** Two or three credit hours. A basic course in Greek composition. Two sessions.

17. **Lysias.** Three credit hours. Selected orations.

18. **Homer.** Three credit hours. Prerequisite: Gk 11 or equivalent. Selected portions of the Odyssey.

21. **Plato.** Three credit hours. Prerequisite: two years of Greek. Plato's philosophy. Lectures on the Dialogues. The Apology, Crito, and Phaedo are read.

22. **Thucydides.** Three credit hours. Prerequisite: two years of Greek. Thucydides and Herodotus compared. Readings from Books II, III, VI, and VII.

23, 24. **Greek Prose Composition.** Two or four credit hours. General application and mastery of Greek syntax.

27. **Plato.** Two or three credit hours. Plato's theory of ideas as illustrated in the Euthyphro, Meno, and Phaedo.

**Upper Division Courses**

101. **Lylias.** Three credit hours. Selected speeches of Lysias. Three entire speeches are read for structure and style.

102. **Attic Orators.** Three credit hours. The development of Attic prose and oratory as illustrated by selections from Lysias, Isocrates, Aeschines, and Demosthenes.

103. **Demosthenes.** Three credit hours. The excellence of Greek oratory. The Crown is read.

104. **Demosthenes.** Three credit hours. A continuation of Gk 103.

108. **Demosthenes.** Three credit hours. Factors in the decline of Athens. Selections from the Philippics and the Olynthiacs.

113, 114. **Greek Style.** Two credit hours. An advanced course in Greek prose composition for practical illustration of the elements of style. Two sessions.

123, 124. **Greek Style.** Two credit hours. An advanced course in Greek prose composition illustrative of word usage and types of style. Two sessions.


141. **Thucydides.** Two or three credit hours. A study of the Sicilian expedition and the beginning of Attic prose. Books VI and VII are read.

151. **Homer.** The Iliad. Three credit hours. A study of the Greek epic. Books I to XII are read.

152. **Homer.** The Iliad. Three credit hours. A comparative study of Latin, English, and Greek epics. Books XIII to XXIV are read.

153. **Homer.** Three credit hours. The Odyssey. Selected passages.
161. SOPHOCLES. Three credit hours. A reading of the *Oedipus Tyrannus* or *Antigone* as types of Greek drama. Other selected plays of Sophocles.

162. EURIPIDES. Three credit hours. A study of the choral metres and the origin and development of Greek tragedy.

163. AESCHYLUS. Three credit hours. The development of the Greek drama. A reading of at least one play.

164. ARISTOPHANES. Three credit hours. A reading of the *Birds* or the *Frogs* with lectures on Greek comedy.

171. PLATO. Two credit hours. A critical appraisal of the first great *Republic*. With the exception of one book, the whole *Republic* will be read in translation.

181. POLITICAL AND SOCIAL INSTITUTIONS OF ATHENS AND ROME. Three credit hours. Assigned readings in Latin, Greek, and English translation with lectures and discussions.

182. AESCHINES AND DEMOSTHENES. Three credit hours. The *Embassy* and the *Crown* are read as illustrations of the foreign policy of Athens during the time of Philip.

185. CLASSICAL ARCHAEOLOGY. Two credit hours. Lectures on the architecture, sculpture, ceramics, and domestic antiquities of Greece and Rome.

187, 188. HISTORY OF CLASSICAL LITERATURE. Four or six credit hours. A study of Greek and Latin literature for comparisons, contrasts, and influence.

199. SENIOR TUTORIAL COURSE. Two credit hours. A course of directed reading and undergraduate research required of all majors in their senior year.

**GRADUATE DIVISION**

*Undergraduate Courses Open to Graduate Students*

102. ATTIC ORATORS. Three credit hours.

103. DEMOSTHENES. Three credit hours. The *Crown*.

108. DEMOSTHENES. Three credit hours. The *Philippics* and the *Olynthiacs*.

123, 124. GREEK STYLE. Two credit hours.

131. GREEK LYRIC POETS. Three credit hours.

151. HOMER. The *Iliad*. Three credit hours. Books I to XII.

152. HOMER. The *Iliad*. Three credit hours. Books XIII to XXIV.

171. PLATO. Two credit hours.

182. AESCHINES AND DEMOSTHENES. Three credit hours.

185. CLASSICAL ARCHAEOLOGY. Two credit hours.

187, 188. HISTORY OF CLASSICAL LITERATURE. Four or six credit hours.

**Graduate Courses**

215. GREEK AND ROMAN ART. Three credit hours. Interpretations of masterpieces of classical art, particularly Greek and Roman.

216. TOPOGRAPHY OF ANCIENT ATHENS. Three credit hours.

241. THUCYDIDES. Three credit hours. An historic and stylistic study of the first four books.

242. THUCYDIDES. Three credit hours. Continuation of Gk 241.

245. HERODOTUS. Three credit hours. Selections from Herodotus.

258. HOMER. Three credit hours. The *Odyssey*. Books I-XII. Study of the unity of structure of the *Odyssey*.

254. HOMER. Three credit hours. The *Odyssey*. Books XII-XXIV. Continuation of Gk 253.

261a. SOPHOCLES. Three credit hours. The early plays.

261b. SOPHOCLES. Three credit hours. The late plays.

262. EURIPIDES. Three credit hours. Study of three or four selected plays. Comparison with Sophocles.

263. AESCHYLUS. Three credit hours. The development of Greek Drama. Comparison with Sophocles. At least one play.

264. THE GENIUS OF AESCHYLUS AND SOPHOCLES. Three credit hours. The Aeschylean Trilogy and the two Oedipus plays read comparatively.

265. THE GENIUS OF AESCHYLUS AND SOPHOCLES. Three credit hours. Continuation of Gk 264.

267. ARISTOPHANES. Three credit hours. Old comedy characteristics and the specific genius of Aristophanes. Two plays are read.

268. ARISTOPHANES. Three credit hours. Continuation of Gk 267.
271. PLATO. Three credit hours. A critical appraisal of the first great Utopia.

272. PLATO. Three credit hours. The early dialogues. Study of the development of Platonic thought.

273. PLATO. Three credit hours. Continuation of Gk 272. The middle dialogues.

274. PLATO. Three credit hours. Continuation of Gk 273. The late dialogues.

275. ARISTOTLE NICHOMACHEAN ETHICS. Three credit hours. The entire work. Influence of Plato is traced.

276. ARISTOTLE. Three credit hours. Study of the metaphysics. The history of Greek philosophic thought.

277. THE CHARACTER OF Socrates. Three credit hours. The testimony of Xenophon, Plato, and Aristophanes evaluated.

278. LONGINUS. Three credit hours. A thorough study of Longinus. The development of literary criticism.

279. MASTER’S THESIS. Six credit hours.

UNDERGRADUATE DIVISION

Latin (Lt)

1, 2. ELEMENTARY LATIN. Eight credit hours. An intensive study of syntax and selected readings for those beginning the study of Latin. Supplementary theme work. Four hours per week. Two sessions.

3. CICERO. Three credit hours. Introduction to the Letters of Cicero. Readings from selected letters.

5. CICERO. Four credit hours. Prerequisites: Lt 1 and 2 or two units of Latin. Orations against Catiline with a review of syntax and practice in Latin prose composition.

6. VERGIL. Four credit hours. Prerequisite: Lt 5 or equivalent. Books I and II of the Aeneid are studied for metrical reading, translation, and some literary characteristics. Accompanied by exercises in Latin prose composition.

8. LIVY. Three credit hours. Prerequisites: Lt 5 and 6 or equivalent. Books XXI and XXII are read for a study of Livy’s style in contrast with that of the Ciceronian period. Discussion of Livy’s reliability as an historian.

10. CICERO. Three credit hours. Prerequisites: Lt 5 and 6 or equivalent. The Pro Milone is studied with special attention to its rhetorical qualities. Discussion and analysis of Cicero’s argument and logic.

12. CICERO. Three credit hours. Prerequisites: Lt 5 and 6 or equivalent. The Pro Milone is studied with special attention to its rhetorical qualities. Discussion and analysis of Cicero’s argument and logic.

13, 14. LATIN COMPOSITION. Two credit hours. Arnold’s Latin Prose Composition. Exercise I to XXIV or special composition exercises. Two sessions.

15, 16. LATIN CONVERSATION. Four credit hours. Practice in informal oral expression as an aid to the understanding of Latin lectures. Two sessions.

20. PLINY AND SENExCA. Three credit hours. Prerequisite: one year of college Latin. A comparative study of the letters of these Roman authors with reference to Roman life under the early emperors.

22. HORACE. Three credit hours. Prerequisite: one year of college Latin. Selected Odes and Epodes are studied for the lyric qualities of Latin poetry. The influence of Horace on modern poets is discussed.

23. HORACE. Three credit hours. A general introduction to the works of the poet, with a selected reading of examples from the Sermones, Epistulae, Epodi, and Carmina respectively.

25, 26. LATIN CONVERSATION. Two credit hours. Formal and informal oral expression in the Latin language. Two sessions.

29. CICERO. Three credit hours. Prerequisite: one year of college Latin. The historical settings and oratorical style of Pro Marcello and Pro Ligario.

Upper Division Courses

101. ROMAN ORATORY. Three credit hours. The excellence of Roman Oratory as illustrated in Cicero’s Pro Milone, De Oratore, and Orator; Quintilian’s Institutio Oratoria; St. Augustine’s De Doctrina Christiana, Liber Quartus.

111. LIVY. Two or three credit hours. A reading of Livy’s First or Third Decade.

112. TACITUS. Two or three credit hours. A special study of Tacitus as an historian and stylist with readings from the Agricola, Germania, and the Dialogus de Oratoribus.
113. 114. ADVANCED LATIN COMPOSITION. Two or four credit hours. Prerequisites: Lt 13 and 14. Arnold’s Latin Prose Composition or equivalent. Exercises XXIV to L. Two sessions.

115, 116. LATIN SPEECH. Two or four credit hours. An advanced course in formal and informal Latin speech employing the principles of Lt 113 and 114. Two sessions.

117. CAESAR AND SALLUST. Two or three credit hours. Roman history and memoirs. *Bellum Jugurthinum* and *De Bello Civili*.

118. ROMAN HISTORIANS. Two or three credit hours. The historical method and contributions of Roman historians with readings from Nepos, Caesar, Sallust, Livy, Tacitus, and Suetonius.

121. CICERO. Two or three credit hours. Readings from selected letters which reveal the personality and times of Cicero. Characteristics of classical epistolary style.

122. INTRODUCTION TO A STUDY OF THE LATIN FATHERS. Three credit hours. Selections from Tertullian, Cyprian, Lactantius, Minucius Felix, Jerome, Ambrose, Augustine, Gregory, and Bernard.

123, 124. LATIN STYLE. Two or four credit hours. Translations of standard English excerpts into Latin with special attention to the Latin period, use of metaphor, and other elements of style. Two sessions.

125, 126. LATIN STYLE. Two or four credit hours. The writing of Latin essays with special attention to types of Latin style.

128. CICERO. Two or three credit hours. A study of Cicero as an essayist. *De Amicitia* and *De Senectute*.


131. HORACE. Two or three credit hours. An intensive study of the Odes; meter and versification; sources and inspirations. Special attention to methods of teaching Horace.

132. VERGIL. Two or three credit hours. A study of pastoral and didactic poetry. Readings from the *Ecloges* and the *Georgics*.

135. EARLY CHRISTIAN POETS. Three credit hours. A selection of fourth, fifth, and sixth century poems and hymns.

141. HORACE. Two or three credit hours. Characteristics of the Roman satire. The importance of the *Ars Poetica* in the field of literary criticism.

142. JUVENAL. Two or three credit hours. Selections from the *Satires* of Juvenal.

151. VERGIL. Three credit hours. Prerequisite: Lt 5 or the equivalent. An intensive study of the literary qualities of the *Aeneid*, with special attention to methods of teaching the *Aeneid*. Discussion of Vergil’s influence on English literature.

152. VERGIL. Three credit hours. A literary appreciation of the *Aeneid*. Books VII to XII are read.

161. ANCIENT ROMAN COMEDY. Two or three credit hours. Characteristics of Roman Comedy. The *Captivi* of Plautus and the *Phormio* or *Andria* of Terence are read.

171. CICERO. Two or three credit hours. A study of the philosophy of Cicero as revealed in *Disputationes Tusculanae* and *Somnium Scipionis*.

172. CICERO. Two or three credit hours. A study of the ethical principles of Cicero as illustrated in the *De Officiis*.

173. CICERO. Two credit hours. A discussion of his philosophical writings in their relation to the Greco-Roman philosophical schools. The dialogue, *de Finibus Bonorum et Malorum*, will be analyzed.

181. POLITICAL AND SOCIAL INSTITUTIONS OF ATHENS AND ROME. Three credit hours. Assigned readings in Latin, Greek, and English translation with lectures and discussions.


183. CLASSICAL ARCHAEOLOGY. Two credit hours. Lectures on the architecture, sculpture, ceramics, and domestic antiquities of Greece and Rome.

185, 186. LATIN LITERATURE. Four or six credit hours. A history of Latin literature from the beginning to the end of the second century, A.D. Lectures and readings from the authors. Two sessions.

187, 188. HISTORY OF CLASSICAL LITERATURE. Four or six credit hours. A study of Greek and Latin literature for comparisons, contrasts, and influence. Two sessions.
191. **Lucretius.** Three credit hours. The poetry and philosophy of Lucretius.

198. **Special Study.** Two credit hours. The content of the course varies from year to year with the needs and abilities of individual students. Usually the intensive study of a literary period, type, individual writer, historical epoch, or institutional activity will be prescribed.

199. **Senior Tutorial Course.** Two credit hours. A course of directed readings and undergraduate research required of all majors in their senior year.

GRADUATE DIVISION

Undergraduate Courses Open to Graduate Students

101. **Roman Oratory.** Three credit hours.

115, 116. **Latin Speech.** Two or four credit hours.

118. **Roman Historians.** Two or three credit hours.

122. **Introduction to a Study of the Latin Fathers.** Three credit hours.

123, 124. **Latin Style.** Two or four credit hours.

122. **Vergil.** Two or three credit hours.

135. **Early Christian Poets.** Three credit hours.

151. **Vergil.** Three credit hours.

173. **Cicero.** Two credit hours.

182. **Classical Archaeology.** Two credit hours.

185, 186. **Latin Literature.** Four or six credit hours.

187, 188. **History of Classical Literature.** Four or six credit hours.

191. **Lucretius.** Three credit hours.

198. **Special Study.** Two or three credit hours.

Graduate Courses

212. **The Annals of Tacitus.** Three credit hours. Readings and discussions of the period treated.

213. **The Histories of Tacitus.** Three credit hours. The period of anarchy after Nero; rise of the Flavian dynasty. Advance of Tacitean style.

218. **The Roman Historians.** Three credit hours. A comparative study of the credibility, style, and syntax of the historians Nepos, Caesar, Sallust, Livy, Tacitus, and Suetonius.

221. **The Letters of Cicero.** Three credit hours. Reading of selected letters chosen for historical interest.

222. **Confessions of Augustine.** Three credit hours. Study of the life and times of Augustine. Evaluation of his Latin style.

223. **Stylistic Latin.** Two or three credit hours. Niceties of the various types of Latin prose writing.

227. **Roman Metrics.** Three credit hours. A study of Roman poetic metre. Comparison with the Greek. Composition of Latin verses.

232. **Vergil's Earlier Works.** Three credit hours. Readings in the *Appendix Vergiliana*, the *Eclogues*, and the *Georgics*. Problems involved in these works.

233. **Latin Lyric Poetry.** Three credit hours. Catullus, Tibullus, Propertius, and Ovid. Comparison with Greek lyric and elegy.

242. **Juvenal.** Three credit hours. A study of the life and times of Juvenal. Reading of the more important satires.

245. **Seminar in Roman Satire.** Two credit hours. A survey course in the origin, development, and perfection of satire as a literary type among the Romans.

251. **The Aeneid of Vergil.** Three credit hours. Interpretation, especially of Books VI to XII. Study of Vergil's technique. History of the Romanic epic.

262. **Roman Comedy.** Three credit hours. A study of the origin and literary characteristics of Roman Comedy; illustrated by representative plays.

275. **Seminar in Roman Stoicism.** Two credit hours. The history of Roman Stoicism from its beginnings to the close of the Silver Age; the Greek background of the system. Representative readings.

282. **Roman Imperial Period.** Three credit hours. An investigation in the coins of the Emperors and in the science of numismatics. This science, auxiliary to and revealing so much of history and literature, will be studied in itself and in its examples up to the year 300 A.D.
In addition to the general and two-fold aim of instruction in theory and practice, the Department of Economics and Business has the following specific objectives: to contribute to the cultural objectives and scope of a liberal education; to give a general but thorough knowledge and appreciation of economic life; to prepare majors for professional study in the field of business; to offer an undergraduate basis for graduate study in economics; to inform the student of Christian contributions to the solution of economic problems; to integrate the science of economics with principles of Christian culture and philosophy.

Economics 33, 34 are introductory to upper division courses in Economics. Students majoring in the field of economics will plan their courses with the advice of the Director of the Department.

20. **INTRODUCTION TO BUSINESS.** Two credit hours. A survey of principles governing the practical operation of various types of business enterprises; a study of business terminology, the nature of business, and the procedure of initiating a business project; a thorough study of the basic principles of American business, and history of American business. This course is a basic course, providing an adequate foundation and understanding for the student majoring in the field of Business Administration.

21. **Office Management.** Two credit hours. A general course for the business executive or office manager, including a study of office operation, personnel problems, business correspondence, secretarial practice and the general techniques of operating a business office efficiently. A study of the duties of office boys, stenographers, secretaries, accountants, clerks, cashiers, business executives, including traffic management, sales, advertising, budget and finance, etc.

31, 32. **ECONOMIC HISTORY OF THE UNITED STATES.** Four credit hours. (Given at Evening College.)

33, 34. **PRINCIPLES OF ECONOMICS.** Six credit hours. An investigation and evaluation of the fundamental theories of economics as applied in our present day economic system. It embraces an analysis of production, distribution, exchange and consumption; theories concerning rents, profits, interest, wages, private ownership and collectivism, value, price, the farm problem; taxation, etc.

**Upper Division Courses**

103. **PROBLEMS OF LABOR.** Two or three credit hours. Labor organization; collective bargaining; labor movements; government and labor; employee and employer attitudes; types of labor and associated problems. The Papal Encyclicals.

103-104. **ECONOMICS AND PROBLEMS OF LABOR.** Two semester course. Six credit hours. (Given at Evening College.)

105. **PRINCIPLES OF LABOR RELATIONS.** Three credit hours. (Given at Evening College.)

106. **COLLECTIVE BARGAINING, MEDIATION AND ARBITRATION.** Three credit hours. (Given at Evening College.)

107. **ADVANCED ECONOMIC THEORY.** Two or three credit hours. An advanced study of economic principles, including an analysis of such fundamental concepts as value and price, rent, interest, wages, and profits, and their relation to the current problems of production, distribution and exchange.

111. **PRINCIPLES OF TRANSPORTATION.** Three credit hours. The economics of transportation; its influence on commercial and industrial development.

112. **TRAFFIC MANAGEMENT.** Three credit hours. (Given at Evening College.)

113-114. **RATES AND TARIFF.** Two semester course. Six credit hours. (Given at Evening College.)

115. **ECONOMIC GEOGRAPHY.** Three credit hours. (Given at Evening College.)

120. **INTERNATIONAL ECONOMIC PROBLEMS.** Two or three credit hours. The purpose of this course is to present a balanced study of the economic relations between civilized nations.
The problems discussed include international trade, finance, transportation, and the international effect of national economic trends.

126. PRINCIPLES OF INTERNATIONAL TRADE. Three credit hours. Historical background; its importance to the economic life of the United States; markets for American products and methods of developing them; foreign sales and their comparison with domestic sales; foreign competition, ways and means of combating it; financial problems of foreign trade; Import-Export Bank; foreign credit and collections.

127. INTERNATIONAL TRADE. Three credit hours. A continuation of Ec. 126. A careful and detailed study of the mechanics of foreign trade; operation of an Export Department; requisites for foreign shipments; transportation and documents; practical demonstrations in preparing these documents; sources of information, etc.

128. PRINCIPLES OF MARKETING. Two or three credit hours. A study of the elements of distribution in a capitalistic economy. The topics include: Marketing functions; wholesaling; retailing; financing; transportation; the various types of retail institutions.

129. PROBLEMS OF MARKETING. Three credit hours. (Given at Evening College.)

130. MARKET RESEARCH AND ANALYSIS. Three credit hours. Prerequisite: Ec. 128. A study of the tools and techniques for research and survey of the American market; use of charts and graphs for graphic presentation of statistics and a study of analysis and interpretation of U. S. Departments of Commerce, Agriculture, Interior and Labor statistics and studies. Students will undertake detailed analysis and evaluation of specific investments, securities, stocks, etc., and a study of statements of basic problems, methods and techniques for testing expense in distributive operations.

131-132. MARKET RESEARCH AND ANALYSIS. Six credit hours.

133. INDUSTRIAL PURCHASING. Three credit hours. (Given at Evening College.)

134. PURCHASING PROBLEMS. Three credit hours. (Given at Evening College.)

135. PRINCIPLES OF ADVERTISING. Two or three credit hours. Basic principles of advertising; history and purposes of advertising; copywriting; visualization; art and layout; a comprehensive study of the mechanics of advertising involved in printing, type-setting, photo-engraving.

136-138. PRINCIPLES OF ADVERTISING. Two semester course. Four credit hours. (Given at Evening College.)

139-140. ADVANCED ADVERTISING. Two semester course. Four credit hours. (Given at Evening College.)

141. SALESMANSHIP. Two credit hours. The nature, scope, and development of selling with an analysis of principles and technique; the psychology of approach and presentation; the relation of the product to the market.

142-146. PRINCIPLES OF SALESMANSHIP. Two semester course. Four credit hours. (Given at Evening College.)

147-148. SALES MANAGEMENT. Four credit hours. (Given at Evening College.)

149-150. MONEY AND BANKING. Three credit hours. The present money and banking system and how it works. The theory and history of money, credit and commercial banking.

151. GENERAL INSURANCE. Three credit hours. This course is intended as a basic course for the Business Administration student intending to enter the insurance business. A Survey of insurance terminology, kinds of insurance, methods of investment, operation of general insurance companies, and a study of kinds of rates, premiums, policies, and all basic and fundamental principles involved in insurance operation and investment.

152. BUSINESS FINANCE. Three credit hours. A study of the organization, financing, managing and budgeting of various types of American business. Methods of financing by stocks, bonds and other securities, loans, investments, etc. A study of financial statements and their interpretations, with emphasis upon costs, sales price and margins of profits.

153. INVESTMENT THEORY. Three credit hours. Prerequisite: Ec. 33, 34 and 181. A survey course in the economic bases of investment practice, with a discussion of techniques of security analysis and portfolio management. A discussion is held on nature of the investment process in American business, objectives of investment practice and major qualities of investment instruments—reversibility, taxability, degree of internal and external risks; the prob-
lem of portfolio composition as a problem in combination of diverse objectives and qualities; characteristics of principal investment media—bonds, preferred and common stocks—governments, municipals, industrials, utilities, rails, real estate, banking and finance, and the function of the investment banker, broker, dealer, and counsellor.


162. AGENCY. Three credit hours.

163. CORPORATIONS. Three credit hours. A study of the economic and social aspects of the corporate form of business organization. Includes the study of the history of American corporations, legal theory of corporate enterprise, dispersion of ownership of the modern corporation, price and labor policies, and the importance of large corporations in business-cycle theory.

164. PARTNERSHIPS AND NEGOTIABLE INSTRUMENTS. Two credit hours. (Given at Evening College.)

171. PERSONNEL MANAGEMENT. Two credit hours. The principles and practices in the field of the administration of human relations in industrial and commercial world. Emphasis is given to the scientific techniques and devices in development of the well-rounded personnel program, including techniques of interviewing, testing, evaluation of statistics and tests, placement, job rotation, promotion, safety and health programs, and general personnel services.

171-172. PERSONNEL MANAGEMENT. Two credit hours. (Given at Evening College.)

173. INDUSTRIAL PSYCHOLOGY. Two credit hours. Prerequisite: Ps. 31 and Ec. 171. A review of the principles of sound psychological procedure as applied to personnel in industry and commerce. A study correlated to personnel management and industrial relations concerning both capital and labor; negotiation and mediation; problems of capital and labor in industry; a study of relation and interpretation of programs of industry to consumer and consumer to industry; public relations and its place in industry. Most of this study is concentrated upon the human element in American industry today. Lectures by plant and industrial psychologists included in this course.

175. PRODUCTION MANAGEMENT. Three credit hours. Prerequisite: Ec. 33, 34. A study of plant and factory operation and management; job analysis; time study; problems in production operations, distribution, transportation and purchasing of materials, parts and equipment; factory cost analysis. A complete study is made of the principles of operation of local plants and their problems.

Field study: This course includes twelve field trips to Greater Cincinnati machine tool industries, soap manufacturing plant, automobile assembly plants, leather industries, and other manufacturing plants of national reputation. Field studies are made as conducted tours, with guides and with written reports required upon completion from students.

179. RETAIL STORE MANAGEMENT. Three credit hours. Prerequisite: Ec. 131. A comprehensive study of the principles and practices of successful American retail stores, including mail order houses, department, produce, grocery, and other stores. This course considers window displays, aisle and counter arrangements, display of merchandise, advertising, store services, quality and quantity of merchandise and credit policies.

Field study: This course includes twelve field trips to Greater Cincinnati stores (department, mail order, grocery, and specialty) and includes a series of lectures by store managers.

180. THEORY OF MEASUREMENTS. Three credit hours. Computational methods; approximation methods for solution of equations; theory of measurements; classification of errors; statistical theory and methods; principle of least squares; statistical interpretation of measurements; curve fitting; probability.

181. GRAPHIC ELEMENTARY STATISTICS. Two or three credit hours. A study of the manner of presentation of specific and general business reports for the purpose of graphically determining their economic significance.
183. **Mathematical Statistics.** Three credit hours. Prerequisites: Mt 1 or Mt 4. Representation of Statistical data; averages; dispersion; correlation; skewness; sampling; the normal curve; empirical equations; applications.

### Education (Ed)

#### Undergraduate Division

The purpose of the courses in education is to provide for the required preparation of those who plan to teach in secondary schools. The courses are open to students in any degree program.

N.B. Ed 31, 32, 101, 102, and 103 constitute minimum professional requirements for Ohio certification in any high school subject. Ed 63, 64, 161, 162, 166, 167, and 168 constitute minimum requirements for Ohio certification to teach physical education in high school. Ed 121, 124, 133, 161, and 162 are open to students of both the Upper Division and Graduate Division.

31. **Principles of Education.** Three credit hours. Aims and objectives of education, including brief survey of major philosophies of modern education. Specific functions of the several levels of education. Emphasis on principles of secondary education.

32. **Educational Psychology.** Three credit hours. Results and methods of experimental psychology which contribute to an understanding of human development and learning. Prerequisite: Ps 31, General Psychology.

68, 64. **Theory and Practice of Physical Education.** Four credit hours. Laboratory and lecture course meeting six hours a week. Materials and methods of teaching physical education with participation in all activities to develop efficiency in demonstration. Apparatus, stunts, tumbling, swimming, rhythmic activities, wrestling, boxing, badminton, handball. Two semesters.

#### Upper Division Courses

101. **Methods of High School Teaching.** Three credit hours. Application of psychological principles to teaching at the high school level. Methodology applicable to high school teaching in general. Methods best suited to each of the major content fields. Practice in constructing teaching units.

102. **Educational Administration, Organization, and Management.** Three credit hours. Relationship between Federal Government, the State, and local school units. Faculty, student, and parent inter-relationships. The school plant. Management of the individual classroom.

103. **Student Teaching.** Three to five credit hours. The student plans and conducts high school class under the supervision of a critic teacher for one semester. Credit is awarded in accordance with the number of class hours taught each week (three-five).

110. **History of Education.** Three credit hours. A brief survey of educational theory, institutions, and practice during ancient and modern times with special emphasis on contemporary education. (Given at Milford College.)

121. **The Effective Secondary School.** Two credit hours. Aims of secondary education. The contribution of individual subjects to general aims. Classroom techniques for implementing these aims and objectives. Evaluation of secondary school achievement.

124. **Professionalized English.** Two credit hours. The methods and principles of teaching applied to the subject matter of English at the high school level, i.e., grammar, mechanics, punctuation, spelling, and literature.

183. **Psychology of the Adolescent.** Two credit hours. Interrelated physical, physiological, and mental changes associated with adolescence. Interests and ideals. Social tendencies and adjustments. Causes of maladjustment and delinquency among adolescents.

161, 162. **Administration, Organization, and Principles of Health and Physical Education.** Four credit hours. Objectives and content of health and physical education in the school program. Methods of organizing a department of physical education in high schools. Selection of activities, study of equipment, medical examinations, class records, intra-mural programs, financial management. State requirements. Two semesters.

165, 166. **Interscholastic and Intramural Coaching.** Four credit hours. Fundamental principles in each sport with demonstrations. First semester: football and basketball. Second semester: baseball, track, tennis, golf, and soccer. Two semesters.
167, 168. HEALTH EDUCATION. Four credit hours. The subject matter of health and hygiene. Volunteer municipal, state, and national public health organizations. Problems of healthful school living, safety education, and health instruction. Two semesters.

GRADUATE DIVISION

The Department of Education of the Graduate Division is organized to offer the in-service teacher or school administrator opportunities for advanced professional training through individual courses or through balanced programs leading to the Master of Education degree. Staff members of the department are available to the school administrator or teacher for informal conference and assistance on practical problems in the field.

Students selecting courses to be submitted for the Master of Education degree must include the four survey courses in their programs. (Ed. 201, 202; 203, 204; 205, 206; 207, 208.) Students planning to present, as an area of concentration, 12 credit hours in elementary education, secondary education, educational guidance, or educational administration shall select courses in these fields. While the course title will generally indicate the area of concentration to which the course may be applied, some courses may be equally pertinent to several areas. For example, Psychology of the Adolescent (Ed. 183) may be applied with equal validity to either the area of guidance or secondary education. It is important, therefore, that approval for all courses selected for application to a given area of concentration be secured from the Chairman, Department of Education, prior to registration.

The following is a listing of regularly offered courses. Not all courses are available in a given year, but during a student's period of study all will ordinarily be offered. The department plans to present courses on particular phases of education conducted by guest instructors of prominence. Such courses will be announced from time to time through a special brochure and the press.

Required of all Candidates for M.Ed. Degree

201, 202. PHILOSOPHY OF EDUCATION, A SURVEY. Three or four credit hours. The historical development of educational philosophy and theories. Evaluation of major current philosophies. Significant problems of the present day with special emphasis on the elementary and secondary levels.

203, 204. EDUCATIONAL PSYCHOLOGY, A SURVEY. Three or four credit hours. Major issues in the field of methods and educational psychology. The learning process. Factors influencing learning. The nature and extent of individual differences.

205, 206. EDUCATIONAL ADMINISTRATION, A SURVEY. Three or four credit hours. The relationships of the federal government, the state, and the local government to public and private education. The function of accrediting agencies with discussion of present trends in accreditation. Effective organization of the individual elementary and secondary school.

207, 208. EDUCATIONAL RESEARCH FROM THE CONSUMER POINT OF VIEW, A SURVEY. Three or four credit hours. Major techniques and methods of educational research. Comprehension of statistical terminology of research. Specific techniques and guides for efficiently locating educational research on a given problem.

N.B. Survey courses are each designed as full year courses for which four credit hours are awarded. During the summer session, only three credit hours are awarded. Since the material covered is substantially the same, these courses will demand more outside work than the average three hour course. Accordingly, no more than two surveys may be carried in any one summer session.

Open to Graduate Students and Advanced Undergraduates

121. THE EFFECTIVE SECONDARY SCHOOL. Two credit hours. Aims of secondary education. The contribution of individual subjects to general aims. Classroom techniques for implementing these aims and objectives. Evaluation of secondary school achievement.

124. PROFESSIONALIZED ENGLISH. Two credit hours. The methods and principles of teaching applied to the subject matter of English at the high school level—grammar, mechanics, punctuation, spelling, and literature.


161, 162. ADMINISTRATION, ORGANIZATION, AND PRINCIPLES OF HEALTH AND PHYSICAL EDUCATION. Four credit hours. Objectives and content of health and physical education in the school program. Methods of organizing a depart-
ment of physical education in high schools, selection of activities, study of equipment, medical examinations, class records, intra-mural programs, financial management, state requirements. Two semesters.

Open to Graduate Students Only

211. The Effective Elementary School. Two credit hours. Aims of elementary education. Specific objectives of primary and upper-elementary divisions. Classroom techniques for realizing these objectives. Evaluation of elementary achievement.

212. Seminar: Current Problems of Elementary Education. Two credit hours. Critical analysis of recent investigations and reports on current problems of elementary education. Emphasis on specific applications.

213. Teaching the Basic Skills in the Elementary School. Two credit hours. Instructional techniques for teaching, reading, writing, spelling, and arithmetic in the elementary school. Classification by grade in relation to achievement standards. Drill in the elementary school.


234. Psychology of the Elementary School Child. Two credit hours. Observational and experimental data relating to the psychological development of children. Important studies of childhood, development of motor activity, social reactions, play, learning, and intelligence at this level.

236. Abnormal Psychology. Two credit hours. Backgrounds of personality maladjustments and abnormalities especially as found among children of school age. Discussion of certain preventive and remedial approaches.

239, 240 Laboratory in Guidance. Four credit hours. Two semesters work. Opportunities for applying principles covered in Ed. 232 and Ed. 233 which are pre-requisite. Studies of individual pupils offering practice in collecting pertinent data, interviewing, recording, diagnostic use of test findings, inter-agency collaboration, corrective and preventive measures, etc. Meetings held at Catholic Guidance Clinic, Saturday mornings, 8:30-12:00.

241. Administration of the Elementary School. Two credit hours. Criteria for an effective elementary school organization. Patterns of school organization. The school staff. Classification, evaluation, attendance, and health of elementary school children. Relations between school and home.


243. Supervision of Instruction. Two credit hours. Consideration of merits and limitations of techniques of improving instruction through supervision. Includes observation of instruction, individual teacher conferences, group conferences, rating of teaching efficiency, demonstration teaching, inter-school visitation, professional reading, advanced university training.

244. Curriculum Development. Two credit hours. The desirable course of study. Committee technique of curriculum development. Production of courses of study. Examination and critical analysis of selected new courses of study. Factors necessitating continuous curriculum revision.
The obligation of the Department of English is twofold: It must provide the means for the student to learn and to put into practice the principles underlying effective composition. It must also afford him the opportunity to acquaint himself with literature and with sound critical judgment.

In order that the freshman may have direction and assistance in his effort to write satisfactorily, the department requires En 8 and 4 in the first year. In these courses the student concentrates upon composition, but reads and analyzes narrative and expository prose. It should be understood, however, that throughout the student’s years at Xavier expression will be emphasized not only in English classes but in all others. In evaluating recitations, papers, and tests instructors are to consider errors in English, the assumption being that unless a student can effectively express his knowledge, he does not fully possess it. In exceptional cases even an upperclassman may be required to undertake corrective training.

To introduce the student to English and to American literature at the college level, the department offers En 31 and 32—courses which are required of all students for graduation. Various approaches to the understanding and the enjoyment of literature are set forth and are applied to drama and to poetry. When the student has completed these four required courses, he will have surveyed the forms of prose, poetry, and drama in the light of accepted critical norms.

For his advanced courses the student, particularly if he is majoring in English, should consult the director of the department, who will assist him in selecting courses that will best supplement his educational background.

1. **Correct English.** No credit. An intensive course treating of syntax, spelling, punctuation, idiomatic usage, pronunciation, sentence structure, the paragraph, diction, and theme building. Two semesters.

2. **Composition: Narration.** Three credit hours. This course, required of all freshmen, is primarily concerned with composition, particularly with narrative writing. Secondly, it affords the study of a literary type: prose fiction, its forms, and the history of its growth.

3. **Composition: Exposition.** Three credit hours. This course, required of all freshmen, continues the work begun in En 3 in composition, and stresses expository and argumentative writing. Secondly, it affords the study of a literary type: the essay, formal and informal, and the history of its growth.

4. **News Writing.** Two credit hours. A consideration of news, news sources, news values, and the methods of writing the various types of news stories.

5. **Newspaper Reporting.** Two credit hours. Methods employed by reporters in getting and reporting news.

6. **Business English.** Three or four credit hours. Fundamentals of correct and effective letter writing, types of business correspondence, and the making of business reports are surveyed and practiced.

7. **Studies in Literature.** Three credit hours. This course, required for graduation, presents narrative and lyric compositions by English and by American poets for discussion and for critical evaluation.

8. **Studies in Literature.** Three credit hours. This course, required for graduation, presents representative plays by English and American dramatists for discussion and for critical evaluation.

9. **Survey of English Literature.** Four credit hours. Two semesters.

**Upper Division Courses**

101. **Advanced Composition.** Three credit hours. This course is for students particularly interested in writing. Guidance will be given in organizing and expressing the results of
investigation and of evaluation. In exceptional cases more creative work may be done. Methods of composition used in contemporary periodicals will be determined.

102. ADVANCED COMPOSITION. Three credit hours. A continuation of En 101.

103. EDITORIAL WRITING. Two credit hours. 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.

106. FEATURE ARTICLES. Two credit hours. A study of newspaper and magazine special feature articles, types, sources, titles, and illustrations.

107, 108. PUBLICITY: PUBLIC RELATIONS. Four credit hours. Two semesters.

109. AESTHETICS AND LITERARY CRITICISM. Three credit hours. The philosophical basis of aesthetics, the elements of taste, the aesthetic effects, critical standards, and a study of the schools of criticism will be presented.

114. DEVELOPMENT OF ENGLISH PROSE. Three credit hours. The development of forms, of thought currents, and of style in English prose from Lyly to the present will be analyzed.

116. ORATORY. Three credit hours. This course includes an historical survey of oratory, the analysis of some orations, and an outline of the theory of oratory. Practice in writing and delivering formal and informal addresses will be afforded.

120. DEVELOPMENT OF THE DRAMA. Three credit hours. For students who have not completed En 32. The evolution of the drama through its various periods, dramatic technique at present, and plays from the major dramatists will be included.

121. MODERN DRAMA. Three credit hours. This course will be confined to English and American Drama, with emphasis on reading. Influences and development are studied.

125. THE SHORT STORY. Three credit hours. This course presents the principles of story writing and the evolution of the American, the English, and the continental short story. The technique of the more important writers will be analyzed.

130, 131. THE NOVEL. Six credit hours. Two semesters. The novel from its beginnings to 1930 will be reviewed. Emphasis will be placed on understanding of the novel as a type and as a reflection of the age in which it was written.

137. WORLD LITERATURE. Three credit hours. This course includes general studies, based on translations of standard works of Greek, Latin, Oriental, Italian, French, German, Spanish, and Russian literature.

140. ANGLO-SAXON. Six credit hours. Two semesters. After the necessary study of linguistic forms, the lyrics, chronicles, and Beowulf will be read in the original.

141. SURVEY OF ENGLISH LITERATURE. Three credit hours. This course includes studies in the periods of English Literature, in the ideas presented, in the forms chosen to express these ideas, and the life reflected by them.

142. SURVEY OF ENGLISH LITERATURE TO 1750. Three credit hours. Similar to En 141 but in much greater detail.

143. SURVEY OF ENGLISH LITERATURE SINCE 1750. Three credit hours. A continuation of En 142.

144. MEDIEVAL ENGLISH LITERATURE. Three credit hours. This course is primarily a non-linguistic survey of English literature from the beginnings to 1500. Emphasis will be placed on the years between 1200-1400. Translations will be used, but a part of the reading will be in the original language.

145. CHAUCER. Three credit hours. This course is intended to offer an analysis of The Canterbury Tales and their sources. A study of the language and life of fourteenth century England is offered with readings.

147. The English Renaissance. Three credit hours. Literature of early Tudor humanism, 1485-1534, of the interim of religious controversy, 1535-1557, and of the emergence of the Elizabethan theater, 1558-1603.

150. Shakespeare. Three credit hours. This course is an introduction to the study of Shakespeare: his life, influences, sources, development. About ten representative plays will be studied, and others will be assigned for supplementary reading.

151. Shakespeare. Three credit hours. Plays to be studied will be chosen from the periods during which Shakespeare composed his historical plays and his comedies.
165. **SHAKESPEARE.** Three credit hours. A continuation of En 151.

155. **MILTON.** Two or three credit hours. Milton's shorter poems, *Paradise Lost, Paradise Regained*, Sampson Agonistes, and some prose will be studied.

157. **SEVENTEENTH CENTURY.** Three credit hours. English prose and poetry, exclusive of Milton, from Bacon to 1700 will be studied.

160. **THE EIGHTEENTH CENTURY.** Three credit hours. English neo-classicism, 1700 to 1750. The poetry, the rising periodical literature, the satire, the religious and political controversial literature, and the rise of the novel will be studied.

165, 166. **THE ROMANTIC MOVEMENT.** Six credit hours. English life and thought, 1750 to 1830. Readings from the forerunners of romanticism, from Burns, Blake, Cowper, Crabbe, Wordsworth, Coleridge, Keats, Byron, Shelly, and Scott, and from essayists, Lamb, Hunt, and Southey.

170. **VICTORIAN POETRY.** Three credit hours. English life and thought, 1830 to 1900, will be illustrated by the study of Tennyson, the Brownings, the Rossettis, Morris, Swinburne, Arnold, Meredith, and other poets.

171. **VICTORIAN PROSE.** Three credit hours. A continuation of English 170 in purpose. Readings will be chosen from Carlyle, Ruskin, Newman, Arnold, Huxley, Dickens, and Thackeray. Lectures will survey the lesser essayists and novelists.

175. **MODERN PROSE.** Two or three credit hours. This course is intended to acquaint students with representative English and American prose since 1900. Readings from the novel, the short story, the essay, the drama, and biography are chosen.

176. **MODERN POETRY.** Two or three credit hours. British and American poetry from the late nineteenth century to the present, with a study of influence on the twentieth century poetry, and an evaluation of movements and poets according to principles studied in En 31.

180. **SURVEY OF AMERICAN LITERATURE.** Three credit hours. Studies in the periods of American literature, in the ideas presented, in the forms chosen to express those ideas, and in the life reflected by them.

183. **THE AMERICAN NOVEL.** Three credit hours. The study of the American novel in its development, its picturization of the national scene, its philosophical implications, and its value as an art form.

190. **NEWMAN. The Idea of a University.** Three credit hours. A study of Newman's position in the educational life of his time and after, of the philosophical basis of the *Idea of a University*, and of its literary and religious aspects.

192. **CHESTERTON.** Two credit hours. A study of the life and work of Gilbert K. Chesterton as a man of letters and as expositor of the Catholic Faith.

194. **TUTORIAL COURSE.** Credit to be arranged. A course of directed reading and undergraduate research for the writing of term-papers and other major assignments.

199. **SENIOR TUTORIAL COURSE.** Two credit hours. A course of directed reading required of all majors in their senior year to prepare for comprehensive examination.

**GRADUATE DIVISION**

At least one-half of the work presented for the Master's degree is to be done in the following courses which are open only to graduate students. Since the work in seminars usually differs each time the course is presented, students may register twice for such seminars, but not more than twice. When a seminar is repeated, the letter "a" will signify the first presentation, and "b" the second.

200. **INTRODUCTION TO GRADUATE STUDY IN ENGLISH.** Three credit hours. Criticism and research; their relation to each other, their bibliography and methods. Brief survey of sciences which may be of help to the literary student: calligraphy, history, paleography, philology, etc.

211. **HISTORY OF LITERARY CRITICISM.** Three credit hours. A survey of critical viewpoints from Plato to 1900.

212. **HISTORY OF LITERARY CRITICISM: SEMINAR.** Three credit hours. A continuation of En 211 for special study of a given critic.

230. **THE NOVEL: SEMINAR.** Three credit hours. Intensive study of the work of selected novelists of a given period.

237. **BIBLICAL BACKGROUNDS: SEMINAR.** Three credit hours. Intensive study of certain literary influences and relationships between the Bible and English literature.
244. **Medieval Literature: Seminar.** Three credit hours. Intensive study of certain aspects of medieval thought.

245. **Chaucer: Seminar.** Three credit hours. Intensive study of certain aspects of Chaucer’s work.

247. **Early Tudor Literature: Seminar.** Three credit hours. Intensive study of certain aspects of literature between 1485 and 1550.

248. **Elizabethan Literature: Seminar.** Three credit hours. Intensive study of certain aspects of Elizabethan Thought.

250. **Shakespeare: Seminar.** Three credit hours. Intensive study of some problems raised in Shakespeare’s work.

255. **Milton.** Three credit hours. An intensive study of Milton’s shorter poems, of Paradise Lost, of Paradise Regained, of Sampson Agonistes, of certain prose works, and of authoritative critical opinion. Each student will prepare a report upon some aspect of Milton’s work.

257. **Seventeenth Century Literature: Seminar.** Three credit hours. Intensive study of certain aspects of thought during the Puritan Regime and the Restoration.


270. **Victorian Poetry: Seminar.** Three credit hours. Intensive study of certain aspects of poetry during the age of Victoria.

271. **Victorian Prose: Seminar.** Three credit hours. Intensive study of certain aspects of prose during the age of Victoria.

280. **American Literature: Seminar.** Three credit hours. Intensive study of some aspects of thought in the work of selected American authors.

299. **Master’s Thesis.** Six credit hours.

**Speech (Ex)**

The courses in speech are administered by the Department of English. No speech course, however, will be accepted in the Department of English as a substitute for any English course.

1. **Principles of Speech.** One to three credit hours. A study of elemental factors governing good speech content and speaking habits in address; organization and development of ideas; correct and distinct oral diction, vocal form, posture, platform manners.

2. **Principles of Speech.** One or two credit hours. A continuation of Ex 1 with practice in the various types of public address.

3. **Advanced Effective Speech.** One or two credit hours. An advanced critical study of speech structure, style, and delivery in formal platform address.

4. **Advanced Effective Speech.** One or two credit hours. A continuation of Ex 3.

5. **Pulpit Address.** Milford College. Two credit hours. The elements of pulpit address.

6. **Pulpit Address.** Milford College. Two credit hours. A critical study of sermon structure, style, and delivery.

**Geography (Gg)**

These courses in Geography are offered to augment the students’ background in Economics, Science, and Education.

**Geography (Gg)**

1. **Elements of Geography.** Three credit hours.

2. **World Geography.** Three credit hours. Space and distance relations on the earth. Distribution of natural features, resources, population. Major commodities; transportation; world trade.

**Upper Division Courses**

120. **Geography of Europe.** Three credit hours.

160. **Geography of Latin America.** Three credit hours.

**History and Political Science**

The Department of History and Political Science offers a Major toward the Bachelor’s and Master’s degrees. The former study requires seven semester courses beyond History 7-8 which is prerequisite to all upper division work, and includes of necessity History
194 or Historical Criticism. The latter demands six courses beyond
the introductory study of government, Political Science 1-2. In each
a comprehensive examination qualifies the student for the under-
graduate Major.

History is studied as a liberal art for its primary value of training
toward proper appreciation of human living. Its insistence on accurate
detail, on proof, and on the relation of cause and effect, cultivates
habits of mature judgment. It helps toward developing due respect
and sympathy for others, and supreme regard for the final purpose
of life.

Political Science aims to produce a deep understanding of the
functions and processes of political power, of the place of authority
in society, of the use of freedom in human relations. Regard for
institutional practice, to conserve freedom and employ sound social
forces toward the perfecting of political action, is a prime purpose in
this field. The American constitutional system will be given particular
attention.

UNDERGRADUATE DIVISION

History (Hs)

6. SURVEY OF GREEK AND ROMAN HISTORY. Three credit hours.
The achievements of the Age of Pericles, Plato, and the
Sophists; Alexander and the spread of Hellenism; the
Roman Republic and the Augustan Era. Emphasis is
placed upon culture and literature. (Given only at Milford
College.)

7. EUROPE TO 1500. Three credit hours. A broad survey of the
growth of European society and culture from the beginning
to the opening of modern times.

8. EUROPE SINCE 1500. Three credit hours. A continuation of
the survey of Western Civilization from the discovery of
America to the present time.

Upper Division Courses

101. HISTORY OF ANCIENT GREECE. Three credit hours (or two).
A study of the first European civilization, its forerunners,
growth, expansion and merging with Roman culture.

102. HISTORY OF ANCIENT ROME. Three credit hours (or two).
The rise and development of the foremost political creation
of antiquity. The dissolution of Rome. Great Roman
institutions and cultural monuments.

103. CRITICAL PERIODS OF ANCIENT HISTORY. Three credit hours.
A topical study of Pericles, Plato, Alexander, Augustus
and Diocletian.

104. CHRISTIAN ANTiquity. Three credit hours. The birth and
eyear development of the Christian society. Its leading
developments through the Patristic Age.

111. EARLY MIDDLE AGES, 300-1154. Three credit hours (or two).
Social and cultural change from the Dark Ages to the
renaisance of the twelfth century.

112. LATER MIDDLE AGES, 1154-1492. Three credit hours (or
two). The rise of medieval society in its more notable
institutions. Social organization. Political and cultural
achievements. The beginnings of secularism. The decline.
The preparation for modern times.

119. RENAISSANCE AND HUMANISM. Three credit hours (or two).
Climax of middle age achievements in fine arts, develop­
ment of wealth, expansion of town life. Shifting patterns
in government. Critical spirit and return to classical
norms. Changes in education.

121. RELIGIOUS UPEAL OF THE SIXTEENTH CENTURY. Two
hours credit (or three). Individualism supplants social
outlook. Factors in the divisive movement that split
Christianity. Catholic reform.

123. AGE OF LOUIS XIV. Three credit hours. Grandeur and
limitations of the age of absolutionists. Ascendency of
France.

124. FRENCH REVOLUTION. Three credit hours. Causes of the
modern revolutionary spirit. Philosophes and bourgeois
radicals. Constitutions and oppositions. Napoleon and
Pitt.

125. REACTION AND REVOLUTION IN WESTERN EUROPE, 1800-
1848. Three credit hours. A course designed to show the
continuity of forces from History 124 to the union of
Nationalism and Imperialism. Vicissitudes of the Concert
of Europe.

126. EUROPE FROM 1848 TO 1914. Three credit hours. Two genera­
tions of material progress and social ferment. Nationalistic
rivalries, imperialistic policies, Realpolitik. Peace efforts.

129. EUROPE SINCE 1914. Three credit hours. War, exhaustion,
renewed imperialism. National dictatorships, attempted
worldwide alignments on ideological grounds. Economic
Reconstruction efforts. A world divided.
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
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<tr>
<td>131</td>
<td>England to 1603. Three credit hours (or two). England from primitive times through Roman and medieval cultural development. Alignment against Latin countries. New economic bases. Tudor fixations in national tradition.</td>
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<td>135</td>
<td>English Constitutional History. Three credit hours. An examination of the ideas and human forces that gave the English people their special political character. Evolution of the national parliament. English liberties.</td>
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<td>136</td>
<td>English Social and Economic History. Three credit hours. Prerequisite: History 135. Feudalism and the manor; commerce and medieval towns; colonial expansion; Tudor economic changes; Industrial Revolution transformations.</td>
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<td>141</td>
<td>The United States, 1763-1865. Three credit hours. The break from England. Confederation and Constitution. Federalists, Jeffersonian and Jacksonian democracy. The Tragic Era.</td>
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<td>142</td>
<td>The United States, 1865-19-. Three credit hours. Prerequisite: History 141. Reconstruction, national expansion. Rise of cities. The United States a world power.</td>
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<td>143</td>
<td>Formative Years of the Republic. Three credit hours. A study of the process that bound together thirteen colonies into a national state. Immigration, the westward movement territorial growth, industry and agriculture, education, political maturity.</td>
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<td>146</td>
<td>History of the West, 1500-1783. Three credit hours. A study of the westward movement since the discovery of America, as a profound influence in forming the character of the nation. English, French and Spanish contributions to our national heritage. Discovery and exploration. Peopling the virgin land. Origins of American government.</td>
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<td>147</td>
<td>History of the West, 1783-19-. Three credit hours. Prerequisite: History 146. A continuation of the above course through the process of occupying the entire national territory. Statemaking. Cultural patterns. Paternalism and hardy pioneers. Repeated frontier experiences. The Far West. The making of an American as he is today.</td>
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<tr>
<td>148</td>
<td>Constitutional History of the United States. Three credit hours. The elements of constitutional thinking and action in colonial times. The making of the federal constitution. Amendments, interpretations. Changing attitudes due to new conditions of life and vagaries of ideology.</td>
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<td>149</td>
<td>The Catholic Church in the United States. Three credit hours. The origin, difficulties, expansion, consolidation, influence and progress of the Catholic life. Internal and external opposition. Catholic education, and complete participation in American life.</td>
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<td>150</td>
<td>The History of Ohio, 1681-19-. Three credit hours. Geography, early travels, Indian troubles, land companies, city and town beginnings, State constitutional and political development. Culture. Educational works. Social character.</td>
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<td>151</td>
<td>Colonial Hispanic America, 1492-1810. Three credit hours. The empires of Spain and Portugal in America. Explorers. Cultural and economic patterns. Administration. The mission as a basic colonial factor. Effect of the Napoleonic Wars on trade barriers, on viceregal rule. The decision to become independent.</td>
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<td>152</td>
<td>Republican Hispanic America, 1810-19-. Three credit hours. The wars of independence. Forming the governments. Constitutional problems, especially of State control over religion. Flourishing arts and letters. Foreign influences in economic life. International law. Democratic thought and processes.</td>
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164. HISTORY OF AMERICAS, 1492-1800. Three credit hours. A broad course embracing Hispanic, Anglo-Saxon and French America, in their common development from discovery to independence. The course studies the parallel growth of all the Americas and the American character that came to infuse them all.

165. HISTORY OF THE AMERICAS, 1800-19—. Three credit hours. Prerequisite: History 154. The similar historic experiences of the Americas that draw them together as a unit in world problems. Forming of governments; international relations; internal struggles over politics and economic handicaps; progressive cooperation toward unity of action; the Pan American Union. Judgment on the unity of American culture.


168. INTER-AMERICAN RELATIONS, 1903-19—. Three credit hours. The chief foreign problems of the American countries, and their dealings with the United States. Unity and cooperation. Interventions, international conventions, unity of action in progressive steps. "The Good Neighbor Policy." Political geography in the background of these affairs.


179. NEWMAN AND HISTORY. Two credit hours. A study of the historical writings and views of the great cardinal. The extent of the Oxford Movement.

199. **COMPREHENSIVE REVIEW.** Two credit hours. To be taken either separately or in conjunction with History 194 as a preparation for the comprehensive examination that qualifies for the Major in History. Includes reexamination of the great works of history connected with previous studies.

**GRADUATE DIVISION**

201. **INTRODUCTION TO HISTORICAL METHOD.** Three credit hours. Ordinarily prerequisite to all graduate work in History. A course in the approach to research adapted to the Master's Degree, dissertation, and to seminar work toward that degree. Search for evidence. Testing of evidence. Assembling evidence. Composition and thesis writing.

207. **ROMAN IMPERIAL AGE.** Three credit hours. An investigation in the coins of the Emperors, and in the science of numismatics. This science auxiliary to and revealing so much of history and literature, will be studied in itself and in its examples up to the year 300 A.D.


244. **SPECIAL TOPICS IN THE JACKSON ERA.** Three credit hours. The shift in party support. New Ideals in government. Supplanting the Virginia Dynasty. Western centers of national interest.

246. **SEMINAR IN HISTORY OF THE WEST TO 1783.** Three credit hours. Studies in the notable settlements and movements that led to the peopling of the West.

247. **SEMINAR IN HISTORY OF THE WEST SINCE 1783.** Three credit hours. Political, economic and cultural movements that grew in the West and affected all of American life.

249. **TOPICS IN CATHOLIC HISTORY IN THE UNITED STATES.** Three credit hours. Contemporary scholarship in the subject. Great masterpieces. Centers of interest in the study.


274. **UNITED STATES FOREIGN RELATIONS, 1865-1914.** Three hours credit. Research into special topics related especially to European interests in the Western Hemisphere.

275. **UNITED STATES FOREIGN RELATIONS, 1914-19-.** Three credit hours. Foreign policy during and after World War I. Plans and programs of action in specific areas.

299. **MASTER'S THESIS.** Six credit hours.

**Political Science (Po)**

1. **AMERICAN GOVERNMENT: FEDERAL GOVERNMENT.** Three credit hours. The pattern of the Federal Government as it has been formed through the growth of customs, party practices, the decisions of courts, administrative agencies.

2. **AMERICAN GOVERNMENT: STATE AND MUNICIPAL GOVERNMENTS.** Three credit hours. Position of the State in the Federal System; the municipal corporation; efforts in democracy—initiative, referendum, recall, direct primary, city manager; concurrent tax and court systems; elections.


102. **PUBLIC ADMINISTRATION.** Three credit hours. Executive powers; channelling the powers; checks; cooperating bodies.


112. **CONDUCT OF FOREIGN AFFAIRS IN THE UNITED STATES.** Three credit hours. Analysis of the constitutional provisions touching foreign affairs. Makeup and operation of the State Department. The foreign service. Congress and other agencies in the process.

121. **COMPARATIVE GOVERNMENT (I).** Three credit hours. Constitutional developments in England, France, Germany, Italy and Russia to World War I; European constitutional
122. **Comparative Government (II).** Three credit hours. Development of totalitarianism after World War I. An examination of the origins, objectives, and possible consequences. Influence of social factors, nationalistic motives, and of ideologies.


199. **Comprehensive Review.** Two credit hours.

**Graduate Courses**

201. **Studies in Theories of the State.** Three credit hours.

211. **Alexander Hamilton and Government.** Three credit hours.

261. **Research in Contemporary "New Orders" of the Twentieth Century.** Three credit hours.

N.B. History courses in constitutional matters and diplomacy and such others as Hs 144, 171, 172, 177, 207, 224, will be accepted as work done toward degree in Political Science.

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**Mathematics (Mt)**

**Undergraduate Division**

The courses in Mathematics are intended to aid in the development of exact and rigorous methods of thought; to give the student the mathematical background and preparation necessary in every field of science and business; to prepare for teaching or for graduate work in mathematics or science.

Mt 3, 4, and 6 are required as prerequisites for upper division courses. A concentration major must include Mt 151, 152, 153a, 154, and 199.

D1. **Mechanical Drawing.** Two credit hours. Use of lettering; an introduction to orthographic projection. Six hours of drawing room practice each week.

D2. **Descriptive Geometry.** Three credit hours. The theory of projection drawings. Problems in projection of points and lines, and problems involving planes. Intersection and development of surfaces.

D4. **Mechanical Drawing.** Three credit hours. Working drawings. Detail and assembly drawings of simple machines or structures. Blue-printing from tracings.

A. **Elementary Algebra.** Three hours a week. No credit.

1. **Intermediate Algebra.** Three credit hours. Study of algebraic processes required in Mt 2, including logarithms, progressions, elementary statistics. Applications to commercial problems.

2. **Mathematics of Finance.** Three credit hours. Prerequisite: Mt 1 or 4. Interest, discount, annuities, bonds, life insurance, and allied topics.

3. **Trigonometry.** Three credit hours.

4. **College Algebra.** Three credit hours.

6. **Analytic Geometry.** Three credit hours. Prerequisite: Mt 3 and Mt 4.

**Upper Division Courses**

101. **History of Mathematics.** Three credit hours. Study of basic concepts in their historical setting and development.

111, 112. **Theoretical Mechanics.** Six credit hours. Described as Ph 111 and 112.
SPECIAL STUDY. Two or three credit hours.

MASTER'S THESIS. Six credit hours.

The R.O.T.C.

The R.O.T.C. is a senior unit of the Reserve Officers' Training Corps maintained at the University by the War Department. The mission of this unit is to produce junior officers who have qualities and attributes essential to their progressive and continued development as officers in the Army of the United States.

Every student who is a citizen of the United States, between the ages of fourteen and twenty-four years of age and physically fit is obliged to take military science for the first two years of attendance. Students entering as sophomores are required to take one year of military science. Students entering as juniors and seniors are not required to take military science.

Students who have had active service with the armed forces of the United States and have been honorably discharged therefrom may apply for exemption from the military science course. Students claiming exemption because of physical disability will be required to present evidence thereof to the Registrar.

The complete program of instruction comprises four sessions of lower division or elementary courses and four sessions of upper division or advanced courses.

The elementary courses are designed to give the student basic military training which will benefit him and the military service if he goes into the army.
The advance courses qualify a limited number of selected students for commissions in the Officers' Reserve Corps. Admission to MS 101 will depend on the fulfillment of the following conditions:

a. The applicant will have filed a request with the Director within the dates annually announced.

b. The applicant shall have completed MS 1, 2, 31 and 32. Equivalence of elementary courses completed in service (for veterans) or in some other Reserve Officers' Training Corps Unit will be determined by the Director.

c. The applicant shall have demonstrated exceptional qualities of leadership and scholarship.

d. The applicant shall have agreed to perform eight summer weeks of practical work at camp after the completion of MS 101 and 102. This work must have been done under designated military supervision.

e. The applicant shall have passed the physical, screening and army general classification tests.

Further information regarding all courses will be found in Corps Regulations issued by the Department.

Lower Division Courses


Upper Division Courses


Modern Languages

The courses of the Department are in the French, German, and Spanish languages. The nature of the courses and their content are such as to secure the following sequence of objectives:

a. A reading knowledge sufficient to fulfill the lower division objective in the field of modern language.

b. A mastery of grammar and syntax, and an acquaintance with the elements of style as an immediate preparation for the study of literature. This objective will also include an ability to converse with correct pronunciation and natural inflexion.

c. A knowledge and appreciation of the literature of the language.

d. An acquaintance with the history and culture of the people from which the language comes.

Because a reading knowledge of at least one modern language is a prescribed objective of the lower division, a reading test will be given freshman students, who enter with two or more high school units in modern language, to determine whether or not their previous preparation will satisfy the requirement.

Freshman students will be required to take two semesters of reading courses.

Two years of lower division work or the equivalent will be required as a prerequisite to upper division courses. Majors and other students who take upper division courses in the Department of Modern Languages will be advised in the selection of courses by the Director.

French (Fr)

1. ELEMENTARY FRENCH. Three or four credit hours. A systematically progressive course designed to give the student facility in reading such popular French reading matter as newspaper and magazine articles. The course will emphasize sight reading with only a minimum of grammar.

2. ELEMENTARY FRENCH. Three or four credit hours. A continuation of Fr 1.
31. **INTERMEDIATE FRENCH.** Three or four credit hours. A study of grammar and syntax with reading and composition as an introduction to upper division work.

32. **INTERMEDIATE FRENCH.** Three or four credit hours. A continuation of Fr 31.

### Upper Division Courses

101. **ADVANCED COMPOSITION.** Two or three credit hours. An advanced course in syntax and composition.

102. **ADVANCED COMPOSITION.** Two or three credit hours. An advanced course in stylistics.

111. **MODERN FRENCH PROSE.** Three credit hours. The study of novels and short stories by modern prose writers: Erckmann-Chatrian, Bazin, Corneille, Chateaubriand and others.

121. **MODERN GERMAN LITERATURE.** Three credit hours. Selected works of representative writers since 1890. Gerhart Hauptmann, Thomas Mann, and others.

122. **GERMAN PROSE WRITERS.** Three credit hours. The study of novels and short stories by German prose writers: Freytag, Hauff, Herbert, Stifter, Novalis, Brentano, Eichendorff.

123. **THE GERMAN DRAMA.** Three credit hours. Dramas of Goethe, Schiller, and Lessing, characteristics of the German drama with a survey of its development.
199. **Senior Tutorial Course.** Two credit hours. A course of directed reading and research required of all majors in their senior year.

**Spanish (Sp)**

1. **Elementary Spanish.** Three or four credit hours. A systematically progressive course designed to give the student facility in reading such popular Spanish reading matter as newspapers and magazine articles. The course will emphasize sight reading with a minimum of grammar.

2. **Elementary Spanish.** Three or four credit hours. A continuation of Sp 1.

31. **Intermediate Spanish.** Three or four credit hours. A study of grammar and syntax with reading and composition as an introduction to upper division work.

32. **Intermediate Spanish.** Three or four credit hours. A continuation of Sp 31.

**Upper Division Courses**

101. **Advanced Composition.** Two or three credit hours.

102. **Advanced Composition.** Two or three credit hours.

121. **The Early Spanish Novel.** Two or three credit hours.

123. **The Spanish Novel of the Nineteenth Century.** Two or three credit hours.

124. **The Spanish Novel of the Twentieth Century.** Two or three credit hours.

141. **Early Spanish Poetry.** Two or three credit hours.

142. **Eighteenth Century Poetry.** Two or three credit hours.

143. **Nineteenth Century Poetry.** Two credit hours.

144. **Modern Spanish Poetry.** Two or three credit hours.

151. **Drama del Siglo de Oro.** Two or three credit hours.

152. **The Drama of the Nineteenth Century.** Two or three credit hours.

154. **The Drama of the Twentieth Century.** Two or three credit hours.

161. **Spanish Literature.** Three credit hours.

162. **Spanish Literature.** Three credit hours.

175. **Spanish Civilization.** Three credit hours.

199. **Senior Tutorial Course.** Two credit hours.

**Philosophy (Pl)**

Any declaration of the general aim of the Department of Philosophy would be to define philosophy itself. The student, however, may assure himself that a well-advised selection of courses and serious study will result in a recognition of the unity of knowledge and a helpful alignment of fields of study; acquaintance with the organization of mental life together with development and control of its various processes; a power of such constructive criticism as is reasonable, unbiased, and tolerant; a stimulation of talent for speculative and practical thought; illumination of the rational foundations of religion; an enlarged appreciation of the dignity of human nature; a philosophy of life which conforms to the best traditions of Christian civilization.

Pl 34 is introductory in the department and is required as a prerequisite to the other courses. All students working for any degree are required to take the minor sequence in Philosophy which includes Pl 34, 105, 111, 131, and 133, and Ps 81. A major concentration includes in addition Pl 121 and 140.

34. **Logic.** Three or four credit hours. Aristotelian logic; description and classification of man's chief mental activities; theory and rules of logical habits.

100. **Metaphysics.** Three credit hours. The science of the first principles of being: the concept of being, modes of being and transcendentials, the theories of analogy and of act and potency, the aristotelian categories with emphasis on substance and relation; theory of efficient causality and of purpose.
105. **PHILOSOPHY OF NATURE.** Three credit hours. An historical study of the basic problems regarding Metaphysics of Matter. The continuum, quantity, mechanicism, space, place, motion, time, and the constitution of matter. The hylemorphic theory is studied in relation to modern scientific theories.

106. **NATURAL THEOLOGY.** Three credit hours. An inductive inquiry into the question of Infinite Reality and culminating in the philosophy of Infinite Being. A purely rational study of the nature and properties of Infinite Being. An approach to religion in the light of Reason. (Required also of non-Catholic students.)

111. **PHILOSOPHY OF MAN.** Three credit hours. The specific attributes of man; origin of human knowledge; intellect, will, freedom, habits; the constitution of man; theories on the soul; the unity of man; person.

121. **PHILOSOPHY OF KNOWLEDGE.** Three credit hours. The metaphysics of knowledge, especially of scientific knowledge. Scholastic realism: the certainty and objective ground of first principles; theory of universals; evidence as the principle of certitude. The critical problem: critique of the postulates of sceptism, anti-intellectualism, Kntianism, idealism, and pragmatism. The explanation of error; safeguards against error.

131. **PRINCIPLES OF ETHICS.** Three credit hours. The science of the first principles of human goodness: the purpose of human life, the human act, morality and its essential norm, the general theory of law and rights, conscience, virtue.

132. **CHRISTIAN AND SOCIAL ETHICS.** Three credit hours. A philosophical exposition of the rights and duties of the individual on the basis of ethical norms. Origin and theories of society. The social, economic, and political relationships of the individual.

133. **ORIGINS OF MODERN PHILOSOPHICAL PROBLEMS.** Three credit hours. A study of modern experiments in metaphysics and epistemology; the revolt against Christian philosophy; solutions of these modern problems. The course is based on Gilson's *Unity of Philosophical Experience*, and appropriate documentation from modern philosophers.

140. **HISTORY OF CHRISTIAN PHILOSOPHY.** Three credit hours. The problem of reason and faith and of Christian philosophy studied historically; the comparison of Greek and Christian philosophers on metaphysical questions. The course is based on Gilson's *Spirit of Medieval Philosophy*. A study of the problem of Christian philosophy as regards metaphysics, the philosophy of man, morals, and society.

199. **SENIOR TUTORIAL COURSE.** Two credit hours.

**Psychology (Ps)**

31. **GENERAL PSYCHOLOGY.** Three credit hours. Introductory to all courses in psychology, this course discusses the organic basis of human activity and the basic mental processes. Attention is given to the findings of experimental research, and to their correlation with the Philosophy of man.

102. **PSYCHOLOGY OF LEARNING.** Two or three credit hours.

103. **PSYCHOLOGY OF MOTIVATION.** Two or three credit hours.

121. **PSYCHOLOGY OF ADOLESCENCE.** Two or three credit hours.

131. **APPLIED PSYCHOLOGY.** Two or three credit hours.

134. **MENTAL HYGIENE.** Two or three credit hours.

141. **ABNORMAL PSYCHOLOGY.** Two or three credit hours.

143, 144. **APPLIED BUSINESS PSYCHOLOGY.** Two or three credit hours.

151, 152. **MODERN PSYCHOLOGICAL PROBLEMS.** Two or three credit hours.

162. **PERSONALITY PROBLEMS.** Two or three credit hours.

**Physics (Ph)**

The educational benefits to be derived from a study of the science of physics are training in scientific method, acquaintance with the historical development of physical science, and a knowledge of the applications of physical laws which play so large a part in modern life. In the lower division courses emphasis is laid on the intelligent comprehension of basic principles rather than on description of interesting applications. The upper division courses are intended as a preparation for science teaching or for graduate work in the physical sciences.

As an introduction to upper division work in the Department of Physics, concentration majors will be required to complete Ph 3, 4, Ch 3 and 4. Ph 1 and 2 may be counted toward a science requirement.
but not as a preparation for a science major. A working knowledge of the differential and integral calculus must be acquired during the first year's work in the major. With the approval of both departments, courses in physical chemistry to the extent of six credit hours may be counted toward the major.

1a. INTRODUCTION TO PHYSICAL SCIENCE. Three credit hours.
A study of the basic laws and principles of physics with their applications in the modern world. Stress is put on cultural aspects of the subject rather than on technical details.

1b. INTRODUCTION TO PHYSICAL SCIENCE. Three credit hours.
Continuation of 1a.

2a. ELEMENTS OF ASTRONOMY. Three credit hours. General and principles of the science of astronomy.

2b. ELEMENTS OF GEOLOGY. Three credit hours. The earth's surface features and the geological laws governing their origin and development. Nature and structure of the materials composing the earth.

3, 4. GENERAL PHYSICS. Eight credit hours. Mechanics, heat, sound, light, magnetism, electricity, and radiation. Three lecture and class periods. One laboratory session.

3a, 4a. PHYSICS PROBLEMS. Two credit hours. To accompany Ph 3 and 4. Required of pre-engineering students. One problem or laboratory session per week.

5a. INTRODUCTION TO PHYSICAL SCIENCE. Two credit hours.
Cultural interpretations of the science of physics.

Upper Division Courses

101. ADVANCED LABORATORY. Credit to be arranged.

111, 112. THEORETICAL MECHANICS. Six credit hours. Elementary theory of the statics, kinetics, and dynamics of particles and rigid bodies. Two sessions.

121. HEAT. Three credit hours. The thermal properties of matter; theory of heat conduction; kinetic theory of matter; introduction to thermodynamics.

131. SOUND AND ACOUSTICS. Three credit hours.

142. PHYSICAL OPTICS. Three credit hours. Lectures and experimental demonstrations dealing with the phenomena of reflection, refraction, diffraction, interference, polarization, dispersion, and spectroscopy.

151. ELECTRICITY AND MAGNETISM. Three credit hours. A lecture course giving a mathematical treatment of the theory and applications of electricity and magnetism.

152. ELECTRICITY AND MAGNETISM. Three credit hours. Continuation of Ph 151.

155. PRINCIPLES OF RADIO. Three credit hours.

162. INTRODUCTION TO MODERN PHYSICS. Three credit hours. Lectures and discussions of some of the more important concepts of physics with emphasis on recent developments.

163. ELECTRONICS. Three credit hours.

170. PHYSICS OF THE AIR. Three credit hours. The weather elements and their measurement. Dynamics and thermodynamics of the atmosphere. Air masses and fronts.

181. (GEOPHYSICS.) EARTHQUAKES. Two credit hours.

182. (GEOPHYSICS.) ELEMENTARY SEISMOMETRY. Two credit hours.

184. (GEOPHYSICS.) PRACTICAL SEISMOMETRY. Three credit hours.

185. (GEOPHYSICS.) FORCE FIELDS OF THE EARTH. Three credit hours. Gravitational, electric, magnetic fields. Elastic waves.

197. SPECIAL READING AND STUDY FOR ADVANCED STUDENTS. Credits to be arranged.

199. SENIOR TUTORIAL COURSE. Two credit hours.

Religion (RI)

It is a basic principle of Jesuit education that the moral and religious training of youth must go hand in hand with intellectual development. It is not enough merely to integrate fields of knowledge with religion by the introduction of religious and spiritual points of view. Formal instruction is also necessary if the student is to have a religious knowledge adequate for Catholic life and leadership.

Catholic students must complete the four basic religion courses listed below: RI 10, 30, 31, 32.

In keeping with the religious purpose of the College, non-Catholic students will be required to take RI 3 and 4. The content of these courses is such as to meet the desire for religious instruction without the elements of controversy.
3. **FOUNDATIONS OF NATURAL RELIGION.** Two credit hours. An approach to religion in the light of reason. Survey of history of religion. The principles of certitude, the existence of God, the nature of man, the necessity of religion, moral responsibility. (Required of non-Catholic students.)

4. **CHARACTER FORMATION.** Two credit hours. The nature of the will, principles, motives, proper choice and inculcation of ideals; habits, their making and unmaking; case-records. (Required of non-Catholic students.)

10. **THE CHURCH.** Two credit hours. The divine authority of the Church of Christ proved by arguments drawn from history and reason. The claims of Christ to divinity, the establishment of His Church, its divine authority, characteristics and identification; the government of the Church, papal primacy and infallibility. The act of faith and the virtue of faith.

30. **CREATION AND REDEMPTION.** Two credit hours. Prerequisite: One year of college religion. A rational explanation of revealed truth concerning the nature of God. The creation of the universe, the theory of evolution as an explanation of its origin; the origin, elevation, and fall of man. The Incarnation, Christ’s Redemption of the human race, the fruits of His life and death applied to the individual by grace. Actual and habitual grace.

31. **CHRISTIAN ORIGINS.** Two credit hours. Prerequisite: Previous religious training in high school. Philosophical and historical foundation of the truths of Christianity. Proofs of the existence of God, the insufficiency of natural religion, the probability and signs of revelation, and the historical value of the Gospels.

32. **THE SACRAMENTS.** Two credit hours. The meaning, number, condition of validity, effects, and necessity of the Sacraments in general. The Sacraments in particular. Special emphasis is given to the understanding, appreciation of, and the manner of participating in the Holy Sacrifice of the Mass.

**Christian Culture**

BI 194. **THEORY OF EVOLUTION.** Two credit hours.

En 190. **NEWMAN.** The Idea of a University. Three credit hours.

En. 192. **CHESTERTON.** Two credit hours.

Fr 181. **CONTEMPORARY CATHOLIC WRITERS IN FRANCE.** Three credit hours.

Hs 111. **THE EARLY MIDDLE AGES, 300-1300.** Two or three credit hours.

Hs 112. **THE LATE MIDDLE AGES, 1300-1500.** Two or three credit hours.

Hs 172. **THE RELIGIOUS UPEAVAL OF THE SIXTEENTH CENTURY.** Two credit hours.

Lt 135 **EARLY CHRISTIAN POETS.** Three credit hours.

Pl 132 **CHRISTIAN AND SOCIAL ETHICS.** Three credit hours.

So 125. **MARRIAGE.** Two credit hours.

So 126. **THE FAMILY.** Prerequisite So 125. Two credit hours.

So 150. **REBUILDING THE SOCIAL ORDER.** Two credit hours.

*All candidates for a degree must have completed four of the courses listed above.

**Sociology (So)**

The courses in the Department of Sociology are planned to meet the need of intelligent interest in the social structure; to acquaint the student with the problems of the social order; to correlate in the student’s mind the purposes and work of social agencies; to test proposed programs of reform and reconstruction in the light of science, philosophy, and religion; to prepare concentration majors for graduate and professional study in the fields of sociology and social work.

So 31 and Ec 32 are introductory to upper division courses. Concentration majors should support their courses in sociology with courses in the departments of philosophy, economics, and history under the direction of the Department of Sociology.


36. **SOCIAL HYGIENE.** Two credit hours.

*Upper Division Courses*

101. **LABOR PROBLEMS.** Two or three credit hours. Given as Ec 108.
103. Social Problems. Three credit hours.


110. Political Thought. Three credit hours. Given as Po 110.


126. The Family. Two or three credit hours. Prerequisite: So 125.

132. Christian and Social Ethics. Three credit hours. Given as Pl 132.

134. Social Ethics. Three credit hours.

140. Educational Sociology. Two credit hours.


Statistics

Commencement, June 4, 1947

Invocation.................................................. Rev. Marshall Lochbiler, S.J.
Valedictory.................................................. Rourke J. Sheehan, '47
Commencement Address......................... Edward J. McGrath, M.D., '28
Announcements.............................................. President Celestin J. Steiner, S.J.

Academic and Military Awards

The College of Liberal Arts at Emmet

The Archbishop McNicholas Philosophy Medal............ John Ignatius Knoepfle, '47
The Junior Philosophy Key................................. John Homer Huschart, '48
The Biology Key............................................ Robert Paul Hummel, '47
The Dorst Chemistry Medal................................. Charles Edward May, '47
The Washington Oratorical Medal.......................... Donald Joseph Schenking, '47
The Verkamp Debate Medal................................. Ralph Gaston Poiret, '48
The Mollie Lena Cohn Memorial Medal..................... Robert Elmer Jacobs, '47
The Colonel Charles F. Williams Military Scholarship and Award............................ Richard Henry Dreyer, '49
The Mermaid Tavern Key.................................... John Ignatius Knoepfle, '47
The French Award......................................... Francis Albers Wellinghoff, '48
The David Snyder Religion Medal........................... Joseph Burns Kelly, '47
The Alumnae English Medal................................. George Robert Rousch, '47
The Ragland Latin Medal.................................... Eugene Shannon Mahany, '50

The Evening College

The J. D. Cloud Accounting Award......................... Edmund Charles McGee, Jr.
The Philosophy Award, in honorem William T. Burns, LL.D..... Dorothy Mary Beaver
Degrees in Course

The College of Liberal Arts at Evanston

Bachelor of Science in Business Administration

As of January 30, 1947

John Thomas Collopy, cum laude
Stanton Frederick Ense
Paul Edward Frederick
Robert Michael Heister
Bernard Molique Krekelter
Howard Alfred Pauly
Linden Clemens Sahlfeld
Thomas Joseph Schottelkotte
John Joseph Wenstrup

Bachelor of Science in Business Administration

Lawrence Budde Austing
Charles H. Baehner, Jr., cum laude
Robert Lee Cummins
George Gordon Hue
Robert Elmer Jacobs, summa cum laude
Joseph Burns Kelly, summa cum laude
Thomas James Kelly, Jr.
Bernard Leo Kessen, Jr.
Robert John Kummer, magna cum laude
Robert Louis Lutz
Richard Francis McCarthy
John McCullough
James Edmund Meiners
Thomas Patrick O'Brien
Harry Herman Rieckelman
William Mathias Schmidt
Robert Julius Thiemann
George Joseph Vetter

Bachelor of Philosophy

As of January 30, 1947

Norbert Joseph Bischoff
Jerome Joseph Holtkamp, Jr.
Robert Louis Niehaus, cum laude
John Jerald O'Hara

Bachelor of Philosophy

Francis Charles Balmert
Bernard Joseph Bohmann
John Austin Bunker
William James Craven
Bernard Charles Fox
John Aloysius Geiser
Emmitt Ray Harrell
James Trowbridge Harris
Robert Lawrence Janning
John Ignatius Knoepfle
Robert Murray Malarkey
Peter Thomas Marino
James Joseph McGraw
Walter Joseph Molony
Charles Clifford Palmer, cum laude
Donald Joseph Schenking
Rourke Joseph Sheehan, cum laude

Bachelor of Science

As of August 31, 1946
Ralph Joseph Mott
As of January 30, 1947
Herbert Theodore Bohlen

Bachelor of Science

Frederick Edward Fay
Robert Paul Hummel, cum laude
John Hart Kelly
Joseph Benedict Lagedrost
Charles Edward May, magna cum laude
Morris Plotnick
William Joseph Rauen
William John Schrimpff, Jr.
Charles Elmore Toelke, Jr.
Robert Roman Walsman

Bachelor of Arts

As of August 31, 1946
Bernard Joseph Rehring
As of January 30, 1947
Carl William Huster
James Edmund LaFollette
Richard Lyle Martin
George Robert Reusch

Bachelor of Arts

Elmer Joseph Burwinkel
James Ryan Donovan
Lawrence Lamborn Foley
William Joseph Huth, cum laude
Robert James Kuhlmann
Robert James Kuhlmann, cum laude
John Eugene McCarty
George Francis Middendorf
David Michael Montaine
John Joseph Steenken
Paul Vincent Weisbrod

Diploma in Accounting and General Business

Anthony Bernard Knollman
Elizabeth Ann Feeley

Degree of Bachelor of Philosophy

David Alfred O'Dowd

The College of Liberal Arts at Miford

Degree of Bachelor of Literature

Paul Harold Besanceney, S.J.
Robert Joseph Fox, S.J.
Gerd Max Cryns, S.J.
The Alumni Oratorical Medal

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<tr>
<th>Year</th>
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<tr>
<td>1893</td>
<td>Cornelius F. X. Flynn</td>
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<td>1894</td>
<td>Victor M. O'Shaughnessy</td>
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<td>1896</td>
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<td>Joseph J. Back</td>
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<td>1900</td>
<td>W. Henry Fitzgerald</td>
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<td>1901</td>
<td>T. Lincoln Bouscaren</td>
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<td>1912</td>
<td>Paul J. Sweeney</td>
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<td>1913</td>
<td>Herbert G. Egbrin</td>
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<td>1914</td>
<td>James E. O'Connell</td>
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1884-85 Rev. Henry Moeller, S.J.
1885-87 Rev. Edward A. Higgins, S.J.
1887-89 Rev. Henry Schapman, S.J.
1893-96 Rev. A. J. Burrowes, S.J.
1896-1900 Rev. Michael J. O' Connor, S.J.
1900-07 Rev. Albert A. Diercke, S.J.
1911-16 Rev. Francis Heiermann, S.J.
1922-30 Rev. Hubert F. Brockman, S.J.
1929-30 Rev. Hugo F. Slootemyer, S.J.
1934-40 Rev. Dennis F. Burns, S.J.
1940- Rev. Clestin J. Steiner, S.J.

The Verkamp Debate Medal

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Intercollegiate English Essay Contest

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**Intercollegiate Latin Essay Contest**

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Register of Students

1946-1947

Key to Symbols

G, Graduate Division at Evansville; E, College of Liberal Arts at Evansville; M, College of Liberal Arts at Milford; D, Downtown College; s, Summer Session; 1, Freshman; 2, Sophomore; 3, Junior; 4, Senior; U, Unclassified.

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| Barber, James Michael | Es | 4E | | }

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Example entries from the register:

- **Auber, Eugene George**: D, Cincinnati, August 1946
- **Auer, Augustine Joseph**: 1E, Portmouth, Va.
- **Babey, Elmer Andrew**: 1E, Cincinnati, Ohio
- **Bachmann, Doris Justin**: D, Norwood, Ky.
- **Back, Sr. Mary Regina**: G, Covington, Ky.
- **Back Sr. William Edward**: 2E, Cincinnati, Ohio
- **Badhoun, R.M.S., Sr. Virginia Marie**: Ga., Toledo, Ohio
- **Bado, Walter Joseph**: 1M, Chicago, Ill.
- **Baeuerl, Charles**: 2E, Cincinnati, Ohio
- **Bain, Thomas John**: Ms, 3M, Huntington, W. Va.
- **Bahr, Gustave Karl**: 1E, Cincinnati, Ohio
- **Bahr, Edward William**: 3E, Cincinnati, Ohio
- **Bal, Lawrence**: 1E, Cincinnati, Ohio
- **Balmert, Francis Charles**: 4E, D, Portmouth, Ky.
- **Bamber, Robert Vincent**: 1E, Cincinnati, Ohio
- **Bamberger, James Carroll**: 1E, Covington, Ky.
- **Bamberger, Robert Joseph**: 1E, Eaton, Ky.
- **Bane, Janet Louise**: D, Newport, Ky.
- **Banne, Charles Joseph**: 1E, Cheyota, Ky.
- **Bannon, John Henry**: 1E, Chicago, Ill.
- **Barber, James Michael**: Es, 4E, D, Fort Thomas, Ky.
- **Barbier, Melvin J.**: D, Covington, Ky.
- **Bardon, Oliver William**: D, Cincinnati, Ohio
- **Bardon, Paul Anthony**: Es, 2E, Cincinnati, Ohio
- **Barker, Charles Maurice**: 1E, Louisville, Ky.
- **Barker, Edsel Ray**: 1E, Cincinnati, Ohio
- **Barker, Lawrence Cloud**: D, Covington, Ky.
- **Barlag, Virginia M.**: D, Cincinnati, Ohio
- **Barlo, Edward Bernard**: Es, 3E, D, Cincinnati, Ohio
- **Barnes, Earl J.**: D, Cincinnati, Ohio
- **Barnette, James**: 1E, Cincinnati, Ohio
- **Barron, Marie**: D, Cincinnati, Ohio
- **Barron, Joan Mary**: D, Cincinnati, Ohio
- **Barry, Robert Francis**: D, Cincinnati, Ohio
- **Barry, William George**: 2E, Louisville, Ky.
- **Basinger, Howard Eugene**: Es, 4E, Terrace Park, Ohio
- **Bastian, Ralph John**: Ms, 1M, Chicago, Ill.
- **Battaglia, Patrick Helen**: G, Ludow, Ky.
- **Bauer, Fred Augustine**: 1E, Fort Mitchell, Ky.
- **Benn, John Patrick**: Ms, Chicago, Ill.
- **Beall, Walter Robert**: 1E, Cincinnati, Ohio
- **Beatty, James Albert**: 1E, Wheeling, W. Va.
- **Beatty, Rosemary Theresa**: D, Covington, Ky.
- **Beaven, Charles Lee**: 1E, Lebanon, Ky.
- **Becker, Fred Dorothy**: 2E, Covington, Ky.
- **Bechtold, Jr., Albert James**: 1E, Covington, Ky.
- **Bechtold, Clarence Joseph**: Es, 3E, Norwood, Ky.
- **Bechtold, John Albert**: Es, Norwood, Ky.
- **Beck, Edward Thomas**: Es, 2E, Cincinnati, Ohio
- **Beck, Elaine Ann**: D, Cincinnati, Ohio
- **Beck, Jane M.**: D, Cincinnati, Ohio
- **Beck, John Raymond**: 4E, D, Newport, Ky.
- **Beck, Mary C.**: D, Cincinnati, Ohio
- **Beck, Thomas Marcellus**: D, Dayton, Ky.
- **Beck, Virginia Dolores**: D, Cincinnati, Ohio
- **Becker, Bernard William**: 1E, Louisville, Ky.
- **Becker, Dorothy Lee**: D, Cincinnati, Ohio
- **Becker, John Philip**: 1E, Cincinnati, Ohio
- **Becker, Mary Wright**: D, Cincinnati, Ohio
- **Becker, C.D.P., Sr. Mary Edouard**: Gs, Covington, Ky.
- **Becker, Thomas Lyons**: Es, 3E, Louisville, Ky.
- **Becker, William Alvin**: Es, 3E, Louisville, Ky.
- **Becker, William C.**: D, Newport, Ky.
Summary of Enrollment
1946-1947

Regular Session

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Jesuit Educational Association
Colleges and Universities

ALABAMA
Spring Hill College, Spring Hill

CALIFORNIA
Loyola University, Los Angeles 34
University of Santa Clara, Santa Clara
University of San Francisco, San Francisco 17

COLORADO
Regis College, Denver 11

DISTRICT OF COLUMBIA
Georgetown University, Washington 7

ILLINOIS
Loyola University, Chicago 26

LOUISIANA
Loyola University, New Orleans 15

MARYLAND
Loyola University, Baltimore 10

MASSACHUSETTS
Boston College, Boston 67
Holy Cross College, Worcester

MICHIGAN
University of Detroit, Detroit 21

MISSOURI
Rockhurst College, Kansas City 4
St. Louis University, St. Louis 3

NEBRASKA
The Creighton University, Omaha 2

NEW JERSEY
St. Peter’s College, Jersey City 2

NEW YORK
Canisius College, Buffalo 8
Fordham University, New York, 58

OHIO
John Carroll University, Cleveland 18
Xavier University, Cincinnati 7

PENNSYLVANIA
St. Joseph’s College, Philadelphia 31
University of Scranton, Scranton 3

WASHINGTON
Gonzaga University, Spokane 11
Seattle College, Seattle 2

WISCONSIN
Marquette University, Milwaukee 3