5-1920

1919-20 Xavier University Course Catalog

Xavier University, Cincinnati, OH

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THE COLLEGE
INCORPORATED 1842

1919-1920

Entered as second-class matter July 26, 1917, at the post office at Cincinnati, Ohio, under the Act of August 24, 1912
### Calendar 1920

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COLLEGE CALENDAR

1920

June 28, Monday,         Summer Session begins.
Aug.  2, Friday,         Summer Session ends.
Sept. 10-11, Friday,     Entrance Examinations and Conditioned Examinations.
                          Saturday,
Sept. 14, Tuesday,       First Semester begins. Classes begin Sessions.
Sept. 27, Monday,        College Societies re-organize.
Nov.  1, Monday,         Feast of All Saints.
Nov.  2, Tuesday,        Election Day.
Nov. 25, Thursday,       Thanksgiving.
Dec.  3, Thursday,       Feast of St. Francis Xavier, Patron of the College.
Dec.  8, Tuesday,        Sodality Reception.
Dec. 23, Wednesday,      Christmas Recess begins.

1921

Jan.  3, Monday,         Classes resume Sessions.
Jan. 24, Monday,         Semester Examinations.
Feb.  2, Wednesday,      Second Semester begins.
Feb. 22, Tuesday,        Washington's Birthday.
Mar. 16, Wednesday,      English Inter-collegiate Contest.
Mar. 21, Monday,         Annual Retreat begins.
Mar. 24, Thursday,       Retreat ends. Easter Recess.
Mar. 29, Tuesday,        Class Sessions resume.
April  6, Wednesday,     Latin Inter-collegiate Contest.
April 15, Thursday,      Last date for filing application for degrees.
April 30, Friday,        Philopedian Public Debate.
May  3, Monday,          Rector's Day.
June  12, Sunday         Baccalaureate Service.
June 17, Tuesday,        Commencement.
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   Lecturer on Bookkeeping and Elementary Accounting.

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   Professor of Law.

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   Professor of Law.

J. DOMINIC CLOUD, A.M., C.P.A.
   Dean, Department of Commerce.

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   Lecturer on Contracts, Secretary of the Law School.

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   Instructor in Mathematics.

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   Librarian.

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*REV. THOMAS B. FINN, S.J., A.M.
Professor of Spanish.

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Professor of English and Religion.

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Professor of Chemistry.

EMMA FRICK,
Spanish.

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Lecturer on Bailments, Carriers, Bankruptcy,
Professor of Law.

THEODORE J. GEISLER, B.S.C.
Lecturer on Banking, Investments.

WILLIAM A. GEOGHEGAN, A.M., LL.B.
Lecturer on Sales, Professor of Law.

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Mathematics.

REV. FREDERICK A. GOSIGER, S.J.
Treasurer.

REV. FRANCIS A. GRESSLE,
Lecturer on Social Practice.

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Lecturer on Accounting.

EDWARD H. JONES, LL.B.
Professor of Law.

EDWARD L. KENNEDY, B.S.C., LL.B.
Lecturer on Agency, Partnership.

*Died March 2, 1920.
PATRICK T. KILGARIFF, LL.B.
Lecturer on Transportation.

REV. GEORGE R. KISTER, S.J., A.M.
Dean, College of Arts and Science, Professor of Latin.

FELIX J. KOCH, A.B.
English.

GEORGE R. LAMB, C.P.A.
Lecturer on Accounting.

ALBERT M. LEIBOLD, A.B.
Graduate Manager of Athletics.

REV. PETER McCARTNEY, S.J., A.M.
Professor of French.

REV. JAMES L. MCGEARY, S.J., A.M.
Professor of Physics, Mathematics.

EDWARD F. MAHER, S.J., A.M.
Professor of Biology.

EDWINA A. MEANEY,
Lecturer on Case Work, Record Keeping.

JAMES ALBERT MILLER, C.P.A.
Lecturer on Accounting.

GREGOR B. MOORMANN, A.M., LL.B.
Professor of Law.

EDWARD P. MOULINIER, A.M., LL.B.
Dean of the Law School, Lecturer on Corporations.

REN MULFORD, B.J.
Advertising and Salesmanship.

CHARLES E. MURRAY, A.B., M.D.
Visiting Physician.

JAMES E. O'CONNELL, A.B., LL.B.
Business English.

FRANCISCO PEÑA, A.M., M.D.
Professor of Spanish.

HOWARD N. RAGLAND, A.B., LL.B.
Lecturer on Sales, Professor of Law.

HORACE REEVE, LL.B.
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Lecturer on Economic Resources, Professor of Chemistry.

CHARLES H. WENTZEL, C.P.A.
Lecturer on Accounting.

GIDEON C. WILSON, A.M., LL.B.
Professor of Law.

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

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

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

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

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

The years 1853 to 1865 were years of hard struggle for St. Xavier. Many causes contributed to this effect, not the least of which were the cholera epidemic, the Know-Nothing movement and the Civil War. But better times came for the College when the war was ended. Property had been secured in 1863 on the corner of Seventh and Sycamore streets, and on this site in 1867 was erected the Faculty building, called the Hill Building after the Reverend Walter Hill, the President of the College at the time. This additional accommodation served the needs of the institution for the next twenty years,
but again the need of expansion was felt and in 1885 the Moeller Building on Seventh street to the rear of the Hill building was erected by the Reverend Henry Moeller, President of the College from 1884 to 1887.

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

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

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

In the Fall of 1911 a Department of Commerce and Economics of college grade was added to the work offered by St. Xavier. At the same time a course in Journalism was likewise begun. At the Fall session of 1918 a course in Sociology was added to this Department. The classes in these subjects are conducted in the evening. The course in Journalism was, however, discontinued in 1916. Summer courses in a limited number of subjects have been carried on since the summer of 1914. These classes are attended by members of the teaching Sister-
hoods of the vicinity for whom they were originally designed. In the Fall of 1918 Extension courses for the same class of students were established. These courses are conducted on Saturday mornings and are for the most part of college grade. On October 1, 1918, a unit of the Students' Army Training Corps was established with 232 students inducted into the service. The academic instruction in the College was adapted to the needs of the S. A. T. C. until the disbanding of the unit on December 22d. In the year 1919, at the suggestion and on the advice of prominent Alumni, mostly of the legal profession, it was determined to add a Department of Law to begin with the Fall semester of 1919.

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

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

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

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

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

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

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

An Act to Incorporate the St. Xavier College.

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

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

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

Section 4. That the said Trustees in their corporate capacity shall be capable of receiving and acquiring by purchase, devise, gift, grant, bequest or otherwise, property, real, personal or mixed, to be used, improved, expended or conveyed for the purposes of the trust, provided the amount shall not exceed the sum of Forty Thousand Dollars and that the funds of said institution never be used directly or indirectly for the purposes of Banking.
Section 5. That the said Trustees shall have power to appoint such Officers, Professors and Teachers as may be necessary and proper for the instruction and government of the Institution and prescribe their duties and the Presiding Officer of the Institution shall ex officio be a member of the Board of Trustees.

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

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

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

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

March 5, 1842.

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

L. FARAN,
Speaker of the Senate.

Secretary of the State's Office, Columbus, Ohio, April 28, 1842.

I hereby testify the foregoing act to be a true copy from the original rolls on file in this Department.

J. SLOANE,
Secretary of the State.

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

AN ACT

To Provide for the Incorporation of St. Xavier College.

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

Section 2. That the trustees of any such college, by a resolution entered upon their minutes at a regular meeting, or at a special meet-
ing convened for that purpose, may accept the provisions of this act, a copy of which resolution, certified by the president and secretary of the Board of Trustees, and authenticated by the corporate seal, if their be one, shall be deposited and recorded in the office of the Secretary of State; and thenceforth the said college shall become, and thenceforth remain, a corporation, by such name as the trustees in their resolution aforesaid may select.

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

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

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

Section 6. That said trustees shall have the right to confer on those whom they deem worthy, from time to time, all such degrees, and honors as are usually conferred by colleges or universities.
ing convened for that purpose, may accept the provisions of this act, a copy of which resolution, certified by the president and secretary of the Board of Trustees, and authenticated by the corporate seal, if their be one, shall be deposited and recorded in the office of the Secretary of State; and thereupon the said college shall become, and thenceforth remain, a corporation, by such name as the trustees in their resolution aforesaid may select.

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

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

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

Section 6. That said trustees shall have the right to confer on those whom they deem worthy, from time to time, all such degrees, and honors as are usually conferred by colleges or universities.
Section 7. That the trustees shall be liable individually for the debts of their college so re-incorporated, in excess of the value of its property and effects.

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

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

F. W. THORNHILL,
(Sign)  Speaker of the House of Representatives.

Passed May 7, 1869.

J. C. LEE,
President of the Senate.

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

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

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

NOTE: St. Xavier College was incorporated by the General Assembly of the State of Ohio in 1842, and on May 7, 1869, the aforesaid act was passed which secures to the institution a perpetual charter and all the privileges usually granted to universities.
ST. XAVIER COLLEGE
Cincinnati, Hamilton County, Ohio.

TO THE HON. SECRETARY, STATE OF OHIO:

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

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

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

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

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

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

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

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

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

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

*Those who are desirous of further information on this subject are referred to "Jesuit Education," by Robert Schwickerath, S.J., [Herder, St. Louis, 1903] and to the numerous documents therein cited.
secondary result of education itself. Learning is an instrument of education, which has for its end culture, and mental and moral development.

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

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

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

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

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

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

EQUIPMENT

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

In the Department of Science the lecture rooms are fitted out with the latest improved devices, and the laboratories are generously provided with suitable apparatus and material for experimental work in Chemistry, Physics and Biology.
The College Library is classified according to the Dewey decimal system, and contains about forty thousand bound volumes. The works are in the main well selected; many of them valuable and rare. Among the latter may be mentioned a "Universal History," translated from English into French, in one hundred and twenty-six volumes; the "Classica Latina," in one hundred and fifty volumes; the Greek and Latin Fathers in one hundred and twenty-five volumes; Bibles of various dates and in various languages, with a copy of the first edition printed in America; several specimens of 15th century printing, one bearing the date of 1468; a quarto manuscript of the Homilies of St. John Chrysostom on Matthew and John (Latin translation), done in Gothic characters on parchment and illuminated; date, 1174.

A general classification of the works is as follows:

**PHILOSOPHY** ................................................................. 1180
**THEOLOGY** (dogma, apologetics, etc.) ............................... 4825
**RELIGION** (ascetical, devotional, etc.) ............................. 3414
**LAW** ........................................................................... 2500
**EDUCATION** ................................................................... 625
**SOCIAL SCIENCES** ............................................................ 840
**NATURAL SCIENCES** ......................................................... 1365
**USEFUL ARTS** .................................................................. 328
**FINE ARTS** ...................................................................... 220
**LITERATURE** ..................................................................... 5622
  Fiction ............................................................................ 1900
  American Literature ............................................................ 538
  English Literature ............................................................... 1207
  German Literature .............................................................. 180
  French Literature ............................................................... 480
  Italian and Spanish ............................................................ 107
  Classics, Latin and Greek ................................................... 920
  General and Miscellaneous ................................................ 1714

**GEOGRAPHY AND TRAVEL** ................................................... 400
ALUMNI SCIENCE HALL

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

HINKLE ADMINISTRATION BUILDING

The Administration Building, known as “Hinkle Hall,” is the result of the generosity of Mrs. Frederick Hinkle, of Cincinnati. It was erected at a cost of $200,000, work being started on it simultaneously with the Science Building. It is a three-story Tudor Gothic structure having a frontage of 157 feet, 4 inches and a depth of 96 feet. It contains five suites and thirty-six single living rooms for the faculty, besides the faculty chapel, recreation rooms and libraries, offices and parlors for administration purposes.
Both the Alumni Science Hall and the Administration Building are absolutely fire-proof, with concrete floors throughout. A new method of construction, guaranteed to reduce vibration and to render the buildings sound-proof, has been used. Both buildings were designed by Steinkamp & Brother and were erected by the Stone, Webster Construction Company and the Leibold-Farrell Building company.

RECITATION HALL

This building was formerly used as a club house by the Avondale Athletic Club, and since its purchase by St. Xavier College up to September, 1919, as a branch of St. Xavier High School. Since that date it has been used as a recitation building for classes of the College of Liberal Arts and, since it is admirably adapted to the purpose, will continue to be so used until a new Recitation Building can be erected.

GYMNASİUM

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

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

THE CAMPUS

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

NEEDS OF THE COLLEGE

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

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

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

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

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

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

Persons of benevolent intentions sometimes hesitate to give needed assistance to colleges, under the mistaken impression that such benevolence aids only the sons of the wealthy, who should be able to provide for themselves. As a matter of fact the majority of students in our Catholic colleges and high schools are the children of parents who are making great sacrifices and depriving themselves of many comforts to give their sons a Catholic higher education. The number of wealthy students in our colleges is generally comparatively small. There is an abundance of talent and ambition amongst our Catholic youth, but only a small portion of it is now being developed to the advantage of society. Nor can we hope that this wasted and unused talent and ability will be utilized, until our men and women of means learn to appreciate the importance of higher education to Church, state and individual and at the same time realize how many are hindered from attaining to intellectual eminence by lack of opportunity.

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

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

FORM OF BEQUEST

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

Signature...........................................................

Dated.............................................................
ACKNOWLEDGMENTS

The College, like all private educational institutions, is dependent on its friends for every necessary aid in prosecuting and developing its work, and it trusts to their generosity and their zeal for the higher things of life for assistance in bringing desired improvements to a successful issue.

The President and Faculty wish to express their grateful appreciation of the kindly spirit manifested by those who are active in forwarding the interests of the College. They wish also to acknowledge, with thanks, the following donations:

THE LIBRARY

Charles Berthold Amann.
Ainsworth & Co.
Allyn & Bacon.
American Association of International Conciliation.
American Protective League.
The American Book Company.
W. H. Anderson & Co.
American Humane Society.
Bureau of Standards.
Bureau of Education.
Catholic Educational Association.
Civil Service Commission.
Classes of 1920 and 1921, $500.00.
Department of Agriculture.
Department of Commerce and Labor.
Department of the Interior.
D. C. Heath & Co.
Dunn & Company.
Lake Mohonk Conference.

Library of Congress.
Mrs. Mary G. Lodge, $500.00.
The MacMillan Co.
Ohio State Board of Commerce.
Ohio State Board of Health.
Ohio State Medical Board.
Ohio State Legislature.
Ohio State Superintendent of Public Instruction.
Ohio State University Library.
Mr. Horace Reeve.
Scott, Foresman & Co.
Mr. John J. Carbery.
Silver, Burdett & Co.
Smithsonian Institution.
State Geologist of Ohio.
Treasury Department.
United States Census Bureau.
War Department.
Mrs. Mary Lodge Weber, $500.00.
J. Farrell.

Bulletins from various Colleges and Universities.
ANNUAL SCHOLARSHIPS

The League of the Sacred Heart, St. Xavier Church (3).
Mr. William A. Byrne.
Mr. Thomas M. Geoghegan.
Mr. Cornelius Shea.
Mrs. John Corcoran.
Mrs. Matthew Ryan and family.
Hon. Michael Mullen.

Class of 1918.
Mr. John Hardig.
Rosary Christ Child Society, St. Xavier Church.
League of the Sacred Heart, St. Xavier Church.
Young Ladies' Sodality, St. Xavier Church.

MEDALS

Most Rev. Henry Moeller, D.D.
Hon. Otway J. Cosgrave.
Mr. Joseph B. Verkamp.
Mr. Joseph Debar.
Mr. John J. Carbery.
Mr. Peter O'Shaughnessy.
Mr. George Budde.
Mrs. Adelaide Foss.
Mr. Leo Van Lahr.
Hon. Frank M. Tracy.
Hon. Bernard C. Fox.
Mr. Edward J. Babbitt.

Mr. Edward Mountel.
Mr. James Sebastiani.
Mr. John J. Gilligan.
Mr. Frederick E. Mackentepe.
Mr. John E. Sullivan.
Mrs. Bernard Brockman.
St. Xavier Alumni Association.
Married Ladies' Sodality of St. Xavier Church.
Young Men's Sodality of St. Xavier Church.
Mr. John Hardig.

ATHLETIC DEPARTMENT

Classes of 1922 and 1923.
Harry Gilligan.
Mr. Walter S. Schmidt.

Thomas M. Geoghegan.
Mr. Albert M. Leibold.
Knights of Columbus.
STUDENT ORGANIZATIONS

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

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

ELIGIBILITY RULES

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

SODALITY OF THE IMMACULATE CONCEPTION

The purpose of the Sodality is to develop Christian character under the protection of the Mother of Christ and to cultivate the lay apostolate. The College Sodality endeavors to obtain this twofold purpose by conducting
weekly meetings in the chapel at which the office of the Blessed Virgin is recited and instructions are given by the director and by organizing sections for the promotion of special activities.

OFFICERS

Prefect, John B. Hardig; First Assistant, Eugene F. Eckerle; Second Assistant, Edwin Anthony; Organist, William Brungs; Secretary, George B. Maggini; Councillor, Philip Guiney; Promoter, Lawrence Kane; Moderator, Joseph C. Flynn, S.J.

PHILOPEDIAN SOCIETY

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

The following subjects were assigned for discussion at the regular bi-weekly meetings during the scholastic year 1919-1920:

1. That the Plumb Plan for the management of the railroads is unwise and impracticable.

2. That the United States Senate should demand that Article X be excluded from the Treaty of Peace with Germany.

3. That the Governmental investigation of the packing industry produced results which justified the action of the Government taken against them.

4. That the Smith-Towner Educational Bill is a menace to the interests of Catholic Education in the United States.

5. That the Co-operative system is a practical solution of the problem of the High Cost of Living.

6. That the Social Unit, as applied in Cincinnati, is of practical value to the city and should be continued.

7. That the right to strike on the part of public employees, or the employees of essential industries should always be subject to a referendum vote by the members of the community concerned.

8. That a political Labor Party should be formed.
9. That a branch of some national college fraternity should be erected at St. Xavier College.

10. That the candidacy of a soldier for the Presidency of the United States should, in general, be looked on unfavorably by the American people.

11. That Congress should make a separate Treaty of Peace with Germany and leave the question of the League of Nations to be taken up later.

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

13. That France was justified in making an armed entry into the Ruhr district in Germany.

14. That the United States should intervene in Mexico to protect American lives and property and to restore order in that country by force of arms.

15. That the claims of Italy concerning Fiume and the Adriatic Coast should be recognized.

16. That the United States should accept a mandate for Turkey-in-Europe from the League of Nations supposing the entrance of the United States into the League.

17. That the United States should recognize the Soviet Government of Russia.

18. That the Congress of the United States should formally endorse the Irish plea for freedom.

OFFICERS FOR 1919-1920

President, R. J. Belleperche, S.J.; Vice-President, John F. Byrne, '20; Recording Secretary, George Bidinger, '22; Corresponding Secretary, Carl Wenstrup, '22; Treasurer, Bernard Grause, '22; Censors, Harold Aid, '22, and Edward Walton, '22; Committee on Debates, Edwin Anthony, '22; Edward Walton, '22; Oscar Roth, '21.
THE XAVERIANS
OFFICERS

EXECUTIVE COMMITTEE

President, John B. Hardig; Secretary, Emile C. Fussinger; Treasurer, Miss Anne Overman.

BOARD OF TRUSTEES

Composed of the Presidents of the various Classes.

First Accounting, Miss Catharine Carter; Second Accounting Richard J. Finn; Third Accounting, James K. Favret; Bookkeeping, James Barry; First English, Ronald J. Miller; Second English, Edward Knecht; First Sociology, Mrs. Loretta E. Heitz; Second Sociology, Ellard B. Duane; Public Speaking, James Mahoney; Ad Sales, John J. McCabe; Law, Arthur Frey; Freshman Arts, W. Irving Hart; Sophomore Arts, Edward H. Walton; Junior Arts, Lawrence Kyte; Senior Arts, John B. Hardig.

ATHLETIC COUNCIL

OFFICERS OF THE ATHLETIC COUNCIL

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

COLLEGE GLEE CLUB

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

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

THE ST. XAVIER ALUMNI ASSOCIATION

OFFICERS FOR 1920

Rev. Frederick A. Gosiger, S.J., Moderator; C. Louis Coffin, President; Edward T. Dixon, Vice-President; John A. McMahon, 40's, Francis H. Cloud, '60's, William H. Byrne, '70's, Edward P. Moulinier, '80's, Victor M. O'Shaughnessy, '90's, Walter S. Schmidt, '90's; Joseph C. Topmoeller, '10's, Honorary Vice-Presidents; Sylvester Hickey, Secretary; Oscar Dreyer, Financial Secretary; R. Stanley Bachmeyer, Treasurer; Dr. Henry R. Carroll, Historian.

EXECUTIVE COMMITTEE

Rev. Frederick A. Gosiger, S.J., Chairman ex officio; William E. Fox, Dr. J. Homer Huschart, John Murphy, John E. Sullivan, Joseph A. Verkamp, Joseph B. Verkamp.

XAVERIAN NEWS

OFFICERS OF THE XAVERIAN NEWS

Editor, John F. Byrne; Assistants, Gertrude Bloemer, Thomas Gallagher, Lawrence Kyte; Business Manager, George Bidinger, Advertising Manager, George J. Normile; Assistant Advertising Manager, James J. Doud; Circulation Manager, Edward Walton; Assistant Circulation Manager, Carl Wenstrup; High School Staff, Editor, Andrew Berding; Circulation Manager, Edward Beckman.

STUDENT EXPENSES

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

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

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

Tuition, per session of ten months, for all classes................. $80.00
Students of Chemistry, Physics and Biology, for the use of material and apparatus, pay per session.................. 10.00
Breakage Fee (returnable) ........................................ 5.00
Fee for the privilege of examination in any conditioned branch —each subject, payable in advance................. 1.00
Conditioned examinations, on days other than those assigned by the Faculty............................................ 2.00
Former students, applying for a detailed certificate of scholarship, must pay a Registrar’s fee of................. 1.00
Graduation Fee ...................................................... 10.00
Student Activities ............................................... 5.00

STUDENT AID

Whenever practicable, self-help is encouraged by student employment, through the St. Xavier Students’ Welfare Bureau. This organization was established August 4, 1919. Its object is to secure employment and suitable lodgings for students who may be in need of assistance, and to enable students who have finished their course to secure desirable positions. Students who need aid should communicate with the President of the Bureau or with the President of the College before September 1st in each year of the college course. A student applying for aid for the first time should present in writing evidence that he is worthy to receive assistance and that such help is necessary to enable him to continue his collegiate studies. Assistance will be withdrawn from students who are irregular in attendance or who fail to maintain a
satisfactory record in scholarship or deportment. The members of the St. Xavier Students' Welfare Bureau are drawn from the ranks of the prominent business men of the city of Cincinnati.

OFFICERS

Richard Crane, President; Elmer L. Conway, Secretary; James McCabe, S.J., ex officio.

EXECUTIVE COMMITTEE


SCHOLARSHIPS

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

A PERPETUAL SCHOLARSHIP is said to have been founded or established when the endowment is two thousand five hundred dollars, a sum sufficiently large to yield an annual interest that will cover the yearly tuition fees.

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

An Annual Scholarship is provided by the yearly donation of $80.00.

The following are the regularly founded scholarships:

PERPETUAL SCHOLARSHIPS

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

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

The Young Ladies' Sodality Scholarship, founded in 1911, by the Young Ladies' Sodality of St. Xavier Church, in favor of a deserving student of St. Xavier Parochial School.

The Denis F. Cash Scholarship, founded in 1913 by this true friend of Catholic higher education.

The Margaret Conway Scholarship, founded in 1914 by Miss Margaret Conway.

The Alphonse S. Wetterer Scholarship, founded in 1915 by the late Alphonse S. Wetterer, to be applied to a deserving student of St. Augustine’s Parish, Cincinnati, O.
The Bernard Brockmann Scholarship, founded in 1915 by the late Bernard Brockmann, of Cincinnati.

The St. Xavier Young Men's Sodality Scholarship is maintained by the income from a fund of $1,500 given to the College by the Young Men's Sodality of St. Xavier Church. It is bestowed at the discretion of the Moderator of the Sodality upon any worthy student from St. Xavier Parish giving promise of future usefulness and studying in the Classical Course. The income from this scholarship amounts to $60 a year.

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

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

COURSE SCHOLARSHIPS

The Judge William A. Geoghegan Scholarship, offered by Judge William A. Geoghegan for a deserving student to be chosen by the Faculty.

The Class of 1911 Scholarship, offered by the members of the class to procure for a deserving student the lasting benefits of the same training received by themselves.

The Class of 1918 Scholarship, offered by the members of the class and to be awarded to one of the successful candidates from the Eighth Grade of the Parochial Schools of the Dioceses of Cincinnati and Covington, taking part in the annual scholarship contest.
ANNUAL SCHOLARSHIPS

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

FOUNDED MEDALS AND PRIZES

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

COLLEGE HONORS

Commencement Honors

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

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

These honors are announced at Commencement in June, are inscribed on the diplomas of the recipients, and appear in the published list of graduates in the annual catalogue.

Honors in Scholarship

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

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

**PRIZES**

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

- St. Louis University
- St. Xavier College
- Loyola University
- St. Mary's College
- Creighton University
- University of Detroit
- Marquette University
- St. Ignatius College
- St. John's University
- Campion College
- Rockhurst College
- Sacred Heart College

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

**THE ARCHBISHOP MOELLER MEDAL.**—A gold medal is offered by the Most Reverend Henry Moeller, D.D., for the best catechetical essay.
THE JOSEPH B. VERKAMP MEDAL.—A gold medal is offered by Mr. Joseph B. Verkamp to be awarded to that member of the Philopedian Society who shall deliver the best speech in the annual Public Debate of the Society.

THE ALUMNI ORATORICAL MEDAL.—A gold medal is offered by the St. Xavier Alumni Association for the best original oration delivered in the annual contest in oratory.

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

CLASS HONORS.—A class prize, a gold medal, is awarded in each year of the College course to the student ranking highest in the combined courses taken during the year, on condition that an average standing of not less than 85 per cent (B), has been maintained in all courses during both semesters.

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

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

ATTENDANCE

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

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

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

The maximum number of absences allowed a student in any course, without deduction of grade in any semester, is the same as the number of class exercises per week in that course. Absences from laboratory courses in excess of one-sixth of the total number for the semester will cancel the registration for the course.
For each absence in any subject up to one-tenth of the regular recitation periods for the semester, deductions are made from the final grade of the students as computed from the daily standing and final examination, as follows:

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

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

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

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

**CHAPEL ATTENDANCE**

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

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

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DISCIPLINE

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

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

EXAMINATIONS

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

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

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

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

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

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

CLASSIFICATION OF STUDENTS

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

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

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*"The right to examination in any subject at the end of a semester will be refused [a] to those who have not been present 85 per cent of the class time, or [b] who have not handed in 85 per cent of written assignments in laboratory or other work." Cf. Report of the Committee on Studies, 1916.
No student will be considered a candidate for graduation if he has any deficiency at the beginning of the second semester of the Senior year.

REPORTS

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

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

GRADES OF SCHOLARSHIP

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

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

TRANSCRIPTS OF RECORDS

Students wishing transcripts of records in order to transfer from this College to another or for other purposes, should make early and seasonable application for the
same. No such statements will be made out during the busy periods of examination and registration, September 1 to 15, January 15 to February 1, and June 15 to July 1.

STUDENT ADVISERS

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

ADMISSION

REGISTRATION

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

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

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

Entrance Requirements

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

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

I. Prescribed Entrance Requirements

(a) For the A. B. Degree

<table>
<thead>
<tr>
<th>Subject</th>
<th>Units</th>
</tr>
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<tbody>
<tr>
<td>English</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics</td>
<td>2</td>
</tr>
<tr>
<td>*Latin</td>
<td>4</td>
</tr>
<tr>
<td>History</td>
<td>1</td>
</tr>
<tr>
<td>Science</td>
<td>1</td>
</tr>
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</table>

(b) For the B.S. Degree

<table>
<thead>
<tr>
<th>Subject</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>3</td>
</tr>
<tr>
<td>†Mathematics</td>
<td>2.5</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>2</td>
</tr>
<tr>
<td>History</td>
<td>1</td>
</tr>
<tr>
<td>Science</td>
<td>1</td>
</tr>
</tbody>
</table>

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

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

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

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

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

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

CONDITIONS

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

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

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

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

ADMISSION BY CERTIFICATE

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

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

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

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

No certificate will be accepted unless the holder has spent the last year of his high school course in the school issuing the certificate. A catalogue of the school, if published, describing the course of study in detail, should accompany the certificate.
It is expected that the principal will recommend not all graduates, but only those whose ability, application and scholarship are so clearly marked that the school is willing to stand sponsor for their success at college.

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

ADMISSION BY EXAMINATION

Applicants who are not entitled to enter on certificate must take the entrance examinations in the entire number of required units listed on page 53. These examinations are held during the last week in June and the first week in September. The applicant may divide the examinations into two parts, taking as many as possible in June, and the remainder in September. An examination in which the applicant has failed in June may be taken again in September.

ADMISSION TO ADVANCED STANDING

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

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

1. A certificate of honorable dismissal.
2. An official transcript of college credits, with specifications of courses and year when taken, hours and grades.

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

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

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

SPECIAL STUDENTS

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

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

SCOPE OF ENTRANCE SUBJECTS

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

LATIN

[a] Grammar and Composition. The examination in grammar and composition will require a thorough knowledge of the entire Latin grammar together with such facility in writing Latin prose as is required by one who satisfactorily completes the course of exercises prescribed by St. Xavier High School. This course is based on Bennett's New Latin Composition.
[b] Reading. Caesar's Gallic War, four books; Nepos Lives (6) may be taken in place of two books of Caesar; Cicero's orations against Catiline and for Archias and the Manilian Law. Cicero's De Senectute and Sallust's Catiline or Jugurthine War may be taken as substitutes for three of the above orations. Vergil, four books of the Aeneid (or their equivalent from the Eclogues, or Georgics,) and Ovid's Metamorphoses. The examination will include translation at sight of both prose and verse. (Four units.)

GREEK

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

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

ENGLISH*

a. RHETORIC AND COMPOSITION

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

b. LITERATURE

1920-1921

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

*The Uniform College Entrance Requirements in English for 1917 will be accepted, as will any fair equivalent work in this department.
of a Tartar Tribe: Eliot, Silas Marner; Shakespeare, Julius Caesar; Pope, Essay on Criticism; Tennyson, Idylls of the King.

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

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

FRENCH*

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

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

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

*The admission requirements in French are those recommended by the Modern Language Association of America.
of a Tartar Tribe; Eliot, Silas Marner; Shakespeare, Julius Caesar; Pope, Essay on Criticism; Tennyson, Idylls of the King.

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

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

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

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

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

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

HISTORY

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

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

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

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

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


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

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

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

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

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

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

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

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

NATURAL SCIENCES

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

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

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

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

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

DEGREES

UNDERGRADUATE DEGREES

The following degrees are conferred:
A.B., Bachelor of Arts;
B.S., Bachelor of Science;
Ph.B., Bachelor of Philosophy.

The A. B. degree is conferred if the candidate's course has included two years of college Latin.
The B. S. degree is conferred on one who has concentrated his studies, particularly during the last two years of college, on Science or Mathematics.

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

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

**Detailed Statement of Requirements for Admission.**

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

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

**A. B. Course**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Latin</td>
<td>4</td>
</tr>
<tr>
<td>Greek</td>
<td>2</td>
</tr>
<tr>
<td>English</td>
<td>3</td>
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<tr>
<td>Algebra</td>
<td>1</td>
</tr>
<tr>
<td>Geometry</td>
<td>1</td>
</tr>
<tr>
<td>Ancient History</td>
<td>1</td>
</tr>
<tr>
<td>Modern History</td>
<td>1</td>
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<tr>
<td>Science</td>
<td>1</td>
</tr>
<tr>
<td>Elective</td>
<td>1</td>
</tr>
</tbody>
</table>

**B.S. Course**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Languages</td>
<td>2</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>Ancient History</td>
<td>1</td>
</tr>
<tr>
<td>Modern History</td>
<td>2</td>
</tr>
<tr>
<td>Science</td>
<td>4</td>
</tr>
<tr>
<td>Elective</td>
<td>4</td>
</tr>
</tbody>
</table>

**Litt. B. and Ph. B. Courses**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics</td>
<td>2</td>
</tr>
<tr>
<td>Ancient History</td>
<td>1</td>
</tr>
<tr>
<td>Modern History</td>
<td>1</td>
</tr>
<tr>
<td>U. S. History and Civics</td>
<td>1</td>
</tr>
<tr>
<td>Science</td>
<td>1</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

*Two units in the same Modern Language may be substituted in place of Greek.*
ELECTIVE UNITS.—The elective subjects that may be presented to complete the required fifteen units must be taken from the following list:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Literature</td>
<td>1</td>
</tr>
<tr>
<td>Modern Language</td>
<td>2</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>2</td>
</tr>
<tr>
<td>Biology</td>
<td>1</td>
</tr>
<tr>
<td>Physiology</td>
<td>1</td>
</tr>
<tr>
<td>Chemistry</td>
<td>1</td>
</tr>
<tr>
<td>Algebra (intermediate)</td>
<td>½</td>
</tr>
<tr>
<td>Trigonometry</td>
<td>½</td>
</tr>
<tr>
<td>Solid Geometry</td>
<td>½</td>
</tr>
<tr>
<td>Physical Geography</td>
<td>1</td>
</tr>
<tr>
<td>American History</td>
<td>1</td>
</tr>
<tr>
<td>English History</td>
<td>1</td>
</tr>
</tbody>
</table>

REQUIREMENTS FOR THE BACCALAUREATE DEGREES

The conditions for the Baccalaureate degrees are the following:

1. The satisfactory completion of the four years course leading to the degree for which the student is a candidate.

2. A written thesis approved by the Dean of the College and presented on or before April 15th of the year in which the degree is expected to be conferred.

3. All work in order to be accepted in fulfillment of any requirement for the degree must be completed with grade D (70-76) or over, and three quarters of the work must be of grade C (77-84) or above.

4. A fee of ten dollars payable in advance.

GRADUATE DEGREES.

Requirements for the A.M. degree:

1. The candidate must have an A.B. degree from an institution of good standing and must devote one year exclusively to resident graduate study, completing twenty-four semester hours. Two years will be required if the candidate’s whole time is not devoted to study.

2. The work must ordinarily embrace one principal and one or two secondary subjects. It must involve concentrated work in some special field of study in such
subjects as Philosophy, History, Economics, Law, Classics, English, Mathematics, Physics, Chemistry Biology.

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

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

5. A fee of $10.00 is to be paid in advance.

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

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

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

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

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

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

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

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

REQUIREMENTS FOR GRADUATION

AMOUNT OF WORK

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

The requirements for graduation include:

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

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

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

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

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

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

In case of students of longer attendance, advisers may grant permission to take studies up to eighteen hours a week after the standing of the student in each study of the semester is examined and found to be B (85) or over.

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

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

1. When a student is writing a thesis, he may count in addition to the forty hours, the hours of the course in which he does his thesis work.

2. In the department of English, a student may take forty hours in addition to Rhetoric 1-2.
QUALITY OF WORK.

Grades.

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

**Above Passing**

- A 98—100, Excellent
- B 85—92, Good
- C 77—84, Fair
- D 70—76, Passed

**Below Passing**

- E—60—69, Conditioned
- F—0—59, Failed
- I—Incomplete*
- X—Absent

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

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

Credit Points.

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

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

For example: A four-hour course in which the student

*A student may be reported Incomplete, if some small portion of his work remains unfinished, providing his standing in the course has been of grade C or higher. To secure credit, this work must be completed within one month after the beginning of the following semester; otherwise the course will be recorded as of grade E.
receives A, gives twelve credit points; if the grade is B, 8 credit points; if C, 4 credit points.

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

**CHARACTER OF WORK.**

1. **SUBJECT REQUIREMENTS.**

(a) *Prescribed subjects for the A. B. Degree.*

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>12</td>
</tr>
<tr>
<td>Latin</td>
<td>16</td>
</tr>
<tr>
<td>Modern Language</td>
<td>16</td>
</tr>
<tr>
<td>Science</td>
<td>8</td>
</tr>
<tr>
<td>Mathematics</td>
<td>6</td>
</tr>
<tr>
<td>History</td>
<td>6</td>
</tr>
<tr>
<td>Philosophy</td>
<td>16</td>
</tr>
<tr>
<td>Religion</td>
<td>8</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>12</td>
</tr>
<tr>
<td>Modern Language</td>
<td>16</td>
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<tr>
<td>Science</td>
<td>10</td>
</tr>
<tr>
<td>Mathematics</td>
<td>6</td>
</tr>
<tr>
<td>History</td>
<td>6</td>
</tr>
<tr>
<td>Philosophy</td>
<td>16</td>
</tr>
</tbody>
</table>

**PREScribed Subjects by Years.**

**BACHELOR OF ARTS.**

*Freshman*

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Credit Hrs.</th>
<th>Second Semester</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Latin, 1</td>
<td>4</td>
<td>Latin, 2</td>
<td>6</td>
</tr>
<tr>
<td>English, 3</td>
<td>3</td>
<td>English, 4</td>
<td>3</td>
</tr>
<tr>
<td>Science</td>
<td>4</td>
<td>Science</td>
<td>4</td>
</tr>
<tr>
<td>Greek or Mathematics, 1 or 3</td>
<td>8</td>
<td>Greek or Mathematics, 2 or 4</td>
<td>5</td>
</tr>
<tr>
<td>Evidences of Religion</td>
<td>1</td>
<td>Evidences of Religion</td>
<td>1</td>
</tr>
</tbody>
</table>

*Sophomore*

| Latin, 3       | 4           | Latin, 3        | 4           |
| History or Greek | 3          | History, 2, or Greek | 3        |
| Modern Language | 4           | Modern Language | 4           |
| English, 5     | 3           | English, 6      | 3           |
| Evidences of Religion | 1 | Evidences of Religion | 1 |

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Logic</td>
<td>4</td>
</tr>
<tr>
<td>Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Modern Language</td>
<td>4</td>
</tr>
<tr>
<td>Evidences of Religion</td>
<td>1</td>
</tr>
</tbody>
</table>

Senior

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Metaphysics</td>
<td>3</td>
</tr>
<tr>
<td>Ethics</td>
<td>3</td>
</tr>
<tr>
<td>Evidences of Religion</td>
<td>1</td>
</tr>
</tbody>
</table>

BACHELOR OF SCIENCE.

Freshman

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>English, 8</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics, 1 or 3</td>
<td>3</td>
</tr>
<tr>
<td>Modern Language</td>
<td>4</td>
</tr>
<tr>
<td>Science</td>
<td>4</td>
</tr>
<tr>
<td>Evidences of Religion</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modern Language</td>
<td>4</td>
</tr>
<tr>
<td>Science</td>
<td>4</td>
</tr>
<tr>
<td>History, 1</td>
<td>3</td>
</tr>
<tr>
<td>Evidences of Religion</td>
<td>1</td>
</tr>
</tbody>
</table>

Sophomore

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modern Language</td>
<td>4</td>
</tr>
<tr>
<td>Science</td>
<td>4</td>
</tr>
<tr>
<td>History, 2</td>
<td>3</td>
</tr>
<tr>
<td>Evidences of Religion</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Logic</td>
<td>4</td>
</tr>
<tr>
<td>Psychology</td>
<td>3</td>
</tr>
<tr>
<td>English, 6</td>
<td>3</td>
</tr>
<tr>
<td>Evidences of Religion</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Metaphysics</td>
<td>3</td>
</tr>
<tr>
<td>Ethics</td>
<td>3</td>
</tr>
<tr>
<td>Evidences of Religion</td>
<td>1</td>
</tr>
</tbody>
</table>

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

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

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

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

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

<table>
<thead>
<tr>
<th>Group I</th>
<th>Group II</th>
<th>Group III</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Economics</td>
<td>Astronomy</td>
</tr>
<tr>
<td>French</td>
<td>Education</td>
<td>Biology</td>
</tr>
<tr>
<td>German</td>
<td>Ethics</td>
<td>Chemistry</td>
</tr>
<tr>
<td>Greek</td>
<td>History</td>
<td>Geology</td>
</tr>
<tr>
<td>Latin</td>
<td>History of Philosophy</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Public Speaking</td>
<td>Logic</td>
<td>Physics</td>
</tr>
<tr>
<td></td>
<td>Metaphysics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Psychology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sociology</td>
<td></td>
</tr>
</tbody>
</table>

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

MAJOR.

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

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

A minor consists of not less than twelve hours in one department. The correlated minor must be chosen from the same group as the major; the unrestricted minor may be chosen from either of the remaining groups.

MAJORS

Biology
Chemistry
Economics
Education
English
French
German
Greek
History
Latin
Mathematics
Philosophy
Physics
Political Science
Psychology
Spanish

CORRELATED MINORS

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

ELECTIVES.

The remaining hours of work required for graduation may be taken in any of the other courses offered.

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

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

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

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

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

<table>
<thead>
<tr>
<th>Courses:</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>History of Education</td>
<td>2</td>
</tr>
<tr>
<td>Science of Education or Principles of Education</td>
<td>2</td>
</tr>
<tr>
<td>Methods of Teaching, General or Special</td>
<td>2</td>
</tr>
<tr>
<td>School Organization, including Management and Law</td>
<td>2</td>
</tr>
<tr>
<td>Psychology—General, Educational, Pedagogy</td>
<td>2</td>
</tr>
<tr>
<td>Observation and Practice Teaching</td>
<td>3</td>
</tr>
</tbody>
</table>

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

**Certification.**—St. Xavier College is fully approved as a standard college and recognized by the State Department for the training of high school teachers, and hereafter her graduates who meet the above professional requirements may secure a Four-Year State High School Provisional Certificate, which after twenty-four months of successful experience may be changed to a State High School Life Certificate.
OBSERVATION AND PRACTICE TEACHING.—Arrangements are made for observation of teaching and practice teaching in the classes of St. Xavier High School.

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

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

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

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

<table>
<thead>
<tr>
<th>Subjects:</th>
<th>Prerequisite Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>3</td>
</tr>
<tr>
<td>History (including Political Science)</td>
<td>1</td>
</tr>
<tr>
<td>Economics</td>
<td>0</td>
</tr>
<tr>
<td>Agriculture</td>
<td>1</td>
</tr>
<tr>
<td>Biological Sciences (including Physiology, Botany and Zoology)</td>
<td>1</td>
</tr>
<tr>
<td>Chemistry</td>
<td>1</td>
</tr>
<tr>
<td>Earth Sciences (including Geology and Physiography)</td>
<td>1</td>
</tr>
<tr>
<td>Physics</td>
<td>1</td>
</tr>
<tr>
<td>Household Economics</td>
<td>1</td>
</tr>
<tr>
<td>Manual Training (including Vocational Industrial Work)</td>
<td>1</td>
</tr>
<tr>
<td>Commercial Subjects</td>
<td>2</td>
</tr>
</tbody>
</table>

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Subjests:

Mathematics .................................................. 2 1/2
French .......................................................... 2
German .......................................................... 2
Greek ............................................................ 2
Latin .............................................................. 2
Spanish ........................................................... 2

Prerequisite Units

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

MEDICAL PREPARATORY

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

Students of the College who desire to prepare themselves for entrance into acceptable medical schools must so arrange their elective courses in Science as to fulfill the requirements which are now standard in all pre-medical education. These requirements are:*

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

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

(c) A reading knowledge of French or German.

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

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

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

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

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

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

The present minimum educational requirement for the Certificate of Preliminary Education for students of medicine, is graduation from a High School of the First Grade. All Ohio Medical Colleges require this certificate for admission. Some Ohio Medical Colleges have additional requirements. Credentials which are, in the judgment of the Examiner, the full equivalent, will be accepted as meeting this requirement. Other acceptable credentials will be checked by units. When so checked, and when credits are gained by examination, the minimum requirement is the following fifteen academic units:

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

Required subjects .................................................. eleven units

†A semester hour is defined as one lecture or recitation hour, or one laboratory period of two hours per week during a term of sixteen weeks.
Additional from Botany, Zoology, Physiology, Chemistry, Physical Geography, Civil Government, Ancient History, Mediaeval and Modern History, English History, Advanced Algebra, Solid Geometry, German, French, Latin, Elective ... four units

Total .................................................. fifteen units

(Extract from the Regulations of the Entrance Examiner, Ohio Medical Board.)

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

SCHEDULE OF REQUIRED AND ACCEPTED SUBJECTS FOR THE PREMEDICAL COLLEGE COURSE

Sixty Semester Hours* Required

<table>
<thead>
<tr>
<th>Required Subjects:</th>
<th>Semester Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry</td>
<td>12</td>
</tr>
<tr>
<td>Physics</td>
<td>8</td>
</tr>
<tr>
<td>Biology</td>
<td>8</td>
</tr>
<tr>
<td>English Composition and Literature</td>
<td>6</td>
</tr>
<tr>
<td>Other non-science subjects</td>
<td>12</td>
</tr>
<tr>
<td>French or German</td>
<td>6-12</td>
</tr>
</tbody>
</table>

Subjects Strongly Urged

- Advanced Botany or Advanced Zoology ........... 3-6
- Psychology                                 ........... 3-6
- Advanced Mathematics including Algebra and Trigonometry .......... 3-6
- Additional Courses in Chemistry ............... 3-6

Other Suggested Electives:

- English (additional), Economics, History, Sociology, Political Science, Logic, Mathematics, Latin, Greek, Drawing.

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

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

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

Physics: Eight semester hours required, of which at least two must be laboratory work. Six semester hours will satisfy this requirement if two, at least, are laboratory, and if preceded by one unit, [a year’s work] in high school physics with laboratory work.

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

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

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

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

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

ASTRONOMY

1. Descriptive Astronomy.

2. Spherical and Practical Astronomy.
   Introduction to celestial mechanics. The determination of time, latitude and longitude. Conic sections. Orbits of planets and satellites. Three hours credit.

BIOLOGY

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

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

*Four hours credit.*

3. Embryology (General).

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

*Four hours credit.*

4. Embryology (Organogeny).

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

*Four hours credit.*

**CHEMISTRY**

1-2. General and Inorganic Chemistry.

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

*Four hours credit.*

3. Qualitative Analysis.

Six hours a week. One semester. Prerequisite: Course 1-2.

*Three hours credit.*

4. Quantitative Analysis.

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

*Four hours credit.*
**5-6. A Combined Course in Inorganic Chemistry and Analytic Chemistry.**

Covers compendiously and necessarily with less thoroughness the essential matter of Course 1-2, 3 and 4. For those who are not taking Chemistry as their major.

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

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

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

**7. Organic Chemistry.**

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

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

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

**8-10. Physical Chemistry.**

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

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

**ECONOMICS**

1. **Principles of Economics.**

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

2. **Economic History of the United States.**

The development of agriculture, commerce and manufacturing industry from Colonial times to the present day. Study of textbook with assigned readings on special topics.
3. Money and Banking.
The study of the nature and functions of money; monetary systems and standards; the principles of commercial banking. Three (or two) hours a week.

Three (or two) hours credit.

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

Three (or two) hours credit.

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

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

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

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

EDUCATION*

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

Two hours credit.

*2. History of Modern Education.
The Renaissance and humanistic studies; effects of the Reformation; Catholic reaction; the Jesuits and higher education, a survey of systems, movements and tendencies
in educational ideals and methods during the sixteenth, seventeenth, eighteenth and nineteenth centuries; recent and contemporary educational thought and tendencies in England, France and Germany, and especially in the United States. Lectures, reading and investigations of special problems. 

3. History of Education.
A brief survey of educational theory, institution and practice during ancient and modern times with special emphasis on the more recent educational movements of Europe and America. 

Two hours credit.

4. Philosophy of Education.
The principles underlying all Christian education, and the relative values of different educational agencies and curricula when tested by these principles. Lectures, discussions, required reading and reports.

Three hours credit.

5-6. General Psychology. (Philosophy 3-4.)
Beginning with an explanation of the cerebro-spinal nervous system, this course leads on to the study of the phenomena of sensuous and rational life, and then treats of the origin, nature and destiny of the human soul, and the union of soul and body. Must accompany or precede Course 7. Required of Juniors.

Three hours credit.

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

Three hours credit.

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

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

Twpelve hours credit.


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

Three hours credit.

11. Observation of Expert Teaching.

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

One hour credit.


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

SUGGESTED TESTS AND REFERENCES FOR COURSES IN EDUCATION

1-2. History of Education.


*History of Education*, Graves; Macmillan [for reference only]

3. History of Education.

4. Philosophy of Education.

*Brief Course in the Teaching Process*, Strayer; Macmillan.
*Educative Process*, Bagley; Macmillan.
*Principles of Teaching*, Thorndike.
*The Learning Process*, Colvin; Macmillan.
*Philosophy of Education*, Horne; Macmillan.
*How to Study and Teaching How to Study*, McMurry;
Houghton Mifflin Co.
*Conflicting Principles in Teaching*, C. A. McMurry; Houghton Mifflin Co.
*How to Teach*, Strayer and Norsworthy; Macmillan.

7. Educational Psychology.

*Educational Psychology*, Horne; Macmillan.
*Educational Psychology*, Thorndike.
*Talks to Teachers*, James; Holt and Co.
*How to Learn Easily*, Dearborn; Little, Brown & Co.

8. School Management.

*Types of Teaching*, Earhart; Houghton Mifflin Co.
*Class Room Management*, W. C. Bagley; Macmillan.
*Method in Education*, Roark; American Book Co.
*Discipline as a School Problem*, Perry; Houghton Mifflin Co.
*Class Teaching and Management*, W. E. Chancellor; Harper & Brothers.
*School Management*, E. F. White; A. B. Co.
*Class Room Organization and Control*, Sears; Houghton Mifflin Co.
*Scientific Study of Education*, Judd; Ginn & Co.

9. High School Administration.

*Methods of High School Teaching*, Parker; Ginn & Co.
*High School Administration*, Hollister; Heath & Co.
*Our Schools—Their Supervision and Administration*, Chancellor; Scribners.
*Public School Administration*, Cubberley; Houghton Mifflin Co.
*School Organization and Administration*, Cubberley; World Book Co.
City School Supervision, E. C. Elliot; World Book Co.
Administration of Secondary School Units, Koos; Univ. of Chicago Press.


Principles of Secondary Education, Inglis; Houghton Mifflin Co.
The American High School, J. F. Brown; Macmillan.
The High School, Stout.
Principles of Secondary Education, Da Garmo; Macmillan.
High School Courses of Study, C. O. Davis.
Introduction to High School Training, S. S. Colvin; Macmillan.
Psychology of High School Subjects, Judd; Ginn & Co.

11-12. Observation and Practice Teaching.

Observation and Practice Teaching, Maxwell.
Self-Surveys by Teaching Training Schools, Allen and Pearse; World Book Co.
Observation and Practice Teaching, Farrington, Strayer and Jacobs; Iowa City, 1909.

ENGLISH

1. Rhetoric and Composition.

A course in the essentials of Rhetoric and in the various modes of composition. Required of Freshman students who are deficient in the theory or practice of correct English.

Five hours credit.

2. Advanced Rhetoric.

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

Three hours credit.

3. Poetry.

The principles of versification, with particular attention to the fixed forms; the nature and elements of poetry, its various species, except the drama. Reading, analysis and appreciation of the chief poets, partly in class study, partly in assignments. Composition in the shorter forms.

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

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

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

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

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

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

Three hours credit.

*10. Aesthetics and Literary Criticism.

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

Three hours credit.

11. The Essay.

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

Three hours credit.


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

Two hours credit.


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

Two hours credit.


An historical survey, with special emphasis on the chief influences and writers.

One hour credit.

EVIDENCES OF RELIGION

1. Christian Revelation; The Church.

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

One hour credit.

2. The Church; God and Salvation.

Marks and Teaching office of the Church; Holy Scripture and Tradition; the rule of Faith. God the Author and Restorer of our salvation; God considered in Himself; One in Nature; His Existence, Nature, Attributes, Unity; The Trinity.

One hour credit.
3. Creation and Redemption.

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


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

5. The Sacraments; Morality and Virtue; Eschatology.

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


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

7. Sacred Scripture.


8. Scripture Reading.

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

FRENCH

A. Elementary French.

Fraser and Squair's French Grammar. Careful drill in pronunciation. The rudiments of grammar, including the inflection of the regular and more common irregular verbs; the order of words in the sentence; colloquial exercises; writing French from dictation; easy themes; conversation. First semester. Four hours credit.
B. Elementary French. (Continued.)
Fraser and Squair's Grammar. Mastery of all the rare irregular verb forms; uses of the conditional and subjunctive; syntax. Reading of graduated texts, with constant practice in translating into French portions of the text read; dictation, conversation. Second semester.

Four hours credit.

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

Four hours credit.

D. Intermediate French. (Continued.)
Texts: Bruno, Le Tour de la France; Sarcey, Le Siège de Paris; Renard, Trois Contes de Noël; Labiche and Martin, Le Voyage de M. Perrichon; Fortier, Napoléon; Chateaubriand, Les Aventures du Dernier Abencérage.

Four hours credit.

5. Modern French Prose.
The study of novels or short stories by modern French prose writers: Ercenmann-Chatrian, Bazin, Corneille; Chateaubriand and others. Grammar and composition based on a French text.

Three hours credit.

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

Three hours credit.

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

Three hours credit.

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

Three hours credit.

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

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

Four hours credit.

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

Four hours credit.

D. Intermediate French. (Continued.)
Texts: Bruno, Le Tour de la France; Sarcey, Le Siège de Paris; Renard, Trois Contes de Noël; Labiche and Martin, Le Voyage de M. Perrichon; Fortier, Napoléon; Chateaubriand, Les Aventures du Dernier Abencérage.

Four hours credit.

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

Three hours credit.

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

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Three hours credit.

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

Three hours credit.

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

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

Three hours credit.

GEOLGY

*1. Dynamical and Structural Geology.
Atmospheric, aqueous and igneous agencies and their work.

Three hours credit.

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

Three hours credit.

*GERMAN

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

Four hours credit.

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

Four hours credit.

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

Four hours credit.
D. Intermediate German. (Continued.)

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

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

Four hours credit.

5. German Prose Writers.

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

Three hours credit.

6. German Poetry.

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

Three hours credit.

7. The German Epic.

Dreizehnhuldien, Weber; Der Trompeter von Säkkingen, Schefel; selections from other epic poems.

Three hours credit.

8. The German Drama.

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

Three hours credit.

9. History of German Literature.

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

Three hours credit.

10. History of German Literature.

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

Three hours credit.

11. Scientific Reading.

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

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

Two hours credit.
D. Intermediate German. (Continued.)

The more difficult points of syntax; special problems of grammar. Reading of selected texts. Dictation and themes based upon the reading. Memorizing of poems. Second semester.
Readings. Schiller, Wilhelm Tell; Goethe, Herman und Dorothea and Iphigenie; Uhland's Poems.

Four hours credit.

5. German Prose Writers.
The study of novels or short stories by German prose writers: Freytag, Haufl, Herbert, Stifter, Novalis, Brentano, Eichendorff.

Three hours credit.

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

Three hours credit.

7. The German Epic.

Dreizehn Linden, Weber; Der Trompeter von Säkkingen, Scheffel; selections from other epic poems.

Three hours credit.

8. The German Drama.

Dramas of Goethe, Schiller and Lessing. Selections from Ansegriuber, Heph, Wildenbruch.

Three hours credit.

9. History of German Literature.

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

Three hours credit.

10. History of German Literature.

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

Three hours credit.

11. Scientific Reading.

For students preparing for scientific courses which require a facility in the reading of scientific literature. Prerequisite: German A and B.
Text: Dippold's Scientific German Reader, current scientific literature; monographs. One semester.

Two hours credit.
GREEK

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

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

*2. Plato.
The Apology and Crito; the life and teaching of Socrates; contemporary Greek history. Second semester. Three hours credit.

3. Demosthenes; Lysias.
Demosthenes, Philippiics; Lysias, selections; history of the development of Greek oratory. First semester. Three hours credit.

4. Demosthenes; Sophocles.
Demosthenes, The Crown; Sophocles, Antigone, with lectures on the Greek drama. Second semester. Three hours credit.

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

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

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

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

9-10. Prose Composition.
Practice in the writing of simple Greek. To be taken in connection with Course 1 and 2. Both semesters. Two hours credit.
11-12. **Prose Composition.**

An advanced course; to accompany Courses 9 and 4. Both semesters. 

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

A general course in Greek Literature. One semester.

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**HISTORY**

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

   Sophomore year. First semester. Two hours credit.

2. **Western Europe since 1815.**

   Sophomore year. Second semester. Two hours credit.

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

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

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

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

With England (800-1600) taken as a vertical section of the mediaeval world, the civilization of which was homogeneous to a marked degree in all the countries of Western Europe, and with the more important events and movements of the Middle Ages grouped around England as one of the chief participants therein, this course becomes similar in scope to a general course in mediaeval history. Junior or Senior year. First semester. Three hours credit.
4. English History from the Death of Elizabeth.

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

Three hours credit.

5. American History to the Reconstruction Period.

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

Three hours credit.

6. American History since the Reconstruction Period.

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

Three hours credit.

7-8. Special Topics in European History.

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

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

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

Two hours credit.

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

LATIN

A-B. Elementary Latin.

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

D. Virgil; Cicero.
Aeneid, translation and interpretation with studies in Greek and Roman mythology; Cicero, pro lege Manilia. Themes as in Course C. Four hours credit.
The above course, A, B, C, and D, are intended for students who enter with insufficient preparation in Latin, but will not be accepted in fulfillment of the required college Latin.

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

*2. Livy.
Selections from Books X XI and X XII; a study of Livy’s style: elements of change from the prose of the Ciceronian age. Second semester. Four hours credit.

3. Horace; Cicero.
Horace, selected Odes and Epodes. Cicero, Pro Milone, with special references to its rhetorical and argumentative qualities. First semester. Three hours credit.
*4. Horace; Juvenal.

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

*6. Plautus; Terence.
Selected plays. One semester.

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

*8. Roman Political Institutions.
One semester.

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

10. Latin Composition.

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

12. Latin Writing.

Hymns and homilies, selected from the Breviary and other sources. One semester.

A general course in Roman Literature. One semester.
MATHEMATICS

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

Two hours credit.

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

Two hours credit.

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

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

3-4. Algebra; Trigonometry; Analytic Geometry.
A course in unified mathematics, embracing the topics of Algebra and Trigonometry outlined above, and the elements of Analytic Geometry. Open to Freshmen, who present at least two and one-half units for entrance.

Six hours credit.

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

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

Loci and their equations. The straight line; the circle; the parabola, ellipse, and hyperbola; transformation of co-ordinates; polar co-ordinates. Open to Sophomores and Juniors. Three hours credit.
   An introductory treatment of the point, plane, straight line, and surfaces of revolution. Open to Sophomores and Juniors.  
   Three hours credit.

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

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

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

PHILOSOPHY

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

2. Introduction to Philosophy.
   This course sets before the student the meaning and scope of philosophic discussion: the problem of reality, the problem of knowledge and the problem of conduct. One semester.  
   Three hours credit.

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

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

5. **Metaphysics.**

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

6. **Metaphysics.**

The first part of this course is devoted to Natural Theology, including: the idea of God, the proofs for the existence of God, the attributes of God, and free-will, the divine action in the universe, providence. The second part of the course is taken up with questions of epistemology: truth and error, the nature of fact of certitude the value of human testimony, the criterion of truth. Required of Seniors. Second semester. *Three hours credit.*

7. **Ethics.**

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

8. **Ethics.**

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

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

*Three hours credit.*


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

*Two hours credit.*

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**PHYSICAL EDUCATION**

1. Physical Training.

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

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

2. Physical Training.

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

3. Hygiene.

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

[May be required with credit towards graduation.]
PHYSICS

1-2. General Physics.
Mechanics, Sound, Light, Heat and Magnetism. Prerequisite: Plane Trigonometry.
1a-2a. Lectures, experimental demonstration and recitations, two hours per week. Both semesters.

Four hours credit.

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

Four hours credit.

3-4. Advanced Physics.
A more mathematical treatment of Mechanics, Molecular Physics, Light and Heat. Must be preceded or accompanied by a course in Calculus.
Prerequisite Course 1-2. Lectures four hours per week. Both semesters.

Eight hours credit.

5-6. Electricity and Magnetism; Radioactivity; the Electron Theory.
Must be preceded or accompanied by Calculus. Prerequisite: Course 1-2. Lecture, four hours per week. Both semesters.

Eight hours credit.

7-8. Experimental Physics.
Advanced laboratory work in Mechanics, Molecular Physics, Light and Heat. A few lectures are given on the theory of physical measurements and measuring instruments with special attention to the computation of results. Recommended to be taken in concurrence with Course 3-4.
Six hours per week. Two semesters. Prerequisite, Course 1-2.

Six hours credit.

9-10 Experimental Physics.
Advanced Laboratory Work in Electricity and Magnetism. Accurate measurement of current, resistance, electromotive force, capacity; magnetic properties of iron and steel; use of electrometer and potentiometer; a practical study of the properties of direct and alternating currents and of the principles underlying the construction of dynamo-electric machinery. Six hours per week. Both Semesters. Prerequisite: Course 5-6.

Six hours credit.

11. Electric Oscillations and Electromagnetic Waves; Radio Communication.
Lectures two hours per week. One semester. Prerequisite Course I and a Course in Calculus.

Two hours credit.
**PUBLIC SPEAKING**

*1. Principles of Vocal Expression.*

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

*2. Gesture and Technique of Action.*

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

3. Argumentation and Debating.

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

4. The Occasional Public Address.

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

5-6. Practical Oratory and Debating.

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

1. Social History.
   *Three hours credit.*

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

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

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

SPANISH

A-B. Elementary Spanish.
   Grammar: De Vitis. Parts of speech; regular conjugations; study of the Indicative Mood, difference of tense meanings; Imperative; use of the simpler idioms. Pro-
nunciation, composition and conversation. Pittaro's Spanish Reader. Credit not given unless the full course is completed.

Four hours credit.

C-D. Intermediate Spanish.
Advanced grammar; idiomatic uses of the prepositions; irregular verbs, verbs requiring a preposition. Composition and conversation. Reading: Alarcon, El Capitan Veneno; Colona, Lecturas Recreativas. Three hours credit.

5-6. Composition and Conversation.
Open to students who have completed Course A-B or who have presented two units of Spanish for admission. Cool: Spanish Composition and Conversation; Valers, El Pájaro verde; Alarcon, ovejas Cortas. Two hours, both semesters.

Four credit hours.

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

Three hours credit.

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

Three hours credit.

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

Three hours credit.

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

Three hours credit.

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

Three hours credit.

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

Three hours credit.
COLLEGE OF LAW

OFFICERS

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

Edward P. Moulinier, A.M., LL.B.,
Dean.

Henry S. Spalding, A.M., S.J.,
Regent.

Elmer Conway, A.B., LL.B.,
Secretary.
INTRODUCTORY STATEMENT

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

HISTORY

See page 13.

ADVANTAGES

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

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

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

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

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

AIM—METHOD OF INSTRUCTION

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

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

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

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

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

FEES AND EXPENSES

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

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

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

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

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

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

COMBINED SIX-YEARS' COURSE

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

CLASS SESSIONS—COURSE OF STUDIES

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

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

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

**FIRST YEAR**

**Elementary Law.** Two hours per week for 15 weeks. Text: Robinson's Elementary Law.

**The Law of Contracts.** Two hours per week for 30 weeks. Texts: Instructor's printed syllabus. Huffcut and Woodruff's Cases on Contracts.

**The Law of Torts.** Two hours per week for 30 weeks. Text: Burdick on Torts.

**The Law of Crimes and Criminal Procedure.** Two hours per week for 30 weeks. Text: May on Criminal Law.

**The Law of Property, A.** Two hours per week for 30 weeks. Texts: Smith on Personal Property. Instructor's Syllabus.

**The Law of Persons and Domestic Relations.** Two hours per week for 15 weeks. Text: Long on Domestic Relations.

**Common Law Pleading.** Two hours per week for 15 weeks. Text: Andrew Stephen's Common Law Pleading.

**SECOND YEAR**

**The Law of Principal and Agent.** Two hours per week for 30 weeks. Text: Huffcut on Agency.

**The Sale of Goods.** Two hours per week for 15 weeks. Text: Benjamin's Principles of Sales.

**The Law of Property, B.** Two hours per week for 30 weeks. Text: Burdick on Real Property.

**The Law of Evidence.** Two hours per week for 15 weeks. Text: Hughes on Evidence.

**Equity Pleading and Practice.** Two hours per week for 15 weeks. Text: Rush, Equity Pleading and Practice.

**Equity Jurisprudence.** Two hours per week for 15 weeks. Text: Bispham's Principles of Equity.
WILLS AND THE ADMINISTRATION OF DECEDEiNT'S ESTATE. Two hours per week for 15 weeks. Texts: Rood on Wills. Instructor's Typewritten Notes.

THE LAW OF SURETYSHIP. Two hours per week for 15 weeks. Text: Spencer on Suretyship.

EQUITY AND PRACTICE. Two hours per week for 15 weeks. Text: Rush, Equity Pleading and Practice.

THE LAW OF INSURANCE. Two hours per week for 15 weeks. Text: Thompson on Insurance.

THIRD YEAR


CONSTITUTIONAL LAW. Two hours per week for 15 weeks. Text: Body's Cases on Constitutional Law.

THE LAW OF BAILMENTS AND CARRIERS. Two hours per week for 30 weeks. Text: Elliott on Bailments.

THE LAW OF PARTNERSHIP. Two hours per week for 15 weeks. Text: Mechem's Elements of Partnership.

THE LAW OF NEGOTIABLE INSTRUMENTS. Two hours per week for 15 weeks. Text: Bunker on Negotiable Instruments.

CODE PLEADING. Two hours per week for 15 weeks. Texts: Instructor's Notes; Smith's Court to Court.

THE LAW OF BANKRUPTCY. Two hours a week for 15 weeks. Text: To be assigned later.

CONFLICT OF LAWS. 1 hour per week for 15 weeks. Text: Minor's Conflict of Laws.

THE LAW OF PUBLIC UTILITIES. Two hours per week for 15 weeks. Text: To be assigned later.


REVIEW COURSE. Four hours per week for 15 weeks; 1 hour per week for 24 weeks.

PRACTICE COURT. Two hours per week for 15 weeks.

FOURTH YEAR

Provision will be made for courses in this year in the near future.
EXTENSION COURSES
FOR THE TEACHING SISTERHOODS OF CINCINNATI AND VICINITY

GENERAL INFORMATION

ORIGIN AND SCOPE

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

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

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

The classes will be held at St. Xavier School, Sycamore street, between Fifth and Sixth streets. This central location is easily reached from all parts of the city and from across the river.

CREDIT

As the Saturday classes of the Extension Courses run for thirty weeks there will be a total of thirty hours in each course. On this basis credit of two semester hours will be given for the successful completion of each course. Six semester hours (six credits) represent the maximum amount of credit that can be gained in these Saturday classes during any one year. Attendance at these classes will count toward the one-year residence requirement for a degree.

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

FEES

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

ENTRANCE REQUIREMENTS

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

CHEMISTRY E. 1, 2. A course in general inorganic chemistry.
Lectures and laboratory periods. Mr. Vonderahe. Four credits.

EDUCATION E. 5. School Administration and Class Room Management.
School Administration, Definition; school system in general: elementary, secondary, special; Catholic school system; parochial, private; public school system: state, city, county; comparison of the two systems; features of school administration; curriculum, time periods, officers, certification of teachers, text books, examinations, promotions, grading, study.
Class Room Management. Definition; general principles; routine and habit; religious principles; arrangement of materials; daily program regularity and punctuality; hygienic conditions; discipline; rewards and punishments. Particular problems; attention, study, testing, incentives, recitation, busy work, changing periods. Father Schmitt. Two credits.

ENGLISH E. 11a. Teaching English in the Grades. A survey course dealing with general problems of teaching composition; the aims, the organization, and the methods of procedure in written and oral composition; relation of oral to written composition; topic selection; the outline; the model; connection between grammar and composition; correction.
Father Flynn. Two credits.

ETHICS E. 7. In this course are treated the subjects belonging to general ethical theory: the nature of the moral act, the distinction between moral good and moral evil, moral habits, natural and positive moral law, conscience, rights and duties.
Father Spalding. Two credits.

GREEK EAB. Continuation of elementary course Greek AB, begun in summer session of 1919.
Father Daly. Two credits.

the improvement of the laboring classes. The beginning of
social problems in the United States. Legislation favoring the
laboring classes. The social work of Bishop von Ketteler.
The Encyclical of Leo XIII., Frederic Ozanam and the St.
Vincent de Paul Society. Father Spalding. Two credits.

LATIN E. 1. Vergil: Horace. Selections from the Aeneid and
Georgics, with special reference to their literary qualities;
Horace, Ars Poetica. Two credits.

PHILOSOPHY E. 4. PSYCHOLOGY. Study of the phenomena of
rational life: The origin and development of intellectual con-
cepts, rational appetency, free-will and determinism. Rational
psychology; origin, nature and destiny of the human soul,
the union of the soul and body. Father Boylan. Two credits.

SPANISH E. 2. Review of the essentials of grammar; composition,
oral and written; conversation. Miss Frick. Two credits.

SPANISH E. 2. Advanced reading, with composition and conver-
sation based on the reading. Increased use of Spanish in
class. Miss Frick. Two credits.

TRIGONOMETRY E. 2. Functions of acute angles; the right tri-
angle; goniometry; the oblique triangle; logarithmic tables.

COURSES GIVING CREDIT FOR COLLEGE
ENTRANCE

ALGEBRA E. 1. Elementary Algebra as contained in Wells and
Hart's First Year Algebra. Father Daly. One unit.

HISTORY E.A.B. American History. This course embraces one
semester's work in American political, social and institutional
history, with special reference to the period since 1760. Text:
Montgomery's Essentials, supplemented by required collateral
reading. Mr. O'Connell. One-half unit.

PHYSICS E.A.B. High School Physics. An elementary treatise for
students who have had no physics in high school. Text: Mil-
likan and Gale. Lectures and laboratory.
Father McGeary. One unit.
SUMMER SESSION, 1919

ORIGIN AND SCOPE

IN THE summer of 1914 St. Xavier College undertook the task of conducting summer classes for the benefit of the teaching Sisterhoods. A limited number of courses were offered to meet the existing demand, with the intention of broadening the scope of the work as the needs of the situation developed and the means which the College could dispose of would allow. The work then inaugurated continued during the four succeeding summers on the limited plan as first outlined; but with the opening up of the extension courses during the year 1917-1918 it became evident that the program of the summer session would have to be enlarged.

In enlarging the program special requirements of those for whom the summer classes were inaugurated have been kept in view. The work as at present organized is divided into:

1. Courses of College grade in which credit can be gained towards a degree;

2. Courses offering credit towards the fulfillment of the requirements for College Entrance.

It is the intention to make the courses in the summer school continuous, as far as possible, with the courses given in the Extension classes throughout the year.

LOCATION

The classes will be held at St. Xavier School, Sycamore street, between Fifth and Sixth streets. This central location is easily reached from all parts of the city.
CREDIT

As the Summer Session lasts six weeks and every course is given five times a week, there will be a total of thirty hours in each course. On this basis credit of two semester hours will be given for the successful completion of each course. Six semester hours (six credits) represent the maximum amount of credit that can be gained in one summer. Summer courses may be counted along with courses carried during the year in the Extension division in fulfillment of the requirement of residence for a degree.

It is understood, however, that only such students as are able to meet the College Entrance requirements can be given college credit for work done in the Summer Session. Students not seeking college credit will be admitted to any course which they are otherwise qualified to follow with profit.

FEES

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

EXAMINATIONS AND GRADES

An examination is held at the close of each course on the subject-matter covered in the course. In publishing the results of examination the system of grading as outlined on page 51, will be followed.

REGISTRATIONS

Students may register for these Summer Courses any time after June 1st. Registration closes on July 1st. It is desirable that students should register as soon as possible after June 1st.
ENTRANCE REQUIREMENTS

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

Candidates for admission to the Freshman class must present entrance credits amounting to sixteen (16) units of high school work. A unit is a series of recitations or exercises in a given subject pursued continuously throughout the year. The number of class exercises required in a week for each unit shall, in general, be five. Double periods are required for laboratory courses.

Not less than a full unit will be accepted in the first year of any language. Half-units will be accepted, but only when presented in addition to integral units in the same subject. Any two of the biological sciences (Physics, Botany, Zoology) may be combined into a continuous year’s course equal to one unit.

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

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

Students who have successfully completed prescribed and elective courses to the amount of one hundred and twenty semester hours are recommended to the Trustees for the first academic degree. Such recommendations are ordinarily acted upon and the degrees are conferred at Commencement, at which time the students receive diplomas from the President of the College.
SCHEDULE OF COURSES, 1919

CHEMISTRY S. 1, 2. A course in general inorganic chemistry. Daily lectures and laboratory periods.
Mr. Vonderahe. Four credits.

EDUCATION S. 20. The Psychology of Learning. The laws that govern the acquisition, retention and use of knowledge. The psychology of the adolescent mind. High-school curricula and methods discussed in the light of the principles laid down.
Father Schmidt. Two credits.

EDUCATION S. 9. Observation Class. A class of about twenty pupils who have finished the first year of high-school will be taken through a quarters' work in English. Approved methods of class management will be illustrated. Material of value will be supplied to the observers who will be required to study and criticise the classes according to the most accepted standards.
Father Schmidt. One credit.

ETHICS S. 8. A course continuing Ethics S. 7 (given in summer session of 1918) and containing the application of the general principles of ethics to problems of individual conduct; discussion of individual rights and duties.
Father McCormick. Two credits.

GREEK SAB. A beginner's course in Greek emphasizing the grammatical forms and preparing the student for the reading of easier Greek prose.
Two credits.

Father Spalding. Two credits.

LATIN S. 20. Ecclesiastical Writers in prose and verse. Study of selections from Breviary hymns and homilies.
Father Grace. Two credits.
LOGIC S. 1. This course will comprise the customary treatment of formal logic with added emphasis on inductive reasoning and on the informal reasoning of everyday life and of literature.

Father McCormick. Two credits.

MATHEMATICS S. 1. College Algebra including binomial theorem, variables and limits, series, determinants and the theory of equations.

Father Gerst. Two credits.

MATHEMATICS S. 3. Analytic Plane Geometry, including the treatment of the straight line, circle, parabola, hyperbola and ellipse.

Father Gerst. Two credits.

PHILOSOPHY S. 8. (See Ethics.)

PHILOSOPHY S. 8a. Natural Theology, including: the idea of God, the proofs for the existence of God, the attributes of God, foreknowledge and free-will, the divine action in the universe, providence.

Father McCormick. Two credits.

PHYSICS S. 2. College Physics: light, electricity and heat. Lectures and laboratory. Prerequisite: High-school Physics.

Father McGeary. Four credits.

SPANISH SAB. The elements of Spanish grammar with practice in the writing and speaking of Spanish and the reading of easier selections.

Two credits.

SPANISH S. 1. A more advanced course beginning with a review of the essentials of grammar; composition, oral and written; conversation; reading of selected extracts in prose and verse. Prerequisite: Spanish SAB or equivalent.

COURSES GIVING CREDIT FOR COLLEGE ENTRANCE

ALGEBRA S. 1. Elementary Algebra as contained in Wells and Hart's First Year Algebra.

Father Daly. One unit.


Father Daly. One unit.

GREEK SAB. Beginner's course emphasizing the grammatical forms and preparing the student for the reading of easier Greek prose.

One unit.

PHYSICS SAB. High-school Physics. An elementary treatment of the subject for students who have had no physics in high-school. Lectures and laboratory.

One unit.

SPANISH. (See courses in Spanish outlined above.)
THE Department of Commerce of St. Xavier College was opened in October, 1911, for the benefit of young men, irrespective of their religious adherence, who have more than ordinary intelligence, energy and ambition, and who realize that thorough preparation is essential to success.

That there was a demand for a higher and more adequate system of education adapted to the requirements of modern commercial life was proved by the gratifying enrollment of a hundred young men during this first year who, either as regular or special students, kept up their interest to the end of the session.

During the following years the number of students in the different courses increased considerably. In 1914 the first students—twelve in number—graduated with the degree of Bachelor of Commercial Science. Several have since taken the examinations of the Ohio Board of Accountancy.

In 1918 the courses of the Department were opened to admit women to matriculation. The adoption of this policy of co-education was prompted by the increasing demand from the commercial world for trained women as well as from the women themselves.

The work of the Department of Commerce is distinctly practical. Its instructors are men of affairs. Its aim is to
educate the student in the methods of present-day business and thereby to add to his efficiency. The emphasis placed on the eternal principles of truth and honesty, as laid down in sound ethics, forms a distinct feature of the course.

Efficiency in this widest sense means a great deal more than mere skill in performing routine task. It implies breadth of view, keenness of observation, grasp of underlying principles—in one word, development of brain power for business activity.

The courses of instruction are so selected as to illustrate, correlate and draw together principles and facts which will form a mind able to grasp in a given business scheme and situation the principles involved, and to determine upon the best business methods.

The College is especially well equipped to train men in:

- Public Accounting
- Cost Accounting
- Auditing
- Ethics
- Political Economy
- Banking
- Transportation
- Mercantile Business
- Stock, Bond and Produce Brokerage
- Credit Work
- Commercial Law
- Advertising, Salesmanship
- Business English
- Public Speaking
- Commercial Spanish

The different subjects, selected to give a thorough business preparation, aim at something much broader than that which is usually the object of the ordinary commercial school. The courses will appeal also to those men actually engaged in business who wish to understand the science of commerce in order to arrive at greater efficiency.
DEPARTMENTS OF INSTRUCTION

The subjects of instruction are broadly classified under three groups:

ECONOMICS AND BUSINESS ADMINISTRATION with the subdivisions: ethics, political economy, economic resources, industrial organization, credits and collections, investments, finance, transportation, etc.

ACCOUNTING in its theory, practical problems, advanced and special accounting, cost accounting, auditing, preparing for the work of the professional accountant.

COMMERCIAL LAW. Instruction in law has been designed not only for those who are preparing for the profession of Certified Public Accountancy, but also for men in general commercial or business life. Contracts, the ground-work of all law, Agency, Partnership and Corporations, are studied during the first year. Negotiable Instruments, Bailments and Carriers, and Bankruptcy are the subjects of the second year. Sales, Tenancy and Insurance, Taxation, and Property complete the law in the third year.

In addition to the above studies, required for obtaining the degree of Bachelor of Commercial Science, the following electives are offered:

BUSINESS ENGLISH. The object of this course is to perfect the student in the command of correct, forceful and business-building English, oral and written. The classes are entirely thorough, beginning with a treatment of the fundamentals of the language and leading up to a systematized practice in the composition of every kind of effective letter used in modern business.

ADVERTISING AND SALESMANSHIP. The economic, psychological and physical factors in advertising, together with the essential principle of artistic arrangement and English composition as applied to the construction of
advertisements, are fully covered. The course also includes theoretical discussion and practical demonstration of the salesman’s problems.

**Public Speaking.** Every business man feels the need of being able to deliver an address at certain times. With the view to meeting this need, the course includes the theory and practice of Public Speaking.

**Commercial Spanish** is becoming of increasing importance on account of our growing trade with Latin America. The principal features of the course are conversation and letter writing.

**Bookkeeping and Elementary Accounting** is offered to accommodate such students as need this preliminary training in order to enter the Freshman class in accounting.

**Entrance Requirements**

**Degree Students.** The minimum requirement for the degree student is a certificate of having completed a high school course of four years or its equivalent. It is desirable that the applicant have obtained the degree of Bachelor of Arts or have finished some college work.

**Special Students.** Entrance requirements for special students are: minimum age of eighteen years; ability to follow with profit the selected branches.

**Location and Time of Sessions**

The sessions of three periods are held in the College buildings, situated at Seventh and Sycamore streets, from 7:30 p.m. to 9:45 p.m., on Monday, Wednesday and Friday evenings. The College is easily reached from all parts of the city.

A reference library may be consulted by the students not only in the evenings, but also during the day.
ATTENDANCE

No credits can be allowed a student who has not faithfully attended the various courses for which he enrolled and who has not satisfactorily passed the examinations.

Attendance records are kept and absence from twenty per cent of the lectures deprives the student of the right to examination.

SPECIAL LECTURES

Special lectures on practical business problems are given from time to time as far as the regular work permits.

PRIZES

The J. D. Cloud gold medal is awarded to the Senior who attains the highest general average.

The Joseph Berning gold medal is awarded to the Junior who attains the highest general average.

Mr. Jesse Joseph, of the Joseph Advertising Agency, offers a gold and silver medal to the students of the Advertising and Salesmanship class who show the greatest proficiency in laying out newspaper advertisements.

Callaghan & Company, of Chicago, present a Cyclopedic Law Dictionary to the Senior showing the greatest proficiency in commercial law.

Besides these, a number of other valuable prizes are offered by friends of the College to successful students in the various classes.

DEGREES

Bachelor of Commercial Science

The degree of Bachelor of Commercial Science will be conferred on regular students who have successfully completed three years of prescribed studies and have submitted a satisfactory thesis on some economic question. The program is so arranged as to prepare the student for the examination of the Ohio State Board of Accountancy.
Certificate of Proficiency

The Certificate of Proficiency will be granted to special students who have successfully completed the B. C. S. course, or its equivalent, but who have not fulfilled the entrance requirements for degree students.

TUITION AND FEES

A registration fee of $5.00, payable before enrollment, is required of all students at the beginning of any course. This fee is paid but once and is not returnable.

All tuition is payable semi-annually in advance. Students may not attend classes until the registration fee and tuition for the current semester have been paid.

No student once enrolled in a course will be allowed to withdraw except for very weighty reasons; and in no event will any part of his tuition be returned to him except in case of protracted illness.

The schedule of tuition and fees is as follows:

<table>
<thead>
<tr>
<th>Service</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration fee</td>
<td>$5.00</td>
</tr>
<tr>
<td>Regular schedule of studies</td>
<td>$50.00</td>
</tr>
<tr>
<td>Two subjects</td>
<td>$40.00</td>
</tr>
<tr>
<td>Accounting</td>
<td>$30.00</td>
</tr>
<tr>
<td>Bookkeeping</td>
<td>$30.00</td>
</tr>
<tr>
<td>One subject three (periods per week)</td>
<td>$20.00</td>
</tr>
<tr>
<td>Graduation fee</td>
<td>$10.00</td>
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OUTLINE OF COURSES

ECONOMICS AND BUSINESS ADMINISTRATION

1. ETHICS.
   A study of the fundamental principles of morality with their application to conduct in individual and social life. Individual rights and duties: society, its nature, origin and purpose. Lectures, recitations and discussions. Professor McCormick.

2. POLITICAL ECONOMY.
   The principles of economics. A treatment of the subject embracing the general theory of production, distribution, exchange and consumption. Lectures, problems and discussion, developing the meaning of economic questions. Professor McCormick.

3. ECONOMIC RESOURCES.
   Raw materials; sources; geographical distribution; exploitation; transportation; treatment and preparation of natural products and by-products for market; various industries engaged in handling these materials; capital invested; men employed; uses of the output.

4. INDUSTRIAL ORGANIZATION.
   Brief historical survey. Extractive industries; transportation; manufacture; forms of industrial organization; commercial institutions; fundamental principles of administration; State interference and regulation; Government ownership.
   The students will be directed to do research work and to propose it to the class for discussion. Ernest F. DuBrul.
   James Heckin, of the Heckin Can Co., will lecture on Business Management.
5. CREDITS AND COLLECTIONS.
Nature and laws of mercantile credit; advantages and defects of the credit system; commercial rating; checks and safeguards; collections, exemptions and limitation. Theodore J. Geisler.

6. INVESTMENTS.
1. Definition of investment; investment and speculation compared; history of modern investment; the industrial system; present conditions of investment; security; income, general survey of various classes and grades of investment; market elements; premiums and discounts, rates and bases; prices and quotations; salability.
2. Government and State bonds; history; present conditions of security and income; market elements.
3. Municipal and county bonds; the various grades; security and income; municipal financial statements; consideration of the character of improvements to be made by the issue; sinking funds; State laws regulating issues.
4. Corporation bonds; the various classes of corporation mortgage bonds; the trust deed.
5. Corporation bonds; collateral bonds; guaranteed bonds; income bonds; convertible bonds; equipment bonds; analysis of corporation balance sheets and income accounts; security of corporation bonds; market elements.
6. Stocks; common and preferred stocks compared; history of modern stock investments; actual and possible security of preferred stocks. Theodore J. Geisler.

7. FINANCE.
Money and Banking. Practical exposition of the principles of Finance and Banking; domestic and foreign exchange; nature and value of money; credit and the relation of money and credit to the prices and rates of interest; monometallism and bimetallism; fiat money; the currency system of the United States; brokerages; the nature and the importance of banking operations; the receiving teller and deposits; the paying-teller and his cash; departments of the bank—collections, discounts, collaterals, the stock, its ownership and transfer; the circulation of the bank; foreign exchange; letters of credit; notes and drafts; national and State banks; the president, the cashier and the board of directors; the duties of each; meetings of directors; management; the clearing house; trust companies. Theodore J. Geisler.
8. TRANSPORTATION.

Transportation the keynote of commercial success or failure; the economics of transportation; the river and the railroad; ocean transportation; import and export duties; inland waterways and transportation; the improvement of the rivers and harbors, inland and sea-port; passenger and freight traffic; classifications, rates and charges; traffic policies; State and Federal regulations; inter-state and intre-state commerce; the constitutional power of the Congress to regulate inter-state commerce.

Patrick T. Kilgariff.

ACCOUNTING

Bookkeeping and Elementary Accounting

The course covers, in a graded and rational way, transactions which are likely to occur in the conduct of a business. Its purpose is to prepare students for admission to Accounting I.

Special attention is given to journalizing, single entry, double entry, the development of the original journal into modern journals, such as cash, sales, purchases, notes, bills receivable and payable, controlling accounts.

Edward McCarthy, W. T. Burns.

1. PRINCIPLES OF ACCOUNTING.

Thorough foundation in the fundamental principles. Laboratory practice by the student under the guidance of the instructor. A complete series of transactions in books of account to be worked out by the student. The matter is analyzed and demonstrated; demonstration supplemented by elementary theory and principles involved.

The transactions are founded on cases taken from actual practice. Beginning with accounts of a sole proprietor in single entry method, the change is made to double entry. The books are changed from cash basis to accrued basis. Simple trading goes over into manufacturing; partnership is added; a participation in the profits is sold to a third party; the original proprietor's part is taken by a new partner; the other partner dies; the remaining partner incorporates; the business of the co-partnership is taken over by a corporation; good will is involved in the transaction. The latest and best methods are introduced; a simple cost system is installed; goods are shipped and received on consignment; new capital is secured by a bond issue with a sinking fund clause; the corporation gets into financial difficulties; a
receiver is appointed and the company is liquidated. Financial statements are interspersed; balance sheets; statements of income; profit and loss, of receipts and disbursements; of affairs and deficiency, of realization and liquidation.

Alfred H. Brendel.

2. ACCOUNTING PRACTICE.

Principles taught in the first year are illustrated by practical problems. These problems are divided into two groups, those for demonstration, worked in the class room, and for practice, required as independent work of the students.

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

Miscellaneous problems, involving fiduciary accounts of executors, trustees, agents.

Frank J. Crane.

3. COST ACCOUNTING.

The sources of cost and their analysis from the raw material through all processes of manufacture to the finished product; the units of cost and their apportionment; application of the principles advanced during the first year; cost of labor, skilled or unskilled; cost of storage, management and marketing; the cost of each department from production to market and the determination of the relative efficiency of each and the relation to the product; the cost of trading as distinguished from the cost of production of the finished product; the efficient method of cost keeping and comparative estimates of various systems of cost accounting; cost in relation to individual enterprises, co-partnerships and corporations.

Frank J. Crane.

4. ADVANCED PROBLEMS IN ACCOUNTING.

The course of Advanced Problems in Accounting includes treatment of the newer vehicles and methods of business transactions;
the growth of the corporation as a great factor in commercial, financial and industrial enterprises, as distinguished from the establishment owned and operated by the individual; the practical substitution of the corporation for the individual business; the advantages of the corporate form and operation over the individual method; the uses of the corporate method and its liability to abuses; the trust and the combine; their uses and their abuses; the right of capital to concentrate; development of natural resources through the corporation; natural and statute law in their application to the business problems presented by modern methods of business; the law of supply and demand; statutory powers and privileges of the corporation and its consequent responsibilities to the State and the business world.

In all reports submitted by the students the language must be clear, direct and concise, avoiding the use of technical terms and phrases where unnecessary. Edgar Biggs.

5. AUDITING.

Auditing in its relation to cost; the consequent duties of an auditor; the responsibility of an auditor; the basic principle of an audit; how it is made; papers, books, accounts with creditors and debtors, banks and trust companies; vouchers; the auditor supreme in all departments of accounts, stock taking, etc., from the beginning to the completion of his work; compilation of his report and its submission; absolute independence and integrity required in an auditing official, whether in State, municipal or private work; clearness, conciseness and directness the characteristics required in the report of an auditor with reference to the accounts, books, papers, etc., on which it is based; the several kinds of audits required in the newer methods of business today—banks, trust companies, corporations, fiduciary accounts, manufacturing establishments, commercial enterprises, insurance and railway companies, etc. Edgar Biggs.

6. SPECIAL ACCOUNTING.

Public Accountants who through years of special study, research and practice have become recognized authorities in some particular department of accounting will give practical demonstrations of their work to the students.

COMMERCIAL LAW

1. CONTRACTS.
   Elements of a contract; kinds of consideration; illegal, fraudulent and other void contracts; construction of contracts; verbal and written contracts; Statute of Frauds; how contracts may be terminated; specific performance; breach of contract; damages.

   Elmer L. Conway.

2. AGENCY AND PARTNERSHIPS.
   Agency. The contract of agency; agency by ratification or estoppel; principles and agents; rights and duties of agents; termination of the contract of agency; what agencies may be revoked; remedies of agent and principal.

   Partnerships. Articles of co-partnerships; rights and liabilities of co-partners; rights of creditors against co-partners and against the firm; special partners; silent partners; termination of co-partnerships; commercial paper of a co-partnership; accounting between co-partners; liquidation of assets.

   James E. O'Connell.

3. CORPORATIONS.
   Forming a corporation; stock subscriptions; how a charter is obtained; rights and liabilities of corporation in States other than where chartered; by-laws; meetings of stockholders and directors; forms of corporate stock and rights of stockholders thereunder; common and preferred stock; corporate elections; rights of minority stockholders; acts beyond corporate powers; voting trusts; liabilities of stockholders and directors; rights of creditors; dissolution of corporations and how effected.

   Edward P. Moulinier.

4. NEGOTIABLE INSTRUMENTS.
   What instruments are negotiable; bills, notes, drafts and checks; acceptance of drafts, certified checks; defenses and suits brought on negotiable paper; partnership and corporation paper; rights and liabilities of endorsers; presentment; notice of dishonor, protest; certificates of deposit; bonds; certificates of stock; warehouse receipts, bills of lading, etc.

   Edward P. Moulinier.

5. BAILMENTS AND CARRIERS; BANKRUPTCITY.
   Bailments. Mutual rights and duties of bailor and bailee; pledges; storage of goods; warehousemen; warehouse receipts, etc.
Carriers. Public and private carriers; shipment of goods; rights and duties of shipper, consignee and carrier; stoppage and loss in transit; bills of lading; State and Federal regulation, etc.

Bankruptcy. Who may become bankrupt; voluntary and involuntary bankrupts; acts of bankruptcy; claims; preferences; discharges, etc. Appointment; purposes, rights and duties of receivers and creditors. John C. Thompson.

6. INSURANCE.
The fundamental nature of the contract of insurance; its requisites; interests insurable and not insurable; effect of concealment of fact by the applicant for insurance; representations and warranties by the insurance company; insurance agents, their duties and their powers; rights of the insured under the policy; the standard fire policy and the standard life policy; development of the insurance field—accident, tornado, etc.; guaranty, credit and liability insurance; bonding companies and their operations; premiums and assessments; stock, mutual and beneficial insurance companies and associations. Edward T. Dixon.

7. SALES.
The contract of sale; memoranda; immediate and future sales; time of delivery; shipment, rights and duties of consignee, consignor and carrier; stoppage and loss in transit; when the contract is closed; setting aside sales; warranties; sales by samples, by description, etc. Edward J. Kennedy.

8. PROPERTY.
Realty; personality; mixed; acquiring title to personality by purchase, gift, finding and other means; estates in realty—fee simple, life, leasehold, dower, contingent interests, mortgages, deeds, conveyances, title by descent, devise, purchase and prescription, abstracts, remedies of purchaser and seller, taxation, assessments. John E. Fitzpatrick.

BUSINESS ENGLISH

1. BUSINESS ENGLISH.
The principles of English composition, as related to commercial enterprise, are presented in detail. Correctness is the primary aim, particular attention being given to form. Practice is had in the preparation of outlines, composition of business letters, and criticism. Charles H. Purdy.
2. BUSINESS ENGLISH.

The more advanced topics of business composition are considered. The discussions concern tone, exactness, accuracy in diction and effectiveness. Letters of credit, collection, adjustment, sales, application, etc., are thoroughly analyzed. Dictation, advertisement English, and reports are covered. Comprehensive practice is given in the writing of letters and reports. Individual and class criticism. Charles H. Purdy.

3. WRITING FOR PROFIT.

A practical course in the art of writing for magazines, newspapers, trade, technical and secular publications, as well as the juveniles; and in teaching the marketing of such material in this country and abroad in such wise as to make the class-work pay for itself from the start.

The first half of each session is given over to a lecture, the theme being amplified with abundant references to topics of the hour. This is followed by a query period and a review of the previous lecture, after which there is protracted discussion of such material as the students may bring in, and suggestions for marketing and for manner of sale. How to gather the data; how to make it appeal to the specific class of readers reached by the given publication; how to prepare the manuscript and give it the professional touches that go so far toward effecting sale; how to maintain a market so established; the use of unsold material, and the securing of new clients in other fields, will be taught. Felix J. Koch.

ADVERTISING AND SALESMA NiSH AP

The course in Advertising is intensely practical. It deals with advertising as its results are written in the story of business successes and failures. Subjects include: Principles of advertising, the theory and principles of advertising and selling, the place of advertising in modern business, comparative studies of great successes and diagnoses of some failures, psychology of advertising, copy preparation, the important place of illustration, choice of mediums, the force of newspaper appeal, mapping out campaigns, using street cars, outdoor advertising, magazines, class journals, house organs.

Class instructions are supplemented by talks given by representative advertising men who bring into the class the rich fruits of experience. Ren Mulford, Jr.
PUBLIC SPEAKING

Special effort is made to improve the student's voice, bearing and action. His defective speech habits are corrected. He is taught how to think on his feet and talk directly to a small or large group. Opportunities to address the whole student body in debates, in prepared or impromptu speeches are offered at the general meetings.

COMMERCIAL SPANISH

1. SPANISH.
Drill in pronunciation; fundamentals of Commercial Spanish; etymology to irregular verbs; translation; simple conversation.

2. SPANISH.
Irregular verbs; simple rules of syntax; conversation; correspondence.

3. SPANISH.
Syntax completed; reading of Spanish prose and poetry; advanced commercial correspondence. Emma Frick.

The College reserves the right to discontinue temporarily any course for which the number of applicants is too small.
SCHOOL OF SOCIOLOGY

GENERAL STATEMENT

ORGANIZATION AND PURPOSE

THE need of men and women conversant with the Catholic viewpoint on Social Problems, as well as of trained Catholic Social Workers, has become very urgent throughout our country, especially here in Cincinnati, and without the least doubt will become still more urgent as the post-bellum problems demand a satisfactory solution. Many of those generous men and women who have been actively engaged in Social Work in the past have felt the need of acquiring a better knowledge of the fundamental principles involved and of the best methods to be employed.

To meet this much-felt need the courses in Sociology at St. Xavier were started in September, 1918, and met with immediate and gratifying success. Their practical character is attested to by the fact that several of the students are already actively engaged in the different local organizations as professional Social Workers.

The courses include a study of Social Principles, Social History and Social Practice, so correlated as to give the student a thorough theoretical and practical training in Social Service.

Social Service is in general any service which tends to promote the social well-being. It may be considered under two aspects; as remedial, in healing the wounds and sores of society, such as ministering to the sick and
poor; or preventive, in so ordering and regenerating the social forces as to ward off as far as possible such conditions. The first deals mainly with effects, the second with causes—the first is the work of Charity—the second, Social Work proper.

SOCIAL PROBLEMS and the social activities connected with these problems mark especially the present age. With all the evidence of industrial progress, social life is not happy and healthy—and there is everywhere felt an acute sense of trouble and mal-adjustment. It is for this reason that Social Service has become of primary importance, both as a serious study and as a generous vocation. Moreover, apart from the inspiring Apostolate which it affords, it holds out sufficiently ample rewards to those who make it their life work.

SCIENTIFIC METHOD in modern social service is a necessity. Men and women have always rendered social service in one form or another. The new form is distinguished from the old in requiring professional standards of scientific method and technique, for the work of charity has now passed over to a stage wherein system, cooperation, principles, methods, instruction and literature appear.

A social worker to be successful today must possess a wide range of theoretical and practical knowledge of social work. A single case is quite likely to offer problems which will require dealings with Church, court, hospital, school authorities, charitable organizations, city departments, employers and labor unions.

There is need of systematic study if one is to obtain adequate knowledge of the charity resources of a city, of laws and their administration, of the factors determining wage conditions, and of the advance made in the medical resources of relief work. No social worker is fully equipped until he is in possession of the results of past experience in social work in its various forms.
Catholic Social Workers ought to be in the forefront in the field of social work. There is no work which appeals so strongly to all their high ideals and sympathies. It is the great commandment of the Gospel—the splendid evidence of faith—the glory of the Church's history. She is the mother of private and organized social service and has ever shown a genius for organization in every domain of social effort and welfare.

The words of the illustrious Pontiff Leo XIII, calling us to concerted social study and concerted social action are an urgent summons to rouse ourselves to the great problems and the great responsibility of the new world of social and industrial relations in which we live.

As a Profession Social Service enjoys the uncommon advantage of not being overcrowded.

The supply of trained workers is insufficient to meet the need. There is a constant demand for graduates of Schools of Social Service to fill such State and Municipal positions as Probation Officers, Parole Officers, Social Investigators, Institutional Inspectors and Superintendents of various bureaus, with salaries ranging from $900 to $4,000 per annum. In rating educational attainments in the examinations for these and other Civil Service positions special credit is given for college education or for special training along technical lines.

In public and private organizations are unnumbered opportunities for such graduates.

The development of welfare work in mills and factories and in many large corporations calls continually for expert service.

The courses primarily aim at fitting the student for active Social Work. Their appeal, however, is not confined to this class alone. The subjects treated are of interest and educational value also to those who do not contemplate Social Service as a profession. The pertinent and troublesome social questions of the day, with
which broad minds are conversant, are essential parts of the matter discussed. The lectures will be found invaluable for their general information on current topics of interest and importance. The comprehensive view they convey serve as liberal knowledge supplementary to a general academic education or in lieu thereof.

**ENTRANCE REQUIREMENTS**

Candidates for a diploma, who are styled regular students, must have finished a high school training or its equivalent.

Special students must have attained the age of eighteen years and must give evidence of sufficient mental ability to follow the courses with profit.

**LOCATION AND TIME OF SESSIONS**

The sessions of three periods are held in the College buildings, situated at Seventh and Sycamore streets, from 7:30 p.m. to 9:45 p.m., on Monday, Wednesday and Friday evenings. The College is easily reached from all parts of greater Cincinnati.

**CREDIT AND ATTENDANCE**

The school year includes thirty weeks as a minimum, and as nine hours are devoted each week to Social Principles, Social History and Social Practice, the regular student can obtain credit for eighteen semester hours in the school year.

No credit can be allowed a student who has not faithfully attended the various courses for which he enrolled and who has not satisfactorily passed the examinations.

Attendance records are kept and absence from twenty per cent. of the lectures deprives the student of the right to examination.
CURRICULUM

The training offered by St. Xavier College in Social Service occupies two academic years and covers the full field of social work. Collateral reading in connection with the various subjects as suggested by the lecturers is required of students.

FIELD WORK

The importance of practical work in the field of Social Service is recognized and insisted upon everywhere today. Lectures alone are not sufficient to make the student an efficient social worker, nor will mere observation of the methods of others bring about this result. Actual casework must be done by the student under careful and expert supervision.

VISITS OF INSPECTION

Excursions to leading and typical public and private institutions with the work of which the student should be familiar, will be taken under the guidance of a teacher, so that the methods and technique followed in these institutions may be closely observed and studied with profit.

SPECIAL LECTURES

A series of lectures will be given each year by leading representatives of the several agencies of the city engaged in philanthropic and humanitarian work, is that the students may become acquainted with the work done therein. These lectures will be arranged so as to correlate with the work of the classes.

FEES

Tuition for regular students will be thirty dollars per annum, payable semi-annually. Special students, i.e.,
those taking one or more courses, will pay ten dollars per course.

All fees are payable in advance.

Fees are in no case refunded, but students who have once paid tuition and have become unable, through sickness or any other unavoidable cause, to be present, will be credited the amount on any subsequent session which they may attend.

DIPLOMAS

Diplomas will be given to those students who shall have satisfactorily completed the full two years course.

Students satisfactorily completing the full work of one year, and students in special courses, if they so desire, may receive a certificate stating what work they have done.
OUTLINE OF COURSES

I. SOCIAL PRINCIPLES

1. THE ETHICAL GROUNDWORK OF SOCIAL SERVICE.

Social questions in all their aspects have necessarily a moral issue and a moral basis. We cannot, therefore, safely undertake any methods of adjustment and reorganization in Social Service without a clear and definite moral viewpoint. The aim of this course is to give to the student this viewpoint so that he may be thoroughly acquainted with the laws that govern normal human life in the direction and correlation of its complex social forces.

Hence it will deal with: Man, and his fundamental ethical relations. Life—its sacredness and destiny. Human action and its determinants. Law and its ultimate authority. Right and duty. The individual and the family. The family and the state. The functions of the government. Education and religion. Social problems and social agencies. The fourfold source of social evils—religious, moral, economic, political, Christian democracy. Lecturer, Rev. M. J. Boylan, S.J.

2. THE ECONOMIC GROUNDWORK OF SOCIAL SERVICE.

To do intelligent work for the social welfare, it is essential to know the fundamental principles of Political Economy. Hence the course will embrace lectures on the principal subjects that come under that science, such as: Wealth, value, price, the factors of production—nature, labor, capital. Money, depreciation of money. Credit. Banking. Trade. Transportation. Corporations. Taxation. Insurance. Consumption of wealth. Distribution of wealth. Rent. Interest or profits. Wages. Lecturer, Rev. Joseph Reiner, S.J.

3. THE SOCIAL QUESTION AND NON-CATHOLIC SOLUTIONS.

The Social Question stated: Widespread poverty, misery, suffering; unequal distribution of wealth; industrial slavery; inequality of income; unemployment; child labor; woman labor; industrial accidents and diseases; housing conditions;
denial of justice; laws circumvented, not enforced; unequal burdens in peace and war; agrarian problem.
Solutions: Liberalism; Socialism; Syndicalism; I. W. W.; Reconstruction Program of the British Labor Party; other programs; philosophical, economical and social principles and theories.

Lecturer, Rev. Joseph S. Reiner, S.J.

4. THE CATHOLIC SOLUTION OF THE SOCIAL QUESTION.


Lecturer, Rev. Joseph S. Reiner, S.J.

II. SOCIAL HISTORY

1. ANCIENT AND MEDIEVAL SOCIAL MOVEMENTS.


2. THE SOCIAL REVOLUTION.

Europe in the 17th and 18th centuries. Effects of the invention of machinery on social life. The rise of modern cities.

3. MODERN AND CONTEMPORARY SOCIAL WORK.

Part I.
A further development of the topics treated in course 2. Every topic has become complex and interwoven with other phases of social life and activity. The history of these social laws and activities becomes not only interesting but of prime importance to anyone who would enter upon any part of social work. Sociological literature. The value of the publications of the United States Bureau of Labor. Population. Immigration. The family. Child and woman labor. Wages. Employment. Poverty. Housing. Lecturer, Rev. Henry Spalding, S.J.

4. MODERN AND CONTEMPORARY SOCIAL WORK.

Part II.
Like Part I of this course, the object of Part II is to encourage the student to enter upon a fuller study of the various topics, and to prepare himself for practical work. A large part of the course will be devoted to the history of the development of organized labor, with special emphasis upon the history and growth of the American Federation of Labor. Emphasis will be put upon the movements, which have, during the last two decades, tended to place social work under the city, state, or even the federal power. The influence of the late war in this regard. United Charities, St. Vincent de Paul Society, Red Cross, and other general associations. Ideals and hopes of Catholic charity. Lecturer, Rev. Henry Spalding, S.J.

III. SOCIAL PRACTICE

1. THE FAMILY.
Child Welfare; eugenics; birth-control; pre-natal care; maternity visitation; nurseries; school hygiene; recreation; vacation homes; fresh air farms; vocational guidance; boarding and placing-out; juvenile delinquency; defective and feebleminded children; orphanages, protectories, etc.
Child Labor. Working girls; working boys; employment; the maid problem; protection of girls; Big Sisters; Consumers' League. Big Brothers.
The Sick; Friendly visiting; home nursing; hospitals; general, special, insane, blind, deaf. Lecturer, Rev. Francis Gressle.

2. DELINQUENCY.
Juvenile delinquency. Laws relating to juveniles. Discovery and protection of the neglected and dependent child. Probation officers: powers, duties and aims. The diagnosis of a delinquent, its purpose and value. Probationary program for juvenile delinquents. Methods that succeed and causes of failure. Volunteer workers; how to aid both the course and the child. Juvenile case records and statistics: why they are kept; what they should contain; their value. Institutions for juvenile delinquents; methods and training; discharge and after care. Adult delinquency. Delinquents, social and legal classifications. Social Diagnosis, the basis of intelligent treatment. Fingerprint system of identification. Medical and psychological aspects of delinquency. Probation or supervision in social life. The relation of unemployment to delinquency. Social Records, their purpose and value. The Family Court, and the problem of domestic relations. The Honor System. The Parole System. The Defective Delinquent. Prevention, the constructive program of the future. Lecturer, Rev. Francis Gressle.

3. AGENCIES AND METHODS OF RELIEF
This course will offer the second year student a broad and practical knowledge of the principles and aims of standard agencies and methods of relief, as applied to individuals and families. The experience of specialists in the field of social service will be utilized to give the class an acquaintance with the organization and technique of these societies by means of special lectures on correlated topics. As far as possible this schedule of lectures will include the executives of the various public and private organizations of this vicinity. Special attention will be paid to the St. Vincent de Paul Society, the Bureau of Catholic Charities, Associated Charities, United Jewish Charities, Red Cross, Immigration and Americanization, Employment Agencies. Lecturer, Rev. Francis Gressle.

4. SOCIAL RECONSTRUCTION.

Home Service: Maintaining good standards of health, education, industry, family solidarity, religious life. Relief in emergencies, loans, grants, allowances. Rehabilitation of the crippled sailor and soldier.

Lecturer, Rev. Francis Gressle.

5. PSYCHOLOGICAL BACKGROUND OF SOCIAL SERVICE.


Lecturer, Mrs. Helen T. Woolley, Ph.D.

6. CASE WORK AND RECORD KEEPING.


Lecturer, Edwina A. Meaney.

The College reserves the right to discontinue temporarily any course for which the number of applicants is too small.
## REGISTR OF STUDENTS, 1919-1920

### ARTS DEPARTMENT

#### FRESHMAN

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<td>Amann, Frank F.</td>
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JUNIOR

Amann, Charles B. 
Bunker, Henry 
Danahy, John C. 
Eckerle, Eugene 
Freking, Edward A. 

Guiney, Philip 
Kyte, Lawrence 
Maggini, George 
Roth, Oscar 
Spaeth, Leo E.

SENIOR

Brungs, William A. 
Byrne, John 
Doud, James J. 
Goodenough, Joseph A. 
Hardig, John B. 

Knoebber, Carl F. 
Manley, Raymond 
Normile, George 
O'Meara, Joseph 
Rieckelman, Harold 
Weimer, Albert
SCHOOL OF LAW, 1919-20

FRESHMAN

Bird, Joseph C.
Bradley, James
Breiding, Leonard J.
Dorger, Raymond
Dorr, Edward R.
Doyle, John H.
Eshman, Robert A.
Frey, Arthur R.
Frey, John H.
Gallagher, Thomas A.
Gardiner, George H.
Gellenbeck, Albert
Gutting, Gordon
Hadley, Walter G.
Hellenthal, Michael A.
Kennealy, George, Jr.
Klausmeyer, David M.

Kyte, Lawrence H.
McCoy, Raymond
Manley, Raymond
Meagher, Paul T.
Maloney, William
Oberschmidt, Leo E.
Overman, Anne M.
Poetker, Lawrence A.
Prout, Mary L.
Roche, Carroll
Rogers, John P.
Scruggs, Baxter S.
Stephan, Robert
Welply, Joseph A.
Williams, Gregory H.
Wilson, Howard
### EXTENSION COURSES, 1919-1920

#### SISTERS OF NOTRE DAME OF NAMUR

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#### SISTERS OF MERCY

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<td>Sister Mary Placida</td>
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#### SISTERS OF ST. JOSEPH

<table>
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<tr>
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<td>Sister Miriam</td>
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150
SISTERS OF CHARITY [Mt. St. Joseph]
Sister Adriana
Sister Agnes Loretto
Sister Clare
Sister Columbiere
Sister Dolorosa
Sister Leona
Sister Maria Caritas
Sister Marie Romaine
Sister Mary Anthony, A. B.
Sister M. Aquinata, A. B.
Sister Mary de Paul
Sister Mary Philip, A. B.
Sister Thomas
Sister Thomasine
Sister Marie Aloysia

BENEDICTINE SISTERS
Sister Hedwig
Sister Lucy
Sister M. Bernadine
Sister M. Clotilde
Sister M. Domitilla
Sister M. Hilda
Sister M. Irmina
Sister M. Juliatta
Sister M. Lioba
Sister M. Mildred

URSULINE SISTERS [McMillan St.]
Sister M. Adelaide
Sister M. Antonia
Sister M. Carmel
Sister M. Catherine
Sister Mary Edward
Sister M. Genevieve
Sister M. Gertrude
Sister M. John Berchmans
Sister St. Ursula

SISTERS OF NOTRE DAME [Covington]
Sister Mary Agnetis
Sister M. Adele
Sister M. Albert
Sister Mary Carmelite
Sister Mary Charlotte
Sister M. Domitilla
Sister Mary Ignace
Sister Mary Irenas
Sister M. Mechtilda

SISTERS OF CHARITY OF NAZARETH
Sister Berenice
Sister Eleanor
Sister Etheldreda, A.B.
Sister Mary Carmelia
Sister Mary Cleophas
Sister Mary Edwin
Sister Teresa Clare
Sister Victoria

SISTERS OF THE PRECIOUS BLOOD
Sister Mary Adelaide
Sister Mary Albina
Sister M. Benita
Sister M. Catharine
Sister M. Delphina
Sister M. Palma

URSULINE SISTERS OF ST. MARTINS [Brown County]
Sister Josephine
Sister M. Augustine
THE SUMMER SESSION, 1919

SISTERS OF CHARITY [Mt. St. Joseph]

Sister Adriana
Sister Agnes de Sales, A.B.
Sister Amata
Sister Anna Mary
Sister Cecilia Marie
Sister Columbiere
Sister Cornelius
Sister Dolorosa
Sister Elizabeth Seton
Sister Ellen Mary, A.B.
Sister Ethelbert, A.B.
Sister Eucheria
Sister Evangelita
Sister Helen
Sister Helen Angela
Sister Jane de Chantal, A.B.
Sister Jerome
Sister John Baptist, A.B.
Sister Joseph
Sister Julia
Sister Laurentine
Sister Leona
Sister Leonita, A.B.
Sister Loretta Clare
Sister Margaret Agnes
Sister Margaret Alacoque
Sister Margaret Clare
Sister Maria Ambrose
Sister Maria Caritas
Sister Maria Catherine, A.B.
Sister Maria Gratia
Sister Maria Kyran, A.B.
Sister Marie Romaine
Sister Mary Albert
Sister Mary Angelica
Sister Mary Angela
Sister M. Aquinata, A.B.
Sister Mary Antonia
Sister Mary Anthony, A.B.
Sister Mary de Paul
Sister Mary Eveline
Sister M. Francesca
Sister M. Gertrude
Sister Mary Gilbert, A.B.
Sister Mary Honora
Sister M. Jeanette
Sister Mary Jerome
Sister Mary Lorenzo
Sister Mary Loyola
Sister Mary Martha
Sister Mary Matthew
Sister Mary Patricia, A.B.
Sister Mary Pauline
Sister Mary Philip, A.B.
Sister Mary Romana
Sister Mary Sylvia
Sister Mary Veronica, A.B.
Sister Mary Zoe
Sister Matthia
Sister Paul
Sister Paulette
Sister Pauline
Sister Rafael, A. M.
Sister Romuald
Sister Rosanna
Sister Rosarita
Sister Rose Anthony, A.B.
Sister Symphorosa
Sister Teresa Frances
Sister Thomas
Sister Thomasine
Sister Valeria
### SISTERS OF NOTRE DAME OF NAMUR

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### SISTERS OF MERCY [Freeman Ave.]

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### SISTERS OF NOTRE DAME [Covington]

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### SISTERS OF CHARITY OF NAZARETH

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Patton, Mary
Pressler, Clara M.
Roll, Rose Agnes
Sauer, Luella

Schindhelm, Clara K.
Schultz, Anna
Schwenn, Emma
Smith, Bertha M.
Twenhofel, Emma
Vogelpohl, Cecilia
Willenborg, Loretto
Wuebbling, Eleanor
Wuest, Charles O.
Wuest, Elsie
Zurlage, Alvina

COMMERCE

Alban, Frank J.
Albers, Florence C.
Altenberg, Eleanor
Amann, Charles B.
Amberger, F. J.
Ante, Laura
Anthony, Mary
Arnold, Elnor H.
Baechle, William J.
Bambeck, Bart C.
Barry, James
Baumer, Edward J.
Bechtold, Albert J.
Bechtold, Clarence
Bender, Marie
Bernert, Charles J.
Berens, Walter
Bertram, Alvina A.
Brockman, Joseph W.
Brockman, Frank X.
Brockman, Robert
Bruewer, Edward
Budde, Loretto
Buddeke, Howard
Bunker, Henry
Burns, Marcella
Busemeyer, Frank W.
Buzek, Alphonse L.
Caden, Arthur

Calahan, Joseph D.
Campbell, Henry K.
Carpenter, Stella M.
Carroll, Clifford J.
Carter, M. Catherine
Casher, Oscar
Casserly, William
Clark, William P.
Biehl, Louise
Birk, Richard
Bokenkotter, Anthony J.
Bokenkotter, Elizabeth
Bosse, Edward B.
Boyle, Charles C.
Bradley, Thomas J.
Bramlage, Louis
Brancamp, Walter
Braun, A. E.
Breitenbach, Edward J.
Breitenbach, Eleanor
Breitenbach, Margaret
Brelsford, Albert
Breslin, Leo J.
Brider, Frank A.
Brinkman, Irvin J.
Brokamp, William J.
Elsche, Estelle
Elstro, Francis A.
Elstro, Regina
Cloud, Eugene V.
Collins, Maurice
Conlon, Frank
Connolly, William B.
Conway, Joseph M.
Conway, Margaret
Cook, Coleman F.
Corcoran, Edward J.
Crute, Joseph K.
Curtin, Catherine A.
Daunt, Edward
Davis, Carrie
Davis, James J.
Davoran, Raymond A.
Deddens, William
Denning, Bernard
Diener, Ida
Dodd, Stanley
Donnelly, Daniel J.
Donnelly, Lawrence
Donovan, Joseph
Dossman, Oscar J.
Doyle, Margaret C.
Drees, Anna
Driscoll, John R.
Droege, John
Duane, Ellard B.
Dulle, George, Jr.
Dunn, Charles L.
Dyer, Julius J.
Egan, John P.
Ehrman, Albert H.
Eisenman, Francis
Ellig, Edwin
Emmerich, Frank A.
Erpenbeck, Ann
Fairbanks, Richard G.
Fallon, George L.
Farsing, Hilda
Favret, James R.
Finn, Richard
Finnegan, John
Fischer, John J.
Fischer, Melinda
Fisher, Carl
Fisher, Joseph
Fitzmaurice, Charles A.
Fitzmorris, Mary E.
Flaherty, Louis
Flanagan, Nora
Flamm, Helen
Flynn, Mary
Foltzer, Walter E.
Folz, Lucille
Freiberg, Marie
Freking, Edward
Frey, George H.
Frey, Francis H.
Frizzell, Arthur
Frizzell, Helen M.
Funch, Carl J.
Funch, Frank F.
Fussinger, Emile C.
Gaede, Lawrence
Gardner, E. J.
Gardner, Louis E.
Gebhart, W. J.
Geier, Fred A.
Garaghty, Edward
Gerding, Lawrence
Gerver, Louis
Gibbons, Rose
Gilligan, Mary
Gott, Hubert
Grace, Catherine
Grainger, Walter T.
Gross, Agnes
Gross, Albert E.
Grote, Elizabeth
Grote, Leo J.
Grote, Marie
Grote, Robert C.
Grunder, Amelia
Grunder, Anna
Haeussler, Fred A.
Hagedorn, Charles
Hall, C. L.
Hamilton, Peter W.
Hardig, John B.
Hartke, Agnes
Hartman, Robert
Hauser, Edwin
Healy, Joseph C.
Henkel, Louis J.
Hessling, Anthony
Hetteberg, Raymond C.
Hey, William
Hildebrandt, Irwin H.
Hoch, Edna
Hoelscher, Edna
Hoenemeyer, Harry
Hogan, John
Hotopp, George
Holohan, Cecilia
Holohan, Minnie A.
Hummel, Elmer
Husman, Fred
Huster, William J.
Ibold, Charles R.
Isphording, Robert
Janszen, Angela
Johannigman, Joseph, Jr.
Johannigman, Mary
Johannigman, Rose
Joslyn, Edward, Jr.
Jurgens, Clarence L.
Kearney, James P.
Kelly, Catherine
Kemper, John B.
Kennedy, Margaret E.
Kennedy, Raymond
Kennedy, Rose
Kernan, Raymond B.
Kessen, Joseph F.
Kluenner, Lawrence A.
Knecht, Edward
Koch, George E.
Koch, Mae C.
Koegel, William A.
Konen, Albert J.
Koper, Charles H.
Kraus, Clarence
Krekeler, Emma
Kreutz, Abraham
Kruchten, Alma
Kruempelbeck, Henry
Kruse, Frederick G.
Kruse, J. Henry
Kuhlman, Egbert
Lauxtermans, Louis
Lavell, James
Lechner, Max E.
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Linkugel, Margaret L.
Lindsay, Thomas
Lohr, Catherine A.
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McCabe, John J.
McCann, Frank J.
McCarthy, Joseph F.
McCarthy, Joseph L.
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Wolf, Elsie
Wopert, Robert
Wood, R. J.
Wulfekeuhl, Louis
Wurzelbacher, Ida M.
Zeil, Edward A.
Zink, Charles J.
Zurlage, Marie
DEGREES CONFERRED JUNE 21, 1919

BACHELOR OF ARTS

Cecil Chamberlain
Alphonse Lammeier
Sister M. Patricia Connolly
Sister Marie Corona Molloy
Sister Agnes de Sales Molyneux
Sister M. Aquinata O'Donnell

Paul T. Meagher
Sister M. Eunice Rasin
Sister Etheldreda Teupe
Sister John Baptist Vander Wyst
Sister Maria Kyran Whelan

AS OF AUGUST 7, 1919

Sister Mary Anthony Foley
Sister Mary Ethelbert Haley
Sister Mary Catharine Hegarty
Sister Mary Veronica Kelly
Sister Leonita Mulhall

Sister Ellen Mary Melvin
Sister Mary Gilbert Moriarty
Sister Mary Philip Mulvihill
Sister Jane de Chantal Norris
Sister Rose Anthony Olberding
AWARDS OF HONORS AND PRIZES

The Verkamp Medal, founded in 1918, for the best speech at the annual public debate of the Philodepian Debating Club, was awarded to Joseph P. Goodenough, '20, April 23, 1919. Honorable Mention: John Byrne, '20; John B. Hardig, '20; Edwin Anthony, '22.

In the Intercollegiate English Contest between Senior and Junior students of all the colleges of the Middle West Province of the Society of Jesus, in number about one thousand, third place was awarded to John B. Hardig, '20, and eighth place to Lawrence H. Kyte, '21.

HONORABLE MENTION

Honorable mention is awarded in the various departments under the following conditions:

1. There must be a standing of not less than 75 per cent in every department for the year.

2. An average of 93 per cent must be maintained for a full year’s course in the department in which honorable mention is sought.

BIOLOGY

William Brungs, '20

CHEMISTRY

Harold Aid, '22
George Bidinger, '22

John Danahy, '21

ENGLISH

John B. Hardig, '20
George B. Maggini, '21

Harold Aid, '22

ECONOMICS

John F. Byrne, '20

EDUCATION

Alphonse Lammeier, '19
Cecil Chamberlain, '19

Paul Meagher, '19

FRENCH

George B. Maggini, '21

John Danahy, '21

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<td>Joseph Trentman, '22</td>
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<td>Harold Aid, '22</td>
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<td>Eugene F. Eckerle, '21</td>
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