

COLLEGE *of*
THE SACRED HEART

DENVER, COLORADO



CATALOGUE
1918-1919

ANNOUNCEMENTS 1919-1920

CORPORATE TITLE:

College *of* the Sacred Heart

DENVER, COLORADO

DIRECTORY OF THE COLLEGE

The College is within the City limits, about four miles from the central loop of the Denver Tramway system. "The ROCKY MT. LAKE" car (No. 37) runs to the College grounds every twenty minutes.

All communications by mail directed to President, Registrar, Principal, Member of Faculty or Resident Student, should be addressed:

N. N.

COLLEGE OF THE SACRED HEART,

Denver, Colorado.

CALENDAR

1919.

Sept. 9-10, Tues.-Wed.	Entrance Examinations.
Sept. 10, Wednesday,	Registration.
Sept. 11, Thursday,	Formal Opening of classes, 9:00 A. M.
Sept. 12, Friday,	Mass of the Holy Ghost, 9:00 A. M.
Sept. 20, Saturday,	Reorganization of Sodality.
Sept. 27, Saturday,	Reorganization of College Societies.
Nov. 3, Monday,	Mid-semester examinations begin.
Nov. 14, Friday,	Quarterly Assembly and Reports.
Nov. 27, Thursday,	Thanksgiving Day.
Dec. 8, Monday,	Sodality Reception.
Dec. 20, Saturday,	Christmas recess begins.

1920

Jan. 5, Monday,	Classes resumed at 9:00 A. M.
Jan. 16, Friday,	Semester examinations begin.
Jan. 31, Saturday,	Quarterly Assembly and Reports.
Feb. 2, Monday,	Second semester begins.
Feb. 22, Sunday,	Washington's Birthday.
Mar. 12, Friday,	Preliminaries for Elocution Contest.
Mar. 17, Wednesday,	St. Patrick's Day.
Apr. 1, Thursday,	Easter recess begins.
Apr. 6, Tuesday,	Classes resumed at 9:00 A. M.
Apr. 12, Monday,	Mid-semester examinations begin.
Apr. 23, Friday,	Quarterly Assembly and Reports.
Apr. 30, Friday,	Competition for the Sullivan Medal.
May 3, Monday,	Competition for the Monaghan Medal.
May 9, Sunday,	Elocution Contest.
May 14, Friday,	Competition for the Campion Medal.
May 18, Tuesday,	Competition for the Hibernian Medal.
May 30, Sunday,	Decoration Day.
June 9, Wednesday,	Final examinations begin.
June 13,	Commencement Week.

BOARD OF TRUSTEES.

VERY REV. JOHN J. BROWN, S.J.,
President

REV. WILLIAM J. FITZGERALD, S.J.,
Vice-President

REV. FRANCIS X. HOEFKENS, S.J.,
Treasurer

REV. JOSEPH E. HYDE, S.J.,
Secretary

REV. LEO M. KRENZ, S.J.,

INTRODUCTORY STATEMENT

This institution, under the control and direction of the Fathers of the Society of Jesus, was created and formally opened in 1888.

By the act of the State Legislature, March 28, 1889, the College was duly empowered to confer Degrees and to grant Honors and Diplomas.

SCOPE

The College is intended to offer to young men an education in the completest sense, to develop fully and harmoniously all their powers—intellectual, moral and physical. Its Officers and Professors assume that on this harmonious development will depend the character of the students and the measure of their future utility to themselves and to the community; consistently they aim to give that solid training of both mind and heart, which will make for perfect development and fit their students for the just interpretation and use of life.

The institution maintains a **COLLEGE DIVISION**, with four different programs of strictly collegiate instruction:

- A STANDARD COLLEGIATE SCHOOL OF ARTS**, conferring the degree of A.B.
- A STANDARD COLLEGIATE SCHOOL OF SCIENCE**, conferring the degree of B.S.
- A STANDARD COLLEGIATE SCHOOL OF PHILOSOPHY AND LITERATURE**, conferring the degree of Ph.B. and Litt.B.
- A STANDARD COLLEGIATE SCHOOL OF PREMEDICAL STUDIES.**

The better to secure the results aimed at in its educational work and to effect a more perfect articulation between high school and collegiate studies, the College maintains also a **STANDARD HIGH SCHOOL**. There are many decided advantages in this close affiliation, which enables the student to begin his studies in the High School, and then pass on through the College to graduation in the same institution. Be-

sides affording the appreciable benefit of consistent moral influence, it secures a uniform and homogeneous course of teaching and of training. The result of such a course of study is a continuous and normal development of the mental faculties along well-defined lines, and the consequent possession of a clear and coherent system of principles, upon which any special course may afterwards safely rest.

The High School Division also has its four different programs of instruction:

A STANDARD CLASSICAL HIGH SCHOOL, preparatory for the College of Arts;

A STANDARD SCIENTIFIC HIGH SCHOOL, preparatory for the College of Science;

A STANDARD LITERARY HIGH SCHOOL, preparatory for the College of Letters and Philosophy;

A STANDARD COMMERCIAL HIGH SCHOOL, directly preparatory for a business career.

EDUCATIONAL PRINCIPLES AND SYSTEM

The educational system in use throughout the College is not an experiment, but an organized system, definite in its principles and in its purpose, resting upon a long and wide experience. Substantially it is the same as that employed in the two hundred and twenty-seven colleges and universities conducted by the Society of Jesus in nearly all parts of the world.

Truly psychological in its methods and based upon the very nature of man's mental process, it secures that stability which is so essential to educational thoroughness, while at the same time it is reasonably elastic, so as to make liberal allowances for the widely varying circumstances of time and place; on the one hand conservative in retaining, as far as possible, all that is of unquestionable value in the older learning, it is, on the other hand, sanely progressive in as much as it freely adopts and incorporates the best results of more recent experiment and observation. Thoroughly up-to-date, it has not lost its identity and indi-

viduality; many of the supposedly new methods of teaching are, as a matter of fact, mere revivals of devices recommended and employed long ago in the Jesuit system.

In the INTELLECTUAL TRAINING of its students the College aims at laying a solid foundation in the elements of knowledge and at opening the mind to a generous share in the culture of life. Holding as a fundamental tenet that different studies have distinct educational values, so that the specific training afforded by one cannot be fully supplied by another, the studies are chosen, prescribed and recommended each for its peculiar educational value and for its special place in a complete and nicely adjusted system. Accordingly some curricula are prescribed, some schedules, embracing well-chosen and co-ordinated studies, are comparatively rigid; yet never to prohibit such variations as may be suggested by the future career of the individual. In other words, *the college advocates a wise, deliberate and prudent election by men whose profession is education, not a reckless labor-shirking choice by improvident youths.*

In its MORAL TRAINING, the College directs its efforts towards building the conscience of its students for the right fulfillment of their civil and religious duties. The avowed purpose of its training is to lay a solid foundation in the whole mind and character of the student, amply sufficient for any superstructure of science and arts and letters, fully adequate too, for the upbuilding of that moral life, civil and religious, which must ever be rated the highest and truest honor of worthy manhood.

Our own *Daniel Webster* was but enunciating a truth which through all the Christian centuries had been honored in practice as an axiom among educational principles, when he declared:

"It is a mockery and an insult to common sense to maintain that a school for the instruction of youth, from which Christian

“instruction by Christian teachers is seduously and religiously shut out, is not deistic and infidel in its tendency.”

Nor does the College share the delusion of those who seem to imagine that education, understood as the mere enriching and stimulating of the intellectual faculties, has of itself a morally elevating influence in human life. The truth is: *knowledge and intellectual development of themselves have no moral efficacy whatever; science as such, has never made even one true man; the best chemist or engineer, the most eminent astronomer or biologist may be infinitely far from being a good MAN.*

The educator, therefore, who would not disgrace his name, must develop side by side the moral and the intellectual faculties of the student; he must, *as far as in him lies*, send forth into the world men of sound judgment, of acute and rounded intellect to be sure—but still more men trained to a deep and abiding sense of duty and responsibility, men measuring fully up to the correctest idea of noble manliness. Now such morality—in fact *any morality without religion*—is but a myth. Religion alone can purify the heart and guide and strengthen the will. Religion alone can furnish the solid basis upon which high ideals of business integrity and of moral cleanliness will be built up and conserved. Religious truth, then, must be the very atmosphere that the student breathes; Christianity must suffuse with its light, all that he reads, illuminating what is noble and exposing what is base, giving to the true and to the false their relative light and shade; the divine truths and principles of consistent Christianity must needs be the vital force animating the whole organic structure of education.

While non-Catholic students are admitted to the courses, and no effort is made to obtrude Catholic doctrines on them—though discipline requires that they be present with due reverence at all public religious services—the study of religion is prescribed for all Catholic students of every division; consistently, too,

these are urged and expected to comply with their religious duties regularly and conscientiously.

Although the PHYSICAL WELL-BEING AND TRAINING of the student is only of secondary importance in educational systems, in as much as it must be subordinated to mental and moral development and health and vigor, the College authorities have never overlooked its relative place and value.

Situated in the suburbs of the beautiful and flourishing City of Denver, the College enjoys the advantages while it is free from the smoke and noxious vapors of the City. Commanding an uninterrupted view of more than 200 miles of the majestic Rocky Mountains to the west, its very location at an altitude of a full mile above sea-level affords the student the exceptional benefits of the world-famed climate of Colorado.

Throughout the institution itself sanitary provisions are of the best. Halls, corridors, dormitories and private rooms, all are spacious, well-lighted and well-ventilated.

Furthermore, the College provides its students with ample facilities for athletic exercise. Besides indoor track, basket-ball court and hand-ball alleys in the gymnasium building, the College possesses one of the finest parks in the State for base-ball, foot-ball and field work. The grounds at the disposition of the students are so extensive that three or four games of base-ball besides the same number of tennis games, etc., etc., are not rarely going on at one and the same time.

Finally, all reasonable care is exercised that neither the studies nor the health of students suffer any detriment. To achieve the best results with a minimum of excess and evil, the supreme direction of athletics is entrusted to a member of the faculty.

N. B.—The name of the School is not to be used for any event, social or athletic, nor may anything be published under the name of the School, unless express permission has been obtained in every case.

OFFICERS OF ADMINISTRATION

VERY REV. JOHN J. BROWN, S.J.,
President

REV. WILLIAM J. FITZGERALD, S.J.,
Registrar, Prefect of Studies and Discipline

REV. FRANCIS X. HOEFKENS, S.J.,
Treasurer

REV. JOSEPH E. HYDE, S.J.,
Chaplain

REV. FRANCIS D. STEPHENSON, S.J.,
Librarian

MR. FRANCIS A. BAUTSCH, S.J.,

MR. ANDREW S. DIMICHINO, S.J.,

MR. WILLIAM V. DOYLE, S.J.,

MR. BART N. QUINN, S.J.,

MR. JOSEPH A. RYAN, S.J.,

MR. BERNARD J. SULLIVAN, S.J.,
Prefects

THE ACADEMIC YEAR

The college year beginning early in September and ending on Commencement Day in the third full week of June, comprises at least thirty six weeks. It is divided into two terms or semesters; the first semester begins on the day set for the opening of College in September, the second semester begins on February first.

CLASS DAYS

Classes are taught every day of the week except Sunday. On Tuesday and Thursday afternoons, however, there is a half holiday, unless the preceding or following day happens to be a full holiday.

CLASS HOURS

Classes are taught from 9:00 A. M. to 12 M., and from 1:30 P. M. to 3:30 P. M., with suitable short intervals for recesses.

VACATIONS

All *Holydays of Obligation* are also school holidays.

At *Christmas-time* a recess of about two weeks is granted, which resident students are allowed to spend in their respective homes.

At *Easter-time* a short recess is granted beginning on Holy Thursday at 9:00 A. M. and ending on the evening of the following Monday.

N. B.—During this recess only those students whose parents reside in Denver or nearby towns are allowed to go home.

The *first and third Sundays* of each month may be spent at home by those city students whose Diligence and Deportment are satisfactory.

Other Holidays are noted on the calendar-page of this bulletin.

DISCIPLINE

Since the educational system employed by the College includes as one of its prominent features the development of the moral faculties, special attention is given to the perfect training and formation of character. For this reason a closer supervision is exercised over the students than is usual at the present day in most of the larger colleges—as close in fact as any dutiful parent could reasonably expect; yet the manner of doing this is such as to exclude every harsh feature. The authorities take a paternal interest in each student; the professors live with the students, mingle with them constantly, interest themselves in their sports, encourage and direct them in their studies, and in every way assume the relation rather of friend than taskmaster. This constant, familiar, personal communication on kindly terms between professor and student is a powerful means for the formation and uplifting of character.

Consistently with the avowed purposes of the College, the enforcement of rule and discipline, while mild and considerate, is inflexibly firm, especially where there is question of the good of the student body or of the reputation of the College. The authorities will not consider any applicant who does not present besides approved credentials as to previous studies, also satisfactory testimonials as to his personal good morals, and a certificate of honorable withdrawal from the college or school last attended. The registration of a student is deemed a recognition and acceptance on his part and on the part of his parents or guardian, of the duty of compliance with all the rules and regulations of the College. The authorities reserve to themselves the right to suspend or dismiss any student whose conduct or influence is unwholesome, or who is not amenable to advice and direction; such student may be removed from the College although no formal charge be made against him.

Besides the professors and authorities of the College, to whom the student may have recourse in the difficulties which may beset him, a priest is set aside,

whose one duty it is to act as counselor to any and all the students in whatever concerns their welfare, but above all in what concerns their conscience and the formation of character. There are many things which arise in the life of a boy or young man at College in which he needs the advice of one who is experienced, and is at the same time ready to give a father's interest to the student. This supreme need is supplied by the Chaplain.

N. B.—Parents and guardians should bear in mind that claims of exemption from the College rules either for a student or for themselves easily prove very embarrassing to the authorities, and of course, detrimental to the student.

ATTENDANCE.

Attendance from the *first day* of the academic year, attendance *every day*, attendance the *whole day*, is strictly required—for regularity and punctuality are prime factors in the attainment of success.

Parents and guardians should observe that absence and tardiness, for whatever cause, seriously affect class-work and consequently the standing and progress of the student; they should neither grant nor seek leave of absence for any student except for a proportionately urgent reason.

When a student has been absent or tardy a note from parent or guardian explaining the cause of the absence must be presented to the Prefect of Studies.

Students who have missed more than twelve class days during a semester will not be allowed to take the semester examinations without the express consent of the Prefect of Studies.

Students absent from a class for any cause whatsoever or reporting "not prepared" as many as three times within any month shall be required to take a written test in all the work missed. None of the regular class tests may be submitted for this.

Late arrival, protracted absence or irregular attendance for any cause whatever will debar a student from prizes, medals and honors, and, except in case

of sickness or other real necessity, may be sufficient reason for requesting the student's withdrawal.

N. B.—Minor surgical operations, dental work, examinations of eyes, fitting of glasses, or other more trivial matters should not lightly be made the occasion of an interruption of school-work.

VISITORS.—Visits may be paid to resident students on Sunday afternoons from 2 to 5 o'clock. Visits on full class-days, and especially during class hours are a source of great annoyance, and are highly detrimental to the improvement of the students.

Parents and friends are requested not to break in on the student's time for recitation or study, unless it be strictly necessary.

Visitors who are not known to the College authorities, must come with a letter of introduction from parent or guardian of the student upon whom they are calling.

TELEPHONE.—No student will be allowed to answer telephone calls unless the authorities of the College have been informed who wishes to speak to him. Except for truly grave reasons students will not be allowed to make or answer telephone calls during class-periods or study-time.

CORRESPONDENCE.—The College authorities reserve to themselves the discretionary power of supervising correspondence of students. It is taken for granted that this provision meets with the wishes of all good parents.

HOME CO-OPERATION

All the endeavors of professor and instructor are doomed to failure unless they are seconded by home influences. Vainly will parents hope for success if the student does not apply himself to his studies with diligence and constancy. To prepare recitations and exercises and to review matter previously seen, at least three hours of study are required daily. Boarders have more than that. Still more vainly will parents look forward to the formation of their boys into men, if

the home exerts its powerful influences against the College.

With all possible urgency, therefore, parents and guardians are requested not to undo the efforts of the College by exercising criminally little supervision over their boys outside of college-hours. All too often, quite unreasonable expectations are entertained by thoughtless parents, who flatter themselves that their parental duty is performed to the utmost when they have enrolled their boy in a good school—but show the scantest concern about his amusements and companions during his home-hours and recesses and vacations. Evidently unreasonable burdens are thus thrown upon the school, for with every return from the home the process of character-building of the young man must be begun afresh almost from the very fundamentals, and that, simply because the parents themselves uproot whatever of good the College has planted, because the home itself is busy tearing down as the College succeeds in building up.

EXAMINATIONS

Examinations in all subjects are held at the close of each semester. In addition to these, examinations are held regularly about the middle of each semester; partial examinations oral and written are held from time to time with or without previous notice to the students, at the discretion of the instructor.

The passing mark is 70. A mark between 60 and 69 imposes a condition, requiring the student to pass satisfactorily another examination in that subject. A mark below 60 in any semester examination denotes unconditioned failure, debarring the student from the privilege of re-examination, and depriving him utterly of all credit for that semester's work in that subject.

A CONDITION MAY BE INCURRED during any year in any subject:

- (1) By failure in a semester examination;
- (2) By failure to satisfy in recitations or tests or any other assigned work;

(3) By exclusion from an examination because of excessive class-room absences;

(4) By absence from any cause on a day appointed for a semester examination.

A CONDITION MAY BE REMOVED by a supplementary examination to be held on an appointed day about one month after the conditioned failure. For each subject a fee of one dollar is charged, payable in advance at the treasurer's office.

Conditioned students absent from the supplementary examination must present an excuse satisfactory to the Prefect of Studies or receive a zero for the examination. The fee for a supplementary examination by special appointment shall be two dollars, payable in advance.

A student may take only one examination to remove a condition; if he fails in that his failure becomes unconditional; but even if he succeeds, he shall not be entitled to a higher grade than 75.

REPORTS

Professors and instructors report to the Prefect of Studies every month on the absences and deficiencies in class or home-work.

Reports of general scholarship, examinations, attendance and conduct are issued and sent to parents or guardians quarterly, *i. e.*, after the regular semester and mid-semester examinations.

Special reports of individual students will be furnished at any time upon reasonable request.

Parents are earnestly requested to demand and to examine all reports, to sign them, and then return them to the Prefect of Studies on the day following their receipt, and not to omit inquiring regarding low credits.

CERTIFICATES OF CREDITS

Students wishing statements of credits with a view to a transfer to another college or school, or for any other purpose, should make early and seasonable application for the same.

Former students applying for detailed certificate of scholarship must pay a registrar's fee of one dollar.

No certificate of credits or transcript of records will be made out during the busy periods of registration or examinations (Sept. 1-5; Nov. 1-15; Jan. 15-31; June 1-18).

No transcript of records, no certificate of credits will be issued until the student's obligations to the College have been fully satisfied.

The College will not issue credits to a student who has been expelled.

HONORS AND PRIZES

GOLD MEDALS are awarded annually on Commencement Day as follows:

THE CAMPION MEDAL for the best **SCIENTIFIC ESSAY**;

THE CONNOR MEDAL for **EXCELLENCE IN ELOCUTION** (Juniors);

THE HIBERNIAN MEDAL for the best **ESSAY ON IRISH HISTORY**.

THE KNIGHTS OF COLUMBUS MEDAL for **EXCELLENT SCHOLARSHIP IN SENIOR YEAR**;

THE MONAGHAN MEDAL for **EXCELLENCE IN EVIDENCES OF RELIGION**;

THE NICHOLS MEDAL for **EXCELLENCE IN ELOCUTION** (Seniors);

THE SULLIVAN MEDAL for the best **ENGLISH LITERARY ESSAY**;

A **GOLD MEDAL FOR GENERAL EXCELLENCE IN SCHOLARSHIP** in each class, collegiate and academic, provided the student reaches an average of 90 in the collective branches of the class;

THE DISTINCTION OF FIRST HONORS is conferred on all students in regular standing whose general average in scholarship reaches 90.

THE DISTINCTION OF SECOND HONORS is conferred on all students in regular standing whose general average in scholarship reaches 85, but not 90.

EXPENSES

As the institution is not endowed, it is entirely dependent for its support on the fees of the students:

BOARDERS—Board, Lodging, Tuition per year \$350.00
private rooms of Advanced Students per year \$30.00-50.00

N. B.—These amounts are payable in two equal installments, one payable on entrance, the second before February 1.

HALF-BOARDERS—Tuition, Lunch on class-days per year \$100.00

DAY-SCHOLARS: Tuition per year 60.00

EXTRAS—Athletic Fee, for all per year 2.00

Library Fee, for boarders per year 2.00

Laboratory Fee, Chemistry per year 10.00

Laboratory Fee, Biology per year 10.00

Breakage Deposit (returnable per year 5.00

For privilege of examination in any conditioned branch, payable in advance, for each subject 1.00

Conditioned examination on other than the regular day assigned, payable in advance, for each subject 2.00

Former students for detailed certificates of scholarship, payable in advance 1.00

Certificate for completion of Commercial Course, payable in advance 5.00

Certificate for completion of High School Course, payable in advance 5.00

Diploma for any College Degree, payable in advance 10.00
Music, Stenography, Typewriting and Drawing at professor's rates.

N. B.—All remittances should be made payable to "COLLEGE OF THE SACRED HEART, DENVER, COLORADO."

Unless otherwise specified, all payments must be made at least quarterly and in advance.

No deduction is allowed for absence except in case of dismissal or protracted illness.

No student will be given any degree or diploma or honor or transcript of records or certificate of credits until his obligations to the College have been fully satisfied.

Bills are subject to sight draft unless paid within fifteen days after they are due.

Parents who wish their sons to spend the Christmas recess at home must, in due time, forward the necessary traveling expenses.

The College will not be responsible for any article of clothing or for books left behind by any student of the institution.

Any injury done to the College building or furniture, besides subjecting the offender to punishment, will be repaired at the expense of the parents.

Express packages to students must be prepaid.

Books, stationery and medicine are furnished by the College at current prices. Medical attendance at the doctor's charges.

No money, however, will be advanced by the Institution for traveling, books, clothing, or other needs of the students.

Pocket money of boarders should be left in the hands of the Treasurer, to be given according to the direction of the parents. The weekly amount must not usually exceed twenty-five cents. In no case will any advance be made beyond the deposit.

All money intended for the use of the students should be sent directly to the Rev. Treasurer or President.

NECESSARY ARTICLES ON ENTRANCE

Each student should, on entering, or returning after the Christmas holidays, bring enough clothing to last until the next vacation.

The following outfit should be had by all: At least two suits of clothing, four sets of summer underwear, four sets of winter underwear, six outer shirts, three suits of pajamas, six collars, four neckties, twelve, handkerchiefs, six pairs of socks, three pairs of shoes, eight towels, six napkins, brushes, combs, soap and other toilet articles.

To guard against loss in the laundry the full name of the student should be either firmly sewn or conspicuously stamped with indelible ink on every article of clothing.

A complete list of all articles of clothing brought by the student should be handed to the Brother in charge of the clothes before unpacking the trunk.

The COLLEGE



FACULTY

VERY REV. JOHN J. BROWN, S. J.,
President

REV. WILLIAM J. FITZGERALD, S. J.,
Dean of the Faculty

REV. ARMAND W. FORSTALL, S. J.,
Professor of Chemistry and Physics

REV. LEO M. KRENZ, S. J.,
Professor of Philosophy and Evidences

REV. FRANCIS D. STEPHENSON, S. J.,
Professor of English Literature

MR. FRANCIS A. BAUTSCH, S. J.,
Professor of Biology

MR. JOSEPH F. CARROLL, S. J.,
Professor of Higher Mathematics

MR. CHARLES M. PALACIO, S. J.,
Professor of Latin and Greek

MR. BART N. QUINN, S. J.,
Professor of History and English

MR. ANDREW S. DIMICHINO, S. J.,
Musical Director

PROF. C. B. SENOSIAIN, MUS. D.
Professor of Violin

THOMAS J. DANAHEY, A. B., M. D.,
Attending Physician

A STANDARD COLLEGE

The Standards adopted by the "Department of Colleges and Secondary Schools" of the CATHOLIC EDUCATIONAL ASSOCIATION are the following:

(1) The Standard College should require sixteen units for entrance.

(2) The Standard College should require one hundred and twenty-eight semester hours as a minimum for graduation.

(3) The Standard College should have at least seven departments with seven professors giving their entire time to College work. The departments of English, History, Language and Philosophy should be represented among these seven departments.

(4) The Professors of the Standard College should have a College degree or its equivalent; they should instruct in that department for which they have had a special preparation.

(5) The Library of the Standard College should contain at least five thousand volumes.

(6) The laboratory equipment of the Standard College should be sufficient to carry on work in Physics, Chemistry and Biology. The equipment should represent at least \$5,000.00

(7) The number of hours of work a student should be required to carry a week in the Standard College would be at least sixteen, ordinarily not more than twenty.

(8) The Standard College should require no professor to carry ordinarily more than sixteen hours of teaching a week.

Students of a Standard College affiliated to the C. E. A. who have completed collegiate courses as hereinafter set down, are entitled to entrance without examination into the Professional Graduate Schools of Medicine, Law, etc., of any of the universities holding approved membership in the C. E. A.

DEPARTMENTS AND COURSES OF COLLEGIATE INSTRUCTION

The College is amply equipped to furnish up-to-date instruction and training in the departments and courses here outlined. Its library contains over twelve thousand volumes. In the scientific department the lecture rooms are fitted out with the latest improved devices. The laboratories for College Physics, Chemistry and Biology are generously provided with suitable apparatus and materials for experimental work far beyond the standard-college requirements.

N. B.—In the numbering of these courses the odd numerals denote the Fall semester, the even ones the Spring semester.

In the description of courses an HOUR OF LECTURE OR RECITATION means at least fifty minutes in the lecture room or recitation room; A LABORATORY HOUR OR PERIOD OF EXERCISE means three hours of actual work in the laboratory; A SEMESTER OR TERM means half of a school year i. e. eighteen weeks.

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

ASTRONOMY

I. DESCRIPTIVE ASTRONOMY.

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

Three hours.

II. SPHERICAL AND PRACTICAL ASTRONOMY.

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

Three hours.

BIOLOGY

I. INVERTEBRATE ZOOLOGY.

A study of the morphology, physiology and life history of the vertebrate animals. Special attention is given to parasitic Protozoa and Vermes and to insects which act as carriers of disease. This course includes use of microscope and a study of laboratory technique.

Lecture, two hours; laboratory, two periods. Four hours.

II. VERTEBRATE ZOOLOGY.

The comparative anatomy and physiology of vertebrate animals including an introduction to vertebrate embryology based primarily on the development of the frog. Attention is also given to problems of broader biological interest, including especially the general problem of heredity.

Lecture, two hours; laboratory, two periods. Four hours.

III. EMBRYOLOGY.

General principles of embryology; history of the germ cells; cleavage of the ovum; embryo formation and the development of principal organs.

Lectures and laboratory work.

Four hours.

IV. HISTOLOGY.

The cell; epithelial, connective, muscle and nerve tissues. Circulatory and lymphatic system. Alimentary tract; digestive glands. Respiratory and urinary system. The skin and its appendages.

Preparation and examination of unstained tissues; micro-metry; sectioning, mounting media and reagents; Paraffin and Celloidin methods.

CHEMISTRY

I. GENERAL INORGANIC CHEMISTRY.

Chemistry of the non-metallic elements. Matter and energy; laws of chemical combination; atomic theory; laws and theories pertaining to gasses; classification of elements; nomenclature, formulae and equations; theories of solutions; ionization; oxidation and reduction; thermo-chemistry; equilibrium; non-metals and their compounds.

Three lectures and two laboratory exercises each week.
Smith: General Chemistry for College. Smith and Hale: Laboratory Outline of General Chemistry. Five hours.

II. GENERAL INORGANIC CHEMISTRY.

(Continuation of Course I.)

Chemistry of the metallic elements. Reduction of ores. The properties and uses of the metals and of their compounds. Industrial processes. Some of the more common hydrocarbons; petroleum, alcohols, starch, cellulose, sugars, fats.

Three lectures and two laboratory exercises each week.
Five hours.

III-IV. GENERAL INORGANIC CHEMISTRY AND QUALITATIVE ANALYSIS.

Open to students who have had high-school chemistry.
Three lectures and two laboratory exercises each week.
Five hours.

V. ANALYTIC CHEMISTRY—QUALITATIVE ANALYSIS.

Identification of the bases of the successive groups and of the principal acids.
Two lectures and two laboratory periods. Four hours.

VI. ANALYTIC CHEMISTRY—QUANTITATIVE ANALYSIS.

The most important gravimetric and volumetric determinations, especially as applied in commercial products and drugs.
Two lectures and two laboratory periods. Four hours.

VII-VIII. ORGANIC CHEMISTRY.

Formation of hydrocarbons. Distillation. Fermentation. Homology. Ethylene series. Acetylene series. Benzene

series. Methane. Chloroform. Iodoform. Alcohols. Fatty acids. Carbohydrates. Guncotton. Nitrocellulose. Aniline dyes. Alkaloids.

Two lectures, two laboratory periods.

Four hours.

IX. ASSAYING.

The work is essentially practical from the outset. The aim of the course is not to impart a very extensive knowledge of Chemical Analysis, but to make the student thoroughly familiar with such fundamental principles as will fit him to do the ordinary technical work required in an assay office.

Attention is first given to blowpipe analysis. The student is then made to master the fire assay of Gold, Lead and Silver, and is then gradually acquainted with those volumetric and gravimetric processes which will allow him to make the following determination: Copper, Iron, Zinc, Silica, Manganese, Sulphur, Lead, Molybdenum, Tungsten, Tin, Cobalt, Nickel, Uranium. This course has been in existence several years, and the responsible positions held in various mining camps and assay offices of the State by some of its former students are an ample proof of its usefulness. A further proof of the utility of the department and the esteem in which it is held by the mining men is drawn from the fact that, for the last fourteen years, over five hundred specimens have been sent to the department each year for either identification or analysis.

Two lectures and two laboratory periods.

Four hours.

ENGLISH

I. 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. Milton, Shakespeare, Dryden, Grey, Burns, Wordsworth, Keats, Shelly. Selections from Tennyson, Macaulay, De Quincey, Ruskin, Newman. National epics. Typical examples of other narrative forms. Composition in the shorter forms.

Three hours.

II. 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; the various schools of fiction and their tendencies, with especial attention to the ethical and literary value. The historical development will be briefly surveyed.

Three hours.

III. 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 analysed; composition in dialogue, dramatic sketches, playlets, scenarios, and at least one complete drama will be required. **Three hours.**

IV. SHAKESPEARE.

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

V. THE MODERN DRAMA.

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

VI. 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 occasions, debates; and at least one formal oration will be required. **Three hours.**

VII. THE ESSAY.

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

VIII. AESTHETICS AND LITERARY CRITICISM.

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

IX-X. EARLY ENGLISH LITERATURE.

A general survey of the origin and development of the periods to 1750; chief writers and characteristics. **One hour.**

XI-XII. ENGLISH LITERATURE SINCE 1750.

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

XII-XIV. AMERICAN LITERATURE.

A history survey, with especial emphasis on the chief influences of writers. **One hour.**

EVIDENCES OF RELIGION

I. THE CHRISTIAN REVELATION.

Religion in general. Pre-Christian revelation. The Christian revelation; its Institution and End. **One hour.**

II. THE CATHOLIC CHURCH.

The constitution of the Church. Marks of the Church. Teaching Office of the Church. Holy Scripture. Tradition. The Rule of Faith. The Church as a means of salvation. **One hour.**

III. GOD, UNITY AND TRINITY.

Creeds. The Existence of God. Nature and Attributes of God. Atheism and Agnosticism refuted. The Unity of God. The Trinity. **One hour.**

IV. 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 the Redemption. **One hour.**

V. GRACE AND THE SACRAMENTS.

Grace, actual, habitual, sanctifying, infused and acquired virtues. Pelagianism. Jansenism. Naturalism and other errors refuted. The Sacraments in general. Baptism; Confirmation. **One hour.**

VI. THE SACRAMENTS (Continued).

The Blessed Eucharist as a Sacrament and as a Sacrifice. The Sacrament of Penance; Extreme Unction; Holy Orders; Matrimony. Sacramental errors refuted. **One hour.**

VII. ESCHATOLOGY AND ASCETICISM.

The Last Things. The Veneration of Saints, etc. Christian perfection. **One hour.**

VIII. CHRISTIAN MORALITY AND VIRTUE.

The basis of Morality. Law; conscience; free will. Moral good and moral evil. The Christian's duties toward God. Natural and supernatural virtues. Faith, Hope and Charity. The Christian's duties towards himself and his neighbor. **One hour.**

FRENCH

I. MODERN FRENCH PROSE.

The study of novels or short stories by modern French prose writers: Erckmann-Chatrian, Bazin, Corneille, Chateau briand and others. Grammar and composition based on a French text. **Three hours.**

II. FRENCH POETRY OF THE NINETEENTH CENTURY.

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

III. FRENCH ORATORY.

A study of the French orators and their works: Bossuet, Bourdaloue, Massillon; prose compositions; private reading.
Three hours.

IV. THE FRENCH DRAMA.

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

V. SCIENTIFIC READING.

For students preparing for scientific courses which require a facility in the reading of scientific literature.

Prerequisite: French A and B.

Text: Current scientific literature; monographs.

Two hours.

GEOLOGY

I. DYNAMICAL AND STRUCTURAL GEOLOGY.

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

II. HISTORICAL GEOLOGY.

Evolution 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.

GERMAN*

I. GERMAN PROSE WRITERS.

The study of novels or short stories by German writers: Freitag, Hauff, Herbert, Stifter, Novalis, Brentano, Eichendorff
Three hours.

II. 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.

III. THE GERMAN EPIC.

Dreizehnlingen, Weber; Der Trompeter von Saekkingen, Scheffel; selections from other epic poems.
Three hours.

VI. THE GERMAN DRAMA.

Dramas of Goethe, Schiller and Lessing. Selections from Anzengruber, Hebel, Wildenbruch.
Three hours.

*These courses will not be given this year.

V. SCIENTIFIC READING.

For students preparing for scientific courses which require a facility in the reading of scientific literature.

Prerequisites: German A and B.

Text: Dippold's Scientific German Reader. Current scientific literature; monographs. Two hours.

GREEK

A.B.—ELEMENTARY GREEK.

An intensive course, intended for those who enter without Greek, which is required for the A.B. degree. Benner-Smyth, Beginner's Greek Book; Xenophon, Anabasis; Homer, Iliad; composition based upon Xenophon.

I. HOMER; NEW TESTAMENT.

Homer, the reading of selected portions of the Iliad; New Testament, selections; Homeric diction, prosody; outline of Greek epic poetry. Three hours.

II. PLATO.

The Apology and Crito; the life and teaching of Socrates; contemporary Greek history. Three hours.

III. DEMOSTHENES.

Philippics; analysis of Philippic I or III; the history of the development of Greek oratory. Three hours.

IV. DEMOSTHENES; SOPHOCLES.

Demosthenes, On the Crown, with detailed analysis; Sophocles, Antigone, Oedipus Tyrannus or Oedipus Coloneus; sight reading. New Testament, selections from the Greek Fathers. Three hours.

V. PLATO; HERODOTUS.

Plato, Phaedo; Herodotus, selections; Greek historians and historical sources. Three hours.

VI. AESCHYLUS.

Prometheus Bound, or Agammemmon; a survey of the Greek drama. Three hours.

VII-VIII. PROSE COMPOSITION.

Practice in writing of simple Greek. Required in connection with Courses I and II.

IX-X. ADVANCED PROSE COMPOSITION.

Required in connection with III and IV. Two hours.

HISTORY

I. EARLY MEDIAEVAL HISTORY.

Migration of Nations. The Islam, the Franks, the Lombards, and the Holy See. Church and State. The Carolingians.

The Northmen in Europe. The Making of Germany and the Rise of the Empire. Lay-Investiture. **Three hours.**

II. THE MIDDLE AGES.

The Crusades. The Hohenstaufens. Invasion of the Mongols. Saint Louis. Life in the Middle Ages. Feudalism. England and France in the Middle Ages. **Three hours.**

III. RENAISSANCE AND REVOLUTION.

The Exile of the Papacy. The Western Schism. The Hundred Years War. The War of the Roses. Consolidation of European Monarchies. The revival of Learning, of Art, and Politics. Social Conditions. The Protestant Revolution in Germany. England and Scotland. Catholic Revival. **Three hours.**

IV. RESULTS OF THE PROTESTANT REVOLUTION.

The Huguenot Wars in France. The Revolt of the Netherlands. The Thirty Years War. The Puritan Revolution. The Age of Louis XIV. War of the Spanish Succession. The Church and the State. **Three hours.**

V. EUROPE DURING THE EIGHTEENTH CENTURY.

The Making of Russia. The Rise of Prussia. The Downfall of Poland. The French Revolution. Napoleon Bonaparte. **Three hours.**

XI. EUROPE SINCE 1814.

The Industrial Revolution. England and France in the Nineteenth Century. The Unification of Germany. The Unification of Italy. The Social, Political and Religious Conditions in Europe. The Eastern Question. The Partition of Africa. The World War of 1914. **Three hours.**

LATIN

I. VERGIL; HORACE.

Selections from the Aeneid and Georgics with special reference to their literary qualities. Horace, *Ars Poetica*; readings from Christian hymnology; prosody. **Three hours.**

II. LIVY.

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

III. HORACE; CICERO.

Horace, selected Odes and Epodes. Selections from Christian hymnology. Cicero, *pro Milone*, with special reference to its rhetorical and argumentative qualities. **Three hours.**

IV. HORACE; TACITUS.

Horace, selected Epistles and Satires. Lectures on the chief characteristics of Roman satire; Horace's philosophy

of life. Tacitus, Agricola and Germania; the Latinity of the first and second centuries after Christ. Essays in Latin.

Three hours.

V. JUVENAL; CICERO.

Juvenal, selected Satires. Cicero, Questiones Tusculanae. Cicero's position as a philosopher, his contribution to Roman philosophic writings.

Three hours.

VI. CICERO; PLAUTUS; PLINY.

Cicero, Questiones Tusculanae. Plautus, Captivi. Pliny, Letters.

Three hours.

VII-VIII. PROSE COMPOSITION.

The translation into Latin of select passages from English authors. Kleist's Aids to Latin Prose Composition and A Practical Course in Latin Composition. Prerequisite or parallel: Courses I and II.

Two hours.

IX-X. ADVANCED PROSE COMPOSITION.

A course of advanced prose composition consisting of short original papers in Latin; intended to accompany Courses III and IV.

Two hours.

MATHEMATICS

1. COLLEGE ALGEBRA.

Including binominal theorem, variables and limits, series, determinants and the theory of equations.

Text: . . . Wentworth.

Four hours.

II. PLANE TRIGONOMETRY.

Functions of acute angles. The right triangle. Goniometry. The oblique triangle. Construction of logarithmic tables.

Text: Wentworth.

Four hours.

III. ANALYTIC PLANE GEOMETRY.

Loci and equations. The straight line. The circle. Different systems of co-ordinates. The parabola. The ellipse. The hyperbola.

Text: Wentworth.

Three hours.

IV. ANALYTIC SOLID GEOMETRY.

The point. The plane. The straight line. Surface of revolution.

Text: Wentworth.

Three hours.

V. DIFFERENTIAL CALCULUS.

Fundamental notions of variables, functions, rates and limits. Geometrical representations of functions. Derivatives, differentials, anti-derivatives and anti-differentials. The differentiation of ordinary functions; algebraic, logarithmic, exponential, trigonometric and anti-trigonometric functions.

Text: Murray's Infinitesimal Calculus.

Three hours.

VI. INTEGRAL CALCULUS.

The nature of integration. Elementary integrals. Geometrical applications of integration. Irrational and trigonometric functions. Successive integration. Multiple integrals. Infinite series. Taylor's and Maclaurin's theorems.

Text: Murray's Infinitesimal Calculus. Three hours.

PHILOSOPHY

I. LOGIC: THE LAWS OF THOUGHT. DIALECTICS.

The three operations of the intellect from the point of view of clearness and consistency.

Simple apprehension. Ideas and terms. Analogies. Definition. Division.

Judgment. Its nature and kinds. Propositions: Their quantity, quality, import, opposition, conversation, equivalence. Two hours.

II. (Continuation of I.)

Reasoning in its various forms. The syllogism: Its nature laws, figures, kinds. Deduction and induction. Fallacies. Special attention is directed to the informal reasoning of everyday life and of literature. Two hours.

III. THE TRUTH OF THOUGHT. FIRST PRINCIPLES OF KNOWLEDGE.

This course sets before the student the meaning and scope of philosophy, and introduces him to the principal problems of philosophic discussion, such as Truth and error, Certitude natural and scientific (Descartes' methodic doubt; Scientific Scepticism, Relativism, Pragmatism); Objective validity of our Knowledge-processes: ideas, judgments, reasonings, according to various schools of realism and of idealism; value of human testimony, contemporary and historical; Standards of truth and motives of certitude; estimation of evidence; scientific methods. Six hours.

IV. METAPHYSICS: ONTOLOGY, THE SCIENCE OF BEING.

The notions of being, essence, possibility, substance and accident, relation, cause. The Principle of causality. Perfections of being. Connection between contingency, mutability, compositeness, finiteness and dependency.

Cosmology: The philosophy of Inorganic Matter.

Qualities and properties of bodies. Extension, quality, space, time. Matter and motion. Activities of bodies. Mechanistic theories. Laws of nature. Essential constituents of bodies. Atomism, Dynamism, Hylomorphism Eight hours.

V. PSYCHOLOGY. THE PHILOSOPHY OF ORGANIC MATTER.

Functions and nature of plant life. Mechanism; vitalism; animism. Spontaneous generation.

The phenomena of animal life. Senses, phantasms, instincts. Brutes not rational. Nature, origin, duration of brute soul. Origin of species. Evolutionary theories. **Rational life:** Rational cognitive activities and faculties; Theories on origin and nature of our ideas. Rational appetitive activities and faculty. Free will; its opponents. Nature of the human soul. Materialism. Origin and duration of human soul. **Four hours.**

VI. NATURAL THEOLOGY... THE CONCLUSIONS OF REASON ABOUT GOD.

Existence of a Personal God; Theism, Atheism and Agnosticism; Ontologism and Traditionalism. Nature of God: Divine attributes. God's life: Knowledge, freedom. God's relations to the world. Origin of the world: Pantheism, realistic and idealistic; Purpose of the world; divine conservation, concurrence, providence; adequate possibility of miracles; Deism. **Four hours.**

VII. ETHICS. THE MORAL ORDER IN GENERAL.

The ultimate end of man. Responsibility. Human acts. Morality, its nature and standards and determinants. Law: Eternal and natural and positive law. Moral and legal positivism. Conscience.

VIII. ETHICS. THE JURIDICAL ORDER, AS PART OF THE MORAL ORDER.

Rights and duties: Their nature, origin, subject, matter, titles and kinds. Judicial positivism. Divine Worship, Revelation and Faith. Rationalism. Suicide, Homicide. Self-defense.

Rights of ownership. Socialism: Collectivism, Essential Economic Socialism, Agrarian Socialism. Contracts, Capital and Labor. Unions.

Society. Social positivism. Domestic society: Marriage and divorce. Education. Civil Society: Functions and forms of civil government; Revenues. State rights and duties in matters economical, educational, religious. International order and law of nature. Positivistic theories. Commerce. Peace and War. **Five hours.**

IX. HISTORY OF ANCIENT GREEK PHILOSOPHY.

Attention is directed primarily to Socrates, Plato and Aristotle and to the systems of Stoicism and Epicureanism. Alexanderian movement. Early Christian philosophy.

Two hours.

X. HISTORY OF MEDIAEVAL AND MODERN PHILOSOPHY.

Attention is centered on the origin and development of Scholastic philosophy. Among modern philosophers Descartes, Locke, Hume, Kant, Hegel, Spencer, James are singled out for special study. **Two hours.**

PHYSICS

I. GENERAL PHYSICS.

Mechanics; equilibrium and motion of solids, liquids and gases; molecular forces, elasticity and capillarity; heat and sound.

Three lectures, two laboratory periods. Five hours.

II. GENERAL PHYSICS (Continued.)

Light, electricity and magnetism.

Three lectures, two laboratory periods. Five hours.

Text: Carhart's College Physics.

III. MECHANICS AND HEAT.

This course embodies the theory as well as the accurate determination of physical constants; adjustments and use of instruments of precision; verification of laws of impact, torsion, rigidity, etc.; Young's Modulus, Movement of Inertia. Determination of vapor pressure and densities; freezing and boiling points; specific heats; hygrometry.

Lectures, recitations and laboratory work. Four hours.

IV. LIGHT, SOUND, ELECTRICITY.

The discussion of the theories which underlie the phenomena of these subjects, with due emphasis upon the important application of waves and harmonic motion to these phenomena. The laboratory covers the laws of refraction, diffraction, spectrum analysis, photometry; polarization, stationary waves, Lissajous' curves; electrostatic induction, capacity of condenser, measurement of resistance, operation of dynamo, motor, alternator, transformer.

Lectures, recitations and laboratory work.

Prerequisites: Plane Trigonometry, High School Physics.

Text: Carhart's College Physics. Four hours.

V.VI. THEORY AND METHODS OF PHYSICAL MEASUREMENTS.

The construction, use and adjustments of accurate laboratory apparatus, particular attention being paid to optical and electrical measurements.

Two lectures and two laboratory periods.

Prerequisite: Courses I and II. Four hours.

PUBLIC SPEAKING

I. 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. One hour.

II. 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.

III. ARGUMENTATION AND DEBATING.

A practical training for those students who have taken or are taking the course of oratory prescribed under English VI. 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. One hour.

VI. 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. One hour.

V-VI. PRACTICAL ORATORY AND DEBATING.

This course covers three years and is open to all the students of the College. It aims 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; 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.

SOCIAL SCIENCE

I. ECONOMICS.

A general introductory course in Economics, dealing especially with the factors of production and the mechanism of exchange. The course is conducted by means of lectures and recitations and the class discussion of simpler economic problems.

II. ECONOMICS (Continued).

A continuation of Course I, dealing with the subjects of business organization and administration and the distribution and consumption of wealth. The course concludes with an historical account of the chief schools of economic thought. Lectures, recitations and discussions. Two hours.

III. SOCIOLOGY.

After a consideration of the meaning and scope of Sociology as a science, the elements of the social organism—the individual, the family, the state and the church—are studied in

their relations to one another and to the social welfare. The principles underlying possible social reform and the influences effective for such reform are emphasized. The history of social reform is briefly summarized. **Two hours.**

IV. SOCIOLOGY (Continued).

This course continues course III and is intended to show the application of the principles of Sociology to specific social problems, such as the labor question, immigration, poverty, intemperance, etc. **Two hours.**

SPANISH

I. MODERN PROSE AND POETRY.

Review of grammar; composition, oral and written; sight reading, conversation; business correspondence. Reading of selected texts in prose and verse.

Prerequisite: **Courses A-B or equivalent.** **Three hours.**

II. CLASSICAL SPANISH.

A study of the principal authors of the classical period. Representative texts will be chosen from the works of Lope de Vega, Calderon, Alarcon. **Three hours.**

ADMISSION TO COLLEGE COURSES

All candidates for admission to regular standing as Freshmen in any of the Collegiate programs leading to a College degree must present entrance credits for a standard four-year high school course successfully completed to the amount of at least sixteen units.

N. B.—A subject in high school work pursued for a year of at least thirty-six weeks, taught five periods a week, each period at least forty-five minutes, constitutes a unit.

Apart from special entrance requirements for admission to candidature for a degree, the standard high school subjects and units acceptable towards making up the required sixteen units are the following:

HISTORY

Ancient	1 unit
American and Civics	1 unit
English	1 unit
Modern	1 unit

LANGUAGE

English	4 units
Greek	3 units
Latin	4 units
Modern, Foreign	3 units

MATHEMATICS

Algebra (through quadratics)	1 unit
Algebra, intermediate	$\frac{1}{2}$ unit
Algebra, advanced	$\frac{1}{2}$ unit
Geometry, plane	1 unit
Geometry, solid	$\frac{1}{2}$ unit
Trigonometry	$\frac{1}{2}$ unit

SCIENCES

Biology	1 unit
Botany	1 unit
Zoology	1 unit
Chemistry	1 unit
Physics	1 unit
Physical Geography	1 unit

N. B.—Applicants with less than 15 acceptable units cannot be admitted into any regular course. Applicants with only 15 units to their credit may be admitted conditionally; this condition, however, must be removed by the end of the freshman year. The study thus being made up cannot be counted as one of the prescribed electives. Details of admission to candidature for a Degree will be found under the respective degree.

METHODS OF ADMISSION

ADMISSION BY CERTIFICATE WITHOUT EXAMINATION. Since the College must file the documents justifying its admission of the applicant without requiring from him an entrance examination, the registrar must insist:

That all certificates or credentials be made out and signed by the Principal or other recognized officer of the school from which the applicant is passing, and mailed by him directly to the registrar.

Such certificate must contain an accurate detailed statement of the studies pursued by the applicant, of the credits merited, and of the sixteen units of secondary work he claims to have successfully completed.

To save himself the inconvenience of delay and suspense, the candidate should see that the above-mentioned credentials are mailed at least one month before the beginning of the fall term.

All credentials once accepted for admission become the property of the College.

N. B.—Admission to freshman or advanced standing on school certificates is in all cases provisional. If, after admission to the College, a student fails in any subject for which a school certificate was accepted, credit for that entrance subject may be cancelled.

ADMISSION BY EXAMINATION. Applicants who are not admitted on certificate must take entrance examinations in the entire number of units required for entrance. The quality and the quantity of preparation expected in each of the subjects to make up the 16 units required is indicated in the descriptive outline of the High School courses of this College.

BACCALAUREATE DEGREES

Baccalaureate Degrees conferred by the College on the successful completion of the respective courses are:

A.B.—BACHELOR OF ARTS.

B.S.—BACHELOR OF SCIENCES.

Ph.B.—BACHELOR OF PHILOSOPHY.

Litt.B.—BACHELOR OF LETTERS.

GENERAL REQUIREMENTS

To comply fully with the spirit and letter of the standards determined by the C. E. A., the College positively requires for all degrees of Bachelor:

(1) Collegiate courses of study covering four entire scholastic years;

(2) A minimum of 144 semester-hours applied to courses prescribed and elective as hereinafter set down for the respective degrees.

A semester-hour equals a study pursued one hour a week for half a scholastic year; in laboratory work, however, it means three hours of actual work each week for half a scholastic year.

(3) While a certain elasticity in the selection of studies commends itself as reasonable and perhaps even as imperative for certain characters and individuals, the need of a limit or check to the electivism of youth, which naturally leans toward choices along lines of the least resistance and effort, must dictate a wise conservatism and a partial rigidity in regard to every program of studies leading to a standard degree.

Besides prescribed courses already mentioned, the College is unyielding in its insistence that every program of studies leading to a degree of Bachelor must include *Courses in Philosophy*, amounting to no less than 36 semester hours.

Such peculiar stress is laid on MENTAL AND MORAL PHILOSOPHY, as well for the influence this study has in mental development, as for its power in steadying the judgment of the young man in his outlook on the world and on life. Indeed the systematized courses in Rational Philosophy, as outlined above, constitute the most distinctive feature of an ideal college education. They are Philosophy in reality as well as in name. Philosophy must not content itself with recording or reviewing the vagaries of human thought without venturing any expression of opinion on and much less a decided condemnation of their fatal defects. It must rise to the dignity of a science; it must take a stand on definite propositions expressive of truth; it must present a logical, complete, unified system of mind-culture in accord with the established laws of human thought.

Rational Philosophy is the Science of Truth,

of the eternal principles of truth, of the beautiful order within its vast dimensions, of the grand harmony among all its spheres. The methodic study of this Science of Sciences belongs to us alone; in vain will you look outside of Catholic Colleges for its equivalent in educative value or in far-reaching utility. It were, therefore, more than regrettable if in this day of special dangers sound Philosophy were rated as a mere ornamental accomplishment of an educated man. Today, more perhaps than ever before, the masculine mentality of the genuine philosopher is a vital necessity.

Through the long centuries Philosophy has enjoyed high honors, even as the majestic queen of all human sciences. Hence, in past ages, every dark plot against right truth straightway assumed a philosophic mask; hence in our day, too, schemes to blast the very foundations of human reason never fail to parade under the consecrated banner of Philosophy. Indeed, from the ridge of the proof, from the cross on the spire, down through all the floors and apartments, down to the concrete foundations, the sacred temple of justice and truth is now being attacked more craftily than ever before; and all this conscienceless vandalism has its source in unsound Philosophy. The civil war of mutual

hate and violence between mass and class—the frantic efforts of rank materialism to stamp out the very thought of a spiritual soul, as well as the absurd attempt of pantheism to make man God—the mania for agnosticism in religion, so often coupled with overbearing dogmatism in scientific hypotheses—all these vagaries of human minds are bred of **false philosophy**. In short, modern theories justifying atrocious crimes against the defenseless child, moral diseases gnawing at the very hearts and souls of men and women, dire evils convulsing families and nations—one and all they are but the natural offspring of the **philosophy of immorality and impiety**.

Today, therefore, there is need of men with a clearness and sureness of intellectual reach, who will stand imperturbable amidst the wild surgings of the intellectual battle now raging along the entire front of truth; there is need of men with a keen scent for the detection of sham and chicanery; men, besides, with a veritable passion for the rule of right and order, who will unmask the errors and inconsistencies and trickeries, which are the only props of many an insolent fashion of thought.

These needs **SOUND PHILOSOPHY** alone can supply; these superior, manly qualities sound philosophy will positively bring to the required standard of efficiency. It is next to impossible for an honest student to bask in the clarifying, vitalizing rays of "**DIVINE PHILOSOPHY**" and to breathe in its stimulating atmosphere through several years, and yet fail of acquiring the force, the steadiness, the comprehensiveness and flexibility of intellect, together with the nicest balance among his faculties, which will be sure to create that cultured taste for the things of the mind, that refined sense of moral beauty, and that ardent love of right order, which are so indispensable for the realization of the highest ideals of manhood. It is next to impossible to contemplate the perfect reign of law amidst the seemingly capricious changefulness in the universe, to open one's eyes fully, to the singular endowments of man, his towering dignity, his unique aspirations, without lighting upon the true and adequately satisfactory solution of the great riddles of this universe—the only solution that does not rest on the positive stultification of reason, and does not issue in the utter degradation of man and woman. Culture along these lines, therefore, will ensure that perfection of truthfulness, propriety and polish in thought and word and deed, which is the most delicious fruit of a liberal education.

In a word, of the true college education, **Philosophy is the completion and the crown**.

Finally, the College prides itself on the reputation it has established for effectual training in that most valuable accomplishment, **PUBLIC SPEAKING**. As a matter of fact, in the shop and mill no less than pub-

lic assemblies, in city halls and chambers of commerce as well as in the club and union and lodge and council, everywhere, the advantages of the speaker and his immense possibilities are so apparent, that some skill in the proper use of the powerful instruments of voice and language is now an imperative need for the young man of high promise. The College, therefore, will not easily exempt any student from the courses in Public Speaking.

N. B.—In the CHOICE OF ELECTIVES the student must be guided by his prospective future work. He must make his choice so that there be no conflict in the schedule of recitations or laboratory periods.

CLASSIFICATION AND PROMOTION

Regular students (*i. e.*, those who are candidates for degrees) are usually required to take five courses during each semester. Until they have successfully completed thirty-six semester hours of strictly college work, they remain registered as *Freshmen*. From that time on they rank as *Sophomores* until the completion of further thirty-six semester hours. Upon completion of seventy-two semester hours they rank as *Juniors*. Finally, one who has met the full requirements for admission and completed one hundred and eight semester hours is considered a *Senior*.

BACHELOR OF ARTS. (A.B.)

The program of the Classics leading to the degree of Bachelor of Arts is intended to offer the special training which distinguishes the man of a Liberal Education—that excellence of mind, that culture and virile beauty of intellect, that perfect gentlemanly refinement of thought and of character which will remain a permanent endowment—in very truth, a singularly precious asset for life.

The highest endeavor of the College, therefore, is not to offer a business education, nor direct training for definite trades or employments, nor even to give

specific preparation for professional studies. The classical course does all this to an eminent degree; it furnishes superior equipment preparatory for every calling and station.

As a matter of fact, whenever the study of the classical languages has been noticeably restricted, loud complaints from technical and professional schools have been the unfailing consequence. For students admitted to specialization or strictly university courses without this precious college training have been found inferior in every appreciable requirement. They have been officially characterized as slower of perception than the classical college graduate, superficial in knowledge, lacking in independent judgment, less reliable in private research, wanting in keenness, defective in power of expression, and with only rare exceptions, altogether incapable of equal depth or grasp or adaptation or intensity.

Too many parents, no less than their ambitious sons, are excessively set in their preference for schools of practical training. Only too late will they realize the truth of the verdict of generations, that premature vocational training or technical specialization is simply a forceful exploitation of young talent, and its intellectual resources—an exploitation fatal for all time to that greatness of soul and to all those embellishments of character, without which the most successful career can scarcely be perfected into a manly grand life of richer content.

The College ideal, therefore, is rather to turn out true men of perfect condition of mind and of harmonious development throughout all their faculties. In CARDINAL NEWMAN'S words: "To open the mind, to correct it, to refine it, to enable it to digest, master, rule and use its own knowledge, to give it power over its own faculties, versatility, method, critical exactness, resourcefulness, eloquent expression—these and others are the splendid fruits of a Liberal Education."

The various courses outlined here, are the means of a Liberal Education—the instruments which have stood the test of centuries—the sure tools, as it were,

by which the rough diamond of the mind of our own day, also, will be ground into shapeliness and brilliancy.

ENTRANCE REQUIREMENTS FOR A.B. COURSES.

Since the College would preserve for the A.B. degree its full traditional honor and prestige, the A.B. courses presuppose a special preparation in the departments of the classics. To be admitted to REGULAR FRESHMAN STANDING, the sixteen units of successfully completed high-school work must be distributed as follows:

English	3 units	Physics or	
Latin	4 units	Chemistry	1 unit
Greek	3 units	Ancient History	1 unit
Algebra (through		American History	
quadratics)	1 unit	and Civics	1 unit
Plane Geometry	1 unit	Elective	1 unit

For general requirements for CONDITIONED FRESHMAN STANDING see page 40.

N. B.—Since high schools do not commonly afford opportunities for the prescribed entrance units in Latin and Greek, applicants with sixteen units to their credit, but unable to meet the requirements in these languages, are not excluded from A.B. courses. Neither may such students be rated as conditioned in the strictest sense, especially since the departments of the classics are usually ranked as fully and properly collegiate. Accordingly, while such applicants must finish all the prescribed courses before graduation, these classical studies thus made up are rightly allowed the place and credit of electives.

DEPARTMENTS AND COURSES PRESCRIBED FOR THE A.B. DEGREE.

The four full years amounting to no less than 144 semester hours must be distributed as follows:

	Sem. hrs.	Courses
English	24	I-VIII
Evidences of Religion	8	I-VIII
Greek	16	I-IV
Latin	22	I-VI (Philosophy)
Logic	4	I-II (Philosophy)
First Principles	6	III (Philosophy)
Metaphysics	4	IV (Philosophy)
Cosmology	4	IV (Philosophy)
Psychology	4	V (Philosophy)
Theology	4	VI (Philosophy)
Ethics	5	VII-VIII (Philosophy)
Social Philosophy	5	VIII (Continued)
Public Speaking	8	I-VI
History	8	I-IV
Required Electives	32	

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ELECTIVES ACCEPTABLE.

English	Biology
Latin	Chemistry
Greek	Mathematics
French	Physics
Spanish	Astronomy
History	Geology
	History of Philosophy

BACHELOR OF SCIENCES. (B.S.)

The courses leading to the degree of B.S. are so arranged as to give over and above a fairly rounded cultural training also, a broad foundation in studies necessary for future success in a scientific career.

ENTRANCE REQUIREMENTS FOR B.S. COURSES

To be admitted to REGULAR FRESHMAN STANDING the sixteen units of successfully completed high school work must be distributed as follows:

English	3 units	Physics	1 unit
Foreign Languages (Mod. or classical)	2 units	Chemistry	1 unit
Mathematics	3 units	History	1 unit
		Electives	5 units

DEPARTMENTS AND COURSES PRESCRIBED FOR B.S. DEGREE

The four full years amounting to no less than 144 semester hours must be distributed as follows:

	Sem. hrs.	Courses
English	22	I-VI
Evidences of Religion	8	I-VIII
Modern Language	12	I-IV.
Chemistry	8	I-II
Mathematics	8	I-IV
Physics	8	I-II
Public Speaking	8	I-VI
Logic	4	I-II
First Principles	6	III
Metaphysics	4	IV
Cosmology	4	IV
Psychology	4	V
Theology	4	VI
Ethics	5	VII-VIII
Social Philosophy	5	VIII (Continued)
Electives required	34	
N. B.—Electives acceptable, the same as in A.B. program.		

BACHELOR OF PHILOSOPHY. (Ph.B.)

The degree of Bachelor of Philosophy (Ph.B.) is conferred on those who substitute modern languages for the ancient classics prescribed by the A.B. course, and complete the prescribed courses in Philosophy, English, History, Sciences and Sociology.

ENTRANCE REQUIREMENTS FOR Ph.B.

To be admitted to REGULAR FRESHMAN STANDING, the sixteen units of successfully completed high school work must be distributed as follows:

English	3 units	Modern History	1 unit
Foreign Language ..	3 units	American History	
Mathematics	2 units	and Civics	1 unit
Ancient History	1 unit	Sciences	1 unit
		Electives	4 units

DEPARTMENTS AND COURSES PRESCRIBED FOR Ph.B. DEGREE

The four full years amounting to no less than 144 semester hours must be distributed as follows:

	Sem. hrs.	Courses
English	24	I-VIII
Evidences of Religion	8	I-VIII
Modern Foreign Language	12	I-IV
Greek or Latin	8	I-II
Mathematics	8	I-II
Chemistry	8	I-II
Physics	8	I-II
Public Speaking	8	I-VI
History	8	I-IV
Logic	4	I-II
First Principles	6	III
Metaphysics	4	IV
Cosmology	4	IV
Psychology	4	V
Theology	4	VI
Ethics	5	VII-VIII
Social Philosophy	5	VIII (Continued)
History of Philosophy	4	IX-X
Electives required	12	

N. B.—Electives acceptable, the same as in A.B. program.

BACHELOR OF LITERATURE. (Litt.B.)

The degree of Bachelor of Literature (Litt.B.) is conferred on those who devote most of their attention to modern literature and who substitute modern languages for the ancient classics prescribed in the A.B. course.

ENTRANCE REQUIREMENTS FOR Litt.B. COURSE

To be admitted to REGULAR FRESHMAN STANDING, the sixteen units of successfully completed high school work must be distributed as follows:

English	3 units	Ancient History	1 unit
Foreign Language ..	3 units	American History	
Mathematics	2 units	and Civics	1 unit
Modern History	1 unit	Science	1 unit
		Electives	4 units

DEPARTMENTS AND COURSES PRESCRIBED FOR Litt.B. DEGREE

The four full years amounting to no less than 144 semester hours must be distributed as follows:

	Sem. hrs.	Courses
English	24	I-VIII
Evidences of Religion	8	I-VIII
Modern Foreign Language ...	12	I-IV
Greek or Latin	8	I-II
Mathematics	8	I-II
Chemistry	8	I-II
Physics	8	I-II
Public Speaking	8	I-VI
History	8	I-IV
Logic	4	I-II
First Principles	6	III
Metaphysics	4	IV
Cosmology	4	IV
Psychology	4	V
Theology	4	VI
Ethics	5	VII-VIII
Social Philosophy	5	VIII (continued)
Electives required	16	

N. B.—Electives acceptable the same as in A.B. program.

PRE-MEDICAL COURSES

Medical schools of Class A are now requiring for admission to the four year course of medicine not only fifteen units representing four years in a standard high school, but also College credits covering two years of college work.

The courses offered by the College in the departments required for admission to unconditioned Freshman standing in Graduate Medical Schools of Class A satisfy to the fullest every demand of the American Medical Association.

The other subjects and courses acceptable as electives in this program are such as will best fit the student for his future work.

In the sciences the rating of the student is based upon written and oral quizzes and laboratory work, combined with the semester examinations.

ENTRANCE REQUIREMENTS FOR PRE-MEDICAL COURSES

The fifteen units of completed high-school work must include the following:

Latin	2 units	American History	
English	3 units	and Civics	1 unit
Science	3 units	Plane Geometry	1 unit
Algebra	1 unit	Electives	4 units

DEPARTMENTS AND COURSES PRESCRIBED FOR PRE-MEDICS

This program prescribes sixty-four semester hours of College courses.

N. B.—A semester hour signifies an hour of lecture or recitation, or three hours of laboratory work.

SEMESTER HOURS

Branches	Courses	Lectures or Recitations	Laborat.	Total
English	I-II	6	..	6
Modern Language	A-B	8	..	8
Biology	I-V	4	4	8
Physics	I-IV	4	4	8
Chemistry	III-VIII	6	6	12
Electives .....	..	22	..	22

N. B.—For Pre-Medics the courses in the sciences prescribed are adapted somewhat as follows:

Biology—Courses I and II completed. Courses III, IV, V, condensed into one year, as long as only two collegiate medical years are required. In Course III special attention is given to Comparative Embryology of amphibia, reptile, bird and mammal, and to Genetics, the study of the general problems of organic evolution and heredity, with a review of the more recent experimental work in animal and plant breeding.

Inorganic Chemistry—Qualitative and quantitative analysis, lectures two hours, two laboratory periods.

Organic Chemistry—Lectures one hour, one laboratory period.

Physics—Special attention is given to theoretical mechanics, and to mechanical and electrical experiments.

MASTER'S DEGREES

MASTER OF ARTS, (A.M.): The candidate must have an A.B. or Ph.B. degree from an institution of good standing, and must devote one year exclusively to work beyond the baccalaureate requirements of the department of Arts in which the degree is sought. The candidate must pass a satisfactory examination, and must present a type-written or printed approved original thesis in his major subject.

MASTER OF SCIENCES, (M.S.): This degree is conferred under the same conditions as above, when the major subject of study has been chosen from the department of Science.

N. B.—Those who have received their Bachelor's degree from this College, may, in some cases, obtain the Master's degree for work done elsewhere, *i. e.*, after devoting two years to professional studies and presenting an approved original thesis of not less than five thousand words.

GRADUATES
OF THE
COLLEGE of the SACRED HEART
FROM 1890 to 1918

	Ph.B.	B.S.	M.S.	A.B.	A.M.
Abel, Rev. Felix C.	1907	....
Akolt, John P., LL.B.	1911	1913
Bautsch, Francis A., S.J.	1911	....
Berry, Charles H. O'B.	1904	....
Bigge, Emile	1891
Bowen, Robert M.	1912	....	....	....
Burg, Charles E.	1898
*Brady, John T.	1898	....
Bucher, John W.	1898	....
Bucher, George J.	1899	....
Burnett, John H.	1916	....
Carson, Ainsley A.	1916	....
*Casey, Rev. Andrew B.	1891	....
Coleman, Watson E.	1892
Cooke, Michael E.	1911	....
Coon, William M.	1900	....
Cooper, Claude E., M.D.	1897	....
Crean, William T., S.J.	1906	....
Cunningham, John T.	1910	....
• Currigan, Martin D., M.D.	1907	....
Danahey, Thomas, J., M.D.	1905	....
Darley, Rev. Humphrey V., S.T.L.	1910	....
Davoren, Walter T.	1906	....
Donellan, John F.	1890	....	....	....
Dosch, Carl A.	1906	....
Dosch, Michael J., LL.B.	1906	....
Doyle, Raymond E.	1917	....
Dunn, Joseph A.	1897	....
Dunn, Francis T., LL.B.	1907	....
Durbin, Howard P.	1917	....
*Dwyer, Patrick J.	1906	....
Eisenhart, John H.	1901	....
Estrada, Miguel, M.D.	1890	....
Fallon, John T.	1900	....
*Fitzgerald, Edward C.	1890	....	....	....
Fitzgerald, Edward J.	1891	....
Floyd, Daniel J.	1906	....

*Deceased.

	Ph.B.	B.S.	M.S.	A.B.	A.M.
Floyd, Edward A.	1915	....
Floyd, Leo P.	1909	....
Floyd, Thomas E.	1897	....
Garde, Rev. C. Marion, S.J.	1891	....
Gilmore, James B.	1905	....
Green, Mathew J.	1893	....
Grimes, William J.	1900	....
Guldea, Patrick F.	1890	....
Hagus, Rev. Charles H.	1904	....
Hall, Robert T.	1909	....
Hebert, Louis N.	1907	....
*Henningan, Rev. Francis X.	1905	....
Higgins, Rev. Joseph F.	1914	....
Higgins, Martin A.	1914	....
Higgins, Rev. William M.	1912	....
Horan, Joseph C., M.D.	1911	1913
*Howe, Francis, M.D.	1913	....	....	....
Hyde, Rev. Joseph E., S.J.	1895	....	....	....	....
Johnson, James A., LL.B.	1906	....
*Johnston, James A.	1890	....	....	....
*Johnston, Robert L.	1890	....	....	....
Jones, Vincent L., M.D.	1909	1913	....	....
Kearns, George T.	1916	....
Kempton, George S., Mus.D.	1893	....
Kenney, John J., LL.B.	1910	1913
Keogh, Joseph P.	1898	....
Kerin, John M.	1894	....
*Kett, Michael C., M.D.	1900	....
King, Robert F.	1916	....
Lyman, William F., LL.B.	1907	....
Leuders, John T.	1909	....
Mannix, Rev. Edward J.	1907	....
Marron, Hon. Owen N.	1898
Martin, Francis H.	1916	....
McAndrews, Joseph M., S.J.	1911	....
McCarthy, Joseph S.	1917	....
McDonough, Rev. Joseph F.	1904	....
McGinnis, James S.	1892
McKnight, James A.	1912	....
McMenamin, Rev. Hugh L.	1897	....
McNamara, John A.	1899	....
*McNamara, John W., M.D.	1913
Mellein, John J.	1914	....
*Moles, Raymond E.	1909	....
*Monahan, Thomas L.	1910	....

*Deceased.

	Ph.B.	B.S.	M.S.	A.B.	A.M.
Moran, John P.				1917	....
Motley, John S.				1894	....
Mullen, Charles V., LL.B.				1904	....
Mullen, Edmund L., LL.B.				1912	....
Mullen, James S.				1898	....
Mullen, John J.				1904	....
Mullins, James P.				1891	....
Mullins, Hon. John I.				1890	....
Mulrooney, Edward F.				1918	....
Murphy, Eugene P., S.J.				1912	1918
Murray, Rev. Michael M., A.B. ...				....	1915
Myers, Raymond J.				1914	....
Mylott, James C.				1893	....
Nice, Paul S.		1909	1912	....	....
Nichols, J. Hervey		1890	....	....	....
Noone, Raymond E.				1910	....
Noonen, Michael E.				1909	....
O'Brien, Clarence D.				1918	....
O'Bryan, J. Grattan, LL.B.				1892	....
O'Connor, T. Walter, M.D.				1891	....
O'Donnell, John T.				1897	....
O'Donnell, Thomas W.				1894	....
Owens, John T.				1904	....
Preston, Miller E., M.D.				1898	....
Prior, Arthur W.				1907	....
Pughes, Joseph T.				1917	....
Regan, Dominic E.				1897	....
Renn, George H.	1895			....	....
Rogers, John D., LL.B.				1897	....
Rose, Joseph F.				1899	....
Ryan, Philip F. A.				1892	1894
Ryan, Rev. William W.				1906	....
Schneider, George W., M.E. ....				....	1912
Schwend, John W., C. E.				1914	....
Sullivan, John J.				1915	....
Sullivan, Raymond R., LL.B. ...				1907	....
Sullivan, Robert A.				1906	....
Tipton, Leo M., LL.B.				1907	....
Tobin, Louis T.				1904	....
Tormey, James J.				1905	....
Velarde, Ramon		1890		....	....
Vidal, Henry C.				1890	....
Waldron, Michael B., LL.B.				1893	....
Walsh, Joseph J., LL.B.				1907	....
White, Julien J.				1915	....

The HIGH
SCHOOL



OFFICERS

VERY REV. JOHN J. BROWN, S. J.,
President

REV. WILLIAM J. FITZGERALD, S. J.,
Principal

REV. FRANCIS X. HOEFKENS, S. J.,
Treasurer

REV. JOSEPH E. HYDE, S. J.,
Chaplain

MR. FRANCIS A. BAUTSCH, S. J.
Librarian

FACULTY

VERY REV. JOHN J. BROWN, S. J.,
President

REV. WILLIAM J. FITZGERALD, S. J.,
Principal

REV. FRANCIS X. HOEFKENS, S. J.,
French

REV. JOSEPH E. HYDE, S. J.,
Religion

REV. LEO M. KRENZ, S. J.,
Evidences of Religion

MR. JOSEPH F. CARROLL, S. J.,
Chemistry and Physics

MR. IGNATIUS J. DAVLIN, S. J.,
English, Latin, History

MR. ANDREW S. DIMICHINO, S. J.,
Special Latin

MR. WILLIAM V. DOYLE, S. J.,
English, Latin, Trigonometry

MR. JOSEPH M. M'ANDREWS, S. J.
Latin, Greek, Geometry

MR. EUGENE P. MURPHY, S. J.,
Latin, French, History

MR. CHARLES M. PALACIO, S. J.,
Spanish

MR. JOSEPH A. RYAN, S. J.,
Mathematics, History

MR. FRANCIS L. SEBASTIANI, S. J.,
Commercial Branches

MR. BERNARD J. SULLIVAN, S. J.
Algebra

A STANDARD HIGH SCHOOL

The College maintains its standard as firm as it is clear regarding the place and nature of high-school education. The modern, fully up-to-date High School serves a number of distinct purposes. On the one hand, there stands out boldly the significant fact that while only one-tenth of high-school students ever get into college or university or technical school, fully nine-tenths of them go out from the high-school room to face the stern problems of life. For the sake of the less favored youths, who do not want a continuation of the elementary school as a distinct preparation for a college education, the high school must by all means shake off the grip of the college standard, and offer courses of instruction more directly helpful to the occupations its students will follow. From the point of view of numbers, therefore, practical business and commercial courses do undoubtedly merit the first consideration.

On the other hand, however, there stands another fact, no less significant, namely, that the High School is essentially a link in a larger comprehensive educational system destined to provide for the intensest and supremest needs of state and church and college alike. From this point of view, the High School must positively articulate with the College by offering all the courses of secondary education presupposed for advanced strictly collegiate work or for technical and professional specialization.

To meet these varied needs of different students, the High School offers four different standard programs of instruction, each covering a period of four academic years:

THE CLASSICAL HIGH SCHOOL PROGRAM,
THE SCIENTIFIC HIGH SCHOOL PROGRAM,
THE ENGLISH HIGH SCHOOL PROGRAM,
THE COMMERCIAL HIGH SCHOOL PROGRAM.

DEPARTMENTS OF HIGH SCHOOL INSTRUCTION

In each of its programs, the High School is fully equipped to prepare the student for unconditioned admission to regular freshman standing in a Standard College.

Unless otherwise specifically indicated below, all branches are taught five periods each week. Each period covers fifty minutes of actual teaching. Double periods are given for laboratory work.

Special attention has been given to the equipment of the scientific departments of the High School. The spacious laboratories are abundantly supplied with up-to-date appliances fully meeting the most rigid requirements of recognized high-school standards.

BOOKKEEPING

A—Six short sets exemplifying the elementary principles of bookkeeping and accountancy.

Elementary Set—Single proprietor. Opening set of books representing a small mercantile business. The books used are the cash book, the purchases book, the sales book, the journal and the ledger. Preparation of trial balances; various trading and profit and loss statements, and the statements of resources and liabilities. The closing of the ledger according to modern methods.

Wholesale Set—Partnership. The business of a wholesale grocery house is illustrated. Books are introduced representing the very latest ideas in modern labor-saving bookkeeping methods. Notes receivable and notes payable books are used in this set as posting mediums. The preparation of both the report and the technical (or American) forms of statements.

B—Wholesale Set continued and completed.

Commission Set—Corporation Accounting. The opening, adjusting and closing of corporation accounts and books. This set illustrates a system of consignment account that is brief and accurate. Sales ledger is kept by the card system. The special feature of this set is the Cash Journal.

C—**Manufacturing Set. Corporation Accounting.** Illustrating the methods of changing a partnership to a corporation; manufacturing accounts conducted under the cost method

with controlling accounts; the voucher system of recording accounts payable; special columns in books of original entry; the preparation of scientific manufacturing, trading and profit and loss statements, and statements of resources and liabilities; methods of opening, conducting and closing various reserve, surplus and fund accounts; forms of records, reports, books, statements, etc.

Banking Set. In this set the duties of the cashier, assistant cashier, teller, the individual bookkeeper, general bookkeeper, etc., are illustrated. The student becomes acquainted with books used in bank bookkeeping, and handles the different kinds and forms of commercial paper that daily pass through a bank.

CHEMISTRY

This course is intended to acquaint the student with the fundamental principles of the science, to meet the demands of a liberal education and to prepare him for more advanced work in College.

The course includes lectures, recitations, demonstrations and problems combined with laboratory work. The following matter is included: Study of important elements and their compounds. Atomic Theory; Chemical Equations and Calculations. Percentage Composition; Solutions; Acids, Bases, Salts; Neutralization; Electrolytic Dissociation; Electrolysis; Pressure, Temperature and Volume with reference to gases; Valence; Catalysis; Reversible Reactions; Chemical Equilibrium; Periodic Law; Flames and Illuminants; Determination of Molecular and Atomic Weights and Formulas; Metallurgy.

To secure credits for laboratory work a detailed record of all the experiments had in class will be required.

Five periods a week are devoted to the work—four lectures and one double laboratory period.

Text: McPherson and Henderson's *First Course in Chemistry*."

Laboratory Manual by the same authors.

COMMERCIAL LAW

Contracts, negotiable instruments; sales; bailments and common carriers; agency; partnership, corporation, insurance; real property.

Text: Peter's *Commercial Law*.

DEBATING

The course is open to the students of the Second and Third Year. Its object is to develop ease and fluency in public speaking, and to familiarize the members with the details of parliamentary practice. Clear, logical thought on a given subject, the habit of proficiency in the extempore expression of thoughts, together with an apt and forceful delivery, are aimed at throughout the course.

ELOCUTION

This course is taught one hour a week. A number of times during the term, each student is obliged to render carefully prepared selections before the class. Students from each class are chosen to appear at the public reading of quarterly reports and the most proficient are given the privilege of competing for the gold medal in the contest which is held in May.

- A—Vocal culture and gesture drill. Breathing, exercises, articulation, pronunciation of vowels and consonants. Exercises in reading and in the rendition of easy selections. Concert drill.
- B—Vocal culture and gesture drill. Power, stress, melody, pitch, nunciation, inflection of words and sentences. Varieties of simple gestures. Calisthenic exercises. Rendition of selections.
- C—Vocal culture and gesture drill. Power, stress, melody, pitch, tone slides and waves. Difficult positions, complex gestures. rendition of more difficult selections.
- D—Reading and declamation of oratorical selections. Original orations on subjects assigned by the professor. From time to time, debates are had on topics within the mental capacity of the members of the class.

ENGLISH

In the English course the general principles of rhetoric are studied, the various modes of composition are practiced to give facility in writing clearly and correctly, and enough literature is read to develop the beginning of good taste and the first elements of literary culture.

The literature assigned to the High School classes is divided into three sections: (a) **Texts for detailed study**... All of these should be studied in class and be well known. Required are: a knowledge of the subject-matter and form of each work, with an explanation of the principal allusions; the literary qualities, so far as they illustrate the rhetorical principles of the year; a biographical outline of the authors and an account of their works. (b) **Supplementary Reading**. These must be read by all and known as the preceding. (c) **Reading for Book Reports**. Each student must make one book report each month, but not more than one.

A—A knowledge of grammar is supposed in the beginning of this year. The work, therefore, of the First Year, serves as an introduction to rhetoric as distinguished from grammar. and such a knowledge of the principles as will help towards correct and coherent expression—oral and written.

The literature assigned to this year is intended to arouse an interest in good reading and to teach the elements necessary to discriminate between worthless books and those worth while.

Before a boy is allowed to pass into Second Year, he must be able:

(a) To spell correctly 90 per cent of the ordinary words found in any chapter of his text book;

(b) To observe the ordinary rules of punctuation, capitalization and letter-writing;

(c) To form ordinary sentences and join them coherently.

RHETORIC: Brook's English Composition, Book 1. Grammatical and rhetorical analysis of sentences.

COMPOSITION: Two themes and one original composition a week. The themes will be taken from Brooks' English Composition, Book 1 and from Ryan's Studies in Irving. The original composition will be letter writing and simple narration.

LITERATURE: Selections are read and analyzed in and out of class to conform with the college entrance requirements and to illustrate the rhetorical principles studied. The selections more attentively studied are taken from:

Hawthorne's Twice Told Tales.

Longfellow's Tales of a Wayside Inn; Evangeline.

Dickens' Christmas Stories.

Whittier's Snowbound.

Arnold's Sohrab and Rostum.

READING FOR BOOK REPORT: Bennett, Master Skylark, Barnaby Lee; Dix, Little Captive Lad; Aldrich, Story of a Bad Boy, Stillwater Tragedy; Cooper, Deerslayer, Water Witch, Pathfinder, Red Rover; Defoe, Robinson Crusoe; Farrar, Eric; Finn, Tom Playfair, Percy Wynn, Claude Lightfoot, That Football Game; Garrold, Black Brotherhood; Hawthorne, Tanglewood Tales, Mosses from an Old Manse; Fenn, Anthony Grace; Parr, Little Cardinal; Major, Uncle Tom and Andy Bill; Sienkiewicz, Through the Desert; Trowbridge, Cudjo's Cave, Three Scouts; Pyle, Within the Capes; Johnson, The Varmint, Stover at Yale; Smith, Under Dog; Page, Two Little Confederates; Dorsey, Midshipman Bob; Burke, Little People of the Dust; Brown, Rab and his Friends; Bullen, Son of the Sea; Dodge, Hans Brinker; Drane, Uriel; Kane, For Greater Things; Kipling, Jungle Book; Lamb, Tales from Shakespeare; Stockton, Adventures of Captain Horn; Wiseman, Fabiola; Greene, Pickett's Gap, Handicapped, Lincoln's Conscript.

B—In this class the study and practice of composition are insisted on. The matter of the First Year, punctuation, sentences, paragraphs, etc., is repeated both separately and in connection with the regular class-work. The paragraph is

given more attention with reference to narration and description. Coherence and transitions should be mastered at the end of this year. His ability to paragraph his compositions, to understand and interpret simple literary works will be the student's guide to higher grading.

RHETORIC: Brooks' English Composition, Book II. Review of the sentence and paragraph. A detailed study of narration and description.

COMPOSITION: Narrations, descriptions, dialogues.

LITERATURE: Studied and analyzed in class:

Irving's Sketch Book and Alhambra.

Poe: The Gold Bug.

Scott: The Lady of the Lake.

Tennyson: Enoch Arden.

Lowell: Vision of Sir Launfal.

READING FOR BOOK REPORT: "Ayscough," Faustula; Earls, Melchior of Boston, Marie of the House D'Antres; Hearn, Chita; Jackson, Romona; Porter, Scottish Chiefs; Scott, Kenilworth, Quentin Durward, Old Morality; Smith, Tom Grogan, Colonel Carter of Cartersville; Dickens, Tale of Two Cities, Ghost Stories, Holly Tree Inn, Dr. Marigold; Page, Red Rock; Conrad, Nigger of the Narcissus; Pemberton, Iron Pirate; Anstey, Visa Versa, In Brief Authority; Porter, Freckles; Hughs, Tom Brown at Rugby; Fox, Little Shepherd of Kingdom Come; Wallace, Ben Hur; Irving, Astoria; Smith, A Day a Laguerres, Forty-five Minutes Late; Bullen, Cruise of the Cachalot, A Whaler's Wife; Lummis, Spanish Pioneers; Connelly, Out of Gloucester; Copus, As Gold in the Furnace; Longfellow, Miles Standish; Creasy, Fifteen Decisive Battles of the World; Drake, Culprit Fay; Egan, Disappearance of John Longworthy; Kelly, Some great Catholics; Macaulay, Lays of Ancient Rome; Mulholland, Wild Birds of Killeevy.

C—This year's work consists in a detailed study of the various forms of composition—ornaments, style, etc. The essay—narrative, biographical, personal, etc., is begun and studied with a view to the practical application of rhetorical principles. Versification is taken up during the second semester of this course.

RHETORIC: Brooks' English Composition, Book II. Ornaments, style and species of prose composition. The Essay. Versification.

COMPOSITION: Two themes and one or two original compositions each week.

LITERATURE: Studied and analyzed in class:

Newman: The Second Spring, What is a University, and other selections.

Newman: *The Dream of Gerontius*.
De Quincey: *Joan of Arc, The English Mail Coach*.
Macaulay: *Addison*.
Lamb: *Essays of Elia*.
Tennyson: *The Princess, Idylls of the King*.
Shakespeare: *The Merchant of Venice*.

Shorter selections are read in class from Moore, Wordsworth, Bryant, Byron, Gray and DeVere.

READING FOR BOOK REPORTS: "Ayscough," *Gracechurch Papers*; *Oldmeadow, Virginie, Susan*; Garrod, *Onion Peelers*; Blackmore, *Lorna Doone, Kit and Kitty*; Caryl, *The Lieutenant Governor*; Collins, *Moonstone, Woman in White*; Copus, *Andros of Ephesus*; Crawford, *Dr. Claudius*; Dickens, *Oliver Twist, Bleak House*; Dixon, *The Southerner*; Hale, *Man Without a Country*; Harland, *Cardinal's Snuff Box, My Friend Prospero, Lady Paramount*; Johnston, *To Have and to Hold*; Keon, *Dion and the Sibyls*; Sheehan, *My New Curate*; Reid, *Far Away Princess*; Sienkiewicz, *Deluge, With Fire and Sword, Knights of the Cross*; Smith, *Felix O'Day*; Stevenson, *Black Arrow, Master of Ballantrae*; Thompson, *Alice of Old Vincennse*; Tarkington, *Gentleman from Indiana*; Conrad, *Typhoon*; Reade, *Put Yourself in his Place*; Burroughs, *Winter Sunshine*; Coleridge, *Ancient Mariner*; Goldsmith, *Deserted Village*; Hawthorne, *House of the Seven Gables*; Scott, *Lady of the Lake*.

D—Attention is given to a general review of high school English with a view to the acquisition of as much literary erudition as possible. The Essay, Short-story, Oration as art forms are studied. In argumentation special attention is given to the Proposition and to the usual sources of argument.

Each student should be familiar with the requirements of the Uniform College Entrance Board, and with the present entrance requirements and examinations of Standard Colleges.

RHETORIC: Coppens' *English Rhetoric* with professor's notes. The Essay, Short-story, Oration. Versification is reviewed and practiced during the entire year. History of English and American Literature.

COMPOSITION: Practice in essay writing, argumentation and verse.

LITERATURE:

Newman: *Lecture on Literature* and other selections.
Macaulay: *Select Essays*.
Addison: *Selections from the Spectator*.
Webster: *First Bunker Hill Oration*.
Washington: *Farewell Address*.
Shakespeare: *Julius Caesar*.

READING FOR BOOK REPORT:..“Ayscough”, Hurdcote, Monksbridge, Tideway, Jacqueline; Oldmeadow, Antonio; O'Brien, When We Were Boys; Reid, Daughter of a Star; Sheehan, Luke Delmage, Blindness of Doctor Grey; Tarkington, Seventeen, Magnificent Ambersons; Lever, Tom Burke of Ours; Burnett, The Shuttle, T. Tembarom; Benson, By What Authority, Oddsfish, Initiation; Aldrich, Majorie Daw; Churchill, Richard Carvel, Crisis, Crossing, Crewe's Career; Dixon, Comrades; Ford, The Hon. Peter Stirling; Lytton, Last of the Barons; Maher, Shepherd of the North; Newman, Callista; Reade, Hard Cash; Sheehan, Glenanaar; Smith, Fortunes of Oliver Horn, Peter, Enoch Crane; Stevenson, Dr. Jekyll and Mr. Hyde, New Arabian Nights; Harrison, Queed; Conrad, Lord Jim, Chance; Moore, The Wiser Folly; Benson, Hugh, Memories of a Brother; Porter, The Harvester; Burnand, My Time and What I Have Done With It; Howells, Rise of Silas Lapham; Johnston, Lewis Rand; Lytton, What Will He Do With It; Mitchell, Hugh Wynne.

FRENCH

A—(ELEMENTARY).

Careful drill in pronunciation; elementary grammar with exercises including the principal irregular verbs; frequent practice in the use of more common French idioms; conversational exercises based on selections translated in the class-room; word order, sentence structure, elements of syntax; writing French from dictation; memorizing short poems.

Text: Frazier-Squair.

B—(ELEMENTARY).

Elementary grammar completed; easy variations based on the text read; frequent abstracts, oral and written, of author studied; writing French from dictation.

Text: Frazier-Squair.

C—(INTERMEDIATE).

Constant practice in giving French paraphrases, abstracts and reproductions from memory of select portions of matter read; more difficult parts of syntax emphasized; reading French prose and verse of ordinary difficulty; writing French from dictation; conversation, memorizing poems and dialogues.

Text: Frazier-Squair.

GERMAN*

A—(ELEMENTARY).

Careful drill in pronunciation; the memorizing and frequent

*These courses will be omitted this year.

repetition of easy colloquial phrases and sentences; the rudiments of grammar; the article, nouns, adjectives, pronouns, weak verbs, and the more usual strong verbs; the use of the more ordinary prepositions, the simpler uses of the modal auxiliaries, and the elementary rules of syntax and word order; frequent easy themes; the reading of graduated texts; reproduction of portions of texts read; the memorizing of poems and dialogues.

Joynes-Meissner, Grammar.

B—(ELEMENTARY).

The reading of easy stories and plays; practice in translating themes based on the matter read; and also in offhand reproduction, oral and written, of the substances of short and easy selected passages; continued drill in the rudiments of grammar, to enable the pupil to use his knowledge with facility in forming, and to state his knowledge correctly in the technical language of the grammar; memorizing of poems and dialogues. Literature: . Caruth's German Reader.

C—(INTERMEDIATE).

Reading of German prose of ordinary difficulty; translation into German of connected passages of simple English, paraphrased from a given text; grammatical questions including syntax and word formation; the translation and explanation of passages from classical literature; constant practice in giving oral and written paraphrases, abstracts and reproductions from memory; writing connected German passages from dictation; grammatical drill in the less usual strong verbs, the use of the article, cases, auxiliaries of all kinds, tenses and modes (with special reference to the infinitive and subjunctive.)

LITERATURE: Goethe: Hermann and Dorothea; Iphigenie.

D—(ADVANCED).

The reading of about 500 pages of good literature in prose and poetry, selected at the option of the professor; reference reading of the lives and works studied; frequent short themes in German on subjects assigned and the free translation of English into German.

E—(SCIENTIFIC).

A course of reading dealing with scientific subjects of general interest. Its purpose is to prepare students for such professional courses as require a facility in reading German scientific literature.

Text: Hodge's Course in Scientific German; monographs.

GREEK

A—Daily drill in the different declensions; the use of the accent in reading and writing Greek and the elementary principles

of Greek syntax. Daily exercises, oral and written, are given to enable the student to master the essentials of etymology and to acquire a vocabulary preparatory to reading simple authors. Text: White's **First Greek Book**.

COMPOSITION: White's **First Greek Book**.

LITERATURE: Selections from White's **First Greek Book**.

B—Daily drill in the more difficult declensions. Etymology is reviewed and syntax is completed during the term. Independent sentences; irregular verbs; dependent sentences.

Text: Kaegi-Kleist, **Greek Grammar**.

COMPOSITION: Written exercises from Kaegi-Kleist.

LITERATURE: Lucian: **Dialogues**.

Pluto: **Death of Socrates**.

Xenophon: **Anabasis, Four Books**.

Anacreon: **Select Odes**.

C—Syntax reviewed. Translation into Greek of prose based on Xenophon. Homeric Dialect.

Text: Kaegi-Kleist, **Greek Grammar**.

COMPOSITION: Written exercises taken from Kaegi-Kleist.

LITERATURE: Xenophon: **Anabasis, concluded**.

St. John Chrysostom: **Eutropius; or**

St. Basil: **Selections**.

Homer: **Odyssey, Books I. and II.**

HISTORY

A—(ANCIENT).

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Oriental and Greek History; mankind before the Deluge; the Oriental nations (Egypt, Chaldea, the Hebrews and their providential mission, Persia). The Greeks, their land its prehistoric civilization; historical period of their greatness (Athens and Spartan, Persian and Peloponnesian Wars, social and intellectual conditions); the Graeco-Oriental World (Alexander the Great and his conquests, mingling of the West and East).

Roman History; the Romans, their lands and its peoples; Legendary history; the Republican Constitutions; struggle between the Patricians and the Plebeians; conquest of Italy and the Mediterranean World; Roman political and social conditions; struggle between the rich and the poor; rise of the Monarchy; the Empire at its height; foundation, extension and triumph of Christianity; the Teutonic Invasions; the Teutonic Kingdoms; the Papacy and Monasticism; the Papal States; establishment of the Holy Roman Empire; rise of Mohammedanism. Text: Betten's **Ancient World**.

B—(MEDIEVAL AND MODERN).

The Carolingian Dynasty; the Anglo-Saxon, Danish and Norman dynasties in Italy; Germany and Italy under the Saxon,

Franconian and Hohenstaufen Emperors; France under the Capetians; Feudalism and Knighthood; Medieval Social Life; the Papacy in harmony and conflict with secular powers (Lay-Investiture); the Crusades and their effects; the Mendicant Orders; the Great Western Schism; the Spanish Crusades; the Hundred Years' War; dynastic conflict in England; the Inquisition; Medieval Universities and Guilds; the Renaissance; inventions; the Portuguese and Spanish discoveries; the reign of Charles V.; the "Reformation" in Germany, England and France; England and Ireland; the Turks in Europe, the Age of Philip II. and Queen Elizabeth.

The Thirty Years' War; the reign of Louis XIV.; the Rise of Prussia and Russia; the War of the Spanish Succession; the War of the Austrian Succession; the French Revolution and the reign of Napoleon I.; the Congress of Vienna; the March of the Revolution through Europe; the Unification of Italy and Germany and the end of the Papal States; the Balkan States and the Dismemberment of Turkey; social and political changes in England; colonial expansion of European Powers and its consequences, the Far East; general state of Europe, 1913.

C—(AMERICAN).

This course embraces one semester's work in American political, social and institutional history with special reference to the period since 1760.

Text: Muzzy's **Political History of the United States.**

D—(CIVICS).

This course proceeds from a study of local government and institutions to those of the county, state and nation. The text-book is largely supplemented by the teacher, by collateral reading and reference work and by the discussion in the debating society of questions of civic interest.

Text: Garner's **Government in the United States.**

LATIN

A—Inflection of nouns, pronouns, adjectives and verbs. Etymology complete. Easier rules concord; daily drill, oral and written, and accurate memory work are employed to obtain familiarity with the Latin form. A working vocabulary of about 600 words must be acquired during this year.

Text: D'Ooge's **Latin for Beginners.**

LITERATURE: *Selecta ex Optimis Latinitatis Auctoribus*, Cicero: **Short Letters, Sayings and Narrations.**
Phaedrus: **Some of the Easier Fables of Gradatim.**

B—Etymology reviewed; syntax completed. The syntax of nouns, pronouns, adjectives and verbs is studied this year with special thoroughness. Sight reading.

Text: Bennett's **Latin Grammar**.

COMPOSITION: Themes on the Grammar and authors from Bennett's Latin Writer.

LITERATURE: *Selecta ex Optimis Latinitatis Auctoribus*, Vols. I. and II.

Cicero: **Select Letters and Narrations**.

Nepos: **Selections**.

Caesar: **De Bello Gallico**.

C—Syntax reviewed. Prosody. Bennett's **Latin Grammar**.

COMPOSITION: Bradley's Arnold.

LITERATURE: *Selecta ex Optimis Latinitatis Auctoribus*, Vols. II. and III.

Caesar: **De Bello Civili**.

Cicero: **Letters, Dialogues, Somnium Scipionis, De Senectute**.

Ovid: **Elegies, Selections from Metamorphoses**.

Virgil: **Eclogues I. and IV.**

D—Thorough review of all parts of Bennett's **Latin Grammar**.

COMPOSITION: Bradley's Arnold.

LITERATURE: *Selecta ex Optimis Latinitatis Auctoribus*, Vol. III.

Cicero: **Letters, Pro Marcello**.

Curtius: **De Rebus Gestis Alexandri Magni**.

Catulus: **Selections**.

Tiburtius: “

Propertius: “

Virgil: **Aeneid, Books I. and II.**

MATHEMATICS

A—ALGEBRA. (ELEMENTARY).

Symbols, positive and negative numbers; fundamental definitions; equation problems; highest common factor; lowest common multiple; fractions; simple and complex problems involving fractions; graphs; simultaneous linear equations; square and cube root; quadratic surds; quadratic equations; ratio and proportions; general powers and roots, miscellaneous exercises.

B—ALGEBRA. (INTERMEDIATE).

Review of positive and negative quantities; fundamental operations; special products and factoring; fractions; simple equations; the remainder theorem; graphical representations; simultaneous linear equations; square and cube root; binomial theorem; exponents; quadratic surds; quadratic

equations including theory; graphs and problems; radicals; problems; ratio and proportion; variation; arithmetical and geometrical series.

Text: **Slaught and Lennes.**

C—ALGEBRA. (ADVANCED).

Review work; permutations and combinations; the binomial theorem for positive integral exponents; logarithms; convergence of series; undetermined coefficients, partial fractions and inequalities; graphs are made important throughout.

Text: **Slaught and Lennes.**

D—GEOMETRY. (PLANE).

Rectilinear figures; triangles; quadrilaterals; loci; theorems; original theorems; construction; similar triangles; concurrent lines of a triangle; theorems of inequality. Circles; metrical relations; constructions; numerical computation; mensuration of polygons; comparison of areas; constructions; regular polygons, circles; inscription and circumscription; measurement of the circle.

Text: **Wentworth Smith.**

E—GEOMETRY. (SOLID).

The relation of planes and lines in space, properties and measurement of prisms; pyramids, cylinders and cones; the sphere and spherical triangle; original exercises including loci problems; application to the mensuration of surfaces and solids.

Text: **Wentworth-Smith.**

F—TRIGONOMETRY. (PLANE).

Circular measurement of angles; proofs of formulas; solution of trigonometric equations; theory and use of logarithms; solution of right and oblique plane triangles, with practical applications.

G—TRIGONOMETRY. (SPHERICAL).

Right spherical triangles; formulas relating to right spherical triangles; Napier's Rules; solution of right spherical triangles; isosceles spherical triangles; quadrantal triangles; the regular spherical polygon.

Oblique spherical triangles; law of sines; law of cosines; Gauss' Equations; Napier's analogies; solution of oblique spherical triangles; area of spherical triangles; Lhuillier's Formula.

Applications of Spherical Trigonometry to the celestial and terrestrial spheres.

Text: **Wentworth.**

PHYSICS

This Course consists in lectures, recitations and demonstrations covering the fundamental principles of physics. Written exercises by the pupils consisting of numerous practical problems supplement the lectures and recitations. Four periods a

week are given to lectures and one double period to laboratory work which is intended to familiarize and student with standard apparatus and to train him in the method of making and recording simpler physical measurements. To secure credits in laboratory work, a full record of all experiments had in class must be kept.

First semester: The mechanics of solids, liquids and gases, and heat.

Second semester: Sound, light and electricity.

Text: Millikan and Gale's **First Course in Physics**.

Laboratory Manual: **Millikan and Gale**.

RELIGION

A—The end for which we are created; Faith—its object, necessity and qualities; sin and virtue; the Apostles' Creed. Practical instructions. Text: **Deharbe**.

B—The Commandments of God; Precepts of the Church; the Sacraments. Sin and virtue. Practical instructions. Text: **Deharbe**.

C—Grace, actual and habitual; the Sacraments. Practical instructions on moral questions connected with the Sacraments and the Commandments. Text: **Deharbe**.

D—Christian Revelation and its credentials. The Church, the Teacher of Revelation; the Doctrines of the Catholic Church. Text: **Wilmer's Handbook of the Christian Religion**.

SCIENCE, (General).

The Earth and Its Neighbors. The planet Earth. The Gifts of the Sun to the Earth. The Earth's Crust. Atmosphere of the Earth. Live Part of the Earth. Life of the Earth as Related to Physical Conditions.

The Sea. Coast Lines. Water Sculpture. Ice and Wind Sculptures. High Areas of the Earth. Low Areas of the Earth.

Text: **Snyder's General Science**. Four Hours per week with Experiments.

SHORTHAND

A—Thorough study of the principles; constant practice in reading and writing; study of construction and phrasing; graded easy dictation.

Text: **Barnes' Brief Course in Graham Shorthand**.

B—Review of the fundamental principles; correspondence dictation ranging from simple letters and those containing technical terms; legal and other advanced dictation; constant practice to obtain rapid and fluent writing.

Text: **Barnes' Brief Course in Graham Shorthand**.

SPANISH

A—Etymology to irregular verbs, including, however, the most common irregular verbs, as *haber, tener, ser, estar, etc.*, and their idiomatic uses; reflexive verbs; fundamental rules of syntax; drill in pronunciation.

Oral and written translation; frequent exercises based on the rules of syntax and the more common Spanish idioms. Dictation and reproduction of simple prose readings.

De Vitis' *Spanish Grammar*; Wilkins-Luria, *Lectures Faciles*.

B—Irregular verbs; syntax completed; daily composition, oral and written.

Reading: Hills-Reinhardt's *Spanish Short Stories*; Alarcon's *Novelas Cortas Escogidas* and *El Capitan Veneno*; Harrison, *Spanish Commercial Reader*.

TYPEWRITING

A—Touch writing; correct position and correct fingering; exercises for accuracy; graded speed work from copy; copying of letters.

B—Billing; tabulating; practice for speed work from copy; practice in writing technical and display forms.

Text: Degan's *Manual*.

REQUIREMENTS FOR ADMISSION

All applicants for admission must give satisfactory evidence of good moral character.

Candidates for ADMISSION TO THE FIRST YEAR of the High School must present evidence of the required preparation. Applicants are admitted on presentation of certificates that they have completed a standard elementary school course of eight grades. Applicants who are unable to present such certificates, or the equivalent, must pass satisfactory examinations in the following subjects:

ENGLISH—1. *Grammar*—Parts of speech; cases; tenses; voice, active and passive; classification of sentences; parsing; analysis of complex sentences.

2. *Composition*—A short letter or narrative to test the candidate's ability to write grammatical English.

ARITHMETIC—Fractions, common and decimal; denominate numbers; measurements; percentage; including commissions, stocks and bonds, simple and compound interest; discount; ratio and proportion; square and cube roots.

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

GEOGRAPHY—Division of the world into continents; political division of the continent; form of government of each country, its chief cities, its great rivers and products, etc.

Candidates for ADVANCED STANDING will be accepted from approved high schools and academies. Applicants must furnish a certificate of work for which credit is sought, signed by the principal or head of the school in which the studies have been pursued. No applicant will be accepted until a satisfactory state-

ment of work done in the last school attended and of an honorable dismissal from that school has been received.

N. B.—Admission on school certificates is in all cases provisional. If after admission to the High School a student fails in any subject for which certificate was accepted, his credit for that subject is cancelled.

STUDIES PRESCRIBED FOR REGULAR STANDING

The High School does not prescribe branches beyond the minimum entrance requirements for contemplated collegiate courses. Accordingly the study of the ancient classics is not rigidly exacted of all. Nevertheless it is strongly urged upon all prospective technical and professional students without exception. All high-class schools of law and medicine decidedly favor the study of the classics; technical schools, too, unhesitatingly express the same preference. And, indeed, there is no good reason whatever, why the mechanic and tradesman and salesman should not put into his life of toil a degree of that special breadth of view, which is so spontaneously acquired through an acquaintance with the classics, the world's rich treasures of ancient thought and endeavor.

Not unfrequently disappointment arises in after years, when the student finds himself debarred from entering upon the career of his choice, because of his inability to meet the preliminary educational requirements set down for that career. To remove all danger of such humiliations for student and school alike, the principal and teachers will give every possible assistance and direction in regard to the choice of the student's program of studies—and the principal will not allow students to enter definitely upon any program other than the classical until he has received from the parents or guardian a written statement approving the choice and relieving the school of all responsibility.

HIGH SCHOOL PROGRAMS—Required Branches

	1st Year	2nd Year	3rd Year	4th Year	hrs.
CLASSICAL PROGRAM	English A	English B	English C	English D	5
	Algebra A	Geometry A	American History,	Science	6
	Latin A	Latin B	Civics	Latin D	5
	History, Roman and Greek	Greek A	Latin C	Greek B	5
SCIENTIFIC PROGRAM	English A	English B	English C	English D	5
	Algebra A	Geometry A	Algebra B and Trigonometry	Physics	6
	Latin or Modern Language	Latin or Modern Language	Chemistry		
			American History, Civics		5
ENGLISH PROGRAM	English A	English B	English C	English D	5
	Algebra A	Geometry A	American History,	Physics or Chemistry	6
	Latin or Modern Language	Latin or Modern Language	Civics		
	History, Greek and Roman	History	Latin or Modern Language		5
COMMERCIAL PROGRAM	English A	English B	English C	English D	5
	Commercial Arithmetic	Geometry A	Bookkeeping B	Commercial Law	2
	History	Bookkeeping A	Typewriting B	Bookkeeping C	6
	Algebra	Typewriting A	Shorthand B	Business	
	General Science	Shorthand A	American History, Civics	Correspondence	5
				Spanish	4

PROMOTION

CLASSIFICATION

The classification of students in the High School depends upon the completion of a specified number of units.

N. B.—A Unit represents a year's successful study in any subject in a high school, constituting approximately a quarter of the work of a full year of at least thirty-six weeks (i. e., one hundred and twenty full-hour periods or their equivalent).

Four units are required for unconditional admission to the Second Year, eight units for unconditional admission to the Third Year, and twelve units for unconditional admission to the Fourth Year.

N. B.—No student may take less than twenty periods a week, nor more than twenty-five. The more capable students, but these only, that is, students who make at least 80 per cent in four branches, may be permitted to carry five regular branches, thus gaining three or four units of work over and above the sixteen units necessary for a diploma.

PROMOTION

Promotion from class to class is dependent upon the student's passing satisfactorily (with a grade not below 70) in all the work counting for his requisite units. Unsatisfactory work in one or two subjects may be made up by summer study and examination in September. In case of failure a student is not compelled to go over a second time any subject in which his standing has been satisfactory.

DIPLOMAS

No diploma or honor, or certificate of credits will be given to a student who has not fully satisfied his obligations to the College.

Candidates for diplomas must have removed all conditions by the second week of the second semester of their Fourth Year.

Since the High School must articulate with the College, diplomas for the completion of any program of studies preparatory for a collegiate curriculum will be issued only upon successful completion of the sixteen units required for unconditional entrance into the Freshman year of a regular college program.

The
ACADEMIC YEAR
1918-1919



REGISTER OF STUDENTS

1918-1919

Baca, Joseph A.	New Mexico.....	First Commercial
Bacon, Clinton J.	City	Freshman Pre-Medic
Bann, Gerald W.	Colorado	First Classical
Barry, Emmett M.	City	Second Classical
Berchtold, Norbert H.	New Mexico ..	Second Commercial
Bilisol, William H.	Colorado	First Classical
Bischofberger, Ferman F. .	City	Third Classical
Bours, Anthony R.	Mexico	Second Commercial
Bours, Michael R.	Mexico	Second Commercial
Boyle, William E.	City	First Classical
Brannick, Leo F.	Nebraska	Fourth English
Brown, Andrew	City	First Classical
Bryan, William J.	City	Second Classical
Buchen, Clement A.	City	Third English
Bunte, Arnold S.	Colorado	Third English
Burke, Frederick O.	City	Fourth Classical
Burns, George T.	Colorado	Second Classical
Burns, John R.	City	Fourth Commercial
Byers, William D.	City	Second Classical
Byrne, William F.	City	Second Classical
Campion, Roland G.	City	Second Classical
Canino, John C.	City	First Classical
Carey, William P.	City	First Classical
Carlin, Thomas J.	City	Second Classical
Carlin, Vincent J.	City	First Classical
Carr, James H.	City	First Classical
Chisholm, Colin A.	City	Third English
Clowes, Roy L.	City	First Classical
Cobb, Barry T.	City	Second Scientific
Collopy, William A.	Nebraska	First Commercial
Connor, J. Byron	City	Fourth Classical
Danos, Archie P.	City	First Classical
Deering, Thomas E.	City	First Classical
Delaney, Ralph C.	City	First Classical
Delgado, Sostenes A.	New Mexico	Second Classical
Distasi, Angelo	City	First Classical
Dodge, Benjamin J.	Arizona	Third Commercial
Dodge, Thomas H.	Arizona	Fourth Scientific
Donnegan, Joseph J.	City	Second Commercial
Dornes, Cletus J.	City	Second Scientific
Douds, Alexander J.	City	Second English
Downing, John J.	City	Second Commercial
Doyle, Harry J.	City	Third English

Doyle, Walter J.	City	.....	Second Classical
Drummey, John T.	City	.....	First Classical
Drummey, Robert E.	City	.....	First Classical
Dunn, Donald F.	City	.....	Second Classical
Dunn, Paul V.	City	.....	Senior
Durocher, Fred	City	.....	Third English
Earley, William L.	City	.....	First Classical
Egan, Edgar T.	City	.....	Third English
Ennis, Ronald J.	City	.....	Second Commercial
Farley, John B.	Colorado	.....	Fourth Scientific
Farr, Louis P.	Colorado	.....	Second English
Farrell, Thomas L.	City	.....	First Classical
Fay, Robert L.	City	.....	First Commercial
Finn, James J.	City	.....	Fourth Classical
Finnerty, Peter K.	City	.....	Fourth Classical
Fitzgerald, Bernard C.	City	.....	Second Classical
Fitzgerald, Joseph F.	City	.....	Freshman Pre-Medic
FitzSimons, Bernard F.	Colorado	.....	Second Classical
Focke, Carl	Ohio	.....	Third English
Freeman, William A.	City	.....	Fourth Classical
Freigerber, Curtis E.	City	.....	Second Classical
French, Arthur V.	New Mexico	.....	Second English
French, Charles W.	New Mexico	.....	Third English
Friend, William E.	City	.....	First Classical
Geiger, Edward T.	Colorado	.....	First Classical
Gibbons, J. Harold.	City	.....	Fourth Scientific
Gifford, Geoffry L.	City	.....	First Classical
Gillespie, Joseph H.	Wyoming	.....	Freshman Pre-Medic
Gonzales, Anthony R.	New Mexico	.....	Second Commercial
Grabrian, Francis J.	City	.....	Fourth Commercial
Grace, James A.	California	.....	Freshman Classical
Grass, Raymond M.	City	.....	Fourth Scientific
Grote, Walter E.	City	.....	Second Commercial
Haas, Charles F.	Mexico	.....	First Commercial
Harris, Isaac J.	Nebraska	.....	Second Commercial
Hauser, James	New York	.....	First Classical
Hayden, John C.	City	.....	Fourth Classical
Hayes, Numa V.	City	.....	Second Commercial
Healy, John F.	City	.....	Second Classical
Heer, John J.	Colorado	.....	Fourth Commercial
Hein, William E.	Colorado	.....	Second Classical
Hiddleston, Joseph F.	Nebraska	.....	First Commercial
Hinkett, Ernest	Colorado	.....	First Classical
Hoeffler, Henry J.	City	.....	Fourth Scientific
Horgan, Joseph L.	City	.....	Freshman Scientific
Howard, Eugene B.	City	.....	Freshman Pre-Medic
Jaeger, George C.	Indiana	.....	Third English
James, Miles A.	City	.....	First Classical
Johnson, Alfred	Wyoming	.....	Second Commercial

Johnson, Forrest H.CityFourth Scientific
 Johnson, Francis R.CityFirst Classical
 Johnson, Mahlon B.CityThird English
 Johnson, C. MelvinCityFourth Classical
 Judge, James B.IowaFirst Commercial
 Keefe, John B.CitySecond Classical
 Keleher, Lawrence J.ColoradoFirst Commercial
 Kelly, Charles J.IdahoThird English
 Kelly, Gerald A.CityThird Scientific
 Kennedy, Daniel J.ColoradoFirst Classical
 Kirk, James H.CityFirst Commercial
 Klaes, Victor A.CityFirst Commercial
 Klein, KarlCityThird Scientific
 Klein, KirkCityThird Scientific
 Kleine, FrederickKansasSpecial
 Knight, John O.CityFirst Classical
 Koch, Val C.CityFirst Classical
 Kopp, Carl J.IdahoSecond Commercial
 Kowalczyk, Francis A.CityFourth Commercial
 Langlois, Raymond D.MichiganFirst Classical
 Latimer, Harold D.CitySecond English
 Lawlor, Thomas J.CityFirst Classical
 Lehn, Lawrence D.NebraskaThird English
 Leslie, HaroldCitySecond English
 Linehan, Gerald A.CitySecond English
 Linton, Angus E.WyomingSecond Commercial
 Lloyd, Lowell C.CitySecond Classical
 Loftus, O. RenierNew MexicoSecond Commercial
 Lombardi, Dominic T.ColoradoSecond Classical
 Lombardi, John D.ColoradoSecond Classical
 Luckenbach Rolf H.CityFirst Classical
 Lucy, Sanford D.CityFirst Classical
 Maes, ManuelNew MexicoSecond Commercial
 12-19
 Magner, Thomas S.CitySecond English
 Mantey, Paul J.ColoradoSecond Classical
 Marietta, Patrick F.ColoradoFirst Commercial
 Maroney, Roland F.CityFourth Classical
 Martin, Leo P.ColoradoSenior
 Masquette, Philip R.TexasSecond Classical
 McCaddon, George E.CityFirst Classical
 McCarthy, Charles A.CityFirst Classical
 McCarthy, Edward J.MinnesotaSpecial
 McCarthy, William D.CityThird English
 McCarty, Joseph L.CityFirst Classical
 McCarthy, Philip E.CitySecond Classical
 McCullough, James N.ColoradoFirst Classical
 McGuire, Harry A.CitySecond English
 McKenna, C. GrantCityFirst Classical
 McKenna, Howard N.CitySecond Classical
 McNulty, R. VincentColoradoSecond English

Meier, Henry J. Colorado Second Commercial
 Melendez, Alphonse New Mexico Second Scientific
 Melvin, John J. City Second Classical
 Mihan, Edward H. Nebraska Third Commercial
 Miller, John A. City Second Classical
 Mix, Delbert City Second Scientific
 Moore, Robert E. City Third English
 Moran, Willis City First Classical
 Morton, Edward J. Wyoming Third English
 Mullins, Edward L. City First Classical
 Mullins, James A. City Fourth Scientific
 Mullins, John S. City First Classical
 Murphy, Joseph V. City Second Commercial

 Neiter, Robert F. Wyoming First Classical
 Nolan, Francis W. City First Classical
 Nugent, Harold J. City First Commercial

 O'Donnell, Charles J. City Second Special
 O'Flaherty, Francis J. Colorado First Classical
 O'Neill, Walter T. City First Classical
 Ortiz, Peter N. Mexico First Classical
 O'Shea, John I. Illinois Freshman English

 Palrang, Arthur M. Colorado Second Classical
 Patterson, J. Harris Arizona Fourth Scientific
 Pike, Thomas J. Colorado Third Scientific
 Pinelli, Louis A. City First Commercial
 Pop, Charles F. New Mexico First Commercial
 Pop, Gabriel B. New Mexico .. Fourth Commercial
 Powers, William V. City Fourth Classical

 Reynolds, Richard New Mexico First Commercial
 Reagan, William P. City First Classical
 Reid, Thomas F. City First Classical
 Reidy, Richard J. City Second English
 Rice, Haren V. Wyoming Second Classical
 Roberts, Adrian J. Kentucky Second Classical
 Rogan, John B. City First Classical
 Rogers, Thomas P. City First Classical
 Rohe, Henry R. City Second English
 Romero, Joseph E. New Mexico Third English
 Rourke, T. Michael Colorado Second Classical
 Rouse, William City Third English
 Ruwart, Charles H. City First Commercial
 Ryan, Thomas M. Colorado Second Classical

 Sabine, Ducey City First Classical
 Schilling, John E. City Second English
 Schmelzer, Joseph C. City Second Scientific
 Schneider, Lawrence E. City Third English
 Seep, Albert E. City First Classical
 Shearer, Martin City Second English
 Smith, W. Dryden Colorado First Commercial

Snyder, Oscar J.CityThird English
 Spitzer, Severin G.ColoradoFirst Classical
 Streitenberger, George F. ...CityFirst Classical
 Stanek, Francis A.CityThird English
 Sullivan, John J.CityFirst Classical
 Swigert, J. Leonard.....CitySecond English
 Taafe, W. CharlesTexasFourth Scientific
 Tobin, R. BrianWyomingFourth Scientific
 Toner, John F.CityFirst Classical
 Toner, Paul J.CitySenior
 Turner, WilliamCityThird Scientific
 Vance, Edward G.CitySecond English
 Vega, Charles M.MexicoSecond Commerical
 Vega, Peter J.MexicoSecond Classical
 Verhofstad, Edward H.ColoradoFirst Classical
 Verzani, Francis P.ColoradoThird English
 Vurpillat, Raymond J.CitySecond Commercial
 Wait, T. Perry.....ColoradoFirst Classical
 Waldron, Henry B.CityThird English
 Walsh, Edmund F.WyomingFirst Classical
 Walsh, Joseph P.CitySecond Commercial
 Westesen, Sweney H.CityFirst Classical
 Winchell, Philo C.ColoradoSecond Scientific
 Wiseman, George A.CityThird Commercial
 Woeber, Edward M.CitySecond Classical
 Worland, Harold P.CitySecond Scientific
 Yount, Walter D.NebraskaFirst Commercial
 Zadra, Edward J.ColoradoSecond Scientific
 Zakaney, John B.MexicoThird English
 Zarlengo, Anthony F.CitySecond Classical

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FEAST OF THE IMMACULATE CONCEPTION

SUNDAY, DECEMBER 8, 1919.

RELIGIOUS SERVICES.

RECEPTION OF CANDIDATES. .8:30 A. M.
SOLEMN HIGH MASS9:00 A. M.
SOLEMN BENEDICTION6:00 P. M.

BANQUET

- "When the Lilies Bloom in France Again"*Cobb*
ORCHESTRA
- "Welcome" Toastmaster's Address
EDWARD J. McCARTHY
- "Dedication of the Day" Poem
PETER K. FINNERTY
- "Rondo Capriccioso," Violin Solo.*Saint-Saens*
PROF. C. B. SENOSIAIN
- "Ideals of a Sodalist" Address
JOHN B. FARLEY
- "Dream Memories," Waltz*Rolfe*
ORCHESTRA
- "Roses White" Poem
WILLIAM V. POWERS
- "Sympathy," Vocal Duet*Friml*
FREDERICK R. DUROCHER JOHN R. DRUMMEY
- "Mothers" Poem
C. MELVIN JOHNSON
- "La Coquetuela," Piano Solo.*Larregla*
MR. ANDREW S. DIMICHINO, S.J.
- "Soldier Sodalists" Address
J. BYRON CONNOR
- "Where Do We Go From Here?"*Wenrich*
ORCHESTRA

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Gerald A. Kelly Captain

S. H. C. BATTALION

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Roland G. Campion Captain Adjutant
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Val C. Koch Bugler

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Arthur V. French First Lieutenant
Oscar J. Snyder Second Lieutenant
Emmet M. Barry First Sergeant
Peter K. Finnerty Line Sergeant
Geoffry L. Gifford Bugler

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John J. Sullivan	Joseph A. Ryan

THIRTIETH ANNUAL ELOCUTION
CONTEST

SUNDAY, MAY 11, 1919
College Hall, at 2:30 P. M.

PROGRAM

Part I—Junior Division

FOR THE CONNOR MEDAL

- “On the Western Front,” Military March....*Hildreth*
COLLEGE ORCHESTRA
- “Little Joe”*Arkwright*
JAMES N. M’CULLOUGH
- “The Chariot Race”*Wallace*
ARCHIE P. DANOS
- “The Ebbing Tide,” Waltz.....*Rolfe*
COLLEGE ORCHESTRA
- “The Suffragette”*Anon*
C. GRANT M’KENNA
- “The Little Boy’s Lament”.....*Judge*
GEOFFRY L. GIFFORD
- “Gatherine Flowers in May,” Vocal Duet...*Dimichino*
JOHN T. DRUMMEY, EDWARD T. GEIGER
Violin Obligato, Prof. C. B. Senosiain
- “How Baby Was Found”*Anon*
DONALD F. DUNN
- “How Jimmy Took Care of the Baby”.....*Alden*
T. PERRY WAIT
- “Serenade,” Violin Solo*Shubert-Elman*
PROF. C. B. SENOSIAIN

Part II—Senior Division

FOR THE NICHOLS MEDAL

- “Regulus to the Carthaginians”.....*Kellogg*
J. HARRIS PATTERSON
- “Bay Billy”*Gassaway*
C. MELVIN JOHNSON
- “Moonbeams,” Novelette*Cobb*
COLLEGE ORCHESTRA
- “Whisperin’ Bill”*Bacheleer*
FRANK R. JOHNSON
- “My Mate”*Service*
PAUL V. DUNN
- “Excelsior” (Longfellow)*Balfe-Nevin*
GLEE CLUB
- “Herve Riel”*Browning*
J. BYRON CONNOR
- “Murdoch’s Music Box”*Anon*
ARNOLD S. BUNTE
- “Bits of Remick’s Hits”*Medley Overture No. 19B*
COLLEGE ORCHESTRA

Report of Awarding Committee

- “There’s a Little Blue Star in the Window” *Klickmann*
COLLEGE ORCHESTRA

JUDGES OF THE CONTEST

- REV. WILLIAM M. HIGGINS, '12
LIEUT. COL. RICE W. MEANS, '97
JOHN P. AKOLT, '11

THIRTY-FIRST ANNUAL COMMENCEMENT

WEDNESDAY, JUNE 18, 1919

College Hall, 8:00 P. M.

PROGRAMME

Part I

“Overture, Ivanhoe”*Hacker*
COLLEGE ORCHESTRA

The Cell

PAUL V. DUNN

“My Dreams”—Vocal Solo*Dorothy Lee*
JOHN T. DRUMMEY

Cell Division

PAUL J. TONER

“A Little Birch Canoe and You”*Roberts*
COLLEGE ORCHESTRA

Unicellular Animals

LEO P. MARTIN

“Juanita”*Norton-Parks*
JUNIOR QUARTETTE

J. T. DRUMMEY H. P. WORLAND
D. F. DUNN E. T. GEIGER

Part II

CONFERRING OF DEGREES

Baccalaureate Address

REV. J. FRED McDONOUGH, '04.

“Home Sweet Home the World Over”*Lampe*
COLLEGE ORCHESTRA

Awarding of Special Prizes

Awarding of High School Diplomas

Awarding of Class Medals

“Battle Song of S. H. C.”*Dimichino*
JUNIOR CHORUS

Soloists: T. P. Wait, D. F. Dunn, J. O'C. Knight
Orchestra Accompaniment

DEGREES AND DIPLOMAS

Conferred June 18, 1919

The Degree of Bachelor of Arts (A.B.)

Was Conferred Upon

PAUL VINCENT DUNN

LEO PATRICK MARTIN

PAUL JOSEPH TONER

Diplomas of Graduation from the High School

Were Conferred Upon

FREDERICK OWEN BURKE

JAMES BYRON CONNOR

JAMES JOSEPH FINN

PETER KERIN FINNERTY

WILLIAM ALOYSIUS FREEMAN

JAMES HAROLD GIBBONS

RAYMOND MARION GRASS

JOHN CHARLES HAYDEN

HENRY JOSEPH HOEFFER

FORREST HALL JOHNSON

CHARLES MELVIN JOHNSON

JAMES ANDREW MULLINS

JOHN HARRIS PATTERSON

WILLIAM VICTOR POWERS

AWARD OF PRIZES

THE MONAGHAN MEDAL

For the Best Paper on Christian Evidences
was won by

PAUL J. TONER

Founder of Medal: Daniel G. Monaghan, M.D., Denver.
Next in Merit: Leo P. Martin

THE SULLIVAN MEDAL

For the Best English Essay
was won by

JOSEPH L. HORGAN

Founder of Medal: Mr. Dennis Sullivan, Denver.
Next in Merit: Paul V. Dunn.

THE NICHOLS MEDAL

For Excellence in Elocution in the Senior Division
was won by

PAUL V. DUNN

Founder of Medal: Mr. J. Hervey Nichols, Denver.
Next in Merit: J. Byron Connor.

THE CONNOR MEDAL

For Excellence in Elocution in the Junior Division
was won by

T. PERRY WAIT

Founder of Medal: Mrs. M. J. Lamb, Chicago, Ill.
Next in Merit: Geoffry L. Gifford.

THE HIBERNIAN MEDAL

For the Best Paper on Irish History
was won by

PETER K. FINNERTY

Donor of Medal: Ancient Order of Hibernians, Denver.
Next in Merit: C. Melvin Johnson.

CLASS MEDALS

Gold Medals for the highest average maintained throughout the year in the collective branches of their respective classes were won by:

LEO P. MARTIN.....Senior Year
Medal donated by Knights of Columbus, Council 539,
Denver, Colo.

WILLIAM V. POWERS.....Fourth High
Medal donated by Right Rev. Patrick A. McGovern, D.D.
Cheyenne, Wyo.

ANTHONY F. ZARLENGO.....Second High
Medal donated by Sacred Heart Alumni Association,
Denver, Colo.

THOMAS P. ROGERS.....First High A
Medal donated by Rev. Joseph M. Desaulniers,
La Junta, Colo.

EDMUND F. WALSH.....First High B

FIRST HONORS

FOURTH HIGH

William V. Powers

SECOND HIGH

Charles M. Vega Peter J. Vega
Anthony F. Zarlengo

FIRST HIGH A

Thomas P. Rogers

FIRST HIGH B

Willis Moran Edmund F. Walsh

SECOND HONORS

FOURTH HIGH

C. Melvin Johnson

THIRD HIGH

Arnold S. Bunte

Lawrence E. Schneider

SECOND HIGH

William F. Byrne

Donald F. Dunn

Roland G. Campion

Henry A. McGuire

Anthony R. Gonzalez

Henry R. Rohe

John F. Healy

J. Leonard Swigert

Lowell C. Lloyd

Edward G. Vance

Edward M. Woeber

FIRST HIGH A

Edward T. Geiger

Louis A. Pinelli

Charles F. Haas

George E. Streitenberger

FIRST HIGH B

William E. Friend

T. Perry Wait.

Raymond D. Langlois

ACKNOWLEDGEMENTS

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 individual and national 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:

THE FOUNDERS OF MEDALS:

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- THE ANCIENT ORDER OF HIBERNIANS.

The President and Faculty also wish to acknowledge, with thanks, the following Special Donations:

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	War Department.

American Association for International Conciliation.
Bulletins from various Colleges and Universities.

SCIENCE DEPARTMENT

WM. G. TITCOMB, Laramie, Wyo., valuable Indian relics.
MR. MARTIN STALL, Denver, generous donation to Scientific department.
MRS. R. D. HALL, Denver, rare shells and minerals.
MR. A. H. SEEP, Denver, valuable chemical apparatus.
MR. A. D. NASH, Denver, rare minerals from Ontario.
MR. TIM MAHONEY, Casper, Wyo., generous donation for scientific department.

NEEDS OF THE COLLEGE

The College is now bring its thirty-first year of service to a successful close. Still young in point of age and traditions, it may look with unaffected satisfaction to the distinguished men whose names, once writ upon its students' register, have become noted in commercial and public and professional life, in Church and State.

While passing more than once through periods of financial stress the College has thus far succeeded in adjusting its expense budget to its revenues. To anyone familiar with the large resources of secular institutions, it must be a matter of surprise that Catholic Colleges and High Schools, with their generally scant incomes, can manage to exist. The surprise disappears only when we recall that their officers and professors and in great part the manual help give their services without salary or other material recompense beyond personal support. Such life devotion and sacrifice to the sacred cause of Christian Education evidently takes the place of a truly rich endowment. For this College its endowment of men is fully equivalent to a half-a-million-dollar money endowment. Service without salary and economy in administration and maintenance explain the situation.

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. As a matter of fact, the College is now planning a greater College of the Sacred Heart, which will be worthy of the progressive metropolis and people for whose benefit it is projected.

If, however, the College is to grow and meet the demands that are made upon it, the funds for such a development must in large part be furnished by public-spirited citizens. For, on the one hand, the small income derived 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. Taking into account the student body and their educational needs, neither high rates in tuition can be considered, nor can the betterment of financial conditions through an 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 for new buildings and equipment, funds must come from other sources than those now under the control of the College.

Persons of benevolent intentions sometimes hesitate to give needed assistance to colleges, under the mistaken impression that such benevolence aids only 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 Christian 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.

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 Christian 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.

To be practical, we hope that buildings needed for a larger College of the Sacred Heart will soon be

erected, burses and scholarships founded, and better still, endowments made, so that no bright, ambitious graduate of our primary schools may be barred, for lack of means, from a Christian higher education.



