

1929

# 1929-30 Seattle College High School Catalogue

Seattle College

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**SEATTLE COLLEGE  
HIGH SCHOOL**



**CATALOGUE**

1929-1930

**ANNOUNCEMENTS**

1930-1931

**2440 INTERLAKEN BOULEVARD  
SEATTLE, WASHINGTON**

A. M. D. G.

SEATTLE COLLEGE  
HIGH SCHOOL

2440 INTERLAKEN BOULEVARD  
SEATTLE, WASHINGTON



CATALOGUE 1929-1930

ANNOUNCEMENTS  
1930-1931



THE HIGH SCHOOL DEPARTMENT OF SEATTLE COLLEGE  
IS UNDER THE MANAGEMENT OF  
THE PRESIDENT AND BOARD OF TRUSTEES  
OF THE COLLEGE

PRINTED JUNE 1930

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## CONTENTS



	<i>Page</i>
Board of Trustees.....	2
Faculty .....	3
Calendar .....	6
General Information	
Expenses .....	7
Scholarships .....	7
General Regulations	
Credits .....	12
Promotion, Exemptions .....	12
Diploma, Recommendation .....	12
Home Study and Duty of Parents.....	13
Regularity and Punctuality.....	13
Courses of Study.....	15
Academic Schedule .....	38
Student Organizations .....	39
Literary Exercises .....	41
Elocution Contest .....	41
Commencement .....	42
Prizes and Honors.....	43
Graduating Class of 1930.....	45
Roll of Honor.....	45
Acknowledgments .....	46
List of Students.....	47
Needs of the High School.....	50

## CALENDAR 1930-1931

## 1930

Aug. 26, 27	Examinations to remove conditions
Aug. 28, 29, 30	Registration of new students
Sept. 2	Registration of old students
Sept. 3	Instruction begins in all classes
Sept. 5	Mass of the Holy Ghost
Sept. 10	Organization of Sodalities
Sept. 15	Organization of Debating Societies
Oct. 7-10	Annual Retreat
Oct. 12	Columbus Day
Nov. 1	Feast of All Saints
Nov. 7	Memorial Mass
Nov. 28	Thanksgiving Day
Dec. 8	Feast of the Immaculate Conception
Dec. 22	Christmas Recess begins

## 1931

Jan. 5	Classes Resumed
Jan. 28, 29, 30	Mid-year Examinations
Feb. 2	Second Semester begins
Feb. 22	Washington's Birthday
March 4	Elocution Contest
March 16	Religion Essay
March 17	St. Patrick's Day
April 1	Easter Recess begins
April 7	Classes resumed
April 15	Gold Medal Debate
April 22	President's Day
May 13	Latin Medal Examination
May 14	Ascension Day
May 30	Memorial Day
June 3, 4, 5	Final Examinations
June 8	Commencement

## GENERAL INFORMATION

**T**HE SEATTLE COLLEGE HIGH SCHOOL is conducted by the Fathers of the Society of Jesus. It has a distinct advantage over many other High Schools in its freedom from over-crowding both in the number of students enrolled and in the number of subjects offered in the curriculum. Over-crowded conditions in school compel, of necessity, methods of instruction which have as their object the best general education for the largest number. Personal study of individual students is seldom possible under these conditions. At Seattle College High School instructors can and do take an interest in each boy. The aim is to discover and encourage the peculiar abilities which these intimate relations develop. In the things in which the boy is weak, it is possible to give sympathetic constructive guidance. The aim is the best individual development of each student.

### *Location*

Seattle College High School is situated on Interlaken Boulevard at Twelfth Avenue North, in one of the prettiest localities of Seattle, overlooking Union Bay. The Broadway cars pass within two blocks of the campus. Leave the car at Miller Street.

### *Benefactor*

The school grounds, covering seven acres in all, and two buildings are the very generous gift of Mr. Thomas C. McHugh, of St. Joseph's Parish.

### *System of Education*

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

Truly psychological in its methods, and based upon the very nature of man's mental processes, it secures on the one hand that stability so essential to educational thoroughness, while on the other it is sufficiently elastic to make liberal allowances for the widely vary-



ing circumstances of time and place. While retaining as far as possible, all that is unquestionably valuable in the older learning, it adopts and incorporates the best results of modern progress. It is a noteworthy fact, however, that many of the recently devised methods of teaching, such as the Natural, the Inductive and similar methods, are admittedly and in reality mere revivals of devices recommended long ago in the *RATIO STUDIORUM*.\*

### *Moral and Religious Training; Character Formation*

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

In its moral and religious training the School aims at building the conscience of its students for the right fulfillment of their civil, social and religious duties. There is insistence on the cultivation of the Christian virtues which operate for the fulfillment and, as the only solid basis of virtue and morality, thorough instruction in the princi-

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

ples of religion forms an essential part of the system. Students of any denomination are admitted to the School. Non-Catholic students are not obliged to attend any of the religious exercises of the School.

The Sodality of the Blessed Virgin Mary, the League of the Sacred Heart and the Apostleship of Prayer are Societies established in the School to bring the students into close touch with Catholic Societies, and to train them in active Catholicity. Catechism lessons are heard daily, and these lessons are supplemented by a weekly lecture on Christian doctrine. Catholic students are required to attend the exercises of the annual spiritual retreat conducted at the School. They receive Holy Communion in a body at the retreat in October. All students are encouraged to receive Holy Communion frequently.

Exact discipline is secured by persuasion and kindness. The School aims to exercise the same supervision over its students which dutiful parents could be expected to observe. Every effort is made to exclude from this supervision anything that is hard. The heads of the School endeavor to take a parental interest in each one of the pupils. The relation of teachers to students is rather that of older brothers than that of task-masters. Experience has shown that this constant, familiar, personal and kindly influence between professors and students has a wonderful influence on the formation of character. While the enforcement of discipline is mild, it is at the same time firm. The School reserves to itself the right to dismiss at any time, any student whose scholastic deficiency is a detriment to class progress, whose conduct it considers unwholesome, or who is not amenable to words of persuasion and advice.

### *Student Counsellor*

One of the Fathers of the Faculty is appointed as counsellor of the students. His principal duty is to direct the spiritual activities of the School and the various religious societies and sodalities. He is in a special sense the friend and adviser of the students, not only in matters spiritual, but also material and temporal, in their studies, their social duties and in other intimate and personal matters as each may wish. His time is devoted to this very important work of a friend and a guide of the students.

### *Expenses*

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

Tuition in the High School, each semester (payable in advance) .....	\$50.00
Graduating certificates in High School .....	5.00
Laboratory fee, per semester .....	5.00
Library fee, per semester .....	1.00
Athletic fee, per semester .....	1.00
Conditional examinations .....	1.00
Conditional examinations taken out of regular time .....	2.00
Transcript of record (other than first) .....	1.00

### *Scholarships*

Many bright boys, desirous of receiving an education, present themselves, but their means do not allow them the gratification of their wish. The Faculty receives numerous applications each year from deserving young men who have not sufficient means to pay the usual fees and whose parents are eager to obtain for them the advantages of a thorough Catholic education. Financial reasons make it necessary to limit the number of pupils admitted free as the only resources of the School are the fees of its students and the donations of generous benefactors. Hence there are found men with Christian charity in their hearts to found scholarships for such deserving boys. These founders do a good act that Heaven alone can value, and become co-operators with the members of the Society of Jesus who sacrifice all to form upright men and to save souls unto eternal happiness.

Scholarships are of two kinds: permanent and annual. A permanent scholarship is provided by a gift of \$2,000.00, an annual scholarship by a gift of \$100.00 for High School (covering tuition only).

The founder of a permanent scholarship has a right to keep one of these boys at School till he has completed his studies. The scholarship will bear the name elected by the founder.

Another way of assisting both faculty and student is the foundation of medals and other prizes. The gift of \$500.00 will found a medal in perpetuity.

The President and Faculty wish to suggest the founding of such scholarships as an excellent means of assisting the School in its present needs.

THE MARTIN HANDLEY PERMANENT SCHOLARSHIP of \$2,000.00 for a deserving boy was founded August 10, 1929, by Miss Agnes Handley. The beneficiary is to be chosen by the President of Seattle College in accordance with the intention of the donor.

The President of Seattle College offers one unfounded scholarship to each parochial school of the city for a deserving boy who has successfully completed the eighth grade.

### *Medals and Honors*

As an incentive to more earnest efforts it is customary to award medals and honors at the Closing Exercises. Medals are usually given for conduct and application to study, for declamation and for loyalty. The medals for conduct and loyalty are determined by the combined vote of the faculty and students; only those students whose names appear on the Roll of Honor are eligible.

The declamation medals are competed for in public contests. The winners are chosen by the judges.

## GENERAL REGULATIONS

1. *The Scholastic Year.* The scholastic year begins early in September and closes about the middle of June. It is divided into two semesters, the first ending on or about the beginning of February, the second on Commencement Day in June.

2. *Credits.* The progress of a student and his class rating are determined by his monthly examination grades. The year is divided into two semesters. The grades are marked on the percentile basis, 100 per cent being the perfect mark, and 70 per cent the passing mark. Percentages below 70, therefore, indicate the different degrees of unsatisfactory standing.

In each semester the examination at its close counts as one-third of the entire work, i. e., one-half as much as the preceding months combined.

The Final Grade for the year will be the average of the two Semester Grades.

*Promotion:* The passing grade is 70 per cent. A student whose marks fall below 60 per cent in two subjects, or between 60 per cent and 69 per cent in three subjects is not promoted, but must repeat the entire work of the school year. A student whose marks in one subject are below 60 per cent must repeat the subject in class, and a student who has a mark of between 60 per cent and 69 per cent in either one or two subjects must take examinations during the summer vacation to raise his grade to 70 per cent. Should he not succeed in raising it, he must repeat the subject in class. Absence from this examination debars a student from further examination. A mark below 60 per cent is termed a failure, a mark below 70 per cent is termed a condition. Two failures, therefore, or three conditions, make it necessary for a student to repeat his class and no examination to raise the mark is allowed. A student in First Year who makes only a passing mark is barely satisfactory and in certain cases will be required to repeat the year.

*High School Diploma:* A High School diploma is awarded to students who have completed sixteen units, a unit being given for a successful year's work in a subject when it is taken during the regular school day.

*Recommendation:* Students are not admitted to full standing in Colleges or Universities except on presentation of a required number, usually fifteen, of "Recommended Units" made in High School. A recommended unit from Seattle College High School means a mark of 85 per cent. The school is accredited to the University of Washington and all Jesuit Colleges.

All written work required from a class during a pupil's absence must be handed in to the teacher as soon after the pupil's return to school as possible. In the case of rather prolonged absence, the pupil is required to pass written examinations on the class-work completed during his absence.

**3. Home Study and Duty of Parents.** All the endeavors of the Faculty will fail to insure success unless the students prepare with diligence and constancy their home exercises and recitations to be given in class. Parents, therefore, are respectfully urged to do their duty and to see that their sons devote at least two hours every day to the study of their lessons, and to notify the Principal if this private study is neglected. Students who come unprepared to recite, or without a written excuse, are looked upon as morally absent, and like absentees, they must bring satisfactory written excuses from their parents to the Principal to avoid censure.

When a student so fails to secure the monthly or mid-term average as to show the need of extra assistance in his work, the Principal will require him to attend class after school hours in order to prevent, if possible, a failure in the work of the entire year. It is not optional with the student to attend this class, except in the case where another teacher has been provided by his parents. A charge is made for this "coaching." A student who, after having been warned, continues to do poor work, either through lack of ability or diligence, may expect to be requested to withdraw.

No student may take part in any public exercise or represent the school in any game or sport unless his class-standing is completely satisfactory to the Principal.

**4. Regularity and Punctuality.** The roll call is at 8:55 and 1 o'clock. In each case tardiness must be explained by a satisfactory note from the parent.

No student should be absent, even for a day, except it be unavoidable. If the student is absent for more than a day, parents should notify the Principal, by telephone if possible, and when the pupil returns to school he must present a note of excuse stating the cause of the absence.

When parents desire their sons to be absent, the matter should be referred to the Principal beforehand by means of a written note which will obtain his approval. All notes received are kept on file as a record of the causes of absence or tardiness.

No student who is tardy, or who has been absent, will be permitted to enter the classroom without having obtained a note from the Principal.

When the withdrawal of students is contemplated, due notice should be given the Principal.

Frequent absence or tardiness is sufficient cause for dismissal and the refusal of academic credit.

Students are not permitted to make appointments with the doctor or dentist for an hour which comes within the school day.

## COURSES OF STUDY

### *Purpose*

THESE courses, lasting four years, are a preparation for the College or University. In this preparation the Ancient Classics hold first place as the most efficient instrument of mental discipline, for it has been found by long experience that the careful study of Latin and Greek writers is the only means that gives normal development to all the faculties, forms a correct taste, teaches the student how to use all his powers to the best advantage and prepares him to follow higher studies with success. Other studies universally recognized for their cultural value are not neglected. Such are the theory and practice of Written and Oral Expression, a thorough training in Mathematics, Physics, Chemistry, and a broad knowledge of History.

### *Admission*

Candidates for admission into the High School are required to have completed successfully the High Eighth Grade of Grammar School, and to be capable of profitably taking up the Classical Course.

### *High School Subjects*

- |              |                |                     |
|--------------|----------------|---------------------|
| 1. Chemistry | 5. French      | 10. Physics         |
| 2. Civics    | 6. Greek       | 11. Public Speaking |
| 3. Debating  | 7. History     | 12. Religion        |
| 4. English   | 8. Latin       | 13. Spanish         |
|              | 9. Mathematics |                     |

### *1. Chemistry*

One Unit. Five Hours. Both Semesters.

*Text:* Principles of Chemistry, Brownlee, Fuller, etc. Laboratory Manual.

This course includes lectures, demonstrations and recitations combined with laboratory. It is designed to acquaint the student with the fundamental principles of the science, to meet the demands of a liberal education and to lay the foundation for more advanced work in College or University, where one year of High School Chemistry is so often either required or recommended.



## 2. Civics

One-half Unit. Five Hours. One Semester.

*Text:* Essentials of American Government, Mathews; State Constitution of Washington and Enabling Act.

The local and national government is largely in the hands of the people, making an intimate acquaintance with our institutions most useful and desirable. The study of the subject is not confined to the classroom; it is carried on with still greater profit in the discussions of the Debating Society.

## 3. Debating

Two Hours. Both Semesters.

*Text:* Parliamentary Practice, Cushing; Parliamentary Law (With Diagrams of Motions, Paul.

Only the pupils of Third and Fourth High are eligible for membership in the debating societies. All the members take active part in the debates and develop a readiness of speech, a self-confidence and ease, which readily distinguish them from those who do not join this society.

## 4. English

The general aim of the English course is two-fold: to equip the student with a facility of oral and written expression essential to business and social life, and to awaken in him an appreciation of true moral and aesthetic values in the profuse literary, dramatic and social contacts of life. The value of good reading as a recreation, a stimulus and a source of culture, is insisted upon.

**English I.** One-half Unit. Five Hours. One Semester.

*Aims:* Stimulation of the youthful imagination to re-create vivid mental pictures from the literature studied in class and read at home.

In composition, a reasonable mastery of sentence-structure.

*Rhetoric:* Review of English grammar: simple notions of clearness, unity, coherence; mechanics of form in sentence, paragraph, and preparation of papers. Usages in letter writing. Spelling and punctuation. *Text:* Coghlan, Book 1.

*Composition:* Daily exercises in the building and analysis of sentences. Weekly themes of 250-300 words in the form of letters,

narrative, and description of familiar scenes, activities, and recreations.

*Literature:* Certain selections are to be read in class and studied in detail. More rapid supplementary class reading will also be had to create interest and wealth of literary background. Guided home reading is necessary to unify the training of home and school.

(a) Texts for detailed class study: Coleridge, *The Ancient Mariner*; Irving, *The Sketch Book*; Longfellow, *Selected Poems*.

(b) Supplementary reading: Dickens, *Christmas Stories*; Scott, *The Lady of the Lake*; Stevenson, *Treasure Island*.

(c) Reading for monthly report: From subjoined list, Group I.

*Oral English:* The young student's memory, as the necessary instrument of retaining and correlating the great principles and facts of an all-around education, is trained from the beginning by special drill. A memory exercise of eight lines a day will be assigned as one means of developing this faculty.

Ability to recount short narratives, and to recite simple elocution selections with some degree of interpretation before the class, will be required for advancement to the second semester of English.

## **English II. One-half Unit. Five Hours. One Semester.**

*Aims:* In Composition, mastery of the various types of sentence, Declarative, Interrogative, Imperative, Conditional, and Volitive; and in Literature, further emphasis on grasping the fullness of thought and image in the selections studied.

*Rhetoric:* Further Precepts of the Sentence, with exercises in correction of faulty sentences; drill in spelling and punctuation. Text: Coghlan.

*Composition:* Frequent written practice in re-casting sentences from one type to another, declarative, interrogative, etc., and in changing coordinate sentence construction to subordinate, conditional, etc., with emphasis on the use of connectives, phrase grouping and variation of form. One longer composition weekly. Letter writing.

*Literature:* (a) Texts for detailed class study: Goldsmith, *The Deserted Village*; Hawthorne, *Twice Told Tales*; Macaulay, *Lays of Ancient Rome*.

(b) Supplementary reading: Shakespeare, Merchant of Venice; Poe, Poems and Tales; Longfellow, Evangeline.

(c) Reading for monthly book report: From List, Group I.

*Oral English:* One period a week may be given to practice in elocution, informal debates, or short talks on timely subjects assigned by the teacher. Book reports should be given orally during the first years of High School English. Memory lesson of eight lines daily from Memory Gems, Dowd.

No student will be allowed to pass beyond first year unless he can: (a) spell correctly 85 per cent of ordinary non-technical words such as are found in any chapter of Irving, Stevenson and other texts read; (b) observe the ordinary conventions of capitalization, punctuation, and form in letter writing; (c) construct ordinary sentences and join them coherently.

### **English III. One-half Unit. Five Hours. One Semester.**

*Aims:* The student is brought to a fuller understanding of the composition as a whole, methods of planning, developing and varying the treatment of complete efforts in the form exposition, description, of brief narrative. In literature, beauty in the object-matter of poetry and prose—the scenes, things and personalities—is emphasized in order to cultivate correct aesthetic taste in the reader.

*Rhetoric:* Narration in its elements is the study of the First Semester of Second Year High School. Methods of arousing interest, selection of events, suspense, are treated in an elementary way. The fundamental work of First Year in the ready and correct handling of sentences, variety in phrase and clause placement, use of link words, relative pronouns, etc., is thoroughly reviewed.

*Text:* Coghlan, Book II.

*Composition:* Daily exercises in paragraph writing. Weekly papers of about three hundred words of grouped paragraphs in the form of narrative or descriptive themes, personal letters and short articles for the press.

*Literature:* (a) Texts for detailed study: Scott, Ivanhoe; Shakespeare, Julius Caesar; Lowell, Vision of Sir Launfal.

(b) Supplementary reading: Wendell Philips, Toussaint L'Ouver-ture; Longfellow, Bryant, Shorter Poems.

(c) Reading for oral book reports: From List, Group II.

*Oral English:* Practice in intelligent conversation, cultivation of ability to render selections in prose or poetry with simple, natural interpretative action. Continuation of informal debate.

**English IV.** One-half Unit. Five Hours. One Semester.

*Aims:* As in English III.

*Rhetoric:* The precepts of description are studied in their application to scene and general character sketching. The values of words are noted, frequent recourse to the dictionary is required, with practice in the use of synonyms. The value of connotative and suggestive words in description is touched upon, and tropes, figures of thought and speech are incidentally considered as aids in descriptive work. Exposition, the setting forth of the nature of things, is studied in the last quarter to pave the way for a grasp of argumentation. Maintenance of skill in spelling and punctuation is insisted upon.

*Text:* Coghlan, Book II.

*Composition:* As in English III. Practice in analysis, paraphrase, and imitation of select passages in English literature.

*Literature:* (a) Texts for detailed study: Whittier, Snowbound; Washington, Farewell Address; Webster, Bunker Hill Oration; Lincoln, Selected Speeches; Heydrick, Types of the Short Story.

(b) Supplementary reading: Tennyson, Enoch Arden; Arnold, Sohrab and Rustum; Parkman, The Oregon Trail.

(c) Reading for oral book reports: From List, Group II.

*Oral English:* As in English III. Eight lines of memory work daily.

**English V.** One-half Unit. Five Hours. One Semester.

*Aims:* In the third year of High School English, attention is centered rather on excellence of diction and effectiveness of style in the literature studied. In composition the *better* way of saying things is striven for, and simple rhetorical precepts are given to improve the qualities of style, such as clearness, fullness, strength, beauty, imaginative suggestion. In literature, the chivalric ideal is dwelt upon, patriotism is especially noted in the American contribution to English

letters, and a gentleman's acquaintance with the lives of American writers is required.

*Rhetoric:* The precepts of exposition are continued, with elementary directions for the writing of simple stories, personal and biographical essays, and simple argumentation. In the last, emphasis is laid on the proposition, its correct statement, and an introductory treatment of the usual topic-sources for proof is given. Explicit treatment of the short story, essay, oration, drama, etc., is left as the proper work of the fourth year of the English course.

*Texts:* Donnelly, Model English, Book I; Brooks, English Rhetoric, Book II; College Entrance Co., English Handbook.

*Composition:* Frequent exercises in paragraph writing, and in making analyses, outlines and synopses; short weekly themes of five hundred words in the form of letters, more elaborate descriptions, or narratives with simple plot. One paper of a thousand words will be required this semester: a short story, or essay, biographical, critical, or scientific.

*Literature:* (a) Texts for detailed study: Addison and Steele; Selected Sir Roger de Coverly Papers; George Eliot, Silas Marner.

(b) Supplementary reading; Lamb, Selected Essays of Elia; Macaulay, Essay on Johnson; Shakespeare, Merchant of Venice.

(c) Reading for oral or written book reports from List, Group III.

(d) Long, History of American Literature.

*Oral English:* Daily memory work of ten lines. Accepted forms of parliamentary procedure in connection with more formal debating.

**English VI.** One-half Unit. Five Hours. One Semester.

*Aims:* As in English V. The ideals of chivalry and inspirational adventure are drawn from the literature of this semester and illustrated by the supplementary interpretation and suggestions of the teacher.

*Rhetoric:* Further precepts in composition of plot, individual character delineation, and simpler forms of argumentation to include study of the sources of argument, distinctions between statement of facts and proof: elementary rules for the use of figurative language to enliven fact and argument.

*Texts:* Same as in English V.

*Composition:* In addition to drill in the exercises of the previous semester, simple speech writing for the weekly theme, with one longer speech or debate from each member of the class.

*Literature:* Frequent reference, by comparison or otherwise, is made to the texts and readings of the preceding semesters.

(a) Texts for detailed study: Tennyson, *Idylls*; *The Coming of Arthur*, Gareth and Lynette, *The Holy Grail*, *The Passing of Arthur*, with commentaries of Conde B. Pallen; De Quincy, *Joan of Arc*.

(b) Supplementary reading: Abraham Lincoln, *First Inaugural Address*; Cooper Institute; *Character of Washington*; Webster, *Selections*.

(c) Reading for book reports: Five titles from List, Group III.

*Oral English:* As in English V.

### **English VII. One-half Unit. Five Hours. One Semester.**

*Aims:* The fourth year is a review of the work of the entire High School English Course, a more detailed study of the matter by classifying under the different types of literature: narration, description, exposition, the short story, the novel, drama, oratory, poetry, but without the dissection and minute examination of precept, example, motivation, etc., required in the college treatment of these forms.

In particular, the student's attention is directed to the thought expressed, rather than to the expression, and to a clear recognition and distinction between good and evil in the object matter, conclusions, and characters met in the reading of literature.

The study of versification and of poetry is taken up both as an accomplishment and as a means of mental culture and the formation of a refined taste.

*Rhetoric:* The use of words; the correct word, the better word. Spelling, capitalization, punctuation, sentence structure and variation. Unity, coherence, and clearness, with beauty, in the paragraph. Problems of narration and description. Characteristics of the short story, the expositional and personal essay; the novel. Methods of research, use of the library, reference works; where to find reliable information.

*Text:* Brooks, English Rhetoric, Book II; Model English; Donnelly, Book II; College Entrance Co. Handbook (Four Years).

*Composition:* Class exercises in analysis, general and individual character sketches. Weekly papers of seven hundred words in the form of story, essay, debate, one-act play or the monthly written book report. For certain pupils each week the rewriting of papers after more minute correction, and personal conference of teacher with the student, as an aid to improvement of style.

*Literature:* (a) Texts for detailed study: Rich, A Study of the Types of Literature; Loyola Book of Verse; Shakespeare, Macbeth.

(b) Supplementary reading: Shakespeare, The Tempest; Ruskin, Sesame and Lilies; Boswell, Life of Johnson; Pope, Essay on Criticism.

(c) Reading for reports: Five titles from list of books and drama, Group IV.

*History of Literature:* Movements and lives of chief authors in English literature are studied. Text: Shuster, English Literature.

*Oral English:* Regular practice in debate, in manner and forms of address for public occasions, informal gatherings, and parliamentary meetings.

**English VIII.** One-half Unit. Five Hours. One Semester.

*Aims:* As in English VII.

*Rhetoric:* The sources of material, or thought-topics for essay and speech writing, are fully explained and illustrated from selected authors. In oratory, the material, purpose, question, proposition, and state of the question are treated in an elementary way, methods of debate are more fully explained.

The fundamentals of versification, and of the nature and history of poetry are explained, together with the laws of rhyme.

*Texts:* Same as in English VII.

Thought-topics, figurative language, the precepts of poetry, and notes on history-writing are given to the class from Coppens English Rhetoric.

*Composition:* Parts of orations are written as class exercises and later short imitations of classic poems are attempted. Weekly papers of seven hundred words are required, with one paper during the

semester of one thousand words in the form of a speech on the United States Constitution or other assigned subject. During the last quarter, short, simple original poems are assigned as weekly theme work.

Written reports on books, plays, or longer poems will be had once a month.

*Literature:* (a) Texts for detailed study: Garraghan, *Prose Types in Newman*; Francis Thompson, *The Hound of Heaven*; Burke, *Conciliation With the Colonies*.

(b) Supplementary reading: Macaulay, Clive and Hastings; Coventry Patmore, *The Angel in the House*; Burns, *The Cotter's Saturday Night*.

(c) Reading for drama, biography, social studies and history reports from list, Group IV.

*Oral English:* Insistence upon an ability to address an assembly with correctness of language, clearness of thought, and grace of manner.



### *List of Reading for Book Reports*

*Note:* The list has been grouped according to the year of High School, and classified according to type. Five books of different types should be reported upon each semester.



#### LIST OF BOOKS FOR HOME READING REPORTS

##### GROUP I—FIRST YEAR HIGH SCHOOL

##### NOVELS, BOOKS OF SHORT STORIES (*Read Two Each Semester*)

- |  |  |
|--|--|
| Atkinson, Eleanor: <i>Grayfriars Bobbie</i>        | Connolly, Jas. B.: <i>The Seiners, Blowing Weather, etc.</i> |
| Andrews, M. R. S.: <i>The Perfect Tribute</i>      | Conscience, Hendrik: <i>The Conscript, Lion of Flanders</i>  |
| Burnett, Frances H.: <i>Little Lord Fauntleroy</i> | Cooper, Jas. F.: <i>Last of the Mohicans, The Spy</i>        |
| Benson, Robt. Hugh: <i>Lord of the World</i>       | Deland, Margaret: <i>Old Chester Tales</i>                   |
| Barbour, Ralph: <i>Spaniard's Cave</i>             | Dodge, Mary M.: <i>Hans Brinker</i>                          |
| Brown, Dr. John: <i>Rab and His Friends</i>        | Finn, Francis: <i>Tom Playfair, Harry Dee</i>                |
| Churchill, Winston: <i>The Crisis</i>              |  |



BOOKS FOR HOME READING REPORTS—*Continued*

- |  |  |
|--|--|
| Fox, John Jr.: Little Shepherd of Kingdom Come | Scott, Martin: Mother Machree, Kelly, The Boy Knight                                     |
| Harris, Joel C.: Nights With Uncle Remus       | Smith, F. Hopkinson: Caleb West  |
| Hawthorne, Nath.: Tanglewood Tales             | Spaulding, Henry: Cave by the Beech Fork   |
| Hearn, Lafcadio: Chita                         | Spearman, F. H.: Nerve of Foley, Held For Orders   |
| Hughes, Thomas: Tom Brown's School Days        | Spillman, Joseph: Cross and Chrysanthemum  |
| Kipling, Rudyard: Jungle Book                  | Stevenson, R. L.: Black Arrow  |
| Kingsley, Charles: Greek Heroes                | Taggart, M. A.: Loyal Blue and Royal Scarlet   |
| Lamb, Charles and Mary: Tales From Shakespeare | Tarkington, Booth: Penrod  |
| Miles, George H.: The Truce of God             | Trowbridge, J. T.: Cudjo's Cave  |
| MacManus, Seumas: A Lad of the O'Freels        | Verne, Jules: Twenty Thousand Leagues Under the Sea, Michael Strogoff, Mysterious Island |
| Olivant, Alfred: Bob, Son of Battle            | Van Dyke, Henry: The Blue Flower, The Other Wise Man                                     |
| O'Reilly, J. B.: Moondyne Joe                  | Waggaman, Sandy Joe  |
| Pyle, Howard: Adventures of Robin Hood         | Wallace, Lew: Ben Hur  |
| Porter, Gene Stratton: Laddie                  | Wiggin, Kate D.: Rebecca of Sunnybrook Farm  |
| Porter, Jane: Scottish Chiefs                  | Wiseman, Nicolas: Fabiola  |
| Scott, Sir W.: The Talisman                    |  |

BIOGRAPHY (*Read One Each Semester*)

- |   |  |
|---|--|
| Barrie, J. J.: Margaret Ogilvy            | Kane: For Greater Things                       |
| Custer, Mrs. E. B.: Boots and Saddles     | Keller, Helen: Story of My Life                |
| Cuthbert, F.: Francis of Assisi           | Loyola, M. M.: Jesus of Nazareth               |
| Daly, Jas. J.: John Berchmans             | Maxwell-Scott, Mrs.: Garcia Moreno             |
| Drane, A. T.: Knights of St. John         | Meschler, M.: Aloysius Gonzaga                 |
| Egan, Maurice F.: Everybody's St. Francis | Muir: Boyhood of a Naturalist                  |
| Graham, K.: Life of Guynemere             | Quinlan, M.: Damien of Molokai                 |
| Griffin, M. I. J.: John Barry, Commodore  | Root: Nathan Hale                              |
| Howard, O. O.: Indian Chiefs I Have Known | Lynch, D.: The Maid of Orleans                 |
| Hughes, Cath. J.: Albert Lacombe          | Nicolay, Helen: Boy's Life of Lafayette        |
| Irving, Washington: Life of Washington    | O'Meara, K.: Frederic Ozanam                   |
|   | Tappan, E. M.: In the Days of Alfred the Great |

BOOKS FOR HOME READING REPORTS—*Continued*

## ADVENTURE, SCIENCE, TRAVEL, LEGEND

- |   |  |
|---|--|
| Beebe, Wm.: <i>Jungle Peace</i>   | Klein, Felix: <i>An American Student in France</i>   |
| Belloc, Hilaire: <i>The Old Road, Path to Rome</i>                      | MacManus, Seumas: <i>Yourself and Your Neighbor</i>  |
| Bullen, F. T.: <i>Cruise of the Cachalot</i>                            | Melville, Herman: <i>Moby Dick</i>   |
| Burroughs, J. T.: <i>Winter Sunshine</i>                                | Mills, E. A.: <i>Rocky Mountain Wonder Land</i>  |
| Church, A. J.: <i>Aeneid for Boys, Odyssey for Boys, Iliad for Boys</i> | Mozans, J. A.: <i>Up the Orinoco and Down the Magdalena, Along the Andes and Down the Amazon</i> |
| Dana, R. H., Jr.: <i>Two Years Before the Mast</i>                      | Parkman, Francis: <i>The Oregon Trail</i>  |
| Fabre: <i>The Mason Bee</i>   | Polo, Marco: <i>Travels</i>  |
| Fraser, Mrs. H.: <i>Reminiscences of a Diplomat's Wife</i>              | Slosson, Edwin E.: <i>Creative Chemistry</i>   |
| Hagspiel, Bruno: <i>Along the Mission Trail</i>                         | Stoddard, C. W.: <i>In the Footprints of the Padres</i>  |
| James, G. Wharton: <i>Our American Wonderlands</i>                      |  |
| Joyce, P. W.: <i>Wonders of Ireland</i>                                 |  |



## GROUP II—SECOND YEAR HIGH SCHOOL

NOVELS, SHORT STORIES (*Read Two Each Semester*)

- |  |  |
|--|--|
| Bachelor, Irving: <i>Eben Holden, Dri and I</i>                        | Kyne, Peter B.: <i>Cappy Ricks</i>                                     |
| Benson, R. H.: <i>The Queen's Tragedy</i>                              | Lover, Samuel: <i>Handy Andy</i>                                       |
| Churchill, Winston: <i>Coniston</i>                                    | Marryat, Frederick: <i>Mr. Midshipman Easy</i>                         |
| Cervantes: <i>Don Quixote</i>  | Mulholland, R.: <i>Wild Birds of Killeevy</i>                          |
| Craik, D. M.: <i>John Halifax, Gentleman</i>                           | Nixon, M. F.: <i>The Blue Lady's Knight</i>                            |
| Dickens, Chas.: <i>Christmas Carol; Bleak House, Martin Chuzzlewit</i> | Page, T. N.: <i>Red Rock</i>   |
| Connolly, Jas. B.: <i>Out of Gloucester</i>                            | Oemler, M.: <i>Slippy McGee</i>  |
| Duncan, Norman: <i>Dr. Luke of the Labrador</i>                        | Scott, Sir Walter: <i>Ivanhoe</i>                                      |
| Ford, Paul L.: <i>Janice Meredith</i>                                  | Smith, F. Hopkinson: <i>Colonel Carter of Cartersville, Tom Grogan</i> |
| Fox, John Jr.: <i>Trail of the Lonesome Pine</i>                       | Spearman, Frank H.: <i>The Mountain Divide, Nan of Music Mountain</i>  |
| Freeman, M. E. W.: <i>New England Nun</i>                              | Stevenson, R. L.: <i>Dr. Jekyll and Mr. Hyde, Kidnapped</i>            |
| Hawthorne, Nath.: <i>House of Seven Gables</i>                         | Tarkington, Booth: <i>Penrod</i>                                       |
| Kelland, C. B.: <i>Marcus Tidd</i>                                     | White, Stewart E.: <i>The Blazed Trail</i>                             |
|  | Wister, Owen: <i>The Virginian</i>                                     |

BOOKS FOR HOME READING REPORTS—*Continued*BIOGRAPHY (*Read One Each Semester*)

- |                                       |   |
|---------------------------------------|---|
| Benson, R. H.: Thomas of Canterbury   | Judge: Theophane Venard                       |
| Brooks, E. S.: Historic Americans     | Maxwell-Scott: Tragedy of Fotheringay         |
| Camm, Dom B.: Thomas More, Story of   | Plutarch: Boys' and Girls' Plutarch           |
| Donnelly, D.: A Prisoner in Japan     | Richards: Florence Nightingale                |
| Forbes, F. A.: Scottish Knight Errant | Repplier, Agnes: Our Convent Days             |
| Fitzgerald, Vincent: John Capistran   | Riis, Jacob: The Making of An American        |
| Franklin, Benjamin: Autobiography     | Scott, Martin: Isaac Jogues                   |
| Gerard, John: Autobiography           | Walsh, Jas. J.: Catholic Churchmen in Science |
| Guiney, Louise I.: Edmond Campion     |   |
| Hagedorn: Boy's Life of Roosevelt     |   |

SCIENCE, HISTORY, ADVENTURE (*Read One Each Semester*)

- |   |   |
|---|---|
| Brown, Stephen J.: Ireland in Fiction                               | Mills, E. A.: Wild Life on the Rockies                                  |
| Colum, Padraic: The Golden Fleece, Children of Odin                 | Nixon, Mary F.: With a Pessimist in Spain                               |
| Carmichael, Montgomery: In Tuscany                                  | Muir, John: Our National Parks  |
| Dixon: Arabian Nights Entertainments                                | Pyle, Howard: King Arthur and His Knights                               |
| Dinnis, Enid: Once Upon Eternity                                    | Ratti, Ab. Achille: Climbs on the Alpine Peaks                          |
| Fabre, J. H. C.: Insect Adventures, Social Life in the Insect World | Stoddard, Chas. W.: The Lepers of Molokai                               |
| Harris, Joel C.: Uncle Remus, His Songs and Sayings                 | Thompson, Francis: Health and Holiness (Brother Ass and the Rider Soul) |
| Jorgenson, Joann.: Pilgrim Walks in Franciscan Italy                | Stevenson, R. L.: Across the Plains                                     |
| Lummis, Chas. F.: Some Strange Corners of Our Country               |   |



## GROUP III—THIRD YEAR HIGH SCHOOL

NOVELS and SHORT STORIES (*Read Two Volumes Each Semester*)

- |  |  |
|--|--|
| Allen, Jas. Lane: The Kentucky Cardinal, The Choir Invisible | Banim, Michael: Father Connell                           |
| Ayscough, John: San Celestino                                | Barrett, James: The Loyalist                             |
| Bangs, John K.: A Houseboat on the Styx                      | Bennett, Arnold: Buried Alive                            |
| Barrie, J. M.: Quality Street (Play)                         | Benson, R. H.: By What Authority, The King's Achievement |
| Bachelor, Irving: A Man for the Ages, Eben Holden            | Bronte, Charlotte: Jane Eyre                             |
|  | Burnett, Frances H.: T. Tembaron                         |
|  | Cable, G. W.: Old Creole Days                            |

BOOKS FOR HOME READING REPORTS—*Continued*

- Deland, Margaret: Dr. Lavender's People  
 Clark, Isabel: Fine Clay  
 Chesterton, G. K.: The Innocence of Father Brown  
 Clemens, Samuel L.: Joan of Arc, Jumping Frog of Calaveras  
 Connolly, Jas. B.: The Deep Sea's Toll  
 Conscience, Hendrik: Lion of Flanders  
 Crane, Stephen: Red Badge of Courage  
 Dickens, Chas.: Tale of Two Cities  
 Eliot, George: Silas Marner  
 Ford, P. L.: The Honorable Peter Sterling  
 Hawkins (Anth. Hope): Prisoner of Zenda  
 Harland, Henry: My Friend Prospero  
 Henry, O.: The Four Million  
 Hutchinson: The Happy Warrior  
 Jackson, H. H.: Ramona  
 Johnston, Mary: The Long Roll  
 Jordan, Elizabeth: Faith Desmond's Last Stand  
 Maher, R. Aumerle: Shepherd of the North  
 Jewett, Sara Orne: White Heron and Other Stories  
 Kelland, Clarence B.: Miracle  
 Loti, Pierre: An Iceland Fisherman  
 Mitchell, S. W.: Hugh Wynne  
 Poe, Edgar Allen: Tell-tale Heart, Gold Bug, etc.  
 Page, T. N.: In Ole Virginia, Santa Claus' Partner, Marse Chan  
 Rinehart, M. R.: The Amazing Interlude  
 Sheehan, Canon: My New Curate, The Queen's Fillet  
 Skinner, H. D.: Espiritu Santo  
 Smith, J. Talbot: The Black Cardinal  
 Smith, F. Hopkinson: Peter, Fortunes of Oliver Horn  
 Spearman, Frank H.: Whispering Smith, Robert Kimberley  
 Stockton, Frank: The Lady or the Tiger  
 Tarkington, Booth: Gentleman From Indiana  
 Wilson, Harry L.: Ruggles of Red Gap

## ESSAY, SCIENCE, HISTORY, ETHICS

*(Read One Volume Each Semester)*

- Azarias, Brother: Books and Reading  
 Belloc, Hilaire: Hills and the Sea, Essays on Nothing, and Kindred Subjects  
 Benson, A. C.: From a College Window  
 Carlyle, Thos.: Essay on Burns  
 Cody, Sherwin: Selections From Best English Essays  
 Crothers, Sam McCh.: Gentle Reader  
 Chesterton, G. K.: Heretics, Orthodoxy  
 De Quincey: Joan of Arc, English Mail Coach  
 Dunne, Peter F.: Mr. Dooley in Peace and War  
 Egan, Maurice F.: Confessions of a Booklover  
 Fuess: Selected Essays  
 Grayson, David: Adventures in Contentment  
 Hazlitt, Wm.: Carr's Selected Essays of  
 Holmes, O. W.: Autocrat of the Breakfast Table  
 Hearn, Lafcadio: Out of the East  
 Lamb, Charles: Essays of Elia—Selected

BOOKS FOR HOME READING REPORTS—*Continued*

- |   |   |
|---|---|
| Lowell, James R.: Among My Books  | Roosevelt, Theodore: Strenuous Life, True Americanism |
| Macaulay, T. B.: Clive and Hastings   | Ruskin, John: Sesame and Lilies                       |
| Meynell, Alice: The Color of Life   | Spaulding, John L.: Opportunity and Other Essays      |
| Newman, John Henry: Definition of a Gentleman, Historical Sketches                        | Stoddard, Chas. W.: South Sea Idyls                   |
| O'Neill, J. L.: Why, When, How, and What to Read  | Van Dyke, Henry: Fisherman's Luck                     |
| Replier, Agnes: Books and Men, Happy Half Century, In the Cosy Hours, Essays in Miniature | Walsh, Jas. J.: Thirteenth, Greatest of Centuries     |
|   | Walton, Izaak: Complete Angler                        |

BIOGRAPHY (*Read One Each Semester*)

- |  |  |
|--|--|
| Anderson, Mary: Autobiography          | Muzzey, D. S.: Thos. Jefferson                           |
| Bok, Edw.: Americanization of Edw. Bok | Lynch, D.: Maid of Orleans                               |
| Bradford, Gamaliel: Lee the American   | Nicolay, Helen: Boy's Life of Grant                      |
| Camillus, Fr.: Gabriel the Passionist  | Notre Dame Series: Life of Anselm; Louis, King of France |
| Forbes, F. A.: Athanasius, Benedict    | Notre Dame Series: Oliver Plunkett                       |
| Gray, Andrew: Lord Kelvin, Scientist   | Oldmeadow, Cecil: The First Red Cross                    |
| Gosse, Edm.: Coventry Patmore          | Replier, Agnes: Pere Marquette                           |
| Holliday, R. C.: Joyce Kilmer          | Stevenson, R. L.: Father Damien                          |
| Horgan: Great Catholic Laymen          | Stoddard, C. W.: Antony of Padua                         |
| Irving, Washington: Life of Goldsmith  | Thompson, Francis: Ignatius of Loyola                    |
| LeCamus & Hickey: Life of Christ       | Tynan, Katherine: Father Mathew                          |
| Martin, Lady: Dom Bosco                | Washington, Booker T.: Up From Slavery                   |
| Martindale, C. C.: Christ's Cadets     |  |



## GROUP IV—FOURTH YEAR HIGH SCHOOL

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|--|--|
| NOVELS AND SHORT STORIES ( <i>Read One Volume Each Semester</i> )  |  |
| Austin, Jane: Pride and Prejudice  | Bennett, R. A.: For the White Christ                 |
| Ayscough, John: Mezzogiorno, Gracechurch, Mariquita, Monksbridge   | Benson, E. F.: Across the Stream                     |
| Banim, John: The Boyne Water   | Benson, Robt. Hugh: Come Rack, Come Rope; Loneliness |
| Barrie, J. M.: Sentimental Tommy, Tommy and Grizel, The Little Minister, Peter and Wendy, Window in Thrums | Borden, Lucille: Papin, The Candlestickmakers        |
| Bazin, Rene: The Nun, The Barrier  | Byrne, Don: The Wind Bloweth, Messer Marco Polo      |
| Bennett, Arnold: Mr. Prohack, Riceyman Steps   | Carroll, G. Wetmore: The Lieutenant                  |

BOOKS FOR HOME READING REPORTS—*Continued*

- Chesterton, G. K.: *The Man Who Was Thursday*, *Manalive*, *Wisdom of Father Brown*  
 Colum, Padraic: *Island of the Mighty*, *Castel Conquer*  
 Conrad, Joseph: *Lord Jim*, *Typhoon*, *Nostramo*  
 Deland, Margaret: *Awakening of Helen Ritchie*, *The Iron Woman*  
 Dickens, Charles: *Our Mutual Friend*, *Nicholas Nickleby*, *David Copperfield*  
 Dinnis, Enid: *Anchorhold*; *Mr. Coleman, Gent.*  
 Eliot, George: *Mill on the Floss*  
 Fraser, Mrs. Hugh: *The Golden Rose*  
 Goldsmith, Oliver: *Vicar of Wakefield*  
 Gaskell, Mrs. E. C.: *Cranford*  
 Garrod, R. P.: *The Black Brotherhood*, *The Onion Peelers*  
 Hawthorne, Nathaniel: *The Scarlet Letter*  
 Hemon, Louis: *Maria Chapdelaine*  
 Hinkson, K. T.: *Her Father's Daughter*, *Her Ladyship*  
 Howells, Wm. D.: *Rise of Silas Lapham*  
 Hudson, Jay Wm.: *Abbe Pierre*, *Abbe Pierre's People*  
 Hudson, W. H.: *Green Mansions*  
 Harland, Henry: *The Cardinal's Snuff Box*  
 Johnston, Mary: *Cease Firing*  
 Kennedy, John Pend.: *Horseshoe Robinson*  
 Kickam, Charles: *Knocknagow*  
 Keon, Miles G.: *Dion and the Sybils*  
 Manzoni, Alessandro: *The Betrothed*  
 Moore, Leslie: *The Greenway*, *House Called Joyous Garde*  
 Scott, Sir Walter: *Guy Mannerling*, *Quentin Durward*  
 Sheehan, Canon: *Luke Delmege*, *Glenanaar*  
 Smith, F. Hopkinson: *Felix O'Day*, *Kennedy Square*  
 Tarkington, Booth; *Gentleman From Indiana*, *Alice Adams*  
 Thackeray, Wm. M.: *Vanity Fair*, *The Newcomes*  
 Trollope, Anthony: *Barchester Towers*  
 Walpole, Hugh: *The Cathedral*, *Jeremy*, *Fortitude*  
 Wilder, Thornton: *Bridge of San Luis Rey*

BIOGRAPHY (*Read One Volume Each Semester*)

- Bazin, Rene: *Charles de Foucault*  
 Boswell, James: *Life of Sam Johnson*  
 Bridgett, T. E.: *Sir Thomas More*  
 Buxton, Wilmot: *Hildebrand* (Greg VII)  
 Burnett, Judge: *The Path That Led a Lawyer*  
 Campbell, Thos. C.: *Pioneer Priests in N. America*  
 Carmichael, Mont.: *John Wm. Walshe*  
 Chesterton, G. K.: *St. Francis of Assisi*  
 Egan, M. F.: *Recollections of a Happy Life*  
 Guilday, Peter: *Life and Times of John Carroll*, *Life and Times of John England*  
 Holman, F. V.: *Dr. John McLaughlin*  
 Hogan, S. M.: *Vincent Ferrer*  
 Judge, Wm.: *An American Missionary*  
 Laveille, E.: *Pierre J. DeSmet*  
 Lucas, Herbert: *Savonarola*  
 Martindale, C. C.: *Captains of Christ*

BOOKS FOR HOME READING REPORTS—*Continued*

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|--|--|
| Newman, J. H. Card: Apology for His Life | Taylor, T. N.: Soeur Therese of Lisieux      |
| O'Rahilly, Alfred: William Doyle         | Thwaites, R. G.: Father Marquette            |
| O'Brien, R. B.: Lord Russell of Kilowen  | Wilson, Woodrow: George Washington           |
| Partridge, Broglie: Vincent De Paul      | Williams, Michael: The High Romance          |
| Stoddard, C. W.: Rebuilding a Lost Faith | Wynne, John J.: Jesuit Martyrs of N. America |
| Stone, Kent: Invitation Heeded           |  |
| Tarbell, Ida: Abraham Lincoln            |  |

ESSAY (*Read One Each Semester*)

- |   |  |
|---|--|
| Aguecheek: My Unknown Chum  | Leo, Brother: Religion and the Study of Literature                             |
| Ayscough, J.: Levia Pondera   | Lowell, James R.: Selected Literary Essays (Riverside)                         |
| Arnold, Mathew: Sweetness and Light, Study of Poetry (Essays in Criticism)                  | Mabie, H. W.: Character (Essay on Work), Culture (My Study Fire)               |
| Bacon, Francis: Selected Essays   | Macaulay, T. B.: Essay on Johnson; Addison                                     |
| Balmes: Protestantism and Catholicity Compared  | Matthews, Brander: Philosophy of the Short Story                               |
| Bates, Arlo: Talks on the Study of Literature   | Meynell, Alice: Second Person Singular, Spirit of Place, Rhythm of Life        |
| Belloc, Hilaire: On Something, On Everything, Companion to H. G. Wells' Outlines of History | Morley, Christopher: Parnassus on Wheels                                       |
| Birrell, Augustine: Newman (Res Judicatae)  | Newman, John Henry: Literature   |
| Bregy, Katherine: Francis Thompson  | Pallen, Conde B.: The Catholicity of Literature, Study of Tennyson's Idylls    |
| Chesterton, G. K.: Superstitions of the Skeptic   | Repplier, Agnes: Wit and Humor (Essays in Idleness), Scanderby (Point of View) |
| Chateaubriand: Genius of Christianity   | Ruskin, John: Stones of Venice   |
| Egan, M. F.: Some Aspects of American Essayists   | Spaulding, John L., Bishop: Religion and Art                                   |
| Eleanore, Sr. M.: The Literary Essay in English   | Smith, C. A.: What Literature Can Do For Me                                    |
| Farrell, Joseph:  | Spearman, F. H.: Strategy of Great Railroads                                   |
| Gillis, James: False Prophets   | Stevenson, R. L.: Memories and Portraits, Virginibus Puerisque                 |
| Gasquet, Francis A.: The Monastic Scriptorium   |  |
| Jerome, J. K.: Idle Thoughts of an Idle Fellow  |  |
| Kilmer, Joyce: The Circus and Other Essays  |  |

BOOKS FOR HOME READING REPORTS—*Continued*

- |  |   |
|--|---|
| <p>Taft, Wm. H.: Powers of the President</p> <p>Thompson, Francis: Essay on Shelley, Aubrey de Vere (A Renegade Poet and Other Essays)</p> | <p>Wilson, Woodrow: Training of the Intellect</p> <p>Villeharduin &amp; de Joinville: Memoirs of the Crusades</p> |
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## ORATORY

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|--|--|
| <p>Gauss, Christian: Democracy Today (Collection)</p> <p>Grady, H. W.: The New South</p> <p>Hay, John: America's Love of Peace</p> <p>Abraham Lincoln: First Inaugural</p> <p>Philips, Wendel: Toussaint L'Ouverture, Daniel O'Connell</p> <p>Roosevelt, Theodore: Americanism</p> | <p>Schurz: True Americanism, International Arbitration, Speech at Cooper Institute</p> <p>Watkins and Williams: The Forum of Democracy (Collection)</p> <p>Webster, Daniel: Bunker Hill Monument, Second Bunker Hill, Adams and Jefferson, Plymouth Oration</p> <p>Wilson, Woodrow: Flag Day Address</p> |
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## HISTORY, SCIENCE, SOCIOLOGY, ETHICS

*(Read One Volume Each Semester)*

- |   |   |
|---|---|
| <p>Allies, T. W.: Formation of Christendom, Church and State</p> <p>Barry, Wm.: Heralds of Revolt</p> <p>Belloc, Hilaire: The French Revolution</p> <p>Benson, R. H.: The Friendship of Christ</p> <p>Bolton, Herbert: Kino's Historical Memoir; Pallou's Life of Serra</p> <p>Bertrand: History and Miracles of Lourdes</p> <p>Boudreaux, F.: The Happiness of Heaven</p> <p>Bryce, James: The American Commonwealth</p> <p>Chesterton, G. K.: The Eternal Man, The Ball and The Cross</p> <p>Cobbett, Wm.: History of the Protestant Reformation</p> <p>Conroy, J. P.: Talks to Boys, Out to Win</p> <p>Devas, C. S.: Key to the World's Progress</p> | <p>Digby, Kenelm H.: The Ages of Faith</p> <p>Drane, A. T.: Christian Schools and Scholars</p> <p>Dwight, Thomas: Thoughts of a Catholic Anatomist</p> <p>Dwight, Father: The King's Table</p> <p>Engelhardt, Zephyr: Missions and Missionaries of California, San Juan Capistrano Mission</p> <p>Faber, F. W.: Bethlehem</p> <p>Fabre, Henri: Insect Adventures</p> <p>Gasquet, Card: Eve of the Reformation, Henry VIII and the Monasteries</p> <p>Goodier, Alban: The School of Divine Love, The More Excellent Way</p> <p>Gerard, John: The Old Riddle and the Newest Answer</p> <p>Gibbons, J. Card.: Faith of Our Fathers</p> |
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BOOKS FOR HOME READING REPORTS—*Continued*

- Hull, Ernest R.: Formation of Character, Fortifying the Layman, Man's Great Concern
- Husslein, Joseph: Democratic Industry, The World Problem, The Catholic's Work in the World
- Kelly, Francis C.: Letters to Jack
- Leo XIII, Pope: Encyclical on Labor
- Lingard-Belloc: History of England
- Lord, Daniel A.: Our Nuns, Armchair Philosophy
- Lucas, H.: At the Parting of the Ways. In the Morning of Life.
- McCann, Alfred: God or Gorilla?
- Marique, P. J.: History of Christian Education
- Newman, John Henry: Historical Sketches
- O'Brien, M. J.: A Hidden Phase of American History
- O'Hara: Pioneer Catholic History of Oregon
- Palladino: Indian and White in the Northwest
- Raupert, J. Godfrey: The New Black Magic
- Ryan, John A.: A Living Wage, Distributive Justice
- Scott, Martin J.: God and Myself, Christ or Chaos?
- Shea, J. Gilmery: History of the Catholic Church in U. S.
- Shuster, G. N.: Catholic Spirit in Modern Literature
- Spaulding, M. J.: The Protestant Reformation
- Stuart, J. Erskine: Education of Catholic Girls
- Vaughn, J.: Thoughts for All Times
- Vignat, L.: In Thy Courts

## DRAMA

- Barrie, J. M.: Admirable Crichton, Dear Brutus, Quality Street
- Benson, R. H.: The Upper Room
- Chesterton, G. K.: Magic
- Claudel, Paul: The Hostage, Tidings Brought to Mary
- Drinkwater, John: Abraham Lincoln Dutton Edition: Everyman
- Goldsmith, Oliver: She Stoops to Conquer
- Housman, Lawrence: Followers of St. Francis
- Lee, Harry: The Little Poor Man
- Lord, D. A.: Six One-Act Plays
- Lytton, Edw. G.: Richelieu
- Jerome K. Jerome: Passing of the Third Floor Back
- Jones, H. Arthur: Mrs. Dane's Defense
- Kennedy, Chas. R.: Servant in the House
- Mackaye, Percy: Jeanne d'Arc
- Moody, Wm. V.: The Great Divide
- Noyes, Alfred: Sherwood
- Pinero, Sir Arthur W.: Sweet Lavender
- Rostand, E. E. A.: L'Aiglon, Chanticleer, Cyrano de Bergerac
- Shakespeare, Wm.: As You Like It, Twelfth Night, Henry V
- Sheridan, R. R. B.: The Rivals, School for Scandal
- Sierra, G. Martinez: The Cradle Song, The Kingdom of God
- Thomas, Augustus: The Witching Hour
- Walker, Stuart: Portmanteau Adaptations, Portmanteau Plays

Note: Space does not permit inclusion of Poetry Lists for Home Reading. The teacher will give suggestions, on request, from Poetry Lists in "A Catho-

lic High School Library List," by Agnes Collins, N. C. W. C. Librarian, or from "Library Books," by Rev. J. M. Wolfe, The Scott-Foresman Co.

For an introduction to the Catholic Content and Influence in English Poetry, the following volumes are especially helpful: The Catholic Anthology, by Thomas Walsh; An Anthology of Catholic Poets, by Shane Leslie; The Book of Modern Catholic Verse, by Theodore Maynard; and Current Catholic Verse, by McAstocker.

### 5. French

**First French** (Elementary). One Unit. Five Hours. Both Semesters.

*Text:* First French Course, Chardenal.

*Author:* Readings, Chardenal.

**Second French** (Elementary). One Unit. Five Hours. Both Semesters.

*Text:* Fraser and Squire.

*Author:* First Semester, La Tour de la France; Second Semester, Le Voyage de M. Perichon.

### 6. Greek

**First Greek** (Elementary). One Unit. Five Hours. Both Semesters.

*Text:* Greek Grammar, Connell.

*Author:* First Semester, Greek Reader, Connell; Second Semester, Xenophon's Anabasis, I.

Nouns, adjectives and verbs are learned as far as the verbs in mi, inclusive. Daily exercise and drill are insisted on. A weekly written task is given.

**Second Greek.** One Unit. Five Hours. Both Semesters.

*First Semester:* (Attic Prose) Reading in Xenophon's Anabasis.

Review of forms; study of syntax, vocabulary.

*Second Semester:* Homer.

Reading in Iliad; Homeric forms and vocabulary. Written exercises in prose given weekly.

### 7. History

*First Year* (Ancient). One Unit. Five Hours. Both Semesters.  
*Text:* Ancient World, Betten.

*Second Year* (Modern). One Unit. Five Hours. Both Semesters.

*Text:* Modern World, Betten and Kaufman.

*Third Year* (History of the United States). One-half Unit. Five Hours. One Semester.

*Text:* History of the United States, Wilson.

*Fourth Year* (American Government). One-half Unit. Five Hours. One Semester.

*Text:* Essentials of American Government, Mathews.

### 8. Latin

*First Year* (Elementary). One Unit. Five Hours. Both Semesters.

*Text:* First Latin Lessons, Scott.

*First Semester:* A thorough drilling in nouns and pronouns, adjectives and regular verbs; exercises are given in class and for homework, and a vocabulary is built up for the following years.

*Second Semester:* The irregular verbs and syntax.

*Second Year* (Elementary). One Unit. Five Hours. Both Semesters.

*Text:* Junior Latin Reader, Sanford & Scott.

*Author:* Gallic War, Caesar.

*First Semester:* Review rapidly nouns and verbs, regular and irregular, also the syntax. Read two books of Gallic War, I, II. Do sight reading in the selections at the end. Take exercises I to XVII.

*Second Semester:* Syntax is continued with the exercises. Read Books III and IV. Do further sight reading in the selections at the end of the book. Finish exercises XVIII-XXXVI.

**Third Year** (Advanced). One Unit. Five Hours. Both Semesters.

*Text:* Orations of Cicero, Gunnison and Harley.

*First Semester:* Orations Against Cataline, I and III. Passages memorized. Sight reading.

*Second Semester:* Pro Archia and De Imperio Cn. Pompei Oratio. In Catilinam IV, to be read rapidly, or On Old Age, Select Letters of Cicero, The Catiline of Sallust. Passages memorized. Sight reading.

**Fourth Year** (Advanced). One Unit. Five Hours. Both Semesters.

*Text:* Virgil's Aeneid, Fairclough and Brown.

*First Semester:* Books I and II, Scansion and Prosody, Sight reading.

*Second Semester:* Books III-VI.

## 9. Mathematics

**First Year** (Elementary Algebra). One Unit. Five Hours. Both Semesters.

*Text:* New First Course in Algebra, Hawkes, Luby, Touton.

*First Semester:* Four Operations, Special Products, Factors, Chapters 1 to 13, Sections 1 to 66.

*Second Semester:* Fractions, Equations, Graphs, Powers and Roots, Quadratics, Ratio and Proportion, Chapters 14 to 22, Sections 67 to 125.

**Second Year** (Plane Geometry). One Unit. Five Hours. Both Semesters.

*Text:* Essentials of Plane Geometry, Smith.

*First Semester:* Rectilinear Figures, Original Theorems. The Circle, Problems of Construction. Books I and II.

*Second Semester:* Proportions, Areas, Regular Figures. Books III to V.

**Third Year** (Advanced Algebra). One-half Unit. Five Hours. One Semester.

*Text:* New Second Course in Algebra, Hawkes, Luby, Touton.

A rapid review of Special Products and Factors, Fractions, Powers and Roots.

Detailed study of Theory of Exponents and Radical Expressions, Quadratics, Ratio and Proportion, Progressions, Variables, Series, Logarithms, Permutations, Binomial Theorem.

**Fourth Year** (Plane Trigonometry). One-half Unit. Five Hours. One Semester.

*Text:* Plane Trigonometry and Tables, Granville.

Functions of Angles, the Right Triangle, Logarithms, the Oblique Triangle. Class work is supplemented by out-door work.

### 10. *Physics*

One Unit. Three Lecture Periods, Two Laboratory Periods. Both Semesters.

*Text:* Elements of Physics, Millikan, Gale and Pyle; Laboratory Physics, Millikan, Gale and Bishop.

A connected and comprehensive view of the whole subject of High School Physics is given. This includes: (1) Instruction by lecture-table demonstrations to illustrate the facts and phenomena of physics in their qualitative aspects and in their practical applications; (2) Individual laboratory work, consisting of experiments.

### 11. *Public Speaking*

Once a week each class is drilled separately in gesture and expression. Students are required to speak before the class a certain number of times each term. A gold medal is annually awarded to the student in each division who delivers the best selection at a public contest on a day assigned by the Faculty. Proficiency in extempore speaking together with an apt and graceful delivery, should be the constant aim of the student.

**Public Speaking I.** One Hour. Both Semesters.

Vocal Culture, Breathing Exercises, Articulation, Pronunciation, Concert Drill.

**Public Speaking II.** One Hour. Both Semesters.

Vocal Culture, Breathing Exercises, Articulation, Concert Drill, Gesture Drill, Position and Movement, Varieties of Simpler Gestures.

**Public Speaking III.** One Hour. Both Semesters.

Vocal Culture, Inflection of Words and Sentences, Pauses and Cadences, Qualities of Voice, Gesture Drill, Combination of Simpler Gestures and Movements.

**Public Speaking IV.** One Hour. Both Semesters.

Voice Culture; Power, Melody, Pitch, Tone, Interpretation; Critical Study of One of Shakespeare's Plays, Recitation; Gesture Drill, Complex Gestures, More Difficult Positions.

## 12. Religion

**First Year.** Two Hours. Both Semesters.

*Text:* Religion Doctrine and Practice, Cassilly. Part One: The Christian Ideal and the Commandments.

**Second Year.** Two Hours.

*Text:* Religion Doctrine and Practice, Cassilly. Part Two: Means of Grace.

**Third Year.** Two Hours.

*Text:* Religion Doctrine and Practice, Cassilly. Part Three: The Apostles' Creed.

**Fourth Year.** Two Hours.

*Text:* The Question Box, Conway.

## 13. Spanish

**First Spanish (Elementary).** One Unit. Five Hours. Both Semesters.

*Text:* De Vitis.

Reading, writing, conversation in Spanish.

*Author:* Por Espana, Walsh.

**Second Spanish (Elementary).** One Unit. Five Hours. Both Semesters.

*Text:* De Vitis.

*Author:* Jose.

## ACADEMIC SCHEDULE

### FIRST SEMESTER

First High	Hrs.	Second High	Hrs.	Third High	Hrs.	Fourth High	Hrs.
Religion I	2	Religion II	2	Religion III	2	Religion IV	2
English I	5	English III	5	English V	5	English VII	5
Latin I	5	Latin II	5	Latin III	5	Latin IV	5
Algebra I	5	Plane Geometry	5	Chemistry	7	Physics	7
Roman History	5	Modern History	5	U. S. History	5	Public Speaking IV	1
Public Speaking I	1	Public Speaking II	1	Public Speaking III	1		

### SECOND SEMESTER

Religion I	2	Religion II	2	Religion III	2	Religion IV	2
English II	5	English IV	5	English VI	5	English VIII	5
Latin I	5	Latin II	5	Latin III	5	Latin IV	5
Algebra I	5	Plane Geometry	5	Chemistry	7	Physics	7
Roman History	5	Modern History	5	Civics	5	Public Speaking IV	1
Public Speaking I	1	Public Speaking II	1	Public Speaking III	1		
ELECTIVES				Economics	5	Economics	5
				French	5	French	5
				Spanish	5	Spanish	5
				Greek	5	Greek	5
				Algebra II	5	Algebra II	5
				Solid Geometry	5	Solid Geometry	5
				Trigonometry	5	Trigonometry	5

N. B.—“Hour” is used in a technical sense for a period of forty-five minutes.

## STUDENT ORGANIZATIONS

*The Sodalties* have as their object, to foster filial love and devotion to the Virgin Mother of God and the practice of manly and sincere piety. There are two Sodalties, the Senior Sodality of the Immaculate Conception, and the Junior Sodality of the Blessed Virgin. Director, Rev. Timothy A. Driscoll, S. J.

*The Apostleship of Prayer* endeavors to promote devotion to the Sacred Heart of Jesus and attachment to the Church and the Holy Father, and to furnish a spiritual motive for earnestness in studies. Director, Rev. Timothy A. Driscoll, S. J., assisted by representative students as promoters.

*The Ozanam Conference of the Society of St. Vincent De Paul* has as its object, to foster that spirit of helpfulness and sacrifice which is characteristic of every true and practical Catholic. Director, Rev. Timothy A. Driscoll, S. J.

*Catholic Students Mission Crusade* has as its aim, to acquaint its members with the Missions of the Catholic Church and to awaken in them actual zeal in helping these Missions. Director, Rev. Timothy A. Driscoll, S. J.

*The Orchestra* furnishes music for public literary exercises. Membership is open to all who have sufficiently mastered any orchestral instrument. Director, Rev. Louis B. Egan, S. J.

*The Dramatic Club* gives the students an opportunity to derive all the benefits that come from appearing before an audience in a well prepared masterpiece of dramatic art. Director, Rev. Louis B. Egan, S. J.

*The Debating Society* aims to promote a taste for public speaking and to afford opportunities for acquiring a thorough working knowledge of parliamentary procedure. Director, Mr. Thomas A. Feeley, S. J.

*The Echo* is the year book edited by the students. Its purpose is to record all the important school and class events of the year. Director, Mr. Thomas A. Feeley, S. J.



*The Student Body* is the corporate organization of students of Seattle College High School for the purpose of self-government and direction permitted it. It is also the athletic organization to promote the participation of the school in sports and games, to secure means of competitive recreation and to develop habits of effort and self-control. No student may represent the school in an athletic competition of any sort who has not a passing mark in his studies. Moderator, Mr. Edward S. Flajole, S. J.; President, Bernard Burke; Vice-President, Garrett O'Keefe; Secretary, Carl Scarp; Treasurer, James Parks; Sergeant-at-Arms, Robert Bellinger.

## LITERARY EXERCISES



## Elocution Contest

Thursday Evening, April 10, 1930



## SENIOR DIVISION

"Poker Jim".....	Daniel English
"Bernardo del Carpio".....	John MacAdam
"The Benediction".....	Joseph Danz
"Lasca".....	Fred Guest
"Mark Antony's Address".....	Herbert Hemmen
"The Deathbed of Benedict Arnold".....	Carl Scarp
"The Baron's Last Banquet".....	Kenneth Quimby

## JUNIOR DIVISION

"At the Tomb of Napoleon".....	Edmund Burke
"Regulus to the Carthaginians".....	James Deady
"The Telltale Heart".....	Newman MacClellan
"Casey at the Bat".....	Lionel Atkinson
"The Toast".....	Philip Hargreaves
"James A. Garfield".....	Joseph Brislaw

*The following gentlemen kindly consented to act as judges:*

MR. JOHN D. CARMODY, LL. M.

MR. CYRIL J. FAIRHURST, A. B.

MR. STANLEY J. PADDEN, LL. M.

The Twenty-Ninth Annual Commencement Exercises  
of Seattle College High School



June 9th, 8 P. M.

1930



RIGHT REVEREND EDWARD J. O'DEA, D. D., *Presiding*

Selection.....High School Orchestra

Salutatory.....G. Herbert Hemmen

Awarding of Honors and Diplomas

Selection.....High School Orchestra

Valedictory.....Bernard Burke

Address to Graduates.....John D. Carmody, LL. M.

Finale.....High School Orchestra

**EXTRAORDINARY PRIZES*****Christian Doctrine Medal***

The Christian Doctrine Medal, the gift of Rt. Rev. Edward J. O'Dea, D. D., for the best paper in Christian Doctrine submitted by the High School Department, is awarded to

HAROLD ERNSDORFF, '30

Deserving special mention:

THOMAS LYONS, '31

***Conduct Medal***

The Conduct Medal, the gift of Rt. Rev. Msgr. Theodore M. Ryan, A. B. '09, for the student who shall be deemed to have excelled in Conduct and Application, is awarded to

BERNARD BURKE, '30

Deserving special mention:

JOSEPH DANZ, '30

***The Latin Medal***

The Latin Medal, the gift of Miss Anna B. Kane, for the best paper in High School Latin, is awarded to

ARTHUR OLMER, '31

Deserving special mention:

RICHARD CARBRAY, '33

***The Loyalty Medal***

The William A. Garrigan, S. J., Memorial Medal, the gift of the class of '25, awarded to the student who shall be deemed to have been the most loyal in all school activities, is awarded to

FRANCIS CARROLL, '30

Deserving special mention:

BERNARD BURKE, '30

*The Senior Elocution Medal*

The Senior Elocution Medal, the gift of Seattle Council, Knights of Columbus, for the best speaker in the Senior Elocution Contest, is awarded to

JOHN MACADAM, '32

Deserving special mention:

FRED GUEST, '31

*The Junior Elocution Medal*

The Junior Elocution Medal, the gift of Mrs. E. C. Burke, for the best speaker in the Junior Elocution Contest, is awarded to

NEWMAN MACCLELLAN, '32

Deserving special mention:

LIONEL ATKINSON, '32

## SEATTLE COLLEGE HIGH SCHOOL

## 1930 Graduates

*Honorary Classical Diplomas*

Joseph Bernard Danz	William Emmett McClain, Jr.
Eugene Alva Healy	Garrett John O'Keefe
George Herbert Hemmen	

*Classical Diplomas*

Robert Herkimer Bellinger	William Matthew O'Donnell
Francis Thomas Carroll	Bernard Joseph Ouellette
Joseph Gerard Claudon	James Edward Parks
Maurice Spencer Dunn	William James Roche
Harold Henry Ernsdorff	Carl Theodore Scarp
Victor Joseph Haus, Jr.	John Joseph Steele
Edmund James O'Callaghan	Ernest Victor Stuckey

*General Diplomas*

Bernard Albert Burke	Francis Xavier McLellan, Jr.
Peter Hobart David	Dallas James Manning
Robert Francis Flajole	Theodel Aloysius Mitchell
Walter Edmund Foley	Herbert Spencer Study
James Edgar Green	Francis Joseph Townsend
Herman Theodore Hansen	John Edward Walsh
Bernard Michael Keenan	

## ROLL OF HONOR

The following have maintained an average of 90% or more throughout the year in conduct and application:

Basel, Raymond	Chavelle, Kenneth	Green, Edgar
Bomer, James	Claudon, Joseph	Healy, Eugene
Booth, Charles	Danz, Joseph	Hemmen, Herbert
Boyle, Charles	David, Peter	Hoeschen, John
Brady, Edward	Deady, James	Hurley, Joseph
Brotherton, Gordon	Dilley, Howard	Ivers, John
Burke, Bernard	Dobler, Joseph	Kinerk, Eugene
Carbray, Richard	Dunn, Maurice	Kelly, Joseph
Carroll, Francis	Flajole, Robert	Landon, Francis
Casey, Leo	Gallant, Francis	Landon, Gregory

ROLL OF HONOR—*Cont'd*

McCaffray, William	O'Keefe, Garrett	Steele, John
McClain, William	Ouelette, Bernard	Stoffel, Edward
Manning, James	Petschl, Francis	Sneeringer, John
Meyer, John	Reilly, Peter	Snyder, John
Miller, Joseph	Robinson, Carl	Steele, Robert
Morry, George	Roche, John	Thiel, Alfred
Olmer, Arthur	Santi, Maurice	Townsend, Francis
O'Donnell, William	Sifferman, Earl	Wall, John



## ACKNOWLEDGMENTS

The President, Faculty and Board of Trustees wish to express and record in the Catalogue their very deep sense of gratitude for the following gifts made to the school during the session of 1929-1930:

To the Seattle College Mothers Club for its active co-operation and interest in all High School activities.

To the Donors of Medals, as set forth elsewhere in this catalogue.

To the following who have made generous donations to the Student Chapel:

Rt. Rev. Msgr. Daniel Hanly, V. G., P. A.	
Mr. and Mrs. James H. Kane	Mrs. E. C. Burke
Mr. John S. Ford	Mrs. C. B. DeMille
Mr. and Mrs. F. J. Flajole	Mr. and Mrs. J. P. English
Mr. and Mrs. W. P. McCaffray	Mr. and Mrs. J. L. O'Callaghan
Miss Anna B. Kane	Mr. and Mrs. J. L. Corrigan
Mrs. John M. Jackson	Mr. and Mrs. F. M. Petschl
Mrs. William Williamson	Mr. and Mrs. B. P. Scholtes
Mrs. F. Lundball	Mrs. J. D. Sinnott
Mrs. G. A. L'Abbe	Mrs. G. A. Purdy
	Miss Clara Dill

To a number of boys of the school for their generous contributions to the High School Chapel and Library.

## STUDENTS 1929-1930

Albrecht, Louis M.	Third B	Corrigan, Cadwell F.	Second A
Albright, Charles M.	Second B	Cote, Leonard L.	Third A
Allen, Fred P.	Second B	Covello, Phillip F.	Second B
Anderson, Robert R.	Third B	Covello, Salvatore J.	Second A
Atkinson, Lionel R.	Second A	Crawley, William J.	Third B
Atkinson, Ynyr J.	Third B	Cummings, Maurice J.	First B
Aucourt, August B.	Fourth		
		Dalton, George B.	First B
Ball, John R.	Third B.	Daly, Donald A.	Third A
Barden, Richard A.	First B	Dambacher, Henry J.	Third B
Barry, William J.	Fourth	Dambacher, Karl R.	First B
Basel, Raymond L.	First A	Danz, Joseph B.	Fourth
Bellinger, Robert H.	Fourth	David, Peter H.	Fourth
Bomer, James J.	Third A	Davis, Alan E.	First A
Booth, Charles J.	First B	Deady, James J.	Second A
Boxer, Campbell H.	First A	Dietz, Henry L.	Second B
Boyle, Charles W.	Third B	Dilley, Howard E.	Third A
Brady, Edward F.	First A	Dobler, Joseph W.	First A
Bradley, William J.	Third B	Drew, Thomas I.	Third A
Brand, Douglas J.	First A	Dunn, Maurice S.	Fourth
Brislawn, Joseph B.	First A		
Brotherton, Edwin W.	First B	Elkins, John E.	First A
Brotherton, Gordon H.	First B	Emerson, Stephen J.	Second B
Burke, Bernard A.	Fourth	English, Daniel J.	Third A
Burke, Edmund C.	Second B	Ernsdorff, Harold H.	Fourth
Burke, Lawrence	Second A		
Burns, Francis A.	Second A	Fackler, George D. Jr.	Third B
Burns, Robert W.	Second A	Flajole, Charles J.	Second B
Burns, Wilbur J.	First B	Flajole, Robert F.	Fourth
Bushnell, Francis E.	Third B	Flynn, Joseph H.	First
		Foley, Leo P.	First
		Foley, Walter E.	Fourth
Cameron, Byron J.	Third B	Gallant, Frank J.	First A
Cannon, William E.	Third B	Geis, John F.	Third A
Carbray, Richard J.	First A	Green, Edgar J.	Fourth
Carroll, Francis T.	Fourth	Guest, Frederick J.	Third B
Casey, Leo M.	Third A		
Chapman, Bert E.	First A		
Chavelle, Kenneth C.	Second B	Hansen, Herman T.	Fourth
Claudon, Francis J.	Second A	Hargreaves, Henry G.	Second A
Claudon, Joseph G.	Fourth	Hargreaves, Philip	First A
Colella, Carl D.	Third B	Haughian, Richard M.	Third B
Collins, Milton C.	Second A	Haus, Victor J.	Fourth
Compton, Kenneth J.	First B	Healy, Eugene A.	Fourth
Conyne, Herbert A.	Third B	Hemmen, Herbert G.	Fourth
Cooke, Bernard J.	First A	Hentschell, Robert J.	Second B



## STUDENTS 1929-1930

Hoeschen, John H.	Third A	Murray, Miles J.	First A
Hurley, Joseph C.	Third A	MacAdam, John J.	Second A
Hyde, Bernard A.	Third A	MacClellan, Newman A.	Second A
Ivers, John P.	Fourth	MacDonald, Russell D.	Third A
Jahn, Wendel F.	Third A	McCaffray, Theodore E.	First A
Johnson, Corvan J.	First B	McCaffray, William P.	Third A
Johnson, Francis J.	Fourth	McCarthy, Charles O.	Second B
Jozwik, Stanley J.	First B	McClain, William M. Jr.	Fourth
Kavanagh, John F.	Second A	McCusker, John S.	First B
Keenan, Bernard M.	Fourth	McCusker, Owen M.	Third B
Kelly, Joseph F.	First A	McDermott, George W.	Third A
Kelly, Leo J.	Second A	McDermott, John A.	First B
Keough, James C.	Second B	McDonald, Donald	Third B
Kiebler, Bernard E.	First B	McKnight, George R.	Second A
Kinerk, Eugene T.	Second A	McLellan, Francis X.	Fourth
Kirch, Karl F.	Second B	Noll, John B.	Fourth
Kleiner, Roy	First A	Nomura, Richard P.	Second A
Knott, LeRoy V.	First B	O'Callaghan, Edmund J.	Fourth
Landon, Francis J.	First A	O'Connell, George H.	Fourth
Landon, Gregory L.	Third A	O'Connor, Thomas J.	First A
Lord, Francis E.	Third A	O'Donnell, Thomas A.	Second A
Loria, Loree N.	Third B	O'Donnell, William M.	Fourth
Lyons, Thomas J.	Third A	O'Keefe, Garrett J.	Fourth
Lucas, Donald A.	First A	Olmer, Arthur J.	Third A
Mahoney, Bernard G.	Fourth	Olseene, John R.	Third B
Manning, James D.	Fourth	Ouellette, Bernard J.	Fourth
Manning, Joseph R. Jr.	Second A	Parks, James E.	Fourth
Martin, John P.	Third A	Petschl, Francis T.	Third A
Marshall, William U.	Third A	Pinasco, Rinaldo L.	Second A
Mendel, Herbert C.	Second B	Poitras, John H.	Second B
Meyer, John M.	First A	Prosperi, Harry J.	Second A
Miller, John F.	Second B	Quimby, Kenneth W.	Third B
Miller, Joseph A.	First A	Ramey, Bert E.	First A
Miller, Thomas	Third B	Rauch, Bernard J.	First A
Mitchell, Theodel A.	Fourth	Redding, John P.	Second A
Morelli, Ermon M.	Second A	Reilly, Peter K.	First A
Morry, George J.	First A	Riley, Laurance E.	Third B
Mosey, Michael J.	Second B	Robinson, Carl R.	Third A
Murphy, Connell J.	First A	Roche, William J.	Fourth
Murphy, John M.	Second B	Rock, William J.	Third B
Murray, Andrew J.	First B	Ronan, Edwin V.	First A

## STUDENTS 1929-1930

Rosaia, August G.	Third B	Steele, Robert F.	Third A
Rosaia, Frederick J.	Fourth	Study, H. Spencer	Fourth
Rothstein, James E.	First B	Stoffel, Edward L.	Third A
Russell, William	Second B	Stuckey, Ernest V.	Fourth
Ryan, Louis P.	First A		
Ryan, William J.	Third B	Taylor, Frank J.	First B
		Telquist, Clarke V.	Second B
Santi, Maurice J.	First A	Theuerkauf, Leslie H.	Second B
Scarp, Carl T.	Fourth	Thiel, Alfred H.	Third A
Sexton, Charles	Third B	Tobin, Robert E.	First A
Sherman, Robert F.	Second A	Townsend, Francis E.	Fourth
Sifferman, Earl W.	Third A	Tremper, Theodore P.	Third B
Sifferman, Raymond F.	First B	Tremper, Stephen H.	First A
Smith, Robert L.	First A		
Smith, Ward W.	Third B	Wade, Edward P.	Second A
Sneeringer, John V.	Third A	Wagstaff, William J.	Second B
Snider, Frederick F.	First B	Wall, John B.	First A
Snyder, John	Third B	Walls, William J.	First B
Stanfill, Robert J.	First B	Walsh, John E.	Fourth
Steele, Alan W.	Second A	White, Robert P.	First A
Steele, John J.	Fourth	Wittman, Philip R.	Second A

## NEEDS OF SEATTLE COLLEGE HIGH SCHOOL

The erection of an auditorium to provide ample space for dramatic productions.

An assembly hall.

Scholarships, annual and permanent.

An endowment fund.

### FORM OF BEQUEST

"I give and bequeath to Seattle College, Seattle Wash., the sum of \_\_\_\_\_ Dollars for the uses and purposes of said institution."

Signed \_\_\_\_\_



### SEATTLE COLLEGE

*Courses leading to B. A. and Ph. B. Degrees in*

PHILOSOPHY

CLASSICS

SCIENCE

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EDUCATION

PUBLIC SPEAKING

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DRAMATICS

*For Information Address the Dean*