Suffolk College of Liberal Arts

Co-Educational

Evening Classes
Begin September 24, 1934

Suffolk Law School Building
20 Derne Street, Boston
Capitol 0555-0556
TRUSTEES
SUFFOLK COLLEGE OF LIBERAL ARTS

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Former United States Attorney, District of Massachusetts

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SUFFOLK COLLEGE OF LIBERAL ARTS—BOSTON

FACULTY
(Incomplete list — other names to be added)

Department of History


ALBERT E. IRVING, A.B. (Tufts); A.M. (Tufts). Instructor in History, Tufts College.

WILFRED F. KELLEY, A.B. (Tufts); A.M. (Tufts); Ed.M. (Harvard). Head Master, South Boston High School.

WILLIAM F. LOONEY, A.B. (Harvard); A.M. (Boston College); Ed.M. (Boston Teachers College). Junior Master, Public Latin School; Lecturer, Teachers College, Boston.

Department of English

FREDERICK H. DOLE, A.B. (Bowdoin); A.M. (Bowdoin). Master, Roxbury Memorial High School.

THOMAS W. SHEEHAN, A.B. (Clark); A.M. (Penn State). Junior Master, Public Latin School; Lecturer, State Teachers College, Fitchburg.

FRANCIS J. O'CONNOR, A.B. (Boston College); A.M. (Boston College). Junior Master, Roxbury Memorial High School.

Department of Science

FRANK L. ALCIERE, A.B. (Tufts); A.M. (Tufts). Junior Master, Roxbury Memorial High School. (Will teach Biology in Suffolk College of Liberal Arts.)

SEBASTIAN B. LITTAUER, Ch.E. (Rensselaer); A.M. (Columbia); Ph.D. (M. I. T.). Boston Trade School; Former Instructor, Hunter College and M. I. T. (Will teach Chemistry in Suffolk College of Liberal Arts.)

Department of Economics and Finance


MARK V. CROCKETT, A.B. (University of Maine); LL.B. (Suffolk). Senior Instructor, Economics, Boston Trade School. Economics.

CHARLES J. FOX, A.B. (Harvard); Graduate Bridgewater State Normal School. Budget Commissioner, City of Boston, 1922-1934; Auditor, City of Boston, 1934-. Municipal Finance.

THOMAS J. FINNEGAN, A.B. (Boston College); LL.B. (Suffolk). Argumentation and Logic.
The Purpose of Suffolk College of Liberal Arts

For some years we have had in contemplation the establishment of an academic department of college grade, similar in purpose to that of the law school itself. Suffolk Law School has long been the champion of equality of opportunity in education for children of the rich and the poor. The Trustees of the school, including the late Wilmot R. Evans, have given active support to the movement to keep open the door of opportunity for ambitious boys in the halls of legal education. It is appropriate, therefore, that this new Evening College of Liberal Arts should arise under their auspices.

With the able co-operation of Dr. Patrick T. Campbell, Superintendent of Schools of Boston, and other leading educators, we have formulated a curriculum of college subjects with which every truly educated man should be familiar. Colleges ordinarily offer a great array of elective subjects, which require a large faculty and a great overhead expense. Tuition in most colleges has doubled and trebled in recent years. By limiting the number of topics it is possible for Suffolk College of Liberal Arts to provide the very best of teachers at a cost within the reach of the wage-earning multitude of young men and women to whom education in the day college is impossible.

Boston was formerly the Mecca for ambitious boys and girls from the country towns of New England. In Boston they might hope to gain both employment and higher education. Suffolk College of Liberal Arts aims to restore the earlier traditions of Boston in this respect by opening its doors to the ambitious and worthy from all parts of New England who might otherwise be denied collegiate training. It hopes also in time to have a placement bureau, so well organized and effective that it may be able to find employment in Greater Boston for boys and girls from the hill towns and backwoods sections of the nation. To all such Suffolk College of Liberal Arts should prove a haven of opportunity.

Why Evening Colleges Are Necessary

One of the most remarkable developments of recent years in the United States is the increase in percentage of children of high school age who are to be found in high schools and schools of similar nature. In a "National Survey of Secondary Education," Monograph No. 1, issued by the Commissioner of Education of the United States in the Summer of 1934, we find the following significant statement:

"Within a period of 30 years the high school enrollment has increased from a little over 10 per cent of the population of high school age to more than 50 per cent of that population. This enrollment is so unusual for a secondary school that it has attracted the attention of Europe, where only 8 to 10 per cent attend secondary schools." (Page VII.)
"The rate of growth is far in excess of that of the general population and has not been equalled at any other educational level. The growth has been especially marked during the last two decades. * * * Of the number in the population of high school age, that is 14 to 17 years of age inclusive: From 1880 to 1930 this percentage mounted from 2.8 to 46.6. With enrollments in private secondary schools added the proportion of the population of high school age represented by the enrollment in the secondary schools, public and private, was well over half of all. This proportion has unquestionably increased strikingly since 1930, but the extent of the increase is not known." "National Survey," etc., p. 48.

An even more striking development is shown in the increased attendance in evening high schools. The figures presented by this official survey disclose that the Federal Office of Education reported a total enrollment in evening secondary schools throughout the country in 1890 of 150,770 pupils. In 1920 the figures had risen to 586,843, but in 1930 it attained the amazing total of 1,038,052, which is about one-fourth of the attendance in the full-time secondary schools of the nation. "National Survey," page 43.

If more than five million young people are to be found annually in our secondary schools, as against a small fraction of that number a generation ago, this means that a very large proportion of the ambitious youth of the nation will be unable to gain admission to the colleges that served the needs of young people a generation ago. The emphasis placed in recent years upon college training as a necessary preliminary to entrance into the professions, or to positions of leadership generally, has intensified an already acute problem. The mounting cost of college education is strikingly set forth by the following tabulation from a recent government bulletin, "The Cost of Going to College," issued by the Department of Interior (Pamphlet No. 52) in the Summer of 1934.

Costs of Going to College in New England

The statistics on the next page explain why an increasing multitude of the worthiest among the youth of New England are unable to secure college training. The cost is prohibitive to young men and women who are obliged to earn their own way. The children of the affluent even have great difficulty (unless they present exceptionally brilliant scholastic records) in gaining admission to New England colleges, in which waiting lists are not uncommon.
(The tuition and expenses at some of the leading colleges of New England)

<table>
<thead>
<tr>
<th>College</th>
<th>Tuition</th>
<th>Fees</th>
<th>Room</th>
<th>Board</th>
<th>Incid.</th>
<th>Min.</th>
<th>Typical</th>
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<tr>
<td>Norwich University (Vt.)</td>
<td>250</td>
<td>46</td>
<td>200</td>
<td>252</td>
<td>100</td>
<td>798</td>
<td>798</td>
</tr>
<tr>
<td>University of Vermont</td>
<td>300</td>
<td>65</td>
<td>125</td>
<td>250</td>
<td>30</td>
<td>745</td>
<td>800</td>
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<tr>
<td>Trinity College (Conn.)</td>
<td>350</td>
<td>...</td>
<td>80</td>
<td>252</td>
<td>...</td>
<td>...</td>
<td>...</td>
</tr>
<tr>
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<td>400</td>
<td>10</td>
<td>100</td>
<td>216</td>
<td>60</td>
<td>850</td>
<td>1,000</td>
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<tr>
<td>Yale University (Conn.)</td>
<td>450</td>
<td>10</td>
<td>75</td>
<td>265</td>
<td>150</td>
<td>1,050</td>
<td>1,300</td>
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<tr>
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<td>90</td>
<td>252</td>
<td>200</td>
<td>962</td>
<td>...</td>
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<td>60</td>
<td>280</td>
<td>150</td>
<td>990</td>
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<td>90</td>
<td>306</td>
<td>150</td>
<td>900</td>
<td>1,300</td>
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<tr>
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<td>240</td>
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<td>500</td>
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<td>1,100</td>
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<td>400</td>
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<td>185</td>
<td>333</td>
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<td>500</td>
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<td>1,000</td>
<td>...</td>
</tr>
<tr>
<td>Wellesley College (Mass.)</td>
<td>400</td>
<td>...</td>
<td>200</td>
<td>400</td>
<td>100</td>
<td>1,100</td>
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<td>325</td>
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<td>175</td>
<td>350</td>
<td>50</td>
<td>935</td>
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<tr>
<td>Boston University (Mass.)</td>
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<td>...</td>
<td>325</td>
<td>25</td>
<td>900</td>
<td>...</td>
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<tr>
<td>Tufts College (Mass.)</td>
<td>300</td>
<td>30</td>
<td>45</td>
<td>250</td>
<td>100</td>
<td>600</td>
<td>800</td>
</tr>
<tr>
<td>Brown University (R. I.)</td>
<td>400</td>
<td>24</td>
<td>90</td>
<td>300</td>
<td>25</td>
<td>800</td>
<td>1,200</td>
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<tr>
<td>M. I. T. (Mass.)</td>
<td>500</td>
<td>...</td>
<td>190</td>
<td>320</td>
<td>70</td>
<td>1,080</td>
<td>1,200</td>
</tr>
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</table>
General Information

Registration
All students beginning the Freshman course in September, 1934, are required to register at the office of the Director before opening day. Application blanks should be filed as early as possible so that the standing of each student may be determined. A $5.00 matriculation fee must accompany application blank.

Length of School Year
The school year comprises thirty-six weeks, extending from September 24th to June 14th.

Tuition
The tuition fee for the entire course is $140 per year or $70 per semester, payable in four quarterly payments on the first, tenth, nineteenth and twenty-seventh weeks.

In cases where students desire to carry a single course the fee is $55 per year; two courses $50 per year per subject.

There will be no reduction in tuition for late registration.

A matriculation fee of $5.00 is payable when filing application for admission. This fee is not refundable.

A $10.00 laboratory fee will be charged in first and second year courses.

Special Scholarships
All members of the first entering class (i.e., those beginning in the school year of 1934-5) who may earn scholastic averages between 75 and 79 in any semester will be entitled to special scholarships amounting to 10% of the next semester's tuition. All those with an average between 80 and 84, 20%; above 85, 25%. Thus the annual tuition may be reduced by amounts ranging from $14 to $40. This offer is made only to the first entering class of the new department. Regular scholarships will be established from time to time to meet the needs of deserving students.

Admission Requirements
Any student having completed fifteen units of high school work or its equivalent will be admitted as a regular student. The diploma of a regular four-year day high school or preparatory school will be accepted as compliance with admission requirements.

Co-educational
Suffolk College of Liberal Arts is open to students of both sexes on equal terms, except that the college reserves the right to limit the number of young women who may enter in any one year. In these days of financial distress the educational ambitions of the girls of a family are even
more likely to suffer than those of boys of the same family. Young
women may therefore find in Suffolk College of Liberal Arts an answer
to an otherwise unsolvable problem.

Five Year Course

Since the purpose of Suffolk College of Liberal Arts is to provide
academic training for young people who are working for a living it has
been found necessary to arrange a five year program of instruction.
Courses are so arranged as to afford a maximum opportunity for home
study in preparation for lectures. Thus in the first year courses English
Composition and Rhetoric is scheduled for 6 to 7:30 P.M. on Mondays
and Fridays; History of Civilization, 7:30 to 9 P.M. on Mondays and
Wednesdays. Biology (or Latin) 6 to 7:30 on Wednesdays, 7:30 to 9
on Fridays. The courses offered in other years will follow a similar
program.

Bachelor of Arts Curriculum

The Trustees of Suffolk Law School will apply to the Massachusetts
Legislature in January, 1933 for an amendment to the school charter,
authorizing the new department to confer academic degrees. In the
meantime with the advice and assistance of Dr. Campbell and the Advi­sory Council we have laid out a complete Bachelor of Arts curriculum
covering five years, with classroom attendance of nine hours a week from
September to June of each year. Twelve fifty-minute periods a week is
the program of the standard day college, thus amounting in four years
to forty-eight college units. Nine hours a week as scheduled in our new
department is equal to ten and four-fifths college periods a week and in
five years will amount to fifty-four college units. Thus Suffolk College
of Liberal Arts is offering six units beyond the average day college.

The five year course at Suffolk College should therefore be distin­guished from that of the Junior College conferring the Associate in Arts
degree, upon completion of a four year evening course, generally consid­ered to be equal to only one-half the standard college course.
SUFFOLK COLLEGE OF LIBERAL ARTS—BOSTON

CHART OF COURSES

_first Year_

English Composition and Rhetoric 3 hrs. 6 credits
History of Civilization 3 hrs. 6 credits
Latin or Biology 3 hrs. 6 credits

Second Year

English Literature 3 hrs. 6 credits
English Constitutional History 3 hrs. 6 credits
Chemistry 3 hrs. 6 credits

Third Year

American Literature 1608-1910 3 hrs. 6 credits
National Government and Political Parties 3 hrs. 6 credits
History of Philosophy (First semester) 3 hrs. 6 credits
General Psychology (Second semester) 3 hrs. 6 credits

Fourth Year

Elizabethan Drama (First semester) 3 hrs. 6 credits
The English Novel (Second semester) 3 hrs. 6 credits
Introduction to Economic Theory 3 hrs. 6 credits
Evolution of Society 3 hrs. 6 credits

Fifth Year

American Biographies and Theme Work (First semester) 3 hrs. 6 credits
Argumentation and Logic (Second semester) 3 hrs. 6 credits
Public Finance (First semester) 3 hrs. 6 credits
Municipal Government (Second semester) 3 hrs. 6 credits
Elementary Accounting 3 hrs. 6 credits
SUFFOLK COLLEGE OF LIBERAL ARTS—BOSTON

Program for 1934-1935

SUBJECT

History of Civilization

Monday 7:30 to 9:00 P.M.
Wednesday 7:30 to 9:00 P.M.

Professor

Mr. Irving

English Composition and Rhetoric

Monday 6:00 to 7:30 P.M.
Friday 6:00 to 7:30 P.M.

Professor

Mr. O'Connor

Latin

Wednesday 6:00 to 7:30 P.M.
Friday 7:30 to 9:00 P.M.

Professor

Mr. Looney

Biology

Wednesday 6:00 to 7:30 P.M.
Friday 7:30 to 9:00 P.M.

Professor

Mr. Alcire

Hours

Monday     Wednesday     Friday

6:00-7:30  English Comp.  Biology or Latin  Eng. Comp.
7:30-9:00  Hist of Civ.  Hist of Civ.  Biology or Latin
SYNOPSIS OF COURSES

First Year

English Composition and Rhetoric

A study of the rhetorical effect of the order and arrangement of words and phrases in sentences, grammatical construction, the mechanics of correct writing; practice in narrative and description and the writing of essays involving independent thought.

Three hours a week throughout year

History of Civilization

This course involves a survey of ancient and medieval history down to 1500 A.D., with a special reading course of books covering the social, economic and cultural phases of representative periods. This will occupy the First Semester. In the Second Semester attention will be devoted to The Renaissance, The Reformation, The French and Industrial Revolutions. Scientific progress and its bearing upon various phases of Twentieth Century life — social, intellectual, political and economic — will be given careful attention.

Three hours a week throughout year

Latin

(For those who have not studied Latin in the high schools)
Elementary Latin for beginners for twenty weeks followed by readings in Caesar's Gallic Wars for balance of college year.

Three hours a week throughout year

or

Biology

The fundamental laws and principles of the structure, functions, development and history of living things. Lectures, recitations and laboratory work. (Laboratory Fee, $10.00.)

Three hours a week throughout year

Second Year

Survey of English Literature

A study of the development of our literary background from the beginning. The course includes a careful analysis of each period, with a sufficient reference to English History. Representative works in each period are studied. It is an introduction to the proper appreciation of the best in English Literature. Themes and book reviews serve to continue student training in English composition.

Three hours a week throughout year
English Constitutional History

The Political history of England from the time of the invasion by Germanic tribes to 1800, including the long struggle between the common people and the ruling classes for supremacy in Government. The development of legal safeguards against the tyranny of rulers or the passions of a popular assembly, resulting in the British Constitution, will be traced with care.

*Three hours a week throughout year* 6 credits

Chemistry

For the student’s general culture, acquainting him with the principles of Chemistry. The lectures accompanied by recitations, examinations and laboratory work. Laboratory Fee, $10.00.

*Three hours a week throughout year* 6 credits

American Literature 1608-1910

This is a study of American life and thought as reflected in the writings of representative authors. Special attention will be given to the works of Edwards, Franklin, Cooper, Poe, Hawthorne, Lowell, Longfellow, Whittier, Emerson, Thoreau, Whitman, Clemens, and later authors. Essays and outside reading required.

*Three hours a week throughout year* 6 credits

National Government and Political Parties of the United States

This course surveys our National Government and our State Governments — their basic theories, formation, structure and powers, as well as the origin and growth of our national political parties. It also offers a description and analysis of the governments of England and European nations.

*Three hours a week throughout year* 6 credits

History of Philosophy

A general survey of the development of philosophy from Plato to recent times, with special attention to the works of representative philosophers in each period.

*Three hours a week, First Semester* 3 credits

General Psychology

A study of the essential facts and principles of human behavior. The inborn tendencies and their functions; the various conscious processes; learning and habit formation; intelligence; individual differences; factors in human personality; a systematic treatment of those mental processes in the individual which determine his social behavior; fields and methods of psychology — applied psychology.

*Three hours a week, Second Semester* 3 credits
Fourth Year

The English Drama

An intensive study of the main trends of dramatic development of the English drama with special emphasis on dramatic theory and technique; of the miracle plays, morality plays, interlude, comedy and tragedy. The dramatic instinct and ancient origin of the drama. Some attention will be given to modern dramatic theory.

_Three hours a week, First Semester_ 3 credits

The English Novel

A study of the English novel in the making; the novel of the 19th Century; types of novels; the historical novel; the masterpieces of prose fiction, studied from the standpoint of literary quality and in relation to certain phases of contemporary English life and thought.

_Three hours a week, Second Semester_ 3 credits

Introduction to Economic Theory

This course is offered as an introduction to economic theory and to provide a working foundation for the discussion of current economic problems involving the processes of production, pricing, distribution, credit, and capital formation in our modern economic structure. A comprehensive study of specialization, private property, competition, markets, corporate forms of business, money and credit, speculation, foreign exchange, and programs of social and economic reform is afforded the student so that he may evaluate the manifold plans for the improvement of the economic structure. Emphasis is primarily upon principles and their application to current economic problems.

_Three hours a week throughout year_ 6 credits

Evolution of Society

Designed to point out the concept of man as a social being, the beginnings and development of our social inheritance, resulting in group cooperation and organization; the main problems encountered by man; his attempts to solve the problems of life; historical attempts, failures and successes; universal laws of society evaluated.

_Three hours a week throughout year_ 6 credits

Fifth Year

American Biographies

This course includes a study of the lives and accomplishments of great Americans, including Franklin, Washington, Jefferson, Marshall, Jackson, Clay, Webster, Taney, Lincoln, Grant, Lee, Theodore Roosevelt, Wilson, Edison and Coolidge. Themes will be required concerning the heredity, environment and opportunity of each.

_Three hours a week throughout year_ 6 credits
Public Finance

A survey of the principles of public finance designed for those interested in a general understanding of the economic and social effects of collecting and spending money to satisfy the increasing demands by the people for a more complete assumption of functions by the government. Emphasis is placed upon the characteristics of the existing tax programs and the principles underlying the expenditures of public funds, the levy and collection of taxes and the use of public credit. General theories and the principles of taxation, incidences of taxation and the newer concepts of taxation are carefully analyzed. Practical problems of federal, state, and local taxation are presented for consideration by the student. Detailed study is given to public revenue, public domain and property, public works, fees, assessments, and licenses.

*Three hours a week, First Semester* 3 credits

Municipal Government

A survey of American city governments especially designed for those interested in the management and administration of municipal affairs, and for those who live in an urban environment. Discussion will center about such problems as municipal elections, local law enforcement, efficient municipal administration, experiments in large cities and the relationship of municipal government to federal, state and county governments. A study of the administrative machinery and its relation to public health, public lighting, public recreation, education, fire and police protection is afforded the student from a variety of angles involving the social and economic as well as the political aspects of the problem. Attention will be focused upon the newer types of municipal organization such as commission plan of government, city manager plans. Problems of financial management of municipalities will be presented to the student for critical discussion.

*Three hours a week, Second Semester* 3 credits

Elementary Accounting

Practical application of fundamentals of accounting. The construction of accounting records emphasized and developed by the use of an accounting set based upon typical business transactions. The value and significance of controlling accounts in the operation of an accounting system thoroughly treated in a practical manner.

*Three times a week, First Semester* 3 credits

Corporation Accounting and Balance Sheet Valuation

Theory of capital stock accounting; development and use of voucher system; manufacturing accounts as affecting Profit and Loss summary. The various groups and items of assets, liabilities and net worth elements are marshalled one by one and the specific valuation and accounting principles applicable to each are presented and thoroughly explained.

*Three times a week, Second Semester* 3 credits
SUFFOLK COLLEGE OF LIBERAL ARTS

CO-EDUCATIONAL

Incorporated with power to confer degrees February, 1935

Second Year
Begins September 23, 1935

COLLEGE OF LIBERAL ARTS BUILDING
59 HANCOCK STREET, BOSTON
CAPitol 0555-0556