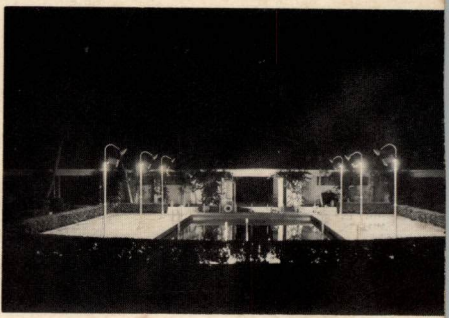
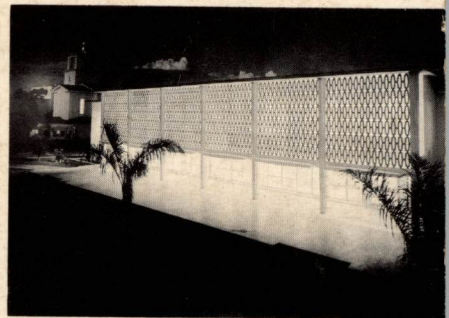
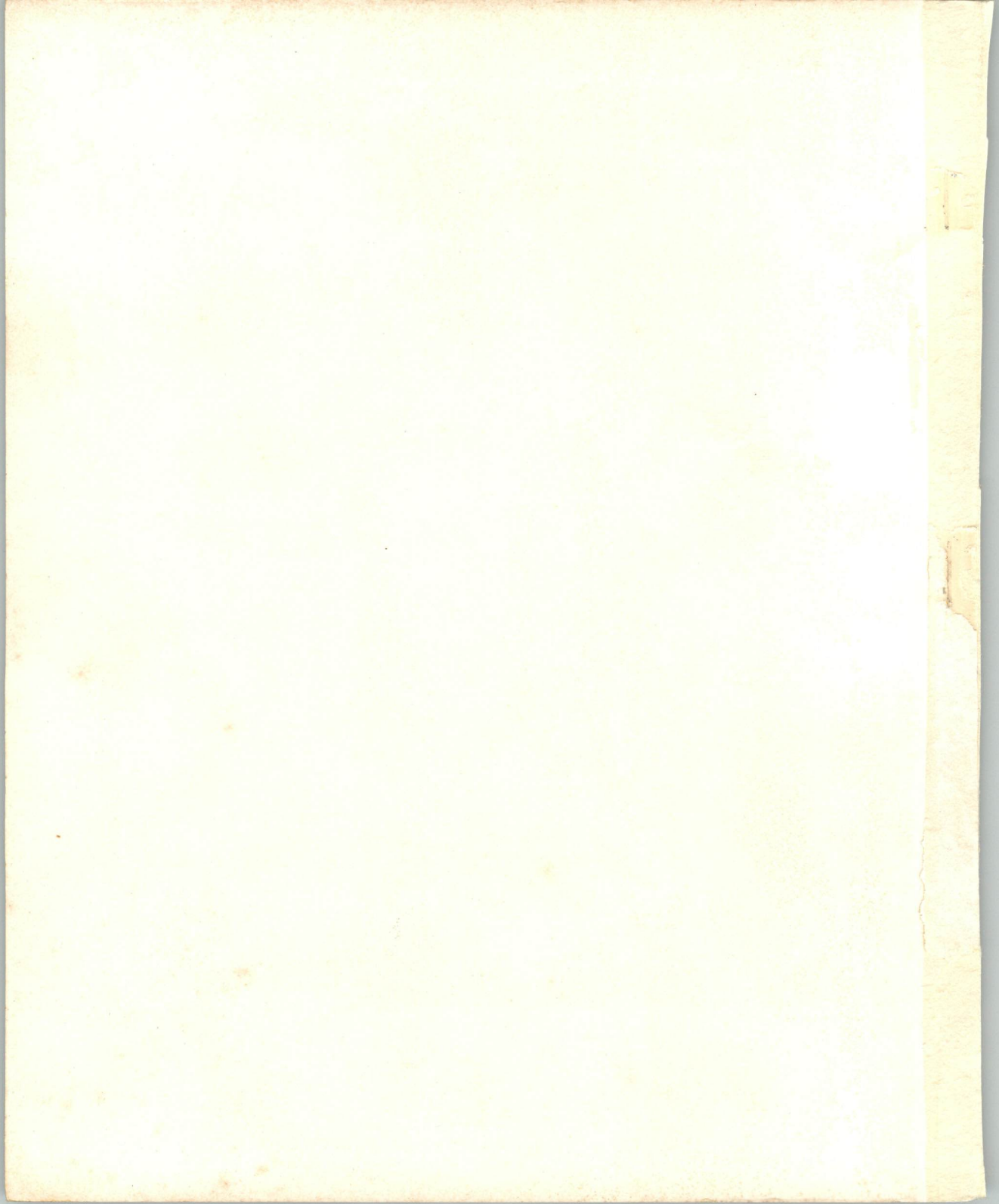


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BARRETT COLLEGE



Bulletin
1963-1965



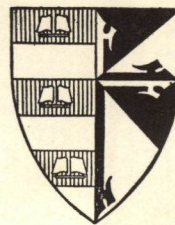
BARRY COLLEGE BULLETIN

MIAMI, FLORIDA

1963-1964 1964-1965

A revision of the
1962-1964 edition

CONDUCTED BY THE SISTERS OF ST. DOMINIC
OF ADRIAN, MICHIGAN





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Accreditation

Barry College is accredited by the Southern Association of Colleges and Schools.

The College is affiliated with the Catholic University of America.

The College holds membership in:

The National Commission on Accrediting

The Association of American Colleges

The American Council on Education

The American Association of Colleges for Teacher Education

The American Library Association

The American Association of Collegiate Registrars

The Conference of Catholic Schools of Nursing

The Florida Association of Colleges and Universities

The National Catholic Educational Association

The College is recognized by the State Department of Education of the State of Florida as a standard teacher training institution, and it is in a position to graduate students eligible for teacher certification in several states.

The Department of Nursing is approved by the Florida State Board of Nursing, and accredited by the National League for Nursing.

DIRECTIONS FOR CORRESPONDENCE
BARRY COLLEGE
MIAMI 61, FLORIDA

THE ACADEMIC DEAN: general academic information;
inquiries on admission, courses of study, student self-
help, residence

THE REGISTRAR: transcripts, inquiries on academic
standing, catalogs

DEAN OF STUDENTS: personal welfare of students

THE TREASURER: all college accounts

Library



The general and special holdings of the Barry College library number over 40,000 volumes and about 300 periodicals. In the summer of 1962 Barry was forced to move its periodical collection, current and bound, to a building apart from the main library in order to house volumes added as a result of a grant from the Kellogg Foundation. A new library is clearly Barry's most immediate need.

Meanwhile, through the interest of administration, faculty, and friends, the collection continues to expand.

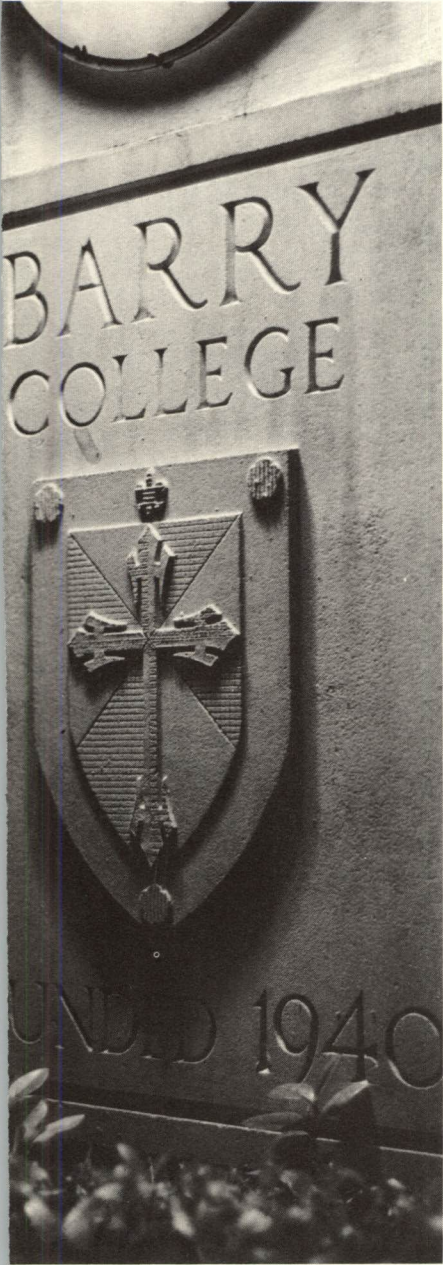
Open shelves in reference and circulation make it possible for faculty and students to use the library resources with ease and enjoyment. Carrels and tables are provided in the circulation areas where readers may work undisturbed by general library traffic.

The library staff consider it of first importance that faculty and students be served and that every provision be made for the fullest use of all library materials. Such facilities as a thermofax duplicator, microfilm and micro-card readers are available to students.

The excellent libraries of the city of Miami and the University of Miami are available to Barry College students.



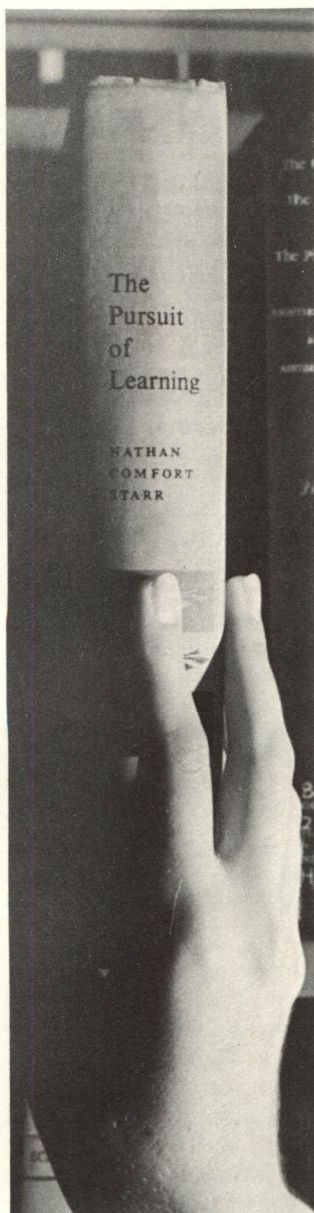
History



Barry College, founded in 1940, is incorporated under the laws of the State of Florida as a college of liberal arts and sciences and is recognized as an institution for the higher education of women. It was through the foresight of the Most Reverend Bishop Patrick Barry, then Bishop of St. Augustine, and his sister, Reverend Mother Mary Gerald Barry, at that time Mother General of the Dominican Sisters of Adrian, Michigan, that a Catholic institution of higher education was planned for Florida. The Bishop was supported in his decision by his younger brother, the Reverend William Barry, pastor of St. Patrick Church, Miami Beach. Father Barry, assisted by Mr. John Thompson, then Mayor of Miami Shores, selected the site, a scrub and palmetto-studded 40 acres in North Miami. Mr. Gerald Barry, of the Chicago firm, Barry and Kay, and a nephew of the founders, designed the buildings, and Sister Mary Gonzaga Greene, O.P. was appointed overseer of the project. Mother Gerald was the College's first president. In June of 1940, Bishop Barry blessed the first buildings: Cor Jesu Chapel (the generous gift of Mrs. Margaret Brady Farrell, a winter resident of Miami Beach), Calaroga dining hall, Angelicus, the classroom-administration unit, and two dormitories, Rosa Mystica, and Maris Stella. When the College opened in September of 1940 it welcomed 47 students. These 47 young women had 14 instructors and a curriculum of 26 courses from which to choose. By 1943 the students numbered 122 and already the College had outgrown its residential facilities but had acquired some 47 extra acres of land. This year became known as the year of the Great Dispersal. Seven houses located within a 2 mile radius of the College were rented.

The following year, the College took over the Gladmor Hotel at 74th and Biscayne. And in 1946 all scattered students were "recalled" to the campus to occupy the new 125 bed dormitory, Stella Matutina.

A science unit and a library wing were erected in 1950. The Fine Arts Quadrangle with music and art studios and lecture rooms, together with a 1000-seat air-conditioned auditorium was dedicated in 1955. The Town and Country Motel, directly opposite the College on Second Avenue, was purchased in 1956 to house approximately 70 students. In December of 1962, Monsignor William Barry dedicated the latest additions to the campus: a college union named Thompson Hall, and two dormitories with a joint capacity of 148 students, Regina Mundi and Regina Caeli.



The College was fully accredited by the Southern Association of Colleges and Schools in 1947.

A nursing program, affiliated with St. Francis Hospital on the Beach, was inaugurated in 1953. The charter class of 19 nurses received their degrees in June 1957. In 1962 the Nursing Department was accredited by The National League for Nursing.

In 1954, at the suggestion of local teachers and school administrators, the College opened a graduate division with courses leading to the Master degree in education and English.

Purpose

Colleges, like people, have identities. Just as an individual person knows himself, and is probably best able to declare his identity, so a college knows best what it is as an educational institution. Barry College knows and expresses its identity when it declares itself to be a *Catholic liberal arts college for women*. There are, then, several elements making up the identity of Barry. It is a Catholic college. It is a liberal arts college. It is a women's college. To know Barry College one must understand what each of these elements contributes to the complete identity.

Barry College is a Catholic college. Its society of students, faculty, personnel and administrators is a Christian community in which the truth that all men are destined to eternal life with God orients and directs the policies and curriculum of the college, as well as its academic and social life. Barry College embodies the centuries-old tradition of the Church for the pursuit of truth, but in the contemporary setting of twentieth century American life. It recognizes that some truths are constant and unchanging, despite the variable circumstances of human life through the centuries; that in addition to these, certain changeable factors enter into the realistic preparation of a student for life in the modern world. The college strives to direct its students to the whole of truth — about themselves, individually and socially, about their professions, about their responsibilities, and about their final end.

Barry College is a liberal arts college. The liberal arts, as their name implies, are the special studies that enable the student to realize her essential *freedom*. They are the studies which inculcate principles of thought and action,

engender cultural refinement, and develop discriminating taste and judgment. They particularly lay the foundation for the broad wisdom in which the principles of all studies are united with philosophical and theological truth. Barry requires a liberal arts core of studies in all programs. Especially through this means the College endeavors to preserve the independence and dignity of the human person in a technological age.

Barry College, in its undergraduate program, is a women's college. It is interested in the unique character of the woman, and in providing the special academic and social medium in which its students may foster the mental and moral convictions, qualities and virtues of Christian women. Barry conceives its goal in higher education as the education of its students to become mature, intelligent, and virtuous women, whose vital influence is so necessary in today's world.

Barry is a Catholic liberal arts college for women. Its ideal and end is the mature Christian woman of wisdom and grace.

Life of the College

The purposes of Barry College bring into being an academic society. Barry's society, or community, is composed of varied members — the administrators and faculty of the college, the students, the alumnae, the business and service personnel. Together, all contributing in their special ways, the community achieves its unique *life*. This life has many facets, designed to insure that, while in the college all engage in the pursuit of truth, there is provision for the other goods that are necessary for the full perfection of individual personality and for social growth.

Attention to the physical life of the Barry College student is immediately evident in the well-designed campus with its royal palm mall leading directly to the chapel and dividing the campus into an academic and a residential area. The integrity and the beauty of the campus, the furnishings, and the equipment emphasize that college student life requires comfort and convenience as well as utility.

PHYSICAL LIFE

HOUSING The dormitories, named Rosa Mystica, Maris Stella, Stella Matutina, Regina Mundi, and Regina Caeli in honor of Mary, house students in single, double, and in a few instances, four-bed, rooms. Lounges, TV rooms, kitchenettes, and laundrettes provide settings for recreation and for the student's personal needs.



Comparable areas for the needs of resident and day students are found in Thompson Hall, the new, completely weather-conditioned union, which also houses the spacious cafeteria and dining room fitted with the most modern equipment for food preparation and service.

HEALTH PROGRAM

Before their entrance to Barry, students are required to have a thorough physical examination and routine immunizations. The program of health services, which begins in this way, is continued through the campus clinic where a qualified nurse is available at scheduled times, and where a campus doctor pays calls upon appointment. An infirmary wing for students with minor illnesses is attached to the clinic quarters. The College offers a group hospitalization insurance plan, and students who do not already have similar protection are requested to take advantage of the college plan.

The general health and welfare of the students is the concern, not only of the campus nurses, but also of the house mothers, and of the individual Sisters assigned to each wing of the dormitories. From them the students receive direction in matters of housekeeping, study arrangements, time budgeting, and such guidance as contributes to pleasant dormitory life for the individual student in her relations with others.

RECREATIONAL ATHLETIC ASSOCIATION

The physical fitness of the Barry student is one of the objectives of the Recreational Athletic Association, a campus organization open to all members of the student body. Available through its program of individual and team sports are bowling, water skiing, tennis, skin diving, horseback riding, basketball, golf, baseball, hiking, and camping. Serv-

ing this organization, as well as the more informal recreational needs of the students, are such campus facilities as the 75 foot Penafort pool, the tennis, basketball, and volleyball courts, archery range and sundecks. These and the Activity Room in Thompson Hall are used also for formal classes in physical education. All students are required to have four credit hours in physical education, a requirement usually completed during the first two years. In place of the regular course offerings in physical education, students may elect, for fulfillment of requirements, special classes in ballet, modern dance, swimming, diving, or life saving. The physical education department arranges intramural team competitions, as well as competitions with neighboring schools, such as the University of Miami, Dade and Broward Junior Colleges.

Olympics Day, a program of intramural sports competition, is an annual feature of the physical education program.

SOCIAL LIFE

College life in all its aspects is social. Classes, consultations, interviews, meetings, cultural programs, and religious exercises are the means through which college life develops. This necessary social life is central in the college scheme, and is the most important kind of social life, one without which there is no college at all. To maintain this requisite social life in a manner consistent with the educational purposes of the students themselves, they must assume responsibility within appropriate spheres of influence.

STUDENT COUNCIL The Student Council coordinates the activities of all campus organizations, and provides for the cooperative handling of student problems by students and faculty. At its head is the Student Body President, elected each spring in a campus wide election from juniors who have achieved a 1.8 grade point average. The Council is made up of the Sodality prefect and Vice-Prefect, the Campus Queen and Social Board, class presidents, vice-presidents of the senior and junior classes, elected representatives from the four classes, and representatives from major campus organizations. The executive board of the Council works in collaboration with the Dean of Students, who is the organization's moderator.

DELTA SIGMA OMEGA Delta Sigma Omega, the day student organization, acts for the particular interests of the day students, to coordinate them with those of the residents, and to maintain lines of communication with resident students, faculty, and adminis-

ALPHA SOCIETY tration. An auxiliary organization which has branched from *DSO* is the Alpha Society, whose members are, for the most part, married students with interests and problems different from those of the younger students.

HOUSE COUNCIL The House Council is concerned with resident students. This organization, composed of two representatives from each dormitory wing and moderated by a faculty member under the Dean of Students, is responsible for the general good order in the dormitories.

These service organizations offer unique opportunities for the cultivation and exercise of social responsibility. But to a degree all campus organizations give students comparable occasions, within more limited spheres, to exercise effective leadership.

Social life in its more popular meaning also has its place at Barry College. Men students from the University of Miami, the new Biscayne Catholic College for Men, Dade and Broward Junior Colleges, and the Embry Riddle Aeronautical Institute are regular guests of the Barry students at campus-sponsored social functions. The Social Board of the Student Council, composed of the Campus Queen, the Social Chairmen of the four classes, and a representative from the athletic association, is the organization whose special purpose is to develop inter-collegiate relations. This group serves all the classes and organizations in inviting guests for campus affairs, social and academic.

SOCIAL FUNCTIONS Informal dances are held in the social hall of Stella Matutina dormitory and on the outdoor dance patio of Thompson Hall. Each year in October the Coronation Ball, a formal dance honoring the Campus Queen, is held in the Florida Garden of the Fine Arts Quadrangle. The Queen holds one of the three major campus offices, to which she is elected by the student body. A requirement for this office is a 1.5 grade point average, a fact which emphasizes the subordination of social life in the popular sense to the first purpose of the college. Another formal ball, sponsored by the junior class in honor of the seniors, is held in May, usually in the ballroom of one of the Miami or Miami Beach hotels.

CLASS DAY A unique feature of on-campus social life is Class Day held by each of the four classes. The group sponsors an informal program culminating with a dinner and an evening entertainment. These affairs provide opportunity for individual and group creative endeavor.

Thompson Hall houses several areas designed for the social needs of the students. The lounge, the adjoining game room and snack bar are favorite gathering places for Barry students and their friends. Smoking is permitted in the game room and snack bar, as well as in designated areas in or adjacent to the dormitories and classrooms.

The system of permissions for off-campus dates is administered through the Dean of Students' office. Students, according to classes, are allowed four or more late permissions monthly, and may take weekends off campus, when the prior permission of parents or guardians has been filed in the Dean's office. There must also be on file an invitation from the home where a student is to be a guest.

CULTURAL LIFE

BARRY CULTURE SERIES

The Barry Culture Series is the College's own program to offer a broad cultural experience in learning and the arts to the students and the community. Annually, this series of eight programs brings to the Barry College auditorium renowned figures from the world of the arts and sciences. In the intimacy of their own surroundings the students have enjoyed such artists and lecturers as lay theologian Dr. Frank Sheed, Metropolitan Opera mezzo soprano Nell Rankin, the Little Singers of Paris, the Janine Charrat Ballet de France, Israeli pianist David bar Illan, rocket scientist Dr. Wernher von Braun, the Canadian Players, the Columbus Boychoir, the New York Pro Musica, duopianists Nelson and Neal, and a host of others.



In addition to these on-campus cultural offerings, many other opportunities are afforded in the Miami area, which is rapidly becoming a cultural center. Within the past two years interested students have had occasion to attend performances of Leonard Bernstein and the New York Philharmonic Orchestra, the country's leading ballet companies, stars of the Metropolitan Opera singing with the Miami Opera Society, as well as Broadway plays and musicals. They have participated in vocal and instrumental competitions sponsored by civic and state musical and dramatic organizations; and are eligible for the auditions of the National Association of Teachers of Singing, and the Metropolitan Opera.

PLAYHOUSE The college theater group, the Playhouse, produces an extensive and diversified program of dramatic events. Two plays, one a musical comedy in the fall and the other a serious drama presented during Lent, are its major productions. Throughout the year, junior and senior drama majors produce plays in traditional, experimental and children's theater; the group stages the annual Christmas oratorio; in the spring, the drama majors present the Senior Recital. Playhouse is frequently called upon by local organizations and television for dramatic presentations. Students have the advantage of three excellent performance areas: The main auditorium, the Little Theatre, and an outdoor stage.

TARA SINGERS Barry's choral ensemble, the Tara Singers, joins the Playhouse and drama department in producing the annual musical comedy and the Christmas oratorio. A special program of the music department, "Opera Excerpts," is presented by vocal majors assisted by local professional singers. Tara Singers annually present a spring concert directed by Dr. Harry Robert Wilson, Chairman of the Music Education Department, Teacher's College, Columbia University. Instrumental and vocal students, as well as members of the music faculty, present studio recitals and public concerts.

ART STUDIO The art department, too, makes its cultural influence felt on the Barry campus. Exhibitions by contemporary artists are scheduled through the year and student exhibitions of work in painting, sculpture, metalcraft, ceramics, and calligraphy are shown regularly. The College points with pride to art objects, executed by senior art majors, beautifying the living quarters on campus.

Association with foreign students is a less tangible but a most salutary source of cultural influence. Situated in Miami,

the College has close ties with the language and heritage of Latin America. Latin American students bring their language and customs into the immediate experience of American students. In addition, the College, in 1962-1963, had students from Italy, Germany, Vietnam, Thailand, the Bahamas, and Jamaica.

ACADEMIC LIFE

HONOR SOCIETIES

The academic life of Barry receives its first impulse in the classroom. The vitality of this impulse is felt in the formation and function of organizations which afford the students opportunity to pursue specialized interests in an interdisciplinary way. Lambda Sigma, the campus honor society, to which students are elected by the Committee on Scholarship and Honors, requires of its members a 2.0 grade point average and demonstrated qualities of leadership and service. This society meets monthly, moderated by the Academic Dean, and annually chooses for discussion a subject of contemporary interest. In recent years the group has studied communism, religion in a pluralistic society, and the ecumenical movement. The Lambda Sigma experience leads in many cases to election at graduation to Kappa Gamma Pi and Delta Epsilon Sigma, national honor societies with chapters at Barry. From its ranks, too, are chosen seniors to be listed in *Who's Who in American Colleges*.

DEAN'S LIST

Each semester through the medium of the Dean's List the College recognizes academic excellence. The list, published at the end of each semester, includes the names of students who have achieved a semester grade point average of 2.3.

BOOK-A-SEMESTER

The Book-A-Semester program, now in its fourth year, aims to involve the entire college community in a campus-wide conversation. Books of varied types have served its purposes: Clinton Rossiter's *The American Presidency*, St. Augustine's *Confessions*, William Golding's *Lord of the Flies*, Dostoyevsky's *Crime and Punishment*, Samuel Johnson's *Rasselas*.

BETA KAPPA KAPPA

Betta Kappa Kappa, an organization whose name symbolizes beauty, knowledge, kinship, is sponsored by the Foreign Language Department. The group draws its membership from the student body at large and attracts those with an interest in a more intensified study of literature with the special view to developing international understanding through literature. In 1961-62 *BKK* studied Russian novels; in 1962-63, they chose French classical drama.

COLLEGE CLUBS Other departmental organizations also offer membership to the student body in general. The Albertus Magnus Science Club, Home Economics Club, St. Helena Sociology Club, and Secretarial Club offer programs of information and service, making it possible for a student to enlarge her interests beyond the confines of a particular discipline. In all instances the clubs sponsor prominent speakers from the Miami community and invite non-member students and faculty. The Nursing Students Association promotes the personal and professional growth of its members and assists in the recruitment of new students for the department.

ASSEMBLY PROGRAMS Similar objectives are attained through the program of bi-monthly student assemblies planned and co-ordinated by the Student Council. Through this medium the student body has heard lectures by such nationally prominent figures as Father John L. Sullivan, National Director of the Extension Mission Volunteers; Dr. Edward Annis, President of the American Medical Association; Bishop John Wright of Pittsburgh; Father John Ford, as well as many prominent local speakers on educational, social, political, medical, and religious issues.

LEADERSHIP CONFERENCE During the second semester of each year the Student Council sponsors a Leadership Development Conference, designed especially for freshmen and aimed at awakening their potentialities for leadership. This conference is the students' own effort to arouse in their ranks an awareness of the college student's special obligation to assume social responsibility. The program regularly includes appearances of prominent leaders from the fields of government, politics, education, social service, religion, and the arts. In 1962-1963, the Conference theme was "The Case for Christian Commitment." Speakers included a distinguished Miami lawyer, a guidance officer from a local public school, two Catholic laywomen interested in social action, and a woman, newly-elected as a Florida state representative.

PUBLICATIONS A number of campus publications serve the students as organs of literary endeavor and personal expression. *Angelicus*, published monthly, is the college newspaper, administered by a student staff. *Orbit*, the literary annual, is compiled by the English department from outstanding student work in research, poetry, and the arts. The English department, too, sponsors yearly the Carrie Blaine Yeiser poetry contest, established by Mrs. Vivian Laramore Rader in memory of her mother. Another opportunity for students

in creative writing is afforded by the College's membership in the Southern Literary Festival Association.

SPIRITUAL LIFE

The spiritual life of any college student is an essential element of the total collegiate experience. At Barry, the chaplain and his assistant, both Dominican Fathers, serve the spiritual needs of faculty, students, and personnel. Daily, Mass is offered at 6:30 and at 12:00 in Cor Jesu chapel, and confessions are heard at the same time. The weekly Holy Hour, Benediction on appointed feasts, and liturgical devotions in the course of the Church year give the students ample opportunity for the communal practice of their religion. The chaplains are regularly available for private counselling of students who seek their help. Each year, between semesters, a three day closed retreat is conducted for the students by a priest especially engaged for this purpose.



COR JESU CHOIR Students assume the roles appropriate to the layman in the liturgical functions centered in Cor Jesu chapel. The Cor Jesu choir leads the student body in the singing of High Masses. Low Masses are regularly Dialogue Masses according to the Dominican rite. Student volunteers serve as sacristans, assuming responsibility for preparation of the altars, and giving the responses at Masses, when necessary. The organist, too, is customarily a student.

SODALITY OF OUR LADY The opportunities for growth in spiritual perfection are supplemented by the activities of several groups whose special objective is the lay apostolate. The Sodality of Our Lady, organized on the plan of *Bis saeculari*, its apostolic constitution, is active in the student milieu. In addition to the activities which promote the personal sanctification of its members and its special apostolic programs, the Sodality serves the campus in many ways. It sponsors observances in honor of Mary during October and May, the Advent wreath ceremony in preparation for Christmas, the dissemination of Catholic literature and, in general, furthers the spiritual welfare of the student body.

CONFRATERNITY OF CHRISTIAN DOCTRINE The Confraternity of Christian Doctrine fulfills two functions: training of lay catechists, and assisting neighboring parishes with catechetical instruction. An apostolate of this group for several years has been the religious instruction of retarded children.

MISSION CLUB The Mission Club has for its apostolate the support of home and foreign missions. Its annual program includes a drive for membership in the Propagation of the Faith, a campaign for direct contributions to home and foreign missions, and drives for books and clothing in response to mission appeals. In 1962 three members of the graduating class joined the Lay Mission Volunteers of the Extension Society, offering one year of their lives to active work in the mission fields of the United States. The three, a teacher, a nurse, and a social worker, are exercising their apostolate in the spiritually deprived areas of the southwestern states.

ORIENTATION To enable students to participate intelligently and enjoyably in the life of Barry College an orientation program is carried on for entering freshmen before opening of classes in September. The program, handled by faculty and upper-classmen, introduces the new student to the social as well as academic life of the college community. There are informal get-togethers with upper-classmen and faculty, campus and town tours, a beach party, dinner in Miami, and open-house for parents and friends especially of the new students.

Academically, a guest speaker conducts a highly concentrated lecture and discussion program involving the freshmen in the consideration of some problem of immediate interest. The theme for the September 1962 program was: *The Young Christian Intellectual: Her Role in Society*. In September 1963 the theme planned is: *The Goal of Education in a "New" World*.

The week closes with a guidance clinic that assists freshmen to understand the scholastic program, what it offers, and in what areas they will probably perform most successfully. The students are now ready for registration which follows immediately.



Admission Requirements

The admission committee of Barry College, in considering a student's application, will study her high school record, including rank in class, College Entrance Examination Board scores, together with recommendations from her high school principal and her pastor or guidance counselor.

SPECIFICALLY YOU MUST PRESENT:

1. evidence of high school graduation.
2. a minimum of 15 units of acceptable high school courses. These should include:

English	3-4
Social Studies	2-3
Mathematics	2-3
Science (laboratory)	1-2
Foreign Language	2-3 in the same language
Electives	2-3

Students entering the Department of Nursing present two units of science; students planning to major in mathematics present $3\frac{1}{2}$ units of mathematics (including algebra, advanced algebra, geometry and trigonometry); students planning to major in chemistry present these same mathematics requirements, plus biology and chemistry.

3. results of the Scholastic Aptitude Test of the CEEB taken during your senior year.
4. recommendation and character references.

PROVISIONAL ADMISSION

May be given to students who are deficient in not more than two of the specified units (exclusive of mathematics), if the student can present 16 high school units. The deficiencies must be made up during the first year of college without college credit.

PROCEDURE FOR ADMISSION

1. Any time after the student has completed her junior year, she may submit her application.
2. After receiving the student's application together with a non-refundable \$10 application fee, the director of admissions will request a transcript of her record and a recommendation from her high school

principal. This request will be sent directly to the school or person indicated. The student should ask her pastor to write a letter of recommendation to the College.

3. The student should arrange with the College Entrance Examination Board to take the Scholastic Aptitude Test in December, January, or March of her senior year. Although the tests are administered in May and August, the results may be too late for September application.

Four to six weeks prior to the date of the tests, candidates from Colorado, Montana, New Mexico, Wyoming, and states farther west should write to P. O. Box 27896, Los Angeles 27, California; all others write to P. O. Box 592, Princeton, New Jersey. Candidates should request that results be forwarded to Director of Admissions, Barry College, Miami 61, Florida.

Completed applications will be considered by the admissions committee early in the months of December, February, April, July, and August. An applicant who wishes to be considered in a certain month should allow four to six weeks for completion of all the above steps.

4. If the applicant is admitted, she must declare her acceptance and enclose the reservation deposit of \$50.00 applicable on her first semester tuition. This deposit is non-refundable.

Barry College subscribes to the Candidates Reply Date Agreement of the College Board.

5. Medical record forms will be supplied by the College to all accepted candidates.

EARLY DECISION PLAN

Barry College will consider a well-qualified student in its Early Decision Plan if she

1. Takes the required College Entrance Examination Board test in March or May of her junior year in high school,

2. Indicates that Barry is the only college to which she is applying at this time,
3. Agrees to pay a non-refundable deposit of \$50.00 within two weeks, if accepted.

Accepted applicants will be notified by November. They will be either accepted, or advised to retake the College Board test and apply under the regular plan.

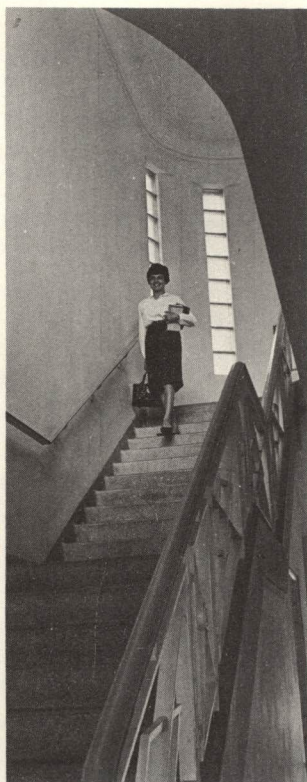
ADMISSION OF TRANSFER STUDENTS

The prospective transfer student should write to the Academic Dean stating reasons for wishing to transfer. An application form will be sent to her to be completed and returned with a \$10.00 application fee. The student will then follow the regular procedure of arranging for college transcripts, character references, and a letter of honorable dismissal from her previous college. Barry reserves the right to evaluate the credits submitted in relation to its own requirements.

The college will accept a maximum of 64 semester hours of credit from an approved junior college. Students who have completed two years of college work may be asked to present scores on the Graduate Record Area Tests of the Educational Testing Service, Princeton, New Jersey. Transfer students who expect to qualify for a bachelor's degree must complete a minimum of thirty semester hours of resident work at Barry College, and must fulfill all degree requirements.

ADMISSION OF FOREIGN STUDENTS

Candidates from other countries are asked to follow the procedures of regular entering freshmen. Latin-American students must have completed the Bachillerato of Arts and/or Sciences in an approved secondary school. Students admitted from foreign countries must have sufficient proficiency in the English language to follow a regular program. Students whose proficiency is not such that they follow the regular program may be admitted as unclassified for one year.



The Barry Program

The subjects in the curriculum are classified in five divisions: the *Division of Theology and Philosophy*, the *Division of Language and Literature*, which includes Latin, French, Spanish, German, English and Journalism; the *Division of the Natural Sciences*: Biology, Chemistry, Physics, Mathematics, General Science, and Geography; the *Division of Social Sciences*: History, Political Science, Sociology, and Economics; the *Division of Fine Arts*: Speech, Drama, Art, and Music; the *Division of Community Service*: Education, Physical Education, Library Science, Home and Family Life, Nursing, and Secretarial Science. The pattern of the curriculum derives from the College's approach to the ultimate ends of education and the nature and destiny of man. Theology is required of every Catholic student and philosophy of all students, not to prepare them as professional theologians or philosophers, but to instruct them in the relation of their education to their temporal and eternal ends.

LIBERAL ARTS REQUIREMENTS

Every Barry undergraduate, moreover, is a student of the liberal arts. Regardless of her field of concentration, the student will, with only minor deviations, take the courses listed here.

THEOLOGY 101-102, 212, 313, 409, 410 (Students who intern take only one quarter of Theology 409, and thus earn only 7 semester hours in upper division theology.) Non-Catholic students are permitted to take two years of Character Education (4 semester hours) in place of theology. Transfer students may have certain theology requirements waived. 7-13 s. h.

PHILOSOPHY 252 (logic), 283 (general psychology), 352 (general ethics), and 3 semester hours elective. 12 s. h.

ENGLISH 101-102, 213-214 (composition and English literature.) 12 s. h.

LANGUAGE A minimum of 12 semester hours for a degree. B.A. students are required to have a minimum of 6 semester hours in Latin, including a translation course. The B.A. candidate may fulfill the language requirements in one of two ways:

1. 12 hours of Latin, or
2. 12 hours of modern language and 6 hours of Latin, including a translation course (total in this case is 18 semester hours of language).

Nursing students only are exempted from a language requirement.

HISTORY All Catholic students take History 237, *History of the Church*. All B.A. candidates take 6 semester hours in history (usually 101-102). Foreign students may be directed to take American History. 6-9 s. h.

SCIENCE OR MATHEMATICS All candidates for degrees must have at least one year of mathematics or science, with the exception of art and music majors (unless they are preparing to teach). Students preparing to teach on any level must have a year of biological or physical science. 6-8 s. h.

PHYSICAL EDUCATION All students are required to take two years of physical education. 4 s. h.

SPEECH 201 Parliamentary Practice. 1 s. h.

These courses form the basis of the liberal arts program upon which the student builds her major and minor sequences.



BACHELOR OF ARTS DEGREE

Freshman Year	Sophomore Year	Junior and Senior Years	
Theology 101, 102	Theology 212	Theology	8
English 101, 102	History 237	Philosophy 332	6
Mathematics or Science	English 213, 214	and elective	6
6-8	Philosophy 252, 283	Major	18
Foreign Language	6	Foreign Language	6
History 101, 102	6	Parliamentary	Electives
Orientation	-	Procedure	1
Physical Education	2	Physical Education	2
Electives	2	Electives	9
	<hr/>		<hr/>
	32-34	34	64

Students who choose art or music as majors or minors in the Bachelor of Arts curriculum are not held to the general requirements in mathematics or science.

BACHELOR OF SCIENCE DEGREE (With a major in science or mathematics)

Freshman Year	Sophomore Year	Junior and Senior Years	
Theology 101, 102	Theology 212	Theology	8
English 101, 102	English 213, 214	Philosophy 332	6
Chemistry	History 237	and elective	6
Mathematics	6-8	Philosophy	6
Biology or other requirement	6	Biology,	Minors
Foreign Language	6	Chemistry or	Electives
Orientation	-	Mathematics	8
Physical Education	2	Parliamentary	1
		Procedure	6
		Foreign Language	2
		Physical Education	2
		Electives	1-5
	<hr/>		<hr/>
	38-40	34-38	64

Seventeen semester hours including credit in physical education are considered a normal load. Occasionally, a faculty adviser may approve 18 semester hours; any more constitutes an overload for which special permission must be requested.

Students who choose elementary education or home and family life as majors in the Bachelor of Science curriculum are not held to the above mathematics and science requirements.

MAJORS

Every student chooses a major, i.e., a field of concentration. This choice may be made tentatively at the end of the freshman year and should be made no later than the end of the sophomore year. A major is a special program of study. It is built upon and integrated into the liberal arts foundation. The number of semester hours required in the major varies, usually from 30 to 36. Having decided upon a major with the direction of her adviser, the student confers with the chairman of the department she has selected. At the beginning of a student's second year, an instructor from that department becomes her adviser.

At Barry, majors leading to the Bachelor of Arts degree are offered in art, English, French, Latin, Spanish, history, sociology, music, speech and drama. Majors leading to the Bachelor of Science degree are offered in biology, chemistry, education, home economics, mathematics, and physical education. The Bachelor of Science degree in Nursing is offered to the student majoring in nursing.

MINORS

All students except those in nursing select, besides a major, at least two minors. A minor is also a field of concentration; it requires from 15 to 18 semester hours and may be selected from any of the major areas as given in the paragraph above as well as from the following: German, library science, philosophy, secretarial science, journalism, psychology, and creative writing. A minor in social studies is offered to nursing students only.

ELECTIVES

An elective is a course not required in the curriculum which the student is following, but which may be necessary to complete the academic requirement of 128 semester hours (exclusive of physical education) for graduation. Electives may be chosen from the fields in which the student is majoring or minoring, or from any of the courses of study which will help provide a balanced education.

**GRADUATION
REQUIREMENTS**

Barry College requires a minimum of 128 semester hours of credit for graduation exclusive of physical education. These must be earned with a grade average of at least C which means that the student will accumulate at least 128 honor points. Semester hours and honor points are explained on page 26.

In the spring of the final year, every senior must pass a comprehensive examination in her major field. In certain departments, English, Education, History, Mathematics, Sociology, Biology, Music, Physical Education, (the decision is left to the Department Chairman), this comprehensive is the Advanced Area Test of the Graduate Record Examinations.

SPECIAL PROGRAMS**NURSING**

Barry College offers a four-year program which leads to a Bachelor of Science in Nursing degree and prepares the student for State Board Examinations. Its aim is to give the advantages of a Catholic liberal arts education and to provide training in the professional skills of a qualified nurse. The academic work is pursued at the College; St. Francis Hospital and other special agencies provide facilities for the clinical experiences. The four-year integrated program extends over four academic years and one summer session.

SECRETARIAL SCIENCE

For students not wishing to fulfill the requirements for a four-year degree, the two-year secretarial science course offers a well-rounded education in preparation for business. Sufficient academic subjects are required to give the student a cultural background for business or home and at the same time prepare her to transfer to the four-year status if desired. The secretarial science may be used effectively as a minor field with such major fields as English, Spanish, French, sociology, education, or mathematics. (See pages 79-80 for course outline.)

Students who decide to go on for a Bachelor's degree after the two-year secretarial course should select some academic field of concentration and follow the directions of a faculty adviser. If, after completion of the two-year secretarial course, a student wishes to teach secretarial science in high school, she may follow a program leading to the bachelor of science degree with a major in education and certification in secretarial science.

VETERAN EDUCATION

The College offers opportunities for those who have been in the service of their country to continue their education after their discharge from the service. The College is approved to accept students under the G. I. Bill of Rights.

The Student's Program

CLASS LOAD

A student has full-time status if she carries 12 semester hours, but the normal class load is 16 to 18 semester hours. This means that a student attends 16 to 18 hours of class each week for approximately 18 weeks and that she earns 16 to 18 units of credit each semester. Within 4 years a student, therefore, earns from 128 to 143 units of credit, the requirement for graduation.

ATTENDANCE POLICY

Classes meet for a 50-minute period. Attendance is required with provision for cuts. A student is allowed the same number of cuts as the class offers units of credit: a 3 semester hour course allows, therefore, 3 cuts in a semester. There is a lowering of grades after the 4th cut and mandatory withdrawal after the 5th. In a 2 semester hours course, grades drop after the 3rd cut and there is mandatory withdrawal after the 4th.

GRADES AND HONOR POINTS

Students are graded by letter: an *A*, for superior work, wins 3 honor points for each semester hour; a *B*, 2 honor points; a *C*, one; and a *D*, none, although a *D* grade is passing. A student earning an *A* in a 3 semester hour course receives therefore 9 honor points; for an *A* in a 2 semester hour course, 6 honor points.

A student who withdraws from a course with a passing grade, receives *WP* (withdrawn passing); one who withdraws failing receives a *WF* (withdrawn failing). An *I* is given for incomplete work; and *X* for absence from examination. Grades *I*, *X* are temporary and automatically become *F*s if not redeemed within 15 days after the final examination.

A student is not free to drop a course without consulting the instructor and the Dean. If a student wishes to drop a course after the mid-semester grades, she is not considered withdrawn but must accept an *F*. If an official withdrawal notice is not filed with the Dean, the grade recorded will be *F*.

ACADEMIC CLASSIFICATION

A student's classification is determined by the number of semester hours she has passed: she is classified as a sophomore when she has 32 semester hours and 32 honor points; a junior, 64 semester hours and 64 honor points; a senior, 96 semester hours and 96 honor points.

EXAMINATIONS

Mid-semester examinations are optional with each instructor. Only *D* or failing grades are recorded at mid-semester. Final examinations are required. Reports are sent to parents or guardians at the end of each semester. At mid-semester, notice is sent only to those parents or guardians whose daughters are doing below average work.

Graduate Record examinations are given at the close of the sophomore and senior years. Results are used as an aid in student guidance, and, for seniors, in some cases as comprehensives.

HONORS

DEAN'S LIST

A grade point average of 2.3 is the scholastic requirement for the Dean's List of honor students. This list is posted each semester.

GRADUATION HONORS

Honors are conferred at graduation upon students who have maintained a high degree of scholastic excellence and have given evidence of leadership by participation in extra-curricular activities during their college course.

In order to be eligible for graduation with distinction a student must have spent at least two years at Barry and have maintained an honor point average of 2.3.

For the distinction *cum laude* an honor point average of 2.3 is required; for *magna cum laude* 2.5; and for *summa cum laude* 2.7.

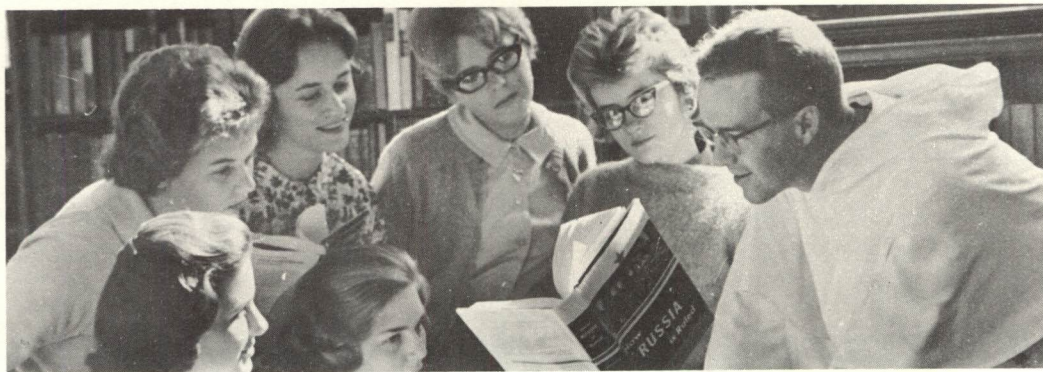
HONOR SOCIETIES

A limited number of students of high scholastic achievement and leadership are nominated each year to Delta Epsilon Sigma and Kappa Gamma Pi, national Catholic honor societies, and to the campus honor society, Lambda Sigma.

Seniors of outstanding leadership and scholarship are recommended each year for inclusion in *Who's Who in American Colleges and Universities*.

GRADUATE OFFERINGS FOR SENIOR STUDENTS

If, at the beginning of the second semester of her senior year, a student of high academic standing is within six semester hours of a bachelor's degree, and has the necessary undergraduate courses, she may, with the approval of the Dean and the Chairman of the Graduate Division, register for six semester hours of graduate work.



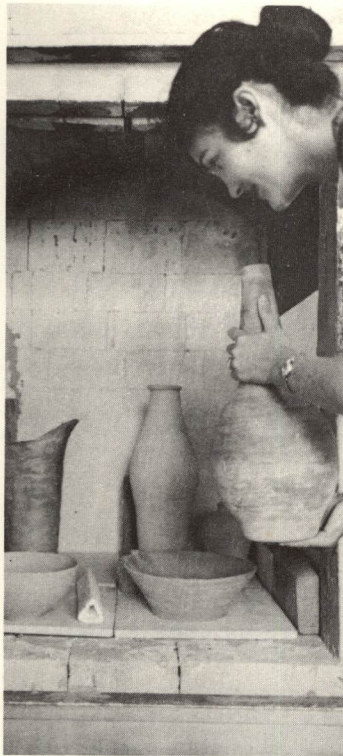
Courses of Study

Art

The major in art may lead to a career as commercial artist, instructor in school art, fashion illustrator, or to professional work in painting, ceramics and graphics.

Basic requirements for all art majors include the introductory courses in lettering, drawing, design, ceramics, graphics, painting, and metalwork plus enrollment in the drawing class each semester. History of World Art — 4 s. h., and a minimum of 15 s. h. workshop concentration chosen from ceramics, graphics, metalwork or painting, and 6 s. h. from the other available workshops, represents the usual program.

Requirements for teaching art in grades 1-12: Thirty semester hours in *art*, which must include 9 semester hours chosen from drawing, painting, graphic art, and sculpture, with credit in two of these areas. Nine semester hours of design in materials such as ceramics, metalwork, textiles, woodwork, plastic, leatherwork, puppetry, etc., with credit in at least four areas. Two semester hours in lettering or commercial art. Four semester hours in history of art or art appreciation.



101
ART APPRECIATION
*105
DESIGN
*131
LETTERING
132-332
CALLIGRAPHY

The elements of art and their application to the creative works of the past and present. 2 s. h.

A study of the principles and elements of design and their practical application. 2 s. h.

Practice in the basic principles of lettering with pen and brush. 2 s. h.

Practice in the historic scripts freely written with pen and brush. 2 s. h.

Prerequisite: *Art 131.*

*Courses so marked are offered yearly.

*151-152, 251-252,
351-352, 451-452
DRAWING

Beginning and advanced work in numerous drawing techniques and media. Includes landscape, life, still life and research drawing. 9 s. h.

*165-265-365-465-466
CERAMICS

Introduction to ceramics; forming in clay by hand and wheel-thrown methods; ceramics as applied in reproduction; the art of compounding clay bodies, slips and glazes. 14 s. h.

168-169
WEAVING

Hand loom weaving, plain and pattern weaving, floor and table looms for students' use, special emphasis on the use of simple materials and new fibers in original designs and textures. Laboratory 4 hours a week. See *Home and Family Life* 168-169. 4 s. h.

*102, 203, 303, 402-403
GRAPHICS

Introduction to printmaking; experience in lettering for reproduction, layout, poster design, packaging, and display techniques; provides experience in various media for production; provides experience in the basic and advanced skills and techniques of silk screen printing; provides advanced study and experience in a selected area of the graphic arts. 14 s. h.

*221, 321-322, 421-422
PAINTING

Introduction to painting, painting in oils, painting in aqua-media, advanced painting. 14 s. h.

*239, 339, 485-486
METALWORK

Introduction to metalwork, techniques in working precious metals, advanced metalwork with emphasis on design and casting of silver and gold. 11 s. h.

*285-286
STAGE CRAFT
AND LIGHTING

Principles of scene design and construction, the use of color and light for theatrical production. See *Speech and Drama* 285-286. 4 s. h.

305
ADVANCED DESIGN

Two and three dimension work in various modern media. 3 s. h.

- 309-310
HISTORY OF WORLD ART
- Survey of arts from ancient civilization to the impressionist period, contemporary trends as influenced by impressionism and the movements which followed in the nineteenth century. 4-6 s. h.
- *375
ART EDUCATION
- Study of aims and procedures in the development of a creative expression from children in the elementary school. 2 s. h.
- *376
ART IN THE
ELEMENTARY SCHOOL
- Practice in creative expression and experimentation in various suitable media. 2 s. h.
- 381
CRAFTS FOR TEACHERS
- Execution of designs in various craft media including leather, felt, metal, raffia, plastic, wood, and puppetry. 3 s. h.
- 440
ENAMELING
- Experimentation with various types of enameling. Prerequisite: *Art 239* or equivalent. 3 s. h.
- 496
CREATIVE ART
CONTRIBUTION
- The planning and execution of a major art problem in partial fulfillment of requirements for graduation. 3 s. h.

Biology

Concentration in the Biological Sciences may prepare a student for a position in an academic or industrial laboratory, for secondary teaching, and for graduate study. It also provides a 4 year program for the prospective medical student and medical technologist.

Recommendations for special courses:

Biology Major: in preparation for positions in academic or industrial research, technical work in drug companies, medical technology, teaching science in secondary schools. *Biology* courses: 112, 116, 221, 251, and a minimum of 18 semester hours in upper division courses. Students planning to teach, add 476.

The required *Chemistry* minor should include *Chemistry* 101-102, 257, 343; *Chemistry* 344 is strongly recommended as an upper division elective.

The pre-medical student may major in *Biology* or *Chemistry*. It is important that the student be acquainted with the requirements of the medical school to which she wishes to apply.

*101-102
GENERAL BIOLOGY

Fundamental principles of plant and animal life, anatomy and physiology of important types, introduction to human physiology. Two hours lecture, one two-hour laboratory weekly. (Equivalent to *Biology* 112, 116). 6 s. h.

112
BOTANY

A general survey of the fundamental principles of the plant kingdom including a study of the physiological processes and cytological relationships. Two hours lecture, four hours laboratory weekly. 4 s. h.

*116
ZOOLOGY

A survey of the animal kingdom which includes basic facts and principles of the anatomy, physiology, embryology, evolution, and heredity of the major groups. Two hours lecture, four hours laboratory weekly. 4 s. h.

*130
HEALTH EDUCATION

The teaching of health and a study of the school health problems. See *Physical Education* 130 or *Education* 130. Fulfills State Teaching Requirement in Area IV for elementary education specialization. 3 s. h.

221
COMPARATIVE ANATOMY
OF VERTEBRATES

Detailed study of structures of vertebrates. Two hours lecture, four hours laboratory weekly. 4 s. h.
Prerequisite: *Biology* 116 or equivalent.

*230
HUMAN ANATOMY

A detailed study of gross human anatomy with laboratory, including dissection of the cat. Two hours lecture, laboratory four hours weekly. 4 s. h.
Prerequisite: *Biology* 116 or equivalent.

- 251
MICROBIOLOGY
- Preparation of culture media and cultures, study of classification and distribution of bacteria, molds, yeasts, viruses, etc. General laboratory technic. Two hours lecture, four hours laboratory weekly. 4 s. h.
- 331
PHYSIOLOGY
- Principles of animal physiology with special application to man. Two hours lecture, four hours laboratory weekly. 4 s. h.
Prerequisite: *Biology* 116 or equivalent.
- 341
GENETICS
- A study of the facts and theories regarding heredity. Three hours lecture, three hours laboratory weekly. 4 s. h.
Prerequisite: *Biology* 112, 116.
- 352
BIOCHEMISTRY
- A study of chemical principles applied to biochemical phenomena; includes the chemistry of carbohydrates, proteins, lipoids, enzymes, and vitamins. Two hours lecture, four hours laboratory weekly. 4 s. h.
Prerequisites: *Biology* 116 or equivalent, *Chemistry* 343 or 152. See *Chemistry* 352.
- 445
MICROTECHNIC
- Training in methods of preparation and the study of organic materials with special emphasis upon the microanatomy of the principal tissues of the animal body. Laboratory and conference, six hours weekly. 3 s. h.
Prerequisites: *Biology* 116, 221.
- 446
PARASITOLOGY
- An introduction to the general principles of parasitology based upon studies of protozoa, helminths, and arthropods. Emphasis upon life histories and host-parasites interactions. Two hours lecture, two hours laboratory weekly. 3 s. h.
- 450
HISTOLOGY
- A microscopic study of the tissues and organs of animals. The relationship of structure and function is stressed. Two hours lecture, four hours laboratory weekly. 4 s. h.

451
EMBRYOLOGY

A study of vertebrate embryology, including mitosis, segmentation, the formation of the germ layers and the organs developing therefrom. Two hours lecture, four hours laboratory weekly. 4 s. h.

Prerequisites: *Biology* 116 and 221.

468
KINESIOLOGY

A study of the origin and structure of muscles; the relationship of their movement when associated with various physical education activities. 2 s. h.

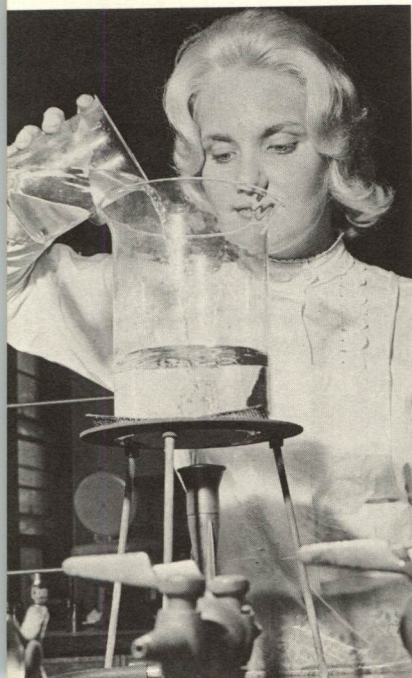
Prerequisite: *Biology* 230. See *Physical Education* 468.

472
HISTORY AND LITERATURE
OF BIOLOGY

A study of the development of biology with attention to the literature. For the *Biology* major. 2 s. h.

476
TEACHING OF SCIENCES
IN HIGH SCHOOL

A study of the problems confronting teachers of sciences in the high school; organization of courses, sources of materials, text books, methods of teaching. See *Chemistry* 476. 2 s. h.



Chemistry

A program of concentration in chemistry prepares the student for a position in an academic or industrial laboratory, or for further work in a professional or graduate school. The department also provides a balanced and adequate training for the secondary school teacher, and contributes to the preparation of students specializing in related fields.

Requirements for major: in *Chemistry*, a minimum of twelve semester hours in the lower biennium (including *Chemistry* 257) and eighteen semester hours in the upper biennium; *Physics* 101-102; *Mathematics* 115-116, 215-216.

The following course sequences are recommended:
1) In preparation for science teaching in the secondary school: *Chemistry* 101-102, 257-258, 343-344, 456-457, 472, 476. 2) In preparation for positions in academic or industrial laboratories, or for graduate study: *Chemistry*: 101-102, 257-258, 343-344, 447-448, 456-457, 472.

Pre-medical students should ascertain the admission requirements of the medical schools to which they intend to apply. Students concentrating in chemistry should fulfill the modern language requirement in German or French.

*101-102
GENERAL
INORGANIC CHEMISTRY

Chemical principles and descriptive inorganic chemistry for the student concentrating in science or mathematics. Two hours lecture, four hours laboratory weekly for two semesters. 8 s. h.

Prerequisite: high school chemistry.

*151
FUNDAMENTALS OF
INORGANIC CHEMISTRY

A study of the fundamental laws and principles of chemistry and of the more important elements and their compounds. Three hours lecture, one two-hour laboratory weekly. 4 s. h.

*152
FUNDAMENTALS OF
ORGANIC CHEMISTRY

A study of the more important aliphatic and aromatic compounds. Three hours lecture, one two-hour laboratory weekly. 4 s. h.

*257-258
ANALYTICAL
INORGANIC CHEMISTRY

A continuation of descriptive inorganic chemistry with emphasis on analytical methods, qualitative and quantitative. Laboratory covering the usual quantitative procedures during the first semester, and selected quantitative and qualitative methods the second semester. Two hours lecture, six hours laboratory weekly for two semesters. 8 s. h.

Prerequisite: *Chemistry* 102.

312
BIOCHEMISTRY OF FOODS

The properties, functions and metabolism, recommended allowances and sources of the organic and inorganic food requirements. Two hours lecture, four hours laboratory weekly. See *Home and Family Life* 312. 4 s. h.

343-344
ORGANIC CHEMISTRY

The chemistry of the carbon compounds, with attention to theory. Two hours lecture, four hours laboratory weekly for two semesters. 8 s. h.

Prerequisite: *Chemistry* 101-102.

352

BIOCHEMISTRY

A study of chemical principles applied to biochemical phenomena; includes the chemistry of carbohydrates, proteins, lipoids, enzymes, and vitamins. Two hours lecture, four hours laboratory weekly. 4 s. h.

Prerequisites: *Biology* 116 or equivalent; *Chemistry* 152 or 343. See *Biology* 352.

447-448

ADVANCED

ORGANIC CHEMISTRY

An introduction to theoretical organic chemistry. Laboratory practice in qualitative organic analysis the first semester and a research type problem in synthesis or kinetics the second semester. Two hours lecture, four hours laboratory weekly for two semesters. 8 s. h.

Prerequisite: *Chemistry* 343; *Physical Chemistry* concurrently.

456-457

PHYSICAL CHEMISTRY

A systematic study of chemical principles from the quantitative viewpoint; thermodynamics, chemical kinetics, structure of matter, electrochemistry. Three hours lecture, one three-hour laboratory weekly for two semesters. 8 s. h.

Prerequisites: *Physics* 101-102; *Chemistry* 102; *Mathematics* 216.

472

INTRODUCTION TO THE
CHEMICAL LITERATURE

Library problems requiring the use of periodicals, reference works and abstracts; readings tracing the historical development of chemistry. 2 s. h.

Prerequisite: *Chemistry* 343.

476

TEACHING OF SCIENCES
IN HIGH SCHOOL

A study of the problems confronting teachers of sciences in the high school; organization of courses, sources of materials, textbooks, methods of teaching. See *Biology* 476. 2 s. h.

Economics

Economics encourages the student to realize that man, in the pursuit of the satisfaction of his human wants, utilizes the scarce means provided by nature and that the use of those materials must relate itself to a higher objective.

*101
PRINCIPLES OF
ECONOMICS

Basic explanation of the economic point of view, the fundamental problems of any economic system, a survey of production, corporations and labor organizations, and principles of distribution and exchange, together with a study of the principles of money; selected Papal Encyclicals. 3 s. h.

*102
PROBLEMS OF
ECONOMICS

An explanation of underlying economic problems and institutions, basic price, allocation and distribution analysis; problems of consumption of goods, supply and demand; a study of income determination and tax problems; a brief survey of international economic relations; selected Papal Encyclicals. 3 s. h.

Education

Based on a strong liberal arts foundation, courses in education provide methods, professional observational experiences, content in special areas, all of which culminate in the teaching internship in the public schools during the senior year.

While the courses listed are designed for those who wish to qualify for elementary and secondary teaching in Florida, the offerings are adequate to meet the needs of teachers in many other states. Out-of-state certificates may be obtained on the basis of the work done. Graduate courses are offered leading to the M.A. and M.S. degrees, affording sequences for state certification in Elementary and Secondary Administration and Supervision, Guidance and Counseling, Elementary Teaching, Secondary Teaching in English or History.

Students who plan to teach in the elementary schools of Florida must obtain credit in the following courses: *Education* 130, 252, 262, 318, 322, 343, 353, 366, 441, 462, 499; *English* 320; *Geography* 101 or 102; *General Science* 101; *Mathematics* 206; *Music* 376, 377; *Art* 375, 376; *History* 210 or 211.

In the secondary schools of Florida: *Education* 252, 318, 353, 442, 463 and 499; 476 in major field.

- *130
HEALTH EDUCATION
- The teaching of health and a study of school health problems. See *Biology 130* or *Physical Education 130*. 3 s. h.
- *131-132
CHARACTER EDUCATION
- A course intended to encourage the student to study her own personality and to take means to develop the virtues necessary to a strong well-balanced character. 2 s. h.
- *233-234
CHARACTER EDUCATION
AND
CHRISTIAN MORALITY
- A course presenting the basic principles of Christian morality and encouraging the study of character in the light of these principles. 2 s. h.
- *252
INTRODUCTION TO
EDUCATION
- An analysis of the structure and operation of the American school systems, emphasizing sociological, historical, legal, and ethical aspects; a consideration of the interrelationships of child, parent and teacher with the school. 3 s. h.
- *262
TEACHING ARITHMETIC
- The manner of presenting the subject matter of arithmetic in the elementary school with special emphasis on the place of meaning and drill; evaluation of recent experimental studies and standardized tests and textbooks. 2 s. h.
Prerequisite: *Mathematics 206*.
- 265
INTRODUCTION TO
KINDERGARTEN
EDUCATION
- A survey of the growth and development patterns of pre-school children and the activities needed for proper expression. 3 s. h.
- *318
EDUCATIONAL
PSYCHOLOGY
- An application of psychology to the field of education, innate and acquired forms of behavior control, motivation of learning, transfer of training, individual differences in intelligence and achievement, evaluation and measurement. 3 s. h.
Prerequisite: *Psychology 283*.

- *322
METHODS OF
TEACHING READING
- *343
TEACHING PHYSICAL
EDUCATION IN THE
ELEMENTARY SCHOOL
- *353
PHILOSOPHY
AND HISTORY
OF EDUCATION
- *366
TEACHING
SOCIAL STUDIES
IN THE
ELEMENTARY SCHOOL
- 435
THE TEACHING OF
LANGUAGE ARTS
- 462
PRINCIPLES AND
GENERAL METHODS OF
TEACHING IN THE
ELEMENTARY SCHOOL
- 463
PRINCIPLES AND
GENERAL METHODS OF
TEACHING IN THE
SECONDARY SCHOOL
- Methods and materials of instruction of reading at the elementary level. Analysis of learning and teaching problems, and study of concrete materials and classroom procedures. Consideration of research and theory in relation to current practice. 3 s. h.
- Rhythmical games and exercises suited to the elementary school child; techniques of directing children on the playground, in the gymnasium, in the classroom; practical experience in the various phases of the physical education program in grades one through six. See *Physical Education* 343. 3 s. h.
- A survey of the historical bases of education and a study of the thought underlying modern practices in education, with an attempt to formulate a philosophy toward teaching based upon Thomistic principles. 3 s. h.
- A study of methods and materials for teaching history, geography, and civics in the elementary school with special emphasis on appropriate textbooks and visual aids. 2 s. h.
- A presentation of the fundamental techniques and approved materials for developing self-expression, accuracy in oral and written English; reading skills requisite for an appreciation of literature. 3 s. h.
- General and specific principles which underlie approaches to teaching and learning processes in the elementary school with emphasis upon problems arising from the needs of the elementary school child. 3 s. h.
- General and specific principles which underlie approaches to teaching and learning processes in the secondary school with emphasis upon problems arising from adolescents' needs. 3 s. h.

- 471
KINDERGARTEN
CURRICULUM
- An analysis of the purpose and specific objectives of the kindergarten and of the curricular program required to accomplish them. 3 s. h.
- 472
KINDERGARTEN
ACTIVITIES
- Projects and activities suited to the implementing of the kindergarten program, observation of children, demonstration of course activities. 3 s. h.
- *476
METHODS OF
TEACHING SUBJECTS
IN HIGH SCHOOL
- See specific departments. 2 s. h.
- 497
SUPERVISION FOR
DIRECTING TEACHERS
- A seminar analysis of principles and problems encountered in the directing of elementary or secondary interns. 3 s. h.
- *499
DIRECTED TEACHING
INTERNSHIP
- A program of observation and teaching in the public schools under the constant guidance of specialized teachers, elementary or secondary. 8 s. h.
- FOR ADVANCED
UNDERGRADUATES AND GRADUATES
- 420 or 520
TESTS AND
MEASUREMENTS
- Principles and procedures of group and individual testing: evaluation, scoring and interpretation of results; special analysis and demonstration of individual and group intelligence testing. 3 s. h.
- 421 or 521
EDUCATIONAL
STATISTICS
- An application of statistical methods to data from psychology, education, and social studies. 3 s. h.
- *441 or 541
ELEMENTARY SCHOOL
CURRICULUM
- Discussion of the principles and problems in elementary school curriculum; practical experiences for the student in developing criteria for valid practices and curriculum change. 3 s. h.

- *442 or 542
SECONDARY SCHOOL
CURRICULUM
Survey of current trends in modern secondary school curriculum; practical experiences for the student in developing criteria for valid practices and curriculum change. 3 s. h.
- 449 or 549
PSYCHOLOGY
OF ADOLESCENCE
Study of learning and personality theory of the adolescent period; emphasis given to problems arising out of physical development, sensory changes, mental growth and emotional maturing. 3 s. h.
- 455 or 555
EVALUATION OF
CURRENT CURRICULUMS
An intensive study of curriculums currently in use and an evaluation of their suitability. 3 s. h.
- 467 or 567
IMPROVEMENT OF
READING INSTRUCTION
A presentation of the methods and material for teaching reading; a survey and critical evaluation of recent trends. 3 s. h.
- 482 or 582
CHILD PSYCHOLOGY
An approach to the study of the whole child; learning and personality theory at various stages of growth and development up to adolescence. 3 s. h.
- 484 or 584
DIAGNOSTIC AND
REMEDIAL READING
Methods of diagnosing and discovering reading problems, techniques of remediation. 3 s. h.
- 485 or 585
PRINCIPLES
OF GUIDANCE
A survey of the various techniques used by teachers and guidance specialists, with special reference to a philosophy of guidance. 3 s. h.
- 491 or 591
GROUP PROCEDURES
IN GUIDANCE
Procedures for helping students understand the forces at work in a group which influence the behavior of its members. Topics treated include social structure, emotional factors, leadership, and the development of groups. 3 s. h.
- 495 or 595
PROBLEMS IN
CURRICULUM
CONSTRUCTION
An evaluation of current curriculum developments and a study of problems involved in their construction. 3 s. h.

GRADUATES ONLY

*601
EDUCATIONAL RESEARCH

Reading and interpretation of research literature, study of research methods, planning of research studies. 3 s. h.

*625
ADVANCED
EDUCATIONAL
PSYCHOLOGY

Psychological foundations; a review of modern theories of psychology in education and their implications in present-day learning situations. 3 s. h.

*626
PHILOSOPHY OF
SCHOOL AND SOCIETY

The philosophy underlying the interrelations of school and community and the formulation of a workable school philosophy based on accepted standards. 3 s. h.

641
MODERN SCIENCE
FOR THE
ELEMENTARY TEACHER

Modern concepts in the biological and physical sciences, interpreted for the elementary school teacher and related to the science curriculum of the elementary school. 3 s. h.

642
MODERN MATHEMATICS
FOR THE
ELEMENTARY TEACHER

The study of essential topics related to the teaching of modern mathematics in the elementary school; investigation of current mathematical curricula; current and associated methods. 3 s. h.

651
TECHNIQUES OF
STUDENT ANALYSIS

Techniques and materials for discovering characteristics of individuals; development of competencies in recording, analyzing, synthesizing, and interpreting test data as related to guidance and counseling with groups and individuals. 3 s. h.

Prerequisite: *Education* 485-585.

652
COUNSELING
PROCEDURES

An investigation and analysis of typical student problems; study and practice of the interview in obtaining information and effecting change of attitude. 3 s. h.

Prerequisite: *Education* 485-585.

653
OCCUPATIONAL
INFORMATION

Nature, sources and functions of information related to occupational opportunities; assisting individuals to formulate comprehensive plans for occupations. 3 s. h.

- 654
ADMINISTRATION OF
GUIDANCE SERVICES
Organization of guidance facilities and personnel; discovering, collecting, filing, interpreting, and using occupational information in counseling; follow-up studies to measure effectiveness of services. 3 s. h.
- 671
SCHOOL ORGANIZATION
AND ADMINISTRATION
Fundamental facts and procedures of school administration, analysis of the policies and problems in the organization and direction of school systems, functions of the various school officers. 3 s. h.
- 672
ELEMENTARY SCHOOL
ADMINISTRATION
Duties and responsibilities of elementary school principals; organization and administration of the individual school; buildings, supplies, and equipment; school law, certification of teachers. 3 s. h.
- 673
SECONDARY SCHOOL
ADMINISTRATION
Duties and responsibilities of secondary principals, course scheduling, equipment and supplies, school law, teacher certification, accreditation. 3 s. h.
- 690
SCHOOL SUPERVISION
General principles and practices used for improving instruction through school supervision. 3 s. h.
- 692
ELEMENTARY SCHOOL
SUPERVISION
The principal as a supervisor, work of the visiting supervisor, study of programs of supervision for the elementary school, improvement of instruction in the school program. 3 s. h.
- 693
SECONDARY SCHOOL
SUPERVISION
Improvement of instruction in secondary schools through emphasis on remedial programs, adapting teaching to individual differences, supervisory functions of principals and visiting supervisors. 3 s. h.
- 696
SEMINAR IN
ELEMENTARY
ADMINISTRATION
AND SUPERVISION
Investigation of problems of elementary school administration and supervision. 3 s. h.

697
SEMINAR IN
SECONDARY
ADMINISTRATION
AND SUPERVISION

Investigation of problems of secondary school administration and supervision. 3 s. h.

698
SEMINAR IN
COUNSELING

Depth investigation of problems in counseling; supervised experience in counseling techniques. 3 s. h.
Prerequisite: *Education 652.*

699
MASTER'S THESIS

6 s. h.

English

Literature courses aim to develop a student's power to read intelligently and critically for personal growth and development. An English major may direct her preparation toward teaching, research, creative writing, newspaper and public relations work.

Requirements for major: English 101-102, 213-214; a minimum of eighteen hours of upper division English which must include courses 325 or 326, and 407. Students planning to teach, add 310, 460 or 461, 476, and Speech 101.

*101-102
FRESHMAN
COMPOSITION

An approach to research and writing through reading and discussing the great works of literature. Required of all freshmen. 6 s. h.

103-104
ENGLISH FOR
FOREIGN STUDENTS

Required for foreign students deficient in the fundamentals of the English language. Language laboratory required. 2 s. h.

*203
COMPOSITION
FOR BUSINESS

Effective practice in business communication media with special emphasis on business letters. 2 s. h.

*213-214
ENGLISH LITERATURE

Historical survey of the literature of England from the beginnings to the twentieth century. Required of all sophomores. 6 s. h.

- *310
ENGLISH LANGUAGE,
GRAMMAR AND
COMPOSITION
A concise history of the English language, a complete course in English grammar and in the basic principles of English composition and usage. 2 s. h.
- *320
CHILDREN'S LITERATURE
A survey of literature suited to the needs and tastes of children. See *Library Science* 320. 3 s. h.
- 322
LITERATURE OF THE
SEVENTEENTH CENTURY
Reading and critical discussion of the non-dramatic literature of the century, with special emphasis on Donne, Milton, and Dryden. 3 s. h.
- 323
LITERATURE OF THE
EIGHTEENTH CENTURY
Reading and critical discussion of the non-dramatic literature of the century, with special emphasis on Pope and Johnson. 3 s. h.
- *325-326
AMERICAN LITERATURE
A survey of American letters from colonial beginnings to the present. 6 s. h.
- 427
INTRODUCTION TO THE
AMERICAN NOVEL
From Charles Brockden Brown to Howells. 2 s. h.
- 432
LITERATURE OF THE
NINETEENTH CENTURY
Readings in prose and poetry from Macaulay through Hardy. 3 s. h.
- 439
DEVELOPMENT OF THE
DRAMATIC FORM
The theatre of the western world from the Greeks to Shakespeare. See *Speech* 439. 2 s. h.
- 451
INTRODUCTION TO
MIEVEAL LITERATURE
A critical study of the literary types current in medieval England, special emphasis on Chaucer. 3 s. h.
- 476
TEACHING OF ENGLISH
IN HIGH SCHOOL
Problems confronting teachers of English in the secondary school, organization of courses, standard of criticism, sources of materials, textbooks, methods of teaching. 2 s. h.

487
HONORS COURSE

A directed reading course. Open only to seniors by special permission. 3 s. h.

FOR ADVANCED
UNDERGRADUATES AND GRADUATES

402 or 502
INTRODUCTION TO
LITERARY THEORY

An approach to the philosophy of literature and of literary study. 3 s. h.

407 or 507
SHAKESPEARE

A study of selected Shakespearean plays in relation to the Elizabethan period. See *Speech* 407. 3 s. h.

428 or 528
INTRODUCTION TO THE
ENGLISH NOVEL

Selected representative novels from the 18th and 19th centuries. 2 s. h.

460 or 560
CONTEMPORARY PROSE

A critical study of selected prose writings with reference to contemporary culture and literary trends. 2 s. h.

461 or 561
CONTEMPORARY POETRY

An analysis and appreciation of the works of representative twentieth century poets. 2 s. h.

470 or 570
HISTORY OF
LITERARY CRITICISM

Critical theory from Aristotle to the present day. 3 s. h.

GRADUATES ONLY

601
BIBLIOGRAPHY AND
METHODS OF RESEARCH
FOR GRADUATE
ENGLISH STUDIES

Selection, evaluation, and interpretation of reference materials related to research in English literature; bibliographic problems; preparation for thesis writing. Required for major students. 2 s. h.

603
HISTORY OF THE
ENGLISH LANGUAGE

The formation and growth of the language, with special attention to sources, structure, and idiom. 2 s. h.

- 605
OLD ENGLISH GRAMMAR
AND READINGS
The elements of Old English grammar with readings from prose and poetry. 2 s. h.
- 620
CHAUCER
The Canterbury Tales, Troilus and Cresside and certain minor works in relation to social, political and religious backgrounds. 2 s. h.
- 621
RENAISSANCE STUDIES
Special emphasis on Spenser. 2 s. h.
- 622
THE AGE OF MILTON
The Metaphysicals, Milton, Dryden. 2 s. h.
- 623
ENGLISH CLASSICISM
Special reference to Pope, Swift, Johnson. 2 s. h.
- 632
NINETEENTH CENTURY
STUDIES
Research in special problems in the literature between 1798 and 1885. 2 s. h.
- 670
SEMINAR
A literary form or movement. 3 s. h.
- 699
MASTER'S THESIS
6 s. h.
- CREATIVE WRITING PROGRAM
English majors not electing Creative Writing as a minor may not use more than 5 s. h. toward their major requirements.
- 205
THE SHORT STORY
AND THE ARTICLE
An introductory course with lectures on technique and criticism of work in progress. 2 s. h.
- 206
INTRODUCTION TO THE
WRITING OF POETRY
The study and writing of basic poetic forms. 2 s. h.

- 305
THE NOVEL
Advanced work in the novel and long short story.
2 s. h.
- 306
ADVANCED WORK
IN THE
WRITING OF POETRY
Writing of more complex poetic forms. Criticism of
work in progress. 2 s. h.
- 372
INTRODUCTION TO
PLAYWRITING
Script writing for stage, radio, and television. Open to
sophomores and juniors with permission of instructor.
See *Speech* 372. 2 s. h.
- *405-406
CREATIVE WRITING
WORKSHOP
Directed writing and criticism of work in progress.
4 s. h.

French

Students completing the four-year requirements may be prepared for positions in the export-import firms, in foreign sales and travel agencies, in international news service, in diplomatic and consular service, in interpreting and translating, in research, in foreign language teaching. Graduate study is recommended for proficiency in any of these vocational or professional areas.

Requirements for major: French 203-204, 213-214 and a minimum of eighteen hours of upper division French, which must include courses 331, 345, 346, 451. Students planning to teach, add courses 401, 450, 476.

- *101-102
ELEMENTARY FRENCH
Phonology, with emphasis on accuracy and fluency in speaking and writing from the characteristics of the sound system; conversation, dictation, connected prose, cultural dialogues with progressive grammatical explanations. Language laboratory hours required. 6 s. h.
- *203-204
INTERMEDIATE FRENCH
Intensive review of the French sound system and grammatical patterns; recognition and active handling of aural comprehension and oral production as well as reading and writing; cultural readings in French

- literature and civilization. Language laboratory hours required. 6 s. h.
- *213-214
SURVEY OF
FRENCH LITERATURE
- From the beginning to modern times, with attention to the characteristics and genres of the various periods. 6 s. h.
- 331
FRENCH CLASSICISM
- Formation of the classical ideal in drama and the arts; the perfection of dramatic form and the seventeenth century portrait of man; selected works of Descartes, Pascal, La Bruyere, Boileau, Corneille, Moliere, Racine, and La Fontaine. 3 s. h.
- 345
FRENCH LYRICS
- The nineteenth century romantic movement and the subsequent literary schools of Parnassianism and Symbolism as exemplified in selected works of French poets from Lamartine to Rimbaud. 3 s. h.
- 346
FRENCH NOVEL
- Representative novels; a critical evaluation of the schools of Romanticism, Realism, and Naturalism. 3 s. h.
- 401
FRENCH PHONETICS,
DICTION AND
CONVERSATION
- Phonetic theory with exercises in phonetic script, intonation, and rhythm of prose and poetry; conversation. 3 s. h.
- 450
FRENCH CULTURE
AND CIVILIZATION
- A survey of the history and geography of France; an appreciation of the arts, letters, science, political and social institutions. 3 s. h.
- 451
ADVANCED PROSE
COMPOSITION AND
CONVERSATION
- A systematic review of the grammatical principles and idioms of the French language, practice and skill in writing French, aural-oral diction and fluency in the spoken idiom. 3 s. h.
- 460
CONTEMPORARY
FRENCH LITERATURE
- Main currents of thought and literary development in contemporary authors. 3 s. h.

476
TEACHING OF FRENCH
IN HIGH SCHOOL

Traditional and modern methods of teaching comprehension and language skills; organization of units of work and lesson plans; analysis of modern texts, tests, and materials. Use of language laboratory. 2 s. h.

487
HONORS COURSE

A directed reading course. Open only to seniors by special permission. 3 s. h.

General Science

*101
GENERAL SCIENCE
FOR TEACHERS

The principles underlying the physical sciences with consideration of teaching methods in the elementary school. 3 s. h.

Geography

101
ELEMENTS OF
GEOGRAPHY

A study of the earth with reference to its physical features. Designed especially for those preparing to teach in the elementary school. 3 s. h.

*102
CONSERVATION OF
NATURAL RESOURCES

A course designed to give the student a knowledge of the chief natural resources of the United States, special reference to Florida's resources. 3 s. h.

German

The curriculum in German provides a sequence in grammar, translation and literature. The program is geared to the needs of students who study the language for purposes of later research.

*101-102
ELEMENTARY GERMAN

Phonology, with emphasis on accuracy and fluency in speaking and writing from the characteristics of the sound system; conversation, dictation, connected prose, cultural dialogues and progressive grammatical explanations. Language laboratory hours required. 6 s. h.

*203-204
INTERMEDIATE
GERMAN

Intensive review of the German sound system and grammatical patterns, recognition and active handling of aural comprehension and oral production as well as

reading and writing, cultural readings in German literature and civilization. Language laboratory hours required. 6 s. h.

213-214
SURVEY OF
GERMAN LITERATURE

A study of the principal movements in German literature, typical works of each period from the beginning to modern times. 6 s. h.

History

The department of history prepares students for teaching on secondary level; it equips them for positions in government; it furnishes the basic requirements for those interested in foreign service; it introduces them to the field of historical research.

Requirements for major: History 101-102, 210-211 or equivalent, 237, and a minimum of 18 semester hours in upper division courses. Students planning to teach, add 476.

Recommended minors: Political Science, Philosophy, Language.

Credit in each of the following areas is required for social studies certification in Florida: sociology (3 s. h.), economics (3 s. h.), geography (6 s. h.), and political science (6 s. h. including 101).

*101-102
SURVEY OF WESTERN
CIVILIZATION

A survey course in the development of civilization beginning with its unfolding in the Near East, with particular emphasis on those influences and events of the past which have contributed to the shaping of our present civilization. These events, presented in panoramic fashion, are considered in the light of political, social, economic, intellectual, and religious aspects. 6 s. h.

*210-211
HISTORY OF THE
UNITED STATES

A survey covering the period 1789-1919, encompassing the political, economic, social, cultural, and religious aspects of American development. 6 s. h.

- *237
HISTORY OF THE
CHURCH
- The Jewish and Graeco-Roman world, persecutions and heresies, the Church in the Middle Ages and during the Renaissance, religious revolt, Council of Trent, Age of Enlightenment, French Revolution and Napoleonic Era, the Church in modern times. 3 s. h.
- 303
AMERICAN FOREIGN
RELATIONS
- Republican principles and ideals, declaration of President Monroe, relations with China and Japan, diplomacy of the Civil War, expansions in Caribbean and Pacific, intervention in Europe, failure of neutrality, international relations since World War II. See *Political Science* 303. 3 s. h.
- 321-322
UNITED STATES
CONSTITUTIONAL HISTORY
- The origins and growth of the Constitution in the early years of the republic; the crisis of the Civil War, the Reconstruction Era, and their effects on the interpretation of the American system; the Constitution in the twentieth century. 6 s. h.
- 333
RENAISSANCE AND
RELIGIOUS REVOLT
- An intensive survey of the political, commercial, scientific, cultural, and religious developments in western Europe from the fourteenth to the seventeenth century. 3 s. h.
Prerequisite: *History* 101-102.
- 334
FRENCH REVOLUTION
AND NAPOLEONIC ERA
- Analysis of the old regime, influential writers, religious quarrel, foreign wars, French ideas and reforms, nationalistic reaction in Spain and Prussia. 3 s. h.
Prerequisite: *History* 101-102.
- 431
ENGLISH HISTORY
to 1603
- Early invasions of England, Anglo-Saxon times, Norman England, feudalism, development of constitution, the Tudors. 3 s. h.
Prerequisite: *History* 101-102.
- 432
ENGLISH HISTORY
SINCE 1603
- The Stuarts; evolution of English government; eighteenth, nineteenth, and twentieth century England. 3 s. h.
Prerequisite: *History* 101-102.

476
TEACHING OF
SOCIAL STUDIES
IN HIGH SCHOOL

Problems confronting teachers of social studies in the high school; organization of courses, sources of materials, textbooks, methods of teaching. 2 s. h.

483-484
HISTORY OF
LATIN AMERICA

Latin American history from the era of discovery to the present, including a study of the independence movements and the establishment of the republics of South America. 6 s. h.

FOR ADVANCED
UNDERGRADUATES AND GRADUATES

442 or 542
AMERICAN COLONIAL
HISTORY

The colonial period in American history emphasizing the origins of and contributing factors to the development of the nation from the sixteenth to the eighteenth century. 3 s. h.

443 or 543
THE UNITED STATES IN
THE TWENTIETH CENTURY

The United States a world power, participation in World Wars I and II, contemporary problems. 3 s. h.

447 or 547
THE SOUTH IN
AMERICAN HISTORY

A survey of colonial and revolutionary periods; social, political, and economic changes through the War of 1812; westward movement; sectionalism; ante-bellum society; Civil War and Reconstruction; the New South; twentieth century history of the South. 3 s. h.

463 or 563
NINETEENTH CENTURY
EUROPE

Age of Metternich; the French Empire under Napoleon III; creation of Italy and Germany as national states; political, economic and social changes of the century; Age of Imperialism. 3 s. h.

Prerequisite: *History* 101-102.

464 or 564
CONTEMPORARY
WORLD HISTORY

World War I: causes, leaders, events, results, peace treaty; interlude, 1919-1939; development of totalitarian states; Axis aggression and European unrest; World War II. 3 s. h.

Prerequisite: *History* 101-102.

675
SEMINAR IN
EUROPEAN HISTORY

GRADUATES ONLY

Offered in summer session for master's degree in secondary teaching. Topic to be announced. 3 s. h.

685
SEMINAR IN
AMERICAN HISTORY

Offered in summer session for master's degree in secondary teaching. Topic to be announced. 3 s. h.

Home and Family Life

The Home and Family Life Department provides opportunities for the student to develop a mature understanding of the problems of family living. A major in Home Economics has the advantage of combining preparation for home-making and a wage-earning profession in a wide variety of fields such as teaching, dietetics, merchandising and retailing, social welfare, foods and textile research, business, journalism, home furnishings, radio and television, extension work and demonstration.

Requirements for specific fields:

Dietetics—*Home and Family Life* 101-102, 123-124, 323-324, 326, 337, 339, 462, 482; *Biology* 116, 230, 251; *Chemistry* 151, 152, 312; *Education* 318, 463; six semester hours in *Sociology* and/or *Economics*.

Teaching in Florida—Fourteen semester hours from the following: *Home and Family Life* 328 or 374, 445, 447, 457, 476, 482; *Sociology* 446. Twelve semester hours from the following: *Home and Family Life* 101-102, 123-124, 326, 337. Ten semester hours from the following: *Home and Family Life* 113-114, 314, 453.

General Home Economics—with emphasis on foods: *Home and Family Life* 101-102, 123-124, 326, 328, 337, and a minimum of 7 semester hours from upper division courses. With emphasis on clothing and merchandising: *Home and Family Life* 113-114, 168-169, 314, 328, 374, 453, 457, 484, and a minimum of 6 semester hours from upper division courses. With emphasis on home furnishing: *Home and Family Life*

113-114, 124, 168-169, 201-202, 314, 328, 457, and a minimum of 7 semester hours from upper division courses.

FOODS AND NUTRITION

*101-102
PRINCIPLES OF
COOKERY

General principles of cookery; selection, preparation, cost, and methods of cookery. One hour lecture, four hours laboratory weekly. 6 s. h.

*123-124
MEAL MANAGEMENT
AND TABLE SERVICE

Planning menus for the family; budgeting food costs on the high, moderate, and low income levels; study of equipment used in formal and informal service. Field trips to local supermarkets for comparison and study of prices, to glass works, china and silver departments in large department stores. 4 s. h.

*203
NUTRITION
AND FOODS

Fundamental principles of nutrition, food selection and preparation. See *Nursing* 203. 2 s. h.

312
BIOCHEMISTRY
OF FOODS

The properties, functions and metabolism, recommended allowances and sources of the organic and inorganic food requirements. Two hours lecture, four hours laboratory weekly. See *Chemistry* 312. 4 s. h.

323
DIETETICS

Dietary requirements of various individuals, planning diets for people at different levels of income and for those having special nutritional difficulties. 3 s. h.

326
NUTRITION

Qualitative and quantitative aspects of the science of nutrition, and the application of these principles to all phases of man's life. 3 s. h.

337
QUANTITY COOKERY

Application of the principles of cookery to large-quantity cooking, planning, buying, preparing and serving meals for college dining room; some consideration of the management problems of like institutions. One hour lecture, four hours laboratory weekly. 3 s. h.

339
DIET THERAPY

A study of the various dietetic requirements with special emphasis on the adaptation of the normal diet to impaired digestive and metabolic processes. Thirty hours laboratory in an approved hospital. 4 s. h.

438
EXPERIMENTAL
COOKERY

A course in experimental cookery with special emphasis on colloids; skill in methods of conserving nutrients and in combining foods is stressed. Two hours lecture, two hours laboratory weekly. 3 s. h.

CLOTHING AND MERCHANDISING

*113-114
CLOTHING

Fundamental problems of clothing construction, including the use of commercial patterns, general sewing equipment and the selection of suitable textiles and design. Students provide materials. One hour lecture, four hours laboratory weekly. 6 s. h.

168-169
WEAVING

Hand-loom weaving, plain and pattern weaving, floor and table looms for students' use, special emphasis on the use of simple materials and new fibers in original designs and textures. Four hours laboratory weekly. See *Art* 168-169. 4 s. h.

314
TEXTILE ANALYSIS

A chemical and physical analysis of textile fibers with a view to understanding the problems of production, marketing, and consumption. One hour lecture, four hours laboratory weekly. 3 s. h.

Prerequisite: *Home and Family Life* 113-114.

453
TAILORING

Emphasis is placed on the selection and construction of the complex garment. Students provide materials. One hour lecture, four hours laboratory weekly. 3 s. h.

454
DRESS DESIGN

The basic principles underlying the form, design, and construction of patterns for all types of figures and garments. One hour lecture, four hours laboratory weekly. 3 s. h.

Prerequisite: *Home and Family Life* 113-114.

- 455
HISTORY OF COSTUME
Analysis of the important periods in costume from the Egyptian period to the present time. See *Speech and Drama* 455. 2 s. h.
- 456
STAGE COSTUMING
The application of historic costuming to the designing and construction of costumes for plays and pageants. 2 s. h.
Prerequisite: *Home and Family Life* 113-114.
- 484
FASHION
MERCHANDISING
Principles and procedures used in selecting ready-to-wear clothing in retail stores; fashion-coordinating and buying techniques. Two hours lecture, four hours laboratory weekly in a local department store. 4 s. h.
- HOME AND HOME FURNISHING
- 201
HISTORY OF FURNITURE
Development of furniture styles from antiquity to contemporary times. 2 s. h.
- 202
ART IN DAILY LIVING
An appreciation of art in the home. This course applies the principles of design as found in clothing, textiles, and home furnishings. Special emphasis is given the selection of furnishings which are beautiful as well as functional. 2 s. h.
- 328
CONSUMER EDUCATION
A study of the trends in production, distribution and consumption, with special emphasis on purchasing for individual and family needs; extensive study of present practice in buying goods and services. 2 s. h.
- 374
HOUSEHOLD ECONOMICS
Personal and family expenditures and standards of living, budgeting, and social consumption; emphasis on housing, clothing, food, and personal advancement. Life insurance and annuities, personal banking, installment buying, business principles, and social values in competent use of income. 2 s. h.
- 445
PRINCIPLES OF
HOME MANAGEMENT
Problems of the home, its functions and resources in relation to good family living and society. 2 s. h.

- 446
THE FAMILY
- The nature of the family as a social institution; a consideration of the family in ancient times; the contemporary family as a result of social change; current research involving courtship, marriage problems, and family behavior. See *Sociology* 446. 3 s. h.
- 447
LABORATORY IN
HOME MANAGEMENT
- Eight-week residence in campus apartment; time and work scheduling, budgeting and household accounting; food purchasing and preparation; hospitality; care of supplies and equipment. 2 s. h.
Prerequisite: *Home and Family Life* 445.
- 457
HOME FURNISHING
- Application of principles of art to home design and furnishings, quality and cost of home furnishings, survey of historic styles and domestic architecture and furniture. 3 s. h.
- 462
INSTITUTIONAL
ORGANIZATION AND
MANAGEMENT
- Organization and management procedures in food service institutions with emphasis on current problems of management such as sanitation, cost control, personnel, and equipment selection and arrangement. 3 s. h.
- 476
HOME ECONOMICS
EDUCATION
- The technique of teaching home economics. 2 s. h.
- 482
HUMAN GROWTH
AND DEVELOPMENT
- An approach to the study of the whole individual through his mental, physiological, and psychological aspects at various stages of growth and development 3 s. h.
- ## Journalism
- Practical experience is given in layout, in copy editing, in reporting, in feature writing and in critical writing.*
- *107
INTRODUCTION TO
JOURNALISM
- The problems, techniques, and media of modern journalism, with emphasis on the opportunities for serving the cause of truth through today's newspaper and related communication. 2 s. h.

- *108
NEWS WRITING
A study of news and news values, practical exercises in gathering and writing news for the campus newspaper. 2 s. h.
- 243
NEWS REPORTING
The art of interviewing essential to reporting; practical exercises in interpretive reporting and writing for the campus newspaper. 3 s. h.
- 244
COPYREADING
AND EDITING
Techniques of editing, with practical exercises in copy-reading, headline writing, typography, advertising, photography, and layout. One hour lecture, four hours laboratory weekly. 3 s. h.
- 341
HISTORY OF
JOURNALISM
Growth and development of the press, with particular attention to American journalism. 2 s. h.
- 342
FEATURE WRITING
Study of feature stories in newspapers and magazines; preparation of at least three articles for publication. 3 s. h.
- 444
CRITICAL WRITING
AND REVIEWING
Principles and practice in the writing of literary, artistic, and dramatic criticism and reviews. 3 s. h.
- 469
SUPERVISED
PUBLICATIONS WORK
Actual experience in directed publication projects in conjunction with local newspapers. Open only to students with a journalism minor, by special permission. 3 s. h.

Latin

Students completing the four-year requirements in Latin are certified for teaching in secondary schools. The Bachelor of Arts in this area leads to graduate studies in comparative literature, linguistics, research, and college teaching.



Requirements for major: Latin 213, 216 and a minimum of eighteen hours of upper division Latin, which must include courses 304, 308, 416, and 450. Students planning to teach add Latin 476.

*101-102
ELEMENTARY LATIN

Fundamentals of Latin pronunciation, forms, and syntax; selected readings and prose composition. 6 s. h.

*201
SURVEY OF
LATIN SYNTAX

A comprehensive review of Latin grammar and syntax. Practice in saying, hearing, writing, and understanding the Latin in patterns and in thought sequence. Designed to prepare students for the translation course required for the Bachelor of Arts degree. 3 s. h.

(Recommended for students with two years of high school Latin.)

213
LATIN ESSAY

Cicero's *De Amicitia* and *De Senectute*: an appreciation of their literary beauty and ethical content. 3 s. h.

214
ROMAN MYTHOLOGY

Selections from Ovid's *Metamorphoses*: a study of transformations from the creation of the earth out of chaos to the deification of Julius Caesar. 3 s. h.

- 216
ROMAN EPIC
Selections from Virgil's *Aeneid*; emphasis on Books VI and VII; comparison with Homer's *Iliad* and *Odyssey*. 3 s. h.
- 303
ROMAN EPISTOLOGY
A study of the contemporary account of historical, philosophical, social, and domestic events from the letters of Cicero, Seneca, and Pliny. 3 s. h.
- 304
ROMAN DRAMA
Selected plays of Plautus, Terence, and Seneca; chief characteristics of Graeco-Roman drama. 3 s. h.
- 308
ROMAN LYRICAL
POETRY
Critical study of selected readings from Virgil's *Eclogues*, Horace's *Odes*, and Catullus' *Lyrics*. 3 s. h.
- 309
HISTORY OF
LATIN LITERATURE
A study of the masterpieces of Roman literature through the medium of English translations. 3 s. h.
- 412
ROMAN SATIRE
Excerpts from Horace, Juvenal, Persius, and Martial; influence of Latin satire on English neoclassical literature. 3 s. h.
- 416
ROMAN HISTORIOGRAPHY
Readings from Books XXI and XXII of Livy and from the *Annales* of Tacitus, historians of the Republic and the Empire. 3 s. h.
- 450
ADVANCED
PROSE COMPOSITION
Systematic review of grammatical principles and idiom of the Latin language, practice and skill in writing artistic Latin. 3 s. h.
- 476
TEACHING OF LATIN
IN HIGH SCHOOL
A study of the traditional and functional methods of teaching comprehension and language skills; organization of courses, sources of materials, textbooks, methods of teaching. 2 s. h.
- 487
HONORS COURSE
Independent work under supervision. Open only to seniors by special permission. 2 s. h.

Library Science

Courses in library science teach the use of the library and its materials as an aid in personal and professional growth, and prepare for certification of school librarians.

Certification in library and audio-visual service, according to Plan I, may be added to a regular Florida graduate certificate by taking the following courses and *Education* 467 or 484.

303
CLASSIFICATION
AND CATALOGING

Organization of library collections; the principles and fundamentals of classification; the Dewey decimal classification, and the principles of cataloging. Includes laboratory work. 3 s. h.

304
REFERENCE MATERIALS

The library as an information center; the evaluation of reference materials, general tools, materials in subject fields, and the use of the general collection for reference; methods of teaching the use of these materials. 3 s. h.

320
CHILDREN'S LITERATURE

A survey of literature suited to the needs and tastes of children. See *English* 320. 3 s. h.

321
BOOKS AND
RELATED MATERIALS
FOR CHILDREN

Materials and their uses for pre-school and elementary school children with emphasis on the reading of many books, and the examination of all types of printed and audio-visual materials. The use of the library for both curricular and leisure needs; building and maintaining the library collection; methods of guidance in the use of materials. 3 s. h.

322
BOOKS AND
RELATED MATERIALS
FOR YOUNG PEOPLE

Materials and their uses for children and young people from preadolescence through high school age, with emphasis on the reading of many books, and the examination of all types of printed and audio-visual materials. The use of the library for both curricular

427-428
ADMINISTRATION AND
ORGANIZATION OF
SCHOOL LIBRARIES
AND MATERIALS

and leisure needs; building and maintaining the library collection; methods of guidance in the use of materials. 3 s. h.

461
ORGANIZATION AND USE
OF AUDIO-VISUAL
MATERIALS

Selection and use of audio-visual aids; community resources; training for effective organization and distribution of learning materials appropriate to various age levels. 3 s. h.

499
SCHOOL LIBRARY
PRACTICE

Library practice in elementary and high school libraries is designed to give the prospective school librarian experience in many aspects of school library service, including organization of materials and their use with teachers and pupils. 3 s. h.



Mathematics

The objectives of the mathematics department are: to promote habits of precise expression and independent thinking; to provide understanding of mathematical principles and facility with mathematical skills; and to prepare students for related fields of science, teaching mathematics, advanced study, and mathematical professions in industry.

Requirements for all majors: Courses 115-116, 215-216, 309, 311, 314, 326, 411, 413, 472. Students planning to teach add 476.

Recommended minors: Science, Philosophy, Education, Secretarial Science.

Courses 103, 104 and 204 are offered during the summer session.

Courses 206 and 476 may not be counted toward fulfillment of requirements in the mathematics or science fields.

103
COLLEGE ALGEBRA

Sets; functions, operations, and relations; real number system; equations and inequalities; introduction to analytic geometry. *Summer Session*. 4 s. h.

Prerequisite: 2 units of *Algebra* and *Plane Geometry*.

104
TRIGONOMETRY

Trigonometric functions; their graphs and applications; identities and equations; exponential and logarithmic functions, parametric equations; polar coordinates. *Summer Session*. 3 s. h.

Prerequisite: as for *Mathematics* 103.

*111-112
GENERAL MATHEMATICS

Sets, algebra, trigonometry, geometry, elementary probability and statistics. *Not for Mathematics or Chemistry Majors*. 6 s. h.

Prerequisite: as for *Mathematics* 103.

*115-116
ANALYTIC GEOMETRY
AND CALCULUS

Plane analytic geometry, differentiation, integration, applications. 8 s. h.

Prerequisites: $3\frac{1}{2}$ units of college preparatory mathematics, or 3 units of college preparatory mathematics and approval of department.

204
ANALYTIC GEOMETRY

Coordinate systems, conic sections, transformations, polar and parametric equations, introduction to coordinate geometry of space. *Summer Session*. 3 s. h.

Prerequisite: *Mathematics* 103 and 104.

*206
FUNDAMENTAL
MATHEMATICS

Fundamental arithmetic, variation, functional relationships, algebraic methods, informal geometry, elementary statistics. An overall view of the basic subject matter of mathematics. 3 s. h.

*215-216
INTERMEDIATE CALCULUS

Solid analytic geometry, partial differentiation, multiple integrals, infinite series, complex numbers and functions. 6 s. h.

Prerequisite: *Mathematics* 115-116.

- 309
THEORY OF NUMBERS
- Properties of numbers, divisibility, Euclid's algorithm, congruence and residue classes, Diophantine equations, quadratic residues. 3 s. h.
- Prerequisite: 2 years of college mathematics including *Mathematics* 216 or its equivalent.
- 311
MODERN ALGEBRA
- Logic; numbers and number systems; groups, rings and fields; polynomials and polynomial equations; matrices and determinants. 3 s. h.
- Prerequisite: as for *Mathematics* 309.
- 314
DIFFERENTIAL EQUATIONS
- First and second order differential equations, linear equations of higher order, applications. 3 s. h.
- Prerequisite: *Mathematics* 216.
- 326
MODERN GEOMETRY
- Elementary theory in foundations of geometry; basic theory in the fields of Euclidean, projective and non-Euclidean geometry; introduction to algebraic methods in geometry. 3 s. h.
- Prerequisite: as for *Mathematics* 309.
- 411
PROBABILITY AND STATISTICS
- Probability, basic measures of central tendency and variability, various distributions, regression and correlation, applications. 3 s. h.
- Prerequisite: *Mathematics* 216.
- 413
ADVANCED CALCULUS
- Detailed study of the real number system, functions, sequences, limits, continuity, differentiation and integration, infinite series, power series, uniform convergence. 3 s. h.
- Prerequisite: *Mathematics* 216.
- 472
HISTORY AND FOUNDATIONS OF MATHEMATICS
- The nature of mathematics, modern problems and concepts, history and literature in the field, leading contributions. 3 s. h.
- Prerequisite: Approval of department.

476
TEACHING OF
MATHEMATICS
IN HIGH SCHOOL

Aims, principles, materials, and techniques for teaching mathematics in high school. 2 s. h.

Prerequisite: as for *Mathematics* 309.

492
DIRECTED STUDY

Determined by the needs and interests of the students. 3 s. h.

Prerequisite: Approval of department.



Music

The major in applied music leads to a career as concert artist, private teacher, accompanist, music librarian, music therapist. A major in music education leads to a career as choral director, instructor in school music, music supervisor or consultant.

Music Education majors may give a combined recital or take comprehensives in preparation for graduation. *Music* majors give an individual recital. The advanced area test of the Graduate Record Examinations is optional.

Requirements for majors in applied voice or instrument: Music 101-102, 109-110, 211-212, 213-214, 305-306, 311, 313, 317-318, 409-410; also courses in applied music as stipulated. The sixteen hours of credit in applied music must be earned in the same field. Recommended: 121, 167, 179, 181, 307-308. Recital to be given in senior year.

Requirements for majors in Music Education: Music 101-102, 109-110, 179, 213-214, 305, 311, 317, 377, 409, 476, 485. Recommended: 121, 307, 313. Applied music must be in two fields, vocal and instrumental; eight hours must be in a field in which the student meets the college entrance requirements. Applied music courses may not exceed eight semester hours during the freshman and sophomore years.

Requirements for music minor include six semester hours in theory, two in history or literature, four in applied music and three in music electives.

Music majors and minors in applied voice are required to attain sufficient proficiency in piano to play simple hymn tunes and accompaniments.

Two semester hours credit will be given for one lesson in vocal or instrumental music with twelve hours of practice per week.

Students not specializing in music but desirous of continuing their study earn credit according to the number of lessons and hours of practice each week.

APPLIED MUSIC

123-124, 125-126
APPLIED MUSIC

Preparatory courses for non-specializing students. Credit determined by number of lessons and hours of practice per week. These course numbers may not be credited toward a major in music. 8 s. h.

135-136
APPLIED MUSIC

First year courses in vocal or instrumental music; required for all major and minor students. 4 s. h.

287-288
APPLIED MUSIC

Second year courses in vocal or instrumental music; required for all major and minor students. 4 s. h.

335-336
APPLIED MUSIC

Third year courses; required for students majoring in vocal or instrumental music. 4 s. h.

337-338
APPLIED MUSIC

Supplementary courses for third year students. 4 s. h.

487-488
APPLIED MUSIC

Fourth year courses; required for students majoring in vocal or instrumental music. 4 s. h.

489-490
APPLIED MUSIC

Supplementary courses for fourth year students. 4 s. h.

THEORY, LITERATURE, EDUCATION

- *101-102
HARMONY I
Elementary written harmony including chords of the dominant seventh, secondary seventh chords, passing tones, auxiliary tones, diatonic modulation. 6 s. h.
- *109-110
AURAL THEORY
The elements of tone and time, major and minor triads, harmonic and melodic intervals, harmonic and rhythmic dictation, sight singing, keyboard harmony. 4 s. h.
- 121
INTRODUCTION TO
MUSIC LITERATURE
Designed for non-music majors as an introduction to the musical forms, styles, and works of the major composers of the classic, romantic, and modern periods in music, as well as an introduction to intelligent and enjoyable listening. 2 s. h.
- 165-265-365-465
PIANO ENSEMBLE
An analytical study and practical interpretation of piano literature of the classical and contemporary periods. 4 s. h.
- 167
INSTRUMENTAL
ENSEMBLE
An analytical study and practical interpretation of instrumental literature of the classical and contemporary periods. Credit is cumulative. 4 s. h.
- *179
CHORAL ENSEMBLE
A course in singing designed to acquaint the student with important works of choral literature. Credit is cumulative. Only *Music Education* majors may earn 6 semester hours. 4-6 s. h.
- *181
LITURGICAL SINGING
Study and rendition of the music in liturgical functions. Honor points are issued but no credit is given.
- *211-212
ADVANCED
AURAL THEORY
Further study of the minor triad, harmonic, and melodic and rhythmic dictation; modes, modulation; sight singing; keyboard harmony. 4 s. h.
- *213-214
HARMONY II
Chromatic and enharmonic modulation; altered chords, chords of the augmented sixth; composition

- of small forms; introduction to the techniques of modern harmony. 6 s. h.
- 305-306
COUNTERPOINT
- An application of the medieval modes and the vocal polyphony of the motet and the Mass up to and including five-part writing. 4 s. h.
- 307-308
MUSIC LITERATURE
- A survey of the field of musical literature with analysis and illustration of the various forms, styles, characteristics, and tendencies; an analysis and illustration of the representative works of composers. 4 s. h.
- 311
ORCHESTRATION
- Study of the orchestra and its instruments, score reading, making simple orchestra arrangements. 2 s. h.
- 313
COMPOSITION
- Composition in the smaller forms for piano, voice, and other instruments; simple song forms, first rondo form, and simple variation forms. 2 s. h.
- 317-318
MUSIC HISTORY
- The development of music from the early Greeks to the twentieth century with special emphasis on masterworks from each period through listening. 4 s. h.
- 375
TECHNIQUE AND
MATERIALS IN
PIANO TEACHING
- Problems of the technique of teaching, selection of material, recitals, practice teaching. 2 s. h.
- 376
FUNDAMENTALS OF
MUSIC FOR THE
ELEMENTARY TEACHER
- An introduction to the fundamentals of music, the principal periods in music, instruments of the orchestra. Oriented to the classroom teacher. 2 s. h.
- 377
MUSIC METHODS
IN THE ELEMENTARY
CLASSROOM
- The development of music reading; chording; understanding the child voice; selection and presentation of rote and note songs; rhythmic, creative and listening activities. 2 s. h.
Prerequisite: *Music 376* or equivalent.

- 379
CONDUCTING
Fundamental conducting technique, style of conducting, influence of material and program, practical experience under supervision. 2 s. h.
- 382-383
GREGORIAN CHANT
Study of fundamentals of Gregorian Chant according to the principles of Solesmes, characteristics of Latin accent; analysis and choronomy. 4 s. h.
- 409-410
FORM AND ANALYSIS
Harmonic and structural analysis of smaller and larger forms. 4 s. h.
- 476
MUSIC METHODS
IN THE HIGH SCHOOLS
A study of testing and classification of voices, the adolescent voice, selection of materials, the general music class, the vocal and instrumental program, the school assembly. 2 s. h.
- 485
CHORAL ORGANIZATION
Organization of choruses, selecting materials for choral use, technique of choral directing, choral arrangements. 2 s. h.

Nursing

The nursing program educates professional nurses for staff positions in hospitals, public health agencies, and other community health agencies. Ethical and theological principles are integrated throughout the curriculum to prepare graduates to assume their responsibility for the total welfare of the patient.

- *111
ORIENTATION
TO NURSING
Orients the student to the professional nursing field, includes an overview of the heritage of the nursing profession interpreted in the light of present day concepts and the trends in the development of contemporary nursing. 2 s. h.
- *112
INTRODUCTION TO
NURSING PRINCIPLES
Includes professional responsibilities and professional relationships, an introduction to the dynamics of interpersonal relationships, acquaints the student with hospital functions and organization. 2 s. h.

- *203
NUTRITION AND FOODS
Fundamental principles of nutrition, food selection and preparation. See *Home and Family Life* 203. 2 s. h.
- *213
FUNDAMENTALS
OF NURSING
Provides actual learning experience for the student in the hospital with individualized instruction within the clinical area. Nursing functions will include the basic skills with opportunities to develop attitudes, advanced skills, and further understanding and knowledge related to patient care. 6 s. h.
- 215
PHARMACOLOGY
Calculation of dosages, preparation of solutions, principles of drug therapy; classification of drugs and their characteristics as a group; responsibility of nurse in administering medications and observing effects upon the patient. 2 s. h.
- *271
NURSING CARE
OF CHILDREN
A study of the development of the normal child and his physical and emotional needs, of diseases of children, and methods of adapting nursing techniques to the care of children. Taught concurrently with guided clinical experiences in the nursing care of children. 6 s. h.
- *277
MATERNITY NURSING
A study of human reproduction, embryology, and pregnancy; physical and emotional needs of the mother and child in the antepartum, delivery, and postpartum periods. Taught concurrently with guided clinical experiences in maternity nursing. 6 s. h.
- *324
MEDICAL AND SURGICAL
NURSING I
Study of the principles in nursing care of patients with medical and surgical problems. Nutrition, pharmacology, pathology, rehabilitation, and techniques of communication are integrated throughout, with an emphasis on preventive medicine. Taught concurrently with supervised clinical experience in the nursing care of patients with medical and surgical problems. 9 s. h.
- *330
MEDICAL AND SURGICAL
NURSING II
Continuation of Medical and Surgical Nursing I. 9 s. h.

- 453
MEDICAL ETHICS
Special study of medico-moral problems and selected moral questions of the day. See *Philosophy* 453. 3 s. h.
- *464
PSYCHIATRIC NURSING
Introduction to nursing functions and responsibilities in the care of the mentally ill through a study of the dynamics of behavior and the more common types of psychiatric disorders. 6 s. h.
- *481
PUBLIC HEALTH NURSING
Designed to assist the student in acquiring an understanding of the philosophy, basic principles, general responsibilities, and current trends in public health nursing. Concurrent practical experience provided in community health agencies. 8 s. h.
- *492
PUBLIC HEALTH ADMINISTRATION
Public health organization and administration on an international, national, state, and local level; preventable disease, communicable disease, and programs of prevention and control; current trends in public health. 3 s. h.
- 499
SENIOR NURSING EXPERIENCE
A synthesis of the curriculum in basic nursing correlated with the principles of the supervisory process and the elements of administration necessary for the efficient functioning of a hospital unit in the care of patients. 2 s. h.

Philosophy

The courses in philosophy complement those in theology in the way that human reason complements Faith. The principles of philosophy, discovered by reason, are able to unify other studies which are on the plane of natural knowledge. The study of philosophy, in company with theology, is the way to the Christian wisdom which is the mark of the educated Catholic woman.

- *252
LOGIC
The nature, acquisition, and coordination of concepts into predicables and predicaments; semantics, judgment and propositions, induction, deduction, syllogisms, states of the mind with regard to truth. 3 s. h.

- *283
PHILOSOPHY OF MAN
Nature of life; faculties of vegetative, sentient, and rational life; external and internal senses; sensation; nature of human soul, intellection, and velleity. 3 s. h.
- 314
GENERAL METAPHYSICS
Analogy; nature, properties and kinds of being; transcendentals; potency and act; essence and existence; perfection of being; substance and accidents; causality. 3 s. h.
- *332
GENERAL ETHICS
The nature of the moral act, moral good and moral evil, moral habits, natural and positive moral law. 3 s. h.
- 333
SOCIAL AND POLITICAL
PHILOSOPHY
A study of man as social and political by nature, of the origin and nature of society, of man's obligations and rights in society, and of the foundations of authority and freedom. 3 s. h.
- 453
MEDICAL ETHICS
Special study of medico-moral problems and selected moral questions of the day. See *Nursing* 453. 3 s. h.
- 455
HISTORY OF
ANCIENT AND MEDIEVAL
PHILOSOPHY
A survey of the principal representatives of philosophic thought from the Greeks through the medieval scholastics. 3 s. h.
- 456
HISTORY OF MODERN
AND CONTEMPORARY
PHILOSOPHY
A survey of the principal representatives of philosophic thought from the sixteenth century to the present. 3 s. h.

Physical Education

In its major program, the department of physical education aims to fulfill the need for trained Christian leaders with specific goals in the "apostolate of action." A major fulfills state requirements to teach in both elementary and secondary schools and meets the specific liberal arts requirements of Barry College.

The service program aims to develop a mature and competent woman with appreciation of physical and leisure time activities for her adult life.

Students desiring to major in this field may be prepared to direct playground and recreation center activities or to teach in the elementary and secondary schools. Florida certification for physical education teachers requires a total of 30 semester hours in the major field including eight semester hours from *Physical Education* 105 or 106, 112, 213-214, 217, 319, and credit in *Physical Education* 294, 312, 332, 343, 465, 468, 476, 481.

Requirements for minor in *Physical Education*: Courses 294, 332, 343, and six semester hours from activity courses given in the major program. Courses 101-102 are not accepted for minor program.

*101-102
REQUIRED COURSE
FOR FRESHMEN

An introduction to archery, softball, swimming, tennis, and volleyball. For non-majors. 2 s. h.

*105-106
SWIMMING AND DIVING

Perfection of strokes and diving. Open to advanced swimmers. 2 s. h.

112
INDIVIDUAL AND
DUAL SPORTS

Theory and practice of archery, ping-pong, golf, tennis, and deck tennis. 1 s. h.

*130
HEALTH EDUCATION

The teaching of health and a study of school health problems. See *Biology* 130 or *Education* 130. 3 s. h.

*203-204
MODERN DANCE

Theory and practice of the dance as a fine art. 2 s. h.

*211-212
ARCHERY

Review of fundamental skills, use and care of equipment, skills in advanced shooting, tournament competition. 2 s. h.

*213-214
TEAM AND
GROUP SPORTS

Theory and practice of volleyball, basketball, softball, speedball, soccer. 2 s. h.

*215-216 HORSEMANSHIP	Lessons in equitation in the ring and on the trail according to the ability of the student. Extra fee. 2 s. h.
*217 GYMNASTICS	Fundamentals of exercises and marching. 1 s. h.
*218 STUNTS AND TUMBLING	Fundamentals in stunts, tumbling, and pyramid building. 1 s. h.
*219 RHYTHMIC ACTIVITIES	Practice in rhythmic movements and coordination. 1 s. h.
*221-222 BOWLING	Fundamentals of basic skills, elementary strategy, and individual instruction. Extra fee. 2 s. h.
225 SYNCHRONIZED SWIMMING	Advanced swimming instruction, individual and group performance. 2 s. h.
*237-238 GOLF	Fundamental golf swings, use and purpose of various clubs, etiquette and general procedure. Extra fee. 2 s. h.
*239-240 TENNIS	Review of basic strokes, elementary strategy for singles and doubles game, and introduction to more advanced strokes. 2 s. h.
*265 LIFESAVING	Theory and practice applied to teaching methods and skills in advanced swimming, water safety, and lifesaving. Qualified students will receive Water Safety Instructor's certificate. 2 s. h.
268 FIRST AID	Emergency treatment of the injured in the home, school, and community; attainment of American Red Cross Instructor's certificate. 2 s. h.
281 CORRECTIVE EXERCISE	Introductory survey of causes and correction of minor defects. 1 s. h.

- *285-286
BALLET DANCING
Theory and practice of the dance as a fine art. 2 s. h.
- 294
PRINCIPLES OF
PHYSICAL EDUCATION
History of physical education; a study of the relationship and contribution of physical education to general education and the aims and objectives of the program. 3 s. h.
- *311-312
COACHING TEAM
SPORTS
Coaching regulations and methods for various sports; discussion of strategy, officiating, schedule-making. 2 s. h.
- *319
RHYTHMIC ACTIVITIES
Theory and practice in basic rhythmic movements, fundamentals of basic dance steps, skills of folk and square dancing. 2 s. h.
- 332
LEADERSHIP IN THE
RECREATIONAL PROGRAM
Procedures for school, community, recreational programs; after school programs; school and private camping; community center and church groups. 3 s. h.
- *343
TEACHING PHYSICAL
EDUCATION IN THE
ELEMENTARY SCHOOL
Rhythmical games and exercises suited to the elementary school child; the techniques of directing children on the playground, in the gymnasium, and in the classroom; practical experience in the various phases of the physical education program in grades one through six. See *Education* 343. 3 s. h.
- 385-386
ADVANCED BALLET
DANCING
Continued instruction and practice of ballet. 2 s. h.
Prerequisite: *Physical Education* 285-286 or equivalent.
- 465
ORGANIZATION AND
ADMINISTRATION OF HEALTH
AND PHYSICAL EDUCATION
Problems involved in developing an effective program of health and physical education in schools; instruction; classification, physical testing schedule, records, and sports; supervision of facilities and equipment. 3 s. h.
- 468
KINESIOLOGY
A study of the origin and structure of muscles, the relationship of their movement when associated with various physical education activities. 2 s. h.
Prerequisite: *Biology* 230 and 468.

476
TEACHING PHYSICAL
EDUCATION IN THE
SECONDARY SCHOOL

Selection of methods and materials for physical education in the junior and senior high school; individual and team sports; analysis of program materials for teaching purposes. 3 s. h.

481
CORRECTIVE
PHYSICAL EDUCATION

A study of the causes of physical defects, the adaptation of exercises to physical needs, the correction of minor defects. 2 s. h.

Prerequisite: *Physical Education* 468.

Physics

101-102
GENERAL PHYSICS

Fundamental principles of mechanics, heat, sound, light, electricity, magnetism, and optics. Three hours lecture, one three-hour laboratory weekly. 8 s. h.

Prerequisite: *Mathematics* 103-104 or 115-116.

351
INTRODUCTION TO
MODERN PHYSICS

Selected topics in twentieth century physics, treated at an intermediate level. 4 s. h.

Prerequisite: *Physics* 102.

410
ANALYTICAL
MECHANICS

The statics and dynamics of particles and rigid bodies. 4 s. h.

Prerequisite: *Physics* 102, *Mathematics* 216.

Political Science

Political science aims to introduce students to the universal problems of government; to treat the subject of American government objectively without fear or favor, and to encourage the student to think in the terms of the principles of good government.

*101
AMERICAN
GOVERNMENT

National government and administration, structure and practical workings of the Federal Government. 3 s. h.

*102
STATE GOVERNMENT
AND ADMINISTRATION

The place of the States in the nation, past and present; the State constitutions, State parties and practical politics, State legislature, direct legislation and the recall, the governor, administration, finance, courts; the rights and duties of citizenship. 3 s. h.

303
AMERICAN FOREIGN
RELATIONS

Republican principles and ideals, declaration of President Monroe, relations with China and Japan, diplomacy of the Civil War, expansions in Caribbean and Pacific, intervention in Europe, failure of neutrality, international relations since World War II. See *History* 303. 3 s. h.

321-322
UNITED STATES
CONSTITUTIONAL HISTORY

The origins and growth of the Constitution in the early years of the republic; the crisis of the Civil War, the Reconstruction Era, and their effects on the interpretation of the American system; the Constitution in the twentieth century. See *History* 321-322. 6 s. h.

Psychology

*283
PHILOSOPHY OF MAN

Nature of life; faculties of vegetative, sentient, and rational life; external and internal senses; sensation; nature of human soul, intellection, and velleity. See *Philosophy* 283. 3 s. h.

*318
EDUCATIONAL PSYCHOLOGY

An application of psychology to the field of education, innate and acquired forms of behavior and control, motivation of learning, transfer of training; individual differences in intelligence and achievement, evaluation and measurement. See *Education* 318. 3 s. h.

Prerequisite: *Psychology* 283.

370
SOCIAL PSYCHOLOGY

The study of attitudes, beliefs, values, and motivation as they are influenced by the individual's social affiliations; the dynamics of social action and interaction; the relationship of social psychology to sociology, psychology, and anthropology. See *Sociology* 370. 3 s. h.

Prerequisite: *Psychology* 283.

- 449
PSYCHOLOGY OF
ADOLESCENCE
- Study of problems commonly experienced during the adolescent period; emphasis on problems arising out of physical development; sensory changes, mental growth, and emotional maturing. See *Education* 449. 3 s. h.
- 482
CHILD PSYCHOLOGY
- An approach to the study of the whole child through his mental, physiological, and psychological aspects at various stages of growth and development up to adolescence. See *Education* 482. 3 s. h.

Secretarial Science

Secretarial Science enables students to assume responsible positions as secretaries, receptionists, bookkeepers, and teachers. In recent years, many students have been accepted by the Central Intelligence Agency and the Federal Bureau of Investigation.

DEPARTMENTAL CURRICULUM OUTLINE

Certificate in Secretarial Science:

FRESHMAN YEAR

Theology 101-102 or Character Education 131-132	2,4
English 101-102	6
Secretarial Science 101-102	6
Secretarial Science 103-104	2
Secretarial Science 139-140	4
Speech 101 or 102	2
Economics or Political Science 101-102	6
Physical Education 101-102	2
Electives (Health Education, Speech, Choral, Language)	6

36-38

SOPHOMORE YEAR

Theology 212 and History 237 or Character Education 233-234	2,4
English 213-214	6
Secretarial Science 213-214	6
Secretarial Science 241-242	6
Secretarial Science 219-220	2
Secretarial Science 205	3
Secretarial Science 206 or English 310	3,2
English 203	2
Physical Education	2
Speech 201	1
Electives	2

 34-37

To obtain a certificate the student must have at least 69 semester hours of credit with a *C* average and no grade lower than *C* in English, advanced stenography, and advanced typing. Foreign students with deficiency in English may need three years to complete the secretarial certificate requirements.

If upon entering college a student is proved proficient in shorthand and/or typing, *Secretarial Science* 101-102 and *Secretarial Science* 103-104 may be waived as requirements. If a student is not proficient in *Secretarial Science* 101-102 and 103-104 and has used high school units in these subjects for entrance, the subjects must be taken without college credit.

Requirements for Secretarial Science minor: Advanced Stenography 213-214; *Advanced Typing* 219-220; *Secretarial Procedures* 241-242.

*101-102
BEGINNING STENOGRAPHY

A study of the principles and theory of the functional methods of the Gregg Simplified Shorthand. 6 s. h.

- *103-104
BEGINNING TYPEWRITING
- The mastery of the keyboard and the development of a prescribed speed; emphasis on the arrangement of business letters, tabulated materials, and manuscript typing. 2 s. h.
- *139-140
BUSINESS LAW
- The historical development and ethical principles of commercial law; theories and their application to everyday problems arising out of contracts, negotiable instruments, sales, bailments, insurance, suretyship and guaranty, agency, partnership, corporations, real property, wills, bankruptcy, enforcement of remedies, courts and lawsuits, income tax procedures, and social security laws. 4 s. h.
- *205-206
PRINCIPLES OF ACCOUNTING
- A study of accounting through the balance sheet approach; practical work in the sales, purchase, and general journals, cash book, and ledger through practice sets for proprietorships and partnerships. 6 s. h.
- *213-214
ADVANCED STENOGRAPHY
- The development of the technique of dictation with special emphasis on accuracy and speed in shorthand. 6 s. h.
- *219-220
ADVANCED TYPEWRITING
- Further development of speed on straight-copy material and on business forms; practice in the typing of various office forms and legal documents. 2 s. h.
- 241-242
SECRETARIAL PROCEDURES
- Acquaintance with actual routine office duties; development of personal efficiency; duties, obligations, and opportunities of the private secretary; business methods and office procedure applied to various circumstances; instruction in the operation of business machines. 6 s. h.
- 476
TEACHING OF SECRETARIAL SCIENCE IN HIGH SCHOOL
- A study of the problems confronting teachers of secretarial science in the high school; organization of courses, standards of criticism, sources of materials, textbooks, methods of teaching. 2 s. h.

Sociology

The department of sociology provides the student with a background of sociology and social welfare courses as a necessary groundwork for those contemplating careers in the field of social work and personnel work, as well as those preparing for graduate work in the specialized areas of sociology and social work.

Requirements for major: Sociology 201-202, 336, 422, 434, 446, 478; a minimum of eighteen hours of upper division Sociology.

Recommended minors: philosophy, history, psychology, English.

*201-202
PRINCIPLES
AND PROBLEMS
OF SOCIOLOGY

An introduction to a sociological analysis of society; its nature and origin, social and cultural change, the functions of societies and groups, the basic social processes, social institutions, and social problems in rural and urban communities. 6 s. h.

335
CHILD WELFARE

A general consideration of the basic needs of the child, involving his physical, intellectual, social, emotional, and spiritual growth; the evolution of child-welfare work and recent developments in child welfare; suggested approaches for the child-welfare worker. 3 s. h.

336
THE FIELD OF
SOCIAL WORK

The development of social services in America, the nature of social casework, agency settings for general and specific areas of social work, the professional growth of social work. 3 s. h.

340
JUVENILE DELINQUENCY

Nature, causes, and extent of delinquency; treatment of delinquency by attendance officers, visiting teachers, child guidance clinics, juvenile court; probation, institutional and foster home care; case system, utilization of resources for prevention of delinquency by parents, teachers, and child-welfare agencies. 3 s. h.

370
SOCIAL PSYCHOLOGY

The study of attitudes, beliefs, values, and motivation as they are influenced by the individual's social affilia-

- tions; the dynamics of social action and interaction; the relationship of social psychology to sociology, psychology, and anthropology. 3 s. h.
Prerequisite: *Philosophy* 283.
- 422
CONTEMPORARY
SOCIAL THEORISTS
From Comte to the present time. 3 s. h.
Prerequisites: *Sociology* 201-202.
- 434
THE SOCIAL
ENCYCLICALS
Textual study of Encyclical Letters of Popes Leo XIII and Pius XI treating social, political, economic, and religious problems of modern society. 3 s. h.
- 446
THE FAMILY
The nature of the family as a social institution; a consideration of the family in ancient times; the contemporary family as a result of social change; current research involving courtship, marriage problems, and family behavior. See *Home and Family Life* 446. 3 s. h.
- 463
CURRENT
SOCIAL PROBLEMS
A systematic analysis of some major social problems of personal and social disorganization in contemporary society. 3 s. h.
- 478
CASE WORK
Historical view of the development of social casework, analysis of social casework principles and practice, and consideration of social casework problems. Field experience required. 3 s. h.
- 487
HONORS COURSE
Selected readings in sociology. Open only to seniors. 1-3 s. h.

Spanish

The Department of Spanish offers a practical basic training in the areas of written and oral composition. Through this medium a student acquires a deeper understanding and increased interest in the culture of another people as expressed through their geography, history, social organization and literature. These objectives aim to prepare the student to utilize these skills with work related to teaching, diplomatic service, overseas business and industry, social welfare work and the nursing profession.

Requirements for major: Spanish 203-204, 305-306 and a minimum of eighteen hours of upper division Spanish which must include courses 350-351, 440. Students planning to teach, add 370 or 379, and 476.

*101-102
ELEMENTARY SPANISH

A study of grammatical construction; conversation, with emphasis on a practical vocabulary and accurate pronunciation; cultural reading material with progressive grammatical explanations. Language laboratory hours required. 6 s. h.

*203-204
INTERMEDIATE SPANISH

Intensive review of Spanish pronunciation and grammatical patterns, recognition and active handling of aural comprehension and oral production as well as reading and writing, cultural readings of biographies of famous Spanish and Spanish-American figures. Language laboratory hours required. 6 s. h.

250-251
ADVANCED CONVERSATION
AND COMPOSITION

Aural-oral diction and fluency in the spoken idiom, prepared and extemporaneous dialogues and reports on current subjects, practice and skill in writing Spanish with accuracy, a systematic review of the grammatical principles of the Spanish language. Language laboratory hours required. 6 s. h.

*305-306
SURVEY OF
SPANISH LITERATURE

Principal movements in Spanish literature; typical works of each period. 6 s. h.

313-314
SURVEY OF
SPANISH-AMERICAN
LITERATURE

Principal movements of Spanish-American literature; typical works of each period. 6 s. h.

370
HISPANIC-AMERICAN
CIVILIZATION

A survey of the life and culture of the Hispanic-American peoples. 2 s. h.

379
SPANISH CIVILIZATION

A survey of the history and geography of Spain; an appreciation of the culture of the country. 2 s. h.

- 431
AN INTRODUCTION
TO CERVANTES Selected works of Cervantes with special emphasis on *Don Quijote* and the *Novelas ejemplares*. 3 s. h.
- 440
THE SPANISH LITERATURE
OF THE GOLDEN AGE Extensive reading, discussion, and analysis of the works of the principal writers of the sixteenth and seventeenth centuries. 3 s. h.
- 443
CONTEMPORARY
SPANISH LITERATURE The literary renaissance in Spain; the "Generation of 1898"; novel, drama, and criticism. 3 s. h.
- 476
TEACHING OF SPANISH
IN HIGH SCHOOL Traditional and modern methods of teaching comprehension and language skills; organization of units of work and lesson plans; analysis of modern texts, tests, and materials. Use of language laboratory. 2 s. h.
- 487
HONORS COURSE A directed reading course. Open only to seniors by special permission. 3 s. h.

Speech and Drama

A major in this department leads to a career in acting, directing, commercial television, educational theatre, educational television or teaching speech and drama.

Requirements for major: Speech 101, 102 or 202, 213, 255-256, 285-286, 287, 301, 323, 324, 439-440, 455; Physical Education 285-286 or 203-204. Students planning to teach add Speech 411, 476.

- *101
FUNDAMENTALS
OF SPEECH A foundation course providing knowledge of and training in the principles of speech; practice in reading and speaking before an audience. 2 s. h.
- *102
PUBLIC DISCUSSION Methods and practice of group discussion: round table, panel, lecture, and study groups. 2 s. h.

- *201
PARLIAMENTARY
PRACTICE
- Survey of the common system of Parliamentary Law with provision for application and practice of the principles for deliberative assemblies. 1 s. h.
- 202
FORENSICS LABORATORY
- Selection of materials, training in skills, methods of teaching and evaluating forensic activities. 2 s. h.
- 213
ORAL INTERPRETATION
OF LITERATURE
- A preparatory course in the reading of prose, poetry, and drama. 3 s. h.
- *255-256
FUNDAMENTALS
OF ACTING
- Problems of characterization, interpretation, voice, pantomime; stage technique. Laboratory hours required. 4 s. h.
- *285-286
STAGE CRAFT AND
LIGHTING
- Principles of stage design and construction; the use of color and light for theatrical production. See *Art* 285-286. 4 s. h.
- *287
THEATRICAL MAKE-UP
- A course in straight and character make-up. 1 s. h.
- 301
VOICE AND DICTION
- Study of voice production; phonetics. 2 s. h.
- *323
PLAY DIRECTING
- An analysis of the director's duties, stage composition and fluidity of movement, technique of coaching, problems of rehearsal. 2 s. h.
- *324
PLAY PRODUCTION
- Principles and methods of producing various types of plays; actual production of a one, or three-act play; organization of production staff. 2 s. h.
- 325
TV INTERNSHIP
- Apprenticeship by speech majors at local TV station. 3 s. h.

- 355
ADVANCED ACTING
- A systematic study of the technique and principles of acting for the student who has shown ability in this field and wishes more intensive study and practice. 2 s. h.
- Prerequisite: *Speech* 255 or 256 or the equivalent.
- 372
INTRODUCTION
TO PLAYWRITING
- Script writing for stage, radio, and television. Open to sophomores and juniors with permission of instructor. See *English* 372. 2 s. h.
- 407
SHAKESPEARE
- A study of selected Shakespearean plays in relation to the Elizabethan period. See *English* 407. 3 s. h.
- 411
SPEECH CORRECTION
FOR CHILDREN
- An elementary, non-technical course in speech correction for the teacher who deals with speech-handicapped children in the classroom. 3 s. h.
- 439
DEVELOPMENT OF THE
DRAMATIC FORM
- The theatre of the western world from the Greeks to Shakespeare. See *English* 439. 2 s. h.
- 440
DEVELOPMENT OF THE
DRAMATIC FORM
- The theatre of the western world from Shakespeare to the present. 3 s. h.
- 455
HISTORY OF COSTUME
- Analysis of the important periods in costume from the Egyptian period to the present time. See *Home and Family Life* 455. 2 s. h.
- 476
TEACHING OF
SPEECH AND DRAMA
- Survey of methods and materials available for teaching speech and directing extra-curricular speech and drama activities. 2 s. h.
- 491
PROGRAM BUILDING
- The planning and preparation of the student dramatic recital. 1 s. h.

Theology

The courses in Sacred Theology are designed to give the student thorough preparation in that science which studies God and everything else in so far as it is related to God. Because theological principles extend to all things, both natural and supernatural, they are able to give order and direction to the other studies in the college curriculum. Especially through the theology program each student realizes in herself the aims and objectives of Barry College.

*101-102
GOD AND HIS CREATION

An introduction to theology through the determination of its nature and sources; a systematic study of God and his creation according to the plan of Part One of the *Summa Theologica* of St. Thomas Aquinas. 4 s. h.

*212
INTRODUCTION TO
SACRED SCRIPTURE

The place of the Bible in the Church, the literary characteristics of the Bible, the inspiration and inerrancy of sacred scripture, selected readings from the old and new testaments and an explication of the texts. 1 s. h.

*237
HISTORY OF THE
CHURCH

The Jewish and Graeco-Roman world; persecutions and heresies; the Church in the Middle Ages and Renaissance; religious revolt, Council of Trent; Age of Enlightenment; French Revolution; Napoleonic Era; the Church in modern times. See *History* 237. 3 s. h.

*313-314
THEOLOGICAL AND
MORAL VIRTUES

A study of divinely revealed truths which, affirming and supplementing the conclusions of human reason, provide man with a knowledge of his true purpose in life and the means to obtain it. 4 s. h.

*409-410
CHRIST, THE WAY
OF ETERNAL LIFE

A study of Jesus Christ, the Incarnate Word; the principal features of his life which culminated in his great redemptive sacrifice on Calvary; his resurrection and perpetuation of his life among men through his Church and the Sacraments; the four last things death, judgment, heaven, and hell. 4 s. h.

The Graduate Division

To serve the needs of public school administrative and teaching personnel in the area, Barry College opened a Graduate Division in the summer of 1954. Admission is open to men and women.

The program offers advanced courses in education and English leading to the Master of Arts degree, the Master of Science degree with a major in Education, and the Master of Science in Secondary Teaching in English or History.

ADMISSION

Complete application for admission must be filed with the Dean in the Office of Admissions one month prior to the beginning of the session when the student intends to enter the Graduate Division. Besides arranging for the required recommendation, the applicant should request that official transcripts of undergraduate and graduate work completed at other institutions be sent to the Registrar.

Requirements for admission include:

1. a bachelor's degree from an accredited college or university.
2. a minimum of eighteen hours of acceptable courses in the proposed field of specialization. For students who elect graduate English the eighteen semester hour requirement must be in courses beyond the sophomore English undergraduate requirement.
3. a *B* average in the proposed field of specialization and a strong scholastic record in other fields as evidence that the student is capable of undertaking graduate work.

CANDIDACY

Admission to candidacy for the Master's degree is granted when the student has

1. successfully completed twelve semester hours of graduate study at Barry College.

2. has attained acceptable standing on the Graduate Record Examination.
3. has met the foreign language (French, German) proficiency requirement.
4. has satisfactorily concluded the departmental course in bibliography and methodology of graduate research.

Candidacy must be achieved before the student registers for the last twelve hours of graduate study.

**FOREIGN LANGUAGE
AND GRADUATE RECORD
EXAMINATIONS**

Are given in November, March, and July of each year.

**RESIDENCE AND
TIME LIMIT**

A residence of at least one calendar year, or five summer sessions, or the equivalent in part-time course work which must include three summer sessions is required. Courses taken more than seven years before the date at which the Master's degree is to be conferred may not be used to fulfill requirements.

TRANSFER OF CREDIT

A maximum of six semester hours of credit earned in another recognized graduate school may be applied to the degree requirements.

**WRITTEN
COMPREHENSIVE
EXAMINATIONS**

In the major field of study are required of all degree candidates. These are given during the last month of each semester.

DEGREE REQUIREMENTS

The degree candidate must complete twenty-four to thirty semester hours of graduate work with an average of *B*. All graduate students are expected to take half of the degree requirements in courses exclusively for graduate students, number 600 or above. See these courses on pages 40, 46 and 53 of this catalogue.

A maximum of six semester hours may be taken as a minor. Minors are offered in education, English, and history.

MASTER OF ARTS DEGREE

The student taking a Master of Arts degree with a major in English selects courses from the 500-600 level. He may choose to take a minor (6 semester hours) in education or history, or he may select the thirty required hours from the English curriculum only. In any case, six of his English hours are taken care of by the Master's thesis. He must pass the foreign language requirement in French, German, or with the approval of the Graduate Council, in Latin.

MASTER OF SCIENCE DEGREE

The student taking a Master of Science degree with a major in education specializes in one of the following areas:

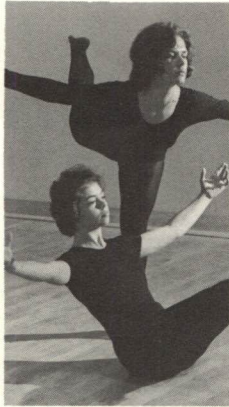
- Elementary School Administration
- Secondary School Administration
- Elementary School Supervision
- Secondary School Supervision
- Elementary Curriculum and Instruction
- Secondary Curriculum and Instruction
- Guidance-Counseling
- Elementary Teaching
- Secondary Teaching in English or History
- Visiting Teacher

Twenty-four of his thirty semester hours of credit must be taken in one of these areas. This area is called the major sequence. The remaining six semester hours may be chosen from other graduate courses in education, in English, or in history; or they may be covered by a Master's thesis. There is no language requirement.

MASTER OF SCIENCE IN SECONDARY TEACHING IN ENGLISH OR HISTORY

The student taking the Master of Science in Secondary Teaching selects 15 semester hours in education and 15 in English or history. For this degree there is neither a thesis nor a language requirement.

Fees are given on page 94 of this catalogue. For further details write the Chairman of the Graduate Division, Barry College, Miami 61.



Expenses

GENERAL	Matriculation (payable once)	\$ 10.00
	Tuition for one year	600.00
	Activity fee	100.00
	Includes library, culture series, visiting lecturers, health and physical education, testing program, <i>Angelicus</i> , <i>Orbit</i> , laboratory	
RESIDENT	Board	700.00
	Room	
	This fee ranges from \$150 to \$350 depending upon bath facilities and the number of students in the room	
	Linen and blanket	40.00
HOSPITALIZATION INSURANCE	Required of all full-time students not covered by hospital insurance	17.00
NURSING	Freshman summer session tuition (10 weeks)	100.00
	Use of efficiency apartment	125.00
	Transportation to hospitals and clinics for one semester or one summer session	10.00
MUSIC	Piano or Voice (on the basis of one or two lessons a week for one year; includes the use of instruments)	
	One lesson	120.00
	Two lessons	180.00
	Organ	
	One lesson	160.00
	Two lessons	240.00
SPECIAL ATHLETIC FEES FOR ONE YEAR	Golf	40.00
	Horsemanship	70.00
	Bowling	40.00

(subject to change)

GRADUATION FEES	Secretarial Science Certificate	10.00
	Bachelor degree	20.00
	Master degree	25.00
MISCELLANEOUS	Late registration	5.00
	Evaluation of credits (for transfer or graduate students)	5.00
	Transcript of credits, each official or student copy after the first	1.00
PART-TIME UNDERGRADUATE STUDENT EXPENSES	Matriculation (payable once)	\$ 10.00
	Tuition for one semester hour, credit or audit (includes library fee)	20.00
	Laboratory fees for one semester or one summer session for students registering for 11 hours or less are:	
	Science (except Comparative Anatomy)	15.00
	Comparative Anatomy	25.00
	Arts fee (depending upon courses) up to	25.00
	Use of a typewriter	10.00
	GRADUATE STUDENT EXPENSES	Matriculation fee (payable once)
Tuition for one semester hour (where there is a double-level course, students pay for the course on the level in which it is taken)		25.00
Activity fee (for full-time students for one year; includes culture series, library, and testing program)		25.00
Graduation fee		25.00

Financial Arrangements

All expenses are payable in advance at the beginning of each semester. In addition to the \$50 non-refundable reservation deposit required, each resident student shall

have paid at least \$500 on account, and each day-student shall have paid at least \$150 on account before she may register for semester classes. The balance is due upon receipt of the statement from the Business Office. When no arrangements are made for a delayed payment, the student is suspended from classes. She is reinstated only when the indebtedness and a reinstatement fee of \$5 is paid.

Students from foreign countries are requested to make payment by money order or by check payable through a United States bank.

Textbook costs vary according to the courses taken. Approximately \$40 should cover the cost of books for the first semester and less than half that amount for the second semester. Books are sold on a cash basis at the college book store.

Dormitories and dining facilities are closed until the official opening of school, during the Christmas holidays, and on the day following graduation. Charges are made for dormitory and dining privileges during the Easter holidays.

A charge of \$25 will be made for any residence room-change requested during the school year, unless the request is originated by a need of the College.

All rooms are completely furnished. Blankets, bed linen, bath mats, towels, and shower curtains are provided by the College.

All students are required to have the academic cap and gown and the regulation gym suit. These are purchased at the college store at the time of entrance and are sold at current prices.

A 10% discount on tuition is deductible when two sisters are enrolled during the same year.

Fees are subject to change without notice at the beginning of any term.

REFUND POLICY

Tuition, room, and board fees will be refunded on this basis: If the student leaves within the first two weeks of the semester, 80% of the full semester charge is refunded; within the first three weeks, 60% is refunded; within the first four weeks, 40%. After the first five weeks there is no refund. Refundable credit must be claimed within one calendar year.

SUMMER SCHOOL REFUND POLICY

If the student leaves within the first week of the summer session, 60% of the total charge will be refunded; within the second week, 20%. After the second week no refunds can be made.

No refund can be made in the event of late entrance, suspension, or dismissal.

It is understood that the summer school student, her parents or guardians, accept the conditions and regulations of the College.

Financial Aid

Barry College is a member of the Southern College Scholarship Program. Colleges within this association seek to achieve greater uniformity and equity in the allocation of funds and to assist students who by reason of their diligence and their promise most deserve assistance.

It is the conviction of this group of educators that the principal responsibility for financing a college education lies with the family and that a student who seeks financial assistance should plan to work for and to borrow a reasonable part of the aid needed to meet expenses.

**ON-CAMPUS
EMPLOYMENT**

A number of campus jobs are open to students by which they may earn up to \$200 a semester toward their expenses. Employment consists of work in the dining hall, in maintenance, in the library, the campus store, in offices as typists, clerks, telephone operators. Students who have had any special training should indicate this on their application.

FEDERAL LOANS

Besides this self-help, the College offers loans to students in need through the National Defense Education Act program. Barry opens this service to students after their first year. The Academic Dean reviews individual student applications, determines the applicant's eligibility, and decides the amount and conditions of each approved loan.

STATE LOANS

NURSING The State of Florida has made available scholarship loans to nursing students who agree to practice nursing in Florida immediately following graduation. For the Basic Collegiate School Scholarship the student agrees to serve in the State a year for each year of scholarship assistance.

TEACHING Students who agree to teach in the State of Florida may, under similar conditions, receive scholarship aid.

In both cases loans are given on the basis of results from the scholastic aptitude and area tests given (to both white and Negro applicants) in October of each year. These grants are for \$400 a year and may be renewed annually for four years.

Students should write to their County Superintendent of Public Instruction or to the Academic Dean, Barry College, for application forms.

**CUBAN STUDENT
LOAN PROGRAM**

As members of the Association of Foreign Student Advisors Barry participates in the Cuban Student Loan Program. Cuban refugee students may apply for this

help by writing the Academic Dean. Seventeen freshmen entered Barry in the fall of 1962 on the Cuban Program.

VETERAN AID

The College offers opportunities for those who have been in the service of their country to continue their education after their discharge from the service. Barry is recognized by the Veterans Administration for training under Title 38, United States Code, which includes laws formerly referred to as Public Laws 16, 894, and 550. Daughters of men who have died in the service of their country are also eligible for financial aid. They should write to the Academic Dean for information.

BARRY SCHOLARSHIPS

On the basis of financial need, scholarly achievement and promise, Barry offers, through the generosity of its Founders and its benefactors, a number of scholarships. These vary in the amount of help given. They carry occasional limitations but, for the most part, are open to any student of educational promise.

The Bishop Barry scholarship, founded in 1940, amounting to \$250 annually, represents the income received from a \$10,000 scholarship fund established as a memorial to the Most Reverend Bishop Patrick Barry.

The Bishop Barry Memorial scholarship, established in 1946 by the Patrician Club of St. Patrick Parish, Miami Beach, Florida, covers annual tuition and is ordinarily awarded to a music student from St. Patrick Parish.

The St. Patrick Parish scholarships, covering tuition, are awarded to students of St. Patrick Parish, Miami Beach, Florida.

The Mother Jean Marie Greeley scholarship, founded in 1959 by Barry College in honor of the deceased Mother General of the Sisters of St. Francis of Allegheny, New York, is awarded every four years to a student in the department of nursing.

The Mother Mary Gerald Barry scholarship, founded in 1958 is awarded to a student of high academic standing named by the College. Board, room, and tuition are covered by this grant.

The J. N. McArthur Scholarship, awarded to a South American student by Mr. McArthur to promote understanding and good relationship between the North and South American countries, amounts to \$1,000 yearly.

The Wyolene Neal Memorial scholarship amounting to \$350, founded in 1961 by the parents of Wyolene Neal, is awarded annually.

GRANTS

Barry College has limited resources to assist students who have completed with distinction at least one year's work. Such financial arrangements are made upon personal interview and according to the need of the student.

INDUSTRY SCHOLARSHIPS

Four scholarship grants of \$250 each are awarded annually through the generosity of Food Fair Foundation. Preference is given to employees or daughters of employees (living or dead) of Food Fair Corporation.

SCHOLARSHIP AND GRANT REQUIREMENTS

In considering applications for scholarships and grants, the College judges on these bases:

1. High School average
2. SAT scores
3. Recommendation of the High School Principal
4. Declaration of need, filed by the parents or guardians, on a Parents' Confidential Report Form issued through the College Scholarship Service of the College Board. These forms are available through high school principals or guidance officers.
5. Agreement by the student:
 - a. to repay scholarship grant in full if she does not complete degree requirements.

- b. to attempt to repay (in the future) in whole or in part the Barry College scholarship grant of four years in order to enable the College to continue to provide assistance to other worthy students.
6. Receipt of the above information plus a formal application for financial aid no later than March 15 preceding September of the academic year for which the student is seeking assistance.

REGIONAL HONOR SCHOLARSHIPS

Barry will offer 5 regional honor scholarships annually beginning in September of 1963. These are designated for students with high scholastic achievement and excellent recommendation. Students may apply from these areas: New England, Middle Atlantic, North Central, Southern, and Florida. These regions correspond to the areas comprising the accrediting associations' memberships. Judgment will be based on the following points.

1. Graduation in the upper quarter of her class
2. Scores on the C.E.E.B. examinations totaling 1200
3. Recommendation by the principal as to the potential of the applicant
4. Character references
5. An essay defining her goals in attending college.

These scholarships will be renewable for the full four years provided the holder maintains an average of *B* in her college courses.

Interested high school seniors should write to the Academic Dean for the special application blank.

Parents of students applying for these Honor Scholarships need not file the Confidential Report.

The College Personnel

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SISTER JANE MARIE, A.M.
SISTER MARY BERTHA, M.S.
SISTER CYRIL EDWIN, Ph. D.

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Executive Vice-President
SISTER MARY ARNOLD, O.P., M.A.
Dean
SISTER GRACE ELLEN, O.P., M.A.
Dean of Students
SISTER PETER CLAVER, O.P., M.A.
Registrar
SISTER M. CHRISTOPHER, O.P., M. Ed.
Treasurer

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MR. FRANK MACKLE
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MRS. ELIZABETH ZOBLE, B.S. *Instructor in Physical Education*
 B.S., Barry College.

College Calendar

FALL, 1963

September 11
 September 12-15
 September 14
 September 16
 November 1
 November 15
 November 28-30
 December 8
 December 20-
 January 5
 January 6
 January 7
 January 23-28
 January 28-31
 January 31-
 February 1
 January 31-
 February 3

SPRING, 1964

February 4
 March 7

 March 17
 March 25
 March 31
 April 1
 May 7
 May 22-June 2
 May 30
 May 31
 June 2

Resident freshmen due on campus
 Freshman Orientation and Registration
 Registration
 Mass of the Holy Spirit; classes begin
 Feast of All Saints; no classes
 Founders Day
 Thanksgiving Holiday
 Feast of the Immaculate Conception; no classes
 Christmas Holiday

 Resident students return to campus 7:30 p.m.
 Classes resume
 Semester Examinations
 Student Spiritual Retreat
 Registration

 Intersemester Holiday

FALL, 1964

September 16
 September 17-20
 September 19
 September 21
 November 1
 November 15
 November 26-28
 December 8
 December 18-
 January 3
 January 4
 January 5
 January 21-26
 January 26-29
 January 29-30

 January 29-
 February 1

SPRING, 1965

February 2
 March 7

 March 18
 April 14
 April 20
 April 21
 May 27
 May 21-June 1
 May 30
 May 30
 June 1

Bequests to the College

Barry College has set for itself a program of ever expanding educational opportunities for young women who aspire in their undergraduate years to a liberal arts training as a foundation for their professional or domestic life.

It has planned also to make available an educational program broad enough to serve the needs of the men and women in the Miami area who wish to pursue graduate work, to become certified as teachers, to earn recency of credit, or simply to extend their undergraduate preparation.

Barry, therefore, welcomes financial assistance. Its needs are many, and ought to be so, if it is developing in proportion to the demands made upon it by its student body and the local community.

Gifts may take the form of scholarships, professorships, grants, additions to the material equipment, or contributions to the permanent endowment funds. Special conditions may be attached to any gift. Forms are suggested below.

UNRESTRICTED GIFT

I give, devise, and bequeath to The Board of Trustees of Barry College the sum of dollars to be used at their discretion, for the expansion or improvement of Barry College.

**UNRESTRICTED GIFT
MAKING THE COLLEGE
RESIDUARY LEGATEE**

All the rest, residue, and remainder of my estate, real and personal, I devise and bequeath to The Board of Trustees of Barry College, to be applied to the general uses and purposes of the said institution.

**BEQUEST FOR
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I give, devise, and bequeath to The Board of Trustees of Barry College the sum ofdollars to be used for.....

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BARRY COLLEGE CAME FROM THESE AREAS:

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District of Columbia	2
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Illinois	12
Indiana	4
Iowa	2
Kansas	1
Kentucky	1
Louisiana	1
Maryland	3
Massachusetts	11
Michigan	11
Minnesota	3
New Hampshire	2
New Jersey	14
New York	25
North Carolina	1
Ohio	6
Oklahoma	1
Pennsylvania	17
Rhode Island	1
South Carolina	4
Vermont	3
Virginia	3
Florida	363
	—
	504

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Puerto Rico	12

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Bahamas	1
Brazil	1
Colombia	1
Ecuador	1
Honduras	4
Jamaica	1
Nicaragua	2
Republic of Panama	2
Peru	2
St. Lucia	1
Thailand	1
Venezuela	1
Viet-Nam	2
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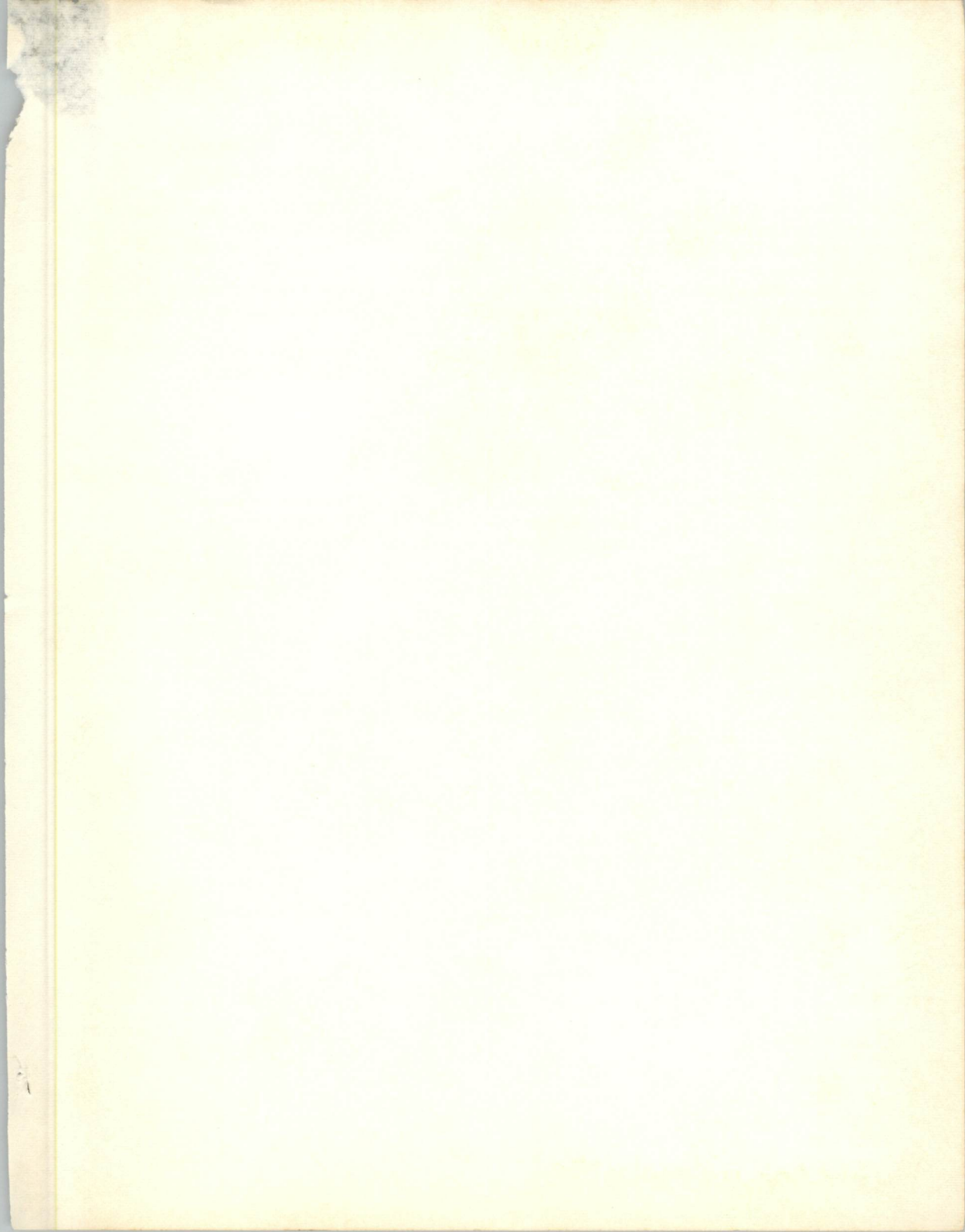
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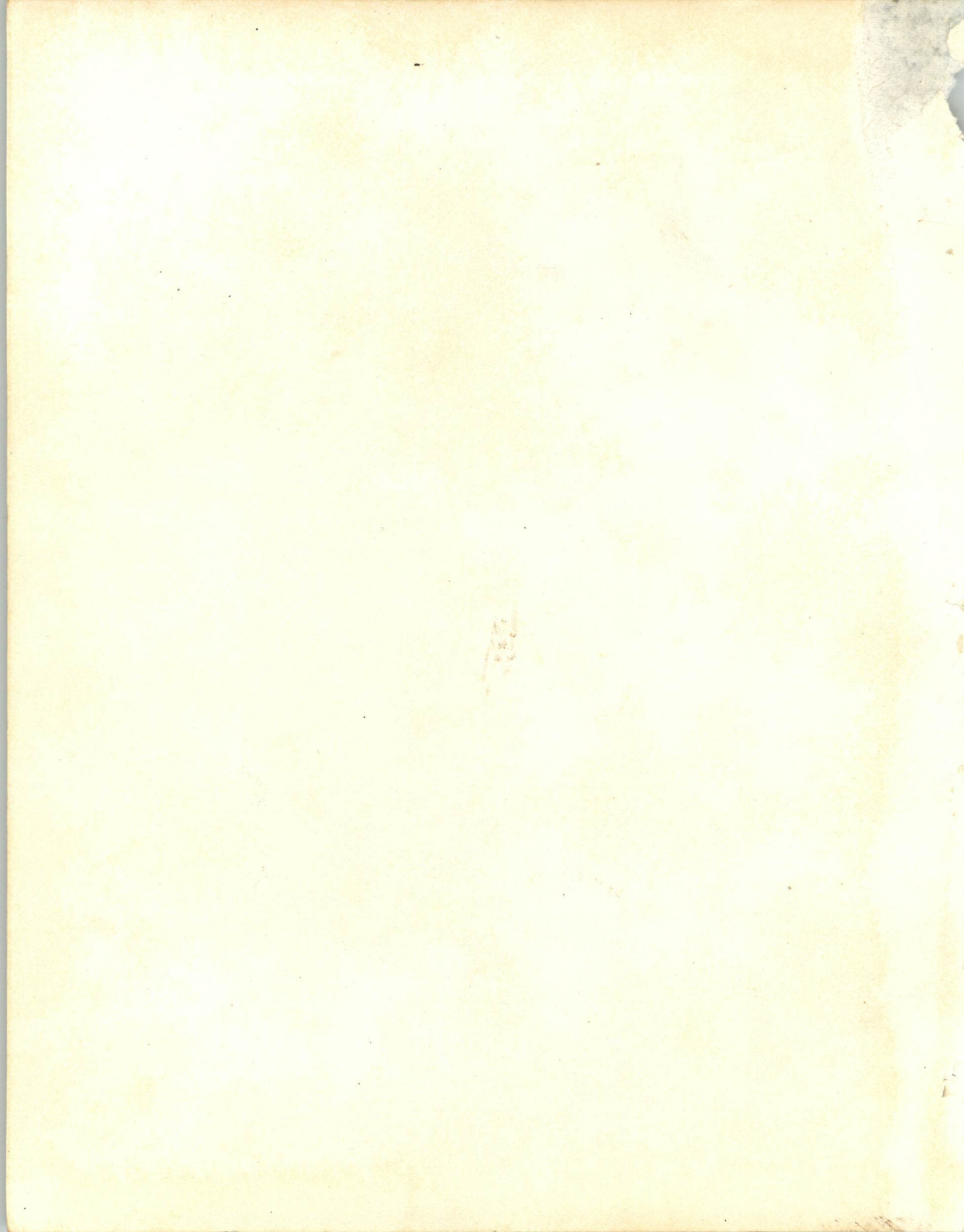
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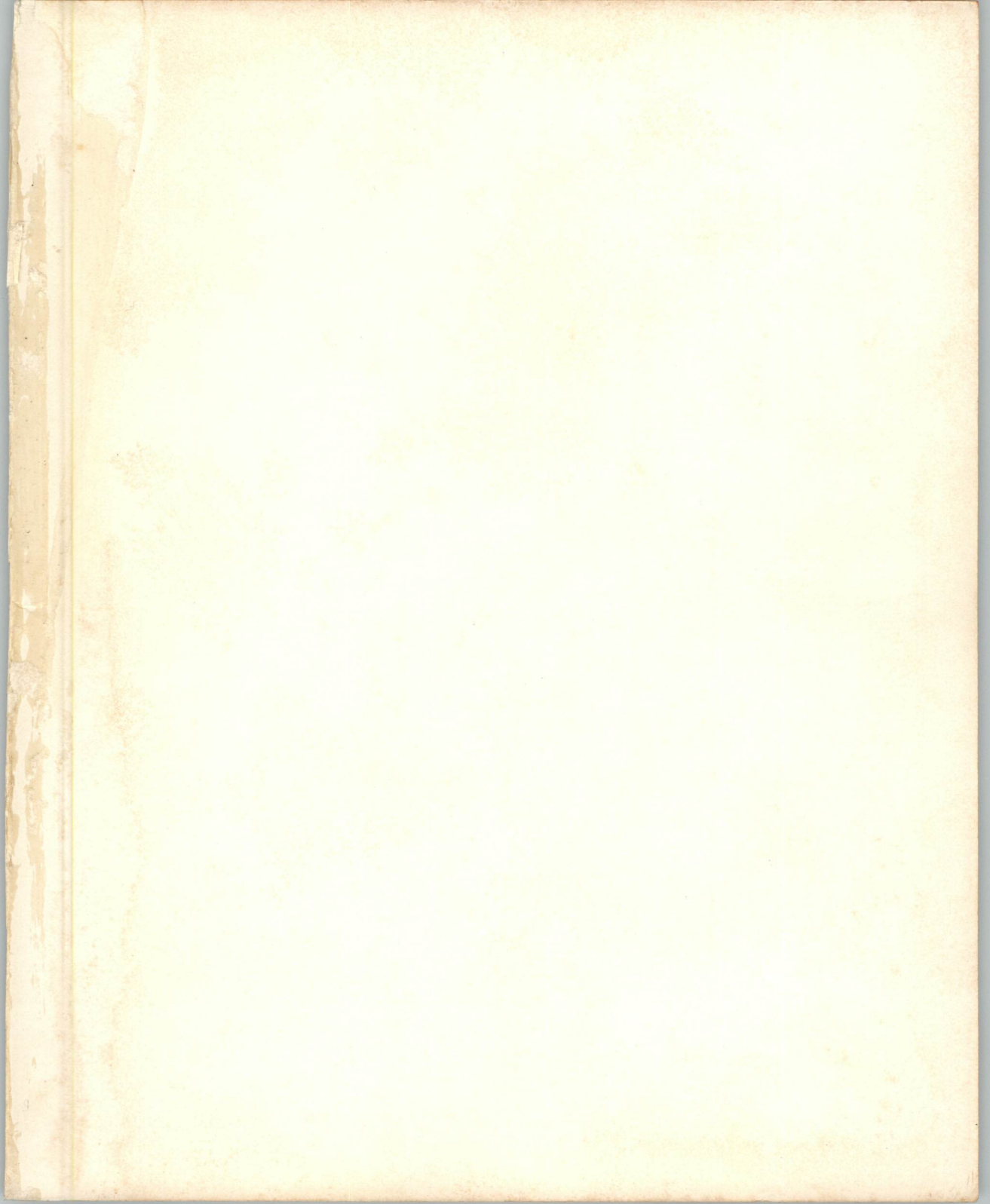
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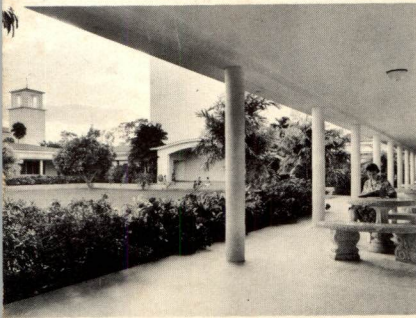
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