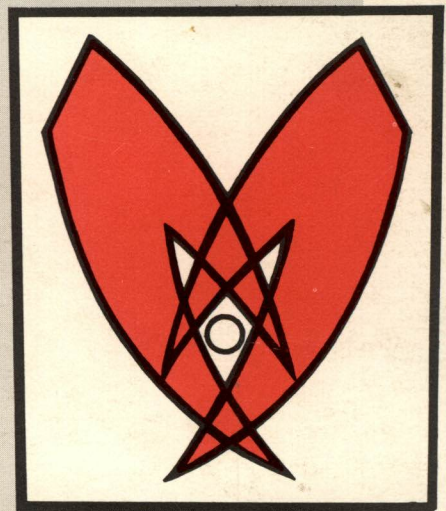


**Barry
College**



1965-1967

Bulletin



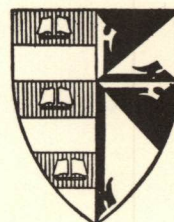
BARRY COLLEGE BULLETIN

MIAMI, FLORIDA

1965-1966 1966-1967

A revision of the
1963-1965 edition

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



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Accreditation and Recognition

BARRY COLLEGE

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

... is affiliated with the Catholic University of America

... holds membership in

American Association of Colleges for Teacher Education

American Association of Collegiate Registrars

American Association of University Women

American Council on Education

American Library Association

Association of American Colleges

Conference of Catholic Schools of Nursing

Council on Social Work Education

Florida Association of Colleges and Universities

National Catholic Educational Association

National Commission on Accrediting

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

DIRECTIONS FOR CORRESPONDENCE

BARRY COLLEGE

11300 N.E. SECOND AVE.

MIAMI, FLORIDA 33161

THE ACADEMIC DEAN: general academic information;
inquiries on admission, courses of study

THE REGISTRAR: transcripts, inquiries on academic
standing, catalogs

DEAN OF STUDENTS: personal welfare of students,
residence

THE TREASURER: all college accounts, financial aid

College Calendar

FALL SEMESTER 1965-1966

September 15	Resident freshmen arrive
September 16	Orientation program begins
September 17	Registration for freshmen
September 18	Registration for upperclassmen
September 20	Mass of the Holy Spirit; classes begin
November 1	Feast of All Saints; no classes
November 15	Second Quarter begins
November 24	Thanksgiving vacation begins at noon
December 8	Feast of Immaculate Conception; no classes
December 17	Christmas vacation begins after last class
January 3	Resident students return to campus
January 4	Classes resume
January 20-26	Semester Examinations
January 27-30	Inter-semester holiday

FALL SEMESTER 1966-1967

September 14
September 15
September 16
September 17
September 19
November 1
November 14
November 23
December 8
December 21
January 4
January 5
January 20-26
January 27-30

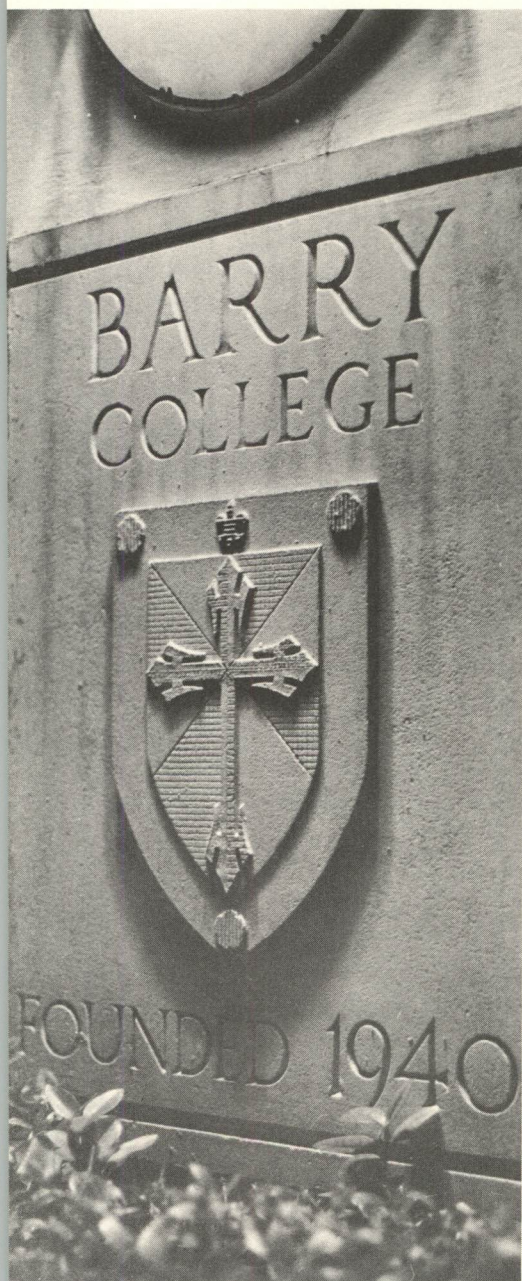
SPRING SEMESTER 1965-1966

January 22	Registration for full-time students
January 29	Registration for part-time students
January 31	Second Semester classes begin
March 28	Fourth Quarter begins
April 6	Easter vacation begins at noon
April 12	Classes resume
	Fourth Quarter begins
May 19	Ascension Thursday; no classes
May 24-28	Semester Examinations
May 29	Baccalaureate Sunday
May 31	Commencement

SPRING SEMESTER 1966-1967

January 21
January 28
January 31
March 22
March 28
April 3
May 4
May 23-27
May 28
May 30

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.

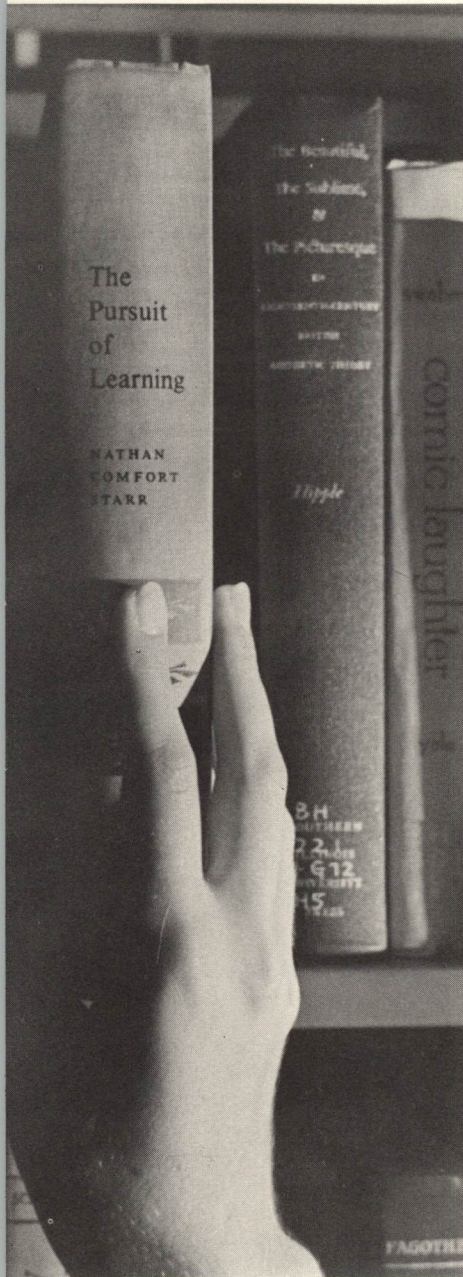
It was through the foresight of the Most Reverend Bishop Patrick Barry, then Bishop of St. Augustine, and his sister, Reverend Mother Mary Gerald Barry, at that time Mother General of the Dominican Sisters of Adrian, Michigan, that a Catholic institution of higher education was planned for Florida. The 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.

PHYSICAL LIFE

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.

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, com-

pletely 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. Serving 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 sun-decks. These and the Activity Room in Thompson Hall are used also for formal classes in physical education.

All students are required to take physical education for two years. In place of the regular courses, 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, Biscayne, Marymount, Miami-Dade, and the Junior College of Broward County.

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 2.8 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 administration.



KAPPA RHO 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, Biscayne, 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 honors the Campus Queen. 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 2.5 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.

Lounges, game room, and canteen in the college union, Thompson Hall, 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.

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 entertainment.

CULTURAL LIFE

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 brings to Barry 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, the Little Singers of Paris, the Janine Charrat Ballet de France, Clebanoff Strings, Israeli pianist David bar Illan, rocket scientist Dr. Wernher von Braun, the Canadian Players, the Columbus Boychoir, the New York Pro Musica, Jose Molina Spanish Dancers, 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. 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, contributes to the cultural life of both college and community. In addition to their two major performances, the Christmas Oratorio and the annual spring concert, the girls make frequent appearances locally both on television and before professional organizations in the city. 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 1964-65 had students from Italy, 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 3.0 grade point average and demonstrated qualities of leadership and service. The society's program varies. In 1964-65, faculty members lectured on modes of thinking: in science, mathematics, history, and poetry.

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*. Barry holds membership in Lambda Iota Tau, the international literature honor society.

DEAN'S CONFERENCE

Top scholars — grade point average 3.3 — have this year (1965) been selected on faculty recommendation to form Barry's first Dean's Conference. From this group should come candidates for highest national awards: Fulbright, Woodrow Wilson, Danforth. The theme for this year's lectures and discussions is "The Struggle for Meaning."

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 3.3.

BETA KAPPA KAPPA *Beta 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 intensive study of literature with the special view to developing international understanding through literature. In 1964-65 BKK studied modern short stories.

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, Secretarial Club, and English Association 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. The student chapter of the Music Educators National Conference provides an opportunity for professional development of music education majors through participation in state meetings and local chapter activities.

ASSEMBLY PROGRAMS Similar objectives are attained through the program of bimonthly student assemblies planned and coordinated 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, Father Raymond Nogar, O.P., Father Raymond Brown, S.S.; 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 1964-65, the Conference theme was "The Liberated Woman."

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. 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 a three day closed retreat is conducted for the students by a priest especially engaged for this purpose.

COR JESU CHOIR The entire congregation, students, faculty, college personnel, sing and pray together the Mass of Participation. Cor Jesu Choir leads the congregation in all liturgical functions. Student volunteers serve as sacristans and assume responsibility for preparation of the altars. The organist, too, is customarily a student.

RELIGIOUS ORGANIZATIONS 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, the Confraternity of Christian Doctrine, the Mission Club, and the Dominican Tertiaries.

ORIENTATION WEEK The social program includes get-togethers with faculty and upper-classmen, campus and town tours, a beach party, dinner in Miami, and open-house.

A highly concentrated lecture and discussion program involves the freshmen in the consideration, with faculty and Lambda Sigma members, of some contemporary issue. The theme for the 1964 lectures was "The Educational Process."

The week closes with a guidance clinic to direct students toward arranging their courses.



Admission Requirements

The admissions 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 or guidance counselor and her pastor.

- 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 laboratory science; students planning to major in mathematics present 3½ 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.

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.

4. Ordinarily an applicant will receive her decision about acceptance within two weeks after the receipt of all credentials.
5. If the applicant is admitted, she must declare her acceptance and enclose the reservation deposit of \$50 applicable on her first semester tuition. This deposit is non-refundable.
6. 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.

**ADVANCED
PLACEMENT**

Barry will consider for advanced standing students of superior ability who have taken the Advanced Placement Tests of the College Entrance Examination Board.

**HONORS CLASSES
FOR FRESHMEN**

On the basis of College Board scores and high school record, a selected number of entering freshmen are invited to enroll for the currently offered honors class. This class is usually in one of the basic subjects, English or history. The first group in Honors was chosen from the freshmen of 1962; the course was in English.

Honors sections usually pursue the same material as the non-Honors sections but more intensively and with opportunity for independent study.

**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. 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 six 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 Business Education. 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 deviation, take the courses listed here.

- THEOLOGY** 111-112, 211-212, 313-314, 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. 7-16 s. h.
- PHILOSOPHY** 252 (logic), 283 (general psychology), and two electives. 12 s. h.
- ENGLISH** 111-112 and two electives. 12 s. h.
- LANGUAGE** A minimum of 12 semester hours for a degree. Nursing students only are exempted from a language requirement.
- HISTORY** All B.A. candidates, except those preparing for elementary teaching, take 6 s. h. 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

Students are generally required to take two years of physical education. Nursing students take only one year.

SPEECH

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



Programs of Study

	Freshman year	Sophomore year	Junior and Senior years
BACHELOR OF ARTS DEGREE*	Theology	4	Theology 8
	English	6	Major 18
	Philosophy	6	Minor 6-18
	Foreign Language	6	Electives 16-28
	Math or Science	6	Major 12
	History	6	Speech 201 cr.
	Phys. Ed.	cr.	Phys. Ed. cr.
	34	34	60-72

*This program varies for art, music, and speech and drama majors. Students who choose art or music (as majors or minors) are not held to the math or science requirement unless they want teacher certification, in which case science is taken in the junior year. Basic courses in their major field are taken in the freshman year.

Speech and drama majors delay their history courses until the junior year. They take 4-8 hrs. of speech in the freshman year.

	Freshman year	Sophomore year	Junior and Senior years
BACHELOR OF ARTS WITH SECONDARY CERTIFICATION	Theology	4	Theology 7
	English	6	Major 18
	Philosophy	6	Minor or
	History	6	Electives 20
	Science	6	Education 15
	Foreign Language	6	Social Study 3
	Phys. Ed.	cr.	Speech 101 2
			Speech 201 cr.
			Phys. Ed. cr.
		Electives 4	
	34	34	60

	Freshman year	Sophomore year	Junior and Senior years
BACHELOR OF ARTS WITH ELEMENTARY CERTIFICATION	Theology	4	Theology 7
	English	6	Educ. 318, 322 6
	Philosophy	6	Educ. 344, 435 6
	History	3	Math 207, 208 6
	Pol. Sci.	3	Educ. 253, 262 5
	Foreign Language	6	Educ. 499 6
	Biol. or Phy. Sci.	6	Foreign Language 6
	Phys. Ed.	cr.	Art 376 2
			Speech 101 2
			Speech 201 cr.
			Phys. Ed. cr.
		Biological 130 or	
		Geog. 201 3	
		Major 12-20	
		Electives 0-8	
	34	35	60

	Freshman year	Sophomore year	Junior and Senior years
BACHELOR OF SCIENCE	Theology	4	Theology 8
	English	6	Language 6
	Philosophy	6	Major 18-26
	Math	8	Minor or
	Science	8	Elective 22
	Phys. Ed.	cr.	Speech 201 cr.
			Math and/or Sci. 12
		Phys. Ed. cr.	
	32	34	62

	Freshman year	Sophomore year	Junior and Senior years			
BACHELOR OF SCIENCE WITH SECONDARY CERTIFICATION	Theology	4	Theology	4	Theology	7
	English	6	English	6	Foreign Lang.	12
	Philosophy	6	Philosophy	6	Major	18-24
	Math	8	Educ. 253	3	Minor or	
	Science	8	History	3	Elective	10-16
	Speech 101	2	Soc. Study	3	Education	15
	Phys. Ed.	cr.	Speech 201	cr.		
			Math/Sci.	12		
			Phys. Ed.	cr.		
		34		37		68

	Freshman year	Sophomore year	Junior and Senior years			
BACHELOR OF SCIENCE IN NURSING	Theology	4	Theology	4	Theology	8
	English	6	History 102	3	English	3
	Philosophy	6	Philosophy	6	History	3
	Biol. 116, 230	8	English	3	Sociology 446	3
	Biol. 152	4	Biology 331	4	Nursing	37
	Physics 151	4	H & F L 203	2	Electives	6
	Nursing	4	Nursing	12		
	Phys. Ed.	cr.	Speech 201	cr.		
		36		34		60

S.S.	
Biol. 325	4
Nursing	6
	10

	Freshman year	Sophomore year	Junior and Senior years			
BACHELOR OF SCIENCE (with major in H & F L — merchandising)	Theology	4	Theology	4	Theology	8
	Philosophy	6	Philosophy	6	Sociology 446	3
	English	6	English	6	Education 318	3
	Foreign Language	6	Foreign Language	6	Speech 101	2
	Chem. 151, 152	8	Econ. or Hist.	3	H & F L	23
	H & FL 113, 114	6	H & F L 201, 202	4	Minor or	
	Phys. Ed.	cr.	Speech 201	cr.	Electives	21
			Electives	5		
			Phys. Ed.	cr.		
		36		34		60

	Freshman year	Sophomore year	Junior and Senior years			
BACHELOR OF SCIENCE (with major in H & F L — dietetics)	Theology	4	Theology	4	Theology	8
	Philosophy	6	Philosophy	6	Chem. 312	4
	English	6	English	6	Biol. 331	4
	Foreign Language	6	Foreign Language	6	Education 318	3
	Chem. 151, 152	8	Biol. 116, 325	8	Bus. Ed. 205	3
	H & FL 101, 102	6	H & F L 203, 204	4	Educ. 463, 482	6
	Phys. Ed.	cr.	Speech 201	cr.	Sociology	3
			Phys. Ed.	cr.	Econ. 101	3
					H & F L	20
					Minor or	
				Electives	6	
	36		34		60	

	Freshman year	Sophomore year	Junior and Senior years			
BACHELOR OF SCIENCE (with major in H & F L — certification)	Theology	4	Theology	4	Theology	7
	Philosophy	6	Philosophy	6	Educ.	18
	English	6	English	6	Speech 101	2
	Foreign Language	6	Foreign Language	6	Speech 201	cr.
	Chem. 151, 152	8	Econ. or Hist.	3	H & F L	22
	H & F L 101, 102		H & F L 101, 102		Minor or	
	or 113, 114	6	or 113, 114	6	Electives	8
	Phys. Ed.	cr.	H & F L 203, 204	4	Sociology 446	3
			Educ. 253	3		
			Phys. Ed.	cr.		
		36		38		60

	Freshman year	Sophomore year		
EXECUTIVE SECRETARY CERTIFICATE	Theology	4	Theology	4
	English 111, 112	6	English	6
	Phil. 252, 283	6	Bus. Ed. 239, 240	4
	Bus. Ed. 101, 114	8	Bus. Ed. 241, 242	6
	Bus. Ed. 103, 120	4	Bus. Ed. 205	3
	Econ. 101, 102	6	Bus. Ed. 206 or	
	Phys. Ed.	cr.	Eng. 310	3
			Eng. 203	3
			Speech 102	2
			Speech 201	cr.
			Bus. Ed. 203	1
		Phys. Ed.	cr.	
	34		32	

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 definitely no later than the end of the sophomore year. A major is a special program of study 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. 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, 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 one minor. A minor requires 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, business education, journalism, political science, and psychology.

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 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 for graduation. These must be earned with a grade average of at least C, which means that the student will have twice as many honor points as semester hours, or at least a 2.0 average. Semester hours and honor points are explained on page

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 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; special agencies: St. Francis Hospital, Mercy Hospital, Variety Children's Hospital, South Florida State Hospital, and Dade County Health Department, provide facilities for clinical experiences. The collegiate nursing program extends over four academic years and one summer session.

**BUSINESS
EDUCATION**

For students not wishing to fulfill the requirements for a four-year degree, the two-year executive secretary 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. Business education may be used effectively as a minor field with such major fields as English, Spanish, French, sociology, education, or mathematics.

Students who decide to go on for a Bachelor's degree after the two-year business education course may select a major from an academic area. Her business education courses become the minor. If she wishes to teach she may become certified in business education.

If the student wishes to become a medical secretary, she should follow the four-year program designed by the biology department for this profession.



The Student's Program

CLASS LOAD IN SEMESTER HOURS

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 144 units of credit, the requirement for graduation.

ATTENDANCE POLICY

Classes meet for a 50-minute period. Responsibility for attendance at class rests with the student.

GRADES AND HONOR POINTS

Students are graded by letter: an A, for superior work, wins 4 honor points for each semester hour; a B, 3 honor points; a C, 2; and a D, one. A student earning an A in a 3 semester hour course receives therefore 12 honor points; for an A in a 2 semester hour course, 8 honor points.

During the first quarter of a course, a student who withdraws with a passing grade receives WP; one who withdraws failing receives WF. After the quarter the grade is F. An I is given for incomplete work and X for absence from examination. Grades I and X are temporary and automatically become F 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 an official withdrawal notice is not filed with the Dean, the grade recorded will be F.

ACADEMIC POLICIES

Students who do not achieve a C average for a semester's work are considered on probation and should take a reduced load in the following semester.

A student on probation for 4 successive semesters must withdraw from college.

A student whose cumulative grade-point average is less than 2.0 will not be admitted to junior standing.

Students receiving 3 F's in one semester or 4 F's in one academic year will be asked to withdraw.

Some departments require a minimum grade of C in specific courses.

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; a junior, 64 semester hours and a 2.0 average. To be ranked as a senior, a student must present 96 semester hours, a 2.0 average, and must have completed all lower division requirements.

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 in March of the senior year. In some cases they serve as the comprehensive examination.

HONORS

DEAN'S LIST

A grade point average of 3.3 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 3.3.

For the distinction *cum laude* an honor point average of 3.3 is required; for *magna cum laude* 3.5 and for *summa cum laude* 3.7.

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; to Lambda Iota Tau, international

literature honor society; 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 INSTRUCTION

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 semester hours, and a minimum of 15 semester hours workshop concentration chosen from ceramics, graphics, metalwork or painting, and 6 semester hours from the other available workshops, represent 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, wood work, 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.



- *105
DESIGN A study of the principles and elements of design and their practical application. 2 s.h.
- *131
LETTERING Practice in the basic principles of lettering with pen and brush and their practical application in layout. 2 s.h.
- 132-332
CALLIGRAPHY Practice in the historic scripts freely written with pen and brush. 2 s.h.
Prerequisite: *Art 131*
- *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 to reproduction; the art of compounding clay bodies, slips and glazes. 14 s.h.
- 168-169
WEAVING Hand loom weaving, plain and pattern weaving, use of floor and table looms, special emphasis on 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 reproduction, in skill and techniques of silk screen printing; advanced work in a selected area of graphics. 14 s.h.
- *221, 321-322, 421-422
PAINTING Introduction to painting; oils; aqua-media; advanced work. 14 s.h.
- *239, 339, 485-486
METALWORK Introduction to metalwork, techniques in working precious metals, advanced work 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.

*Courses so marked are offered yearly.

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 and twentieth centuries. 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 projects in various craft media including leather, felt, metal, plastic, wood, clay, styrofoam, and puppetry. 3 s.h.
440 ENAMELING	Experimentation with various types of enameling. Prerequisite: <i>Art 239</i> 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 four-year program for the prospective medical student, medical technologist, and medical secretary.

Requirements for major: Biology 112, 116, 221 and a minimum of 18 semester hours in upper division courses. Students planning to teach add 476.

Students majoring in biology must minor in chemistry, taking Chemistry 111-112 (or 113-114), 241 (or 243-244), 321, 352.

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
- An introduction to the general principles governing 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 plant forms, correlating structure, function, and environment. 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.
- *152
INTRODUCTION TO
BIOLOGICAL CHEMISTRY
- A survey of organic chemistry with application to nutrition and other life processes. Three hours lecture, two hours laboratory. 4 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.
- *325
MICROBIOLOGY
- A study of classification, cultural and physiological characteristics, pathogenicity of bacteria, fungi, and viruses. Methods of cultivation, identification, sterilization and disinfection of microorganisms. Two hours lecture, four hours laboratory weekly. 4 s.h.
Prerequisite: *Chemistry 152* or 241 or 243-244.

- *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; *Chemistry* 152 or 241 or 243-244.
- 341
GENETICS
A study of the principles and theories of heredity. Three hours lecture, three hours laboratory weekly. 4 s.h.
Prerequisite: *Biology* 112, 116.
- 352
BIOCHEMISTRY
The structure and chemical properties of carbohydrates, proteins and lipids; enzyme systems and selected metabolic pathways. Three hours lecture, three hours laboratory. See *Chemistry* 352. 4 s.h.
Prerequisite: *Chemistry* 241 or 244; *Chemistry* 321.
- 440
EVOLUTION
A study of the evidence for and the principles involved in the evolution of plants and animals, including man. 3 s.h.
- 441
GENERAL
ANTHROPOLOGY
Evaluation of man's evolutionary development, racial diversity, human genetics, and development of world's major cultures. See *Sociology* 441. 3 s.h.
- 445
MICROTECHNIQUE
Principles and theories of fixation and staining processes. Methods of preparing plant and animal tissues. Laboratory and conference, six hours weekly. 3 s.h.
Prerequisites: *Biology* 116, 112, 221; *Chemistry* 241 or 243-244.
- 446
PARASITOLOGY
An introduction to the morphology, taxonomy, identification, life history, host-parasite relationship and control of protozoan, helminth, and arthropod parasites. 2 hours lecture, 2 hours laboratory weekly. 3 s.h.
Prerequisite: *Biology* 116 or equivalent.
- 450
HISTOLOGY
A microscopic study of animal tissues. The relationship of structure and function is stressed. Two hours lecture, four hours laboratory weekly. 4 s.h.
Prerequisites: *Biology* 116 or equivalent; 221.

451
EMBRYOLOGY

A study of vertebrate embryology, including gametogenesis, fertilization, the formation of the germ layers and organ systems. Two hours lecture, four hours laboratory weekly. 4 s.h.

Prerequisites: *Biology* 116 or equivalent; *Biology* 221 or 230.

468
KINESIOLOGY

Analysis of human motion based on anatomic, physiologic, and kinesio logic principles. See *Physical Education* 468. 2 s.h.

Prerequisite: *Biology* 230.

472
HISTORY AND
LITERATURE OF
BIOLOGY

An historical survey of the main landmarks and themes in the development of the biological sciences, incorporating the use of guides and references to the literature. 2 s.h.

473-474
CURRENT
DEVELOPMENTS IN THE
BIOLOGICAL SCIENCES

Lecture-discussion of recent publications in a given area of biology. One hour weekly. 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 (Permission of the instructor). See *Chemistry* 476. 2 s.h.



Business Education



Business Education 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.

To obtain a certificate the student must have at least 64 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 business education certificate requirements.

If upon entering college a student is proven to be proficient in shorthand and/or typing, Business Education 101 and 103 may be waived as requirements. If a student is not proficient in Business Education 101 and 103 and has used high school units in these subjects for entrance, the subjects must be taken without college credit.

Requirements for Business Education minor: Business Education 114, 120, 241-242.

*101
BEGINNING
STENOGRAPHY

Offered first semester. A study of the principles and theory of Gregg shorthand is completed during the first quarter. Theory is reviewed in the second quarter along with the introduction of new matter dictation and pre-transcription training. Meets daily. 4 s.h.

*103
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. Meets daily. 2 s.h.

*114
ADVANCED
STENOGRAPHY

Offered second semester. Continued review of the theory of shorthand with special emphasis on speed and accuracy in transcription. Meets daily. 4 s.h.

Prerequisites: *Business Education* 101, 103, or equivalent.

- *120
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. Meets daily. 2 s.h.
- *203
OFFICE MACHINES
- A survey course designed to acquaint students with duplicating, voice writing, adding, and calculating machines. 1 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.
- *239-240
BUSINESS LAW
- The historical development of the nature and function of law in the American business environment; 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.
- *241-242
SECRETARIAL
PROCEDURES
- A two-semester overview of secretarial work. Emphasis is placed upon both the responsibilities and the opportunities of the secretarial position. Shorthand and typing skills are strengthened; filing, banking, use of the telephone, postal services, office supplies, and human relations are particularly highlighted. 6 s.h.
- 476
TEACHING OF BUSINESS
- A study of the problems confronting teachers of business in the high school; organization of courses, standards of criticism, sources of materials, textbooks; methods of teaching shorthand, typewriting, and bookkeeping. 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 twenty-four semester hours exclusive of freshman courses; Physics 201-202; Mathematics 115-116, 215-216.

The following course sequence is recommended: *Chemistry* 113-114, 243-244, 321, 447-448, 456-457, 472 or 476.

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 language requirement in German or French.

*111-112
GENERAL
INORGANIC CHEMISTRY

Chemical principles and descriptive inorganic chemistry. Three hours lecture, one recitation, one two-hour laboratory weekly for two semesters. 8 s.h.

*113-114
INORGANIC CHEMISTRY
AND QUALITATIVE
ANALYSIS

A beginning course for the better-prepared student planning to major in science or mathematics. Three hours lecture, one three-hour laboratory weekly for two semesters. 8 s.h.
Prerequisite: Superior achievement in high school science and mathematics.

*151-152
FUNDAMENTALS OF
INORGANIC AND
ORGANIC CHEMISTRY

A survey of chemistry for students of home economics. Three hours lecture, one two-hour laboratory weekly for two semesters. 8 s.h.

*241
ORGANIC CHEMISTRY

The chemistry of monofunctional aliphatic and aromatic compounds, for students of the biological sciences who require a one-semester course. Three hours lecture, three hours laboratory weekly. 4 s.h.
Prerequisite: *Chemistry* 112 or 114.

243-244
ORGANIC CHEMISTRY

The chemistry of carbon compounds, with attention to theory. Three hours lecture, three hours laboratory weekly for two semesters. 8 s.h.
Prerequisite: *Chemistry* 112 or 114.

- 312
BIOCHEMISTRY OF
FOODS
- The chemistry of foods and their utilization in human nutrition. Three hours lecture, three hours laboratory weekly. See *Home and Family Life 312*. 4 s.h.
- Prerequisite: *Chemistry 152*.
- *321
QUANTITATIVE
ANALYSIS
- The theory and practice of volumetric and gravimetric analysis. Two hours lecture, six hours laboratory weekly. 4 s.h.
- Prerequisite: *Chemistry 112 or 114*.
- 352
BIOCHEMISTRY
- The structure and chemical properties of carbohydrates, proteins and lipids, enzyme systems and selected metabolic pathways. Three hours lecture, three hours laboratory weekly. 4 s.h.
- Prerequisite: *Chemistry 241 or 244; Chemistry 321*.
- 447-448
ADVANCED ORGANIC
CHEMISTRY
- An introduction to theoretical organic chemistry. Laboratory includes qualitative organic analysis and a research problem in synthesis or kinetics. Two hours lecture, four hours laboratory weekly for two semesters. 8 s.h.
- Prerequisite: *Chemistry 244; Chemistry 456 concurrently*.
- 456-457
PHYSICAL CHEMISTRY
- A quantitative study of chemical principles: thermodynamics, kinetics, structure of matter, electrochemistry. Three hours lecture, three hours laboratory weekly for two semesters. 8 s.h.
- Prerequisite: *Chemistry 114; Physics 201-202; Mathematics 215*.
- 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 243*.
- 476
TEACHING OF
SCIENCES IN
HIGH SCHOOL
- A study of problems confronting teachers of sciences in the high school; organization of courses, sources of materials, text books, methods of teaching. (Permission of the instructor). 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 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. degree, affording sequences for state certification in Elementary and Secondary Administration and Supervision, Guidance and Counseling, Elementary Teaching, Secondary Teaching in English, History, or Latin.

Students who plan to teach in the elementary schools of Florida see Programs of Study, page 20.

For secondary teaching in Florida: Education 253, 318, 453, 463, 476, and 499.

*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.
- *253
INTRODUCTION TO
THE SCHOOL
An analysis of the structure and operation of the American school systems, emphasizing economical, legal, administrative, and professional aspects. School visitations on various levels. 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 and standardized tests and textbooks. 2 s.h.
Prerequisite: *Mathematics 207.*
- 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
PSYCHOLOGY OF
LEARNING
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. See *Psychology 318.* 3 s.h.
Prerequisite: *Psychology 283.*
- *322
METHODS OF
TEACHING READING
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.

- *343
TEACHING PHYSICAL
EDUCATION IN THE
ELEMENTARY SCHOOL
- 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*. 2 s.h.
- 344
TEACHING OF HEALTH
AND PHYSICAL
EDUCATION
- An introduction to the principles and materials for the teaching of sound health habits and physical welfare. 2 s.h.
- *366
TEACHING SOCIAL
STUDIES IN THE
ELEMENTARY SCHOOL
- 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.
- *435
THE TEACHING OF
LANGUAGE ARTS
- 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.
- *453
VITAL FORCES
IN EDUCATION
- 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 of education. 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. See *Library Science 461*. 3 s.h.
- *462
PRINCIPLES OF
TEACHING AND
TESTING
(ELEMENTARY)
- 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
- *463
PRINCIPLES OF
TEACHING AND
TESTING
(SECONDARY)
- 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 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.

*499
DIRECTED TEACHING
INTERNSHIP

A program of observation and teaching in the public schools under the constant guidance of specialized teachers, elementary or secondary. 6 s.h.

Students must be registered for Education 462 or 463 in same semester.



FOR ADVANCED
UNDERGRADUATES AND GRADUATES

- 407 or 507
PEDAGOGY IN LATIN
EXPRESSION AND
COMPREHENSION
- 411 or 511
SPEECH CORRECTION
FOR CHILDREN
- 420 or 520
TESTS AND
MEASUREMENTS
- 423 or 523
READING PLACEMENT
- 428 or 528
TEACHERS' COURSE
IN VIRGIL
- *441 or 541
ELEMENTARY SCHOOL
CURRICULUM
- *442 or 542
SECONDARY SCHOOL
CURRICULUM
- 449 or 549
PSYCHOLOGY OF
ADOLESCENCE
- Audio-lingual diction and fluency in the Latin idiom. Comprehension and appreciation of Roman graded readings. Appropriate realia. See *Latin 407-507*. 3 s.h.
- An elementary, non-technical course in speech correction for the teacher who deals with speech-handicapped children in the classroom. See *Speech 411*. 3 s.h.
- 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.
- Presentation of principles and practices basic to the planning of a reading program designed to meet the levels of reading achievement, needs and interest of upper elementary and junior high school students. 3 s.h.
- Depth-study of parts of the *Aeneid*. An aesthetic appreciation of the structure, artistry, and interpretation of the poem, and a facility in reading the Latin hexameter. See *Latin 428-528*. 3 s.h.
- 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.
- 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.
- 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 present trends. 3 s.h.
- 469 or 569
MENTAL HYGIENE
- A study of conditions which contribute to the development of a wholesome personality with special attention to proper mental adjustment in childhood and adolescence. See *Psychology 469*. 3 s.h.
Prerequisite: 3 semester hours of psychology.
- 470 or 570
EDUCATION OF
EXCEPTIONAL
CHILDREN
- A study of the detection of physical, mental and emotional exceptionalities in children and their educational provisions. See *Sociology 470* or *Psychology 470*. 3 s.h.
- 471 or 571
TEACHING THE
MENTALLY RETARDED
- Analysis of the degrees of mental retardation and the methods and materials for teaching at different levels. 3 s.h.
- 476 or 576
PEDAGOGY IN LATIN
LINGUISTICS AND
BASIC STRUCTURES
- Designed to equip teachers with multiple techniques, both oral and written, for developing facility in the reading and comprehension of Latin. Appropriate realia. See *Latin 476-576*. 3 s.h.
- 482 or 582
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. See *Psychology 482*. 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 influences 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.
- *497 or 597
SUPERVISION FOR
DIRECTING TEACHERS
- A seminar analysis of principles and problems encountered in the directing of elementary or secondary interns. 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.
- 621
PSYCHOLOGICAL
MEASUREMENT
- An application of statistical methods to data from group testing in psychology, education, and the social sciences. 3 s.h.
Prerequisite: *Education* 420-520, or equivalent.
- *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.
- 630
PSYCHOLOGICAL
FOUNDATIONS
OF READING
- The reading process examined; an evaluation of conclusions drawn from experiments and research in reading. 3 s.h.

- 632
IMPROVEMENT OF
READING IN THE
SECONDARY SCHOOL
A study of problems of adult reading; methods and materials for effective remedial and developmental reading; the use of programmed instruction. 3 s.h.
- 640
FOUNDATIONS OF
MENTAL RETARDATION
Biological, psychological and social foundations of mental deficiency. 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.
- 643
EVALUATION OF
CHILDREN WITH
LEARNING DISABILITIES
Study of tests, scales and other performance instruments as means of evaluation and placement of children with learning difficulties. 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.
- 679
DIRECTED TEACHING
OF MENTALLY
RETARDED
An internship of teaching the mentally retarded under professional supervision. 6 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.
- 695
SUPERVISED PRACTICE
IN GUIDANCE AND
COUNSELING
Supervised practice in counseling techniques with elementary and secondary students. Extended credit of six hours may be gained by supervised internship in an elementary or secondary school on either full or part-time basis. 3-6 s.h.
Prerequisites: *Education* 585 or 591, 652, 653, 654.

- 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 GUIDANCE
AND COUNSELING
- Depth investigation of problems in guidance and counseling. 3 s.h.
Prerequisite: 9 semester hours of graduate courses in guidance and counseling.
- 699
MASTER'S THESIS
- 6 s.h.

English

Literature and writing courses aim to develop a student's power to use the English language and to interpret it intelligently and critically. An English major may direct her preparation toward graduate work, teaching, research, creative writing, newspaper and public relations work.

Requirements for major: The 30 minimum hours required should include these courses: 111, 112, 213, 214, 407, 487, 212 (if recommended); at least one form and two period courses.

For secondary certification: Add to the above 310, 460, 476, and one semester of American literature.

For elementary certification: The 24 minimum hours should include 111, 112, 213-214, 310, 315 or 330, 325, 212 (if recommended), and at least one period course.

- *103-104
ENGLISH FOR
FOREIGN STUDENTS
- Required for foreign students deficient in the fundamentals of the English language. Language laboratory required. 2 s.h.

*111
INTRODUCTION TO
LITERARY FORMS

The study of the epic, the drama, the lyric, the short story. Required of all freshmen. 3 s.h.

*112
TECHNIQUES OF
RESEARCH

Research, documentation, the writing of the long paper. Required of all freshmen. 3 s.h.

*203
COMPOSITION FOR
BUSINESS

Practice in business communication. 3 s.h.

206
INTRODUCTION TO THE
WRITING OF POETRY

The study and writing of basic poetic forms. 2 s.h.



- *212
EXPOSITORY WRITING Study of and practice in writing expository forms of discourse. 3 s.h.
- *213-214
ENGLISH LITERATURE Historical survey of the literature of England from the beginnings to the twentieth century. 6 s.h.
- 305
THE WRITING OF FICTION AND THE ARTICLE Lectures on technique and discussion of work in progress. 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.
- *310
STRUCTURAL GRAMMAR An analysis of English syntax through structural and transformational approaches. 3 s.h.
- 315
THE NOVEL Structural analysis of the novel. 3 s.h.
- *320
CHILDREN'S LITERATURE Survey of literature suited to the needs of children. 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, Swift, and Johnson. 3 s.h.
- *325
AMERICAN LITERATURE A survey of American letters from colonial beginnings to the present. 3 s.h.
- 330
THE DRAMA Structural analysis of selected dramas. 3 s.h.

- 405
CREATIVE WRITING
WORKSHOP Directed writing and criticism of work in progress.
2 s.h.
- 432
LITERATURE OF THE
NINETEENTH
CENTURY Readings in prose and poetry from Macaulay
through Hardy. 3 s.h.
- 451
INTRODUCTION TO
MEDIEVAL 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, standards
of criticism, sources of materials, textbooks,
methods of teaching. 2 s.h.
- *487
HONORS COURSE A directed research course. Required of seniors.
3 s.h.
- FOR ADVANCED
UNDERGRADUATES AND GRADUATES
- 403 or 503
HISTORY OF THE
ENGLISH LANGUAGE The formation and growth of the language; special
attention to sources, structure, and idiom; includes
American. 3 s.h.
- 407 OR 507
SHAKESPEARE Selected Shakespearean plays in relation to the
development of Shakespeare's art. Required. See
Speech 407. 3 s.h.
- 460 OR 560
CONTEMPORARY
LITERATURE Selected prose and poetry from the twentieth cen-
tury. 3 s.h.
- FOR GRADUATES ONLY
- 601
BIBLIOGRAPHY AND
METHODS OF RESEARCH
FOR GRADUATE
ENGLISH STUDIES Evaluation and interpretation of reference ma-
terials related to research in English literature;
bibliographic problems; preparation for thesis
writing. Required. 3 s.h.

602 INTRODUCTION TO LITERARY THEORY	An approach to the philosophy of literature and of literary study. 3 s.h.
605 OLD ENGLISH GRAMMAR AND READINGS	The elements of Old English grammar with readings from prose and poetry. 3 s.h.
620 CHAUCER	<i>The Canterbury Tales, Troilus and Cresside</i> , and certain minor works in relation to social, political, and religious backgrounds. 3 s.h.
621 RENAISSANCE STUDIES	<i>Selected readings 1590-1670 (Faerie Queene, Hamlet or King Lear, Paradise Lost, poems of Donne)</i> . 3 s.h.
623 ENGLISH CLASSICISM	Dryden through Johnson. 3 s.h.
632 NINETEENTH CENTURY STUDIES	Research in special problems in the literature between 1798 and 1885. 3 s.h.
699 MASTER'S THESIS	6 s.h.

French

Students completing the four-year requirements may be prepared for positions in 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, 250-251 and a minimum of eighteen hours of upper division French. 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, con-
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nected 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.

*250-251
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 French with accuracy, a systematic review of the grammatical principles of the French language. Language laboratory hours required. 6 s.h.

*305-306
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.
- 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

- 203
PHYSICAL GEOGRAPHY
Climate, terrain features, surface and underground water, soils, economic minerals, earth resources and their conservation. 3 s.h.
- 302
POLITICAL GEOGRAPHY
A study of politically organized areas, especially nation states, their variations in size, shape and location, the nature of their boundaries, core areas, resource base, population structure, national homogeneity with particular emphasis on their political importance in the modern world. 3 s.h.

German

The curriculum in German provides a sequence in 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, and literature. These objectives aim to foster the personal growth and development of the student as well as to prepare the student for later research.

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| <p>*101-102
ELEMENTARY GERMAN</p> | <p>Modern concepts of language learning are employed to aid the student to understand spoken German and to read without conscious translation; to converse freely on matters of daily life; to write in German on familiar topics, utilizing vocabulary and language patterns already learned. Language laboratory hours required. 6 s.h.</p> |
| <p>*203-204
INTERMEDIATE GERMAN</p> | <p>A review of German designed to increase the student's control of the four language activities with emphasis on cultural readings in German literature and civilization. Language laboratory hours required. 6 s.h.</p> |
| <p>213-214
SURVEY OF
GERMAN LITERATURE</p> | <p>A study of principal movements in German literature, typical works of each period from the beginning to modern times. 6 s.h.</p> |

History

The department of history, along with theology and philosophy, attempts to integrate the liberal arts program for its students; it prepares students for teaching history in secondary and elementary schools; 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, 201-202 or equivalent, and a minimum of 18 semester hours in upper division courses. For secondary teaching, add History 476. For majors with a minor in elementary teaching, a total of 12 hours in upper division courses.

Recommended minors: Political Science, philosophy, language.

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

- *101-102
DEVELOPMENT OF
WESTERN CIVILIZATION
- A broad survey of the origins and formative influences in the culture of the western world. The first semester concludes with the Thirty Years' War; the second reviews western development from 1648 to the present. 6 s.h.
- *201-202
HISTORY OF THE
UNITED STATES
- A broad survey of American history; the first semester completes the Civil War; the second semester concludes with the death of President Kennedy. 6 s.h.
- 303-304
AMERICAN
DIPLOMATIC HISTORY
- A topical-chronological treatment of significant events and policies in American diplomacy from the Declaration of Independence to the present. 6 s.h.
- 321-322
AMERICAN
CONSTITUTIONAL
HISTORY
- English and colonial backgrounds of the American constitutional system; framing and implementing of the Constitution; testing its strength in the foreign and domestic worlds; working within its expanded framework to the present day. See *Political Science* 321-322. 6 s.h.
- 337
HISTORY OF THE
CHURCH
- Comprehensive coverage of the period since the Council of Trent. 3 s.h.
- 431-432
ENGLISH POLITICAL
AND CONSTITUTIONAL
HISTORY
- The growth and development of the English state and the British Empire, with special emphasis on the influences each has exercised on the United States. The first semester concludes with the Stuart accession to the throne; the second reviews English development through the great imperial phase to the present state of the Commonwealth. 6 s.h.
- 476
TEACHING OF SOCIAL
STUDIES IN HIGH
SCHOOL
- Methods of teaching social studies, emphasizing the integration of history. A survey of problems confronting secondary social studies teachers, including an evaluation of courses and textbooks. 2 s.h.
- 483
COLONIAL HISTORY
OF LATIN AMERICA
- Topical-chronological treatment of Spanish colonial institutions in Central and South America from discovery to the independence movement. 3 s.h.

- 484
NATIONAL PERIOD
OF LATIN AMERICA
- Topical-chronological study of the evolution of Mexico, Argentina and Brazil with emphasis on their relations with the United States. 3 s.h.
- FOR ADVANCED
UNDERGRADUATES AND GRADUATES
- 421 OR 521
THE REFORMATION
- Sixteenth-century European history, viewed from the vantage point of the religious struggles of that period together with their political, social, economic, and intellectual consequences. 3 s.h.
- 422 OR 522
THE AGE OF THE
ENLIGHTENMENT
- Eighteenth-century European history, viewed from the vantage point of the intellectual ferment of that period, together with its political, social, economic, and religious consequences. 3 s.h.
- 423 OR 523
HISTORY OF EUROPE
IN THE NINETEENTH
CENTURY
- The growth and development of liberalism, nationalism and imperialism with emphasis on the age of Metternich, the empire of Napoleon III, the unification of Germany and Italy, and the age of imperialism. 3 s.h.
- 424 OR 524
HISTORY OF EUROPE
IN THE TWENTIETH
CENTURY
- The causes and results of World Wars I and II, post World War II realignments with emphasis on the foreign policies of Great Britain, Germany, Austria, Russia, and France. 3 s.h.
- 441 OR 541
AMERICAN COLONIAL
HISTORY
- A survey of the period 1607-1789 in North America, with special emphasis on the development of institutions and cultural trends. 3 s.h.
- 443-444 OR
543-544
HISTORY OF THE
UNITED STATES IN THE
TWENTIETH CENTURY
- A topical-chronological development of United States' pre and post World War I and II domestic and foreign policies including the philosophy of the New Deal and participation in the Korean War, with some emphasis on the role of the United States in the modern world. The first semester concludes in 1933; the second in 1960. 6 s.h.
- 471 OR 571
AMERICAN
HISTORIOGRAPHY
- A survey of the chief writers of American history, especially since the middle of the nineteenth century, their ideas, schools and influences. 3 s.h.

GRADUATES ONLY

605
SEMINAR IN
EUROPEAN HISTORY

The development of European nationalism or the evolution of the diplomatic revolution. 3 s.h.

607
SEMINAR IN
AMERICAN HISTORY

The development of the political process. Investigations in depth of special problems in American Constitutional History. 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 — Fulfilling requirements of the American Dietetics Association. Home and Family Life 101-102, 203-204, 326, 328, 337, 339, 438, 462, 463. Biology 116, 325, 331. Chemistry 151-152, 312. Education 318, 463, 482. Business Education 205. Economics 101. Sociology 446.

Merchandising — Home and Family Life 113-114, 168-169, 201-202, 314, 328, 374, 453, 454, 457, 463, 484. Chemistry 151-152. History 101-102 or Economics 101-102. Sociology 446. Education 318.

Secondary Teaching — Home and Family Life 101-102, 113-114, 202, 203-204, 314, 326 or 337, 328 or 374, 445, 447, 453, 457, 476. Education 253, 453, 463, 482, 499. Sociology 446. Economics 101 or History 101. Speech 101 or 102.

Note: Students not preparing to teach may omit all education courses and should substitute another minor.

FOODS AND NUTRITION

*101-102 FOODS	General principles of cookery; selection, preparation, cost and methods of cookery. Emphasis is placed on basic techniques. Two hours lecture, two hours laboratory weekly. 6 s.h.
*203 NUTRITION	Fundamental principles of nutrition, food selection. Planning menus for the family, budgeting food costs on the high, moderate and low income levels. 2 s.h.
*204 FOOD SERVICE AND EQUIPMENT	Menu planning and styles of food service. Analysis of linens, silverware, china and glassware equipment used in formal and informal service, considering variation in income. 2 s.h.
312 BIOCHEMISTRY OF FOODS	The chemistry of foods and their utilization in human nutrition. Three hours lecture, three hours laboratory weekly. See " <i>Chemistry 312</i> ". 4 s.h. Prerequisite: <i>Chemistry 152</i> .
326 ADVANCED NUTRITION	Principles of nutrition relating to energy metabolism, proteins, minerals and vitamins, including qualitative and quantitative aspects of the science

of nutrition and the application of these principles to all phases of 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 given the selection of furnishings which are beautiful as well as functional. 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
MARRIAGE AND
THE FAMILY
- A consideration of marriage and the family covering all areas, relationships and aspects of marriage, both personal and social, natural and supernatural. 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 of 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.
- 463
PERSONNEL
MANAGEMENT
- The development of a deeper insight and understanding of people in business organizations and problems pertaining to managerial situations. 2 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. See *Education 482* or *Psychology 482*. 3 s.h.

Journalism

Practical experience is given in layout, copy editing, reporting, feature writing and 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. 3 s.h.

243
NEWS REPORTING

The art of reporting the news with knowledge and understanding; practical exercises in interpretive and depth reporting and writing for the campus newspaper. 3 s.h.

244
COPYREADING
AND EDITING

Techniques of editing, with practical exercises in copyreading, headline writing, typography, advertising, photography, and layout. Two hours lecture, three hours laboratory weekly. 3 s.h.

341
HISTORY OF AMERICAN
JOURNALISM

Growth and development of the press, with particular attention to American journalism. 3 s.h.

342
FEATURE WRITING

Study of feature stories in newspaper 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 journalism minor, by special permission. 3 s.h.

Latin

Students completing the four-year requirements in Latin are prepared for teaching in secondary schools. The Bachelor of Arts in this area leads to graduate studies in comparative literature, linguistics, research, and college teaching. Graduate courses are offered leading to the Master's degree in teaching Latin.

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.

For Master requirements, see page 93.

*101-102 ELEMENTARY LATIN	A linguistic approach to Latin phonology, morphology, and basic structures; selected readings. 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. Recommended for students with two years of high school Latin. 3 s.h.
213 LATIN ESSAY	Cicero's <i>De Amicitia</i> and <i>De Senectute</i> : an appreciation of their literary beauty and ethical content. 3 s.h.
214 ROMAN MYTHOLOGY	Selections from Ovid's <i>Metamorphoses</i> : 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 <i>Aeneid</i> ; emphasis on Books VI and VII; comparison with Homer's <i>Iliad</i> and <i>Odyssey</i> . 3 s.h.
303 ROMAN EPISTOLOGRAPHY	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 <i>Eclogues</i> , Horace's <i>Odes</i> , and Catullus' <i>Lyrics</i> . 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 neo-classical 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.

487
HONORS COURSE

A directed classical study. Open only to seniors by special permission. 3 s.h.

FOR ADVANCED
UNDERGRADUATES AND GRADUATES

407 or 507
PEDAGOGY IN
LATIN EXPRESSION
AND COMPREHENSION

Audio-lingual diction and fluency in the Latin idiom. Comprehension and appreciation of Roman graded readings. Appropriate realia. See *Education 407 or 507*. 3 s.h.

428 or 528
TEACHERS' COURSE
IN VIRGIL

Depth-study of parts of the *Aeneid*. An aesthetic appreciation of the structure, artistry, and interpretation of the poem, and a facility in reading the Latin hexameter. See *Education 428 or 528*. 3 s.h.

450 or 550
LATIN PROSE
COMPOSITION

Intensive review of basic structures; practice in writing idiomatic Latin. 3 s.h.

451 or 551
ADVANCED
LATIN COMPOSITION

Writing of connected discourse, stylistic and rhetorical usage, analysis of sentence structure and word arrangement. 3 s.h.
Prerequisite: *Latin 450-550* or its equivalent.

476 or 576
PEDAGOGY IN LATIN
LINGUISTICS AND
BASIC STRUCTURES

Designed to equip teachers with multiple techniques, both oral and written, for developing facility in the reading and comprehension of Latin. Appropriate realia. See *Education 476-576*. 3 s.h.

GRADUATES ONLY

- 605
CLASSICAL CULTURE
AND CIVILIZATION
- An inclusive study of the civilization and culture of Ancient Rome, as a period important in itself and important as a forerunner of our modern culture. 3 s.h.
- 620
STUDIES IN
MYTHOLOGY, SYMBOL
AND IMAGERY
- A study of the Graeco-Roman myths, their symbols, imagery, and influence from the original of Ovid's *Metamorphoses*. 3 s.h.
- 670
SEMINAR IN
ROMAN POETRY
- Comprehensive study of a Latin author to be selected by the instructor. Emphasis on style, content, structure, historical significance and cultural influence. 3 s.h.
- 672
SEMINAR IN
ROMAN PROSE
- Comprehensive study of a Latin author to be selected by the instructor. Emphasis on style, content, structure, historical significance and cultural influence. 3 s.h.

Library Science

Courses in library science teach the acquisition, organization, and promotion of school library materials and prepare for certification of school librarians.

- 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
- Survey of literature suited to the needs 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 pre-adolescence 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 and leisure needs; building and maintaining the library collection; methods of guidance in the use of materials. 3 s.h.
- 427-428
ADMINISTRATION AND
ORGANIZATION OF
SCHOOL LIBRARIES
AND MATERIALS
- Designed to help librarians in developing the understandings, attitudes, skills, and information necessary for leadership in a library service program that will contribute to the realization of educational objectives. Includes study of acquisition, organization, housing, and use of all types of materials of instruction. 6 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. See *Education 461*. 3 s.h.
- 499
SCHOOL LIBRARY
PRACTICE
- Library practice in elementary and high school libraries 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 or 413, 326, 411, 472. Students planning to teach add 476.

Recommended minors: Science, philosophy, business education.

Courses 103 and 104 are offered during the summer session.

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|---|---|
| 103
COLLEGE ALGEBRA | Sets; functions, operations, and relations; real number system; equations and inequalities; introduction to analytic geometry. <i>Summer Session.</i> 4 s.h.
Prerequisite: 2 units of <i>Algebra</i> and <i>Plane Geometry</i> . |
| 104
TRIGONOMETRY | Trigonometric functions; their graphs and applications; identities and equations; exponential and logarithmic functions, parametric equations; polar coordinates. <i>Summer Session.</i> 3 s.h.
Prerequisite: as for <i>Mathematics</i> 103. |
| *111-112
GENERAL
MATHEMATICS | Sets, algebra, trigonometry, elementary probability and statistics. <i>Not for Mathematics or Chemistry majors.</i> 6 s.h.
Prerequisite: as for <i>Mathematics</i> 103. |
| *115-116
ANALYTIC GEOMETRY
AND CALCULUS | Plane analytic geometry, differentiation, integration, applications. 8 s.h.
Prerequisites: three and one-half units of college preparatory mathematics, or three units of college preparatory mathematics and approval of department. |
| *207-208
MATHEMATICS FOR
TEACHERS | Structure of the number system, algebraic methods, informal geometry. An overall view of the basic subject matter of mathematics. 6 s.h. |
| *215-216
INTERMEDIATE
CALCULUS | Solid analytic geometry, partial differentiation, multiple integrals, infinite series, complex numbers and functions. 6 s.h.
Prerequisite: <i>Mathematics</i> 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: two years of college mathematics including *Mathematics* 216 or its equivalent.
- 311
MODERN ALGEBRA
Groups, rings and fields; polynomials and polynomial equations; vector spaces, matrices and determinants. 3 s.h.
Prerequisite: *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 OF
MATHEMATICS
The nature of mathematics, modern problems and concepts, history and literature in the field, leading contributions. 2-3 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 student. 3 s.h.
Prerequisite: Approval of department.

Music

The music department aims through its three majors, applied music, theory, and music education, to prepare the students not only for graduate study but also for various careers in the professional fields as performer, either soloist or accompanist, as instructor in private or classroom music, as music supervisor or consultant, as vocal or instrumental director.

Requirements for majors in applied voice or instrument: Music 101-102, 109-110, 211-212, 213-214, 305-306, 307-308, 311, 409-410, 413, 417-418; sixteen hours of credit in applied music must be earned in the same field. Recommended: Music 167, 179, 181, 301. A recital is to be presented in the senior year; the Advanced Test of the Graduate Record Examination is optional.

Requirements for majors in theory: Same courses as above plus Music 475; twelve hours of applied music earned in the same field. A paper to be submitted one month prior to graduation; Advanced Test of the Graduate Record Examination. Recommended: Music 167, 179, 181, 301, 476.



Requirements for majors in music education: Music 101-102, 109-110, 213-214, 305, 307, 311, 376-377, 409, 417-418, 476; six hours in any of the following — 167, 179, 1-460, 1-465; applied music must be in two fields — piano required as first or second field — eight hours must be in the field in which the student complies with entrance requirements, four hours in the second field. Recommended: Music 181, 301, 308, 413, 485. Music education majors may give a combined recital; the Advanced Test of the Graduate Record Examination is required.

Requirements for music minor: 18 semester hours including Music 101-102, 109-110, 307 or 417; four semester hours in applied field, two semester hours must be applied Music 135 or higher; two semester hours elective.

Music majors and minors in applied voice and instruments other than piano 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 their proficiency, number of lessons and hours of practice per week.

APPLIED MUSIC

Applied Music proficiency will be determined by an audition prior to first registration.

120
APPLIED MUSIC

A class in elementary piano and music fundamentals for those who have little or no experience at the keyboard. Elements of notation and time values, primary triads in all major and minor keys, simple accompaniments and sight singing. No credit.

123-126
APPLIED MUSIC

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

135-136
APPLIED MUSIC

Technical studies and literature selected from the classics. 4 s.h.

Prerequisite: *Music* 126 or equivalent.

287-288 APPLIED MUSIC	Further technical study and literature of greater difficulty. 4 s.h. Prerequisite: <i>Music</i> 136 or equivalent.
335-336 APPLIED MUSIC	Development of repertory and study of style. 4 s.h. Prerequisite: <i>Music</i> 288 or equivalent.
337-338 APPLIED MUSIC	Discretion of professor. Advanced work. Given at the discretion of the instructor. 4 s.h.
487-488 APPLIED MUSIC	Independent study. Preparation for senior recital. 4 s.h. Prerequisite: <i>Music</i> 336 or equivalent.
489-490 APPLIED MUSIC	Discretion of professor. Advanced work. Given at the discretion of the instructor. 4 s.h.

THEORY, LITERATURE, EDUCATION

*100 REVIEW OF THE FUNDAMENTALS OF MUSIC THEORY	Designed for students who do not qualify in placement tests for Music 101 and Music 109. No credit.
*101-102 HARMONY I	Elementary written harmony from basic triads through chords of the dominant seventh, secondary seventh chords, nonharmonic tones, diatonic modulation. 6 s.h. Prerequisite: Placement test or <i>Music</i> 100 and <i>Piano</i> 120.
*109-110 AURAL THEORY	Aural skill in the study of rhythm, harmonic and melodic intervals and triads, sight singing, melodic and two-part harmonic dictation in major and minor modes, keyboard harmony. To be taken concurrently with Music 101-102. 4 s.h. Prerequisite: Placement test or <i>Music</i> 100 and <i>Piano</i> 120.
*160-260-360-460 VOCAL ENSEMBLE	A study and rendition of representative literature from the sixteenth to the twentieth century. 4 s.h.

- *165-265-365-465
PIANO ENSEMBLE
- An analytical study and interpretation of duo-piano literature from the classical through the contemporary periods. 4 s.h.
- 167
INSTRUMENTAL
ENSEMBLE
- A study and interpretation of instrumental literature through its various periods. Open to students of all departments. Credit is cumulative. 4 s.h.
- *179
CHORAL ENSEMBLE
- A course in singing designed to acquaint the student with important works of choral literature. Open to students of all departments. Credit is cumulative up to 4 s.h. After 4 s.h., honor points are issued but no credit is given.
- *181
LITURGICAL SINGING
- Study and performance of music in liturgical functions. Open to students of all departments. Honor points are issued but no credit is given.
- *211-212
ADVANCED AURAL
THEORY
- Intensive study of three- and four-part harmonic dictation, sight singing of comparable difficulty, 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.
- *301
INTRODUCTION TO
MUSIC LITERATURE
- Designed for non-music majors as an introduction to intelligent listening through a study of the major works of the classic, romantic, and modern periods. Two hours lecture, one hour listening laboratory. 3 s.h.
- 305-306
COUNTERPOINT
- An analytical study of 16th century vocal polyphony. An application of the medieval modes to motet writing including five parts. 4 s.h.
- 307-308
MUSIC LITERATURE
- An analytical study of the representative works of music literature. Designed for music majors. Two hours lecture, one hour listening laboratory. 6 s.h.

- 311
ORCHESTRATION
Study of instrumentation, scoring for small orchestra, score reading of master works. 2 s.h.
- 367
ADVANCED
INSTRUMENTAL
ENSEMBLE
Music majors only.
Prerequisite: 4 s.h. in *Music* 167.
- 375
TECHNIQUE AND
MATERIALS IN PIANO
TEACHING
Problems of the technique of teaching, of selecting materials, of planning recitals; practice teaching. 2 s.h.
- *376
FUNDAMENTALS OF
MUSIC FOR THE
ELEMENTARY TEACHER
An introduction to the fundamentals of music; development of vocal and keyboard skills; performing experience on simple instruments used in the elementary grades. Oriented to the classroom teacher. Applied Music 120 or its equivalent must be satisfactorily completed before credit is issued. 2 s.h.
- *377
MUSIC METHODS AND
MATERIALS IN THE
ELEMENTARY
CLASSROOM
Methods of teaching music reading; a study of singing, rhythmic, creative, listening and instrumental activities; selection of materials. 2 s.h.
Prerequisite: *Music* 376 or its equivalent.
- *379-380
ADVANCED CHORAL
ENSEMBLE
Music majors only.
Prerequisite: 4 s.h. in *Music* 179.
- 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
A study in design and tonal structure from simple binary and ternary to the larger forms as found in the great literature from chant through twentieth century compositions. 4 s.h.
- 413
COMPOSITION
Composition in smaller forms both instrumental and vocal; rondo, variation, sonatine and free forms. 2 s.h.

417-418 MUSIC HISTORY	Survey of the development of music from the early Greeks to the twentieth century. 4 s.h.
475 THEORY PEDAGOGY	Methods of teaching the various phases of harmony, aural theory and the critical analysis of theory texts. 2 s.h. Prerequisite: Senior standing in music.
476 MUSIC METHODS IN THE HIGH SCHOOL	A study of the secondary vocal and instrumental program, general music class, theory and music literature courses, humanities program; techniques of conducting; selection of materials and organization of courses. 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 has as its purpose the preparation of graduates for beginning practice of professional nursing in any setting where such practice is required; for advancement to positions requiring beginning administrative skills; and for the pursuit of graduate study in nursing.

Requirements for a Bachelor of Science in Nursing degree:

Major: Nursing 111, 112, 213, 215, 271, 277, 324, 330, 464, 481, 492, 499.

Minor: Biology 116, 152, 230, 325, 331.

111 ORIENTATION TO NURSING I	A foundation course directed to personal and professional adjustment. Includes basic concepts of personality development, dynamics of behavior, interpersonal relationships, communication skills and the problem-solving process. 2 s.h.
112 ORIENTATION TO NURSING II	Continuation of Orientation to Nursing I. 2 s.h.

- 213
FUNDAMENTALS
OF NURSING
- Introduction to the basic principles of patient care with opportunities for application in the clinical setting. Nursing activities will include the mastery of specific technical skills and the amplification of concepts presented in Nursing 111 and 112. 4 s.h.
- 215
PHARMACOLOGY
- A survey of the principles of drug therapy which includes an introduction to the classification and characteristics of drugs and the responsibilities of the nurse in preparing and administering medications. 2 s.h.
- 271
NURSING CARE
OF CHILDREN
- A study of child growth and development from infancy to adolescence. Utilization of this knowledge in the clinical setting provides opportunities for the application of problem-solving method in the care of the child who is hospitalized. 6 s.h.
- 277
MATERNITY NURSING
- A family-centered study of pregnancy and parturition taught concurrently with guided clinical experiences in problem-solving. 6 s.h.
- 324
MEDICAL-SURGICAL
NURSING I
- A study of the principles of the nursing care of patients with medical and/or surgical problems. Supervised clinical experience is provided with a patient-centered approach to the nursing care and problem-solving techniques emphasized. Nutrition, pharmacology, rehabilitation, and techniques of communication are integrated throughout the course. 9 s.h.
- 330
MEDICAL-SURGICAL
NURSING II
- Continuation of Medical-Surgical Nursing I. 9 s.h.
- 464
PSYCHIATRIC NURSING
- Offers a broader knowledge of the dynamics of behavior and a deeper respect for the human being through the nursing care of persons afflicted with psychiatric disorders; and correlates with previous nursing courses by further development of communication skills and methods of research in the problem-solving process. 6 s.h.

481
PUBLIC HEALTH
NURSING

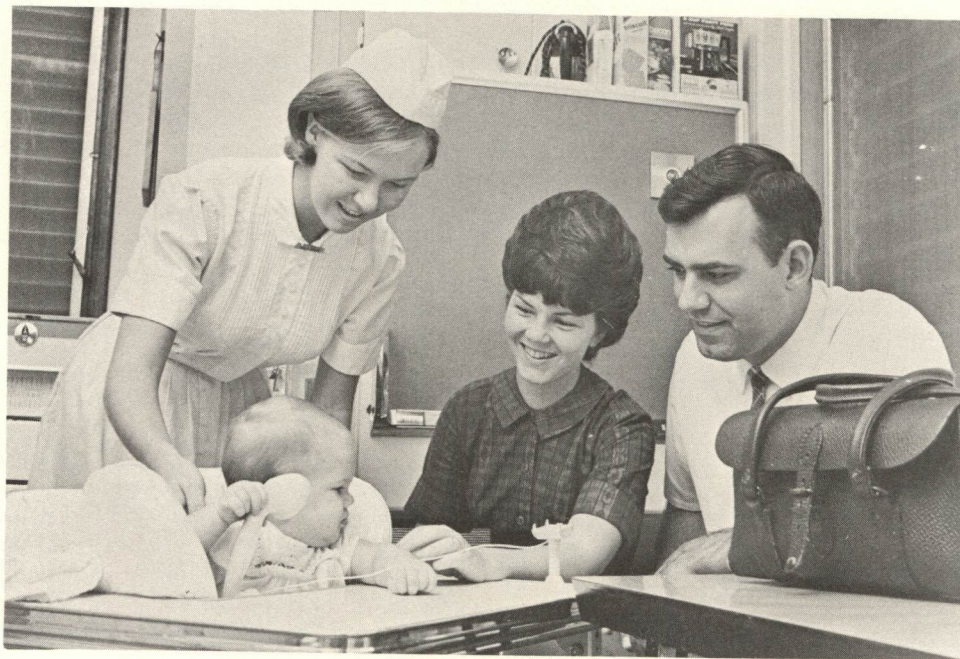
A program of observation and professional practice in nursing in which technical nursing and interpersonal skills are applied to health problems inherent in comprehensive nursing care of families. This course is designed to assist the student to acquire increased understanding of community needs and of the epidemiologic approach in nursing to problems of health as they affect the community. 8 s.h.

492
PUBLIC HEALTH
SCIENCE

A course in public health organization and administration on local, state, national and international levels. It emphasizes the epidemiologic approach to occurrence and distribution of specific diseases of man. 3 s.h.

499
SENIOR EXPERIENCE

Further implementation of communication skills and problem-solving methods in the study of the supervisory process and methods of ward management. 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.

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| <p>*252
LOGIC</p> | <p>The nature, acquisition, and coordination of concepts into predicables and predicaments; semantics, judgment and proposition, induction, deduction, syllogisms, states of the mind with regard to truth. 3 s.h.</p> |
| <p>*283
PHILOSOPHY OF MAN</p> | <p>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.</p> |
| <p>*314
GENERAL METAPHYSICS</p> | <p>Analogy; nature, properties and kinds of being; transcendentals; potency and act; essence and existence; perfection of being; substance and accidents; causality. 3 s.h.</p> |
| <p>*332
GENERAL ETHICS</p> | <p>The nature of the moral act, moral good and moral evil, moral habits, natural and positive moral law. 3 s.h.</p> |
| <p>453
MEDICAL ETHICS</p> | <p>Special study of medico-moral problems and selected moral questions of the day. 3 s.h.</p> |
| <p>455
HISTORY OF ANCIENT
AND MEDIEVAL
PHILOSOPHY</p> | <p>A survey of the principal representatives of philosophic thought from the Greeks through the medieval scholastics. 3 s.h.</p> |
| <p>456
HISTORY OF MODERN
AND CONTEMPORARY
PHILOSOPHY</p> | <p>A survey of the principal representatives of philosophic thought from the sixteenth century to the present. 3 s.h.</p> |

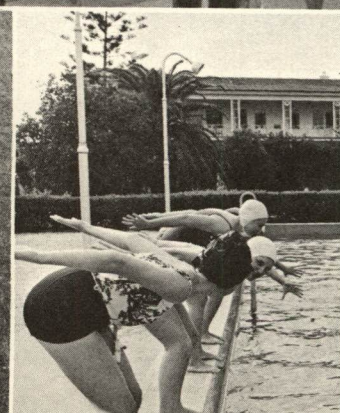
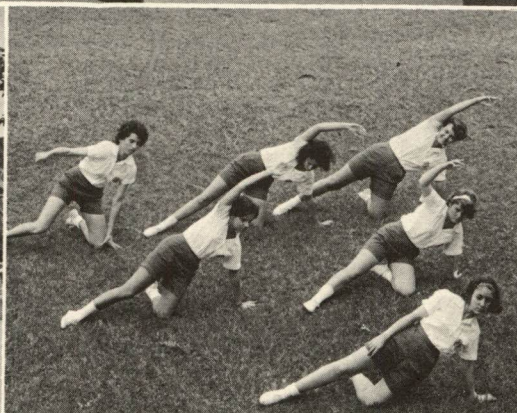
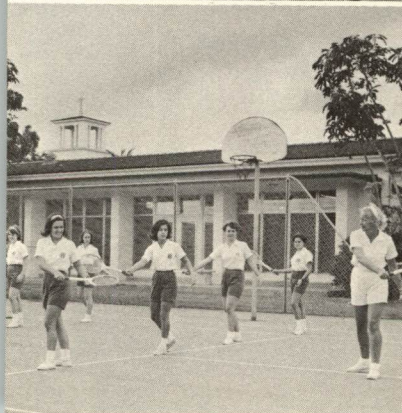
Physical Education

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 a major in this field may be prepared to direct playground and recreation activities, physical direction in hospitals and industry, or to teach in the elementary or secondary schools.

Requirements for majors: Activity courses: 105, 108, 113, 114, 203, 211, 218, 239, 265, 311, 312, 319. Theory courses: 268, 294, 332, 465, 468, 482, 484, 490. Credit in Biology 230 and Education 343.

***101-102
BASIC PHYSICAL
ACTIVITIES**

An introduction to fundamental skills in swimming, body mechanics, team and individual sports. Cannot be applied for major or minor work. 2 s.h.



*105-106 SWIMMING AND DIVING	Perfection of strokes and diving. 2 s.h.
108 FUNDAMENTALS OF PHYSICAL EDUCATION	Basic movements and rhythms as integral parts of the physical education program. 1 s.h.
113 TEAM SPORTS I	Theory and practice in the fundamentals of volleyball, soccer, and basketball. 1 s.h.
114 TEAM SPORTS II	Theory and practice in the fundamentals of basketball, speedball, and softball. 1 s.h.
*203-204 MODERN DANCE	Theory and practice of the modern dance as a fine art. 2 s.h.
211 INDIVIDUAL AND DUAL SPORTS	Theory and practice of archery, badminton, golf. 1 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.
218 GYMNASTICS	Theory, practice and teaching methods in free gymnastics, tumbling, stunts, and apparatus. Student participation in creative demonstrations. 1 s.h.
219 RHYTHMIC ACTIVITIES	Study in rhythmic movement, coordination, and the dance forms. 1 s.h.
*221-222 BOWLING	Fundamentals of basic skills and elementary strategy of the game. Extra fee. 2 s.h.
225 SYNCHRONIZED SWIMMING	Advanced swimming instruction, individual and group performance. 1 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 Tennis fundamentals, strokes, strategy, and scoring. 2 s.h.
- 241-242
WATER SKIING Fundamentals of water skiing and introduction to slalom and trick skiing. Extra fee. 2 s.h.
- *265
WATER SAFETY Theory and practice with respect to teaching methods and skills in advanced swimming, life saving, and water safety. Qualified students will receive Water Safety Instructor's Certificates. 1 s.h.
Prerequisite: *Physical Education* 105 or equivalent.
- 268
SAFETY EDUCATION Treatment of common athletic conditions, emergency care of injured in school and community. First Aid Instructor's Certificate to qualified students. 2 s.h.
- 282
ADAPTED PHYSICAL EDUCATION Corrective and therapeutic exercises; posture, diet, and weight control. 1 s.h.
- 285-286
BALLET DANCING Theory and practice of the dance as a fine art. 2 s.h.
- 294
HISTORY AND DEVELOPMENT OF PHYSICAL EDUCATION Principles of physical education; philosophical and psychological basis. 2 s.h.
- 311
COACHING AND OFFICIATING TEAM SPORTS I Principles of coaching volleyball, soccer, and basketball. Techniques of officiating; study of rules; practical experience. 2 s.h.
- 312
COACHING AND OFFICIATING TEAM SPORTS II Principles of coaching basketball, speedball, and softball. Techniques of officiating; study of rules; practical experience. 2 s.h.
- 319
TEACHING OF RHYTHMIC ACTIVITIES Methods and material of teaching rhythmic movement, coordination, and the dance forms. 2 s.h.

- 332
LEADERSHIP IN THE
RECREATION PROGRAM
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; 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 *Education 343*. 2 s.h.
- 465
ORGANIZATION AND
ADMINISTRATION OF
PHYSICAL EDUCATION
Planning and evaluation of curriculum trends, supervision of facilities and equipment. 3 s.h.
- 468
KINESIOLOGY
Analysis of human motion based on anatomic, physiologic, and kinesiological principles. See *Biology 468*. 2 s.h.
Prerequisite: *Biology 230*.
- 476
TEACHING PHYSICAL
EDUCATION IN
SECONDARY SCHOOL
Selection of methods and materials for physical education in junior and senior high school; programs for intramural athletics. 2 s.h.
- 482
TEACHING OF
ADAPTED
PHYSICAL EDUCATION
A study of the causes of physical defects; the use of corrective and therapeutic exercises. 2 s.h.
- 484
TESTS AND
MEASUREMENTS IN
PHYSICAL EDUCATION
Investigation, evaluation and application of knowledge of motor ability tests. 2 s.h.
- 490
CURRENT TRENDS IN
PHYSICAL EDUCATION
Introduction to literature of physical education and evaluation of problems pertinent to the field of physical education. 2 s.h.

Physics

- 151
INTRODUCTORY
PHYSICS
Elements of mechanics, electricity, and wave phenomena. For nursing students and others requiring a one semester course. Three hours lecture, two hours laboratory. 4 s.h.
- 201-202
GENERAL COLLEGE
PHYSICS
Mechanics, heat, sound, electricity and magnetism, optics. For students of science and mathematics. Three hours lecture, three hours laboratory weekly for two semesters. 8 s.h.
- 351
INTRODUCTION TO
MODERN PHYSICS
Special relativity, quantum effects, atomic structure, the theories and methods of nuclear physics. A course at the intermediate level for students of mathematics and the physical sciences. 4 s.h.
Prerequisites: *Physics* 202, *Mathematics* 216.
- 410
INTERMEDIATE
MECHANICS
Kinematics and dynamics of particles, free and forced harmonic oscillations, simple applications of vector analysis. 4 s.h.
Prerequisites: *Physics* 202, *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
The national government and its structure; practical workings and administrative practices of the central agencies of authority in the United States. 3 s.h.
- *102
STATE AND
LOCAL GOVERNMENT
The fifty states and their subdivisions: county, city, town, and administrative district; the relationships of these units to the states, of the states to each other, and of the states individually and collectively to the national government. 3 s.h.
- 321-322
AMERICAN
CONSTITUTIONAL
HISTORY
English and colonial backgrounds of the American constitutional system; framing and implementing of the Constitution; testing its strength in the foreign and domestic worlds; working within its expanded framework to the present day. See *History* 321-322. 6 s.h.

343
ANCIENT AND
MEDIEVAL POLITICAL
THEORY

An historical survey of the development of political thought, with special stress on the works of those theorists who have been most influential in the development of states in the western world. 3 s.h.

344
MODERN
POLITICAL THEORY

An historical survey of the development of political thought since 1500, with special stress on the works of Hobbes, Locke, Burke, Hamilton, Madison, Jefferson, Calhoun, and their successors. 3 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 velocity. See *Philosophy 283*. 3 s.h.

*318
PSYCHOLOGY
OF LEARNING

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. 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, anthropology, and psychiatry. 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.

469
MENTAL HYGIENE

Conditions which contribute to the development of a wholesome personality with special attention to proper mental adjustment in childhood and adolescence. See *Education 469*. 3 s.h.

- 470
EDUCATION OF
EXCEPTIONAL
CHILDREN
- A study of the detection of physical, mental and emotional exceptionalities in children and their educational provisions. See *Education 470* or *Sociology 470*. 3 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. See *Education 482*. 3 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, *Education 469*.

- *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 affiliations; the dynamics of social action and interaction; the relationship of social psychology to sociology, psychology, anthropology, and psychiatry. 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.
- 441
GENERAL
ANTHROPOLOGY
Evaluation of man's evolutionary development, racial diversity, human genetics, and development of world's major cultures. See *Biology* 441. 3 s.h.
- *446
MARRIAGE AND
THE FAMILY
A consideration of marriage and the family covering all areas, relationships and aspects of marriage, both personal and social, natural and supernatural. 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.
- 470
EDUCATION OF
EXCEPTIONAL
CHILDREN
A study of the detection of physical, mental and emotional exceptionalities in children and their educational provisions. See *Education* 470 or *Psychology* 470. 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: 30 semester hours of Spanish including 18 hours in the upper division. Students planning to teach add 476.

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|---|---|
| <p>*101-102
ELEMENTARY SPANISH</p> | <p>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.</p> |
| <p>*203-204
INTERMEDIATE
SPANISH</p> | <p>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.</p> |
| <p>*250-251
ADVANCED
CONVERSATION AND
COMPOSITION</p> | <p>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.</p> |
| <p>*305-306
SURVEY OF
SPANISH LITERATURE</p> | <p>Principal movements in Spanish literature; typical works of each period. 6 s.h.</p> |
| <p>313-314
SURVEY OF
SPANISH-AMERICAN
LITERATURE</p> | <p>Principal movements of Spanish-American literature; typical works of each period. 6 s.h.</p> |

- 370
HISPANIC-AMERICAN
CIVILIZATION
- A survey of the life and culture of the Hispanic-American peoples. 3 s.h.
- 379
SPANISH CIVILIZATION
- A survey of the history and geography of Spain; an appreciation of the culture of the country. 3 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
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. 3 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 302, 213, 255-256, 285-286, 287, 301, 323, 324, 439-440, 455 and 491; Physical Education 285-286 or 203-204. Students planning to teach add Speech 411 and 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. No credit.
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 <i>Art 285-286</i> . 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.
302 FORENSICS LABORATORY	Selection of materials, training in skills, methods of teaching and evaluating forensic activities. 2 s.h.

- 312
GENERAL SPEECH
General speech, including some experience in varied communication skills: public speaking, group discussion, voice production, and classroom teaching. For non-majors preparing for careers in teaching or public relations. 3 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 equivalent.
- 370
INTRODUCTION TO
MOTION PICTURE
STUDY
A non-technical analysis and survey of motion pictures and a study of the influence of motion pictures on contemporary American life aesthetically, sociologically, and morally. 2 s.h.
- 372
INTRODUCTION
TO PLAYWRITING
Script writing for stage, radio, and television. Open to sophomores and juniors with permission of instructor. 2 s.h.
- 391
CREATIVE DRAMATICS
Creative approach to the art of acting with emphasis on the development of the imagination, flexibility of body movement, and greater ease in communication. 3 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. 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

Theology directs all learning to its highest source, which is God, the Supreme Truth. This Sacred Doctrine is the wisdom which envisions God as All Perfect in Himself and from Whom all creatures emanate and to Whom they return. Each discipline makes its unique contribution to this transcendent vision without which there is no liberal education. The goal of theology, like the proper end of all Christian education, is to form a supernatural woman who thinks, judges, and acts in accordance with right reason illumined by the supernatural light of the example and teaching of Christ.

- *111
INTRODUCTION TO
SACRED SCRIPTURE I
A reading and discussion of the texts of the Bible selected from the historical, prophetic, and sapiential books; to engender a reverence and love for the word of God. 2 s.h.
- *112
INTRODUCTION TO
SACRED SCRIPTURE II
A continuation in the reading of the Bible to include much of the Gospels and the Epistles; with reference to the Scriptural encyclicals of Leo XIII and Pius XII. 2 s.h.

- *209
CHRIST AND
HIS CHURCH
- 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 the perpetuation of his life among men through his Church, which is his Mystical Body. 2 s.h.
- *210
THE SACRAMENTS AND
THE LITURGY
- The doctrine of the Sacraments, their nature and purpose, with practical applications; the Holy Eucharist is particularly treated with its role as the very substance of the Liturgy. 2 s.h.
- *313
THEOLOGICAL VIRTUES
- A study of man's ultimate end, the nature of grace and the virtues which are immediately directed to God — faith, hope, and charity; with the moral synthesis of St. Thomas Aquinas as the pattern. 2 s.h.
- *314
MORAL VIRTUES
- An analysis of the many and diversified activities of man which must be properly ordered to their specific ends, concentrated around the moral virtues of prudence, justice, temperance, and fortitude. 2 s.h.
- 315
SPIRITUAL THEOLOGY
- A study of the more profound problems which arise in the regular consideration of the virtues; a discussion of the principles and means of greater progress in the spiritual life, conducted as a seminar. 2 s.h.
- *401
GOD AND HIS
INTERIOR LIFE
- A scientific approach to theology through the determination of its nature and sources; a study of the existence, nature and attributes of God, his unity and his interior life which is Trinitarian. 2 s.h.
- *402
GOD'S CREATION,
THE UNIVERSE
- A study of the act of creation, the ultimate causes of the world; a treatise on the angels and a view of the universe as it is sustained and governed by Divine Providence; with the dogmatic synthesis of St. Thomas Aquinas as the pattern. 2 s.h.
- 409-410
- See Theology 209-210. (Through 1967.) 4 s.h.

415
ADVANCED
SPECULATIVE
THEOLOGY

A deeper analysis of the problems that arise from a study of the attributes of God, e.g., justice and mercy; a discussion of the constitutions by Vatican Council II, conducted as a seminar. 2 s.h.



The Graduate Division

Barry College has had a Graduate division since 1954, offering courses for both men and women students. Education or English curricula, leading to the Master of Arts degree, or majors within education, as well as in secondary teaching in English, history, or Latin, leading to the degrees of Master of Science, or Master of Science in Secondary Teaching, may be earned.

ADMISSION

Application for admission must be filed with the Graduate Office one month prior to entrance. The applicant should request that official transcripts of his undergraduate and graduate work be sent to the Registrar. Requirements for admission include:

1. a bachelor's degree from an accredited college or university;
2. a minimum of 18 hours of acceptable courses in the proposed field of specialization. For graduate work in English the 18 semester hour requirement must be in courses beyond the sophomore English requirement;
3. a B average in the proposed field of specialization and a strong scholastic record in other fields;
4. such recommendations as the Graduate Office may require.

CANDIDACY

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

1. successfully completed 12 semester hours of graduate study at Barry College;
2. attained acceptable standing on the Graduate Record Examination;
3. passed the foreign language examination where required;
4. satisfactorily concluded the departmental course in bibliography and methodology of graduate research.

Candidacy must be achieved before the student registers for the last 12 hours of graduate study.

Foreign language and Graduate Record Examinations are given in November, March, and July.

RESIDENCE AND TIME LIMIT

A residence of at least one calendar year, or five summer sessions, or the equivalent in part-time course work, is required. Ordinarily, Master's degree work must be completed within seven years.

TRANSFER OF CREDIT

Six semester hours of credit earned in another recognized graduate school may ordinarily be applied to the degree requirements.

DEGREE
REQUIREMENTS

Degree candidates must complete specified courses with a B average; usually twenty-four to thirty-six hours of work in graduate courses, half of them numbered 600 or above, are required.

In some graduate programs, a minor sequence of not more than six hours may be taken; minor fields include education, English, and history.

Only the Master of Arts degree carries a language requirement.

All degree candidates must secure acceptable grades in written comprehensive examinations, given about one month before the end of each session.

Degrees may be either Master of Arts, in English; Master of Science, in Education; or Master of Science in Secondary Teaching.

MASTER OF ARTS

The Master of Arts degree requires the student to follow a program of thirty hours, six of which may be chosen from another graduate field, and six more of which are satisfied by the submission of a master's thesis in Education. Students in other graduate degree programs may choose to submit a master's thesis to satisfy six hours within their programs, or they may carry the full number of hours and submit a serious research paper of considerable depth through one of their regularly scheduled courses.

MASTER OF SCIENCE

The Master of Science degree offers major sequences in elementary school administration, and supervision, or teaching; in secondary school administration and supervision; in guidance and counseling, or in the visiting teacher program.

MASTER OF SCIENCE
IN SECONDARY
TEACHING

The Master of Science in Secondary Teaching includes preparation for the teaching of English, history, or Latin. Students following this program carry fifteen hours in the teaching field elected and the other fifteen hours in education courses. No language or thesis requirement attaches to this program, but the student does submit a serious research paper of greater depth than would ordinarily be demanded in a course; this paper is submitted through the departmental area in which the student is preparing to teach.

Expenses

GENERAL	Matriculation (payable once)	\$ 10.00
	Tuition and fees for one year (1965)	800.00
	Tuition and fees (beginning Sept. 1966)	900.00
	Fees include library, culture series, visiting lecturers, health and physical education, testing program, <i>Angelicus</i> , <i>Orbit</i> , student directory, laboratory.	
RESIDENT	Board, room and linen	1,050.00
HOSPITALIZATION INSURANCE	Required of all full-time students not covered by hospital insurance	17.00
NURSING	Freshman summer session tuition (10 weeks)	150.00
	Residence accommodations	150.00
MUSIC	Piano or Voice lessons for credit:	
	Music majors or minors, per year	120.00
	Non-music majors, per year	180.00
	Piano or Voice, non-credit, per hour	7.00
	Organ lessons by special arrangement	
SPECIAL ATHLETIC FEES FOR ONE YEAR	Golf	40.00
	Horsemanship	70.00
	Bowling	40.00
	(subject to change)	
GRADUATION FEES	Executive Secretarial 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)	\$ 10.00
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
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 furnished with blankets, bed linen, bath mats, towels, shower curtains, draperies, and bedspreads. Students are requested to bring their own desk lamps.

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 Refunds. 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.

These educators believe 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.

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 no later than March 15.

**BARRY
SCHOLARSHIPS**

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

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

The St. Patrick Parish scholarships, covering tuition,

are awarded to outstanding students of St. Patrick Parish, Miami Beach.

The Mother Mary Gerald Barry Scholarship, founded in 1958, is awarded to a student of high academic standing named by the college. This grant amounts to \$1500.

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 Al-legheny, New York, is awarded every four years to a student in the nursing department. This scholarship amounts to \$500 yearly.

REGIONAL HONOR SCHOLARSHIPS

Barry offers 5 regional honor scholarships annually to 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:

1. Graduation in the upper quarter of class
2. Scores on S.A.T. totaling 1200
3. Recommendation by the principal as to the potential of the applicant
4. Character references
5. An essay defining applicant's 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.

Parents' Confidential Statement is not needed for the Regional Scholarships.

Interested high school seniors should write to the Academic Dean.

BARRY COLLEGE GRANTS

The College has limited resources to assist students who have academic promise and whose Parents' Confidential Statement shows a definite need. See Scholarship and Grant Requirements above.

SCHOLARSHIPS
SUBSIDIZED BY
FRIENDS OF THE
COLLEGE

Edwin L. and Ann K. Wiegand Foundation Scholarships. Two scholarships of \$1,600 each are offered to students who demonstrate qualities of leadership and have high academic achievement.

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

The *Wyolene Neal Memorial Scholarship*, amounting to \$800, founded in 1961 by the parents of Wyolene Neal, is awarded annually.

Mabel Scollin Kelley Tuition Fund. This loan fund of \$5,000 was willed by Mrs. Kelley to allow worthy Catholic girls to borrow money for their tuition at Barry. Mrs. Kelley desired this fund to become a revolving fund in her memory.

Frank J. Lewis Foundation. \$5,000 is made available for summer school scholarships at Barry for teachers employed in parochial schools.

The *Catholic Association of Foresters* offers a \$500 scholarship yearly to the daughter of one of their members.

GRADUATE
FELLOWSHIPS

Two graduate fellowships are offered yearly and they cover a two-year period. Interested students should write directly to the Chairman of the Graduate Division, Barry College.

CAMPUS EMPLOYMENT

Students may earn up to \$200 a semester working in the dining hall, class rooms, library, or offices. They may serve as telephone operators, typists, and clerks.

Barry College participates in the Work-Study Program of the Economic Opportunity Act of 1964.

FEDERAL LOANS

Students in their second year at Barry may apply for a loan through the NDEA program, or in the case of nurses through the Nursing Student Loan Program of the Public Health Service. Applications are made through the college business office and are reviewed by the committee on financial aid.

CUBAN STUDENT
LOAN PROGRAM

Cuban refugee students may apply for this help by writing to the Academic Dean.

STATE LOANS

Teaching. Residents of Florida may by examination earn a scholarship of \$400 yearly. In lieu of repaying this loan the student may teach in the state of Florida one year for each year of scholarship assistance.

Nursing. Under the same conditions as listed for teaching, Florida students may receive \$500 yearly for their tuition in the nursing program.

Examinations for the Teaching and Nursing Scholarship Loans are given in October each year. Students should write to their County Superintendent of Schools for application forms. Students already enrolled at Barry may receive applications from the Dean's office.

Florida Student Scholarship and Loan Commission. Loans are available through Barry for tuition and registration fees for students who have been legal residents of Florida for three years. Funds received must be repaid at 4% interest beginning at the time of graduation or termination as full-time student.

INDUSTRY
SCHOLARSHIPS

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



The College Personnel

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Library Librarian, Assistant Librarian, and faculty representatives.

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Scholarship and Honors Academic Dean, Registrar, faculty representatives.

Scholarships and Student Aid Academic Dean, Treasurer, faculty representatives.

Student Welfare President, Academic Dean, Dean of Students, and faculty class advisers.

*The President and Academic Dean are ex-officio members of all committees.

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Resident Campus Nurse, *Director of Campus Clinic*
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St. Francis Hospital Staff of Doctors, *Consultants*

FACULTY SISTER MARY ADRIAN, M.S.L.S. *Instructor in Library Science*
B.S., University of Detroit; M.S.L.S., Syracuse University Graduate Library School; additional graduate study, University of Illinois.

SISTER AGNES CECILE, PH.D. *Professor of Theology and Philosophy*
B.A., Siena Heights College; M.A., Ph.D, Catholic University of America; additional graduate study, University of Cincinnati, University of Santo Domingo.

SISTER AGNES LOUISE, PH.D. *Assistant Professor of Biology*
B.S., Siena Heights College; M.S., University of Detroit; Ph.D. Catholic University of America.

MRS. RUTH AJELLO, R.N., M.A. *Instructor in Nursing*
B.S., M.A., New York University; R.N., Rochester General Hospital School of Nursing.

- SISTER ALMA CHRISTA, M.M. *Instructor in Music*
 B.A., Barry College; M.M., University of Michigan; additional graduate study, Teachers College, Columbia University.
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 B.S., Siena Heights College; M.S., University of Michigan; M.A., Providence College; Ed.D., Wayne University; additional graduate study, Loyola University, Chicago.
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 Ph.B., St. John's University; M.A., Ph.D., Catholic University of America.
- SISTER MARY ARNOLD, M.A. *Professor of History*
 B.S., Siena Heights College; M.A. and additional graduate study, Catholic University of America.
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 Ph.B., Providence College; M.A., Catholic University of America.
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 B.S.N., Barry College.
- SISTER MARIE CAROL, M.A. *Professor of Speech and Drama*
 B.A., Siena Heights College; M.A., Catholic University of America; additional graduate study, Northwestern University.
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 B.A., DeSales College; M.A., Catholic University of America; Ed.D., Loyola University, Chicago.
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 B.A., Baker University; M.S., Barry College.

- MARQUESA DE COLONNETTA, B.A. *Instructor in Creative Writing*
B.A., Colegio de Bogota.
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B.A., Emory University; graduate study, Ecole Pratique des Hautes Etudes, University of France; Sorbonne.
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B.A., Siena Heights College; M.A., Ph.D., Catholic University of America.
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B.A., Siena Heights College; M.S.W., Loyola University, Chicago.
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B.A., Siena Heights College; M.A., University of Detroit; Theological Certificate, St. Xavier College; Ph.D., Catholic University of America.
- SISTER MARY ELLEN, M.A. *Associate Professor of English*
Ph.B., DePaul University; M.A., Catholic University of America; M.A. in Religious Guidance, Providence College; additional graduate study, University of Detroit.
- SISTER M. EULALIA, M.A. *Professor of Home Economics*
Ph.B., B.S. in Home Economics, Siena Heights College; M.A., Columbia University; professional study, Cranbrook Academy of Art.
- SISTER FRANCIS REGIS, M.A. *Instructor in Latin*
B.A., Siena Heights College; M.A., Catholic University of America; additional graduate study, University of Michigan.
- MISS KAREN FREI, M.S. *Instructor in Biology*
B.A., Douglass College; M.S., Rutgers University.
- MRS. VIRGINIA M. GELLENS, M.S. *Instructor in English*
B.A., Seton Hill College; B.S.N., Western Reserve University School of Nursing; M.S., Barry College.
- SISTER GRACE ELLEN, M.A. *Associate Professor of English and Journalism*
B.A., Siena Heights College; M.A., DePaul University; M.A. in Religious Guidance, Providence College; additional graduate study, Loyola University, Chicago.

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and Drama*
B.A., Barry College; graduate study, Trinity University.
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Tomas, Manila, P.I.

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B.A., Boston University; M.Ed., Boston University School
of Education; additional graduate study, Washington Uni-
versity, Assumption College.

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B.S., Marygrove College; M.S., University of Chicago.

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B.A., Siena Heights College; Ph.D., University of Notre
Dame.

SISTER PETER CLAVER, M.A. *Instructor in
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B.S. in Commercial Ed., Siena Heights College; M.A.,
DePaul University.

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B.S., University of Minnesota; M.S., Iowa State College.

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Instructor in Poetry
Appointed Poet Laureate of Florida in 1932 by Governor
Carlton.

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B.A., Siena Heights College; M.A., University of Mich-
igan; Ph.D., Catholic University of America.

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of Music*
B.M., Siena Heights College; M.M., Chicago Musical College; additional graduate study, Michigan State University.
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B.A., M.A., Marshall University; Ph. D., Catholic University of America.
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B.A., M.A., University of Michigan.
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American School of Ballet, Ballet Theatre; Metropolitan Opera Ballet Company; Hanya Holm School of Modern Dance.
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Ph.B., Siena Heights College; M.A., Catholic University of America; Ph.D., Michigan State University; additional graduate study, Providence College.
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B.S., DeSales College; M.S., University of Detroit; Theological Certificate, St. Xavier College; additional study, University of Fribourg, Switzerland, and Catholic University of America.
- MRS. ELIZABETH ZOBLE, B.S. *Instructor in Physical
Education*
B.S., Barry College, additional graduate study, Barry College.

Geographic Distribution

IN 1964-65 THE FULL-TIME STUDENTS OF
BARRY COLLEGE CAME FROM THESE AREAS:

UNITED STATES.

California	1
Connecticut	7
District of Columbia	1
Florida	356
Georgia	6
Illinois	13
Indiana	3
Iowa	1
Kansas	1
Kentucky	3
Maryland	5
Massachusetts	11
Michigan	11
New Hampshire	1
New Jersey	16
New York	35
North Carolina	3
Ohio	9
Pennsylvania	11
Rhode Island	3
South Carolina	1
Tennessee	1
Vermont	1
Virginia	3
Wisconsin	1

504

U. S. TERRITORIES

Canal Zone	1
Puerto Rico	5

FOREIGN COUNTRIES

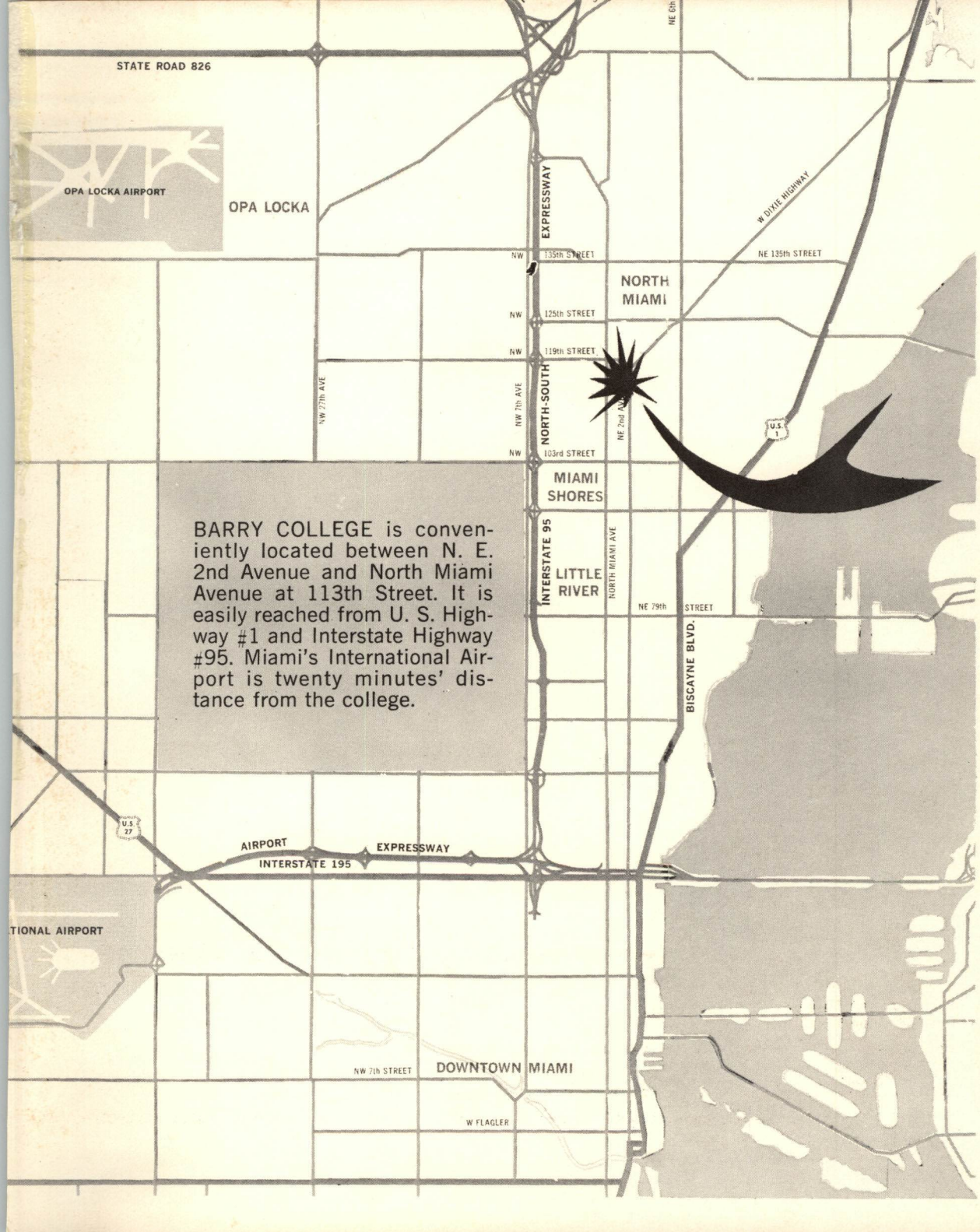
Argentina	1
Bahamas	4
Brazil	1
Canada	4
Chile	1
Colombia	5
Costa Rica	1
Cuba	58
Dominican Republic	1
El Salvador	1
England	1
Guatemala	1
Honduras	3
Italy	1
Jamaica	1
Nicaragua	3
Panama	3
Peru	1
Spain	3
Thailand	1
Viet-Nam	2

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STATE ROAD 826

OPA LOCKA AIRPORT

OPA LOCKA

NORTH MIAMI

MIAMI SHORES

LITTLE RIVER

DOWNTOWN MIAMI

BARRY COLLEGE is conveniently located between N. E. 2nd Avenue and North Miami Avenue at 113th Street. It is easily reached from U. S. Highway #1 and Interstate Highway #95. Miami's International Airport is twenty minutes' distance from the college.

INTERNATIONAL AIRPORT

AIRPORT EXPRESSWAY INTERSTATE 195

EXPRESSWAY

NORTH-SOUTH

INTERSTATE 95

EXPRESSWAY

EXPRESSWAY

EXPRESSWAY

EXPRESSWAY

EXPRESSWAY

EXPRESSWAY

EXPRESSWAY

W DYKE HIGHWAY

U.S. 1

U.S. 27

NE 2nd AVE

NW 135th STREET

NW 125th STREET

NW 119th STREET

NW 103rd STREET

NW 7th AVE

NW 27th AVE

NORTH MIAMI AVE

NW 7th AVE

NW 7th AVE

NW 7th AVE

NW 7th AVE

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BISCAYNE BLVD.

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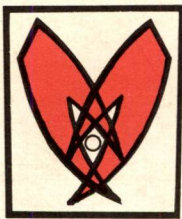
NE 79th STREET

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NE 79th STREET

NE 79th STREET

W FLAGLER



The cupped hands of womanhood form a heart, symbol of love, typifying fulfillment of Christ's command to love God and neighbor. The interior heart form represents those interior aspects of a woman's personality in which is housed the pearl, symbolizing the three-fold treasure of faith, knowledge and culture brought to proper fruition at Barry. The protective hands suggest the maternal

characteristic of the Christian woman who gives life and nourishes growth in her offspring.

