For a more clear copy of this catalog, please contact the Registrar's office.
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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 on Catholic Schools of Nursing
Council on Social Work Education
Florida Association of Colleges and Universities
Independent Colleges and Universities of Florida
Miami-Dade Chamber of Commerce
National Catholic Educational Association
National Catholic Welfare Conference
National Commission on Accrediting
Southern Association of Colleges for Women

...is recognized by the Department of Education of the State of Florida as a standard teacher training institution, and 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

THE ACADEMIC DEAN: general academic information, courses of study

THE REGISTRAR: transcripts, inquiries on academic standing, permanent records

DEAN OF STUDENTS: personal welfare of students, residence

THE TREASURER: all college accounts, financial aid

DIRECTOR OF ADMISSIONS: inquiries on admission, catalogs

CHAIRMAN OF GRADUATE DIVISION: all inquiries about graduate programs and admission

DEAN OF SCHOOL OF SOCIAL WORK: all inquiries about the School of Social Work
### College Calendar

#### Fall Semester 1967-68

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 13</td>
<td>Resident freshmen arrive</td>
</tr>
<tr>
<td>September 14</td>
<td>Orientation program begins</td>
</tr>
<tr>
<td>September 15</td>
<td>Registration for freshmen</td>
</tr>
<tr>
<td>September 16</td>
<td>Registration for upperclassmen</td>
</tr>
<tr>
<td>September 18</td>
<td>Classes begin</td>
</tr>
<tr>
<td>November 1</td>
<td>Feast of All Saints—holiday</td>
</tr>
<tr>
<td>November 13</td>
<td>Second Quarter begins</td>
</tr>
<tr>
<td>November 22</td>
<td>Thanksgiving vacation begins at 11:00</td>
</tr>
<tr>
<td>December 8</td>
<td>Feast of Immaculate Conception—holiday</td>
</tr>
<tr>
<td>December 21</td>
<td>Christmas vacation begins</td>
</tr>
<tr>
<td>January 8</td>
<td>Classes resume</td>
</tr>
<tr>
<td>January 19-25</td>
<td>Semester Examinations</td>
</tr>
<tr>
<td>January 26-29</td>
<td>Inter-semester holiday</td>
</tr>
</tbody>
</table>

#### Fall Semester 1968-69

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 18</td>
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<tr>
<td>September 19</td>
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<td>September 20</td>
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<td>November 27</td>
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<td>December 8</td>
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<td>December 19</td>
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<td>January 6</td>
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<tr>
<td>January 24-30</td>
<td></td>
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<tr>
<td>January 31-February 3</td>
<td></td>
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</tbody>
</table>

#### Spring Semester 1967-68

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 20</td>
<td>Registration for second semester</td>
</tr>
<tr>
<td></td>
<td>(full-time students)</td>
</tr>
<tr>
<td>January 27</td>
<td>Registration for part-time students</td>
</tr>
<tr>
<td>January 30</td>
<td>Classes begin</td>
</tr>
<tr>
<td>March 11</td>
<td>Olympics Day: no undergraduate classes</td>
</tr>
<tr>
<td>March 25</td>
<td>Fourth Quarter begins</td>
</tr>
<tr>
<td>April 8-15 inclusive</td>
<td>Easter vacation</td>
</tr>
<tr>
<td>May 23</td>
<td>Ascension Thursday—holiday</td>
</tr>
<tr>
<td>May 24-31</td>
<td>Semester Examinations</td>
</tr>
<tr>
<td>June 2</td>
<td>Baccalaureate and Commencement</td>
</tr>
</tbody>
</table>

#### Spring Semester 1968-69

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>January 25</td>
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<tr>
<td>February 1</td>
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<tr>
<td>February 4</td>
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<td>March 10</td>
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<td>April 8</td>
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<tr>
<td>March 31-April 7 inclusive</td>
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<tr>
<td>May 15</td>
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<tr>
<td>May 23-29</td>
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<tr>
<td>June 1</td>
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<td>5</td>
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</tbody>
</table>
First Semester

August 28
August 29–September 2
August 31
September 3
September 6
October 25
November 1–2
November 28
December 14
December 16–21

Resident Freshmen arrive
Orientation and registration of Freshmen
Registration of Upperclassmen and part-time students
Opening Mass 8:30; Classes begin
Last day for class changes
End of mid-term
College Retreat
Thanksgiving Day – no classes
Registration for full-time students
Semester Examinations; end of term

Second Semester

January 10, 1969
January 14
January 17
March 7
March 29–April 13 inclusive
April 14
May 12–17
May 18

Registration for part-time and new full-time students
Classes begin
Last day for class changes
End of mid-term
Easter Vacation
Classes resume
Semester Examinations; end of term
Commencement
History of The College

Barry College, founded in 1940, is incorporated under the laws of the State of Florida as a college of liberal arts and sciences. The undergraduate division is for women only; the graduate division is for men and women.

FOUNDERS

It was through the foresight of the Most Reverend Patrick Barry, Bishop of St. Augustine, and his sister, Reverend Mother Mary Gerald, Mother General of the Dominican Sisters of Adrian, Michigan, that a Catholic college was planned for Florida. The Bishop was supported in his decision by his younger brother, the Reverend William Barry, pastor of St. Patrick Church on Miami Beach. Father Barry, assisted by Mr. John Thompson, Mayor of Miami Shores, selected the site, 40 acres of scrub palm land in North Miami. Mr. Gerald Barry of Chicago, nephew of the founders, designed the buildings, and Sister Gonzaga Greene was overseer of the project. Mother Gerald was the College's first president.

BEGINNINGS

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 43 extra acres of land. This year became known as the year of the Great Dispersal.

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.

DEVELOPMENT AND EXPANSION

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 college union, named Thompson Hall, and two dormitories with a joint capacity of 144 students, Regina Mundi and Regina Caeli. Groundbreaking for the new four-story library was held in January, 1967.

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

A nursing program, affiliated originally with St. Francis Hospital, Jackson Memorial Hospital, and Dade County Public Health Department, 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. Graduate courses in history and Latin were soon added. In September, 1966, the Graduate School of Social Work admitted its first class.

**Purpose**

Barry College is a Catholic college for women, founded in the liberal arts tradition; it invites the student to commit herself to the demands of the contemporary world by cultivating her potentialities in the moral, intellectual, and economic orders. The College views its own commitment as encouraging and aiding each student to such current enterprise as will result in continuing responsible action.

**College Life**

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.
HOUSING The dormitories house students in single, double, and in a few instances, four-bed, rooms. Lounges, TV rooms, kitchenettes, and launderettes provide settings for recreation and for the student's personal needs. Each dorm is supervised by a house mother and a Sister resides in each wing. All full-time undergraduate students not commuting from their own homes are required to live on campus. Any exception to this rule must be handled by the Dean of Students. Dormitory and dining facilities are available beginning the first official day of the academic year; they are not available during the Christmas holidays nor on the day following graduation. Charges are made for dormitory and dining privileges during the Easter holidays. Bedrooms are furnished with a study desk, chest of drawers, and clothes closet for each girl. The college also supplies pillows, bed linen, bath mats, shower curtains, and draperies. Students furnish their own bed spreads, blankets, desk lamps, and throw rugs.

HEALTH Beginning with a physical examination and routine immunizations before entering Barry, the student has access to a health program through the campus clinic where a qualified nurse is available at scheduled times and where a campus doctor 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.

SPORTS Barry College has a program of individual and team sports: bowling, water skiing, tennis, skin diving, horseback riding, basketball, golf, baseball, hiking, and camping. Campus facilities include the 75-foot outdoor pool, the tennis, basketball, and volleyball courts, archery range, and sundecks. These and the Activity Room in Thompson Hall are used also for formal classes in physical education. Occasional competitions with neighboring schools such as Biscayne College, the University of Miami, Marymount, Miami-Dade, and the Junior College of Broward County, are arranged by the physical education department. Olympics Day, a program of intramural sports competition, is an annual feature of the Barry sports program.
Social Functions
Informal dances are held on the outdoor patio and in Thompson Hall. Each year in October the Coronation Ball honors the Campus Queen, who holds one of the three major campus offices. The Queen, elected by the student body, must have a 2.5 average.

The Junior-Senior Prom is held in May, usually in the ballroom of one of the Miami or Miami Beach hotels. Young men from Biscayne College, the University of Miami, Miami-Dade, and Broward Junior College regularly attend the campus-sponsored social functions.

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

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.

Student Government Association
This Association 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 average. The executive board of the Association works in collaboration with the Dean of Students.

A special committee of the Student Government Association is concerned with resident students and is responsible for the general good order in the dormitories.

Another committee of the Student Government Association coordinates the social activities on the campus, develops inter-collegiate relations, and serves all classes and organizations in inviting guests for campus affairs, social and academic.

Culture Series Lecture Series
The Barry Culture Series is the College's own program to offer a broad cultural experience in learning and the arts to the students and the community. Annually, the series brings to Barry renowned figures from the world of the arts and sciences. In 1965, the Coleman F. Carroll Lecture Series was inaugurated.

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 in the spring, 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 Theater, 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 concerts at Christmas and in the spring, these young women make frequent appearances locally on television, for national and local conventions, and for professional organizations in the area.

**Madrigal Singers**

This small group of selected singers devotes itself to the study and performance of early music; they are often featured on programs of medieval and Renaissance songs.

**Recitals and Exhibits**

Instrumental and vocal students, as well as members of the music faculty, present studio recitals and public concerts. The art department schedules exhibits by contemporary artists throughout the year, and student exhibits of 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.
**Honor Societies**
Lambda Sigma, the campus honor society, requires of its members a 3.0 average and demonstrated qualities of leadership and service. Membership in this society leads in many cases to election in the senior year to Kappa Gamma Pi National Catholic College Women's Honor Society and to Delta Epsilon Sigma National Scholastic Honor Society. From its ranks, too, are chosen seniors to be listed in *Who's Who Among Students in American Colleges and Universities*. Barry holds membership in Lambda Iota Tau, the international literature honor society.

**Dean's Conference**
Top scholars are selected on faculty recommendation to form the Dean's Conference. Throughout the school year Barry College faculty members and noted visitors lecture to this group on aspects of the year’s topic. The subject of the lectures and discussions in 1966-67 was “Government and Society.” From this group came candidates for highest national awards: Fulbright, Woodrow Wilson, Danforth.

**College Clubs**
A number of clubs and departmental organizations offer membership to the student body in general:
- Beta Kappa Kappa, sponsored by the foreign language department
- English Association
- Home Economics Club
- Music Educators National Conference
- Playhouse
- Recreational Athletic Association
- Science Club
- Secretarial Club
- Sociology Club
- Spanish Club
- Student Education Association

**Assembly Programs**
Monthly student assemblies are planned and coordinated by the Student Government Association.

**Leadership Conference**
This too is sponsored by the Student Government Association. Its aim is to awaken the students' potentialities for leadership and arouse the awareness of the students' obligation to assume social responsibility. The Women's Conference in 1967 took the place of the Leadership Conference.
**Publications**
Serving the students as organs of literary endeavor and personal expression are the *Angelicus*, the college newspaper published every two weeks by a student staff; and *Orbit*, the literary annual, compiled by the English department from outstanding student work in research, poetry, and the arts. The *Barry Mark* is a periodical bulletin published through the Development Office.

**Religious Services**
The chaplain and his assistant, both Dominican Fathers, serve the spiritual needs of faculty, students, and personnel. Mass is offered at 6:30 and 12:00 in Cor Jesu chapel, and confessions are heard at the same time. The chaplains are regularly available for private counseling. Each year a three day closed retreat is conducted for the students by a priest especially engaged for this purpose.

**Cor Jesu Choir**
This group 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:
- Sodality of Our Lady
- Confraternity of Christian Doctrine
- Legion of Mary
- Dominican Tertiaries
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.

Specific Requirements
1. evidence of high school graduation.
2. a minimum of 16 units of acceptable high school courses. These should include:
   - English 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 including chemistry; 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 the 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 her senior year. The usual dates for the test are the first Saturday in December, the second Saturday in January, and the first Saturdays in March, May, and July. Students coming to Barry should take the December or January test, if possible.
4. Ordinarily an applicant will receive her decision about...
acceptance within a month 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. It is at this time that resident students make application for a room in the dormitory.

6. Medical record forms will be supplied by the college to all accepted candidates.

**EARLY DECISION**

Barry College will give an early decision to a well-qualified student 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 students will be notified within a month after receipt of all credentials. 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 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.

These students need not submit a new application form. They should write to the Academic Dean, telling her of their plans, and, if they have attended another college since leaving Barry, they must have an official transcript sent to the Registrar.

There is a special application for part-time students which can be obtained through the Registrar's office. Part-time students must submit an official high school transcript showing the same units required of full-time students. If they have attended any other colleges, they must have official transcripts sent to the Registrar and they should request of her a formal evaluation of all credits earned.

Occasionally students who are not working toward a degree are admitted to certain classes. They are required to submit the part-time application but they are not held to all the requirements for regular admission.

Candidates from other countries are asked to follow the procedures of regular entering freshmen and in some instances they may be referred to the Institute of International Education for recommendation before entering Barry. Latin-American students must have completed the Bachillerato of Arts or Science in an approved secondary school. All students admitted from foreign countries must have sufficient proficiency in the English language to follow a regular program.
The Barry Program

The subjects in the curriculum are classified in six divisions:

I. SPECULATIVE SCIENCE
   Theology
   Philosophy

II. LANGUAGE AND
    LITERATURE
    English
    French
    German
    Latin
    Spanish

III. NATURAL SCIENCE AND
     MATHEMATICS
    Biology
    Chemistry
    Physics
    Mathematics

IV. SOCIAL SCIENCE
    Geography
    History
    Political Science
    Sociology

V. FINE ARTS
    Art
    Music
    Speech and Drama

VI. PROFESSIONAL ARTS
    Business
    Economics
    Education
    Home and Family Life
    Journalism
    Library Science
    Nursing
    Physical Education
    Psychology

LIBERAL ARTS REQUIREMENTS

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

THEOLOGY
   111, 112, 209, 210, 301, 302. Catholic students are required to take theology every semester of their freshman, sophomore, and junior years. In their senior year, optional theology electives are offered. Students transferring to Barry in their junior year must take a minimum of seven semester hours of theology. 7-12 s. h.

PHILOSOPHY
   152, 283, 332 and one elective. 12 s. h.

ENGLISH
   111, 112 and two electives. 12 s. h.

LANGUAGE
   Twelve semester hours of a foreign language are required for a degree. Nursing students only are exempted from the language requirement.

HISTORY
   All B.A. candidates take 6 s. h. of history, usually 101, 102. Those preparing for elementary education take 205, 206. (Teacher certification in Florida requires 6 s. h. of social studies.)

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 these latter 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**

One course in speech is required of all students preparing to teach. This is usually Speech 312, though Speech 101 or 102 is sometimes substituted. 2-3 s. h.

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

**Majors**

Every student chooses a major, i.e., a field of concentration. This choice may be made tentatively during 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, eighteen of which must be on the upper level. Having decided upon a major, the student confers with the chairman of the department she has selected, and 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, mathematics, business, home economics, and physical education. The Bachelor of Science in Nursing degree 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 listed above as well as from the following: German, library science, philosophy, psychology, political science, and journalism.

**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 20.

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—this comprehensive is the Advanced Test of the Graduate Record Examinations.

**SPECIAL PROGRAMS**

**TEACHER EDUCATION**

Students wishing to teach on the elementary level must select an academic major from among the following fields: biology, English, French, history, Latin, mathematics, or Spanish. Elementary education will be their minor. Specific course requirements are outlined on page 22 in the Programs of Study.

Students wishing to teach on the secondary level should major in the subject which they wish to teach. Specific education courses are listed on page 22.

Upon graduation, these students are eligible for teacher certification by the Florida State Department of Education.

**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.
In September 1966, Barry inaugurated a four-year program in business. A student wishing to major in business may select a specific area of concentration from among the following: Office administration, marketing-management, economics, accounting, or business education. The courses of study for these areas are outlined on page 24.

A six-week summer session is held every year, usually from the middle of June to the end of July, during which time a student may earn six semester hours credit. Requirements for admission to the summer session are the same as for the regular academic year. Students matriculated at another college must have written permission from their Dean to take specific courses at Barry. No other academic credentials are needed for these students.

A study-travel semester abroad was initiated in January, 1967, with headquarters at Neuchatel, Switzerland, for advanced study in French and cultural enrichment. As a joint Barry College-Siena Heights College program, it will continue in 1968 on an experimental basis.
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 16 weeks and that she earns 16 to 18 credit hours each semester. One semester hour of credit represents one fifty-minute lecture period, or one laboratory period of two hours each week, for one semester. Within four years a student earns a minimum of 128 semester hours of credit, the requirement for graduation.

Attendance

Students are expected to be present for all classes and for all laboratory periods for which they are registered. Instructors are free to define the requirements for credit in their classes.

Grades and Honor Points

Students are graded by letter as follows:

- A for superior work, wins 4 honor points for each s.h.
- B for above-average work, wins 3 honor points.
- C for average work, wins 2 honor points
- D for passing work, wins 1 honor point

Withdrawal

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. No student is 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.

An I is given for incomplete work. This grade is temporary and automatically becomes F if not redeemed within 15 days after the final examination.

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 the college.

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

Students receiving three 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 earned; she is classified as follows:

Sophomore 30 semester hours
Junior 60 semester hours and 2.0 average
Senior 90 semester hours and 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

A grade point average of 3.3 is the scholastic requirement for the Dean's List of honor students. This list is posted at the end of the first semester.

Dean's List

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 extracurricular activities during their college years.

In order to qualify 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 or above.

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.

Graduate Offerings for Seniors

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.
# Programs of Study

## Bachelor of Arts Degree

<table>
<thead>
<tr>
<th>Freshman Year</th>
<th>Sophomore Year</th>
<th>Junior Year</th>
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<tbody>
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## Bachelor of Arts Degree with Secondary Teaching Certification

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## Bachelor of Arts Degree with Elementary Teaching Certification

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## Bachelor of Science Degree

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### Bachelor of Science Degree with Secondary Teaching Certification

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### Bachelor of Science Degree

**Major: Home and Family Life—Dietetics**

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### Bachelor of Science Degree

**Major: Home and Family Life—Teacher Certification**

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### Bachelor of Science Degree

**Major: Home and Family Life—Merchandising**

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| **H & FL 357** | 3              |             |             |
| **H & FL 463, 484** | 6           |             |             |
| **Soc. 446**   | 3              |             |             |
| **Electives or** | 18             |             |             |
| **Minor**      | 18             |             |             |
| **23**         |                |             |             |
## Bachelor of Science in Nursing Degree

### Freshman Year
- **Theology**: 4 cr.
- **English**: 6 cr.
- **Philosophy**: 8 cr.
- **Biology 116, 230**: 8 cr.
- **Biology 152**: 4 cr.
- **Physics 151**: 4 cr.
- **Nursing 111, 112**: 4 cr.
- **Phys. Ed.**: 36 cr.

### Sophomore Year
- **Theology**: 4 cr.
- **Hist. 102**: 3 cr.
- **Philosophy**: 6 cr.
- **English**: 6 cr.
- **Biology 331**: 4 cr.
- **H & Fl. 203**: 3 cr.
- **Nursing 271, 277**: 12 cr.

### Summer Session
- **Nursing 213**: 4 cr.
- **Nursing 215**: 2 cr.
- **Biology 325**: 4 cr.

### Junior Year
- **Theology**: 4 cr.
- **English**: 6 cr.
- **History**: 4 cr.
- **Nursing 324, 330, 492**: 3 cr.
- **Elective**: 3 cr.

### Senior Year
- **Nursing 464, 481, 495, 499**: 16 cr.
- **Soc. 446**: 3 cr.
- **Elective**: 9 cr.

## Bachelor of Science Degree
### Major: Sociology—Special Education Certification

### Freshman Year
- **Theology**: 4 cr.
- **English**: 6 cr.
- **Philosophy**: 6 cr.
- **Language**: 6 cr.
- **Science**: 6 cr.
- **History**: 6 cr.
- **Phys. Ed.**: 34 cr.

### Sophomore Year
- **Theology**: 4 cr.
- **Sociology**: 6 cr.
- **Music 376**: 3 cr.
- **Sociology**: 9 cr.
- **Art 381, 377**: 5 cr.

### Junior Year
- **Theology**: 4 cr.
- **Music 376**: 3 cr.
- **Sociology**: 9 cr.
- **Educ. 318, 322, 411, 470, 473**: 3 cr.
- **Educ. 462, 453, 499, 440**: 15 cr.

### Senior Year
- **English**: 6 cr.
- **History**: 6 cr.
- **Phys. Ed.**: 31 cr.

## Bachelor of Science Degree
### Major: Business
### Minor: Education

### Freshman Year
- **Theology**: 4 cr.
- **English**: 6 cr.
- **Philosophy**: 6 cr.
- **Science or Math**: 6 cr.
- **Bus. 101, 114**: 8 cr.
- **Bus. 103, 120**: 4 cr.
- **Phys. Ed.**: 34 cr.

### Sophomore Year
- **Theology**: 4 cr.
- **Language**: 6 cr.
- **History**: 4 cr.
- **Ed. 318**: 3 cr.
- **Bus. 339, 340**: 6 cr.
- **Bus. 341, 342**: 6 cr.
- **Electives**: 3 cr.

### Junior Year
- **Bus. 403, 405**: 6 cr.
- **Bus. 476**: 2 cr.
- **Ed. 463, 453**: 6 cr.
- **Ed. 499**: 6 cr.
- **Speech 312**: 3 cr.

### Senior Year
- **Electives**: 6 cr.

## Bachelor of Science Degree
### Major: Business (Office Administration)
### Minor: English or Foreign Language

### Freshman Year
- **Theology**: 4 cr.
- **English**: 6 cr.
- **Philosophy**: 6 cr.
- **Science or Math**: 6 cr.
- **Bus. 101, 114**: 8 cr.
- **Bus. 103, 120**: 4 cr.
- **Phys. Ed.**: 34 cr.

### Sophomore Year
- **Theology**: 4 cr.
- **English**: 6 cr.
- **Philosophy**: 3 cr.
- **Econ. 201, 202**: 6 cr.
- **Bus. 205, 206**: 6 cr.
- **Phys. Ed.**: 34 cr.

### Junior Year
- **Bus. 403, 405**: 6 cr.
- **Language**: 6 cr.
- **History**: 3 cr.
- **Bus. 339, 340**: 6 cr.
- **Bus. 341, 342**: 6 cr.

### Senior Year
- **Electives**: 5 cr.
### Bachelor of Science Degree

**Major:** Business (Economics)

**Minor:** English, Math, or Foreign Language

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### Bachelor of Science Degree

**Major:** Business (Market-Management)

**Minor:** English or Foreign Language

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</table>

### Bachelor of Science Degree

**Major:** Business (Accounting)

**Minor:** English or Foreign Language

<table>
<thead>
<tr>
<th>Freshman Year</th>
<th>Sophomore Year</th>
<th>Junior Year</th>
<th>Senior Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theology</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Philosophy</td>
<td>6</td>
<td>6</td>
<td>Bus. 435, 468</td>
</tr>
<tr>
<td>English</td>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Math</td>
<td>6</td>
<td>6</td>
<td>Econ. 437, 462</td>
</tr>
<tr>
<td>Language</td>
<td>6</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>History</td>
<td>3</td>
<td>3</td>
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<tr>
<td>Elective</td>
<td>2</td>
<td>2</td>
<td>3</td>
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<tr>
<td></td>
<td>Phys. Ed.</td>
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<td>33 cr.</td>
<td>34</td>
<td>31</td>
</tr>
</tbody>
</table>

25
COURSES OF INSTRUCTION

Art

The department’s intention is to imbue students with aesthetic perception, a foundation for appreciation, and a capacity to manipulate a diversity of art forms and techniques. This background may lead to a career in fine art, commercial art, advertising, teaching, or simply to the avocation of personal gratification.

To achieve a lasting understanding rather than a transitory awareness, the student must absorb the disciplines imposed on him and yet transcend the rigors of academic objectivity to assert individual goals.

While the department, in keeping with a liberal arts education, realizes that the question of ascetic dedication is an individual decision, it likewise maintains the necessity of deep personal involvement.

Grading: Emphasis is placed on initiative and independent work.

Requirements for teaching art in grades 1-12: Thirty semester hours in art, which must include nine 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, leath-ework, puppetry, etc. with credit in at least four areas. Two semester hours in lettering or commercial art. Four semester hours in history of art. All the basic requirements are fulfilled in the structure of the course offerings.

*Graphics
102 2 s. h.
302-303 6 s. h.
402-403 6 s. h.

*Design
105 2 s. h.
305 3 s. h.

*Drawing
151 2 s. h.
152 1 s. h.
251-252 2 s. h.
351-352 2 s. h.
451-452 2 s. h.

Ceramics
165 2 s. h.

*Offered yearly.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>265</td>
<td>3 s. h.</td>
</tr>
<tr>
<td>365-366</td>
<td>6 s. h.</td>
</tr>
<tr>
<td>465-466</td>
<td>6 s. h.</td>
</tr>
</tbody>
</table>

**Hand Weaving I**

168  2 s. h.

**Hand Weaving II**

169  2 s. h.

**Painting**

221  2 s. h.

222  3 s. h.

321-322  6 s. h.

421-422  6 s. h.

**Lettering**

232  2 s. h.

**Metalwork**

239  2 s. h.

339  3 s. h.

485-486  6 s. h.

**History of World Art**

309-310  4 s. h.

**Philosophy of Art**

313  3 s. h.

**Methods in Art Education**

377  3 s. h.

duction; the art of compounding clay bodies, slips and glazes.

Hand-loom weaving, plain and pattern weaving; 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 *Home and Family Life* 168.

Continuation of *Art* 168 with addition of original projects on the four-harness floor loom, including warping looms. Four hours laboratory weekly. See *Home and Family Life* 169.

Practical studio application and exploration of historical and contemporary theories, techniques, and media including oil and acrylic polymer with the diversity of representational, abstract, and non-objective approaches.

Prerequisite: *Art* 105 or permission of instructor.

The basic principles of lettering with pen and brush and their practical application in layout.

Introduction to basic metalworking processes in copper, brass, silver and gold. Advanced work includes forming, enameling, and casting in gold and silver by the lost wax process.

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. See *History* 309-310.

An attempt to understand what art is and is about, in the light of a philosophical scrutiny; also an exploration into the relation between the several arts and into the meaning of religious art. See *Philosophy* 313.

A study of philosophy, curriculum, and methods pertinent to the development of creative expression for students from grades 1-12; practice in formulating aims, preparing materials, demonstrating processes, evaluating and displaying the work done in the classroom situation.
Methods in Teaching Crafts  
381 2-3 s.h.

Senior Experience  
496 3 s.h.

Practical experience in preparing materials, demonstrating processes, and evaluating artifacts of various materials such as leather, felt, metal, plastic, wood, clay, styrofoam and papier maché.

The planning and execution of a major art problem in partial fulfillment of requirements for graduation.

Biology

Concentration in the Biological Sciences may prepare a student for graduate study, for elementary and secondary teaching, for a position in an academic or industrial laboratory. 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 eighteen semester hours in upper division courses, including Biology 325, 331, 341 and 342. Students planning to teach on the secondary level add 476.

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

Requirements for the major preparing for certification in elementary education: Biology 112, 116, 230 and a minimum of twelve semester hours in upper division courses. Chemistry 111 and 152 are the only required chemistry courses.

*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 school health problems. See Education 130. Fulfills State Teaching Requirement in Area IV for elementary education specialization. 3 s.h.
A survey of organic chemistry with application to nutrition and other life processes. Three hours lecture, two hours laboratory weekly. See Chemistry 152, 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, four hours laboratory 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.

Prerequisites: Biology 116 or equivalent; Biology 221 or 230; Chemistry 152 or 241 or 243-244.

341 Genetics

A study of the principles and theories of heredity. Three hours lecture. 3 s.h.

Prerequisites: Biology 112, 116.

342 Genetics Laboratory

Population genetics; classic Mendelian experiments; biochemical genetics; induced mutations. Four hours of laboratory weekly. 2 s.h.

Prerequisite or corequisite: Biology 341.

Strongly recommended: Mathematics 152 or equivalent.

352 Biochemistry

The structure of carbohydrates, proteins, and lipids; biological oxidations; selected metabolic pathways. Three hours lecture, two hours laboratory weekly. See Chemistry 352. 4 s.h.

Prerequisites: Chemistry 241 or 243; 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.

Prerequisite: Biology 341.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>445</td>
<td>MICROTECHNIQUE</td>
<td>Principles and theories of fixation and staining processes. Methods of preparing plant and animal tissues. Laboratory and conference, six hours weekly. 3 s.h.</td>
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<tr>
<td></td>
<td></td>
<td>Prerequisites: <em>Biology</em> 112, 116, 221; <em>Chemistry</em> 241 or 243-244.</td>
</tr>
<tr>
<td>446</td>
<td>PARASITOLOGY</td>
<td>An introduction to the morphology, taxonomy, identification, life history, host-parasite relationship and control of protozoan, helminth, and arthropod parasites. Two hours lecture, four hours laboratory weekly. 4 s.h.</td>
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<tr>
<td></td>
<td></td>
<td>Prerequisite: <em>Biology</em> 116 or equivalent.</td>
</tr>
<tr>
<td>450</td>
<td>HISTOLOGY</td>
<td>A microscopic study of animal tissues. The relationship of structure and function is stressed. Two hours lecture, four hours laboratory weekly. 4 s.h.</td>
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<td></td>
<td></td>
<td>Prerequisites: <em>Biology</em> 116 or equivalent; 221.</td>
</tr>
<tr>
<td>451</td>
<td>EMBRYOLOGY</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Prerequisites: <em>Biology</em> 116 or equivalent; 221 or 230.</td>
</tr>
<tr>
<td>468</td>
<td>KINESIOLOGY</td>
<td>Analysis of human motion based on anatomic, physiologic, and kinesiologic principles. See <em>Physical Education</em> 468. 2 s.h.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Prerequisite: <em>Biology</em> 230.</td>
</tr>
<tr>
<td>472</td>
<td>HISTORY AND LITERATURE OF BIOLOGY</td>
<td>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.</td>
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<td>Lecture-discussion of recent publications in a given area of biology. One hour weekly. 2 s.h.</td>
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<tr>
<td>473-474</td>
<td>CURRENT DEVELOPMENTS IN THE BIOLOGICAL SCIENCES</td>
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<tr>
<td></td>
<td></td>
<td>A study of the problems confronting teachers of biology in the high school; organization of courses, sources of materials, text books, methods of teaching. (Permission of the instructor).</td>
</tr>
</tbody>
</table>
A twelve-month period of academic and clinical training in a School of Medical Technology, approved by the American Medical Association. 34 s.h.

Business

The Business Department offers an opportunity for undergraduate students to prepare themselves as responsible, informed members of a community as well as to develop professional competence for careers in the field of business education within the framework of a liberal arts curriculum.

The specific areas of concentration for a student majoring in business are: office administration, business education, marketing-management, economics, and accounting. A program of study for each of these areas is found on pages 24 and 25.

Requirements for minors are as follows:

Office Administration: Business 114, 120, 205, 341, 342; Economics 201.
Economics: Business 205, 316; Economics 201, 202, 326, 351.

Courses in Economics are listed on page 48.

*101
BEGINNING
STENOGRAPHY

A study of the principles and theory of Gregg shorthand completed during the first quarter; theory 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

Mastery of the keyboard and speed development; emphasis on the arrangement of business letters, tabulated materials, and manuscript typing. Meets daily. 2 s.h.

*114
ADVANCED
SHORTHAND

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

Prerequisites: Business 101, 103 or equivalent.

*120
ADVANCED
TYPEWRITING

Further development of speed; instruction in specialized typewriting problems to develop high level competency. Meets daily. 2 s.h.

*205
PRINCIPLES OF
ACCOUNTING I

Fundamental accounting concepts including income determination, preparation of financial statements, accounting for assets and liabilities. 3 s.h.
<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
<th>Description</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>*206</td>
<td>Principles of Accounting II</td>
<td>Accounting for assets and liabilities concluded, accounting for cost reporting, control and decision making, financial statement analysis and reports as an aid to management. 3 s.h.</td>
<td>Business 205</td>
</tr>
<tr>
<td>301</td>
<td>Shorthand Speed Building</td>
<td>High-speed writing with attention to specialized vocabulary and proficiency in transcription. 3 s.h.</td>
<td></td>
</tr>
<tr>
<td>305</td>
<td>Principles of Management</td>
<td>Introduction to concepts, principles and philosophy of management; emphasis on scientific method in management; aims, responsibilities, and scopes of management; function of the executive; appraising performance and potential. 3 s.h.</td>
<td></td>
</tr>
<tr>
<td>306</td>
<td>Principles of Marketing</td>
<td>Institutions and functions of marketing goods and services as related to the total economic structure with emphasis on the importance of the consumer. 3 s.h.</td>
<td></td>
</tr>
<tr>
<td>315</td>
<td>Corporation Finance</td>
<td>Study of finance and financial management as a function of business enterprise; emphasis on sources of funds; financing by equity and credit; securities marketing; inter-firm loans; public regulations by governmental and non-governmental agencies. 3 s.h.</td>
<td></td>
</tr>
<tr>
<td>335</td>
<td>Intermediate Accounting I</td>
<td>Theories and techniques underlying the recognition, classification, analysis and interpretation of financial information of business enterprise, mainly for reporting to outsiders. 3 s.h.</td>
<td></td>
</tr>
<tr>
<td>336</td>
<td>Intermediate Accounting II</td>
<td>Asset and equity accounting explanations concluded; analytical processes comprising the interpretation of accounting data through the analysis of financial statements; funds flow reporting and financial statements adjusted for price level changes. 3 s.h.</td>
<td></td>
</tr>
<tr>
<td>339</td>
<td>Business Law I</td>
<td>A survey course designed to acquaint students with the historical development of the nature, theories and function of law in the American business environment; courts and procedures, torts and crimes; contracts; agency; sales and negotiable instruments. 3 s.h.</td>
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</tbody>
</table>
340 Business Law II

Bailments; documents of title; secured transactions; business organizations; property and real estate transactions; wills and trusts; insurance; suretyship; guaranty; bankruptcy. 3 s.h.

Prerequisite: Business 339.

341-342 Secretarial Procedures

Emphasis placed on the responsibilities and opportunities of the secretarial position; principles of filing, office management, office procedures, and human relations highlighted. 6 s.h.

361 Cost Accounting

Accounting principles and techniques employed in cost finding and cost control processes, including the use of standard costs and budgeting. 3 s.h.

362 Federal Income Tax Accounting

A general understanding of federal income tax fundamentals, tax accounting, rules, forms, and procedures related to taxable income determination. 3 s.h.

401 Advertising

A broad study which provides a basic knowledge of what advertising is, what it does, and its effect on the economy. See Journalism 401. 3 s.h.

403 Office Machines

Stencil and fluid duplicating, ten-key and full-keyboard adding-listing calculators, machine transcription, keypunch machine, and introduction to data processing. 3 s.h.

405 Composition for Business

Analysis of business and industrial communication problems. 3 s.h.

425 Production Management

Factors underlying management decisions, product designs, physical facilities, location, control of purchases and inventories, job evaluation, classification. 3 s.h.

427 Retail Merchandising

Fundamentals of retailing, emphasis on policies, trends, and procedures in retail distribution. 3 s.h.

Prerequisite: Business 306.

435 Advanced Accounting

Accounting problems confronted in the organization, expansion, and termination of partnerships and other forms of organization; matters related to special income determination problems and fiduciary accounting procedures; compound interest. 3 s.h.
437
**AUDITING**
A course in basic auditing standards and procedures with emphasis on professional ethics and the principles of obtaining evidence required for audit reporting by both internal and independent accountants. 3 s.h.

462
**PUBLIC RELATIONS**
Historical development of public relations, showing the principles, methods and means of influencing public opinion. 3 s.h.

468
**GOVERNMENTAL AND INSTITUTIONAL ACCOUNTING**
Principles and procedures applied to nonprofit organizations with special emphasis on accounting for local governments, hospitals, and educational institutions; fund accounting procedures applicable to such organizations. 3 s.h.

476
**TEACHING BUSINESS IN HIGH SCHOOL**
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.

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**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:* a minimum of twenty-four semester hours in Chemistry, exclusive of freshman courses; Physics 201-202; Mathematics 211-212.

The following course sequence is recommended: Chemistry 113-114, 243-244, 321, 447, 450, 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.

*106
**FUNDAMENTALS OF CHEMISTRY**
A brief survey of chemistry for students of home economics. Three hours lecture, two hours laboratory weekly. 4 s.h.

*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.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>*113-114</td>
<td>Inorganic Chemistry and Qualitative Analysis</td>
<td>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.</td>
<td>Superior achievement in high school science and mathematics.</td>
</tr>
<tr>
<td>*152</td>
<td>Introduction to Biological Chemistry</td>
<td>A survey of organic chemistry with application to nutrition and other life processes. Three hours lecture, two hours laboratory weekly. See Biology 152. 4 s.h.</td>
<td></td>
</tr>
<tr>
<td>*241</td>
<td>Organic Chemistry</td>
<td>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.</td>
<td>Chemistry 112 or 114.</td>
</tr>
<tr>
<td>243-244</td>
<td>Organic Chemistry</td>
<td>The chemistry of carbon compounds, with attention to theory. Three hours lecture, three hours laboratory weekly for two semesters. 8 s.h.</td>
<td>Chemistry 112 or 114.</td>
</tr>
<tr>
<td>312</td>
<td>Biochemistry of Foods</td>
<td>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.</td>
<td>Chemistry 152.</td>
</tr>
<tr>
<td>*321</td>
<td>Quantitative Analysis</td>
<td>The theory and practice of volumetric and gravimetric analysis. Two hours lecture, six hours laboratory weekly.</td>
<td>Chemistry 112 or 114.</td>
</tr>
<tr>
<td>352</td>
<td>Biochemistry</td>
<td>The structure of carbohydrates, proteins, and lipids; biological oxidations; selected metabolic pathways. Three hours lecture, two hours laboratory. See Biology 352. 4 s.h.</td>
<td>Chemistry 241 or 243; 321.</td>
</tr>
<tr>
<td>447</td>
<td>Advanced Organic Chemistry</td>
<td>A study of organic reaction mechanisms. 3 s.h.</td>
<td>Chemistry 244; 456 (concurrently).</td>
</tr>
<tr>
<td>456-457</td>
<td>Physical Chemistry</td>
<td>A quantitative study of chemical principles; thermodynamics, kinetics, structure of matter, electro-chemistry. Three hours lecture, three hours laboratory weekly for two semesters. 8 s.h.</td>
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</tbody>
</table>
Prerequisites: Chemistry 114; Physics 201-202; Mathematics 212.

460
INORGANIC CHEMISTRY
A senior-level course in modern inorganic chemistry. 3 s.h.
Prerequisite: Chemistry 456.

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 CHEMISTRY
IN HIGH SCHOOL
The structure of the modern high school chemistry course; methods of classroom and laboratory instruction. 2 s.h.
Prerequisite: Chemistry 456-457 (or concurrently).

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.

For a major in business, with emphasis on economics, see Programs of Study, page 25.

*201
INTRODUCTION TO
ECONOMICS I
A study of primary problems — inflation, depression, wages, prices, profits, government finance — by using the analytical tools of national income, saving, investment, and aggregate supply and demand. 3 s.h.

*202
INTRODUCTION TO
ECONOMICS II
Analysis of basic economic problems such as government regulation of industry, collective bargaining, international affairs, government spending. 3 s.h.
Prerequisite: Economics 201.

316
MONEY AND BANKING
Nature and function of money and commercial banking and their historical development in the U.S. 3 s.h.

325
HISTORY OF
ECONOMIC THOUGHT
The evolution of economic analysis, comparative study of the important schools of economic thought; emphasis on the validity of economic doctrines with reference to their historical setting. 3 s.h.

326
PUBLIC FINANCE
AND TAXATION
Principles governing expenditures of modern government, sources of revenue, public credit, fiscal policy, principles and methods of taxation and financial administration. 3 s.h.
351
COMPARATIVE ECONOMIC SYSTEMS
A critical evaluation of selected examples of the world's major economic systems; comparison of these systems on the basis of industrial production, agricultural exchange, credit and banking, income distribution, the status of labor, and international trade. 3 s.h.

352
LABOR ECONOMICS
Introductory general survey of labor economics and labor relations; insecurity, wages and income, hours, substandard workers, industrial conflict, unionism in its structural and functional aspects, employee representation, employers' association, labor legislation, and settlement of industrial disputes. 3 s.h.

415
MONETARY AND FISCAL POLICY
The goals of monetary and fiscal policy; federal reserve policy before and after the accord; debt management; inflation; growth, high level of employment and price stability; monetary and fiscal problems. 3 s.h.

454
INVESTMENTS
Emphasis on principles of investments, the stock market, role of the Securities and Exchange Commission. 3 s.h.

466
PRINCIPLES OF INTERNATIONAL TRADE
Introduction to the field of international trade, payments, and commercial policy, emphasis on theories of international specialization, sources and correction of disequilibria in balance of payments and exchange rates, role of government intervention. 3 s.h.
Education

Based on a strong liberal arts foundation, courses in education provide methods, professional observational experiences, and 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 qualify for elementary and secondary teaching in Florida, the offerings are adequate to meet the needs of teachers in many other states. Students who plan to teach in the elementary schools of Florida see Programs of Study, page 22. For secondary teaching in Florida: specific courses listed on page 22 and 476 in major field.

Application for internship should be made with the education department by February 1 of the junior year.

*130 HEALTH EDUCATION

The teaching of health and a study of school health problems. Fulfills State Teaching Requirement in Area IV for elementary education specialization. See Biology 130. 3 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 FOUNDATIONS IN EARLY CHILDHOOD EDUCATION

An introduction and survey course including historical, psychological and sociological foundations; recent trends in the field of early childhood education; the role and organization of nursery schools, kindergartens, and day-care centers; grouping, observations, recording, and evaluation skills; certification requirements; professional responsibilities of the teacher with emphasis on planning skills. Laboratory experience. 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: Philosophy 283 or equivalent.
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.

Techniques and methods for conducting elementary health and physical education programs. See Physical Education 344. 3 s.h.

A study of methods and materials for teaching history, geography, and civics in the elementary school with special emphasis on appropriate textbooks and visual aids. 2 s.h.

Audio-lingual diction and fluency in the Latin idiom; comprehension and appreciation of Roman graded readings; appropriate realia. See Latin 407. 3 s.h. (Open also to graduate students).

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. (Open also to graduate students).

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. (Open also to graduate students).

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. 3 s.h. (Open also to graduate students).

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.

A study of the biological, psychological, and social foundations of mental deficiency with emphasis on the various levels of retardation. 3 s.h. (Open also to graduate students).
*441 ELEMENTARY SCHOOL CURRICULUM
Discussion of the principles and problems in elementary school curriculum; practical experiences for the student in developing criteria for valid practices and curriculum change. 3 s.h. (Open also to graduate students).

*442 SECONDARY SCHOOL CURRICULUM
Survey of current trends in modern secondary school curriculum; practical experiences for the student in developing criteria for valid practices and curriculum change. 3 s.h. (Open also to graduate students).

445 PRINCIPLES OF PROGRAMMED LEARNING
A course designed to teach the construction and use of learning programs; discussion of development of programmed learning and use in classroom and other situations. 3 s.h. (Open also to graduate students).

446 PROGRAMMED LEARNING-LABORATORY
Directed experiences in the construction of programs and development of specific programs meeting individual needs of participants. 3 s.h. (Open also to graduate students).
Prerequisite: Education 445.

449 PSYCHOLOGY OF ADOLESCENCE
Study of learning and personality theory of the adolescent period; emphasis given to problems arising out of physical development, sensory changes, mental growth, and emotional maturing. See Psychology 449. 3 s.h. (Open also to graduate students).

*453 VITAL FORCES IN EDUCATION
A survey of the historical bases of education and a study of the philosophy of teaching and learning based upon Thomistic principles; an overview of the philosophical thought underlying modern educational practice. 3 s.h.

455 EVALUATION OF CURRENT CURRICULUMS
An intensive and critical analysis of current curriculums; study of new insights into learning which will form a conceptual framework for change and quality education. 3 s.h. (Open also to graduate students).

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 child. 3 s.h.
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.

467
IMPROVEMENT OF 
READING INSTRUCTION

An advanced presentation of the methods and material for teaching reading; a survey and critical evaluation of present trends. 3 s.h. (Open also to graduate students).

469
PERSONALITY AND 
MENTAL HEALTH

A study of conditions which contribute to the development of a wholesome personality with special attention to the proper mental adjustment in childhood and adolescence. See Psychology 469. 3 s.h. (Open also to graduate students).

Prerequisite: 3 semester hours of psychology.

470
EDUCATION OF 
EXCEPTIONAL 
CHILDREN

A study of the detection of physical, mental and emotional exceptionalities in children and their educational provisions. See Psychology 470. 3 s.h. (Open also to graduate students).

471
SENSITIVITY TRAINING 
IN EARLY CHILDHOOD 
EDUCATION

Improving sensitivity to children's and teacher's feelings and to the socialization process; defining and maintaining limits for behavior; conceptualizing and accepting responsibility for improving children's interpersonal relations; study and evaluation of the early childhood curriculum as it contributes to the development of social and emotional sensitivity. Laboratory experience. 3 s.h. (Open also to graduate students).

472
EARLY CHILDHOOD 
PROGRAMS

Programs and activities in nursery schools, kindergartens, and day-care centers; consideration of routines, health schedules, and program development in areas of cognitive development such as language arts, literature, mathematics, and science, as well as art, music, rhythms, and dramatic play; evaluation of selected equipment and materials. Laboratory experience. 3 s.h. (Open also to graduate students).

473
TEACHING OF THE 
MENTALLY RETARDED

A presentation of the philosophy, objectives, methods, materials, and curriculum content for the three classifications of retarded—educable, trainable, custodial. 3 s.h. (Open also to graduate students).
Psychology of the Exceptional Child

Psychological aspect of mental and physical deviation from normal growth and development of children and young people; impact of such deviation upon psycho-social adjustment of behavior. 3 s.h. (Open also to graduate students).

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. 3 s.h. (Open also to graduate students).

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. (Open also to graduate students).

Diagnosis of Reading Disabilities

Methods of diagnosing and discovering disabilities and the problems inherent to this area of reading. 3 s.h. (Open also to graduate students).

Principles of Guidance

A survey of the tools, instruments, and the resource personnel available to guidance counselors and teachers to assist pupils to use vocational and educational opportunities advantageously; special reference to a philosophy of guidance. 3 s.h. (Open also to graduate students).

Guidance in the Elementary School

Philosophy and function of guidance in the elementary school; administration of programs; role of personnel; use of referral services. 3 s.h. (Open also to graduate students).

Remediation of Reading Disabilities

A study of methods and techniques currently in use in remediation of primary and secondary disabilities. 3 s.h. (Open also to graduate students).

Prerequisite: Education 484.

Group Procedures in Guidance

A study of groups and group techniques as a basic tool for guidance, social interaction, and learning climates; topics include formation and operation of groups, social structure, human behavior, and leadership with special emphasis on application to guidance activities. 3 s.h. (Open also to graduate students).

Problems in Curriculum Construction

An evaluation of current curriculum developments and a study of problems involved in their construction. 3 s.h. (Open also to graduate students).
A seminar analysis of principles and problems encountered in the directing of elementary or secondary interns. 3 s.h. (Open also to graduate students).

A program of observation and teaching in the public schools under the constant guidance of specialized teachers, elementary or secondary. 6 s.h. (Open also to graduate students).

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

**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 thirty minimum hours required should include these courses: 111, 112, 213, 214, 407, 487, 312 (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 students majoring in English and planning to teach on the elementary level, a minimum of twenty-four hours in English is required, including 111, 112, and 320. At least twelve hours must be on the upper level.

*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 to all freshmen. 3 s.h.

*112*  
**TECHNIQUES OF RESEARCH**

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

*213-214*  
**ENGLISH LITERATURE**

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

*310*  
**STRUCTURAL GRAMMAR**

An analysis of English syntax through structural and transformational approaches. 3 s.h.
312
ADVANCED
EXPOSITORY WRITING

*315
THE NOVEL

*320
CHILDREN'S
LITERATURE

322
LITERATURE OF THE
SEVENTEENTH
CENTURY

323
LITERATURE OF THE
EIGHTEENTH
CENTURY

*325
AMERICAN
LITERATURE I

*326
AMERICAN
LITERATURE II

330
THE DRAMA

*389-390
JUNIOR READING
LIST

403
HISTORY OF THE
ENGLISH LANGUAGE

407
SHAKESPEARE

409
RHETORICAL ANALYSIS

56

Study of and practice in writing expository forms of discourse 3 s.h.

Structural analysis of the novel. 3 s.h.

Survey of literature suited to the needs of children. See Library Science 320. 3 s.h.

Reading and critical discussion of the non-dramatic literature of the century, with special emphasis on Donne, Milton, and Dryden. 3 s.h.

Reading and critical discussion of the non-dramatic literature of the century, with special emphasis on Pope, Swift, and Johnson. 3 s.h.

A survey of American letters from the Colonial period to the Romantic period. 3 s.h.

A survey of American letters from the rise of realism to the present. 3 s.h.

Structural analysis of selected dramas. 3 s.h.

Extensive and directed reading of significant works. 6 s.h.

The formation and growth of the language; special attention to sources, structure, and idiom; includes American. 3 s.h. (Open also to graduate students.)

Selected Shakespearean plays in relation to the development of Shakespeare's art. Required. See Speech 407. 3 s.h. (Open also to graduate students.)

Techniques of rhetoric and analyses of selections. See Journalism 409. 3 s.h. (Open also to graduate students.)
425
ADVANCED AMERICAN
STUDIES

432
LITERATURE OF THE
NINETEENTH CENTURY

451
INTRODUCTION TO
MEDIEVAL LITERATURE

460
CONTEMPORARY LITERATURE

*476
TEACHING OF ENGLISH IN HIGH SCHOOL

*487
HONORS COURSE

495
INTERDISCIPLINARY SEMINAR

A study of selected American writers. 3 s.h. (Open also to graduate students.)

Readings in prose and poetry from Macaulay through Hardy. 3 s.h.

A critical study of the literary types current in medieval England, special emphasis on Chaucer. 3 s.h.

Selected prose and poetry from the twentieth century. 3 s.h. (Open also to graduate students.)

Problems confronting teachers of English in the secondary school, organization of courses, standards of criticism, sources of materials, textbooks, methods of teaching. 3 s.h.

A directed research course. Required of seniors. 3 s.h.

Study of a specific literary genre by students majoring in literature and language. 3 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: Thirty hours with a minimum of eighteen hours of upper division French. Students planning to teach, include 401, 450, 476.

*101-102
Elementary French
Phonology, with emphasis on accuracy and fluency in speaking and writing from the characteristics of the sound system; conversation, dictation, connected prose, cultural dialogues with progressive grammatical explanations. Language laboratory hours required. 6 s.h.

*203-204
Intermediate French
Intensive review of the French sound system and grammatical patterns; recognition and active handling of aural comprehension and oral production as well as reading and writing; cultural readings in French literature and civilization. Language laboratory hours required. 6 s.h.

*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. 3 s.h.

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

495 INTERDISCIPLINARY SEMINAR
Study of a specific literary genre by students majoring in literature and language. 3 s.h.

General Science

401 GENERAL SCIENCE FOR TEACHERS
The principles underlying the physical sciences with consideration of the content taught 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.

*101-102
ELEMENTARY GERMAN

Modern concepts of language learning 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.

*203-204
INTERMEDIATE GERMAN

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.

311
LESSING, GOETHE, SCHILLER

Reading and critical discussion of selected works of Lessing, Goethe, and Schiller. 3 s.h.

312
CONTEMPORARY LITERATURE

Selected prose from the twentieth century. 3 s.h.

350
GERMAN CONVERSATION

A one-semester course in oral language practice designed to develop spontaneous, yet correct expression in German. Open to all German students with four semesters of the language, or by special permission. 3 s.h.

370
NOVELLA

Analysis of selected novellas. 3 s.h.

380
DRAMA

Analysis of selected dramas. 3 s.h.

495
INTERDISCIPLINARY SEMINAR

Study of a specific literary genre by students majoring in literature and language. 3 s.h.
History

Personal integration of a student's knowledge must rely heavily upon the understanding acquired through historical perspective. Aside from its contribution to basic intellectual growth, history also offers opportunities for professional preparation through its courses designed to assist future teachers of both elementary and secondary schools, to equip prospective government employees and foreign service personnel with fundamental knowledge of other cultures and earlier times; and to offer instruction in the essentials of historical research and criticism to all students.

Requirements for major: History 101-102, 201-202 or equivalent, and a minimum of 18 semester hours in upper division courses; for secondary teaching include History 476. With the approval of the department, a history major may receive history credit for one semester of Art History 309 or 310. For majors with a minor in elementary teaching, a total of 12 hours in upper biennium courses.

Recommended minors: political science, Journalism, philosophy, modern language or elementary education.

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 301).

*101-102
Survey of Civilization; Origin and Development

A broad survey of the origins and formative influences in the culture of the world; this approach aims to incorporate such non-Western materials as have influenced Western thought and activity. 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 topical survey of American history from 1492 to the Johnson administration. 6 s.h.

*205-206
United States in the World

A survey of world and American history since 1500, for students minoring in elementary education. History 205 is a prerequisite for History 206. 6 s.h.

307-308
Survey of the Civilizations of Asia

The people and civilizations of Asia from the earliest times to the present; major emphasis is on the institutions, religions, literature, and fine arts of the various civilizations of Asia. The first semester covers the period to about 1600; the second semester since 1600. 6 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. See Art 309-310. 4 s.h.
337 HISTORY OF THE CHURCH

Comprehensive coverage of the period since the Council of Trent. 3 s.h.

383 SPANISH COLONIAL INSTITUTIONS

Topical-chronological treatment of Spanish colonial institutions in Central and South America from discovery to the independence movement. 3 s.h.

384 NATIONAL PERIOD OF MEXICO, ARGENTINA AND BRAZIL

Topical-chronological study of the evolution of Mexico, Argentina, and Brazil with emphasis on their relations with the United States. 3 s.h.

401 PROBLEMS IN HISTORY

Study of the nature and kinds of historical research, types of sources, and varieties of solutions; readings and individual problems, with opportunity for independent study. 3 s.h. (Open also to graduate students.)

403-404 AMERICAN DIPLOMATIC HISTORY

A study of significant topics in American diplomatic history. The first semester includes the eighteenth and nineteenth centuries; the second treats the twentieth century. 6 s.h. (Open also to graduate students.)

411-412 MODERN EAST ASIA

An advanced treatment of East Asian history in the nineteenth and twentieth centuries, emphasizing the impact of the West on the East and the East's response. The first semester includes the period from 1800 to 1940; the second covers the period since 1940. 6 s.h. (Open also to graduate students.)

429-430 HISTORY OF EUROPE IN THE NINETEENTH CENTURY

A topical-chronological development of European history in the nineteenth century with special emphasis on political, economic, and intellectual developments. The first semester covers the period from 1814 to 1870; the second semester covers the years from 1870 to 1914. 6 s.h. (Open also to graduate students.)

433-434 HISTORY OF THE WORLD IN THE TWENTIETH CENTURY

An advanced treatment of world events since 1914, including non-European world developments as they were influenced by Europe and in turn influenced European events. The first semester concludes about 1939; the second covers the period since 1939. 6 s.h. (Open also to graduate students.)

441 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. (Open also to graduate students.)
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, housing, furnishings, radio and television, extension work and demonstration.

Requirements for specific fields: Dietetics — Fulfilling requirements of the American Dietetics Association: Home and Family Life 103, 203, 204, 326, 337, 339, 374, 438, 462, 463; Biology 230, 325, 331; Business 205; Chemistry 106, 152 (or Biology 152), 312; Economics 201; Education 318, 463, 482; Sociology 446.

Merchandising — Home and Family Life 113, 114, 168, 169, 201, 202, 314, 357, 453, 454, 463, 484; Biology 102; Chemistry 106; Economics 201 or History 101; Education 318; Sociology 446.

Home Economics Education — Home and Family Life 103, 113, 114, 202, 203, 204, 314, 357, 369, 374, 380, 445, 447, 464; Biology 102, 130; Chemistry 106; Education 253, 318, 453, 463, 476, 499.
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
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<tbody>
<tr>
<td>103</td>
<td>Food and Nutrition</td>
<td>General principles of cookery; selection, preparation, cost and methods of</td>
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<td></td>
<td>cookery; emphasis placed on basic techniques. Two hours lecture, four</td>
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<td>hours laboratory weekly. 4 s.h.</td>
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<tr>
<td>203</td>
<td>Nutrition and Meal Management</td>
<td>Nutrition, food selection, and planning menus for the family; budgeting</td>
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<td>food costs on the high, moderate and low income levels. Lecture and</td>
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<td>laboratory. 3 s.h.</td>
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<td>204</td>
<td>Family Food Service</td>
<td>A study of all aspects of family meal service including menu planning,</td>
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<td>various styles of food service, and selection and care of table</td>
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<td>appointments. 2 s.h.</td>
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<td>312</td>
<td>Biochemistry of Foods</td>
<td>The chemistry of foods and their utilization in human nutrition. Three</td>
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<td>hours lecture, three hours laboratory weekly. See Chemistry 312. 4 s.h.</td>
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<td>Prerequisite: Chemistry 152.</td>
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<tr>
<td>326</td>
<td>Advanced Nutrition</td>
<td>Principles of nutrition relating to energy metabolism, proteins, minerals</td>
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<td>and vitamins, including qualitative and quantitative aspects of the</td>
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<td>science of nutrition and the application of these principles to all</td>
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<td>phases of life. 3 s.h.</td>
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<td>Prerequisites: Home and Family Life 103, 203.</td>
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<tr>
<td>337</td>
<td>Quantity Cookery</td>
<td>Application of the principles of cookery to large quantity cooking,</td>
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<td>planning, buying, preparing, and serving meals for the college dining</td>
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<td>room; some consideration of the management problems of like institutions.</td>
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<td>One hour lecture, four hours laboratory weekly. 3 s.h.</td>
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<tr>
<td>339</td>
<td>Diet Therapy</td>
<td>A study of the various dietetic requirements with special emphasis on the</td>
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<td>adaptation of the normal diet to impaired digestive and metabolic</td>
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<td>processes. One hour weekly lecture and thirty hours laboratory in an</td>
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<td>approved hospital diet kitchen. 4 s.h.</td>
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<td>438</td>
<td>Experimental Foods</td>
<td>Experimental cookery with special emphasis on colloids; skill in methods</td>
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<td></td>
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<td>of conserving nutrients and in combining foods. Two hours lecture,</td>
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<td>two hours laboratory weekly. 3 s.h.</td>
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CLOTHING AND MERCHANDISING

Fundamental problems of clothing construction, including the use of commercial patterns, general sewing equipment and the selection of suitable textiles and design. One hour lecture, four hours laboratory weekly. 3 s.h.

The selection, construction, and care of clothing for the family. One hour lecture, four hours laboratory weekly. 3 s.h.

Hand-loom weaving, plain and pattern weaving; 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. 2 s.h.

Continuation of Home and Family Life 168 with addition of original projects on the four-harness floor loom, including warping looms. Four hours laboratory weekly. See Art 169. 2 s.h.

An overview of textiles with a study of the production as well as consumer problems in the selection, use and care of textile products. One hour lecture, four hours laboratory weekly. 3 s.h.

Prerequisite: Home and Family Life 113.

The principles and practices involved in the construction of women's tailored coats and suits. Lecture, laboratory. 3 s.h.

Prerequisites: Home and Family Life 113, 114.

The basic principles underlying the form, design and construction of patterns for all types of figures and garments. Lecture, laboratory. 3 s.h.

Prerequisites: Home and Family Life 113, 114.

Analysis of the important periods in costume from the Egyptian period to the present time. See Speech and Drama 455. 2 s.h.

Principles and procedures used in selecting ready-to-wear clothing for retail stores; fashion-coordinating and buying techniques. Two hours lecture, four hours laboratory weekly in a local department store. 4 s.h.
HOUSING AND FURNISHING

201 History of Furniture
A study of the development of furniture designs from antiquity to contemporary times with emphasis on their influence on current styles. 2 s.h.

202 Art in Daily Living
A study and appreciation of art in the home; principles of design as found in housing with special emphasis given to the selection of furnishings which are beautiful as well as functional. 2 s.h.

357 Housing and Furnishing
Application of principles of art to the home; design, furnishings, quality, and cost of home furnishings; planning houses for different types of families; floor plans, studies in texture, color, and placing of furnishings for adequate living. 3 s.h.

369 Household Equipment
A study of the quality, cost, care, and appropriateness of mechanical equipment and accessories for the home and the family's mode of living. 2 s.h.

374 Family Economics
Consumption, family income and expenditures, selection of commodities and services, buying and selling practices, and evaluation of consumer aids. 3 s.h.

380 The Child and His Family
Emphasis on interrelationships in a pre-school child's physical, social, and psychological development in the family. 3 s.h.

445 Principles of Home Management
Managerial aspects of the home, including management of time, energy, money, and interests of family members with the aim of promoting family well-being and satisfaction. 2 s.h.

446 Marriage and The Family
A consideration of marriage and the family, including personal and social, natural and supernatural aspects. See Sociology 446. 3 s.h.

447 Home Management Laboratory
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.
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.

The development of a deeper insight and understanding of people in business organizations and problems pertaining to managerial situations. 2 s.h.

Child growth and development between the ages of two and four. Supervised laboratory work under certified teachers. 3 s.h.

The philosophy and techniques of homemaking education, principles of teaching, and curriculum construction applied to the field. This course precedes internship. 3 s.h.

**Journalism**

Practical experience is given in layout, copy editing, reporting, feature writing and critical writing. While the journalism program at Barry College is primarily an academic one, each journalism minor is required to write a minimum of 100 column inches per semester for 6 semesters for publication in the campus newspaper.

In addition, the department will require a minimum of 5 weeks experience in summer work with publications.

A survey of the development and influence of the mass media in a democratic society, emphasizing the social, political and economic role of the mass communications industries. 3 s.h.

An accelerated course in the basic skills in news gathering, developing techniques in interviewing, covering speeches, and familiarizing the students with general source materials; writing simple news stories. This course is required for all students who wish to write for and assist in publishing the campus newspaper; a prerequisite for Journalism 243 required of all journalism majors. 1 s.h.

A correlation of journalism history from colonial times to the post-World War II period with political, economic and social trends which have influenced the shape of the press in America. 3 s.h.
243
INTERPRETATIVE REPORTING
A study of the principal craft of reporting as a background for newwork so that knowledge of several problems as well as common practices will enable the student to report events accurately and significantly. 3 s.h.
Prerequisite: Journalism 108.

244, 343-344
LABORATORY PRACTICE
Applying mechanical skills in newspaper production to the regular editions of the campus newspaper; covers proofreading, copyreading, headline writing, principles of page make-up. 6-8 s.h.
Students may accumulate up to 8 credits between second semester sophomore year and first semester senior year. Minimum of 6 s.h. required.

342
ETHICS OF THE PRESS
An analytical study of the ethical standards evident in the dissemination of information in the daily press according to the social responsibility theory. 3 s.h.

400
RESEARCH IN JOURNALISM
Individual study of a current problem in journalism terminating with a research paper. 3 s.h.

401
ADVERTISING
A broad study which provides a basic knowledge of what advertising is, what it does, and its effect on the economy. See Business 401. 3 s.h. Available 1968.

409
RHETORICAL ANALYSIS
Techniques of rhetoric and analyses of selections. See English 409. 3 s.h.

442
COLLOQUIUM ON CURRENT AFFAIRS
An interdisciplinary elective emphasizing in-depth analysis of a major contemporary problem as reported in current journals of opinion and viewed under the aspect of specified social sciences. 3 s.h.

462
PRINCIPLES OF PUBLIC RELATIONS
Historical development of public relations showing the principles, methods, and means of influencing public opinion. See Business 462. 3 s.h. Available 1968.

468
TEACHING NEWS ANALYSIS IN THE CONTEMPORARY PRESS
Evaluation of the dissemination of current news events by the printed and electronic media; providing the journalism teacher with background in current events; study of educational materials provided by major newspapers, and sessions with professional newsmen. 3 s.h. Summers only.
Prerequisite: 6 s.h. of American history or political science.
Designed to meet the needs of newspaper advisors and journalism teachers; emphasizes methods and practices in advising a high school staff; a study of newspaper mechanics and production procedures; a background of the role of the press in contemporary society. 3 s.h. 

Summers only.

Latin

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

*101-102
** Elementary Latin: the Basic Structures

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

214
** Roman Mythology

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

216
** Roman Epic

Selections from Virgil's Aeneid; comparison with Homer's Iliad and Odyssey. 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.
<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>308</td>
<td><strong>Romans Lyric Poetry</strong></td>
<td>Critical study of selected readings from Virgil’s <em>Eclogues</em>, Horace’s <em>Odes</em>, and Catullus’ <em>Lyrics</em>. 3 s.h.</td>
</tr>
<tr>
<td>309</td>
<td><strong>History of Latin Literature</strong></td>
<td>A study of the masterpieces of Roman literature through the medium of English translations. 3 s.h.</td>
</tr>
<tr>
<td>407</td>
<td><strong>Pedagogy in Latin Expression and Comprehension</strong></td>
<td>Audio-lingual diction and fluency in the Latin idiom; comprehension and appreciation of Roman graded readings; appropriate realia. See <em>Education</em> 407. 3 s.h. (Open also to graduate students.)</td>
</tr>
<tr>
<td>412</td>
<td><strong>Roman Satire</strong></td>
<td>Excerpts from Horace, Juvenal, Persius, and Martial; influence of Latin satire on English neo-classical literature. 3 s.h.</td>
</tr>
<tr>
<td>416</td>
<td><strong>Roman Historiography</strong></td>
<td>Readings from Books XXI and XXII of Livy and from the <em>Annales</em> of Tacitus, historians of the Republic and the Empire. 3 s.h.</td>
</tr>
<tr>
<td>428</td>
<td><strong>Teacher’s Course in Virgil</strong></td>
<td>Depth-study of parts of the <em>Aeneid</em>; an aesthetic appreciation of the structure, artistry, and interpretation of the poem, and a facility in reading the Latin hexameter. See <em>Education</em> 428. 3 s.h. (Open also to graduate students.)</td>
</tr>
<tr>
<td>450</td>
<td><strong>Latin Prose Composition</strong></td>
<td>Intensive review of basic structures; practice in writing idiomatic Latin. 3 s.h. (Open also to graduate students.)</td>
</tr>
<tr>
<td>451</td>
<td><strong>Advanced Latin Composition</strong></td>
<td>Writing of connected discourse, stylistic and rhetorical usage, analysis of sentence structure and word arrangement. 3 s.h.</td>
</tr>
<tr>
<td></td>
<td><strong>Prerequisite:</strong> <em>Latin</em> 450 or its equivalent. (Open also to graduate students.)</td>
<td></td>
</tr>
<tr>
<td>476</td>
<td><strong>Pedagogy in Latin Linguistics and Basic Structures</strong></td>
<td>Designed to equip teachers with multiple techniques, both oral and written, for developing facility in the reading and comprehension of Latin; appropriate realia. See <em>Education</em> 476. 3 s.h. (Open also to graduate students.)</td>
</tr>
<tr>
<td>487</td>
<td><strong>Honors Course</strong></td>
<td>A directed classical study. Open only to seniors by special permission. 3 s.h.</td>
</tr>
<tr>
<td>495</td>
<td><strong>Interdisciplinary Seminar</strong></td>
<td>Study of a specific literary genre by students majoring in literature and language. 3 s.h.</td>
</tr>
</tbody>
</table>
Library Science

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>303</td>
<td>Classification and Cataloging</td>
<td>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.</td>
</tr>
<tr>
<td>304</td>
<td>Reference Materials</td>
<td>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.</td>
</tr>
<tr>
<td>320</td>
<td>Children's Literature</td>
<td>Survey of literature suited to the needs of children. See English 320. 3 s.h.</td>
</tr>
<tr>
<td>321</td>
<td>Books and Related Materials for Children</td>
<td>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; 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.</td>
</tr>
<tr>
<td>322</td>
<td>Books and Related Materials for Young People</td>
<td>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; 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.</td>
</tr>
<tr>
<td>427-428</td>
<td>Administration and Organization of School Libraries and Materials</td>
<td>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.</td>
</tr>
<tr>
<td>461</td>
<td>Organization and Use of Audio-Visual Materials</td>
<td>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.</td>
</tr>
</tbody>
</table>
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 211, 212, 213, 252, 331, 332, 452, 462, 471. Students planning to teach add 321, 322, 476. Students not planning to teach add 413, 492.

Recommended minors: Science, business education, philosophy.

*101 General Mathematics
An appreciation of the nature and application of mathematics for liberal arts students; development of the real number system; extension of algebraic and geometric concepts; logic. 3 s.h.

*111 Pre-Calculus Mathematics
Elementary functions, graphs and applications: algebraic, exponential, logarithmic and trigonometric functions; extension of coordinate geometry. 4 s.h.
Prerequisite: Algebra I, II; Geometry.

*152 Elementary Probability and Statistics
Description of sample data; probability; sampling; special distributions; estimation; testing hypotheses; applications adapted to needs of students. Not for mathematics majors. 3 s.h.
Prerequisite: Mathematics 101 or 111.

*201 Elementary School Mathematics I
Structure of systems of numeration; real number system; elementary operations. 3 s.h.

*202 Elementary School Mathematics II
Equations and inequalities; basic ideas of plane and space geometry; probability and permutations. 3 s.h.
Prerequisite: Mathematics 201 or its equivalent.
*211
CALCULUS I
Introductory calculus: limit and approximation; differentiation and integration of elementary functions; applications. 4 s.h.
Prerequisite: Mathematics 111 or qualifying test.

*212
CALCULUS II
Theory and techniques of calculus: advanced techniques of differentiation and integration; limits of sequences; series. 4 s.h.
Prerequisite: Mathematics 211.

*213
CALCULUS III
Multivariable calculus: real-valued functions of several variables; partial derivatives; multiple integration; linear differential equations; applications. 4 s.h.
Prerequisite: Mathematics 211.

*252
PROBABILITY AND STATISTICS I
Probability theory; random variables; special distributions; topics on statistical inference; applications. 3 s.h.
Prerequisite: Mathematics 213.

321
EUCLIDEAN GEOMETRY
Geometric proof from axiomatic viewpoint; incidence and separation properties of plane and space; extension of congruence, area, and similarity; advanced topics. 3 s.h.
Prerequisite: Mathematics 213.

322
PROJECTIVE GEOMETRY
Synthetic projective geometry; introduction to affine and non-Euclidean geometries. 3 s.h.
Prerequisite: Mathematics 213.

331
ALGEBRAIC STRUCTURES
Groups; rings; unique factorization domains; fields. 3 s.h.
Prerequisite: Mathematics 213.

332
LINEAR ALGEBRA
Linear equations and matrices; vector spaces; linear mappings; determinants; quadratic forms. 3 s.h.
Prerequisite: Mathematics 213.

413
ADVANCED CALCULUS
Detailed study of the real number system: functions, limits, continuity, differentiation and integration; infinite series of functions; uniform convergence. 3 s.h.
Prerequisite: Mathematics 213.

452
PROBABILITY AND STATISTICS II
Estimation; decision theory and hypothesis-testing; relationships in a set of random variables, linear models and design. 3 s.h.
Prerequisite: Mathematics 252.
462
NUMBER THEORY
Properties of numbers; divisibility; Euclid's algorithm; congruence and residue classes; Diophantine equations; quadratic residues. 3 s.h.
Prerequisite: Mathematics 213.

*471
HISTORY OF MATHEMATICS
History and literature in the field; contemporary problems; 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. 3 s.h.
Prerequisite: Approval of department.

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, 307-308, 311, 317-318, 409-410, 413, two hours in 306 or 312; 200 required for the applied voice major; sixteen hours of credit in applied music must be earned in the same field. Recommended: Music 163, 167, 179, 181, 301, 302, 303, 304. 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 414 and 475; twelve hours of applied music earned in the same field. Recommended: Music 163, 167, 179, 181, 301, 302, 303, 304. A paper is to be submitted one month prior to graduation; the Advanced Test of the Graduate Record Examination is required.

Requirements for majors in music education: Music 101-102, 109-110, 213-214, 305, 307-308, 311, 317-318, 376, 409, 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 163, 181, 301, 302, 303, 304, 413. 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 308, or 317 or 318; four semester hours in an applied field, two semester hours must be applied Music 135 or higher; one or two semester hours in music electives.

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; one semester hour credit will be issued for one lesson with six hours of practice per week.

Students not specializing in music but desirous of continuing their study earn credit according to their proficiency and department policy.

Applied harpsichord is now included in the instrumental field. This consists of instruction in 17th and 18th Century performance practices and ensemble playing as well as technical instruction and preparation of solo literature.

**APPLIED MUSIC**

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>120</td>
<td>A class in elementary piano and music fundamentals for those who have little or no experience at the keyboard. Elements of notation and rhythmic values, primary triads in all major and minor keys, simple accompaniments and sight reading. No credit.</td>
</tr>
<tr>
<td>123-126</td>
<td>Preparatory courses for non-specializing students. Credit is determined by student proficiency and number of hours of practice per week. One lesson is required each week. These courses may not be applied toward a major. 8 s.h.</td>
</tr>
</tbody>
</table>
| 135-136  | Technical studies and literature selected from the classics. 4 s.h.  
  **Prerequisite:** Music 126 or equivalent. |
| 287-288  | Further technical study and literature of greater difficulty. 4 s.h.  
  **Prerequisite:** Music 136 or equivalent. |
| 335-336  | Development of repertory and study of style. 4 s.h.  
  **Prerequisite:** Music 288 or equivalent. |
| 337-338  | Continuation of Music 336. 4 s.h. |

75
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>487-488</td>
<td>Applied Music</td>
<td>Independent study. Preparation for senior recital. Prerequisite: Music 336 or equivalent.</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>489-490</td>
<td>Applied Music</td>
<td>Continuation of Music 488.</td>
<td>4 s.h.</td>
</tr>
<tr>
<td></td>
<td><strong>THEORY, LITERATURE, EDUCATION</strong></td>
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</tr>
<tr>
<td>*100</td>
<td>Review of the Fundamentals of Music Theory</td>
<td>Designed for students who do not qualify in placement tests for Music 101 and Music 109. No credit.</td>
<td>2 s.h.</td>
</tr>
<tr>
<td>*101-102</td>
<td>Harmony I</td>
<td>Elementary written harmony from basic triads through chords of the dominant seventh, secondary seventh chords; nonharmonic tones; diatonic modulation. Prerequisite: Placement test or Music 100.</td>
<td>6 s.h.</td>
</tr>
<tr>
<td>*109-110</td>
<td>Aural Theory</td>
<td>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. Prerequisite: Placement test or Music 100.</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>*160-260-360-460</td>
<td>Vocal Ensemble</td>
<td>A study and rendition of representative literature from the sixteenth to the twentieth century.</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>*163-263-363-463</td>
<td>Continuo Playing</td>
<td>A study of the principles of accompaniment for vocal and instrumental literature of the baroque period; realization of simple figured basses; accompaniment of standard recitatives and arias from oratorio literature of the period; the function of the harpsichord as an ensemble instrument. Meets twice weekly. Prerequisites: Music 102; Applied Piano 136 or permission of professor.</td>
<td>1 s.h.</td>
</tr>
<tr>
<td>*165-265-365-465</td>
<td>Piano Ensemble</td>
<td>An analytical study and the interpretation of duo-piano literature from the classical through the contemporary periods.</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>167-367</td>
<td>Instrumental Ensemble</td>
<td>A study and interpretation of instrumental literature through its various periods. Open to students of all departments. Credit is cumulative.</td>
<td>8 s.h.</td>
</tr>
<tr>
<td>*179-379</td>
<td>Choral Ensemble</td>
<td>A course in singing designed to acquaint the student with important works of choral literature. Open to students of all departments. Credit is cumulative.</td>
<td>8 s.h.</td>
</tr>
</tbody>
</table>
**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.

**200**
**GERMAN AND FRENCH DICTION**
Study of the IPA; spoken, written and sung exercises in the sounds of the languages, using the texts of lieder and arias. For voice students only. 2 s.h.

**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; introduction to the techniques of modern harmony; composition of small forms. 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. Alternate years. 3 s.h.

**302**
**MUSIC OF THE TWENTIETH CENTURY**
A study of the trends and developments in modern music through selected contemporary works. Alternate years. 3 s.h.

**303**
**THE OPERA**
A study of opera from Mozart to the present time. Alternate years. 2 s.h.

**304**
**AMERICAN MUSIC**
A survey of American music with emphasis on works of contemporary American composers. Alternate years. 3 s.h.

**305-306**
**COUNTERPOINT**
An analytical study of sixteenth 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 selected works representing major areas of music literature. Music majors and minors only. 6 s.h.

**311-312**
**ORCHESTRATION**
Study of instrumentation, scoring for various sized orchestras, score reading of master works. 4 s.h.

**317-318**
**MUSIC HISTORY**
Survey of the development of music from the early Greeks to the twentieth century. 4 s.h.
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>374</td>
<td>Vocal Pedagogy and Materials</td>
</tr>
<tr>
<td></td>
<td>A study of the various theories of vocal pedagogy and of the problems</td>
</tr>
<tr>
<td>375</td>
<td>Techniques and Materials in Piano Teaching</td>
</tr>
<tr>
<td></td>
<td>A study of the various techniques of teaching piano, selection of</td>
</tr>
<tr>
<td></td>
<td>materials, program building; practice teaching.</td>
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<tr>
<td></td>
<td>Prerequisite: Junior standing in music. 2 s.h.</td>
</tr>
<tr>
<td>376</td>
<td>Teaching of Music in the Elementary School</td>
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<tr>
<td></td>
<td>Fundamentals of music; development of vocal and keyboard skills;</td>
</tr>
<tr>
<td></td>
<td>performing experience on simple instruments used in elementary</td>
</tr>
<tr>
<td></td>
<td>grades; methods of teaching music and selection of materials. Music</td>
</tr>
<tr>
<td></td>
<td>120 or its equivalent must be completed before credit is issued.</td>
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<td></td>
<td>3 s.h.</td>
</tr>
<tr>
<td>382-383</td>
<td>Gregorian Chant</td>
</tr>
<tr>
<td></td>
<td>Study of fundamentals of Gregorian Chant according to the</td>
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<tr>
<td></td>
<td>principles of Solesmes, characteristics of Latin accent; analysis</td>
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<td>and chironomy. 4 s.h.</td>
</tr>
<tr>
<td>409-410</td>
<td>Form and Analysis</td>
</tr>
<tr>
<td></td>
<td>A study in design and tonal structure from simple binary and</td>
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<td>ternary to the larger forms as found in the great literature from</td>
</tr>
<tr>
<td></td>
<td>chant through twentieth century compositions. 4 s.h.</td>
</tr>
<tr>
<td>413-414</td>
<td>Composition</td>
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<tr>
<td></td>
<td>Composition in smaller forms both instrumental and vocal; rondo,</td>
</tr>
<tr>
<td></td>
<td>variation, sonatina and free forms. 4 s.h.</td>
</tr>
<tr>
<td>475</td>
<td>Theory Pedagogy</td>
</tr>
<tr>
<td></td>
<td>Methods of teaching the various phases of harmony, aural theory,</td>
</tr>
<tr>
<td></td>
<td>and the critical analysis of theory texts. 2 s.h.</td>
</tr>
<tr>
<td></td>
<td>Prerequisite: Senior standing in music.</td>
</tr>
<tr>
<td>476</td>
<td>Music Methods in High School</td>
</tr>
<tr>
<td></td>
<td>A study of the secondary vocal and instrumental program, general</td>
</tr>
<tr>
<td></td>
<td>music class, theory and music literature courses, humanities</td>
</tr>
<tr>
<td></td>
<td>program; techniques of conducting; selection of materials and</td>
</tr>
<tr>
<td></td>
<td>organization of courses. 3 s.h.</td>
</tr>
</tbody>
</table>
Nursing

The nursing program aims at laying a foundation for safe and intelligent nursing practice, for continued personal and professional growth, and for graduate study in nursing.

Requirements for Bachelor of Science in Nursing degree:

Major: Nursing 111, 112, 213, 215, 271, 277, 324, 330, 464, 481, 492, 495, 499; Home and Family Life 203; Physics 151; Sociology 446.

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; 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; application of problem-solving methods 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 with a patient-centered approach to the nursing care and problem-solving techniques; nutrition, pharmacology, rehabilitation, and techniques of communication integrated throughout the course. 9 s.h.

330 Medical-Surgical Nursing II

Continuation of Medical-Surgical Nursing I. 9 s.h.
464
PSYCHIATRIC NURSING
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; 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; increased understanding of community needs and of the epidemiologic approach in nursing to problems of health as they affect the community. 6 s.h.

492
PUBLIC HEALTH SCIENCE
A course in public health organization and administration on local, state, national and international levels emphasizes the epidemiologic approach to occurrence and distribution of specific diseases of man. 3 s.h.

495
SEMESTER IN NURSING I
Critical review of the current professional, legal, educational, social, and administrative issues related to contemporary nursing. 2 s.h.

499
SEMESTER IN NURSING II
Continuation of Seminar in Nursing I. 2 s.h.
Philosophy

The courses in philosophy complement those in theology in the way that human reason complements Faith. The principles of philosophy, as understood through reasoning, serve to unify all other studies having to do with natural knowledge. Since the study of philosophy, in company with that of theology, is the way to Christian wisdom, then the effort to reach this wisdom is the mark which distinguishes the educated Catholic woman.

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>151</td>
<td>INTRODUCTION TO PHILOSOPHICAL STUDIES: An orientation toward philosophical thinking; an attempt to recognize and clarify some representative problems of human experience and knowledge.</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>152</td>
<td>LOGIC: The nature of logic, formal and material; the three operations of the intellect with their verbal expressions: simple apprehension and term; judgment and proposition; deduction and syllogism; induction, fallacies.</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>283</td>
<td>PHILOSOPHY OF MAN: The philosophical investigation of the question of what a man is, together with a consideration of the presuppositions involved in the question, as well as of the elements into which the problem is analyzable (nature of life, kinds of vital activity, sentiency, intellection, spiritual nature of man).</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>313</td>
<td>PHILOSOPHY OF ART: An attempt to understand what art is and is about, in the light of a philosophical scrutiny; also an exploration into the relation between the several arts and into the meaning of religious art. See Art 313.</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>314</td>
<td>GENERAL METAPHYSICS: Classical approaches to the problem of the nature of reality; modern addenda.</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>332</td>
<td>GENERAL ETHICS: The nature of the moral act; good and evil; habits; natural and positive law; happiness as man's ultimate end.</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>453</td>
<td>MEDICAL ETHICS: Special study of medico-moral problems and selected moral questions of the day.</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>455</td>
<td>HISTORY OF ANCIENT AND MEDIEVAL PHILOSOPHY: An examination of the thought of the great expositors of Western philosophy from its beginnings through the scholastic period.</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>456</td>
<td>HISTORY OF MODERN AND CONTEMPORARY PHILOSOPHY: An examination of the thought of the great expositors of Western philosophy from the sixteenth century to the present.</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>
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 major: Activity courses 105, 108, 113, 114, 203, 211, 218, 239, 311, 312, 319; theory courses 265 or 268, 294, 332, 465, 468, 482, 484, 490.

For state certification in Florida: 344 and 476.

*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 and soccer. 1 s.h.

114
Team Sports II

Theory and practice in the fundamentals of basketball and softball. 1 s.h.

*130
Health Education

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

*203-204
Modern Dance

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

211
Individual Sports

Theory and practice of archery and badminton. 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

225
Synchronized Swimming

*237-238
Golf

*239-240
Tennis

241-242
Water Skiing

*265
Water Safety

268
Safety Education

282
Adapted Physical Education

285-286
Ballet Dancing

294
History and Development of Physical Education

311
Coaching and Officiating Team Sports I

312
Coaching and Officiating Team Sports II

Fundamentals of basic skills and elementary strategy of the game. Extra fee. 2 s.h.

Advanced swimming instruction, individual and group performance. 1 s.h.

Fundamental golf swings, use and purpose of various clubs, etiquette and general procedure. Extra fee 2 s.h.

Tennis fundamentals, strokes, strategy, and scoring. 2 s.h.

Fundamentals of water skiing and introduction to slalom and trick skiing. Extra fee. 2 s.h.

Theory and practice with respect to teaching methods and skills in advanced swimming, life saving, and water safety. Water Safety Instructor's Certificate to qualified students. 1 s.h.

Prerequisite: Physical Education 105 or equivalent.

Treatment of common athletic conditions, emergency care of injured in school and community. First Aid Instructor's Certificate to qualified students. 2 s.h.

Corrective and therapeutic exercises; posture, diet, and weight control. 1 s.h.

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

Principles of physical education; philosophical and psychological basis. 2 s.h.

Principles of coaching volleyball, soccer, and basketball; techniques of officiating; study of rules; practical experience. 2 s.h.

Principles of coaching basketball, speedball, and softball; techniques of officiating; study of rules; practical experience. 2 s.h.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>319</td>
<td>Teaching of Rhythmic Activities</td>
<td>Methods and material of teaching rhythmic movement, coordination, and the dance forms. 2 s.h.</td>
</tr>
<tr>
<td>332</td>
<td>Recreational Leadership</td>
<td>Methods and procedures of conducting recreation in the school and community. 3 s.h.</td>
</tr>
<tr>
<td>344</td>
<td>Teaching Health and Physical Education in the Elementary School</td>
<td>Techniques and methods for conducting elementary health and physical education programs. See Education 344. 3 s.h.</td>
</tr>
<tr>
<td>465</td>
<td>Organization and Administration of Physical Education</td>
<td>Planning and evaluation of curriculum trends, supervision of facilities and equipment. 2 s.h.</td>
</tr>
<tr>
<td>468</td>
<td>Kinesiology</td>
<td>Analysis of human motion based on anatomic, physiologic, and kinesiologic principles. See Biology 468. 2 s.h. Prerequisite: Biology 230.</td>
</tr>
<tr>
<td>476</td>
<td>Teaching Physical Education in Secondary School</td>
<td>Selection of methods and materials for physical education in junior and senior high school; programs for intramural athletics. 2 s.h.</td>
</tr>
<tr>
<td>482</td>
<td>Teaching of Adapted Physical Education</td>
<td>A study of the causes of physical defects; the use of corrective and therapeutic exercises. 2 s.h.</td>
</tr>
<tr>
<td>484</td>
<td>Tests and Measurements in Physical Education</td>
<td>Investigation, evaluation and application of knowledge of motor ability tests. 2 s.h.</td>
</tr>
<tr>
<td>490</td>
<td>Current Trends in Physical Education</td>
<td>Introduction to literature of physical education and evaluation of problems pertinent to the field of physical education. 2 s.h.</td>
</tr>
</tbody>
</table>
Physics

105
Physical Science I

A laboratory course for the liberal arts student, showing the development of scientific concepts. Topics in astronomy, classical mechanics, electricity and magnetism, wave phenomena. Two hours lecture, two hours laboratory weekly. 3 s.h.

106
Physical Science II

Continuation of Physical Science I, which is prerequisite. Atomic and molecular structure, chemical behavior, concepts in geology. Two hours lecture, two hours laboratory weekly. 3 s.h.

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 weekly. 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 212 or equivalent.

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 212 or equivalent.
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.

301
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.

302
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.

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.

461-462
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 461-462. 6 s.h.

Psychology

281
Introduction to Psychology

An introduction to the fundamental principles of psychology with emphasis on understanding human behavior; general consideration of motivation, emotion, self-concept, self-defense, and personality, including cultural and social influences; survey of instruments of evaluation of performance, ability, intelligence, etc. Required of students with psychology minors. 3 s.h.

Recommended as prerequisite to Psychology 318.
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: Philosophy 283 or equivalent.

The study of attitudes, beliefs, values, motivation as they are embedded in the individual's social, cultural, and personal experiences. See Sociology 370. 3 s.h.

Prerequisite: Philosophy 283 or equivalent.

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. See Education 449. 3 s.h.

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 Education 469. 3 s.h.

A study of the detection of physical, mental and emotional exceptionalities in children and their educational provisions. See Education 470. 3 s.h.

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 offers the student a broad spectrum of course material and social experiences emphasizing the liberal arts approach to the study of man in his social relationships. The basic sociology curriculum leads to an exploration of sociological, social work and social welfare content designed to prepare the student for a career in social welfare, and for graduate pursuits in both sociology and social work. Sociology is an excellent preparation for those interested in related fields in health, welfare, education and personnel work. Government positions concerned with housing, rural and urban affairs, labor, immigration, census, communication, and transportation offer employment opportunities appropriate for the graduate in sociology.

Requirements for majors: Sociology 201, 202, 422, and Education 469. In addition to these courses the student may elect any number of the following courses with a prescribed minimum of eighteen hours of upper division work.

Students desiring certification in Special Education receive the B.S. degree with a major in sociology. See Programs of Study, page 24.

*201-202
INTRODUCTORY
SOCIOLOGY

An introduction to the sociological analysis of society; a consideration of cultural and social change, social processes; the social institutions, stratification of society, demography, human ecology, minority groups, urban life. 6 s.h.

335
SOCIOLOGY OF CHILDREN

Exploration of the basic needs of the child; the process of socialization, personality growth and development; deviancy, child welfare services. 3 s.h.

336
INTRODUCTION TO SOCIAL WORK

A study of the history, philosophy and development of social work and social welfare beginning with the Elizabethan poor laws. 3 s.h.

340
JUVENILE DELINQUENCY

Analysis of the nature, causes, incidence of juvenile delinquency; appropriate concepts of prevention and control. 3 s.h.

370
SOCIAL PSYCHOLOGY

The study of persons as members of groups with emphasis on personal and social interrelationships; focus on the individual's behavior. See Psychology 370. 3 s.h.  
Prerequisite: Psychology 281.

*422
CONTEMPORARY SOCIAL THEORY

An historical evaluation of selected social theories beginning with Comte. 3 s.h.

434
SOCIAL ENCYCICALS

A study of the social doctrine of the Church in its historical development and contemporary application; special attention given to Mater et Magistra, Pacem in Terris, the Documents of Vatican Council II. 3 s.h.
441
GENERAL ANTHROPOLOGY

446
MARRIAGE AND THE FAMILY

478
INTRODUCTION TO THE SOCIAL WORK PROCESSES

479
SOCIAL WORK FIELD ORIENTATION

487
HONORS COURSE

409
RESEARCH METHODOLOGY

Evaluation of man's evolutionary development, racial diversity, human genetics, and development of the world's major cultures. See Biology 441. 3 s.h.

Prerequisites: Biology 112, 116; or Biology 101-102.

A consideration of marriage and the family, including personal and social, natural and supernatural aspects. See Home and Family Life 446. 3 s.h.

Further study of social work and social welfare with particular focus on professional social work; exploration of the generic methods in social work; casework, group work and community organization; introduction to interviewing skills; value of the group approach. 3 s.h.

Prerequisites: Sociology 336 and recommendation of department.

In this course senior students spend 60 hours in a local social work or social welfare agency. The student studies and observes interviewing in practice; groups in action. 2 s.h.

Prerequisites: Sociology 478 and recommendation of department.

Directed study or selected community projects with orientation toward research in sociology or social work. Seniors only. 1-3 s.h.

Exploration of the research process; selection of a problem; methods of data collection, analysis and interpretation of data, and conclusions. 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.

*101-102
Elementary Spanish

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

*203-204
Intermediate Spanish

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

*250-251
Conversation and Composition

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

*305-306
Survey of Spanish Literature

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

313-314
Survey of Spanish-American Literature

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

370
Hispanic-American Civilization

A survey of the life and culture of the Hispanic-American peoples. 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.
380
Advanced Composition

431
An Introduction to Cervantes

440
Spanish Literature of the Golden Age

443
Contemporary Spanish Literature

476
Teaching of Spanish in High School

487
Honors Course

495
Interdisciplinary Seminar

Intensive study of the structure of the Spanish language; techniques of composition. 3 s.h.

Selected works of Cervantes with special emphasis on Don Quijote and the Novelas ejemplares. 3 s.h.

Extensive reading, discussion, and analysis of the works of the principal writers of the sixteenth and seventeenth centuries. 3 s.h.

The literary renaissance in Spain; the Generation of 1898; novel, drama, and criticism. 3 s.h.

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.

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

Study of a specific literary genre by students majoring in literature and language. 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: 30 semester hours in Speech and Drama which should include; Speech 101, 213, 155, 156, 255, 256, 185, 186, 285, 286, 323, 324, 439-440, and 491; Physical Education 285-286 or 203-204. For secondary education add Speech 411, 476.

*101
FUNDAMENTALS
OF SPEECH

A foundation course providing knowledge of and training in the principles of speech; practice in reading and speaking before an audience. 2 s.h.

*102
PUBLIC DISCUSSION

Methods and practice of group discussion; round table, panel, lecture, and study groups. 2 s.h.

*114-115, 214-215
REHEARSAL AND
PERFORMANCE

Performance and participation in dramatic productions. Credit to be given at the discretion of the staff on the basis of quality of work, amount of time spent, and proficiency attained.

*155-156, 255-256
FUNDAMENTALS
OF ACTING

Problems of characterization, interpretation, voice, pantomime; stage technique. Laboratory hours required. 4 s.h.

*185-186, 285-286
INTRODUCTION TO
THEATRE PRACTICE

Principles of stage design and construction; theatrical lighting; make-up; costume construction. 4 s.h.

213
ORAL INTERPRETATION
OF LITERATURE

A preparatory course in the reading of prose, poetry, and drama. 3 s.h.

301
VOICE AND DICATION

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

Includes some experience in varied communication skills; public speaking, group discussion, voice production, and classroom teaching. For non-majors preparing for careers in teaching, public relations, and business. 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.
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.

Apprenticeship by speech majors at local TV station. 3 s.h.

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.

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. 1 s.h.

Script writing for stage, radio, and television. Open to sophomores and juniors with permission of instructor. 2 s.h.

Creative approach to the art of acting with emphasis on the development of the imagination, flexibility of body movement, and greater ease of communication. 3 s.h.

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

An elementary, non-technical course in speech correction for the teacher who deals with speech-handicapped children in the classroom. 3 s.h.

The theatre of the western world from the Greeks to Shakespeare. 2 s.h.

The theatre of the western world from Shakespeare to the present. 3 s.h.

Analysis of the important periods in costume from the Egyptian period to the present time. See Home and Family Life 455. 2 s.h.

Survey of methods and materials available for teaching speech and directing extra-curricular speech and drama activities. 2 s.h.

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 THE
OLD TESTAMENT

A reading and discussion of the texts of the Bible selected from the historical, prophetic, and sapiential books; to engender a reverence and a love for the word of God. 2 s.h.

112
INTRODUCTION TO THE
NEW TESTAMENT

A reading and discussion of the texts of the Bible selected chiefly from the Gospels and Epistles, with reference to documents on divine revelation by Vatican Council II and recent Pontiffs. 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 doctrines 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.

301
FORMAL Theology
PART I

A scientific investigation of theological truths; an intellectual analysis of God's existence, His attributes, His interior Trinitarian life, the temporal missions of the Word and the Spirit; modern obscurantism is confronted; method followed is inductive and inventive. 2 s.h.

302
FORMAL Theology
PART II

A study of the act of creation, the ultimate causes of the cosmos; the problem of evil; man's position in the world; the universe is contemplated as sustained and governed by God; contemporary scientific researches are evaluated. 2 s.h.

405
A STUDY OF
PROTESTANT Theology

A discussion of certain principles and teachings which are common to Protestant denominations, using such authorities as Karl Barth, Paul Tillich, and others to be determined by the professor. 2 s.h.
### Comparative Religions
A study and discussion of religions which have centuries-old traditions and have influenced major parts of the world; e.g., Hinduism, Buddhism, Confucianism, Islamism, and Judaism.

### Contemporary Catholic Theology
A synthesis of ideas of a few Catholic theologians who present certain doctrines of the Church with their own personal and creative insights; e.g., Congar, Haring, Karl Rahner, Schillebeeckx, Bernard Lonergan. 2 s.h.

### Problems of Christian Morality
A discussion of questions raised by the so-called new morality; Christian marriage and family planning; freedom, responsibility, and the Church's authority, and other moral dilemmas. 2 s.h.

### Expenses

<table>
<thead>
<tr>
<th>General</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Matriculation, payable once</td>
<td>$10.00</td>
<td></td>
</tr>
<tr>
<td>Tuition and fees for one year, 1967</td>
<td>$900.00</td>
<td></td>
</tr>
<tr>
<td>Tuition and fees, beginning Sept. 1968</td>
<td>$1,000.00</td>
<td></td>
</tr>
<tr>
<td>Tuition and fees, beginning Sept. 1969</td>
<td>$1,200.00</td>
<td></td>
</tr>
<tr>
<td>Fees include library, culture series, visiting lecturers, health and physical education, testing program. <em>Angelicus, Orbit</em>, student directory, laboratory.</td>
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</tbody>
</table>

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<thead>
<tr>
<th>Resident</th>
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<tbody>
<tr>
<td>Board, room and linen—beginning Sept. 1968</td>
<td>$1,100.00</td>
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</table>

<table>
<thead>
<tr>
<th>Hospitalization Insurance</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Required of all full-time students not covered by hospital insurance</td>
<td>$17.00</td>
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</table>

<table>
<thead>
<tr>
<th>Nursing</th>
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</thead>
<tbody>
<tr>
<td>Freshman summer session tuition (10 weeks)</td>
<td>$240.00</td>
<td></td>
</tr>
<tr>
<td>Residence accommodations</td>
<td>$160.00</td>
<td></td>
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<table>
<thead>
<tr>
<th>Music</th>
<th></th>
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</thead>
</table>
| 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 or Harpsichord lessons by special arrangement |

<table>
<thead>
<tr>
<th>Special Athletic Fees for One Year</th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Golf</td>
<td>$40.00</td>
<td></td>
</tr>
<tr>
<td>Horsemanship</td>
<td>$70.00</td>
<td></td>
</tr>
<tr>
<td>Bowling</td>
<td>$40.00</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>$95</td>
</tr>
</tbody>
</table>
GRADUATION FEES
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
Matriculation, payable once 10.00
undergraduate
Tuition for one semester hour, credit or audit, (includes library fee) beginning Sept. 1968 45.00
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
  Art fee, depending upon courses, up to 25.00
  Use of typewriter 10.00

No student may take semester examinations, receive a degree or a transcript of
credits until her financial account has been settled.

Financial Arrangements
Accounts are due and payable in advance no later than the day of registration
for each semester and for the summer session.
Barry is an associate of the Tuition Plan, Inc., which makes it possible for
parents to arrange monthly payments for tuition and other academic fees. Address
the Tuition Plan, Inc., 575 Madison Avenue, New York, N.Y., 10022.
Students from foreign countries are requested to make payment by money order
or check payable through a United States bank.
Textbook costs vary according to the courses taken. Approximately $50 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 bed linen, draperies, bath mats, and shower curtains.
Students are requested to bring their own bedspreads, blankets, towels, and desk
lamp.
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, unless one student has a scholarship grant.

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% is refunded; within the first five weeks, 20% is refunded. After the fifth week there is no refund. Refundable credit must be claimed within one calendar year.

A student dismissed for academic or disciplinary reasons at any time shall not be entitled to any claim or refund.

Notice of withdrawal from the College for any reason whatsoever must be given in writing to the Academic Dean. The effective date of withdrawal will be the date on which the letter is received in the office of the Academic Dean.

*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.

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.

Applications for financial aid may be obtained by writing to the Director of Student Financial Aid, Barry College; they should not be requested, however, until after the application for admission has been returned to the Director of Admissions.

**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 requirement.
   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 Memorial Scholarship, established in 1946 by the Patrician Club of St. Patrick Parish, Miami Beach, covers annual tuition and is ordinarily awarded to a student from St. Patrick’s.

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 Allegheny, 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 cover tuition only and 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 Director of Admissions.

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.

**Barry College Grants**

**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 Latin-American student by Mr. McArthur to promote understanding and good relationship between North and South America, amounts to $1,000 yearly.

**The Wyolene Neal Tuition Fund.** This loan fund amounting to $800, founded in 1961 by the parents of Wyolene Neal, is available to a day student in the Miami area.

**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.** $7,500 is made available for summer school scholarships at Barry for teachers employed in parochial schools.

The College is approved for admission of students on all types of veteran subsidies. Financial status for these students is established through the presentation of the appropriate government form.

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**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.


**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 Director of Student Financial Aid.

**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.

**Other Aids**

Barry College also participates in the Governor's Scholarship Foundation, Faculty Grant-in-Aid, The Tuition Plan, Educational Opportunity Grants, College Work-Study, and the United Student Aid Funds, Inc.
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B.S., University of Detroit; M.S.L.S., Syracuse University Graduate Library School; additional graduate study, University of Illinois.

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

SISTER M. AGNITA  Professor of Biology
B.A., St. John University; M.S., University of Detroit; Ph.D., Catholic University of America; additional graduate study, Michigan State University; Illinois Institute of Technology.

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

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

SISTER ALMA CHRISTA  Instructor in Music
B.A., Barry College; M.M., University of Michigan; additional graduate study, Teachers College, Columbia University, University of Michigan.

DR. FLORINDA ALZAGA-ROMANACH  Instructor in Spanish
Doctora en Filosofia & Letras, University of Havana; additional graduate study, University of Miami.

SISTER ANN THOMAS  Professor of Education
B.S., Siena Heights College; M.S., University of Michigan; M.A., Providence College; Ed.D., Wayne University; additional graduate study, Loyola University, Chicago.
SISTER MARY ARNOLD  Professor of History
B.S., Siena Heights College; M.A. and additional graduate study, Catholic University of America.

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B.A., Marygrove College; M.A., Michigan State University.

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Ph.B., Providence College; M.A., Catholic University of America.

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B.S.N., Barry College.

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B.A., Siena Heights College; M.A., Catholic University of America; additional graduate study, Northwestern University.

MR. CHARLES J. CASSINI  Instructor in Philosophy
B.A., Catholic University; additional graduate study, St. Stephen's College, Providence College, Emanuel College.

SISTER MARY CHARLYN, R.N.  Instructor in Nursing
B.S., Siena Heights College; M.S.N., Catholic University of America.

SISTER M. CHRISTOPHER  Associate Professor of Business Education

SISTER MARIE CLAUDIA  Associate Professor of Education
B.A., DeSales College; M.A., Catholic University of America; Ed.D., Loyola University, Chicago.

SISTER MARY CLIFFORD  Instructor in Business Education
B.S. in Commercial Education, Siena Heights; M.A., DePaul University; additional graduate study, Wayne State University, Providence College, University of Notre Dame.

DR. JAMES R. CURRAN  Associate Professor of Education
B.S., East Stroudsburg Teachers College; M.A., Seton Hall College; Ph.D., Milton University; additional graduate study, East Stroudsburg Teachers College; Newark State College; Rutgers University; New York University.
MR. WILLIAM DE LAPALME  Assistant Professor of Philosophy
B.A., Emory University; graduate study, Ecole Pratique des Hautes Etudes, University of France; Sorbonne. (Ph.D. Candidate)

DR. WILLARD S. DE LARA  Assistant Professor of Music
B.M., Baldwin-Wallace College; M.M., George Peabody College for Teachers; D.M., Florida State University.

MISS LINDA DEL BIANCO  Instructor in Business Education
B.S., Barry College.

SISTER M. DE MARILLAC  Instructor in Sociology
B.A., Barry College; M.A.S.A., Ohio State University; additional graduate study, Barry College.

SISTER M. DOROTHY  Professor of Education
B.A., Siena Heights College; M.A., Ph.D., Catholic University of America.

SISTER M. ELAINE  Assistant Professor of Sociology
B.A., Siena Heights College; M.S.W., Loyola University, Chicago.

SISTER ELIZABETH ANN  Associate Professor of History
B.A., Siena Heights College; M.A., University of Detroit; Theological Certificate, St. Xavier College; Ph.D., Catholic University of America.

SISTER MARY ELLEN  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 ELLEN LOUISE  Instructor in History
B.A., Siena Heights College; M.A., University of Notre Dame. (Ph.D. Candidate)

SISTER M. EULALIA  Professor of Home Economics
Ph.B., B.S. in Home Economics, Siena Heights College; M.A., Columbia University; professional study, Cranbrook Academy of Art.

MRS. LORENE FARRIS, R.N.  Assistant Professor of Nursing
B.S.N., M.S.N., Washington University.
SISTER FRANCIS REGIS  
*Instructor in Latin*  
B.A., Siena Heights College; M.A., Catholic University of America; additional graduate study, University of Michigan.

*MRS. VIRGINIA M. GELLENS*  
*Instructor in English*  
B.A., Seton Hill College; B.S.N., Western Reserve University School of Nursing; M.S., Barry College.

SISTER GERALD CECILIA  
*Instructor in Physics*  
B.M., Siena Heights College; M.A., Michigan State University.

SISTER GRACE ALICE  
*Instructor in English*  
B.A., DePaul University; M.A., University of Detroit; additional graduate study, Siena Heights College.

SISTER M. IGNATIA  
*Instructor in Library Science*  
Ph.B., Siena Heights College; B.A. in Library Science, Rosary College.

SISTER ISABEL MARIE  
*Instructor in Home Economics*  
B.S., Siena Heights College; M.A., Michigan State University; additional graduate study, University of Detroit, Northwestern University.

SISTER MARY JEAN  
*Professor of Languages*  
A.B., Siena Heights College; M.A., Catholic University of America; Ph.D., University of Santo Domingo; additional graduate study, University of Havana, DePaul University.

SISTER M. JOANETTA  
*Instructor in Education*  
B.A., Siena Heights College; M.A., Loyola University; additional graduate study, Fordham University.

SISTER MARIE JOANNE  
*Professor of Chemistry*  
B.S., Siena Heights College; Ph.D., Catholic University of America.

SISTER JOHN KAREN  
*Instructor in Biology*  
B.A., Douglass College; M.S., Rutgers University.

SISTER MARY JOSEPH  
*Professor of Art*  

*On leave to study*
Sister Judith Mary  
Instructor in Physical Science
B.S., Barry College; M.S., Catholic University of America; additional graduate study, Wayne State University, Princeton University, Louisiana State University.

The Reverend Joseph J. Jurasko, O.P.
Professor of Theology
A.B., St. Francis College, Loretta, Pa.; Ph.Lic., Laval University, Quebec; S.T.Lr., Pontifical Faculty of the Immaculate Conception, Dominican House of Studies, Washington, D.C.

Sister M. Kenneth  
Associate Professor of Spanish
Ph.B., Siena Heights College; Licenciado and Ph.D., University of Santo Domingo; additional graduate study, University of Havana.

Miss Gloria Klee  
Associate Professor of Physical Education
B.S., Russell Sage College; M.S., State University of New York; additional graduate study, University of Miami, Barry College.

Dr. Ellen Leeder  
Instructor in Spanish
Doctora en Pedagogia, University of Havana; M.A., University of Miami.

Miss Marcia S. Leslie, R.N.  
Instructor in Nursing
B.S.N.E., Catherine Spaulding College.

Sister Marie Loretta  
Assistant Professor of Mathematics
B.S., Siena Heights College; M.A., Catholic University of America; additional graduate study, Montclair State College.

Sister Loretta Michael, R.N.  
Professor of Nursing
Ph.B., Siena Heights College; B.S.N. and M.S.N., Catholic University of America.

Sister M. Loyola  
Professor of Philosophy
B.A., M.A., DePaul University; Ph.D., Fordham University; additional graduate study, Loyola University, University of Michigan, University of Detroit.

Sister Margaret James  
Assistant Professor of Art
Ph.B., M.F.A., Siena Heights College.
Sister Marie Martha  Instructor in Library Science
A.B., Siena Heights College; M.A., DePaul University;
A.M.L.S., University of Michigan; Theological Certificate,
Siena Heights College.

Mrs. Nora C. Meredith  Instructor in Education
A.B., Indiana Central University; M.S., Barry College.

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B.A., University of Denver; M.S., Smith College.

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B.A., Barry College; M.F.A., Catholic University of America.

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B.A., Providence College; M.A., S.T.Lr. Catholic University of America; Ph. and Litt.D., University of Santo Tomas, Manila, P.I.

Mr. Richard A. Mottram  Instructor in English
B.A., Norwich University; M.A., Tulane University. (Ph.D. Candidate)

Mr. Carroll E. Naves  Assistant Professor of French
B.A., Boston University; M.Ed., Boston University School of Education; additional graduate study, Washington University, Assumption College.

Mrs. Corinne M. Owens  Assistant Professor of Biology
B.S., Marygrove College; M.S., University of Chicago.

Sister Paul James  Assistant Professor of Mathematics
B.S., Siena Heights College; Ph.D., University of Notre Dame.

The Reverend John M. Quinn, O.S.A.
Assistant Professor of Philosophy
B.A., M.A., Villanova University; Ph.D., Catholic University of America.

Sister Robert Louise  Professor of English
B.A., Siena Heights College; M.A., University of Michigan; Ph.D., Catholic University of America.
Sister Marie Rosaria  Associate Professor of Music
B.M., Siena Heights College; M.M., Chicago Musical College; additional graduate study, Michigan State University.

Sister Rose Brendan  Assistant Professor of French
B.A., Siena Heights College; M.A., University of Michigan. Additional graduate study.

Sister Marie Sharon  Instructor in German
B.A., M.A., University of Michigan.

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B.S., Siena Heights College; M.S., University of Michigan; Ed.D., Wayne State University.

The Reverend John J. Skelly, O.S.A.  Instructor in Philosophy and Theology
B.A., Villanova University; M.A., Catholic University of America.

The Reverend James Smith, C.M.  Instructor in Theology
B.A., Mary Immaculate Seminary; L.S.H., University of Louvain.

Miss Marian Smith  Instructor in English
B.S., M.A. (French), Teachers College, Columbia University; M.A. (English), Barry College.

Mr. Thomas Spacht  Associate Professor of Music
B.M., Oberlin College; M.M., Syracuse University.

Miss Rosemary Stechschulte  Instructor in Biology
B.S., Siena Heights College; M.S.C.S., University of Mississippi.

Miss Alyce C. Sudenberg, R.N.  Interim Instructor in Nursing
B.S.N., Barry College.

Sister Thomas Catherine  Associate Professor of English
Ph.B., Siena Heights College; M.A., Catholic University of America; Ph.D., Michigan State University; additional graduate study, Providence College.

Miss Judith M. Tkach, R.N.  Interim Instructor in Nursing
B.S.N., Barry College.
Sister Mary William  
*Assistant Professor of Biology*
B.S., DeSales College; M.S., University of Detroit; Theological Certificate, St. Xavier College; additional graduate study, University of Fribourg, Switzerland, and Catholic University of America.

The Reverend Francis T. Williams, C.S.V.  
*Associate Professor of Education*
A.B., St. Viator College; A.M. in Social Work, Loyola University, Chicago; A.M. in Education, University of Chicago; Ph.D., Fordham University.

Mr. Charles Angel  
*Education*
A.B., University of Miami; M.S., Barry College.

The Reverend George A. Boyle  
*Theology*
B.A., University of Toronto; B.D., Emmanuel College; Th.D., Toronto School of Graduate Studies, Victoria University; additional graduate study, University of Edinburgh.

Mr. Irving Dalin  
*Russian*
B.C.S., New York University; additional graduate study, Syracuse University.

Mr. Herman G. Hartman, Jr.  
*Education*
B.S., University of Miami; M.S., Barry College.

Mr. Thomas V. Hartzell  
*History*
A.B., Ohio University; M.A., University of Pennsylvania. (Ph.D. Candidate)

Mrs. Genevieve W. Hasentufel  
*Education*
B.S., M.S., Glassboro State College.

Mr. William M. Johnson  
*Art*
Ringling School of Art; Philadelphia Museum School of Art.

Sister M. Lucia, S.S.J.C.  
*Education*
Università Luigi Bocconi, Milano, Italy; M.S., Barry College.

Mr. Mark G. Lynch, M.A.  
*Art*
B.F.A., University of Florida; M.A., American University.

Mrs. Lucille McGinnis  
*Sociology*
B.A., Nazareth College; M.S.W., St. Louis University; additional graduate study, Smith College of Social Work.
Mrs. Thelma B. Medoff  Education
B.A., University of Miami; M.S., Barry College.

Dr. Eugenio Sanchez-Torrento  Spanish
Doctora en Pedagogia, University of Havana; M.A., University of Miami.

Dr. Frederic J. Schaefer  Education
B.S., Fordham University; M.S., Barry College; Ph.D., Universidad Interamericana, Mexico.

Mr. Harry J. Schaleman, Jr.  History
B.S., Miami University; M.A., University of Cincinnati; additional graduate study, Teachers College Columbia University.

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A.B., A.M., Ph.D., University of Illinois; additional graduate study, Catholic University of America.
Geographic Distribution

In 1966-67 the full-time students of Barry College came from these areas:

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