

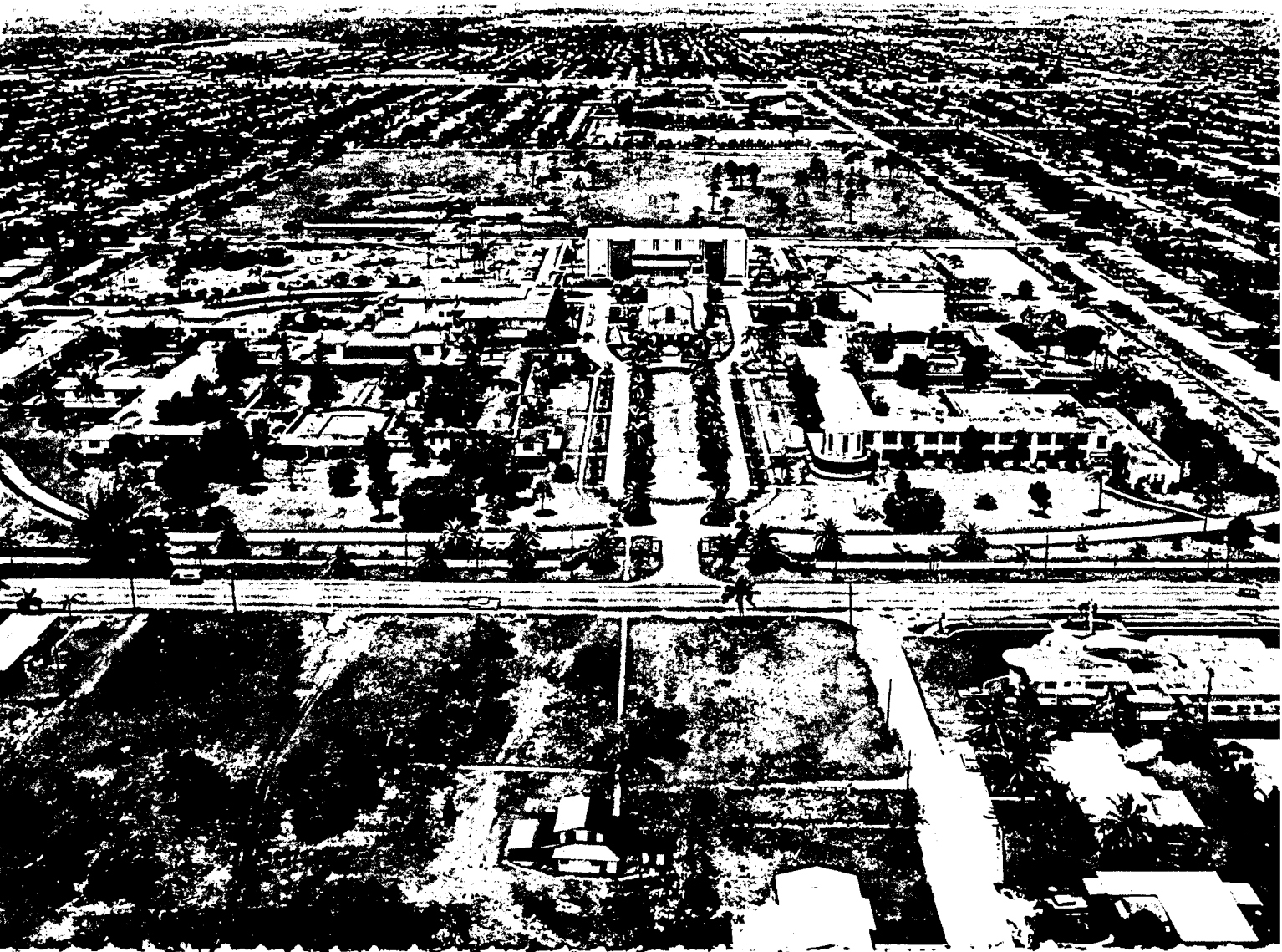
BARRY COLLEGE BULLETIN

1969-1971



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MIAMI, FLORIDA

*a.p. Woman with Flowers Lisa Carrigan*



# BARRY COLLEGE BULLETIN

MIAMI, FLORIDA  
1969-1970 1970-1971

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



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# Accreditation and Memberships

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

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

Barry College holds membership in:

- American Alumni Council
- American Association of Colleges for Teacher Education
- American Association of Collegiate Registrars and Admissions Officers
- American Association of University Women
- American College Public Relations Association
- American Council on Education
- American Library Association
- Association of American Colleges
- Association for Higher Education
- College Entrance Examination Board
- Council on Social Work Education
- Florida Association of Colleges and Universities
- Florida Independent Colleges Foundation
- Greater Miami Cultural Arts Center, Inc.
- Independent Colleges and Universities of Florida
- Miami-Dade Chamber of Commerce
- Miami Shores Chamber of Commerce
- Midwest Conference on Graduate Study and Research
- National Catholic Educational Association
- National Commission on Accrediting
- National League for Nursing Council for Member Agencies
- Society of the Arts
- Southern Association of College and University Business Officers
- Southern Association of Colleges for Women

Barry College 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.

## Correspondence with the College

Legal and official contacts	<b>President</b>
General academic information, courses of study	<b>Academic Dean</b>
Transcripts, inquiries on academic standing, permanent records	<b>Registrar</b>
Personal welfare of students, student activities, housing	<b>Dean of Students</b>
College accounts, financial aid	<b>Treasurer</b>
Inquiries on admission, catalogs, campus tours	<b>Director of Admissions</b>
Graduate programs and admission	<b>Chairman of Graduate Division</b>
Inquiries about School of Social Work	<b>Dean of School of Social Work</b>

# COLLEGE CALENDAR

## *Fall Semester 1969-70*

August 28, 1969	Resident Freshmen arrive
August 29-September 2	Freshman Orientation
August 30	Registration of Freshmen and part-time students
September 2	Registration of upperclassmen and part-time students
September 3	Opening Mass 8:00; shortened morning classes
	Labor Day — no classes
September 12	Last day for class changes
October 24	End of mid-term
November 27-28	Thanksgiving holiday
December 13	Registration for full-time students
December 15-20	Semester Examinations; end of term

## *Fall Semester 1970-71*

August 27, 1970
August 28-September 1
August 29
August 31
September 1
September 7
September 11
October 23
November 26-27
December 12
December 14-19

## *Spring Semester 1969-70*

January 12, 1970	Registration for part-time and new full-time students
January 13	Classes begin
January 22	Last day for class changes
March 6	End of mid-term
March 22-April 5	Easter vacation
April 6	Classes resume
May 7	Ascension Thursday - no classes
May 11-16	Semester Examinations; end of term
May 17	Commencement

## *Spring Semester 1970-71*

January 11, 1971
January 12
January 21
March 5
April 4-18
April 19
May 10-15
May 16

# 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, except for Biscayne College men; the graduate division is open to 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; Adrian Hall, the classroom-administration unit; and two dormitories, Kelley House and Farrell House.

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," as eleven houses off campus were used as dormitories.

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, now known as Weber House.

The College was fully accredited by the Southern Association of Colleges and Schools in 1947 and reaffirmed in this accreditation in 1962.

## 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 the college union, Thompson Hall, was dedicated, along with two dormitories, Dalton House and Dunspaugh House, which have a joint capacity of 144 students. The Monsignor



William Barry Memorial Library was opened in March, 1968, and the E. L. Wiegand Science-Language Center will be completed in September, 1969.

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 were soon added, followed by religious studies and Spanish. In September, 1966, the Graduate School of Social Work admitted its first class.

### CONSORTIUM WITH BISCAYNE COLLEGE

In September, 1962, the Augustinian Fathers opened Biscayne College for men on a fifty-acre tract of land eight miles northwest of Barry College. From the very beginning, when Barry's classrooms were used by Biscayne's students before their first building was completed, relations between the two institutions have been most cordial. Cooperative social activities, dramatic and musical presentations, community service projects undertaken jointly, and faculty exchange led gradually to a consortium whereby students are allowed to take courses on either campus. The calendars of the two colleges have been coordinated, and proposals for further inter-collegiate relations are under discussion on the departmental and administrative levels.

## Purpose

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

### BARRY COLLEGE IS A CATHOLIC COLLEGE

Its society of students, faculty, personnel, and administrators is a Christian community in which the truth that all men are destined to eternal life with God orients and directs the policies and curriculum of the college, as well as its academic and social life. Barry College embodies the centuries-old tradition of the Church for the pursuit of truth, but in the contemporary setting of twentieth century

American life. It recognizes that some truths are constant and unchanging, despite the variable circumstances of human life through the centuries; that, in addition to these, certain changeable factors enter into the realistic preparation of a student for life in the modern world. The college strives to direct its students to the whole of truth—about themselves, individually and socially, about their professions, about their responsibilities and about their final end.

#### **BARRY COLLEGE IS A LIBERAL ARTS COLLEGE**

The liberal arts, as their name implies, are the special studies that enable the student to realize her essential FREEDOM. They are the studies which inculcate principles of thought and action, engender cultural refinement, and develop discriminating taste and judgment. They particularly lay the foundation for the broad wisdom in which the principles of all studies are united with philosophical and theological truth. Barry requires a liberal arts core of studies in all programs. Especially through this means the College endeavors to preserve the independence and dignity of the human person in a technological age.

#### **BARRY COLLEGE, IN ITS UNDERGRADUATE PROGRAM, IS A WOMEN'S COLLEGE**

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

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

## **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 college 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 residence houses provide single, double, and in a few instances, four-bed rooms for the students. Lounges, TV rooms, kitchenettes, and laundrettes provide settings for recreation and for the students' personal needs. The

houses are under the supervision of house mothers who are assisted by resident counselors. Religious faculty members also reside in the houses.

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. Residence and dining facilities are available beginning the first official day of the academic year. They are not available during the Christmas or Easter holidays.

Rooms are furnished with a bed, study desk, chest of drawers, and clothes closet for each girl. The college also supplies pillows, bed linens, towels, shower curtains, and draperies. Students furnish their own bedspreads, blankets, desk lamps, and throw rugs.

#### Health

Beginning with a physical examination and routine immunizations before entering Barry, students have access to a health program through the campus clinic where a registered nurse is on duty. An infirmary, adjacent to the clinic and nurse's quarters, is provided for students who are ill and need special care. The services of a college physician and psychiatrist are available to all full-time students. The college offers a group insurance program which students must subscribe to if they do not have similar coverage.

#### Sports

Barry College offers a varied program of individual and team sports on both class and recreational levels: archery, badminton, ballet, modern dance, gymnastics, sailing, judo and self defense, soccer, volley-ball, swimming, softball, bowling, water skiing, tennis, skin and scuba diving, horse-back riding, basketball, and golf. Campus facilities include a 75-foot outdoor pool with adjoining sundecks, an indoor studio in Thompson Hall which is used for dance and related activities, tennis, basketball and volleyball courts, and archery and golf ranges. Sponsored by the Physical Education Department, intercollegiate teams from the University of Miami, Marymount College, Miami-Dade Junior College, Broward Junior College, Palm Beach Junior College, and Florida Memorial College, compete in volleyball, basketball, swimming, softball, tennis, and golf.

The Recreational Athletic Association is an organization of students interested in sports and recreational activities. The R.A.A. sponsors intramural competition in volleyball, basketball, tennis, swimming, softball, badminton, and archery. In conjunction with Biscayne College, it sponsors an annual Sports Day. Olympics Day, a program of intramural sports competition, is an annual feature of the Barry sports program and is coordinated by the R.A.A.

#### **Social Functions**

Informal dances are held throughout the year. The Coronation Ball usually takes place early in the first semester, honoring the Campus Queen who is elected by the student body. Another formal dance takes place in the early spring. Young men from Biscayne College, the University of Miami, Miami-Dade Junior College, and Broward Junior College regularly attend the campus-sponsored social functions.

The lounge, game room, and canteen in the college union are available for informal gatherings. 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 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. The president of the Student Government Association is elected each spring in a campus-wide election. The executive board of the Association works in collaboration with the Dean of Students.

There are committees functioning in the following areas: social-cultural activities, religious affairs, and service. The judicial court handles disciplinary matters.

#### **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.

**Drama**

The College theater group 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. In the spring, the drama majors present the Senior Recital.

The College theater group 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 their two major concerts at Christmas and in the spring, the programs are enhanced with works for mixed voices.

**Madrigal Singers**

This small group of selected singers devotes itself to the study and performance of early music; it is 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, and the following national honor societies: Alpha Mu Gamma (foreign languages); Beta Beta Beta (biology); and Phi Alpha Theta (history).

**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. From this group come 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:

- Albertus Magnus Science Club
- Alpha Omega
- Alpha Phi Omega Philosophy Club
- Alpha Theta Ushers
- Bridge Club
- English Association
- German Club
- Home Economics Club
- Music Educators National Conference
- Playhouse
- Recreational Athletic Association
- Santa Rosa Spanish Club
- Sociology Club
- Student Education Association

**Women's  
Conference**

A special conference focusing on a single aspect of a woman's life is sponsored annually on campus. The program is aimed at the awakening on the part of the women students of their potential.

**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  
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  
Legion of Mary  
Dominican Tertiaries

**Religious Services**

The Dominican chaplain and his assistants serve the spiritual needs of faculty, students, and personnel. Daily Mass is offered at 6:45 a.m. and 12:00 in Cor Jesu chapel, and confessions are heard at noon. The priests are regularly available for private counseling. Each year retreat functions are conducted for the students by a priest engaged especially for this purpose.

**Counseling and  
Testing Services**

The aim of the counseling service is to assist the individual to cope with the everyday and the extraordinary occurrences of life, and to achieve personal fulfillment. Many students meet the challenge of each new day without faltering, but at times even the most stable individual needs to communicate her ideas, her values, and her outlook regarding a situation—to see the picture in sharper focus, to reach a workable solution.

Counseling, therefore, does not limit itself to only one facet of the life of the individual. It assists in the social, educational, vocational, and religious adjustments of the student.

It is thought one will not accept a counseling situation until a real need or "readiness" exists. Freshmen and transfer students are given the opportunity to have an initial interview with a counselor. Sophomores are seen in a follow-up interview in regard to the decision of a major area of concentration.

All students are free to stop in the counseling office at any time. If one cannot be seen immediately, an appointment may be made. If there is a need for long-term counseling, the student generally is referred to off-campus consultants, after parental consent has been granted.

This aspect of the Barry College Services works closely with the Psychological Testing Service which was established in 1966 to consolidate the testing activities of the

College. A complete battery of tests which includes diagnostic, psychological, vocational interest, and aptitude instruments is made available by the service. Students may request this service through faculty advisors or counselors or they may be referred for evaluation. Results are made available to the college personnel responsible for the guidance and counseling of students.

Any full-time student of the College may use the testing service without charge. A fee is charged part-time students and members of the local community. Barry College also functions as a center for the administration of the College Entrance Examination Boards and The Miller Analogies Test, and participates in the Institutional Testing Program of the Graduate Record Examinations.

#### Alumni Association

The Barry College Alumni Association maintains an office on the first floor of Thompson Hall. The Association is represented on the Lay Advisory Board and is a member of the American Alumni Council. The NEWSLETTER and other correspondence provide liaison between the College and the alumni, keeping the latter up to date on plans and policies of the College. The Association conducts an annual campaign for the Living Endowment Fund and sponsors a general reunion on campus every other year. Various Alumni Chapters have held theater parties, dinner-dances, and family picnics and have sponsored lectures, art exhibits, and receptions for new students and graduating seniors.



# Admission Requirements

The Admissions Committee of Barry College, in considering a student's application, will study her secondary school record, including rank in class and 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); students planning to major in chemistry present these same mathematics requirements, plus biology and chemistry.

3. Results of the Scholastic Aptitude Test of the College Entrance Examination Board.
4. Recommendations.

## Procedures for Admission

1. The student may submit her application any time after she has completed her junior year.
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 grades and a recommendation from her high school guidance counselor. This request will be sent from Barry directly to the school. The student should request her pastor, minister or rabbi to write a letter of recommendation to the College.
3. The student should arrange through her high school to take the Scholastic Aptitude Test of the College Entrance Examination Board. Applicants for Barry College are advised to register for the November or December testing, if possible.

4. Ordinarily, an applicant will receive notice concerning the decision on her application within a month after receipt of all her credentials in the Admissions Office.
5. If the applicant is admitted, she must declare her acceptance no later than May 1 of her senior year, and enclose the reservation deposit of \$50, applicable on her first semester tuition. This deposit is non-refundable. It is at this time that prospective resident students make application for dormitory rooms.
6. Health Examination Report forms will be supplied by the College to all accepted candidates; and the completed form must be returned from the student's doctor before her registration can be finalized at Barry.

**Early Decision**

Exceptionally well-qualified students may apply at the end of their junior year to receive an early decision from Barry College. In this case, the applicant must take the required College Entrance Examination Board test in March or May of her junior year. Upon receipt and review of all her credentials in the Admissions Office, she will be notified as promptly as possible concerning the decision on her application.

**Advanced Placement**

Barry will consider for advanced standing students of superior ability who have taken the Advanced Placement Examinations of the College Entrance Examination Board. The amount of credit awarded is determined by the Academic Dean in consultation with the department head involved.

**Honors Programs**

On the basis of Scholastic Aptitude Test scores and secondary school records, a selected number of entering freshmen are invited to enroll for honors classes in such basic subjects as English and history. Honors sections ordinarily pursue the same material as 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 fee. At the same time, the applicant should request the Registrars at each of her previous col-

leges to forward complete transcripts of her credits to Barry. The College reserves the right to evaluate the credits submitted in relation to its own requirements.

Barry 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.

**Readmission of  
Former Students**

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

**Admission of  
Part-Time Students**

There is a special application for part-time students which may 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.

**Admission of  
Foreign Students**

Candidates from other countries are asked to follow the same procedures of other full-time applicants, 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 applying for full-time admission from foreign countries must have sufficient proficiency in the English language to follow a regular program. The basis for determining this proficiency is the Test of English as a Foreign Language (TOEFL), which is administered internationally by the Educational Testing Service. The applicant must make arrangements to take this test and have the results forwarded to Barry for consideration.

**Campus Tours  
and Interviews**

Although a personal interview is not a requirement for full-time admission, campus visits are encouraged whenever convenient for the applicant. The Admissions Office is open on weekdays; and the student should write or call for an appointment approximately 10 days in advance of her proposed visit to Barry.



# The Barry Program

The subjects in the curriculum are classified in six divisions:

- |   |  |
|---|--|
| <p>I. SPECULATIVE SCIENCE</p> <p>    Theology</p> <p>    Philosophy</p> <p>II. LANGUAGE AND LITERATURE</p> <p>    English</p> <p>    French</p> <p>    German</p> <p>    Latin</p> <p>    Spanish</p> <p>III. NATURAL SCIENCE AND MATHEMATICS</p> <p>    Biology</p> <p>    Chemistry</p> <p>    Physics</p> <p>    Mathematics</p> | <p>IV. SOCIAL SCIENCE</p> <p>    Geography</p> <p>    History</p> <p>    Political Science</p> <p>    Sociology</p> <p>V. FINE ARTS</p> <p>    Art</p> <p>    Music</p> <p>    Speech and Drama</p> <p>VI. PROFESSIONAL ARTS</p> <p>    Business</p> <p>    Economics</p> <p>    Education</p> <p>    Home and Family Life</p> <p>    Journalism</p> <p>    Library Science</p> <p>    Nursing</p> <p>    Physical Education</p> <p>    Psychology</p> |
|---|--|

**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.

- |                               |  |
|-------------------------------|--|
| <b>Theology</b>               | 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. |
| <b>Philosophy</b>             | 152, 283, 332 and one elective. 12 s.h.  |
| <b>English</b>                | 111, 112 and two electives. 12 s.h.  |
| <b>Language</b>               | Twelve semester hours of a foreign language are required for a degree. Nursing students only are exempted from the language requirement.   |
| <b>History</b>                | All B.A. candidates take 6 s.h. of history, usually 101, 102. Those preparing for elementary education take 103, 104. (Teacher certification in Florida requires 6 s.h. of social studies.)  |
| <b>Science or Mathematics</b> | 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, Spanish, history, sociology, music, speech and drama. Majors leading to the Bachelor of Science degree are offered in biology, medical technology, 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 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 23.

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 Undergraduate 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, mathematics, or Spanish. Elementary education will be their minor. Specific course requirements are outlined on page 25 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 25.

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

**Special Education**

Students wishing to work with the mentally retarded or emotionally disturbed children may follow the sociology-special education program outlined on page 27. Following this program, they receive a B.S. degree and Florida certification in intellectual disabilities.

**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 offer the student a baccalaureate program which will prepare her as a professional nurse. The academic work is pursued at the College; and at the present time facilities for clinical experiences are provided by Mercy Hospital, Variety Children's Hospital, South Florida State Hospital,

Veterans Administration Hospital, and Dade County Health Department. The collegiate nursing program extends over four academic years and one summer session.

**Social Welfare**

A social welfare sequence may be followed by students majoring in sociology. A carefully structured program in field work practice is an important aspect of the social welfare sequence. With the addition of specific education courses, a student may also become certified as a school social worker (Visiting Teacher). This program is outlined on page 25.

**Medical  
Technology**

After following a special biology program for three years a student may spend a twelve-month period of academic and clinical training in a school of medical technology approved by the American Medical Association and the American Society of Clinical Pathologists. Upon completion of Registry Examinations, the student will receive a Bachelor of Science degree.

**Business**

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 28.

**Summer Session**

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.

**Barry Spring  
Semester Abroad**

A study-travel semester abroad was initiated in January, 1967, at the University of Neuchatel, Switzerland, within the University's *Seminaire de francais moderne*. In 1970 Barry will expand its program to include a spring semester in Konstanz, Germany, and in Madrid. Applicants need not be language majors but they should have at least one year and a half of college language work. Interested students should consult early with the director of the program.



# 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.

Undergraduate Record Examinations are given in March of the senior year. In some cases they serve as the comprehensive examination.

**HONORS**

**Dean's List**

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

**Graduation Honors**

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

Freshman Year		Sophomore Year		Junior Year		Senior Year	
Theology	4	Theology	4	Theology	4	Major	9
English 111, 112	6	English	6	Major	9	Minor	9
Phil. 152, 283	6	Phil.	6	Minor	9	Electives	12
Foreign Language	6	Foreign Language	6	Electives	8		
Math or Science	6	Major	12				
History	6	Phys. Ed.	cr.				
Phys. Ed.	cr.						
	<hr/>		<hr/>		<hr/>		<hr/>
	34		34		30		30

## Bachelor of Arts Degree with Secondary Teaching Certification

Freshman Year		Sophomore Year		Junior Year		Senior Year	
Theology	4	Theology	4	Theology	4	Major	9
English 111, 112	6	English	6	Major	9	Minor or	
Phil. 152, 283	6	Philosophy	6	Minor or		Electives	9
History	6	Ed. 253	3	Electives	14	Ed. 463, 499	
Science	6	Foreign Language	6	Ed. 318	3	453	12
Foreign Language	6	Social Study	3				
Phys. Ed.	cr.	Speech 312	3				
		Elective	3				
		Phys. Ed.	cr.				
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	34		34		30		30

## Bachelor of Arts Degree with Elementary Teaching Certification

Freshman Year		Sophomore Year		Junior Year		Senior Year	
Theology	4	Theology	4	Theology	4	Ed. 462, 453,	
English 111, 112	6	English	3	Ed. 318, 322	6	499, 366	14
Phil. 152, 283	6	Philosophy	6	Ed. 344, 435	6	Art 376	3
History 103, 104	6	Math 201, 202	6	Music 376	3	Major	6
Foreign Language	6	Ed. 253, 262	5	Biology 130 or	6	English 320	3
Biol. or Phys. Sci.	6	Foreign Language	6	Geography 203	3	Electives	4
Phys. Ed.	cr.	Speech 312	3	Major	9		
		Phys. Ed.	cr.				
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	34		33		31		30

## Bachelor of Arts Degree with Social Welfare Sequence

Freshman Year		Sophomore Year		Junior Year		Senior Year	
Theology	4	Theology	4	Theology	4	Theology, if desired	4
English 111, 112	6	English	4	Sociology 353, 336	6	Sociology 478, 479	6
Philosophy 151, 152	6	English elective;	3	Sociology elective	3	Sociology 409, 443	6
History 101, 102	6	English 312	3	Sociology 370;	6	Speech 312	3
Foreign Language	6	Phil. 283; Math. 152	6	Phil. 332	6	Electives	15
Biology 101, 102	6	Foreign Language	6	Political Science 301	3		
Phys. Ed.	cr.	Sociology 201, 202	6	Electives	12		
		Economics 201, 202	6				
		Phys. Ed.	cr.				
	<hr/>		<hr/>		<hr/>		<hr/>
	34		34		34		34

### Bachelor of Science Degree

Freshman Year		Sophomore Year		Junior Year		Senior Year	
Theology	4	Theology	4	Theology	4	Major	14
English 111, 112	6	English	6	Language	6	Minor or	
Philosophy	6	Philosophy	6	Major	12	Electives	16
Math	8	Language	6	Minor or			
Science	8	Math and/or Sci.	12	Electives	10		
Phys. Ed.	cr.	Phys. Ed.	cr.				
	<u>32</u>		<u>34</u>		<u>32</u>		<u>30</u>

### Bachelor of Science Degree with Secondary Teaching Certification

Freshman Year		Sophomore Year		Junior Year		Senior Year	
Theology	4	Theology	4	Theology	4	Language	6
English	6	English	6	Language	6	Major	12
Philosophy	6	Philosophy	6	Major	12	Education	
Math	8	Education 253	3	Minor or Elective	6	463, 499, 453	12
Science	8	History	3	Speech 312	3	Social Studies	3
Phys. Ed.	cr.	Math/Science	12	Education 318	3		
		Phys. Ed.	cr.				
	<u>32</u>		<u>34</u>		<u>34</u>		<u>33</u>

### Bachelor of Science Degree

#### Major: Medical Technology

For students preparing for medical technology with three years of college preparation and one year of clinical experience.

Freshman Year		Sophomore Year		Junior Year		Senior Year	
Theology 111, 112	4	Theology 209, 210	4	Theology 301, 302	4	Biology 480-489	34
Philosophy 152	3	Philosophy 283, 332	6	Language	6	(Twelve months of	
Biology 116, 221	8	English	6	Philosophy 453	3	clinical experience	
English 111, 112		Language	6	Biology 331	4	in an AMA	
or 113, 114	6	Chemistry 241		Biology (electives)	4	approved hospital).	
Mathematics 111, 152	7	or 243-244)	4	Biology 341 (lecture)	3		
Chemistry 111, 112		Biology 325	4	Biology 342 (lab)	2		
or 113, 114	8	Phys. Ed.	cr.	Chemistry 321, 352	8		
Phys. Ed.	cr.						
	<u>36</u>		<u>30</u>		<u>34</u>		

### Bachelor of Science in Nursing Degree

Freshman Year		Sophomore Year		Junior Year		Senior Year	
Theology	4	Theology	4	Theology	4	Philosophy 453	3
English 111, 112	6	Biology 331	4	Nursing 324, 330	18	English elective	3
Philosophy 152	3	History 102	3	Nursing 492	3	Biology 341	3
Biology 230, 325	8	H. & F.L. 203	3	Philosophy 332	3	Nursing 464 or 481	6
Physics 151	4	Nursing 277, 271	12	History elective	3	Nursing 464 or 481	6
Biology 152	4	Philosophy 283	3	English elective	3	Nursing 495, 499	6
Nursing 111, 112	4	Sociology 201, 202	6			Elective	6
Phys. Ed.	cr.		<u>35</u>				
	<u>33</u>				<u>34</u>		<u>33</u>

Summer (8 weeks)	Nursing 213	4
(After Freshman Year)	Nursing 215	3
		<u>7</u>

**Bachelor of Science Degree**  
**Major: Home and Family Life—Dietetics**

Freshman Year		Sophomore Year		Junior Year		Senior Year	
Theology	4	Theology	4	Theology	4	Ed. 463, 482	6
Philosophy	6	Philosophy	6	Chem. 312	4	Soc. 446	3
English	6	English	6	Biology 331	4	H. & F.L. 337, 462,	6
Language	6	Language	6	H. & F.L. 326, 374,	6	438	3
Chem. 111, 152	8	Biology 230, 325	8	463, 339	6	Econ. 201	3
H & FL 103	4	H. & F.L. 203, 204	6	Educ. 318	3	Electives	9
Phys. Ed.	cr.	Phys. Ed.	cr.	Business 205	3		
	<u>34</u>		<u>36</u>		<u>30</u>		<u>30</u>

**Bachelor of Science Degree**  
**Major: Home and Family Life—Teacher Certification**  
**(Vocational Home Economics)**

Freshman Year		Sophomore Year		Junior Year		Senior Year	
Theology 111, 112	4	Theology 209, 210	4	Theology 301, 302	4	H. & F.L. 369	2
English 111, 112	6	English electives	6	H. & F.L. 314, 374	6	H. & F.L. 464, 476	6
Philosophy 152, 283	6	Phil. 332, elective	6	H. & F.L. 357, 380	6	H. & F.L. 445, 447	4
Chemistry 105, 106	6	H. & F.L. 103, 203	7	H. & F.L. 376	2	Education 453, 463	6
Biology 102	3	H. & F.L. 204	3	Education 318	3	Education 469, 499	9
H. & F.L. 113, 114	6	Education 253	3	Speech 312	3	Electives	3
H. & F.L. 202	2	Economics or History	3	Sociology 446	3		
Phys. Ed.	cr.	Phys. Ed.	cr.	Electives	6		
	<u>33</u>		<u>32</u>		<u>33</u>		<u>30</u>

**Bachelor of Science Degree**  
**Major: Home and Family Life—Merchandising**

Freshman Year		Sophomore Year		Junior Year		Senior Year	
Theology	4	Theology	4	Theology	4	H. & F.L. 357	3
Philosophy	6	Philosophy	6	H. & F.L. 168, 169	4	H. & F.L. 463, 484	6
English	6	English	6	H. & F.L. 314	3	Soc. 446	3
Language	6	Language	6	H. & F.L. 453, 454	6	Electives or	
Chem. 106	4	Econ. or Hist..	3	Educ. 318	3	Minor	18
Biology 101	3	H. & F.L. 201, 202	4	Speech 312	3		
H. & F.L. 113, 114	6	Electives	5	Minor or			
Phys. Ed.	cr.	Phys. Ed.	cr.	Electives	9		
	<u>35</u>		<u>34</u>		<u>32</u>		<u>30</u>

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

Freshman Year		Sophomore Year		Junior Year		Senior Year	
Theology	4	Theology	4	Theology	2	Theology	2
English	6	English	6	Sociology	12	Sociology	6
Language	6	Language	6	Educ. 318, 322, 440,		Ed. 411, 462, 499	12
Philosophy	6	Philosophy	6	470, 473	15	Speech 312	3
Science	6	Sociology 201, 202	6	Music 376	3	Educ. 474, 475, 453	8
History	6	Educ. 253, 344	6	Art 376	3		
Phys. Ed.	cr.	Phys. Ed.	cr.				
	<u>34</u>		<u>34</u>		<u>35</u>		<u>31</u>

**Bachelor of Science Degree**

**Major: Business**

**Minor: Education**

Freshman Year		Sophomore Year		Junior Year		Senior Year	
Theology	4	Theology	4	Theology	4	Bus. 403, 405	6
English 111, 112	6	English	6	Language	6	Bus. 476	2
Philosophy	6	Philosophy	3	History	3	Educ. 463, 453	6
Science or Math	6	Language	6	Ed. 318	3	Educ. 499	6
Bus. 101, 114	8	Econ. 201, 202	6	Bus. 339, 340	6	Philosophy	3
Bus. 103, 120	4	Educ. 253	3	Bus. 341, 342	6	Speech 312	3
Phys. Ed.	cr.	Bus. 205, 206	6	Electives	3	Electives	6
		Phys. Ed.	cr.				
	<u>34</u>		<u>34</u>		<u>31</u>		<u>32</u>

**Bachelor of Science Degree**

**Major: Business (Office Administration)**

**Minor: English or Foreign Language**

Freshman Year		Sophomore Year		Junior Year		Senior Year	
Theology	4	Theology	4	Theology	4	Bus. 403, 405	6
English 111, 112	6	English	6	Language	6	Philosophy	3
Philosophy	6	Philosophy	3	History	3	Speech 312	3
Science or Math	6	Language	6	Bus. 339, 340	6	Electives	18
Bus. 101, 114	8	Econ. 201, 202	6	Bus. 341, 342	6		
Bus. 103, 120	4	Bus. 205, 206	6	Electives	5		
Phys. Ed.	cr.	Bus. 301	3				
		Phys. Ed.	cr.				
	<u>34</u>		<u>34</u>		<u>30</u>		<u>30</u>

**Bachelor of Science Degree**

**Major: Business (Economics)**

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

Freshman Year		Sophomore Year		Junior Year		Senior Year	
Theology	4	Theology	4	Theology	4	Econ. 415, 454	6
English 111, 112	6	English	6	Econ. 325, 326	6	Econ. 466	3
Philosophy	6	Philosophy	6	Econ. 351, 352	6	Electives	21
Math	6	Language	6	Econ. 316	3		
Language	6	Econ. 201, 202	6	Speech 312	3		
History	3	Bus. 205, 206	6	Electives (Minor)	8		
Elective	3	Phys. Ed.	cr.				
Phys. Ed.	cr.						
	<u>34</u>		<u>34</u>		<u>30</u>		<u>30</u>

**Bachelor of Science Degree**

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

**Minor: English or Foreign Language**

Freshman Year	Sophomore Year	Junior Year	Senior Year
Theology 4	Theology 4	Theology 4	Bus. 425, 401 6
English 6	English 6	Bus. 339, 340 6	Bus. 427, 462 6
Philosophy 6	Philosophy 6	Bus. 305, 306 6	Econ. 454, 466 6
Math 6	Language 6	Bus. 315 3	Electives 12
Language 6	Econ. 201, 202 6	Econ. 316 3	
History 3	Bus. 205, 206 6	Speech 312 3	
Elective 3	Phys. Ed. cr.	Electives (Minor) 6	
Phys. Ed. cr.			
<u>34</u>	<u>34</u>	<u>31</u>	<u>30</u>

**Bachelor of Science Degree**

**Major: Business (Accounting)**

**Minor: English or Foreign Language**

Freshman Year	Sophomore Year	Junior Year	Senior Year
Theology 4	Theology 4	Theology 4	Bus. 435, 468 6
Philosophy 6	Philosophy 6	Bus. 361, 362 6	Bus. 437, 462 6
English 6	English 6	Bus. 339, 340 6	Econ. 454 3
Math 6	Language 6	Bus. 315 3	Speech 312 3
Language 6	Econ. 201, 202 6	Bus. 335, 336 6	Electives 12
History 3	Bus. 205, 206 6	Econ. 316 3	
Elective 2	Phys. Ed. cr.	Electives 3	
Phys. Ed. cr.			
<u>33</u>	<u>34</u>	<u>31</u>	<u>30</u>

# COURSES OF INSTRUCTION

## Art

*The department's intention is to imbue students with esthetic 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 a 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, leatherwork, puppetry, etc., with credit in at least four areas. Two semester hours in lettering or commercial art. Four semester hours in history of art. All the basic requirements are fulfilled in the structure of the course offerings.

Upper level studio courses taken only with permission of department.

<b>Graphics</b>		Introduction to printmaking; experience in lettering for reproduction, layout, poster design, packaging, and display techniques; provides experience in various media for reproduction, in skill and techniques of silk screen printing; advanced work in a selected area of graphics.
102	2 s.h.	
301-302	6 s.h.	
401-402	6 s.h.	
<b>Design</b>		A study of the basic principles implicit to all areas of two- and three-dimensional art including color, composition, surface, unity, and dynamics of contrast.
105	2 s.h.	
<b>Drawing</b>		Sketching, form analysis, and representation in various disciplined and spontaneous techniques with media not dependent on color.
151	2 s.h.	
152	1 s.h.	
251-252	2 s.h.	
351-352	2 s.h.	
451-452	2 s.h.	
<b>Ceramics</b>		Introduction to ceramics; forming in clay by hand and wheel-thrown methods; ceramics as applied to reproduction; the art of compounding clay bodies, slips and glazes.
166	2 s.h.	
266	3 s.h.	
365-366	6 s.h.	
465-466	6 s.h.	



Hand Weaving I 168	2 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 <i>Home and Family Life</i> 168.
Hand Weaving II 169	2 s.h.	Continuation of <i>Art</i> 168 with addition of original projects on the four-harness floor loom, including warping looms. Four hours laboratory weekly. See <i>Home and Family Life</i> 169.
Painting 221	2 s.h.	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: <i>Art</i> 105 or permission of instructor.
222	3 s.h.	
321-322	6 s.h.	
421-422	6 s.h.	
Lettering 233-333	4 s.h.	The basic principles of lettering with pen and brush and their practical application in layout.
Metalwork 239	2 s.h.	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.
339	3 s.h.	
485-486	6 s.h.	
Sculpture 336-436	6 s.h.	Practical studio application of additive and subtractive methods in forming traditional and contemporary materials.
History of World Art 309-310	6 s.h.	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 <i>History</i> 309-310.
Philosophy of Art 313	3 s.h.	A philosophical study of the nature of art, the relation between the several arts, and the meaning of religious art.
Art in the Elementary School 376	3 s.h.	Study of aims and procedures in the development of a creative expression in elementary school children which includes practice and experimentation in various suitable media.
Methods in Art Education 476	3 s.h.	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.

# Biology

*Concentration in the Biological Sciences may prepare a student for graduate study, for elementary and secondary teaching, for a position in a research laboratory. It also provides a four-year program for the prospective medical student, medical technologist, and medical secretary.*

*Requirements for Major:* Biology 112, 116, 212 or 221, and a minimum of 18 semester hours in upper division courses, including Biology 341 and 342. The core program within the Biology department includes five areas of experience for a biology major. The courses not listed in these areas may be chosen as electives. Students choose courses within the core program to meet the requirements of an area of specialization and/or personal interest. At least one course is selected from each of the following core areas:

1. Growth and development: Biology 212, 221.
  2. Cellular and molecular biology: Biology 325, 330.
  3. Physiological and biochemical principles: Biology 321, 331.
  4. Environmental biology: Biology 310, 312.
  5. Philosophy and history of ideas in biology: Biology 472, 475.
- Students planning to teach on the secondary level add 476.

Students majoring in biology 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 12 semester hours in upper division courses. Chemistry 111 and 152 are the only required chemistry courses.

*Requirements for the major preparing for certification in medical technology:* Students follow a special program of study in preparation for the academic and clinical experience in an approved hospital. (See page 26.)

**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. 6 s.h. (Equivalent to *Biology* 112, 116.)

**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 basics 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.
- 152  
Introduction to  
Biological Chemistry  
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.
- 212  
Comparative  
Morphology of Plants  
A morphological taxonomic study of plants with emphasis on vegetative and reproductive structures. 2 hours lecture, 4 hours laboratory weekly. 4 s.h.  
Prerequisite: *Biology* 112.
- 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.
- 310  
Marine Biology  
An introduction to the common marine organisms of the littoral areas, coral reefs and open ocean. Special emphasis on their interrelationships and problems of adaptation and survival. 2 hours lecture, 4 hours laboratory and field work weekly. 3 s.h. Prerequisite: *Biology* 112, 116.
- 312  
Ecology  
Plants and animals in relation to their environments. Survey of population, communities, ecosystems, behavioral patterns. Study made using many of the natural areas provided, such as: coral reefs, hammocks, semitropical rain forest, everglades. 2 hours lecture, 4 hours laboratory and field work weekly. 3 s.h.  
Prerequisite: *Biology* 112, 116; *Chemistry* 111, 112.
- 321  
Plant Physiology  
Emphasis is placed on those activities important to plants, such as, photosynthesis, water transport, responses to light, hormonal responses and regulation of growth, mineral nutrition. 2 hours lecture, 4 hours laboratory weekly. 4 s.h.  
Prerequisite: *Biology* 112. *Chemistry* 241 or 243-244.
- 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.

330

Cell Biology

A study of biological processes in viruses, bacteria, plant and animal cells with an emphasis upon the correlation between structure and function on the molecular level. 3 hours lecture, 3 hours laboratory. 4 s.h.

Prerequisite: *Chemistry* 241 or 243-44; *Biology* 112, 116.

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. 3 s.h. Prerequisites: *Chemistry* 241 or 243; 321.

368

Kinesiology

Analysis of human motion based on anatomic, physiologic, and kinesiological principles. See *Physical Education* 368. 2 s.h. Prerequisite: *Biology* 230.

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.

441

Physical  
Anthropology

Evaluation of man's evolutionary development, racial diversity, human genetics, based upon the findings of prehistoric archaeology, anthropometry, and geological distribution. 3 s.h. Prerequisite: *Biology* 101-102 or 116.

445

Microtechnique

Principles and theories of fixation and staining processes. Methods of preparing plant and animal tissues. Labora-

tory and conference, six hours weekly. 3 s.h.

Prerequisites: *Biology* 112, 116, 221; *Chemistry* 241 or 243-244.

**446**  
**Parasitology**

An introduction to the morphology, taxonomy, identification, life history, host-parasite relationship and control of protozoan, helminth, and arthropod parasites. Two hours lecture, four hours laboratory weekly. 4 s.h.

Prerequisite: *Biology* 116 or equivalent.

**450**  
**Histology**

A microscopic study of animal tissues. The relationship of structure and function is stressed. Two hours lecture, four hours laboratory weekly. 4 s.h.

Prerequisites: *Biology* 116 or equivalent; 221.

**451**  
**Embryology**

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

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

**472**  
**History and  
Literature of  
Biology**

A historical survey of the development of modern biological concepts, incorporating the use of periodicals, journals, monographs, and abstracts. 2 s.h.

**475**  
**Seminar**

The presentation of reports, discussions, lectures, and papers on selected topics in biology. 2 s.h.

**476**  
**Teaching of Biology  
in High School**

A study of the problems confronting teachers of biology in the high school; organization of courses, sources of materials, text books, methods of teaching. 3 s.h. (Department permission.)

**480-490**  
**Medical Technology**

A twelve-month period of academic and clinical training in a school of medical technology, approved by the American Medical Association and American Society of Clinical Pathologists. 34 s.h.

**495**  
**Research**

Investigation of an original research problem of special interest to the student. Independent execution of chosen experimental work, or library research. Under direction of selected staff member. 1-3 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 28, 29.

Requirements for minors are as follows:

Accounting: *Business* 205, 206, 335, 336, 339, 340.

Office Administration: *Business* 114, 120, 205, 341, 342; *Economics* 201.

Marketing-Management: *Business* 205, 305, 306, 339; *Economics* 201, 202.

Economics: *Business* 205, *Economics* 201, 202, 316, 454, 466.

Courses in *Economics* are listed on page 42.

**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.

**206**  
**Principles of**  
**Accounting II**                      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. Prerequisite: *Business* 205.

**301**  
**Shorthand Speed**  
**Building**                      High-speed writing with attention to specialized vocabulary and proficiency in transcription. 3 s.h.  
Prerequisites: *Business* 114, 120 or equivalent.

- 305**  
**Principles of Management**  
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.
- 306**  
**Principles of Marketing**  
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.
- 315**  
**Corporation Finance**  
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. (Taught at Biscayne College.)
- 335**  
**Intermediate Accounting I**  
Theories and techniques underlying the recognition, classification, analysis and interpretation of financial information of business enterprise, mainly for reporting to outsiders. 3 s.h.
- 336**  
**Intermediate Accounting II**  
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 statement adjusted for price level changes. 3 s.h.
- 339**  
**Business Law I**  
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.
- 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. (Taught at Biscayne College.)
- 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. (Taught at Biscayne College.)
- 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, key-punch 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. (Taught at Biscayne College.)
- 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 organization. 3 s.h. (Taught at Biscayne College.)

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.



# 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.

105-106  
Fundamentals of  
Chemistry

A brief survey of inorganic and organic chemistry for students of home economics. Two hours lecture, two hours laboratory weekly for two semesters. 6 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.

113-114  
Inorganic Chemistry  
and  
Qualitative Analysis

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

Prerequisite: Superior achievement in high school science and mathematics.

152  
Introduction to  
Biological Chemistry

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.

241  
Organic Chemistry

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

Prerequisite: *Chemistry* 112 or 114.

243-244  
Organic Chemistry

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

Prerequisite: *Chemistry* 112 or 114.

- 312  
Biochemistry of  
Foods
- The chemistry of foods and their utilization in human nutrition. Three hours lecture, two hours laboratory weekly. See *Home and Family Life* 312. 4 s.h.  
Prerequisite: *Chemistry* 152.
- 321  
Quantitative  
Analysis
- The theory and practice of volumetric and gravimetric analysis. Two hours lecture, six hours laboratory weekly. 4 s.h.  
Prerequisite: *Chemistry* 112 or 114.
- 352  
Biochemistry
- The structure of carbohydrates, proteins, and lipids; biological oxidations; selected metabolic pathways. Three hours lecture, two hours laboratory. See *Biology* 352. 4 s.h.  
Prerequisites: *Chemistry* 241 or 243; 321.
- 447  
Advanced  
Organic Chemistry
- A study of organic reaction mechanisms. 3 s.h.  
Prerequisite: *Chemistry* 244; 456 (concurrently).
- 456-457  
Physical Chemistry
- 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.  
Prerequisites: *Chemistry* 114, *Physics* 202, *Math* 212 or equivalent.
- 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 28.

- 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 25. For secondary teaching in Florida: specific courses listed on page 25 and 26 in major field.

Application for student teaching 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* 201.

**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. 3 s.h. See *Psychology* 318. Prerequisite: *Philosophy* 283 or equivalent.

- 322  
Methods of  
Teaching Reading
- Methods and materials of instruction of reading at the elementary level; analysis of learning and teaching problems, and study of concrete materials and classroom procedures; consideration of research and theory in relation to current practice. 3 s.h.
- 344  
Teaching Health  
and Physical  
Education in the  
Elementary School
- Techniques and methods for conducting elementary health and physical education programs. 3 s.h. See *Physical Education* 344.
- 366  
Teaching Social  
Studies in the  
Elementary School
- A study of methods and materials for teaching history, geography, and civics in the elementary school with special emphasis on appropriate textbooks and visual aids. 2 s.h.
- 376  
Principles of  
Vocational Education
- Basic principles, philosophy, and development of vocational education; sociological and psychological aspects. 3 s.h. See *Home and Family Life* 376.
- 388  
Teaching Science in  
Elementary School
- Principles and methods of selecting and organizing suitable units for elementary school science; includes demonstrations, laboratory experiments, field trips, and tests. 2 s.h.
- 407  
Pedagogy in Latin  
Expression and  
Comprehension
- Audio-lingual diction and fluency in the Latin idiom; comprehension and appreciation of Roman graded readings; appropriate realia. 3 s.h. See *Latin* 407. (Open also to graduate students.)
- 411  
Speech Correction  
for Children
- An elementary, non-technical course in speech correction for the teacher who deals with speech-handicapped children in the classroom. 3 s.h. See *Speech* 411. (Open also to graduate students.)
- 420  
Tests and  
Measurements
- Principles and procedures of group and individual testing; evaluation, scoring and interpretation of results; special analysis and demonstration of individual and group intelligence testing. 3 s.h. (Open also to graduate students.)
- 428  
Teacher's Course  
in Virgil
- Depth-study of parts of the *Aeneid*; an aesthetic appreciation of the structure, artistry, and interpretation of the poem, and a facility in reading the Latin hexameter. 3 s.h. See *Latin* 428. (Open also to graduate students.)

- 435  
The Teaching of  
Language Arts
- A presentation of the fundamental techniques and approved materials for developing self-expression, accuracy in oral and written English; reading skills requisite for an appreciation of literature. 3 s.h.
- 440  
Foundations of  
Mental Retardation
- 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 student.)
- 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. 3 s.h. See *Psychology* 449. (Open to psychology minors, seniors, and 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. 3 s.h. See *Library Science* 461.
- 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. 3 s.h. See *Psychology* 469. (Open to psychology minors, seniors, and graduate students.)
- 470**  
**Education of Exceptional Children**  
A study of the detection of physical, mental and emotional exceptionalities in children and their educational provisions. 3 s.h. See *Psychology* 470. (Open to psychology minors, seniors, and 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.)
- 474**  
**Communication Arts**  
**for Slow Learners**
- Principles and procedures for classroom teachers of slow-learning pupils in listening skills, speech techniques, and the correlation of speech with each of the language arts fields. 2 s.h. (Open also to graduate students.)
- 475**  
**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 psychosocial adjustment of behavior. 3 s.h. (Open to psychology minors, seniors and graduate students.)
- 476**  
**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. 3 s.h. See *Latin* 476. (Open also to graduate students.)
- 482**  
**Human Growth**  
**and Development**
- An approach to the study of the whole individual through his mental, physiological, and psychological aspects at various stages of growth and development. 3 s.h. See *Psychology* 482. (Open to psychology minors, seniors, and graduate students.)
- 484**  
**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.)  
Prerequisite: *Education* 322 or equivalent.
- 485**  
**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.)
- 486**  
**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.)

- 490**  
**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* 322 and 484, or equivalent.
- 491**  
**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.)
- 495**  
**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.)
- 497**  
**Supervision for**  
**Directing Teachers**
- A seminar analysis of principles and problems encountered in the directing of elementary or secondary interns. 3 s.h. (Open also to graduate students.)
- 499**  
**Directed Teaching**  
**Internship**
- A program of observation and teaching in the public schools under the constant guidance of specialized teachers, elementary or secondary. 6 s.h. (Open also to graduate students.)  
Students must be registered for *Education* 462 or 463 in the same semester.

# English

*All work in the Department of English directs the student to use the English language intelligently, to write well, to read critically, to relate the literary work to its historical and philosophical background, and to delight in its artistry. The English major should consider her study as formative. It should enrich her life, make her discerning and bring her near, at least, to wisdom.*

The English program consists of a minimum of 30 semester hours including the regular freshman course in writing, research, and literary types, and the sophomore survey of English literature. Beyond this the student will elect, with the direction of her advisor, courses that bring her to an understanding of literary form, genres, and periods. English 389, The Junior Reading List, is required. English majors preparing for secondary teaching will follow the same program but will add to it the course in Methods of Teaching English in High School, English 476.

Students taking the modified English major (24 hours minimum), with a minor in elementary education, must take at least 12 hours of English on the upper level.

The English Major Comprehensive<sup>1</sup> for students in liberal arts and secondary education consists of two parts:

1. The Advanced Test of the Undergraduate Record Examination and
2. A written examination of 4 hours. This comes in 3 parts:
  - A. Literary theory and critical analysis
  - B. A brief-answer examination covering the field of English and American literature
  - C. An examination in one of the following fields selected by the student:
    1. Old English and Medieval Period, including Chaucer
    2. Renaissance, including Shakespeare
    3. 1603-1700: Metaphysicals, Milton, Dryden
    4. 1760-1798: Pope, Swift, Johnson, Fielding, Richardson, beginnings of the novel, and the pre-Romantics
    5. 19th Century: poetry and prose
    6. American Literature to 1914
    7. Contemporary Literature, British and American: 1900 to present

<sup>1</sup>These comprehensives will be administered for the first time in the spring of 1971.

103-104 English for Foreign Students	Required for foreign students seeking proficiency in the fundamentals of the English language. Language laboratory required. 2 s.h.
111-112 Introduction to Literary Forms and Techniques of Research	The study of epic, drama, lyric, short story, essay; the writing of the long expository paper. Required of all freshmen. 6 s.h.
213-214 English Literature	Historical survey of the literature of England from the beginnings to the twentieth century. Required of English majors. 6 s.h.
310 Transformational Grammar	An analysis of English syntax through the transformational approach. 3 s.h.
312 Advanced Expository Writing	Study of and practice in writing expository forms of discourse. 3 s.h.
315 The Novel	Structural analysis of the novel. Selections follow a chronological arrangement. 3 s.h.
320 Children's Literature	Survey of literature suited to the needs of children. See Library Science 320. 3 s.h.
323 Restoration to 1784	Reading and critical discussion of the non-dramatic literature of the age: Dryden, Pope, Swift, Johnson. 3 s.h.
325-326 American Literature	American letters from the Colonial period to the present. 6 s.h.
327 The Romantic Poets	Blake through Byron. 3 s.h.
330 Contemporary Literature	20th century English and American novels and dramas. 3 s.h.
389 Junior Reading List	Extensive and directed reading of significant works. Required of and open only to English majors, exclusive of the student preparing for elementary teaching. 3 s.h.
390 Junior Honors	Intensive readings in literary theory and criticism. 3 s.h. Prerequisite: Approval of the Chairman of the Department.
403 History of the English Language	The formation and growth of the language; study of sources, structure, and idiom, and of American modifications of the language. 3 s.h. (Open also to graduate students.)

- 407  
Shakespeare** Selected Shakespearean plays, studied in relation to the development of Shakespeare's art. 3 s.h. See Speech 407.
- 409  
Rhetorical Analysis** Theory and analysis of the rhetoric of selected works. 3 s.h. (Open also to graduate students.)
- 425  
Advanced American Studies** Selections from the American Romantics. 3 s.h. (Open also to graduate students.)
- 427  
The Victorians** Selected readings from Tennyson, Browning, Arnold, and the non-fictional prose writers. 3 s.h.
- 434  
Seventeenth Century** Donne through Milton. 3 s.h.
- 451  
Introduction to Medieval Literature** A critical study of the literary types current in medieval England, with emphasis on Chaucer. 3 s.h.
- 460  
Contemporary Literature** Selected works from 20th century world literature. 3 s.h. (Open also to graduate students.)
- 476  
Teaching of English in High School** Problems confronting teachers of English in the secondary school, organization of courses, standards of criticism, sources of materials, textbooks, methods of teaching. 3 s.h.
- 487  
Senior Honors** Independent research under direction of an appointed advisor. 3 s.h.
- 495  
Interdisciplinary Seminar** 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.

French majors or minors may, at the recommendation of the Chairman of the Department, supplement their work with a spring semester at the University of Neuchatel, Switzerland, where they may earn up to 9 semester hours of credit in French.

- |  |   |
|--|---|
| 101-102<br>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<br>Intermediate<br>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<br>Conversation and<br>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<br>Survey of French<br>Literature  | From the beginning to modern times, with attention to the characteristics and genres of the various periods. Reading of a few works in depth. 6 s.h.  |
| 331<br>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<br>French Lyrics                       | The nineteenth century romantic movement and the subsequent literary schools of Parnassianism, Symbolism, and Surrealism as exemplified in selected works of French poets from Lamartine to Claudel. 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.



# Geography

*In addition to contributing to basic intellectual growth, these geography courses offer opportunities for professional teacher preparation on both elementary and secondary levels; the courses also equip prospective government employees and foreign service personnel with basic knowledge of other cultures.*

**203**

**Physical Geography**

Climate, terrain features, surface and underground water soils, economic minerals, earth resources and their conservation. 3 s.h.

**301**

**World Regional  
Geography**

Focus on man's adaptation and development in relation to his physical environment and influence of the latter upon man and his activities. 3 s.h.

**302**

**Political Geography**

Politically organized areas, their variations in size, shape and location; the nature of their boundaries, core areas, resource base, population structure, national homogeneity with emphasis on their political importance in the modern world. 3 s.h.

**303**

**Geography of  
Europe**

A study of Europe with emphasis on man, his culture, economy, history, and political entities on a regional or areal basis. Focus on man's adaptation and development in relation to his physical environment and influence of the latter upon man and his activities. Unit of study is the region, comprised of national groupings with traceable denominators of similarity and physical proximity in Europe. 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.*

Students interested in supplementing their work in German, may, with the recommendation of the Chairman of the Department, supplement their work with study at the University of Konstanz in the spring semester of any year after the first.

- 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.
- 210-211**  
**Advanced German I and II** Analytical reading of classical works of the eighteenth, nineteenth century and of some outstanding works of the twentieth century: Lessing, Schiller, Goethe, Hauptmann, Kafka, and Mann. 6 s.h. (Taught at Biscayne College.)
- 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, including senior seminar, History 401; for secondary teaching include History 476. For majors with a minor in elementary teaching, a total of 12 hours in upper biennium courses.

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 world development from 1648 to the present. 6 s.h.
103 World History Since 1500	A comprehensive one-semester survey especially designed for students minoring in elementary education; does not satisfy the general college requirement. 3 s.h.
104 American History	A comprehensive one-semester survey of American History beginning with the colonial period; for elementary education minors only; does not satisfy the general college requirement. 3 s.h.
201-202 History of the United States	A broad topical survey of American history from 1492 to the present. 6 s.h.
307-308 Survey of the Civilizations of Asia	Major emphasis 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 from the earliest times to the present. 6 s.h.
310 The Middle Ages	Medieval Europe from the fourth century to the Renaissance; Feudalism; the Church; the towns and guilds; the universities. 3 s.h. (Taught at Biscayne College.)
311 The Renaissance	Europe in the fourteenth and fifteenth centuries. The rise of the national monarch; beginnings of modern capitalism; scientific and artistic accomplishments. 3 s.h. (Taught at Biscayne College.)
337 History of the Church	Comprehensive coverage of the period since the Council of Trent. 3 s.h.

- 370**  
**Expansion and Conflict**  
United States history from 1824 to 1865 with special emphasis on political and economic developments; territorial expansion; development of sectional economy; Jacksonian Democracy; the slavery issue, the Compromise of 1850 and the Kansas-Nebraska Bill; the Civil War. 3 s.h. (Taught at Biscayne College.)
- 371**  
**Reconstruction and Global Relationships**  
A study of the United States history from 1865 to 1900, with special emphasis on political and economic developments; reconstruction; expansion of agriculture and industry; the social scene; the United States in world affairs. 3 s.h. (Taught at Biscayne College.)
- 380**  
**American Colonial History**  
A study of the period from 1607 to 1776; background of early explorations and settlements; development of the English colonies from the political, economic, social, and cultural points of view; the British Colonial system; steps leading to the American Revolution. 3 s.h. (Taught at Biscayne College.)
- 381**  
**Rise of American Nationalism**  
A survey of developments in the period 1776 to 1824; the American Revolution; the Confederation; writing and ratification of the United States Constitution; growth of political parties; the War of 1812 and its aftermath; the Missouri Compromise; the Monroe Doctrine. 3 s.h. (Taught at Biscayne College.)
- 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**  
**Latin American National Period**  
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**  
Nature and kinds of historical research, types of sources, and varieties of solutions; readings and individual problems, with opportunity for independent study. Required of all senior history majors. 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. See Political Science 403-404. 6 s.h. (Open also to graduate students.)

- 411-412  
Modern East Asia  
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.)
- 419  
Seventeenth Century  
British History  
A political and constitutional history of Stuart England, 1603-1714. 3 s.h. See *Political Science* 419.
- 420  
Eighteenth Century  
British History  
A political and constitutional history of Hanoverian England, 1714-1837. 3 s.h. See *Political Science* 420.
- 429-430  
History of Europe  
in the  
Nineteenth Century  
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  
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.)
- 443-444  
History of the  
United States in the  
Twentieth Century  
A topical-chronological treatment of the history of the United States in the twentieth century. The first semester terminates with the New Deal; the second semester treats the events from 1940 to the present. 6 s.h. (Open also to graduate students.)
- 471  
American  
Historiography  
A survey of the chief writers of American history, especially since the middle of the nineteenth century, their ideas, schools, and influences. 3 s.h. (Open also to graduate students.)
- 476  
Teaching of Social  
Studies in  
High School  
Methods of teaching social studies, emphasizing the integration of history; a survey of problems confronting secondary social studies teachers, including an evaluation of courses and textbooks; instruction in the use of audiovisual materials. 3 s.h.

# Home and Family Life

The *Home and Family Life Department* provides opportunities for the student to develop a mature understanding of the problems of family living. A major in Home Economics has the advantage of combining preparation for home-making and a wage-earning profession in a wide variety of fields such as teaching, dietetics, merchandising and retailing, social welfare, foods and textile research, business, journalism, 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, 376, 453, 463, 476, 499.

## FOODS AND NUTRITION

- |   |  |
|---|--|
| 103<br>Foods and<br>Nutrition           | General principles of cookery; selection, preparation, cost and methods of cookery; emphasis placed on basic techniques. Two hours lecture, four hours laboratory weekly. 4 s.h.   |
| 203<br>Nutrition and<br>Meal Management | Nutrition, food selection, and planning menus for the family; budgeting food costs on the high, moderate and low income levels. Lecture and laboratory. 3 s.h.   |
| 204<br>Family Table Service             | A study of all aspects of family meal service including menu planning, various styles of food service, and selection and care of table appointments. 2 s.h.  |
| 312<br>Biochemistry<br>of Foods         | The chemistry of foods and their utilization in human nutrition. Three hours lecture, three hours laboratory weekly. 4 s.h. See <i>Chemistry</i> 312. Prerequisite: <i>Chemistry</i> 152.  |
| 326<br>Advanced Nutrition               | Principles of nutrition relating to energy metabolism, proteins, minerals and vitamins, including qualitative and quantitative aspects of the science of nutrition and the application of these principles to all phases of life. 3 s.h.<br>Prerequisites: <i>Home and Family Life</i> 103, 203. |
| 337<br>Quantity Cookery                 | Application of the principles of cookery to large quantity cooking, planning, buying, preparing, and serving meals   |

for the college dining room; some consideration of the management problems of like institutions. One hour lecture, four hours laboratory weekly. 3 s.h.

339

Diet Therapy

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

438

Experimental Foods

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

#### CLOTHING AND MERCHANDISING

113

Clothing

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.

114

Family Clothing

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

168

Hand Weaving I

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. 2 s.h. See *Art* 168.

169

Hand Weaving II

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. 2 s.h. *Art* 169.

314

Textiles

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.

453

Tailoring

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.

- 454  
Dress Design
- 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.
- 455  
History of Costume
- Analysis of the important periods in costume from the Egyptian period to the present time. 2 s.h. See *Speech and Drama* 455.
- 484  
Fashion Merchandising
- 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.
- 376  
Principles of Vocational Education
- Basic principles, philosophy, and development of vocational education; sociological and psychological aspects. 3 s.h. See *Education* 376.
- 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. 3 s.h. See Sociology 446.
- 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.
- 462**  
**Institutional**  
**Organization and**  
**Management**
- Organization and management of procedures in food service institutions with emphasis on current problems of management such as sanitation, cost control, personnel, and equipment selection and arrangement. 3 s.h.
- 463**  
**Personnel**  
**Management**
- The development of a deeper insight and understanding of people in business organizations and problems pertaining to managerial situations. 2 s.h.
- 464**  
**Child Development**
- Child growth and development between the ages of two and four. One lecture period per week and supervised laboratory work under certified teachers. 3 s.h.
- 476**  
**Methods of Teaching**  
**Home Economics**
- The philosophy and techniques of homemaking education, principles of teaching, methods and material and curriculum construction applied to the field. This course precedes internship. 3 s.h.

# Journalism

*This program is offered primarily to enhance the liberal arts education at Barry with a study of the role of mass media in modern society. Devoid of the mechanics and the development of writing skills necessary for the professional journalist, this academic program provides every college student with an opportunity to understand mass communications and to become an effective critical consumer of mass media information.*

- 241  
History of the  
Press in America  
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.
- 307  
Introduction to Mass  
Communications  
A survey of the development and influence of mass media in a democratic society, emphasizing the social, political and economic role of the mass communications industries. 3 s.h.
- 341  
Readings in Journalism  
Individual project. A study of one aspect of the development of journalism in America, terminating with a term paper. 3 s.h.
- 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.
- 401  
Advertising  
A broad study which provides a basic knowledge of what advertising is, what it does, and its effect on the economy. 3 s.h. See *Business* 401.
- 441  
Research in Journalism  
Independent study of a current problem in journalism terminating with a research paper. 3 s.h.
- 442  
Colloquium on  
Current Affairs  
An interdisciplinary elective emphasizing 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. 3 s.h. See *Business* 462.
- 476  
Teaching High  
School Journalism  
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.

# Latin

*The curriculum in Latin provides opportunities for liberal arts students to extend their knowledge and appreciation of the humanities. Courses in acquiring skill in basic structures, in learning new approaches to the teaching of Latin linguistics, in reading celebrated works of Latin authors are designed to assist those who pursue Latin as a minor or as their foreign language requirement.*

- 101-102  
Elementary Latin:  
The Basic Structures  
201  
Survey of  
Latin Syntax  
214  
Roman Mythology  
216  
Roman Epic  
303  
Roman  
Epistolography  
304  
Roman Drama  
308  
Roman Lyrical Poetry  
309  
History of  
Latin Literature  
407  
Pedagogy in Latin  
Expression and  
Comprehension  
450  
Latin Prose  
Composition  
476  
Pedagogy in Latin  
Linguistics and  
Basic Structures  
495  
Interdisciplinary  
Seminar
- A linguistic approach to Latin phonology, morphology, and basic structures; selected readings. 6 s.h.
- 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.
- 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.
- Selections from Virgil's *Aeneid*; comparison with Homer's *Iliad* and *Odyssey*. 3 s.h.
- A study of the contemporary account of historical, philosophical, social, and domestic events from the letters of Cicero, Seneca, and Pliny. 3 s.h.
- Selected plays of Plautus, Terence, and Seneca; chief characteristics of Graeco-Roman drama. 3 s.h.
- Critical study of selected readings from Virgil's *Eclogues*, Horace's *Odes*, and Catullus' *Lyrics*. 3 s.h.
- A study of the masterpieces of Roman literature through the medium of English translations. 3 s.h.
- Audio-lingual diction and fluency in the Latin idiom; comprehension and appreciation of Roman graded readings; appropriate realia. 3 s.h. See *Education* 407. (Open also to graduate students.)
- Intensive review of basic structures; practice in writing idiomatic Latin. 3 s.h. (Open also to graduate students.)
- Designed to equip teachers with multiple techniques, both oral and written, for developing facility in the reading and comprehension of Latin; appropriate realia. 3 s.h. See *Education* 476. (Open also to graduate students.)
- Study of a specific literary genre by students majoring in literature and language. 3 s.h.

# Library Science

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

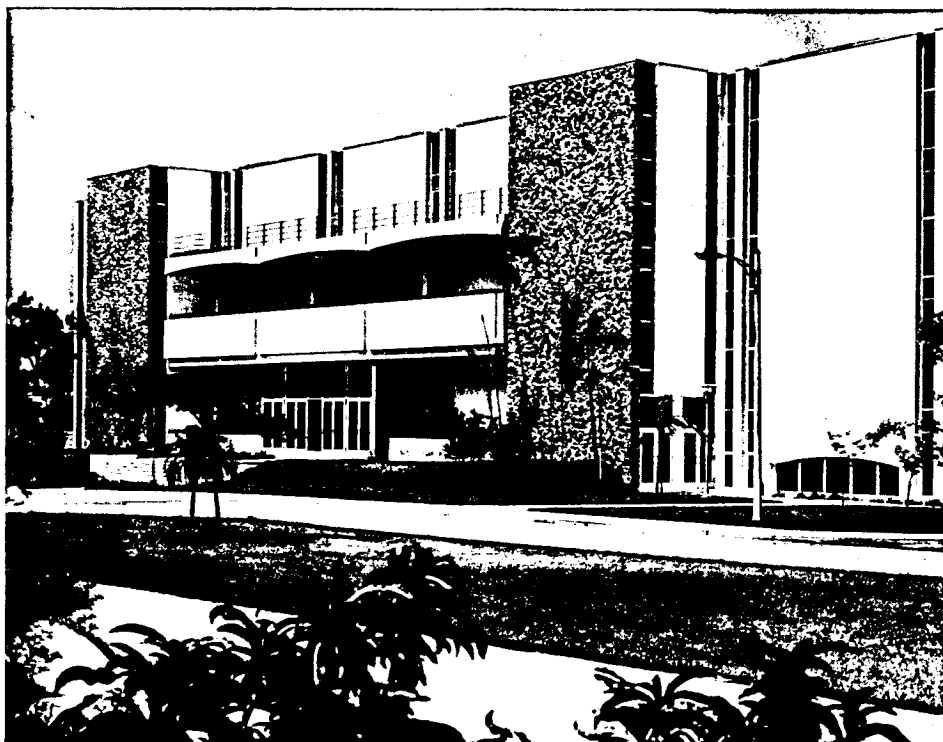
- 303**  
**Classification and Cataloging**  
Organization of library collections; the principles and fundamentals of classification; the Dewey decimal classification, and the principles of cataloging. Includes laboratory work. 3 s.h.
- 304**  
**Reference Materials**  
The library as an information center; the evaluation of reference materials, general tools, materials in subject fields, and the use of the general collection for reference; methods of teaching the use of these materials. 3 s.h.
- 320**  
**Children's Literature**  
Survey of literature suited to the needs of children. 3 s.h. See *English* 320.
- 321**  
**Books and Related Materials for Children**  
Materials and their uses for pre-school and elementary school children with emphasis on the reading of many books, and the examination of all types of printed and audio-visual materials; use of the library for both curricular and leisure needs; building and maintaining the library collection; methods of guidance in the use of materials. 3 s.h.
- 322**  
**Books and Related Materials for Young People**  
Materials and their uses for children and young people from pre adolescence through high school age, with emphasis on the reading of many books, and the examination of all types of printed and audio-visual materials; use of the library for both curricular and leisure needs; building and maintaining the library collection; methods of guidance in the use of materials. 3 s.h.
- 427-428**  
**Administration and Organization of School Libraries and Materials**  
Designed to help librarians in developing the understandings, attitudes, skills, and information necessary for leadership in a library service program that will contribute to the realization of educational objectives; includes study of acquisition, organization, housing and use of all types of materials of instruction. 6 s.h.
- 461**  
**Organization and Use of Audio-Visual Media**  
Selection and use of audio-visual aids; community resources; training for effective organization and distribution of learning materials appropriate to various age levels. 3 s.h. See *Education* 461.

463  
Introduction  
to Librarianship

An introduction to the history of librarianship designed to help librarians acquire a foundation of historical background and understanding of major library and librarianship objectives. 3 s.h.

499  
School Library  
Practice

Library practice in elementary and high school libraries designed to give the prospective school librarian experience in many aspects of school library service, including organization of materials and their use with teachers and pupils. 6 s.h.



# Mathematics

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

Requirements for major: Mathematics 211, 212, 213, and a minimal selection of upper division mathematics courses according to one of the following plans:

For secondary certification: Mathematics 471, 476, and an additional 18 semester hours in upper division mathematics courses, usually 321, 322, 331, 332, 452, 462.

For elementary certification: a minimum of 12 semester hours in upper division mathematics courses, usually 321, 331, 352, and 462.

For any other major: Mathematics 471 and an additional 21 semester hours in upper division mathematics courses, usually 310, 311, 316, 317, 331, 332 and 452.

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: <i>Algebra I, II; Geometry.</i>
152 Elementary Probability and Statistics	Description of sample data; probability; sampling; special distributions; estimation; testing hypotheses; applications adapted to needs of students. <i>Not for mathematics majors.</i> 3 s.h. Prerequisite: <i>Mathematics 101 or 111.</i>
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: <i>Mathematics 201 or its equivalent.</i>
211 Calculus I	Introductory calculus: limit and approximation; differentiation and integration of elementary functions; applications; 4 s.h. Prerequisite: <i>Mathematics 111 or qualifying test.</i>
212 Calculus II	Theory and techniques of calculus: advanced techniques of differentiation and integration; limits of sequences; series. 4 s.h. Prerequisite: <i>Mathematics 211.</i>

- 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*.
- 221  
Differential Equations  
Linear equations; numerical approximations; integration in series; special types; Laplace transforms. 3 s.h. (Taught at Biscayne College.)  
Prerequisite: *Mathematics 213*.
- 310-311  
Advanced Calculus I and II  
Functions of more than one variable; limits and continuity of these functions; partial derivatives of all orders and applications; Stieltjes integral; multiple integral; line and surface integral. Taylor and Fourier series; vector analysis. 6 s.h. (Taught at Biscayne College.)  
Prerequisite: *Mathematics 213*.
- 316  
Introduction to the Theory of Complex Variables  
Complex numbers; analytic functions; mapping by complex functions; integrals; power series; residues and poles; conformal mapping. 3 s.h. (Taught at Biscayne College.)  
Prerequisite: *Mathematics 213*.
- 317  
Introduction to Topology  
Sets and functions; metric spaces; topological spaces; compactness; separation; connectedness. 3 s.h. (Taught at Biscayne College.)  
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*.
- 352  
Probability and Statistics I  
Probability theory; random variables; special distributions; topics on statistical inference; applications. 3 s.h.  
Prerequisite: *Mathematics 213*.

452  
Probability and  
Statistics II

Estimation; decision theory and hypothesis-testing; relationships in a set of random variable, linear models and design. 3 s.h.

Prerequisite: *Mathematics* 352.

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, 493, 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, 167-367, 179-379, 181, 302, 303, 304, 494. A recital is to be presented in the senior year; the Advanced Test of the Undergraduate Record Examination is optional.*

*Requirements for major in theory: Same courses as above plus Music 494 and 475; twelve hours of applied music earned in the same field. Recommended: Music 163, 167-367, 179-379, 181, 302, 303, 304. A paper is to be submitted the semester prior to graduation; the Advanced Test of the Undergraduate 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—167-367, 179-379, 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, 302, 303, 304, 493. Music education majors may give a combined recital; the Advanced Test of the Undergraduate 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 pass proficiency test. Requirements sent upon request.

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

*Transfer students:* Credit in applied music courses taken at another institution is evaluated solely on the basis of the audition taken during the period preceding the first registration at Barry College. A theory placement test is required of all transfer students. Further information including audition dates is sent upon request.

- 120  
Applied Music                      A class in elementary piano and music fundamentals for those who have little or no experience at the keyboard. Elements of notation and rhythmic values, primary triads in all major and minor keys, simple accompaniments and sight reading. No credit.
- 123-126  
Applied Music                      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.
- 135-136  
Applied Music                      Technical studies and literature selected from the classics. 4 s.h. Prerequisite: *Music* 126 or equivalent.
- 287-288  
Applied Music                      Further technical study and literature of greater difficulty. 4 s.h. Prerequisite: *Music* 136 or equivalent.
- 335-336  
Applied Music                      Development of repertory and study of style. 4 s.h.  
Prerequisite: *Music* 288 or equivalent.
- 337-338  
Applied Music                      Continuation of *Music* 336. 4 s.h.
- 487-488  
Applied Music                      Independent study. Preparation for senior recital. 4 s.h.  
Prerequisite: *Music* 336 or equivalent.
- 489-490  
Applied Music                      Continuation of *Music* 488. 4 s.h.

#### THEORY, LITERATURE, EDUCATION

- 100  
Review of the  
Fundamentals of  
Music Theory                      Designed for students who do not qualify in placement tests for *Music* 101 and *Music* 109. No credit.
- \*101-102  
Harmony I                              Elementary written harmony from the triadic style of the 18th Century through chromatic and enharmonic modulation. 6 s.h. Prerequisite: Placement test or *Music* 100.

\*Offered at the discretion of the department.

109-110 Aural Theory	Aural skill in the study of rhythm, harmonic and melodic intervals and triads, sight singing, melodic and two-part harmonic dictation in major and minor modes, keyboard harmony. To be taken concurrently with <i>Music</i> 101-102. 4 s.h. Prerequisite: Placement test or <i>Music</i> 100.
*160-260-360-460 Vocal Ensemble	A study and rendition of representative literature from the sixteenth to the twentieth century. 4 s.h.
*163-263-363-463 Continuo Playing	A study of the function of the harpsichord as an ensemble instrument. Instruction in harpsichord technique, solo and ensemble literature. Offered at the discretion of the department. Credit is cumulative. 4 s.h. Prerequisites: Piano audition, the result of which should be equivalent to requirements for Applied <i>Piano</i> 136; <i>Music</i> 102 or its equivalent as indicated by the theory placement examination.
*165-265-365-465 Piano Ensemble	An analytical study and the interpretation of duo-piano literature from the classical through the contemporary periods. 4 s.h.
*167-367 Instrumental Ensemble	A study and interpretation of instrumental literature through its various periods. Open to students of all departments. Credit is cumulative. 4 s.h. Additional 4 s.h. for <i>Music</i> majors only.
*179-379 Choral Ensemble	A course in singing designed to acquaint the student with important works of choral literature. Open to students of all departments. Credit is cumulative. 4 s.h. Additional 4 s.h. for <i>Music</i> major only.
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	Introduction to techniques of modern harmony; compositions of small forms. Study of harmonic practices through analysis of selected chamber works. 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. 3 s.h.
- \*302**  
Music of the  
Twentieth Century  
A study of the trends and developments in modern music through selected contemporary works. 3 s.h.
- \*303**  
The Opera  
A study of opera from Mozart to the present time. 2 s.h.
- \*304**  
American Music  
A survey of American music with emphasis on works of contemporary American composers. 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.
- 374**  
Vocal Pedagogy  
and Materials  
A study of the various theories of vocal pedagogy and of the problems confronting the teacher of voice; evaluation and selection of appropriate song literature.  
Prerequisite: Junior standing in music. 2 s.h.
- 375**  
Techniques and  
Materials in  
Piano Teaching  
A study of the various techniques of teaching piano, selection of materials, program building; practice teaching.  
Prerequisite: Junior standing in music. 2 s.h.
- \*376**  
Teaching of Music  
in the Elementary  
School  
Fundamentals of music; development of vocal and keyboard skills; performing experience on simple instruments used in elementary grades; methods of teaching music and selection of materials. *Music 120* or its equivalent must be completed before credit is issued. 3 s.h.
- \*382-383**  
Gregorian Chant  
Study of fundamentals of Gregorian Chant according to the principles of Solesmes, characteristics of Latin accent; analysis and chironomy. 4 s.h.

409-410  
Form and Analysis

A study in design and tonal structure from simple binary and ternary to the larger forms as found in the great literature from chant through twentieth century compositions. 4 s.h.

475  
Theory Pedagogy

Methods of teaching the various phases of harmony, aural theory, and the critical analysis of theory texts. 2 s.h.

Prerequisite: Senior standing in music.

476  
Music Methods in  
High School

A study of the secondary vocal and instrumental program, general music class, theory and music literature courses, humanities program; techniques of conducting; selection of materials and organization of courses. 3 s.h.

493-494  
Composition

Composition in smaller forms both instrumental and vocal; rondo, variation, sonatina and free forms. 4 s.h.

# 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<br>Orientation<br>to Nursing      | Introduction to the basic principles of human behavior; emphasis is given to the significance of psychology in human relationships and self-understanding. 2 s.h.  |
| 112<br>Fundamentals of<br>Nursing I   | Introduction to the fundamentals, concepts, and principles that guide nursing action in the care of patients. 2 s.h.   |
| 213<br>Fundamentals of<br>Nursing II  | Continuation of Fundamentals of Nursing I with opportunities for application in the clinical setting; mastery of specific technical skills and the amplification of concepts and principles presented in Nursing 111 and 112. 4 s.h.   |
| 215<br>Pharmacology                   | A survey of the principles of drug therapy which includes an introduction to the classification and characteristics of drugs. 3 s.h.   |
| 271<br>Nursing Care<br>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<br>Maternity Nursing              | A family-centered study of pregnancy and partuition taught concurrently with guided clinical experiences in problem-solving. 6 s.h.  |
| 324<br>Medical-Surgical<br>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<br>Medical-Surgical<br>Nursing II | Continuation of Medical-Surgical Nursing I. 9 s.h.   |

- 464  
Psychiatric  
Nursing
- 481  
Public Health  
Nursing
- 492  
Public Health  
Science
- 495  
Senior  
Experience I
- 499  
Senior  
Experience II
- Introduction to nursing functions and responsibilities in the care of the mentally ill through the study of the dynamics of behavior and the significant concepts of interpersonal and intrapersonal interaction. 6 s.h.
- A study of nursing in the community through selected, guided experiences in a public health agency. Emphasis is placed on service to families, community health organization, and relationship of public health principles to nursing practice in any setting. 6 s.h.
- A study of the principles of organization and administration, responsibility and function of public health. Emphasizes the epidemiological approach to occurrence and distribution of specific diseases of man, and the influence of social and economic factors in health and disease. 3 s.h.
- Critical analysis of the current professional, legal, educational, social, administrative, and clinical issues related to contemporary nursing. 3 s.h.
- Continuation of Senior Experience I. 3 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.*

- 151  
Introduction to  
Philosophical Studies      An orientation toward philosophical thinking; an attempt to recognize and clarify some representative problems of human experience and knowledge. 3 s.h.
- 152  
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. 3 s.h.
- 283  
Philosophy of Man      A philosophical investigation of man's nature, origin and destiny, a study of the nature of life, the kinds of vital activity, man's sentiency, intellection and spirituality. 3 s.h.
- 310  
Philosophy of  
Nature      Fundamentals of natural philosophy. Relations with the specialized sciences, especially mathematical physics; subject, form, privation; the concept of nature; the four causes and their modes; determinism vs. indeterminism; motion, place, time; continuum; proof of a prime mover. 3 s.h. (Taught at Biscayne College.)
- 313  
Philosophy of Art      A philosophical study of the nature of art, the relation between the several arts, and the meaning of religious art.
- 314  
General Metaphysics      Classical approaches to the problem of the nature of reality; modern addenda. 3 s.h.
- 332  
General Ethics      'The nature of the moral act; good and evil; habits; natural and positive law; happiness as man's ultimate end. 3 s.h.
- 355  
Philosophy of  
Politics      A philosophical, chronological treatment of the political theories of the major philosophers from classical to modern times. 3 s.h.
- 411  
Moral Philosophy  
(Special Ethics)      Application of basic principles to concrete problems of individual and social living. Justice and contracts; man as a social and political animal; education; social justice; international relations. 3 s.h. (Taught at Biscayne College)



**420**  
**Philosophy of**  
**Science**

An interdisciplinary study of the relation between philosophy and science. Foundations of science. Problems of time, space and causality raised by relativity theory and quantum mechanics. Examination of contemporary views on induction and construction of theories. 3 s.h. (Taught at Biscayne College)

**453**  
**Medical Ethics**

Special study of medico-moral problems and selected moral questions of the day. 3 s.h.

**455**  
**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. 3 s.h.

**456**  
**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. 3 s.h.

# Physical Education

The Physical Education Department offers, besides its service program for all undergraduate students, a major program for prospective teachers.

## SERVICE PROGRAM

The wide variety of team and individual activities and skill levels affords each student a choice to suit her needs and desires. The student has the opportunity to develop competency in selected activities in order to prepare for future recreational participation. "A sport for every girl and a girl in every sport."

*Requirements:* Four semesters of Physical Education are generally required. Students enroll in 101 during the first semester of the freshman year and select any three activity classes during subsequent semesters. For students unable to swim, one of the activity classes is expected to be swimming. After the four required semesters, students may enroll in Physical Education classes for elective credit at one semester hour per course.

101  
Basic Physical  
Activities

Figure control and posture improvement; individual conditioning; effective use of the body in movement.

105  
Activities on  
Beginning  
Skill Level

Archery  
Badminton  
\*Bowling  
Dance, Ballet  
Dance, Modern  
Golf  
Gymnastics  
\*Horsemanship

Judo and Self Defense  
\*Sailing  
\*Skin and Scuba Diving  
Swimming  
Swimming, Synchronized  
Tennis  
Volleyball  
\*Water Skiing

106  
Activities on  
Intermediate  
Skill Level

Archery  
Badminton  
\*Bowling  
Dance, Ballet  
Dance, Modern  
Golf  
Gymnastics  
\*Horsemanship

Judo and Self Defense  
\*Sailing  
\*Skin and Scuba Diving  
Swimming  
Swimming, Synchronized  
Tennis  
Volleyball  
\*Water Skiing

Prerequisite: *Physical Education* 105 in the same activity or permission of Department Chairman.

107  
Activities on  
Advanced  
Skill Level

Classes are offered at the advanced skill level upon request.

Prerequisite: *Physical Education* 106 in this same activity or permission of Department Chairman.

\*Students registering for these classes pay an extra fee.

111	Archery-Badminton
112	Tennis-Golf
113	Team Sports
114	Field Sports
115	Recreational Activities
119	Rhythmic Activities
120	Track and Field
165	Lifesaving and Water Safety

### MAJOR PROGRAM

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." The major program fulfills state requirements to teach in both the elementary and secondary school and meets the specific liberal arts requirements of Barry College.

*Requirements:* Activity Courses: 205, 211, 212, 213, 214, 218, 219.

Theory Courses: 265, 268, 311, 332, 344, 368, 419, 465, 482, 484.

(Activity Courses) Skills and techniques on the beginning and advanced levels. 2 s.h. each.

205	Modern Dance
211	Archery-Badminton
212	Tennis-Golf
213	Team Sports
214	Field Sports
218	Gymnastics
219	Rhythmic Activities
220	Track and Field

#### (Theory Courses)

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.

265  
Lifesaving and Water Safety Methods of teaching swimming and lifesaving. American Red Cross Life Saving and Water Safety Instructor certificates are issued to qualified students upon completion of the course. 2 s.h. Prerequisite: Swimmer level swimming skills.

268  
First Aid and Safety Education Emergency care of injured in the school and community. American Red Cross First Aid Instructor certificates are issued to qualified students upon completion of the course. 2 s.h.

- 311  
Teaching Team and Individual Sports  
Methods, materials and organizational procedures for teaching these activities on the elementary and secondary level, safety procedures, content material for varying skill levels, coaching the skilled performer in these activities, teaching techniques for beginning, intermediate and advanced skill levels, limited practice in teaching and coaching some aspect of these activities. 3 s.h.
- 312  
Officiating Team and Individual Sports  
WNORC tests in volleyball, basketball, softball, badminton, and practical experience in officiating these sports. 2 s.h. Prerequisite: 211, 212, 213, and 214, or permission of Department Chairman.
- 332  
Recreational Leadership  
Study of recreation in the school and community; investigation into creative use of leisure time. 2 s.h.
- 344  
Teaching Health and Physical Education in Elementary School  
Methods, materials, content material, and organizational procedures for conducting elementary health and physical education programs. 3 s.h. See *Education* 344.
- 368  
Kinesiology  
Anatomical and physiological bases of muscular activity, application of mechanical principles in physical activities, and analysis of sports skills and techniques. See *Biology* 368. 3 s.h. Prerequisite: *Biology* 230.
- 394  
History and Development of Physical Education  
History of Physical Education from past to present. Study of the development of Physical Education into a profession and the principles of this profession. 2 s.h.
- 419  
Teaching Gymnastics and Dance Activities  
See *Physical Education* 311. 3 s.h.
- 465  
Organization and Administration of Physical Education  
Study of desirable standards, policies and practices in the organization, supervision, and administration of Physical Education programs on the elementary and secondary level. Need for community coordination in attaining the objectives of Physical Education. 2 s.h.
- 482  
Adapted Physical Education  
Study of physical defects, corrective therapeutic exercises, and physical education activities for the handicapped. Observation and practical work. 3 s.h.  
Prerequisite: *Physical Education* 368 or *Biology* 368 or permission of Department Chairman.

484  
Tests and  
Measurement in  
Physical Education

Interpretation of tests, practical application of measurement. 2 s.h.

490  
Seminar in Current  
Trends and Problems  
in Physical Education

Identify, analyze, and evaluate current literature and problems pertinent to the Physical Education profession. 3 s.h.  
Prerequisite: *Education* 499 or permission of Department Chairman.



# 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.
- 310**  
**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.
- 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. 3 s.h.  
Prerequisites: *Physics* 202; *Mathematics* 212 or equivalent.
- 401**  
**Electricity and Magnetism**
- Electrostatics, magnetostatics, circuit theory, applications of vector algebra and vector calculus. 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.*

- 111**  
**American Political Parties**  
History and analysis of American political parties; origins, electoral processes, examination of suffrage, interest groups, nominating devices, campaign procedures, and the conduct of elections. 3 s.h. (Taught at Biscayne College.)
- 121**  
**American Constitutional Law**  
Organization and jurisdiction of the Federal Courts; Role of the Supreme Court in American society; Emphasis will be placed on contemporary Constitutional issues affecting American public law in the 1960's. The landmark decisions will be studied in seminar discussions using the case methods. 3 s.h. (Taught at Biscayne College.)
- 210**  
**Theory of the State**  
A survey course in the principles of the science of the state; essential nature of statehood; forms in which states have existed and do exist; the extent of state authority. 3 s.h. (Taught at Biscayne College.)
- 211**  
**Theory of Constitutional Government**  
A survey course in Constitutions; instrumentalities and procedures through which the state exercises its authority; relationships among individuals within the state, between individuals and the state, and between state and state. 3 s.h. (Taught at Biscayne College.)
- 220**  
**European Comparative Government**  
Comparison of significant features of the government of the major European countries. 3 s.h. (Taught at Biscayne College.)
- 230**  
**International Relations**  
A survey course that is an account of the international political scene today, and deals with the facts that explain world events and describes the interrelations of nations and people as shown by their political and military history, and their power capabilities. 3 s.h. (Taught at Biscayne College.)
- 301**  
**American Government**  
The national government and its structure; 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 states individually and collectively to the national government. 3 s.h.

- 310  
**Modern and  
 Contemporary  
 Political Theory** A developmental and contextual analysis of the historically significant modes of social and political thought of such representatives as Burke, Hume, Rousseau, Marx, Freud, Heidegger, Sartre, Ricouer, Mill. 3 s.h. (Taught at Biscayne College.)
- 403-404  
**American Diplomatic  
 History** Significant topics in American diplomatic history. The first semester includes the 18th and 19th centuries; the second treats the 20th century. 6 s.h. See *History* 403-404. (Open also to graduate students.)
- 419  
**Seventeenth Century  
 British History** A political and constitutional history of Stuart England, 1603-1714. 3 s.h. See *History* 419.
- 420  
**Eighteenth Century  
 British History** A political and constitutional history of Hanoverian England, 1714-1837 3 s.h. See *History* 420.



# Psychology

*Requirements for minor:* Psychology 281 plus 15 hours taken in junior and senior years. Courses on 400 level are open to non-psychology minors of senior status.

- 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.
- 318**  
**Psychology of Learning**  
An application of psychology to the field of education, innate and acquired forms of behavior control; motivation of learning; transfer of training; individual differences in intelligence and achievement, evaluation and measurement. See *Education* 318. 3 s.h.  
Prerequisite: *Philosophy* 283 or equivalent.
- 370**  
**Social Psychology**  
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.
- 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 *Education* 449. 3 s.h.
- 469**  
**Personality and Mental Health**  
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.
- 470**  
**Education of Exceptional Children**  
A study of the detection of physical, mental and emotional exceptionalities in children and their educational provisions. See *Education* 470. 3 s.h.
- 475**  
**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. See *Education* 475.
- 482**  
**Human Growth and Development**  
An approach to the study of the whole individual through his mental, physiological, and psychological aspects at various stages of growth and development. 3 s.h. See *Education* 482.

# Russian

101-102  
Elementary Russian

Comprehensive training in the basic elements of the language, embracing vocabulary building, grammatical construction, correct pronunciation, reading and conversational ability. 6 s.h.

105-106  
Scientific and  
Technical Russian

An introduction to the Russian language with emphasis on developing techniques for reading scientific and technical material in Russian. 6 s.h.

203-204  
Intermediate Russian

Intensive study of the more advanced grammatical patterns; concentration on developing greater fluency in both reading and conversation; review of syntax, vocabulary, idiomatic expressions, proverbs, etc. 6 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.*

Students majoring in Sociology may elect the Social Welfare sequence, if they so desire. (See page 25.)

*Requirements for majors:* Sociology 201, 202, 324, 353, 370, 409, 422, 443, 469, and electives to total the required 30 hours.

*Required for Social Welfare sequence* are the following: 201, 202, 336, 353, 370, 409, 443, 478, 479 and electives to total the required 30 hours.

Students desiring certification for Visiting Teacher (School Social Worker) are required to take the following Education courses: 253, 318, 441-473 or 442-462, 453 and 499.

**201-202**  
**Principles and**  
**Problems of**  
**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.

**324**  
**Urban Sociology**

Growth and development of the city, urban life, and attendance problems. A study of family housing, education, government and economics in the context of urban social structure. 3 s.h.

**335**  
**Sociology of**  
**Children**

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

**336**  
**Social Welfare as a**  
**Social Institution**

A study of the history, philosophy and development of social welfare and an analysis of society's response to social welfare needs and problems. 3 s.h.

**340**  
**Juvenile Delinquency**

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

**353**  
**Statistics for**  
**Behavioral Sciences**

Descriptive statistics, nature of measurement in the behavioral sciences, introduction to correlation analysis and regression, sampling techniques, statistical inference, and study and interpretation of statistical data in sociological literature, applications of simple analysis of variance and Chi Square. 3 s.h.

- 363**  
**Current Social Problems**  
A systematic analysis of some of the major social problems of personal and social disorganization in contemporary society. 3 s.h.
- 370**  
**Social Psychology**  
Study of persons as members of groups with emphasis on personal and social interrelationships; focus on the individual's behavior. 3 s.h.  
Prerequisite: *Psychology* 281.
- 409**  
**Research Methodology**  
Exploration of the research process; selection of a problem; methods of data collection; analysis and interpretation of data, and conclusions. 3 s.h.
- 422**  
**Contemporary Social Theory**  
An historical evaluation of selected social theories beginning with Comte. 3 s.h.
- 443**  
**Cultural Anthropology**  
A study of the nature, growth and development of culture. The course will inquire into the ways a variety of different cultures respond to certain universal needs which are expressed by their religion, acts, and general patterns of life. 3 s.h.
- 446**  
**Marriage and the Family**  
A consideration of marriage and the family including personal and social, natural and supernatural aspects. 3 s.h.
- 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. 3 s.h.
- 478**  
**Social Work Methods**  
Further study of social welfare and social work 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.
- 479**  
**Social Work Field Practice**  
Assignment of students to a specific agency with particular emphasis on interviewing and interpersonal relationships. Learning experiences are provided with supervision by one faculty member. 3 s.h.  
Prerequisites: *Sociology* 478 and recommendation of department.
- 487**  
**Seminar**  
Directed study or selected community projects with orientation toward research in sociology or social work. 1-3 s.h.

# Spanish

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

*Requirements for major:* 30 semester hours of Spanish including 18 hours in the upper division. Students planning to teach add 476.

Students majoring or minoring in Spanish may, at the recommendation of the Chairman of the Department, supplement their work with a spring semester in Spain where they may earn up to 9 hours credit.

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 and short story selections. 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
- 480  
Seminar
- 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.
- Literary selections determined by group need and interest. In-depth study. 3 s.h.
- A directed reading course, special topics. 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; 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, 314-315 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 Diction	Study of voice production; phonetics. 2 s.h.
302 Forensics Laboratory	Selection of materials, training in skills, methods of teaching and evaluating forensic activities. 2 s.h.
312 General Speech	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.
324 Play Production	Principles and methods of producing various types of plays; actual production of a one- or three-act play; organization of production staff. 2 s.h.

- 325  
TV Internship  
Apprenticeship by speech majors at local TV station. 3 s.h.
- 355  
Advanced Acting  
A systematic study of the technique and principles of acting for the student who has shown ability in this field and wishes more intensive study and practice. 2 s.h.  
Prerequisite: *Speech 225* or 256 or equivalent.
- 370  
Introduction to  
Motion Picture Study  
A non-technical analysis and survey of motion pictures and a study of the influence of motion pictures on contemporary American life aesthetically, sociologically, and morally. 1 s.h.
- 372  
Introduction to  
Playwriting  
Script writing for stage, radio, and television. Open to sophomores and juniors with permission of instructor. 2 s.h.
- 391  
Creative Dramatics  
Creative approach to the art of acting with emphasis on the development of the imagination, flexibility of body movement, and greater ease of communication. 3 s.h.
- 407  
Shakespeare  
A study of selected Shakespearean plays in relation to the Elizabethan period. 3 s.h. See *English 407*.
- 411  
Speech Correction  
for Children  
An elementary, non-technical course in speech correction for the teacher who deals with speech-handicapped children in the classroom. 3 s.h.
- 439  
Development of the  
Dramatic Form  
The theatre of the western world from the Greeks to Shakespeare. 2 s.h.
- 440  
Development of the  
Dramatic Form  
The theatre of the western world from Shakespeare to the present. 3 s.h.
- 455  
History of Costume  
Analysis of the important periods in costume from the Egyptian period to the present time. 2 s.h. See *Home and Family Life 455*.
- 476  
Teaching of Speech  
and Drama  
Survey of methods and materials available for teaching speech and directing extra-curricular speech and drama activities. 2 s.h.
- 491  
Program Building  
The planning and preparation of the student dramatic recital. 1 s.h.



# Theology

*Recognizing the reality of the religious dimension in the world and a need for the student to deepen her understanding of and involvement in this reality as she herself grows and as her knowledge increases, the courses in theology aim at providing information and guidance to facilitate this process.*

- 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 an appreciation of 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.
- 406  
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. 2 s.h.

412  
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, Häring, Karl Rahner, Schillebeeckx, Bernard Lonergan. 2 s.h.

413  
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

<b>General</b>	Matriculation, payable once	\$ 10.00
	Tuition and fees	1,200.00
	Fees include library, culture series, visiting lecturers, health and physical education, testing program, ANGELICUS, ORBIT, student directory, laboratory.	
<b>Resident</b>	Board, room and linen	1,100.00
<b>Hospitalization Insurance</b>	Required of all full-time students not covered by hospital insurance	22.00
<b>Nursing</b>	Freshman summer session tuition (10 weeks)	360.00
	Residence accommodations	160.00
	Laboratory Fee	30.00
<b>Music</b>	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	
<b>Special Athletic Fees for One Year</b>	Golf	40.00
	Horsemanship	70.00
	Bowling	44.00
<b>Graduation Fees</b>	Bachelor degree	20.00
	Master degree	25.00
<b>Miscellaneous</b>	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
<b>Part-Time Undergraduate Student Expenses</b>	Matriculation, payable once	10.00
	Tuition for one semester hour, credit or audit, (includes library fee)	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 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 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

The purpose of the Financial Aid Program at Barry College is to make available financial assistance for any student who qualifies for admission but would be unable to enroll or to continue her course study due to financial circumstances beyond her control.

It is expected that the student and her family will make every effort to finance a college education. Barry College will extend aid to students showing need and cooperate with the student and her family in making attendance at Barry financially possible.

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 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 requirements.
  - b. to attempt to repay (in the future) in whole or in part the Barry College scholarship grant of four years in order to enable the College to continue to provide assistance to other worthy students.
6. Receipt of the above information no later than March 15.

**Barry Scholarships**

*The Bishop Barry 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 Honors  
Scholarships**

Barry offers 5 regional honor scholarships annually to students with high scholastic achievement and excellent recommendations: 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 or higher
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.

**Barry College  
Grants**

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

**Scholarships  
Subsidized by Friends  
of the College**

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

*The J. N. McArthur Scholarship*, awarded to a Latin-American student by Mr. McArthur to promote under-

standing and good relationship between North and South America, amounts to \$1,000 yearly.

*Archbishop Coleman F. Carroll Scholarship.* To commemorate the elevation of Archbishop Carroll of the Archdiocese of Miami, Mr. Joseph Robbie has established a scholarship of \$1,000 per year to a graduate of a Catholic High School of the Archdiocese. Selection will be based on high academic achievement and potential.

*George and Amelia Coury Loans.* Through the generosity of Mr. and Mrs. George Coury, low-interest loans are available to students of Dade County. Half of the loans made are intended for Negro students.

*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.

*Mable 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.* \$10,000 is made available for summer school scholarships at Barry for teachers employed in parochial schools.

*The American Jewish Interfaith Creative Writing Awards* are sponsored by Barry College in association with the Inter-religious Affairs Committee of the American Jewish Committee to further understanding of the Jewish-Christian relationship and to recognize the unity of interests in our contemporary society. The contest is open to all Barry College undergraduates and carries awards to the amount of \$250, the gift of Mr. Herbert L. Sobel.

#### **Veterans**

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.

#### **Campus Employment**

Students may earn about \$350 a semester working in the dining hall, class rooms, library, or offices. They may serve as telephone operators, typists, and clerks.

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

**Federal Loans**

Students 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 Financial Aid 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 \$600 yearly. In lieu of repaying this loan the student may teach in the state of Florida one year for each year of scholarship assistance.

*Teachers of Exceptional Children.* Under the same conditions as listed for teaching, Florida students may receive \$600 yearly for tuition in preparation for teaching Exceptional Children.

*Nursing.* Under the same conditions as listed for teaching, Florida students may receive \$600 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.

**Other Aids**

Barry College also participates in the Faculty Grant-in-Aid, The Tuition Plan, Educational Opportunity Grants, and College Work Study.



# The College Personnel

<b>Board of Trustees</b>	Reverend Mother Rosemary Ferguson, Chairman Sister M. Dorothy Browne, Vice-Chairman Archbishop Coleman F. Carroll, D.D., LL.D. Sister Marie Grace Gibney, Treasurer Sister Mary Arnold Benedetto, Secretary Sister Mary Anne Brennan Mr. Maurice Ferre Mr. George F. Meister Sister M. Christopher Noonan Mr. Michael O'Neil Sister M. Laura Simmons Mother M. Genevieve Weber
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<b>Vice President for Building Expansion</b>	Mother M. Genevieve Weber, O.P., M.S.
<b>Assistant to the President for Development</b>	Joseph P. Koreck, Jr., Ph.D.
<b>Administrative Assistant to the President</b>	Margaret McCollum, B.A.
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 Mr. Ralph Renick  
 Mr. Fred B. Snite  
 Mrs. Samuel Turek  
 Mr. Leonard G. Wright

**Director of Admissions** Alice Brightbill, B.A.  
**Admissions Counselor** Carol Ritchie, B.A.  
**Women's Counselor** Margaret Husson Hartzell, M.Ed.  
**Library Staff** Sister M. Ignatia, O.P., Ph.B., B.A.L.S., Librarian  
 Sister Marie Martha, O.P., M.A., M.S.L.S.,  
 Instructor, Library Science  
 Sister M. Adrian, O.P., B.S., M.S.L.S., Cataloger  
 Marie Frances Ritti, B.A., Circulation and Reader Services  
 Elena Corral, M.A.L.S., Reference Librarian  
 Sister Mary Giles, O.P., Ph.B., M.A., Assistant  
 Reference Librarian  
 Mary Agnes Sullivan, B.A., Acquisitions; Audio-Visual  
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 Social Work, Chairman of Graduate Division, Dean of  
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 Dean of School of Social Work, Registrar, Chairmen  
 of departments offering graduate study  
**Dean's Council** Academic Dean, Registrar, Director of Admissions, Li-  
 brarian, Chairmen of Academic Divisions  
**Council of the  
 Dean of Students** Dean of Students, Chaplain, Academic Dean, Women's  
 Counselor, class moderators, student representatives

**Standing Committees**

Admissions  
Curriculum  
Faculty-Student  
Faculty Welfare  
Financial Aid and Scholarships  
Honors  
Library  
Teacher Education

**Director of  
Psychological  
Testing Service**

Thelma B. Medoff, M.S.

**Director of Public  
Information**

Maryella Whipple, B.S.

**Faculty**

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# Geographic Distribution

In 1968-69 the full-time students of  
Barry College came from these areas:

## *United States*

Alabama	2
California	2
Connecticut	5
Florida	499
Georgia	2
Illinois	12
Indiana	1
Maryland	12
Massachusetts	6
Michigan	9
Minnesota	1
Nebraska	2
New Hampshire	2
New Jersey	26
New York	31
North Carolina	1
Ohio	11
Pennsylvania	8
Rhode Island	3
South Carolina	5
Tennessee	1
Texas	2
Vermont	2
Virginia	3
West Virginia	1
Wisconsin	1
	<hr/>
	650

## *U. S. Territories*

Canal Zone	1
Guantanamo Bay, Cuba	1
Puerto Rico	11
Virgin Islands	1
	<hr/>
	14

## *Foreign Countries*

Bahamas	4
Chile	1
Rep. of China	1
Dominica, W.I.	1
Dominican Republic	1
Honduras	2
Italy	2
Jamaica, W.I.	1
Korea	1
Malaysia	1
Nicaragua	1
Panama	1
South Viet-Nam	2
Spain	1
Thailand	1
Venezuela	1
	<hr/>
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STATE ROAD 826

BISCAYNE COLLEGE

OPA LOCKA AIRPORT

OPA LOCKA

EXPRESSWAY

W DIXIE HIGHWAY

NW 135th STREET

NE 135th STREET

NORTH MIAMI

NW 125th STREET

NW 119th STREET

NW 27th AVE

NW 7th AVE

NORTH-SOUTH

NE 2nd AV

NW 103rd STREET

MIAMI SHORES

NORTH MIAMI AVE

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

INTERSTATE 95

LITTLE RIVER

NE 79th STREET

BISCAYNE BLVD

U.S. 27

AIRPORT

EXPRESSWAY

INTERSTATE 95

AIRPORT

NW 7th STREET

DOWNTOWN MIAMI