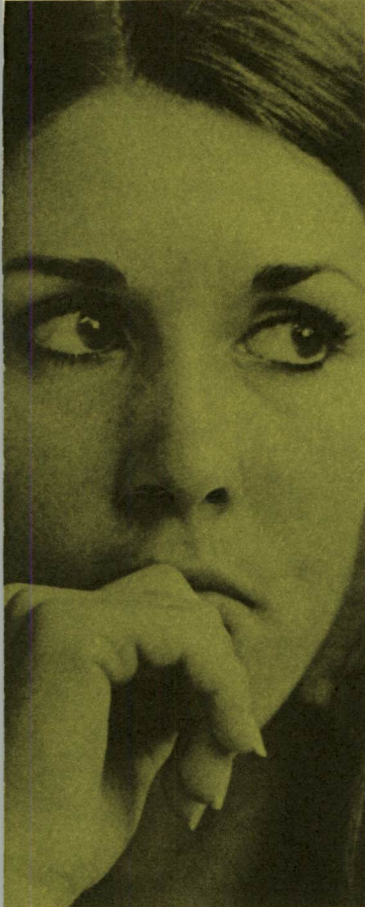


BARRY COLLEGE

Catalog 1971-72

MIAMI SHORES
MIAMI, FLORIDA

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 is recognized by the Department of Education of the State of Florida as a standard teacher training institution and, because of Florida's reciprocal agreement, is in a position to graduate students eligible for teacher certification in several states.

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

National Catholic Educational Association

National Commission on Accrediting

National League for Nursing Council for Member Agencies

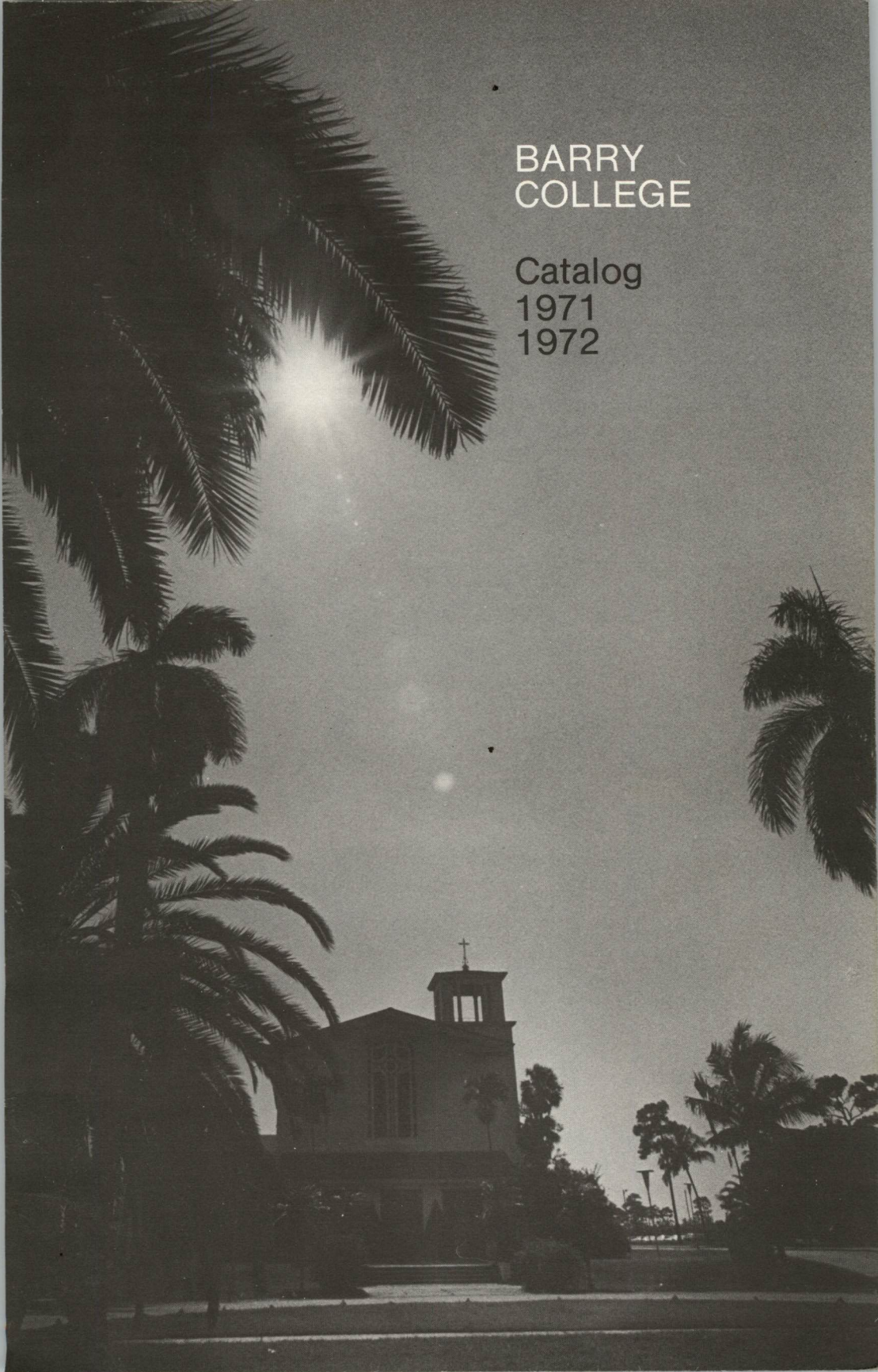
Society of the Arts

Southern Association of College and University Business Officers

Southern Association of Colleges for Women

BARRY
COLLEGE

Catalog
1971
1972



contents

- 3/president's message
- 4/glossary
- 5/general information
- 11/college life
- 17/admission requirements
- 21/expenses and financial aid
- 29/curriculum and courses



president's message

What is Barry College before you arrive? - - - a beautifully landscaped setting, a complex of well-equipped facilities, a highly qualified faculty, and a series of administrators eager to meet your needs. What really completes the picture of Barry College is YOU - - - the student!

At Barry we regard each student individually, because we know it is the person we must reach if real learning and mature development are to take place. During the past year the Barry College community - - - students, faculty, administrators, and trustees - - - cooperatively rethought the college program. We discussed every aspect of the curriculum, knowing that the total academic experience must reach a diversity of students. Our effort was to structure the curriculum to make it adaptable enough so that each student would be able to respond to it according to her own stated objectives. Fixed requirements have given way to an academic framework in which you, the student, design your program - - - a program which will provide a liberal arts background and which will aid you to reach your personal goals, those which have brought you to Barry.

You will arrive at Barry with some clear ideas of self and we shall help you to deepen, expand, and refine them. The concept of Christian concern which we foster should grow within you as you learn from day to day. True Christian principles should overflow into a greater understanding of life as you search for your role in contributing to a more perfect humanity. Learning how to learn will give you the means to effect your contribution. We look forward to helping you achieve your measure.

Sister M. Dorothy Browne, O.P.

Sister M. Dorothy Browne
President

GLOSSARY

ADMISSION—The statement that an applicant is qualified to matriculate at the College.

COURSE—This is the basic division of study which represents a semester's work in a subject.

COURSE NUMBER—A number used to identify specific courses; numbers greater than 299 indicate upper level courses, those ordinarily reserved for juniors and seniors.

CURRICULUM—The total program of courses required for a degree.

ELECTIVE—A course not specifically required but which is accepted in fulfilling degree requirements.

GRADE POINT AVERAGE—The numerical result of dividing the number of honor points by the semester hours attempted in a semester or the total number of honor points by the total semester hours attempted for a cumulative Grade Point Average (G.P.A.).

LIBERAL ARTS—Those courses included in the three Broad Fields of Humanities, Natural Sciences and Mathematics, and Social Sciences.

MAJOR—The subject area in which a student specializes. (i.e., takes 30--40 semester hours of credit)

MATRICULATION—Initial enrollment in the College.

MINOR—A subject area in which a student specializes but to a lesser degree than in the major area of study (20--30 semester hours of credit).

PREREQUISITE—Certain courses that are to be completed before registering for advanced work in a field.

REGISTRATION—The process of signing up for courses and paying fees prior to each semester and summer session.

SEMESTER HOUR—The unit of academic credit; each course description includes the hours of credit to be earned by taking the course.



general information



HISTORY OF THE COLLEGE

Four Founders

It was through the foresight of the Most Reverend Patrick Barry, Bishop of St. Augustine, and his sister, Reverend Mother Mary Gerald Barry, Prioress General of the Dominican Sisters of Adrian, Michigan, that plans for a Catholic college for the young women of Florida were initiated. Plans became realities through the support and assistance of Reverend William Barry, pastor of St. Patrick Church on Miami Beach, and Mr. John Thompson, mayor of Miami Shores.

Beginnings

The original forty acres of scrub palm land in Miami Shores were transformed into a gracious campus by June, 1940, when Bishop Barry blessed the five original buildings. Cor Jesu Chapel was the gift of Mrs. Margaret Brady Farrell, a winter resident of Miami Beach. The other campus buildings were: Adrian Hall, a classroom-administration unit; Calaroga dining room; and two residence halls, Kelley House and Farrell House.

Forty students matriculated when the college opened in September, 1940. The faculty numbered fourteen and the curriculum included twenty-six courses.

Mother Gerald Barry served as the first president of the college. Sister Gonzaga Greene, who had overseen the construction of the buildings and the development of the grounds, was vice-president and business manager.

Development and Expansion

Three years after Barry College opened its doors the enrollment had tripled. Today, approximately 1200 students are served by over 100 administrators and faculty members.

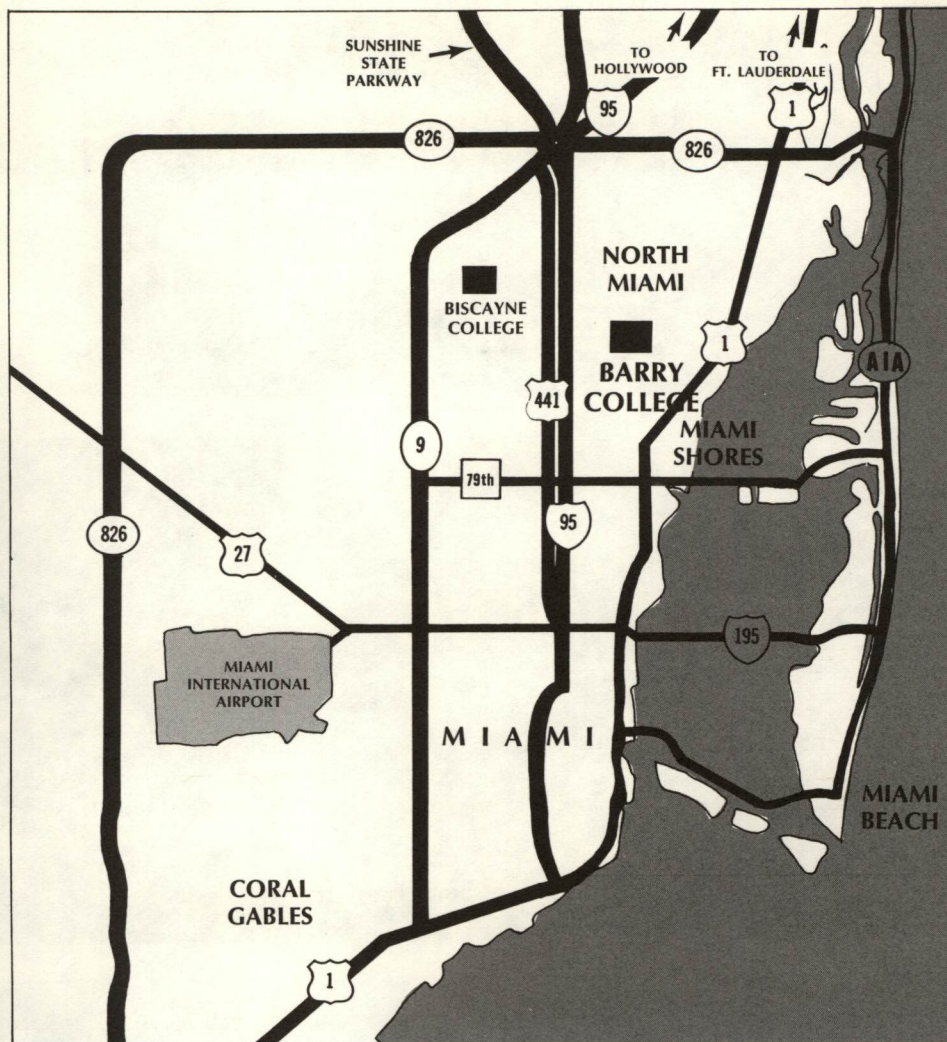
Facilities have been provided to meet the needs of the growing student population. Today's 83 acre campus has 17 buildings.

The development and expansion of Barry's population and facilities were promoted to keep pace with the growth and excellence of Barry's educational program. The college has maintained full accreditation with the Southern Association of Colleges and Schools since 1947.

Since Barry first opened its doors, the administration and faculty have striven to develop its undergraduate program so that needs of both the students and the local community could be served. Examples of this include the inauguration and accreditation of such programs as nursing, teacher education, medical technology and social welfare.

Originally founded to meet the needs of young women interested in higher education, Barry College has accepted male students during the summer sessions and on a part-time basis. Beginning in September, 1971, male students who are residents of Dade and Broward counties will be accepted on a full-time basis in the Art, Drama and Music Departments.

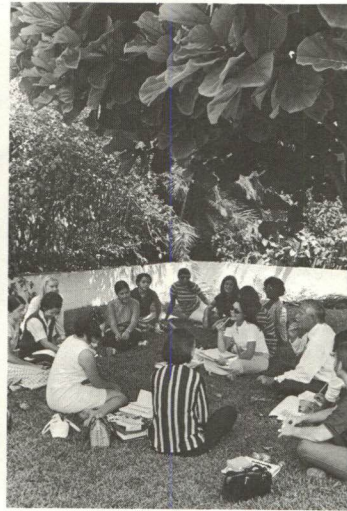
Cooperative efforts with the Augustinian Fathers who, in 1962,



opened Biscayne College for Men on a campus eight miles northwest of Barry College, have led to a consortium between the two colleges. Through the consortium, students of both colleges may register for classes on either campus; opportunities are provided for exchange between the colleges; cooperative social and cultural events are planned. Transportation between campuses is provided by a regularly scheduled minibus.

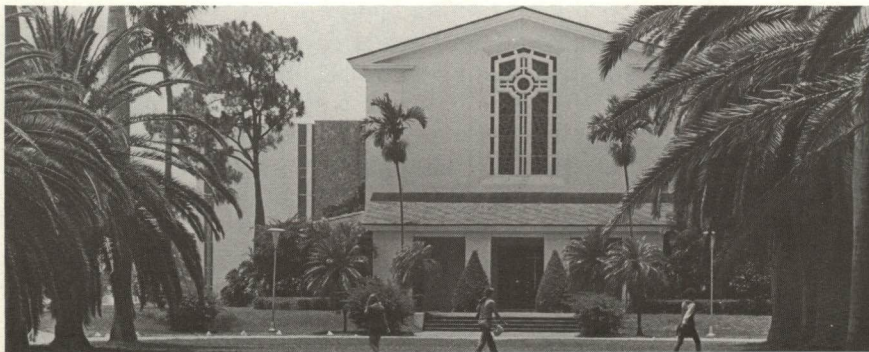
Needs of the local community also led Barry to open a graduate division in 1954. The Masters degree is awarded in Education, English, Spanish, Religious Studies and Personnel Counseling. In 1966 a graduate school of Social Work admitted its first class.

Mother Gerald Barry served as President of the College until her death in 1961. Mother Genevieve Weber succeeded her as Prioress General of the Adrian Dominican Sisters and as President of Barry College. In 1963, she resigned the latter position and Sister Dorothy Browne became the first resident President of Barry College.



CAMPUS FACILITIES

<p>Cor Jesu Chapel1940</p> <p>Adrian Hall1940</p> <p>Farrell and Kelley Houses1940</p> <p>Calaroga Hall1940</p> <p>Weber House1946</p> <p>Fine Arts Quadrangle1955</p> <p>Honors House1956</p> <p>Thompson Hall1962</p> <p>Dalton and Dunsbaugh Houses1962</p> <p>Monsignor William Barry Memorial Library ..1968</p> <p>E. L. Wiegand Center1970</p>	<p>Administrative offices; class- rooms; enlarged in 1950 to in- clude library and science facili- ties</p> <p>Residence Halls</p> <p>Family and Consumer Science department</p> <p>125 student residence hall</p> <p>Art, Drama, Music studios and lecture rooms; 1,000 seat audito- rium; outdoor theater</p> <p>Remodeled motel used as a resi- dence hall by honor students</p> <p>College union, campus store, dining hall, snack bar, activity room, offices and meeting rooms, post office</p> <p>Residence halls for 144 students</p> <p>80,000 volume collection, exten- sive listening and viewing facili- ties; seminar rooms; President's office; Office of Graduate Divi- sion and School of Social Work</p> <p>Science, Mathematics, Nursing, Foreign Language and Business lecture rooms and laboratories; seminar rooms; 200 seat lecture hall</p>
---	--





PURPOSE

Barry College is incorporated under the laws of the State of Florida as a college of **liberal arts and sciences** empowered to grant degrees in **higher education**.

Identified as **Catholic**, Barry College endeavors to provide an environment in which the Christian message is seen to be valid in the light of tradition, relevant to today's world, and a source of hope for the future.

IMPLEMENTATION OF PURPOSE THROUGH CURRICULUM

Purposeful action in the real world is premised upon knowledge and understanding.

Knowledge is vitalized by an understanding of and sympathy with the actual conditions of life in an imperfect universe. To understand this vast universe, autonomous but related academic disciplines evolved because of the limitations of the human mind. But factual knowledge is not synonymous with understanding or wisdom; it must be processed by intellectual and moral effort. Pure memory becomes secondary in the process of education.

A Catholic college attempts to restore wholeness to the student's knowledge and understanding, leading ultimately to effective Christian living.

Ideally, a Christian liberal arts education aids the student in discovering that wholeness without which human life is void of meaning. The curriculum cannot prescribe or guarantee an integrated experience. It can nevertheless offer the opportunity and encouragement needed to satisfy the intellectual curiosity and moral commitment of the conscientious student. The result should be a more fulfilling personal life and a rewarding contribution to a more humanized social order.

Barry College inherits the revelations and prophecies of Judaic learning and leads her students to a life encompassing the Christian heritage with its Incarnational Theology. Such a theology is supremely revolutionary.



college life



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 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 aided by resident assistants.

All students over 21 years of age and all others having permission on file (exclusive of freshmen) may elect to live off campus. It must be understood that the college in no way assumes responsibility for off-campus housing; nor can students be assured of a room on campus should their off-campus plans not materialize. The letter giving parental permission must be sent directly to 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 bed linens, 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 to which students must subscribe 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, basketball, bowling, canoeing, conditioning, field hockey, golf, gymnastics, horseback riding, judo and self defense, modern dance, sailing, skin and scuba diving, soccer, softball, swimming, tennis, volleyball and water skiing. Proficiency tests in swimming and physical fitness are administered to incoming students. Campus facilities include a 75-

foot outdoor pool with adjoining sundecks, an indoor studio in Thompson Hall which is used for dance and gymnastics, tennis, basketball and volleyball courts, and archery and golf ranges. Sponsored by the Physical Education Department, intercollegiate teams compete with the University of Miami, Marymount College, Miami-Dade Junior Colleges, Broward Junior College, Palm Beach Junior College, and Florida Memorial College in volleyball, basketball, swimming, softball, tennis, golf, and archery. Intramural competition is conducted in many of the team and individual sports. Olympics Day, a program of intramural sports competition, is an annual event.

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, education 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.

Chamber Choir

This is a group of singers composed of music majors and minors, and those students from other departments who qualify through auditions. Concerts are given in collaboration with the Community Chorus. This group performs in the Miami area and other Florida cities.

Community Chorus

Members of the local community join Barry students in forming this Community Chorus. It is the aim of this group to perform representative works in concert each year.

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

Students who are on the Dean's List may be recommended by faculty members to join the Dean's Conference. Barry College faculty members and other scholars are invited to present some aspect of the annual topic and to lead a discussion based on the presentation. 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 Theta Ushers
- Barry Student Home Economics Association
- English Association

History Association
Music Educators National Conference
Physical Education Majors Association
Playhouse
Samotheace
Santa Rosa Spanish Club
Sociology Club
Student Congress
Student Education Association
Student Government 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 **Hourglass**, the college newspaper and **Orbit**, the literary annual, compiled by the English department from outstanding student work in research, poetry, and the arts. The **Barry Mark** is a periodical bulletin published through the Development Office.

Religious Services

The chaplain and his assistants serve the spiritual needs of faculty, students, and personnel. Mass is offered daily. The priests are regularly available for private counseling.

Psychological Testing Service

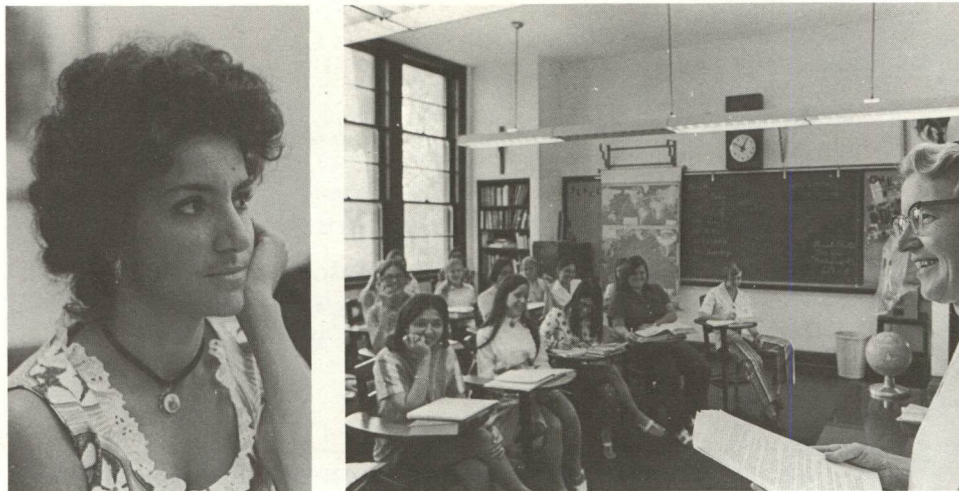
A comprehensive testing program is offered to assist students with academic, vocational or personal problems. The student may be self-referred simply by request, or may be referred by faculty advisors or counselors.

Reliable, valid, and current tests are provided in the areas of general ability, achievement, aptitude, interest, and personality. The service is available to all full-time Barry students free of charge with the exception of a \$2.00 fee for the computerized scoring of the Strong Vocational Interest Inventory.

The final results of all batteries of tests are interpreted to the student by the Director, the Women's Counselor, or by other designated qualified personnel. The final report becomes the property of the student; a copy of the original is held in the confidential file of the Psychological Testing Office until one year after the student completes her studies here.

Follow-up studies will be done when indicated and if advisory investigation or consultation is necessary, the student involved may possibly be referred to other professional resource services.

Minimal charges are made to part-time Barry students and faculty depending on the tests administered. The Testing Service is the authorized center for the administration of the Miller Analogies Test.



Counseling Service

All students are encouraged to avail themselves of academic, personal and career counseling. Freshmen receive an invitation to the counseling office.

Current career information is provided for the perusal and use of the students and faculty, who are always welcome.

Transfer students and "back-to-school adults" are invited to come in to discuss any possible problems.

The counseling office is eager to assist the handicapped student with any special need.

A need for long term counseling generally results in referral to a qualified professional on campus, or an off-campus consultant.

Alumni Association

The Barry College Alumni Association maintains an office on the first floor of Thompson Hall. The Association is represented on the Board of Trustees and the Advisory Council 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 Annual Fund of the Barry College Alumni Association 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



ADMISSION INFORMATION

Requirements for Admission

Students planning to attend Barry College must submit their credentials to the Admissions Committee for review and decision. These credentials include the applicant's official academic record, the results of her Scholastic Aptitude Test, letters of recommendation from her professional acquaintances, and the recommendation of the principal or guidance counselor.

On the applicant's final academic record should be the following information:

1. Evidence of graduation.
2. A minimum of 16 academic units of course work, including English, social studies, mathematics, laboratory science, and foreign language. The minimum number of units required in each of these areas will vary, depending on the program of studies an applicant elects:
 - a. students planning to major in nursing must present two units of laboratory science, including chemistry;
 - b. students planning to major in mathematics must present three and a half units of mathematics, including algebra, advanced algebra, and geometry;
 - c. students planning to major in chemistry must present these three and a half units of mathematics, as well as biology and chemistry.
3. Rank in class.

Procedures for Application

The student may submit her application any time after the completion of her junior year in high school.

The student, after submitting her application form and the non-refundable ten dollar application fee, should request three professional acquaintances (e.g., instructor, employer, doctor, religious minister) to forward letters of recommendation directly to the Office of Admissions. The Director of Admissions, upon receipt of a student's application form and fee, will request an official transcript of grades and a guidance counselor's recommendation directly from the high school.

The student should arrange through her high school to take the Scholastic Aptitude Test of the College Entrance Examination Board, preferably in November or December of her senior year.

Ordinarily, an applicant will receive notification of the decision on her application within one month after the receipt of all of the necessary credentials in the Office of Admissions.

If an applicant is accepted, she should confirm her acceptance in writing no later than May 1 of her senior year, enclose with her statement of verification a non-refundable reservation deposit of \$50.00 (applicable to her tuition), and, if a prospective resident student, declare her preference of accommodations in the residence halls.

The Office of Admissions will forward to each verified student a Health Examination Report form which must be completed by her phy-

sician and returned to Barry College before her registration may be finalized.

Transfer Students

A student transferring from another college need not present the results of the Scholastic Aptitude Test, but must request the Registrar at each of her previous colleges to forward an official and completed transcript of her credits directly to Barry. The College reserves the right to evaluate the credits submitted in relation to its own requirements.

A maximum of 64 semester hours of credit will be accepted in transfer from an accredited junior college. No grade below that of a "C" will be accepted in transfer.

Transferring students who expect to qualify for a baccalaureate degree must complete a minimum of thirty semester hours, ordinarily the final thirty hours, of course work at Barry and fulfill all requirements of the program which they elect to follow.

Re-Admission

Former students need not submit a new application form, but should write to the Director of Admissions and advise her of their desire to re-activate their credentials. If they have attended other colleges after leaving Barry, official transcripts from each college attended must be sent to the Office of Admissions.

Foreign Students

Candidates from other countries follow the same procedures in submitting their credentials. In some instances, they may be referred to the Institute of International Education for recommendation before entering Barry. Students applying from foreign countries must have sufficient proficiency in the English language to follow a regular academic program. As evidence of her proficiency, an applicant must have the results of the Test of English as a Foreign Language (TOEFL), which is administered internationally by the Educational Testing Service, forwarded to Barry for consideration. Students from the Latin-American countries must have completed the bachillerato of arts or science in an approved secondary school.

Students who need additional proficiency in English before studying at Barry may wish to apply to ELS Language Center, P.O. Box 568, Barry College, Miami Shores, Florida 33161. ELS specializes in teaching English as a second language.

Early Decision

Students may apply during their junior year to receive an early decision from Barry College. In this case, an applicant must take the Scholastic Aptitude Test in March or May of her junior year.

Early Entrance

Exceptionally well-qualified students may be considered for admission prior to graduation from high school.

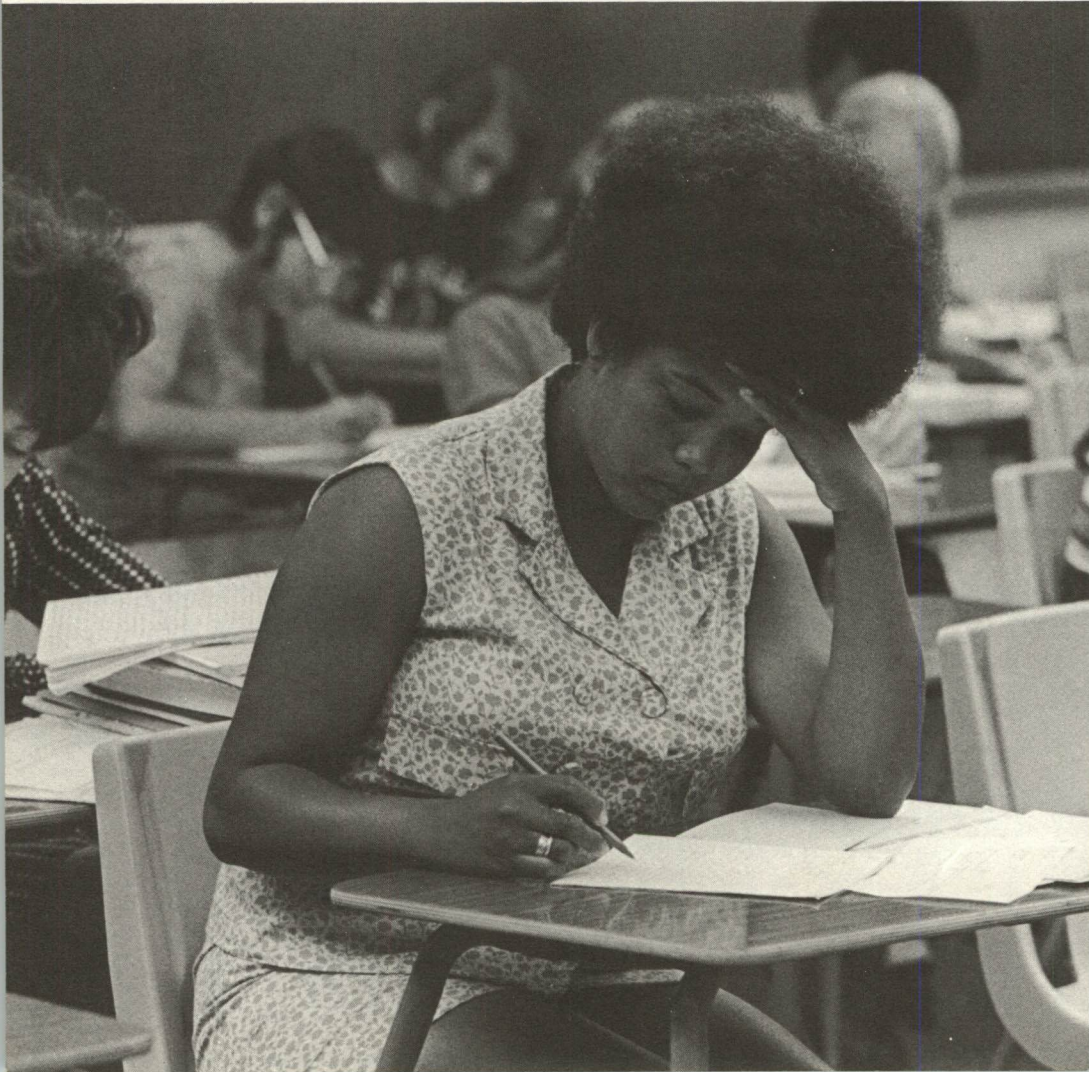
Advanced Placement

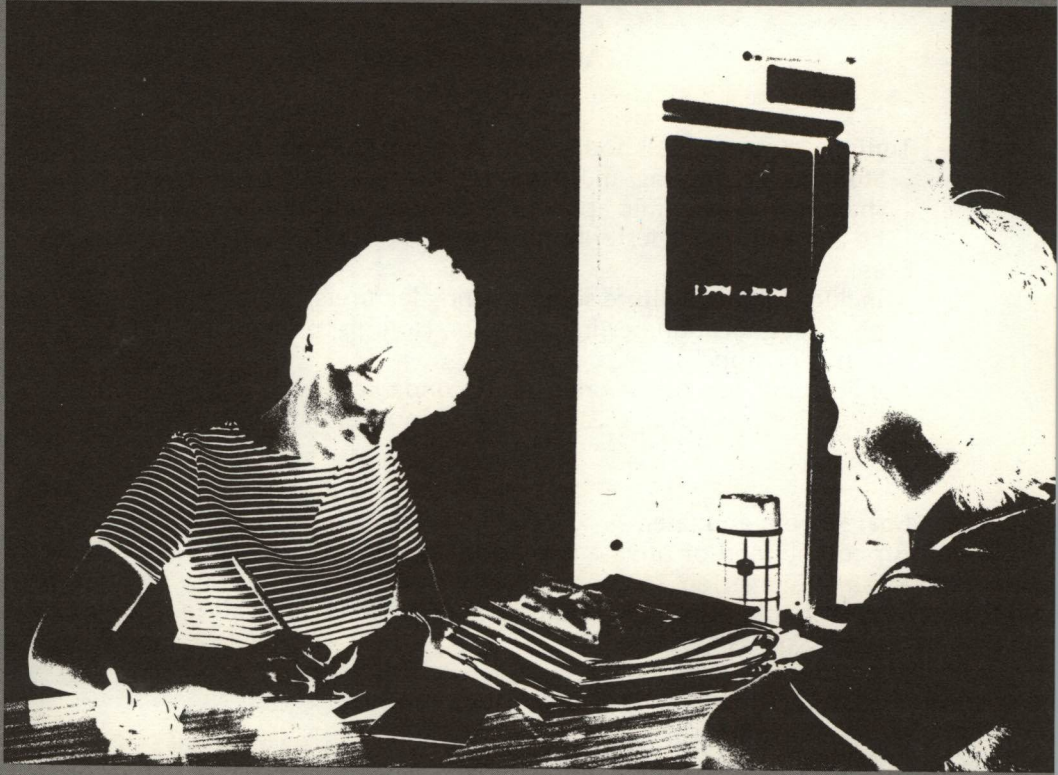
Barry will consider for advanced standing students of superior ability who have taken the Advanced Placement Examination of the College Entrance Examination Board. The amount of credit awarded is determined by the Academic Dean in consultation with the appropriate departmental chairman.

Interviews

Although a personal interview is not required in the application procedure, campus visits are recommended whenever convenient for the applicant. The Office of Admissions is open Monday through Friday, and a student should write or call for an appointment approximately two weeks in advance of her proposed visit to Barry College.

Barry College, in its admission policy and procedures, in no way discriminates against an applicant for reasons of race, religion, or nationality.





expenses and financial aid



ANNUAL EXPENSES

General

Tuition, 12 through 18 hours per semester (audit or credit) ..	\$1,400.00
Students attempting more than 18 hours per semester shall obtain academic approval. Part-time tuition rate will be charged for semester hours in excess of 18.	
Fees	100.00
Include Library, culture series, visiting lecturers, health and physical education, testing program, Hourglass, Orbit, student directory.	
Application fee, payable once, not refundable	10.00
Registration fee, payable each semester, not refundable	10.00

Resident

Board, room and linen	1,100.00
Air conditioned or private room additional	50.00
Room damage fee	50.00
Refundable based on condition of room when student relinquishes same.	

Hospitalization Insurance

Required of all full-time students not covered by hospital insurance	36.00
--	-------

Education

Testing and Materials used during the period the students do their Directed Teaching (CORE)	10.00
---	-------

Music

Applied music lessons for credit:	
Private Instruction—1 lesson per week	
Music majors or minors, per year	140.00
Non-music majors, per year	180.00
Applied piano or voice lessons class instructions, per year .	80.00
Applied music lesson—non-credit:	
Private Instruction—1 hr. per week	10.00
Applied piano or voice lessons class instruction, per year	80.00

Special Athletics Fees for One Semester

Many Physical Education courses are offered at no extra fee.	
Courses with extra fees from	20.00 to 90.00

Graduation Fees

Bachelor degree	20.00
Master degree	25.00

Miscellaneous

Late Registration	10.00
Evaluation of credits	5.00
(for transfer or graduate students)	
Transcript of credits	2.00
Each official or student copy after the first.	
Credit by examination fee:	
A charge will be made for one-third of the tuition normally charged, at a part-time per semester hour rate, for the number of credits attempted in the examination.	

Part-Time Undergraduate Student Expenses

Tuition per semester hour	58.00
1 through 11 semester hours, credit or audit (includes Library fee).	
Application fee	10.00
Payable once, not refundable.	
Registration fee	10.00
Payable each semester, not refundable.	
Laboratory fees for one semester or one summer session for students registering for 11 hours or less are:	
Science (except Comparative Anatomy)	20.00
Comparative Anatomy	25.00
Breakage fee	5.00
Art fee, depending upon courses, up to	25.00
Use of typewriter	10.00
Use of Business Machines	10.00

No student may receive a transcript of credits or final report card 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 opening of school, during the Christmas and Easter holidays, and on the day following graduation.

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. In addition to the application, either the Parent's Confidential Statement or the Student's Confidential Statement must be filed with the College Scholarship Service, Princeton, N. J. These forms are available upon request from high school and junior college counselors or they may be requested from the Director of Financial Aid at Barry College.

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.

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 of 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 understanding 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.

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

Frank J. Lewis Foundation. \$10,000 is made available for summer school scholarships at Barry for teachers employed in parochial schools.

Jordan Davidson Foundation Loan. Through the generosity of Mr. Jordan Davidson, loans of varying amounts are offered to students who demonstrate financial need.

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 and Dependents

The Federal Government has programs which provide some financial assistance for veterans and their dependents. Children of veterans who died in service or as a result of a service-incurred disability, or who have had more than 181 days of active service since January, 1955, are eligible for benefits. Information may be obtained from local or regional Veterans Administration offices.

Army, Navy, and Air Force Scholarships

Information regarding these scholarships is available from the Director of Financial Aid.

Federal Programs

National Defense Student Loan Program. Loans up to \$1,000 may be made without interest while in school and at 3% interest on extended repayment period. Up to 50% of the total loan may be cancelled for teaching service and, for special circumstances, up to 100% of the loan may be cancelled.

Educational Opportunity Grants. Students who show exceptional financial need may qualify for a federal grant up to \$1,000 per year.

College Work-Study Program. Students who qualify on the basis of financial need may participate in the work-study program which is funded by Barry College and the Federal Government. Various positions are available on campus for eligible students who may work up to fifteen hours per week to help meet some part of their college expenses.

Federal Guaranteed Loan Program. Students may borrow up to \$1,500 per year from a bank, a state lending authority, a savings and loan or credit union. Interest is 7% per year (simple) and the loan is repaid to the bank beginning nine months after graduation and over a maximum ten year period.

Cuban Student Loan Program. Students who are Cuban Nationals living in the United States and who are without sufficient resources to finance their education, may qualify for loans up to \$1,000 per year from the Federal Government. Fifty to one hundred percent of this loan may be cancelled for teaching. This loan is similar to the National Defense Student Loan Program.

Federal Nursing Loan. Nursing students may qualify for a loan up to \$1,000 per year at 3% interest which can be cancelled yearly by working as a nurse.

Federal Nursing Scholarships. Nursing students are eligible, based on high financial need, for federally funded scholarships up to \$1,500 per year.

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.



curriculum and courses



THE BARRY PROGRAM

The various disciplines and academic departments at Barry College are justified to the extent that they foster a deeper knowledge and understanding of the human situation in the light of Christian ideals and of human compassion for all men.

Six curriculum areas based on understandings of the human condition can be distinguished, although the disciplines included under each area are not intended to be a complete enumeration nor mutually exclusive.

1. **Understanding mankind's origin, meaning, and destiny**, thus freeing man **from** purposelessness and **for** a meaningful life in a contingent world. Religious Studies and Philosophy aid the student in this quest.
2. **Understanding mankind's place in Nature**, thus freeing man **from** subjugation to the physical order and **for** mastery of controllable natural forces. Disciplines which can serve this end include Biology, Chemistry, Mathematics, Physical Geography, Physics, and Physical Education.
3. **Understanding mankind's relationship to his individual fellowman**, thus freeing man **from** self-centeredness and **for** enriching human inter-relationships. These disciplines can contribute to this end: Psychology, Communication through Language (both one's native tongue and foreign languages), Speech, and Journalism.
4. **Understanding mankind's place in society**, thus freeing man **from** the oppression of social pressures and **for** a generous contribution to a more perfect social order: Economics, Sociology, Political Science, History, and Geography are useful for this understanding and freedom.
5. **Understanding mankind's aesthetic dimension**, thus freeing man **from** insensitivity or barbarism and **for** creativity and self-expression. The Fine Arts are means to this end: Art, Drama, Music, and Literature.
6. **Understanding mankind's collective responsibility for his fellowman**, thus freeing man **from** irresponsibility and inaction and **for** professionally-channeled avenues of service. For this objective, Barry College offers programs in Business, Education, Social Work, Nursing, and Family and Consumer Science.

Degrees Conferred

Barry College confers the Bachelor of Arts degree on students who successfully complete the Barry Program and who specialize (major) in the following fields: art, English, French, history, music, Spanish, speech and drama. It is also conferred on those students who follow the Broad Liberal Arts Program. The Bachelor of Science degree is conferred on students who specialize in biology, business, chemistry, family and consumer science, mathematics, medical technology, physical

education, sociology, and social welfare. The Bachelor of Science in Nursing degree is conferred upon the successful completion of the nursing program.

Requirements for Graduation

Students seeking a degree from Barry College are responsible for seeing that their programs include all requirements for graduation. They must elect those courses necessary to fulfill any professional certification requirements commensurate with academic goals. Faculty advisers, the Academic Dean and her Assistant are available for consultation and will gladly assist the student in every way possible to develop a plan in keeping with the student's goals and Barry's program.

Total semester hours

Each student shall have satisfactorily completed 120 semester hours; a minimum of 48 of the total shall be in courses numbered above 299.

Distribution requirements

Each student is expected to complete 30 semester hours of course work as described below.

Religious Studies and/or Philosophy—The student will complete a minimum of nine (9) semester hours of credit in either Religious Studies or Philosophy or any combination of the two disciplines.

Communication Arts—The student will take a minimum of six (6) semester hours in oral **and** written communication.

In addition to the preceding, the student will take a minimum of 6, or as many as 9, semester hours of credit in two of the broad fields of the liberal arts below which do not include her major subject area.

Broad Fields

1. Humanities
2. Natural Sciences and Mathematics
3. Social Sciences

Subject Areas

Art, Drama, Humanities,
Language, Literature, Music,
Religious Studies, Philosophy
Biology, Chemistry, Mathematics,
Physics
Anthropology, Economics, Geography,
History, Political Science,
Psychology, Sociology

Senior Comprehensive Examinations

Each senior must pass a comprehensive examination in her major field(s) during the semester immediately preceding graduation. Students planning to attend graduate school may submit GRE scores to fulfill this requirement.

Registration for graduation

It is the senior's responsibility to apply for graduation and for comprehensive examinations during the registration period of the semester in which the student expects to graduate.

GENERAL ACADEMIC INFORMATION

Specialization

Specific requirements are given in the preface to course descriptions of each department which offers specialization. If a student chooses to specialize, two options may be available:

1. two areas of concentration
 - a. a MAJOR (30-40 semester hours)
 - b. a MINOR (20-30 semester hours)
2. one area of concentration (40-60 semester hours)

Electives in the areas of concentration beyond the maximum number will not fulfill the 120 semester hours required for graduation.

Broad Liberal Arts Program

If a student chooses not to specialize, she may elect a broad liberal arts program.

- a. A maximum of 20 semester hours may be chosen from as many subject areas in the Broad Fields of Liberal Arts as desired.
- b. A maximum of 30 semester hours may be chosen from the Broad Field of Professional Arts (Business, Education, Family and Consumer Science, Journalism, Library Science, Nursing, Physical Education).

Academic Classification

A student's classification is determined by the number of semester hours she has earned and her grade point average. 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.

Academic Calendar

The Fall semester begins in late August and terminates in mid-December. The Spring semester begins in mid-January and closes in mid-May. The Summer term usually ends the last week in July. Commencement exercises are held at the close of each session.

Admission

The student who fulfills Admission requirements (see page 18) may matriculate at the beginning of either semester or the summer term.

Class Load

The recommended academic load is 15-17 semester hours. Any student who carries 12 or more semester hours has full-time status. To carry



more than 18 semester hours requires the recommendation of the faculty adviser and written approval of the Academic Dean.

Academic Advisers

Upon matriculation, each student is assigned a faculty adviser. The student and adviser meet periodically to plan the student's program and evaluate her/his progress. Each semester the registration card with the choice of courses must be approved and signed by the faculty adviser.

The Academic Dean and her Assistant supervise the academic advising program and are available for consultation with the students.

Attendance

Students are expected to attend classes and laboratory sessions. At the beginning of the semester, all instructors will define requirements for credit in their classes.

Credit by Examination

A student, who is working toward a degree at Barry, may apply to a Department Chairman to earn academic credit by taking a special examination. Some departments make use of the College Level Examination Program (CLEP).

Independent Study

Opportunities for independent research are available in various departments. The student must have plans for the research project approved by her academic adviser and the department chairman. She may register for no more than one such project each semester.

Interdisciplinary Opportunities

Bio-Medical Ethics and Humanities are two team taught interdisciplinary courses. The History and English departments correlate courses dealing with the literature and history of the United States and of England.

Opportunity for Graduate Courses

Second semester seniors may, with the approval of the Academic Dean and the Dean of the Graduate Division, register for six semester hours of graduate work.

Grading System

Barry's grading system based on class work and examinations, is

Superior AchievementA	4.0 honor points per semester hour
Above AverageB	3.0 honor points per semester hour
AverageC	2.0 honor points per semester hour
Below AverageD	1.0 honor points per semester hour
FailureF	No credit
IncompleteI	A grade not reported as completed within 15 days of the semester examination becomes an F.
Withdrew PassingWP	Granted to students doing passing work and who withdraw from a course prior to mid-term.
Withdrew FailingWF	Granted to students who withdraw from a class while doing failing work and/or who withdraw after mid-term at least three weeks prior to final examinations.
WithdrewW	Granted to students who withdraw prior to the fourth week of the semester.

Grade Reports

Grade Reports are mailed to the parents at the end of each semester. Notice will also be sent to parents of students who are doing below average (D) work at the mid-term.

Academic Probation

Students who do not achieve a C average (2.0) during a semester are placed on Academic Probation and this is noted on the Grade Report.

Students on Academic Probation may register for no more than 15 semester hours the following semester.

A student on Academic Probation for four successive semesters must withdraw from the college.

Students who fail three courses in one semester or four courses in two successive semesters must withdraw from the college.

Withdrawal

Permission to withdraw from the college will be authorized by the Academic Dean. An unauthorized withdrawal results in failures in all courses.

Class Adjustments

After registration, any change in schedule, adding, dropping or changing a section of a class must be authorized by the Registrar.

Examinations

Final examinations are given in each course. Mid-term examinations are given at the discretion of the instructor.

HONORS

Dean's List

Full-time students who earn a grade point average of 3.3 in a semester are placed on the Dean's List. This is posted each semester.

Graduation Honors

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

SPECIAL PROGRAMS

Dietetics

The dietetics curriculum is planned to fulfill all of the requirements of the American Dietetic Association. After graduation, students are eligible for approved internships or for graduate work which entitles them to membership in the American Dietetic Association.

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 and receive a Bachelor of Science degree with a major in medical technology.

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, St. Francis Hospital, Jackson Memorial Hospital and Dade County Health Department.

Social Welfare

A major in social welfare is offered to students within the department of Behavioral Sciences. The program is a combination of theory and practical application of the methods and skills learned in class. It includes a year of supervised field instruction. This program is designed to prepare students for practice as beginning social workers, and for graduate education in the field.

Teacher Education

The Barry College teacher education program is based on a liberal arts foundation which is implemented into methods, professional laboratory experiences, and content in special areas. This background prepares the student for her experience in student teaching in public schools during her senior year.

Students who wish to teach on the elementary level or in exceptional child education may select a major from among the following fields: Biology, English, Family and Consumer Sciences, French, History, Mathematics, Physical Education, Sociology, Spanish, or General Liberal Arts. With Elementary Education or Exceptional Child Education as a minor, specific program requirements are outlined on page 57.

Students who wish to teach on a secondary level select as their major the subject in which they wish to be certified. Requirements for this program are outlined on page 57.

Upon completion of the approved program, students are eligible for teacher certification by the Department of Education in the State of Florida which has reciprocal certification agreements with seventeen states.

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**. Students who have a B average and are in good health are eligible for this program. Applicants need not be language majors but they should have at least one year and a half of college language work or its equivalency.

Interested students should consult early with the Director of the program because an Orientation program for participating students is given during the first semester at Barry.

Credits are given by Barry College, not Neuchatel, under the direction of Director of the program in consultation with the Department chairmen.

Spring semester—Neuchatel, Switzerland	6-9 credits
Preliminary study	3 credits
Art History	3 credits
Course of the Director	3 credits

18 credits

Residence—Accommodations for living are arranged in private homes, student hostels or university residence halls.

ACADEMIC DEPARTMENT OFFERINGS

ART

MR. JOSEPH RUFFO, ACTING CHAIRMAN

Through a flexible curriculum, the student is encouraged to select a program within the department appropriate to her individual development. The curriculum will provide understanding through involvement with traditional forms as well as modern concepts. The student is expected to be professional in approach and be prepared to assert individual goals through independent study and research.

Specialization

Concentrated Study (42 s.h.): Required courses are Art 105, 106, 151, 152, 203, 251, 261, 301 or 341 or 361, 309, 310, 409, 410, 496.

Art Major (30 s.h.): Required courses are Art 105, 106, 151, 152, 203, 251, 261, 309, 310, 496.

Art Minor (20 s.h.): Required courses are Art 105, 106, 141, 151, 152, 261 or 203, Humanities.

Student/Faculty Conferences. At the conclusion of each semester, the Art Department will conduct Student/Faculty conferences. Each student will be assigned a specific time and place to display his/her work so that the entire Art Department faculty may review the student's progress. The faculty will view the display and have an opportunity to confer with each other prior to dialogue with the student. This procedure allows the faculty to evaluate the progress of each student and to offer advice and/or guidance as to the future direction of that student. This also permits the student an opportunity to react to the faculty evaluation and seek advice and/or guidance. The Student/Faculty Conferences will take place during the examination week of each semester. Works to be included in the Annual Student Exhibit will be selected at this time.

Students who major in Art will be required to participate in a two-week Senior Exhibition which will be displayed in the library. This will replace the Student/Faculty Conference during the student's last semester. The faculty will review senior work during this exhibition and, while not required to meet with the faculty, the student may request a conference. In this case, the time and date will be arranged so as to be convenient to all concerned.

Humanities 201 is highly recommended for Freshmen Art Majors.

Students who expect to be certified to teach in grades 1-12 must take Art 476 (See p. 39). This may take the place of the senior project for these students.

✓ **Crafts 141, 142** are encouraged as electives for both Major plans.

✓ **105 Design**

Basic design theory in all areas of two and three dimensional design. The study of design concepts through various tools and materials. Exploration and analysis of drawing fundamentals including the study of perspective. 3 s.h.

- ✓ **106 Design**
A continuation of Design 105 applying basic design theory through the media of painting, sculpture, printmaking and photography. 3 s.h.
- ✓ **141 Crafts**
Basic techniques in ceramic design. Forming, glazing and firing. 2 s.h.
- ✓ **142 Crafts**
Basic techniques in metal and fabrics including textile printing, macrame and metalcasting techniques. 2 s.h.
- ✓ **151,152 Drawing**
Figure drawing from the live model and the study of anatomy. 6 s.h.
- ✓ **203 Graphics**
Introduction to photography, printmaking techniques. Further exploration of graphic concepts. Experimental approach to inter-relating each area. 3 s.h.
- ✓ **204 Graphics**
A continuation of Graphics 203, with the introduction of commercial graphic techniques and methods. 3 s.h.
- ✓ **251,252 Drawing**
A comprehensive studio experience in drawing with emphasis on the exploration of methods and materials and various drawing and graphic concepts. 6 s.h.
- ✓ **261,262 Multimedia**
An intensive studio experience involving comprehensive study of painting and sculpture techniques and materials. Creative experimentation and inter-relating each media. 6 s.h.
- ✓ **268,269 Hand Weaving I, II**
See Family and Consumer Science 268,269. 4 s.h.
- ✓ **301,302 Graphics**
The choice of concentrating in one or more of: Photography, Printmaking, Drawing, or Commercial Graphics. 6 s.h.
- ✓ **309,310 History of World Art**
See History 309-310. 6 s.h.
- ✓ **313 Philosophy of Art**
A philosophical study of the nature of art, the relation between the several arts, and the meaning of religious art (see Philosophy 313). 3 s.h.
- ✓ **341,342,441 Crafts**
Advanced study in craft of choice. 9 s.h.
- ✓ **359,459 Independent Study**
Opportunity for research in areas of special interest to the student. 1-3 semester hours of credit at each level. Prerequisite: Approval of Department.
- ✓ **361,362 Multimedia**
A continuation of Multimedia 262. Choice of concentration in one area. 6 s.h.
- ✓ **376 Art in the Elementary School**
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. 3 s.h.

✓ **401 Graphics**

Advanced study in graphics area of choice. 3 s.h.

✓ **409,410 Art History Seminar**

A seminar in Art History. Individual and group research projects closely coordinated by student and teacher. 6 s.h.

✓ **461 Multimedia**

Advanced study in Multimedia area of choice. 3 s.h.

476 Methods in Art Education

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. 4 s.h.

✓ **496 Senior Project**

The senior project is planned by the individual student in conference with the instructor. The student will present a plan of study for her project to the appropriate instructor. The project is designed to demonstrate the student's initiative and allow the faculty to evaluate the various aspects of the student's development. A written paper or statement must accompany each project. 3 s.h.

BEHAVIORAL SCIENCES

MR. LOUIS J. KILMER, ACTING CHAIRMAN

The department, through its offerings in the areas of Anthropology, Psychology, and Sociology strives to present the student with an integrated approach to the study of human behavior. The department offers majors in Sociology and Social Welfare and a Psychology minor. Students anticipating graduate study in any of the Behavioral Sciences are strongly urged to select their major and minor within the department.

Sociology major: (33 s.h.) Sociology 201, 353, 370, 409, 422, and 18 elective hours.

Social Welfare majors (32 s.h.); are required to take the following: Sociology 201, 336, 353, 376, 409, 477-78, and 483-484. It is strongly recommended that Social Welfare majors take Psychology 281 and Psychology 322.

The Psychology minor requires a minimum of 24 hours. Required courses are: Psychology 281, 322, 333, 411, plus 12 elective hours within the discipline.

ANTHROPOLOGY

441 Physical Anthropology

Evaluation of man's evolutionary development; racial diversity, human genetics, based upon findings of prehistoric archeology, anthropometry, and geological distribution (see Biology 441). 3 s.h.

443 Cultural Anthropology

Form; content survey; survey; theory; cultures compared in terms of technology, organization, myth and ritual. 3 s.h.

445 Social Anthropology

Human society in cultural context; peasant societies, acculturation, urbanization. 3 s.h. Prerequisite: Anthropology 443.

453 Human Prehistory

Cultural development from Paleolithic to Urban Revolution with survey to New World Archeology. 3 s.h. Prerequisite: Anthropology 443.

PSYCHOLOGY**281 Introduction to Psychology**

An introduction to human behavior through consideration of the physiological bases of behavior, psychological measurement, perception, memory, motivation, emotion, learning and personality. 3 s.h. Prerequisite to all other Psychology courses.

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.

322 Developmental Psychology

An introduction to the evolution and growth of human behavior from conception to maturity, with particular emphasis on the origin and development of psychological processes. 3 s.h.

325 Theories of Personality

An introduction to the theoretical approach of such persons as Freud, Adler, Fromm, Horney, Sullivan, Erickson, Miller, Dollard, and others. 3 s.h.

328 Physiological Psychology

Basic neuroanatomy and neurophysiology; physiological bases of sensation, arousal, motivation, memory and learning. 3 s.h.

333 Experimental Psychology

Introduction to research methods and processes; survey of research techniques with emphasis on operant and respondent conditioning; students will conduct experiments, evaluate data and write research reports. 4 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 literature, applications of simple analysis of variance and Chi Square (see Sociology and Economics 353). 3 s.h.

370 Social Psychology

A comprehensive introduction to social behavior with emphasis on such topics as group dynamics, role theory, attitude structure and measurement, social class differences (see Sociology 370). 3 s.h.

411 Psychopathology

Theories of abnormal behavior, pathological syndromes, methods of treatment and prevention. 3 s.h.

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 the proper mental adjustment in childhood and adolescence (see Education 469). 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 (See Education 475). 3 s.h.

491 Group Dynamics

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 (see Education 491). 3 s.h.

SOCIOLOGY

201 Principles 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. 3 s.h. This course is a prerequisite for all other Sociology courses.

246 Marriage and the Family

An analysis of the American family as a social institution. Consideration of historical data, psycho-social and sexual behavior (See Family and Consumer Science 246). 3 s.h.

263 Contemporary Social Problems

The nature of deviant behavior; consideration of selected topics includes alienation, discrimination, crime, extremist politics, drugs, pornography, and sexual behavior. 3 s.h.

322 Population

Characteristics, trends, projections, and implications in the U.S. and the world. Analysis of population policies. 3 s.h.

324 Urban Sociology

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

336 Social Welfare as a Social Institution

This is the beginning course in the Social Welfare sequence. Introduces student to field of Social Welfare from historical, political program, policy and service points of view. Beginning identification with field of Social Welfare, knowledge of contribution of Social Welfare profession. 3 s.h. Prerequisite to all other Social Welfare courses.

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 literature, applications of simple analysis of variance and Chi Square (see Psychology and Economics 353). 3 s.h.

370 Social Psychology

A comprehensive introduction to social behavior with emphasis on such topics as group dynamics, role theory, attitude structure and measurement, social class differences (see Psychology 370). 3 s.h.

✓ **376 An Introduction to Social Work Methods**

Introduces student to interventive methods in Social Work within a preventive, treatment, and rehabilitative framework. Course surveys generic methods in Social Work, casework, group work, and community organization. Introduction to interviewing skills, value of group approach. 3 s.h. Prerequisites: Sociology 336 and 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.

459 Independent Study

Opportunity for extensive research in areas of special interest to the student. 1-3 s.h. Prerequisite: Approval of Department Chairman.

477-478 Principles of Social Work Practice

The course is designed to acquaint the students with the direct service methods of Social Work practice, casework and group work. It is more intensive than the preceding skills course, and relates closely to students' fieldwork experience. It also discusses issues related to profession of social work. 6 s.h. Prerequisite: Sociology 376; recommendation of the department.

✓ **480 Community Work with the Urban Poor**

An introduction to the problems, programs, and methods utilized in community work. The focus is on poor and minority groups in American Society and culture. Emphasis is on problems which confront poor people and examining ways of helping poor groups to help themselves. 3 s.h. Prerequisite: Sociology 336 and Psychology 281; recommendation of the department.

✓ **483-484 Social Work Field Instruction**

Students are assigned to specific agencies two days a week. Experiential learning is provided by working in a social agency under the supervision of a faculty member. Purpose of course is to engage student in tasks and responsibilities of Social Welfare and Social Work, in preparation for work in the field. There is emphasis on helping skills and interpersonal relationships. 6 s.h. To be taken concurrently with 477-478. Recommendation of department is necessary.

487 Seminar

Directed study in selected areas: social organization; social change; social stratification; sociology of religion and selected topics in social welfare. 3-12 s.h.

490 Social Gerontology

This course is an introduction to the study of aging from two viewpoints: as an area for scientific inquiry, and as a target of social work intervention and practice concern. 3 s.h. Prerequisites: Sociology 376 and Psychology 281; Recommendation of the department.

BIOLOGY

SR. AGNES LOUISE STECHSCHULTE, O. P., CHAIRMAN

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 and medical technologist.

Requirements for Major: Biology 112, 116, 212 or 221, or 223-224 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, or 223-224.
2. Cellular and molecular biology: Biology 325, 330.
3. Physiological and biochemical principles: Biology 321, 331-332.
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. (See page 53).

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.

101-102 General Biology

Organized according to modules. The student may elect as many as 3 modules during one semester.

- 101 a.—Introduction to Cell Biology.
Investigation of structural and functional components of the cell. 1 s.h.
- 101 b.—Developmental Biology.
A survey of growth processes from embryo to adult. 1 s.h.
- 101 c.—Plant and Animal Diversity.
An introductory survey of plant and animal forms correlating morphology with function. 1 s.h.
- 101 d.—Human Biology.
Life processes as illustrated by man's anatomy and physiology. 1 s.h.
- 102 a.—Ecological Principles.
Man's interaction with his environment. 1 s.h.

- 102 b.—Introductory Genetics.
General principles of inheritance with emphasis on man. 1 s.h.
- 102 c.—Evolution.
Man's historical background from a biological viewpoint. 1 s.h.
- 102 d.—Laboratory Experiences.
Exercises designed to illustrate the fundamental principles of living systems and the common techniques of biological research. Offered each semester. 4 hours laboratory weekly. 2 s.h.

112 Botany

A general survey of plant forms, correlating structure, function, and environment. 2 hours lecture. 4 hours laboratory weekly. 4 s.h.

116 Zoology

A survey of the animal kingdom which includes basic facts and principles of the anatomy, physiology, embryology, evolution, and heredity of the major groups. 2 hours lecture, 4 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. With Biology 102 d, this course will help fulfill part of the natural science requirement (see Education and Physical Education 130). 3 s.h.

152 Introduction to Biological Chemistry

A survey of organic chemistry with application to nutrition and other life processes. 3 hours lecture. 2 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 structure of vertebrates. 2 hours lecture, 6 hours laboratory weekly. 4 s.h. Prerequisite: Biology 116 or equivalent.

223-224 Comparative Anatomy and Embryology

An integrated two semester course emphasizing the main patterns of vertebrate structure and development, and their evolutionary trends. Dissection of representative animal types and microscopic study of developmental stages. 2 hours lecture, 6 hours laboratory weekly. 8 s.h. Prerequisite: Biology 116 or equivalent.

✓ **230 Human Anatomy**

A detailed study of gross human anatomy with laboratory, including dissection of the cat. 2 hours lecture, 4 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, 6 hours laboratory and field work weekly. 4 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, 6 hours laboratory and field work weekly. 4 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. 3 hours lecture, 3 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 243-244; Biology 112, 116.

331-332 Physiology

Principles of animal physiology with special application to man. 2 hours lecture, 3 hours laboratory weekly. 6 s.h. Prerequisites: Biology 221, or 223-224, or 230; Chemistry 152, or 241, or 243-244.

341 Genetics

A study of the principles and theories of heredity. 3 hours lecture. 3 s.h. Prerequisites: Biology 112, 116.

342 Genetics Laboratory

Population genetics; classic Mendelian experiments; biochemical genetics; induced mutations. 4 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, 3 s.h. Prerequisites: Chemistry 241 or 243 (see Chemistry 352).

353 Biochemistry Laboratory

Isolation and characterization of biochemical compounds; basic techniques in experimental biochemistry. 1 three-hour laboratory. 1 s.h. Prerequisite: Chemistry 321 (see Chemistry 353).

368 Kinesiology

Anatomical and physiological bases of muscular activity, application of mechanical principles in physical activities, and analysis of sports skills and techniques (see Physical Education 368). 3 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 (see Anthropology 441). 3 s.h.

445 Microtechnique

Principles and theories of fixation and staining processes. Methods of preparing plant and animal tissues. Laboratory and conference, 6 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. 2 hours lecture, 4 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, or 223-224.

451 Embryology

A study of vertebrate embryology, including gametogenesis, fertilization, the formation of the germ layers and organ systems. 2 hours lecture, 4 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

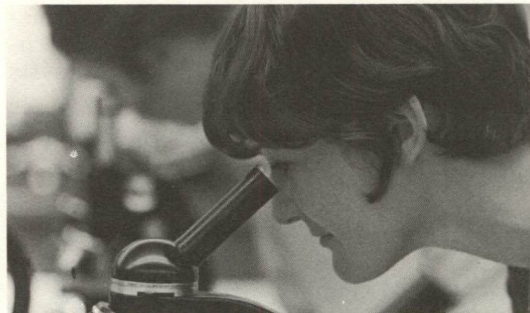
A study of the problems confronting teachers of biology in the high school; organization of courses, sources of materials, textbooks, methods of teaching. 3 s.h. (Department permission.)

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. 30 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

SR. JUDITH SHIELD, O. P., CHAIRMAN

Business is a distinct field of concentration drawing upon the knowledge and principles of a variety of sciences. The purpose is to develop the capacity to view in an analytical manner the policy-establishing and decision-making process of business enterprises in a multi-dimensional environment. To satisfy this need, the student may elect to pursue a major or a minor in one of the following areas of business: Accounting, Business Education, Economics, Office Administration and Management and Marketing.

GENERAL BUSINESS COURSES

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.

408 Communication Skills

A comprehensive treatment tailored to develop a communication competence relevant to business management and an analysis of and training in writing, speaking, listening and reading skills (See English 408). 3 s.h.

476 Teaching Business in Secondary School

A study of the problems confronting teachers of business in the Secondary school; organization of courses, standards of criticism, sources of materials, textbooks; methods of teaching shorthand, typewriting, and bookkeeping. 3 s.h.

159,259,359,459 Independent Study

Opportunity for research in areas of special interest to the student. 1-3 semester hours of credit at each level. Prerequisite: Approval of Department.

443 Internship

The student arranges for on-the-job experience in her major area in the business department. 1-6 s.h.

OFFICE ADMINISTRATION

Requirements for the Major (39 s.h.): Business 114, 120, 205, 206, 301, 339, 340, 341, 342, 403, 408, and Economics 201 and 202. Students desiring secondary certification follow this major program with an Education minor. (See p. 57)

Requirements for a Minor (20 s.h.): Business 120, 301, 339, 341, 342, 403 and 408.

Students may waive Business 114 and/or 120 by successfully completing departmental examination.

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.

301 Speed Building and Transcription

Development of advance speeds with sound skill-building procedures. A fusion of shorthand, typewriting, English grammar and related skills. High-speed writing with attention to specialized vocabulary and proficiency in transcription. 3 s.h. Prerequisites: Business 114, 120 or equivalent.

341 Executive Secretarial Training I

Responsibilities and opportunities of secretarial positions; principles of filing, office management, office procedures and human relations. 3 s.h.

342 Executive Secretarial Training II

Emphasis on the "practicum" approach using challenging problems requiring direct involvement in high-level long-range assignments patterned on current business problems facing secretaries. Concentration on analysis, research, decision making, creative thinking and implementation. 3 s.h.

403 Business Machines

Electronic Calculators, ten-key and full-key adding machines, machine transcription, thermofax, addressograph, stencil and fluid duplicators, keypunch and introduction to data processing. 3 s.h.

ACCOUNTING

This major is designed to prepare the student for graduate studies, for teaching, for a career as a private or public accountant or for executive positions in industry and government. A bachelor of science degree from Barry College with a major in accounting is recognized in the State of Florida and many other states as fulfilling the educational requirements for the C.P.A. examination. Those who plan to take the C.P.A. examination are strongly urged to take additional courses in Cost Analysis, Federal Income Tax Auditing, Computers, and Quantitative Applications in Business.

Requirements for the Major (34 s.h.): 205, 206, 335, 336, 361, 362, 437 and Economics 201.

Requirements for a Minor (20 s.h.): 205, 206, 335, and 361.

200 Basic Accounting

An introduction to accounting; nature and functions of accounting and its importance in the social order; measuring and reporting financial position and results of operations; the logic of double entry analysis; data processing and accounting as an aid to planning, control and decision making. (Taught at Biscayne College.) 3 s.h.

201-202 Accounting Fundamentals

Basic theory and procedures of accounting as applied to business activity; preparation of financial statements; accounting for assets and equities; accounting for cost reporting, control and decision making; financial statement analysis and reports as an aid to management. (Taught at Biscayne College.) 6 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.

303 Management Accounting

Fundamentals of manufacturing and cost accounting for income measurement and business planning, control, and decision making; job order and process costing systems; standard costs and budgets. (Taught at Biscayne College.) 3 s.h. Prerequisite: Business 202.

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.

361 Cost Accounting

Accounting principles and techniques employed in cost finding and cost control processes, including the use of standard costs and budgeting. (Taught at Biscayne College.) 3 s.h.

362 Federal Income Tax Accounting

A general understanding of federal income tax fundamentals, tax accounting, rules, forms, and procedures related to taxable income determination. (Taught at Biscayne College.) 3 s.h.

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. (Taught at Biscayne College.) 3 s.h.

437 Auditing

A course in basic auditing standards and procedures with emphasis on professional ethics, and the principles of obtaining evidence required for audit reporting by both internal and independent accountants. (Taught at Biscayne College.) 3 s.h.

MARKETING AND MANAGEMENT

The marketing curriculum offers a well rounded program, to prepare students for managerial positions in which they will be responsible for successfully developing and selling a company's products or services. Each course is designed to develop a breadth of knowledge of the marketing major, while affording the non-marketing student an overall view of the distribution side of modern business organizations.

A student majoring in marketing may find career opportunities in the management of marketing activities including buying, distributing, advertising, product planning and market research.

Requirements for the Major (30 s.h.): Business 205, 305, 306, 401, 402 and Economics 201.

Requirements for the Minor (20 s.h.): Business 305, 306, 401 and 402.

Marketing Courses

306 Principles of Marketing

An evaluation of marketing as a system for the satisfaction of human wants and a catalyst of business activity as seen through the eyes of business management. It includes analysis of the distribution functions performed by the marketing agencies including the retailer, wholesaler and manufacturer; interpretation of market areas and consumer problems as well as policies, distribution costs and effect of government regulations. 3 s.h.

401 Advertising

Survey of entire field of advertising in its social, economic, and management contexts. Consideration is given to advertising research; preparing the advertising campaign, appropriations, selection of media; layout; copy, printing and engraving methods (see Journalism 401). 3 s.h.

402 Marketing Problems

Development of managerial decision-making techniques through practice in analyzing practical marketing cases with a view toward determining policies and acceptable courses of action through the evaluation of alternatives and their consequences. Among the topics considered are brand policy, cost control, and legislation affecting marketing. 3 s.h.

406 Marketing Research

An examination and appraisal of the functions of research in managerial decision making. The uses of marketing research; marketing analysis methods; planning the investigation; securing the data, tabulation and analysis interpretation; presenting results. Quantitative and analytical techniques and their application to marketing problems are emphasized. 3 s.h.

Management Courses

The management curriculum provides students with the opportunity to obtain a broad knowledge of the field and to prepare them for graduate studies, for executive positions in government and industry.

Students planning to attend graduate schools of business in marketing and management are encouraged to take as electives additional courses in Quantitative analysis, computer information systems and the social sciences.

305 Principles of Management

A survey course in the theory and practice of management with special emphasis on the major concepts and issues involved in the art and science of managing modern organizations. It considers such topics as organization theory and behavior, communications, decision making and executive leadership. Through lectures, role playing, case discussions, problem-solving, and team activities, research on organizations and what makes them function effectively will be studied. 3 s.h.

407 Marketing Management

The application of sound principles of management to the integrated marketing functions of planning, organizing, staffing, integrating, controlling, measuring, and evaluating both internally within the various units of marketing division (sales advertising, research, product planning, etc.) and externally in coordination with other major divisions of the company: production finance and research and development. 3 s.h.

419 Financial Management

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. Prerequisite: Accounting 205 or equivalent.

420 Human Relations in Business

The behavioral science approach is utilized in analyzing traditional and current practices of business in the utilization of human potentialities. Manager and executive development theories and practices are examined to create higher motivation and greater realization of human and business goals. 3 s.h.

421 Management Information Systems

Principles of business systems design; information systems; business machines and computer information systems. (Taught at Biscayne College.) 3 s.h. Prerequisite: Principles of Management and Basic Accounting.

422 Quantitative Analysis for Decision Making

The application of mathematics and statistical techniques to business decision problems. 3 s.h.

423 Sales Management

Study of the problems of sales management; sales policies; selection and training of salesmen; preparation of manuals; methods of compensation for sales force; various methods of sale stimulation; administration and budgeting; measuring the sales manager's contribution to profitable operations. 3 s.h.

424 Personnel Management

A survey of the field of personnel management, including personnel administration and the formulation and application of policies as a means of creating cohesive working forces within an organization. Includes personnel programming, recruitment and selection procedures; interviewing, testing, job analysis, merit rating plans, remuneration, union-management relations, handling of grievances, positive motivation of employees and service and participation programs (See Family and Consumer Science 424). 3 s.h.

426 Marketing Management Seminar

This provides an opportunity to interpret, communicate, and test one's analysis of ideas contained in literature and relate these concepts to progress in management theory practice. Literature, research, problems and cases will be examined and discussed with members of the business community. 3 s.h.

427 Retail Merchandising

The study of modern methods used successfully by retail to time, place, quantities and price. Among the topics discussed are the planning of markup determination and control of stock shortages, stock planning and model stocks, price lining layout and display sales promotion, inventory control and the retail method of valuation and the use of financial data as decision determining factors. Emphasis also placed on locating sources of supply, negotiating, receiving and pricing. 3 s.h.

462 Public Relations

The study of various public relations media. Emphasis on cases and readings from professional journals. An historical and psychological aspect of public relations discussed in context with and in relationship to various public media (see Journalism 462). 3 s.h.

CHEMISTRY

SR. MARIE JOANNES O'DONNELL, O. P., CHAIRMAN

A program of concentration in chemistry prepares the student for a position in an academic, clinical, 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.

The course of studies for the chemistry major may be adapted to the interests and goals of the individual student. Generally, it will include from 35 to 40 semester hours of chemistry, and about 30 semester hours in related sciences and mathematics.

105-106 Fundamentals of Chemistry

A brief survey of inorganic and organic chemistry. 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 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.

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. Prerequisite: Chemistry 241 or 243. See Biology 352. 3 s.h.

353 Biochemistry Laboratory

Isolation and characterization of biochemical compounds; basic techniques in experimental biochemistry. One three-hour laboratory. 1 s.h. Prerequisite: Chemistry 321 (see Biology 353).

355 Basic Physical Chemistry

Selected topics in physical chemistry, for students in the life sciences who require a one-semester course. 3 s.h. Prerequisites: Physics 202, Mathematics 211.

356-357 Physical Chemistry

A quantitative study of chemical principles: thermodynamics, kinetics, structure of matter. 6 s.h. Prerequisite: Chemistry 114, Physics 202, Mathematics 212 or equivalent.

366-367 Physical Chemistry Laboratory

Laboratory problems in physical chemistry, with emphasis on equilibria and kinetics. One three-hour laboratory weekly for two semesters. 2 s.h.

422 Analytical Chemistry

Analytical methods and instrumentation. Two hours lecture, six hours laboratory. 4 s.h. Prerequisite: Chemistry 321 or equivalent. Chemistry 357 concurrently.

447 Advanced Organic Chemistry

A study of organic reaction mechanisms. 3 s.h. Prerequisite: Chemistry 244; 356 concurrently.

159,259,359,459 Independent Study

Opportunity for research in areas of special interest to the student. 1-3 s.h. for each level. Prerequisite: Permission of Department Chairman.

460 Inorganic Chemistry

A senior-level course in modern inorganic chemistry. 3 s.h. Prerequisite: Chemistry 356.

476 Teaching Chemistry in the Secondary School

The structure of the modern secondary school chemistry course; methods of classroom and laboratory instruction. 2 s.h. Prerequisite: Chemistry 356-357 or concurrently.

495-496 Seminar

Topics of current interest, presented by students, faculty, and invited speakers. 2 s.h.

ECONOMICS

Problems solved by previous generations cannot be ignored if they can arise again! In the study of Economics social and political problems are considered within a unified analytical structure.

Requirements for a Major (30 s.h.): Economics 201, 316, 320, 454.

Requirements for a Minor (20 s.h.): Economics 201, 202, 316, 454.

201 Principles of Economics I

Analysis of the principles most useful in understanding current economic conditions; problems of inflation, recession, growth, balance of payments; analysis of supply and demand. 3 s.h.

202 Principles of Economics II

Analysis of the operation of the market price system; price and distribution theory; characteristics and operation of today's competitive and monopolistic markets. Government regulation of industry, collective bargaining and government spending. 3 s.h.

301 Managerial Economics

A study of managerial decision making by the application of economic analysis and the integration of concepts from accounting, finance, mathematics, and statistics. 3 s.h. Prerequisite: Economics 202.

303 Intermediate Economic Analysis

Economic and mathematical analysis of the equilibrium conditions of the household, the firm, and the industry. The rate of the price mechanism in resource allocation under conditions of competition, monopoly, and imperfect competition; intermediate course in microeconomic theory designed to follow the basic principles course. (Taught at Biscayne College.) 3 s.h. Prerequisite: Economics 202.

316 Money and Banking

A study of monetary economics and its institutions, the nature and functions of money and money markets. A macro-economic analysis of income and

monetary theory and its application to public policy. A study of the influence of the Federal Reserve System. 3 s.h.

320 Economic History of United States

Industrial progress from colonial period to the present time; integrating economic and historical forces in influencing the social and political development of United States (see History 320). 3 s.h.

351 Comparative Economic Systems

A critical evaluation of selected examples of the world's major economic systems; comparison 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 Relations

The labor movement, labor policies of employers, methods of industrial conciliation, labor legislation, settlement of labor disputes with emphasis on current labor problems and their causes. 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 literature, applications of simple analysis of variance and Chi square (see Psychology and Sociology 353). 3 s.h.

374 Consumer Economics

Emphasis on the basic principles in the economic decisions of the individual. Detailed attention to the evaluation of income and occupations; family budgeting, savings, estate planning, investments, insurance, short and long term borrowing, installment credit, taxes, retirement income and effects of federal legislation upon family and individual incomes and expenditures. **Interdisciplinary approach.** (See Family and Consumer Science 374.) 3 s.h.

434 Special Projects

A special project in which the student researches within the local community the economic implications of poverty, welfare and housing, racism, ecology, or another situation under departmental direction. 3-6 s.h.

454 Investments

Principles of investments, the stock market, role of Securities and Exchange Commission. 3 s.h.

466 International Trade

Introduction to the field of international trade from mercantilism to the present day; analysis of current problems facing nations and international organizations; balance of payment deficits, international liquidity, and tariffs and trade barriers. The role of government intervention. 3 s.h.



EDUCATION

SR. ANN THOMAS GRIFFIN, O.P., CHAIRMAN

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 student teaching experience in the public schools during the senior year.

While the program is designed for those who qualify for elementary, exceptional child education, and secondary teaching in Florida, this approved program meets the needs of teachers in many other states. Currently Florida has a reciprocal agreement with at least seventeen states: California, Connecticut, Delaware, Hawaii, Maine, Maryland, Massachusetts, New Hampshire, New York, North Carolina, Ohio, Pennsylvania, Rhode Island, South Dakota, Vermont, Washington, and West Virginia.

Liberal Arts preparation for all teaching fields are as follows:

General Preparation—A minimum of forty-five (45) semester hours shall be required in General Preparation with not less than six (6) semester hours earned and not more than twelve (12) semester hours counted in each of the five areas listed below. A graduate with a Bachelor's degree from a standard institution shall be considered to have met the General Preparation requirements.

(a) Arts of Communication—

1. A minimum of six (6) semester hours shall be required in English composition, rhetoric or grammar. **English 111, 112.**
2. Up to six (6) semester hours in speech, journalism or elementary foreign languages may be used to meet the total of twelve (12) semester hours permitted in this area. Elementary and Secondary: **Speech 312.**

(b) Human Adjustment—A minimum of six (6) semester hours shall be required in areas such as: health, physical education, psychology, religion, philosophy, logic, ethics, nutrition, problems of living in home and family community living.

(c) Biological Science, Physical Sciences and Mathematics—A minimum of six (6) semester hours shall be required. Credit may be earned in comprehensive courses or separate subjects. The entire six (6) semester hours shall not be in mathematics. Elementary: **Mathematics 201, 202; Science 6 hours.**

(d) Social Science—A minimum of six (6) semester hours shall be required. Credits may be earned in comprehensive courses or separate subjects, provided credit is earned in at least two of the following: geography, history, political science, sociology, anthropology or economics. Elementary: **Geography 203.**

(e) Humanities and Applied Arts—A minimum of six (6) semester hours shall be required. Credit may be earned in comprehensive courses or in separate subjects, provided credit is earned in at

least two of the following: literature (English, American, world), literature written in a foreign language, music, technological skills, construction design and fine arts or art as applied to personal and family living. Elementary: **English 320.**

Student Teaching. Application for student teaching should be made with the education department by February 1 of the junior year.

ELEMENTARY EDUCATION PROGRAM

Major: To be chosen from majors offered in the Barry College curriculum or the Broad Liberal Arts Program (p. 30)30 s.h.

Minor: Elementary Education
Education 344, 262, 366, 388, 435, Music 376,
Art 37621 s.h.

Required Courses:
General Preparation (See page 56)45 s.h.
Professional Education: Education 253, 318, 453,
462, 322, 49921 s.h.

EXCEPTIONAL CHILD EDUCATION PROGRAM

Major: To be chosen from majors offered in the Barry College curriculum or the Broad Liberal Arts Program30 s.h.

Minor: Special Education
Education 344, 411, 440, 470, 473, 474, 475.
P.E. 482 Strongly Recommended24 s.h.

Required Courses:
General Preparation (See page 56)45 s.h.
Professional Education: Education 253, 318, 322,
453, 462, 49921 s.h.

SECONDARY EDUCATION PROGRAM

Major: Desired Teaching Field; Courses will include the Special Methods (476) offered by the Department.

Minor: Secondary Education: Education 253, 318, 453,
463, 499 Elective21 s.h.

Required Courses:
General Preparation (See page 56)45 s.h.

130 Health Education

The teaching of health and a study of school health problems. Fulfills State Teaching Requirement in Area IV for elementary educational specialization (see Biology and Physical Education 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. 3 s.h. Prerequisite: Mathematics 201.

318 Psychology of Learning

An application of psychology to the field of education; innate and acquired forms of behavior control; motivation of learning; transfer of training; individual differences in intelligence and achievement; evaluation and measurement. See Psychology 318. 3 s.h. Prerequisite: Philosophy 283 or equivalent.

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. See Physical Education 344. 3 s.h.

366 Teaching Social Studies in the Elementary School

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

376 Principles of Vocational Education

Organization, administration, provisions, requirements, laws and legislation affecting vocational education in secondary schools. (See Family and Consumer Science 376.) 3 s.h.

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.

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.)

417 Evaluation and Measurement in Education

The theory of group and individual tests in educational decision making and as a means of accountability. Laboratory experiences will be provided in the writing of test items and the design of tests. 3 s.h.

418 Measurement and Statistical Procedures for the Behavioral Sciences

A consideration of the procedures of quantitative methodology, measurement, and descriptive statistics, and their applications to education and the social sciences. 3 s.h.

435 The Teaching of Language Arts

A presentation of the fundamental techniques and approved materials for developing self-expression, accuracy in oral and written English; reading skills requisite for an appreciation of literature. 3 s.h.

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 students.)

446 Programmed Learning-Laboratory

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

449 Psychology of Adolescence

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

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

461 Organization and Use of Audio-Visual Materials

Selection and use of audio-visual aids; community resources; training for effective organization and distribution of learning materials appropriate to various age levels. See Library Science 461. 3 s.h.

462 Principles of Teaching and Testing (Elementary)

General and specific principles which underlie approaches to teaching and learning processes in the elementary school with emphasis upon problems arising from the needs of the elementary school child. 3 s.h.

463 Principles of Teaching and Testing (Secondary)

General and specific principles which underlie approaches to teaching and learning processes in the secondary school with emphasis upon problems arising from adolescents' needs. 3 s.h.

467 Improvement of Reading Instruction

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

468 Improvement of Reading in the Secondary School

Methods and materials for test screening, classroom diagnosis, remedial and developmental reading in the secondary school. 3 s.h. Prerequisite: Education 467 (or equivalent).

469 Personality and Mental Health

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

470 Introduction to Exceptional Children

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

471 Psycho-Social Foundations 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. 3 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 psycho-social adjustment of behavior (see Psychology 475). 3 s.h. (Open to psychology, minors, seniors and 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. (Open to 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 Dynamics**
 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 (see Psychology 491). 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.
- 159, 259, 359, 459, Independent Study**
 Opportunity for extensive research and individualized study in areas of special interest to the student. 3 s.h. each. Prerequisite: Approval of Department Chairman.

ENGLISH

MR. RICHARD A. MOTTRAM, CHAIRMAN

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 program for a student who desires to major in English consists of a minimum of 30 semester hours including the regular freshman courses in writing and the sophomore survey of English literature. Beyond this the student will elect, with the direction of her advisor, courses that will complete her program.

Freshman English Course

A student may waive English 111 (and receive 3 semester hours) if she has the following qualifications: 1) 3 or above in the English Advanced Placement of the CEEB, or 2) SAT Verbal Score of 525 or above and an acceptable writing sample (to be written during orientation week).

111-112 Freshman Composition and Literature and Techniques of Research

First semester, writing of short papers based upon readings in literature. Second semester, the writing of the long expository paper. 6 s.h.

206-306 Creative Writing

An introductory course with lectures on technique and criticism of work-in-progress. 2 s.h.

213-214 English Literature

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

310 Transformational Grammar

An analysis of English syntax through the transformational approach. 3 s.h.

312 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.

322 Seventeenth Century Literature

Donne through Milton. 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.
- ✓ **351 Modern Aspects in Poetry**
A study of the best writing of British and American poets since before the turn of the century. Detailed consideration to Yeats, Hopkins, Housman, Robinson, Frost, Stevens, Eliot, MacLeish. (Taught at Biscayne College.) 3 s.h.
- ✓ **368 The Victorians**
Selected readings from Tennyson, Browning, Arnold, and the non-fiction prose writers. 3 s.h.
- ✓ **370 The Bible as Literature**
Selections from the Bible considered in their historical, theological, textual, and literary contexts. (Taught at Biscayne College.) 3 s.h.
- ✓ **371 The Epic**
An examination of the epic as a literary genre. (Taught at Biscayne College.) 3 s.h.
- ✓ **387 Introduction to Literary Theory and Criticism**
An introduction to a literary theory and a history of literary criticism. 3 s.h.
- ✓ **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. 2 s.h. (Open also to graduate students.)
- ✓ **407 Shakespeare**
Selected Shakespearean plays, studied in relation to the development of Shakespeare's art. See Speech 407. 3 s.h.
- ✓ **408 Communication Skills**
A comprehensive treatment tailored to develop a communication competence relevant to business management and an analysis of and training in writing, speaking, listening, and reading skills (see Business 408). 3 s.h.
- ✓ **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.)
- ✓ **439 Development of the Dramatic Form**
The theatre of the western world from the Greeks to Shakespeare (see Speech 439). 2 s.h. (Open to graduate students.)
- ✓ **440 Development of the Dramatic Form**
The theatre of the western world from Shakespeare to the twentieth century (see Speech 440). 2 s.h. (Open to graduate students.)
- ✓ **451 Introduction to Medieval Literature**
A critical study of the literary types current in medieval England, with emphasis on Chaucer. 3 s.h.
- ✓ **460 Modern Literature**
Selected works from 20th century world literature. 3 s.h. (Open also to graduate students.)

476 Teaching of English in Secondary Schools

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.

490 Classical Etymology of English

A linguistic analysis of the Greco-Roman origin of the English language and its development, designed to acquaint the student with a greater understanding and appreciation of the classical elements in English derivatives (See Latin 490). 3 s.h. (Open to graduate students.)

491 Comparative Literature

A comprehensive study of Greco-Roman mythology designed to acquaint the student with the classical heritage of literature, art, music, drama, and archaeology. 3 s.h. (Open to graduate students.)

159,259,359,459 Independent Study

Opportunity for extensive research in areas of special interest to the student. **Approval of Department Chairman required.** 1-3 s.h. each level.

FAMILY AND CONSUMER SCIENCE

SR. CLARE BEAUBIEN, O. P., CHAIRMAN

The specific focus of the department of Family and Consumer Science is the home, the family and the individual. The studies are such that they help the student develop as an individual and as a family member. They promote good mental and physical health and an appreciation of art and beauty. Through concern for the family, these studies aid in the development of values which give guidance and direction to life, and which prepare the student for her roles in marriage and the family. At the same time, they provide the professional expertise needed for vocational educational education, business, dietetics, and research dedicated to furthering community, national and world conditions favorable to family living.

MAJORS:

Family and Consumer Science 105 is required for all majors.

Dietetics—To complete the requirements of the American Dietetic Association:

Family and Consumer Science 170, 271, 370, 326, 337, 339, 439, 462, electives.

Business 205, 424

Education 318

Chemistry 111, 112, 241, 352

Biology 230, 331, 332, 325

Suggested Minors: Biology, Chemistry

Education

Vocational—(Secondary)—to complete requirements for certification:

9 s.h. in Foods and Nutrition (select from FCS 170, a,b,c,d, 271 a,b,c,d, 370 a,b,c,d).

9 s.h. in Clothing and Textiles (select from FCS 213, 215, 315, 316, 318, 348, 450).

18 s.h. in other areas (FCS 374, 150 and/or 446, 245, 346, 357, 364, 381, are recommended).

Family and Consumer Science 376, 476.

See Secondary education, page 57 of catalog.

Students in vocational education may choose two areas of concentration (major and minor) or one area of concentration (major of 40-60 hours).

Elementary—30 s.h. distributed over the areas of home economics.

See Elementary Education, page 57 of catalog.

Special—30 s.h. distributed over the areas of home economics.

See Special Education, page 57 of catalog.

All home economics education majors are required to complete Chemistry 105, 106.

General Home Economics—30 s.h. distributed over the areas of home economics with a Minor in another discipline; or, 40 s.h. in Family and Consumer Science courses.

Required: Chemistry 105, 106.

Students in Family and Consumer Science are urged to study Sociology, Business, Psychology, Speech, Economics, Biology, and Art to support major studies.

Minor: May be concentrated in an area related to the student's major, or chosen within several areas of home economics, with attention to prerequisites. (Chemistry 105, 106 recommended).

105 Freshman Seminar

Home economics as education for personal and family living; the development, philosophy and future of home economics as a field of study. (Orientation for prospective majors and minors.) 1 s.h.

112 Elementary Clothing

Application of concepts involved in commercial patterns, and basic techniques of clothing construction. 0-2 s.h.

150 Personal and Family Development

Dynamics of interaction at various developmental stages of the family; family influence on personality; environmental impact on the individual and the family. 3 s.h.

170 a,b,c,d, Nature of Food

Chemical and physical aspects of foods in relation to their use, quality and preparation. 4 short courses, 1 s.h. each. (2 hours lecture, 3 hours laboratory; 5 weeks each.) A. Milk group b. Fruit and vegetable group c. Protein group d. Bread and cereal group.

202 Art in Daily Living

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

213,215 Intermediate Clothing I and II

Basic skills in clothing construction with relationship to fit, fabric, and garment assembling. Principles of fitting and pattern alteration as applied to individual garments. 2 s.h. each (1 hour lecture, 6 hours laboratory weekly; 8 weeks).

245 Home Management

A presentation of the integrated nature of management as a means to realization of family values and goals; the decision making function as the heart of management. 3 s.h.

246 Marriage and the Family

An analysis of the American Family as a social institution. Consideration of historical data, psycho-social and sexual behavior (see Sociology 246). 3 s.h.

268 Hand Weaving I

Hand-loom weaving, plain and pattern weaving; two harness looms for student use; special emphasis on use of simple materials and new fibers in original designs and textures. 4 hours laboratory weekly. See Art 268. 2 s.h.

269 Hand Weaving II

Continuation of FCS 268, with addition of original projects on the four-harness floor loom, including warping looms. 4 hours laboratory weekly. See Art 269. 2 s.h. Prerequisite: FCS 268.

271 a,b,c,d, Nutritional Significance of Food

Essentials of optimum nutrition in health and disease; food sources in various parts of the world. 4 short courses; 1 s.h. each (3 hours lecture per week, 5 weeks) a. Macronutrients and Energy Metabolism b. Vitamins and Minerals c. Nutrition Education d. Nutrition and Diet for the Patient.

315 Textiles

Consumer-oriented study of textiles; emphasis on fibers, fabric constructions and finishes in relation to use; concepts of durability, comfort, care, and aesthetics of apparel and household fabrics. 3 s.h.

316 Consumer Aspects of Clothing

Clothing selection and personal appearance; consumer guides to planning and purchasing; clothing maintenance and care. 1 s.h. (8 weeks, first quarter). See FCS 318.

318 History of Fashion

A study of the important periods in costume and an analysis of the relationship of fashion to world events. 1 s.h. (8 weeks, second quarter) offered in conjunction with FCS 316.

326 Advanced Nutrition

Problems in the nutrition of various cultures and subcultures; methods of study, and interpretation of the findings of nutrition research; writing a library research paper. 3 s.h. Prerequisite: FCS 271.

337 Institutional Food Preparation

Application of the principles of cookery to large quantity planning, buying, preparing and serving meals to large groups; some consideration of the management problems of institutions. 1 hour lecture, 4 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. 1 hour lecture weekly and 30 hours laboratory in an approved hospital dietary department. 3 s.h.

346 Home Management Experience

Home Management residence in campus apartment, or equivalent experience approved by the department. Supervised direction of activities; planning, directing, controlling, and evaluating the use of available resources. 3 s.h. Prerequisite: FCS 245.

348 Problems in Clothing

Application of various tailoring methods to selection, fit and completion of tailored garments. 3 s.h. Prerequisite: FCS 215 or department approval.

357 Housing and Furnishing

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

364 Practicum in the Nursery School

Principles of guidance of young children; directed experience in a nursery school. 1 hour lecture, 4 hours laboratory weekly. 3 s.h.

369 Household Equipment

A study of the selection, care, design, arrangement and operation of home appliances as a basis for intelligent decision-making in the market place. 2 s.h.

370 a,b,c,d, Cultural and Aesthetic Aspects of Food

Aesthetics of food as related to family meals; cultural implications; economic considerations; application of artistic and scientific principles to distinctive cuisine. 4 short courses, 1 s.h. each. Prerequisite: FCS 170.

a. Meal Management (1 hour lecture, 3-4 hours, laboratory per week, 5 weeks).

b. Meal Service (3 hours lecture per week—5 weeks).

c. Foods of Other Cultures (4 hours discussion—laboratory per week, 8 weeks, evenings).

d. Creative Foods (1 hour lecture, 3-4 hours laboratory per week, 5 weeks).

374 Consumer Economics

Emphasis on the basic principles in the economic decisions of the individual. Detailed attention to the evaluation of income and occupations; family budgeting, savings, estate planning, investments, insurance, short and long term borrowing, installment credit, taxes, retirement income and effects of federal legislation upon family and individual incomes and expenditures. Interdisciplinary approach (see Economics 374). 3 s.h.

376 Principles of Vocational Education

Organization, administration, provisions, requirements, laws and legislation affecting vocational education in secondary schools. See Education 376. 3 s.h.

381 Development of the Young Child

Principles and research findings related to the young child's psychological, social and physical development in the family and the larger environment. 3 s.h.

401 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.

424 Personnel Management

A survey of the field of personnel management, including personnel administration and the formulation and application of policies as a means of creating cohesive working forces within an organization. Includes personnel programming, recruitment and selection procedures; interviewing, testing, job analysis, merit rating plans, remuneration, union-management relations, handling of grievances, positive motivation of employees and service and participation programs. (See Business 424). 3 s.h.

439 The Science of Food

Introduction to the experimental study of food; physical and chemical properties of major types of foods; function of ingredients and effect of treatment on food quality. 1 hour lecture, 4-6 hours laboratory weekly. 3 s.h.

450 Behavioral Aspects of Clothing

Social, cultural and psychological study of clothing; analysis of cultural patterns, social organization, and social and cultural change as they apply to clothing. 3 s.h.

462 Institution Organization and Management

Study of institutional management procedures; organization, cost control, sanitation and safety, physical facilities, selection of equipment for quantity food service; and relationship of floor plans and equipment to service. 3 s.h.

476 Teaching of Home Economics in Secondary Schools

Development of techniques of teaching home economics and family living in secondary schools; a survey of available instructional materials. 3 s.h.

159,259,359,459 Independent Study

Opportunity for intensive research in areas of special interest to the student. 1-6 hours credit. Approval of department chairman.

FRENCH

SR. MARY JEAN WALSH, O. P., CHAIRMAN OF FOREIGN LANGUAGE DEPARTMENT

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. If preliminary study is effected, up to 3 more hours may be earned. See Barry Semester Abroad, p. 36.

101-102 Elementary French

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

203-204 Intermediate French

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

250-251 Conversation and Composition

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

302 The Dynamism of French Literature

In English demonstration. The innovative dynamism of French thought in political and social philosophy and in literary schools. French terminology when a point of departure. 3 s.h. Prerequisite: an elementary knowledge of the French language. Not open to French majors or minors.

305-306 Survey of French Literature

The intensification in France of man's consciousness of himself, his environment, his relationships, as expressed in the literary genres of successive periods. Reading of representative selections and of a few masterpieces in depth. 6 s.h.

331 French Classicism

Formation of the classical ideal in drama and the arts; the perfection of dramatic form and the seventeenth century portrait of man; including selected works of Descartes, Pascal, La Bruyere, Boileau, Corneille, Moliere, Racine, and La Fontaine. 3 s.h.

345 French Lyrics

The nineteenth century romantic movement and the subsequent literary schools of Parnassianism, Symbolism, and Surrealism as exemplified in selected works of French poets from Lamartine to Claudel. 3 s.h.

346 French Novel

A critical evaluation of the schools through which the genre developed. Reading of representative works. 3 s.h.

401 French Phonetics Diction and Conversation

Study and intensive practice of French pronunciation with exercises in diction, phonetic and phonemic transcription, intonation, rhythm of prose and poetry; conversation; correction of individual faults in pronunciation. 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.

359,459 Independent Study

Opportunity for extensive research in areas of special interest to the student. 1 to 3 s.h. each. Prerequisite: Approval of the Department Chairman.

460 Contemporary French Literature

Main currents of thought and literary development in contemporary authors. 3 s.h.

476 Teaching of French in Secondary Schools

Modern French methodology in developing the four language skills; organization of units of work and lesson plans; construction of tests; evaluation of modern texts and materials; teaching demonstrations; use of language laboratory and other audio-visual devices. 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.

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.

304 Afro-Asian Geography

A study of Africa and Asia with an 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. 3 s.h.

305 Latin American Geography

A study of Latin America 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. 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. (Taught at Biscayne College.) 6 s.h.

311 Lessing, Goethe, Schiller

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

312 Contemporary Literature

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

350 German Conversation

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

370 Novella

Analysis of selected novellas. 3 s.h.

380 Drama

Analysis of selected dramas. 3 s.h.

359,459 Independent Study

Opportunity for extensive research in areas of special interest to the student. 1 to 3 s.h. each. Prerequisite: Approval of department.

495 Interdisciplinary Seminar

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

HISTORY

SR. ELIZABETH ANN RICE, O. P., CHAIRMAN

Personal integration of a student's knowledge and sensitive social consciousness 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.

MAJOR:

Requirements for a history major are 30 semester hours with a minimum of 18 upper biennial hours.

Required courses: 101, 102, 201, 202, 401 and 476 (for students in secondary education).

MINORS:

History—20 semester hours: 101, 102, 201, 202 and 8 semester hours with this subject field in upper biennial courses.

Social Science—(with a history major fulfills Florida requirements for certification in social studies):

Political Science (including 301 Am. Gov.)6 s.h.

Geography (including 203 Physical Geog.)6 s.h.

Economics3 s.h.

Sociology3 s.h.

The remaining 2 hours in any of the above or Cultural Anthropology.

Political Science—20 semester hours minimum including:

301, 8 semester hours within this subject field in upper biennial 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.

105 Contemporary Issues in Europe

Three contemporary issues taught in modules. 1 s.h. for each module.

106 Contemporary Issues in the United States

Three contemporary issues taught in modules. 1 s.h. for each module.

201,202 History of the United States

A broad topical survey of American history using both original and secondary sources; includes the evolution of democratic government and the oper-

ation of dominant social values, especially in the recent period. The first semester concludes in 1877; the second semester continues from 1877 to the present. 6 s.h.

307,308 History of Asian Civilizations

The history of two Asian civilizations with major emphasis on the institutions, religions, literature, and fine arts. The first semester deals with the period ending about 1600; the second semester continues from 1600 to the present. 6 s.h.

309-310 History of World Art

Survey of arts from ancient civilization to the impressionist period; contemporary trends as influenced by impressionism and the movements which followed in the nineteenth and twentieth centuries. See Art 309-310. 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. (Taught at Biscayne College.) 3 s.h.

311 The Renaissance

Europe in the fourteenth and fifteenth centuries. The rise of the national monarch; beginnings of modern capitalism; scientific and artistic accomplishments. (Taught at Biscayne College.) 3 s.h.

320 Economic History of the United States

Industrial progress from the colonial period to the present: the integration of economic and historical forces which influenced American social and political development. See Economics 320. 3 s.h.

337 Ecclesiastical History

The origin and growth of the Christian Church from the Israelitic concept to the **qahal** Jahweh and the formation of the local **ecclesia** to the universal Catholicity of patristic and medieval times; the post-reformation Tridentine Church and the new ecclesiology of Vatican II (see Religious Studies 337). 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. (Taught at Biscayne College.) 3 s.h.

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. (Taught at Biscayne College.) 3 s.h.

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 (Taught at Biscayne College.) 3 s.h.

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 Consti-

tution; growth of political parties; the War of 1812 and its aftermath; the Missouri Compromise; the Monroe Doctrine. (Taught at Biscayne College). 3 s.h.

383 Spanish Colonial Institutions

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

384 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.

403-404 American Diplomatic History

A study of significant topics in American diplomatic history. The first semester includes the eighteenth and nineteenth centuries; the second treats the twentieth century. 6 s.h.

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.

421 Age of Absolutism 1648-1789

An advanced survey of Europe from the Peace of Westphalia to the outbreak of the French Revolution; special emphasis is given to the hegemony of France, the "Second Thirty Years' War," and the Newtonian Revolution in science. (Taught at Biscayne College.) 3 s.h.

422 French Revolution and Napoleon

A study of the French Revolution and its various phases; the rise to eminence of Napoleon Bonaparte; the career of Napoleon; a consideration of the impact of the French experience on the modern world. (Taught at Biscayne College.) 3 s.h.

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.

431-432—English Political and Constitutional History

The growth and development of the English state and the British Empire, with special emphasis on the influences each has exercised on the United States. The first semester concludes with the Stuart accession to the throne; the second reviews English development through the great imperial phase to the present state of the Commonwealth. See also Political Science 431-432. 6 s.h.

435-436 History of Europe in the Twentieth Century

Europe since 1914 and major world events which influenced European politics; the first semester covers the period to 1945; the second covers the period since 1945. 6 s.h.

✓159-259,359-459 **Independent Study**

Opportunity for extensive research in the historical area of special interest to the student. 1-3 s.h. each level. Prerequisite: Approval of Department Chairman.

✓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.

✓471 **American Historiography**

A treatment of some traditional and revisionist writers of American history; their ideas and schools; their influence on various issues in American history. 3 s.h.

476 Teaching of Social Studies in Secondary Schools

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 audio-visual materials. 3 s.h.

HUMANITIES

201, 301 Humanities in the 20th Century

An interdisciplinary approach to the history, drama, art, music, philosophy and literature of the twentieth century. Selected cultural activities will be made available to the students to aid in correlating theory and experience. 3 or 6 s.h.

JOURNALISM

This program is offered primarily to enhance the liberal arts education with a study of the role of mass media in modern society. Students may minor in journalism by earning 20 semester hours. Each journalism minor is required to contribute to a campus newspaper for 6 semesters and to intern with a newspaper for a minimum of 5 weeks.

107 Introduction to Mass Communication and the History of the Press

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.

108 Techniques for Reporting

Basic skills in news gathering, developing techniques in interviewing, covering speeches, and familiarizing students with general source materials; writing simple news stories. Required for students wishing to write for and assist in publishing the campus newspaper. 3 s.h.

242 Interpretive Reporting

A study of the principal art of reporting the news with knowledge and understanding; practical exercise in interpretive and depth reporting enabling the student to report events accurately and significantly. 3 s.h.

245,345 Copy-editing and layout

Techniques of editing, with practical exercises in copy-reading, headline writing, typography, advertising, photography, and lay-out. 2 s.h.

243,244,343,344 Laboratory Practice

Applying mechanical skills in newspaper production to the regular editions of the campus newspaper; covers proofreading, copyreading, headlines writing, and principles of page make-up. 6-8 s.h.

401 Principles of Advertising

Survey of the entire field of advertising in its social, economic, and management contexts. Consideration is given to advertising research, preparing the advertising campaign, appropriations, selection of media; layout; copy, printing and engraving methods. See Business 401. 3 s.h.

442 Problems of the Press

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 Public Relations

The study of various public relations media. Emphasis on cases and readings from professional journals. An historical and psychological aspect of public relations discussed in context with and in relationship to various public media (see Business 462). 3 s.h.

470 Seminar in Journalism

Investigation of a problem. 3 s.h.

476 Teaching High School Journalism

Designed to meet the needs of newspaper advisers 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. Prerequisite: Journalism 108.

490 Supervised Publications Work: Internship

Actual experience in directed publication projects in conjunction with a newspaper for a minimum of five weeks. Open only to journalism minors by special permission. 4 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 an elective.

101-102 Elementary Latin: The Basic Structures

A linguistic approach to Latin phonology, morphology, and basic structures; selected readings. 6 s.h.

210 Survey of Latin Syntax

A comprehensive review of Latin grammar and syntax; practice in saying, hearing, writing, and understanding the Latin in patterns and in thought sequence. Recommended for students with two years of high school Latin. 3 s.h.

214 Roman Mythology

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

216 Roman Epic

Selections from Virgil's **Aeneid**; comparison With Homer's **Iliad** and **Odyssey**. 3 s.h.

308 Roman Lyrical Poetry

Critical study of selected readings from Virgil's *Eclogues*, Horace's *Odes*, and Catullus' *Lyrics*. 3 s.h.

309 History of Latin Literature

A study of the masterpieces of Roman literature through the medium of English translations. 3 s.h.

405 Classical Culture and Civilization

Designed to equip students with a deeper understanding of Roman culture and its influence on Western civilization through a comprehensive study of its archaeological discoveries, history, art, and literature. 3 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.

459 Independent Study

Opportunity for extensive research in areas of special interest to the student. 1-3 s.h. Prerequisite: approval of the Department Chairman.

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.

490 Classical Etymology of English

A linguistic analysis of the Greco-Roman content of the English language and its development, designed to acquaint the student with a greater understanding and appreciation of the classical elements in English derivatives. See English 490. 3 s.h.

491 Comparative Literature

A comprehensive study of Greco-Roman mythology designed to acquaint the student with the classical heritage of literature, art, music, drama, and archaeology. See English 491. 3 s.h.

495 Interdisciplinary Seminar

Study of a specific literature 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. See English 320. 3 s.h.

321 Books and Related Materials for Children

Materials and their uses for pre-school and elementary school children with emphasis on the reading of many books, and the examination of all types of printed and audio-visual materials; 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 understanding, 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. See Education 461. 3 s.h.

463 Introduction to Librarianship

An introduction to the history of librarianship designed to acquaint students with the various types of service offered in the modern library as a social, cultural and educational institution. Open to all who may wish to explore the profession. 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.

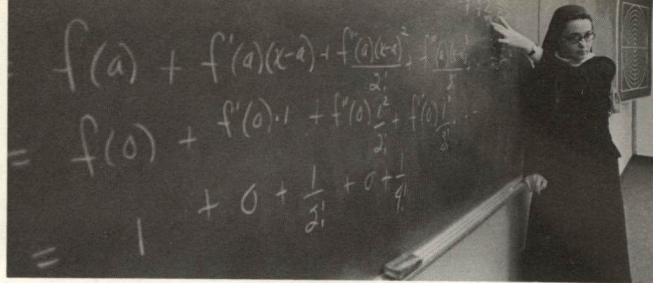
MATHEMATICS

SR. PAUL JAMES VILLEMURE, O. P., CHAIRMAN

The objectives of the mathematics department are: to create an appreciation for the beauty and power of mathematics; to develop 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, philosophy.

101 General Mathematics

Consideration of the nature and application of mathematics for liberal arts students; development of the real number system; extension of algebraic and geometric concepts; logic. 3 s.h.

111 Pre-Calculus Mathematics

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

152 Elementary Probability and Statistics

Description of sample data; probability; sampling; special distributions; estimation; testing hypotheses; applications adapted to needs of students. Not for mathematics majors. 3 s.h.

201 Elementary School Mathematics I

Structure of systems of numeration; real number system; elementary operations. 3 s.h.

202 Elementary School Mathematics II

Equations and inequalities; basic ideas of plane and space geometry; probability and permutations. 3 s.h. Prerequisite: Mathematics 201 or its equivalent.

211 Calculus I

Introductory calculus: limit and approximation; differentiation and integration of elementary functions; applications; 4 s.h. Prerequisite: Mathematics 111 or qualifying test.

212 Calculus II

Theory and techniques of calculus: advanced techniques of differentiation and integration; theory of curves; limits of sequences; series. 4 s.h. Prerequisite: Mathematics 211.

213 Calculus III

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

221 Differential Equations

Linear equations; numerical approximations; integration in series; special types: Laplace transforms. (Taught at Biscayne College.) 3 s.h. 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. (Taught at Biscayne College.) 6 s.h. 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. (Taught at Biscayne College.) 3 s.h. Prerequisite: Mathematics 213.

317 Introduction to Topology

Sets and functions; metric spaces; topological spaces; compactness; separation; connectedness. (Taught at Biscayne College.) 3 s.h. Prerequisite: Mathematics 213.

321 Euclidean Geometry

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

322 Projective Geometry

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

331 Algebraic Structures

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

332 Linear Algebra

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

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 variables, 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

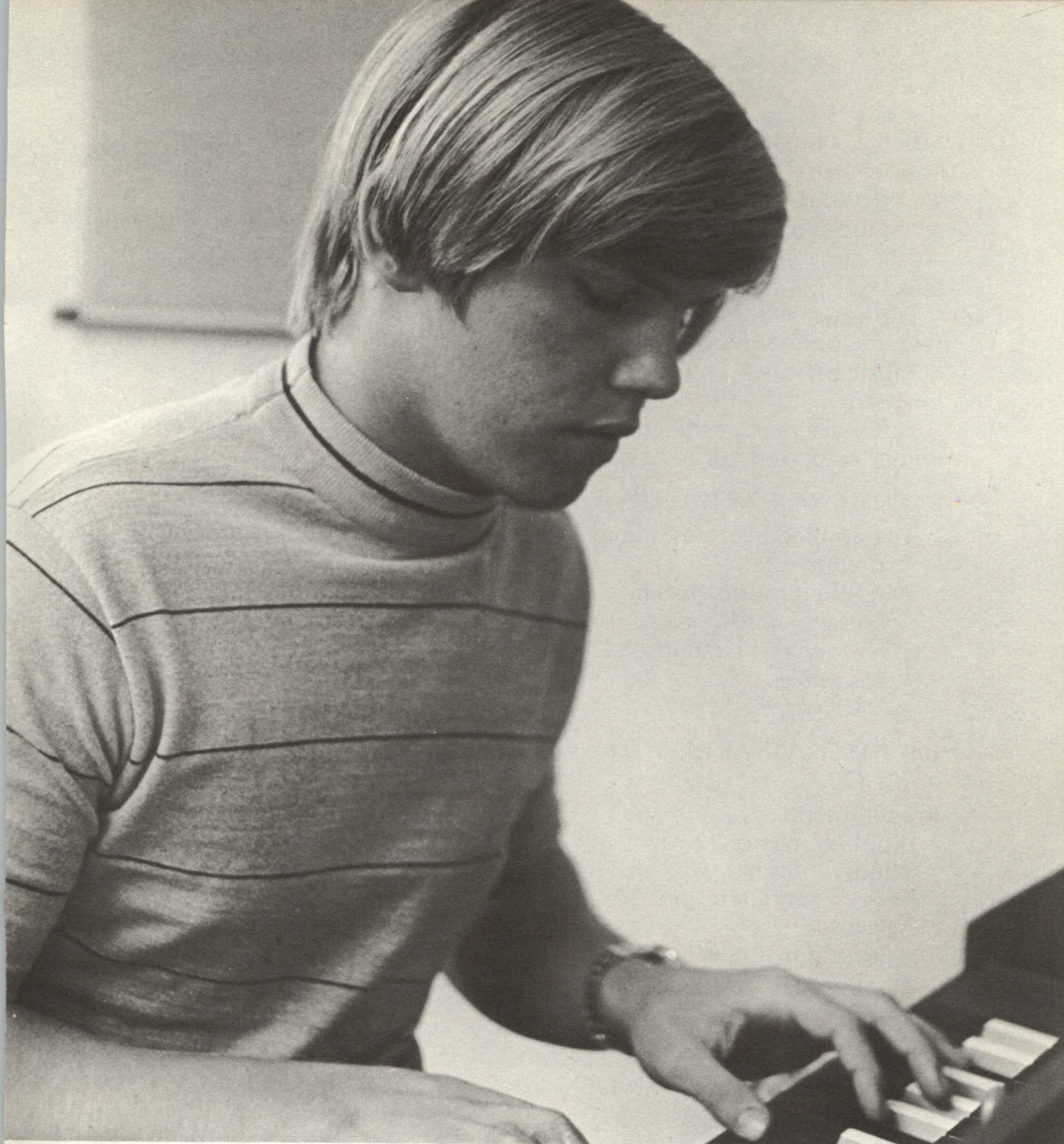
History and literature in the field; contemporary problems; leading contributions. 2-3 s.h. Prerequisite: Approval of department.

476 Teaching of Mathematics in Secondary Schools

Aims, principles, materials, and techniques for teaching mathematics in secondary schools. 3 s.h. Prerequisite: Approval of department.

159,259,359,459 Independent Study

Opportunity for research in areas of special interest to the student. 1-3 s.h. each level. Prerequisite: Approval of department.



MUSIC

SR. MARIE MADONNA OLIVER, O. P., CHAIRMAN

Each student, especially in the arts, has a unique talent. The Music Department tries to discover the individual capacity of each student, his desires and projected goals in the field of music and then provides the opportunities to help him reach these goals, whether they may be in the field of performance or teaching. This is done in the atmosphere of the broadening awareness provided by the liberal arts college where not only the music itself but the study of the other humanities and related subjects stimulates the student to a deeper artistic understanding. The Music Department considers that it has a special role in offering course opportunities and its facilities to students of other departments.

Barry is situated in Miami which provides many cultural experiences. Besides Barry's own Culture Series and the campus programs, students are encouraged to attend the Greater Miami Symphony Orchestra Concerts, the Opera Guild's annual performances with Metropolitan guest artists, concerts presented by local choral groups and chamber ensembles.

Freshmen wishing to major or minor in music are given placement tests in applied music and theory. This is done during orientation week.

Music majors give a recital in their sophomore year and in their senior year.

Juries are held at the end of each semester at which students earning credit in applied music perform representative works.

BACHELOR OF ARTS WITH A MAJOR IN APPLIED MUSIC (60 s.h.)

The applied instrument may be either vocal or instrumental.

Requirements:

Applied music: 16 s.h.

Theory: 18 s.h.

History and Literature: 13 s.h.

Ensemble: 8 s.h.

Electives: 5 s.h.

BACHELOR OF ARTS WITH A MAJOR IN MUSIC EDUCATION (CHORAL) (60 s.h.)

Requirements:

Applied music: 12 s.h.

Theory: 18 s.h.

History and Literature: 10 s.h.

Ensemble: 7 s.h.

Music Education: 8 s.h.

Electives: 5 s.h.

✓ Professional Education (See page 57)

BACHELOR OF ARTS WITH A MAJOR IN MUSIC EDUCATION (INSTRUMENTAL) (60 s.h.)

Requirements:

Applied music: 12 s.h.

Theory: 18 s.h.

History and Literature: 10 s.h.

Ensemble: 7 s.h.

Music Education: 12 s.h.

Professional Education (See page 57)

REQUIREMENTS FOR MUSIC MINOR: (20 s.h.)

Applied music: 4 s.h. (2 s.h. must be 135 or above.)

Theory: 8 s.h.

History and Literature: 4 s.h.

Ensemble: 4 s.h.

2 semester hours credit will be given for 1 lesson in vocal or instrumental music with 12 hours of practice per week; 1 semester hour credit will be issued for 1 lesson with 6 hours of practice per week.

APPLIED MUSIC

Piano, organ, harpsichord, voice, strings, woodwind, brass.

120 Piano/Voice

Designed for prospective teachers and/or beginners. Taught in classes of four to eight. n.c.

123-126 Applied Music

Preparatory courses for non-specializing students. Taught in groups or individually. These courses may not be applied toward a major. 8 s.h.

135-136 Applied Music

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

287-288 Applied Music

Further technical study and literature of greater difficulty. 4 s.h.

335-336 Applied Music

Development of repertory. 4 s.h.

337-338 Applied Music

Continuation of Music 336. 4 s.h.

487-488 Applied Music

Preparation for senior recital. 4 s.h.

489-490 Applied Music

Continuation of 488. 4 s.h.

MUSIC THEORY

100 Review of Fundamentals

Review of the fundamentals of music theory. Designed for students who do not qualify in placement tests for Music 109. n.c.

109 Theory I

Study of melodic, harmonic, and rhythmic elements of music through dictation, sight singing, keyboard and written exercises. 4 s.h.

110 Theory II

Continuation of 109 including study of dominant and supertonic seventh chords, modal scales, key relationships, modulations, transposition, four-part writing. 4 s.h.

211 Theory III

Music of the 18th and 19th centuries; emphasis on part-writing, analysis and dictation; chromatic harmony. 3 s.h.

212 Theory IV

Continuation of 211. Introduction to techniques of modern harmony.

305 Counterpoint

Practical study of medieval modes and vocal polyphony of the motet and the Mass up to and including five-part writing. 2 s.h.

306 Counterpoint

Practical study of counterpoint as used in the works of Bach; includes the invention, chorale, prelude, fugue; extensive analysis of the music of the period. 2 s.h.

✓ **311-312 Orchestration**

Study of instrumentation, scoring for various sized orchestras, score reading of master works. 2 to 4 s.h.

✓ **493-494 Composition**

Composition in smaller forms both instrumental and vocal; rondo, variation, sonatina and free forms. 2 to 4 s.h.

✓ ✓ ✓ ✓ **MUSIC HISTORY AND LITERATURE**

✓ **209-210,309-310 Survey of Music History & Literature**

Designed for music majors but open to non-music majors with sufficient music knowledge to profit from the course. History of music with emphasis on cultural and general historical background; particular attention given to the development of a technique for listening analytically and critically to music. Required of all sophomore music majors. 4 s.h.

✓ **301 Introduction to Music Literature**

Designed for non-music majors; no previous musical knowledge or training required. An introduction to music listening through a study of the major works of the classic, romantic and modern periods. 3 s.h.

✓ **303 Opera**

Survey of operatic literature from Monteverdi to Contemporary. 2 s.h.

314 Medieval and Renaissance Music

An integrated study of the form, analysis, literature and history of the music of these periods. Live and recorded performances. 3 s.h.

315 Baroque and Classical Music

An integrated study of the form, analysis, literature and history of the music of these periods. Live and recorded performances. 3 s.h.

316 Romantic and Modern Music

An integrated study of the form, analysis, literature and history of the music of these periods. Live and recorded performances. 3 s.h.

319 The Art Song

Designed to familiarize the student with the repertory of old Italian arias, cantatas, oratoric arias and operatic arias; emphasis on German lieder and the art songs of French, Russian, Spanish, Italian, English and American composers. 2 s.h.

320 Piano Literature

Survey of the literature for the keyboard from the music for pre-piano instruments to the present with emphasis on stylistic analysis. 2 s.h.

MUSIC EDUCATION

168 *Percussion Class

Elements of playing the various percussion instruments. 2 s.h.

169 *Woodwind Class

Elements of playing woodwind instruments. 2 s.h.

170 *Brass Class

Elements of playing brass instruments. 2 s.h.

171 *String Class

Elements of playing string instruments. 2 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. 2 s.h.

✓375 **Piano Pedagogy**

Methods of teaching piano. 2 s.h.

✓376 **Teaching Music in the Elementary School**

Prerequisite: Music 120. Fundamentals of music; development of vocal skills; performing experience on simple instruments used in elementary grades; methods of music teaching and selection of materials. 3 s.h.

✓384 **Conducting**

Fundamentals of conducting. 2 s.h.

✓385 **Advanced Conducting**

Continuing development of baton technique, with attention given to technique of reading and conducting scores. 2 s.h.

476 **Teaching Music in the Secondary School**

A study of the secondary vocal and instrumental program, general music class, theory and music literature courses. 3 s.h.

159,259,359,459 **Independent Study**

Opportunity for extensive research in areas of special interest to the student. 1-3 s.h. each level. Prerequisite: Approval of Department Chairman.

ENSEMBLE

Music Majors belong to at least 1 ensemble each semester.

173-373 ***Orchestra**

Designed for music majors and those from other departments who qualify. 8 s.h.

172-372 ***Band**

Designed for music majors and those from other departments who qualify. 8 s.h.

180-380 **Chamber Choir**

Designed for music majors and those from other departments who qualify. 8 s.h.

182-382 **Community Chorus**

Designed for students from all departments and members of the local community. 6 s.h.

NURSING

SR. SHEILA MARIA LEWIS, S.C.N., ACTING CHAIRMAN

The purpose of the nursing program is to offer a student a baccalaureate education which will prepare her as a professional nurse. The program, within a basic Christian humanistic framework, aims to lay a foundation for: safe nursing practice, the progression to positions requiring beginning administrative skills without additional education,

*Orchestra and Band are taught in collaboration with Dade Junior College North Campus

continued personal and professional growth and graduate study in nursing. The program is accredited by The Florida State Board of Nursing and The National League for Nursing.

Requirements: Before beginning the nursing major, the candidate will have satisfactorily completed all prerequisite courses and have achieved at least a 2.0 (C) cumulative grade-point average. Students transferring from other institutions must have at least a 2.0 standing in the prerequisite courses.

Prerequisite courses:

1. Communication Arts (oral & written)
2. Biology 152, 230, 325
3. Family & Consumer Science 271
4. Psychology 281
5. Philosophy 152
6. Physics 151

For any exception to the above policies, permission of the Chairman of the Nursing Department is required.

Academic Standards

In accord with college requirements, it is necessary that the student in the Department of Nursing maintain a minimum grade-point average of 2.0. The following policies are required in addition to general college standards:

1. If a student receives an F in Physics, Biochemistry, or Micro-biology, the course must be repeated with a passing grade.
2. If a student receives an F in Anatomy she may not register for clinical nursing courses until she repeats with a passing grade.
3. If a student receives an F in Physiology she may not register for future clinical nursing courses until she repeats with a passing grade.
4. In the event that a grade lower than a C is received in any nursing course, the individual student's academic and advisee records will be evaluated by the nursing faculty. Depending upon this evaluation the student may be allowed to continue in nursing, repeat the nursing course, or be counseled to withdraw from the program.

Nursing Program Course Requirements

Nursing Major: (56 s.h.) 201, 277, 371, 372, 459, 464, 481, 492, 496.

General Education: Family Consumer Science 381 (3 s.h.); Biology 331, 332 (6 s.h.); Sociology (6 s.h.); Philosophy 453 (3 s.h.); Electives (12 s.h.).

Description of Courses

The major curriculum threads of the nursing major are: (1) the problem-solving method. (2) growth and development process and (3) stress and adaptation. The major content threads of the curriculum are: (1) the family, (2) the dynamics of communication, (3) socio-cultural influences and (4) biophysical responses.

The three curriculum threads and four major content threads provide the structure through which the content and process of nursing are studied. The nursing courses are planned to facilitate the extension and refocus of knowledge previously acquired in nursing and other disciplines.

201 Nursing Process

3 hours discussion, seminar, lecture; 15 hours laboratory. Corequisite Biology 331, Family and Consumer Science 271, 381 or permission of Instructor.

The focus is upon clinical study of the professional nursing process. Emphasis is on the formulation and implementation of nursing care plans which reflect clinical application of the problem-solving approach and the acquisition and integration of skills necessary for the student to provide nursing care to patients and families. The student is required to formulate patient care problems, state nursing diagnoses, collect, analyze and utilize pertinent patient data obtained through observation, reading and interview techniques. She is also expected to select appropriate nursing measures for implementing the plan of care. Concepts of stress and adaptation are introduced. Experience is in a hospital setting. 8 s.h.

277 Nursing Care of Mothers and Newborns

3 hours discussion, seminar, lecture. 12 hours laboratory. Prerequisite: Nursing 201; Corequisite Biology 332; Sociology.

The study of the role of nursing during the maternity cycle including the neonatal period; focuses on stress and adaptation as manifested in these phases. The course is based upon a family-centered approach with the application of growth and development concepts and emphasis on the psychosocial and cultural factors which affect adaptive behavior. The nursing process as introduced in Nursing 201 is utilized in the study of maternal and neonatal nursing. Experiences are provided in clinics, physicians' offices, hospital and home settings. 7 s.h.

377 Nursing Care of Children

3 hours discussion, seminar, lecture. 12 hours laboratory. Prerequisite Nursing 277.

The study and care of children from infancy through adolescence utilizing as a base the nursing process. The course is based upon a family-centered approach with application of growth and development concepts throughout the periods of infancy and adolescence. Experiences are provided in clinic, nursery school, and hospital settings. 7 s.h.

378 Nursing Care of the Adult Patient

3 hours discussion, seminar, lecture. 15 hours laboratory. Prerequisite: Nursing 377.

Emphasis is on continued development of the student's skill in utilizing the nursing process in caring for adult patients and families whose conditions require adaptations to limitations on daily living, interruptions of return to the community and changes in body image. Experiences in assessment of patients' and families' adaptive patterns, and implementation of a plan of care to support successful coping processes are provided in hospital settings. 8 s.h.

464 Nursing Care of the Psychiatric Patient

3 hours discussion, seminar, lecture. 12 hours laboratory.

This course provides for the extension and refocus of previously acquired

knowledge of the behavioral and psycho-dynamic concepts and theories as applied within the clinical setting of psychiatric nursing. Opportunities are provided for new learnings about the psycho-pathology of human behavior concurrent with present treatment modalities. Emphasis is placed on current concepts of interpersonal and intrapersonal interaction. 7 s.h.

481 Community Health Nursing

3 hours discussion, seminar, lecture. 12 hours laboratory. Prerequisite or Corequisite Nursing 492.

The study of nursing as an integral part of an organized community effort for the delivery of personal and environmental health services. This is accomplished through study of the nursing process as applied to the family and community and through supervised clinical practice in a health agency. Opportunities are provided for learning how to identify the health problems of a community and how community health programs are developed to meet these problems. Experiences are provided in school and health agencies, the home and industry. 7 s.h.

492 Principles of Epidemiology

2 hours discussion, lecture.

Basic principles, contemporary concepts, and historical and current uses of epidemiology, including agents, host and environmental factors related to disease occurrence and geographic distribution are studied. Consideration is given to the natural history, prevention and control of selected infectious and non-infectious diseases of current interest, and the role of the nurse in collaborative investigation and surveillance for the control of these diseases. 2 s.h.

496 Leadership in Nursing

2 hours discussion, seminar, lecture. 15 hours laboratory.

Principles of management and concepts of leadership, creativity, decision making and change as they pertain to nursing functions in the clinical setting are presented. Emphasis is on the development of leadership skills in working with members of the nursing team in planning and implementing care for groups of patients and assisting other members of the nursing team in utilizing the nursing process in their area of competence. The study of current and projected trends in nursing will serve as a basis for exploring the legal and professional responsibilities of the nurse to himself, his profession and society. 7 s.h.

359,459 Independent Study

Opportunity for extensive research in areas of special interest to the student. 1-3 s.h. each level. Prerequisite: Departmental approval.

PHILOSOPHY

SR. AGNES CECILE PRENDERGAST, O. P., CHAIRMAN

Philosophy is the way of understanding all reality through human reason alone. To philosophize is to attempt to formulate the ultimate answers to the most basic questions concerning man and his world. The principles gained in this discipline aim at unifying all other studies. The various philosophy courses seek to present and evaluate the positions and methods of the great philosophers; to interrelate philosophy with other disciplines in considering contemporary problems; and to encourage critical thinking. The philosophical experience has as its goal the attainment of wisdom.

151 Discovering Philosophy

The student is given an opportunity to recognize, to formulate, and to clarify representative problems of human experience and knowledge. 3 s.h.

152 Methods of Reasoning

A comparative study of various methods of reasoning, including deduction and induction, traditional formal logic, elements of symbolic logic, and criticism of fallacious reasoning. 3 s.h.

210 Philosophy of Nature

Fundamental natural philosophy: relations with the specialized sciences; subject form, privation; the concept of nature; the four causes; determinism vs. indeterminism; motion, place, time; continuum; proof of a prime mover. (Taught at Biscayne College.) 3 s.h.

283 Philosophical Psychology

An investigation of man's origin and destiny; his materiality and spirituality; his individual and social nature; human freedom; cognition and volition; the different order of his needs; and his unity within the complexity of activities. 3 s.h.

313 Philosophy of Art

A philosophical study of the nature of art; the relation between the several arts; principles of art criticism; religious art and symbolism. See Art 313, 3 s.h.

314 Metaphysics

The science of being as being; analogy and unity; substance and accidents; potency and act; the transcendentals; the principles of knowledge; causes of being; five proofs for the existence of God. (Taught at Biscayne College.) 3 s.h.

332 Ethics

An inquiry into the nature of the human good; moral good and evil; moral habits; law and obligation; man's ultimate end; critical analysis of moral systems. (Recommended preparation: Philosophy 283.) 3 s.h.

355 Philosophy of Politics

A chronological treatment of the political theories of the major philosophers from classical to modern times. See Political Science 355. 3 s.h.

363 Philosophy of Religion

Selected problems in natural theology from a philosophical viewpoint: religious language; faith and revelation; approaches to God; miracles; the question of evil; the destiny of man; death, immortality. (Taught at Biscayne College.) 3 s.h.

411 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. (Taught at Biscayne College.) 3 s.h.

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. (Taught at Biscayne College.) 3 s.h.

453 Bio-Medical Ethics

An interdisciplinary investigation and discussion of fundamental problems: life and death; human experimentation and modification; reproductive control; professional and social responsibilities (see Religious Studies 453). 3 s.h. (Recommended preparation: Philosophy 332.)

455 History of Ancient and Medieval Philosophy

An examination of the major ideas of the great ancient and medieval thinkers in the context of their origin, development, and subsequent influence on western culture. 3 s.h.

456 History of Modern and Contemporary Philosophy

An examination of the major ideas of the great modern and contemporary thinkers in the context of their origin, development and influence on western culture. 3 s.h.

359,459 Independent Study

Opportunity for research in areas of special interest to the student. 1-3 s.h. each level. Prerequisite: Approval of department.

461 Philosophical Classics I

An examination of the basic writings of the great thinkers in Western philosophy from its beginnings through the scholastic period. 3 s.h.

462 Philosophical Classics II

An examination of the basic writings of the great thinkers in Western philosophy of the modern and contemporary periods. 3 s.h.

487 Seminar

Study and discussion of special topics in philosophy, determined by needs and interests of students. 1-3 s.h.

PHYSICAL EDUCATION

MRS. NEILL MILLER, CHAIRMAN

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 maintain fitness for living, provide a foundation for worthy use of leisure time, and prepare for future recreational participation. "A sport for every girl and a girl for every sport." Students may elect to register for any of the activity courses offered.

105 Beginning Activities

Activities offered include: Archery, Badminton, Basketball, Bowling*, Canoeing, Figure Improvement and Conditioning, Ballet, Modern Dance, Fencing, Golf*, Gymnastics, Horsemanship*, Judo and Self Defense, Sailing*, Skin and Scuba Diving*, Swimming, Synchronized Swimming, Tennis, Volleyball, and Water Skiing*. (*Students registering for these classes pay a special fee.) 1 s.h.

106 ✓ Intermediate Activities

See Physical Education 105. 1-3 s.h. Prerequisite: Physical Education 105 in the same activity or permission of the Department Chairman.

107 Advanced Activities

Classes are offered at the advanced skill level upon request. 1-3 s.h. Prerequisite: Physical Education 106 in the same activity or permission of the Department Chairman.

307 Intercollegiate Sports

Participation on Intercollegiate Sports Teams. 2-3 s.h.

Major Program

In its major program, the Department of Physical Education aims to fulfill the need for trained leaders in the field of Physical Education.

Requirements for Majors:

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

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

Requirements for Minors: Courses to meet the specific needs of each student wishing to minor in Physical Education.

(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 & Field Sports I

214 Team & Field Sports II

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.

271 Intramural Management

Practical experience in managing Intramural sports and activities. 1-3 s.h.

320 Teaching Team and Individual Sports

Methods, materials and organizational procedures for teaching these activities on the elementary and secondary level, safety procedures, content mate-

rial 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.

✓ **322 Teaching Gymnastics and Dance Activities**

See Physical Education 320. 3 s.h.

325 Officiating Team and Individual Sports

WNORC tests in volleyball, basketball, softball, badminton, and practical experience in officiating these sports. 2 s.h.

✓ **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. See Education 344. 3 s.h.

✓ **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.

✓ **159,259,359,459 Independent Study**

Opportunity for extensive research in areas of special interest to the student. 1-3 s.h. each level. Prerequisite: Approval of the Department Chairman.

✓ **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 and mental defects, corrective therapeutic exercises, and physical education activities for the handicapped. Observation and practical work. 3 s.h.

✓ **484 Tests and Measurement in Physical Education**

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

499 Directed Internship

A program of observation and practical experience in a Physical Education area of the student's choice. For the student who does not wish to pursue teaching in the public or private schools. 3-6 s.h.

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 1, which is prerequisite. Atomic and molecular structure, chemical behavior, concepts in geology. Two hours lecture, two hours laboratory weekly. 3 s.h.

151 Introductory Physics

Elements of mechanics, electricity and wave phenomena. For nursing students and others requiring a one semester course. Three hours lecture, two hours laboratory weekly. 4 s.h.

201-202 General College Physics

Mechanics, heat, sound, electricity and magnetism, optics. For students of science and mathematics. Three hours lecture, three hours laboratory weekly for two semesters. 8 s.h.

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.

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.

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.

304 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. (Taught at Biscayne College.) 3 s.h.

321 American Foreign Policy

The process and machinery of the State Department in policy determination and the role of interest groups as they affect foreign policy. Special attention will be given, by area analysis, to the current problems of American foreign policy. (Taught at Biscayne College.) 3 s.h.

322 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. Landmark decisions will be studied in seminar discussions using the case method. (Taught at Biscayne College.) 3 s.h.

355 Philosophy of Politics

A philosophical, chronological treatment of the political theories of the major philosophers from classical to modern times. See also Philosophy 355. 3 s.h.

411 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 (Taught at Biscayne College.) 3 s.h.

421 European Comparative Government

Comparison of significant features of the government of the major European countries. (Taught at Biscayne College.) 3 s.h.

422 Latin-American Comparative Government

A survey of Latin-American government structure in general. (Taught at Biscayne College.) 3 s.h.

431,432 English Political and Constitutional History

The growth and development of the English state and the British Empire, with special emphasis on the influences each has exercised on the United States. The first semester concludes with the Stuart accession to the throne; the second reviews English development through the great imperial phase to the present state of the Commonwealth. See History 431,432. 6 s.h.

431 International Relations

A survey course that is an account of the international political scene today and which deals with the facts that explain world events and people as shown by their political and military history, and their power capabilities. (Taught at Biscayne College.) 3 s.h.

432 International Law

A survey course in the instruments of world politics, describes the principles of international law and international organization for the purposes of maintaining peace and assuring the common welfare; gives consideration to the varied points of view of occidental and oriental states, old and new states; Communist and anti-Communist states. (Taught at Biscayne College.) 3 s.h.

RELIGIOUS STUDIES

SR. MARY MULLINS, O. P., CHAIRMAN

The department of religious studies is a center for creative teaching and learning in an atmosphere of freedom with opportunity for the growth of persons into the fullness of their human potential as children of God in the image of His Son. The inter-disciplinary curriculum provides occasion for the dialogical relationship of theology with other humanistic studies and thus acknowledges the revelatory value of man's experiential awareness of himself and his world.

A minor sequence in religious studies may be pursued under the direction of the department faculty; plans for a major sequence are in process of development.

121 The Religious Experience of Mankind

The essential transcendence of the human person in relation to the self-revelation of God in human history; the response of man to the experience of the sacred. 3 s.h.

122 The Christ-event in Contemporary Context

The study of the New Testament and other sources related to the historical reality of Jesus; the current impact of His life upon human history and hope. 3 s.h.

210 Christ in His Sacraments

Analysis of the Sacraments as encounter with the risen Lord; emphasis on Baptism, Eucharist, and Marriage; the role of sacramental liturgy in the post-conciliar Church. 2 s.h.

211 Religion in Contemporary Society

An attempt to evaluate the religious dimension in relation to the social dynamism of our pluralistic, technological era; modern man's experience of the transcendent and his attitude toward the sacred in the light of the Judaeo-Christian heritage. 2 s.h.

213 Conflicts in Christian Ideology

The impact of recent cultural changes upon the traditional world-view of Christianity; the tendency of Vatican II toward a new church-world relationship and the consequences of this trend in contemporary Catholicism. 3 s.h.

214 Contemporary Christian Morality

The value choices manifest in the teaching and example of Jesus; the basic moral option and the nature of personal responsibility in conscience formation; the influence of charity in the moral decisions of a Christian, critical areas in contemporary moral teaching and practice. 3 s.h.

215 Liturgy as the Celebration of Life

The dynamic tendency of man to express his awareness of the awesome and attractive Presence that draws his attention but transcends his knowledge; the meaning of symbolic action as paradigmatic of man's living experience of himself and his world; the history and validity of Christian worship. 3 s.h.

301 Theism and Atheism

A scientific investigation of theological truth; an intellectual analysis of God's existence and attributes; the confrontation of conflicting theories by inductive and inventive method. 2 s.h.

302 Theology of Creation

A study of the fact of creation and the ultimate causes of material reality; man's position in the world; the governance of the universe; the evaluation of contemporary research. 2 s.h.

306 Woman in the Scripture

The physical, psychological, social, and historical reality of woman as companion and equal of man in the search for God and in the service of His people. 2 s.h.

310 The Christian Mission of the Family

The mission of the Church in the world according to the teaching of the Sec-

ond Vatican Council; the vital role of Christian laity in the social, economic, and political life of mankind; the mystery of human love in marriage and family life as sign and reality of God's saving presence among men. 2 s.h.

325 Theology of Revelation and Catechesis

Scriptural and doctrinal testimony to God's revelatory action; the effect of continuing revelation upon situation catechesis; the place of Scripture, doctrine, liturgy, and community witness in the catechetical process. 2 s.h.

337 Ecclesiastical History

The origin and growth of the Christian Church from the Israelitic concept of the **qahal** Jahweh and the formation of the local **ecclesia** to the universal Catholicity of patristic and medieval times; the post-reformation Tridentine Church and the new ecclesiology of Vatican II. See History 337. 3 s.h.

414 Religious Anthropology

The study of man in the physical, psychological, philosophical, and theological aspects of his being; human potential for religious experience; manifestations of religious attitudes of belief, worship, and practice with analysis of their significance in the development of the individual person and in the history of the race. 3 s.h.

416 Theology of Grace

The biblical approach to grace, especially in the writings of St. John and the Epistles of St. Paul; the diverse interpretations of man's response to God's saving gift in various theological traditions. 3 s.h.

417 Dynamics of Faith

Faith as existential readiness for the Word of God and confident reception of the divine message. Interpersonal character of the faith relationship consequent upon man's response to God's self-revelation; the maturing, humanizing, and personalizing consequences of genuine faith. 3 s.h.

420 Thomistic Theology

A study of some of the principal teachings of St. Thomas Aquinas with emphasis upon his singular contribution to the development of theological science; the impact of Thomism on contemporary religious thought. 2 s.h.

422 Catechetical Aspect of Religious Psychology

An exploration of the role of the catechist in Christian transformation; the psychological aspects of child development and their influence upon evolving religious concepts; physical and social environmental factors in the religious development of the person. 2 s.h.

425 Existential Approach to Religious Education

Application of recent philosophical and psychological thought to pastoral catechetics; means of incorporating the method of these studies in current catechetical materials; concrete application to specific themes and projects according to the aims and principles of catechetics. 2 s.h.

453 Bio-medical Ethics

Interdisciplinary investigation and discussion of basic problems; life and death; human experimentation and modification; reproductive control; professional and social responsibilities. See Philosophy 453. 3 s.h.

459 Independent Study

Opportunity for guided research in a theological area of personal interest to the student. 1-3 s.h. Prerequisite: Approval of the Department Chairman.

SPANISH

The Spanish Program 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 his 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 must include 476.

The major study begins at the level for which a student is prepared by former study and/or experience. Lower biennium courses are intended to develop skills of understanding, speaking, reading, and writing.

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. (See Barry Semester Abroad, page 36).

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.

359,459 Independent Study

Opportunity for extensive research in areas of special interest to the student. 1 to 3 s.h. each level. Prerequisite: Approval of the Department Chairman.

370 Hispanic-American Civilization

A survey of the life and culture of the Hispanic-American peoples. 3 s.h.

380-381 Advanced Composition

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

431 An Introduction to Cervantes

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

440 Spanish Literature of the Golden Age

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

443 Contemporary Spanish Literature

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

476 Teaching of Spanish in Secondary Schools

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.

479 Spanish Civilization

A survey of the history and geography of Spain; an appreciation of the culture of the country. 3 s.h.

480 Seminar

Literary selections determined by group need and interest. In-depth study. 3 to 9 s.h.

487 Honors Course

A directed reading course, special topics. 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.

SPEECH AND DRAMA

SR. MARIE CAROL HURLEY, O. P., CHAIRMAN

The objectives of the Speech and Drama Department are: 1) to direct the students to the whole of truth about themselves, about their profession, and about their responsibilities in an endeavor to preserve the independence and dignity of the human person in a technical age; 2) to encourage the development of whatever talent, creativity and ability the student possesses; and 3) to develop sound judgment and values in the related fields of speech and theatre.

A **major** in this department is designed to provide the fundamental methods, content and variety of experiences in the various media necessary for the student preparing for a future in the teaching of Speech and Drama, in graduate study, or in educational television or community theater. Thirty (30) semester hours are taken by the student who majors in the department under the direction of the chairman of the department. Speech 411 and 476 are required of students seeking secondary certification.

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.

104 Social Communication

An introduction to the problems of contemporary social communication and an attempt to develop some skill in group dynamics. 3 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.

159,259,359,459 Independent Study

Opportunity for extensive research in areas of special interest to the student. 1-6 s.h. Prerequisite: Approval of the Department Chairman.

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.

335 Advanced Acting

A systematic study of the technique and principles of acting for the student who has shown ability in this field and wishes more intensive study and practice. 2 s.h. Prerequisite: Speech 255 or 256 or equivalent.

370 Introduction to Motion Picture Study

A non-technical analysis and survey of motion pictures and a study of the influence of motion pictures on contemporary American life aesthetically, sociologically, and morally. 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.

✓ **380 Television and Film Production**

An introduction to the Techniques of TV and motion picture production. Participants may undertake some filming assignments. 3 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

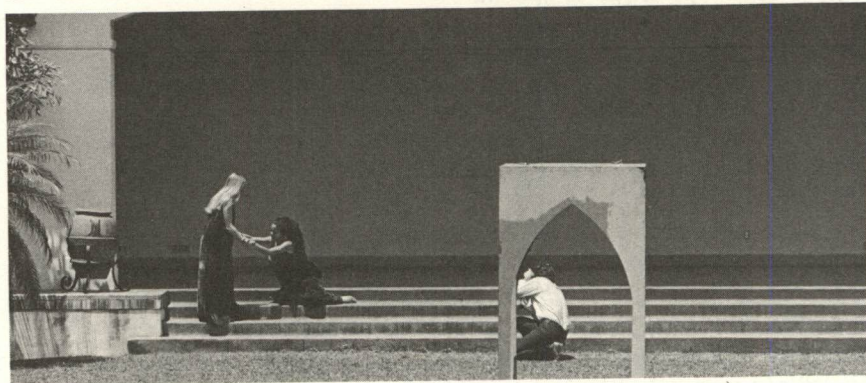
✓ A study of selected Shakespearean plays in relation to the Elizabethan period. See English 407. 3 s.h.

411 Speech Correction for Children

An elementary, non-technical course in speech correction for the teacher who deals with speech-handicapped children in the classroom (see Education 411). 3 s.h.

✓ **439 Development of the Dramatic Form**

The theatre of the western world from the Greeks to Shakespeare. See English 439. 2 s.h.



✓ **440 Development of the Dramatic Form**

The theatre of the western world from Shakespeare to the 20th Century. See English 440. 2 s.h.

✓ **441 Contemporary Theatre**

Study of the plays and theatrical practices of our day. 2 s.h.

✓ **455 History of Costume**

Analysis of the important periods in costume from the Egyptian period to the present time. 2 s.h.

476 Teaching of Speech and Drama in Secondary Schools

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.

GRADUATE OPPORTUNITIES

GRADUATE DIVISION

The Graduate Division of Barry College offers opportunities to men and women wishing to enrich or advance their personal and professional lives, to extend certification, or to seek master or post-master degrees.

Programs

Master of Arts Degree

- English
- Religious Studies

Master of Science Degree

- Elementary Education
- Elementary or Secondary School Administration
- Elementary or Secondary School Supervision
- Exceptional Child Education
- Guidance and Counseling
- Personnel Counseling
- Reading
- Teaching of Spanish

Specialist in Education Degree

- Reading
- Student Personnel Work

FOR FURTHER INFORMATION, write

Dean of the Graduate Division
Barry College
Miami Shores, Florida 33161

BARRY COLLEGE SCHOOL OF SOCIAL WORK

Graduate Education for the Profession of Social Work

In response to the growing demand for professionally trained social workers, Barry College established the only school of social work in South Florida in 1966. The School is fully accredited by the Council on Social Work Education and offers a two-year program leading to a Master of Social Work degree. The program of the School is to educate comprehensive social workers to function effectively in many different settings and to assume a variety of professional tasks, including individual and group counseling, community organization, supervision, and research.

FOR FURTHER INFORMATION, write

Director of Admissions
Barry College School of Social Work
Miami Shores, Florida 33161

THE COLLEGE PERSONNEL

BOARD OF TRUSTEES

MEMBERS

Sister Rosemary Ferguson, O.P., Chmn.	Mr. Ralph Kresge
Mr. Shepard Broad	Mr. John McGeary
Sister M. Dorothy Browne, O.P.	Mr. George Meister
Mrs. F. K. Buckley	Sister Kathryn Noonan, O.P.
Archbishop Coleman F. Carroll	Mr. Michael O'Neil
Sister Mary Frances Coleman, O.P.	Sister Maria A. Riley, O.P.
Sister Helen Ann Duggan, O.P.	Mr. Ralph Renick
Mr. Maurice Ferre	Sister Laura Simmons, O.P.
Mr. Emrys C. Harris	Mother M. Genevieve Weber, O.P.

Advisory Council

Dr. Edward R. Annis	Philip Lewis
Honorable C. Clyde Atkins	Elliott J. Mackle
C. Clyde Atkins, Jr.	Miss Evelyn Mitchell
George Coury	James F. McKillips, Jr.
Frank Crippen	Richard B. Plumer
Jordan Davidson	Timothy Smith
Miss Vivian Decker	Fred B. Snite
Victor A. DeMattia	Mrs. Maxine (Samuel) Turek
James G. Garner	Helen Wells
Milton M. Gaynor	C. W. Whitmoyer
Mrs. Mary Hogenmuller	

OFFICES OF ADMINISTRATION

OFFICE OF THE PRESIDENT

Sister M. Dorothy Browne, Ph.D.	President
Martha Northcutt	Administrative Assistant to the President
Dorothy Jackson	Secretary to the President
Maryella Whipple, B.S.	Director of Public Information

OFFICE OF VICE PRESIDENT FOR BUSINESS AFFAIRS

Eugene L. Hull, M.A.	Vice President for Business Affairs
Mother Genevieve Weber, M.S.	Vice President for Building Expansion
Sister Marie Grace Gibney, M.S.	Treasurer
Jose Pico, B.A.	Controller
Laura Galvis	Assistant to the Controller
Robert Sinclair, B.A.	Director of Purchasing and College Services
Timothy Czerniec, M.Ed.	Director of Financial Aid
Wesley Owens	Director of Physical Plant

OFFICE OF DEAN OF FACULTY

Irvin F. Kyle, Jr., Ph.D.	Dean of Faculty
Sister Trinita Flood, M.A.	Dean, Graduate Division
Sister Rita Schaefer, M.S.	Academic Dean
Sister Christa Marsik, B.A.	Assistant to the Academic Dean

Sister Franz Lang, A.M.L.S.Director of Library Services
 Grace M. Schollmeyer, M.S.Registrar
 Jeanne Vecchione, B.S.Assistant Registrar
 Paula Vecchione, M.A.Director of Admissions
 Noelle Ryan, M.A.Admissions Counselor

OFFICE OF DEAN OF STUDENTS

Sister Linda Bevilacqua, M.Ed.Dean of Students
 Rev. Neal McDermott, M.A.Director of Religious Affairs
 Mrs. Eunice MooreResident Director
 Mrs. Thelma Medoff, M.S.Director of Psychological Testing Service
 Mrs. Margaret Hartzell, M.Ed.Women's Counselor
 Sister Alice Joseph Moore, Ph.D.Director of Student Placement
 Mrs. Vera OrthCampus Nurse

LIBRARY

Sister Franz Lang, O.P., B.A., A.M.L.S.Director of Library Services
 Mary Sullivan Asher, B.S.Audio-Visual Technical Assistant
 Elena Corral, B.A., B.L.S., M.A.L.S.Serials Librarian
 Sister Ann Bernard Goeddeke, O.P., B.A., M.A.Administrative Assistant
 Sister Mary Giles Kehoe, O.P., Ph.B., M.A.Reference Librarian
 Sister Marie Martha Kennedy, O.P., B.A.,
 M.A., A.M.L.S.Circulation Librarian
 Sister M. Adrian Kettler, O.P., B.S., M.S.L.S.Cataloger
 Sister William Anne Zemmin, O.P., B.S.,
 M.Ed.Administrative Assistant

PRESIDENT'S COUNCIL

President, Vice President for Business Affairs, Vice President for Building Expansion, Dean of Faculty, Dean of Students, Dean of the Graduate Division, Dean of the School of Social Work, Academic Dean, Treasurer, Director of Library Services, Assistant to President for Development, Faculty Representatives, President and Representative of Student Government Association.

GRADUATE COUNCIL

Dean of the Graduate Division, Dean of Faculty, Dean of the School of Social Work, Academic Dean, Registrar and Student Representatives, Departmental Chairmen (Spanish, English, Education, Religious Studies Departments).

ACADEMIC DEAN'S COUNCIL

Academic Dean, Registrar, Director of Library Services, Director of Admissions, Department Chairmen, Student Representatives.

COUNCIL OF THE DEAN OF STUDENTS

Dean of Students, Academic Dean, Director for Religious Affairs, Women's Counselor, Director of Testing Service, Resident Director, Class Advisers, Faculty Representatives, Student Representatives.

STANDING COMMITTEES

Admissions	Honors
Curriculum	Library
Faculty Welfare	Student Faculty
Financial Aid	Teacher Education

FACULTY

- SISTER MARGARET ALLEN, O.P. Assistant Professor of Latin
B.A., Siena Heights College; M.A., Catholic University of America; additional graduate
study, University of Michigan.
- ROBERT ALLNATT Lecturer in Physical Education
Ni Dan Judo Degree, National Judo Teachers Training College, England.
- FLORINDA ALZAGA-ROMANACH Assistant Professor of Spanish
Doctora en Filosofia y Letras, University of Havana; M.A., University of Miami.
- SISTER MARY AMICI, S.S.J. Instructor in Business Education
B.A., Barry College; M.A., Catholic University of America.
- CHARLES ANGEL Lecturer in Education
A.B., University of Miami; M.S., Barry College.
- SISTER JULIE ATKINS, O.P. Instructor in English
B.A., Barry College; M.A., Catholic University of America.
- SISTER CLARE BEAUBIEN, O.P. Associate Professor of Family
and Consumer Science
B.S., Siena Heights College; M.S., Michigan State University; Ph.D., Penn State Univer-
sity; additional graduate study, Michigan State University.
- SISTER LINDA MARIE BEVILACQUA, O.P. Instructor in Education
B.S., Barry College; M.Ed., Siena Heights College.
- MARIAMNE DODEK BRAUZER, ACSW. Assistant Professor of Sociology
B.A., Boston University; M.S., Simmons College School of Social Work.
- SISTER M. DOROTHY BROWNE, O.P. Professor of Education
B.A., Siena Heights College; M.A., Ph.D., Catholic University of America.
- SISTER MARIE SHARON BUBEL, O.P. Assistant Professor of German
B.A., M.A., University of Michigan; additional graduate study, Barry College, Goethe
Institute, Germany; Language Media Institute, Tulane University. Doctoral Candidate,
University of Constance, Germany. On leave of absence.
- REVEREND CYRIL W. BURKE, O.P. Professor of Religious Studies
Ph.B., Providence College; B.A., St. Thomas College; M.A., Catholic University of
America.
- ANITA BUTLER Instructor in Nursing
B.S.N., Barry College.
- CHARLES J. CASSINI Assistant Professor of Philosophy
B.A., Catholic University of America; M.Ed., Florida Atlantic University; additional
graduate study, St. Stephen's College, Emmanuel College; Ph.D., Candidate at Univer-
sity of Miami.
- BENJAMIN CENTER Assistant Professor of Education
B.Sc., Ohio State University; O.D., Northern Illinois University; M.A., Ohio State
University; Ph.D., Ohio State University.

- SISTER MARIE SIENA CHMARA, O.P. Associate Professor of Education
B.S., Siena Heights College; M.S., University of Michigan; Ed.D., Wayne State University; additional graduate study, University of Detroit, Marquette University, University of Kansas.
- HUGH CLEAR Lecturer in Religious Studies
M.A., Catholic University of America.
- CLIFFORD COLMAN Lecturer in Sociology
B.A., Goddard College; M.A., University of Illinois; additional graduate study University of Illinois.
- SISTER JEAN KATHLEEN COMISKEY, O.P. Instructor in Biology
B.S., Siena Heights College; M.S., Catholic University of America; additional graduate study, DePaul University, University of California, Los Angeles.
- ARNOLD D. CORTAZZO Assistant Professor in Education
B.A. Wagner College; Staten Island, N.Y., M.A., Columbia University; Professional Diploma, Columbia University; Ed.D., Yeshiva University, New York.
- LOURDES MARTINEZ COWGILL Instructor in Spanish
B.A., Barry College; M.A., Bryn Mawr College; Ph.D., Candidate; Bryn Mawr College. On leave for doctoral studies.
- BRUCE A. DAVIS Lecturer in Physical Education
B.S., Southern Connecticut State College; M.S., Ohio University; additional graduate study, Indiana State University, Florida Board of Regents.
- ROSEMARY DAVIS Instructor in Biology
B.A., Siena Heights College; M.S.C.S., University of Mississippi, additional graduate study University of North Dakota, Michigan State University.
- SISTER PATRICIA DeMAY, O.P. Lecturer in Education
B.A., Siena Heights College; M.A., Siena Heights College; additional graduate work University of Tenn.
- SISTER JEAN MARY DOUGHERTY, O.P. . . Instructor in English and Journalism
B.A., Siena Heights; M.A., Loyola University, Chicago, Illinois, additional graduate study Siena Theological Institute, Chicago Teachers College, Loyola University, Chicago, Illinois, University of Michigan and Northwestern.
- HARRY R. ELDEN Adjunct Professor of Chemistry
B.S. and M.S., University of Miami; Ph.D., Catholic University of America.
- PAUL EISENHART Lecturer in Music
B.S., Westminster Choir College; M.M., University of Miami; doctoral candidate, University of Miami.
- SISTER MARY ELLEN ERD, O.P. Associate Professor of English
Ph.B., De Paul University; M.A., Catholic University of America; M.A., in Religious Guidance, Providence College; additional graduate study, University of Detroit
- HARRY FLEDDERMANN Professor of Mathematics (Biscayne College)
B.S., Spring Hill College; B.S., University of Detroit; M.S., Louisiana State University; Ph.D., Louisiana State University.
- SISTER M. TRINITA FLOOD, O.P. Professor of Speech and Drama
B.A., Siena Heights College; M.A., Catholic University of America; additional graduate study, Northwestern University.
- SISTER JOHN KAREN FREI, O.P. Assistant Professor of Biology
B.A., Douglas College; M.S., Rutgers University, additional graduate study, Yale University, Caribbean Biological Center, West Indies; Doctoral Candidate, University of Miami.

- SISTER BARBARA GASS, O.P. Instructor in Physics
B.S., Siena Heights College; M.A.T.; additional graduate study, Michigan State University.
- VIRGINIA GELLENS Assistant Professor of English
B.A., Seton Hill College; B.S.N., Yale University School of Nursing; M.S., Barry College; additional graduate study, Harvard University.
- SISTER MARIE GRACE GIBNEY, O.P. Professor of Mathematics
B.S., Siena Heights College; M.S., Catholic University of America, additional graduate study, Northwestern University, Wayne State University, University of Detroit, Oakland University.
- SISTER ANN BERNARD GOEDDEKE, O.P. Instructor in History
B.A., Marygrove College; M.A., University of Detroit.
- ALFRED M. GOETSCHIUS Lecturer in Education
B.S., University of Maine; M.S., University of Maine; additional graduate study, Pennsylvania State University.
- SISTER ANN THOMAS GRIFFIN, O.P. Professor of Education
B.S., Siena Heights College; M.S., University of Michigan; M.A., Providence College; Ed.D., Wayne State University; additional graduate study, Loyola University.
- SISTER PATRICIA HAFEY-WELLS, O.P. Instructor in Education
Ph.B., Siena Heights College; M.S., Barry College
- BARBARA HAINES Instructor in Nursing
B.S.N., University of Dayton; M.S.N., University of Ohio.
- KATHLEEN DEMERITT HENNESSEY. Instructor in Nursing
B.S.N., Barry College; M.S., University of Maryland.
- SISTER MARIE CAROL HURLEY, O.P. Professor of Speech and Drama
B.A., Siena Heights College; M.A., Catholic University of America; additional graduate study, Northwestern University, St. Paul's University of Ottawa.
- SISTER DOROTHY JEHLE, O.P. Instructor in English
B.A., College of St. Francis; B.A., Siena Heights College; M.A., John Carroll University; Ph.D. Candidate, Loyola University (Chicago).
- MARY LUELL JONES Assistant Professor of Nursing
B.S., Florida A&M University; M.P.H., University of Michigan.
- SISTER ISABEL MARIE JORDAN, O.P. Assistant Professor of Family
and Consumer Science
B.S., Siena Heights College; M.S., Michigan State University; additional graduate study, University of Detroit, Northwestern University; St. Louis University and Indiana State University.
- MARY ANN JUNGBAUER Adjunct Associate Professor of Chemistry
B.A., Immaculate Heart College; M.S. and Ph.D., University of Notre Dame.
- SISTER MARY GILES KEHOE, O.P. Instructor in Library Science
Ph.B., Siena Heights College; M.A., DePaul University; additional graduate study University of Freiburg, University of Notre Dame, University of San Francisco.
- SISTER MARIE MARTHA KENNEDY, O.P. Instructor in Library Science
B.A., Siena Heights College; M.A., DePaul University, A.M.L.S., University of Michigan; additional graduate study, University of Wisconsin, San Jose State University of California, Dakota State College.

- SISTER MARY ADRIAN KETTLER, O.P. Instructor in Library Science
B.S., University of Detroit; M.S.L.S., Syracuse University Graduate Library School; additional graduate study, University of Illinois.
- LOUIS J. KILMER Assistant Professor of Sociology
B.S., M.A., University of Rochester; additional graduate study at State University of New York
- SISTER MONICA KIM, O.P. Instructor in Family and Consumer Science
B.S., University of Seoul, Korea; M.A., Siena Heights College; M.S., Michigan State University.
- ANNA KING Instructor in Nursing
B.S.N.E., University of Pennsylvania; M.S.N., University of Pennsylvania.
- GLORIA KLEE Associate Professor of Physical Education
B.S., Russell Sage College; M.S., State University of New York; additional graduate study, University of Miami, Barry College, New York University.
- BERT KLEIMAN Lecturer in Education
B.A., City College of New York; M.Ed., University of Florida; Ed.D., Harvard University.
- IRVIN F. KYLE, JR. Associate Professor of History
B.S., M.A., Creighton University; Ph.D., The University of Toledo.
- SISTER FRANZ LANG, O.P. Assistant Professor of Library Science
B.A., Siena Heights College; A.M.L.S., University of Michigan; additional graduate study, University of Chicago, University of Illinois.
- SISTER M. EULALIA LaVOIE, O.P. Professor of Family
and Consumer Science
Ph.B., B.S., Siena Heights; M.S., Columbia University. Cranbrook Academy of Art.
- ELLEN LISMORE LEEDER Associate Professor of Spanish
Ed.D. Doctora en Pedagogia, University of Havana; M.A., University of Miami; Ph.D., Candidate University of Miami.
- SISTER JEANNE LEFEBVRE, O.P. Instructor in History
B.A., Siena Heights College; M.A., Florida State University.
- MARCIA S. LESLIE Instructor in Nursing
B.S.N.E., Spalding College; M.S.N., University of Florida.
- SISTER SHEILA MARIA LEWIS, S.C.N. Assistant Professor of Nursing
B.S.N.E., Spalding College; M.S.N., Catholic University of America.
- THOMAS J. MAHONY, O.S.A. Assistant Professor of Biology
(Biscayne College)
B.A., Villanova University; M.S., Catholic University of America.
- SISTER MYRA MARCK, O.P. Instructor in Art
B.A., Barry College; M.A., Florida State University; additional graduate study, Siena Heights College.
- ALFRED McCULLOUGH Assistant Professor of Business
B.B.A., Iona College, New Rochelle; M.B.A., New York University; Ph.D., work in progress, New York University.
- MARY EILEEN McDONOUGH Lecturer in Chemistry
B.S., Chestnut Hill College; M.S., Marquette University.
- JOHN T. McKAY Associate Professor of Philosophy
Ph.Lic., Dominican House of Studies, Paris, France; Ph.D. Candidate, University of Louvain, Louvain, Belgium.

- THELMA B. MEDOFF Instructor in Education
B.A., University of Miami; M.S., Barry College; additional graduate study, University of Miami; Barry College.
- CHARLOTTE MEGGINSON Lecturer in Music
B.Mus.Ed., University of Montevello; M.M., Florida State University.
- NEILL L. MILLER Assistant Professor of Physical Education
B.A., University of Denver, M.S., Smith College.
- PATRICIA MINNAUGH Instructor in Speech and Drama
B.A., Barry College; M.A., Catholic University of America.
- SISTER ALICE JOSEPH MOORE, O.P. Associate Professor of Education
Ph.B., Siena Heights College; M.A., Ph.D., Catholic University of America.
- RICHARD A. MOTTRAM Assistant Professor of English
B.S., Norwich University; M.A., Tulane University; Ph.D. Candidate, Tulane University.
- SISTER MARY MULLINS, O.P. Professor of Religious Studies
B.A., Siena Heights College, Adrian, Michigan; M.A., University of Michigan (Classics); M.A., University of Detroit (Religious Educ.); S.T.L, Pontifical Faculty of Theology, St. Paul University, Ottawa; Ph.D., Catholic University of America, Washington, D. C.
- CARROLL E. NAVES Associate Professor of French
B.A., Boston University; M.Ed., Boston University School of Education; additional graduate study, Boston University School of Administration, Assumption College, Institute de Pauw, University of Minnesota, New York University, Texas Southern University.
- SISTER GRACE ALICE O'CONNOR, O.P. Assistant Professor of English
B.A., DePaul University; M.A., University of Detroit; additional graduate study, University of Detroit.
- SISTER MARIE JOANNES O'DONNELL, O.P. Professor of Chemistry
B.S., Siena Heights College; Ph.D., Catholic University of America.
- SISTER MARIE MADONNA OLIVER, O.P. Assistant Professor of Music
Ph.B., Siena Heights College; Licenciado University of Santo Domingo; M.M., and M.Ed., Columbia University; additional graduate study, University of Michigan; Mozarteum, Salzburg, Austria, Indiana University.
- CORRINE M. OWENS Assistant Professor of Biology
B.S., Marygrove College; M.S., University of Chicago; additional graduate study, Illinois Institute of Technology, Argonne National Laboratory, Eastern Michigan University.
- SISTER BERNADETTE PELLAND, O.P. Assistant Professor of French
Ph.B., Siena Heights College; M.A., Catholic University; additional graduate work; University of Montreal, Dominican Pastoral Institute, McGill University.
- EDNA POLLACK Lecturer in English
B.A., Barry College; M.A., Barry College.
- SISTER AGNES CECILE PRENDERGAST, O.P. Professor of Philosophy
B.A., Siena Heights College; M.A., Ph.D., Catholic University of America; additional graduate study, University of Cincinnati, University of Santo Domingo.
- SISTER ELIZABETH ANN RICE, O.P. Professor of History
B.A., Siena Heights College; M.A., University of Detroit; Ph.D., Catholic University of America; additional graduate study, St. Xavier College, University of Texas, and Carnegie-Mellon Institute.

- SISTER MARIA A. RILEY, O.P. Assistant Professor of English
B.A., Barry College; M.A., Florida State University; Ph.D., Florida State University.
- JOSEFINA GARCIA ROLANDO Associate Professor of Mathematics
(Biscayne College)
B.Sc., University of Habana, Cuba; Ph.D., University of Habana, Cuba; Computer Programming, Boston University.
- TOMAS E. ROLANDO Professor of Mathematics
(Biscayne College)
B.Sc., University of Habana, Cuba; Ph.D., University of Habana, Cuba; Computer Programming, Boston University.
- JOSEPH M. RUFFO Assistant Professor of Art
BFA, Pratt Institute; MFA, Cranbrook Academy of Art.
- MARIA TERESA SALAZAR Lecturer in Spanish
Ph.D., University of Havana; additional study Barry College.
- SISTER RITA SCHAEFER, O.P. Assistant Professor of Chemistry
B.S., Siena Heights College; M.S., Institutum Divi Thomae; additional graduate study at Michigan State University, University of California (Berkeley), University of Chicago (Certificate of Advanced Study in Higher Education).
- FREDERICK SEELY Adjunct Professor of English
B.A., Dartmouth University; M.A., Harvard University; Ph.D., State University of Iowa.
- LOIS SELVAGGI Associate Professor of Nursing
B.S.N., Florida State University; M.S.N., Teachers College; Columbia University; additional graduate study, University of Miami.
- ARLENE SHANNON Instructor in Education
B.A., Queens College; M.S., Fordham University.
- WILLIAM B. SHEEHAN Instructor in Education
B.A., M.A., Northwestern University.
- CHARLES SHERWOOD Assistant Professor in Education
A.B., Western Michigan College; M.A., Eastern Michigan University; Ph.D. Candidate, University of Miami.
- SISTER MARIE JUDITH SHIELD, O.P. Assistant Professor of Business
Ph.B., Siena Heights College; M.A., Catholic University of America; additional graduate study, University of Hawaii, Barry College, and Florida State University.
- THOMAS SPACHT Assistant Professor of Music
B.M., Oberlin College; M.M., Syracuse University; additional graduate study, Indiana University. Candidate, Doctor of Musical Arts, Eastman School of Music. On leave for doctoral studies.
- SISTER LOIS SPEAR, O.P. Instructor in History
B.S. Ed., Siena Heights College; M.A., DePaul University; Ph.D., Loyola University; additional graduate study, University of Detroit.
- SISTER AGNES LOUISE STECHSCHULTE, O.P. Professor of Biology
B.S., Siena Heights College; M.S., University of Detroit; Ph.D., Catholic University of America; Oak Ridge Institute of Nuclear Studies.
- SUZANNE S. STOREY Instructor in Physical Education
B.Ed., University of Miami; M.A., University of Denver; additional graduate study University of Miami.
- ALBERT A. SUTTON Professor of Education
Director, Institute for Learning Disabilities
University of Miami; B.S., Pennsylvania State Teachers College; Pueblo College; O.D., Illinois College of Optometry, additional graduate study Ohio State University, Purdue University, Barry College.

REVEREND DONALD P. THIBAUT, O.P. Instructor in Religious Studies
A.B., Providence College; S.T.L., Pontifical Faculty of the Immaculate Conception,
Washington.

SISTER MARY TINDEL, O.P. Instructor in Music
B.M., Siena Heights College; M.M.Ed., Florida State University; additional study, Indi-
ana University.

RONALD M. URITUS Lecturer in Philosophy
A.B., A.M., John Carroll University; Ph.D. Candidate, St. Louis University.

SISTER PAUL JAMES VILLEMURE, O.P. Professor of Mathematics
B.S., Siena Heights College; Ph.D., University of Notre Dame.

SISTER MARY JEAN WALSH, O.P. Professor of French
B.A., Siena Heights College; M.A., Catholic University of America; Ph.D., University of
Santo Domingo; additional graduate study, University of Havana, DePaul University,
University of Neuchatel, Fordham University.

MOTHER GENEVIEVE WEBER, O.P. Professor of Biology
B.A., DePaul University; M.S., DePaul University, additional graduate study Siena
Heights College, University of Detroit.

EDWARD W. ZIEGLER Assistant Professor of Education
B.A., Belmont Abbey; M.Ed., Florida Atlantic University; Ph.D., University of Notre
Dame.

GEOGRAPHIC DISTRIBUTION

In 1970-71 the full-time students of Barry College came from these
areas:

United States		Minnesota	1
Alabama	4	New Hampshire	1
California	2	New Jersey	28
Colorado	1	New York	39
Connecticut	4	North Carolina	1
District of		Ohio	10
Columbia	2	Pennsylvania	13
Florida	516	Rhode Island	1
Georgia	5	South Carolina	6
Illinois	16	Texas	1
Indiana	4	Vermont	1
Iowa	2	Virginia	5
Maine	1	Washington	2
Maryland	7	Wisconsin	1
Massachusetts	12	Total	696
Michigan	10		
U.S. Territories		Virgin Islands	1
Canal Zone	2	Total	10
Puerto Rico	7		
Foreign Countries		Italy	1
Argentina	1	Jamaica, W. I.	1
Bahamas	4	Korea	1
Brazil	1	Panama	5
Canada	1	Peru	1
Colombia, S. A.	1	South Viet-Nam	1
Curacao, W. I.	1	Venezuela	3
Dominica, W. I.	1	Total	26
Honduras	3		

INDEX

- A**
- Academic Policies 32
 Accounting 48
 Administration, The102
 Admission 17
 Application Procedures 18
 Early Decision Plan 19
 Early Entrance 19
 Foreign Students 19
 Part-time Students 23
 Transfer Students 19
 Advanced Placement 20
 Advisers 33
 Advisory Council102
 Alumni Association 16
 Anthropology 39
 Art 37
 Attendance Policy 33
- B**
- Behavioral Sciences 39
 Biology 43
 Biscayne College 6
 Board of Trustees102
 Broad Liberal Arts 32
 Business 47
- C**
- Calendar, Academic 32
 Campus Facilities 9
 Certification for Teaching 36
 Chamber Choir 14
 Chemistry 52
 Class Load 32
 Classification 32
 Clubs 14
 College Entrance Examinations 18
 Committees103
 Community Chorus 14
 Consortium with Biscayne College . 6
 Counseling Services 16
 Culture Series 13
 Curriculum Areas 32
- D**
- Dean's Conference 14
 Dean's List 35
 Degree Programs 30
 Dietetics 35
 Dining Facilities 9
- E**
- Drama 13
 Courses of Study 97
 Little Theater 13
- Economics 54
 Education 56
 Elementary 57
 Secondary 57
 Special Education 57
 Electives 31
 Employment, Student 28
 English 62
 Examinations,
 Credit by 33
 Final 34
 Senior Comprehensive 31
 Expenses 22
- F**
- Faculty104
 Family and Consumer Science 64
 Fees 22
 Financial Aid 24
 Financial Arrangements 23
 Foreign Study 36
 French 68
- G**
- Geographic Distribution110
 Geography 70
 German 71
 Glossary 4
 Grade Reports 34
 Grading System 34
 Graduate Offerings for Seniors 33
 Graduate Programs101
 Graduation Requirements 31
 Grants 25
- H**
- Health 12
 History 72
 History of the College 6
 Honor Points 35
 Honor Societies 14
 Honors 35
 Graduation 35
 Hourglass 15
 Housing 12

During Holidays	12
Humanities	75

I

Independent Study	33
Insurance Plan	12

J

Journalism	75
------------------	----

L

Latin	76
Lecture Series	13
Liberal Arts Requirements	31
Library Science	77
Loans	28
State	28
Location of Barry	6

M

Majors	30
Marketing and Management	50
Mathematics	78
Medical Technology	35
Minors	32
Music	81
Fees	22
Applied	83

N

Nursing	85
Loans	28

O

Office Administration	47
Olympics Day	13

P

Part-time Students	23
Philosophy	88
Physical Education	90
Service Program	89
Major Program	90

Physics	92
Playhouse	15
Political Science	93
President's Message	3
Probation, Academic	34
Programs, Special	35
Psychological Testing Service	15
Psychology	40
Publications	15
Purpose	10

R

Recitals	14
Refund Policy	24
Religious Services	15
Religious Studies	94
Requirements for Graduation	31

S

Scholarships	24
Regional	25
Requirements	24
Semester Abroad	36
Semester Hours	31
Social Science	72
Social Welfare	35
Sociology	41
Spanish	97
Special Education	57
Specialization	32
Speech and Drama	98
Sports	12
State Loans	28
Student Government	13
Summer Session	36

T

Teacher Education	36
Transfer Students	19

W

Withdrawals	34
Women's Conference	15

ACADEMIC CALENDAR

Fall Semester

1971 - 1972

Resident Students Arrive	
Freshmen	August 23
Upperclassmen	August 24, 25
Registration	
Seniors, Juniors	August 25
Sophomores, Freshmen	August 26
First Day of Classes	August 30
Shortened morning classes	
Eucharistic celebration to invoke	
God's blessing on the Academic Year	
Last date for Late Registration	September 3
Labor Day—Holiday—No classes	September 6
Last date of class changes	September 7
Senior Comprehensive Examinations	October 16
Mid-term	October 22
Last date to drop a class without grade penalty	November 19
Thanksgiving Holiday	November 25-27
Registration for second semester	
Full-time students	December 11
Semester Examinations	December 13-16
Commencement Exercises	December 17

Spring Semester

Registration	
Part-time students	January 5, 6
New full-time students	January 6
Classes begin	January 10 11
Last date for Late Registration	January 15 17
Last date for class changes	January 18
Senior Comprehensive Examination	March 4
Mid-term	March 10
Olympics Day—No classes	March 14
Spring Vacation	March 25—April 9
Last date to drop a class without grade penalty	April 14
Semester Examinations	May 5—11
Commencement Exercises	May 14