



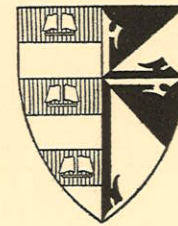
BARRY
COLLEGE
MIAMI
FLORIDA

BARRY COLLEGE

Conducted by the SISTERS OF ST. DOMINIC

OF

ADRIAN, MICHIGAN



1941-1942

MIAMI, FLORIDA

BARRY COLLEGE



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COLLEGE CALENDAR

1941-'42

| | |
|---|---------------------------|
| Freshmen due on campus | September 18 |
| Registration | September 19 |
| Classes begin | September 22 |
| Mass of the Holy Ghost | September 26 |
| Founder's Day | November 15 |
| Thanksgiving Day, No classes | November 27 |
| Feast of the Immaculate Conception, No classes | December 8 |
| Christmas recess begins | December 18, 12:30 p.m. |
| Christmas recess ends | January 4, 8:30 p.m. |
| Classes resumed | January 5, 8:00 a.m. |
| Semester examinations | January 26, 27, 28, 29 |
| Second semester begins | February 2 |
| Students' Spiritual Retreat | March 29, 30, 31, April 1 |
| Easter holiday begins | April 1, 12:30 p.m. |
| Easter holidays ends | April 7, 8:30 p.m. |
| Classes resumed | April 8, 8:00 a.m. |
| Ascension Day, No classes | May 14 |
| Final Examinations begin | May 25 |
| Day of Recollection for seniors..... | May 28 |
| Baccalaureate | May 31 |
| Commencement Week | June 1-5 |

Young men (and young women) feel a consciousness of certain faculties within them which demand exercise, aspirations which must have an object, for which they do not commonly find exercise or object in religious circles. . . . They are not only moral, they are intellectual beings; but, ever since the fall of man, religion is here and philosophy there; each has its own centre of influence, separate from the other; intellectual men desiderate something in the homes of religion, and religious men desiderate something in the schools of science.

Here, then, I conceive, is the object of the Holy See and the Catholic Church in setting up universities; it is to reunite things which were in the beginning joined together by God, and have been put asunder by man. Some persons will say that I am thinking of confining, distorting, and stunting the growth of intellect by ecclesiastical supervision. I have no such thought. Nor have I any thought of a compromise, as if religion must give up something, and science something. I wish the intellect to range with the utmost freedom, and religion to enjoy an equal freedom; but what I am stipulating for is that *they should be found in one and the same place, and exemplified in the same persons*. I want to destroy that diversity of centres, which puts everything into confusion by creating contrariety of influence. I wish the same spots and the same individuals to be at once oracles of philosophy and shrines of devotion. It will not satisfy me, what satisfied so many, to have two independent systems, intellectual and religious, going at once side by side, by a sort of division of labour, and only accidentally brought together. It will not satisfy me, if religion is here, and science there, and young men (or young women) converse with science all day, and lodge with religion in the evening. It is not touching the evil, to which these remarks have been directed, if the young men (or young women) eat and drink and sleep in one place, and think in another: I want the *same roof* to contain both the *intellectual and moral discipline*. Devotion is not a sort of finish given to the sciences; nor is science a sort of feather in the cap, if I may so express myself, an ornament and set-off to devotion. *I want the intellectual layman to be religious, and the devout ecclesiastic to be intellectual.*

Cardinal Newman, Sermons on Various Occasions, Sermon 1; preached before the Catholic University of Ireland, 1856.

GENERAL INFORMATION

Barry College is located on a forty acre campus in an exclusive residential section of Miami Shores, Florida.

It is conducted by the Sisters of St. Dominic of Adrian, Michigan, under the direction of Mother Mary Gerald, O.P., and opened its doors for the first time on September 16, 1940.

In a land blessed with practically perpetual sunshine, situated only a short distance from the ocean and surrounded with scenes of almost incredible natural beauty, the College occupies one of the most favored spots in America from the standpoint of health and opportunity for outdoor activities.

With its establishment, Florida now boasts its first Catholic college and this great state, early sanctified by the labors of heroic missionaries, is now endowed with a new instrument for the promotion of Christian culture.

The name honors His Excellency, The late Most Reverend Patrick Barry, D.D., Bishop of St. Augustine, whose long years of unselfish service and zeal wrote a bright page in the history of the Church in Florida, and whose own scholarly attainments gave him a special interest in higher education.

The faculty is composed largely of members of the Adrian Dominican community holding higher degrees from the best universities in the United States and Europe. They are assisted by clerical and lay professors of distinction.

The Dominican Order has been engaged in educational work for more than seven hundred years and the finest traditions of the Order have been incorporated in the system of education devised for the new College and outlined in the following pages.

AIMS AND IDEALS OF THE COLLEGE

The Barry College graduate is expected to be "a valiant woman and to put out her hand to strong things". Earnestness of purpose and consistency in effort are expected of all. This does not mean that there is an atmosphere of gloom and repression but rather that the spirit of abundant gladness that comes from the accomplishment of worthwhile things dominates the campus.

GENERAL AIMS

The general aims of the College are:

1. To develop to the fullest extent the intellectual powers of the young women committed to its care.
2. To so permeate this intellectual training with Catholic principles that the products of its system of education may not only be fortified against the moral dangers sure to assail them in the course of life, but that they may be a regenerating force in the society in which they live.
3. To so develop the social nature of the students that they may live happily, graciously and unselfishly, and thus contribute to the happiness and well being of all with whom they come in contact.
4. To give the necessary attention to the proper development of the physical being of the students and to build up in them a conscientious regard for the laws of health.

SPECIAL AIMS

The special aims of the college are:

1. To develop in the individual student a realization of her dignity as a woman. No honest observer of modern life can fail to note the sad results of the lowering of womanly standards in our generation. A conscious effort is, therefore, made throughout the college course to bring about this attitude of appreciation on the part of the young woman. "That highest dignity is open to you if you will accept the highest duty . . . Queens you must al-

ways be; queens to your lovers; queens to your husbands and sons; queens of higher mystery to the world beyond, which bows itself and will forever bow before the myrtle crown and the stainless sceptre of womanhood. . . ."

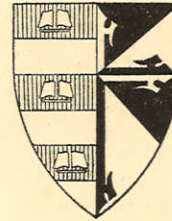
2. To provide a continuous and consistent training in the fine art of home-making, since it is quite generally accepted among Catholic educators that, for the majority of women, the home is the final goal and the most desirable sphere unless they be called to the higher life of consecration in the service of God and souls. This training is carried out not only in the home economics classes but in an informal way all during the years of college life. The students receive much practice in the care of their rooms, in methods of serving and entertaining, in sewing, repairing and caring for clothing under the supervision of the teachers. All of this forms an excellent foundation for actual home management.
3. To prevent the new leisure for women brought about by labor saving devices and the present economic situation from degenerating into mere idleness. An appreciation of the treasures of literature developed by the courses in English and the classical and modern languages; special advantages in music and art and a thorough study of the program of Catholic Action in the religion and sociology classes, furnish ample preparation for the right use of spare hours in the years that follow graduation.
4. To provide the student with the ability to gain a livelihood should the exigencies of life demand it. This aim is carried out by means of courses in teacher training, music, art, secretarial science, dietetics, clothing, radio speech, laboratory technique, and other special lines now open to women. The work in all of these courses is of an extremely practical nature and, since the student body is relatively small, it is possible for the instructors to give much individual attention to students and to develop in them the highest possible degree of efficiency.

EDUCATIONAL EQUIPMENT

The complete plans call for the erection of fifteen buildings and five of these are now completed. Angelicus, the administration building, is named in honor of the great Dominican, St. Thomas Aquinas, often called the Angelic Doctor. It contains offices, class rooms, library, art, music and radio studios and laboratories for biology, bacteriology, chemistry and physics all fitted out with the most advanced type of equipment.

Cor Jesu, the beautiful chapel, is sufficiently large to seat five hundred persons. Calaroga, which bears the name of the birthplace of St. Dominic, is the central dining hall built to accommodate about four hundred. It is frequently the scene of delightful social functions during the scholastic year.

A unique feature of the College is that the residence halls are built to accommodate about thirty-five students each, instead of the large number usually found in college dormitories. Each hall is under the supervision of a separate directress and a friendly, home atmosphere is thus maintained. Two of these, Maris Stella and Rosa Mystica, favorite titles of our Blessed Lady, are now completed, and others will follow as need arises. All rooms in the residence halls have connecting baths and the furnishings and equipment bear the stamp of refined taste and give evidence of an intimate knowledge of the needs of college women. Reception rooms and social halls are provided in which students may entertain their friends with graciousness and dignity.



ORGANIZATION
OF THE COLLEGE

ORGANIZATION OF THE COLLEGE

The administration of the College falls naturally into three divisions, all subject to the supervision and direction of the President. The Division of Studies is presided over by the Dean assisted by the Committee on Educational Policy and Curriculum. This Division includes all activities connected with the program of studies. The Division of Student Life is presided over by the Dean assisted by the Committee on Student Welfare. This Division comprises all the activities of the College not directly connected with studies. The Division of Business is presided over by the Treasurer and conducts all the financial affairs of the institution.

DIVISION OF STUDIES

The aim of the Division of Studies is, first, to provide for the intellectual development of the students; second, to prepare them to be self-sustaining members of society.

The College confers the degrees of Bachelor of Arts, Bachelor of Philosophy, Bachelor of Science, Bachelor of Music, Bachelor of Science in Home Economics and Bachelor of Science in Commercial Education. It also confers Secretarial Diplomas for the completion of two years of work in secretarial science.

Requirements for Admission

Students will be admitted to the College either by examination or by certificate from an accredited high school. An application blank will be sent to prospective students upon request. This should be filled out and returned to the Registrar as soon as possible. The student will be notified after her transcript of credits and recommendations have been passed upon by the Registrar and the Dean.

Applicants for admission to the freshman class must present a minimum of fifteen units which shall include at least two major sequences of three units each and two minor sequences of two units each, selected from the five groups listed below. A unit represents the amount of credit received for a subject pursued five periods a week for at least thirty-six weeks; two laboratory periods count as one period of class-room work.

- A. English
- B. Foreign Language Group

A sequence consists of work in a single language, not in the combination of two languages. The foreign languages acceptable are Greek, Latin, French, German and Spanish.

C. Mathematics—Physics Group

A minor sequence in this group must include one unit of Algebra and one unit of Plane Geometry. A major sequence is formed by adding to this minor sequence one or more units from the following:

- Advanced Algebra, 1/2 or 1 unit
- Trigonometry, 1/2 unit
- Physics, 1 unit
- Solid Geometry, 1/2 unit

D. Science Group

- Physics, 1 unit
- Chemistry, 1 unit
- Botany, 1 unit
- Zoology, 1 unit
- Biology (Botany 1/2 unit and Zoology, 1/2 unit), 1 unit

E. Social Studies Group

- Ancient history, 1 unit, or
- World history, 1 unit (if taken in the first year)
- European history, 1, 1 1/2 or 2 units
- American history, 1/2 or 1 unit
- American government, 1/2 unit
- Economics, 1/2 unit

The remaining units required to make up the necessary 15 units are elective from among the subjects listed above and from any others which are counted toward graduation by the accredited school.

Half units in the social studies are acceptable as part of a sequence only if taken in the eleventh or twelfth grade.

1. A major sequence in English must be offered.
2. The two other required sequences must be elected from Groups C, D, and E, —not more than one from a group.
3. If laboratory science is not offered in one of the required sequences, one unit in Laboratory science must be offered as one of the remaining five units.

Admission to Advanced Standing

Advanced standing will be given to the student who has credits from a recognized college. An official transcript of such credits should be sent directly from the college previously attended to the Registrar of Barry College.

Provisional Admission

Students who present fifteen acceptable units as specified above and who are deficient in not more than two of the prescribed units, may be admitted provisionally; but these deficiencies must be made up during the first year of residence.

Scholastic Requirements

Barry College requires 128 semester hours for graduation. By a semester hour is meant a class which meets for a period of not less than 50 minutes once a week for 18 weeks. In all courses requiring laboratory work two class periods of 50 minutes each will be equivalent to one class hour of 50 minutes in recitation. In addition to the 128 semester hours required for graduation, each applicant for a degree must earn at least 128 honor points, or an average mark of C in all subjects.

Courses numbered from 1 to 99 are open to freshmen and sophomore students.

Courses numbered from 100 to 199 are open to junior and senior students.

The value of the grades and honor points is indicated as follows:

| | |
|---------|-------------------------------|
| A | Excellent |
| | 3 points for each credit hour |
| B | Good |
| | 2 points for each credit hour |
| C | Fair |
| | 1 point for each credit hour |
| D | Passing |
| | No points |
| E | Failure |
| I | Incomplete |
| X | Absent from Examination |

Reports are sent to parents or guardians at the end of each semester.

Graduation Honors

Upon students who have maintained a high degree of scholastic excellence and shown exceptional qualities of leadership by participation in extra-curricular activities during their college course, honors are conferred at graduation, Cum Laude, Magna Cum Laude or Summa Cum Laude.

Registration and Orientation

All students should register on the day specified in the college calendar. A fee is charged for late registration which increases at the rate of one dollar a day until it reaches five dollars, the maximum fee for any semester.

The first three days of the first semester are set aside for freshman orientation. During this time all freshmen take an intelligence test, a placement test in English, and a personality inventory. Catholic students take a placement test in religion.

Student Guidance

At her entrance into the College, each student is assigned a special faculty adviser who gives sympathetic attention to all problems concerning the scholastic achievements, the health and the happiness of the student thus placed under her direction. In the Upper Biennium the head of the department in which the student is majoring becomes her adviser.

General Academic Regulations

Regular work for students devoting all of their time to college work is fifteen to eighteen hours per week.

A student is not at liberty to drop a course without consulting the Instructor, the Dean, and the Registrar.

Absences are counted from the first day of class in any course. Three tardinesses are counted as one absence.

Honor points are deducted for absences. The reason for absence must be reported at the office of the Dean within twenty-four hours after the student returns to her classes. For each absence from class or laboratory during the twenty-four hours preceding a college holiday or vacation, twice as many points are deducted as for an ordinary absence.

The Lower and Upper Bienniums

The courses offered in the College are arranged in two divisions, the Lower Biennium comprising the work of the first two years in which the student completes a program of general education in the chief fields of knowledge; and the Upper Biennium in which the student follows a specialized program with concentration in a particular field.

At the end of her sophomore year, if not before, the student selects the field in which she wishes to major. The major consists of a minimum of 24 semester hours, 18 of which must be in the Upper Biennium. To fulfill the requirements for graduation, the student must also complete two minors one of which must be in a field related to her major. The minor consists of a minimum of 15 semester hours.

Majors are offered in: English, Latin, French, Spanish, Biology, Chemistry, Mathematics, History, Music, Home Economics and Secretarial Science.

Minors are offered in the above and in Philosophy, Speech, German, Italian and Education.

Intensive short courses carrying college credit are arranged for students who cannot spend a full semester at the College.

Grouping of Subjects

In addition to providing for the individual development of the students, the College aims to transmit to the young women the rich social inheritance acquired by the race.

This racial inheritance has been classified by a noted American educator as the religious inheritance, the literary inheritance, the scientific inheritance, the institutional inheritance, and the aesthetic inheritance, and this classification has been followed in arranging the various groups of subjects in the Division of Studies. In the Religion and Philosophy Group, the religious inheritance is transmitted; in the Language and Literature Group, the literary inheritance; in the Natural Science Group, the scientific inheritance; in the Social Science Group, the institutional inheritance, and in the Fine Arts Group, the aesthetic inheritance.

The characteristic feature of Dominican education and the chief integrating factor in the curriculum is the interpretation of all subjects in the light of religion and Thomistic philosophy.

OUTLINE OF CURRICULA

THE BACHELOR OF ARTS DEGREE

The following are the required subjects for the Bachelor of Arts degree:

| | |
|------------------------------|--------------------|
| Religion | 8 semester hours |
| Philosophy | 9 semester hours |
| English | 12 semester hours |
| Classical Language | 14 semester hours |
| Social Science | 6 semester hours |
| Mathematics or Science | 6-8 semester hours |
| *Education | 18 semester hours |
| Physical Education | |

*For students who will receive State Teacher's Certificates.

Each candidate for the degree must present a major consisting of at least 24 semester hours in some special field, and two minors consisting of at least 15 semester hours.

THE BACHELOR OF PHILOSOPHY AND THE BACHELOR OF SCIENCE DEGREES

Candidates for either of these degrees may present the requisite number of hours in a modern language in place of a classical language, and candidates for the Bachelor of Philosophy degree must present a minimum of twelve hours of philosophy. With these exceptions, the general requirements for these degrees are the same as for the Bachelor of Arts degree.

THE BACHELOR OF MUSIC DEGREE

This degree is conferred upon students in the department of music who have completed the general requirements for other degrees with the exception of one year of science and one year of social science.

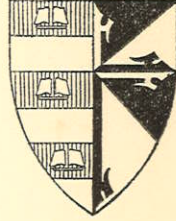
THE BACHELOR OF SCIENCE DEGREE IN HOME ECONOMICS

This degree is conferred upon those who fulfill the general requirements for the degree of Bachelor of Science with a major in Home Economics.

THE BACHELOR OF SCIENCE DEGREE IN COMMERCIAL EDUCATION

To obtain this degree the candidate must present a major in the field of secretarial science and at least one minor in an academic field. The following subjects are required:

| | |
|-----------------------|---------------------|
| Religion | 8 semester hours |
| English | 10 semester hours |
| Philosophy | 9 semester hours |
| Economics | 6 semester hours |
| Sociology | 3 semester hours |
| Stenography | 4 semester hours |
| Typewriting | 2 semester hours |
| Business Law | 4 semester hours |
| Accounting | 6-12 semester hours |
| Office Practice | 4 semester hours |



THE RELIGION AND
PHILOSOPHY GROUP

DEPARTMENT OF RELIGION AND
PHILOSOPHY

In accordance with the aim of contributing as fully as possible to the development of the religious life of the young people within our gates, the following courses in religion are offered. Every Catholic student is required to earn eight semester hours of credit in religion, and these credits are counted toward the degree. Non-Catholics are free to elect religion courses if they choose, but if they do not, they must make up the eight hours in other subjects. Non-Catholic students who do not take religion are required to take two semester hours in character education.

The courses in philosophy, based upon the clear-cut, unerring principles of Scholasticism, give excellent training in intellectual discipline and enable the student to build up her mental processes upon a firm foundation. The Barry College girl is not expected to become a feminine Aquinas but she should become a logical thinker, and she should be able to pierce the fallacies in many of the modern systems of thought. Nine hours of philosophy is the minimum requirement for all students.

RELIGION

Course No.

1. *An Orientation Course* 2 s. h.

Unity, Trinity, Redemption. The commandments, the sacraments, grace, the Mass, prayer. Loyalty to the Person of Christ, the ideals and purposes of Catholic education; responsibility of the Catholic college student.

12. *Supernatural Life and Christian Worship* 1 s. h.

Liturgy—the function of liturgy and its relation to public worship; fellowship with Christ through participation in the Mass; liturgy of the Mass, the sacred vestments, utensils, various rites.

25. *General Introduction to Sacred Scripture* 2 s. h.

Number and classification of the Books of the Old Testament. Analysis of contents and special features of some of the Books.

37. *History of the Church* 3 s. h.

(See History—Course 14)

Course No.

105. *Apologetics* 2 s. h.

Nature of Apologetics. The Existence and Nature of God. The Creation and Constitution of the Universe. Pantheism. Immanentism. Evolution. Cosmogony. Nature of Religion, Natural and Supernatural. The Enemies of Supernatural religion.

108. *The Son of God and His Masterpiece* 2 s. h.

Revelation. Miracles and Prophecy. The Messiah. The Redeemer. The Son of Man. The Son of God. Divinity and Personality of Christ. His Masterpiece, the Church. Foundation and Identification of Church of Christ. The Mystical Body.

176. *Methods in Teaching Religion* 2 s. h.

PHILOSOPHY

Course No.

— 52. *Logic* 3 s. h.

Embraces the following topics: the nature and logical relations of concepts and terms, definition and division, laws of thought, judgments and propositions, inference, the syllogism and fallacies.

58. *Epistemology* 3 s. h.

The foundation of universal knowledge.

— 83. *General Psychology* 3 s. h.

This course sets forth the main facts and the principles of normal conscious processes. Sensation, perception, imagination and memory, habit, instinct, emotion, and will are the chief topics treated.

114. *General Metaphysics* 3 s. h.

This course treats of the greater part of subjects usually included under Ontology: the notion of being and its attributes, act and potency, essence and existence, substance and accident and cause.

Prerequisite: General psychology.

— 132. *Ethics—General* 3 s. h.

In this course are treated the nature of the moral act, moral good and moral evil, moral habits, natural and positive moral law.

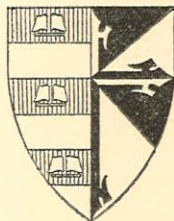
Course No.

157. *History of Ancient and Medieval Philosophy* 3 s. h.

A study of the Greek philosophers; the Stoics; the Alexandrian movement; St. Augustine, the early Christian philosophers; the philosophical background of medieval life; major scholars and schools of medieval thought. The Thomistic system as the most complete and coherent effort of medieval thought; practical problems of medieval philosophy.

158. *History of Modern Philosophy* 3 s. h.

A study of the transition Renaissance—First period: Bacon and Descartes, British empiricism, Cartesian rationalism. Second period: Study of German, Scottish, French, Italian, Spanish, English and American Philosophy. Third period: contemporary philosophy and neo-scholasticism.



THE LANGUAGE AND
LITERATURE GROUP

LANGUAGE AND LITERATURE

The departments of language and literature aim to open to the students the treasure of the ages in the classical and modern languages as well as in their own tongue. This rich inheritance, the work of master minds through many centuries, as expressed in Latin, Greek, French, German, Spanish and English is handed over to the youth of this generation in all its excellence and beauty. The intellectual horizon is thus widened and a greater capacity for enjoyment is developed.

Interpretation and technique both receive their due share of emphasis and a special effort is made to arouse latent literary talent among the students.

LATIN

Course No.

- | | | |
|----------|---|---------|
| 3. | <i>Study of Roman Life under the Republic</i> | 4 s. h. |
| | Readings in Sallust's <i>Catiline</i> and Cicero's <i>Catilinarian Orations</i> . | |
| 4. | <i>Study of the Roman Epic</i> | 4 s. h. |
| | Readings in Virgil's <i>Aeneid</i> . | |
| 14. | <i>Studies in Roman Mythology</i> | 3 s. h. |
| | Selections from Ovid's <i>Metamorphoses</i> . | |
| 17. | <i>Studies in Latin Prose</i> | 3 s. h. |
| | Readings in Cicero's <i>De Senectute</i> and <i>De Amicitia</i> and St. Augustine's <i>Confessions</i> . | |
| 18. | <i>Survey of Roman Lyrical Poetry</i> | 3 s. h. |
| | Selected readings from Virgil's <i>Eclogues</i> , Horace's <i>Odes</i> , and Catullus' lyrics. | |
| 19. | <i>Study of Roman Historiography</i> | 3 s. h. |
| | Selections from Nepos, Sallust, Livy, and Tacitus. | |
| 101-102. | <i>Survey of Latin Syntax</i> | 4 s. h. |
| | Practice in composition. Required for major in Latin. | |
| 103. | <i>Study of Roman Epistolography</i> | 3 s. h. |
| | Selections from the letters of Cicero, Seneca, and Pliny. | |
| 104. | <i>Study of Roman Dramaturgy</i> | 3 s. h. |
| | Selected plays of Plautus, Terence, and Seneca. | |
| 109. | <i>History of Latin Literature</i> | 3 s. h. |
| | Selections from Latin authors in English translations with collateral readings and reports. Required for major or minor in Latin. | |

Course No.

112. *Survey of Roman Satire* 3 s. h.
Selected readings from Horace, Juvenal, Persius, and Martial.
118. *Honors Course*
Independent work under supervision.
176. *Teachers' Course* 2 s. h.
Methods of teaching Latin in secondary schools.

GREEK

Course No.

- 1-2. *Introductory Course* 8 s. h.
Elements of Greek.
3. *Studies in Greek Historical Prose* 3 s. h.
Selections from Xenophon and Thucydides.
108. *Study of the Greek Epic* 3 s. h.
Selections from Homer's *Iliad* and *Odyssey*.
101. *History of Greek Literature* 2 s. h.
Selected readings from Greek authors in English translation.
Required for major in Latin.

FRENCH

Course No.

- 1-2. *Elementary French* 8 s. h.
A study of grammatical constructions; easy reading; special attention given to aural and oral practice.
- 3-4. *Intermediate French* 6 s. h.
Review of grammar; practice in conversation, reading and composition.
- 13-14. *French Literature* 6 s. h.
A survey from its beginning to the present time; collateral readings and reports.
- 101-102. *French Pronunciation and Diction* 4 s. h.
A study of French phonetics intended primarily for students preparing to teach French.
131. *Literature of the Seventeenth Century* 3 s. h.
A study of the literary productions of the French Golden Age.
132. *Literature of the Eighteenth and Nineteenth Centuries* 3 s. h.
Selected readings and reports.

Course No.

133. *History of French Civilization* 3 s. h.
Aspects of the intellectual and cultural life of the French people; survey of the history and geography of France.
140. *Explication de Textes* 3 s. h.
Analysis of short literary passages selected from nineteenth and twentieth century writers for the appreciation of linguistic and literary expression.
- 150-151. *Advanced Conversation, Reading and Composition* 4 s. h.
Required for major in French.
176. *Teachers' Course* 2 s. h.
Methods of teaching Romance Languages in secondary schools.

GERMAN

- 1-2. *Elementary German* 8 s. h.
A study of grammatical constructions in easy readings, with special attention to aural and oral practice.
- 3-4. *Intermediate German* 6 s. h.
Review of grammar with practice in conversation, reading and composition.
- 13-14. *German Literature* 6 s. h.
A survey from its beginning through the nineteenth century, with collateral readings and reports.
105. *German Anthology* 2 s. h.
A study of selections from the best German authors.
106. *German Poetry* 2 s. h.
Readings from German ballads and lyrics.
133. *History of German Civilization* 3 s. h.
A study of the intellectual and cultural life of the German people and a survey of the history and geography of Germany.
140. *Modern German* 2 s. h.
A study of modern German literature.
- 150-151. *Advanced Conversation, Reading, Composition* 4 s. h.
Exercises in oral and written composition.

SPANISH

- 1-2. *Elementary Spanish* 8 s. h.
A study of grammatical constructions, conversation, prose reading and dictation.

Course No.

- 3-4. *Intermediate Spanish* 6 s. h.
Review of grammar; practice in conversation, reading and composition.
- 13-14. *Survey of Spanish Literature* 6 s. h.
A study of the principal movements in Spanish literature and of the typical works of each period.
- 101-102. *Spanish Phonetics* 4 s. h.
A study of Spanish phonetics intended primarily for students preparing to teach Spanish.
131. *Introduction to Cervantes* 3 s. h.
Reading of selections from the *Quijote* and the *Novelas Ejemplares*.
132. *Selected Dramas of the Nineteenth Century* 3 s. h.
Reading and interpretation of representative works of the more notable dramatists of this century.
133. *Contemporary Spanish Literature* 3 s. h.
A study of the literary renaissance in Spain; the "Generation of 1898"; novel, drama, and criticism.
140. *The Spanish Drama* 3 s. h.
A survey of the Spanish drama from its beginning to the end of the nineteenth century.
141. *The Spanish Novel* 3 s. h.
A study of the history and development of the modern Spanish novel.
- 150-151. *Advanced Conversation, Reading and Composition* 4 s. h.
Required for major in Spanish.
176. *Teachers' Course* 2 s. h.
Methods of teaching Romance Languages in secondary schools.

ITALIAN

- 1-2. *Elementary Italian* 8 s. h.
Essentials of grammar and easy reading; training in pronunciation and speaking; elementary syntax.
- 3-4. *Intermediate Italian* 6 s. h.
General grammar review, composition, conversations, reading of modern prose and poetry.
- 13-14. *Survey of Italian Literature* 6 s. h.
A general view of Italian literature from its beginning to the present time. Lectures, explanation of texts, collateral reading and reports thereon.

Course No.

131. *Introduction to Dante* 3 s. h.
Reading of selections from the *Vita Nuova* and the *Divina Commedia*. The life and character of the author discussed.
132. *Modern Italian Literature* 3 s. h.
A study of the development of Italian literature of the last two centuries.
- 150-151. *Advanced Conversation and Composition* 4 s. h.
Exercises in oral and written composition.

ENGLISH

- 1-2. *Freshman Composition* 6 s. h.
Instruction and practice in the fundamentals of effective oral and written composition; emphasis on the preparation of research papers. Required of all freshmen.
12. *Exposition* 2 s. h.
The technique of logic and rhetoric applied to exposition and to informal argumentation; practice in logical composition.
- 13-14. *English Literature* 6 s. h.
A survey of England's literary history; interpretation of selections against backgrounds of world literature. Required of all sophomores.
22. *Children's Literature* 2 s. h.
A survey of literature suited to the needs and tastes of children.
41. *Introduction to Journalism* 3 s. h.
Essentials of journalistic writing; technical training in the fundamentals of newspaper and magazine work.
101. *History of Greek Literature* 2 s. h.
(See Greek 101).
107. *Shakespeare* 3 s. h.
A study of Shakespearian tragedy or comedy with special attention to sources.
109. *History of Latin Literature* 2 s. h.
(See Latin 109).
- 111-112. *Advanced Composition* 4 s. h.
Intensive study of selected types of creative writing with emphasis on artistic, personal expression.
122. *Literature of the Seventeenth and Eighteenth Centuries* 2 s. h.
Lectures and discussions based upon the characteristics and literary productions of the eras of Milton, Dryden, and Pope.

Course No.

125. *American Literature* 3 s. h.
A survey of America's literary development with emphasis on sectional characteristics.
- 127-128. *English in Business* 4 s. h.
(See Secretarial Science 127-128).
132. *Literature of the Nineteenth Century* 2 s. h.
Selected works of English writers from Wordsworth to Swinburne viewed in reference to the social, philosophical, intellectual and religious movements of the period; special emphasis on Newman and the Oxford Movement.
140. *Drama* 2 s. h.
Historical aspects of drama; a study of English and American plays directed toward their interrelation with the drama of continental Europe.
151. *Introduction to Medieval Literature in England* 3 s. h.
A critical view of the more important literary types current in the medieval period; special emphasis on Chaucer.
160. *Contemporary Prose* 3 s. h.
Critical evaluation of English and American fiction and essay.
162. *Literature of the Renaissance* 3 s. h.
A critical study of representative prose and poetry of the English Renaissance in the light of comparative literatures; attention given to the linguistic features of English.
176. *The Teachings of Language and Literature* 2 s. h.
(See Education 176).
- 187-188. *Honors Course*
A directed reading course; open only to seniors by special permission.

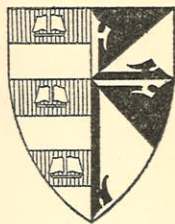
SPEECH

The Speech Department aims to improve the speech of the individual student, to develop the poise necessary in appearing before an audience, to acquaint the students with the principles underlying an artistic interpretation of dramatic literature, and to prepare them for the many professional opportunities in the field of speech.

1. *Fundamentals of Speech* 2 s. h.
Practical experimentation in speaking before a group. Development and use of speaking voice with special attention to everyday social needs of students.

Course No.

2. *Public Discussion* 2 s. h.
The preparation of current problems for debate and open forum discussion. Opportunity for actual audience experience before college groups and civic organizations.
13. *Educational Dramatics* 2 s. h.
An introductory course in interpretative reading designed for genuineness, spontaneity and self-mastery. The study of oral presentation of the masterpieces in literature.
14. *Choral Speaking* 2 s. h.
Basic principles and methods of choral speaking. Practice in group speaking of verse—choric drama.
101. *Voice and Diction* 2 s. h.
Study of voice production. Phonetic alphabet, transcription and reading from phonetic texts.
107. *Shakespeare* 3 s. h.
(See English 107).
113. *Interpretative Reading* 2 s. h.
Intensive practice in interpretation of classical literature.
140. *Drama* 2 s. h.
(See English 140).



THE NATURAL SCIENCE
GROUP

THE NATURAL SCIENCE GROUP

This Group aims to provide an opportunity for the student to acquire a knowledge of the broad and fundamental principles of the sciences, which are an essential part of a liberal education. The work of the freshman year is so arranged as to aid the student who wishes to make a choice in this field of study.

Recommendations for special courses:

Pre-medical. Biology Courses: 1, 2, 121. Chemistry Courses: 1, 2, 13, 56, 142, 143. Physics Courses: 1, 2.

Pre-nursing. Biology Courses: 1, 2, 30, 101, 121, 141, 152. Chemistry Courses: 1, 2, 142, 143.

Preparation for Medical-technology. Biology Courses: 1, 2, 30, 101, 121, 152. Chemistry Courses: 1, 2, 13, 56, 142, 143. Physics Courses: 1, 2.

Laboratory Technic. Biology Courses: 1, 2, 101, 114, 121, 152. Chemistry Courses: 1, 2, 13, 56, 142, 143, 144.

Technical Secretarial Science. Biology Courses: 1, 2, 30, 101, 152. Chemistry Courses: 1, 2, 13, 56, 142, 143, 144. Physics Courses: 1, 2. Electives in Secretarial Sciences.

Home Economics. Biology Courses: 135, 152. Chemistry Courses: 1, 2, 142. Physics Course: 105.

Biology Major (in preparation for biological research in industry, technical work in drug companies, teaching of biological sciences in secondary schools): minor in chemistry and a course in general physics.

Chemistry Major (in preparation for teaching physical sciences in secondary schools, work in testing bureaus, clinical biochemistry): minor in biology. Physics Courses: 1, 2.

BIOLOGY

Course No.

- 1-2. *General Biology* 8 s. h.
A course embracing the fundamental principles of plant and animal life.
Lectures 2 hours a week, laboratory 4 hours a week.
12. *Botany* 4 s. h.
A general survey of the plant kingdom, embracing classification, morphology external and internal, tissues, tissue-systems and physiology of plants.
Lectures 2 hours a week, laboratory 4 hours a week.

Course No.

16. *Zoology* 4 s. h.
A study of the origin, classification and the distribution of animals, the development of the ovum, and the differentiation of tissues.
Lectures 2 hours a week, laboratory 4 hours a week.
30. *Health Education*—(See Education 30)
101. *General Bacteriology* 3 s. h.
Preparation of media and cultures, study of classification and distribution of bacteria. General laboratory technic. Prerequisites: Biology 1, 2.
Lecture 1 hour a week, laboratory 4 hours a week.
114. *Microtechnic* 4-6 s. h.
Training in methods of preparation, together with fundamental knowledge of microscopic anatomy. Blood counts and urinalysis.
121. *Comparative Anatomy of Vertebrates* 4 s. h.
Detailed study of structures of vertebrates. Prerequisites: Biology 1, 2, or equivalent.
Lectures 2 hours a week, laboratory 4 hours a week.
135. *Biological Orientation* 2-3 s. h.
A survey course for general cultural background. Introductory to genetics and biochemistry for students not majoring in biology.
141. *Genetics* 2 s. h.
A study of the facts and theories regarding heredity. Prerequisites: Biology 1, 2, or 12, 16, or 135.
Lectures 2 hours a week.
151. *Embryology* 4 s. h.
A study of vertebrate embryology, including, mitosis, segmentation, the formation of the germ layers and the organs developing therefrom. Prerequisites: Biology 1, 2, 121.
Lectures 2 hours a week, laboratory 4 hours a week.
152. *Biochemistry* 4 s. h.
A study of organic principles applied to biochemical phenomena, includes the chemistry of carbohydrates, proteins, lipoids, enzymes, and vitamins. Prerequisites: Biology 1, 2, or 135. Chemistry 1, 2, 142.
Lectures 2 hours a week, laboratory 4 hours a week.
172. *History of Biology* 2 s. h.
A study of the development of biology with attention to the literature. Prerequisites: Biology 1, 2, or 135.
176. *Methods of Teaching Science in Secondary Schools* 2 s. h.
A study of the aims, materials, and methods of teaching science in the secondary schools.

CHEMISTRY

Course No.

- 1-2. *General Inorganic Chemistry* 8 s. h.
A thorough study of the general principles and laws of chemistry.
Lectures 2 hours a week, laboratory 4 hours a week.
13. *Qualitative Analysis* 4 s. h.
Application of the law of mass action, chemical equilibrium, solubility products to the separation and identification of the common metals and anions.
Lecture 1 hour a week, laboratory 6 hours a week.
56. *Quantitative Analysis* 5 s. h.
Application of the principles of gravimetric and volumetric analysis to the common metals and anions. Prerequisites: Chemistry 1, 2, 13.
Lecture 1 hour a week, laboratory 9 hours a week.
142. *Organic Chemistry of Aliphatic Compounds* 4 s. h.
The structure, type reactions and properties of the more important aliphatic compounds. Prerequisites: Chemistry 1, 2.
Lectures 2 hours a week, laboratory 4 hours a week.
143. *Organic Chemistry of Aromatic Compounds* 4 s. h.
Structure, type reactions and properties of aromatic compounds. Prerequisites: Chemistry 1, 2, 142.
Lectures 2 hours a week, laboratory 4 hours a week.
144. *Qualitative Organic Analysis* 4 s. h.
Identification of specific groups, elementary analysis, and preparation of derivatives. Prerequisites: Chemistry 143, 13.
Lecture 1 hour a week, laboratory 6 hours a week.
152. *Biochemistry* (see Biology 152).
154. *History and Literature of Chemistry* 2 s. h.
A study of historical and present day chemical literature, using the chemical library in relation to research problems. Prerequisites: Chemistry 1, 2, 142.
176. *Teaching Science in Secondary Schools* 2 s. h.
(see Biology 176).

PHYSICS

- 1-2. *General Physics* 8 s. h.
A course planned to give the students a general grasp of physical principles. Prerequisites: Mathematics 3, 4.
Lectures 2 hours a week, laboratory 4 hours a week.

Course No.

105. *Household Physics* 2 s. h.
The course is planned for teachers of household arts, including tests with materials available in a high-school laboratory. Lectures and demonstrations, 2 hours a week.

GEOGRAPHY

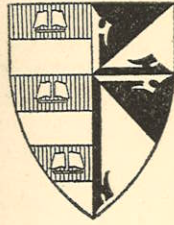
1. *Elements of Geography* 3 s. h.
A study of the earth with reference to its physical features. Lectures, directed observation. Designed for those preparing to teach and for general cultural background.

MATHEMATICS

1. *Advanced Algebra* 2 s. h.
A course for those who present but one unit for entrance to college. The work begins with a review of elementary algebra, and then takes up such subjects as are usually given in the third semester high school course of algebra. Can be credited only as an elective.
2. *Solid Geometry* 3 s. h.
A course for those who have not had solid Geometry in high school. Cannot be counted in fulfillment of the requirements in mathematics.
3. *College Algebra* 4 s. h.
After a brief review of the foundation, the following topics are treated; linear and quadratic equations; determinants; graphs; complex numbers; binomial theorem; theory of equations; series. Prerequisite: entrance algebra, one and one-half units, and Plane Geometry.
4. *Plane Trigonometry* 3 s. h.
The six elementary functions for acute angles; logarithms; solution of right and oblique triangles; graphs of the functions and solution of simple trigonometric equations.
51. *Plane Analytic Geometry* 3 s. h.
Loci and their equations; the straight line; the circle; the parabola, the ellipse and the hyperbola; transformation of co-ordinates, polar co-ordinates.
106. *Differential Calculus* 4 s. h.
Fundamental notions of variables; functions, limits, derivatives and differentials; differentiation of the ordinary algebraic exponential and trigonometric functions; inflexions and envelopes; Taylor's formula.

Course No.

107. *Integral Calculus* 4 s. h.
Integration, definite integrals; applications to length, areas and volumes.
108. *Differential Equations* 3 s. h.
Solution and application of differential equations of the first order. Linear equations with constant coefficients. Linear differential equations of the second order. Special methods for solving equations of higher order than the first.
115. *Solid Analytic Geometry* 3 s. h.
An introductory treatment of the point, plane, straight line, and surfaces of revolution; transformation of co-ordinates and quadric surfaces.
120. *Higher Algebra* 3 s. h.
Binomial theorem, complex numbers, general principles of theory of equations including Descartes's Rule of signs and Horner's method, determinants and impartial fractions.
172. *History of Mathematics* 3 s. h.
General treatment of the history of arithmetic, algebra, geometry and trigonometry from the earliest times to the present.
175. *College Geometry* 3 s. h.
Geometric constructions; loci; properties of the triangle; transversals; harmonic section.
176. *Methods of Teaching Mathematics in Secondary Schools* 2 s. h.
The object of this course is to point out the aims, principles and general objectives of mathematical instruction and to present some helpful techniques for teaching of mathematics in secondary schools.



THE SOCIAL SCIENCE
GROUP

THE SOCIAL SCIENCE GROUP

A very important element in the general education of the students is that furnished by the study of the social sciences, the fascinating story of man's development, his success in adapting himself to his environment, his victory over handicaps, and the lives of the great leaders who have left their names blazoned on the pages of history. The special aims of the courses are to broaden and deepen the sympathy of the students for their fellowmen in every race and nation, to inculcate the Christian principles of social justice which alone can solve the thousand problems confronting our civilization today, and to prepare the young women to assume intelligently the duties of citizenship.

In every department of the College patriotism is inculcated, but the classes in the social sciences render especially valuable service in this regard.

HISTORY

Course No.

- 1-2. *Survey of European Civilization* 6 s. h.
The Roman world, the barbarian invasions, Franks, Lombards, the Papacy, Feudal System, Crusades, Renaissance, Reformation, Age of Louis XIV, French Revolution, Napoleon, Congress of Vienna, Nationalism, Liberalism, the New Industrial Era, Conflict of Capital and Labor, World War, and Problems of the Post-War Period.
14. *History of the Church* 3 s. h.
Origin and early expansion of Christianity, conflict with Hebrew, Greek and Roman civilization, persecutions, heresies, conversions, crusades, religious orders. Liberalism. Modernism.
18. *American History*
Period of Discovery and Exploration, 1492-1760. The European background of civilization, political religious, and economic, and the movement of colonial affairs down to the accession of George III.
19. *Establishment of the National Government. 1760-1815.* 3 s. h.
The causes and events of the War of Independence, and the governmental and social transition to the threshold of the American Industrial Revolution.
110. *Early National Period, 1815-1870* 3 s. h.
The new Nationalism, economic change, westward movement, causes and development of sectionalism, leading to the Civil War; the Civil War; the Reconstruction problem.

Course No.

111. *Recent National Period, 1870* 3 s. h.
Reconstruction; economic, political, and social development; through the World War period to the present; tracing the rise of contemporary major problems.
132. *Early English History* 2 s. h.
England, 55 B.C. to 1603 A.D. The Roman background, the Anglo-Saxon period, the Danish conquest, the Norman conquest, Evolution of the Parliament, Evolution of the Judiciary, Rise of Tudor Statecraft, the Wars of the Roses, the break with the Church, Elizabethan England.
133. *England of the Stuart Period* 2 s. h.
The Stuarts and their theory of government, rise of puritanism, the Laudian Persecutions, Civil War, the Cromwellian Regime, the Restoration, the Glorious Revolution and the triumph of parliamentary government, Industrial Revolution, Colonial expansion, mercantilist expansion, Victorian Era, Literature, Contemporary England, Nineteenth Century Imperialism.
134. *French Revolution and Napoleonic Era* 3 s. h.
Analysis of the old regime, the French writers, Voltaire, Rousseau, the religious quarrel and foreign wars, Napoleon and the dissemination of French ideas and reforms, Nationalistic reaction in Spain and Prussia, political consequences for Poland, Austria and Russia.
151. *American History* 3 s. h.
Religious influences in American History. Pre-Columbian culture. Spanish and French colonial culture in North America. Religious forces in the American Colonies. The American Revolution. Period of political, social, and religious reconstruction. Early nineteenth century problems in American life.
161. *Medieval Civilization* 2 s. h.
A study of the decline of the Roman Empire, the growth of the Church and the Papacy, the Teutonic invasions, and the formation of the Frankish Empire; Feudalism, the conflict between Church and State, the rise of the Monarchies, the economic, urban, social, religious, artistic, and intellectual life of the time, medieval foundations of modern civilization.
162. *Renaissance and Reformation* 2 s. h.
An intensive survey of the political, commercial, scientific, cultural, and religious developments in western Europe from the

Course No.

- fourteenth to the seventeenth century, cause of the Religious Revolution, Luther and the Reformation in Germany, International Protestantism, the Counter-Reformation, and the Wars of Religion.
176. *The Teaching of History* 2 s. h.
Discussion of the value of history as an educational subject; problems and methods of teaching; special work in the selection of supplementary reading and its adaptation to capacities and needs of pupils, practical helps in methods of presenting subject in class.
180. *Latin-America.* 3 s. h.
The New World environment for Spanish discovery, exploration, and colonization. Portuguese in Brazil. Political, social, and economical development under Spanish government. Decline of Spanish power, and struggle for independence.
181. *Latin America* 3 s. h.
Latin American Republics. Independence and a century of difficulties. Leaders and achievements. Recent problems. Contacts between Caribbean Peoples and the United States.

ECONOMICS

1. *Principles of Economics* 3 s. h.
History and Social Framework of Economics. Wants and their satisfaction. Wealth and welfare. Value and price. Monopoly and competition. National and personal income and its distribution. Rent, interest, wages and profits. Selected Papal Encyclicals.
2. *Problems of Economics* 3 s. h.
Recent legislation. Business cycles. International trade. Monopoly problems. Railroad, agricultural, labor problems. Social security. Cooperative movement. Reconstruction of the social order. Selected Papal encyclicals.

POLITICAL SCIENCE

1. *The American Government* 3 s. h.
National Government and Administration. Structure and practical workings of the Federal Government.
2. *State Government and Administration* 3 s. h.
The place of the States in the nation, past and present, the State constitutions, State parties and practical politics, State legisla-

Course No.

ture, direct legislation and the recall, the governor, administration, finance, courts and the rights and duties of citizenship.

103. *American Foreign Relations* 3 s. h.

Republican principles and ideals, declaration of President Monroe, rounding out borders and relations with China and Japan, diplomacy of the Civil War, expansion in Caribbean and Pacific, intervention in Europe, failure of neutrality, "Cooperation without Entangling Alliances" since the World War.

SOCIOLOGY

1. *Sociology* 3 s. h.

Origin, growth, and structure of society. The principal social institutions, Family, State, Church, Occupational Society. Property and Socialism. Actual problems in social life; work, wages, trade, unionism, worker's risks and social insurance. Questions of poverty, dependency and relief, eugenics, marriage and the family, social treatment of defectives, criminals, and delinquents. The negro problem in the United States. Education and social service. Catholic Action.

2. *Social Problems* 3 s. h.

Intensive study of important social problems.

133. *Social Ethics* 3 s. h.

This course includes the meaning of special and applied ethics, right and duty, the existence of duties toward oneself (1) referring chiefly to the mind (2) referring to the body. Then the duties of man toward other men (1) toward individual man (2) social duties (a) the family (b) the State.

134. *The Papal Encyclicals* 3 s. h.

Textual study of the Encyclical Letters of Popes Leo XIII and Pius XI treating social, political, economic and religious problems of modern society.

SECRETARIAL SCIENCE

The aim of the College in offering a Bachelor of Science in Commercial Education degree is to give to the student who is preparing to become a commercial teacher, or a successful secretary and business executive, a sound knowledge of fundamental business theory correlated with a background of liberal education.

Course No.

1-2. *Stenography I* 1 yr., 2 s. h.

A Study of the principles and theory of the Functional Method of the Gregg system of Shorthand.

3-4 *Typewriting I* 1 yr., 2 s. h.

The mastery of the keyboard and the development of a prescribed speed of words per minute. Emphasis is placed on the arrangement of the typewritten material, transcription from printed matter and from shorthand notes; copying of commercial and legal forms and tabulated statements of commercial organizations.

5-6. *Principles of Accounting* 1 yr., 6 s. h.

A study of accounting through the balance sheet approach. Practical work in the Sales, Purchase and General Journals, Cash Book and Ledger through Practice Sets for Proprietorships and Partnerships.

13-14 *Stenography II* 1 yr., 2 s. h.

The development of the technique of dictation with special emphasis on accuracy and speed in taking shorthand notes.

115-116. *Advanced Accounting* 1 yr., 6 s. h.

A thorough review of the Principles of Accounting, and a study of Partnership and Corporation Accounting Problems, Budgetary Problems, Cost Accounting Problems, Receivership Accounting Problems.

117. *Institutional Accounting* 3 s. h.

Methods of keeping records; checking supplies; making requisitions; and all business forms used in institutional management.

127-128. *Business Correspondence* 1 yr., 4 s. h.

A course in the psychological principles underlying effective business writing and the practical application of these principles to current projects, sales letters, inquiries, orders, response, collection letters, adjustments, letters of application.

139-140. *Business Law* 1 yr., 4 s. h.

The historical development and ethical principles of commercial law; theories and their application to everyday problems arising out of contracts, negotiable instruments, sales, bailments, insurance, suretyship and guaranty, agency, partnership, corporations, real property, wills, bankruptcy, enforcement of remedies, courts and lawsuits, mock trials.

141-142. *Office Practice*

1 yr., 6 s. h.

This course aims to acquaint the student with the actual routine duties of the office. Special stress is laid on office etiquette, development of personal efficiency, the duties, obligations and opportunities of the private secretary; business methods and office procedure applied to various circumstances. Special training is given in the use of the mimeograph, mimescope, check writer, calculating and adding machines, filing system operation and installation. Opportunity for actual practice is afforded the student through her appointment as "secretary" to faculty members and through experience in the college office.

176. *Methods in Commercial Subjects*

1 sem., 2 s. h.

TWO-YEAR SECRETARIAL COURSE

In order to accommodate students who wish to enter the business world but who do not wish to qualify for the degree of Bachelor of Science in Commercial Education the following short course is offered:

Two-Year Secretarial Course

| First Year | | Second Year | |
|---------------|-----------|-----------------|-----------|
| | Sem. Hrs. | | Sem. Hrs. |
| Religion | 2 | Religion | 2 |
| English | 6 | English | 6 |
| Economics | 6 | Sociology | 3 |
| Shorthand I | 2 | Shorthand II | 2 |
| Accounting | 6 | Office Practice | 4 |
| Typewriting I | 2 | Electives | 9 |
| Electives | 8 | | |
| | <u>32</u> | | <u>28</u> |

EDUCATION

With the kind cooperation of the Florida State Department of Education a teacher training program has been set up at Barry College. The courses in education listed below are intended for those who wish to qualify for certification in order to teach in the elementary and secondary schools of the State.

Course No.

30. *Character Education* 2 s. h.
A course intended to encourage the student to study her own personality and to take means to develop the virtues necessary to a strong, well-balanced character.
61. *Principles of Teaching* 3 s. h.
A presentation of the general principles of teaching which underly approaches to specific subjects; a detailed consideration of classroom procedures.
62. *Technique of Teaching Arithmetic* 2 s. h.
The manner of presenting the subject matter of arithmetic in the elementary school with special emphasis on the place of meaning and drill; evaluation of recent experimental studies and standardized tests.
66. *Technique of Teaching the Social Studies* 2 s. h.
A discussion of the aims and materials of history, geography, and civics in the elementary grades with a study of the most suitable means of achieving them.
69. *Technique of Teaching English and Reading* 3 s. h.
Technique of teaching oral and written expression in the elementary school; fundamental principles of developing permanent reading habits and attitudes.
71. *Technique of Teaching Handwriting and Spelling* 1 s. h.
A careful study of the processes of learning to write and to spell; a study of measurements, remedial work, and left-handedness.
118. *Educational Psychology* 3 s. h.
An application of psychology to the field of education, consideration being given to innate and acquired forms of behavior, control, and motivation of learning, the transfer of training, individual differences in intelligence and achievement, and the measurements of them; demonstrations and observations to accompany the lectures.
Prerequisite—General Psychology.
153. *Philosophy of Education* 3 s. h.
Study of the thought underlying modern practices in education and an attempt to formulate a philosophy toward teaching based on Catholic principles.

Course No.

164. *History of Education* 3 s. h.
Survey of the origin and growth of educational practices and a study of the present day school systems as they have been affected by civil, social, and economic changes.
169. *Mental Hygiene* 1 s. h.
Study of the conditions which contribute to the development of a wholesome personality with special attention to proper mental adjustment in childhood and adolescence.
176. *The Teaching of Language and Literature* 3 s. h.
Presentation of the fundamental techniques for developing self-expression, accuracy in oral and written speech, and an appreciation of literature; and their subsequent development in the secondary school.
(For methods in other subjects of the secondary school see specific groups.)
190. *School Supervision* 2 s. h.
Evaluation of the specific types of teaching through an analysis of actual school problems; study of improved educational practices.
199. *Directed Teaching* 5 s. h.
A program of observation and teaching under the constant guidance of specialized teachers.

PHYSICAL EDUCATION

At the opening of the first semester each entering student receives a medical and physical examination.

All students must take work in physical education for the first two years unless a physician issues a written statement that such courses would not be beneficial for a particular individual. Those who do not participate in the activities are required to observe during the class period.

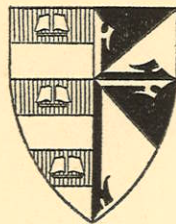
It is the aim of this department to interest every student who is physically fit in the various sports and hence all are urged to take part in the indoor and outdoor contests. No direct credit is given for courses in physical education but the student's participation in athletics is noted in recommending graduates for positions.

Opportunity is offered in the following fields of activity:
Archery, Basketball, Baseball, Dancing, Hiking, Golf, Riding, Swimming and Tennis.

Golf membership in the Miami Shores Country Club may be obtained at special student rates.

The North Miami Riding Academy and the Greynold's Park Riding Academy both located a short distance from the College afford opportunity for students interested in riding.

Health Education. The teaching of health and school health problems. (See Biology 30) 2 s. h.



THE FINE AND APPLIED
ARTS GROUP

THE FINE AND APPLIED ARTS GROUP

Work within the Fine Arts Group is designed to cultivate the aesthetic taste of the students by introducing them to the work of the great masters; to increase their capacity for the enjoyment of vocal and instrumental music, painting and all forms of art; to provide for the intelligent use of leisure time: and to give professional training when that is desired.

MUSIC

The general aim of the Fine Arts Group is carried out in the Department of Music by presenting to the students the best work of the great composers of all times. Correct interpretation and excellence of technique are insisted upon as productive of a fine taste in music. The curriculum is arranged to satisfy the State requirements for the Bachelor of Music Degree. This certificate requires 30 semester hours in Applied Music. If the student does not desire to obtain the Music Certificate, academic courses may be substituted for the education courses given in the outline.

Students wishing to study music as a mere accomplishment, not desiring professional training, have the privilege of entering the theory classes or receiving due attention in instrumental work.

The program of the regular college student permits that an hour a day be given to music. Therefore, any student may take lessons in applied or theoretical music, although she may not desire to obtain credit for it.

Visiting artists are brought to the Conservatory from time to time and the students are urged to attend concerts given in the city by local organizations.

CREDIT IN MUSIC IN THE COLLEGE OF ARTS AND SCIENCES

Credit toward degrees in the College of Arts and Sciences will be given for Applied Music under the following conditions:

1. Students working for a major in Music must obtain a minimum of twenty-four credits, eight of which may be in Applied Music.
2. For each hour of Applied Music, counted toward a major, there must be one hour of the theory or the history of music.
3. Two half-hour lessons a week with a minimum of six hours practice a week count as one semester hour of credit.
4. The Applied Music may be in piano, organ, violin or voice.
5. The work in Applied Music must be of advanced grade.

APPLIED MUSIC—PIANO

The selection of material in teaching of applied music is left to the teacher who understands the needs of the individual students. The courses designate approximately the degree of advancement to be attained at the end of each year.

Freshman

Major and minor scales in thirds and sixths, Arpeggios, Octaves, Studies, selected. Bach Inventions, Haydn, Mozart Sonatas, Pieces-selected.

Sophomore

Continuation of scales and Arpeggios, Bach. Well tempered Clavichord, Suites. Beethoven Sonatas, Schumann, Chopin, Schubert, and Liszt selections.

Junior

Further development of speed in study of scales. Bach Fugues, Chopin Studies. Sonatas from Beethoven. Schumann, Grieg. Compositions of modern composers.

Senior

Technical studies continued—Scales in double thirds. Chopin Etudes, Sonatas and Concertos, compositions of an advanced nature from Classical and Modern schools.

APPLIED MUSIC—ORGAN

To study the organ advantageously, students should have a thorough knowledge of piano playing, and if this ability is not manifest, the student will be required to make up this deficiency by continuing the piano for a year or two. Organ students have the advantage of practical experience by playing on the chapel organ during services, when they are sufficiently advanced.

Freshman

Manual and pedal exercises; Whiting—First six months on the Organ; hymn tunes; easier selections for study in registration. Continuous throughout the year.

Sophomore

Easier Preludes and Fugues by Bach; Sonatas by Mendelssohn, Borowski, shorter pieces by contemporaneous composers. Continuous throughout the year.

Junior

More advanced compositions by Bach, including Toccata and Fugue in D Minor; more difficult organ Sonatas; sight reading; easy modulation; memorizing. Continuous throughout the year.

Senior

Bach-Great G minor Fugue; Widor and Franck; pieces by American composers; sight reading; modulation; improvisation. Continuous throughout the year.

APPLIED MUSIC—VIOLIN

Freshman

Schradieck, Technic, Part I: Sevcik, Bowing Technic, Ojus 2, Part II; Hrimalay, Scales and Arpeggios; Don, Opus 37; Blumenstegel, Twenty-four Etudes; Kreutzer, Etudes; Edouard Siebert, Studies.

Sophomore

Schradieck, School of Violin Technic, Book II; Sevcik, Bowing Technic; Hrimalay, Scales and Arpeggios; Svencenski, Studies for Development of Left Hand; Kreutzer, Etudes; Seitz, Concerto, No. 3; Accolay, Concerto in A minor.

Junior

Scales in thirds, sixths, octaves and tenths; Svencenski, Chord Studies; Rode, Twelve Etudes; Fiorillo, Thirty-six Etudes; Viotti, Concerto No. 23; DeBeriot, Concertos No. 7-9; Handel, Sonatas; Mozart, Concertos; Scales and double stops from Siebert.

Senior

Happich, Chord Studies; Rode, Twenty-four Caprices; Gavinies, Etudes; DeBeriot, Scene de Ballet; David, Andante and Scherzo; Beethoven, Romances; Viotti, Concerto No. 22; Tartini, Sonata in G minor; Dont, 24 Etudes; Concertos by Mendelssohn, Bruch, Paganini, and Spohr.

APPLIED MUSIC—VOICE

Courses for Voice Students:

Same Elements of Harmony, History and Appreciation of Music, Composition, Analysis, Counterpoint, Sight Reading as for piano students.

Lessons in Breathing and Tone Production:

Solfeggio and exercises from Abt, Conccone, Simple Songs, etc.

Voice Production:

Arpeggios, Solfeggios and studies from Clippinger; Marchesi; Voccai; Masterpieces of Vocalisation; Spicker; Sacred Music: Songs and Simple Arias.

Voice Production:

Arpeggios, Turns, trills, etc., with increased rapidity of execution; more difficult studies of Siber, Clippinger, Marchesi, Bordogni; Songs from Classic Writers; Oratorio and Operatic Arias.

Voice Production:

Lamberti's Studies, Books 1 and 2; Studies of the Classic writers; Church music, Oratorio and Operatic Arias.

THEORETICAL

Students enrolled in the regular course leading to the Bachelor of Music degree or to a major in the College of Arts and Sciences are required to take Theory together with Applied Music, and they must possess sufficient pianistic ability (if majoring in other than piano) to play accompaniments.

Course No.

1-2. *Harmony* 8 s. h.
Connection of triads and inversions; Intervals; Dominant Seventh and Ninth Chords with resolutions; modulations; cadences; ear training. Keyboard Harmony included.

3. *Harmony* 4 s. h.
Study of Secondary Seventh Chords; Augmented Sixth Chords; Chromatic passing tones. Keyboard Harmony included.

4. *Harmony* 4 s. h.
Extended methods of Modulations; non-harmonic tones, harmonic analysis; carefully kept note books are a part of this course. Keyboard Harmony included.

7-8. *History and Appreciation of Music* 4 s. h.
Development of music as an art from primitive times to the nineteenth century—Development of notation and polyphony; study of Church music; early opera and oratorio. The History of Music is supplemented by a study of the different types of composition; study of instruments and illustration of music of the different periods by means of piano, voice and reproducing instruments.

15-16. *Ear Training and Dictation* 6 s. h.
Dictation of short melodies, soprano and bass, intervals, cadences. Simple chord progressions, sequences; complicated rhythms; four voice dictation.

76. *Technique of Teaching School Music* 3 s. h.

A.
This course deals with the problems of teaching and supervising music in the first three grades. Lesson planning and teaching are carried on in the class and a study of the materials used in the State is carried on.

B. 3 s. h.
This course occupies the same place in the teaching of music in grades four to seven as the above in the primary grades.

C. 3 s. h.
An attempt is here made to study all the problems involved in teaching part music, chorus or glee club in junior and senior high school. The selection and presentation of operettas is studied.

Course No.

77. *Introduction to Music* 2 s. h.
A course in listening to music designed for students in arts, science, education, and home economics.

105-106. *Counterpoint* 4 s. h.
Strict Counterpoint in 5 species, 3 parts and combined species 3 and 4 parts.

107. *Ensemble* no credit
Opportunities are offered to students to do ensemble playing under supervision.

109-110. *Form and Analysis* 4 s. h.
A study of design in music, both homophonic and polyphonic. Assignments from Schumann, Mendelssohn, and Beethoven.

111-112. *Instrumentation* 4 s. h.
Study of Orchestral instruments and their combination.

113-114. *Free Composition* 4 s. h.
Composition in the smallest forms. At least one song and one piano composition required in the first semester. One movement in Sonata form for one or more instruments and some experience in fugal writing required for the second semester.

176. *Methods of Teaching Music* 2 s. h.

LITURGICAL SINGING

Much attention is given to the study of various forms of Church music. All students participate in rendering the plain chant during Mass and other liturgical services throughout the year.

Gregorian Chant 2 s. h.
Study of fundamentals of Gregorian Chant according to principles of Solemnity; Characteristics of Latin accent; special attention given to pronunciation and enunciation of text.

ART

The department furnishes types of experience, aesthetic and manual, which round out the cultural aspects of the Liberal Arts courses and lead to fuller living.

1. *Art Philosophy* 2 s. h.
An appreciative survey of the arts in the widest sense of the term to develop a personal art philosophy.
2. *Display Arts* 3 s. h. in any one subdivision
Lettering, poster layout, poster techniques, and elementary advertising psychology as basic requirements for commercial art work.
3. *Fashion Sketch* 3 s. h.
Analysis of recognized fashion illustrations and the diagrammatic sketching of the fashion figure from models and from memory. This work does not include designing but is rather the recording of well designed fashions.
Studio practice: 3 periods of 2 hours each.
4. *Drawing* 3 s. h.
Object drawing in various media, figure sketch, perspective, and mechanical drawing (as a foundation for interior decoration plates).
Studio practice: 2 periods of 3 hours each.

HOME AND FAMILY LIFE

It is the primary aim of this department to prepare young women for the very important profession of home-making: to impart to them a sense of the supreme dignity of home management; to enable each of them, whether her resources be large or small, to make her own home "The House Beautiful." Happy, well-kept homes are the bulwark of society and the hope of the future of America.

The secondary aim of the department is to prepare the students for the various professional opportunities in the field of Home Economics.

Course No.

- 1-2. *Fundamentals of Cookery* 6 s. h.
General principles of cookery; selection, preparation, cost and methods of cookery.
One lecture—two laboratory periods per week.
13. *Clothing* 3 s. h.
This course deals with the fundamental problems of clothing construction, including the use of commercial patterns, general sewing equipment, and the selection of suitable textiles and design. Students provide materials.
One lecture—two laboratory periods per week.
14. *Textiles and Textile Chemistry* 3 s. h.
A microscopic and chemical analysis of textile fibers and fabrics. Bleaching, dyeing and finishing of principal fibers.
One lecture—two laboratory periods per week.
- 23-24. *Meal Planning and Table Service* 4 s. h.
Planning menus for family and institutional use. Study of equipment used in formal and informal table service. Best present practice in table service.
Two lectures or one lecture and two laboratory periods per week.
112. *Chemistry of Foods* 3 s. h.
Analysis of food materials and products. Study of chemical changes caused by application of heat and cold, storage and processing.
One lecture—two laboratory periods per week.
- 123-124. *Dietetics and Nutrition* 4 s. h.
A study of the dietary requirements of various individuals. Planning diets for income levels and for those having real nutritional difficulties.
Two lectures per week—one hour of work per week with children having impaired health.

Course No.

126. *Advanced Nutrition* 2 s. h.
Selected quantitative methods relating to digestion and metabolism.
128. *Consumer Education* 2 s. h.
A study of the trends in production, distribution, and consumption with special emphasis on purchasing for individual and family needs. Extensive study of present practice in buying goods and services.
Two lectures per week—Field trips.
137. *Quantity Cookery* 3 s. h.
Application of the principles of cookery to large quantity cooking. Planning, preparation and serving of meals for College dining room. Some consideration of the management problems of such institutions.
One lecture—two laboratory periods per week.
138. *Experimental Cookery* 3 s. h.
A course in experimental cookery with special emphasis on colloids. Skill in methods of conserving nutrients and in combining foods will be stressed.
Two lectures—one laboratory period per week.
139. *Diet Therapy* 2 s. h.
A study of the various dietetic requirements with special emphasis on the adaptation of the normal diet to impaired digestive and metabolic processes.
Two lectures—one laboratory period per week.
145. *Home Management* 2 s. h.
A study of the problems of the home from the standpoint of the manager.
Two lectures per week.
146. *Organization and Management* 2 s. h.
A study of the problems of organization and management with specific reference to institutional work.

Course No.

147. *Home Management Practice* 2 s. h.
Practical work in home management with application of material discussed in Household Administration and Home Management. Care of practice house for a period of eight weeks.
153. *Advanced Clothing Construction* 3 s. h.
Emphasis in this course will be placed on the selection and construction of complex problems in costume design. Students provide materials.
154. *Costume Design* 3 s. h.
A study of art principles, as applied to costume; color theory and color harmonies; the individual figure and coloring as a basis for original design.
Prerequisite: Course No. 13.
155. *History of Costume* 2 s. h.
This course aims to develop an appreciation of the important historic periods in costume, beginning with the Egyptian period, extending down to the present day; as a source of invention; and as a preparation for the costuming of plays.
156. *Stage Costuming* 2 s. h.
The application of historic costuming to the designing and construction of costumes for plays and pageants.
Prerequisite: Course No. 13.
157. *Interior Decoration* 3 s. h.
The fundamentals of good taste in planning the home in relation to environment, budget and personality of the owner. The elements of composition, unity, balance, restraint and color.
One lecture—two laboratory periods per week.
161. *Household Administration* 3 s. h.
Job analysis and scientific management; budgeting; labor saving devices; household sanitation.
162. *Institutional Buying* 2 s. h.
A study of quantity buying of materials such as household equipment and furniture, foods, materials, and of services.

Course No.

163. *Personnel Management* 2 s. h.

A study of the problems of personnel management in an institution.

164. *Cafeteria and Tea Room Management* 3 s. h.

A study of the problems and methods in equipping and managing cafeterias and tea rooms. Some practice in catering for special occasions.

One lecture—two laboratory periods per week—Field trips.

174. *Household Economics* 2 s. h.

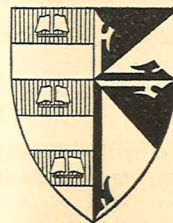
A study of personal and family expenditures and standards of living—budgeting—social consumption.

175. *Personality Development and Conduct* 2 s. h.

Study of the individual talents and how they are developed—relationships between development of talents and spiritual, intellectual or physical growth.

176. *Home Economics* 2 s. h.

Technique of teaching.



DIVISION OF
STUDENT LIFE

DEPARTMENT OF RELIGIOUS ACTIVITIES

The aim of the Department of Religious Activities is to develop the religious nature of the students, for the formal courses in religion comprise only a small part of the religious education given at Barry College. School life itself is the laboratory in which religious principles are worked out. The atmosphere of religion permeates every corner of classroom and campus and is not confined to the religion courses nor to the chapel. There is no activity of the students, curricular or extra-curricular, on which religion does not have a bearing. Chief among these influences are, of course, the opportunity for the frequent reception of the Sacraments and attendance at daily Mass where the grandeur and solemnity of the liturgy are exemplified in all their beauty. During the months of October, May, and June, Benediction of the Blessed Sacrament is given every evening, and in addition, the Blessed Sacrament is exposed for Adoration on the first Sunday of each month. This day is reserved for the Sisters and the students, and no visitors are permitted.

The annual retreat with its days of sacred silence and reflection on the great truths of eternity is a powerful factor in the development of a sane and wholesome attitude toward life and its tremendous responsibilities.

As noted in the statement of general aims, the College endeavors to inculcate an appreciation of true womanly dignity. Dominant among the influences used to attain this result is devotion to the Queen of queens, the ever lovely model of Catholic womanhood, our Blessed Lady.

It is always possible for the students to receive counsel on personal problems from members of the Faculty.

RELIGIOUS ORGANIZATIONS

A vital factor in the religious lives of the students is the Sodality of the Blessed Virgin with the Students' Spiritual Council as its executive committee.

The Mission Unit functions in conjunction with the National Students' Mission Crusade which has its headquarters in Cincinnati, Ohio. Spiritual and financial offerings for the success of the mission movement throughout the world, collecting cancelled stamps, making altar linens for needy missions, and providing First Communion outfits for poor children are some of the outstanding activities.

DEPARTMENT OF SOCIAL ACTIVITIES

As noted in the statement of general aims the social development of the students forms one of the objectives of the College. The Faculty recognizes the fact that a reasonable amount of pleasure is the rightful inheritance of youth and every form of wholesome recreation is provided for. The social life on the campus, while always subordinated to the primary purpose of the school, that of giving a solid education, is charming and varied, and is designed to give that poise and gracious dignity so essential to the truly cultured woman.

It is the privilege of the students to be brought into frequent contact with outstanding characters in the literary and educational world and during the course of the scholastic year many distinguished visitors are guests at the College. Lectures and concerts by outside speakers and musicians broaden the minds and elevate the tastes of the young women, while amateur dramatics, musical programs, and student symposiums lend their own peculiar aid in developing the native ability of the students.

The program of this department includes many delightful functions, the aims of which are purely social and recreational. Among these are formal and informal teas, dinners and dances.

Le Cercle Rene Bazin

This band of French students aims to stimulate the interest in "the language of diplomacy" by conversation in French outside of class time and by occasional programs rendered in that language.

The Tara Singers

Students whose musical ability renders them eligible for membership have an opportunity for choral work in this organization which is frequently called upon during the year to assist in rendering programs before the faculty, the student body and invited guests.

Orchestra

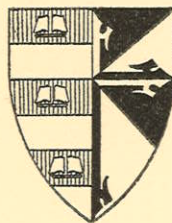
Students who have acquired sufficient proficiency on stringed or wind instruments have the privilege of becoming members of the orchestra. The work accomplished under a skillful director affords excellent practice in ensemble playing. The orchestra is indispensable for the many entertainments given at various times throughout the year.

DISCIPLINE

Barry College is essentially a "home school" and standards of conduct expected of a young woman brought up in a well regulated home where high principles prevail, are expected of the students here. Such conduct must be based on right moral ideals, a fine consideration for the rights of others and a proper self-respect. The students have a large share in controlling college activities and in regulating social matters in accordance with the principles enunciated above.

Each student is required to furnish letters of recommendation from her pastor or former teachers when she applies for admission to the College. A written permission for off-campus visits must be obtained from the parents and filed with the Dean.

It is possible for a student to render herself undesirable, not only by open defiance of established codes of conduct, but also by a general attitude of criticism and a lack of the co-operative spirit so necessary to the well-being of any social group. The College, therefore, reserves the right to request such students to withdraw without assigning any specific reason for the action.



THE DIVISION OF
BUSINESS

THE DIVISION OF BUSINESS

All financial affairs are cared for within the division of business. Checks and money orders should be made payable to Barry College. Neither credit nor graduation honors will be granted to any student whose account is in arrears. Business references from a reliable source are required of all strangers who make application for students to enter the College.

EXPENSES

The charge for tuition including library and activity fees is \$250.00 per year.

Board and residence, \$500.00 per year and up according to size, location and appointment of rooms. Single, double rooms and private suites are available. All rooms are completely furnished and have bath adjoining.

Out-of-town students will not be permitted to live off campus. Exception to this rule will be made only in cases where the student may live with her parents resident in the Miami area. Students residing at the college for a shorter period than a semester pay \$20.00 per week. Laundry is taken care of in the city at the student's expense.

Luncheon for non-resident students will be served at \$100.00 per year.

A graduation fee of \$15.00 is payable by each candidate for a degree or certificate.

Residence hall will not be open to students until the day set for registration.

FEEES FOR OPTIONAL STUDIES (per year)

| | |
|--|----------|
| Piano (lessons and use of instrument) | \$120.00 |
| Violin | 100.00 |
| Voice | 100.00 |
| Orchestral instruments (lessons and use) | 120.00 |
| Organ (lessons and use) | 160.00 |
| Expression | 100.00 |
| Art | 100.00 |
| Use of typewriter | 20.00 |
| Laboratory fee for one course | 15.00 |
| Laboratory fee for additional semester course..... | 5.00 |
| Swimming fee | 20.00 |

INCIDENTAL EXPENSES

Incidental expenses vary according to the habits of the individual student and the amount of spending money allotted her by her parents. The Faculty strive to inculcate in the students habits of economy, believing that by so doing they are laying the foundation for wise management and happy homes in the future. Extravagance in every form is discouraged and parents are requested to cooperate in this matter by limiting the allowance of their daughters to what is necessary and reasonable.

The College will not be responsible for loss resulting from theft or damage through fire, or for personal property left in the school.

As far as possible, dentistry and similar needs should be taken care of during the vacation periods in order that the students may give their undivided attention to class work during the school sessions.

A charge of \$10.00 is made for a change of room during the year.

Reasonable care in the use of rooms and furniture is expected, and damage to the same will be charged to the students.

In case of transfer to another institution, the first transcript of credits is made without charge; for each additional transcript a fee of one dollar is charged.

When parents wish their daughters sent home, they must give timely notice, settle all accounts in full and forward the amount necessary to defray the expenses of the journey.

Rosarian Academy

West Palm Beach, Florida

Conducted by SISTERS OF ST. DOMINIC

OF

ADRIAN, MICHIGAN

HIGH SCHOOL AND GRADES

Catholic Standards, Cultural Ideals, Character Formation
are distinctive features of the training offered

For further information address the Principal