

REGISTRAR



BARRY

COLLEGE

MIAMI

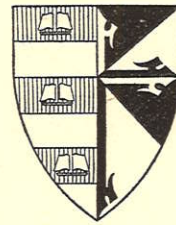
FLORIDA

BARRY COLLEGE

Conducted by the SISTERS OF ST. DOMINIC

OF

ADRIAN, MICHIGAN



1945-1946

MIAMI, FLORIDA

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COMMUNICATION WITH THE COLLEGE

Inquiries regarding application for admission or courses of study should be addressed to the Dean of the College. Inquiries regarding credits, advanced standing or transcript of scholastic record should be addressed to the Registrar of the College.

Payments and all matters concerning accounts should be addressed to the Treasurer of the College.

The College Administration telephone is 7-2414.

COLLEGE CALENDAR

1945-1946

New students due on campus.....	September 20
Registration	September 21
Freshmen Orientation.....	September 21, 22
Former students due on campus.....	September 23
Classes resumed.....	September 24
Mass of the Holy Ghost.....	September 26
Feast of All Saints; no classes.....	November 1
Founder's Day.....	November 15
Thanksgiving Day; no classes.....	November 29
Christmas recess begins.....	December 18, 3:00 p.m.
Classes resumed.....	January 7
Semester examinations.....	January 25-30
Registration, second semester.....	January 28-31
Second semester begins.....	February 1
Washington's Birthday, no classes.....	February 22
St. Thomas Aquinas feast.....	March 7
Students' Spiritual Retreat.....	April 12-15
Easter recess begins (10:00 a.m.).....	April 15
Classes resumed	April 23
Commencement Week	May 26-30

Intellect, the Instrument of Religious Training

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.

OFFICERS OF ADMINISTRATION

Reverend Mother M. Gerald.....	President
Sister M. Gonzaga.....	Vice President and Business Manager
Sister M. de Lellis.....	Dean-Registrar
Sister M. Dorothy.....	Associate Dean
Sister Francis Clare.....	Treasurer
Sister Michael James.....	Librarian

HEALTH SERVICE

C. Frederic Roche, M.D.....	Medical Consultant
Miss Marian W. Flanagan.....	Director of Physical Education

FACULTY

- Sister Agnes Cecile, O. P. Professor of Classical Languages
B. A., Siena Heights College; M. A., Ph. D., Catholic
University of America. Further graduate study, University
of Cincinnati.
- The Reverend Cyril W. Burke, O. P.
..... Professor of Religion and Philosophy
B. A., Providence College; M. A., Catholic University
of America. Foreign study, Universidad Nacional De
Mexico.
- Sister Mary Denise, O. P. Associate Professor of Music
B. M., Siena Heights College; M. M., University of
Michigan. Further graduate study, Eastman School of
Music.
- Sister Mary Dorothy, O. P. Professor of Education
B. A., Siena Heights College; M. A., Ph. D., Catholic
University of America.
- Sister Mary Eulalia, O. P. Instructor in Home Economics
Ph. B., B. S. in Home Economics, Siena Heights College.
Professional study, Cranbrook Academy of Art. Graduate
study, Columbia University.
- Miss Marian W. Flanagan..... Instructor in Physical Education
Professional training, Bouve-Boston School of Physical
Education.
- Sister Francis Clare, O. P. Instructor in Secretarial Science
B. A., Siena Heights College. Graduate study, Catholic
University of America.
- Mrs. Jeannette Gommo..... Instructor in Secretarial Science
B. S. in Commercial Education, Ph. B., Barry College.
- Sister Jean Marie, O. P. Instructor in Romance Languages
B. A., St. John's University, Toledo; M. A., University
of Detroit. Further graduate study, Catholic University
of America. Foreign study, University of Havana.
- Sister Mary Joannes, O. P. Instructor in Art
Ph. B., Barry College, Professional study, Chicago Art
Institute.

- Sister Mary Loyola, O. P. Professor of Social Sciences
B. A., M. A., De Paul University; Ph. D., Fordham Uni-
versity. Further graduate study: University of Michigan;
University of Detroit; Loyola University, Chicago.
- Sister Marie, O. P. Instructor in Social Sciences
Ph. B., Siena Heights College; B. A., National Uni-
versity of Ireland, University College, Dublin; M. A.
Catholic University of America.
- Sister Mary Jane, O. P. Assistant Professor of Chemistry
B. S., Siena Heights College; M. S., Institutum Divi
Thomae. Further graduate study, Illinois Institute of
Technology.
- Sister Mary Jean, O. P. Instructor in Romance Languages
B. A., Siena Heights College; M. A., Catholic University
of America. Further graduate study, De Paul University.
- Sister Mary Paul, O. P. Instructor in English
B. A., Siena Heights College; B. A., M. A., Ph. D., Na-
tional University of Ireland, University College, Dublin.
- Sister Rita Cecile, O. P. Assistant Professor of Mathematics
B. A., University of Detroit; M. S., University of Michi-
gan. Further graduate study: University of Notre Dame,
University of Michigan.
- Sister Rose Therese, O. P. Instructor in Music
B. M., Detroit Institute of Musical Art. Graduate study,
Northwestern University.
- Sister Thomas Mary, O. P. Instructor in Biology
B. S., Siena Heights College; M. S., Institutum Divi
Thomae. Further graduate study, Illinois Institute of
Technology.
- Mr. John Thompson, Attorney at Law..... Instructor in Business Law
Legal preparation, University of Illinois, University of
Florida.
- Sister Mary Xavier, O. P. Instructor in English
B. A., Siena Heights College; M. A., University of
Michigan. Further graduate study, Fordham University.

STANDING COMMITTEES OF THE FACULTY

The President of the College is an ex-officio member of all committees.

Committee on Educational Policies and Curriculum: Sister M. de Lellis, Sister M. Dorothy, Sister Mary Jane, Sister Mary Jean, Sister M. Rita Cecile.

Committee on Admissions and Advance Standing: Sister M. de Lellis, Sister M. Dorothy, Sister Jean Marie, Sister Mary Jane.

Committee on Student Welfare: Rev. C. W. Burke, Sister M. Agnes Cecile, Sister Jean Marie, Sister Mary Paul, Sister M. Rose Therese, Miss M. G. Mims, Miss M. Flanagan.

Committee on Library: Sister Michael James, Sister M. Loyola, Sister Mary Xavier, Sister Mary Paul, Sister Marie.

Committee on Publications: Sister Mary Xavier, Sister M. Agnes Cecile, Sister M. Francis Clare, Sister M. Joannes.

GENERAL INFORMATION

Located on an eighty-acre campus in Miami Shores, Florida, Barry College for Women is conducted by the Sisters of St. Dominic of Adrian, Michigan. The college is named in honor of His Excellency, the late Most Reverend Patrick Barry, D.D., Bishop of St. Augustine, whose long years of unselfish service wrote a bright page in the history of the Church in Florida, and whose scholarly attainments gave proof of his special interest in higher education.

Barry College, opened in 1940, is Florida's first Catholic college for women. This great southern state, early sanctified by the labors of heroic missionaries, now wields a new instrument for the promotion of Christian education and culture. The college faculty is composed largely of members of the Adrian Dominican community who hold higher degrees from the best universities in the United States and Europe. The finest traditions of the Dominican Order, engaged in educational work for over seven hundred years, have been incorporated in the system of education devised for Barry College.

From the standpoint of health and of opportunity for outdoor activities, the college is most favorably located. Within reasonable distance of the ocean, it is set in a land of almost perpetual sunshine amid scenes of remarkable natural beauty.

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 leisure 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, laboratory technique, and other special fields 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.

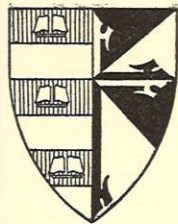
EDUCATIONAL EQUIPMENT

The plans call for fifteen buildings, five of which are now completed, the sixth being under construction. Angelicus, the administration building, is named in honor of St. Thomas Aquinas, often called the Angelic Doctor. It contains offices, classrooms, library, music studios, and laboratories for biology, bacteriology, chemistry and physics, all fitted out with the most advanced type of equipment.

Cor Jesu Chapel, richly though simply appointed, occupies the central position on the campus. Here the students have the privilege of assisting daily at the Holy Sacrifice of the Mass and of participating in the colorful religious functions of the liturgical year. Here also the students' retreat is held on the three days preceding the Easter holidays. Sufficiently large to accommodate five hundred persons, the chapel provides ample room for guests at the graduation and other ceremonies.

Calaroga, which bears the name of the birthplace of St. Dominic, is the central dining hall built to accommodate four hundred students. It is the scene of delightful social activities occasionally during the year.

Each dormitory is under the supervision of a Sister directress whose purpose is to help the students to maintain a friendly, home atmosphere in their relations with other students. Two of the completed dormitories, Maris Stella and Rosa Mystica, are named for Our Blessed Lady; a third, Stella Matutina, is now under construction. All rooms in the residence halls are furnished and equipped with a taste and refinement which are 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 Policies 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 of the activities of the College not directly concerned with studies. The division of business is presided over by the Treasurer who conducts all the financial affairs of the institution.

DIVISION OF STUDIES

The aim of the division of studies is, first, to provide for the moral and 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, and Bachelor of Music. It also confers Secretarial Diplomas for the successful completion of two years of prescribed work in secretarial science.

Requirements for Admission

Students will be admitted to the College by certificate from an accredited high school, or by a specially arranged examination. An application blank will be sent to the prospective student upon request. This should be filled out and returned to the registrar as soon as possible. The applicant will be notified regarding her admission after her transcript of credits and recommendations have been reviewed by the committee on admissions.

Applicants for admission to the freshman class must present a minimum of fifteen units of acceptable high school courses. 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 are the equivalent of one hour of class work.

The fifteen units must include:

English	3 units
Social studies	3 units
Mathematics or science	2 units
Foreign language	2 units

(Both units must be in the same language)

Provisional Admission

Students who present fifteen high school units and who are deficient in not more than two of the prescribed units, may be admitted provisionally. These deficiencies must be made up during the first year of residence.

Scholastic Requirements

Barry College requires 128 semester hours of credit for graduation. A semester hour is defined as the amount of credit earned in a class which meets for a period of not less than fifty minutes once each week for approximately eighteen weeks. In all courses requiring laboratory work two laboratory periods of fifty minutes each will be equivalent to one class hour of fifty minutes in recitation. In addition to the 128 semester hours of credit required for graduation each applicant for a degree must earn at least 128 honor points, or an average grade of C.

Courses numbered from 1 to 99 inclusive are open to freshmen and sophomores.

Courses numbered from 100 to 199 are open to juniors and seniors.

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

A	Very superior work
B	3 points for each semester hour
C	High quality work
D	2 points for each semester hour
E	Average work
F	1 point for each semester hour
G	Below average work
H	No points
I	Unsatisfactory work
J	No credit
K	Incomplete
L	Absent from examination
M	Withdrawn from course

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

Admission to Advanced Standing

Advanced standing will be given to students presenting credits from a recognized college. An official transcript of such credits together with a catalog of the college in which the advanced work was pursued, a testimonial of character and a letter of honorable dismissal must be presented by the applicant. Such candidates may be admitted not later than the beginning of the senior year. The College reserves the right to evaluate the credits thus submitted and to accept same accordingly.

Graduation Honors

Honors are conferred at graduation upon students who have maintained a high degree of scholastic excellence and have given evidence of exceptional qualities of leadership by participation in extra-curricular activities during their college course. A limited number of students may be nominated to the Delta Epsilon Sigma and the Kappa Gamma Pi, national Catholic honor societies.

In order to be eligible for graduation with distinction, a student must have spent three years at this College and have maintained an honor-point average of 2.3.

For the distinction "cum laude" an honor-point average of 2.3 is required.

For the distinction of "magna cum laude" an honor-point average of 2.5 is required.

For the distinction of "summa cum laude" an honor-point average of 2.7 is required.

Registration and Orientation

All students should register on the day specified in the college calendar. A fee of five dollars is charged for late registration. Students entering too late for the regularly scheduled placement tests are charged an additional fee of one dollar payable at the time that the tests are administered to the latecomers.

The first three days of the first semester are set aside for freshmen orientation. During this period all freshmen are given a psychological test, a placement test in English, and a personality inventory. Catholic students are given a placement test in religion.

Student Guidance

At the time of her entrance into the College each student is assigned to a special faculty adviser who gives sympathetic attention to all problems concerning the scholastic achievements, the health and

the happiness of the student under her direction. In the upper biennium the chairman of the department in which the student is majoring becomes her adviser.

Student Aid

Opportunity is given to a limited number of students to earn a part of their expenses. Reductions are made for service in the dining room, library and laboratory. The latter openings are reserved for upper classmen. It is not possible for any student to thus earn all of her expenses, but substantial assistance may be received by the student who wishes to avail herself of this opportunity. Students enrolled in the student aid program are carefully advised against carrying too many courses in proportion to the work program in which they are engaged.

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-Registrar.

Students are expected to be prompt and regular in attendance at classes. In order to provide for necessary absences caused by illness, transportation difficulties, or other emergencies, a student is allowed as many absences as there are credit hours in any given course. Absences exceeding that number cause lowering of grades and may result in failure in the course.

Each absence from class or laboratory during the twenty-four hours preceding or following a college holiday, or vacation counts as two absences.

The procedure to be followed in case of protracted absence because of serious illness will be determined by consultation between the Dean and the various instructors.

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; 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, Spanish, French, biology, chemistry, mathematics, history, music, and home economics.

Minors are offered in the above fields and in philosophy, speech, German, education and sociology.

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 is the interpretation of all subjects in the light of religion and Thomistic philosophy. This basic interpretation is the chief integrating factor in the curricula of the College.

OUTLINE OF CURRICULA

BACHELOR OF ARTS

Freshman		Sophomore		Junior and Senior	
Sem. Hrs.		Sem. Hrs.		Sem. Hrs.	
Religion	2	Religion	2	Religion	4
English 1, 2	6	English 13, 14	6	Philosophy 132	3
Mathematics or Science	6	Philosophy 52, 83	6	Major	18
Latin	6	Latin	6	Minors	6
History 1, 2	6	Electives	12	Electives	33
Electives	6				
	<hr/> 32		<hr/> 32		<hr/> 64

BACHELOR OF PHILOSOPHY

Freshman		Sophomore		Junior and Senior	
Sem. Hrs.		Sem. Hrs.		Sem. Hrs.	
Religion	2	Religion	2	Religion	4
English 1, 2	6	English 13, 14	6	Philosophy 132	3
Mathematics or Science	6	Modern Language	6	Philosophy Elective	3
Modern Language	6	Philosophy 52, 83	6	Major	18
History 1, 2	6	Electives	12	Minors	6
Electives	6			Electives	30
	<hr/> 32		<hr/> 32		<hr/> 64

BACHELOR OF SCIENCE

Freshman		Sophomore		Junior and Senior	
Sem. Hrs.		Sem. Hrs.		Sem. Hrs.	
Religion	2	Religion	2	Religion	4
English 1, 2	6	English 13, 14	6	Philosophy 132	3
Mathematics or Science	6	Philosophy 52, 83	6	Major	18
Modern Language	6	Science or Mathematics	8	Minors	6
Electives	4	Modern Language	6	Electives	33
	<hr/> 32		<hr/> 32		<hr/> 64

Note: See requirements for a major in chemistry or biology, page 43.

BACHELOR OF SCIENCE (with major in home economics)

Freshman		Sophomore		Junior and Senior	
Sem. Hrs.		Sem. Hrs.		Sem. Hrs.	
Religion	2	Religion	2	Religion	4
English 1, 2	6	English 13, 14	6	Philosophy 132	3
Language	6	Language	6	Sociology 146	2
Chemistry	8	Philosophy 52, 83	6	Major	20
Home and Family Life 1, 2, or Home and Family Life 13, 14	6	Home and Family Life 29 and 30	4	Minors	6
Electives	4	Home and Family Life 1, 2 or 13, 14	2	Electives	29
	<hr/> 32		<hr/> 32		<hr/> 64

(Art is suggested as an elective or as a minor for the home economics curriculum.)

A choice of three majors is offered in the field of home economics, and the outline varies according to the major selected by the student. The three options are:

1. A major in foods and nutrition which prepares the students for positions such as dietitians in hospitals, nutrition specialists, school nutritionists or demonstrators. The course meets all the requirements of the American Dietetics Association.
2. A major in textiles, clothing and related arts for students interested in costume designing, or buying of textiles and clothing.
3. A major in general home economics for students interested in teaching and for those who wish a general knowledge in that field.

BACHELOR OF MUSIC

Freshman		Sophomore		Junior and Senior	
Sem. Hrs.		Sem. Hrs.		Sem. Hrs.	
Religion	2	Religion	2	Religion	4
Applied Music Theory	8	Applied Music Theory	8	Applied Music Theory	16
Music Literature	4	English 13, 14	6	Recital	2
English 1, 2	6	Philosophy 52, 83	6	Philosophy 132	3
Electives	2			Music History	4
	<hr/> 32		<hr/> 34	Major	11
				Electives	8
					<hr/> 62

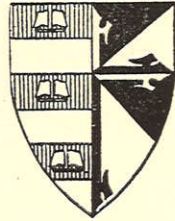
The above includes Piano, Organ, and Violin specialization. Voice and Music Education have special requirements.

ELECTIVES

Electives may be chosen from the fields in which the student is majoring or minoring, from a correlated field or from the field of education.

Students who are working for State Teachers' Certificates are advised to take Education 61, Principles of Teaching, in the sophomore year.

Students who choose art or music as majors or minors in Bachelor of Arts or Bachelor of Philosophy curriculum are not held to the general requirements in mathematics or science.



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 enroll in character education courses.

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 in philosophy is the minimum requirement for all students.

RELIGION

Course No.

1. *Christian Dogma* 2 s. h.
Faith, Unity and Trinity of God. Redemption through Christ, Grace, the sacraments, the Mass, prayer.
2. *Principles of Morality* 2 s. h.
Commandments of God and the Church. 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.
Origin and early expansion of Christianity, conflict with Hebrew, Greek and Roman civilization, persecutions, heresies, conversions, crusades, religious orders. Liberalism. Modernism. (See History 14)

Course No.

105. *Evidences of Christianity* 2 s. h.

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.

113. *The Theological Virtues* 2 s. h.

The origin and nature of the spiritual life. The psychology of habits and passions; the moral significance of spiritual habits; the acquired and infused virtues in general; the bond existing among the virtues. The theological virtues; faith, hope and charity; their nature, sanctifying power, practice; opposed vices.

114. *The Moral Virtues* 2 s. h.

The moral virtues in general; their nature, number and character. The moral virtues; prudence, justice, religion, obedience, fortitude, temperance, chastity, humility and meekness; their nature, degrees, excellence, means of practice; the vices opposed.

PHILOSOPHY

Course No.

- 50 *Introduction to Philosophy* 2 s. h.

A course designed to acquaint the student with the nature, method and end of philosophy and with the scholastic terminology.

In its scope the course will trace the science from its origin in pre-Socratic thought, through the formative period of Plato and Aristotle down to the age of scholasticism and thence to modern times. Emphasis is to be placed on the value of the science in its relation to modern problems.

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.

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.

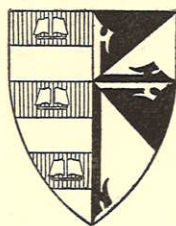
133. *Ethics—Special* 3 s. h.

This course includes the meanings of special and applied ethics, and the rights and duties of man in special fields. (See Sociology 133)

Prerequisite: Philosophy 132

157. *History of Philosophy* 3 s. h.

A study of the more important philosophers in the ancient, medieval and modern schools of philosophy. These include: Socrates, Plato, Aristotle, St. Augustine, St. Thomas Aquinas, Descartes, Locke, Hume, Kant, Hegel, Rousseau, James, Freud, Dewey, Alexander and Brightman. Special attention given to their solutions of the basic philosophic problems of their period.



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>
Readings in Sallust's <i>Catiline</i> and Cicero's <i>Catilinarian Orations</i> . | 3 s. h. |
| 4. | <i>Study of the Roman Epic</i>
Readings in Virgil's <i>Aeneid</i> . | 3 s. h. |
| 14. | <i>Studies in Roman Mythology</i>
Selections from Ovid's <i>Metamorphoses</i> .
(offered in alternate years) | 3 s. h. |
| 17. | <i>Studies in Latin Prose</i>
Readings in Cicero's <i>De Senectute</i> and <i>De Amicitia</i> and St. Augustine's <i>Confessions</i> .
(offered in alternate years) | 3 s. h. |
| 18. | <i>Survey of Roman Lyrical Poetry</i>
Selected readings from Virgil's <i>Eclogues</i> , Horace's <i>Odes</i> , and Catullus' lyrics.
(offered in alternate years) | 3 s. h. |
| 19. | <i>Study of Roman Historiography</i>
Selections from Nepos, Sallust, Livy, and Tacitus.
(offered in alternate years) | 3 s. h. |
| 101-102. | <i>Survey of Latin Syntax</i>
Practice in composition.
(offered in alternate years) | 4 s. h. |
| 103. | <i>Study of Roman Epistolography</i>
Selections from the letters of Cicero, Seneca, and Pliny.
(offered in alternate years) | 3 s. h. |

Course No.

109. *History of Latin Literature* 3 s. h.
 Selections from Latin authors in English translations with collateral readings and reports. (See English 109)
 (offered in alternate years)
118. *Honors Course* 3 s. h.
 Independent work under supervision.

GREEK

Course No.

- 1-2. *Introductory Course* 6 s. h.
 Elements of Greek.
3. *Studies in Greek Historical Prose* 3 s. h.
 Selections from Xenophon and Thucydides.
101. *History of Greek Literature* 2 s. h.
 Selected readings from Greek authors in English translation.
 (See English 101)
 (offered in alternate years)
108. *Study of the Greek Epic* 3 s. h.
 Selections from Homer's *Iliad* and *Odyssey*.

FRENCH

Course No.

- 1-2. *Elementary French* 6 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.
 (offered in alternate years)

Course No.

132. *Literature of the Eighteenth and Nineteenth Centuries* 3 s. h.
 Selected readings and reports.
 (offered in alternate years)
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.
 (offered in alternate years)
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.
 (offered in alternate years)
- 150-151. *Advanced Conversation, Reading and Composition* 4 s. h.
 Required for major in French.

GERMAN

- 1-2. *Elementary German* 6 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.

SPANISH

- 1-2. *Elementary Spanish* 6 s. h.
 A study of grammatical constructions, conversation, prose reading and dictation.
- 3-4. *Intermediate Spanish* 6 s. h.
 Review of grammar; practice in conversation, reading and composition.

Course No.

- 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.
- 113-114. *Survey of Spanish-American Literature* 6 s. h.
A study of the principal movements in Spanish-American literature and of typical works of each period.
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.
(offered in alternate years)
133. *Contemporary Spanish Literature* 3 s. h.
A study of the literary renaissance in Spain; the "Generation of 1898"; novel, drama, and criticism.
(offered in alternate years)
140. *The Spanish Drama* 3 s. h.
A survey of the Spanish drama from its beginning to the end of the nineteenth century.
(offered in alternate years)
141. *The Spanish Novel* 3 s. h.
A study of the history and development of the modern Spanish novel.
(offered in alternate years)
- 150-151. *Advanced Conversation, Reading and Composition* 4 s. h.
Required for major in Spanish.

ENGLISH

- 1-2. *Freshman Composition* 6 s. h.
Instruction and practice in the fundamentals of effective composition; emphasis on the preparation of research papers. Required of all freshmen.
- 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.

Course No.

- 41-42. *Introduction to Journalism* 6 s. h.
Essentials of journalistic writing; technical training in the fundamentals of newspaper and magazine work.
101. *History of Greek Literature* 2 s. h.
Selected readings from Greek authors in English translation.
(See Greek 101)
(offered in alternate years)
107. *Shakespeare* 3 s. h.
A study of selected Shakespearean plays in relation to the Elizabethan period.
(offered in alternate years)
109. *History of Latin Literature* 3 s. h.
Selections from Latin authors in English translation with collateral readings and reports. (See Latin 109)
(offered in alternate years)
- 111-112. *Advanced Composition* 4 s. h.
Intensive study of selected types of creative writing with emphasis on artistic, personal expression.
(offered in alternate years)
120. *Children's Literature* 2 s. h.
A survey of literature suited to the needs and tastes of children.
(offered in alternate years)
122. *Literature of the Seventeenth and Eighteenth Centuries* 3 s. h.
Lectures and discussions based upon the characteristics and literary productions of the eras of Milton, Dryden, Pope, and Johnson.
(offered in alternate years)
125. *American Literature* 3 s. h.
A survey of America's literary development with emphasis on sectional characteristics.
(offered in alternate years)
126. *Literature of the South* 2 s. h.
A survey of Southern literature from the beginnings to the present.
(offered in alternate years)

Course No.

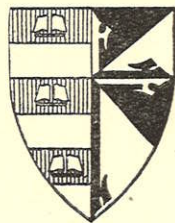
132. *Literature of the Nineteenth Century* 3 s. h.
Selected works of English writers from Wordsworth to Swinburne viewed in reference to the social, philosophical, intellectual and religious movements of the period; special emphasis on Newman and the Oxford Movement.
(offered in alternate years)
135. *The Catholic Renaissance* 2 s. h.
A critical study of modern Catholic writings with emphasis on the works of Francis Thompson, Alice Maynell, Hilaire Belloc, and Gilbert Keith Chesterton.
(offered in alternate years)
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.
(offered in alternate years)
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.
(offered in alternate years)
160. *Contemporary Prose* 3 s. h.
A critical evaluation of English and American fiction, biography, and essay of the present day.
(offered in alternate years)
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.
(offered in alternate years)
- 187-188. *Honors* 5 s. h.
A directed reading course; open only to seniors by special permission.

SPEECH

1. *Fundamentals of Speech* 2 s. h.
Development and use of the speaking voice with special attention to the everyday needs of the student.
2. *Public Discussion* 2 s. h.
Practical experimentation in speaking before audiences and in participating in group discussion.

Course No.

13. *Dramatics* 2 s. h.
An introductory course in interpretative reading designed for genuineness, spontaneity, and self-mastery. The study of oral presentation of selected writings.
(offered in alternate years)
14. *Choral Speech* 2 s. h.
Basic methods and principles of choral speaking. Practice in group speaking of verse. (This course will not be given if less than ten students elect it.)
(offered in alternate years)
101. *Voice and Diction* 2 s. h.
Study of voice production; phonetics.
(offered in alternate years)
107. *Shakespeare* 3 s. h.
A study of selected Shakespearean plays in relation to the Elizabethan period. (See English 107)
(offered in alternate years)
113. *Interpretative Reading* 2 s. h.
Intensive practice in interpretation of classical literature.
(offered in alternate years)
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. (See English 140)
(offered in alternate years)



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: 12, 16, 51, 121, 132, 150. Chemistry Courses: 1, 2, 13, 56, 142, 143, 152. Physics Courses: 1, 2.

Pre-nursing. Biology Courses: 1, 2, 51, 121, 132, 141. Chemistry Courses: 51, 52, 152.

Preparation for Medical-technology and Laboratory Technic. Biology Courses: 12, 16, 51, 114, 121, 132, 150, 152. Chemistry Courses: 1, 2, 13, 56, 142, 143. Physics Courses: 1, 2.

Home Economics. Biology Courses: 1, 2, 51, 152. Chemistry Courses: 51, 52, 112. Physics Course: 105.

Biology Major (in preparation for biological research in industry, technical work in drug companies, teaching of biological sciences in secondary schools): Biology Courses: 12, 16, 51, 114, 121, 132, 141, 150, 151, 172. Chemistry Courses: 1, 2, 142, 143, 152. Physics Courses: 1, 2.

Chemistry Major (in preparation for teaching physical sciences in secondary schools, work in testing bureaus, clinical biochemistry): Biology Courses: 12, 16, 51, 121, 132. Chemistry Courses: 1, 2, 13, 56, 142, 143, 152, 154, 156, 157. Physics Courses: 1, 2.

BIOLOGY

Course No.

- 1-2. *General Biology* 6 s. h.
A course embracing the fundamental principles of plant and animal life.
Lectures 2 hours a week, laboratory 2 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.
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.

Course No.

30. *Health Education* 2 s. h.
The teaching of health and a study of school health problems.
51. *General Bacteriology* 3-4 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 s. h.
Training in methods of preparation and the study of organic materials with special emphasis upon the microanatomy of the principal tissues of the animal body.
Lectures 2 hours a week, laboratory 4 hours a week. Prerequisite: Biology 1, 2, or 12, 16, and 121.
121. *Comparative Anatomy of Vertebrates* 4 s. h.
Detailed study of structures of vertebrates. Prerequisites: Biology 1, 2, or equivalent.
132. *Human Anatomy and Physiology* 2-4 s. h.
Course designed to include a study of the structure and functions of the human body. Consists of dynamics of bone, connective tissue and muscles, and the physiology of digestion, circulation, respiration, reproduction, nervous system and endocrine system.
141. *Genetics* 2 s. h.
A study of the facts and theories regarding heredity. Prerequisites: Biology 1, 2, or 12, 16.
Lectures 2 hours a week.
150. *Histology* 4 s. h.
A microscopic study of the tissues and organs of animals. The relationship of structure and function is stressed.
Lecture 2 hours a week, laboratory 4 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, or 12, 16, and 121.
Lectures 2 hours a week, laboratory 4 hours a week.
152. *Biochemistry* 4 s. h.
A study of organic principles applied to biochemical phe-

nomena, includes the chemistry of carbohydrates, proteins, lipoids, enzymes, and vitamins. Prerequisites: Biology 12, 16. Chemistry 1, 2, 142. (See Chemistry 152)

Lectures 2 hours a week, laboratory 4 hours a week.

Course No.

172. *History of Biology* 2 s. h.
A study of the development of biology with attention to the literature. Prerequisites: Biology 1, 2, or 12, 16.

CHEMISTRY

- 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.
- 51-52. *Principles of Chemistry* 8 s. h.
Survey course offering 4 semester hours in inorganic chemistry and 4 semester hours in organic chemistry, representing sufficiently the principles of both fields of chemistry to satisfy the requirements of pre-nursing and home economics.
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.
(offered in alternate years)
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.
(offered in alternate years)

Course No.

144. *Qualitative Organic Analysis* 4 s. h.
Identification of specific groups, elementary analysis, and preparation of derivatives. Prerequisites: Chemistry 13, 143.
Lecture 1 hour a week, laboratory 6 hours a week.
(offered in alternate years)

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 12, 16. Chemistry, 1, 2, 142. (See Biology 152)
Lectures 2 hours a week, laboratory 4 hours a week.

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.
(offered in alternate years)

156. *Physical Chemistry* 4 s. h.
Study of the laws of chemical phenomena of gases, liquids, and solids. Problems of chemical equilibria, thermodynamics, colloids, thermochemistry.
Lectures 2 hours a week, laboratory 4 hours per week.
Prerequisite: Physics 1, 2; Chemistry 1, 2, 142, 143.

157. *Physical Chemistry* 4 s. h.
Study of kinetic theory, quantum theory, photochemistry, electrochemistry of solutions and nuclear, atomic and molecular structure.
Lectures 2 hours, laboratory 4 hours per week.
Prerequisite: Physical Chemistry 156.

PHYSICS

Due to the impossibility of obtaining physics equipment at the present time, students majoring in science are expected to obtain 8 semester hours in physics during the summer session at another school offering this course. However, as soon as physics equipment is available the subject will be included in our own program of studies.

Course No.

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

1-2. *Elements of Geography* 6 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. (summers only)

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.

6. *Functional Mathematics* 2 sem. hrs.
Designed as a preparation for computational work in fields of science, business, teaching, and in those fields requiring statistical interpretation. Opportunity afforded for removal of deficiencies in fundamental arithmetic. (summers only)

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.

Course No.

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.

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.

(offered in alternate years)

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.

(offered in alternate years)

120. *Higher Algebra* 3 s. h.

Binomial theorem, complex numbers, general principles of theory of equations including Descartes' rule of signs and Horner's method, determinants and impartial fractions.

(offered in alternate years)

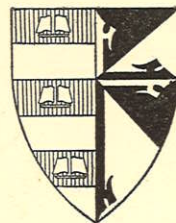
172. *History of Mathematics* 3 s. h.

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.

(offered in alternate years)



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.

18. *American History* 3 s. h.

Period of Discovery, Exploration and Union 1492-1815. The causes and events of the War of Independence, governmental and social transition through the War of 1812.

37. *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. (See Religion 37)

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. (See Political Science 103)

Course No.

110. *Early National Period, 1850-1870* 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.
(offered in alternate years)
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.
(offered in alternate years)
121. *United States Constitutional History* 3 s. h.
Framers and framing of the Constitution; interpretation of Constitution; added amendments; development through elasticity; effects on other national constitutions.
(offered in alternate years)
131. *History of England* 3 s. h.
Cursory view of the history of England before 1066: evolution of the Parliament, judiciary, rise of Tudor statecraft; Wars of the Roses; the break with the Church; Elizabethan England; the Stuarts and their theory of government; Industrial revolution; Colonial expansion; mercantilism; Victorian era; literature; nineteenth century imperialism and contemporary England.
(offered in alternate years)
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.
(offered in alternate years)
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. Catholicity in the twentieth century. (summers only)
162. *Renaissance and Reformation* 2 s. h.
An intensive survey of the political, commercial, scientific, cultural, and religious developments in western Europe from the fourteenth to the seventeenth century, cause of the Religious Revolu-

tion, Luther and the Reformation in Germany, International Protestantism, the Counter-Reformation, and the Wars of Religion.
(offered in alternate years)

Course No.

164. *Contemporary World History, 1914-* 3 s. h.
World War I: causes, leaders, events, results, peace treaty. Interlude: 1919-1939, aims and development of Russia, Japan, China and Hispanic Americas; European unrest; United States industrial power. World War II.
(offered in alternate years)
180. *Hispanic America* 3 s. h.
The New World environment for Spanish discovery, exploration, and colonization. Portugese in Brazil. Political, social, and economical development under Spanish government. Decline of Spanish power, and struggle for independence.
181. *Hispanic America* 3 s. h.
Hispanic 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 legislature, direct legislation and the recall, the governor, administration, finance, courts and the rights and duties of citizenship.

SOCIOLOGY

Course No.

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. (see History 103)
- 1-2. *Sociology* 6 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.
133. *Social Ethics* 3 s. h.
 This course deals with the application of ethics to special fields. (See Philosophy 133)
 Prerequisite: Philosophy 132.
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.
135. *Problems of Child Welfare* 3 s. h.
 History of the Child Welfare Movement in the United States and Europe; the conservation of life; health and recreation; special problems of education; child labor and vocational guidance; juvenile delinquency; dependency and neglect; child welfare by private agencies, especially the Catholic Church.
140. *Juvenile Delinquency* 3 s. h.
 Nature, causes, and extent of delinquency; treatment of delinquency by attendance officers, visiting teachers, child guidance clinics, juvenile court, probation, institutional care and foster home care; case system, utilization of resources for prevention of delinquency by parents, teachers and child welfare agencies.
146. *The Family* 2 s. h.
 Family integration; the family bonds of affection, work, play, authority, religion; the Church and the family; the laws of marriage, relations between family members; the family and the social organism. Family disintegration; roots of modern social change; in-

SECRETARIAL SCIENCE

dustrial and social revolution; women workers; the home and leisure time; changed status of husband and wife; perversions of love; family tensions; broken homes. Family reintegration; pre-marital preparation; qualifications of a mater; legal safeguards of marriage; education and the family; modern resources; the Church and reintegration.

Course No.

- 1-2. *Stenography I* 1 yr., 4 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., no credit
 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.
- 19-20. *Typewriting II* 1 yr., 2 s. h.
- 39-40. *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.
- 41-42. *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, mimeoscope, check writer, calculating and adding machines, filing system operation and installa-

tion. Opportunity for actual practice is afforded the student through her appointment as "secretary" to faculty members and through experience in the college office.

Course No.

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.

145-146. *Advanced Dictation and Transcription* 1 yr., 2 s. h.

EDUCATION

With the teacher certification requirements of the Florida State Department of Education as a guide the following courses are offered in the teacher education program at Barry College. While the courses listed below are designed for those who wish to qualify for elementary and secondary teaching in Florida, the offerings are adequate to meet the needs of teachers in many other states. Out-of-state certificates may be obtained on the basis of work done here.

31-32. *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.

33-34. *Character Education and Christian Morality* 2 s. h.

Presenting the basic principles of Christian morality and encouraging the study of character in the light of these principles. (offered in alternate years)

52. *Introduction to Education* 3 s. h.

A study of the aims and agencies of education, the place of the school, and the role of the teacher, with a view to assisting students to determine their fitness for the teaching profession. Analysis is also made of the role of the parents as first teachers of the child.

61. *Principles of Teaching* 3 s. h.

A presentation of the general principles of teaching which underlie 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.

Course No.

66. *Technique of Teaching Social Studies and Other Content Subjects* 2 s. h.

A discussion of the aims and materials of history, geography, civics, health and elementary science with a study of the problem-solving technique as a means of achieving them.

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.*

120. *Tests and Measurements* 2 s. h.

History of educational tests, their uses, evaluation, scoring and interpretation of results; special analysis and demonstration of individual intelligence testing. (summers only)

132. *Directed Learning in the Elementary School* 2 s. h.

Basal course in methods, dealing with principles and techniques applicable to teaching procedures; special attention given to practical problems of the elementary school. This course is especially designed as a refresher course for elementary teachers. (summers only)

133. *Directed Learning in the Secondary School* 2 s. h.

Basal course in high school methods, dealing with principles and techniques; special attention is given to practical problems of the secondary school. This course is especially designed as a refresher course for secondary school teachers. (summers only)

135. *The Teaching of Language and Literature* 3 s. h.

A presentation of the fundamental techniques and approved materials for developing self-expression, accuracy in oral and written English, and the reading skills requisite for an appreciation of literature; and their subsequent development in the secondary school.

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.

(offered in alternate years)

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.
(offered in alternate years)
182. *Human Growth and Development* 2 s. h.
An approach to the study of the whole individual through his mental, physiological, and psychological aspects at various stages of growth and development. This course is especially designed to integrate and expand the material of previous educational courses and all other courses which contribute to a better understanding of the educand. Special attention is given to the actual study of the school child.
190. *School Supervision* 3 s. h.
Evaluation of the specific types of teaching through an analysis of actual school problems; study of improved educational practices. (summers only)
199. *Directed Teaching* 6 s. h.
A program of observation and teaching under the constant guidance of specialized teachers.

PHYSICAL EDUCATION

Every student must take work in physical education for the first two years unless her physician issues a written statement that such courses would not be beneficial for that individual. Those who do not pursue the regular physical education courses are required to take course number 5.

It is the aim of this department to interest all physically fit students in the various sports, and to encourage them to take part in as many sports contests as possible.

The point system rather than the course credit is applied in the physical education department. Awards are made through the College Athletic Board for achievement and participation in all sports activities. A complete schedule of points may be found in the Student's Guide Book.

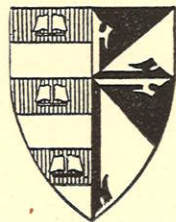
The physical education program will, as far as possible, be adjusted to meet the individual needs of those students whose health

or scheduled activities present special problems. All such adjustments must be arranged with the chairman of the physical education department.

In addition to the regular classes there are recreational periods in the swimming pool and on the courts when any student may participate.

Course No.

- 1-2. *Essentials of Hygiene and Sanitation*
Required for every freshman.
3. *Fundamental Group Sports*
Including elementary knowledge and skill in volleyball, basketball and soft ball.
4. *Individual Sports*
Including work in tennis, archery, badminton and golf.
5. *Personal living*
Designed to aid the student in developing proper health practices. Required of students who are not able to pursue the regular Physical Education courses.
6. *Swimming*
Classes in beginning, intermediate and advanced work. Open to all students.
A Senior Red Cross water safety course is given during the year.
9. *Riding*
Classes for beginners and for those who have attained to a certain mastery of the sports. Fifteen hours required for points. Extra fee.
14. *Diving, and synchronized swimming*
15. *Advanced Tennis*
- 20-21. *Dancing*
Folk and Modern dancing.
All freshmen are required to take courses 1-2, one semester of team sports, and one semester of an individual sport.
Sophomores are required to take two semesters of an individual sport.
Juniors and Seniors are encouraged to elect one individual sport each semester, and to participate in some recreational sport according to the season.
No student will be excused from any of the requirements except by order of the Dean.



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 department of music aims to train students for the profession of music. It offers a thorough program in all branches of theory; in the history of music; in voice, piano, organ, violin, and music education. It also offers to students not majoring in music the opportunity to study music as a cultural subject.

MUSIC THEORY

Course No.

- | | |
|--|---------|
| 1. <i>Harmony</i> | 3 s. h. |
| Elementary written harmony including chords of the dominant seventh. Keyboard harmony: playing of cadences in all keys, application of written harmony to the keyboard. | |
| 2. <i>Harmony</i> | 3 s. h. |
| Secondary seventh chords, passing tones, auxiliary tones, etc. Keyboard harmony—harmonization and transposition of simple melodies at the keyboard. | |
| 9-10. <i>Sight Singing and Dictation</i> | 4 s. h. |
| Scale and interval singing; notation and rhythmical problems; part singing; melodic dictation. | |
| 11-12. <i>Advanced Sight Singing and Dictation</i> | 4 s. h. |
| Extended exercises in sight singing; clef reading; harmonic part-writing employing the use of the dominant seventh and secondary seventh chords; harmonic dictation in two, three, and four parts. | |
| 13-14. <i>Harmony</i> | 6 s. h. |
| Modulation; altered chords; chords of the augmented sixth; original settings of hymns for practical use; keyboard harmony with special stress on transposition and modulation. | |

Course No.

105-106. *Counterpoint* 4 s. h.

A practical study of the medieval modes and the vocal polyphony of the motet and the Mass up to and including five part writing.

109. *Form and Analysis* 2 s. h.

An analytical study of the phrase, period; smaller forms up to the sonata-allegro form; exercises in shorter composition work.

110. *Form and Analysis* 2 s. h.

An analytical study of the larger forms including the rondo, sonata-allegro and symphonic forms.

111. *Orchestration* 2 s. h.

Study of the orchestra and its instruments; score reading; making simple orchestral arrangements.

(offered alternate years)

113. *Composition* 2 s. h.

Composition in the smaller forms for piano, voice and other instruments; simple song forms, first rondo form and simple variation form.

(offered alternate years)

179. *Conducting* 2 s. h.

Fundamental conducting technic; styles of conducting; influence of material and programme; practical experience under supervision.

(offered alternate years)

182. *Gregorian Chant* 2 s. h.

Study of fundamentals of Gregorian Chant according to the principles of Solemnus; characteristics of Latin accent; special attention given to pronunciation and enunciation of text.

(offered alternate years)

MUSIC LITERATURE

7-8. *Survey of Music Literature* 4 s. h.

A musical survey with analysis and illustration of the various forms of music and the important periods in the history of music.

Course No.

101-102. *Advanced Music Literature* 4 s. h.

A study of representative works of composers from Bach to the present time; their works to be analyzed and played to illustrate style, characteristics and tendencies.

(offered alternate years)

117. *Music History* 2 s. h.

Development of the art of music up to and including the time of Beethoven.

(offered alternate years)

118. *Music History* 2 s. h.

Development of the art of music from Beethoven to the present day.

(offered alternate years)

MUSIC EDUCATION

76. *Music Methods in the Elementary School* 2 s. h.

A study for the child voice in singing; music for the unmusical child; selection and presentation of rote songs; introduction of staff notation and music reading; directed listening.

77. *Music Methods in the Elementary School* 2 s. h.

Development of music reading; introduction of the tonal and rhythmic problems common to upper grades.

(offered alternate years)

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

Problems of the technique of teaching; selection of teaching material; recitals; practice teaching.

(offered alternate years)

178. *Music Methods in the High School* 2 s. h.

A study of testing and classification of voices; the adolescent voice; selection of materials; public performance; the school assembly.

(offered alternate years)

65. *Piano Ensemble* 2 s. h.

A course for piano majors who are sufficiently advanced. A study of piano literature is made.

(offered alternate years)

79. *Choral Ensemble* 2 s. h.

A course in singing designed to acquaint the student with important works of vocal ensemble.

Course No.

81. *Liturgical Singing* 2 s. h.
Study and rendition of the music used in liturgical functions.
185. *Choir Organization* 2 s. h.
Training of choirs; selecting materials for choir use; choir arrangements and rehearsal routines.
(offered alternate years)

APPLIED MUSIC PIANO

Requirements for entrance: To enter the four year course in piano, the student should be able to play: all major and minor scales, four octaves, parallel motion, M. M., 64-84; common chords, major and minor keys, broken, two octaves, M. M., 60-72; Little Preludes of Bach; Czerny, Op. 299; Heller, Op. 47; easier sonatas of Mozart and Haydn; Mendelssohn's Songs without Words.

- 35-36. *Technique* 8 s. h.
Major and minor scales, moderately fast tempo in thirds and sixth; diminished seventh arpeggios in allegro tempo. Cramer, Etudes op. 299; Bach, Little Preludes and Fugues, Two-part Inventions; Haydn, Sonata No. 2, First Movement; Mozart, Sonata in C Major; romantic modern compositions.
- 87-88. *Technique* 8 s. h.
Major and minor scales, allegro tempo, four octaves, thirds and sixths; seventh chord arpeggios. Bach, Three-part Inventions, Preludes and Fugues from the Well-tempered Clavichord; Czerny, Etudes Op. 740; Beethoven, Sonata Op. 2, No. 1; Chopin, Preludes; standard compositions from memory.
- 135-136. *Technique* 8 s. h.
Major and minor scales, doubles thirds and sixths; seventh chord arpeggios in rapid tempo. Bach, French or English Suite; Beethoven, Sonata; Chopin, Etudes and Ballades; Brahms, Rhapsodie in F; selections from Liszt or other moderns.
- 187-188. *Technique* 8 s. h.
Technical studies to suit individual needs. Concertos: Chopin, Beethoven; sonatas: Beethoven, Grieg, St. Saens, MacDowell; shorter compositions of the classic and modern composers.

PIPE ORGAN

Course No.

Requirements for entrances: To enter the four year course in organ the student should have completed sufficient piano study to enable her to play some Bach Inventions, Mozart sonatas, easier Beethoven sonatas, compositions by Mendelssohn and Grieg.

- 35-36. *Technique* 8 s. h.
Studies and exercises from Stainer-Rogers, Dickinson, Buck and Rheinberger; Bach, Little Preludes and Fugues; suites: Rogers, Boellman; sonatas: Faulkes, Guilmant, Rheinberger.
- 87-88. *Technique* 8 s. h.
Pedal studies; Bach, trios for manuals and pedals; Bach, preludes and fugues; sonatas: Borowski, Diggle, Guilmant, Mendelssohn; selected compositions: DeLamarter, Gaul Sowerby.
- 135-136. *Technique* 8 s. h.
Continued pedal study; preludes and fugues: Bach, Franck; Handel, Concerto in D Major; Widor, Symphony No. 5.
- 187-188. *Technique* 8 s. h.
Bach, greater preludes and fugues; compositions by modern composers. Preparation of recital program.

VOICE

Requirements for entrance: To enter the four year course, the student should be able to sing on pitch, to read a simple song at sight, and should have a knowledge of the rudiments of music.

- 35-36. *Technique* 2 s. h.
Development of complete relaxation; diaphragm breathing; drills in tone production and enunciation; major and minor vocalises; songs of moderate difficulty with correct intonation.
- 87-88. *Technique* 2 s. h.
Drills in relaxation; technique of breathing; tone placement and phrasing; major and minor vocalises. Early Italian songs; easy operatic or oratorio arias; art songs, standard and classic. The student must be able to sing in one foreign language.
- 135-136. *Technique* 2 s. h.
Drill in vocal technique; oratorio and operatic arias; advanced songs from classic and standard repertoire; appearance in public recitals. The student must be able to sing in two foreign languages.

Course No.

187.188. *Technique* 2 s. h.

Extensive repertoire: one complete role from a standard opera or oratorio. Senior recital, including an aria, a group of classic songs, and a group of modern songs. The student must be able to sing in three foreign languages.

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 Appropriation* 3 s. h.

A study of art elements, line, mass, and color, and their application to the art of today. This is a conversation course and includes discussions and field trips. It aims to develop cultural attitudes rather than an accumulation of facts. The course augments the approach to other departments.

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.

51. *Drawing and Painting* 3 s. h.

A study of the principles of composition. Still life studies and outdoor sketching in various media for composition values, color harmony, and relations of color and form.

52. *Fashion Sketch* 3 s. h.

Analysis of recognized fashion illustrations and diagrammatic sketching of the fashion figure from doels 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.

67. *Leathercraft* 3 s. h.

The decoration of leather with tooling, repousse, coloring and inlay.

68. *Weaving* 2 s. h.

Hand loom weaving, plain and pattern weaving. Floor and table looms for students' use. Special emphasis on the use of simple materials and new post war fibers in original designs and textures. Course beginning each semester.

Course No.

101. *Philosophy of Art.* 2 s. h.

An appreciative survey of the arts in the widest sense of the term to develop a personal art philosophy.

110. *History of Art* 2 s. h.

A survey course in the history of ancient and medieval architecture, painting, sculpture, and minor arts. The course is organized from the standpoint of history, with an appreciation of the works studied. Outlines, supplementary reading, notebooks, pictures and projector slides.

111. *History of American Art* 2 s. h.

A survey of American architecture, sculpture, painting and crafts from colonial times to the present.

175. *Art Education* 2 s. h.

The child and art. Introduction to art teaching. Development of the ability to stimulate the interest of children, and to understand the art of merit of their expressions. Lectures, reading discussion and papers. Observations and experimental teaching in schools.

176. *Art for Elementary Grades* 2 s. h.

The course provides instruction and practice in drawing, lettering, color, design construction and painting suitable for elementary grades and fulfills the State requirements for Art Education for Elementary teachers.

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.

1-2. *Fundamentals of Cookery* 4 s. h.

General principles of cookery; selection, preparation, cost and methods of cookery.

One lecture—two laboratory periods per week.

Course No.

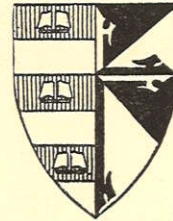
13. *Clothing* 3 s. h.
This course deals with the fundamental problems of clothing construction, including the use of commercial patterns, general sewing equipment, and the selection of suitable textiles and design. Students provide materials.
One lecture—two laboratory periods per week.
14. *Textiles 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.
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.

Course No.

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.
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.

Course No.

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.
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. 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 presenting 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.

Beta Kappa Kappa

The Barry College classical club, Beta Kappa Kappa, was organized in 1941. Membership is open to all students interested in the Classics even though they do not formally pursue classical studies.

Barry College Teachers' Club

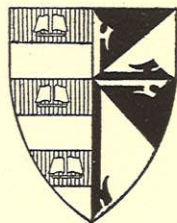
This is an educational club providing opportunities for prospective teachers to meet monthly as a group and to discuss problems typical of actual school situations. Students enrolled in education classes are eligible for membership. This membership does not end with graduation but the graduates are encouraged to keep in touch with the secretary of the club and to send in descriptions of the problems which they encounter for the purpose of letting the resident club members assist in arriving at solutions.

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

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.

All expenses are payable in advance at the beginning of each semester. Before a student may take semester examinations, she must obtain a permit from the treasurer indicating that her financial account has been settled. 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

Board, Tuition, and General Fees.....	\$680
Residence:	
Single room with bath.....	\$350
Double room with bath (each student).....	200-300
Double room with running water (each student).....	150
Double room (each student).....	100
Tuition, Luncheon, and General Fees (day students).....	380
* * *	
Piano (one lesson per week).....	\$120
Piano (two lessons per week).....	180
Voice (one lesson per week).....	100
Voice (two lessons per week).....	150
Organ and use of instrument (one lesson per week).....	160
Organ and use of instrument (two lessons per week).....	240
Expression	100
Art	100
Use of typewriter.....	20
Laboratory fee (per semester).....	10

* * *

A discount of \$50 is allowed for two sisters.

* * *

All rooms are completely furnished. Blankets are provided by the college. A fee of \$5 is charged each semester for the rental of institution linens—these include bed linens, bath mats, and towels.

Out-of-town students will not be permitted to live off campus. Students residing at the college during a vacation period pay \$25 per week.

Laundry is taken care of in the city at the student's expense.

All students are required to have the academic cap and gown. These are purchased at the College at the time of entrance and are priced at \$14.

A graduation fee of \$15 is charged each candidate for a degree or certificate.

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

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