



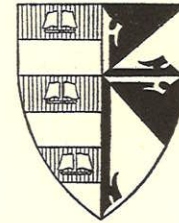
BARRY  
COLLEGE  
MIAMI  
FLORIDA

# BARRY COLLEGE

*Conducted by the SISTERS OF ST. DOMINIC*

OF

ADRIAN, MICHIGAN



1948-1949

1949-1950

MIAMI, FLORIDA

## ACCREDITATION AND RECOGNITION

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

*The College is affiliated with the Catholic University of America.*

*The College also holds membership in:*

*The Association of American Colleges*

*The American Council on Education*

*The American Library Association*

*The Florida Association of Colleges and Universities*

*National Catholic Education Association*

*The College is recognized by the State Department of Education of the State of Florida as a standard teacher training institution, and is in a position to graduate students eligible for teacher certification in several states.*

## TABLE OF CONTENTS

|                                              | Page |
|----------------------------------------------|------|
| Accreditation and Recognition.....           | 2    |
| Calendar .....                               | 5-6  |
| Excerpt from Writing of Cardinal Newman..... | 7    |
| Officers of Administration.....              | 8    |
| Health Service.....                          | 8    |
| Faculty .....                                | 9-10 |
| Standing Committees .....                    | 8    |

## GENERAL INFORMATION

|                            |       |
|----------------------------|-------|
| Aims and Ideals.....       | 12-13 |
| Educational Equipment..... | 14    |

## ORGANIZATION OF THE COLLEGE

|                                     |       |
|-------------------------------------|-------|
| Division of Studies.....            | 16    |
| Requirements for Admission.....     | 16    |
| Provisional Admission.....          | 17    |
| Orientation and Registration.....   | 17    |
| Admission to Advanced Standing..... | 17    |
| Academic Policies .....             | 18    |
| Lower and Upper Bienniums.....      | 18    |
| Foreign Language Requirements.....  | 19    |
| Grouping of Subjects.....           | 19    |
| Outline of Curricula.....           | 20    |
| Electives .....                     | 20    |
| Graduation Honors.....              | 20    |
| Student Guidance .....              | 21    |
| Student Aid.....                    | 21    |
| Program for Veterans.....           | 21    |
| Discipline .....                    | 21-22 |

## COURSES OF INSTRUCTION

### Religion and Philosophy Group

|                  |       |
|------------------|-------|
| Religion .....   | 26-27 |
| Philosophy ..... | 27-28 |

### Language and Literature Group

|               |       |
|---------------|-------|
| Latin .....   | 30-31 |
| Greek .....   | 31    |
| French .....  | 31-32 |
| German .....  | 32-33 |
| Spanish ..... | 33    |
| English ..... | 34-35 |
| Speech .....  | 36    |

|                                  | Page        |
|----------------------------------|-------------|
| Natural Science Group.....       | 38          |
| Biology .....                    | 38-39-40    |
| Chemistry .....                  | 40-41       |
| Physics .....                    | 42          |
| Geography .....                  | 42          |
| Mathematics .....                | 42-43-44    |
| Social Science Group             |             |
| History .....                    | 46-47       |
| Economics .....                  | 48          |
| Political Science.....           | 49          |
| Sociology .....                  | 49-50       |
| Secretarial Science.....         | 50-51-52    |
| Education .....                  | 52-53-54    |
| Physical Education .....         | 55-56       |
| Fine and Applied Arts Group..... | 58          |
| Music .....                      | 58-59-60-61 |
| Piano .....                      | 61-62       |
| Organ .....                      | 62          |
| Violin .....                     | 62-63       |
| Voice .....                      | 63-64       |
| Art .....                        | 64-65       |
| Home and Family Life.....        | 66-67-68-69 |
| Division of Student Life.....    | 71-72-73    |
| Division of Business.....        | 76-77-78    |

### 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

1948-1949

|                                           |                         |
|-------------------------------------------|-------------------------|
| Freshmen due on campus.....               | September 16            |
| Freshman Orientation.....                 | September 17, 18        |
| Upperclassmen due on campus.....          | September 18            |
| Classes resumed .....                     | September 20            |
| Mass of the Holy Ghost.....               | September 24            |
| Feast of All Saints; no classes.....      | November 1              |
| Founders' Day.....                        | November 15             |
| Thanksgiving Day; no classes.....         | November 25             |
| Christmas recess begins.....              | December 16, 3:00 p. m. |
| Classes resumed.....                      | January 5               |
| Semester Examinations .....               | January 20-26           |
| Students' Spiritual Retreat.....          | January 26-29           |
| Registration, Second Semester.....        | January 29              |
| Inter-semester holidays .....             | January 29-31           |
| Second Semester begins.....               | February 1              |
| St. Thomas Aquinas feast; no classes..... | March 7                 |
| Easter recess begins.....                 | April 12, 3:00 p. m.    |
| Classes resumed .....                     | April 20                |
| Ascension Thursday; no classes.....       | May 26                  |
| Semester Examinations .....               | May 25-June 1           |
| Baccalaureate Sunday .....                | May 29                  |
| Commencement.....                         | June 1                  |

## COLLEGE CALENDAR

1949-1950

|                                           |                         |
|-------------------------------------------|-------------------------|
| Freshmen due on campus.....               | September 22            |
| Freshman Orientation.....                 | September 22, 23        |
| Upperclassmen due on campus.....          | September 24            |
| Registration.....                         | September 24            |
| Classes resumed .....                     | September 26            |
| Mass of the Holy Ghost.....               | September 30            |
| Feast of All Saints; no classes.....      | November 1              |
| Founders' Day.....                        | November 15             |
| Thanksgiving Day; no classes.....         | November 24             |
| Christmas recess begins.....              | December 15, 3:00 p. m. |
| Classes resumed .....                     | January 4, 8:05 a. m.   |
| Semester Examinations .....               | January 26-February 1   |
| Students' Spiritual Retreat.....          | February 1-4            |
| Registration, Second Semester.....        | February 4              |
| Inter-semester holidays.....              | February 4-6            |
| Second Semester begins.....               | February 7              |
| St. Thomas Aquinas feast; no classes..... | March 7                 |
| Easter recess begins.....                 | April 4, 3:00 p. m.     |
| Classes resumed .....                     | April 12, 8:05 a. m.    |
| Ascension Thursday; no classes.....       | May 18                  |
| Semester Examinations .....               | May 25-31               |
| Baccalaureate Sunday .....                | May 28                  |
| Commencement.....                         | May 31                  |

## *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, O.P..... | President                           |
| Sister Marie Grace, O.P.....        | Vice President and Business Manager |
| Sister M. Dorothy, O.P.....         | Dean                                |
| Sister Mary Ann, O.P.....           | Registrar                           |
| Sister Agnes Patrice, O.P.....      | Treasurer                           |
| Sister Michael James, O.P.....      | Librarian                           |

## HEALTH SERVICE

|                                      |                                |
|--------------------------------------|--------------------------------|
| Miss Joan T. McGraw, R.N., Ph.B..... | Resident Nurse                 |
| Miss Margaret Husson, B.S.....       | Director of Physical Education |
| Medical Consultants.....             | St. Francis Hospital           |

## 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. Dorothy, Sister Mary Jean, Sister M. Rita Cecile, Sister Mary Ann.

*Committee on Admissions and Advanced Standing:* Sister M. Dorothy, Sister Jean Marie, Sister Mary Ann.

*Committee on Student Welfare:* Rev. C. W. Burke, Sister Marie Grace, Sister M. Dorothy, Sister M. Agnes Cecile, Sister Jean Marie, Sister Mary Paul, Sister M. Rose Therese, Sister Thomas Mary, Sister Rita Cecile.

*Committee on Library:* Sister Michael James, Sister Mary Paul, Sister Marie, Sister M. Trinita, Sister Rose Mary.

*Committee on Publications:* Sister Mary Paul, Sister M. Agnes Cecile, Sister M. Joannes, Sister Agnes Patrice.

*Committee on Scholarship and Honors:* Sister Agnes Cecile, Rev. C. W. Burke, Sister Dorothy, Sister Rita Cecile, Sister Marie, Sister Trinita, Sister M. Elaine.

## FACULTY

|                                             |                                                                                                                                                                               |
|---------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Sister Agnes Cecile, O. P.....              | Professor of Classical Languages<br>B. A., Siena Heights College; M. A., Ph. D., Catholic<br>University of America. Further graduate study, University<br>of Cincinnati.      |
| Sister Agnes Patrice, O.P.....              | Instructor in Secretarial Science<br>Ph. B., Siena Heights College; M. A., De Paul University                                                                                 |
| Sister Mary Ann, O. P.....                  | Instructor in Education<br>B. S., St. John's University, Toledo; M. A., University<br>of Michigan.                                                                            |
| Sister Ann Charles, O. P.....               | Instructor in Chemistry<br>B. S., Siena Heights College; Ph. D., Catholic University<br>of America.                                                                           |
| The Reverend Cyril W. Burke, O. P.<br>..... | Professor of Religion and Philosophy<br>B. A., Providence College; M. A., Catholic University<br>of America. Foreign study, Universidad Nacional De<br>Mexico.                |
| Sister Mary Denise, O. P.....               | Associate Professor of Music<br>B. M., Siena Heights College; M. M. University of<br>Michigan. Further graduate study, Eastman School of<br>Music, Juilliard School of Music. |
| Sister Mary Dorothy, O. P.....              | Professor of Education<br>B. A., Siena Heights College; M. A., Ph. D., Catholic<br>University of America.                                                                     |
| Sister M. Elaine, O.P.....                  | Instructor in Social Science<br>B. A., Siena Heights College; M. S. W., Loyola University,<br>Chicago.                                                                        |
| Sister Mary Eulalia, O. P.....              | Instructor in Home Economics<br>Ph. B., B. S. in Home Economics, Siena Heights College.<br>Professional study, Cranbrook Academy of Art; M. A.,<br>Columbia University.       |
| Sister Marie Grace, O. P.....               | Professor of Mathematics<br>B. S., Siena Heights College; M. S., Catholic University<br>of America. Further graduate study, Catholic University.                              |
| Miss Margaret Husson.....                   | Instructor in Physical Education<br>B. S. in Physical Education, Sargent College of Physical<br>Education, Boston University.                                                 |

- 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 and Siena Heights College, Graduate study,  
Claremont University; Catholic University of America.
- 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 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.....Assistant Professor 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.....Associate 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 Mary, O. P.....Instructor in English  
Ph. B., DeSales College; M. A., University of Notre Dame.
- Sister Rose Therese, O. P.....Instructor in Music  
B. M., Detroit Institute of Musical Art; M. M., 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.
- Sister Mary Trinita, O. P.....Instructor in English and Speech  
Ph. B., Siena Heights College; M. A., Catholic University  
of America; further graduate study: Northwestern Uni-  
versity.

## 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, who by long years of unselfish service contributed much to the history of the Church in Florida, and who by 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 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 women. "That highest dignity is open to you if you will accept the higher duty . . . Queens you must

always 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

While the plans of the college call for fifteen buildings, seven are now completed. Angelicus, the administration building, is named for the Angelic Doctor, St. Thomas Aquinas. It contains offices, classrooms, library, and laboratories for biology, bacteriology, chemistry and physics.

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 religious functions of the liturgical year. 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. This building also houses the home economics department.

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. The dormitories, Maris Stella, Rosa Mystica, and Stella Matutina, Regina Pacis, and Regina Angelorum are named for our Blessed Lady. 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 the students may entertain their guests with graciousness and dignity.

Sancta Cecilia music studio, temporarily housed in a building a short distance from the main campus, contains rooms for practice in vocal, instrumental and choral work.



## 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 Business Manager and Treasurer who conduct 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 and Bachelor of Science. It also confers Secretarial Certificates 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 Dean 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 .....       | 2-3 units |
| Mathematics .....          | 2 units   |
| Science (Laboratory) ..... | 1 unit    |
| Foreign Language .....     | 2 units   |
| (Same language)            |           |
| Electives .....            | 4-5 units |

The minimum scholarship requirement for entrance is an average of "C".

### 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.

### ORIENTATION AND REGISTRATION

The first three days of the first semester are set aside for freshman orientation. During this period a series of guidance and placement tests are given to all freshmen. This program also includes introductory guidance on the use of the library, talks by faculty members representing the different fields of study, personal interviews for guidance in choosing curricula, tours of the campus and city, and various social events.

All students should register on the day specified in the college calendar. A fee is charged for late registration. Students entering too late for the regularly scheduled placement tests are charged an additional fee of one dollar and should hold themselves responsible for determining the next date at which these tests will be administered.

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.

### 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. The College reserves the right to evaluate the credits thus submitted and to accept the same accordingly.

### ACADEMIC REQUIREMENTS

In order to continue in good standing from semester to semester a student must maintain a scholarship average of "C", that is the total number of honor points earned must be at least equal to the number of semester hours accrued. The value of the grades and honor points is indicated as follows:

|                                                       |                                       |
|-------------------------------------------------------|---------------------------------------|
| A—Very superior work.....                             | 3 honor points for each semester hour |
| B—High quality work.....                              | 2 honor points for each semester hour |
| C—Average work .....                                  | 1 honor point for each semester hour  |
| D—Below average work.....                             | Passing but no honor points           |
| F—Unsatisfactory work .....                           | No. credit                            |
| WP—Withdrawn from the course while doing passing work |                                       |
| WF—Withdrawn from the course failing                  |                                       |

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 a semester of approximately eighteen weeks. In all courses requiring laboratory work, two periods of not less than fifty minutes each will be equivalent to one class hour of fifty minutes in recitation. For graduation each applicant must have a total number of honor points at least equal to her total number of semester hours, or a minimum average grade of "C". She must undergo a comprehensive examination in her major field.

Complete reports of final grades are sent to parents or guardian at the end of each semester. At the mid-semester notification is sent only to those parents whose daughters have below "C" standing in certain subjects.

#### ACADEMIC POLICIES

The regular program of courses for students devoting all of their time to college work is fifteen to eighteen hours per week. For most courses two hours of study is considered the proper preparation for an hour of class.

A student is not at liberty to drop a course without consulting the instructor and the Dean. If a student desires to drop a course after the mid-semester grades have been announced, she is not considered withdrawn but must accept an "F" for the course.

Students are expected to be prompt and regular in attendance at classes. Necessary absences caused by illness, transportation difficulties or other emergencies, if properly reported, will be excused. Excessive absence, however, even if necessary, may deprive the student of the grade she is capable of earning and may even result in failure in the course. Unexcused absences are taken at the student's risk and may result in the loss of honor points.

Each absence from class or laboratory immediately preceding or following a vacation counts as two absences.

The procedure to be followed in the case of protracted absence because of serious illness will be determined in 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, French, Latin, Spanish, history, social science and music, leading to the Bachelor of Arts degree; in biology, chemistry, elementary education, home economics and mathematics, leading to the Bachelor of Science degree.

Minors are offered in the above fields and in art, education, German, philosophy, secretarial science, sociology and speech. A student taking a B. S. degree with a major in elementary education must have three academic minors, one of which should be mathematics or science.

#### FOREIGN LANGUAGE REQUIREMENTS

Students working for the Bachelor of Arts degree fulfill the foreign language requirements by earning either twelve semester hours' credit in Latin, or six semester hours' credit in a classical language in addition to twelve semester hours' credit in a modern foreign language.

Students working for the Bachelor of Science degree must earn twelve semester hours' credit in a foreign language preferably Latin, French or German.

A reading knowledge of a modern foreign language is recommended for all candidates for the bachelor's degree.

#### 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       |               |                     |               |
|------------------------|---------------|---------------------|---------------|
| Freshmen               | Sophomore     | Junior and Senior   | Sem. Hrs.     |
| Religion               | Sem. Hrs. 2-4 | Religion            | Sem. Hrs. 2-4 |
| English 1, 2           | 6             | English 13, 14      | 6             |
| Mathematics or Science | 6             | Philosophy 52, 83   | 6             |
| Foreign Language       | 6             | Foreign Language    | 6             |
| History 1, 2           | 6             | Electives           | 10-12         |
| Electives              | 4-6           |                     |               |
|                        | 32            |                     | 32            |
|                        |               | Religion            | 4             |
|                        |               | Philosophy          | 3             |
|                        |               | Philosophy Elective | 3             |
|                        |               | Major               | 18            |
|                        |               | Minors              | 6             |
|                        |               | Electives           | 30            |
|                        |               |                     | 64            |

| BACHELOR OF SCIENCE |               |                         |               |
|---------------------|---------------|-------------------------|---------------|
| Freshmen            | Sophomore     | Junior and Senior       | Sem. Hrs.     |
| Religion            | Sem. Hrs. 2-4 | Religion                | Sem. Hrs. 2-4 |
| English 1, 2        | 6             | English 13, 14          | 6             |
| Mathematics         | 6             | Philosophy 52, 83       | 6             |
| Science             | 8             | Science and Mathematics | 8             |
| Foreign Language    | 6             | Foreign Language        | 6             |
| Electives           | 2-4           | Electives               | 2-4           |
|                     | 32            |                         | 32            |
|                     |               | Religion                | 4             |
|                     |               | Philosophy 132          | 3             |
|                     |               | Philosophy Elective     | 3             |
|                     |               | Major                   | 18            |
|                     |               | Minors                  | 6             |
|                     |               | Electives               | 30            |
|                     |               |                         | 64            |

Note: See requirements for a major in chemistry or biology, page 38.

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 in food and nutrition; in textiles, clothing and related arts; and in general home economics.

### 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 the Bachelor of Arts curriculum are not held to the general requirements in mathematics or science. Students minoring in music, however, are required to obtain six hours of credit in harmony.

### GRADUATION HONORS

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

In order to be eligible for graduation with distinction a student must have spent two years at this College and have maintained an honor point average of 2.3 for her entire college course.

For the distinction "*cum laude*" an honor point average of 2.3

is required; for "*magna cum laude*" 2.5 is required; and "*summa cum laude*" an average of 2.7 is required.

A limited number of students may be nominated to the Delta Epsilon Sigma and Kappa Gamma Pi, national Catholic honor societies.

### 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 junior and senior years the instructor under whom 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 laboratories. 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.

### PROGRAM FOR VETERANS

The College offers opportunities for young women who have been in the service of their country to continue their education after their discharge from such service. The College is approved to accept students under the G. I. Bill of Rights.

### 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.

To provide companionship of good character, 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. Telegrams or telephone calls will not be accepted in lieu of the written letter.

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 cooperative 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.

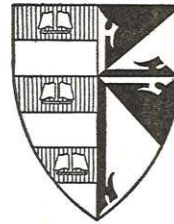
Resident students are not permitted to have cars for use while at school.

### *The Woman's Degree*

*Barry College takes pride in offering a program of studies which is pre-eminently suited to the educational development of the young woman. While adhering to the standard academic requirements of the liberal arts college, Barry directs its curriculum toward the preparing of each student for her proper position in life.*

*Every young woman at the college is guided into one of the fields of learning whose cultivation will enable her to live a life rich in service toward society, her family, her country, her Church. She is urged to use her culture and skills to the betterment of mankind. Before taking up the work of wife and mother, or of a religious, she may do this directly through teaching, writing, secretarial work, designing, music, and other channels.*

*After she has entered upon her chosen path, she finds that her college course has helped her to make a home and to deal with people. The young woman is urged, even after marriage, to give a portion of her time and energies to the maintaining of her high level of culture and to the further development and sharing of her intellectual and spiritual riches.*



**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. Twelve hours in philosophy is the minimum requirement for all students.

### RELIGION

Course No.

- |                                                                                                                                                                                                   |         |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| 1. <i>Christian Dogma</i>                                                                                                                                                                         | 2 s.h.  |
| Faith, Unity and Trinity of God. Redemption through Christ, Grace, the sacraments, the Mass, prayer.                                                                                              |         |
| 2. <i>Principles of Morality</i>                                                                                                                                                                  | 2 s. h. |
| Commandments of God and the Church. Ideals and purposes of Catholic Education. Responsibility of the Catholic college student.                                                                    |         |
| 12. <i>Supernatural Life and Christian Worship</i>                                                                                                                                                | 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. <i>General Introduction to Sacred Scripture</i>                                                                                                                                               | 2 s. h. |
| Number and classification of the Books of the Old Testament. Analysis of contents and special features of some of the Books.                                                                      |         |

Course No.

- |                                                                                                                                                                                                                                                                                                                               |         |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| 37. <i>History of the Church</i>                                                                                                                                                                                                                                                                                              | 3 s. h. |
| Survey of early Church history; Renaissance and Reformation; Wars of Religion; the Church during the French Revolution and the Napoleonic Era; the Church in recent times. (See History 37.)                                                                                                                                  |         |
| 109-110. <i>Christ, The Way of Eternal Life</i>                                                                                                                                                                                                                                                                               | 4 s. h. |
| A study of Christ, the Incarnate Word; what He did and what He suffered; His continuation among men through the sacraments; the last four things: Death, Judgment, Heaven and Hell.                                                                                                                                           |         |
| 113. <i>The Theological Virtues</i>                                                                                                                                                                                                                                                                                           | 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. <i>The Moral Virtues</i>                                                                                                                                                                                                                                                                                                 | 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. <i>Introduction to Philosophy</i>                                                                                                                                                                                                                                                                                                                                                                                          | 3 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. |         |
| 52. <i>Logic</i>                                                                                                                                                                                                                                                                                                                                                                                                               | 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.                                                                                                                                                                                                                           |         |

Course No.

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, intellect, 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. *General Ethics*

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. *Special Ethics*

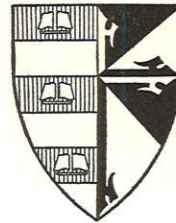
3 s. h.

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

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><br>Readings in Sallust's <i>Catiline</i> and Cicero's <i>Catilinarian Orations</i> .<br>(offered in alternate years)                                                     | 3 s. h. |
| 4.  | <i>Study of the Roman Epic</i><br>Readings in Virgil's <i>Aeneid</i> .<br>(offered in alternate years)                                                                                                                 | 3 s. h. |
| 11. | <i>Study of the Classics in Modern Life</i><br>Evaluation of the Classical languages through an analysis of their use in modern writing, legal and medical practices, and advertising.<br>(offered in alternate years) | 2 s. h. |
| 12. | <i>Study of Christian Latin Prose</i><br>Readings from the Scriptures and the Patristic writings.<br>(offered in alternate years)                                                                                      | 2 s. h. |
| 14. | <i>Studies in Roman Mythology</i><br>Selections from Ovid's <i>Metamorphoses</i> .<br>(offered in alternate years)                                                                                                     | 3 s. h. |
| 17. | <i>Study of the Latin Essay</i><br>Reading of Cicero's <i>De Senectute</i> and <i>De Amicitia</i> .<br>(offered in alternate years)                                                                                    | 3 s. h. |
| 18. | <i>Survey of Roman Lyrical Poetry</i><br>Selected readings from Virgil's <i>Eclogues</i> , Horace's <i>Odes</i> , and Catullus' lyrics.<br>(offered in alternate years)                                                | 3 s. h. |

Course No.

- |         |                                                                                                                                                                                      |         |
|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| 101-102 | <i>Survey of Latin Syntax</i><br>Practice in composition.<br>(offered in alternate years)                                                                                            | 4 s. h. |
| 103.    | <i>Study of Roman Epistolography</i><br>Selections from the letters of Cicero, Seneca, and Pliny.<br>(offered in alternate years)                                                    | 3 s. h. |
| 109.    | <i>History of Latin Literature</i><br>Selections from Latin authors in English translations, with collateral readings and reports. (See English 109)<br>(offered in alternate years) | 3 s. h. |
| 118.    | <i>Honors Course</i><br>Independent work under supervision.                                                                                                                          | 3 s. h. |
| 122.    | <i>Study of Christian Latin Poetry</i><br>Selections from the epic and lyric poetry of the Patristic and Medieval periods of Latin literature.<br>(offered in alternate years)       | 2 s. h. |

### GREEK

Course No.

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

### FRENCH

Course No.

- |      |                                                                                                                                                                                                            |         |
|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| 1-2. | <i>Elementary French</i><br>A study of grammatical constructions; easy reading; special attention given to aural and oral practice. (Credit given only at the successful completion of the second course.) | 6 s. h. |
| 3-4. | <i>Intermediate French</i><br>Review of grammar; practice in conversation, reading and composition.                                                                                                        | 6 s. h. |

## Course No.

- 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)
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

## Course No.

- 1-2. *Elementary German* 6 s. h.  
A study of grammatical construction in easy readings, with special attention to aural and oral practice. (Credit given only at the successful completion of the second course.)
- 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.

## Course No.

105. *German Anthology* 2 s. h.  
A study of selections from the best German authors.

## SPANISH

## Course No.

- 1-2. *Elementary Spanish* 6 s. h.  
A study of grammatical construction, conversation, prose reading and dictation. (Credit given only at the successful completion of the second course.)
- 3-4. *Intermediate Spanish* 6 s. h.  
Review of grammar; practice in conversation, reading and composition.
- 13-14. *Survey of Spanish Literature* 6 s. h.  
A study of the principal movements in Spanish literature and of the typical works of each period.
- 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.  
Readings 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 in 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.

## ENGLISH

Course No.

- 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.
- 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. (See Speech 107) (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* 3 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)

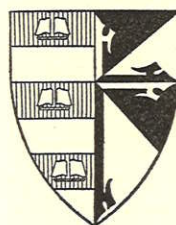
Course No.

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 beginning to the present. (offered in alternate years)
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 Meynell, Hilaire Belloc, and Gilbert Keith Chesterton. (Summers only)
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 Course* 5 s. h.  
 A directed reading course; open only to seniors by special permission.

## SPEECH

Course No.

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.
13. *Interpretation of Prose* 2 s. h.  
An introductory course in the interpretation of selected prose literature, designed to develop voice flexibility and control in oral presentation.
16. *Interpretation of Poetry* 2 s. h.  
A study of the works of selected poets, with a view to developing the techniques required in the oral rendition of poetic literature.
- 55-56. *Fundamentals of Acting* 4 s. h.  
A study and practical application of basic dramatic theory.
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. *Advanced 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)
155. *Advanced Acting* 2 s. h.  
Further application of dramatic principles for students proficient in acting.



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, external and internal morphology, 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* 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* 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.  
Lectures 2 hours a week.
151. *Embryology* 4 s. h.  
A study of vertebrate embryology, including mitosis, segmentation, the formation of the germ layers and the organs developing therefrom. Prerequisites: Biology 1, 2, or 12, 16, and 121.  
Lectures 2 hours a week, laboratory 4 hours a week.

Course No.

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 Chemistry 152)

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

172. *History of Biology* 2 s. h.

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

### CHEMISTRY

Course No.

1-2. *General Inorganic Chemistry* 8 s. h.

A thorough study of the general principles and laws of chemistry.

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

13. *Qualitative Analysis* 4 s. h.

Application of the law of mass action, chemical equilibrium, solubility products to the separation and identification of the common metals and anions.

Lecture 1 hour a week, laboratory 6 hours a week.

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.

112. *Chemistry of Foods* 3 s. h.

An analysis of food materials and products. A study of chemical changes caused by application of heat and cold storage and processing.

Lecture 1 hour a week, laboratory 4 hours a week.

(See Home and Family Life.)

Course No.

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.

Prerequisites: Chemistry 1, 2, 142.

(offered in alternate years)

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 a week.

Prerequisites: Physics 1, 2; Chemistry 1, 2, 142, 143. Math 107.

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 a 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.

105. *Household Physics* 3 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. (See Home Economics 105)

(offered in alternate years)

## 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

Course No.

1. *Advanced Algebra* 2 s. h.

A course for those who present but one unit of algebra 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.)

Course No.

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. Prerequisites: 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 s. h.

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.

(offered in alternate years)

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.

Prerequisite: Math. 4.

106. *Differential Calculus* 4 s. h.

Fundamental notions of variables; functions, limits, derivative and differentials; differentiation of the ordinary algebraic exponential and trigonometric functions; inflexions and envelopes; Taylor's formula.

Prerequisite: Math. 51.

107. *Integral Calculus* 4 s. h.

Integration, definite integrals; applications to length, areas and volumes.

Prerequisite: Math. 106.

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.

Prerequisite: Math. 107.

(offered in alternate years)

Course No.

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.

*Prerequisite: Math. 51.*

(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)

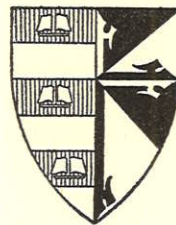
172. *History of Mathematics* 3 s. h.

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.

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

Survey of early Church history; Renaissance and Reformation; Wars of Religion; the Church during the French Revolution and the Napoleonic Era; the Church in recent times. (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. *History of the United States Up to 1865* 3 s. h.

Colonial period; Revolutionary era; War of 1812; 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. *History of the United States From 1865* 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.

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.

147. *The South in American History* 3 s. h.

A survey of the South in American history. Colonial history of the South; American Revolutionary period; social, political and economic changes through the War of 1812; westward movement; sectionalism, period before the Civil War; the Civil War and reconstruction; post-war period; twentieth century history of the South.

Course No.

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

163. *Nineteenth Century Europe* 3 s. h.

The Age of Metternich; the French Empire under Napoleon III; creation of Italy and Germany as national states; political, economic, and social changes of the nineteenth century; Age of Imperialism.  
(offered in alternate years)

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. *Colonial Hispanic America* 3 s. h.

Spanish Colonial Institution in the West Indies; the Conquistadores; Hispanic America under the later Hapsburgs; the Bourbon century; Wars of Independence.  
(offered in alternate years)

181. *Republican Hispanic America* 3 s. h.

New Governments in Hispanic America; International relations of Hispanic American republic; the emergence to World importance.  
(offered in alternate years)

ECONOMICS

Course No.

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

Course No.

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.

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.)

SOCIOLOGY

Course No.

1-2. *Principles and Problems of 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. *Special 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.

Course No.

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.

136. *The Field of Social Work* 3 s. h.

The nature and function of social work; five fields of activity, namely, case work, group work, community organization, public welfare administration, and social action for reform; history of social work; a professional career for a college woman.

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; industrial 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; premarital preparation; qualification of a mater; legal safeguards of marriage; education and the family; modern resources; the Church and reintegration.

### SECRETARIAL SCIENCE

It is the aim of this department to give the student, who is preparing to become a commercial teacher, or a successful secretary and business executive, a sound knowledge of a fundamental business theory and those basic skills required for secretarial work.

Course No.

1-2. *Beginning Stenography* 1 yr., 6 s. h.

A study of the principles and theory of the Functional Method of the Gregg system of Shorthand. (Credit not given until the successful completion of the second course.)

Course No.

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.

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)

Course No.

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)

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* i. 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)

Course No.

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 unless her physician issues a written statement that such courses would not be beneficial for that individual. Freshmen and sophomores must follow the two periods weekly program; juniors and seniors must attend one hour weekly. Those who do not pursue the regular physical education courses are required to take Biology 30.

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.

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.

1-2. *Essentials of Healthful Living*

Required for every freshman. One lecture, three activity periods per month.

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.

Course No.

6. *Swimming*

Classes in beginning, intermediate and advanced work. Open to all students.

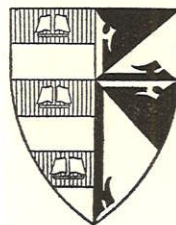
A Senior Red Cross water safety course is given during the year.

9. *Riding*

Classes for beginners and for those who have attained to a certain mastery of the sports. Fifteen hours are required for points. Extra fee.

14. *Diving, and synchronized swimming*

15. *Advanced Tennis*



**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 offers a thorough program in all branches of theory, history of music, applied music, and music education. At the beginning of her study, the student selects piano, organ, violin, voice, or music education as her field of concentration.

The department also offers to students not majoring in music the opportunity to study music as a cultural subject.

#### MUSIC THEORY

Course No.

1. *Harmony* 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. *Harmony* 3 s. h.  
Secondary seventh chords, passing tones, auxiliary tones, etc. Keyboard harmony: harmonization and transposition of simple melodies at the keyboard.
- 9-10. *Aural Theory* 4 s. h.  
Scale and interval singing; notation and rhythmical problems; part singing; dictation.
- 11-12. *Advanced Aural Theory* 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.
- 13-14. *Harmony* 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.

53. *Elements of Musicianship* 2 s. h.  
An introduction to the essential elements of musical theory, sight singing, melodic and harmonic dictation.
- 105-106. *Counterpoint* 4 s. h.  
An application 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 forms.  
(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 Solemnes; characteristics of Latin accent; special attention given to pronunciation and enunciation of text.  
(offered alternate years)

#### MUSIC LITERATURE

Course No.

21. *Music Appreciation* 3 s. h.  
An introduction to the study of musical forms, style and works of various composers. (This course may not be used to obtain applied music credit.)

Course No.

- 107-108. *Music Literature* 4 s. h.  
A survey of the field of musical literature with analysis and illustrations of the various forms, styles, characteristics, and tendencies. An analysis and illustration of the representative works of composers. (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

Course No.

76. *Music Methods in the Elementary School* 2 s. h.  
A study of 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)
185. *Choir Organization* 2 s. h.  
Training of choirs; selecting materials for the choir use; choir arrangements and rehearsal routines. (offered alternate years)

ENSEMBLE

Course No.

65. *Piano Ensemble* 2 s. h.  
An analytical study and practical interpretation of instrumental literature of the classical period. (offered alternate years)

Course No.

67. *Instrumental Ensemble* 2 s. h.  
An analytical study and practical interpretation of piano and instrumental literature of the classical period. (offered alternate years)
79. *Choral Ensemble* 2 s. h.  
A course in singing designed to acquaint the student with important works of choral literature.
81. *Liturgical Singing* 2 s. h.  
Study and rendition of the music in liturgical functions.

APPLIED MUSIC

Two semester hours credit will be given for two lessons and six hours of practice per week. For each hour credited in applied music, there must be one hour of theory, music literature, or music education.

The music department offers a preparatory course to those not seeking credit and to those who do not have the prerequisites for the beginning credit courses.

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.

Course No.

- 35-36. *Technique* 8 s. h.  
Major and minor scales, moderately fast tempo in thirds and sixths; 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. (One performance in public required.)
- 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. (One performance in public required.)

Course No.

135-136. *Technique* 8 s. h.

Major and minor scales, double 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.

196. *Senior Recital* no credit  
Given in partial fulfillment of requirements for graduation.

PIPE ORGAN

*Requirements for entrance:* 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.

Course No.

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* 2 s. h.

Bach, greater preludes and fugues; compositions by modern composers. Preparation of recital program.

196. *Senior Recital* no credit  
Given in partial fulfillment of requirements for graduation.

VIOLIN

*Prerequisites:* Student should have an elementary knowledge of the piano, and ability to perform Kayser Studies.

Course No.

35-36. 8 s. h.

Schradieck, technic; Sevcik, bowing technic; Hrimalay, Scales and Arpeggios; Don, Opus 37; Blumenstegel, twenty-four etudes; Kreutzer, etudes; Edouard Siebert, Studies.

87-88. 8 s. h.

Schradieck, School of Violin Technic, Book II; Sevcik, Bowing Technic; Hrimalay, Scales and Arpeggios; Suvencenski, Studies for Development of Left Hand; Kreutzer, etudes; Seitz, Concerto in A minor.

135-136. 8 s. h.

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

187-188. 8 s. h.

Happich, Chord Studies; Rode, Twenty-four Caprices; Gavini-ies, Etudes; De Beriot, Scene de Ballet; David, Andante and Scherzo; Beethoven, Romances; Viotti, Concerto No. 22; Tartini, Sonata in G Minor; Don, twenty-four etudes; Concertos by Mendelssohn, Bruch, Paganini, and Spohr.

196. *Senior Recital* no credit  
Given in partial fulfillment of requirements for graduation.

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.

Course No.

35-36. *Technique* 8 s. h.

Development of complete relaxation; technique of breathing; drills in tone production and enunciation; major and minor vocalises; songs of moderate difficulty with correct intonation.

87-88. *Technique* 8 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.



Course No.

135-136. *Technique* 8 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.

187-188. *Technique* 8 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.

196. *Senior Recital* no credit

Given in partial fulfillment of requirements for graduation.

ART

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

Course No.

1. *Art Appreciation* 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; figure sketching and painting.

52. *Fashion Sketch* 3 s. h.

Analysis of recognized fashion illustrations and diagrammatic sketching of the fashion figure from models and from memory. This work does not include designing but is rather the recording of well designed fashions.

Studio practice: 3 periods of 2 hours each.

Course No.

68-69 *Weaving* 4 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. (See Home and Family Life 68-69.)

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.

102. *Advanced Display Arts* 3 s. h. in any one subdivision:

Lettering, poster layout, poster technique, and elements of advertising psychology for advanced students.

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.

151. *Advanced Drawing and Painting* 3 s. h. in any one subdivision

A study of and experience with various media in still life studies, landscape painting, and advanced figure painting.

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.

196. *Creative Art Contribution* 3 s. h.

The encouraging, planning and evaluation of a major art problem, an *opus magnum*, in partial fulfillment of requirements for graduation.

## HOME AND FAMILY LIFE

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

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

### Course No.

1-2. *Fundamentals of Cookery* 6 s. h.

General principles of cookery; selection, preparation, cost and methods of cookery. (Credit given only at the successful completion of the second course.)

13-14. *Clothing* 6 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. (Credit given only at the successful completion of the second course.)

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.

Two lectures or one lecture and two laboratory periods per week.

68-69. *Weaving* 4 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. (See Art 68-69.)

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. (See Chemistry 112.)

One lecture—two laboratory periods per week.

114. *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.

### Course No.

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.

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* 3 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.  
(offered in alternate years)

145. *Home Management* 2 s. h.

A study of the problems of the home from the standpoint of the manager.

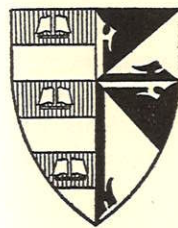
Two lectures per week.  
(offered in alternate years)

Course No.

146. *Organization and Management* 2 s. h.  
A study of the problems of organization and management with specific references to institutional work.  
(offered in alternate years)
147. *Home Management Practice* 2 s. h.  
Practical work in home management with application of material discussed in Home Management. Care of practice house for a period of eight weeks.
153. *Tailoring* 3 s. h.  
Emphasis in this course will be placed on the selection and construction of complex problems in costume designing. Students provide materials.  
(offered in alternate years)
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.  
(offered in alternate years)
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.  
(offered in alternate years)
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.  
(offered in alternate years)
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.
162. *Institutional Buying* 2 s. h.  
A study of quantity buying of materials such as household equipment and furniture, foods, and materials.  
(offered in alternate years)

Course No.

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.  
(offered in alternate years)
174. *Household Economics* 2 s. h.  
A study of personal and family expenditures and standards of living, budgeting, social consumption.  
(offered in alternate years)
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.  
(offered in alternate years)
176. *Home Economics* 2 s. h.  
Technique of teaching.  
(offered in alternate years)



**DIVISION OF  
STUDENT LIFE**

## RELIGIOUS ACTIVITIES

The department of Religion aims to develop the spiritual nature of the students through the formal courses in religion, but these 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 during the time of exposition.

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 monthly day of exposition, the first Sunday of each month, is the official Communion Sunday for the Sodalists.

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 responsibility.

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 the resident chaplain and other members of the faculty.

## SOCIAL ACTIVITIES

The complete 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 right 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, 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. Student dramatics, musicals and symposiums lend their peculiar aid in developing native ability.

In addition, the student calendar includes many delightful functions, the aims of which are purely social and recreational. Among these are formal and informal teas, dinners, and dances.

The following organizations are an aid in the social development of the students: *Albertus Magnus Science Club*, for science, mathematics, and home economics students; *Athletic Association*, open to all members of the student body; *Beta Kappa Kappa*, for students interested in the Classics; *Book Discussion Club*, for modern book readers; *The Playhouse*, for students interested in dramaturgy; *Press Club*, for students associated with the campus publications; *St. Thomas Aquinas Dominican Tertiaries*, for students interested in leading a higher spiritual life; *Santa Rosa Club*, for those interested in the Spanish language; *Secretarial Club*, for students preparing for business; Student and House Councils, for chosen leaders to assist with student problems; *Tara Singers*, for those who enjoy choral music; *Teachers' Club*, for those interested in education and its problems; and *Woman's Little Symphony*, for musical artists.

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