



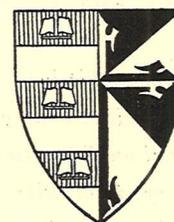
BARRY
COLLEGE
MIAMI
FLORIDA

BARRY COLLEGE

Conducted by the SISTERS OF ST. DOMINIC

OF

ADRIAN, MICHIGAN



1952-1953

1953-1954

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.

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COMMUNICATION WITH THE COLLEGE

Inquiries regarding application for admission or courses of study should be addressed to the Dean of the College.

Inquiries regarding credits, advanced standing or transcript of scholastic record should be addressed to the Registrar of the College.

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

The College Administration telephone is 7-2414.

COLLEGE CALENDAR

1952-1953

Resident Freshmen due on campus.....	September 18
Freshmen Orientation.....	September 19, 20
Upperclassmen due on campus.....	September 20
Registration all classes.....	September 20
Classes begin.....	September 22
Mass in Honor of the Holy Ghost.....	September 26
Feast of All Saints; no classes.....	November 1
Founder's Day (November 15).....	To be celebrated November 14
Thanksgiving Day & Friday; no classes.....	November 27, 28
Feast of the Immaculate Conception; no classes.....	December 8
Christmas recess begins.....	December 17 (2:30 P. M.)
Resident students due on campus.....	January 6 (7:30 P. M.)
Classes resumed.....	January 7 (8:05 A. M.)
Semester Examinations.....	January 21-27
Students' Spiritual Retreat.....	January 27-30
Registration-Second Semester.....	January 31
Inter-semester holidays.....	January 30-February 2
Second Semester classes begin.....	February 3
St. Thomas Aquinas Feast.....	March 7
Easter recess begins.....	March 31 (2:30 P. M.)
Classes resumed.....	April 8 (8:05 A. M.)
Ascension Thursday; no classes.....	May 14
Semester Examinations.....	May 27-June 3
Baccalaureate Sunday.....	May 31
Commencement.....	June 3

Six Week Summer Session—Dates to be announced

COLLEGE CALENDAR

1953-1954

Resident Freshmen due on campus.....	September 17
Freshmen Orientation.....	September 18, 19
Upperclassmen due on campus.....	September 19
Registration all classes.....	September 19
Classes begin.....	September 21
Mass in Honor of the Holy Ghost.....	September 25
Founder's Day (November 15).....	To be celebrated November 13
Thanksgiving Day & Friday; no classes.....	November 26, 27
Feast of the Immaculate Conception; no classes.....	December 8
Christmas recess begins.....	December 16 (2:30 P. M.)
Resident students due on campus.....	January 5 (7:30 P. M.)
Classes resumed.....	January 6 (8:05 A. M.)
Semester Examinations.....	January 20-26
Students' Spiritual Retreat.....	January 26-29
Registration—Second Semester.....	January 30
Inter-semester holidays.....	January 29-February 1
Second Semester classes begin.....	February 2
Easter recess begins.....	April 13 (2:30 P. M.)
Classes resumed.....	April 20 (8:05 A. M.)
Ascension Thursday; no classes.....	May 27
Semester Examinations.....	May 26-June 1
Baccalaureate Sunday.....	May 30
Commencement.....	June 2

Six Week Summer Session—Dates to be announced

THE AIM OF CATHOLIC EDUCATION

Catholic schools exist for the purpose of teaching the truth which is Christ Jesus, Our Lord, and teaching all truth in relation to that truth. Apart from that truth, all other truth is meaningless. Christ is the light of which all other light is but a reflection; where it does not shine, there is darkness.

The responsibility of a Catholic graduate is to make her contemporaries increasingly conscious of Jesus Christ, to insinuate Him into society. This she does by making Him real in the circles in which she moves by living as Christ would live in her. This she does by translating the faith that is in her into deeds and actions that are in conformity with the spirit of Christ and calculated to win the world to Him.

The Reverend George Johnson, "Unchanging Life in a Changing Society," *Catholic Educational Review*, 44, (1944) 410-412.

ADMINISTRATION AND ORGANIZATION

OFFICERS OF ADMINISTRATION

- Reverend Mother M. Gerald, O.P.....President
Sister Mary Edmund, O.P.....Vice President and Business Manager
Sister M. Dorothy, O.P.....Dean
Sister Mary Alice, O.P.....Registrar and Assistant Dean
Sister Eugenia Marie, O.P.....Treasurer
Sister Michael James, O.P.....Librarian

FACULTY

- Sister Agnes Cecile, O. P.....Professor of Classical Languages
B. A., Siena Heights College; M. A., Ph. D., Catholic
University of America. Further graduate study, University
of Cincinnati.
Sister Mary Alice, O.P.....Instructor in English
B. A., University of Detroit; M. A., University of Michi-
gan; Further graduate study, Fordham University, Uni-
versity of Michigan, University of Detroit; Foreign study,
National University of Ireland, University College, Dublin.
Sister Ann Charles, O. P.....Instructor in Chemistry and Physics
B. S., Siena Heights College; Ph. D., Catholic University
of America.
Sister Mary Arnold, O.P.....Instructor in Social Sciences
B. A., Siena Heights College; M. A., Catholic University
of America.
The Reverend Cyril W. Burke, O.P.....Professor of Religion
and Philosophy
A. B., Providence College; M. A. Catholic University of
America. Foreign study, Universidad Nacional de Mexico;
Ph. D., Honoris Causa, Universidad de Santo Domingo.
Sister Mary Dorothy, O. P.....Professor of Education
B. A., Siena Heights College; M. A., Ph. D., Catholic
University of America.

- Sister Mary Edmund, O.P.....Professor of Religion and English
B. A., St. John's University, Toledo; M. A., University
of Detroit. Further Graduate Study, Catholic University
of America.
Sister M. Elaine, O. P.....Instructor in Social Science
B. A., Siena Heights College; M. S. W., Loyola Univer-
sity, Chicago.
Sister Eugenia Marie, O.P.....Instructor in Secretarial Science
B. S., Siena Heights College.
Sister Mary Eulalia, O. P.....Assistant Professor of Home Economics
Ph. B., B. S. in Home Economics, Siena Heights College.
Professional study, Cranbrook Academy of Art; M. A.,
Columbia University.
Sister Grace Alma, O.P.....Instructor in English and Speech
Ph. B., DePaul University, Chicago; M. A., Catholic
University of America. Further graduate study, North-
western University.
Miss Margaret Husson.....Instructor in Physical Education
B. S. in Physical Education, Sargent College of Physical
Education, Boston, University; Graduate Study, Boston
University.
Sister Mary Jane, O. P.....Associate Professor of Chemistry
B. S., Siena Heights College; M. S., Institutum Divi
Thomae. Further graduate study, Illinois Institute of
Technology, and Michigan State University.
Sister Jean Marie, O. P.....Associate Prof. of Romance Languages
B. A., St. John's University, Toledo; M. A., University
of Detroit. Further graduate study, Catholic University
of America. Foreign study, Universidad de Santo Domingo.
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 Loretta, O.P.....Instructor in Mathematics
B. S., Siena Heights College; M. A., Catholic University
of America.
Sister Maura, O. P.....Instructor in Music
Ph. B., Siena Heights College; M. A. Columbia Univer-
sity; Further Graduate Study, University of Notre Dame
and University of Detroit.

Sister Michael James, O. P.....Associate Prof. of Library Science
Ph. B., De Paul University; B. A., in Library Science,
Rosary College.

Sister Mary Paul, O. P.....Associate Professor in English
B. A., Siena Heights College; B. A., M. A., Ph. D., Na-
tional University of Ireland, University College, Dublin.

Sister Mary Rudolf, O.P.....Instructor in Spanish
B. A., Siena Heights College; Licenciada en Filosofia,
Universidad de Santo Domingo.

Sister Thomas Gertrude, O.P.....Instructor in Music
B. Ed. and B. M., Siena Heights College; M. M.
University of Michigan.

Sister Mary Xavier, O. P.....Instructor in English
B. A., Siena Heights College; M. A., University of
Michigan. Further graduate study, Fordham University.

STANDING COMMITTEES OF THE FACULTY

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

Committee on Educational Policies and Curriculum: Sister Dorothy, Sister Mary Alice, Sister Mary Rudolf, Sister Marie Loretta, Sister Grace Alma, Sister Eulalia, Sister Maura.

Committee on Admissions and Advanced Standing: Sister Dorothy, Sister Jean Marie, Sister Mary Arnold, Sister Mary Alice, Sister Ann Charles.

Committee on Student Welfare: Father Burke, Sister Mary Edmund, Sister Dorothy, Sister Agnes Cecile, Sister Jean Marie, Sister Mary Paul, Sister Mary Alice, Sister Mary Jane, Sister Mary Xavier, Sister Elaine.

Committee on Library: Sister Michael James, Sister Mary Paul, Sister Grace Alma, Sister Marie Loretta, Sister Mary Xavier.

Committee on Publications: Sister Mary Paul, Sister Eugenia Marie, Sister Joannes, Sister Mary Xavier.

Committee on Scholarship and Honors: Father Burke, Sister Dorothy, Sister Agnes Cecile, Sister Mary Arnold, Sister Mary Alice, Sister Thomas Gertrude, Sister Elaine, Sister Mary Xavier, Miss Margaret Husson.

HEALTH SERVICE

Miss Margaret Mary Cook, R. N.....Resident Nurse
Miss Margaret Husson, B.S.....Director of Physical Education
Medical Consultants.....St. Francis Hospital

HISTORICAL VIEW

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 technic, 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 evidences 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.

GENERAL INFORMATION

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	4 units
Social Studies	2-3 units
Mathematics	2 units
Science (Laboratory)	1 unit
Foreign Language	2 units
(Same language)	
Electives	3-4 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 of \$5.00 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 STANDARDS

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 AND MINORS

Majors are offered in art, English, French, Latin, Spanish, history, sociology, music and speech arts, leading to the Bachelor of Arts degree; in biology, chemistry, education, home economics and mathematics, leading to the Bachelor of Science degree.

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

NURSING

Beginning in September of 1953 Freshmen will be accepted in the four-year program leading to the degree of Bachelor of Science with a major in nursing. Additional information will be provided on request.

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 (including at least one translation course) in addition to twelve semester hours' 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.

GRADUATE RECORD EXAMINATION

Graduate Record Examinations are given at the close of the sophomore and senior years. Results are used as one of the aids in student guidance.

DIVISION OF STUDIES

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 Division of Religion and Philosophy, the religious inheritance is transmitted; in the Division of Language and Literature, the literary inheritance; in the Division of Natural Sciences, the scientific inheritance; in the Division of Social Sciences, the institutional inheritance, and in the Division of Fine Arts, 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	Sem. Hrs.	Sophomore	Sem. Hrs.	Junior and Senior	Sem. Hrs.
Religion	2	Religion	1	Religion	8
English 1, 2	6	Church History	3	Philosophy 132 and Elective	6
Mathematics or Science	6	English 13, 14	6	Education 169	1
Foreign Language	6	Philosophy 52, 83	6	Major	18
History 1, 2	6	Foreign Language	6	Minors	6
Physical Education	2	Physical Education	2	Electives	25
Electives	4	Electives	10		
	34		34		64

BACHELOR OF SCIENCE

Freshmen	Sem. Hrs.	Sophomore	Sem. Hrs.	Junior and Senior	Sem. Hrs.
Religion	2	Religion	1	Religion	8
English 1, 2	6	Church History	3	Philosophy 132 and Elective	6
Mathematics or Science	6	English 13, 14	6	Education 169	1
Foreign Language	6	Philosophy 52, 83	6	Major	18
History 1, 2	6	Foreign Language	6	Minors	6
Physical Education	2	Physical Education	2	Electives	25
Electives	4	Electives	10		
	34		34		64

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. Biology 30, Health Education, is recommended.

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, and to life membership in the campus honor society, Lambda Sigma.

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.

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.

Other religious organizations are the St. Thomas Aquinas Dominican Tertiaries and the Confraternity of Christian Doctrine.

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.

Dominant among the influences used to inculcate an appreciation of true womanly dignity 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 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, Athletic Association, Beta Kappa Kappa Literary Club, Home Economics Club, Mission Council, The Playhouse, Press Club, Santa Rosa Spanish Club, State Clubs, Student and House Councils, Tara Singers, and Foreign Students' Club.

FINANCIAL INFORMATION

All financial affairs are cared for in the business office. Checks and money orders should be made payable to Barry College.

Students from foreign countries are requested to make payment by money order or by check payable through a United States bank.

All expenses are payable in advance at the beginning of each semester. Before a student may take semester examinations, she must obtain a permit from the treasurer indicating that her financial account has been settled. Neither credit nor graduation honors will be granted to any student whose account is in arrears. Business references from a reliable source are required of all strangers who make application for students to enter the College.

EXPENSES FOR YEAR

For all students:

Matriculation fee	\$ 10
Tuition	300
Physical Education fee.....	20
Activity fee	10
Health fee	5
Late Registration fee.....	5

(Incidental expenses such as school paper, yearbook, chapel veil, etc., amount to about \$15.)

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Additional for resident students:

Board	\$600
Linen rental fee.....	15
Rooms:	150-350
Single with bath.....	\$300-350
Double with bath (each student).....	200-350
Double with running water (each student)	200-250
Double room (each student).....	150
Four-bed with bath (each student).....	150

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Additional for day students:

Luncheon	\$125
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Special fees:

Music:

Piano (one lesson per week).....	\$120
Piano (two lessons per week).....	180
Voice (one lesson per week).....	120
Voice (two lessons per week).....	180
Organ (one lesson per week).....	160

Organ (two lessons per week).....	240
Fees include the use of instruments	
Laboratory fee (per semester).....	10
Use of typewriter (per semester).....	10
Use of Office Practice Equipment (per semester).....	5
Charge for materials (as needed for certain non-laboratory courses) per semester.....	1-5.

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In addition to the \$25 deposit fee required for room reservation, each student shall have paid at least \$200 on account before she may register for semester classes. The balance is due not later than one month after school opens. In case of withdrawal or dismissal before the completion of the semester, charges will be made for the full semester in which the student leaves, or for the full quarter in the event the student leaves within the first month of the semester.

The \$25 room deposit fee will be returned if cancellation is requested before August first of the year for which application is made.

A 10% discount on the tuition fee is deductible when two sisters are enrolled during the same year.

All rooms are completely furnished. Blankets are provided by the college. A fee of \$7.50 is charged each semester for the rental of institution linens—these include bed linens, bath mats and towels.

Out-of-town students will not be permitted to live off campus.

Students may arrange to have laundry cared for by local laundries which have pick-up and delivery service.

All students are required to have the academic cap and gown and gym suit. These are purchased at the College at the time of entrance and are sold at current prices.

A graduation fee of \$20 is charged each candidate for a degree; \$5 is the fee for a certificate.

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

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.

COURSES OF INSTRUCTION

DIVISION 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 course in Church History is required for graduation.

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. *Christian Dogma* 2 s. h.
Faith, Unity and Trinity of God; Redemption through Christ, Grace, the sacraments, the Mass, prayer.
2. *Principles of Morality* 2 s. h.
Commandments of God and the Church; Ideals and purposes of Catholic Education; Responsibility of the Catholic college student.
12. *Supernatural Life and Christian Worship* 1 s. h.
Liturgy—the function of liturgy and its relation to public worship; fellowship with Christ through participation in the Mass; liturgy of the Mass, the sacred vestments, utensils, various rites.
25. *General Introduction to Sacred Scripture* 2 s. h.
Number and classification of the Books of the Old Testament; Analysis of contents and special features of some of the Books.

Course No.

37. *History of the Church* 3 s. h.
The Jewish and Graeco-Roman World, Roman persecutions, Heresies, Government of the Church, the Church in the Middle Ages, Renaissance, Religious revolt, Council of Trent, Age of Enlightenment, French Revolution, Napoleonic Era, the Church in modern times.

76. *Teaching of Religion* 2 s. h.
A study of the problems confronting teachers of religion; Organization of courses, sources of materials, textbooks, methods of teaching.

109-110. *Christ, The Way of Eternal Life* 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. *The Theological Virtues* 2 s. h.
The origin and nature of the spiritual life. The psychology of habits and passions, the moral significance of spiritual habits; the acquired and infused virtues in general; the bond existing among the virtues. The theological virtues; faith, hope and charity; their nature, sanctifying power, practice; opposed vices.

114. *The Moral Virtues* 2 s. h.
The moral virtues in general; their nature, number and character. The moral virtues; prudence, justice, religion, obedience, fortitude, temperance, chastity, humility and meekness; their nature, degrees, excellence, means of practice; the vices opposed.

PHILOSOPHY

50. *Introduction to Philosophy* 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. *Logic* 3 s. h.
Embraces the following topics: the nature and logical relations of concepts and terms, definition and division, laws of thought, judgments and propositions, inference, the syllogism and fallacies.

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.

DIVISION OF
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.

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| 1-2. | <i>Elementary Latin</i> | 6 s. h. |
| | A study of grammatical construction with easy readings. (Credit given only at the successful completion of the second course.) (offered in alternate years) | |
| 3. | <i>Study of Roman Life Under the Republic</i> | 3 s. h. |
| | Readings in Sallust's <i>Catiline</i> and Cicero's <i>Catilinarian Orations</i> . (offered in alternate years) | |
| 4. | <i>Study of the Roman Epic</i> | 3 s. h. |
| | Readings in Virgil's <i>Aeneid</i> . (offered in alternate years) | |
| 11. | <i>Study of the Classics in Modern Life</i> | 2 s. h. |
| | Evaluation of the Classical languages through an analysis of their use in modern writing, legal and medical practices, and advertising. (offered in alternate years) | |
| 12. | <i>Study of Christian Latin Prose</i> | 2 s. h. |
| | Readings from the Scriptures and the Patristic writings. (offered in alternate years) | |
| 13. | <i>Study of the Latin Essay</i> | 3 s. h. |
| | Reading of Cicero's <i>De Senectute</i> and <i>De Amicitia</i> . (offered in alternate years) | |

Course No.

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| 14. | <i>Studies in Roman Mythology</i> ,
Selections from Ovid's <i>Metamorphoses</i> .
(offered in alternate years) | 3 s. h. |
| 101. | <i>Survey of Latin Syntax</i>
Review of grammar with prose composition.
(offered in alternate years) | 3 s. h. |
| 103. | <i>Study of Roman Epistolography</i>
Selections from the letters of Cicero, Seneca, and Pliny.
(offered in alternate years) | 3 s. h. |
| 108. | <i>Survey of Roman Lyrical Poetry</i>
Selected readings from Virgil's <i>Eclogues</i> , Horace's <i>Odes</i> , and Catullus' lyrics. (offered in alternate years) | 3 s. h. |
| 109. | <i>History of Latin Literature</i>
Selections from Latin authors in English translations, with collateral readings and reports. (See English 109)
(offered in alternate years) | 3 s. h. |
| 118. | <i>Honors Course</i>
Independent work under supervision. | 3 s. h. |
| 122. | <i>Study of Christian Latin Poetry</i>
Selections from the epic and lyric poetry of the Patristic and Medieval periods of Latin literature. (offered in alternate years) | 2 s. h. |
| 176. | <i>Teaching of Latin</i>
A study of the problems confronting teachers of Latin in the secondary school. Organization of courses, sources of materials, textbooks, methods of teaching. | 2 s. h. |

GREEK

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|------|---|---------|
| 1-2. | <i>Elementary Greek</i>
A study of grammatical constructions with easy readings. | 6 s. h. |
| 3. | <i>Studies in Greek Historical Prose</i>
Selections from Xenophon and Thucydides. | 3 s. h. |
| 101. | <i>History of Greek Literature</i>
Selected readings from Greek authors in English translation. (See English 101) (offered in alternate years) | 2 s. h. |

Course No.

108. *Study of the Greek Epic* 3 s. h.
Selections from Homer's *Iliad* and *Odyssey*.

FRENCH

- 1-2. *Elementary French* 6 s. h.
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.)
- 3-4. *Intermediate French* 6 s. h.
Review of grammar; practice in conversation, reading and composition.
- 13-14. *French Literature* 6 s. h.
A survey from its beginning to the present time; collateral readings and reports.
- 101-102. *French Pronunciation and Diction* 4 s. h.
A study of French phonetics intended primarily for students preparing to teach French. (offered in alternate years)
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)
134. *Contemporary French Literature* 3 s. h.
A study of the main currents in French Literature of the twentieth century; translations of selections from principal authors.
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)

Course No.

- 150-151. *Advanced Conversation, Reading and Composition* 4 s. h.
Required for major in French.

176. *Teaching of Modern Languages* 2 s. h.
A study of the problems confronting teachers of modern languages. Organization of courses, sources of materials, textbooks, methods of teaching.

GERMAN

- 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. (offered in alternate years)
105. *German Anthology* 2 s. h.
A study of selections from the best German authors. (offered in alternate years)

SPANISH

- 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.

Course No.

- 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.
 (offered in alternate years)
131. *Introduction to Cervantes* 3 s. h.
 Readings of selections from the *Quijote* and the *Novelas Ejemplares*.
 (offered in alternate years)
132. *Selected Dramas of the Eighteenth and Nineteenth Centuries* 3 s. h.
 Reading and interpretation of representative works of the more notable dramatists from the eighteenth century to the present day; a study of typical masterpieces of each period.
 (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 study of typical works of the Spanish drama from its beginnings to the eighteenth 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.
170. *Hispanic-American Civilization* 2 s. h.
 A survey of the life and culture of the Hispanic-American peoples.
 (offered in alternate years)
176. *Teaching of Modern Languages* 2 s. h.
 A study of the problems confronting teachers of modern languages in the secondary school. Organization of courses, sources of materials, textbooks, methods of teaching.
179. *Spanish Civilization* 2 s. h.
 A survey of the history and geography of Spain; an appreciation of the culture of the country.

ENGLISH

Requirements for major: English courses 1, 2, 13, 14; 111 or 112 (143 fulfills this requirement for journalism minors); 132, 151; two of the following: 122, 123, 162. Speech: 2 semester hours, preferably in fundamentals or interpretation.

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 Arts 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. *Creative Writing* 4 s. h.
 Intensive study of selected types of creative writing with emphasis on artistic, personal expression.
120. *Children's Literature* 3 s. h.
 A survey of literature suited to the needs and tastes of children.
122. *Literature of the Seventeenth Century* 2 s. h.
 A study of the literary movements of the seventeenth century; emphasis on Milton and Dryden.
 (offered in alternate years)

Course No.

123. *Literature of the Eighteenth Century* 2 s. h.
Lectures and discussions based upon the characteristics and literary productions of the eras of Pope and Johnson.
(offered in alternate years)
125. *American Literature* 3 s. h.
A survey of America's literary development with emphasis on sectional characteristics.
126. *Literature of the South* 2 s. h.
A survey of the literature of the southern states from its beginnings 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.
(offered in alternate years)
135. *The Catholic Renaissance* 2 s. h.
A critical study of modern Catholic writings with emphasis on the works of John Henry Newman, Francis Thompson, Alice Meynell, Hilaire Belloc and Gilbert Keith Chesterton.
(summers only)
139. *Development of the Dramatic Form* 2 s. h.
The history of the theatre of the Western World from the Greeks to Shakespeare. (See Speech Arts 139.)
140. *Development of the Dramatic Form* 2 s. h.
Continuation of the above, from Shakespeare to the present. (See Speech Arts 140.)
- 141-142. *Newspaper Editing* 6 s. h.
A study of the fundamentals of editing, headline writing, typography and makeup.
143. *Feature Writing* 3 s. h.
Instruction and practice in writing factual articles for publication in newspapers, trade journals and magazines.
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)

Course No.

154. *World Literature* 3 s. h.
A survey of oriental and European, ancient and modern literature, exclusive of English literature.
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 the non-dramatic prose and poetry of the English Renaissance. (offered in alternate years)
176. *Teaching of English in High School* 2 s. h.
A study of the problems confronting teachers of English in the secondary school. Organization of courses, standards of criticism, sources of materials, textbooks, methods of teaching.
- 187-188. *Honors Course* 5 s. h.
A directed reading course; open only to seniors by special permission.

DIVISION OF
THE NATURAL SCIENCES

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 specific fields:

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.

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.

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, 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* 8 s. h.

A course embracing the fundamental principles of plant and animal life.

Lectures 3 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.

Course No.

16. *Zoology*

A study of the origin, classification and the distribution of animals, the development of the ovum, and the differentiation of tissues.

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

30. *Health Education* 3 s. h.

The teaching of health and a study of school health problems. (See Physical Education 30)

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 or 12 and 16.

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

114. *Microtechnic* 3 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.

Lecture 1 hour 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.

Lectures 3 hours a week, laboratory 2 hours a week.

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, laboratory 4 hours a week.

Course No.

151. *Embryology* 4 s. h.
A study of vertebrate embryology, including mitosis, segmentation, the formation of the germ layers and the organs developing therefrom. Prerequisites: *Biology* 1, 2, or 12, 16; and 121.
Lectures 2 hours a week, laboratory 4 hours a week.
152. *Biochemistry* 4 s. h.
A study of chemical 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.
176. *Teaching of Sciences* 2 s. h.
A study of the problems confronting teachers of sciences in the secondary school. Organization of courses, sources of materials, textbooks, methods of teaching.

CHEMISTRY

- 1-2. *General Inorganic Chemistry* 8 s. h.
A thorough study of the general principles and laws of chemistry.
Lectures 2 hours a week, laboratory 4 hours a week.
13. *Qualitative Analysis* 4 s. h.
Application of the law of mass action, chemical equilibrium, solubility products to the separation and identification of the common metals and anions. Prerequisites: *Chemistry* 1, 2.
Lecture 2 hours a week, laboratory 4 hours a week.
51. *Fundamentals of Inorganic Chemistry* 4 s. h.
A study of the fundamental laws and principles of chemistry and of the more important elements and their compounds.
Lectures 2 hours a week, laboratory 4 hours a week.
52. *Fundamentals of Organic Chemistry* 4 s. h.
A study of the more important aliphatic and aromatic compounds.
Lectures 2 hours a week, laboratory 4 hours a week.

Course No.

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 2 hours a week, laboratory 6 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 112.)
142. *Organic Chemistry of Aliphatic Compounds* 4 s. h.
The structure, type reactions and properties of the more important aliphatic compounds. Prerequisites: *Chemistry* 1, 2.
Lectures 2 hours a week, laboratory 4 hours a week.
(offered in alternate years)
143. *Organic Chemistry of Aromatic Compounds* 4 s. h.
Structure, type reactions and properties of aromatic compounds. Prerequisites: *Chemistry* 1, 2, 142.
Lectures 2 hours a week, laboratory 4 hours a week.
(offered in alternate years)
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 chemical 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)

Course No.

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, *Mathematics* 107. (offered in alternate years)

157. *Physical Chemistry* 4 s. h.

Study of kinetic theory, quantum theory, photochemistry, electrochemistry of solutions and nuclear, atomic and molecular structure. Prerequisite: *Chemistry* 156.

Lectures 2 hours, laboratory 4 hours a week. (offered in alternate years)

PHYSICS

1-2. *General Physics* 8 s. h.

A course planned to give the students a general grasp of physical principles. Prerequisites: *Mathematics* 3, 4.

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

105. *Household Physics* 3 s. h.

The course is planned for teachers of household arts.

Lectures and demonstrations, 2 hours a week. (See Home Economics 105) (offered in alternate years)

GEOGRAPHY

1. *Elements of Geography* 3 s. h.

A study of the earth with reference to its physical features. Designed especially for those preparing to teach in the elementary school.

2. *Conservation of Natural Resources* 3 s. h.

A course designed to give the student a knowledge of the chief natural resources of the United States with special reference to Florida's resources.

GENERAL SCIENCE

1. *General Science* 3 s. h.

A study of the principles underlying the sciences. This course is recommended for students preparing to teach in the elementary school.

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.

2. *Solid Geometry* 3 s. h.

A course for those who have not had solid geometry in high school.

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.

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, derivatives 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.

Course No.

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)

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 2, 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)

176. *Teaching of Mathematics* 2 s. h.

A study of the problems confronting teachers of mathematics in the secondary schools. Organization of courses, sources of materials, textbooks, methods of teaching.

DIVISION OF THE SOCIAL SCIENCES

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.

Greek and Roman civilizations, the barbarian invasions, medieval times, Renaissance, Religious revolt, the Enlightenment, French Revolution, Napoleonic era, Age of Metternich, Nationalism, Industrialism, Imperialism, World War I, Era between the World Wars, World War II.

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

The Jewish and Graeco-Roman World, Roman persecutions, Heresies, Government of the Church, the Church in the Middle Ages, Renaissance, Religious revolt, Council of Trent, Age of Enlightenment, French Revolution, Napoleonic Era, the Church in modern times.

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, expansions 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 since 1865* 3 s. h.

Post-war period, industrialization of the United States; development of international relations; party politics since 1868; American life and culture in the nineteenth and twentieth centuries.

(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. *English History* 2 s. h.

Early invasions of England; Anglo-Saxon times; Norman England; Feudalism; the Tudors.

132. *English History* 2 s. h.

The Stuarts; evolution of English Government; eighteenth, nineteenth, and twentieth century 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 Religious Revolt* 3 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)

176. *Teaching of Social Studies* 2 s. h.

A study of the problems confronting teachers of social studies in the secondary school. Organization of courses, sources of materials, textbooks, methods of teaching.

180. *Colonial Hispanic America* 2 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* 2 s. h.

New Governments in Hispanic America; International relations of Hispanic American republic; the emergence to World importance.

(offered in alternate years)

ECONOMICS

1. *Principles of Economics* 3 s. h.

History and Social Framework of Economics. Wants and their satisfaction. Wealth and welfare. Value and price. Monopoly and competition. National and personal income and its distribution. Rent, interest, wages and profits. Selected Papal Encyclicals.

Course No.

2. *Problems of Economics* 3 s. h.

Recent legislation. Business cycles. International trade, Monopoly problems. Railroad, agricultural, labor problems. Social security. Cooperative movement. Reconstruction of the social order. Selected Papal encyclicals.

POLITICAL SCIENCE

1. *The American Government* 3 s. h.

National Government and Administration. Structure and practical workings of the Federal Government.

2. *State Government and Administration* 3 s. h.

The place of the States in the nation, past and present; the State constitutions, State parties and practical politics, State legislature, direct legislation and the recall, the governor, administration, finance, courts; 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

1-2. *Principles and Problems of Sociology* 6 s. h.

The nature of man and society; social theories, institutions and problems.

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

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

135. *Child Welfare* 3 s. h.

The child, his needs, aspirations and problems; contributions of heredity and environment; community resources for the development of the physical, mental, moral and social well-being of the child.

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

The nature, function, theory and history of social work; group visits to typical social agencies.

Course No.

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* 3 s. h.

The nature and origin of marriage; an interpretation of courtship, marriage and family behavior.

152. *Rural Sociology* 3 s. h.

Analysis of the social structure of rural areas; rural institutional life; problems of the rural community.

163. *Current Social Problems* 3 s. h.

A systematic analysis of some of the major social problems of personal and social disorganization in contemporary society.

178. *Case Work* 3 s. h.

Historical view of the development of social casework, analysis of social casework principles and practice, and consideration of social casework problems. Field experience required.

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.

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

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

3-4. *Beginning Typewriting* 2 s. h.

The mastery of the keyboard and the development of a prescribed speed. Emphasis is placed on the arrangement of business letters, tabulated materials and on manuscript typing. (Credit not given until the successful completion of the second course.)

Course No.

5-6. *Principles of Accounting* 6 s. h.

A study of accounting through the balance sheet approach. Practical work in the Sales, Purchase and General Journals, Cash Book and Ledger through Practice Sets for Proprietorships and Partnerships. (Credit not given until the successful completion of the second course.)

13-14. *Advanced Stenography* 6 s. h.

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

19-20. *Advanced Typewriting* 2 s. h.

Further development of speed on straight-copy material and on business forms. Practice is given in the typing of various office forms and legal documents.

39-40. *Business Law* 4 s. h.

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

41-42. *Office Practice* 6 s. h.

This course aims to acquaint the student with the actual routine duties of the office. Special stress is laid on office etiquette, development of personal efficiency, the duties, obligations and opportunities of the private secretary; business methods and office procedure applied to various circumstances. Special training is given in the use of the mimeograph, mimeoscope, check writer, calculating and adding machines, dictaphone, filing system operation.

115-116. *Advanced Accounting* 6 s. h.

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

176. *Teaching of Secretarial Science* 2 s. h.

A study of the problems confronting teacher of secretarial science in the secondary school. Organization of courses, standards of criticism, sources of materials, textbooks, methods of teaching.

TWO-YEAR SECRETARIAL COURSE

In order to accommodate students who wish to enter the business world but who do not wish to qualify for a degree, a two-year course in Secretarial Science is offered.

Requirements

<i>First Year</i>		<i>Second Year</i>	
	Sem. Hrs.		Sem. Hrs.
Religion	2	Religion	1
English 1, 2.....	6	Church History	3
Economics or Political Science	6	English 13, 14.....	6
Stenography	6	Accounting	6
Beginning Typing	2	Stenography	6
Business Law	4	Advanced Typing	2
Health Education	2	Office Practice	6
Physical Education	2	Physical Education	2
Electives	4	Electives	2
	—		—
	34		34

The recommended electives with the secretarial science program are: Spanish, speech, music, art, home economics, and mathematics.

LIBRARY SCIENCE

Courses in library science are offered to enable students to become better acquainted with the use of the library books and materials; to obtain necessary credit for librarian certification; and to provide means for qualifying librarians for elementary and secondary schools.

Course No.

100. *How to Use the Library* 1 s. h.

An orientation course which aims to acquaint the students with the resources and functions of the library in the school as an aid to professional growth.

101. *Book Selection* 2 s. h.

General principles of evaluation and selection of books and materials; sources for the enrichment of the curriculum and book collection in public and school libraries; methods of purchase.

Course No.

102. *Classification and Cataloging* 2 s. h.
 Organization of library collections; the principles and fundamentals of classification; a study of the Decimal Classification and of the principles of cataloging. Includes laboratory work.
113. *Reference and Bibliography* 2 s. h.
 Selection, evaluation and interpretation of the most frequently used reference materials in the subject field; reference methods; bibliographic form and reference.
120. *Children's Literature* 3 s. h.
 (See English 120)
124. *Library Organization and Administration* 3 s. h.
 Techniques needed for planning and organizing the library and making it function in the school and community.
126. *Library Service to Children* 2 s. h.
 History of library service to children; study of printed and audiovisual materials for the elementary school library; study of available state and public library service.
127. *Book Selection for Secondary School Libraries* 2 s. h.
 Sources and principles underlying the selection of books and materials for secondary schools.
152. *Advanced Library Organization and Administration* 3 s. h.
 Consideration of special problems of administration in various types of libraries.

EDUCATION

While the courses listed below are designed for those who wish to qualify for elementary and secondary teaching in Florida, the offerings are adequate to meet the needs of teachers in many other states. Out-of-state certificates may be obtained on the basis of work done here.

Students who plan to teach in the elementary schools of Florida must obtain credit in the following courses: Education 61, 62, 66, 118, 135 or equivalent, 141, 143, 153 or 164, 199; English 120; Geography 1 or 2; Science 1; Mathematics 6; Music 176, 177; Art 175, 176,

In the secondary schools of Florida: Education 61, 118, 142, 153 or 164, 176, 199.

Course No.

- 31-32. *Character Education* 4 s. h.
 A course intended to encourage the student to study her own personality and to take means to develop the virtues necessary to a strong, well-balanced character.
 (offered in alternate years)
- 33-34. *Character Education and Christian Morality* 4 s. h.
 A course presenting the basic principles of Christian morality and encouraging the study of character in the light of these principles.
 (offered in alternate years)
52. *Introduction to Education* 3 s. h.
 A study of the aims and agencies of education, the place of the school, and the role of the teacher, with a view to assisting students to determine their fitness for the teaching profession. Analysis is also made of the role of the parents as first teachers of the child.
61. *Principles of Teaching* 3 s. h.
 A presentation of the general principles of teaching which underlie approaches to specific subjects; a detailed consideration of classroom procedures.
62. *Technique of Teaching Arithmetic* 2 s. h.
 The manner of presenting the subject matter of arithmetic in the elementary school with special emphasis on the place of meaning and drill; evaluation of recent experimental studies and standardized tests.
66. *Technique of Teaching Social Studies* 2 s. h.
 A study of the methods and materials for teaching history, geography, and civics in the elementary school with special emphasis on appropriate textbooks and visual aids.
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. 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).

Course No.

122-123. *Teaching of Reading—Phonic Approach* 6 s. h.

A study of the principles involved and a preparation of the materials needed for the phonic approach to teaching reading in the elementary school.

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.

141. *Elementary School Curriculum* 3 s. h.

A study of the objectives of teaching in the elementary school and the outcomes to be expected; the use of suitable materials and techniques in the actual development of units of work.

142. *Secondary School Curriculum* 3 s. h.

A study of the objectives, activities and outcomes underlying high school curriculum development; the fundamental relationships among high school subjects and related activities.

143. *Teaching Physical Education in the Elementary School* 3 s. h.

The rhythmical games and exercises suited to the elementary school child; the techniques of handling children in the playground and gymnasium.

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)

154. *The Philosophy of School-Community Relationships* 3 s. h.

An analysis of present trends in school-community relationships; the formulation of a practical program of parent-teacher cooperation in the light of Christian social 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.

(offered in alternate years)

Course No.

167. *Teaching of Reading* 3 s. h.

A presentation of the methods and materials for teaching reading and a survey and critical evaluation of recent trends.

169. *Mental Hygiene* 2 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.

171. *Kindergarten Curriculum* 3 s. h.

An analysis of the purposes and specific objectives of the kindergarten and of the curricular program required to accomplish them.
(offered in alternate years)

172. *Kindergarten Activities* 3 s. h.

The projects and activities suited to the implementing of the kindergarten program.
(offered in alternate years)

176. *Methods of Teaching Special Subjects in Secondary School* (See specific departments) 2 s. h.

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.

185. *Principles of Guidance* 3 s. h.

A survey of the various techniques used by teachers and guidance specialists, with special reference to tests, records and counseling programs.
(Summers only)

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)

198. *Introduction to Directed Teaching* 3 s. h.

Observation and participation in field of specialization and related fields.

Course No.

199. *Directed Teaching — Internship* 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.

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. Awards are made through the College Athletic Board for achievements 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. *Required Course for Freshmen* 2 s. h.
An introduction to archery, basketball, softball, squaredancing, swimming, tennis and volleyball.
- 13-14. *Required Course for Sophomores* 2 s. h.
Continuation of activities in Courses 1-2 on a more advanced level.
30. *Health Education* 3 s. h.
The teaching of health and a study of school health problems.
(See Biology 30.)
65. *Life Saving* 2 s. h.
Theory and practice with respect to teaching methods and skills in advanced swimming, water safety and life saving.
68. *First Aid* 2 s. h.
First Aid to the injured in the home, school and community. Leads to American Red Cross Standard and/or advanced certificates in First Aid.

Course No.

- 85-86. *Modern Dance* 2 s. h.
Theory and practice in the dance as a fine art.
- 89-90. *Fencing* 2 s. h.
Theory and practice in fencing.
111. *Coaching Team Sports* 3 s. h.
Theory, practice and teaching procedures in volleyball, basketball, speedball and softball.
132. *Leadership in Community Recreation* 3 s. h.
Procedures in school-community recreational programs, after-school programs, school and private camping, community centers and church groups.
143. *Teaching Physical Education in the Elementary School* 3 s. h.
(See Education 143.)

DIVISION OF
THE FINE AND APPLIED ARTS

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.

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| 1. <i>Harmony</i> | 3 s. h. |
| Elementary written harmony including chords of the dominant seventh. Keyboard harmony; playing of cadences in all keys, application of written harmony to the keyboard. | |
| 2. <i>Harmony</i> | 3 s. h. |
| Secondary seventh chords, passing tones, auxiliary tones, etc. Keyboard harmony—harmonization and transposition of simple melodies at the keyboard. | |
| 9-10. <i>Aural Theory</i> | 4 s. h. |
| Study of the elements of tone and time, notation of pitch and time, major triad, harmonic and melodic intervals; harmonic and rhythmic dictation. | |
| 11-12. <i>Advanced Aural Theory</i> | 4 s. h. |
| Study of the minor triad, seventh chords, tonality, cadences, modulation; harmonic and rhythmic dictation. | |
| 13-14. <i>Harmony</i> | 6 s. h. |
| Modulation; altered chords; chords of the augmented sixth; original settings of hymns for practical use; keyboard harmony with special stress on transposition and modulation. | |

Course No.

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| 53. <i>Elements of Musicianship</i> | 2 s. h. |
| An introduction to the essential elements of musical theory, sight singing, melodic and harmonic dictation. | |
| 105-106. <i>Counterpoint</i> | 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. <i>Form and Analysis</i> | 2 s. h. |
| An analytical study of the phrase, period; smaller forms up to the sonata-allegro form; exercises in shorter composition work. | |
| 110. <i>Form and Analysis</i> | 2 s. h. |
| An analytical study of the larger forms including the rondo, sonata-allegro and symphonic forms. | |
| 111. <i>Orchestration</i> | 2 s. h. |
| Study of the orchestra and its instruments; score reading; making simple orchestra arrangements.
(offered in alternate years) | |
| 113. <i>Composition</i> | 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 in alternate years) | |
| 179. <i>Conducting</i> | 2 s. h. |
| Fundamental conducting technic; styles of conducting; influence of material and programme; practical experience under supervision.
(offered in alternate years) | |
| 182. <i>Gregorian Chant</i> | 2 s. h. |
| Study of fundamentals of Gregorian Chant according to the principles of Solemnnes; characteristics of Latin accent; special attention given to pronunciation and enunciation of text.
(offered in alternate years) | |

MUSIC LITERATURE

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| 21. <i>Music Appreciation</i> | 3 s. h. |
| An introduction to the study of musical forms, style and works of various composers. | |

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 in alternate years)

117. *Music History* 2 s. h.
Development of the art of music up to and including the time of Beethoven. (offered in alternate years)

118. *Music History* 2 s. h.
Development of the art of music from Beethoven to the present day. (offered in alternate years)

MUSIC EDUCATION

175. *Methods of Teaching Piano* 2 s. h.
Problems of the technique of teaching; selection of teaching material; recitals; practice teaching. (offered in alternate years)

176. *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.

177. *Music Methods in the Elementary School* 2 s. h.
Development of music reading; introduction of the tonal and rhythmic problems common to upper grades.

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 in alternate years)

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

ENSEMBLE

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

Course No.

67. *Instrumental Ensemble* 2 s. h.
An analytical study and practical interpretation of instrumental literature of the classical period. (offered in 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

Piano, Pipe Organ, Voice

Two semester hours' credit will be given for two lessons and six hours of practice per week. Students minoring in music are required to earn a minimum of six semester hours in applied music and six in harmony.

Students not specializing but desirous of continuing their study may obtain credit on the level for which they qualify.

21, 22, 23, 24, 25, 26 2 s. h. each

Preparatory courses (These courses may not be credited toward a major or minor in music unless the student is majoring in education.)

35, 36 *First Year Courses* 4 s. h.
For the major and minor.

87, 88 *Second Year Courses* 4 s. h.

135, 136 *Third Year Courses* 4 s. h.

137, 138 *Supplementary Courses for the Third Year* 4 s. h.

187, 188 *Fourth Year Courses* 4 s. h.

189, 190 *Supplementary Courses for the Fourth Year* 4 s. h.

ART

This department furnishes aesthetic and manual experiences which round out the cultural aspects of the Liberal Arts courses and lead to fuller living.

Course No.

1. *Art Appreciation* 2 s. h.

A study of the elements of art and their application to the creative works of the past and present. This is a discussion course which aims to develop cultural attitudes rather than an accumulation of facts.

2. *Display Arts* 3 s. h.

Lettering, layout, poster techniques and elementary advertising psychology as basic requirements for commercial art work.

5. *Design* 3 s. h.

A study of the basic principles of design and their application to practical problems in structure and decoration.

31. *Lettering* 2 s. h.

Practice in the basic principles of lettering with pen and brush.

35. *Introduction to Sculpture* 3 s. h.

Modeling in clay; direct carving in plaster and cement with emphasis on sculptural form and composition.
(offered in alternate years)

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

Still life, landscape and figure composition; pencil, conte crayon, charcoal, and brush drawing; oils, water color, and casein painting.

52. *Fashion Sketch* 3 s. h.

Analysis of recognized fashion illustrations and 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.

62. *Drawing for Reproduction* 3 s. h.

Practice in the various techniques used in black-and-white drawing for reproduction.

65. *Introduction to Ceramics* 3 s. h.

The making of pottery and small sculpture by the coil, slab, and slip casting methods. Experience in glazing and firing.

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.
(offered in alternate years)

102. *Advanced Display Arts* 3 s. h.

Experience with all types of drawing for reproduction. Advanced work in layout and lettering problems.

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

A survey course in the history of architecture, sculpture, painting and the minor arts from ancient to renaissance times.
(offered in alternate years)

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

A survey course in the history of architecture, sculpture, painting and the minor arts from renaissance to modern times.
(offered in alternate years)

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

A survey of American architecture, sculpture, painting and minor arts from the colonial period to the present.
(offered in alternate years)

135. *Advanced Sculpture* 3 s. h.

Direct carving in wood and stone.
(offered in alternate years)

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

Drawing and painting in all media with emphasis on expression.

165. *Advanced Ceramics* 3 s. h.

Modeling, throwing and casting pottery and ceramic sculpture. Experimentation with glazes.
(offered in alternate years)

Course No.

175. *Art Education* 2 s. h.

A study of art in relation to the child; his interests and capacities at varied levels; the general objectives and techniques of teaching illustration, design, color, lettering, industrial arts, history and appreciation of art; fulfills the State requirements for Public School Art for elementary teaching.

(offered in alternate years)

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

Instruction and practice in illustration, design, color, lettering and industrial arts suitable for elementary grades; fulfills the State requirements for Public School Art for elementary teaching.

(offered in alternate years)

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

The planning and execution of a major art problem in partial fulfillment of requirements for graduation.

SPEECH ARTS

Courses in the Speech Arts are intended to interest and educate the general student in the fundamentals of speech; to prepare qualified students to become teachers of speech; to give introductory preparation to qualified students who plan a professional career in speech and dramatics.

Requirement for major: Speech Arts courses 1, 13, 55, 56, 86, 87, 101, 123, 139, 140; Home and Family Life 155; Physical Education 85, 86, 89, 90.

COMMUNICATION

1. *Fundamentals* 2 s. h.

A foundation course providing knowledge and training in the basic principles of speech. Practice in reading and speaking before an audience.

2. *Public Discussion* 2 s. h.

A course in the methods and practice of groups discussion: round table, panel, lecture and study groups.

13. *Oral Interpretation of Literature* 3 s. h.

A preparatory course in the reading of prose, poetry and drama.

Course No.

14. *Choral Speaking* 2 s. h.

Practice in antiphonal, refrain, group and unison speaking, with a view to developing rhythmic sense and interpretative skill.

65. *Introduction to Radio* 2 s. h.

A survey of American radio, including organization, administration, programs, program planning and producing, with a view to improving understanding of these important phases of this medium of mass communication.

101. *Voice and Diction* 2 s. h.

Study of voice production; phonetics. (offered alternate years)

102. *Advanced Public Discussion* 2 s. h.

This course aims to train student speakers to study current problems intelligently, to discuss them logically, and to defend them, using sound reasoning and rhetorical skill.

113. *Advanced Interpretation* 2 s. h.

Intensive practice in interpretation of classical literature.

DRAMA

55-56. *Fundamentals of Acting* 4 s. h.

Problems of characterization and interpretation, voice, pantomime and stage technique are studied.

86. *Scene Design and Stage Lighting* 2 s. h.

Principles of scene design and construction; the use of color and light for theatrical production.

87. *Theatrical Makeup* 1 s. h.

A course in straight and character makeup.
(Laboratory hours required)

107. *Shakespeare* 3 s. h.

A study of selected Shakespearian plays.
(offered in alternate years)

123. *Play Production* 2 s. h.

Introductory course in the problems of production.
(Prerequisites: 55, 86, 87 or consent of instructor.)

Course No.

139. *Development of the Dramatic Form.* 2 s. h.

The history of the theatre of the Western World from the Greeks to Shakespeare.

140. *Development of the Dramatic Form* 2 s. h.

Continuation of the above, from Shakespeare to the present.

155. *Advanced Acting* 2 s. h.

Advanced study of the technique of acting, with special emphasis on the creation of character.

SPEECH EDUCATION

111. *Speech Correction for Children* 3 s. h.

An elementary, non-technical course in speech correction for the school teacher who must deal with speech handicapped children in the classroom.

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.

Requirements for specific fields:

Dietetics. Home and Family Life courses 1, 2, 23, 24, 123-124, 126, 137, 139, 162; Biology courses 16, 51, 132; Chemistry courses 51, 52, 112, 152; Education courses 61, 118 or 182; six (6) semester hours in sociology and/or economics.

Teaching in Florida:

1. Fourteen (14) semester hours in courses dealing with the home and family: Home and Family Life 128 or 174, 145, 147, 157, 176; Sociology course 146; Education course 182.

2. Twelve (12) semester hours in foods and nutrition: Home and Family Life courses 1, 2, 23, 24, 126, 137.

Course No.

3. Ten (10) semester hours in clothing and textiles: Home and Family Life courses 13, 14, 114, 153.

General Home Economics:

1. With emphasis on Foods: Home and Family Life courses 1, 2, 23, 24, 112, 126, 137, 138 and a minimum of seven (7) hours from upper biennium courses.

2. With emphasis on clothing: Home and Family Life 13, 14, 114, 153, 154, 157 and a minimum of six (6) hours from upper biennium courses.

FOODS AND NUTRITION

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.)

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

23-24. *Meal Planning and Table Service* 4 s. h.

Planning menus for the family; budgeting food costs on the high, moderate and low income levels; study of equipment used in formal and informal service.

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.)

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

123-124. *Dietetics* 4 s. h.

A study of dietary requirements of various individuals; planning diets for income levels and for those having real nutritional difficulties.

Lecture 2 hours a week, laboratory 15 hours per semester in an approved hospital.

(offered in alternate years)

126. *Nutrition* 2 s. h.

Selected quantitative methods relating to digestion and metabolism. (offered in alternate years)

Course No.

137. *Quantity Cookery* 3 s. h.

Application of the principles of cookery to large quantity cooking; planning, buying, preparation and serving meals for college dining room; some consideration of the management problems of like institutions.

Lecture 1 hour a week, laboratory 4 hours a week.
(offered in alternate years)

138. *Experimental Cookery* 4 s. h.

A course in experimental cookery with special emphasis on colloids; skill in methods of conserving nutrients and in combining foods is stressed.

Lecture 2 hours a week, laboratory 4 hours a week.
(offered in alternate years)

139. *Diet Therapy* 2 s. h.

A study of the various dietetic requirements with special emphasis on the adaptation of the normal diet to impaired digestive and metabolic processes.

Lecture 2 hours a week, laboratory 2 hours a week.
(offered in alternate years)

CLOTHING AND TEXTILES

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.)

Lecture 1 hour a week, laboratory 4 hours a 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 fibers in original designs and textures.

Laboratory 4 hours a 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.

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

Course No.

153. *Tailoring* 3 s. h.

Emphasis in this course is placed on the selection and construction of the complex garment; students provide materials.

Lecture 1 hour a week, laboratory 4 hours a week.
(offered in alternate years)

154. *Costume Design* 3 s. h.

The basic principles underlying the form, design and construction of patterns for all types of figures and garments. Prerequisite H. & F. L. 13 and 14.

Lecture 1 hour a week, laboratory 4 hours a week.
(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 and extending to the present time; offered as a source for 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 H. & F. L. 13 and 14.

(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.

Lecture 1 hour a week, laboratory 4 hours a week.
(offered in alternate years)

HOME AND INSTITUTION ADMINISTRATION

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.

Lecture 2 hours a week.

Course No.

145. *Home Management Theory* 2 s. h.
 A study of the problems of the home from the standpoint of the manager.
 Lecture 2 hours a week.
 (offered in alternate years)
146. *The Family* 2 s. h.
 (See *Sociology* 146)
147. *Home Management Practice* 2 s. h.
 Practical work in home management as demonstration of Home Management Theory; care of practice house for a period of eight weeks; prerequisite H. & F. L. 145.
 (offered in alternate years)
162. *Institutional Organization and Management* 3 s. h.
 A study of institutional management procedures and quantity purchasing of foods, equipment, furniture and materials.
 (offered in alternate years)
163. *Personnel Management* 2 s. h.
 A study of the problems of the manager and employees in an institution.
 (offered in alternate years)
174. *Household Economics* 2 s. h.
 A study of personal and family expenditures and standards of living, budgeting and 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 Education* 2 s. h.
 The technique of teaching Home Economics
 (offered in alternate years)
182. *Human Growth and Development* 2 s. h.
 (See *Education* 182)

STUDENT ROSTER

1951-1952

FULL TIME STUDENTS

Albuquerque, Janet	Belem, Para, Brazil
Allen, Elizabeth.....	Petion Ville, Haiti
Allen, Therese.....	Petion Ville, Haiti
Alvarez, Lina.....	Panama, Republic of Panama
Barden, Jayne Ann.....	Rockford, Illinois
Barnes, Marguerite	Miami, Florida
Bastow, Ruth E.....	Miami, Florida
Belart, Lia.....	Belem, Para, Brazil
Bessette, Jessie	Springfield, Massachusetts
Bilick, Violet Ann	Chicago, Illinois
Bonnely, Luisa A.	Ciudad Trujillo, Dominican Republic
Bostick, Betty Joe.....	Ojus, Florida
Braun, Barbara	Miami, Florida
Breitenwischer, Joan.....	Tecumseh, Michigan
Brickley, Rosemarie.....	Pittsburgh, Pennsylvania
Brown, Barbara	Annapolis, Maryland
Brown, Sheila.....	Ft. Lauderdale, Florida
Burman, Jane	Dearborn, Michigan
Burman, Joan	Dearborn, Michigan
Byrne, Sarah I.....	Natchez, Mississippi
Campos, Noemi.....	Coral Gables, Florida
Cannon, Ruth.....	Grosse Pointe, Michigan
Caroly, Alene.....	Miami, Florida
Cartana, Elisa.....	Havana, Cuba
Cassin, Nancy King.....	Miami, Florida
Castells, Carmen.....	Guayaquil, Ecuador, S.A.
Cavalaris, Mary Louise.....	Miami, Florida
Cerre, Jane Ann	Peoria, Illinois
Chesebrough, Elizabeth.....	Marathon, Florida
Childs, Sarah	Miami, Florida
Clark, Mary Louise.....	Chicago, Illinois
Conlon, Margaret	Jacksonville, Florida
Conner, Helen	South Miami, Florida
Cook, Margaret Mary.....	Army Chem. Center, Maryland
Coste, Margaret.....	Savannah, Georgia
Curry, Suzanne	Miami, Florida
Dagher, Madeline M.	Miami Springs, Florida
Daly, Marcia Alice	Chicago, Illinois

Davich, Beverly.....Westfield, Massachusetts
 Demirgian, Betty.....Miami, Florida
 Deyman, Margaret.....N. Muskegon, Michigan
 Diamond, Mary Virginia.....Hobe Sound, Florida
 Dick, Henrietta.....Charlotte, North Carolina
 Digman, Patricia.....Cincinnati, Ohio
 Dougherty, Frances.....La Belle, Florida
 Dudley, Marie Carlton.....Richland, Georgia
 Duron, Marianela K.....Tegucigalpa, D.C., Honduras, C.A.

 Eckhoff, Carole.....Vero Beach, Florida
 Eisinger, Mary E.....Miami, Florida
 Ezoe, Cecilia.....Tokyo, Japan

 Feak, Constance.....Toledo, Ohio
 Figge, Gretchen.....Cedar Rapids, Iowa
 Finlen, Ruth.....Butte, Montana
 Fisher, Pauline V.....Uniontown, Pennsylvania
 Fortin, Natalie.....Chicago, Illinois
 Frohlich, Joyce.....Miami Shores, Florida

 Gannon, Jean Marie.....Clinton, Massachusetts
 Garcia, Noemi.....Fajardo, Puerto Rico
 Gaztambide, Raquel.....Santurce, Puerto Rico
 Geisz, Valerie.....Detroit, Michigan
 Gennett, Joan Anne.....Milwaukee, Wisconsin
 Genter, Patricia.....Bayside, Long Island, New York
 Geyer, Rosemary.....Hamilton, Ohio
 Gillen, Susan.....Lake Wales, Florida
 Gnecco, Beatrice C.....Bogota, Columbia, S.A.
 Gnecco, Maria Teresa.....Bogota, Columbia, S.A.
 Gonzalez, Marta.....Santa Clara, Cuba
 Gorsuch, Gloria.....Springfield, Ohio
 Gould, Edith.....Miami, Florida
 Grady, Mary Emma.....Jacksonville, Florida
 Groselle, Mary Jo.....Dade City, Florida

 Hackett, Nadine.....Ft. Lauderdale, Florida
 Hagner, Beatrice.....Louisville, Kentucky
 Hall, Juliana.....Palm Beach, Florida
 Harant, Mary Isabelle.....Atlanta, Georgia
 Heldman, Patricia C.....North Miami, Florida
 Hellmich, Sandra.....Batesville, Indiana
 Henle, Patricia.....Norris, Tennessee
 Hennessy, Phyllis.....Wilmington, Delaware
 Hernandez, Elena.....Santurce, Puerto Rico

Hill, Mildred.....Miami, Florida
 Hoar, Nancy.....Atlanta, Georgia
 Hodge, Shirley.....Jacksonville, Florida
 Hodson, Katherine.....Hallandale, Florida
 Hoff, Dorothy.....New Rochelle, New York
 Hollida, Roxie Ann.....New York City, New York
 Hosier, Sue.....Edwardsville, Illinois
 Howard, Janet.....Miami Shores, Florida
 Huml, Patricia.....Shaker Heights, Ohio

 Igel, Celestine M.....Columbus, Ohio

 Jablonski, Geraldine.....South Bend, Indiana
 Jarval, Ingrid.....Miami, Florida
 Jorgenson, Marlene.....Miami, Florida
 Joseph, Anne.....Miami, Florida
 Julian, Carol.....Watertown, Massachusetts
 Jumper, Katherine.....Columbus, South Carolina

 Keith, Margaret.....San Jose, Costa Rica, C.A.
 Kennally, Jane.....Meadowbrook, Pennsylvania
 Killeen, Kathleen.....Longmeadow, Massachusetts
 Kine, Winifred.....White Plains, New York
 Kirby, Jane.....Willimantic, Connecticut
 Knoch, Joanne.....Naperville, Illinois
 Kornmeier, Judee.....Grosse Pointe, Michigan
 Krupp, Florence.....Miami Shores, Florida
 Kurz, Mary E.....Washington, D. C.
 Kuzmick, Barbara.....Clifton, New Jersey
 La Boe, Elizabeth.....Monroe, Michigan
 La Boe, Norma.....Monroe, Michigan
 Lapham, Marguerite.....Miami, Florida
 Lattavo, Joanne.....Canton, Ohio
 Lawrence, Katherine.....Grosse Pointe Park, Michigan
 Lazzara, Joanne.....Chicago, Illinois
 Le Blanc, Jeanne.....Miami, Florida
 Little, Mary Ann.....Savannah, Georgia
 Lloveras, Maria.....Santurce, Puerto Rico
 Loos, Marlene.....Columbus, Ohio
 Lopez, Esther.....Miami, Florida
 Lopez, Ileana.....Miami, Florida

 McClellan, Loretta.....Miami Shores, Florida
 McCormick, Arlene.....Staten Island, New York
 McCormick, Marie.....Miami, Florida

McGowan, Janet.....St. Paul, Minnesota
 McGuire, Carol.....Rocky River, Ohio
 McKittrick, Maria.....Miami, Florida
 Malone, Kathleen.....Canton, Ohio
 Manson, Natalie.....South Miami, Florida
 Marshall, Carol.....Miami, Florida
 Martin, Sandra.....West Palm Beach, Florida
 Martinez, Carmen.....Miami, Florida
 Mayes, Mary Lucille.....Miami, Florida
 Mercado, Anya.....San Juan, Puerto Rico
 Mies, Patricia.....Decatur, Indiana
 Miller, Frances.....Charlotte, North Carolina
 Miller, Suzanne.....Fremont, Ohio
 Monti, Dolores.....Miami Shores, Florida
 Moore, Sylvia.....Miami, Florida
 Moran, Margaret.....Greenfield, Massachusetts
 Morley, Anne.....Jamaica Plain, Massachusetts
 Moya, Isabel.....Santiago de Cuba, Cuba
 Mullan, Nan.....Tampa, Florida
 Mulvihill, Clementine.....Charlotte, North Carolina
 Murphy, Jo Ann.....Decatur, Georgia

 Neal, Carlotta.....Marianna, Florida
 Newkerk, Dorothy.....Miami, Florida
 Nunez, Silvia.....Camaguey, Cuba

 Oak, Patricia.....Bayonne, New Jersey
 Obert, Barbara.....Dushore, Pennsylvania
 O'Brien, Nancy.....Oak Park, Illinois
 O'Donnell, Barbara.....Plainfield, Illinois
 Ogden, Ruth.....Miami, Florida
 O'Hearn, Shirley.....Miami, Florida
 Olba, Francisca.....Mt. Province, Philippine Islands
 Ollman, Mary J.....Rockford, Illinois

 Pellicer, Patricia.....St. Augustine, Florida
 Petrossi, Marion.....Rochester, New York
 Pilawski, Jean.....Chicago, Illinois
 Pilcher, Lauralie.....Davenport, Iowa
 Podesta, Julianne.....Terryville, Long Island, New York
 Politano, Anita.....Seaside Heights, New Jersey
 Provost, Janine.....Ft. Lauderdale, Florida
 Pugh, Ruth.....Miami, Florida

 Rainville, Nan.....Evanston, Illinois

Ramos, Matilde.....Key West, Florida
 Reiss, Mary Margaret.....Lake Placid, New York
 Reiss, Mary Wheeler.....Sheboygan, Wisconsin
 Renuart, Marguerite.....Coral Gables, Florida
 Rerucha, Joanne.....Toledo, Ohio
 Riley, Helen.....Crystal Lake, Illinois
 Rivera, Raquel.....Caguas, Puerto Rico
 Rodriguez, Miriam.....Santiago de Cuba, Cuba
 Roguly, Elinor.....Opa Locka, Florida
 Roguly, Hilda.....Opa Locka, Florida
 Rooney, Betty Anne.....Robinson, Illinois
 Roy, Yolande.....Sylacauga, Alabama
 Rychlik, Marian.....Chicago, Illinois

 Saldana, Oliva.....San Salvador, El Salvador, C. A.
 Salomon, Huguette.....Managua, Nicaragua, C. A.
 Sandre, Patricia.....Miami, Florida
 Scanlon, Mary Rose.....Watertown, New York
 Scharpf, Anneliese.....Linz, Austria
 Schmid, Barbara.....Miami, Florida
 Schmitz, Nancy.....Chicago, Illinois
 Scott, Mary Jane.....Fort Pierce, Florida
 Searer, Donna.....Miami, Florida
 Senger, Constance.....Ridgewood, New Jersey
 Sexton, Mary Jane.....Miami, Florida
 Shepard, Alice.....Miami, Florida
 Sierra, Jovita.....Miami Shores, Florida
 Simberg, Sonja.....Miami Beach, Florida
 Snow, Vivian Delores.....Delray Beach, Florida
 Soldevila, Raquel.....Ponce, Puerto Rico
 Soto, Mercedes.....Guayaquil, Educador, S. A.
 Stanford, Carol.....St. Augustine, Florida
 Stone, Dorothy.....Natchez, Mississippi
 Suarez, Addy.....Santa Clara, Cuba

 Tierney, Alice.....Miami, Florida
 Todd, Dolores.....Covington, Kentucky
 Topley, Betty.....Miami, Florida
 Tourino, Amelia.....Colon, Republic of Panama
 Touscany, Patricia.....Grosse Pointe, Michigan
 Travnikar, Georgann.....Delray Beach, Florida
 Trivette, Helen.....West Palm Beach, Florida
 Turnbull, Caroline.....Miami, Florida
 Turner, Carole.....Miami, Florida
 Twedde, Catherine.....Miami, Florida

Uzel, Vlasta.....Miami, Florida
 Von Allmen, Margie.....Louisville, Kentucky
 Walker, Marieange.....Palm Beach, Florida
 Wall, Monica.....Miami Shores, Florida
 Warner, Margaret.....Chicago, Illinois
 Warner, Patricia.....Chicago, Illinois
 Waters, Virginia.....Hialeah, Florida
 Webster, Jacqueline.....Miami, Florida
 Williams, Isabelle.....Tampa, Florida
 Witkins, Loretta.....Windsor, Connecticut
 Wittekind, June.....Miami Beach, Florida
 Wodtke, Catherine.....Vero Beach, Florida
 Worl, Marianne.....Indianapolis, Indiana
 Zinane, Andrea.....Kenosha, Wisconsin
 Zinn, Joan.....Ft. Lauderdale, Florida

PART TIME STUDENTS

Andretta, Betty J.....Miami, Florida
 Aylor, Hazel.....Miami, Florida
 Baker, Helen C.....Hollywood, Florida
 Bilsey, Barbara.....Miami, Florida
 Blake, Mary Ann.....Hollywood, Florida
 Cavalaris, Clarissa.....Miami, Florida
 Christian, Frances.....Miami, Florida
 Coffee, Flora.....Miami, Florida
 Collins, Elizabeth.....Miami, Florida
 Crum, Mary E.....Ft. Lauderdale, Florida
 Doak, Leola.....Miami, Florida
 Dunning, Dorothy.....Miami, Florida
 Forster, Evelyn.....Miami, Florida
 Fremont, Dorothy.....Miami, Florida
 Gray, Helen.....Hollywood, Florida
 Grissom, Phyllis.....Miami, Florida
 Harbert, Zorah.....Hollywood, Florida
 Hashim, Lucy.....Miami, Florida

Hedgecock, Marie.....Miami, Florida
 Hilgendorf, Ruth.....Miami, Florida
 Hoffman, Adrienne.....Miami, Florida
 Howells, Beatrice.....Miami, Florida
 Jacobs, Lyndal.....North Miami, Florida
 Lake, Leone.....Miami Beach, Florida
 Lawlor, Althea.....Miami, Florida
 Layman, Prudence.....Ft. Lauderdale, Florida
 May, Myree.....Miami, Florida
 May, Robert.....Miami, Florida
 Merino, Grace C.....Miami, Florida
 Merritt, Winifred.....Ft. Lauderdale, Florida
 Mills, Maude.....Miami, Florida
 Narovec, Lois.....Miami, Florida
 Nicewanger, Barbara.....Miami, Florida
 O'Connor, Thelma.....Miami, Florida
 Ojala, Laila.....Miami, Florida
 Ostlund, Mary B.....Miami, Florida
 Packer, Margaret.....Hollywood, Florida
 Pease, Mildred.....Miami, Florida
 Prudence, Eleanor.....Miami, Florida
 Reed, Catherine.....North Miami, Florida
 Rhodes, Florence.....Miami, Florida
 Rumfelt, Anna.....Miami, Florida
 Rupponer, Dorothy.....North Miami, Florida
 Ryder, Perlita.....Miami, Florida
 Ryll, Alfred.....Hollywood, Florida
 Silivalja, Dorothy.....Miami, Florida
 Simon, Lillian.....North Miami, Florida
 Spaulding, Joyce.....Miami, Florida
 Stanfield, Ethelyn.....Ft. Lauderdale, Florida
 Steadham, Elizabeth.....Miami, Florida
 Stoop, Sarah.....Miami, Florida
 Surface, Jane.....Miami, Florida
 Sweet, Dorothy.....Miami, Florida
 Troeller, Evelyn.....Miami, Florida

Ulenburg, Jean.....Miami, Florida
 Walker, Dorothy.....Miami, Florida
 Webber, Pearl.....Miami, Florida
 Wind, Joyce.....North Miami, Florida

 Sister M. Alacoque, S.S.J.....Miami, Florida
 Sister M. Andre, S.S.J.....Miami, Florida
 Sister Anna Grace, S.S.J.....Miami, Florida
 Sister M. Aurelia, O.P.....Miami Beach, Florida
 Sister Beatrice, S.S.J.....Coral Gables, Florida
 Sister M. Carlina, O.S.F.....Miami, Florida
 Sister M. Cecilia, O.S.F.....Miami, Florida
 Sister M. Celine, O.S.B.....Miami, Florida
 Sister Charles Mary, O.P.....Miami Beach, Florida
 Sister M. David, S.S.J.....Miami, Florida
 Sister Ellen Marie, O.P.....Miami, Florida
 Sister M. Esther, S.S.J.....Miami, Florida
 Sister M. Eucharista, O.S.F.....Miami, Florida
 Sister M. Eugenia, S.S.J.....Miami, Florida
 Sister Francis de Sales, S.S.J.....Coral Gables, Florida
 Sister M. Genevieve, O.S.F.....Miami Beach, Florida
 Sister M. George, S.S.J.....Coral Gables, Florida
 Sister M. Gerald, S.S.J.....Coral Gables, Florida
 Sister M. Germaine, S.M.....Hialeah, Florida
 Sister Harriet Marie, O.P.....Miami Shores, Florida
 Sister M. Hugh, S.M.....Hialeah, Florida
 Sister Jean Kevin, O.P.....Miami Shores, Florida
 Sister M. Joan, O.S.B.....Miami, Florida
 Sister Joan of Arc, S.S.J.....Coral Gables, Florida
 Sister John Bride, O.P.....Miami Beach, Florida
 Sister John Francis, O.S.F.....Miami Beach, Florida
 Sister John Terrence, O.P.....Miami Beach, Florida
 Sister M. Josepha, S.S.J.....Miami, Florida
 Sister M. Julie, O.P.....Miami Beach, Florida
 Sister Louis Angela, S.S.J.....Miami, Florida
 Sister Louis Bertrand, S.S.J.....Miami, Florida
 Sister M. Louise, O.S.B.....North Miami, Florida
 Sister M. Lourdes, O.S.F.....Miami, Florida
 Sister M. Lauren, S.M.....Hialeah, Florida
 Sister Margaret Therese, S.S.J.....Coral Gables, Florida
 Sister Marie Giles, O.P.....Miami Shores, Florida
 Sister Michael Henry, O.P.....Miami Shores, Florida
 Sister M. Raphael, S.S.J.....Miami, Florida
 Sister Robert Ann, O.P.....Miami Beach, Florida

Sister M. Rose Clare, O.P.....Miami, Florida
 Sister Rose Marie, S.M.....Hialeah, Florida
 Sister Sylvester, S.S.J.....Miami, Florida
 Sister M. Thomasine, O.S.B.....North Miami, Florida
 Sister Mary Una, O.P.....Miami Beach, Florida
 Sister M. Veronica, S.S.J.....Miami, Florida
 Sister M. Vivian, S.S.J.....Coral Gables, Florida
 Sister William Marie, S.S.J.....Miami, Florida

Rosarian Academy

West Palm Beach, Florida

Conducted by SISTERS OF ST. DOMINIC

OF

ADRIAN, MICHIGAN

HIGH SCHOOL AND ELEMENTARY GRADES
FOR GIRLS

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

For further information address the Principal