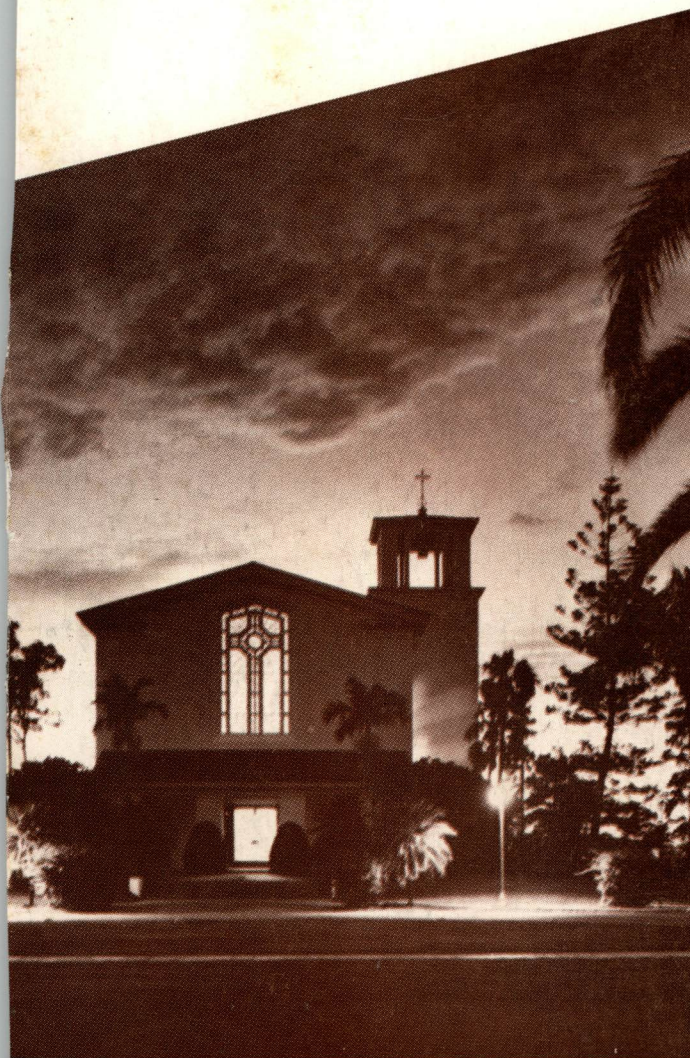


BARRY COLLEGE

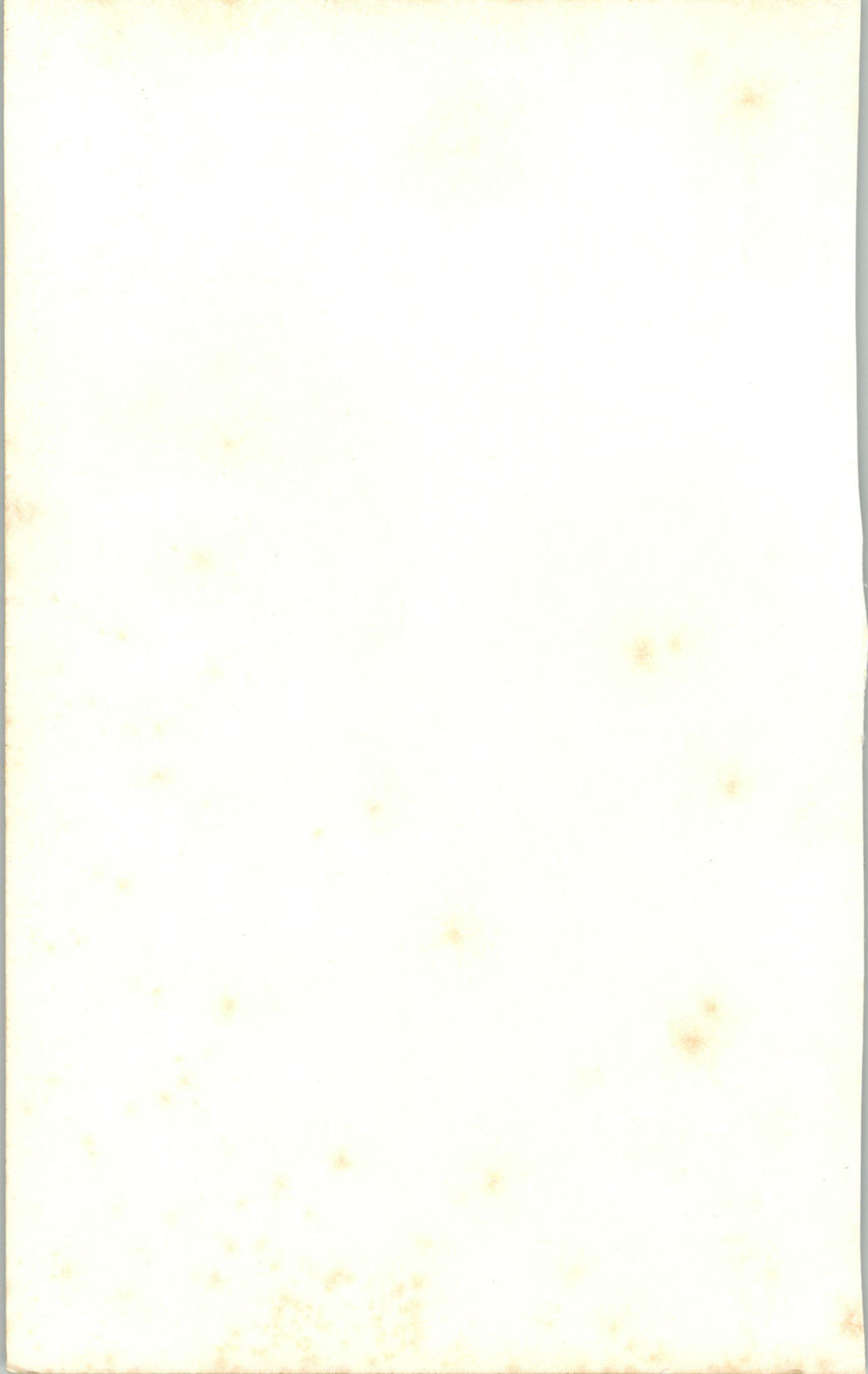
MIAMI SHORES
FLORIDA



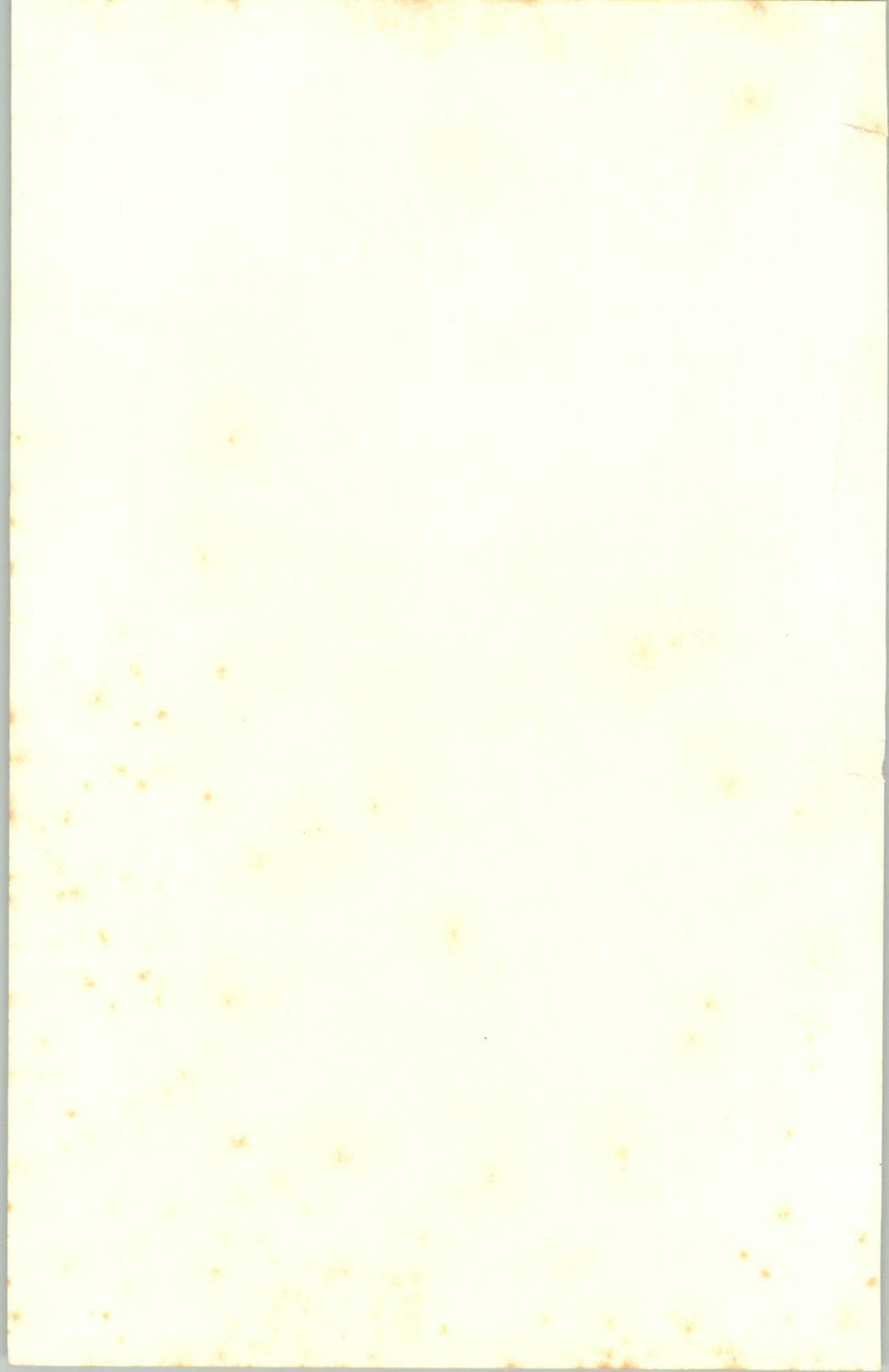
GRADUATE AND
UNDERGRADUATE
DIVISIONS

A LIBERAL ARTS COLLEGE

1960
1962







BARRY COLLEGE

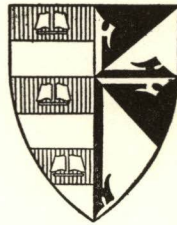
MIAMI, FLORIDA

Conducted by

THE SISTERS OF ST. DOMINIC

OF

ADRIAN, MICHIGAN



1960-1961

1961-1962

HARRY COLLEGE

THE UNIVERSITY OF

CHICAGO

CHICAGO, ILL.



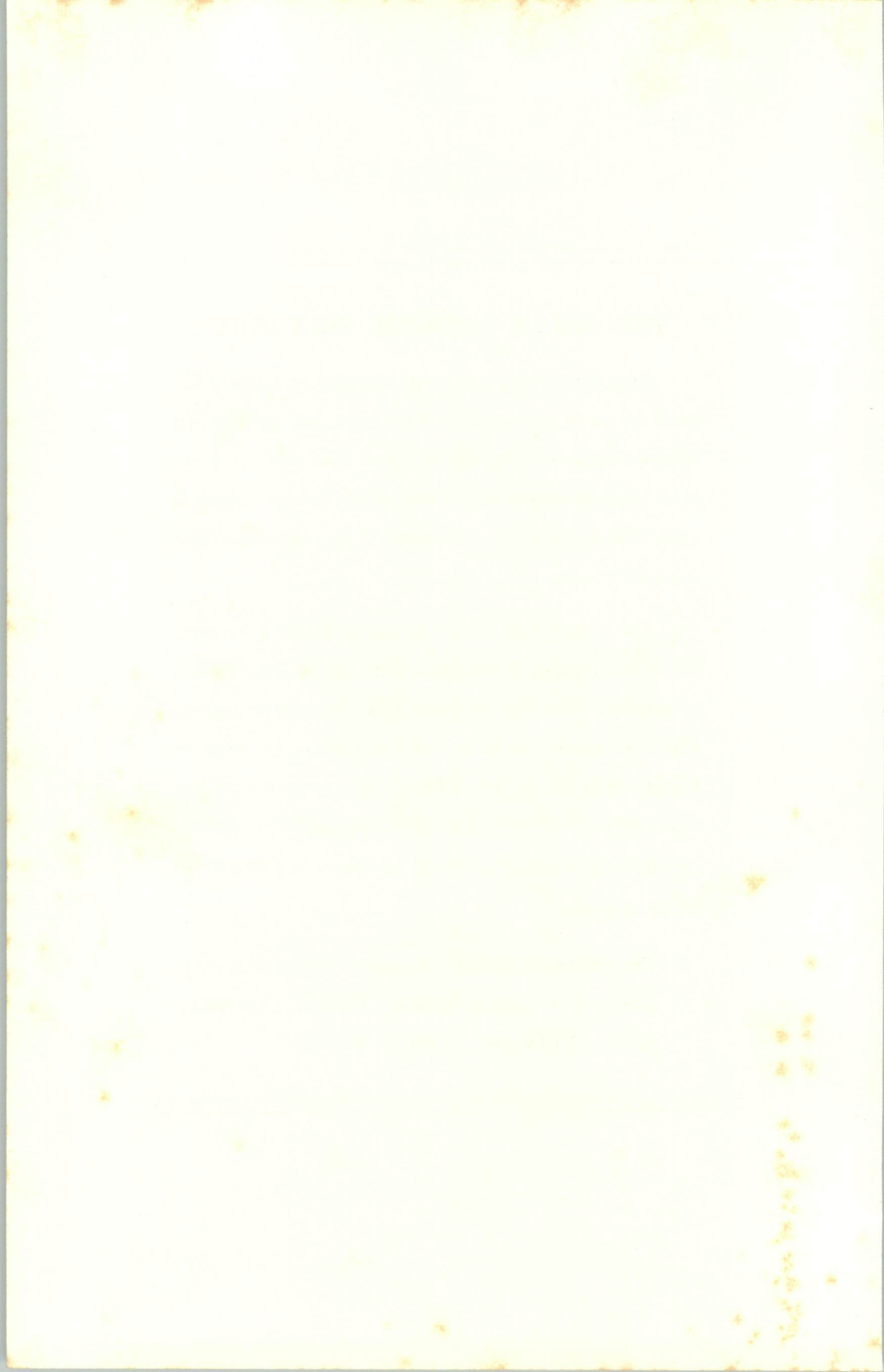
1912

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, "The Unchanging Life in a Changing Society," *Catholic Educational Review*, XLIV, Sept. (1944), 407-412.



THE CATHOLIC COLLEGE FOR WOMEN

The Catholic Sisterhoods in the United States would never embark on the hazardous and challenging work of Christian higher education for women were there not serious need and hope of lasting results.

What many non-Catholics and some Catholics do not know is that the Catholic Women's Colleges in America are subsidized entirely by the contributed services of the Sisters on the faculty, and the combined savings of all the Sisters in the Order or Congregation which conducts the college. What many people do not realize is that the education of the Sisters staffing these institutions represents a considerable investment, by the Community, of time and money.

Barry College is only one of many of these institutions of higher education for women. As Florida expands so phenomenally, losing all character of a pioneer state, there is no longer any question of the need for a Catholic Women's College. The record made by Barry College in the short twenty years of its existence obviates any question about the result of this kind of education.

The curriculum has always been carefully tailored to serve the needs of the young women enrolled. The special aims of the College, listed in the statement of purpose, could not be realized in a co-ed institution.

Changes on the educational scene make the successful operation of Catholic Women's colleges more and more difficult. Competition from free education dispensed by state universities and community junior colleges, both of which are tax-supported institutions, increases our financial problems.

But we continue to operate, on a budget that would never balance except for the sacrifice of the teachers, lay and religious, who make up the faculty. We are supported by the faith in the need that brings us into being, and by the achievement and promise of the graduates who leave us yearly to become good wives and mothers, to serve as teachers in the public and private schools here and in foreign countries, or as professional women in the various institutions of American public life. An education that is to make of a teen-age girl a mature Christian woman can best be had in a Catholic Woman's college. Recently a graduate wrote that she is glad that Barry made her "a woman, who is a chemist, rather than a chemist, who is a woman."

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 holds membership in:

The National Commission on Accrediting

The Association of American Colleges

The American Council on Education

The American Library Association

The American Association of Collegiate Registrars

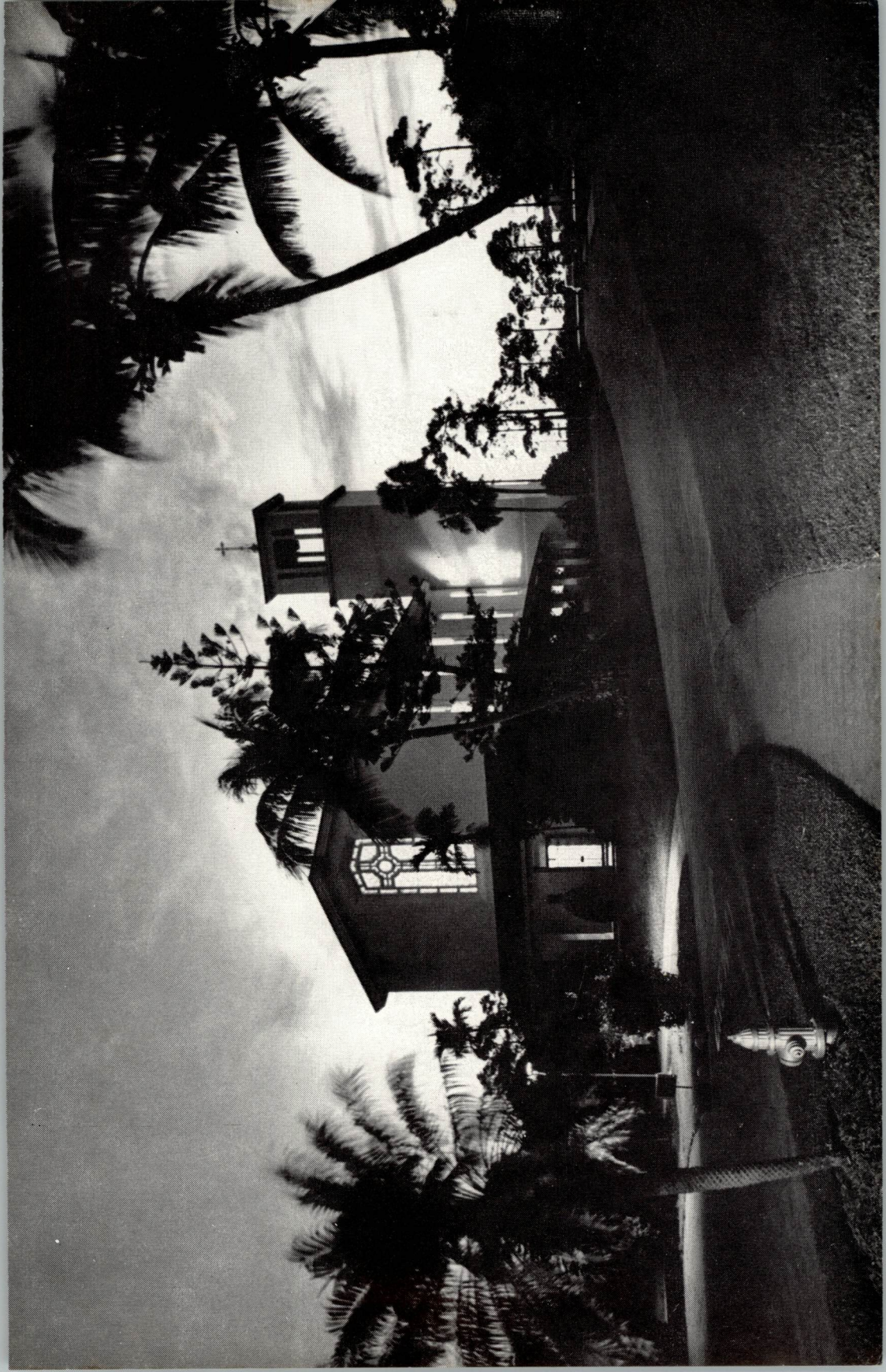
The Conference of Catholic Schools of Nursing

The Florida Association of Colleges and Universities

National Catholic Educational Association

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

The Department of Nursing is approved by the Florida State Board of Nursing.





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COMMUNICATION WITH THE COLLEGE

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

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

Written permissions for overnight off-campus visits should be addressed to the Dean of Students.

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

The College reserves the right to increase charges whenever necessary, and without previous notice.

College Administration telephone.....PLaza 9-2414

Students' telephones in the residence halls:

Rosa Mystica, Senior residence.....PLaza 9-9517

Maris Stella, Junior residence.....PLaza 9-9538

Villa Madonna, Sophomore residence.....PLaza 9-9543

Stella Matutina, Freshman residence

First Floor.....PLaza 9-9291

Second Floor.....PLaza 9-9292

PLaza 9-9366

COLLEGE CALENDAR

1960 - 1961

Resident freshmen due on campus.....	September 14
Placement testing, 9:00 a.m.....	September 15
Registration, freshmen and part-time students	September 16
Upper classmen due on campus.....	September 17
Registration, upper classmen and part- time students	September 17
Mass of the Holy Ghost and Day of Spiritual Orientation.....	September 19
First Semester classes begin.....	September 20
Feast of All Saints—no classes.....	November 1
Founders Day	November 15
Thanksgiving Day, Friday and Saturday —no classes	November 24, 25, 26
Feast of the Immaculate Conception— no classes—Theological Presentation, p.m.	December 8
Christmas recess begins after last class....	December 21
Resident students return, 8:00 p.m.....	January 8
Classes resume.....	January 9
Semester examinations.....	January 19 - 24
Students' Spiritual Retreat.....	January 24 - 27
Registration, second semester.....	January 27, 28
Inter-semester holidays	January 27 - 30
Second semester classes begin.....	January 31
Feast of St. Thomas Aquinas— Scholastic Disputation.....	March 7
Olympics Day, p.m.....	March 16
Easter recess begins, 12:00 noon.....	March 29
Resident students return, 7:30 p.m.....	April 4
Classes resume.....	April 5
Pan American Day.....	April 14
May Crowning	May 1
Ascension Thursday—no classes.....	May 11
Semester examinations.....	May 23 - 31
Baccalaureate Sunday.....	May 28
Memorial Day—no classes.....	May 30
Commencement, 8:00 p.m.....	June 1

COLLEGE CALENDAR

1961 - 1962

Resident freshmen due on campus.....	September 20
Placement testing, 9:00 a.m.....	September 21
Registration, freshmen and part-time students	September 22
Upper classmen due on campus.....	September 23
Registration, upper classmen and part- time students.....	September 23
Mass of the Holy Ghost and Day of Spiritual Orientation.....	September 25
First Semester classes begin.....	September 26
Feast of All Saints—no classes.....	November 1
Founders Day	November 15
Thanksgiving Day, Friday and Satur- day—no classes	November 30 December 1, 2
Feast of the Immaculate Conception— no classes—Theological Presentation, p.m.	December 8
Christmas recess begins after last class....	December 21
Resident students return, 8:00 p.m.....	January 7
Classes resume.....	January 8
Semester examinations.....	January 23 - 30
Students' Spiritual Retreat.....	January 30 - February 2
Registration, second semester.....	February 2, 3
Inter-semester holidays.....	February 2 - 5
Second semester classes begin.....	February 6
Feast of St. Thomas Aquinas— Scholastic Disputation.....	March 7
Olympics Day, p.m.....	March 15
Pan American Day Observance.....	April 13
Easter Recess begins, 12:00 noon.....	April 18
Resident Students return, 7:30 p.m.....	April 24
Classes resume.....	April 25
May Crowning.....	May 1
Semester Examinations.....	May 25 - June 4
Memorial Day.....	May 30
Ascension Thursday—no classes.....	May 31
Baccalaureate Sunday.....	June 3
Commencement, 8:00 p.m.....	June 5

ORGANIZATION

OFFICERS OF ADMINISTRATION

Reverend Mother M. Gerald, O.P., LL.D., Ph.D.....	<i>President</i>
Sister Mary Alice, O.P., M.A.....	<i>Executive Vice President</i>
Sister M. Trinita, O.P., M.A.....	<i>Dean</i>
Sister Grace Ellen, O.P., M.A.....	<i>Dean of Students</i>
Sister Peter Claver, O.P., M.A.....	<i>Registrar</i>
Sister M. Christopher, O.P., M.Ed.....	<i>Treasurer</i>

CONSULTANTS

Right Reverend Monsignor William Barry, P.A., LL.D.	
<i>Pastor, Saint Patrick Church, Miami Beach, Florida</i>	
John Graves Thompson, LL.D., <i>Attorney-at-Law, Miami, Florida</i>	
Reverend Mother Magdalena, O.S.F.	
<i>Administrator, Saint Francis Hospital, Miami Beach, Florida</i>	
Chaplain.....	The Reverend Louis M. O'Leary, O.P.

LIBRARY STAFF

Mrs. Constance Lee French, B.A.L.S.....	<i>Librarian</i>
Sister M. Adrian, O.P., B.S., M.S.L.S.....	<i>Cataloger</i>
Mrs. Lourdes Arenas, B.Ed.....	<i>Circulation Librarian</i>
Miss Letha Horton, B.S.....	<i>Reference Librarian</i>

GRADUATE COUNCIL

The Vice President, Dean, Registrar, and departmental representatives as named. Sister Mary Petronilla, O.P., *Chairman*.

STANDING COMMITTEES OF THE FACULTY*

Committee on Policy and Curriculum: Officers of Administration and Divisional Chairmen.

Committee on Admissions: Vice President, Dean, Registrar, Assistant Registrar, and Chairman of the Graduate Council.

Committee on Student Welfare: Vice President, Dean, Dean of Students, and faculty members as named.

Committee on Scholarship and Honors: Dean, a Dominican Father, Registrar, and departmental representatives.

Library Committee: Librarian, Assistant Librarian, and departmental representatives as named.

*The Vice President of the College is ex-officio a member of all committees.

HEALTH SERVICE

Miss Margaret Husson, B.S.....	<i>Director of Physical Education</i>
Patricia Swaggerty, R.N.....	<i>Resident Nurse</i>
Sandra Elfers, R.N.....	<i>Resident Nurse</i>
E. J. Lauth, M.D.....	<i>Attending Physician</i>
Medical Consultants.....	<i>Saint Francis Hospital Staff of Doctors</i>

FACULTY

- Sister Mary Adrian, M.S.L.S.....*Cataloger*
B.S., University of Detroit; M.S.L.S., Syracuse University Graduate Library School; additional graduate study, University of Illinois.
- Sister Agnes Louise, Ph.D.....*Instructor in Biology*
B.S., Siena Heights College; M.S., University of Detroit; Ph.D., Catholic University of America.
- Mrs. Ruth Ajello, R.N., M.A.....*Instructor in Nursing*
B.S., and M.A., New York University.
R.N., Rochester General Hospital School of Nursing.
- Sister Mary Alice, M.A.....*Associate Professor of English*
B.A., University of Detroit; M.A., University of Michigan; additional graduate study, Fordham University, University of Michigan, University of Detroit, National University of Ireland, University College, Dublin.
- Sister Alma Marie, M.S.....*Instructor in Biology*
B.S., Siena Heights College; M.S., Institutum Divi Thomae.
- Sister Ann Thomas, Ed.D.....*Instructor in Education*
B.S., Siena Heights College; M.S., University of Michigan; M.A., Providence College; Ed.D., Wayne University; additional graduate study, Loyola University, Chicago.
- Mrs. Lourdes Arenas, B.Ed.....*Circulation Librarian*
B.Ed., University of Miami.
- Sister Mary Arnold, M.A.....*Assistant Professor of History*
B.A., Siena Heights College; M.A., and additional graduate study, Catholic University of America.
- Sister Marie Carol, M.A.....*Assistant Professor of English and Speech*
B.A., Siena Heights College; M.A., Catholic University of America; additional graduate study, University of Michigan.
- Sister Carolyn, R.N., M.S.H.A.....*Associate Professor of Nursing*
B.A., Siena Heights College; B.S.N., Barry College; M.A., and M.S.H.A., Catholic University of America.
- Sister M. Christopher, M.Ed.....*Instructor in Secretarial Science*
B.S. in Commercial Education, Siena Heights College; M.Ed., University of Florida.

- Sister Marie Claudia, Ed.D.....*Associate Professor of Education*
B.A., De Sales College; M.A., Catholic University of
America; Ed.D., Loyola University, Chicago.
- Marquesa de Colonna, B.A.....*Instructor in Creative Writing*
B.A., Colegio de Bogotá.
- Sister Mary Damian, Ph.D.....*Instructor in Art*
Ph.B., Siena Heights College; Licenciado, Ph.D., Univer-
sity of Santo Domingo.
- Dr. F. Foster Dye, M.D.....*Lecturer in Obstetrical Nursing*
M.D., Jefferson Medical College.
- The Reverend Martin Egan,* B.A., S.T.B..*Instructor in Philosophy*
B.A., University of Detroit; S.T.B., Pontifical Faculty of
Theology.
- Sister Mary Ellen, M.A.....*Instructor in English*
Ph.B., DePaul University; M.A., Catholic University of
America; M.A. in Religious Guidance, Providence College;
additional graduate study, University of Detroit.
- Mrs. Rosa Ennis, B.A.....*Instructor in Russian*
Language Specialization Summer School Middlebury Col-
lege; one-year additional study at Madrid, Spain, as student
of Middlebury College; B.A., Barry College.
- Dr. George Erickson, M.D.....*Lecturer in Public Health*
M.P.H., Tulane University; M.D., University of Buffalo.
- Sister M. Eulalia, M.A.....*Professor of Home Economics*
Ph.B., B.S. in Home Economics, Siena Heights College;
M.A., Columbia University; professional study, Cranbrook
Academy of Art.
- Mrs. Constance Lee French, B.A.L.S.
Assistant Professor of Library Science
B.A. in Library Science, University of Oklahoma.
- Sister M. Genevieve, M.S.....*Instructor in Biology*
B.A. and M.S., DePaul University.
- Sister Grace Ellen, M.A.....*Instructor in English and Journalism*
B.A., Siena Heights College; M.A., DePaul University;
M.A. in Religious Guidance, Providence College; addi-
tional graduate study, Loyola University.
- Miss Letha Horton, B.S.....*Reference Librarian*
B.S., Barry College.

*Candidate for M.A.

- Miss Margaret Husson, B.S.
Associate Professor of Physical Education
 B.S. in Physical Education, Sargent College of Physical Education, Boston University; graduate study, Boston University.
- Sister James Claudia, Ed.D.†.....*Instructor in Education*
 B.A. and M.A., University of Minnesota; Ed.D., Loyola University, Chicago.
- Sister Marie Joannes, Ph.D.....*Associate Professor of Chemistry*
 B.S., Siena Heights College; Ph.D., Catholic University of America; additional graduate study, Georgetown University.
- Sister Mary Joseph, M.F.A.....*Assistant Professor of Art*
 B.A., M.F.A., Siena Heights College.
- Sister Joseph Margaret, M.S.I.R.....*Assistant Professor of Sociology*
 B.A., Siena Heights College; M.S.I.R., Loyola University, Chicago.
- Sister M. Kenneth, Ph.D.....*Instructor in Spanish*
 Ph.B., Siena Heights College; Licenciado and Ph.D., University of Santo Domingo; additional graduate study, University of Havana.
- Miss Gloria Klee, M.S.....*Assistant Professor of Physical Education*
 B.S., Russell Sage College; M.S., State University of New York; additional graduate study, University of Miami, Barry College.
- Miss Jane Lee, R.N., M.S.N.....*Instructor in Psychiatric Nursing*
 B.S.N., Boston College; M.S.N., Catholic University of America.
- Mrs. Ellen Leeder, D.Ed.....*Instructor in Spanish*
 B.A., M.A., and Doctora en Pedagogia, University of Havana.
- Sister Loretta Michael, R.N., M.S.N.
Director, and Assistant Professor of Nursing
 Ph.B., Siena Heights College; B.S.N., and M.S.N., Catholic University of America.
- Miss Margaret McCrory, B.A.....*Instructor in French*
 B.A., Trinity College, Washington, D.C.; graduate study in French at Université de Montpellier, Montpellier, France.

†Candidate for Ed.D.

- Sister M. Maura, M.A.....*Assistant Professor of Music*
Ph.B., Siena Heights College; M.A., Columbia University;
additional graduate study, University of Notre Dame, Uni-
versity of Detroit, University of Michigan.
- Sister Michael Catherine, Ph.D.....*Instructor in Social Sciences*
Ph.B., Siena Heights College; M.A. and Ph.D., and addi-
tional graduate study, Catholic University of America.
- Miss Grace Merino, M.S.
Assistant Registrar, and Instructor in Spanish
B.A., and M.S., Barry College.
- The Reverend Louis M. O'Leary, M.A., S.T.L.
Professor of Theology and Philosophy
B.A., Georgetown University; M.A., S.T.L., Catholic
University of America.
- Miss Marie Oscar, R.N., M.S.....*Instructor in Nursing*
R.N., Our Lady of Victory Hospital, Kingston, New York;
B.S.N., University of Miami; M.S., Barry College.
- Miss Linda Paini, R.N., B.S.N.....*Clinical Assistant in Nursing*
B.S.N., Barry College; graduate study, Barry College.
- Sister Paul James, Ph.D.....*Instructor in Mathematics*
B.A., Siena Heights College; Ph.D., University of Notre
Dame.
- Sister Peter Claver, M.A.....*Instructor in Secretarial Science*
B.S. in Commercial Ed., Siena Heights College; M.A.,
DePaul University.
- Sister M. Petronilla, Ph.D.
Professor of Classical and Romance Languages
B.A., DeSales College; M.A., University of Detroit;
Ph.D., University of Michigan; additional graduate study,
Catholic University of America.
- Mrs. Mabel W. Phelps, B.S.....*Instructor in Secretarial Science*
Secretarial Teacher's Certificate, State Teachers College,
Salem, Massachusetts; B.S., Barry College.
- Miss Adelita Quejado, LL.M., *Assistant Professor of Social Sciences*
LL.B., University of Detroit; LL.M., Columbia Uni-
versity.
- Mrs. Elizabeth R. Radcliffe, M.S.
Assistant Professor of Home Economics
B.S., University of Minnesota; M.S., Iowa State College.
- Mrs. Vivian Laramore Rader, Poet Laureate.....*Lecturer in Poetry*
Appointed Poet Laureate of Florida in 1932 by Governor
Carlton.

- Sister Robert Louise, Ph.D.....*Associate Professor of English*
 B.A., Siena Heights College; M.A., University of Michigan; Ph.D., Catholic University of America.
- Sister Marie Rosaria, M.M.....*Instructor in Music*
 B.A., Siena Heights College; M.M., Chicago Musical College; additional graduate study, Michigan State University.
- Sister Rose Germaine, M.Ed.....*Instructor in Education*
 Ph.B., Barry College; M.Ed., University of Florida.
- Sister Ruth Albert, Ph.D.....*Instructor in Education*
 B.A., M.A., Marshall College; Ph.D., Catholic University of America.
- Mrs. Barbara Slate, B.A.*.....*Instructor in Music*
 B.A., Barry College; graduate study, University of Miami.
- Miss Olga Suarez, Artist-in-residence.....*Instructor in Dance*
 American School of Ballet, Ballet Theatre; Metropolitan Opera Ballet Company, Hanya Holm School of Modern Dance.
- Mr. Frank Sivik, M.S.....*Associate Professor of Biology*
 B.S., Providence College; M.S., University of Massachusetts; additional graduate study, North Carolina State College.
- Sister Thomas Aquin, Ph.D.....*Instructor in Philosophy and English*
 B.A., Siena Heights College; M.S., M.A., and Ph.D., Catholic University of America; additional graduate study, University of Detroit.
- Sister Thomas Catherine, Ph.D.....*Instructor in English*
 Ph.B., Siena Heights College; M.A., Catholic University of America; Ph.D., Michigan State University; additional graduate study, Providence College.
- Mr. Joseph Tierney, M.A.....*Instructor in Social Sciences*
 B.S., St. Mary's College; M.A., Pennsylvania State University; additional graduate study, University of North Carolina, and University of Miami.
- Sister M. Trinita, M.A.....*Associate Professor of Speech*
 Ph.B., Siena Heights College; M.A., Catholic University of America; additional graduate study, Northwestern University.

*Candidate for M.A.

GENERAL INFORMATION

HISTORICAL VIEW

Located on an eighty-five acre campus in Miami Shores, Florida, Barry College 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., fifth Bishop of St. Augustine, who by long years of unselfish service contributed much to the history of the Church in Florida. Bishop Barry gave ample proof of his special interest in higher education by promoting the foundation of the College and by his own scholarly attainments.

Barry College was founded in 1940 by the Reverend Mother Mary Gerald, O.P. It is incorporated under the laws of the State of Florida as a college of liberal arts and sciences and is recognized as an institution for the higher education of women. The first degrees were conferred in 1942.

The faculty is composed largely of members of the Adrian Dominican Congregation who hold higher degrees from universities in the United States and Europe. The staff of Dominican Sisters is augmented by Dominican Fathers and by highly qualified lay instructors.

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 sunshine and scenes of remarkable natural beauty.

CAMPUS

While the plans of the College call for fifteen buildings, nine 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.

Calaroga, which bears the name of the birthplace of St. Dominic, is the central dining hall. This building also houses the home economics department.

Sedes Sapientiae Hall is the fine arts unit. It provides music and art studios, an art gallery, a little theatre, a snack shop, campus store, and other facilities for the non-resident students, including the beautifully appointed Florida lounge.

The *Auditorium* is a modern weather-conditioned structure, attractively and completely furnished, with seating capacity for one thousand persons. It is fully equipped for professional theatrical presentations and for the annual schedule of programs sponsored by the Barry Culture Series.

Each residence hall is under the supervision of a directing Sister whose purpose is to help the students maintain a friendly home atmosphere in their relations with other students. The residences, *Maris Stella*, *Rosa Mystica*, *Stella Matutina*, *Regina Pacis*, and *Villa Madonna* are named for Our Blessed Lady. All rooms in the residence halls are furnished and equipped with a taste and refinement which give evidence of an intimate knowledge of the needs of college women. Reception rooms and social halls are provided in which the students may entertain their guests with graciousness and dignity.

PURPOSE

Barry College is a Catholic college in the liberal arts tradition dedicated to the Christian education of women. It aims to provide for the student an intellectual challenge, to broaden and deepen her spiritual horizon, to make her conscious of her dignity as a woman, and to impress her with a realization of her obligations to God and to fellowmen.

Barry College specifically aims to help students:

Grow intellectually by cultivating vigorous minds with a zest for intellectual effort in thinking and reading; deepen and sharpen the ability to judge and select in accordance with right reason.

Grow spiritually and morally with a deep sense of loyalty to God and fidelity in the practice of the Catholic Faith.

Cultivate a pleasing and balanced personality through proper exercise in the areas of social activity and physical education.

Prepare for successful private or public life by building appropriate programs on a basically strong liberal arts foundation.

The curriculum of the College is designed to assist in accomplishing these results. Thomistic theology and philosophy are the integrating disciplines in each of the educational programs.

All of the various departmental programs are designed to give the student a broad general background on which to do concentrated study in some area of specialized interest in the arts, sciences, or business. A complete and detailed description of these programs may be found in the following pages.

UNDERGRADUATE DEPARTMENT

ADMISSIONS

ENTRANCE REQUIREMENTS FOR FRESHMAN STUDENTS

Graduates of an accredited high school will be admitted to the college by certificate. Students of a non-accredited high school may be asked to write a special examination.

Applicants must present a minimum of 15 units of acceptable high school courses. These units must include:

English	4
Social Studies	2-3
Mathematics	2-3
Science (laboratory)	1-2
Foreign language	2-3 in same language
Electives	2-3

Students entering the Department of Nursing must present two units of science.

Students planning to major in mathematics or chemistry must present $3\frac{1}{2}$ units of mathematics (including algebra, advanced algebra, geometry and trigonometry), and biology and chemistry.

Provisional admission may be given to students who present 16 high school units, and who are deficient in not more than two of the specified units, exclusive of mathematics. These deficiencies must be made up during the first year of college, without college credit.

The minimum scholarship requirement for entrance is an average of C+. Nursing students are required to present an average higher than C+.

Students seeking admission should present the following:

1. official high school transcript of credits
2. letter of recommendation from high school principal
3. scores on the following tests of the College Entrance Examination Board:

Scholastic Aptitude Test
Two Achievement Tests, including English
Writing Sample

Students taking CEEB tests in Colorado, Montana, New Mexico, Wyoming, and states farther west should write to P.O. Box 27896, Los Angeles 27, California; all others write to P.O. Box 592, Princeton, New Jersey.

The applicant will be notified about admission after the above credentials have been examined by the committee on admissions. If the student meets entrance requirements, application materials will be sent to her.

ENTRANCE REQUIREMENTS FOR TRANSFER STUDENTS

Advanced standing will be given to students presenting credits from a recognized college. Official transcripts of high school and college credits, character reference, and a letter of honorable dismissal from the previous college must be presented by the applicant. The college reserves the right to evaluate the credits submitted in relation to its own requirements.

The college will accept a maximum of 60 semester hours of credit from an approved junior college. Students who have completed two years of college work may be asked to present scores on the Graduate Record Area Tests of the Educational Testing Service, Princeton, New Jersey.

Transfer students who expect to qualify for a bachelor's degree must complete a minimum of thirty semester hours of resident work at Barry College, and must fulfill all degree requirements.

ENTRANCE REQUIREMENTS FOR FOREIGN STUDENTS

The above procedures apply to foreign students. Latin-American students must have completed the Bachillerato of Arts and/or Sciences in an approved secondary school. Applicants must have a sufficient command of the English language to enable them to follow regular class instruction.

ORIENTATION

The orientation program for freshmen is initiated during the first three days by a series of guidance and placement tests and is closely correlated with a student-counseling program which continues throughout the year. Included in this preliminary orientation are instruction in the use of the library, personal interviews for guidance in choosing curriculum, tours of the campus and of the city, and various social events.

REGISTRATION

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 101-199 are especially planned for freshmen; 201-299, for sophomores; 301-399 for juniors; and 401-499, for seniors. Courses numbered 501-599 are open to seniors and graduate students, and 601-699 are strictly graduate courses.

THE LOWER AND UPPER BIENNIA

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. A student taking a B.S. degree with a major in education must have three academic minors. The minor consists of a minimum of 15 semester hours. A total of 51 semester hours is needed in the upper biennium for graduation. A complete total of 128 semester hours (exclusive of required physical education) is required for graduation.

MAJORS AND MINORS

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

Minors are offered in the above fields and in German, library science, philosophy, secretarial science, journalism, and creative writing.

FOREIGN LANGUAGE REQUIREMENTS

Students working for the Bachelor of Arts degree fulfill the foreign language requirement by earning either twelve semester hours credit in Latin, or six semester hours credit in Latin (including at least one translation course) in addition to twelve semester hours in the same modern foreign language.

Students working for the Bachelor of Science degree must earn twelve semester hours credit in a foreign language. French, German, or Russian is required for students majoring in science or mathematics. Credit in elementary language is given only on completion of the second course.

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

ELECTIVES

An elective is a course not required in the curriculum which the student is following, but which may be necessary to complete the academic requirement of 128 semester hours (exclusive of physical education) required for graduation. Electives may be chosen from the fields in which the student is majoring or minoring, from a correlated field, or from any other division of study which will help provide a balanced education.

FIELDS OF PREPARATION

Students completing the four-year requirements may be prepared as teachers, elementary or secondary; social workers; nurses for hospitals, public agencies, or industry; research workers; laboratory technicians; medical students; dietitians; food or textile research workers, buyers, demonstrators, or homemakers; journalists; interpreters, translators, or foreign service workers; commercial artists, art consultants; concert artists, instrumental or vocal; private music teachers; librarians, school and public; secretaries.

DEPARTMENT OF NURSING

Barry College offers a four-year program which leads to a Bachelor of Science in Nursing degree and prepares the student for State Board Examinations. Its aim is to give the advantages of a Catholic liberal arts education and to provide training in the professional skills of a qualified nurse. The academic work is pursued at the College, while St. Francis Hospital and other special agencies provide facilities for the clinical experiences. The four-year integrated program extends over four academic years and one summer session.

TWO-YEAR SECRETARIAL SCIENCE DIPLOMA

For students not wishing to fulfill the requirements for a four-year degree, the two-year secretarial science course offers a well-rounded education in preparation for business. Sufficient academic

subjects are required to give the student a cultural background for business or home and at the same time prepare her to transfer to the four-year status if desired. The secretarial science may be used effectively as a minor field with such major fields as English, Spanish, French, sociology, education, or mathematics. (See p. 78 for course outline.)

PROGRAM FOR VETERANS

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

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—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 a minimum of 128 semester hours of credit for graduation exclusive of physical education. 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 guardians 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.

Students' academic status is computed annually in June as follows:

Sophomore status.....minimum 32 s.h. and 32 h.p.
Junior status.....minimum 64 s.h. and 64 h.p.
Senior status.....minimum 96 s.h. and 96 h.p.

A student deficient in semester hours or honor points should attend summer school.

ACADEMIC POLICIES

The regular program of courses for students devoting all of their time to college work is sixteen 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, she is not considered withdrawn but must accept an "F" for the course. If an official withdrawal notice is not filed with the Dean, the grade recorded will be "F."

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 and repeated tardiness 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.

GRADUATE RECORD EXAMINATION

The 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. These standardized tests are also required of candidates for the Master's degree.

HONORS

A grade point average of 2.3 is the scholastic requirement for the Dean's List of honor students. This list is posted each semester.

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 for *summa cum laude* an average of 2.7 is required.

A limited number of students may be nominated to Delta Epsilon Sigma and Kappa Gamma Pi, national Catholic honor societies, and to life membership in the campus honor society, Lambda Sigma. Seniors of outstanding leadership and scholarship are recommended for inclusion in *Who's Who in American Colleges and Universities*.

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 students under her direction. In the sophomore, junior, and senior years the instructor under whom the student is majoring becomes her adviser.

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. Through the Student Council the students have a large share in controlling college activities and in regulating social matters in accordance with the principles enunciated above.

Each student is required to furnish letters of recommendation from her pastor or former teachers when she applies for admission to the College. Written permission for off-campus visits must be sent by parents to the Dean of Students. 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.*

Day students and senior resident students only are permitted to have cars on the campus.

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

RELIGIOUS ACTIVITIES

The study of theology aims to develop the spiritual nature of the students through formal courses, 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 applied. The atmosphere of religion permeates every corner of classroom and campus and is not confined to the theology courses nor to the chapel. There is no activity of the students, curricular or extra-curricular, on which religion does not have a bearing.

Students have the opportunity for frequent reception of the Sacraments and attendance at daily Mass.

During the months of October and May, Benediction of the Blessed Sacrament is given every evening, and the Blessed Sacrament is exposed for adoration on the first Sunday of each month.

It is always possible for the students to receive counsel on personal problems from the resident chaplain and other members of the faculty.

A vital factor in the religious lives of the students is the Sodality of the Blessed Virgin. Sodalists receive Holy Communion once a month in a body.

Other religious organizations are 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. Every Catholic student is expected to make this retreat.

HEALTH SERVICE

Facilities of the student health service are available to all full-time students in the college, both resident and non-resident. An infirmary with services of an attending physician and two registered

nurses is maintained on a twenty-four hour basis. Any student who wishes to consult other than the attending physician is free to do so, but appointments must be made through the student health service. Scheduled clinic hours under the supervision of the registered nurses are held in the morning and in the evening. During illness, resident students are housed in the infirmary. Non-resident students are sent to their homes. Routine medications are furnished without extra charge. The student health fee does not pay for any special medications, applications, X-rays, surgery, hospitalization or doctors' services.

All students are required to present evidence of hospitalization insurance or make application to join the group plan in effect at the college. Accident insurance policies to the amount of \$1,000 with coverage for a period of nine or twelve months are available through the college, at a nominal charge.

Every student admitted to the college is required to have a physical examination by her family physician before entering. Annual physical examinations are required thereafter. This examination must include a chest X-ray, tuberculin test, complete blood count, urine analysis, serology and immunizations. The latter must include immunization against diphtheria, small pox, tetanus and polio. This report must be completed and approved by the college before registration will be permitted.

SOCIAL ACTIVITIES

The complete social development of the students forms one of the objectives of the College. The faculty recognizes 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. The calendar includes many functions, the aims of which are purely social and recreational. Among these are formal and informal teas, dinners, and dances.

It is the privilege of the students to be brought into frequent contact with outstanding personalities in the literary, educational, and entertainment world. The Barry Culture Series presents annually many events which include offerings in dance, drama, art, music, and lectures by celebrated speakers. Master classes, clinics, and seminars by these artists are frequently arranged for students on the day following an evening performance.

The following organizations are an aid in the social development of the students: Albertus Magnus Science Club, Recreational Athletic Association, Beta Kappa Kappa, Literary Club, Home Economics Club, Mission Council, The Playhouse, Santa Rosa Spanish Club, Secretarial Club, Student and House Councils, Tara Singers.

PUBLICATIONS

Angelicus—Student newspaper published eight times during the scholastic year.

Torch and Shield—The college annual published by the senior class and distributed to the students.

Who's Where—a listing of student registration, their addresses and location on campus, published annually. Other pertinent information of interest to the student body is included.

Summer Newsletter—Issued twice during the summer vacation months for the benefit of the new students and those returning to school.

Barry Bulletin—Published several times yearly to keep patrons and friends informed about the college, its faculty and students.

Barry Culture Series Bulletin—Issued seasonally to publicize the Barry Culture Series of programs offered annually to the students and to the citizens of Greater Miami. It carries a list of patrons who make these cultural offerings possible.

Newsletter—Issued four times each year to the members of the Barry College Alumnae Association.

Alumnames—A booklet published by the Alumnae Association for the use of its members.

Orbit—Annual compilation of the better creative writing of students.

CURRICULAR DIVISIONS

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

This inheritance includes the religious, the literary, the scientific, the institutional, and the aesthetic. The religious inheritance is transmitted through theology and philosophy; the literary, through language and literature; the scientific, through the natural sciences; the institutional, through the social sciences; and the aesthetic, through the fine arts. This classification has been followed in arranging the curricular divisions. A sixth division, that of community service, includes courses more or less professional, but in which there is also integration of related fields so desirable in a liberal arts education.

The characteristic feature of Dominican education is the interpretation of all subjects in the light of theology and Thomistic philosophy. This basic interpretation is the chief integrating factor in the curricula of the College.

I. DIVISION OF THEOLOGY AND PHILOSOPHY

The Reverend Louis M. O'Leary, O.P., M.A., S.T.L.,
Chairman
Theology
Philosophy

II. DIVISION OF LANGUAGE AND LITERATURE

Sister Mary Petronilla, O.P., Ph.D., Chairman
English
Journalism
Classical Language: Latin
Modern Languages: French, German, Spanish,
Russian

III. DIVISION OF NATURAL SCIENCES

Sister Marie Joannes, O.P., Ph.D., Chairman
Biology
Chemistry
Physics
Medical Technology
Mathematics
General Science
Geography





IV. DIVISION OF SOCIAL SCIENCES

Sister Mary Arnold, O.P., M.A., Chairman
History
Political Science
Sociology
Economics

V. DIVISION OF FINE ARTS

Sister Marie Carol, O.P., M.A., Chairman
Speech and Drama
Art
Music

VI. DIVISION OF COMMUNITY SERVICE

Sister Mary Eulalia, O.P., M.A., Chairman
Education
Physical Education
Library Science
Home and Family Life
Nursing
Secretarial Science

GRADUATE DEPARTMENT

ADMISSION

Complete application for admission must be filed with the Dean in the Office of Admissions one month prior to the beginning of the session when the student intends to enter the Barry College Graduate Department. Besides arranging for the required recommendation, the applicant should request that the official transcripts of all undergraduate and graduate work completed at other institutions be sent to the Registrar.

Requirements for admission include a bachelor's degree from an accredited college or university, with the official transcript showing at least a "B" average for the minimum of eighteen semester hours of acceptable credit in the proposed major field. A strong scholastic record in the other areas of study should give evidence that the student is capable of undertaking graduate courses.

CANDIDACY

Admission to candidacy for the master's degree shall be granted when the graduate student has successfully completed twelve semester hours of graduate study at Barry College; has attained acceptable standing on the Graduate Record Examinations; has met the foreign language requirement; and has satisfactorily concluded the departmental course in bibliography and methodology of graduate research. Candidacy must be achieved before the student registers for the last twelve semester hours of graduate study.

The foreign language examinations and Graduate Record Examinations are given in November, March, and July of each school year.

PROGRAM REQUIREMENTS

The degree candidate must complete twenty-four to thirty semester hours of graduate work in course, with an average grade of "B." All graduate students will be expected to take at least half of the degree requirements in courses exclusively for graduate students, numbered 600 or above. A maximum of six semester hours may be taken as a minor.

The requirements for the Master of Arts degree with a major in education or English include the writing of a master's thesis which may take the place of six semester hours of graduate course work, and satisfactory achievement on a foreign language reading test in either French or German.

For the Master of Science degree with a major in education, thirty semester hours with at least twenty-four semester hours in the major sequence are required. A total of twenty-four semester hours credit and a dissertation may be presented, if preferred. The foreign language examination may be omitted.

MINIMUM RESIDENCE AND TIME LIMIT

A residence of at least one calendar year, or five summer sessions, or the equivalent in part-time course work which must include three summer sessions, is required. Courses taken more than seven years before the date at which the master's degree is to be conferred may not be used to fulfill requirements.

TRANSFER OF CREDIT

A maximum of six semester hours of credit earned in another recognized graduate school may be credited to the master's degree.

COMPREHENSIVE EXAMINATION

All candidates for the master's degree must pass a written comprehensive examination in the major field of study. Comprehensive examinations are given during the last month of each semester.

EXPENSES

Matriculation fee, payable once.....	\$ 10.00
Tuition per semester hour.....	18.50
Library fee for year.....	10.00
Master's thesis.....	111.00

Fees are subject to change any time at the discretion of the Administration.

ART

The specific objectives of the art department are: to teach the beginning student a respect for material and for technical perfection; to exercise the student in several techniques; and to give the advanced student opportunity to develop her special talent to the fullest and to prepare her to work independently and professionally.

Basic requirements for all art majors: Art 105 and 152 or equivalents and 4 semester hours from Art 101, 309, 310.

Requirements for specific fields: Painting: Courses offered in painting and drawing plus 9 semester hours in Art 165, 239, 240, 265, or 335-336.

Graphics: Courses offered in graphic arts plus 9 semester hours in Art 131, 152, 165, 251, 239, 240, or 332.

Ceramics: Courses offered in ceramics plus 9 semester hours in Art 131, 152, 251, 332, 335.

Sculpture: Courses offered in sculpture plus 9 semester hours in Art 152, 202, 240, 251, or 302.

Requirements for teaching: Art (Grades 1-12): Thirty semester hours in art, which must include: 9 semester hours chosen from drawing, painting, graphic art, and sculpture with credit in two of these areas. Nine semester hours of design in materials such as ceramics, metal work, textiles, woodwork, plastic, leatherwork, puppetry, etc., with credit in at least four areas. Two semester hours in lettering or commercial art. Four semester hours in history of art or art appreciation. (Taken from the Certification Code for the State of Florida).

Course No.

*101. *Art Appreciation* 2 s. h.

The elements of art and their application to the creative works of the past and present.

*105. *Design* 2 s. h.

A study of the principles and elements of design and their practical application.

*131. *Lettering* 2 s. h.

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

*152-251. *Drawing* 8 s. h.

Beginning and advanced work in numerous drawing techniques and media. Includes landscape, life, still life, and research drawing.

*Offered yearly

Course No.

*165-265-365-465-466. *Ceramics* 15 s. h.

Introduction to ceramics; forming in clay by slab and wheel-thrown methods; ceramics as applied in reproduction; the art of compounding clay bodies, slips and glazes.

168-169. *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. (See *Home and Family Life* 168-169.)

*202-302-303-402-403. *Graphics* 15 s. h.

Provides experience in lettering for reproduction, layout, poster design, packaging, and display techniques; provides experience in various media for production; provides experience in the basic and advanced skills and techniques of silk screen printing; provides advanced study and experience in a selected area of the graphic arts.

*221-321-322-421-422. *Painting* 15 s. h.

Painting in oils; painting in aqua-media; advanced painting.

239-339-485-486. *Metalwork* 12 s. h.

Provides experience in the basic skill and techniques of metalwork; advanced metalwork with emphasis on design and casting of silver and gold.

240. *Enameling* 3 s. h.

Experimentation with various types of enameling.

281. *Crafts for Teachers* 3 s. h.

Execution of designs in various craft media including leather, felt, metal, raffia, plastic, wood, and puppetry.

*285-286. *Scene Design and Stage Lighting* 4 s. h.

Principles of scene design and construction; the use of color and light for theatrical production. See *Speech and Drama* 285-286.

309-310. *History of World Art* 4 s. h.

Survey of arts from ancient civilization to the impressionist period; contemporary trends as influenced by impressionism and the movements which followed in the nineteenth century.

332. *Calligraphy* 2 s. h.

Practice in the historic scripts freely written with pen and brush. Prerequisite: *Art* 131.

*Offered yearly

Course No.

- 335-336-435-436. *Sculpture* 12 s. h.
Introduction to sculpture; advanced sculpture.
- *375. *Art Education* 2 s. h.
Study of aims and procedures in the development of a creative expression from children in the elementary school.
- *376. *Art in the Elementary School* 2 s. h.
Practice in creative expression and experimentation in various suitable media.
496. *Creative Art Contribution* 3 s. h.
The planning and execution of a major art problem in partial fulfillment of requirements for graduation.

BIOLOGY

Cultural values and professional training are offered in the courses of the biological sciences. Programs of study prepare the students for medical school, medical technology, teaching, industry, and graduate study.

Recommendations for special courses:

Biology Major (in preparation for positions in academic or industrial research, technical work in drug companies, medical technology, teaching science in secondary schools) *Biology* courses: 112, 116, 221, 251, and a minimum of 18 semester hours in upper biennium courses. Students planning to teach add 476.

The pre-medic student may major in *Biology* or *Chemistry*. It is important that the student be acquainted with the requirements of the medical school to which she wishes to apply.

*101-102. *General Biology* 6 s. h.
Fundamental principles of plant and animal life; anatomy and physiology of important types; introduction to human physiology. Two hours lecture, one two-hour laboratory weekly. (Equivalent to *Biology* 112, 116.)

112. *Botany* 3 s. h.
A general survey of the fundamental principles of the plant kingdom including a study of the physiological processes and cytological relationships. Two hours lecture, one two-hour laboratory weekly.

*Offered yearly

Course No.

- *116. *Zoology* 4 s. h.
A survey of the animal kingdom which includes basic facts and principles of the anatomy, physiology, embryology, evolution, and heredity of the major groups. Two hours lecture, four hours laboratory weekly.
- *130. *Health Education* 3 s. h.
The teaching of health and a study of the school health problems. See *Physical Education* 130 or *Education* 130. Fulfills State Teaching Requirement in Area IV for elementary education specialization.
221. *Comparative Anatomy of Vertebrates* 4 s. h.
Detailed study of structures of vertebrates. Two hours lecture, four hours laboratory weekly. Prerequisite *Biology* 116 or equivalent.
- *230. *Human Anatomy* 4 s. h.
A detailed study of gross human anatomy with laboratory, including dissection of the cat. Lecture two hours, laboratory four hours weekly. Prerequisite *Biology* 116 or equivalent.
251. *Microbiology* 4 s. h.
Preparation of culture media and cultures, study of classification and distribution of bacteria, molds, yeasts, viruses, etc. General laboratory technic. Two hours lecture, four hours laboratory weekly.
331. *Physiology* 4 s. h.
Principles of animal physiology with special application to man. Two hours lecture, four hours laboratory weekly. Prerequisite *Biology* 116 or equivalent.
341. *Genetics* 2 s. h.
A study of the facts and theories regarding heredity. Two hours lecture weekly. Prerequisite: *Biology* 112, 116.
352. *Biochemistry* 4 s. h.
A study of chemical principles applied to biochemical phenomena; includes the chemistry of carbohydrates, proteins, lipoids, enzymes, and vitamins. Two hours lecture, four hours laboratory weekly. Prerequisites: *Biology* 116 or equivalent, *Chemistry* 342 or 152. See *Chemistry* 352.
445. *Microtechnic* 2 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. Four hours laboratory weekly. Prerequisites: *Biology* 116, 221.

*Offered yearly

Course No.

446. *Parasitology* 3 s. h.

An introduction to the general principles of parasitology based upon studies of protozoa, helminths, and other invertebrates, excepting arthropods. Emphasis upon life histories and host-parasites interactions. Two hours lecture, two hours laboratory weekly.

450. *Histology* 4 s. h.

A microscopic study of the tissues and organs of animals. The relationship of structure and function is stressed. Two hours lecture, four hours laboratory weekly.

451. *Embryology* 4 s. h.

A study of vertebrate embryology, including mitosis, segmentation, the formation of the germ layers and the organs developing therefrom. Two hours lecture, four hours laboratory weekly. Prerequisites: *Biology* 116 and 221.

468. *Kinesiology* 2 s. h.

A study of the origin and structure of muscles; the relationship of their movement when associated with various physical education activities. Prerequisite: *Biology* 230. See *Physical Education* 468.

472. *History and Literature of Biology* 2 s. h.

A study of the development of biology with attention to the literature. For the *Biology* major.

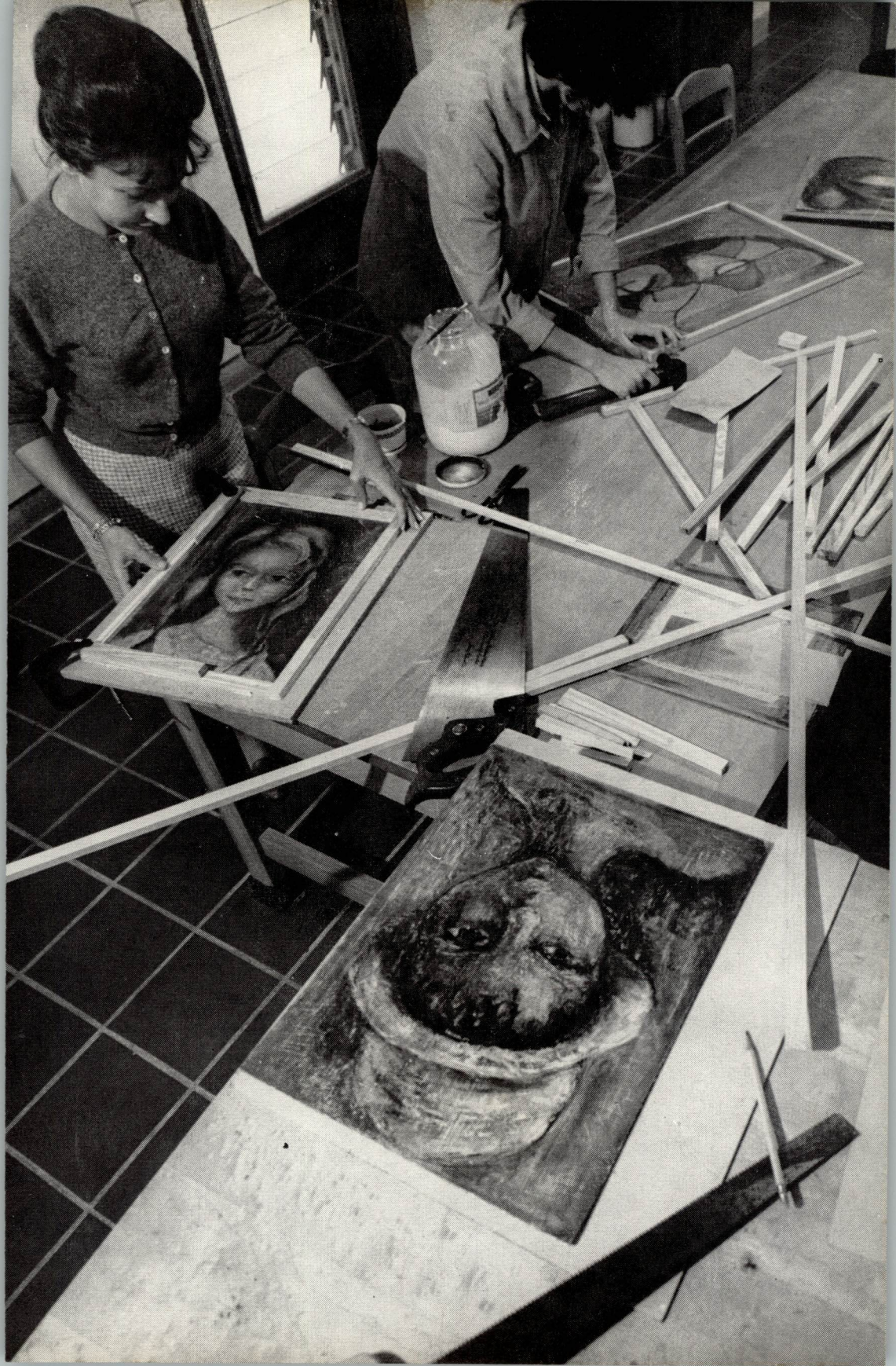
476. *Teaching of Sciences in High School* 2 s. h.

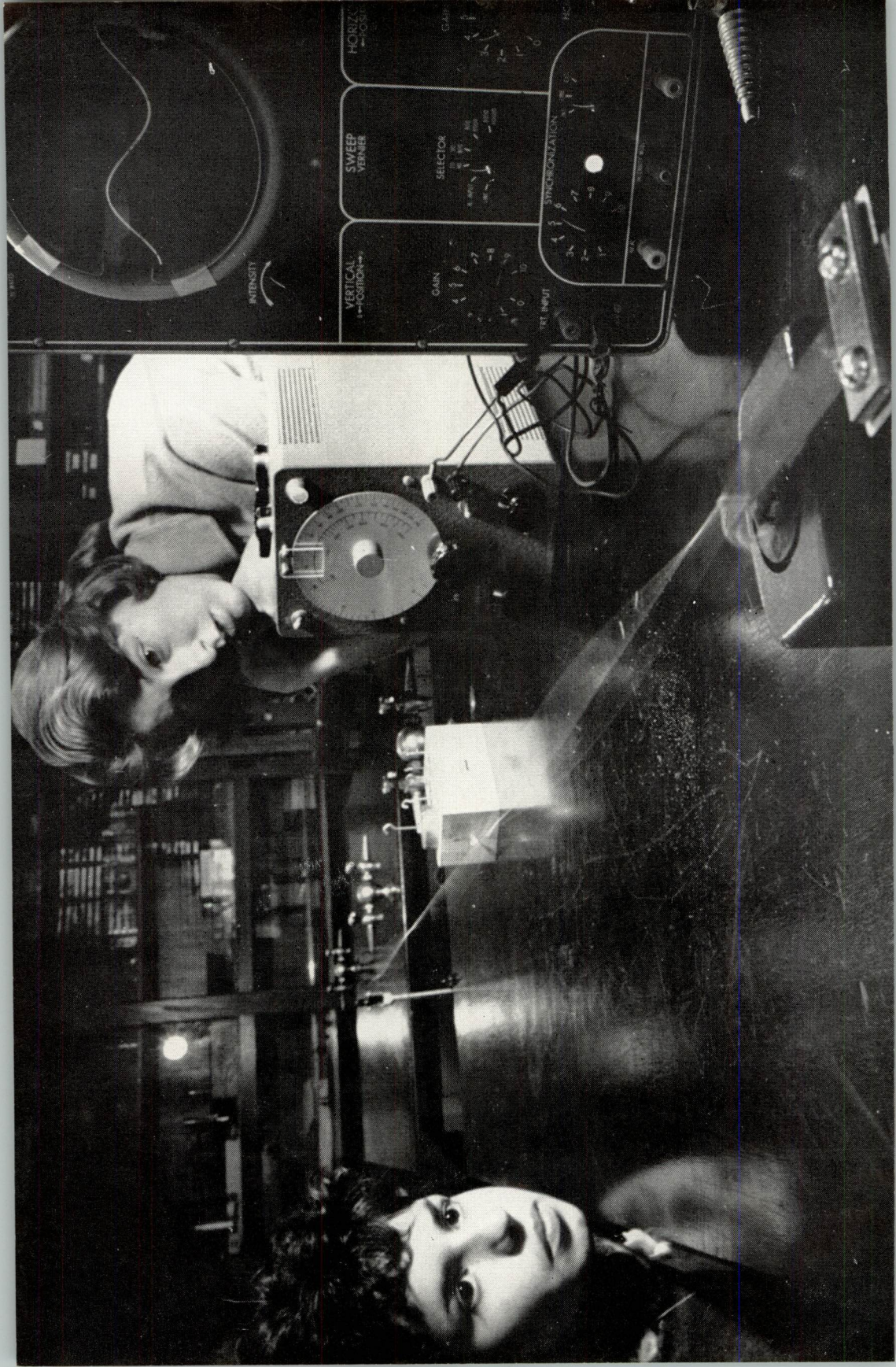
A study of the problems confronting teachers of sciences in the high school; organization of courses, sources of materials, text books, methods of teaching. See *Chemistry* 476.

CHEMISTRY

A program of concentration in chemistry prepares the student for a position in an academic or industrial laboratory, or for further work in a professional or graduate school. The department also provides a balanced and adequate training for the secondary school teacher, and contributes to the preparation of students specializing in related fields.

Requirements for major: in *Chemistry*, a minimum of twelve semester hours in the lower biennium (including *Chemistry* 257) and eighteen semester hours in the upper biennium; *Physics* 101-102; *Mathematics* 115-116, 215-216; *Biology* 112, 116.





The following course sequences are recommended: 1) In preparation for science teaching in the secondary school: *Chemistry* 101-102, 257-258, 343-344, 456-457, 472, 476; *Biology* 112, 116, 221, 251, 331, 352; *Physics* 101-102; *Mathematics* 115-116, 215-216. 2) In preparation for positions in academic or industrial research: *Chemistry*: 101-102, 257-258, 343-344, 447-448, 456-457, 472; *Biology* (minor) 112-116, 221, 331, 341, 352; *Physics* 101-102; *Mathematics* (minor) 115-116, 215-216, 314, 413.

Pre-medical students should ascertain the admission requirements of the medical schools to which they intend to apply.

Students concentrating in chemistry should fulfill the modern language requirement in German or Russian or French.

Course No.

*101-102. *General Inorganic Chemistry* 8 s. h.
Chemical principles and descriptive inorganic chemistry for the student concentrating in science or mathematics. Two hours lecture, four hours laboratory weekly for two semesters. Prerequisite: High School Chemistry.

*151. *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. Three hours lecture, one two-hour laboratory weekly.

*152. *Fundamentals of Organic Chemistry* 4 s. h.
A study of the more important aliphatic and aromatic compounds. Three hours lecture, one two-hour laboratory weekly.

*257-258. *Analytical Inorganic Chemistry* 8 s. h.
A continuation of descriptive inorganic chemistry with emphasis on analytical methods, qualitative and quantitative. Laboratory covering the usual quantitative procedures during the first semester, and selected quantitative and qualitative methods the second semester. Two hours lecture, four hours laboratory weekly for two semesters. Prerequisite: *Chemistry* 102.

312. *Biochemistry of Foods* 4 s. h.
The properties, functions and metabolism, recommended allowances and sources of the organic and inorganic food requirements. Two hours lecture, four hours laboratory weekly. (See *Home and Family Life* 312.)

343-344. *Organic Chemistry* 8 s. h.
The chemistry of the carbon compounds, with attention to theory. Two hours lecture, four hours laboratory weekly for two semesters. Prerequisite: *Chemistry* 101-102.

*Offered yearly

Course No.

352. *Biochemistry* 4 s. h.

A study of chemical principles applied to biochemical phenomena; includes the chemistry of carbohydrates, proteins, lipoids, enzymes, and vitamins. Two hours lecture, four hours laboratory weekly. Prerequisites: *Biology* 116 or equivalent; *Chemistry* 152 or 342. See *Biology* 352.

447-448. *Advanced Organic Chemistry* 8 s. h.

An introduction to theoretical organic chemistry. Laboratory practice in qualitative organic analysis the first semester, and a research-type problem in synthesis or kinetics the second semester. Two hours lecture, four hours laboratory weekly for two semesters. Prerequisite: *Chemistry* 343; *Physical Chemistry* concurrently.

456-457. *Physical Chemistry* 8 s. h.

A systematic study of chemical principles from the quantitative viewpoint; thermodynamics, chemical kinetics, structure of matter, electrochemistry. Three hours lecture, one three-hour laboratory weekly for two semesters. Prerequisites: *Physics* 101-102; *Chemistry* 102; *Mathematics* 216.

472. *Introduction to the Chemical Literature* 2 s. h.

Library problems requiring the use of periodicals, reference works, and abstracts; readings tracing the historical development of chemistry. Prerequisite: *Chemistry* 343.

476. *Teaching of Sciences in High School* 2 s. h.

A study of the problems confronting teachers of sciences in the high school; organization of courses, sources of materials, textbooks, methods of teaching. See *Biology* 476.

ECONOMICS

Economics encourages the student to realize that man, in the pursuit of the satisfaction of his human wants, utilizes the scarce means provided by nature and that the use of those materials must relate itself to a higher objective.

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

Basic explanation of the economic point of view, the fundamental problems of any economic system, a survey of production, corporations and labor organizations, and principles of distribution and exchange, together with a study of the principles of money; selected Papal Encyclicals.

*Offered yearly

Course No.

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

An explanation of underlying economic problems and institutions, basic price, allocation and distribution analysis; problems of consumption of goods, supply and demand; a study of income determination and the tax problems; a brief survey of international economic relations; selected Papal Encyclicals.

EDUCATION

Based on a strong liberal arts foundation, courses in education provide methods courses, professional observational experiences, content courses in special areas, all of which culminate in the teaching internship in the public schools during the senior year.

While the courses listed 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 the work done. Graduate courses are offered leading to the M.A. and M.S. degrees, affording sequences for state certification in Elementary and Secondary Administration and Supervision, Guidance and Counseling, Elementary Teaching, Secondary Teaching in English or History.

Students who plan to teach in the elementary schools of Florida must obtain credit in the following courses: *Education* 130, 252, 262, 318, 322, 343, 353, 366, 441, 462, 499; *English* 320; *Geography* 101 or 102; *General Science* 101; *Mathematics* 206; *Music* 376, 377; *Art* 375, 376.

In the secondary schools of Florida: *Education* 252, 318, 353, 442, 463, 499, and 476 in major field.

*130. *Health Education* 3 s. h.

The teaching of health and a study of school health problems. See *Biology* 130 or *Physical Education* 130.

*131-132. *Character Education* 2 s. h.

A course intended to encourage the student to study her own personality and to take means to develop the virtues necessary to a strong, well-balanced character.

*233-234. *Character Education and Christian Morality* 2 s. h.

A course presenting the basic principles of Christian morality and encouraging the study of character in the light of these principles.

*Offered yearly

Course No.

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

An analysis of the structure and operation of the American school systems, emphasizing sociological, historical, legal, and ethical aspects; a consideration of the interrelationships of child, parent and teacher with the school.

*262. *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 and textbooks.

265. *Introduction to Kindergarten Education* 3 s. h.

A survey of the growth and development patterns of pre-school children and the activities needed for proper expression.

*318. *Educational Psychology* 3 s. h.

An application of psychology to the field of education; innate and acquired forms of behavior and control; motivation of learning; transfer of training; individual differences in intelligence and achievement; evaluation and measurement. Prerequisite: *General Psychology*.

*322. *Methods of Teaching Reading* 3 s. h.

Methods and materials of instruction of reading at the elementary level. Analysis of learning and teaching problems, and study of concrete materials and classroom procedures. Consideration of research and theory in relation to current practice.

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

Rhythmical games and exercises suited to the elementary school child; techniques of handling children on the playground, in the gymnasium, in the classroom; practical experience in the various phases of the physical education program in grades one through six. See *Physical Education* 343.

*353. *Philosophy and History of Education* 3 s. h.

A survey of the historical bases of education and a study of the thought underlying modern practices in education, with an attempt to formulate a philosophy toward teaching based upon Thomistic principles.

*366. *Teaching Social Studies in Elementary School* 2 s. h.

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

*Offered yearly

Course No.

435. *The Teaching of Language Arts* 3 s. h.

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

462. *Principles and General Methods of Teaching in the Elementary School* 3 s. h.

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

463. *Principles and General Methods of Teaching in the Secondary School* 3 s. h.

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

471. *Kindergarten Curriculum* 3 s. h.

An analysis of the purpose and specific objectives of the kindergarten and of the curricular program required to accomplish them.

472. *Kindergarten Activities* 3 s. h.

Projects and activities suited to the implementing of the kindergarten program; observation of children; demonstration of course activities.

*476. *Methods of Teaching Subjects in High School* 2 s. h.
See specific departments.

497. *Supervision of Intern Teachers* 3 s. h.

A seminar analysis of principles and problems encountered in the directing of elementary or secondary interns.

*499. *Directed Teaching Internship* 8 s. h.

A program of observation and teaching in the public schools under the constant guidance of specialized teachers, elementary or secondary.

FOR ADVANCED UNDERGRADUATES AND GRADUATES

420 or 520. *Tests and Measurements* 3 s. h.

History of educational tests and their uses; evaluation, scoring and interpretation of results; special analysis and demonstration of individual intelligence testing. Extra fee.

*Offered yearly

Course No.

421 or 521. *Educational Statistics* 3 s. h.

An application of statistical methods to data from psychology, education, and social studies.

*441 or 541. *Elementary School Curriculum* 3 s. h.

Discussion of the principles and problems in elementary school curriculum; practical experiences for the student in developing criteria for valid practices and curriculum change.

*442 or 542. *Secondary School Curriculum* 3 s. h.

Survey of current trends in modern secondary school curriculum; practical experiences for the student in developing criteria for valid practices and curriculum change.

449 or 549. *Psychology of Adolescence* 3 s. h.

Study of the problems commonly experienced during the adolescent period; emphasis given to problems arising out of physical development; sensory changes, mental growth, and emotional maturing.

455 or 555. *Evaluation of Current Curriculums* 3 s. h.

An intensive study of curriculums currently in use and an evaluation of their suitability. Extra fee.

467 or 567. *Improvement of Reading Instruction* 3 s. h.

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

*469 or 569. *Mental Hygiene* 2 s. h.

Conditions which contribute to the development of a wholesome personality with special attention to proper mental adjustment in childhood and adolescence.

482 or 582. *Child Psychology* 3 s. h.

An approach to the study of the whole child through his mental, physiological, and psychological aspects at various stages of growth and development up to adolescence.

484 or 584. *Diagnostic and Remedial Reading* 3 s. h.

Methods of diagnosing and discovering reading problems; techniques of remediation.

485 or 585. *Principles of Guidance* 3 s. h.

A survey of the various techniques used by teachers and guidance specialists, with special reference to a philosophy of guidance.

*Offered yearly

Course No.

491 or 591. *Group Procedures in Guidance* 3 s. h.

Helps the student understand the forces at work in a group which influence the behavior of its members. Topics treated include: social structure, emotional factors, leadership, and the development of groups.

495 or 595. *Problems in Curriculum Construction* 3 s. h.

An evaluation of current curriculum developments and a study of problems involved in their construction. Extra fee.

GRADUATES ONLY

*601. *Educational Research* 3 s. h.

Reading and interpretation of research literature; study of research methods; planning of research studies.

*625. *Advanced Educational Psychology* 3 s. h.

A review of modern theories of psychology in education and their implications in present-day learning situations.

*626. *Philosophy of School and Society* 3 s. h.

The philosophy underlying the interrelations of school and community and the formulation of a workable school philosophy based on accepted standards.

651. *Techniques of Student Analysis* 3 s. h.

Techniques and materials for discovering characteristics of individuals; development of competencies in recording, analyzing, correlating, and interpreting data as related to counseling.

652. *Counseling Procedures* 3 s. h.

An investigation and analysis of typical student problems; study and practice of the interview in obtaining information and effecting change of attitude.

653. *Occupational Information* 3 s. h.

Nature, sources and functions of information related to occupational opportunities; assisting individuals to formulate comprehensive plans for occupations.

654. *Administration of Guidance Services* 3 s. h.

Organization of guidance facilities and personnel; discovering, collecting, filing, interpreting, and using occupational information in counseling; follow-up studies to measure effectiveness of services.

*Offered yearly

Course No.

671. *School Organization and Administration* 3 s. h.
Fundamental facts and procedures of school administration; analysis of the policies and problems in the organization and direction of school systems; functions of the various school officers.
672. *Elementary School Administration* 3 s. h.
Duties and responsibilities of elementary school principals; organization and administration of the individual school; buildings, supplies, and equipment; school law; certification of teachers.
673. *Secondary School Administration* 3 s. h.
Duties and responsibilities of secondary principals; course scheduling; equipment and supplies; school law; teacher certification; accreditation.
690. *School Supervision* 3 s. h.
General principles and practices used for improving instruction through school supervision.
692. *Elementary School Supervision* 3 s. h.
The principal as a supervisor; work of the visiting supervisor; study of programs of supervision for the elementary school; improvement of instruction in the school program.
693. *Secondary School Supervision* 3 s. h.
Improvement of instruction in secondary schools through emphasis on remedial programs; adapting teaching to individual differences; supervisory functions of principals and visiting supervisors.
696. *Seminar in Elementary Administration and Supervision* 3 s. h.
Investigation of problems of elementary school administration and supervision.
697. *Seminar in Secondary Administration and Supervision* 3 s. h.
Investigation of problems of secondary school administration and supervision.
698. *Seminar in Guidance and Counseling* 3 s. h.
Investigation of problems in guidance and counseling.
699. *Master's Thesis* 6 s. h.
A course for those pursuing a research problem of an original nature under faculty direction.

*Offered yearly

ENGLISH

The English department aims to give the student a knowledge of literary backgrounds and literary forms, to train her in textual analysis, in logical and imaginative thinking, effective communication, and to make of her a discriminating, above-average reader.

Requirements for major: English 101, 102, 213, 214; Speech 101; a minimum of eighteen hours of upper biennium English, which must include courses 325 or 326, and 407. Students planning to teach add 310, 460 or 461, and 476.

Course No.

*101-102. *Freshman Composition* 6 s. h.

Instruction and practice in the fundamentals of effective composition and reading; introduction to research through the preparation of a documented paper. Required of all freshmen.

103-104. *English for Foreign Students* 2 s. h.

Required for foreign students deficient in the fundamentals of the English language. Language laboratory required.

*203. *Composition for Business* 2 s. h.

Effective practice in business communication media with special emphasis on business letters.

*213-214. *English Literature* 6 s. h.

Historical survey of the literature of England from the beginnings to the twentieth century. Required of all sophomores.

309. *History of Latin Literature* 3 s. h.

A study of the masterpieces of Roman literature through the medium of English translation. See *Latin* 309.

*310. *English Language, Grammar and Composition* 2 s. h.

A concise history of the English language, a complete course in English grammar and in the basic principles of English composition and usage. Required of all English majors who intend to teach.

*320. *Children's Literature* 3 s. h.

A survey of literature suited to the needs and tastes of children. See *Library Science* 320.

322. *Literature of the Seventeenth Century* 3 s. h.

Reading and critical discussion of the non-dramatic literature of the century, with special emphasis on Donne, Milton, and Dryden.

*Offered yearly

Course No.

323. *Literature of the Eighteenth Century* 3 s. h.
Reading and critical discussion of the non-dramatic literature of the century, with special emphasis on Pope and Johnson.
- *325-326. *American Literature* 6 s. h.
A survey of American letters from colonial beginnings to the present.
354. *World Literature* 3 s. h.
A survey of oriental and European literature, from ancient to modern times.
432. *Literature of the Nineteenth Century* 3 s. h.
Selected non-fiction and non-dramatic works of writers from Wordsworth to Swinburne, considered in relation to the thought and culture of the century.
451. *Introduction to Medieval Literature* 3 s. h.
A critical study of the literary types current in medieval England; special emphasis on Chaucer.
462. *Literature of the Renaissance* 3 s. h.
Non-dramatic prose and poetry of the Renaissance in England; special emphasis on Spenser.
487. *Honors Course* 3 s. h.
A directed reading course. Open only to seniors by special permission.

CREATIVE WRITING PROGRAM

English majors not electing Creative Writing as a minor may not use more than 5 s. h. toward their major requirements.

- *205. *Creative Prose I* 2 s. h.
An introductory course in writing the article, the short story, the essay. Offered every second semester.
- *305. *Creative Prose II* 3 s. h.
Advanced work in all prose forms including the novel. Offered every first semester.
- *206. *Poetry Composition I* 2 s. h.
An introduction to the study and the writing of basic poetic forms. Offered every first semester.

*Offered yearly

Course No.

*306. *Poetry Composition II* 3 s. h.
Advanced work in the writing of all poetic forms. Offered every second semester.

405-406. *Creative Writing Workshops* non-credit
A three-hour evening session weekly given to the directing and criticizing of work in progress. First semester, poetry; second semester, prose.

FOR ADVANCED UNDERGRADUATES AND GRADUATES

403 or 503. *History of the English Language* 2 s. h.
The formation and growth of the language, with special attention to sources, structure, and idiom.

407 or 507. *Shakespeare* 3 s. h.
A study of selected Shakespearean plays in relation to the Elizabethan period. See *Speech* 407.

439 or 539. *Development of the Dramatic Form* 2 s. h.
The theatre of the Western World from the Greeks to Shakespeare. See *Speech* 439.

440 or 540. *Development of the Dramatic Form* 2 s. h.
The theatre of the Western World from Shakespeare to the present. See *Speech* 440.

460 or 560. *Contemporary Prose* 2 s. h.
A critical study of selected prose writings with reference to contemporary culture and literary trends.

461 or 561. *Contemporary Poetry* 2 s. h.
An analysis and appreciation of the works of representative twentieth century poets.

470 or 570. *History of Literary Criticism* 3 s. h.
Critical theory from Aristotle to the present day.

476 or 576. *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; standard of criticism; sources of materials; textbooks; methods of teaching.

*Offered yearly

GRADUATES ONLY

Course No.

601. *Bibliography and Methods of Research for Graduate English Studies* 2 s. h.
Selection, evaluation, and interpretation of reference materials related to research in English literature; bibliographic problems; preparation for thesis writing. Required for major students.
655. *The Age of Classicism* 3 s. h.
The rise and development of English classicism; special attention to the works of Dryden and Pope.
666. *The Age of Johnson* 2 s. h.
A study of the classicism of Johnson and his circle in the light of late eighteenth century thought and culture.
667. *The Romantic Period* 3 s. h.
The Romantic poets considered against the religious, social, philosophical, and intellectual background of the age.
668. *The Victorian Period* 2 s. h.
Non-fiction of the Victorian age estimated critically in the light of the current intellectual and social movements of the late nineteenth century.
- 675-676. *Seminar: English Literature* 4 s. h.
Study of a major writer or movement that will eventually lead to the master's thesis.
699. *Master's Thesis* 6 s. h.

FRENCH

This department develops a greater facility in audio-lingual-written communication. The courses offered tend toward a critical appreciation for the nation's culture and civilization as reflected in literature.

Requirements for major: French 203, 204, 213, 214 and a minimum of eighteen hours of upper biennium French, which must include courses 331, 345, 346, 451. Students planning to teach, add courses 401, 450, 476.

- *101-102. *Elementary French* 6 s. h.
Phonology, with emphasis on accuracy and fluency in speaking and writing from the characteristics of the sound system; conversation, dictation, connected prose, cultural dialogues with progressive grammatical explanations. Language laboratory hours required.

*Offered yearly

Course No.

*203-204. *Intermediate French* 6 s. h.

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

*213-214. *Survey of French Literature* 6 s. h.

From the beginning to modern times, with attention to the characteristics and genres of the various periods.

331. *French Classicism* 3 s. h.

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

345. *French Lyrics* 3 s. h.

A nineteenth century study of the romantic movement and the subsequent literary schools of Parnassianism and Symbolism as exemplified in selected works of French poets from Lamartine to Rimbaud.

346. *French Novel* 3 s. h.

Representative novels; a critical evaluation of the schools of Romanticism, Realism, and Naturalism.

401. *French Phonetics, Diction, and Conversation* 3 s. h.

Phonetic theory with exercises in phonetic script, intonation, and rhythm of prose and poetry; conversation.

450. *French Culture and Civilization* 3 s. h.

A survey of the history and geography of France; an appreciation of the culture of the country.

451. *Advanced Prose Composition and Conversation* 3 s. h.

A systematic review of the grammatical principles and idioms of the French language; practice and skill in writing French; aural-oral diction and fluency in the spoken idiom.

460. *Contemporary French Literature* 3 s. h.

Main currents of thought and literary development in contemporary authors.

*Offered yearly

Course No.

476. *Teaching of French in High School* 2 s. h.

Traditional and modern methods of teaching comprehension and language skills; organization of units of work and lesson plans; analysis of modern texts, tests, and materials. Use of language laboratory.

487. *Honors Course* 3 s. h.

A directed reading course. Open only to seniors by special permission.

GENERAL SCIENCE

*101. *General Science for Teachers* 3 s. h.

The principles underlying the physical sciences with consideration of teaching methods in the elementary school.

GEOGRAPHY

101. *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.

*102. *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; special reference to Florida's resources.

GERMAN

The curriculum in German provides a sequence in grammar, translation and literature. The program is geared to the needs of students who study the language for purposes of later research.

*101-102. *Elementary German* 6 s. h.

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

*Offered yearly

Course No.

*203-204. *Intermediate German* 6 s. h.

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

213-214. *Survey of German Literature* 6 s. h.

A study of the principal movements in German literature; typical works of each period from the beginning to modern times.

HISTORY

The department of history offers the student the general historical background necessary for an understanding of the present day; it emphasizes the complexity of human events and their causal connection. It aims to deepen the sympathy of the student for the people of all races and nations; to foster interest in the professional area of teaching and foreign service; and, primarily, to develop good citizens to influence the age.

Requirements for major; History 101, 102, 210, 211 or equivalent, 237, and a minimum of 18 semester hours in upper biennium courses. Students planning to teach add 476.

Recommended minors: *Political Science*, and/or *Philosophy*, and/or *Language*.

Credit in each of the following areas is required for social studies certification in Florida: sociology (3 s. h.), economics (3 s. h.), geography (6 s. h.), and political science (6 s. h. including 101).

*101-102. *Survey of Western Civilization* 6 s. h.

A survey course in the development of civilization beginning with its unfolding in the Near East, with particular emphasis on those influences and events of the past which have contributed to the shaping of our present civilization. These events, presented in panoramic fashion, are considered in the light of political, social, economic, intellectual and religious aspects.

*210-211. *History of the United States* 6 s. h.

A survey course in American History from the period of colonization up to the present time, encompassing the political, economic, social, cultural, and religious aspects.

*Offered yearly

Course No.

- *237. *History of the Church* 3 s. h.
The Jewish and Graeco-Roman world; persecutions and heresies; the Church in the Middle Ages and during the Renaissance; religious revolt; Council of Trent; Age of Enlightenment; French Revolution and Napoleonic Era; the Church in modern times.
303. *American Foreign Relations* 3 s. h.
Republican principles and ideals; declaration of President Monroe; relations with China and Japan; diplomacy of the Civil War; expansions in Caribbean and Pacific; intervention in Europe; failure of neutrality; international relations since World War II. See *Political Science* 303.
321. *United States Constitutional History* 3 s. h.
Origin and development of the Constitution; constitutional issues to the end of reconstruction; recent important interpretations. See *Political Science* 321.
333. *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. Prerequisite: *History* 101-102.
334. *French Revolution and Napoleonic Era* 3 s. h.
Analysis of the old regime; influential writers; religious quarrel; foreign wars; French ideas and reforms; nationalistic reaction in Spain and Prussia. Prerequisite: *History* 101-102.
431. *English History* 3 s. h.
Early invasions of England; Anglo-Saxon times; Norman England; feudalism; development of constitution; the Tudors. Prerequisite: *History* 101-102.
432. *English History* 3 s. h.
The Stuarts; evolution of English government; eighteenth, nineteenth, and twentieth century England. Prerequisite: *History* 101-102.
440. *The United Nations and World Government* 3 s. h.
Structure and functions of the United Nations Organization; possibilities of world government. See *Political Science* 440.

*Offered yearly





Course No.

463. *Nineteenth Century Europe* 3 s. h.
Age of Metternich; the French Empire under Napoleon III; creation of Italy and Germany as national states; political, economic and social changes of the century; Age of Imperialism. Prerequisite: *History* 101-102.
464. *Contemporary World History* 3 s. h.
World War I: causes, leaders, events, results, peace treaty; Interlude, 1919-1939; development of totalitarian states; Axis aggression and European unrest; World War II. Prerequisite: *History* 101-102.
- 483-484. *History of the Americas* 6 s. h.
European foundations of civilization in Canada, United States, and Hispanic Americas; political, economic, and social aspects of hemispheric solidarity.

FOR ADVANCED UNDERGRADUATES AND GRADUATES

- 443 or 543. *The United States in the Twentieth Century* 3 s. h.
The United States a world power; participation in World Wars I and II; contemporary problems.
- 445 or 545. *Relations Between Church and State* 3 s. h.
A history and analysis of mutual relationships of the two societies, based on Papal Encyclicals.
- 447 or 547. *The South in American History* 3 s. h.
A survey of colonial and revolutionary periods; social, political, and economic changes through the War of 1812; westward movement; sectionalism; ante-bellum society; Civil War and Reconstruction; the New South; twentieth century history of the South.
- 476 or 576. *Teaching of Social Studies in High School* 2 s. h.
A study of the problems confronting teachers of social studies in the high school; organization of courses, sources of materials, textbooks, methods of teaching.
- 490 or 590. *Introduction to Russia* 3 s. h.
Russia and the modern world. Emphasis on the periods following the establishment of the Empire; stress on social phases rather than economic and political. Communist Russia treated with less emphasis.

Course No.

493 or 593. *The Far East in the Modern World* 3 s. h.

An introduction to the Far East with a foundation for more specialized fields of interest. Considerable stress placed on American Policy in the Far East and on the impact of world communism. See *Political Science* 493.

GRADUATES ONLY

675. *Seminar in European History* 3 s. h.

Offered in summer session for master's degree in secondary teaching. Topic to be announced.

685. *Seminar in American History* 3 s. h.

Offered in summer session for master's degree in secondary teaching. Topic to be announced.

HOME AND FAMILY LIFE

The department of home and family life provides opportunities for the student to develop a mature understanding of the problems of family living through a study of the varied and complex aspects of family life, through applying knowledge gained in other selected disciplines, and by cooperating and communicating with other areas of specialization. The curriculum comprises three areas of emphasis: teaching, dietetics, and merchandising.

Requirements for specific fields:

Dietetics—*Home and Family Life* 101-102, 123-124, 323-324, 326, 337, 339, 462, 482; *Biology* 116, 230, 251; *Chemistry* 151, 152, 312, 352; *Education* 318, 463; six semester hours in *Sociology* and/or *Economics*.

Teaching in Florida—Fourteen semester hours from the following: *Home and Family Life* 328 or 374, 445, 447, 457, 476, 482; *Sociology* 446. Twelve semester hours from: *Home and Family Life* 101-102, 123-124, 326, 337. Ten semester hours from: *Home and Family Life* 113-114, 314, 453.

General Home Economics—with emphasis on foods: *Home and Family Life* 101-102, 123-124, 326, 328, 337, and a minimum of 7 semester hours from upper biennium courses. With emphasis on clothing and merchandising: *Home and Family Life* 113-114, 168-169, 314, 328, 374, 453, 457, 484, and a minimum of 6 semester hours from upper biennium courses. With emphasis on home fur-

nishing: *Home and Family Life* 113-114, 124, 168-169, 201-202, 314, 328, 457, and a minimum of 7 semester hours from upper biennium courses.

FOODS AND NUTRITION

Course No.

*101-102. *Principles of Cookery* 6 s. h.

General principles of cookery; selection, preparation, cost, and methods of cookery. One hour lecture, four hours laboratory weekly.

*123-124. *Meal Management 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. Field trips to local super markets for comparison and study of prices; to glass works, china and silver departments in large department stores.

*203. *Nutrition and Foods* 2 s. h.

Basic principles of nutrition; elementary practice in the preparation of foods. See *Nursing* 203.

312. *Biochemistry of Foods* 4 s. h.

The properties, functions and metabolism, recommended allowances and sources of the organic and inorganic food requirements. Two hours lecture, four hours laboratory weekly. See *Chemistry* 312.

323-324. *Dietetics* 4 s. h.

A study of dietary requirements of various individuals; planning diets for income levels and for those having real nutritional difficulties. Two hours lecture weekly, fifteen hours laboratory per semester in an approved hospital.

326. *Nutrition* 3 s. h.

Selected quantitative methods relating to digestion and metabolism.

337. *Quantity Cookery* 3 s. h.

Application of the principles of cookery to large quantity cooking; planning, buying, preparing and serving meals for college dining room; some consideration of the management problems of like institutions. One hour lecture, four hours laboratory weekly.

339. *Diet Therapy* 3 s. h.

A study of the various dietetic requirements with special emphasis on the adaptation of the normal diet to impaired digestive and metabolic processes. Two hours lecture, two hours laboratory weekly.

*Offered yearly

Course No.

438. *Experimental Cookery* 3 s. h.

A course in experimental cookery with special emphasis on colloids; skill in methods of conserving nutrients and in combining foods is stressed. Two hours lecture, two hours laboratory weekly.

CLOTHING AND MERCHANDISING

*113-114. *Clothing* 6 s. h.

Fundamental problems of clothing construction, including the use of commercial patterns, general sewing equipment and the selection of suitable textiles and design. Students provide materials. One hour lecture, four hours laboratory weekly.

168-169. *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. Four hours laboratory weekly. See *Art* 168-169.

314. *Textile Analysis* 3 s. h.

A chemical and physical analysis of textile fibers with a view to understanding the problems of production, marketing, and consumption. One hour lecture, four hours laboratory weekly. Prerequisite: *Home and Family Life* 113-114.

453. *Tailoring* 3 s. h.

Emphasis is placed on the selection and construction of the complex garment. Students provide materials. One hour lecture, four hours laboratory weekly.

454. *Dress Design* 3 s. h.

The basic principles underlying the form, design, and construction of patterns for all types of figures and garments. One hour lecture, four hours laboratory weekly. Prerequisite: *Home and Family Life* 113-114.

455. *History of Costume* 2 s. h.

Analysis of the important periods in costume, beginning with the Egyptian period and extending to the present time. See *Speech and Drama* 455.

456. *Stage Costuming* 2 s. h.

The application of historic costuming to the designing and construction of costumes for plays and pageants. Prerequisite: *Home and Family Life* 113-114.

*Offered yearly

Course No.

484. *Fashion Merchandising* 3 s. h.
Principles and procedures used in selecting ready-to-wear clothing in retail stores; fashion-coordinating and buying techniques. One hour lecture; four laboratory periods per week in a local department store.

HOME AND HOME FURNISHING

201. *History of Furniture* 2 s. h.
Development of furniture styles from antiquity to contemporary times.
202. *Art in Daily Living* 2 s. h.
Color, line, and other elements in selection of food, clothing, shelter, and home furnishings.
328. *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.
374. *Household Economics* 2 s. h.
Personal and family expenditures and standards of living, budgeting, and social consumption; emphasis on housing, clothing, food, and personal advancement. Life insurance and annuities, personal banking, installment buying, business principles, and social values in competent use of income.
445. *Principles of Home Management* 2 s. h.
Problems of the home, its functions and resources in relation to good family living and society.
446. *The Family* 3 s. h.
The nature of the family as a social institution; a consideration of the family in ancient times; the contemporary family as a result of social change; current research involving courtship, marriage problems, and family behavior. See *Sociology* 446.
447. *Laboratory in Home Management* 2 s. h.
Eight week residence in campus apartment; time and work scheduling, budgeting and household accounting; food purchasing and preparation; hospitality; care of supplies and equipment. Pre-requisite: *Home and Family Life* 445.

Course No.

457. *Home Furnishing* 3 s. h.
Application of principles of art to home design and furnishings; quality and cost of home furnishings; survey of historic styles and domestic architecture and furniture.
462. *Institutional Organization and Management* 3 s. h.
A study of institutional management procedures and quantity purchasing of foods, equipment, furniture and materials.
476. *Home Economics Education* 2 s. h.
The technique of teaching home economics.
482. *Human Growth and Development* 3 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.

JOURNALISM

Practical experience is given in layout, in copy editing, in reporting, in feature writing and in critical writing.

- *107. *Introduction to Journalism* 2 s. h.
The problems, techniques, and media of modern journalism, with emphasis on the opportunities for serving the cause of truth through today's newspaper and related communication.
- *108. *News Writing* 2 s. h.
A study of news and news values; practical exercises in gathering and writing news for the campus newspaper.
243. *News Reporting* 3 s. h.
The art of interviewing essential to reporting; practical exercises in interpretative reporting and writing for the campus newspaper.
244. *Copyreading and Editing* 3 s. h.
Techniques of editing, with practical exercises in copyreading, headline writing, typography, advertising, photography, and layout. One hour lecture, four hours laboratory weekly.
341. *History of Journalism* 2 s. h.
Growth and development of the press, with particular attention given to American journalism.

*Offered yearly

Course No.

342. *Feature Writing* 3 s. h.
Study of feature stories in newspapers and magazines; preparation of at least three articles for publication.
444. *Critical Writing and Reviewing* 3 s. h.
Principles and practice in the writing of literary, artistic, and dramatic criticism and reviews.
469. *Supervised Publications Work* 3 s. h.
Actual experience in directed publication projects in conjunction with local newspapers. Open only to students with a journalism minor, by special permission.

LATIN

In addition to language mastery and linguistic analysis, the Latin department provides intellectual growth and cultural enrichment through the medium of selected classical authors.

Requirements for major: Latin 203, 213, 216 and a minimum of eighteen hours of upper biennium Latin, which must include courses 304, 308, 416, and 450. Students planning to teach, add Latin 476.

- *101-102. *Elementary Latin* 6 s. h.
Fundamentals of Latin pronunciation, forms, and syntax; selected readings and prose composition.
- *201. *Survey of Latin Syntax* 3 s. h.
A comprehensive review of Latin grammar and syntax through intensive drill, skills, and composition. (Recommended for students with two years of high school Latin.)
- *203. *Intermediate Latin* 3 s. h.
Intensive review of elementary Latin; selected readings from Latin prose; emphasis on Roman life and civilization.
213. *Latin Essay* 3 s. h.
Cicero's *De Amicitia* and *De Senectute*: an appreciation of their literary beauty and ethical content.
214. *Roman Mythology* 3 s. h.
Selections from Ovid's *Metamorphoses*; a study of transformations from the creation of the earth out of chaos to the deification of Julius Caesar.

*Offered yearly

- Course No.
216. *Roman Epic* 3 s. h.
 Selections from Virgil's *Aeneid*; emphasis on Books VI and VII; comparison with Homer's *Iliad* and *Odyssey*.
303. *Roman Epistolography* 3 s. h.
 A study of the contemporary account of historical, philosophical, social, and domestic events from the letters of Cicero, Seneca, and Pliny.
304. *Roman Drama* 2 s. h.
 Selected plays of Plautus, Terence, and Seneca; chief characteristics of Graeco-Roman drama.
308. *Roman Lyrical Poetry* 3 s. h.
 Critical study of selected readings from Virgil's *Eclogues*, Horace's *Odes*, and Catullus' *Lyrics*.
309. *History of Latin Literature* 3 s. h.
 A study of the masterpieces of Roman literature through the medium of English translations. See *English* 309.
412. *Roman Satire* 3 s. h.
 Excerpts from Horace, Juvenal, Persius, and Martial; influence of Latin satire on English neoclassical literature.
416. *Roman Historiography* 3 s. h.
 Readings from Books XXI and XXII of Livy, and from the *Annales* of Tacitus, historians of the Republic and the Empire.
417. *Patristic Latin* 3 s. h.
 Selections from the Scriptures and patristic prose, as well as from the poetry of the patristic and medieval periods of Latin literature.
450. *Advanced Prose Composition* 3 s. h.
 Systematic review of grammatical principles and idiom of the Latin language; practice and skill in writing artistic Latin.
476. *Teaching of Latin in High School* 2 s. h.
 A study of the traditional and functional methods of teaching comprehension and language skills; organization of courses, sources of materials, textbooks, methods of teaching.
487. *Honors Course* 2 s. h.
 Independent work under supervision. Open only to seniors by special permission.





LIBRARY SCIENCE

Courses in library science teach the use of the library and its materials as an aid in personal and professional growth, and prepare for certification of school librarians.

Certification in Library and Audio-Visual Service, according to Plan I, may be added to a regular Florida graduate certificate by taking the following courses and *Education* 467 or 484.

Course No.

303. *Classification and Cataloging* 3 s. h.

Organization of library collections; the principles and fundamentals of classification; the Dewey decimal classification, and the principles of cataloging. Includes laboratory work.

304. *Reference Materials* 3 s. h.

The library as an information center; the evaluation of reference materials, general tools, materials in subject fields, and the use of the general collection for reference; methods of teaching the use of these materials.

320. *Children's Literature* 3 s. h.

A survey of literature suited to the needs and tastes of children. See *English* 320.

321. *Books and Related Materials for Children* 3 s. h.

Materials and their uses for pre-school and elementary school children with emphasis on the reading of many books, and the examination of all types of printed and audio-visual materials. The use of the library for both curricular and leisure needs; building and maintaining the library collection; methods of guidance in the use of materials.

322. *Books and Related Materials for Young People* 3 s. h.

Materials and their uses for children and young people from preadolescence through high school age, with emphasis on the reading of many books, and the examination of all types of printed and audio-visual materials. The use of the library for both curricular and leisure needs; building and maintaining the library collection; methods of guidance in the use of materials.

427-428. *Administration and Organization of School Libraries and Materials* 6 s. h.

Designed to help librarians in developing the understandings, attitudes, skills, and information necessary for leadership in a library service program that will contribute to the realization of educational objectives. Includes study of acquisition, organization, housing, and use of all types of materials of instruction.

Course No.

461. *Organization and Use of Audio-Visual Materials* 3 s. h.

Selection and use of audio-visual aids; community resources; training for effective organization and distribution of learning materials appropriate to various age levels.

499. *School Library Practice* 3 s. h.

Library practice in elementary and high school libraries is designed to give the prospective school librarian experience in many aspects of school library service, including organization of materials and their use with teachers and pupils.

MATHEMATICS

The objectives of the mathematics department are: to promote habits of precise expression and independent thinking; to provide understanding of mathematical principles and facility with mathematical skills; and to prepare students for related fields of science, teaching mathematics, advanced study, and mathematical professions in industry.

Requirements for all majors: Courses 115, 116, 215, 216, 309, 311, 314, 326, 411, 413, 472, and 476 or 492.

Recommended minors: Science, Philosophy, Education, Secretarial Science.

Courses 103, 104 and 204 are offered during the summer session.

Courses 206 and 476 may not be counted toward fulfillment of requirements in the mathematics or science fields.

103. *College Algebra* 4 s. h.

Sets; functions, operations, and relations; real number system; equations and inequalities; introduction to analytic geometry. SUMMER SESSION. Prerequisite: 2 units of *Algebra* and *Plane Geometry*.

104. *Trigonometry* 3 s. h.

Trigonometric functions; their graphs and applications; identities and equations; exponential and logarithmic functions, parametric equations; polar coordinates. SUMMER SESSION. Prerequisite: as for *Mathematics* 103.

*111-112. *General Mathematics* 6 s. h.

Sets, algebra, trigonometry, geometry, elementary probability and statistics. NOT FOR MATHEMATICS OR CHEMISTRY MAJORS. Prerequisite: as for *Mathematics* 103.

*Offered yearly

Course No.

*115-116. *Analytic Geometry and Calculus* 8 s. h.

Plane and solid analytic geometry; differentiation; integration; applications to physics and geometry. Prerequisites: $3\frac{1}{2}$ units of college preparatory mathematics, or 3 units of college preparatory mathematics and approval of department.

204. *Analytic Geometry* 3 s. h.

Coordinate systems; conic sections; transformations; polar and parametric equations; introduction to coordinate geometry of space. SUMMER SESSION. Prerequisite: *Mathematics* 103 and 104.

*206. *Fundamental Mathematics* 3 s. h.

Fundamental arithmetic; variation; functional relationships; algebraic methods; informal geometry; elementary statistics. An overall view of the basic subject matter of mathematics.

*215-216. *Intermediate Calculus* 6 s. h.

Solid analytic geometry; partial differentiation; multiple integrals; infinite series; complex numbers and functions. Prerequisite: *Mathematics* 115-116.

309. *Theory of Numbers* 3 s. h.

Properties of numbers; divisibility; Euclid's algorithm; congruence and residue classes; Diophantine equations; quadratic residues. Prerequisite: 2 years of college mathematics including *Mathematics* 216 or its equivalent.

311. *Modern Algebra* 3 s. h.

Logic; numbers and number systems; groups, rings and fields; polynomials and polynomial equations; matrices and determinants. Prerequisite: as for *Mathematics* 309.

314. *Differential Equations* 3 s. h.

First and second order differential equations; linear equations of higher order; applications to geometry and physics. Prerequisite: *Mathematics* 216.

326. *Modern Geometry* 3 s. h.

Elementary theory in foundations of geometry; basic theory in the fields of Euclidean, projective and non-Euclidean geometry; introduction to algebraic methods in geometry. Prerequisite: as for *Mathematics* 309.

*Offered yearly

Course No.

411. *Probability and Statistics* 3 s. h.
Probability; basic measures of central tendency and variability; various distributions; regression and correlation; applications. Prerequisite: *Mathematics* 216.
413. *Advanced Calculus* 3 s. h.
Detailed study of the real number system; functions; sequences; limits; continuity; differentiation and integration; infinite series; power series; uniform convergence. Prerequisite: *Mathematics* 216.
472. *History and Foundations of Mathematics* 3 s. h.
The nature of mathematics; modern problems and concepts; history and literature in the field; leading contributions. Prerequisite: Approval of department.
476. *Teaching of Mathematics in High School* 2 s. h.
Aims, principles, materials, and techniques for teaching mathematics in high school. Prerequisite: as for *Mathematics* 309.
492. *Seminar* 3 s. h.
Determined by the needs and interests of the students. Prerequisite: Approval of department.

MUSIC

The department aims to increase musical proficiency, to train both private and classroom teachers of music, to prepare for participation in musical performances, to contribute to community cultural life, and to develop and promote a general appreciation of music.

Music Education majors give a combined recital and take comprehensives in preparation for graduation. *Music* majors give an individual recital and do not take comprehensives.

Requirements for majors in applied voice or instrumental: Music 101, 102, 109-110, 211-212, 213-214, 305-306, 311-313, 317, 318, 409, 410; also courses in applied music as stipulated. The sixteen hours of credit in applied music must be earned in the same field. Recommended: 121, 167, 179, 181, 307-308. Recital to be given in senior year.

Requirements for majors in Music Education: Music 101, 102, 109-110, 167, 179, 213-214, 305, 317, 376, 377, 409, 476, 485. Recommended: 121-122, 307-308, 311, 313. Applied music must be

in two fields, vocal and instrumental, 8 hours of which must be in a field in which the student meets the college entrance requirements. Applied music, not to exceed 8 semester hours of credit, may be taken during freshman and sophomore years.

Two semester hours credit will be given for one lesson in vocal or instrumental music and twelve 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 in music, but desirous of continuing their study, may obtain credit on the level for which they qualify.

APPLIED MUSIC

Course No.

123-124, 125-126. *Applied Music* 8 s. h.

Preparatory courses for non-specializing students. Credit determined by number of lessons and practice periods per week. May not be credited toward a major, or toward a minor in music unless the student is majoring in Education. Applied music may be taken in voice, piano, and other instruments.

135-136. *Applied Music* 4 s. h.

First year courses in vocal or instrumental music; required for all major and minor students.

287-288. *Applied Music* 4 s. h.

Second year courses in vocal or instrumental music; required for all major and minor students.

335-336. *Applied Music* 4 s. h.

Third year courses; required for students majoring in vocal or instrumental music.

337-338. *Applied Music* 4 s. h.

Supplementary courses for third year students.

487-488. *Applied Music* 4 s. h.

Fourth year courses; required for students majoring in vocal or instrumental music.

489-490. *Applied Music* 4 s. h.

Supplementary courses for fourth year students.

THEORY, LITERATURE, EDUCATION

Course No.

- *101-102. *Harmony I* 6 s. h.
Elementary written harmony including chords of the dominant seventh; secondary seventh chords, passing tones, auxiliary tones, diatonic modulation.
- *109-110. *Aural Theory* 4 s. h.
Study of the elements of tone and time, notation of pitch and time, major and melodic intervals; harmonic and rhythmic dictation.
121. *Introduction to Music Literature* 2 s. h.
Designed for non-music majors as an introduction to the musical forms, styles and works of the major composers of the classic, romantic and modern periods in music, as well as an introduction to intelligent and enjoyable listening.
165. *Piano Ensemble* 2 s. h.
An analytical study and practical interpretation of piano literature of the classical and contemporary periods.
167. *Instrumental Ensemble* 4 s. h.
An analytical study and practical interpretation of instrumental literature of the classical and contemporary periods. (Credit is cumulative.)
- *179. *Choral Ensemble* 4 s. h.
A course in singing designed to acquaint the student with important works of choral literature. (Credit is cumulative)
- *181. *Liturgical Singing* N. C.
Study and rendition of the music in liturgical functions. (Honor points are issued.)
- *211-212. *Advanced Aural Theory* 4 s. h.
Further study of the minor triad, seventh chords, tonality, cadences, modulation; harmonic and rhythmic dictation.
- *213-214. *Harmony II* 6 s. h.
Chromatic and enharmonic modulation; altered chords, chords of the augmented sixth; composition of small forms; introduction to the techniques of modern harmony.
- 305-306. *Counterpoint* 4 s. h.
An application of the medieval modes and the vocal polyphony of the motet and the Mass up to and including five-part writing.

*Offered yearly

Course No.

- 307-308. *Music Literature* 4 s. h.
A survey of the field of musical literature with analysis and illustration of the various forms, styles, characteristics, and tendencies; an analysis and illustration of the representative works of composers.
311. *Orchestration* 2 s. h.
Study of the orchestra and its instruments; score reading; making simple orchestra arrangements.
313. *Composition* 2 s. h.
Composition in the smaller forms for piano, voice, and other instruments; simple song forms, first rondo form, and simple variation forms.
- 317-318. *Music History* 4 s. h.
The development of music from the early Greeks to the twentieth century with special emphasis on acquaintance with masterworks from each period through listening.
375. *Methods of Teaching Piano* 2 s. h.
Problems of the technique of teaching; selection of teaching material; recitals; practice teaching.
376. *Fundamentals of Music for the Elementary Teacher* 2 s. h.
An introduction to the rudiments of music for the classroom teacher; understanding the child voice; selection and presentation of rote songs; note reading, rhythmic, creative and listening activities peculiar to the lower elementary grades.
377. *Music Methods in the Elementary Classroom* 2 s. h.
Development of music reading; chording; the boy's changing voice; rhythmic activities; creative activities; music appreciation for the upper grades. Prerequisite: *Music 376* or equivalent.
379. *Conducting* 2 s. h.
Fundamental conducting technique; styles of conducting; influence of material and program; practical experience under supervision.
382. *Gregorian Chant* 2 s. h.
Study of fundamentals of Gregorian Chant according to the principles of Solesmes; characteristics of Latin accent; special attention given to pronunciation and enunciation of text.

- Course No.
- 409-410. *Form and Analysis* 4 s. h.
Harmonic and structural analysis of smaller and larger forms.
476. *Music Methods in the High Schools* 2 s. h.
A study of testing and classification of voices; the adolescent voice; selection of materials; the general music class; the vocal and instrumental program; the school assembly.
485. *Choral Organization* 2 s. h.
Organization of choruses; selecting materials for choral use; technique of choral directing; choral arrangements.

NURSING

The nursing program educates professional nurses for first-level staff positions in hospitals, public health agencies, and other community health agencies. Ethical and theological principles are integrated throughout the curriculum to prepare graduates to assume their responsibility for the total welfare of the patient.

- *111. *Orientation to Nursing* 2 s. h.
Orients the student to the professional nursing field; includes an overview of the heritage of the nursing profession interpreted in the light of present day concepts and the trends in the development of contemporary nursing.
- *112. *Introduction to Nursing Principles* 2 s. h.
Includes professional responsibilities and professional relationships; introduces the concept of comprehensive nursing; acquaints the student with the hospital functions and organization; offers basic preparation in skills adapted to the hospital environment of the patient.
- *203. *Nutrition and Foods* 2 s. h.
Basic principles of nutrition; elementary practice in the preparation of foods. See *Home and Family Life* 203.
- *213. *Application of Nursing Principles* 6 s. h.
Provides actual learning experience for the student in the hospital with individualized instruction within the clinical area. Nursing functions will include the basic skills with opportunities to develop attitudes, advanced skills and further understanding and knowledge as related to patient care.

*Offered yearly

Course No.

215. *Pharmacology*

2 s. h.

Calculation of dosages. Preparation of solutions. Principles of drug therapy. Classification of drugs and their characteristics as a group will be emphasized. Responsibility of nurse in administering medications and observing effects upon the patient.

*271. *Nursing Care of Children*

6 s. h.

A study of the development of the normal child and his physical and emotional needs; of diseases of children, and methods of adapting nursing technics to the care of children. Taught concurrently with guided clinical experiences in the nursing care of children.

*277. *Maternity Nursing*

6 s. h.

A study of human reproduction, embryology, and pregnancy; physical and emotional needs of the mother and child in the antepartum, delivery, and postpartum periods. Taught concurrently with guided clinical experiences in maternity nursing.

*324. *Medical and Surgical Nursing I*

9 s. h.

Study of the principles in nursing care of patients with medical and surgical problems. Nutrition, pharmacology, pathology, rehabilitation and techniques of communication are integrated throughout, with an emphasis on preventive medicine. Taught concurrently with supervised clinical experience in the nursing care of patients with medical and surgical problems.

*330. *Medical and Surgical Nursing II*

9 s. h.

Continuation of Medical and Surgical Nursing I.

453. *Medical Ethics*

3 s. h.

Special study of medico-moral problems and selected moral questions of the day. See *Philosophy* 453.

*464. *Psychiatric Nursing*

6 s. h.

Introduction to nursing functions and responsibilities in the care of the mentally ill through the study of the dynamics of behavior and the more common types of psychiatric disorders.

*481. *Public Health Nursing*

8 s. h.

Designed to assist the student in acquiring an understanding of the philosophy, basic principles, general responsibilities, and current trends in public health nursing. Concurrent practical experience is provided in community health agencies.

*Offered yearly

Course No.

*492. *Public Health Administration* 3 s. h.

Public health organization and administration on an international, national, state and local level; preventable disease, communicable disease and programs of prevention and control; current trends in public health.

499. *Senior Nursing Experience* 2 s. h.

A synthesis of the curriculum in basic nursing correlated with the principles of the supervisory process and the elements of administration necessary for the efficient functioning of a hospital unit in the care of patients.

PHILOSOPHY

The courses in philosophy complement those in theology in the way that human reason complements Faith. The principles of philosophy, discovered by reason, are able to unify other studies which are on the plane of natural knowledge. The study of philosophy, in company with theology, is the way to the Christian wisdom which is the mark of the educated Catholic woman.

*252. *Logic* 3 s. h.

The nature, acquisition, and coordination of concepts into predicables and predicaments; semantics, judgment and propositions, induction, deduction, syllogisms, states of the mind with regard to truth.

*283. *Philosophy of Man* 3 s. h.

Nature of life; faculties of vegetative, sentient, and rational life; external and internal senses; sensation; nature of human soul, intellection and velleity.

314. *General Metaphysics* 3 s. h.

Analogy; nature, properties and kinds of being; transcendentals; potency and act; essence and existence; perfection of being; substance and accidents; causality.

*332. *General Ethics* 3 s. h.

The nature of the moral act; moral good and moral evil; moral habits; natural and positive moral law.

333. *Special Ethics* 3 s. h.

The meanings of special and applied ethics; the rights and duties of man in special fields.

*Offered yearly

Course No.

453. *Medical Ethics* 3 s. h.

Special study of medico-moral problems and selected moral questions of the day. See *Nursing* 453.

457. *Modern Trends in Philosophy* 3 s. h.

Renaissance roots of modern thought; modern ideas of God; positivism; naturalism; existentialism; secularistic humanism; communism.

458. *Philosophy of Nature* 3 s. h.

The principles that underlie present day branches of the physical sciences of physics, chemistry, biology such as nature of matter; relation of physical sciences and mathematics; motion; causality; space and time; the methodology of physical sciences.

PHYSICAL EDUCATION

In its major program, the department of physical education aims to fulfill the need for trained Christian leaders with specific goals in the "apostolate of action." A major fulfills state requirements to teach in both elementary and secondary schools and meets those specific liberal arts requirements of Barry College.

The service program aims to develop a mature and competent woman with appreciation of physical and leisure-time activities for her adult life.

Students desiring to major in this field may be prepared to direct playground and recreation center activities or to teach in the elementary and secondary schools. Florida certification for physical education teachers requires a total of 30 semester hours in the major field including: eight semester hours from *Physical Education* 105 or 106; 112, 213-214, 217; 319; and credit in *Physical Education* 294, 312, 332, 343, 465, 468, 476, 481.

Requirements for minor in *Physical Education*: Courses 294, 332, 343, and six semester hours from activity courses given in the major program. Courses 101, 102 are not accepted for minor program.

*101-102. *Required Course for Freshmen* 2 s. h.

An introduction to archery, softball, swimming, tennis, and volleyball. For non-majors.

*Offered yearly

- Course No.
- *105-106. *Swimming and Diving* 2 s. h.
Perfection of strokes and diving. Major program, open to advanced swimmers.
- *112. *Individual and Dual Sports* 1 s. h.
Theory and practice of archery, ping-pong, golf, tennis, and deck tennis.
- *130. *Health Education* 3 s. h.
The teaching of health and a study of school health programs. See *Biology 130* or *Education 130*.
- *203-204. *Modern Dance* 2 s. h.
Theory and practice of the dance as a fine art. Extra fee.
- *211-212. *Archery* 2 s. h.
Review of fundamental skills; use and care of equipment; skills in advanced shooting; tournament competition.
- *213-214. *Team and Group Sports* 2 s. h.
Theory and practice of volleyball, basketball, softball, speedball, soccer.
- 215-216. *Horsemanship* 2 s. h.
Lessons in equitation in the ring and on the trail, according to the ability of the student. Extra fee.
217. *Gymnastics* 1 s. h.
Fundamentals of exercises and marching.
218. *Stunts and Tumbling* 1 s. h.
Fundamentals in stunts, tumbling and pyramid building.
219. *Introduction to Rhythmic Activities* 1 s. h.
Practice in rhythmic movements and coordination.
- 221-222. *Bowling* 2 s. h.
Fundamentals of basic skills, elementary strategy and individual instruction. Extra fee.
225. *Synchronized Swimming* 2 s. h.
Advanced swimming instruction; individual and group performance.
- *237-238. *Golf* 2 s. h.
Fundamental golf swings; use and purpose of various clubs; etiquette and general procedure. Extra fee.

*Offered yearly

Course No.

239-240. *Tennis* 2 s. h.

Review of basic strokes, elementary strategy for singles and doubles game, and introduction to more advanced strokes.

*265. *Lifesaving* 2 s. h.

Theory and practice with respect to teaching methods, and skills in advanced swimming, water safety, and lifesaving. Qualified students will receive Water Safety Instructors' Certificates.

268. *First Aid* 2 s. h.

Emergency treatment of the injured in the home, school, and community; attainment of American Red Cross Standard Certificate and/or advanced certificate in first aid.

281. *Corrective Physical Education* 1 s. h.

Introductory survey of causes and correction of minor defects.

*285-286. *Ballet Dancing* 2 s. h.

Theory and practice of the dance as a fine art. Extra fee.

294. *Principles of Physical Education* 3 s. h.

History of physical education; a study of the relationship and contribution of physical education to general education and the aims and objectives of the program.

311-312. *Coaching Team Sports* 2 s. h.

Coaching regulations and methods for various sports; discussion of strategy, officiating, schedule-making.

319. *Rhythmic Activities* 2 s. h.

Theory and practice in basic rhythmic movements; fundamentals of basic dance steps; skills of folk and square dancing.

332. *Leadership in the Recreational Program* 3 s. h.

Procedures for school, community, recreational programs; after-school programs; school and private camping; community center and church groups.

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

The games and skills suited to the elementary school child; the techniques of directing children on the playground, in the gymnasium, and in the classroom; practical experience in the various phases of the physical education program in grades one through six. See *Education* 343.

*Offered yearly

Course No.

385-386. *Advanced Ballet Dancing* 2 s. h.

Continued instruction and practice of ballet. Prerequisite: *Physical Education* 285-286 or equivalent. Extra Fee.

465. *Organization and Administration of Health and Physical Education* 3 s. h.

Problems involved in developing an effective program of health and physical education in schools; instruction; classification, physical testing schedule, records, and sports; supervision of facilities and equipment.

468. *Kinesiology* 2 s. h.

A study of the origin and structure of muscles; the relationship of their movement when associated with various physical education activities. Prerequisite: *Biology* 230. *Biology* 468.

476. *Teaching Physical Education in the Secondary School* 3 s. h.

Selection of methods and materials for physical education in the junior and senior high school; individual and team sports; analysis of program materials for teaching purposes.

481. *Corrective Physical Education* 2 s. h.

A study of the causes of physical defects; the adaptation of exercises to physical needs; the correction of minor defects. Prerequisite: *Physical Education* 468.

PHYSICS

101-102. *General Physics* 8 s. h.

Fundamental principles of mechanics, heat, sound, light, electricity, magnetism, and optics. Three hours lecture, one three-hour laboratory weekly. Prerequisite: *Mathematics* 103, 104, or 115-116.

POLITICAL SCIENCE

Political science aims to introduce students to the universal problems of government; to treat the subject of American government objectively without fear or favor, and to encourage the student to think in the terms of the principles of good government.

*101. *American Government* 3 s. h.

National government and administration; structure and practical workings of the Federal Government.

*Offered yearly

Course No.

- *102. *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.
303. *American Foreign Relations* 3 s. h.
Republican principles and ideals; declaration of President Monroe; relations with China and Japan; diplomacy of the Civil War; expansions in Caribbean and Pacific; intervention in Europe; failure of neutrality; international relations since World War II. See *History* 303.
321. *United States Constitutional History* 3 s. h.
Origin and development of the Constitution; constitutional issues to the end of reconstruction; recent important interpretations. See *History* 321.
440. *The United Nations and World Government* 3 s. h.
Structure and functions of the United Nations Organization; possibilities of world government. See *History* 440.
493. *The Far East in the Modern World* 3 s. h.
An introduction to the Far East with a foundation for more specialized fields of interest. Emphasis on American policy in the Far East and on the impact of world communism. See *History* 493.

PSYCHOLOGY

See *Philosophy*

RUSSIAN

The Russian department purposes to achieve a facility in the area of oral and written communication, and to acquaint the students with the nation's cultural and social development through representative literature.

- *101-102. *Elementary Russian* 6 s. h.
Phonology, with emphasis on accuracy and fluency in speaking and writing from the characteristics of the sound system; conversation, dictation, connected prose, cultural dialogues with progressive grammatical explanations. Language laboratory hours required.

*Offered yearly

Course No.

*203-204. *Intermediate Russian*

6 s. h.

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

SECRETARIAL SCIENCE

Secretarial Science prepares students for careers in business and for the faithful and unselfish performance of secretarial responsibilities.

DEPARTMENTAL CURRICULUM OUTLINE

Certificate in Secretarial Science:

FRESHMAN YEAR

Theology 101, 102 or Char. Ed. 131, 132	2-4
English 101, 102	6
Sec. Science 101, 102	6
Sec. Science 103, 104	2
Sec. Science 139, 140	4
Econ. or Pol. Sci. 101, 102	6
Phys. Education 101, 102	2
Electives (Health Education, Speech, Choral, Language)	6
<hr/>	
	34-36

SOPHOMORE YEAR

Theology 212 and Hist. 237 or Char. Ed. 233, 234	2-4
English 213, 214	6
Sec. Science 213, 214	6
Sec. Science 241, 242	6
Sec. Science 219, 220	2
Sec. Science 205, 206	6
English 203	2
Physical Education	2
Speech 201	1
Electives	2
<hr/>	
	35-37

To obtain a certificate the student must have at least 69 semester hours of credit with a "C" average and no grade lower than "C" in English, stenography, and typing. Foreign students with deficiency in English may need three years to complete the secretarial certificate requirements.

*101-102. *Beginning Stenography*

6 s. h.

A study of the principles and theory of the functional method of the Gregg Simplified Shorthand.

*103-104. *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.

*Offered yearly





Course No.

*139-140. *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, income tax procedures, and social security laws.

*205-206. *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.

*213-214. *Advanced Stenography* 6 s. h.

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

*219-220. *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.

241-242. *Office Practice* 6 s. h.

Acquaintance with actual routine office duties; development of personal efficiency; duties, obligations, and opportunities of the private secretary; business methods and office procedure applied to various circumstances; instruction in the operation of business machines.

476. *Teaching of Secretarial Science in High School* 2 s. h.

A study of the problems confronting teachers of secretarial science in the high school; organization of courses, standards of criticism, sources of materials, textbooks, methods of teaching.

SOCIOLOGY

The department of sociology provides the student with a background of sociology and social welfare courses as a necessary groundwork for those contemplating careers in the fields of social work and personnel work, as well as those preparing for graduate work in the specialized areas of sociology and social work.

Requirements for major: Sociology 201, 202, 336, 422, 434, 446, 478; a minimum of eighteen hours of upper biennium Sociology.

Recommended minors: philosophy, history, education, English.

*Offered yearly

Course No.

*201-202. *Principles and Problems of Sociology* 6 s. h.

An introduction to a sociological analysis of society; its nature and origin, social and cultural change, the functions of societies and groups, the basic social processes, social institutions, and social problems in rural and urban communities.

335. *Child Welfare* 3 s. h.

A general consideration of the basic needs of the child, involving his physical, intellectual, social, emotional, and spiritual growth; the evolution of child-welfare work and recent developments in child welfare; suggested approaches for the child-welfare worker.

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

The development of social services in America; the nature of social casework; agency settings for general and specific areas of social work; the professional growth of social work.

340. *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 and foster home care; case system, utilization of resources for prevention of delinquency by parents, teachers, and child welfare agencies.

370. *Social Psychology* 3 s. h.

The study of attitudes, beliefs, values, and motivation as they are influenced by the individual's social affiliations; the dynamics of social action and interaction; the relationship of social psychology to sociology, psychology, and anthropology. Prerequisite: *Philosophy* 283.

422. *Contemporary Social Theorists* 3 s. h.

From Comte to the present time. Prerequisites: *Sociology* 201-202.

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

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

446. *The Family* 3 s. h.

The nature of the family as a social institution; a consideration of the family in ancient times; the contemporary family as a result of social change; current research involving courtship, marriage problems, and family behavior. See *Home and Family Life* 446.

*Offered yearly

Course No.

463. *Current Social Problems* 3 s. h.
A systematic analysis of some of the major social problems of personal and social disorganization in contemporary society.
478. *Case Work* 3 s. h.
Historical view of the development of social case work, analysis of social casework principles and practice and consideration of social casework problems. Field experience required.
487. *Honors Course* 1-3 s. h.
Selected readings in sociology. Open only to seniors.

SPANISH

Courses are designed to impart to the student the ability to communicate and to read and write with sufficient skill. A literary and cultural background is presented to promote an understanding of the significant differences between the cultures of the English and the Spanish-speaking peoples.

Requirements for major: Spanish 203, 204, 213-214 and a minimum of eighteen hours of upper biennium Spanish which must include courses 350-351, 440. Students planning to teach, add 370 or 379, and 476.

- *101-102. *Elementary Spanish* 6 s. h.
A study of grammatical construction; conversation, with emphasis on a practical vocabulary and accurate pronunciation; cultural reading material with progressive grammatical explanations. Language laboratory hours required.
- *203-204. *Intermediate Spanish* 6 s. h.
Intensive review of Spanish pronunciation and grammatical patterns; recognition and active handling of aural comprehension and oral production as well as reading and writing; cultural readings concerning biographies of famous Spanish and Spanish-American figures. Language laboratory hours required.
- *213-214. *Survey of Spanish Literature* 6 s. h.
Principal movements in Spanish literature; typical works of each period.
- 313-314. *Survey of Spanish-American Literature* 6 s. h.
Principal movements of Spanish-American literature; typical works of each period.

*Offered yearly

Course No.

- 350-351. *Advanced Conversation and Composition* 6 s. h.
Aural-oral diction and fluency in the spoken idiom; prepared and extemporaneous dialogues and reports on current subjects; practice and skill in writing Spanish with accuracy; a systematic review of the grammatical principles of the Spanish language. Language laboratory hours required.
370. *Hispanic-American Civilization* 2 s. h.
A survey of the life and culture of the Hispanic-American peoples.
379. *Spanish Civilization* 2 s. h.
A survey of the history and geography of Spain; an appreciation of the culture of the country.
431. *An Introduction to Cervantes* 3 s. h.
Selected works of Cervantes with special emphasis on *Don Quijote* and the *Novelas ejemplares*.
440. *The Spanish Literature of the Golden Age.* 3 s. h.
Extensive reading, discussion, and analysis of the works of the principal writers of the period of the 16th and 17th centuries.
443. *Contemporary Spanish Literature* 3 s. h.
The literary renaissance in Spain; the "Generation of 1898"; novel, drama and criticism.
476. *Teaching of Spanish in High School* 2 s. h.
Traditional and modern methods of teaching comprehension and language skills; organization of units of work and lesson plans; analysis of modern texts, tests, and materials. Use of language laboratory.
487. *Honors Course* 3 s. h.
A directed reading course. Open only to seniors by special permission.

SPEECH AND DRAMA

The department of speech and drama endeavors to develop the skills and knowledge which will enable the students to become articulate, effective, informed teachers, actors, workers in radio and television, participants in civic and church activities. It aims at developing sound critical judgment, use of clear, effective language and appreciation of truth and beauty.

Requirements for major: Speech 101, 102, 213, 255, 256, 285-286, 287, 301, 323, 324, 439, 440, 455; Physical Education 285-286 or 203-204. Students planning to teach add Speech 411, 476.

Course No.

- *101. *Fundamentals of Speech* 2 s. h.
A foundation course providing knowledge and training in the basic principles of speech; practice in reading and speaking before an audience.
- *102. *Public Discussion* 2 s. h.
Methods and practice of group discussion: round table, panel, lecture, and study groups.
- *201. *Parliamentary Practice* 1 s. h.
Survey of the common system of Parliamentary Law, with provision for application and practice of the principles for deliberative assemblies.
- *213. *Oral Interpretation of Literature* 3 s. h.
A preparatory course in the reading of prose, poetry, and drama.
- *255-256. *Fundamentals of Acting* 4 s. h.
Problems of characterization, interpretation, voice, pantomime; stage technique. Laboratory hours required.
265. *Introduction to Radio and TV* 2 s. h.
A survey of American radio and TV, including organization, administration, programs, program planning and producing.
266. *Fundamentals of Broadcasting* 2 s. h.
Basic experiences in the use of broadcasting equipment.
- *285-286. *Scene Design and Stage Lighting* 4 s. h.
Principles of stage design and construction; the use of color and light for theatrical production. See *Art* 285-286.

*Offered yearly

Course No.

- *287. *Theatrical Makeup* 1 s. h.
A course in straight and character makeup.
301. *Voice and Diction* 2 s. h.
Study of voice production; phonetics.
- *323. *Play Directing* 2 s. h.
An analysis of the director's duties; stage composition and fluidity of movement; technique of coaching; problems of rehearsal.
- *324. *Play Production* 2 s. h.
Principles and methods of producing various types of plays; actual production of a one or three act play; organization of production staff.
325. *TV Internship* 3 s. h.
Apprenticeship by speech majors at local TV station.
355. *Advanced Acting* 2 s. h.
A systematic study of the technique and principles of acting for the student who has shown some ability in this field and wishes more intensive study and practice. Prerequisite: *Speech* 255 or 256 or the equivalent.
372. *Introduction to Playwriting* 2 s. h.
Script writing for stage, radio, and television. Open to Sophomores and Juniors with permission of instructor.
407. *Shakespeare* 3 s. h.
A study of selected Shakespearean plays in relation to the Elizabethan period. See *English* 407.
411. *Speech Correction for Children* 3 s. h.
An elementary, non-technical course in speech correction for the school teacher who deals with speech-handicapped children in the classroom.
439. *Development of the Dramatic Form* 2 s. h.
The theatre of the Western World from the Greeks to Shakespeare. See *English* 439.
440. *Development of the Dramatic Form* 2 s. h.
The theatre of the Western World from Shakespeare to the present. See *English* 440.

*Offered yearly

Course No.

455. *History of Costume* 2 s. h.
Analysis of the important periods in costume beginning with the Egyptian period and extending to the present time. See *Home and Family Life* 455.
476. *Teaching of Speech and Drama* 2 s. h.
Survey of methods and materials available for teaching speech and directing extracurricular speech and dramatic activities.
491. *Program Building* 1 s. h.
The planning and preparation of the student dramatic recital.

THEOLOGY

The courses in Sacred Theology are designed to give the student thorough preparation in that science which studies God and everything else in so far as it is related to God. Because theological principles extend to all things, both natural and supernatural, they are able to give order and direction to the other studies in the college curriculum. Especially through the theology program each student realizes in herself the aims and objectives of Barry College.

- *101-102. *God and His Creation* 4 s. h.
An introduction to theology through the determination of its nature and sources; a systematic study of God and his creation according to the plan of Part One of the *Summa Theologica* of St. Thomas Aquinas.
- *212. *Supernatural Life and Christian Worship* 1 s. h.
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, vessels; diverse rites.
- *237. *History of the Church* 3 s. h.
The Jewish and Graeco-Roman world; persecutions and heresies; the Church in the Middle Ages and Renaissance; religious revolt, Council of Trent; Age of Enlightenment; French Revolution; Napoleonic Era; the Church in modern times. See *History* 237.

*Offered yearly

Course No.

*313-314. *Theological and Moral Virtues* 4 s. h.

A study of divinely revealed truths which affirming and supplementing the conclusions of human reason provide man with a knowledge of his true purpose in life and the means to obtain it.

*409-410. *Christ, the Way of Eternal Life* 4 s. h.

A study of Jesus Christ, the Incarnate Word; the principal features of His life which culminated in His great redemptive sacrifice on Calvary; His Resurrection and perpetuation of His life among men through His Church and His Sacraments; the four last things; death, judgment, heaven and hell.

*Offered yearly

FINANCIAL INFORMATION

Expenses for one year for all students:

Matriculation fee, payable once.....	\$ 10
Tuition for out-of-state students.....	450
Tuition for Florida students.....	350
Fees: physical education, health, activity, publications.....	75
Late registration fee.....	5

Additional for resident students for one year:

Board	\$700
Linen and blanket fee, key rental.....	40

Rooms:

Single with bath.....	\$300-400
Double with bath (each student).....	200-350
Double with running water (each student).....	200-250
Four-bed with bath (each student).....	150

Additional for nursing students:

Freshman summer session tuition (10 weeks).....	\$100
Freshman summer session room and board.....	255
Transportation to clinical areas per semester or summer session	5
Use of Public Health Nursing bag and equipment (senior year).....	5

Special fees per semester:

Piano or voice (one lesson per week).....	\$ 60
Piano or voice (two lessons per week).....	90
Organ (one lesson per week).....	80
Organ (two lessons per week).....	120
(fees include use of instrument)	
Science laboratory fee.....	15
Comparative Anatomy	25
Home Economics.....	10
Art fees (depending on course) up to.....	25
Use of typewriter.....	10
Use of office practice equipment.....	5
Speech and Drama 266.....	10
Education 420, 520.....	5
Education 455, 555.....	5
Education 495, 595.....	5
Ballet	25
Golf	20
Horsemanship	35
Modern Dance	25
Language laboratory.....	5
Evaluation of credits (transfer and graduate students).....	5

Charge for materials varies according to needs for certain non-laboratory courses.

Tuition for undergraduate courses taken on a part-time basis is \$15.00 per semester hour. *Part-time students are required to pay tuition and fees in full at time of registration.*

Full-time status is achieved when 12 semester hours or more are carried. The ordinary class load for which the regular tuition of \$350 or \$450 per year is charged is 15-18 semester hours. *Students carrying an overload are subject to a charge of \$15 for each additional hour.*

Regular tuition rates are charged for auditing any class.

A graduation fee of \$35 is charged each graduate student for a degree; \$30 for the undergraduate; \$10 for the secretarial science certificate.

The cost of text books varies according to the courses taken. Approximately \$40 should cover the cost of books for the first semester and less than half that amount for the second semester. These must be cash purchases at the book store.

Charges are made for the Easter holidays. Dormitories are not open to students during the Christmas holidays and prior to the official opening of school in September.

All rooms are completely furnished. Blankets, bed linens, bath mats, towels, and shower curtains are provided by the 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. In addition to the \$50 application deposit fee required, each resident student shall have paid at least \$300 on account, and each day student shall have paid at least \$100 on account before she may register for semester classes. The balance is due upon receipt of the statement from business office. When no arrangements are made at the business office for a delayed payment, the student is suspended from all classes. She is reinstated only when the indebtedness and a reinstatement fee of \$5 is paid.

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

A charge of \$25 will be made for any residence room change requested during the school year, unless the request is originated by a need of the College.

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

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

Business references from a reliable source are required of all strangers who make application for students to enter the College.

All financial affairs are referred to the Business Office. Checks and money orders should be made payable to Barry College.

REFUND POLICY

The \$10 deposit fee required of all part-time students, and the \$50 application deposit fee required for all full-time students are not refundable. General fees are not refunded after the beginning of the semester.

A room deposit fee of \$25 is paid each May by all resident students wishing to reserve a room for the following year. This fee, applicable only to room rent, may not be transferred to the general account if a change is made to day-student status. This fee is not refundable.

Tuition, room, and board will be refunded on the following basis: If the student leaves within the first two weeks of the semester, 20 per cent of the full semester charge is *retained* by the College; 40 per cent if the student leaves within the first three weeks; 60 per cent if the student leaves within the first four weeks; 100 per cent if the student leaves within the first five weeks. Refundable credit must be claimed within one calendar year of the beginning of the term in which credits accrue.

In the event of late entrance, suspensions, or dismissal, no reductions are made.

It is understood that the student, parent, or guardian accepts all the conditions and regulations of the College.

SCHOLARSHIPS

The Bishop Barry Scholarship, founded in 1940, amounts to \$250 annually. This represents the income received from a \$10,000 scholarship fund established as a memorial to the Most Reverend Bishop Patrick Barry. Open 1961.

† † †

The Diocese of Saint Augustine Scholarship was established in 1941 by His Grace, the Most Reverend Joseph P. Hurley, D.D., Archbishop-Bishop of Saint Augustine. The scholarship covers annual board and tuition and is awarded to a student of the Diocese. Open 1962.

† † †

The Saint Patrick Parish Scholarships are awarded to students of Saint Patrick Parish, Miami Beach, Florida. They cover the annual cost of tuition. Available yearly.

† † †

The Bishop Barry Memorial Scholarship was established in 1946 by the Patrician Club of Saint Patrick Parish, Miami Beach, Florida. It covers the cost of tuition annually and is ordinarily awarded to a music student from Saint Patrick Parish. Open 1963.

† † †

Two *Barry College Alumnae Scholarships* are given annually by the Alumnae Association. These were established in 1946 and cover annual tuition. They are awarded at the discretion of the Administration. Open 1962.

† † †

The Barry College Auxiliary Scholarship, established in 1952, is given at the discretion of the Administration to a worthy student. Open 1963.

The Edward T. Kelley Memorial Scholarship, established in 1952, is the gift of Mrs. Edward T. Kelley, L.G.C.H.S., of Newcastle, Maine, and Miami Shores, Florida, in memory of her husband. It covers annual tuition cost and is awarded to a worthy student at the discretion of the Administration.

† † †

The Mrs. Mabel S. Kelley, L.G.C.H.S., Scholarship, established in 1955, is also the gift of Mrs. Edward T. Kelley. It covers annual tuition and is awarded to a worthy candidate at the discretion of the Administration.

† † †

The Mother Jean Marie Greeley Scholarship, founded in 1959 in honor of the deceased Mother General of the Sisters of St. Francis of Allegheny, New York, is awarded every four years to a student in the department of nursing. Open 1964.

† † †

The Food Fair Foundation Scholarships, four in number, are valued at \$250 annually. They are awarded to students at the discretion of the Administration, with preference given to employees, or the daughters of employees, or daughters of deceased employees of Food Fair Stores Corporation. Open 1961, 62 and 63.

† † †

The Stone Scholarship, established in 1957, is awarded at the discretion of the Administration. The scholarship covers annual tuition and is the gift of the Misses Henrietta, Marie, and Olivia Stone of Miami Beach, Florida. Open 1961.

† † †

The Mother Mary Gerald Barry Scholarship, founded in 1958, is awarded to a Florida student of high academic standing named by the Executive Vice President of the College. Board, room, and tuition are covered by this scholarship. Open 1962.

BEQUESTS

Gifts to the College may take the form of scholarships, of professorships, of additions to the material equipment, or of contributions to the permanent endowment funds. Special conditions may, of course, be attached to any gift. Forms of bequest are suggested below.

UNRESTRICTED BEQUEST

I give, devise, and bequeath to The Board of Trustees of Barry College, the sum of.....
.....dollars, to be used, at their discretion, for the expansion or improvement of Barry College.

UNRESTRICTED BEQUEST MAKING THE COLLEGE RESIDUARY LEGATEE

All the rest, residue, and remainder of my estate, real and personal, I devise and bequeath to The Board of Trustees of Barry College, to be applied to the general uses and purposes of the said institution.

BEQUEST FOR ENDOWMENT

I give, devise, and bequeath to The Board of Trustees of Barry College, the sum of.....dollars to be used for.....
.....
(purpose to be stated).

FINANCIAL AID

Financial aid consists of scholarships or grants, loans, and employment. Aid may be given in any one or in a combination of these forms. The amount of aid given is determined on the basis of the student's financial need and ability.

The principal responsibility for financing a college education lies with the family. In addition, the candidate should be prepared to assume a measure of responsibility through working while at college and during vacations, and by borrowing a reasonable portion of the aid offered.

Barry College awards financial aid to qualified students of Florida on the following bases:

1. High School average.
2. Scores achieved on the Scholastic Aptitude Test, two Achievement tests, including English, and the Writing Sample, administered through the College Entrance Examination Board, Princeton, New Jersey.
3. Scores achieved on the Florida Twelfth Grade Testing Program, if available.
4. Recommendation of the High School Principal.
5. Declaration of need, filed by the parents or guardians, on a Parents' Confidential Report Form issued through the College Scholarship Service of the College Board. (Forms can be obtained through high school principals or guidance officers.)
6. Agreement by the student:
 - a. to repay scholarship grant in full if she does not complete degree requirements at Barry College.
 - b. to attempt to repay (in the future) in whole or in part the Barry College scholarship grant of four years, in order to enable the College to provide assistance to other worthy students.
7. Receipt of all the above, plus a formal application for financial aid (supplied by the College on request) no later than March 15 preceding September of the academic year for which the student is seeking assistance.

Barry College also participates in the National Defense Education Act Loan program.

GEOGRAPHIC DISTRIBUTION

FULL TIME STUDENT BODY

<i>State</i>	<i>No.</i>	<i>State</i>	<i>No.</i>
Alabama	1	Virginia	2
Connecticut	8	Washington, D. C.	3
Florida	326	West Virginia	1
Georgia	6	Wisconsin	3
Illinois	22	Canal Zone	1
Indiana	3	Puerto Rico	25
Iowa	1	Virgin Islands	1
Kansas	1	<i>Foreign Countries</i>	
Kentucky	1	Bahamas	1
Louisiana	1	China	1
Maryland	2	Colombia	3
Massachusetts	6	Cuba	3
Michigan	10	Dominican Republic	1
New Jersey	13	Greece	1
New York	29	Guatemala	1
North Carolina	1	Honduras	1
Ohio	5	Italy	1
Oklahoma	2	Martinique	1
Pennsylvania	7	Nigeria	1
Rhode Island	1	Panama	4
Tennessee	2	Venezuela	3
Texas	2	West Indies	2
Vermont	1		

PART TIME FLORIDA STUDENT BODY

Coral Gables	4	Margate	1
Fort Lauderdale	14	Miami	217
Hialeah	20	Naranja	1
Hollywood	29	Opa Locka	8





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