



# MARIST COLLEGE

CATALOG 1964 - 1966



POUGHKEEPSIE, NEW YORK

## COMMUNICATION WITH THE COLLEGE

Students and prospective students should read carefully the pertinent sections of this catalog before writing or requesting information as indicated below.

**The post office address is Marist College, Poughkeepsie, N. Y. 12601. The telephone number is 471-3240, area code 914.**

Inquiries should be addressed as follows:

**Admission** to the freshman class or with advanced standing, information about **scholarships** and **grants-in-aid** for entering students and requests for catalogs: the Director of Admissions.

**Scholarships** and **loan funds** for students in college: the Dean.

**Payment** of college bills: the Business Manager.

**Academic work** of students: the departmental chairman or the Dean.

Requests for **transcripts** and notices of withdrawal, forms for withdrawal from individual courses: the Recorder.

Requirements for **graduation**: the Registrar.

Opportunities for self-help, recommendations for **employment**: the Counseling Center.

**Campus employment**: the Dean.

**General matters** pertaining to the college: the President's office.

**Gifts** or bequests: the President.

**Alumni**: the President of the Alumni Association.

**Public relations**: the Director of Development.

**Student activities**: the President of the Student Council.

**New York State Regents Scholarships and Scholar Incentive Awards**: the Business Manager.

**Placement** information: the Counseling Center.

A Liberal Arts  
College for Men



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**MARIST**

**COLLEGE**

**1964-1966**

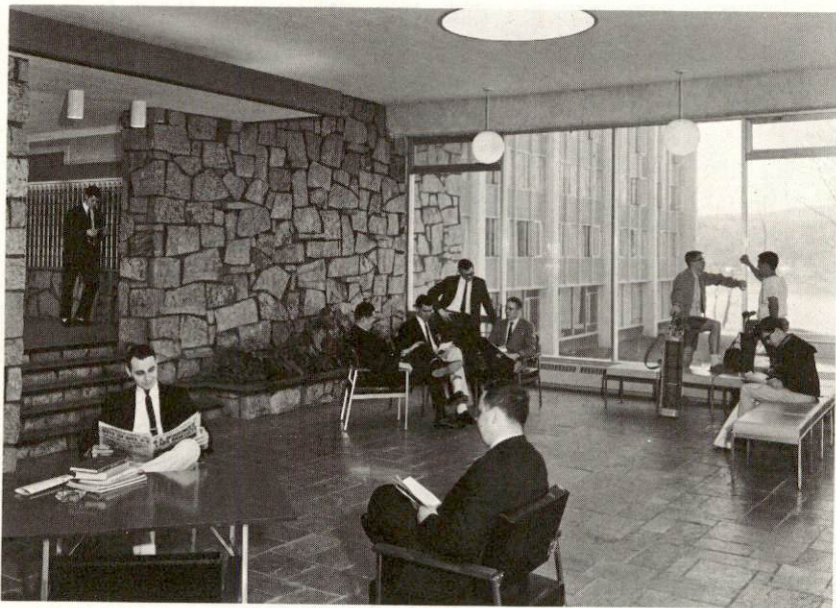
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**POUGHKEEPSIE, NEW YORK**

Area Code 914 471-3240



*Marist's two modern dormitories, Sheahan Hall and Leo Hall command the heights overlooking the Hudson River. 120 students live in Sheahan while Leo, to the right, houses 300.*



*The student lounge in Leo Hall is a place to gather for a casual conversation or for an impromptu bootenanny.*

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# I. The Purpose of Marist

Marist College was founded by the Marist Brothers and chartered by the State of New York "for the purpose of providing education on the college level." In common with all Catholic education, it hopes to achieve "... the development of the supernatural man who thinks, judges and acts consistently in accordance with right reason illumined by the supernatural light of the example and teaching of Christ." Specifically, Marist College attempts to create a community in which the individual is encouraged to participate to the fullest extent possible in order to develop his intellectual and religious, social and physical life. The character of this community reflects the traditions of the Marist Brothers, whose founder, Blessed Marcellin Champagnat, desired that all their schools be marked by a communal and familial spirit.

To accomplish its general purpose, Marist strives toward the following objectives:

- to foster an intellectual encounter between the members of the college community and the world of nature, the world of men, and the world of all things;
- to motivate and encourage its members to live in a manner consistent with Judeo-Christian tradition;
- to provide for their mental and physical well-being;
- to prepare the student, by means of a liberal educational experience, to take his place in the business or professional worlds and to realize his full potential in his own personal life;
- to train him for citizenship through an intellectual appreciation of democratic principles and a love of and respect for his country;
- to develop a social awareness, again through the Judeo-Christian tradition, which will guide him in the service of his fellow-man.



*Students listen to Brother Andrew Molloy discourse on an aspect of science in the large Lecture Room, the center of the circular Donnelly Building.*

## II. Organization

### Board of Trustees

#### *Chairman of the Board*

Brother John L. O'Shea, F.M.S.

#### *Members of the Board*

Brother L. Vincent Wall, F.M.S.

Brother John A. Tardiff, F.M.S.

Brother Patrick E. Magee, F.M.S.

Brother Leo Sylvius, F.M.S.

Brother A. Norbert, F.M.S.

#### *Secretary*

Brother Thomas P. Brennan, F.M.S.

#### *Treasurer*

Brother Rene N. Gregoire, F.M.S.

#### *President of the College*

Brother Linus Richard Foy, F.M.S.

### Board of Advisors

John J. Gartland, Jr. . . . .	<i>Chairman of the Board</i>
Corbally & Gartland	
Brother Linus Richard Foy, F.M.S. . . . .	<i>ex officio</i>
President of the College	
Brother Edward Lawrence Cashin, F.M.S. . . . .	<i>ex officio</i>
Academic Vice President	
George Bingham . . . . .	Radio Station WKIP
James F. Brehm . . . . .	J. L. Petz Co., Inc.
Gary DePaolo . . . . .	Alumni Representative
John Desmond . . . . .	Schatz Manufacturing Company
Bernard Feeney, Sr. . . . .	Reliance Marine Transportation and Construction Corporation
John J. Mulvey . . . . .	Attorney
Lawrence A. Quilty . . . . .	Insurance
Bernard Reifler . . . . .	Electra Supply Company
Bernard G. Schamberg . . . . .	Wire-O Corporation
Harry Smith . . . . .	Newburgh Savings Bank
James J. Toomey, M.D., F.A.C.S., F.I.C.S. . . . .	Physician
William J. Walsh . . . . .	Guernsey, Butts & Walsh
Cornelius Weiss . . . . .	International Business Machines Corporation

# The Marist Faculty

Fernando Ambrosini, *Lecturer in German*  
E.E., Technikum Winterthur, Switzerland

Paul E. Arold, *Instructor in Physical Education*  
B.Ed., Plymouth State College  
M.S. Phys. Ed., Indiana University

Roscoe Balch, *Associate Professor of History*  
B.B.A., Seattle University  
M.A., Ph.D., University of Washington

Daniel Bean, *Instructor in Biology*  
B.A., M.S., University of Vermont

Brother Joseph L. Belanger, *Assistant Professor of French*  
B.A., Marist College  
M.A., St. John's University  
M.A., Middlebury College

Brother Maurice G. Bibeau, *Instructor in French*  
B.A., Marist College  
M.A., Fordham University

J. Gerard Breen, *Lecturer in Education*  
B.S., Yale  
M.S., Teachers College at Columbia

Brother Thomas Maestro Calderon, *Instructor in Classical Languages*  
B.A., Burgos, Spain  
M.A., Classical Philology, Central University, Madrid, Spain

James D. Campbell, O.P., *Instructor in Theology*  
B.A., Harvard College  
S.T.B., S.T.L., Pontifical Institute of the Immaculate Conception

Brother Kevin P. Carolan, *Instructor in Mathematics*  
B.A., Marist College  
M.S., St. John's University

Thomas W. Casey, *Instructor in Philosophy*  
B.A., St. John's University  
M.A., Fordham University

Brother Edward Lawrence Cashin, *Assistant Professor of History*  
B.A., Marist College  
M.A., Ph.D., Fordham University

Salvatore D. Catalano, *Lecturer in Business*  
B.B.A., St. Bernardine of Siena College

Brother Christopher E. Connolly, *Instructor in Psychology*†  
B.A., Marist College  
M.A., St. John's University

Brother John F. Colbert, *Assistant Professor of English*\*  
B.A., Marist College  
M.A., St. John's University

H. Marjorie Crawford, *Adjunct Professor of Chemistry*

A.B.S., Miami University  
M.S., Iowa State University  
Ph.D., University of Minnesota

Brother Brian H. Desilets, *Assistant Professor of Physics*

B.A., Marist College  
M.S., St. John's University  
M.A., New York University  
Ph.D., The Catholic University of America

George T. Doran, *Instructor in Business*

B.S., St. Vincent College  
M.B.A., Duquesne University

Kenneth Dougherty, S.A., *Lecturer in Philosophy and Theology*

A.B., M.A., Ph.D., S.T.L., Catholic University of America  
S.T.D., Collegio Urbano, Rome

D. A. Drennen, *Visiting Professor of Philosophy*

B.A., M.A., Ph.D., Fordham University

M. Eileen Connolly Drennen, *Assistant Professor of History*

B.A. (Honors), National University of Ireland  
M.A., Fordham University

James A. Driscoll, O. P., *Assistant Professor of Theology*

B.A., Providence College  
S.T.B., S.T.L., Pontifical Institute of the Immaculate Conception

John Farrauto, *Lecturer in History*

B.A., Fordham College  
LL.B., Fordham University

James B. Fay, *Lecturer in Business Administration*

B.S., Fordham College  
M.B.A., Saint Bernardine of Siena College

E. Rimai Fisher, *Artist in Residence*

B.A., Hunter College

Brother Robert James Forman, *Instructor in Theology*†

B.A., Marist College  
M.A., University of Notre Dame

Brother Linus Richard Foy, *Lecturer in Mathematics*

B.A., Marist College  
M.S., St. John's University  
Ph.D., New York University

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B.A., Dartmouth University  
M.A., Columbia University

- Howard Goldman, *Assistant Professor of Physical Education*  
 B.S. in Ed., Teachers College at Cortland  
 M.S. in P.Ed., Doctor of P.Ed., Indiana University
- George B. Hooper, *Associate Professor of Biology*  
 B.S., Seton Hall University  
 M.A., Ph.D., Princeton University
- Robert Hooper, *Assistant Professor of Chemistry*  
 B.A., King's College  
 M.S., Ph.D., University of Notre Dame
- John C. Kelly, *Instructor in Economics*  
 B.S.S., Fairfield University
- Brother Michael V. Kelly, *Instructor in Physics and Mathematics*  
 B.A., Marist College  
 M.E.E., The Catholic University of America
- Brother Daniel Kirk, *Associate Professor of Psychology*  
 B.A., Marist College  
 M.A., Ph.D., St. John's University
- Brother Martin Lang, *Instructor in Theology*  
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 M.A., Ph.D., The Catholic University of America
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 B.A., Marist College  
 M.A., St. John's University
- Brother Richard A. LaPietra, *Assistant Professor of Chemistry*  
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 Ph.D., The Catholic University of America
- Brother William Francis Lavigne, *Instructor in History*†  
 B.A., Marist College  
 M.A., Seton Hall University
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 B.S. in Ed., M.A., Fordham University
- Brother Leo Camille, *Lecturer in French*\*  
 Brevet, Aix, France
- Robert P. Lewis, *Instructor in English*  
 B.A., Manhattan College  
 M.A., Columbia University
- Elaine Lipschutz, *Lecturer in Education*  
 B.S. in Ed., M.S., Temple University
- Sister Marie Genevieve Love, O.P., *Lecturer in Mathematics*  
 B.A., Hunter College  
 M.A., Villanova University  
 Ed.D., Columbia University
- Sister Mary Jean McGivern, O.P., *Lecturer in Biology*  
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 B.C.E., Rensselaer Polytechnic Institute  
 M.B.A., Harvard University
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 M.A., The Catholic University of America
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 Ph.D., The Catholic University of America
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 Ph.L., S.T.L., Woodstock  
 S.S.L., Pontifical Biblical Institute
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 Ph.D., The Catholic University of America
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 B.A., St. John's University  
 B.A., Woodstock  
 M.A., Fordham University
- Brother William J. Murphy, *Assistant Professor of Education*  
 B.S. in Ed., Fordham University  
 M.S., St. John's University  
 Associateship, University of London  
 M.A., University of Notre Dame
- Brother Augustine Joseph Nolan, *Instructor in English†*  
 B.A., Marist College  
 M.A., St. John's University
- Casimir Norkeliunas, *Instructor in German and Russian*  
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 M.A., Fordham University
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 M.S., Syracuse University
- Brother John Bosco Normandin, *Instructor in Theology\**  
 B.A., Marist College  
 L.S.Sc., Lateran University, Italy  
 On leave 1964-1965
- Edward J. O'Keefe, *Instructor in Psychology*  
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 M.A., Fordham University
- Brother Francis Andrew Reilly, *Instructor in English†*  
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 M.A., St. John's University

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 M.S. in Ed., M.A., Fordham University
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 Fulbright Fellow, Florence, Italy, 1949
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 M.A., Columbia University
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 Licentiate in French  
 Licentiate in Sacred Theology
- John Schroeder, *Professor of English*  
 B.S., M.A., Ed.D., Columbia University  
 Professional Diploma in English, Columbia University
- Brother Hugh E. Sheridan, *Instructor in History*  
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- Brother Felix Michael Shurkus, *Instructor in Theology*  
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 M.A., Niagara University
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 M.A., New York University  
 Ph.D., Fordham University
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 M.S., New York University  
 Ph.D., Pennsylvania State University
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 M.A., University of Wisconsin
- Milton Teichman, *Assistant Professor of English*  
 B.A., Brooklyn College  
 M.A., Duke University



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M.A., Bradley University  
M.A., Ph.D., Georgetown University

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B.S., M.S., Saint Louis University

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M.A., Boston University

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M.A., St. John's University  
Ph.D., New York University

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B.A., Belmont Abbey College  
M.A., Fordham University

Clifford L. Wyand, *Lecturer in Chemistry*

B.S., Lemoyne College

Bernard M. Wolpert, *Lecturer in English*

B.S. in Ed., Pennsylvania State Teachers College  
M.A., University of Michigan  
Ph.D., Ohio State University

Stelvio J. Zanin, *Lecturer in Chemistry*

B.S., MacMasters University

† Esopus Campus

\* Tyngsboro

## Elective Faculty Committees

### FACULTY POLICY COMMITTEE

Brother Daniel Kirk, F.M.S., *Chairman*

Roscoe Balch

D. A. Drennen

John C. Kelly

Brother Richard LaPietra, F.M.S.

### ACADEMIC POLICY COMMITTEE

Brother Gerard Weiss, F.M.S., *Chairman*

Thomas W. Casey

George J. Sommer

Brother Andrew Molloy, F.M.S.

Florence S. Tabor

## Officers of Administration

Brother Linus Richard Foy, F.M.S., Ph.D., LL.D.

President of Marist College

Brother Edward Lawrence Cashin, F.M.S., Ph.D.

Academic Vice President

Brother Paul Stokes, F.M.S., M.A.

Dean of Marist College, Day Division

Dean of Men

John Schroeder, Ed.D.

Dean of Marist College, Evening Division

## Office of the President

M. Eileen Connolly Drennen, M.A. . . . *Administrative Assistant*

E. Rimai Fisher, B.A. . . . . *Administrative Assistant*

## Spellman Library

Brother Adrian N. Perreault, F.M.S., M.L.S. . . . . *Librarian*

Marion Chamberlin Nichols, M.L.S. . . . . *Associate Librarian*

Brother Paul Philibert, F.M.S., M.L.S. *Technical Services Librarian*

## Admissions

Thomas W. Wade, M.S. . . . . *Director*

David M. Flynn, B.A. . . . . *Assistant Director*

## Registrar

Elizabeth S. O'Brien . . . . . *Recorder*

## Development Office

John J. Dougherty, M.A. . . . . *Development Director*

Robert C. Norman, M.A. . . . . *Director of Publicity*

## Business Office

Brother Cornelius J. Russell, F.M.S., M.A. . . . . *Controller*

Anthony V. Campilli, B.A. . . . . *Business Manager*

Brother Nilus V. Donnelly, F.M.S., M.A. *Director of Construction*

Andrew F. Pavelko . . . . . *Superintendent of Grounds*

E. Rimai Fisher, B.A. . . . . *Design Consultant*

Anthony N. Dangelo, B.B.A. . . . . *Bookstore Manager*

## Chaplain

Rev. James A. Driscoll, O.P., S.T.L. . . . . *College Chaplain*

Rev. James D. Campbell, O.P., S.T.L. . . . . *Assistant to the Chaplain*

## Religious Students

- Brother Hugh E. Sheridan, F.M.S., M.A. . . . . *Director*  
Brother Peter Hilary, F.M.S., M.A. . . . . *Director*  
ESOPUS CAMPUS  
Brother David Ottmar, F.M.S., M.A. . . . . *Director*  
TYNGSBORO CAMPUS

## Student Residences

- Brother Michael V. Kelly, F.M.S., M.E.E. . . . . *Director*  
Brother Felix Michael, F.M.S., L.S.Sc . . . . *Associate Director*

## Teacher Education

- Brother William J. Murphy, F.M.S., M.A. . . . . *Director*  
Margaret Schiavone, B.A. . . . . *Consultant in Education*

## Engineering Programs

- Brother Michael V. Kelly, F.M.S., M.E.E. . . . . *Coordinator*

## Foreign Study Program

- Brother Joseph Belanger, F.M.S., M.A. *Coordinator of Third Year  
Abroad Program, Foreign Students Advisor*

## Counseling Center

- David Miller, M.S. . . . . *Director*

## Student Health

- Raymond F. McFarlin, M.D. . . . . *House Physician*

## Alumni Office

- Brother Andrew Molloy, F.M.S., Ph.D. . . . *Executive Secretary*  
Gary DePaolo, B.A. . . . . *President of the Alumni Association*

## Athletic Office

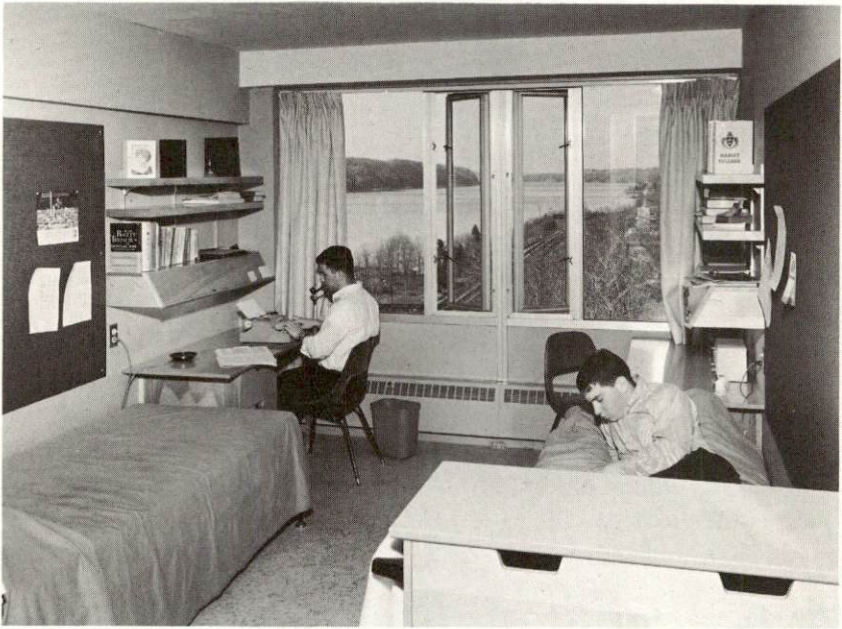
- Howard Goldman, Phys. Ed. D. *Director of Athletics, Soccer Coach*  
Paul E. Arold . . . . . *Basketball Coach, Crew Coach*  
Robert Lewis . . . . . *Cross Country Coach*  
Brother William J. Murphy . . . . . *Golf Coach*  
Brother Andrew A. Molloy . . . . . *Sailing Coach*  
John White . . . . . *Weightlifting Coach*  
Lewis K. Schultz . . . . . *Wrestling Coach*

## Student Activities

- James Britt . . . . . *Director of Dramatics*



*Two views of private moments in the life of the Marist student. The idea of community is emphasized as the students receive Communion at the circular rail in Our Lady Seat of Wisdom Chapel.*



*A typical student room in Leo looking north up the Hudson.*

## III. This is Marist

### History

Marist, located in the rapidly growing mid-Hudson area of New York State, is a liberal arts college conducted by the Marist Brothers. Marist traces its origins to Marist Training School, a two-year teacher-training college founded in 1929 for the education of the Marist Brothers. By 1946, the school had achieved four-year status as a liberal arts institution. It received its permanent charter from the State of New York in 1950, together with authorization to accept students who were not members of the Marist order. In September 1957 it accepted 12 lay students, a figure in sharp contrast to the 300 freshmen entering Marist in September 1964. Such rapid increase in numbers has been made possible only by a ten-year building program which has produced a campus presently worth over five million dollars.

In September 1959 an evening program was inaugurated under the direction of Dr. John Schroeder, the present dean.

In the 1964-1965 school year, Marist will have 870 full-time day students, with 400 evening division students. Its faculty will be supported by the library of over 50,000 volumes and sufficient laboratory facilities to support an undergraduate program.

Although its expansion has been rapid, the Board of Trustees expects to restrict the size of Marist to about 1200 full-time students. The Board feels this size is sufficient to maintain the extensive liberal arts program, yet retain the many virtues of a small college.

### Location

Marist College is located one mile north of Poughkeepsie, New York, in the mid-Hudson valley. The campus lies between the Hudson River and Route 9, the major north-south route east of the Hudson. The Poughkeepsie station of the New York Central Railroad is less than five minutes drive from the campus. The New Paltz Exit (18) of the

New York State Thruway is about twenty minutes from Marist. The college is within two hours' ride from metropolitan New York by railroad, bus or car.

The college is easily accessible from the Poughkeepsie, Newburgh, Beacon and Kingston areas.

## Campus

The campus consists of 100 acres. A spacious outdoor swimming pool at the northern end of campus converts to a skating rink during winter. The South Field began operation as an athletic field in September 1963. Waterfront facilities are available for the sailing and crew activities at the college. There are athletic fields, handball and basketball courts to support the intramural sports program.

Among the most important buildings on campus are the following: *Our Lady Seat of Wisdom Chapel* (1954) which accommodates 250 students, has been cited as an outstanding example of contemporary church architecture. All later campus construction has been designed so as not to interfere with the design and prominence of the chapel. *Donnelly Hall* (1960) is a circular building with academic facilities for 1,000 students. Its 15 classrooms, cafeteria, three lecture halls, six science laboratories, language laboratory and Spellman Library serve as the educational focus of campus life. Brother Nilus Vincent Donnelly, for whom the building is named, has supervised Marist's construction program since 1952.

*Fontaine Hall* (1957) is a complex of buildings which serves as residence for student brothers. It also contains the offices of the President and the business manager. Fontaine takes its name from Brother Paul Ambrose Fontaine, who, as dean and later President of Marist (1946-1958), guided the college in its formative years.

*Adrian Lounge* (1958) is used by students and faculty for recreational and leisure activities. It also serves as a lecture hall. A prominent feature of this building is the custom-built stereophonic sound system with its extensive library of tapes. Brother Adrian Augustus, for whom the building is named was Marist's first Professor of Chemistry and taught with distinction for twenty years. He also was in charge of the development of the Student Brothers' Choral Group.

*Sheahan Hall* (1962) is a dormitory for 120 students. It is named after Monsignor Joseph F. Sheahan, who brought the Marist Brothers to Poughkeepsie in 1907. Monsignor Sheahan is regarded as Poughkeepsie's foremost civic and religious leader of his generation.

*Leo Hall* (1963) is a dormitory overlooking the Hudson River which houses 296 students. It is named for Brother Leo Brouillete who, while provincial of the Marist Brothers, obtained the charter for Marist Training School. Brother Leo was an outstanding teacher of science; his influence as teacher of many of the present faculty helps to explain the college's strong orientation toward science.

*William H. Martin Boathouse* (1963). Built through community and college cooperation, the Marist boathouse is helping to return inter-collegiate rowing to historic Regatta Row.

Modern in design with facilities for storage of 12 shells inside and 8 outside, the area also includes space downstairs for storage of sailboats, work space, and a place for practice rowing machines.

*Byrne Residence* (1963) — the permanent residence for religious faculty, takes its name from Brother George Francis Byrne, Marist's first Professor of History. Brother George Francis was a member of the original faculty which made the transition from St. Ann's Hermitage to Marist College. The residence includes 4 suites, a study, community room and private chapel.

*Gymnasium Building* (1949). This building serves also as the college auditorium. The Marist College Press and the college laundry are located in this building.

*Greystone* (1845) is the oldest building on campus. At present it is used to house the office of the President, the office of the Director of Development and the Admissions offices.

*Champagnat Hall*, to be named for Blessed Marcellin Champagnat, founder of the Marist Brothers, will feature a tri-level student activities center and a 10-story student residence, overlooking the Hudson. This complex will provide accommodations for 435 students. When completed, September 1965, Champagnat Hall will be the largest building in the Marist Order's international enterprise, which includes educational institutions in 57 countries.

## Library

The *Cardinal Spellman Library* in Donnelly Hall is housed in a dramatic setting of an abstract stained-glass mural designed by E. Rimai Fisher. The spacious four-level library contains over 50,000 volumes, and subscribes to 250 professional and cultural periodicals. The *Law Library* is a special section containing over 2,000 volumes. The most important single collection is *Our Lady's Library*, a research center for students in the field of Mariology. This collection of 10,800 books and periodicals

in 24 languages includes many volumes dating to the 16th and 17th centuries. It forms the second largest collection of books on Mariology in the United States.

The library is open from 8 A.M. to 10 P.M. Monday through Thursday. Friday, Saturday and Sunday the hours are 8 A.M. to 5 P.M.

## Western Language Laboratory

The language laboratory in Donnelly Hall, a gift of Western Printing and Lithographing Company, is used mostly for group work, although it is designed for individual study. Text and tapes are available for basic courses in French, German, Italian, Russian, Spanish, as well as English for foreign students.

The use of the laboratory is required of all students registered in the basic language courses. However, the facilities are available to all students. Arrangements are available for mid-Hudson area residents to use the laboratory.

## Divisions

*Day Division.* The college offers a full program of studies with sessions scheduled for mornings and afternoons. Students in the day division have a choice of eleven major fields, with options for engineering or teacher programs. A full-time student in the day division may take courses in the evening division at no extra cost.

*Evening Division.* The evening session offers a degree program on a part-time basis which is the exact counterpart to that offered during the day. The evening bachelor of arts program is limited to the major fields of English, history, mathematics, physics, and business.

*Summer session.* A summer session is conducted in both the day and evening division. Its purpose is to help enrolled students of Marist and accredited members of other colleges to accelerate or to make up deficiencies. Special courses are also given for juniors and seniors of area high schools.

*Extension Divisions.* These extensions of the college, located at Saint Joseph's Novitiate, Tyngsboro, Massachusetts and Marist Novitiate, Esopus, New York are restricted to aspirants to the Marist Institute. The faculties at the extension divisions are appointed by the board of trustees and are under the direct control of the officers of administration. The facilities and libraries are adequate to maintain a selected number of freshman level courses.



Marist College cooperates with the other colleges in the Mid-Hudson area through the Associated Colleges of the Mid-Hudson Area. It also has cooperative arrangements for engineering programs with the Catholic University of America and the University of Detroit. By special arrangement, Marist College shares instructors and equipment with Mount St. Mary College in Newburgh and with the St. Francis Hospital School of Nursing.

## Memberships and Approval

Marist College is chartered by the Board of Regents of the University of the State of New York and is accredited by the State Department of Education. The college is affiliated with The Catholic University of America. The college is also accredited by the United States Department of Justice for the training of foreign students. It has the approval of the State Approval Agency for Veterans' Education. The college is also approved for holders of New York State Scholarships, including Regents Scholarships, State War Service Scholarships, and Scholar Incentive Awards. The college holds memberships in the National Catholic Educational Association, the Association of Colleges and Universities of the State of New York, and the Commission on Independent Colleges and Universities.

## Campus Life

Student activities (both co- and extra-curricular) at Marist, reflect the college's primary objective: to encourage each student in the full development of his intellectual, religious, social and physical capabilities.

Membership in the organizations listed below is open to all Marist students (except those which specify "by election only") who maintain a satisfactory academic record.

### *STUDENT GOVERNMENT*

*Council of the Student Government* is the official representative of the interests and opinions of the student body to the college administration on matters directly affecting campus-student affairs. It controls and coordinates the extracurricular and extra-campus activities of the general student body, and of the student organizations under its jurisdiction. Membership on the council is by general election of the student body on the first Wednesday in March. Closely connected with the activity of the government is the appointed Secretariat. It is the responsibility of the

Secretariat to maintain adequate records, and to supervise activities in order to aid the future students of Marist.

*Judiciary* is a separate branch of the Student Government. It has the authority to hear and pass judgment on violations of the rules and regulations of the Student Government. Membership is determined by an appointment of the President of the Government which is subject to the ratification of the council.

*Officers of the Student Government 1964-65*

COUNCIL OF THE STUDENT GOVERNMENT

President .....	<i>Thomas Heffernan</i>
Vice President .....	<i>Paul Maher</i>
Treasurer .....	<i>John Zottoli</i>
Corresponding Secretary .....	<i>Walter Behrman</i>
Recording Secretary .....	<i>James Waters</i>
Senior Representatives .....	<i>William Driscoll, Gene Grall</i>
Junior Representatives .....	<i>Daniel Mayer, Edward Pelkey</i>
Sophomore Representatives .....	<i>John Burke, Walter Maxwell</i>
Freshman Representative .....	<i>To be filled by members of the incoming freshman class</i>

SECRETARIAT

Secretary-General .....	<i>William Morrissey</i>
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JUDICIARY

President-Senior Member .....	<i>William Treanor</i>
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CLUBS AND ORGANIZATIONS

*Campus Booster Club*

The Campus Booster Club of Marist College is founded to foster and maintain a high standard of school spirit and loyalty: to enable its members to experience the friendships and activities which make their Marist years rewarding. By their active interest and enthusiastic support, the Club members strive to make the ideals of Marist come alive.

*American Forum*

The purpose of the American Forum is to strive for an objective study of Democracy and Communism, so as cultivate in the students an understanding of the benefits and danger inherent in democratic and communistic theory, and practice on the economic, political, religious, and social levels.

### *Da Vinci Society*

The purpose of this society is to enable all the students of Marist College to become acquainted with the various forms of scientific research and development.

### *Glee Club*

The purpose of the Marist College Glee Club is to instill in its members the joy of singing and the love of music, as well as the spirit of give and take which comes from cooperation.

### *Fleur de Lis International*

The Fleur de Lis was expanded in the Spring of 1964 to become Marist's International Relations Club. It achieves its aim by providing bi-monthly common forums of discussion on current international affairs, by providing the qualified student with an opportunity of representing Marist at the various University and College Conferences, and by providing faculty lectures on International topics.

The Fleur de Lis also publishes "Language and Pen" to give the student an opportunity for self-expression in the language of his choice. The organization also sponsors several social functions, including the annual Riviera Holiday.

### *The History Club*

The Marist College History Club is dedicated to the promotion of understanding of and interest in History through the presentation of significant historical topics to the student body. The Club aims to prepare and develop its members for constructive citizenship.

The History Club sponsors lectures and films as well as informal discussions of relevant topics of interest.

### *Literary Club*

The Literary Club has a two-fold objective: first, the intellectual development of the members of said club in the field of literature with special emphasis on expanding creative and critical talents. The second facet of this organization's purpose is the dissemination, through two media of communication, the spoken word and the written word, of those theories, values, and works conceived by the members.

### *Sailing Club*

The Sailing Club of Marist was founded in the Fall of 1962. Its purpose

is to promote good sportsmanship, sponsor the activity of sailing and provide social functions on campus. The Marist Inter-collegiate sailing team is competitively chosen from this organization. In the Spring of 1963 this team won the Middle Atlantic Intercollegiate Sailing Championship (Associate Division) marking Marist's first intercollegiate championship.

### *Theatre Guild*

The Marist College Theatre Guild, founded in 1958, was the first club formed on campus, and the first to receive its charter from the Student Government.

The purpose of the Guild is to educate, to arouse an interest in the dramatic arts, and to create an enjoyment of the theatre in its members, the student body, the community, and other colleges. In accord with this, there is participation with the women's colleges in the area, facilitating production of a wide range of plays.

### *Pre-Legal Society*

The Marist College Pre-Legal Society is established to provide for students interested in the legal profession, an organization which will broaden their educational scope through awareness of the professional requirements, through a broadened knowledge of the legal structure and of procedures in the United States of America.

This purpose has been implemented by the establishment of a Law Day and guest lecturers at the campus. The Club further provides a collection of law school catalogues for use of its members.

### *Varsity Club*

The Varsity Club of Marist College is made up of lettermen achieving recognition in intercollegiate sports. The purpose of the club is to promote good sportsmanship, to make known the college's athletic activities, to serve the college, to bring athletes together. The Varsity Club has control over intramural sports and the sale of tickets for basketball games. It is a newly formed organization which hopes to become an important prime organ of the student organizations.

### *The Weightlifting Club*

The purpose of the weightlifting club is to acquaint the student with the proper forms of exercise for physical fitness and strength. It accomplishes

this by promoting an interest in the spirit, and by teaching the student the benefits to be obtained from intelligent exercise.

It also sponsors an inter-collegiate weightlifting team for the furtherance of these goals.

#### *The Marist College Chapter of the Young Americans for Freedom*

The purpose of the Marist College Chapter is to learn more about the Conservative philosophy in local, state, and national governments.

The Club plans to learn about the conservative philosophy through selected films and speakers. Study groups are formed to look into current issues facing the nation, and debates are planned with other political clubs on campus. Field trips to local government offices and to the headquarters of the different political parties are organized to acquaint Y.A.F. members with the workings of our government.

#### *Young Democratic Club*

The purposes of the Young Democratic Club are: 1) to educate the student body of Marist College in the policies and principles of the Democratic Party; 2) to take an active interest in party affairs by active participation in local, state, and national activities; 3) to become affiliated with the Young Democratic Clubs of New York State, college Division; 4) to these ends the Club proposes sponsorship of lectures, movies, and reading material to promote the Democratic Party.

#### *The Young Republican Club*

The purpose of the Young Republicans is to pursue and foster a study of the Republican Party's ideals and principles through lectures and by cooperation with the Republican organizations on the local, state and federal levels.

The objective is to better prepare future citizens to fulfill their political responsibilities and to provide the leadership to meet the needs of the nation.

#### *Young Executives*

The purpose of the Young Executives is to provide an opportunity for its members and other interested persons to increase their knowledge of the business world. This includes business theories, practices, ethics, policies and opportunities. This objective is accomplished by discussion, lectures, films, literature, and all other available means.

## Publications

The Reynard: Marist College Yearbook.

Co-editors: Richard Freer, Joseph Sendra

The Record: Campus weekly.

Editor: Gerry Marmion

Co-editor: George Hallam

Assistant Editor: Pete Maronge

Language and Pen: journal of the Fleur-de-Lis International.

Editor: Brother Kirkman

Mosaic: Literary quarterly.

Editor-in-Chief: Brother Brien O'Callaghan

Assistant Editors: Brother David Gentry

Brother John Heffernan

Brother Edward Martin

Perspective: monthly commentary published by student brothers.

American Forum Journal: the publication of the American Forum.

## Religious Activities

The program of religious activities is designed to enrich campus life for the individual student.

The beautiful Chapel of Our Lady Seat of Wisdom is the center of liturgical worship for the college community and is always open for private prayer.

The Holy Sacrifice of the Mass is offered daily at 12:15 P.M. and confessions are heard preceding the Mass, from 11:45 A.M. Weekly confessions and Sunday Mass are provided for resident students.

Special devotions scheduled throughout the year include: the Mass of the Holy Spirit which officially opens the academic year; Mass of the Sacred Heart which is celebrated on every First Friday; a three-day campus retreat, required of all Catholic resident students, conducted on the last weekend of October; special May and October devotions in honor of Our Blessed Lady; Lenten service during the penitential season.

Two resident chaplains for Catholic students are present and always available for confessions and counseling.

## Athletics

Marist's spacious campus, its newly-built boat-house and its location on the banks of the Hudson River provide advantages for a full athletic program.

A program of physical education instruction for all freshmen is scheduled to begin in September 1964.

The college offers a program of intercollegiate sports including: crew, soccer, basketball, wrestling, cross-country, sailing, weightlifting and golf. The intramural program offers a variety of activities including handball, basketball, bowling, golf, softball, touch football, and wrestling.

Throughout all levels of the program of physical education and athletics, the college emphasizes the physical, recreational and social values to be gained through active participation. With these educational values in mind, the college fosters a program which encourages as broad a students participation as possible in the physical education program and in intercollegiate and intramural sports.

*Experimental research on various forms of insect life are conducted in the Biology Laboratory. Here a student studies genetic factors in the Fruit Fly.*





## IV. Admissions Information

### Admission to Freshman Class

The applicant must have graduated from an accredited high school and normally have completed sixteen units, of which fourteen must be in academic subjects. The following is the distribution of units:

English	4 units
American History	1 unit
Social Science	2 units
Science	2 units
Mathematics	3 units
Language	2 units
Electives	2 units

Application for admission is to be made on an official form obtainable from the office of the Director of Admissions. Application should be made well in advance of the term for which admission is sought. The procedure is as follows:

1. *Transcript of record and principal's recommendation:* The student completes the required sections of the APPLICATION FOR ADMISSION and returns it to the college. The SECONDARY SCHOOL RECORD form should be presented to his high school principal or guidance director. After completing the form the principal or guidance director returns it to the Director of Admissions. The SECONDARY SCHOOL RECORD should contain the seventh term marks in the case of an applicant who has not yet graduated from high school. (This of course does not apply to students seeking Early Acceptance.)

2. *Entrance examination:* Applicants to the day division must submit the results of the Scholastic Aptitude Test of the College Entrance Examination Boards. (C.E.E.B. morning session). Applicants for the evening division may submit C.E.E.B. scores or take the entrance test of Marist College.

Students transferring from other colleges need not submit C.E.E.B. records nor take the entrance examination.

3. When the committee on admissions has made a final decision on the student's application, he will be notified of the decision by mail. This notification usually comes about a month after all documents are received by the college.

Students seeking advice on admission or on such matters as preparation or choice of curriculum may call for an appointment with the Director of Admissions, while the college is in session.

An applicant who has been accepted is required to inform the Director of Admissions within a specified time that he intends to enter the college. This notification must be in writing and must be presented together with the matriculation fee of \$25. Should the applicant fail to matriculate at this college, the fee is non-returnable.

*Health report:* Each student must supply a health report from his doctor. This report should be filed with the Director of Admissions before the date of registration.

## Acceptance of Transfer Credits

A student who wishes to transfer to Marist College from another college must meet the same requirements as a beginning student. In addition, he must submit from each college attended a statement of honorable dismissal or of good standing and an official transcript of courses completed and in progress. Credit will, in general, be granted for appropriate courses in which the applicant has maintained at least a "C" grade.

## Admission of Non-Matriculated Students

The college is prepared to admit a limited number of qualified applicants who wish to take selected courses for credit, but who do not wish to study for a degree at Marist College. Such applicants are subject to the usual admission requirements; except that a student in attendance at another college may present, in lieu of the usual credentials, a statement from his Dean that he is in good standing and has permission to pursue courses at Marist College. A form containing this statement is available from the office of the Registrar.

## Students from Foreign Countries

Applicants who have completed a portion or all of their education in a foreign country should submit a transcript of such training to the Director of Admissions *well in advance* of the semester in which they intend to enter the college. If the student's native language is not English, he

should submit a statement that he knows English well enough to follow the courses with profit. Such certification may be made by the American Consul or through a qualifying examination. For information about this examination, the applicant should write to the Director of Admissions.

If the student's knowledge of the language is insufficient, he will be required to take special training in English *before* being allowed to register for the regular college program.

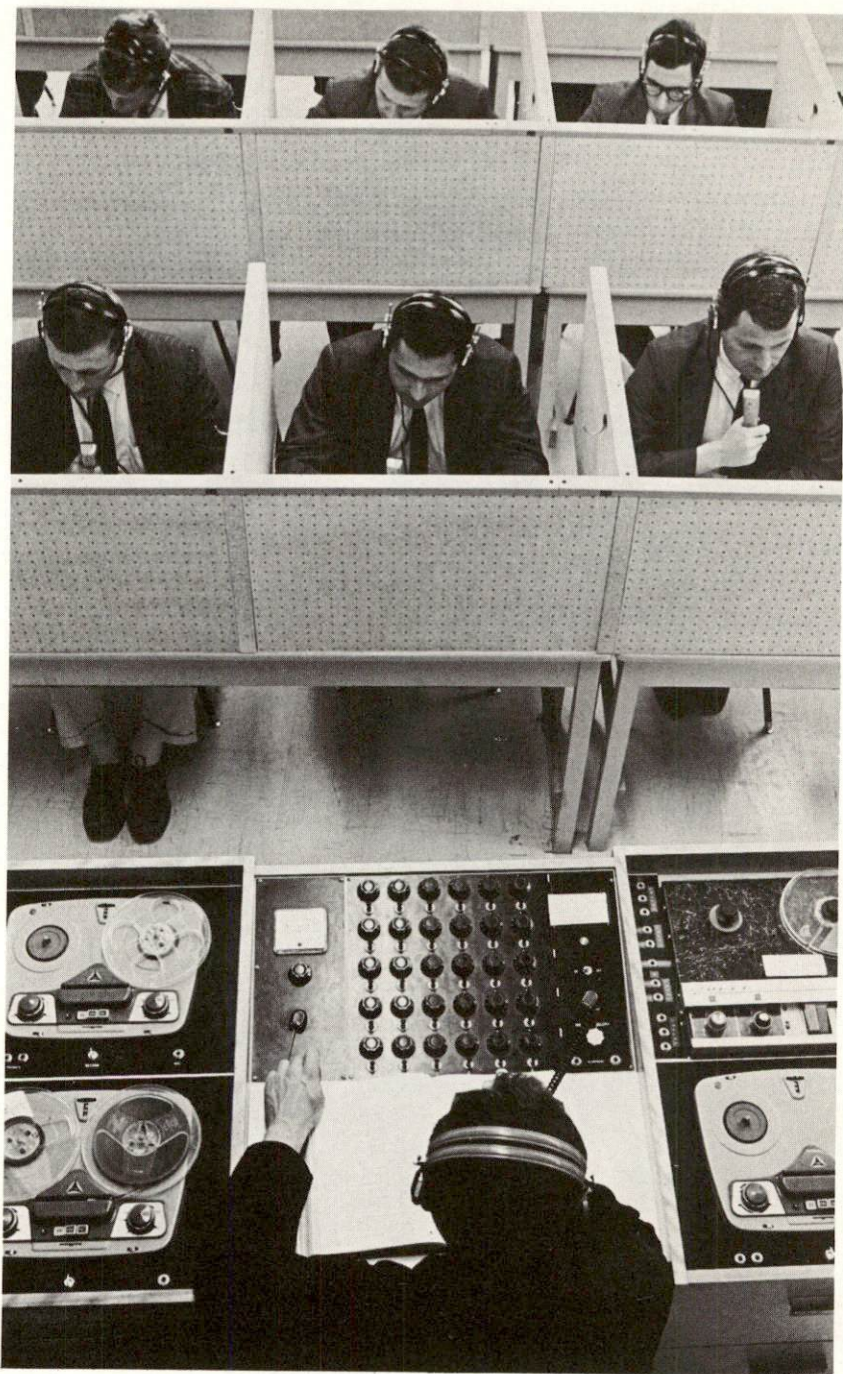
## Evening School Special Regulations

The procedure for admission to the evening school is similar to that of the day session. All application forms and transcripts must be filed with the Director of Admissions one month in advance of the registration date of the semester for which the student applies. Entrance tests are given on special dates for the evening school applicants.

## Early Acceptance for Admission

Early acceptance of secondary school students of superior ability, who have completed the junior year, is considered on an individual basis.

A transcript of the high school record, the student's standing in his class, a recommendation from the secondary school principal or guidance counselor, and the results of the College Entrance Examination Board Aptitude tests, must be submitted before any decision can be made regarding admission.



*Instructor foreground operating Electronic Panel Board in the Language Laboratory. Students may control the session from their individual booths.*

## VI. Financial Aids

While it is true that the costs of college education are high, the mere thought of expenses should not deter a qualified student from seeking and obtaining the education which will enrich his future life and enhance his earning power by providing him with a more advanced professional preparation. There exist a variety of ways by which the interested student may manage to finance his education. The usual sources include: family assistance, personal savings, summer earnings, scholarships and grants-in-aid, loans, and student employment. Frequently the student will have to utilize a combination of some or all of these means. An applicant to the college may obtain information and guidance on planning the finances of his education from the Director of Admissions. A student in the college should apply to the Dean.

A student who is applying for student aid (either grants-in-aid, loan, or employment) must complete the PARENTS' CONFIDENTIAL STATEMENT of the College Boards and have the completed form sent to the college. These forms are available from the Director of Admissions.

### Scholarships

While the college recognizes the value of a scholarship program, and admits students on New York State Regents Scholarships, the college offers no scholarships based strictly on ability. However, it does recommend that the applicant explore thoroughly every avenue of financial aid through this source. Normally the student's college adviser in his high school is able to furnish him with the pertinent information.

### Grants-in-Aid

The college offers financial assistance to entering freshmen with superior high school records and proven financial need in the form of grants-in-aid. These grants are renewable each year provided the student has maintained a scholastic index indicative of his superior ability. Entering freshmen who believe they qualify for grants-in-aid should apply to the

Director of Admissions. The College cannot guarantee consideration for grants-in-aid unless requests are filed prior to March 1.

Upperclassmen with superior records desiring grants-in-aid should address their requests to the Financial Aid Committee. Application forms for upperclassmen may be obtained from the office of the Dean. Requests should be filed by March 15.

## Scholar Incentive Awards

Many New York State residents qualify for New York State Regents Scholar Incentive Awards. High School seniors who have taken the Regents Scholarship examinations will receive a Scholar Incentive application form during the spring term of their senior year. They may obtain further information from their guidance counselor.

Upperclassmen who have previously received a Scholar Incentive Award will receive an application form via mail for the following year. Students who have not previously received a Scholar Incentive Award may request an application form from: Regents Examination and Scholarship Center, State Education Department, Albany 1, New York.

All matters pertaining to these awards are handled by the business office.

## Loan Funds

Educational loans are available from state and federal governmental sources.

1. The New York State Higher Education Assistance Corporation provides loans for New York State residents. Qualified students may borrow up to \$750 for their freshmen year, up to \$1000 for the sophomore year, \$1250 for the junior year and up to \$1500 for the senior year.

All arrangements for this loan are made directly between the student and his local bank.

2. The National Defense Education Act provides loans for a student who meets the following criteria:

- a) He is a United States citizen.
- b) He proves financial need.
- c) He is a full time student, i.e., taking at least twelve credits a semester.
- d) He must be in good academic standing and capable of maintaining such standing.

There is a limited amount available in this loan fund. Preference will be given to early applicants. The Education Act also specifies that preference in allocating funds be given to superior students who desire to teach in elementary or secondary schools and to students who have superior ability in science, mathematics, engineering or a modern foreign language.

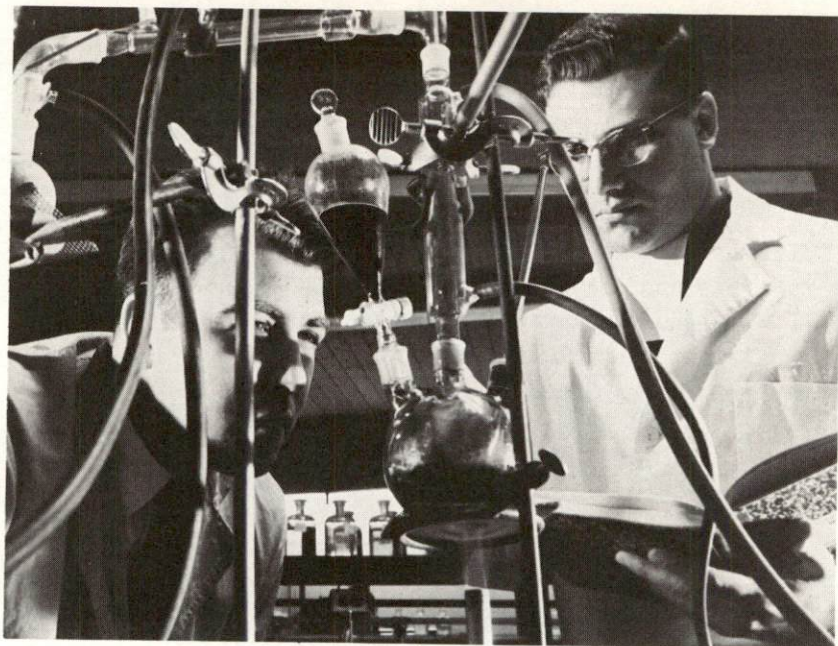
Entering freshmen who wish to apply for a National Defense Student Loan should complete the Parent's Confidential Statement of the College Boards and have the completed form directed to the college prior to March 1. Upperclassmen should direct their request to the Financial Aid Committee prior to March 15. Request forms for upperclassmen may be obtained from the office of the Dean.

### Campus Employment

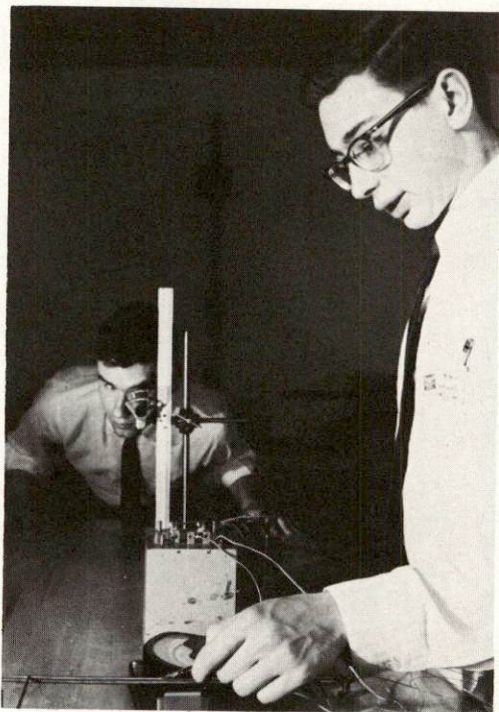
There are a very limited number of campus employment opportunities and these are reserved for upperclassmen. Students desiring campus employment should apply to the Financial Aid Committee through the office of the Dean.

### Off-Campus Employment

The Testing and Counseling Center maintains a list of available part-time positions in the Poughkeepsie area. While this service does not guarantee to find a job for anyone, it does provide information and assistance to deserving students. Employment for the first year student should be a matter of necessity rather than choice.



*Above: Instructors in the Chemistry Department provide individual attention to students engaged in experiment and research.*



*Two students explore a fundamental Law of Physics.*



## VII. Course of Study

### Degree Requirements

The degree requirements at Marist College consist of coursework, and certification by the student's major department that he is competent in his area of major interest.

A student must pass 129 credits in approved courses with a minimum average grade of C or a 2.00 index. At least one year or 32 credits must be taken at Marist College in order to obtain the Bachelor of Arts degree. About two-thirds of the coursework is in general-liberal education, the remainder divided between major field and electives. The general studies are divided between the areas: philosophy and theology; history, English and language; and mathematics and science.

The student's major department must certify that the student has mastered the elements of the area and is capable of independent study. The form of this certification is left to the individual departments. Many departments employ a combination of the following criteria: senior research project, oral or written comprehensive examinations, participation in seminars, the Graduate Record Examination. It is the responsibility of the student to learn from his departmental adviser which requirements are applicable and to arrange to take the required examinations.

Transfer students must take at least four semester courses in their major field at Marist College.

### The Liberal Arts Curriculum

The Curriculum at Marist is designed to achieve the development of the whole man, through competent career preparation, combined with understanding of the human spirit — man's importance in the universe and his intimate relationship to God and to his fellow man.

Every graduate of Marist will be expected to show competence in areas of study which have long been recognized as important in the development of the well-rounded Christian personality: classical or mod-

ern language, English, economics, history, mathematics, philosophy, psychology, religion, and science.

The student is expected to develop an understanding of the fundamental structure of the American economy, and of the business world. He will be required to explore the Christian and European impact on Western culture so that he may be better able to understand his own contemporary American society. And a thorough knowledge of American history will enable him to prize his heritage of freedom through responsibility.

Since the technological advances of this century have done away with the ancient barriers of time and distance, twentieth-century man must learn to communicate with all other men on this shrinking planet. Today, facility in language has assumed a basic importance. To meet this need, Marist's modern language courses emphasize the spoken word. The English area courses both train the student to write and speak with competence and assist him to gain understanding and enjoyment from the literatures of England and America.

The pace of modern life makes it essential for the individual to have some understanding of his own mental operations, his emotions, his desires, his moods, so that he may more adequately cope with the problems of everyday living. The psychology requirement attempts to enable the student to gain this basic understanding.

The philosophy curriculum assists him in achieving a clearer realization of the unity of truth, in fitting the "pieces" of his knowledge into an integrated whole, and in relating knowledge with action.

The religion area courses probe the fundamental concepts of the Christian faith through intensive study of the Old and New Testament.

In each of these areas of human knowledge, Marist will challenge the student to exert his own powers of imagination and intelligence. He will be expected to meet the demands of precision, organization, and independent judgment, and to interpret the "larger issues" that shape human experience, that in so doing he will prepare himself for a productive and rewarding life.

## Cooperative Engineering Programs

Marist College maintains cooperative engineering programs with The Catholic University of America and with the University of Detroit.

Students may take three years of courses at Marist College to be followed by two years of intensive engineering training at the Catholic University of America. At the end of their first year at Catholic Uni-

versity they will receive their B.A. from Marist College with a major in mathematics, physics or chemistry. At the end of the second year, they will receive their B.E. from Catholic University in electrical, chemical, mechanical or civil engineering.

An alternate program is the cooperative work-study program with the University of Detroit. Marist College students may enroll in the physics-mathematics curriculum. Following completion of sophomore year, students may transfer to the College of Engineering of the University of Detroit and continue their studies towards the bachelor's degree in engineering.

During the three years at the University of Detroit the students divide their time about equally between 13 weeks periods attendance at the University of Detroit and alternate 13 week periods for training in the engineering industries. The purpose of the industrial training is to make the student familiar with engineering techniques and practices, and with the engineering environment. They are paid for their services, and their earnings enable them, on the average, to pay 75% of the cost of attending the University of Detroit in the upper three years, including living costs. At the end of the five year course, students receive the B.E. degree from the University of Detroit.

Students considering either of these programs should register with the coordinator of engineering education during their freshman year.

## Pre-professional Programs

Marist College offers courses in pre-legal, pre-dental, pre-medical and pre-engineering education. Care should be taken by students to insure that the prerequisite courses required by a professional school are included in their course of study. Students planning to enter medical school should consult with the pre-medical advisor in the department of biology early in their freshman year.

Admittance to such schools is based upon a student's academic record and his performance on a qualifying examination. The mere fact of a student's taking a pre-professional program is no guarantee that he will be accepted in the professional school of his choice, nor is it a guarantee that he will receive the recommendation of Marist College.

The student who intends transferring to a professional school should notify the Dean of this intention as early as possible, so that a program may be drawn up which will be appropriate preparation for his intended professional school.

## Third Year Abroad

Spending a year in a foreign country is a broadening influence. While complementing one's own American background, it provides the opportunity to gain an insight into another people's culture and civilization by direct personal contact. The perennial worth of such contact was dramatically brought to public notice by the Peace Corps program.

Marist College encourages such living and study abroad and helps make all necessary arrangements.

Students considering this program should inform the faculty representative for Third Year Abroad of their interest early in the third semester.

## TEACHER EDUCATION

### The Program: Direction and Purpose

The program in Teacher Education at Marist College is designed to assist the student in preparing himself for a career as a secondary school teacher. It is under the direction of the college's Office of Teacher Education, made up of the Director of Teacher Education, the members of the Education Department, and the Committee on Teacher Education whose membership is drawn from the major disciplines of the college. This Office is responsible for the preparation of programs leading to state certification, the advisement and supervision of students who are enrolled in the program, the screening of candidates and the formulation of policy within the program.

Teacher Education is not a major field in the college, nor does it constitute a separate section. The objectives of the program do not differ from the general objectives of the college as listed in the catalog. Specifically, however, it seeks to provide for the prospective teacher:

1. A well-rounded professional and academic preparation which will be of value to him during the initial years of his professional career;
2. An intensive training in a major field, as well as in professional courses, which he may continue to build after his graduation from Marist;
3. The fulfillment of the requirements of the State Education Department of the University of the State of New York in those areas for which the college has received approval to train teachers.

## Admission to the Program

A student may apply for admission to the program at the end of his sophomore year, and, in certain conditions, at the end of his junior year, by a written declaration of intent addressed to the Committee on Teacher Education and presented to the Director of Teacher Education. Normally this Committee will accept only those students who have achieved a cumulative index of 2.3 and a major field index of 2.5. All applications must be accompanied by three letters of recommendation from members of the faculty or administration of the college. At the end of junior year, applications are again reviewed to determine fitness for the Semester of Professional Preparation.

## Advisers

When a student is accepted into the program, he is assigned to a special advisor in his major field, who will assist him in the selection of courses necessary for preparation to teach. The student is also free to seek the advice of the Director of Teacher Education with regard to the total program.

## Pre-professional Experience

During the semester prior to the Semester of Professional Preparation, the student is expected to engage in some form of co-curricular social service. This should consist in tutoring, or in recreational supervision, or in participation in rehabilitation programs, or in some other form of supervised activity which involves working with children. Students who give sufficient proof of already having engaged in work of this type may be excused from this requirement.

## The Semester of Professional Preparation

During his senior year, the student will spend one semester in which his exclusive concern will be his professional preparation. The first half of this semester is spent in the following courses devoted to the social and psychological foundations of education, including the methods and materials of teaching the subject in which he is majoring. During the second half of this semester, he engages in directed observation and practice teaching under the supervision of the college and a cooperating teacher approved by the college. At the same time, he participates in the education seminar, which deals with the principles and problems of secondary education.

## Comprehensives

All students in Teacher Education are expected to pass comprehensive examinations in their major fields and in the fields related to the major by reason of certification requirements.

## N. Y. State Certification

Students who follow the Teacher Education programs in history, English and mathematics will be awarded provisional certificates in these areas by the New York State Education Department on the recommendation of the college. This certificate will enable them to teach in any public school within the state, as well as assist them to secure positions in eleven other states with which New York has reciprocal agreements. This certificate is valid for five years, not including time spent in military service.

At present, the college is seeking approval from the state for its education programs in science and foreign languages. When this approval is secured, certificates may be offered in these areas.

Further information on the Teacher Education program may be had from the Office of Teacher Education.



*Marist's Evening Division offers opportunity for continuing education, leading to a Bachelor of Arts degree, for residents of the Mid-Hudson area.*

# PROGRAMS OF STUDY

## BACHELOR OF ARTS DEGREE

### Majors in English, French, History, Latin, Spanish

FRESHMAN YEAR			
Theol.	101-2	Sacred Scripture	3 3
Eng.	105-6	Introduction to Literature	3 3
Hist.	101-2	Medieval – Early Modern	3 3
Math.	103-4	College Algebra – Calculus I	3 3
	or		
Math.	105-6	Modern Mathematics	3 3
Language			3 3
PE	101-2	Physical Education	1 1
Eng.	100	English Composition (if necessary)	— (3)
			16 16

SOPHOMORE YEAR			
Phil.	201-2	Metaphysics – Man	3 3
Eng.	201-2	American Literature	3 3
Hist.	201-2	United States and the World I - II	3 3
	or		
Hist. 201	Eco. 203	U.S. & the World I - Economics	3 3
Science		Biology, Chemistry, Physics or Psychology	3 3
Language			3 3
Major			3 3
			18 18

JUNIOR YEAR			
Theol.	305	Foundations of Faith	3 —
Phil.		Elective	— 3
Major			6 6
Electives			7 6
			16 15

SENIOR YEAR			
Theol.	306	Liturgy and the Sacraments	3 —
Phil.		Elective	— 3
Major			6 6
Electives			6 6
			15 15

SUMMARY			
Theology	12	Language	6-12
Philosophy	12	Physical Education	2
English	12	Major (Hist. & Lang.)	30
History	12	Electives	31-25
Mathematics	3-9	Major in English	24
Science	3-9	Electives	31-37

## Major in Biology

FRESHMAN YEAR			
Theol.	101-2	Sacred Scripture	3 3
Eng.	105-6	Introduction to Literature	3 3
Chem.	101-2	Modern, Inorganic Chemistry	4 4
Psych.	101	Introductory Psychology	3 —
Hist.	102	Early Modern Civilization	— 3
	or		
Eco.	203	Principles of Economics	— 3
Math.	103-4	College Algebra & Calculus I	3 3
	or		
Math.	104-201	Calculus I & II	3 3
PE	101-2	Physical Education	1 1
Eng.	100	English Composition (if necessary)	— (3)
			17 17
SOPHOMORE YEAR			
Phil.	201-2	Metaphysics — Man	3 3
Bio.	201-2	General Biology	4 4
Math.	201	Calculus II	3 —
	or		
Math.	205	Introductory Statistics	3 —
Hist.	201-2	United States & the World I & II	3 3
	or		
Hist.	101-2	Medieval — Early Modern	3 3
Electives			4 6
			17 16
JUNIOR YEAR			
Theol.	305	Foundations of Faith	3 —
Phil.		Elective	— 3
Eng.		Literature	— 3
Eco.	203	Principles of Economics	3 —
	or		
Hist.	201	United States & The World I	3 —
Major			8 8
Electives			3 3
			17 17
SENIOR YEAR			
Theol.	306	Liturgy and the Sacraments	3 —
Phil.		Elective	— 3
Major			4 4
Electives			7 7
			14 14
SUMMARY			
Theology	12	Science	16
Philosophy	12	Psychology	3
English	9	Physical Education	2
History	9	Major	24
Economics	3	Electives	33-27
Mathematics	6-12		



## Major in Business

### FRESHMAN YEAR

Theol. 101-2	Sacred Scripture	3	3
Eng. 105-6	Introduction to Literature	3	3
Hist. 101-2	Medieval – Early Modern	3	3
Math. 103-4	College Algebra or Calculus I	3	—
Science	Biology – Chemistry – Physics	—	3
Language		3	3
PE 101-2	Physical Education	1	1
Eng. 100	English Composition (if necessary)	—	(3)
		<hr/>	<hr/>
		16	16

### SOPHOMORE YEAR

Phil. 201-2	Metaphysics – Man	3	3
Eng. 201-2	American Literature	3	3
Hist. 201	United States & The World I	3	—
Language		3	3
Eco. 203-4	Principles – Microeconomics	3	3
Major		3	3
Electives		—	3
		<hr/>	<hr/>
		18	18

### JUNIOR YEAR

Theol. 305	Foundations of Faith	3	—
Phil.	Elective	—	3
Math. 205	Introductory Statistics	3	—
Psych. 207	Ego Development	—	3
Major		3	6
Electives		6	4
		<hr/>	<hr/>
		15	16

### SENIOR YEAR

Theol. 306	Liturgy and the Sacraments	3	—
Phil.	Elective	—	3
Major		6	6
Electives		6	6
		<hr/>	<hr/>
		15	15

### SUMMARY

Theology	12	Mathematics	6
Philosophy	12	Science	3
English	12	Psychology	3
History	9	Physical Education	2
Economics	6	Major	27
Language	6-12	Electives	25

## Major in Chemistry

FRESHMAN YEAR			
Theol.	101-2	Sacred Scripture	3 3
Eng.	105-6	Introduction to Literature	3 3
Chem.	101-2	Modern, Inorganic Chemistry	4 4
Psych.	101	Introductory Psychology	3 —
Hist.	102	Early Modern Civilization	— 3
or			
Eco.	203	Principles of Economics	— 3
Math.	103-4	College Algebra & Calculus I	3 3
or			
Math.	104-201	Calculus I & II	3 3
PE	101	Physical Education	1 1
Eng.	100	English Composition (if necessary)	— (3)
			17 17
SOPHOMORE YEAR			
Phil.	201	Metaphysics — Man	3 3
Phys.	205-6	General Physics	4 4
Math.	201-2	Calculus II — III	3 3
Hist.	201-2	United States & the World I — II	3 3
or			
Hist.	101-2	Medieval — Early Modern	3 3
Major			4 4
			17 17
JUNIOR YEAR			
Theol.	305	Foundations of Faith	3 —
Phil.		Elective	— 3
Eco.	203	Principles of Economics	3 —
or			
Hist.	201	United States & the World I	3 —
Major			8 8
Electives			3 6
			17 17
SENIOR YEAR			
Theol.	306	Liturgy and the Sacraments	3 —
Phil.		Elective	— 3
Eng.		Literature	3 —
Major			3 3
Electives			6 6
			15 12
SUMMARY			
Theology	12	Science	16
Philosophy	12	Psychology	3
English	9	Physical Education	2
History	9	Major	30
Economics	3	Electives	27-21
Mathematics	6-12		

## Major in Mathematics

FRESHMAN YEAR			
Theol.	101-2	Sacred Scripture	3 3
Eng.	105-6	Introduction to Literature	3 3
Science		Biology, Chemistry, Psychology or Economics	3(4) 3(4)
Psych.	101	Introductory Psychology	3 —
Hist.	102	Early Modern Civilization	— 3
	or		
Eco.	203	Principles of Economics	— 3
Math.	103-4	College Algebra & Calculus I	3 3
	or		
Math.	104-201	Calculus I & II	3 3
PE	101-2	Physical Education	1 1
Eng.	100	English Composition (if necessary)	— (3)
			<hr/> 17 17

SOPHOMORE YEAR			
Phil.	201-2	Metaphysics — Man	3 3
Phys.	205-6	General Physics	4 4
Math.	104-201	Calculus II & III	3 3
	or		
Math.	201-301	Calculus III — Differential Equations	3 3
Hist.	201-2	U.S. & the World I — II	3 3
	or		
Hist.	101-2	Medieval — Early Modern	3 3
Math.	311-2	Abstract & Linear Algebra	3 3
			<hr/> 16 16

JUNIOR YEAR			
Theol.	305	Foundations of Faith	3 —
Phil.		Elective	— 3
Eco.	203	Principles of Economics	3 —
	or		
Hist.	201	United States & the World I	3 —
Major			9 6
Electives			3 9
			<hr/> 18 18

SENIOR YEAR			
Theol.	306	Liturgy and the Sacraments	3 —
Phil.		Elective	— 3
Eng.		Literature	3 —
Major			3 3
Electives			3 6
Seminar			3 —
			<hr/> 15 12

SUMMARY			
Theology	12	Science	14-16
Philosophy	12	Psychology	3
English	9	Physical Education	2
History	9	Major	30
Economics	3	Electives	27-23
Mathematics	6-12		

## Major in Physics

FRESHMAN YEAR			
Theol.	101-2	Sacred Scripture	3 3
Eng.	105-6	Introduction to Literature	3 3
Chem.	101-2	Modern, Inorganic Chemistry	4 4
Psych.	101	Introductory Psychology	3 —
Hist.	102	Early — Modern Civilization	— 3
or			
Eco.	203	Principles of Economics	— 3
Math.	103-4	College Algebra & Calculus I	3 3
or			
Math.	104-201	Calculus I & II	3 3
PE	101-2	Physical Education	1 1
Eng.	100	English Composition (if necessary)	— (3)
			17 17
SOPHOMORE YEAR			
Phil.	201-2	Metaphysics — Man	3 3
Phys.	205-6	General Physics	4 4
Math.	201-2	Calculus II & III	3 3
or			
Math.	202-301	Calculus III — Diff. Equations	3 3
Hist.	201-2	United States & the World I & II	3 3
or			
Hist.	101-2	Medieval — Early Modern	3 3
Electives			3 3
			16 16
JUNIOR YEAR			
Theol.	305	Foundations of Faith	3 —
Phil.		Elective	— 3
Eco.	203	Principles of Economics	3 —
or			
Hist.	201	United States and the World I	3 —
Major			6 6
Electives			3 8
			18 17
SENIOR YEAR			
Theol.	306	Liturgy and the Sacraments	3 —
Phil.		Elective	— 3
Eng.		Literature	3 —
Major			6 6
Electives			3 3
			15 12
SUMMARY			
Theology	12	Science	16
Philosophy	12	Psychology	3
English	9	Physical Education	2
History	9	Major	27
Economics	3	Electives	30-23
Mathematics	6-12		

## Major in Psychology

### FRESHMAN YEAR

Theol.	101-2	Sacred Scripture	3	3
Eng.	105-6	Introduction to Literature	3	3
Psych.	101	Introductory Psychology	3	—
Hist.	102	Early Modern Civilization	—	3
or				
Eco.	203	Principles of Economics	—	3
Math.	103-4	College Algebra & Calculus I	3	3
or				
Math.	104-201	Calculus II & III	3	3
Chem.	101	Modern Chemistry — Elective	4	3
PE	101-2	Physical Education	1	1
Eng.	100	English Composition (if necessary)	—	(3)
			17	16

### SOPHOMORE YEAR

Phil.	201-2	Metaphysics — Man	3	3
Bio.	201-2	General Biology	4	4
Hist.	201-2	United States & the World I — II	3	3
or				
Hist.	101-2	Medieval — Early Modern	3	3
Math.	205'	Introductory Statistics	3	—
Eng.		Literature	—	3
Major		Ego Development	3	3
			16	16

### JUNIOR YEAR

Theol.	305	Foundations of Faith	3	—
Phil.		Elective	—	3
Bio.	403	Physiology	4	—
Eco.	203	Principles of Economics	3	—
or				
Hist.	201	United States & the World I	3	—
Major			6	6
Electives			—	9
			19	18

### SENIOR YEAR

Theol.	306	Liturgy and the Sacraments	3	—
Phil.		Elective	—	3
Major			6	6
Electives			6	6
			15	15

### SUMMARY

Theology	12	Science	16
Philosophy	12	Psychology	3
English	9	Physical Education	3
History	9	Major	30
Economics	3	Elective	24
Mathematics	9		

# EXPLANATION OF THE CURRICULUM

## 1. General Degree Requirements

The formal requirement for attaining the Bachelor of Arts degree at Marist College is 129 credit hours of work. The courses constituting this number of credits may be categorized as core, major and elective courses, and the student's total of 129 credit hours must be distributed among core, major and elective courses as described further on. Each student must also fulfill certain requirements set by the department in which he does his major work. These requirements are specified in the catalog under the various departmental headings.

It may be useful at this point to define certain terms. A core subject is one which is required of all students for graduation. The total core credit requirement is somewhat variable and depends not only upon the area in which a student does his major work, but also on his high school background and competence. A major course is one by which a student fulfills the requirement of specialization and depth in his degree study. Most departments operate a major program, and each of these specifies in the catalog the major requirement in terms of required courses and total credit hour requirement. The latter varies from department to department from 24 to 30 credit hours. An elective course, as the name implies, is a course which a student may choose at his own discretion and in consultation with his advisor. Such courses make up the difference between the sum of credit hours in the core and major, and the total number of credit hours required for graduation. Elective courses provide the student with the opportunity to pursue personal interests, and to achieve further depth and variety in the curriculum.

The term *area* has been used several times in the preceding paragraph. It is a term that is employed for convenience of description, and refers to groupings of disciplines. The humanities area includes the disciplines, English, history, and modern and classical languages; the mathematics-science area includes biology, chemistry, mathematics, physics, and psychology, while the business area refers to business only.

In summary, a student fulfills the formal requirements for the degree by taking a certain number of courses in core, major, and elective categories, which courses add up to 129 credit hours, and by fulfilling certain departmental requirements.

## II. Core Requirements

The following are requirements for all students.

- A. Theology-Philosophy. A total of 24 credit hours is required of students in theology and philosophy as described below.

1. Theology: 12 credit hours in the following courses: Theol. 110, 111, 305, and 306.
  2. Philosophy: 12 credit hours as follows: Phil. 201, 202 and any two courses in the 300 series.
- B. Physical Education. 2 credit hours in Physical Education 101-102.
- C. English Language Skills.

No student may graduate who has not demonstrated a sufficient degree of competence in written English. During his first semester at Marist, his competence is judged on the basis of a series of papers assigned in each of his courses. Students who show writing deficiencies will be required to attend remedial sessions conducted by members of the English Department. Those who do not attain an adequate level of proficiency will be required to take English 100 in the second semester.

### III. Area Core Requirements

#### A. Humanities Area Majors

1. Literature and Language: 18-24 credit hours
  - a. Literature in English: 12 credit hours which include Eng. 105, 106, 201, and 202.
  - b. Foreign Language Skills and Literature: 6-12 credit hours  
This requirement is flexible because it is based upon the student's high school background and competence. Consult the core requirements listed under the language department offerings.
2. History-Economics: 12 credit hours
  - a. History: 9-12 credit hours
  - b. Economics: 0-3 credit hours  
The required courses in history are Hist. 101, 102 and 201.  
The student then has the option of taking Hist. 202 or Econ. 203.
3. Mathematics-Science: 12 credit hours. Students having a comparable background in mathematics and science are required six credit hours in each; otherwise they must take three credit hours in one and nine in the other, the emphasis being on the area in which the high school background is weaker. A comparable background is one in which the discrepancy in the number of years of study in high school between mathematics and science does not exceed one year.

- a. Mathematics: 3-9 credit hours  
Humanities area majors ordinarily fulfill the mathematics requirements with Math. 105, 106. However, they may also choose from Math. 103, 104, 201, and 202.
- b. Science: 3-9 credit hours  
A six credit hour requirement is fulfilled by either Bio. 100 or Psych. 209 and either Chem. 105 or Phys. 101. With respect to the first option, Psych. 209 should be taken if the student's background includes a course in advanced biology; with respect to the second, the student should take the course for which he does not have previous high school experience. A nine credit requirement is fulfilled by optioning a third course from those offered above.

**B. Mathematics-Science Area Majors**

- 1. Literature in English: 6-9 credit hours. English 105 and 106 are required for six credit hours. Furthermore, a student who is not required to take a course in composition must take a third literature course for three credit hours to complete the total English requirement of nine credit hours.
- 2. History-Economics: 12 credit hours.
  - a. History: 9 credit hours
  - b. Economics: 3 credit hours  
The history-economics requirement may be fulfilled in one of two ways: (1) Hist. 101, 102 and 201 and Econ. 203 or (2) Hist. 102, 201, and 202 and Econ. 203.
- 3. Mathematics-Science: 23-31 credit hours
  - a. Psychology: 3 credit hours Psych. 103
  - b. Mathematics: 6-12 credit hours as follows:  
Chemistry, mathematics and physics majors must complete mathematics up to and including Math. 202.  
Biology majors are required one course from the group, Math. 103, 104, 201, and 202 in addition to Math. 205.  
Psychology majors are required two courses from the group Math. 103, 104, 201, and 202 in addition to Math. 205.
  - c. Science: 14-16 credit hours as follows:  
Biology Majors: Bio. 105, 106, 107, and 108 and Chem. 101, 102.  
Chemistry and Physics Majors: Chem. 101, 102 and Phys. 205, 206.



- Mathematics Majors: Phys. 205, 206, and either Bio. 105, 106, 107, 108 or Chem. 101, 102 or
- d. Psychology Majors: Bio. 105, 106, 107, 108; Chem. 101 and Bio. 403.

### C. Business Area Majors

1. Literature and Language: 15-24 credit hours.
  - a. Literature in English: 9-12 credit hours. English 105 and 106 are required for six credit hours. Students who are not required to take a course in composition complete the total English requirement with Eng. 201, 202 for a total of 12 credit hours, while those who have taken the composition course must take one of the aforementioned courses.
  - b. Foreign Language Skills and Literature: 6-12 hours. This requirement is flexible because it is based upon the student's high school background and competence. Consult the core requirements listed under the language department offerings.
2. History-Economics: 15 credit hours.
  - a. History: 9 credit hours as follows: Hist. 101, 102 and 201.
  - b. Economics: 6 credit hours as follows: Econ. 203, 204.
3. Mathematics-Science: 12 credit hours.
  - a. Mathematics: 6 credit hours as follows: Math. 205 and one other course chosen from Math. 103, 104, 201, 202.
  - b. Science: 6 credit hours as follows: Psych. 103 and one course chosen from Bio. 100, Chem. 105, and Phys. 101. Priority of choice should be given to a science that the student has not previously studied in high school.

## DESCRIPTION OF COURSES

### ART

E. R. Fisher, Artist in Residence.

#### **Art Workshop 101**

Three Credits

Introductory art experience at the individual level. Total design explored with two-dimensional media. Creative and expressive work as part of the development of self. Related study of the contributions of painters identified with modern art.

#### **Art Workshop 102**

Three Credits

Exploration of color. A practical study of the dynamics of color; the exploration, in original work, of the variability and interdependence of color; recognition and use of color in plastic art; organization of color in terms of space-form concept; the search for a personal color vocabulary.

## BIOLOGY

Chairman, Dr. Hooper, Associate Professor; Instructor: Mr. Bean; Lecturer: Sr. Mary Jean.

*Area Requirement.* There is no area requirement in Biology. However, Biology 100 may be taken to partially fulfill the science area requirement for non-science students.

*Major Field Requirement.* A student majoring in biology must complete a minimum of 32 semester hours in biology, 8 semester hours in chemistry, and pass a comprehensive examination given in the second semester of his senior year. He must also acquire a competency in mathematics up through Math. 201 or Math. 205. Upperclassmen may elect to take Chem. 305-306 or Chem. 409-410 in place of two major courses providing they have taken the prerequisite courses and have the consent of their department advisor.

**Bio. 100** Principles of Biology. Three Credits

A course designed to introduce the non-science student to basic biological principles and concepts. This course is not to be taken by biology majors or pre-medical students.

*Two hours lecture, two laboratory per week. One semester.*

**Bio. 201-202** General Biology. Eight Credits

An introductory study of biological organization at the level of the cell, organism, population, community and ecosystem.

*Three hours lecture, three hours laboratory per week. Two semesters.*

**Bio. 303** Development of Vertebrates. Four Credits

A study of the principles of growth and development in vertebrates. Emphasis in laboratory is placed on chick and pig development.

*Two hours lecture, four hours laboratory per week. One semester.*

**Bio. 304** Cellular Biology. Four Credits

A study of cell structure and function. Laboratory exercises demonstrate physiological, cytological, and histological principles and procedures.

*Two hours lecture, four hours laboratory per week. One semester.*

**Bio. 305** Genetics. Four Credits

A study of principles and theories of inheritance. Classical as well as recent studies are reviewed and discussed. Inheritance in the fruit fly, *Drosophila melanogaster* is studied in laboratory.

*Three hours lecture, three hours laboratory per week. One semester.*

**Bio. 306** Vertebrate Zoology. Four Credits

An introduction to the evolution, classification, distribution, and ecology of the vertebrates. Laboratory work will include methods of identification and ecology of local faunas.

*Three hours lecture, three hours laboratory. One semester.*

**Bio. 307** Ecology. Four Credits

A study of the interrelations between organisms and their environments with emphasis on field techniques.

*Three hours lecture, three hours laboratory per week. One semester.*

**Bio. 402** Microbiology. Four Credits

The biology of microorganisms; taxonomy, history, physiology; importance of microbes to man. Emphasis is placed on bacteria.

*Three hours lecture, three hours laboratory per week.*

**Bio. 403** Physiology. Four Credits

Includes consideration of comparative aspects of excretion, digestion, metabolism, circulation, respiration, control mechanisms and reproduction. The laboratory demonstrates physiological principles and techniques in a variety of animals.

*Three hours lecture, three hours laboratory per week. One semester.*

**Bio. 404** Evolution. Four Credits

A review in depth of the development and present state of modern evolutionary theory.

*Prerequisite: Bio. 305.*

*Three hours lecture, three hours laboratory per week. One semester.*

**Bio. 405** Comparative Chordate Anatomy. Four Credits

A comparative study of the organ system of protochordates and vertebrates. Laboratory work includes the dissection of the shark and cat.

*Two hours lecture, four hours laboratory per week. One semester.*

**Bio. 406** Senior Research Project Two-Four Credits

Seniors may conduct an independent research project under faculty supervision. (For two or four credits) Students interested in doing a senior project should notify their advisor at the beginning of the spring semester of their junior year.

## BUSINESS AND ECONOMICS

Chairman, Bro. Russell, Assistant Professor; Instructors: Mr. Doran, Mr. Kelly; Lecturers: Mr. Catalano, Mr. Fay, Mr. McGovern, Mr. Rendich.

*Major Field Requirement.* A student who chooses business as a major field must complete a minimum of twenty-seven semester hours in the department.

Normally, a student majoring in business is expected to have taken Econ. 203-204 and Business 201-202 before taking any 300 or 400 level courses in business and economics.

*Comprehensive Examination.* The student's grasp of the subject will be tested by a comprehensive, either oral or written examination.



**Bus. 500 Seminar.** Three Credits  
Required course for all business majors in the day division. It consists of weekly meetings of the department to solve simulated business problems by applying principles and knowledge acquired in previous business courses. Also will provide for discussion of current business and economic problems.

**Econ. 203 Principles of Economics.** Three Credits  
An introductory course in economics. Topics covered include basic functioning of a free enterprise economy; business organization; economic activities of government; the monetary system; national income analysis; and theories concerning investment and savings.

**Econ. 204 Microeconomics.** Three Credits  
A course dealing with analysis of price behavior under both competitive and monopolistic conditions; demand and utility; equilibrium of the firm; returns to factors of production; marginal analysis and production theory.

*Prerequisite:* Econ. 203.

**Econ. 303 Soviet Economics.** Three Credits  
This course studies the Soviet Economy from 1927 to date. Included material features Russian industrial production growth; collectivized agriculture; five-year plans; general economic policies, and the reliability of Soviet statistics.

**Econ. 304 Money and Banking.** Three Credits  
The nature of money and credit; the modern banking system; monetary theory and policy; international exchange and the balance of payments problem.

## CHEMISTRY

Chairman, Bro. Molloy, Assistant Professor; Adjunct Professors: Dr. Crawford, Dr. Tabor; Assistant Professors: Dr. R. Hooper, Bro. LaPietra; Lecturer: Mr. Richard.

*Area Requirement.* Chem 105 may be used to satisfy the liberal arts requirement in science.

*Major Field Requirements.* A student majoring in chemistry must take Chem. 101-102, Chem. 203-204, Chem. 303-304, Chem. 305-306, Chem. 307-308, Phys. 201-202-203, and Math. 201-202-203. German is the recommended language. He must also successfully pass a comprehensive examination. Senior majors in Chemistry must also take Chem. 450.

- Chem. 101** Principles of Modern Chemistry. Four Credits  
 An introduction at the elementary level to the principles of physical chemistry. The laboratory features experiments illustrating these principles as well as experiments in inorganic chemistry designed to prepare the student for the survey course in organic chemistry offered during the second semester.  
*Two hours lecture, one problem session, three hours laboratory per week.*
- Chem. 102** Inorganic Chemistry. Four Credits  
 A survey of the chemistry of inorganic compounds in the light of modern principles, with special emphasis on the phenomenon of chemical periodicity. The laboratory includes a continuation of experimental inorganic chemistry as well as classical qualitative analysis.  
*Prerequisite: Chem. 101.*  
*Two hours lecture, one problem session, three hours laboratory per week.*
- Chem. 105** The Science of Chemistry. Three Credits  
 A course designed for non-science majors dealing with the development of the science of chemistry, and its present impact, and attempting to secure an understanding of the methods and techniques of this science.
- Chem. 203-204** Organic Chemistry. Eight Credits  
 A survey of the chemistry of carbon and its compounds with emphasis on class reactions, energy relations, and modern electronic and structural theory.  
*Prerequisite: Chem. 101-102.*  
*Two hours lecture, one problem period, four hours laboratory per week. Two Semesters.*
- Chem. 303-304** Analytical Chemistry. Eight Credits  
 The theory and application of classical and modern methods of quantitative analysis including the application of modern instrumentation.  
*Prerequisite: Chem. 101-102.*  
*Two hours lecture, four hours laboratory per week. Two Semesters.*
- Chem. 305-306** Physical Chemistry. Six Credits  
 A study of the relationship between the structure and properties of matter and theoretical interpretations of the laws of chemical interaction. Although the course is in the nature of a survey, the topics, thermodynamics, physical and chemical equilibrium, electrochemistry, and kinetics, are treated in some detail.  
*Prerequisite: Chem. 101-102, Math. 201-202, Phys. 201-202-203.*  
*Three hours lecture per week.*
- Chem. 307-308** Experimental Physical Chemistry. Two Credits  
 A laboratory course designed to lead to an appreciation of the methods by which the experimental data from which physical and chemical theories evolve are obtained. This course is required of chemistry majors concurrently with Chem. 305-306.  
*Three hours laboratory per week.*

- Chem. 403** Inorganic Synthesis. Three Credits  
A laboratory course in the synthesis of inorganic materials.  
*Prerequisite:* Permission of the instructor.
- Chem. 404** Physical Inorganic Chemistry. Three Credits  
An advanced treatment of special topics in physical inorganic chemistry.  
*Prerequisite:* Permission of the instructor.
- Chem. 405** Advanced Organic Chemistry. Three Credits  
A study of the structure, synthesis and general properties of terpenes, alkaloids, heterocyclic compounds.  
*Prerequisite:* Chem. 203-204.
- Chem. 406** Organic Qualitative and Quantitative Analysis. Three Credits  
A laboratory and lecture course dealing with the systematic identification and analysis of organic compounds.  
*Prerequisite:* Chem. 203-204.
- Chem. 408** Physical Organic Chemistry. Three Credits  
A study of the principles underlying the properties and reactions of organic compounds.  
*Prerequisite:* Chem. 203-204.  
*Three hours lecture per week.*
- Chem. 409-410** Biochemistry. Eight Credits  
A study of the chemistry of biological compounds and of the chemical reactions involved in the different process occurring in the animal body.  
*Three hours lecture, four hours laboratory per week.*
- Chem. 450** Seminar. Three Credits  
A planned program of reading, lectures, and discussion for the senior student with the object of promoting thinking in terms of chemistry as a whole, and correlating the student's college studies in chemistry.
- Chem. 495-496** Senior Research. Four Credits  
This course is open to senior chemistry majors only. It offers such students the opportunity to do basic research under the supervision of a faculty member. Although there are no formally assigned hours, a student is expected to spend at least four to eight hours per week for two semesters to earn credit. At the end of his work the student presents an oral and written report to the department.  
*Prerequisite:* Students planning to take this course should consult the head of department not later than the first semester of the junior year.

## EDUCATION

Chairman, Bro. William J. Murphy, Assistant Professor; Consultants: Margaret Schiavone, Elaine Lipschutz; Advisors: Bro. Kevin Carolan, Mathematics; Eileen Drennen, History; Edward H. Germann, Language; Bro. Stephen Lanning, English; Bro. Andrew Molloy, Science.

**Educ. 351** Educational Psychology. Two Credits

A systematic study of the learning process with particular emphasis on meaningful verbal material. Other related topics are integrated around Ausubel's learning orientations of satellization, incorporation and exploration.

**Educ. 352** Educational Testing. Two Credits

Designed to aid in the construction and evaluation of tests for classroom use. The merits of objective and essay questions and methods of developing these items will be discussed. The application and interpretation of tests of mental ability, attitudes, and physical aspects of pupils as well as practical construction and administration of tests will be treated.

**Educ. 361** Philosophy and History of Education. Three Credits

A survey of the development of educational thought and practice from the Greeks and Romans to the present. Special emphasis is placed on readings selected from the great educational philosophers of the western world. An attempt is made to show formal education as the response of society to its problems and the challenges of change.

**Educ. 371** Methods of Teaching English in Secondary Schools. Two Credits

Principles of basic methodology in secondary schools. Use of audio-visual aids. Study of various curriculums in English and their problems. Special emphasis on methods of efficient reading. Cultivation of the desire to read, and methods of teaching composition, classroom management, lesson planning.

**Educ. 372** Methods of Teaching Social Studies in Secondary Schools. Two Credits

Study of syllabi in history and social studies on the junior-senior secondary school level, and their relationship to advanced study in history. Emphasis on lesson planning, visual aids, use of textbooks, classroom management.

**Educ. 373a** Methods of Teaching Mathematics in Secondary Schools. Two Credits

Study of syllabi in mathematics on the junior-senior high school level and their relation to advanced study in mathematics. Emphasis on the development of mathematical concepts, use of visual aids, lesson planning, classroom management. Study of the new trends in methodology and concepts in mathematics. Demonstration lessons.

**Educ. 373b** Methods of Teaching Science in Secondary Schools.\* Two Credits

A course concerned with objectives, problems and procedures, preparation of unity and lesson plans, use of demonstrations, student laboratory experiences, science curriculum (with special emphasis on Chem. Study, BSCS, and PSSC) and evaluation, texts and reference materials, use of visual aids, programs for advanced students.

**Educ. 376** Methods of Teaching Languages in Secondary Schools.\* Two Credits

Objectives of foreign language study. Examination of revised language



syllabi. Study of recent trends in foreign language teaching with a concentration on the audio-lingual method. Demonstration and use of the language laboratory and other audio-visual materials. Observation of demonstration classes and presentation of typical lessons by the students.

**Educ. 405** Pre-practice Teaching. One Credit

A program of social service involving work with children of various ages on a general level, but under the supervision of the college and private or public agencies. Designed to give the student some practical experience with young people on a semi-formal level before Educ. 451-2. Course is a pre-requisite for practice teaching.

**Educ. 451-2** Observation and Practice Teaching. Six Credits

Clinical experience in the classroom on the junior-senior secondary school level including at least 80 clock hours of actual teaching under the bi-weekly supervision of the Office of Teacher Education and the academic departments. Ten weeks of full-time attendance at a secondary school is required.

**Educ. 460** Seminar in Principles and Problems of Secondary Education. Three Credits

Concurrent with Educ. 451-2. Preparation of papers on problems in secondary school work, either from the administrative or teaching aspect. Invited guests, including cooperating teachers invited to participate.

\*Approval for these courses to be used for certification purposes must be obtained from the New York State Education Department.

## ENGLISH

Chairman, Dr. Sommer, Associate Professor; Professor: Dr. Schroeder; Assistant Professor: Mr. Teichman; Instructors: Bro. Lanning, Mr. Lewis, Mr. Norman; Lecturers: Mrs. Tarver, Dr. Wolpert.

*Area Requirement.* The student majoring in mathematics, the natural sciences, or psychology is required to take nine credits in English; the student majoring in business is required to take twelve credits in English. If, during the fall semester of his freshman year, a student majoring in these disciplines is found to be deficient in writing ability, he will be required to apply three of his English credits to a composition course. The humanities' major (English, history, languages) is required to take twelve credits in literature. If, during the fall semester of his freshman year, he is found to be deficient in writing ability, he will be required to take an additional three credits in composition. Humanities' majors who must take the course in composition will carry this course in the spring semester of their first year in addition to their other courses.

All students are required to take Eng. 105-106, Introduction to Literature; those majoring in the humanities must also take Eng. 201-202, American Literature.

*English Major.* A student wishing to offer English as his major field must present twenty-four semester hours of English courses numbered 300 or above including Eng. 500. He must also pass a comprehensive examination.

*Language.* The recommended languages for the student majoring in English are French, German, Latin, and Spanish. If he expects to continue his English studies on the graduate school level, he should elect either French or German.

*Comprehensive Examination.* This examination, taken in May of his senior year, tests the student's grasp of the contents of English and American literature as well as his knowledge of trends in literary development and theory.

*English Minor.* A student wishing to minor in English must present twelve semester hours of English courses numbered 300 or above.

**Eng. 100** English Composition. Three Credits  
Offered in the spring semester to freshmen who do not meet faculty standards for writing proficiency. The course focuses upon fundamentals of sentence, paragraph, and essay construction.

**Eng. 105-106** Introduction to Literature. Six Credits  
This course introduces the student to the various forms of literature. The approach is intended to permit him to enjoy literature and be enriched by it through understanding the techniques employed by the artist in each of the genres. Examples of each literary type are analyzed in class and then, through reports and class discussions, the student is encouraged to exhibit his response to similar works.

**Eng. 107** Developmental Reading. Two Credits  
Training is given to develop the techniques which increase the speed and comprehension of reading.

**Eng. 201-202** American Literature. Six Credits  
A survey of the principal developments in the literature of the United States expressive of the American mind from colonial times to the present.

**Eng. 203** Public Speaking. Three Credits  
Training is given in developing stage presence and in delivering note talks and extemporaneous speeches; students also participate in forums and panel discussions.

**Eng. 205** Media of Communication. Three Credits  
A survey of educational, industrial, social, and communal communications. The methods, function, and responsibility of the media are stressed. Classes are augmented by guest lecturers.



- Eng. 331-332** Major British Writers. Six Credits  
A survey of the writings of the leading literary figures in English Literature from Chaucer to T. S. Eliot.
- Eng. 411-412** Writing Prose Fiction. Six Credits  
Analytical study and production of the creative forms of prose, particularly the short story.
- Eng. 413** Chaucer. Three Credits  
A detailed examination of the *Troilus and Criseyde* and *The Canterbury Tales*.
- Eng. 415** Shakespeare. Three Credits  
A study of Shakespeare's art and development through a reading of representative comedies, histories, and tragedies.
- Eng. 417-418** Masterpieces of World Literature. Six Credits  
Reading of the principal works of several of the major writers in Western Civilization, including Homer, Virgil, Dante, Cervantes, Rabelais, Ibsen, Dostoyevsky, Tolstoy, and Mann.
- Eng. 500** Senior Seminar. Three Credits  
Restricted only to students majoring in English, this course is designed to "fill in the gaps" not covered in other English courses that he has taken and to assist him in preparing for his comprehensive examination. It is normally taken in the spring semester of senior year.

## HISTORY AND POLITICAL SCIENCE

Chairman, Dr. Balch, Associate Professor; Assistant Professors: Bro. Cashin, Mrs. Drennen, Mr. Skau, Dr. Teng; Instructors: Bro. Sheridan, Mr. White; Lecturer: Mr. Farrauto.

*Area Requirement.* All students are required to take nine credits in history. Students majoring in the humanities (History, English, Languages, and Business) are required to take: Hist. 101, 102, 201 and either History 202 or Economics 203 to complete core requirements. Business Majors are encouraged to elect Hist. 202. Students majoring in mathematics, the natural sciences or psychology may satisfy the requirements by electing the sequence Hist. 101, 102 and 201, or Hist. 102, 201 and 202.

*History Major.* History majors must take Hist. 101, 102, 201, 202 and nine other courses in the department, including Hist. 450, one course in political science, and a minimum of one course in each of American, European, and Asian History. In choosing electives History majors are advised to select from areas allied to their field, (economics, anthropology and sociology).

*Language.* The history major is strongly advised to achieve a reading knowledge of French or German.

*Thesis Requirement.* The History major is required to submit a thesis in his area of special interest which should demonstrate his acquaintance with the tools of historical research, his familiarity with the authorities and significant trends in the first, as well as his ability to accomplish original work

#### GENERAL COURSES: THE GROWTH OF WESTERN CIVILIZATION

**Hist. 101** Medieval Period, The Creation of Europe,  
300 A.D. - 1300 A.D. Three Credits

The blending of classical, barbarian and Christian strains to form the first Europe. The development of monastic, feudal, imperial and papal institutions, their conflicts; urbanization, birth of the universities and growth of medieval thought, development of national states, legal systems and the English Parliament.

**Hist. 102** Early Modern European Period, 1300-1800,  
An Age of Expansion and Revolution. Three Credits

Infusion of classical humanism into late medieval culture; Europe discovers and colonizes the Western Hemisphere. A chain of revolutions: religious, scientific, intellectual, agricultural, English, American, French.

**Hist. 201** America and The World in the Nineteenth  
Century, a Time of Consolidation and  
Expansion. Three Credits

The Industrial Revolution. Consolidation of the American state and re-establishment of the old order in Europe; liberal and democratic movements, mid-century revolutions in the Americas and Europe, reconstruction and the establishment of new states. East, West, and Africa meet in colonial relationships.

**Hist. 202** America and The World in the Twentieth  
Century, An Era of Crisis and Hope. Three Credits

The first World War, the Russian Revolution, the League of Nations, clashes between democracy and fascism, the Great Depression, the Second World War, the United Nations, intellectual and spiritual crises of modern man, the Cold War, the emerging nations.

#### SPECIALIZED COURSES

**Hist. 300** The Ancient East. Three Credits

A study of the beginnings of civilized life in the valleys of the Nile, Tigris-Euphrates, Indus, Ganges and Hwang-Ho. Terminating in the fifth century B.C., the course lays stress on the religious and intellectual contributions of these societies.

**Hist. 301** Ancient Greece. Three Credits

Growth and conflict of the city states, the development of the Greek mind, the Hellenistic era; concentration is on Athens in the Fifth Century B.C.

- Hist. 307** Ancient Rome. Three Credits  
The development of the Roman character, of the Roman law and other Republican institutions, the rise and fall of the Roman Empire.  
To be offered Spring 1965.
- Hist. 308** Byzantine and Arabic Civilization. Three Credits  
Studies the blending of Greek, Roman and oriental traditions with Christianity to form a distinct culture in the Byzantine Empire and the revival of the near east under the influence of Islam. Chronologically the course is bounded by the founding of the East Roman Empire (395 A.D.) and the fall of Constantinople (1453 A.D.).
- Hist. 330** Empire and Papacy. Three Credits  
A survey of the history of the Holy Roman Empire from the 9th to the 14th century with particular emphasis on the Hildebrandian Reform and the Papal Hohenstauffen controversy.
- Hist. 331** The Feudal Monarchies. Three Credits  
The development of political institutions in western Europe between the 10th and 15th centuries with particular emphasis upon church-state relations and the development of the English and French states.
- Hist. 335** Medieval Monasticism and Its Influence. Three Credits  
Study of the rise of monasticism and of its impact upon society and government in the Middle Ages.
- Hist. 340** Renaissance and Reformation. Three Credits  
Investigation of the origin and spread of the Renaissance and reformation movements throughout Europe, up to 1648.
- Hist. 345** Medieval Art and Architecture. Three Credits  
A survey of the four great styles of art and architecture as they developed during the medieval period, with due regard to the differences of locale, regional, and even national expression within the styles. An effort will be made to see through the art to the culture which produced it.
- Hist. 360** History of India. Three Credits  
A survey of the civilization of India from the earliest times to the modern period. Political, social, economic and religious developments of India.  
To be offered Fall 1965.
- Hist. 361** History of China. Three Credits  
A survey of the civilization of China from the earliest times to the modern period. Political, social, economic, and religious developments of China.  
To be offered Spring 1966.
- Hist. 363** The History of Japan. Three Credits  
A survey of the civilization of Japan from the earliest times to the modern period. Political, social, economic, and religious developments of Japan.

- Hist. 370** Nationalism and Communism in Twentieth Century Asia. Three Credits  
 Studies of the rise, development, and interplay of the Nationalist and Communist movements of the twentieth century Asian countries to the present time.
- Hist. 395** The Diplomatic History of Early Modern Europe. Three Credits  
 A study of the alliances, peace treaties, reversals, etc., through which nations in the developing European state system attempted to deal with international problems from the end of the thirty year's war to the coming of the Franco-Prussian war.
- Hist. 398** French Revolution and Napoleon. Three Credits  
 Traces the French Revolution from its causes to its culmination in the dictatorship of Napoleon.
- Hist. 401** French Hegemony. Three Credits  
 A study of the development of France in the Seventeenth and early Eighteenth Centuries; particular emphasis will be placed on select problems regarding France's internal development as well as her position on the continent and in the world.
- Hist. 402** English Hegemony. Three Credits  
 A study of England in the Eighteenth and early Nineteenth Centuries with particular emphasis on the development of the Parliamentary government as well as selected problems regarding England's position in the world at that time.
- Hist. 403** 19th Century Seminar. Three Credits
- Hist. 423** Early American History-Seminar Three Credits  
 A closer investigation of selected topics in colonial and early national history, with emphasis on the history of the Hudson Valley and early New York State.
- Hist. 425** Civil War and Reconstruction. Three Credits  
 A study of America from 1848 to 1877, emphasizing the causes, the course and the aftermath of the Civil War, with a consideration of the lingering affects of the conflict on American society, North and South.
- Hist. 427** Westward Expansion. Three Credits  
 The course acquaints the student with the men who opened the West from 1804 to the closing of the frontier, with the conditions which characterized the trappers', the miners' and the farmers' frontier and with the continuing influence of the West on American life.
- Hist. 431** American Colonial History. Three Credits  
 A comprehensive view of economic, social, and cultural foundations of American Life, with special attention to the conditions peculiar to New York and New England.

**Hist. 440** The Progressive Era. Three Credits  
A study of the political, social, intellectual, and economic scene in the United States, from the 1890's to the 1920's. Emphasis is placed on the various reforms — Populist, New Nationalism, New Freedom — and their effects at the municipal, state, and national level.

**Hist. 441** Seminar on The Franklin D. Roosevelt Era. Three Credits  
Roosevelt's apprenticeship for the White House. The emergence of the New Deal: its nature and significance. The phases of the New Deal, including the personalities, agencies, and laws, which provided for relief, recovery, and reform. Roosevelt as the Good Neighbor and as Commander in Chief during World War II. The legacy of the Roosevelt Era.

**Hist. 450** Historiography. Two Credits  
A study of the history of historical writing, treating of authors and their tools from ancient times until the present century.

**Pol. Sci. 301** Political Theory. Three Credits  
Ideas about the structure and purposes of political society as expressed by representative Western thinkers from Plato to Marx.

**Pol. Sci. 303** American Government — Principles & Problems. Three Credits  
A study of the nature and origin of the state as it exists in the United States. This course investigates the changes in American government necessitated by the growth of the country. It stresses modern practice and theory.

## CLASSICAL LANGUAGES

Chairman, Bro. Joseph Robert, Associate Professor; Instructor: Bro. Maestro.

*Area Requirement.* A student may replace the modern language requirement (6 to 12 hours for Arts and Business majors) with a similar requirement in classical languages.

*Major Field Requirements.* A student must complete twenty-four semester hours in Latin beyond the basic requirement of Latin 201-202. The precise program for each student will vary with individual needs and abilities. In every case, the program must be approved by the departmental adviser.

*Comprehensive Examination.* The student's grasp of Latin Language and literature will be tested by a comprehensive examination.

*Minor.* Greek courses may be taken as a minor for those who major in Latin.



## GREEK COURSES

**Greek 101-102** Elementary Greek. Six Credits  
This intensive course in Attic morphology, vocabulary, and syntax aims to provide the student with a solid foundation.

**Greek 201-202** Selections in Greek Prose and Poetry. Six Credits  
Reading of excerpts from the best Greek authors, emphasizing grammar and vocabulary.

## LATIN COURSES

**Lat. 101-102** Elementary Latin. Six Credits  
An intensive systematic study of Latin grammar. No previous knowledge of Latin required.

**Lat. 103-104** Intermediate Latin. Six Credits  
Intensive review of grammar with the reading of many short excerpts from ancient authors.

**Lat. 201-202** Selections in Latin Prose and Poetry. Six Credits  
A variety of reading selections through which the student may become acquainted with some of the best Latin literature: selections from Catullus, Cicero, Lucretius, Virgil, Horace, Livy, Ovid, etc.

**Lat. 203** Hymns of the Church. (From the Liturgy) Three Credits

**Lat. 204** Church Latin. Three Credits

**Lat. 301** Readings in Livy. Three Credits

**Lat. 302** Tacitus Agricola and Germania. Three Credits

**Lat. 303-304** The Fasti of Ovid. Six Credits

**Lat. 305-306** Epic and Narrative Poetry. Six Credits  
Epic and narrative poetry as exemplified in Virgil and Ovid. Elementary appreciation of the art of each author.

**Lat. 307-308** St. Jerome — Letters. Six Credits

**Lat. 401-402** Logoedic Rhythms in Horace and Catullus. Six Credits

**Lat. 403-404** Cicero-DeAmicitia. Selected Letters. Six Credits

**Lat. 405-406** St. Augustine — Confessions and De Civitate Dei. Six Credits

**Lat. 407-408** Survey of Latin Prose and Poetry. Six Credits  
The history of Latin literature of both the Republic and the Empire; translation and appreciation of selections from the more important authors.

NOTE: Electives from this catalog most advisable for students majoring in Latin, in support of this course, are: Education 361; History 301, 305, 306, 308, 335, 405.

## MODERN LANGUAGES

Chairman, Bro. Weiss, Associate Professor; Visiting Professor: Fr. Sable; Visiting Associate Professor: Mr. Germann; Assistant Professor: Bro. Belanger; Instructors: Bro. Bibeau, Mr. Norkeliunas; Lecturers: Mr. Ambrosini, Mr. Ruggeri.

*Area Requirements.* The basic requirement for the arts and business majors is from six to twelve credits. Science majors are not required to take a foreign language. Placement of students at the proper level of instruction will be determined by the high school record and/or an examination during Freshman orientation week.

Following is a guide which will help the student to determine the number of credits he must earn in a foreign language:

A student beginning a foreign language takes twelve credits in the courses numbered 101-102, 103-104.

A student who begins at the intermediate level takes nine credits in the courses numbered 103-104, 205. For German this last course is numbered 207.

A student who begins at the advanced level takes six credits in the language at the 200 or 300 level.

Students are generally advised to continue the study of the language begun in high school. However, attention is called to specific languages recommended by certain major fields of study.

Students are generally advised to continue the study of the language begun in high school. However, attention is called to specific languages recommended by certain major fields of study.

Students with exceptional preparation in a foreign language may complete the core requirement by satisfactory performance in the MLA Proficiency Test.

*Instruction.* Elementary and Intermediate courses require weekly laboratory work. These courses meet twice weekly for class instruction and twice weekly for lab practice. (See information in the catalog on the Western Communications Laboratory.)

All courses beyond the Intermediate level are conducted entirely in the foreign language.

*Major Field Requirements.* A student may select a major field of study in either French or Spanish. Students wishing to do so, and at the same time qualifying for the Third Year Abroad Program, may select a major field in German, Italian, or Russian, and earn their major credits abroad.

*Course Work.* The student must complete a minimum of thirty semester hours in his major language beyond the basic core requirement. The following courses must be included in the major program:

For French majors: language skills – French 311-12  
civilization – French 303-04  
literature – French 301-02, 313-14, 401-02  
seminar – French 500

For Spanish majors: language skills – 12 credits in advanced work  
civilization – Spanish 303-04  
literature – Spanish 321-22, 323, 324  
seminar – Spanish 500

Language majors who intend to teach must take a course in methods of teaching foreign languages (Education 376).

A four-semester study of a second foreign language is highly recommended for language majors.

*Thesis.* The thesis will be written in conjunction with the seventh semester seminar. It is intended to demonstrate the student's ability to do basic research and personal critical analysis.

*Comprehensive.* Before graduation language majors must demonstrate their proficiency in the language as a medium of communication. Therefore, no candidate will be recommended for graduation who is deficient in the basic skills of understanding, speaking, reading, and writing. In addition, the language major will be tested on his overall grasp of the civilization and literature of his field. Recommended examinations are the Graduate Record Examination and the MLA Foreign Language Proficiency Test for Teachers and Advanced Students.

## FRENCH

**Fren. 101-102** Elementary French. Six Credits  
The elements of basic French; pronunciation, essentials of grammar, vocabulary building, original sentence construction. Reading of graded selections of French prose and verse.

**Fren. 103-104** Intermediate French. Six Credits  
The elements of basic French pursued more intensely and thoroughly.

**Fren. 205-206** Advanced French. Six Credits  
Extensive use of idiomatic French in conversation and composition is intended to broaden the student's linguistic and cultural knowledge of the language.

- Fren. 207-208** Major French Writers. Six Credits  
A survey of major French literature from the *Chanson de Roland* to the novels of F. Mauriac. Intended for non-French majors.
- Fren. 301-302** French Literature: Origins to 1800. Six Credits  
A study of the evolution of French literature from its beginnings up to 1800, with a brief introductory exposition of the origins of the French language. First semester: the Middle Ages and the Renaissance. Second semester: the Seventeenth and Eighteenth centuries.  
To be offered 1965-66.
- Fren. 303-304** French Civilization. Six Credits  
The most characteristic movements in French history, government, art, and science; considerations on French family, religious, educational, and social life; geography of France, regional customs. French influence on the modern world.
- Fren. 311-312** French Composition. Six Credits  
Stylistic analysis of various authors. Translation of literary texts, mainly from English to French. Free writing, but with emphasis on the method of France *dissertation*.
- Fren. 313** The Romantic Movement: 1800-1850. Three Credits  
The characteristics of French Romanticism exemplified by Lamartine, Hugo, Vigny, Musset; Stendhal, Balzac; Sainte-Beuve. Pre-romanticism as seen especially in Chateaubriand.  
To be offered Fall 1965.
- Fren. 314** Realism to Symbolism: 1850-1895. Three Credits  
The Parnassian Movement. Realism and naturalism in Flaubert, Zola, Maupassant, Becque. Literary criticism of Taine. Poetry of Baudelaire, Rimbaud, Verlaine, Mallarme.  
To be offered Spring 1966.
- Fren. 401-402** Contemporary Literature. Six Credits  
A study of French literature from 1895 to the present.
- Fren. 423** French Poetry. Three Credits  
A study of the content and form of French lyric poetry. Readings in representative authors of various periods.
- Fren. 424** French Drama. Three Credits  
A survey of French dramatic production from its origins to the beginning of the Twentieth Century, exclusive of Corneille, Racine, and Moliere.
- Fren. 425** The French Novel. Three Credits  
A survey of French novel writing from its origins to the beginning of the Twentieth Century.
- Fren. 426** Catholic Literature. Three Credits  
An appreciation of Catholic letters since 1884, particularly the works of Huysmans, Bloy, Peguy, Claudel, Bernanos, and F. Mauriac.

**Fren. 500 Seminar.**

Two Credits

Intensive study of one movement, author, or literary characteristic. Seventh semester course.

Offered on an individual basis.

**GERMAN**

**Germ. 101-102 Elementary German.**

Six Credits

Designed to enable students to acquire a reading knowledge of German as rapidly as possible. Grammar, vocabulary building, conversation are based on the reading of simple modern stories.

**Germ. 103-104 Intermediate German.**

Six Credits

Brief review of major structural elements. Study and oral practice of common vocabulary and idiomatic usages to facilitate the writing and speaking of basic German. Analytic reading of moderately difficult to difficult prose selected from the masters and designed to introduce the student to the main chapters of German literature.

**Germ. 207-208 Major German Writers.**

Six Credits

A study of major German literature from the *Nibelungenlied* to the outstanding works of the contemporary authors.

**ITALIAN**

**Ital. 101-102 Elementary Italian.**

Six Credits

The course stresses the fundamentals of grammar; the acquisition of a broad, basic vocabulary, including common idiomatic expressions; conversation, elementary composition, reading.

**Ital. 103-104 Intermediate Italian.**

Six Credits

Selected readings of Italian authors and conversational practice are stressed.

**RUSSIAN**

**Russ. 101-102 Elementary Russian.**

Six Credits

Russian alphabet and script, elementary grammar, pronunciation, reading, and conversation. Emphasis will be placed on rapid acquisition of reading skill.

**Russ. 103-104 Intermediate Russian.**

Six Credits

An all-encompassing review of grammar and further study of the imperfective and perfective aspects of the verb are to be undertaken. Reading of Russian history and literature will provide material for class discussion and vocabulary building.

**SPANISH**

**Span. 101-102 Elementary Spanish.**

Six Credits

The audio-lingual approach to language study is used in the acquisition of the basic skills of understanding, speaking, reading, and writing Spanish. The classroom period is supplemented by intensive practice in the language lab.

- Span. 103-104** Intermediate Spanish. Six Credits  
Continuation of the elementary course with the emphasis gradually shifting to reading and writing.
- Span. 205-206** Advanced Spanish. Six Credits  
Extensive use of idiomatic Spanish in conversation and composition is intended to broaden the student's linguistic and cultural knowledge of the language.
- Span. 303-304** Hispanic Civilization. Six Credits  
The cultural development of the Hispanic world through the study of its history, geography, literature, and fine arts. The first semester deals with Spain and the second with Latin America.
- Span. 313-314** Spanish Composition. Six Credits  
Designed particularly for Spanish majors, this course offers intense written practice in Spanish on topics pertinent to the study of the Hispanic world.
- Span. 315-316** Advanced Conversational Spanish. Six Credits  
Designed particularly for Spanish majors, the topics of conversation will center around the culture, history, and literature of the Hispanic world.  
To be offered 1965-66.
- Span. 321-322** Spanish Literature: Origins to 1700. Six Credits  
Medieval literature, the Renaissance, Golden Age prose and poetry.  
To be offered 1965-66.
- Span. 323** Spanish Literature: 1700 to 1898. Three Credits  
Neo-classicism, Romanticism, Realism.  
To be offered 1965-66.
- Span. 324** Contemporary Spanish Literature. Three Credits  
Generation of 1898 to the present time.
- Span. 405** Golden Age Drama. Three Credits  
A detailed study of representative plays of Lope, Tirso, Calderon, and several other dramatists of this period.
- Span. 406** Cervantes. Three Credits  
The life and writings of Cervantes with a detailed study of the *Quijote*.
- Span. 431-432** Spanish American Literature. Six Credits  
A survey of the major trends in the literature of Spanish America.
- Span. 500** Seminar. Two Credits  
To be taken in the seventh semester in conjunction with the preparation of the student's thesis.  
Offered on an individual basis.

# MATHEMATICS

Chairman, Bro. Carolan, Instructor; Assistant Professor: Mr. Thomas; Instructor: Bro. Kelly; Lecturers: Bro. Foy, Sr. M. Genevieve.

*Area Requirements.* Non-science majors take Math. 105-106; science and business majors see requirements of respective departments.

*Major Field Requirement.* The student must complete a minimum of thirty semester hours of mathematics in courses numbered above 300. He should consult with his departmental adviser in his choice of related electives.

The student must pass a comprehensive examination. This will be either written or oral. It will test not only his course work in mathematics, but his knowledge of mathematical applications and his independent readings. He must also take the Graduate Record Examination.

*Dissertation Theme.* The student must submit a theme in his senior year. The theme will be written in conjunction with the senior seminar, and should demonstrate the student's capacity for independent work. The theme topic should be chosen during the sixth or seventh semester under the supervision of the departmental adviser.

**Math. 105-106** Modern Mathematics. Six Credits  
Designed to provide the liberal arts students with a comprehensive overview of the methods and topics of modern mathematics. Emphasis is on readings and understanding, manipulative skill being used only as an essential tool for proper understanding of the subject. Topics include sets, relations, functions; mathematical logic; introduction to calculus; probability; introduction to abstract mathematical systems; applications.

**Math. 103** College Algebra and Trigonometry. Three Credits  
Review of intermediate algebra; theory of equations; determinants, logarithms, inequalities and partial fractions; polynomial functions; binomial theorem; complex numbers; trigonometric functions; equations and identities.

**Math. 104** Analytic Geometry and Calculus I. Three Credits  
Differentiation and integration of algebraic functions with applications: velocity, rates, maxima and minima, area. Analytic geometry. Vectors.  
*Prerequisite:* Math. 103, or four years of high school mathematics, including advanced algebra and trigonometry.

**Math. 201** Analytic Geometry and Calculus II. Three Credits  
Differentiation and integration of transcendental functions. Analytic geometry; conic sections. Applications. Techniques of Integration Hyperbolic Functions.

- Math. 202** Analytic Geometry and Calculus III. Three Credits  
 Infinite series, power series. Partial differentiation and multiple integrals. Solid Analytic geometry and vectors. Applications.
- Math. 205** Introductory Statistics. Three Credits  
 Description of sample data, simple probability, the binomial and normal curves, estimation and testing of hypotheses, correlation and regression, the Chi-squared distribution.  
*Prerequisite:* Math. 103 or its equivalent.
- Math. 301** Differential Equations. Three Credits  
 Ordinary differential equations: first order differential equations; linear equations; systems of linear equations; electrical circuits: existence theorems. Series solution of the classical second order differential equations. Numerical methods. Introduction to Fourier series and Laplace transform.
- Math. 302** Advanced Calculus. Three Credits  
 Law of the mean; mean value theorems. Vector algebra. Partial differentiation with applications. Implicit function theorem. Multiple Integration. Line and Surface Integrals. Theorems of Gauss, Green and Stokes. Vector Integral Calculus. Series. Improper Integrals. Fourier series.
- Math. 305-306** Mathematical Analysis. Six Credits  
 The Real and Complex Number Systems. Basic point set theory. Limits and continuity. Differentiation. Partial differentiation. Theory of Riemann-Stieltjes Integration. Multiple Integrals and line integrals. Vector Analysis. Differential Geometry. Infinite series. Improper Integrals. The Gamma and Beta Functions. Fourier series and Fourier integrals. Laplace transform.
- Math. 311** Abstract Algebra. Three Credits  
 Set theory. The real and complex number systems. Integral domains, fields and groups. Survey of such abstract structures as linear algebras, rings and boolean algebra.
- Math. 312** Linear Algebra. Three Credits  
 Abstract systems. Vector spaces and linear transformations. Matrices and matrix operations. Applications of matrices to linear equations. Characteristic value problems and quadratic forms.
- Math. 341** Applied Mathematics. Three Credits  
 Algebra and calculus of vectors with applications. Introduction to the partial differential equations of physics. Solution via Fourier series.
- Math. 351** The Teaching of Mathematics. Three Credits  
 A discussion of current trends in secondary school mathematics courses. Methods of teaching algebra and geometry. Programs for advanced students. Programs for the slow learner.



**Math. 402** Complex Variables. Three Credits  
Continuity; differentiability; Cauchy-Riemann equations; analytic functions. Complex integration and Cauchy's theorem. Taylor's theorem. Taylor and Laurent series. Residue theory, conformal mapping, harmonic functions.

**Math. 403-404** Probability and Statistics. Six Credits  
Probability. Distribution functions. Moments and moment generating functions. Regression and correlation. Sampling estimation. Testing of hypotheses. Design of experiments.

**Math. 413** Numerical Analysis. Three Credits  
An introduction to the fundamental processes of numerical analysis. Ordinary finite differences; central difference and divided differences; numerical solution of equations; numerical approximations to derivatives and integrals; numerical solutions to ordinary differential equations; matrices and simultaneous linear equations.

*Prerequisite, or Corequisite:* Differential equations.

**Math. 421** Fundamental Concepts of Geometry. Three Credits  
Foundations of geometry. Axiomatic geometry. Euclidian geometry. Projective geometry. Brief description of parabolic, hyperbolic and elliptical non-Euclidian geometries.

**Math. 451** Seminar. Three Credits  
This is required of all mathematics majors. It consists of weekly meetings of the department to discuss mutual problems relating to projects undertaken by the students.

**Math. 453** Elementary Topology. Three Credits  
An introduction to a few selected topics in topology: topological equivalence in three-dimensional space; maps on a sphere, the Jordan Curve theorem; topological transformation; topological spaces.

## MUSIC

**Music 101-102** Understanding of Music. Six Credits  
Development of conscious and alert listening through practice of the various elements of music. Rhythm training, Ear training, Composition of movement will be studied to develop a perceptive knowledge of musical styles. Exposure to Contemporary, Romantic, Classical up to Medieval music. Sight singing of choral works.

**Music 201-202** Creative Music. Six Credits  
For students who have a need to express themselves through a musical medium of their choice: composing, conducting, chamber music, solo performing and advanced sight singing.

Practical knowledge of functional harmony and experience in rhythmic composition leading to a musical analysis geared toward the development of the "inner hearing" and personal interpretation. Analysis of a long work such as "The Messiah" and of shorter compositions.

**Music 151-152** Survey of the Major Styles of  
Western Music.

Six Credits

The motion of musical style. Presentation of the characteristic styles of the chief artistic periods and their relations to the other arts, the literature and the history of the period. Beginning with young contemporary composers up to early Medieval polyphony including Romantics, Classics, Baroque and Renaissance.

## PHILOSOPHY

Acting Chairman, Dr. Drennen, Visiting Professor; Assistant Professor: Bro. Anselm; Instructor: Mr. Casey; Lecturer: Fr. Dougherty.

*Area Requirement.* Basic requirement for arts, science, and business majors is twelve credits in philosophy.

All students are required to take Phil. 201 and Phil. 202, and any two other courses in the 300-series as options to complete twelve credit-hours in philosophy. While it is recommended that these options include one historic course (Phil. 301, 302, 305, 306, or 307) and one description course (Phil. 311, 312, 315, or 316), students may feel free to choose any other combination. Option courses may be completed any time during the Junior and Senior years. Sophomores entering their spring term who, for some special reason, wish to begin their option program, may, with Departmental approval, carry one option course in addition to Phil. 202.

Upon consultation with, and approval by, the Department of Philosophy, a student may substitute one elective course in the 400-series for a 300-series course.

*Minor Field Requirements.* Students electing to minor in philosophy will be allowed to apply six credit-hours of 300 or 400-series courses already completed from the basic area toward fulfillment of minor requirements of eighteen credit-hours in philosophy. A minor in philosophy is therefore satisfied by the completion of any four courses in philosophy over and above the basic-area requirement.

With the exception of Phil. 201 and Phil. 202, which are offered yearly, all other courses are given on a two-year cycle. Students who wish to plan their programs a year ahead may therefore consult the following descriptions, and feel free to advise at any time with members of the Department.

**Phil. 201** Metaphysics.

Three Credits

An introduction to the central issues of metaphysical thought and procedures, including the concepts of categories, relations, existence, casuality.

- Phil. 202** Philosophy of Man. Three Credits  
A philosophical investigation of the central psychological and moral issues which constitute the conditions of human experience.
- Phil. 301** History of Ancient Philosophy. Three Credits  
A study of the major themes that formed Western philosophical tradition from the time of the pre-Socratics to Plotinus.  
Not offered 1964-65.
- Phil. 302** History of Medieval Philosophy. Three Credits  
The historical development of Western Christian philosophy from the period of the Alexandrines to Duns Scotus, with particular attention to Augustine and his influence.  
Not offered 1964-65.
- Phil. 305** History of Modern Philosophy: I. Three Credits  
An analysis of the movements of philosophical ideas in Europe from the seventeenth century through the nineteenth centuries.
- Phil. 306** History of Modern Philosophy: II. Three Credits  
A consideration of European philosophical ideas from the nineteenth through the twentieth centuries.
- Phil. 307** History of American Philosophy. Three Credits  
An investigation of the origins and significance of American philosophical ideas with special reference to Pragmatism as the philosophy of the American Experience.
- Phil. 311** Philosophy of Science. Three Credits  
Analysis of scientific knowledge, methodology, and procedures, together with consideration of contemporary notions of space, time, matter, causality, physical laws, and life phenomena.
- Phil. 312** Philosophy of Religion. Three Credits  
An investigation of the philosophical issues regarding the nature and existence of God, and consideration of the implications of religious experience.
- Phil. 315** Philosophy of History. Three Credits  
An inquiry into the character of historiography, its evidences and explanations, and the nature of the temporal process.  
Not offered 1964-65.
- Phil. 316** Aesthetics. Three Credits  
Appraisal of the major theories and issues of a philosophy of art.  
Not offered 1964-65.
- Phil. 401** Twentieth Century Philosophy: I. Three Credits  
Historical consideration of classical philosophers of the twentieth century including Bergson, F. H. Bradley, and Royce.
- Phil. 402** Twentieth Century Philosophy: II. Three Credits  
A study of contemporary existentialism, phenomenology, and language analysis, as well as the philosophers most representative of each school.

**Phil. 406** European Social Thought. Three Credits  
An attempt to trace the development of European social thought in the nineteenth century, with particular emphasis on Hegel, Feuerbach, and Marx.

**Phil. 408** American Social Thought. Three Credits  
A specialized study of nineteenth and twentieth century American social and political thought with emphasis on such men as Spencer, Ward, Mead, and Dewey.

## PHYSICAL EDUCATION

Chairman, Dr. Goldman, Assistant Professor; Instructor: Mr. Arold.

Required of all freshmen students in both semesters of their freshman year.

**Physical Education 101-102** Two Credits  
Designed to develop and maintain physical fitness, overcome physical deficiencies, and to develop social recreational skills. Students are expected to develop skill in activities in which they can participate during and after college years.

## PHYSICS

Chairman, Bro. Marchessault, Assistant Professor; Assistant Professor: Bro. Desilets; Instructor: Bro. Kelly.

*Area Requirement.* There is no area requirement in Physics. However, Phys. 205-206 may be used to satisfy the science area requirement.

*Major Field Requirement.* A student who chooses physics as a major field must complete a minimum of twenty-four credits in the department over and above Phys. 205-206. This will normally include Phys. 311, 312, 321-322, 411-412, 422, 431 and 451.

A student must also take Chem. 101-102 and Math. 103-104, 201-202 and Math. 301.

A comprehensive examination may be required.

A physics major is expected to undertake and complete a theoretical or experimental project. This should be selected in the junior year under the guidance of a faculty member and must be completed before graduation.

**Phys. 205-206** General Physics. Eight Credits  
An introduction to the basic fields of physics covering an introduction to the basic concepts of mechanics, heat, sound, electricity and magnetism, optics and atomic physics. The mathematical approach is stressed.

*Prerequisite:* Math. 103-104.

*Two hours lecture, two problem sessions, two hours lab per week. Two semesters.*

**Phys. 311**    Mechanics.    Three Credits

A study of Newtonian mechanics and problems involving motion of a particle using vector algebra. Rigid body problems, gravitation and gravitational fields and selected problems from the mechanics of continuous media.

*Three hours lecture per week. One Semester.*

**Phys. 312**    Physical Optics.    Three Credits

A brief review of geometrical optics and an introduction to the phenomena of physical optics. The major topics will be: mathematics of light waves, interference, Fraunhofer, diffraction, velocity of light, optical spectra, dispersion, polarization and electromagnetic character of light.

*Three hours lecture per week. One Semester.*

**Phys. 321-322**    Electricity and Magnetism.    Six Credits

A study of electrostatics, dielectric theory, capacitance, electric current, AC-DC circuits, magnetic properties of matter, Maxwell's equations and electromagnetic waves.

*Three hours lecture per week. Two semesters.*

**Phys. 323**    Electricity and Magnetism Laboratory.    Three Credits

*Three hours lab per week. Two Semesters.*

**Phys. 411-412**    Atomic Physics.    Six Credits

Introduction to electronic and nuclear structure of the atom; a discussion of the basic experiments in atomic physics; atomic spectra; introduction to quantum mechanics and the atomic physics of solid state.

*Prerequisite:* Phys. 312, 321-322.

*Three hours lecture per week. Two Semesters.*

**Phys. 422**    Modern Physics.    Three Credits

An introduction to the history and important experiments in modern physics: relative theory, the Lorentz transformations and Einstein's law of gravitation and the photoelectric effect.

*Prerequisite:* Phys. 411.

*Corequisite:* Phys. 412.

*Three hours lecture per week. One Semester.*

**Phys. 421**    Solid State Physics.    Two Credits

Description of crystal structure, diffraction of X-rays by crystals, elastic constants of crystals, free electron model of metals, band theory of solids, semi-conductor crystals, superconductivity, excitons, photoconductivity and luminescence.

*Two hours lecture per week. One Semester.*

**Phys. 431**    Thermodynamics.    Three Credits

An introduction to the laws of thermodynamics, heat transfer, entropy, with applications of thermodynamics to special systems.

*Three hours lecture per week. One Semester.*

**Phys. 432**    Electronics. Two Credits  
An introductory course covering the fundamentals of electron tube operation and circuit design.  
*Two hours lecture per week. One Semester.*

**Phys. 442**    X-Ray Diffraction. Two Credits  
An introduction to the methods of X-ray diffraction, the use of powder and laue cameras with applications to crystallography and chemistry.  
*Prerequisite: Phys. 421.*  
*Ohour lecture, two hours lab per week. One Semester.*

**Phys. 443**    Optics Laboratory. Two Credits  
A course designed to give students who have taken or who are taking Phy. 312 an opportunity to obtain first-hand experience with optical experimental equipment.  
*Four hours lab per week. One Semester.*

**Phys. 451**    Seminar. No Credit  
This is required of all physics majors. It consists of periodic meetings of the department to discuss mutual problems relating to projects undertaken by the students.

## PSYCHOLOGY

Chairman, Bro. Kirk, Associate Professor; Instructor: Mr. O'Keefe; Lecturer: Mr. Miller.

*Area Requirement.* A student majoring in mathematics or science fulfills the psychology requirement by the successful completion of Psych. 103 Introductory Psychology. The non-science student may take Psych. 209 Personality Development to satisfy the life science requirement.

*Major Field Requirement.* The student must complete a minimum of thirty semester hours of psychology courses over and above Psych. 103. To fulfill the science requirement he should take: Chem. 101, Bio. 105-106, 107-108, Bio. 403. To fulfill the mathematics requirement he should take either Math. 103-104 or Math. 104-201 and Math. 205. The student should consult with his departmental adviser in the choice of electives.

*Comprehensive Examination.* In senior year the student must take the Graduate Record Examination in psychology.

**Psych. 103**    Introductory Psychology. Three Credits  
A fundamental treatment of the basic facts and theories comprising the science of psychology; exploration of the nature scope, and methods involved in the scientific investigation of human behavior, stressing such topics as learning, emotions, personality, sensation and perception. Includes student participation in laboratory experimentation.

**Psych. 209** Personality Development. Three Credits

A study of the genesis, organization and development of ego from infancy to adolescence. The emphasis is on normal personality development and follows the conceptualizations proposed by Ausubel.

**Psych. 210** Personality Development and Psychopathology. Three Credits

A continuation of Psych. 109 in which deviations in ego development are studied. Includes intensive treatment of anxiety, conscience development and parent child relationships. Implications for psychotherapy are considered. Psych. 209 serves as a prerequisite.

**Psych. 313-314** General Experimental Psychology. Six Credits

A comprehensive course comprising lectures and laboratory on the subject matter and methods of experimental psychology. Specific attention is focused upon the scientific investigation of such areas as sensation perception; reaction time, association, attention, emotion, memory and learning.

**Psych. 315** Educational Psychology. Three Credits

A study of current psychological theories and practices with special emphasis on their educational applications and implications. Topics include personality development, learning, motivation and evaluation.

**Psych. 413** Psychological Tests and Measurements. Three Credits

A study of the theories and techniques of intelligence, aptitude and proficiency testing, survey of interest and personality techniques; procedures for administration, scoring and interpretation; application of test findings to school and other situations.

**Psych. 409** Psychological Systems. Three Credits

A study of different psychological approaches towards the understanding of man. The course will center around psychological theories and systems relating to the structure of consciousness, purposive behaviorism and the dynamics of the unconscious.

**Psych. 410** Applied Psychology. Three Credits

The course attempts to present an integrated and comprehensive picture of applied psychology. Emphasis is placed on the specialized research methodologies that have led to significant contributions in such fields as: engineering, counseling, industry, commerce and communications.

**Psych. 419** Readings in Psychology. Three Credits

Student chooses his reading from a list of references dealing with men who have influenced psychology; with areas of psychology such as learning, motivation and perception; and with the psychology of given historical periods.

**Psych. 420** Seminar. Three Credits

Attempts to review and integrate the material presented in the different psychology courses. It consists of weekly discussions directed by members of the department.

**Psych. 429** Supervised Individual Work Experience.

This is a culminating experience designed for interested senior majors in psychology. It consists of library, laboratory or field work done by the student under the direction of one of the members of the staff.

## SOCIOLOGY-ANTHROPOLOGY

Instructor: Miss Wallace.

*Minor Field Requirement.* The sequence of courses offered in sociology and anthropology attempt to increase the student's understanding of the structure and function of groups in our own and other societies, and the influence of social and cultural group membership on human behavior.

While one or two of these courses may be taken as electives by a student, a minor in sociology-anthropology may be obtained by taking all three of the courses offered in this sequence. This minor is open to students from any field, but is particularly recommended for those majoring in English, history, or psychology.

**Anth. 101-102** Introduction to Anthropology. **Six Credits**

1st semester. An investigation of man's origins and diversity through the study of human evolution and races. A brief introduction to archaeological methods in preparation for a survey of prehistory, with emphasis given to the Agricultural and Urban Revolutions, in both the Old and New World.

2nd semester. An introduction to the nature, uniformity, and diversity of culture through an exploration of the universal human institutions: family, economics, politics, religion, and social stratification. A consideration of art and crafts. An investigation of the dynamics of personality in culture and culture change, with some attention given to applied anthropology. Illustrations for the above study are drawn from both western and non-western cultures.

A field trip to the Museum of Natural History in New York City is required each semester of the course.

**Soc. 103-104** Introduction to Sociology.\* **Six Credits**

1st semester. Introduction to a sociological framework for understanding human behavior, through the study of social organization, culture, socialization, primary groups, associations, collective behavior, population, and human ecology.

2nd semester. First semester is a prerequisite for second semester. Application of the sociological concepts introduced in the first semester to the areas of the family, religion, education, minorities, and crime. An investigation of major trends in contemporary society through the study of urban, industrial, and political man.

\*This course is offered alternate years with Anth. 201-202, American Culture.



**Anth. 201-202** American Culture. Six Credits

An inter-disciplinary approach to the study of America (the United States) with material from English, history, philosophy, economics, and sociology integrated within the framework of the culture concept. Investigation of the underlying American values. An analysis of the structure, functions, stratification, and interrelationships of the basic American institutions. A consideration of subcultural segments of American culture: classes; regions; minorities; occupations; the city and suburbia; deviant groups, as criminals, beatniks, and the mentally-ill; and various age groups, as adolescents and the aged. An inquiry into American national character and investigation of cultural change in contemporary America.

## THEOLOGY

Chairman, Bro. Shurkus, Instructor; Assistant Professor: Fr. Driscoll; Instructors: Fr. Campbell, Bro. Lang; Lecturers: Fr. Messemer, Fr. Morgan.

*General Requirements.* Theol. 110, Theol. 111, Theol. 305 and Theol. 306 are required of all students except non-Catholics. The sequence of these courses must be taken as listed.

Electives: Courses listed in the 400-series are electives. A student must have taken the four required courses before he chooses an elective. Electives are open to non-Catholics without prerequisites.

*Minor Program.* Students electing to minor in Theology must complete twenty-four credits; this total includes the twelve required credits.

**Theol. 110** Sacred Scripture: The Old Testament. Three Credits  
The Church and the Bible. Inspiration. Literary Forms. History of Salvation. The Pentateuch. From the Desert to the Promised Land. The Monarchy. The Babylonian Exile. The Maccabean Revolt. The Prophets and Messianism. Wisdom Literature: The Psalter. Dead Sea Scrolls.

**Theol. 111** Sacred Scripture: The New Testament. Three Credits  
Canon and text of the New Testament. Main themes of the Gospels. The Synoptic Problem. Acts of the Apostles. The primitive Christian Community: beliefs, worship and organization. St. Paul: Themes of the Pauline Epistles. The Apocalypse.

**Theol. 305** The Foundations of Faith. Three Credits  
Nature and sources of Theology, Revelation. Relation between Faith and Reason. Theological synthesis of one God, Trinity, Incarnation, Redemption. The role of the Blessed Virgin.

**Theol. 306** Liturgy and Sacraments. Three Credits  
The nature and history of the liturgy and the sacraments. Their role in the life of the Christian.

**Theol. 405** The Prophetic Books of the Old Testament. Two Credits  
A study of the message and major themes of the Prophets.

- Theol. 406** Wisdom Literature of the Old Testament. Two Credits  
A study of the various passages in the Didactic Books of the Old Testament with an emphasis on the Psalms.
- Theol. 407** Pauline Epistles. Two Credits  
A study of the Letters of St. Paul. Various theological themes.
- Theol. 411** Christian Morality. Three Credits  
Basic moral principles and their application according to a positive approach. The Virtues, theological and moral.
- Theol. 421** Marriage and the Family. Two Credits  
Theological consideration of the nature and institution of Marriage as a Contract and a Sacrament. Practical and moral aspects of Marriage and the Family.
- Theol. 441** Catechetics. Three Credits  
The nature of Catechetics and its history. Principles and methods of teaching Religion.
- Theol. 451** Introduction to Mariology. Two Credits  
Principles and sources. Mary in Scripture and Tradition. Doctrines: Divine Maternity, Immaculate Conception, Perpetual Virginity, Assumption. Marian Cult.
- Theol. 471** Christian Unity. Two Credits  
An exploration of the unitive and divisive factors found in the major Christian groups.
- Theol. 481** Theology of the Lay Apostolate. Two Credits  
An examination of the theological, historical and canonical basis for the participation of the Laity in the apostolic mission of the Church.
- Theol. 491** Major Contemporary Religions. Three Credits  
A comparative study of the major western and oriental contemporary religions.

## VIII. General Information

### Registration

For the exact date of registration for both freshman and upper classmen, see the Calendar of the academic year of this catalog. Students registering on any day later than those designated in the academic calendar will be required to pay a late registration fee of \$2.00.

Any change after the initial registration is permitted only with the written consent of the Dean. No change in registration is permitted after the second week of instruction in a semester. Changes in registration initiated by the student are subject to the change of program fee.

### Withdrawal and Course Changes

The official forms provided by the Recorder's Office are required for changing courses or withdrawing from a course.

A student may change courses or a section of a course only during the first week of classes. If a student withdraws from a course during the first three weeks of the semester, the course is recorded on his permanent record with the notation 'W' (withdrew).

If a student withdraws from a course after the first three weeks of a semester, the course is recorded on his permanent record with the grade 'F' (failure).

### Freshman Orientation

At the beginning of each year a few days are set aside for freshman orientation. During these days new students become acquainted with the campus, the faculty, their fellow students and their environment. They also take placement tests, meet for orientation talks, discuss their programs with advisers and register for the semester. The purpose of these days is to help the new students overcome the difficulties they are most likely to meet in the transition from high school to college.

## Attendance

Prompt and regular attendance at all classes is required of all students. A student may be ineligible for a passing grade for the semester if he is absent from more than two periods in a two credit course, from more than three periods in a three credit course, and from more than four periods in a four credit course. The Dean of the college has the final authority in all problems arising from absence.

A student is held responsible for all assignments and for the entire content of the course, irrespective of the duration of or reasons for his absence. A lateness of ten minutes or more is considered an absence. Two latenesses of lesser duration are equal to one absence.

## Veterans

Marist College has the approval of the State Approval Agency for veterans' education. Questions concerning veteran benefits should be referred to the students' local veterans agency office. The office of the Registrar also furnishes information and counsel about veteran benefits.

## Foreign Students

It is the responsibility of foreign students to maintain their passports, visas, and other documents in good order and up-to-date. The Foreign Student Advisors will assist in these and related matters. Information concerning these matters together with the more usual forms and certificate blanks are available at the office of the Registrar.

## Transcript of Record

An official transcript is one bearing the seal of the college and signed by the Registrar. Official transcripts of academic records are not usually given to students or graduates but will be sent directly to the college, professional school, government agency or business concern named by them.

To obtain a transcript a student or graduate should apply to the office of the Registrar. A fee of \$1.00 is charged for each transcript issued. No transcripts will be issued during the periods of registration, examinations or commencement.

## Faculty Advisers

Seniors, juniors and sophomores will have as their advisers a faculty member from the Department of their major field.

Freshmen are assigned a faculty adviser by the Dean.

## Grading System

A student receives both mid-term grades and final grades. However, only the final grades will appear on his academic record.

Grading is an objective measure of a student's mastery of a selected body of knowledge contained in a specific course. This mastery involves the elements of memory, understanding, and expression. Memory refers to retention of certain items of information or data of experience contained in the course. Understanding implies insight into the interpretation of these facts or data. This insight would include the meaning of the thing itself, its relationship with other things or data, and the ability to apply this information or data to new situations and problems. Expression is the ability to convey the assimilated knowledge to others.

In assigning a grade to a student, the instructor must function as in a courtroom: examine thoroughly all the evidence involved in the case, weigh the evidence and make his decision on the basis of this evidence. In a similar way, the basis of the instructor's judgment is the concrete evidence the student himself provides. Formal examinations are only part of this evidence; questions asked by the student, recitations, term papers, book reports, written and oral quizzes, the student's participation in class discussion — each sheds light on the student's development in mastering a subject and is therefore pertinent to the instructor's grade evaluation of the student.

The following, viewed in the light of the preceding statement, is the grading system:

### C

To earn a C grade a student must be able to recall the basic elements of a course, understand the essential background and materials of a course, make application of the basic principles involved and express them intelligibly.

### B

To earn a B grade a student must manifest all the qualities characteristic of a "C" student and in addition reveal a memory which encompasses more than the basic elements of a course; he has a more personal grasp of the principles of the course and perceives wider application of the principles. He can discuss the subject matter of the course with ease.

### A

An "A" student is one who in addition to all the qualities manifested by a "B" student, *SEEKS* mastery of a specified field by reason of his interest; he has initiative and originality in attacking and solving problems; he shows ability in rethinking problems and making associations and in

adapting himself to new and changing situations; moreover, he has an appropriate vocabulary at his command.

#### D

A student will earn only a D who is deficient in some degree in any of these areas.

#### E

A student is given an E when there is sufficient doubt as to whether he deserves to fail or barely pass. This mark entitles him to a re-examination within two weeks of its occurrence. The final mark is either failure (F) or passing (D).

#### Inc

An incomplete is incurred by failure to complete portions of class assignments. An incomplete must be removed within one month from the time it was incurred; otherwise the student will receive the grade of F in this course. The maximum grade to be achieved through a re-examination is a C.

#### F

The student has failed to show his mastery of the basic subject matter of the course.

The grades of B+, C+ and D+ are used to indicate that a student has shown more than the usual competency required for that grade.

### Scholastic Index

The quality point system is a measure of the excellence of a student's work. For the grade of A the student receives four times the number of semester hours of credit in his course; for the grade of B+ he receives three and one-half times the number; for a B he receives three times the number; for a C+ he receives two and one-half times the number; for a C he receives twice as many, for a D+, he receives one and one-half times as many; and for a D he receives the same number of quality points as semester hours of credit. For an F he receives no quality points.

The scholastic index is computed by dividing the total number of quality points by the total number of semester hours of credit attempted.

A scholastic index of 2.0, equivalent to a C average, is the overall minimum requirement for good academic standing, for officership in most undergraduate organizations and for promotion.

Without deviating from this general requirement, the College recognizes that a freshman may encounter difficulties in adjusting to college

life and college curriculum. Therefore, if a freshman obtains a minimum cumulative index of 1.70 for the two semesters of his freshman year, he will be allowed to continue as a student at Marist for the following year.

All students must have a minimum cumulative index of 2.0 to enter junior year, and a minimum cumulative index of 2.0 to enter senior year.

## Academic Honors

The Dean's List, published each semester, records the names of those students who have achieved academic excellence. The list distinguishes between First Honors and Second Honors.

First Honors is awarded to a student with a scholarship index of 3.50 or higher for the semester. Second Honors is given the student with a scholarship index of 3.0 for the semester.

At commencement, three grades of honors are awarded to those graduates who have maintained a superior level of achievement during the entire undergraduate course.

Summa Cum Laude, or highest honors, awarded to those having a scholarship index of 3.85 and no grade below B for the four-year period.

Magna Cum Laude, or high honors, awarded to those having a scholarship index of 3.60 and no grade below C.

Cum Laude, or with honor, for those having a scholarship index of 3.00 or above.

## Failures

Academic failures in required subjects must be made up either at Marist or elsewhere. The student choosing to make up his academic deficiencies at another college must have the written permission of the Registrar. If it is impossible for a student to obtain the precise course he needs, he may not substitute an equivalent without the permission of the Registrar.

## Dismissal

Dismissal is the extreme penalty imposed upon the student by the college authority. The college reserves the right to enforce this penalty on any student not utilizing opportunities offered for his academic advancement. Students who fail to maintain the academic standards of Marist, or whose behaviour may reflect unfavorably upon Marist, may be dismissed at any time. There will be no recourse from the decision of the college in any disciplinary matter.

Academic dismissal: Each student's academic record is reviewed each semester by the Faculty members. Reports and the student's scholastic index are weighed to determine his academic standing.

If a freshman has a cumulative index of less than 1.70 for the two semesters of his freshman year, he is subject to academic dismissal. If a sophomore has a cumulative index of less than 1.85, he is subject to academic dismissal.

A sophomore who has a cumulative index of at least 1.85 but does not have the 2.0 index required for entrance into Junior year, must raise his index to the required level by:

1. Attendance at an approved summer session; or
2. Taking a leave of absence as a full-time student for not more than two semesters and register as a part-time student in an approved college.

A cumulative index of 2.0 is required for entrance into Senior year. A junior who does not have the required index may raise his index by attendance at an approved summer session, or by taking a leave of absence if he has not already exercised this option.

## Student Housing

All students who do not live at home during the college year are required to reside on the campus. Since residence accommodations are limited, students who wish to reserve rooms should apply to the Business Office as soon as possible. A deposit of thirty dollars, independent of the matriculation fee, must be paid with the application. Students supply their own blankets, soap, towels, and other personal items such as radios, etc.

The residence hall is closed during Thanksgiving, Christmas, and Easter holidays. Students may remain on campus during these periods only under extraordinary circumstances with the permission of the Director of Residence, and are obliged to pay extra fees.

A set of regulations detailing the obligations of resident students, absence from campus, of free evenings, holidays, and weekends will be supplied to each student at registration.

## College Bank

To assist students in learning to operate checking accounts and to prevent large sums of money from being stored in dormitory rooms, the college maintains a campus bank at the business office. College bank checks may be cashed only in the business office or the college bookstore. Further information on the college bank may be obtained from the business office.



## Testing and Counseling Center

The testing and counseling center has been established to assist students with the successful completion of their duties; to help them formulate and achieve vocational goals; and to facilitate their overall personality development. Towards these ends the center provides testing programs geared to specific groups and to individual students. The usual procedure is for the test interpretation to be done on an individual basis. The services of the Center are intended for the entire student body but referrals or appointments should be made through the secretary.

## Student Health

The college maintains a small infirmary on campus for minor sickness and emergency cases. In the event of protracted illness, the student is sent either to his home or to one of the local hospitals. By special arrangement emergency cases are treated at St. Francis Hospital, located directly across the North Road from Marist. If a student is admitted to St. Francis Hospital on an emergency basis, the Dean will notify his parents immediately by phone.

The college provides student health insurance on an optional basis. However, it insists that students who participate in intercollegiate athletics maintain health insurance.

## Placement

The college offers assistance in planning for and obtaining full and part-time positions. Through personal interviews and an analysis of interests and experience, the staff helps to guide students and alumni into occupations that utilize their capabilities to the fullest extent. At the present time, placement is the responsibility of the testing and counseling center. Teaching placement is handled directly by the office of teacher education.

## Alumni Association

The Marist College Alumni Association is the official representative of the alumni of Marist. Its regular membership includes anyone who has received a bachelors degree from Marist College.

The alumni association includes as associate members those who graduated from Marist Training School, the predecessor of Marist College during the year 1929 through 1946.

Any person who has attended Marist for two full years may apply to the association for associate membership. He will be admitted to membership upon approval of the Board of Directors of the association.

The alumni association elects its own officers. The President of the Association is an ex officio member of the Board of Advisors of Marist College. The official campus representative of the Alumni Association is the Executive Secretary.

## Automobiles on Campus

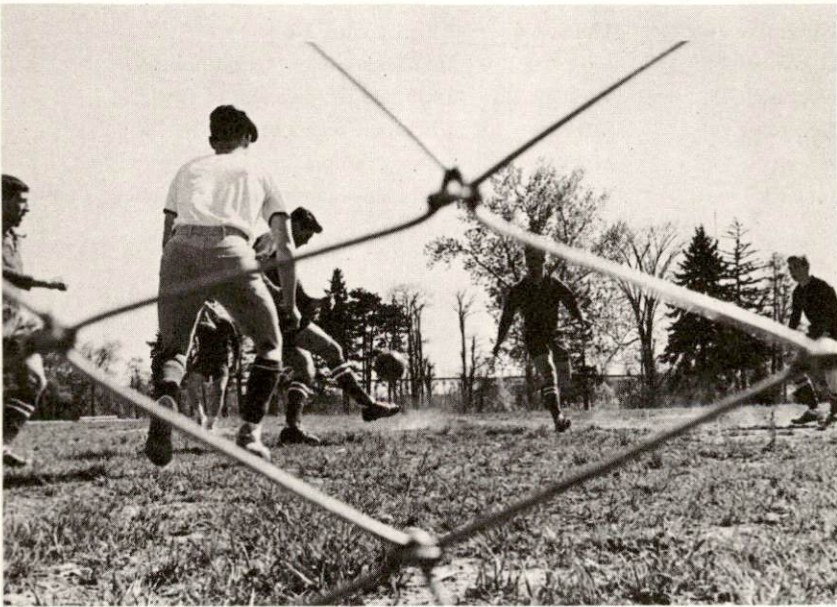
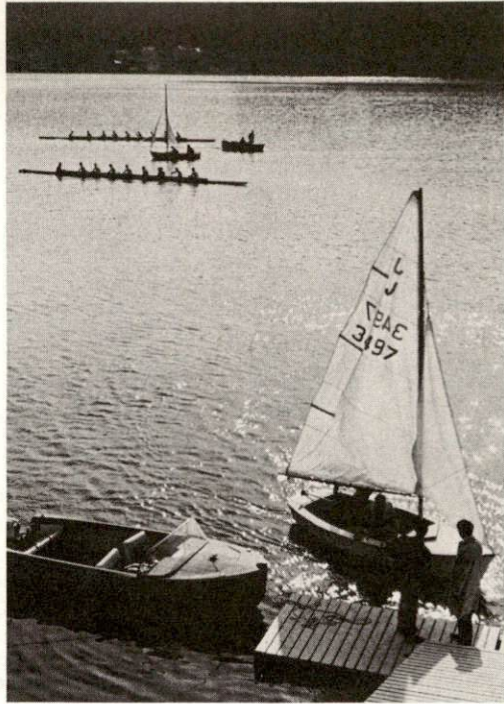
Freshman resident students are not allowed to have the use of a car during the two semesters of their freshmen year.

Sophomore, Junior and Senior resident students are permitted to have cars on campus but the college does not assume any responsibility.

The use of cars by commuting students is at the option of the student.

All cars must be registered with the Dean's Office and must bear a parking decal.

*Marist's location on the Hudson offers opportunity for a full program in water sports. Shown here, members of the crew and sailing team work out in front of the Marist Boathouse.*



*Though a relatively recent addition to Marist's athletic program, soccer has achieved status and popularity as a major sport.*

# IX. Academic Calendar

1964 - 1965

<b>1964</b>		<b>FALL SEMESTER</b>
September 10	Thursday	Entrance Examination — evening division, 7 p.m.
September 16	Wednesday	Registration for seniors and juniors, evening division, 7 p.m. to 9 p.m.
September 17	Thursday	Registration for sophomores, freshmen and new students, evening division, 7 p.m. to 9 p.m.
September 17-18-19	Thurs.-Sat.	Freshman Orientation, day division, 9 a.m. to 5 p.m.
September 21	Monday	Classes begin.
September 26	Saturday	11:30 a.m. Last date for late registration, change of course, and dropping course. ½ tuition refund after this date.
September 28	Monday	Mass of Holy Spirit.
October 10	Saturday	11:30 a.m. Last date for dropping course without penalty of failure. No tuition refund after this date. (Day Division)
October 19	Monday	Last date for dropping course without penalty of failure. No tuition refund after this date. (Evening Division)
October 23-25	Fri.-Sun.	Resident students' Retreat.
November 9	Monday	Mid-semester examinations.
November 26-27	Thurs.-Fri.	Thanksgiving Holidays.
December 7-8	Mon.-Tues.	Immaculate Conception holidays.
December 15	Tuesday	Last date for payment of fees.
December 19	Saturday	Christmas recess begins after last class.
January 4	Monday	Classes resume.
January 7	Thursday	Entrance examination — evening division, 7 p.m.

<b>1964</b>		<b>FALL SEMESTER (Cont.)</b>
January 18	Monday	Semester examinations begin.
January 27	Wednesday	Registration for seniors and juniors, evening division, 7 p.m. to 9 p.m.
January 28	Thursday	Registration for sophomores, freshmen, and new students, evening division, 7 to 9 p.m.

<b>1965</b>		<b>SPRING SEMESTER</b>
February 1	Monday	Classes begin.
February 6	Saturday	11:30 a.m. Last date for late registration, change of course, and dropping course. ½ tuition refund after this date.

February 20	Saturday	11:30 a.m. Last date for dropping course without penalty of failure. No tuition refund after this date.
February 22	Monday	Washington's Birthday — holiday.
March 17	Wednesday	St. Patrick's Day — holiday.
March 28	Sunday	Laetare Sunday — Junior Ring Day.
April 14	Wednesday	Easter recess begins after last class.
April 15	Thursday	Last date for payment of fees.
April 26	Monday	Classes resume.
May 20	Thursday	Entrance examinations — evening division, 7 p.m.
May 24	Monday	Semester examinations begin.
May 27	Thursday	Ascension Day — holiday.
June 2	Wednesday	Spring Semester ends.
June 6	Sunday	Nineteenth Commencement.

## 1965 - 1966 Tentative Academic Calendar

### 1965

### FALL SEMESTER

September 9	Thursday	Entrance examinations — evening division, 7 p.m.
September 15	Wednesday	Registration for seniors and juniors, evening division, 7 p.m. to 9 p.m.
September 16	Thursday	Registration for sophomores, freshmen and new students, evening division, 7 p.m. to 9 p.m.
September 16-17-18	Thurs.-Sat.	Freshman Orientation, day division, 9 a.m. to 5 p.m.
September 20	Monday	Classes begin.
September 25	Saturday	11:30 a.m. Last date for late registration, change of course, and dropping course. ½ tuition refund after this date.
September 27	Monday	Mass of Holy Spirit.
October 9	Saturday	11:30 a.m. Last date for dropping course without penalty of failure. No tuition refund after this date.
October 22-24	Fri.-Sun.	Resident students' Retreat.
November 8	Monday	Mid-semester examinations.
November 25-26	Thurs.-Fri.	Thanksgiving Holidays.
December 8	Wednesday	Immaculate Conception holiday.
December 14	Tuesday	Last date for payment of fees.
December 18	Saturday	Christmas recess begins after last class.
January 3	Monday	Classes resume.
January 6	Thursday	Entrance examinations — evening division, 7 p.m.

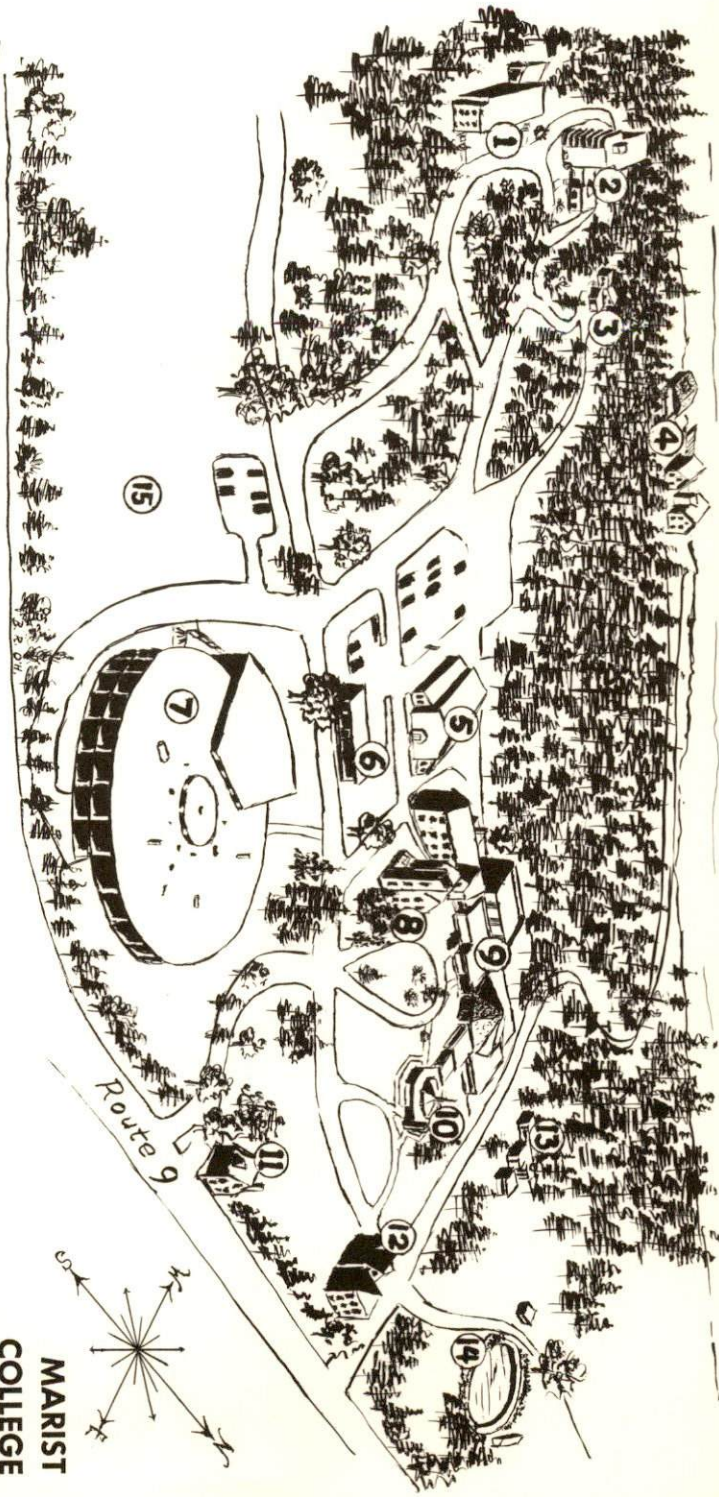
**1965****FALL SEMESTER (Cont.)**

January 17	Monday	Semester examinations begin.
January 26	Wednesday	Registration for seniors and juniors, evening division, 7 p.m. to 9 p.m.
January 27	Thursday	Registration for sophomores, freshmen, and new students, evening division, 7 to 9 p.m.

**1966****SPRING SEMESTER**

January 31	Monday	Classes begin.
February 5	Saturday	11:30 a.m. Last date for late registration, change of course, and dropping course. ½ tuition refund after this date.
February 19	Saturday	11:30 a.m. Last date for dropping course without penalty of failure. No tuition refund after this date.
February 22	Tuesday	Washington's Birthday — holiday.
March 17	Thursday	St. Patrick's Day — holiday.
March 20	Sunday	Laetare Sunday — Junior Ring Day.
April 6	Wednesday	Easter recess begins after last class.
April 7	Thursday	Last date for payment of fees.
April 18	Monday	Classes resume.
May 19	Thursday	Ascension Day — holiday.
May 20	Friday	Entrance examinations — evening division, 7 p.m.
May 23	Monday	Semester examinations begin.
June 1	Wednesday	Spring Semester ends.
June 5	Sunday	Twentieth Commencement.

Hudson River



**MARIST  
COLLEGE**

**POUGHKEEPSIE, NEW YORK**

1. Sheahan Hall Dormitory
2. Leo Hall Dormitory
3. Chaplains' Residence
4. Boathouse
5. Gymnasium
6. Adrian Lounge
7. Donnelly Hall
8. Greystone
9. Fontaine Hall
10. Our Lady of Wisdom Chapel
11. Gatehouse — Faculty Residence
12. St. Peter's Faculty Residence
13. Proposed Faculty Residence
14. Swimming Pool
15. South Athletic Field