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Salve Regina College

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Colleges for Women

CONDUCTED BY
THE SISTERS OF MERCY OF THE UNION

COLLEGE MISERICORDIA,	Dallas, Pennsylvania
COLLEGE OF SAINT MARY,	Omaha, Nebraska
MERCY COLLEGE OF DETROIT,	Detroit, Michigan
MERCY COLLEGE,	Westchester County, New York
MOUNT ALOYSIUS JUNIOR COLLEGE,	Cresson, Pennsylvania
MOUNT SAINT AGNES COLLEGE,	Baltimore, Maryland
OUR LADY OF CINCINNATI COLLEGE,	Cincinnati, Ohio
SAINT XAVIER COLLEGE,	Chicago, Illinois
SALVE REGINA COLLEGE,	Newport, Rhode Island

Archives



68-69

SALVE REGINA COLLEGE
catalog of information

The College reserves the right to make changes in the regulations and courses announced in this Bulletin. Application Blank to be used for student admission is in the back of this Bulletin.

SALVE REGINA COLLEGE

Newport, Rhode Island 02840

1968 - 1969

A Catholic
Liberal Arts College
for the
Higher Education of Women
Conducted by
The Religious Sisters of Mercy
Province of Providence

Vol. XVIII

No. 1



ACCREDITATION

Salve Regina College

Conducted by the Religious Sisters of Mercy of the Union in the Province of Providence. The college was incorporated under the laws of the State of Rhode Island in 1934 and admitted its first class in September 1947.

Accredited by:

The New England Association of Colleges and Secondary Schools

The New England Association of Colleges and Secondary Schools accredits schools and colleges in the six New England states. Membership in one of the six regional accrediting association in the United States indicates that the school or college has been carefully evaluated and found to meet standards agreed upon by qualified educators. Colleges support the efforts of public school and community officials to have their secondary school meet the standards of membership.

The National League for Nursing

Authorized by the Rhode Island Department of Education to prepare candidates for elementary and secondary school teaching certificates and in special education.

Affiliated with:

The Catholic University of America

Recognized as a member of:

Association of American Colleges

American Association of University Women

American Council on Education

College Entrance Examination Board

Educational Conference of the Religious Sisters of Mercy

American Association of Colleges for Teacher Education

National Commission on Accrediting

American College Public Relations Association

American Alumni Council

Conference of Catholic Schools of Nursing

American Association of Collegiate

Registrars and Admissions Officers

**Requests for Specific Information
Should be Addressed as Follows:**

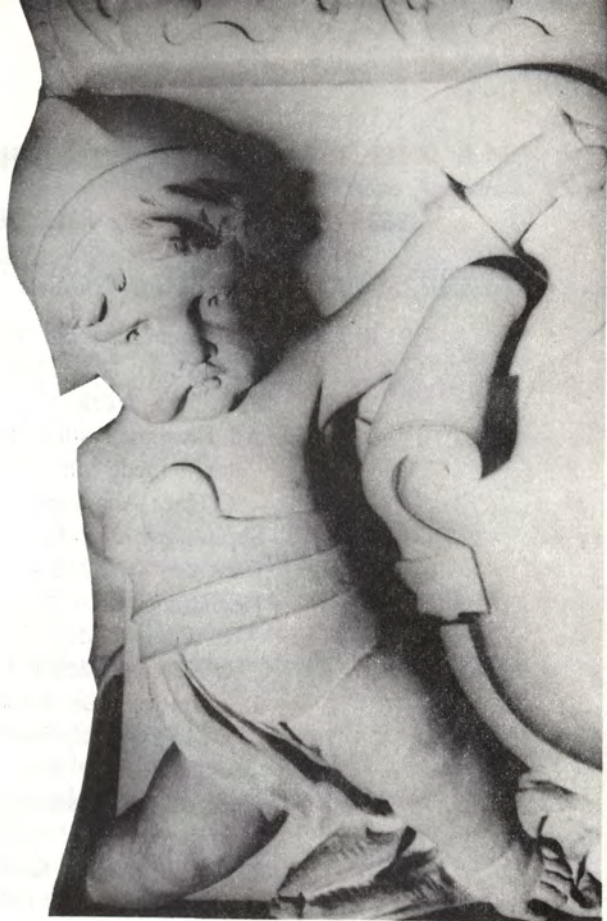
General matters pertaining to the College.....The President
Information concerning academic matters.....The Dean of Studies
Information about students, social matters,
housingThe Dean of Women
Catalogues and information regarding
admissions, tuition and other fees.....The Dean of Admissions
Transcripts of Records.....The Registrar
Payment of bills and other business affairs.....The Assistant Treasurer
Scholarships, Grants, Federal Loans,
and Work-Study Programs.....Director of Student Financial Aid
Alumnae or affairs of the alumnae.....The Alumnae Moderator
Publicity.....The Director of Public Relations

The College telephone number is (Area Code 401) 847-6650.

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I General Information

ACADEMIC CALENDAR

1968		FALL SEMESTER
September	4	Residence Halls open for Senior Student Teachers
	8	Freshmen Resident Students arrive 1:00-4:00 P. M.
	9-14	Freshman Week
	9	All Freshmen students, resident and commuter, meet in Twombly-Burden Room, O'Hare Academic Center
	12	Sophomore Resident Students arrive
	12	First day of classes for Freshmen
	13	Registration for Sophomore Students, 9:00-11:00 A.M. Twombly-Burden Room, O'Hare Academic Center
		Registration for Junior Students, 1:00-3:00 P.M. Twombly-Burden Room, O'Hare Academic Center
	16	First day of classes for Sophomores and Juniors
	16	Registration for Senior Students, Twombly-Burden Room, O'Hare Academic Center, 2:30-4:30 P.M.
	17	First day of classes for Seniors
	24	Last day for adjustment of schedule conflicts
	30	Last day to add courses to program
October	21	Semester holiday
	25	Last day to withdraw from classes without penalty
November	11	Veterans' Day
	27	Thanksgiving Recess, 12:00 Noon
December	18	Christmas Vacation begins after last class
1969		
January	6	Classes resume
	14-15	Reading Days
	16-22	Examination period, including Saturday, January 18
	17	Registration for Seniors, 1:00-3:00 P.M. Twombly-Burden Room, O'Hare Academic Center

- | | |
|----|--|
| 20 | Registration for Juniors, 9:00-11:00 A.M., Twombly-Burden Room, O'Hare Academic Center |
| 20 | Registration for Sophomores, 1:00-3:00 P.M., Twombly-Burden Room, O'Hare Academic Center |
| 21 | Registration for Freshmen, 9:00-12:00, Twombly-Burden Room, O'Hare Academic Center |
| 25 | Last day for grades |

1969

SPRING SEMESTER

- | | | |
|----------|-------|---|
| January | 29 | Second Semester classes begin |
| February | 4 | Last day for adjustment of schedule conflicts |
| | 11 | Last day to add courses to program |
| March | 7 | Last day to withdraw from classes without penalty |
| | 17 | Mid-semester holiday |
| | 21 | Incomplete Grades due |
| | 28 | Easter Recess begins after last class |
| April | 14 | Classes resume |
| May | 22-23 | Reading days |
| | 24-30 | Examination period |
| | 28 | Class Day |
| | 30 | Last day for Senior Grades |
| June | 1 | Baccalaureate Day |
| | 2 | Commencement |
| | 2 | Last day for Grades |

1969

SUMMER SESSION

June 23 - August 1

FALL SEMESTER

- | | | |
|-----------|---|---|
| September | 7 | Freshmen Resident Students arrive, 1:00-4:00 P.M. |
|-----------|---|---|

THE COLLEGE

History

Salve Regina College is a four-year Catholic College for the undergraduate education of women. Although the major emphasis is placed upon the liberal arts, career preparation in the special fields in which the woman of today excels is given. The policies of the college are based on the Catholic philosophy of life and education. Young women who meet the entrance requirements are accepted, irrespective of color, race, or religion. The college serves resident and commuting students.

The foundation of Salve Regina College of Newport constitutes a unique chapter in the history of Catholic Education in Rhode Island. On March 20, 1947, Mr. and Mrs. Robert Goelet presented their magnificent estate, Ochre Court, to his Excellency, Most Reverend Francis P. Keough, Bishop of Providence, for the purpose of founding a Catholic College for Women in Rhode Island.

His Excellency, the Most Reverend Bishop, transferred the deeds to Mother Mary Matthew, R.S.M., then Provincial of the Sisters of Mercy of the Province of Providence.

Salve Regina College, the first Catholic college for women in Rhode Island, is a development of the work begun in 1851 by the Religious Sisters of Mercy who came from Pittsburgh to Providence and opened Saint Xavier's Academy, the first Catholic high school for girls in Rhode Island. It is a continuation, therefore, of the educational system begun by the holy foundress, Mother Mary Catherine McAuley, who established her first school in Dublin in 1827.

Incorporated by the General Assembly of Rhode Island on March 16, 1934, when the Charter was granted to the Sisters of Mercy for Salve Regina College, the College was opened September 21, 1947 with a freshman class.

Aims

Salve Regina College aims at the formation of students with respect to their ultimate goals, and simultaneously with respect to the good of those societies in which as members they will participate and in whose responsibilities as adults they will share. The curriculum is designed to assist students in the harmonious development of their physical, moral and intellectual endowments.

Salve Regina College assists the students to cultivate their intellects; to ripen their capacities for right judgments; to deepen their knowledge and understanding of their cultural heritage; to develop further their sense of values; and to prepare themselves for family, professional, and civic life.

The College also recognizes its commitment as an intellectual community to serve directly the larger community within which it operates.

Location

Salve Regina College, located in historic Newport, is situated on the famous Cliff Walk which winds for three miles along the Atlantic Coastline. On one side is the ocean which swirls and foams around craggy rocks, and on the other, are some of the most magnificent of Newport's mansions, gardens and spacious lawns. Bordering the Cliff Walk is a large stretch of Salve Regina College Campus on which are monumental former summer residences, owned at one time by some of America's wealthiest families, the Goelets, and the Twomblys.

The same climate, scenic beauty, tranquil atmosphere, and cultural life which drew the attention of America's millionaires is now a special attraction to the thousands of tourists every year who love to wander through this famous colonial town and see some of the best examples of seventeenth and eighteenth century architecture; the five national historic sites—Touro Synagogue, Old Colony House, Redwood Library, The Wanton-Lyman-Hazard House, and the Brick Market; the famous Ocean Drive with ten miles of breathtaking view of the Atlantic Ocean; the Headquarters of the Cruiser-Destroyer Force, the United States Atlantic Fleet, and the Naval War College. Here is situated Salve Regina College whose halls are spread over fifty acres of land at the southern end of the island whose colonial traditions have made Newport a principal attraction on the New England Heritage Trail.

The Campus

OCHRE COURT, the original and for two years the only building on the campus, is now one of fourteen. It is given over to administration and faculty purposes. The chapel, Great Hall, reception rooms, and guest dining rooms occupy the first floor; administration offices, the second floor; and faculty accommodations, the third floor.

MERCY HALL is divided into gymnasium, and locker rooms on the east wing; art and home economics departments on the west wing with entrance and reception rooms in the center. The second floor of this building is a residential section for students.

MOORE HALL was presented by Cornelius C. Moore, Newport attorney and chairman of the advisory board, as a memorial to his parents, November 2, 1950. The first floor is divided by the main foyer. On one side are a reception room and lounge, on the other, a music room, and large parlor. A kitchenette, snack bar, and dining room make this comfortable, cozy house an ideal collegiate home. The second and third floor rooms accommodate students.

McAULEY HALL, named for the first Sister of Mercy, Mother Mary Catherine McAuley, is the gift of Mrs. William A. M. Burden, who gave her estate "Vinland" to Salve Regina College on December 21, 1955. This hall contains a new modern library, a faculty conference room, a reception room and a snack room on the first floor. A lounge, student infirmary, faculty offices, and library occupy the second floor. On the third floor, residential sections are located.

MARIAN HALL, situated in the new section of the campus included in the Burden Estate, is a residence hall for Sister faculty.

ST. JOSEPH'S HALL, a Queen Anne style brick building, located on Bellevue Avenue, obtained by the college in September, 1961, provides comfortable and spacious residence facilities.

FOUNDERS HALL, located on the corner of Ruggles and Lawrence Avenues, was purchased in August, 1964 to be used as a residence hall for students.

QUEEN HALL, the former Moulton estate on Bellevue Avenue, purchased in 1959, is a residence hall for students.

MILEY HALL, the first building of the Ten-Year Development Program to be completed, was opened for occupancy in January, 1965. It provides residence and accommodations for 200 students, dining room, cafeteria, lounges, and the college book store.

OCHRE LODGE, another residence was opened for occupancy in the fall semester, 1966. It is the gift of Mrs. Robert R. Young and is located at the corner of Ochre Point Avenue and Ruggles Avenue.

FACULTY HOUSE, acquired in December, 1960, is located on Ochre Point Avenue, Leroy Avenue, and Webster Street. One section is used as a residence hall for the Chaplain and for clerical instructors.

In an adjoining house are the offices of the Dean of Women, Assistant Dean of Women and the Health Clinic.

ROSARY HALL, another part of the Burden gift, houses the music department.

ANGELUS HALL is located on the Burden Estate. It is used for faculty offices, seminar and classrooms.

THE GYMNASIUM-AUDITORIUM is a single unit serving a double purpose. The hydraulic stage enables it to be used for dramatics, concerts and lectures. It is equipped with facilities for various kinds of projection apparatus. It is adapted also to meet the needs of indoor athletic activities, such as basketball, shuffleboard, archery, badminton. Athletic activities are adequately provided for out of doors in tennis, soft ball, and volley ball, while community facilities are available for horseback riding, bowling, sailing, and swimming.

SALVE REGINA COLLEGE LIBRARY, located on the first and second floors of McAuley Hall, meets the general standards for accredited colleges. In a spacious, attractive Reading Room there are several thousand books of general reference documenting the curriculum. More than 350 current periodicals and several thousand bound journals and microfilm are available to the students. In the stack areas are shelved about 45,000 volumes representing the masterpieces of the past and the important contributions of contemporary literature. About 3,000 volumes are added to this collection each year. A special education curriculum library, a listening room with spoken records, photo copying facilities, and film readers are also part of the library. A competent staff assists students and faculty in the use of library material.

O'HARE ACADEMIC CENTER. The new science, math, and academic building is a two-story structure located at Ochre Point and Shepard Avenues. It provides nineteen classrooms, two language laboratories, two mathematics laboratories, ten science laboratories, twenty faculty offices, and eight faculty research centers. The building was opened in January, 1968.



II Student Life



STUDENT LIFE

All Salve Regina College Students are an integral part of a united college community dedicated to the advancement of social, intellectual and religious ideals. They are expected to conduct themselves in accordance with high principles characterized by self-discipline and self-direction. A fine consideration for the rights of others, and a proper respect for self are ends to be sought through the daily practice of correct standards of thinking and of acting. Formal instruction in the classroom is supplemented by many types of informal learning through the relationships formed in cultural, social, organizational, and spiritual activities.

The College reserves to itself the right to ask the withdrawal of any student whose scholarship, character, lack of co-operation with the aims of the College, indifference to its ideals makes her presence detrimental to the general good.

Spiritual Opportunities

The Chapel of Salve Regina College with daily Masses and the observances of the ceremonies of the liturgical seasons is the heart of the spiritual life of the College.

Various co-curricular organizations, such as Action Core serve to stimulate works of charity and zeal among Salve Regina students. Non-Catholic students, if they wish, may participate in all activities at Salve Regina College where there is neither color, racial or religious discrimination.

Social Activities

As noted in the statement of the general aims, the social development of the students forms one of the objectives of the college. Co-operative planning exercises the student in the art of democratic living, provides experience in adjusting herself to other personalities, and gives a valuable training in the art of gracious living. Hence Salve Regina College affords a goodly number of student-governed clubs and class activities so that a well planned calendar includes formal and informal social events and recreational activities. Formal dances, and concerts find an appropriate setting in the Great Hall of Ochre Court, and in the lounges and dining room of Miley Hall,

while the gymnasium lends itself to other types of recreational activities.

All students, upon matriculation into College, automatically become subject to the constitution and regulations of the Student Government of Salve Regina College. The Student Council is a co-operative self-governed body representing the Student Association in directing all matters that pertain to student life which do not fall under the immediate jurisdiction of the faculty.

Extra-curricular activities are numerous and of a sufficiently wide range of interest to allow each student to find some field in which she may be an active participant.

The social life of the college is marked by dignity and freedom. Intelligent use of leisure time and the development of desirable social qualities are fostered by the various clubs and organizations.

Cultural Advantages

Authorities in the various fields of cultural interest are invited to the college at intervals during the year to address or to entertain the college students. Each year the College conducts a number of lectures and conferences of interest not only to the student body but also to the general public. As time and opportunity permit, it also invites to the use of its facilities for their discussions and meetings various groups whose work and purposes Salve Regina judges especially useful to the community and in keeping with its own character. Salve Regina Students may avail themselves of the cultural opportunities of the Art Association of Newport which provides annual exhibits of living American artists, lectures on art, world affairs, science, literature, and travel. The Music Club, the Players Guild, and the Preservation Society of Newport offer excellent advantages to Salve Regina students who are interested in the Fine Arts. The College uses every facility possible in order to prepare the student "for her place in the world as a cultured, Christian woman."

Governmental Experience

The Student Association furthers the objectives of the College in the training it affords for leadership, responsibility and decision. It provides an official body for adequate and effective expression of student opinion; it aids the development of student leadership in its direction of student affairs; it fosters a spirit of unity because of the many opportunities it provides for working for the good of the college community. The members of the Student Council are elected

by the student body. Therefore it is a representative group which shares actively in particularizing the aims and goals of the College. It is designated by the students to articulate their views and coordinate their efforts in obtaining legitimate objectives. Various activities are planned independently by student organizations, conjointly by students and faculty, and the College.

Health Program

The general purpose of the college health program is to promote the health and physical development of each student. Everyone who seeks admission to Salve Regina must have a complete physical examination by her family physician. The health form is sent with admissions materials to the prospective student by the Dean of Admissions. The completed health form serves as a basis for informational and hygiene service.

Student Health is under the care of the Dean of Women, the doctors at the medical center, and full-time registered nurses. The Health Clinic and the office of the full-time college nurse are located on the second floor of the Faculty House. The student infirmary is located on the second floor of McAuley Hall. During the night for emergencies and/or follow-up treatment, there will be registered service nurse available. Non-resident students may also consult the College nurse during clinic hours.

The College does not finance medical care or hospitalization for its students. All students are urged to retain or acquire insurance for medical care and hospitalization. This protection is secured for a nominal sum annually. Information about the plan is sent directly to each student after she has been accepted by the College. Opportunity for wholesome activity is provided by the classes in physical education as well as skill in sports, body mechanics and posture. The Women's Recreational Association provides for intramural and intercollegiate sports. The College provides every precaution for the safety of its students but assumes no responsibility for accidents.

Psychological Services

The Counseling Center provides professional psychological services to help the student discover her own aptitudes, needs, and capacities. In this she has access to a well qualified professional staff, which includes a counseling psychologist, a clinical psychologist, and a vocational counselor.

The aim of the collegiate guidance and counseling program is to assist the individual student with her social, moral, educational or vocational problems. Through an appraisal of her interests and needs, the counseling personnel will help her to formulate plans for realizing her own abilities, for developing those powers which would enable her to best serve her community, and for making decisions commensurate with her particular needs.

The counseling facilities also provide opportunity for psychological testing, which includes individual evaluation and interpretation of the results. On request, interest inventories and personality tests are administered and discussed in depth, when it is judged they would be helpful for an individual student.

That part of the counseling services which concerns itself more specifically with career planning is the Placement Office. This office offers assistance to the student who is interested in exploring possible careers; it also makes available graduate information and employment opportunities. It issues the senior credentials folder, arranges interviews with industrial and personnel managers, and also arranges for a variety of recruitment programs on campus, with an emphasis on graduate school and professional work opportunities. Arrangements are also made for part-time and summer employment.

Intercollegiate Participation

Intercollegiate organizational work promotes off-campus relationships and representation on the regional and national levels. Many Salve Regina campus organizations have membership in regional and national associations. Delegates are chosen by the campus organizations to attend meetings on these levels.

These delegates participate in panel discussions, hear lectures by specialists in the field, mingle with delegates of other campus organizations, exchange views on general and specific topics, and return to their own campus organization imbued with news and views which eventually give greater breadth and depth to the real values which are gained from membership in these organizations. Thus we see the real worth of co-curricular and extra-curricular activities on the College campus. They provide worthwhile training for the spiritual, intellectual, civic, and cultural development of the college student who during her college life is prepared to become an "integrated personality," "capable of making a real contribution to the community in which she lives."

Student Organizations

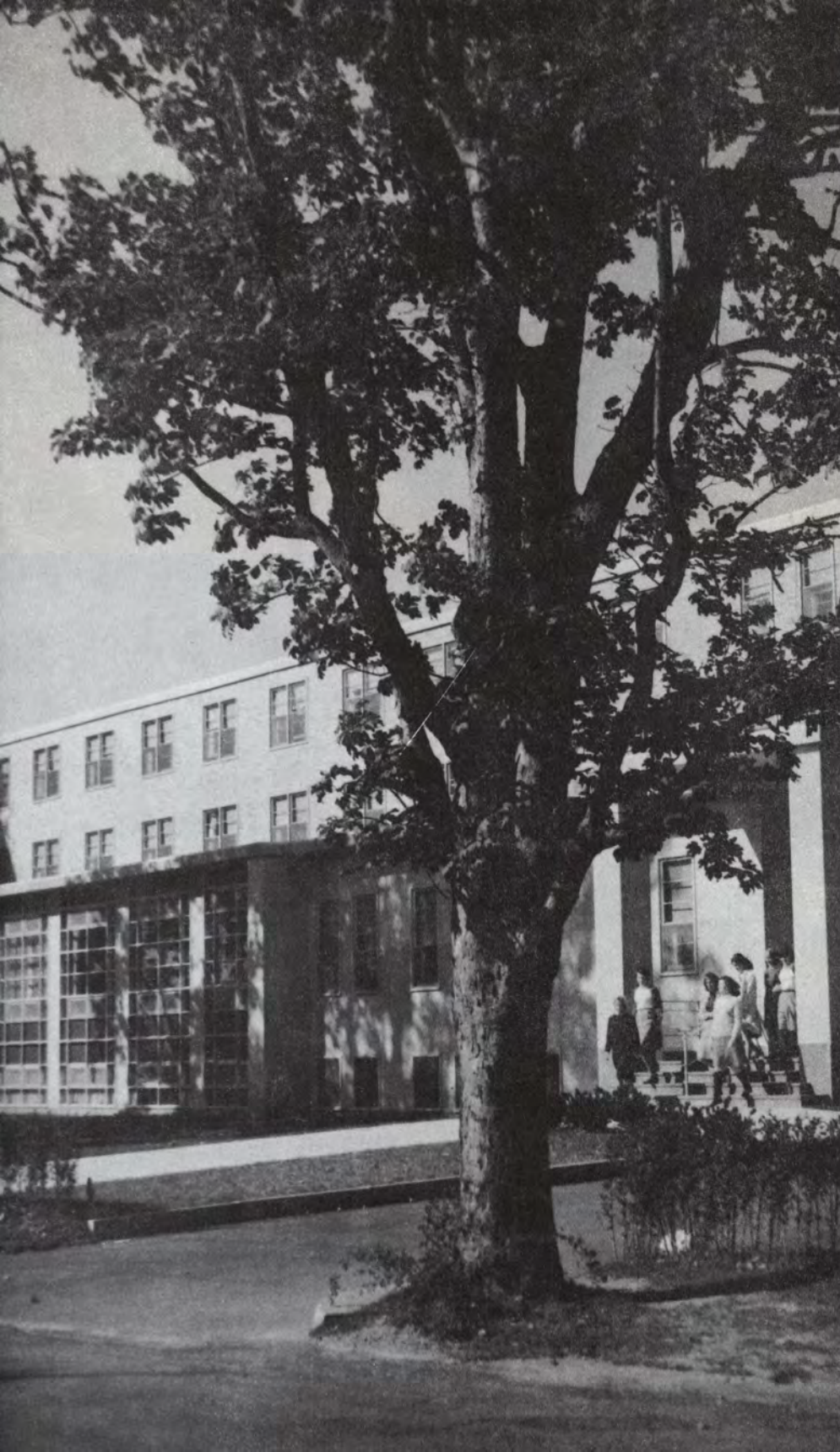
The following are under the joint management of faculty and students:

The Student Government
Organization
The International Relations
Club
The Regina Players
The Queen's Choristers
The Home Economics Club
Legion of Mary
The Confraternity of
Christian Doctrine
The Art Club

The Alliance Francaise
El Circulo Espanol
The Commuters Club
The Salve Regina Student
Nurses Organization
The Women's Recreation
Association
Action Core
The Salve Regina Chapter of
the Student National Educa-
tion Association

Student Publications

The Regina Maris, published annually by the Senior Class.
Ebbtide, published by the students interested in Journalism.







III Admissions

ADMISSIONS

Candidates for admission to Salve Regina College are selected by a Committee on Admissions composed of Administration and Faculty members. The qualifications of each applicant are evaluated by this Committee so that students of intellectual interests and good character who give evidence of both ability and preparation for college work will be selected.

Freshman Class Requirements

Applications should be made as early as possible, preferably at the end of the junior year in High School, or at least in the early part of the senior year.

Every applicant must present for admissions:

1. An application filled out by the applicant and signed by her parent or guardian. The matriculation fee of \$10.00 should accompany it. The fee is not returned, even though the applicant fails to register or the College does not accept the applicant.

2. An official Transcript of High School record and personality rating sheets. The recommendation of the Principal or Guidance Counselor is required. The High School record should show:

- a. Graduation from an accredited High School.
- b. Rank in Class — student numerical number in college group.
- c. The completion of the following subjects with acceptable grades:

English, four units; History, one unit; Modern Foreign Language, two units (preferably 3); Mathematics, three units (one Algebra, one Geometry); Laboratory Science, one unit; Electives, five units.

The electives may be chosen from any subject accepted for graduation in an accredited High School. Not more than two units in vocational subjects may be presented.

- d. Acceptable scores on the Scholastic Aptitude Tests and three Achievement Tests — one in English composition and two others in the fields of the candidate's choice. Nursing students must take the Chemistry achievement test.

- e. Satisfactory Social and Financial references.
- f. Health certificate will be sent from the Admissions Office after acceptance.
- g. Chemistry is a prerequisite for students who wish to make Nursing or Medical Technology their field of concentration.
- h. Rank in class — upper half.

College Board Examinations

Applications for the tests should be made directly to the College Entrance Examination Board, P.O. Box 592, Princeton, New Jersey.

Copies of the Bulletin of Information may be obtained without charge from the College Entrance Examination Board. The Bulletin contains rules regarding applications, fees, and reports; rules for the conduct of the tests; advice to candidates; descriptions of the tests; sample questions and answers; and lists of examination dates.

Early Decision Plan

Salve Regina College will take action in the fall of senior year on the applications of students of high scholastic standing who have made their choice of college by that time. Students who wish to apply under the early decision plan should file their applications with the matriculation fees before October 15, and should have completed the required College Entrance Examinations by the August testing date of the College Board preceding entrance into senior year. Tests required are Scholastic Aptitude, and three Achievement Tests, one of which must be English. The student must be certified by her school as having filed an application *only* to Salve Regina College.

Each applicant will be considered on the basis of (1) recommendation of her Principal or Guidance Counselor, (2) her three-year high school record and rank in class, and (3) the results of the required College Entrance Examinations taken on or before August preceding senior year.

Notification of admission under this plan will be sent by November 15. The admitted candidate will be expected to complete her senior year at school satisfactorily and to submit a record of that year's work. She will agree to pay to Salve Regina by December 8 a non-refundable deposit of \$100.00 whether resident or day student. This deposit will assure her of a place in the freshman class and will be credited to her bill.

The candidate on whose application decision has been postponed will be given full and careful consideration in the early spring. She will be asked to submit a record of her school work for the first half of her senior year along with the results of senior College Board tests.

Advanced Placement

Students of superior ability who achieve satisfactory scores on the Advanced Placement Tests administered by the College Entrance Examination Board may request Advanced Placement. Eligibility placement as well as the amount of credit granted will be determined by the department chairman after reviewing the student's record and the test scores.

Admission of Transfer Students

The candidate for admission to advanced placement must present:

The same qualifications as required for admission to freshman class.

A transcript of her college record together with a catalogue marked to show the courses taken.

A statement of honorable dismissal.

A recommendation from the registrar, dean or president of the college.

The Committee on Admissions decides upon the terms of admission on the basis of the status of the college from which the student is transferring, her record at that institution, and the length of time she will be in attendance at Salve Regina College. In addition, a candidate for admission to the junior class must have had the proper prerequisites of her field of concentration. All records must come directly from the college which the student is leaving to the Registrar of Salve Regina College. The highest rank given is junior status. No student is admitted as a senior.

Mature women who have interrupted college study for careers or marriage are accepted for continuing study towards a degree if their college transcripts show an acceptable foundation for further study. Each applicant is considered on an individual basis and is

required to complete a minimum of 32 semester hours of credit in this college including all degree requirements.

These students are accepted as special students until such time as they can be classified with a particular class. They may study either as part time or full time students.

Teacher Certification

Women who hold a degree from an accredited college and wish to become qualified for teacher certification in the state of Rhode Island may apply for a special program of studies.

Certification requirements for elementary school teachers include 30 semester hours of subjects approved for elementary school teaching or 18 semester hours for secondary including six to twelve semester hours of practice teaching.

Applicants for this program must complete at least three semester courses in Education on this campus before being sponsored for practice teaching. The practice teaching under supervision must be done in one of the school systems in Newport County.

Registered Nurse Applicants

In view of the pressing need for a greater number of professional nurses with baccalaureate preparation, and the large number of graduates from diploma and associate degree programs requesting this type of education, the Division of Nursing accepts a limited number of registered nurses as students. However, the college does not give credit for any course taken in other than approved institutions of higher education, i.e., a college or university. Each registered nurse student must follow the basic degree program of studies for nursing majors. Credit for specific courses is awarded on an individual basis according to the degree of competency evinced by examinations determined by the faculty. This is applied only in the areas of the biological and physical sciences, in some introductory nursing courses, and must be determined prior to the acceptance of the applicant to the program.

All applicants must be registered to practice professional nursing in the state of Rhode Island, and fulfill the general requirements of all applicants to Salve Regina College. In addition, a complete transcript of the previous basic educational preparation in nursing must be submitted.





IV Fínancial Information

FINANCIAL INFORMATION

General Expenses

Tuition 1968-1969	\$1,200.00
Room and Board 1968-1969	1,000.00

Special Fees

Matriculation Fee (not refundable)	\$ 10.00
Physical Education Fee (for Freshmen and Sophomores, per semester)	5.00
Laboratory Fees (Art, Home Economics, Science, Nursing, Education)	5.00-50.00
Voice Lessons (each semester)	125.00
Piano or Organ Lessons (each semester)	150.00
Transcript Fee (after the first)	1.00
Graduation Fee	35.00
Student Activities Fee	25.00

Withdrawals and Refunds

A student who plans to withdraw should notify the Registrar in writing. The official date of withdrawal is that recorded in the Office of the Registrar. A student who withdraws without completing the semester in which she is engaged may request in writing a refund of tuition, according to the following schedule. Special fees are not refundable.

<i>Request</i>	<i>Refund</i>
During the first two weeks	80%
During the third week	60%
During the fourth week	40%
During the fifth week	20%
After five weeks	None

Student Services

Textbooks, stationery, and supplies are sold in the bookstore at current rates and must be paid for at the time of purchase. Bus service is provided by the college between Providence and Newport at low rates. Cafeteria service is available for day students in Miley Hall Snack Bar.

For students and parents desiring to pay education expenses in monthly installments, a low cost deferred payment program is available through Education Funds Inc., a nationwide organization specializing in education financing. All EFI plans include insurance

TUITION INCREASE

Effective September, 1969

Tuition per year	\$1,400.00
------------------	------------

Room and Board per year	\$1,000.00
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on the life of the parent, total and permanent disability insurance on the parent, plus trust administration in event of the parent's death or disability. Agreements may be written to cover all costs payable to the school over a four year period in amounts up to \$14,000. Parents desiring further information concerning this deferred payment plan should contact the financial officer of the school or Education Funds Inc., 10 Dorrance Street, Providence, Rhode Island 02901.

Student accident and sickness insurance is available. The coverage is effective from the opening day of college in the fall and continues for a twelve-month period. The benefits under the plan will be paid in addition to any benefits to which a student may be entitled under any personal policy or membership in any hospital association. The premium cost is \$20.

Policies

No accommodations are provided for students during Thanksgiving, Christmas, and Easter holidays.

All bills are payable half yearly, in advance, the first payment to be made at the time of billing in August or before the opening date in September; the second, by the end of January. There is a service charge on deferred or late payments. Indebtedness to the college suspends the right of a student to take examinations or to receive a degree, transcript, or record of any kind.

An incoming student is required to pay a non-refundable commitment fee of \$50 after notification of acceptance. This payment will be credited to the second semester of the senior year.

The college reserves the right to increase fees when deemed necessary.

Student Aid

Salve Regina College participates in the College Scholarship Service (CSS) of the College Entrance Examination Board. Participants in CSS subscribe to the principle that the amount of financial aid granted a student should be based upon financial need. The CSS assists colleges in determining the student's need for financial assistance. Entering students seeking financial assistance are required to submit a copy of the Parents' Confidential Statement (PCS) form to the College Scholarship Service, designating Salve Regina College as one of the recipients, by February 1 previous to the date of the following school year. The PCS form may be obtained from a secondary school or the College Scholarship Service, P. O. Box 176, Princeton, New Jersey 08540.

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Salve Regina College offers scholarships, grants, loans, and student employment on campus, thus placing the advantages of higher education within the reach of discerning young women who possess the intellectual qualities necessary to succeed in college and who need financial help to acquire a college education. The student's contribution, which gives evidence of her willingness to assume some responsibility for her education, consists of funds derived from her savings and earnings.

Awards are made for one year only, but they are renewed if the student's record and conduct are considered satisfactory. Application for the renewal of aid must be filed with the financial aid officer of the college.

Scholarships

Students who wish to apply for scholarships must submit the application to the college by December 1 of the year preceding entrance into the college. Applicants must take the Scholastic Aptitude Tests in December. Achievement Tests may be taken in December or January. Results of SAT scores and three Achievement Tests (one must be English) are to be submitted to the college. The following scholarships are available:

The Mother Mary Matthew Doyle Scholarship. An annual tuition scholarship founded in 1951, in honor of Mother M. Matthew Doyle, first President of Salve Regina College, and awarded to a graduate of high schools conducted by the Sisters of Mercy in the Province of Providence.

The Mother Mary Hilda Miley Scholarship. An annual tuition scholarship founded in 1955 and awarded to a graduate of an accredited high school. Mother M. Hilda was President of Salve Regina College from 1949 to 1965.

The Sister Mary James O'Hare Memorial Scholarship. An annual tuition scholarship founded in 1955 in memory of Sister M. James, first Dean of Studies of Salve Regina College, and awarded to a graduate of an accredited high school.

The Mother Mary Catherine Durkin Scholarship. An annual tuition scholarship founded in 1961 and awarded to a graduate of an accredited high school.

The Rhode Island Schools Science Fair Scholarship. An annual tuition scholarship founded in 1949 and awarded to a high school student who is recommended by the Rhode Island Schools Science Fair Committee.

The Rhode Island Knights of Columbus Council Scholarship. Founded in 1961 and awarded to a relative of a member. It is awarded every four years. Available in 1969.

The W. Gerald Moore Foundation Scholarship. Partial Scholarships awarded from a gift of \$1,000 annually from the W. Gerald Moore Foundation. Founded in 1960.

The Kate Herrity Nash Scholarship. A partial scholarship to be awarded annually to a graduate of St. Xavier Academy, Providence, R. I., in loving memory of Mrs. Kate Herrity Nash, the leader of the first graduating class of St. Xavier Academy, in 1863.

The Eleanor McElroy Scholarship. Partial scholarship awarded annually. Founded in 1959.

The President Kennedy Memorial Scholarship. Founded in 1963 by the Student Government Association of the college as a complete four-year scholarship for a foreign student. Available in 1968.

The Roberta W. Goelet Memorial Scholarship. Founded in 1966 by a bequest of \$50,000 from the former Robert E. Goelet in memory of his wife.

The Helen Miriam McCormick Scholarship Fund. Founded in 1966 by a bequest of \$10,000 from the former Captain Benjamin B. McCormick in memory of his wife.

Scholarship for a Junior Achiever. A partial scholarship of \$400, renewable annually, is awarded by Salve Regina College to a student recommended by the Junior Achievement Organization.

ALL SCHOLARSHIPS ARE AWARDED ON THE BASIS OF SCHOLASTIC ABILITY AND FINANCIAL NEED.

Federal Scholarship Grants

Federal Scholarship grants are awarded to students of exceptional financial need. These grants are awarded in amounts ranging from \$200 to \$800 and must be matched by actual financial aid (scholarships, loans, grants, or employment). Application should be made to the Director of Student Financial Aid at the College.

State Scholarships and Grants

Rhode Island State Scholarships. All Rhode Island residents are eligible to compete for scholarships under the State Scholarship Program. Awards are based on achievement and financial need. Application should be made to the Rhode Island Department of Education. Awards range from \$250 to \$1,000.

Rhode Island State Grants. Residents of Rhode Island who enter the Nursing Division are eligible to apply to the Rhode Island Department of Education for partial scholarships from a grant authorized by the State Legislature for the education of nurses. Applications may be obtained from the college or from the State Department of Education.

L o a n s

The National Defense Student Loan. On October 16, 1964, Public Law 88-665 extended the existing law to include new borrowers. However, the loan is available to students who evidence financial need and who have satisfactory scholastic record. The college must invest in its National Defense Student Loan Fund an amount equal to one-ninth of the capital contribution received from the United States Government. Students may apply for this loan at the Business Office of the college, after one semester of attendance, for the following year.

Higher Education Loan Plans. The HELP program under various names is available in many states. It makes commercial bank credit resources available to students who need help in financing their college education. Students obtain this loan by making application at the commercial bank or mutual savings bank of their choice in the city or town of their residence.

C a m p u s E m p l o y m e n t

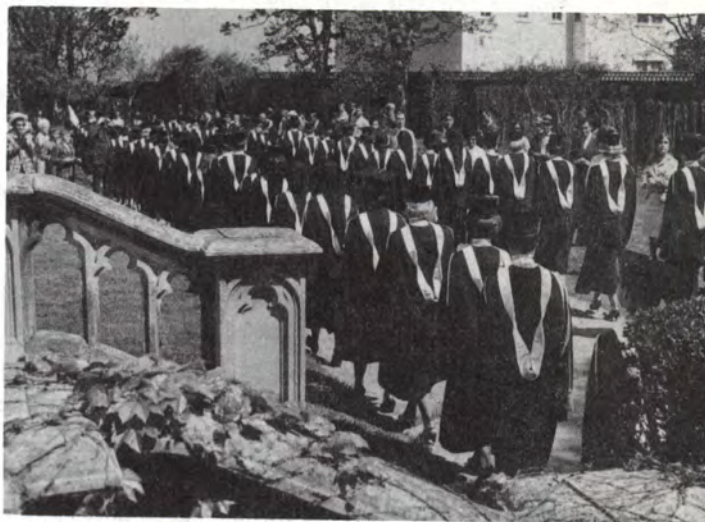
Part-time employment in dining hall, library, residence halls, laboratories, offices, etc., is available to students. Salve Regina College also participates in the Federal Work-Study Program. Academically qualified students who show financial need can obtain, under this program, employment related to their educational objectives. Application for campus employment should be made to the Director of Student Financial Aid.

F i n a n c i a l A l l o w a n c e i n A r m y a n d N a v y N u r s e C o r p s S t u d e n t P r o g r a m s

Students in the Division of Nursing may apply for appointments in the Army Student Nurse Program or the Navy Nurse Corps Candidate Program to begin their third year in college. The appointments carry generous financial allowance. A student who participates twelve months or less serves on active duty in the respective service for twenty-four months. If two years of support has been given, the student serves thirty-six months.







V Academic Requirements

REQUIREMENTS FOR DEGREES

Salve Regina College offers a four-year curriculum leading to the degrees of Bachelor of Arts and Bachelor of Science. The degree will be conferred upon candidates who will have satisfactorily completed courses amounting to 120 semester hours, plus four semester hours prescribed for Physical Education. A semester hour means one hour a week of lecture or recitation, or two hours a week of laboratory continued throughout the semester.

The curriculum falls into two divisions: a Lower Division, the work of the first two years; and an Upper Division, the work of the third and fourth years.

For the Freshman Year the course is essentially the same for all candidates, except that the science and the mathematics required will be selected according to the field of concentration elected; the foreign language, according to the choice of the student.

The following General Course of basic subjects is required of all Freshman Students:

Theology, English, History, Foreign Language, Mathematics, Science, Physical Education.

In May of the Freshman Year, each student is required to elect a field of concentration and to submit a general plan of studies for the next three years. This program will be arranged under the direction of the Department Head and must have her signature. Elective courses must have the approval of their instructors. The program may not be changed without the permission of the Dean. A fee of \$10.00 will be charged for change of curriculum.

Students must also meet the general requirements for a degree.

In May of the Senior Year, each student must pass a comprehensive examination in her field of concentration and give satisfactory evidence of achievement, i.e., an intelligent understanding of the whole field. The examination will be based both on courses and on the upper division reading list prescribed for the field of concentration.

Requirements for A. B. Degree

1. Theology—5 semester courses for all Catholic students.
2. Philosophy—3 semester courses.
3. History—2 semester courses.
4. English—2 semester courses.
5. Foreign Language—4 semester courses.
6. Natural Science or Mathematics—2 semester courses.
7. Physical Education—4 semester courses in Lower Division.
8. Approval of Dean for program of concentration.
9. Graduate Record Examination for all Seniors.
10. Comprehensive examination during second semester of senior year.
11. A general average of C or better in the field of concentration; a grade of C or better in at least two-thirds of the courses required.

The basic courses required for a degree in any field of concentration are listed in the general requirements for degrees. Besides the basic requirements and the required subjects for the major concentration, sufficient breadth is provided in required or elective subjects for a minor concentration.

Requirements for B. S. Degree

(Nursing Concentration)

1. Theology—5 semester courses for all Catholic students.
2. Philosophy—3 semester courses.
3. English—2 semester courses.
4. History—2 semester courses.
5. Science—5 semester courses.
6. Sociology—2 semester courses.
7. Education—2 semester courses.
8. Physical Education—3 semester courses.
9. Approval of the Director of Division of Nursing for program of concentration.
10. Graduate Record Examination for all Seniors.
11. Comprehensive examination during second semester of Senior year.
12. A general average of C in all clinical nursing courses, and a grade of C in two-thirds of the courses required.

Academic Standards

The quality of a student's work is indicated as follows: A—exceptional; B—superior; C—satisfactory; D—passing; F—failure; I—incomplete.

Grading System

<i>Grade</i>	<i>Quality Points</i>
A	4.0
A—	3.7
B+	3.3
B	3.0
B—	2.7
C+	2.3
C	2.0
C—	1.7
D	1.0
*E	
F	—1.0

*E Conditional: It is used only at the end of the first semester for a course that continues in the second semester. It is not recorded permanently and must be changed before the end of the second semester.

A cumulative quality point index of 2.0 is required for a student to pass successfully from one academic year's program to another. If a student has not maintained this 2.0 average at the end of the sophomore year, she will be asked to withdraw from the college.

An elementary course in a modern foreign language may not be taken after the sophomore year. Only one such course may be counted in the minimum number of points required for graduation.

Credit will be given for work done in other institutions during the summer, provided a student obtains in advance the approval of the Dean for the courses she intends to take, and attains a C— or better grade.

An official report is sent to the parents of each student twice a year. This report contains the record of the student's work for the semester.

A student with a failure in a required course may not qualify as a senior.

No examination will be given in order that a student may leave college before the close of a semester.

A fee of one dollar will be charged for a late examination. A fee of ten dollars per semester credit will be charged for extra courses.

Each student is entitled to one transcript of her college record, provided her financial account has been settled. For each additional copy a fee of one dollar will be charged to meet the expense of postage and the clerical labor involved. This fee should accompany a second or later request for the record. No transcripts will be sent during the periods of examination and registration.

Withdrawal

A student who plans to withdraw should notify the Registrar in writing. The official date of withdrawal is that recorded in the Office of the Registrar.

Probation

A student who has an unsatisfactory record at the end of any term (a grade point average for the semester of less than 2.0 or an F in any subject) may be given the opportunity to raise her work to a satisfactory level. During this period she is on probation. If poor work continues, she may be asked to withdraw from the college.

A student who, at the end of her sophomore year, has, without adequate reason, failed to pass the prescribed physical education requirement is placed on probation.

A student on probation must attend all of her classes and other engagements. She is not allowed to hold a scholarship or compete for prizes, honors, or distinction, or to take part with students or other persons in any public program or contest or to engage in any activity which, in the opinion of the Dean, may interfere with her college work.

Honors

Honors Convocation

Annually, a convocation of the faculty is called by the President, and is attended by the entire student body in formal assembly. The students who have attained high academic standing for the previous year receive public commendation.

The Dean's List

The Dean's List is comprised of those students who have attained a quality ratio of 3.3 or above in any one semester. Only one grade of C+ or C is allowed.

Departmental Honors

Awards are given at commencement to students who during their junior and senior years have attained a standard of excellence in their major field.

Degrees with Distinction

Degrees are awarded with honors in three grades: cum laude, magna cum laude, and summa cum laude based on the index of grades received in all subjects for four years and the grade received in the comprehensive examinations. For the distinction cum laude, a student must have a scholarship quotient of 3.3; for the distinction magna cum laude, a scholarship quotient of 3.6; for the distinction summa cum laude, a scholarship quotient of 3.9. The scholarship quotient is arrived at by dividing the number of quality points earned by the number of semester hours completed. Graduation honors will be based on the first seven semesters.

Students who fail to meet the required ideals and standards which Salve Regina College seeks to maintain forfeit any claim to the honors of the College.

National Honor Societies

Kappa Gamma Pi

Membership in Kappa Gamma Pi, National Scholastic Activity Honor Society of Catholic Women's Colleges, is granted annually to young women graduates recommended by the College for high level of achievement in scholarship, character, service, and leadership. The maximum annual membership quota is ten per cent of the total number of women graduates.

Sigma Phi Sigma

This National Honor Society honors students and alumnae of colleges conducted by the Sisters of Mercy in the United States. Juniors and Seniors who have been outstanding in scholarship, loyalty, and service are eligible for membership. To qualify, students must have achieved at least a "B" average, must give evidence in the practice of upholding the ideals and principles as set forth in the institution, and must manifest by their outstanding generosity, willingness to serve.

Sigma Delta Pi

Sigma Delta Pi, the Spanish National Society's chapter at Salve Regina College is Epsilon Sigma. Students must have a "B" average in all their classes by the second semester of their Junior year, to qualify as members of Epsilon Sigma.

Delta Epsilon Sigma

This is a national scholastic honor society whose purpose is the recognition and encouragement of high scholarship among the students and graduates of Roman Catholic liberal arts colleges and universities. Although chapters exist only in Catholic higher learning institutions, membership is open to all who qualify scholastically regardless of race, creed, or color. The specific aim of the Society is to create and sustain an intellectual and cultural milieu on campus and in life wherein each individual may realize the intellectual potential that is his and contribute to Christian culture. Members are selected for outstanding ability by a faculty board.





VI Currícula

CURRICULA OUTLINES

The Bachelor of Arts Curriculum

The first two years of the course provide the student with a general educational background. The third and fourth years are devoted principally to a field or concentration, the purpose of which is to give the student a thorough introduction to one scholarly discipline, its subject matter and its methods in order to inculcate those intellectual habits which the discipline especially imparts. Another objective sought in pursuing an area of specialization is to enable the student to continue it in graduate school, and, in some cases, to enter professional fields.

The elective courses provided for in each of the four years serve a threefold purpose:

1. To enable students to secure the required courses for a minor area of specialization which is related to the major.
2. To provide students with the means of fulfilling requirements for Teacher Certification.
3. To afford students opportunities for enriching their areas of specialization, or of broadening their knowledge in other cultural areas.

Program of Concentration. For the A.B. Degree, concentration is offered in Biology, Chemistry, English, French, History, Home Economics, Mathematics, Sociology, Spanish.

Preparation for teacher certification on elementary or on secondary levels is available with most of the programs of concentration.

The Bachelor of Science Curriculum

The curriculum for the awarding of a Bachelor of Science degree includes a concentration in either Medical Technology or Nursing.

The Division of Nursing is fully accredited by the Department of Baccalaureate and Higher Degree Programs of the National League for Nursing. It offers a four academic year curriculum correlating courses in general education and the liberal arts with professional subjects which include faculty guided laboratory practice in various health agencies and settings. Students reside off campus in the junior year.

The program leading to a Bachelor of Science in Medical Technology is designed to meet the increased need for persons scientifically trained to be laboratory technologists in hospitals, industry, research foundations, medical schools, and in physicians' offices.

The student spends the first three years of her college career on the Salve Regina campus completing basic degree requirements and acquiring a necessary foundation in the sciences for laboratory technology. The fourth year, of fifty-two weeks, is spent in an affiliated hospital.

Upon the completion of the four year program, the student is qualified to take the examination in the American Society of Clinical Pathologists in order to become a registered Medical Technologist, M.T. (A.S.C.P.), and to receive the degree of Bachelor of Science in Medical Technology.



REQUIRED COURSES FOR BACHELOR OF ARTS PROGRAM

Freshman Year

	<i>1st</i>	<i>2nd</i>
Theology 105-106 Intro. to Sacred Scripture	2	2
English 101-102 English Composition	3	3
History 101-102 History of Western Civilization	3	3
Modern Language	3	3
Mathematics or Science	4	4
Physical Education 101-102 Required	0	0
	<hr/> 15	<hr/> 15

Sophomore Year

Theology 205 Ecclesiology	3	—
Theology 206 Ecclesiology	—	3
Modern Language	3	3
Prerequisites for Concentration	3	3
Philosophy 201 General Psychology.....	—	3
Electives	6	3
Physical Education 201-202 Required	0	0
	<hr/> 15	<hr/> 15

Junior Year

Theology 305 Morality	3	—
Philosophy 403 Metaphysics	3	—
Courses in Area of Concentration	9	6/9
Electives	—	6
	<hr/> 15	<hr/> 12/15

Senior Year

Philosophy 407 History of Philosophy	—	3
Courses in Area of Concentration	3	3/6
Electives	12	6/9
	<hr/> 15	<hr/> 12/15

REQUIRED COURSES FOR

Medical Technology

Freshman Year

<i>First Semester</i>	<i>Credit Hours</i>
Chemistry 103 General Inorganic	4
English 101 English Composition	3
History 101 History of Western Civilization	3
Modern Foreign Language	3
Theology 105 Introduction to Sacred Scripture	2
Physical Education 101 Required	0
	<hr/> 15

<i>Second Semester</i>	<i>Credit Hours</i>
Chemistry 104 Qualitative Inorganic	4
English 102 English Composition	3
Biology 102 General Zoology	4
Modern Foreign Language	3
Theology 106 Introduction to Sacred Scripture	2
Physical Education 102 Required	0
	<hr/> 16

Sophomore Year

<i>First Semester</i>	<i>Credit Hours</i>
Biology 302 Parasitology	4
Chemistry 301 Organic	4
Mathematics 105 Introduction	4
Theology 205 Ecclesiology	3
Physical Education 201 Required	0
	<hr/> 15

<i>Second Semester</i>	<i>Credit Hours</i>
History 102	3
Chemistry 302 Organic	4
Theology 206 Worship	3
Philosophy 201 General Psychology	3
Mathematics 106 Introduction	4*
	<hr/> 13/17

BACHELOR OF SCIENCE PROGRAM

Junior Year

<i>First Semester</i>	<i>Credit Hours</i>
Biology 303 Physiology	4
Chemistry 202 Quantitative Analysis	4
Theology 305 Morality	3
Philosophy 403 Metaphysics	3
Physics 101 General	4
	<hr/>
	18

<i>Second Semester</i>	<i>Credit Hours</i>
Biology 202 Microbiology	4
Chemistry 404 Biochemistry	4
Philosophy 407 History of Philosophy	3
Physics 102 General or Chemistry 411 Instrumental Analysis	4
	<hr/>
	15

Senior Year

<i>First Semester</i>	<i>Credit Hours</i>
M. T. 403-408 Clinical Experience	10
M. T. 301 Immunohematology	2
M. T. 303 Medical Bacteriology	3
M. T. 402 Histologic Technique	1
M. T. 305 Professional Adjustment—Required	0
M. T. 400 Seminar	1
	<hr/>
	17

<i>Second Semester</i>	<i>Credit Hours</i>
M. T. 403-408 Clinical Experience	10
M. T. 302 Hematology	3
M. T. 401 Clinical Chemistry	3
M. T. 400 Seminar	1
	<hr/>
	17

*Elective

Nursing

Freshman Year

<i>First Semester</i>	<i>Credit Hours</i>
English 101 Composition	3
History 101 Western Civilization	3
Chemistry 105 Fundamentals of	3
Biology 105 Human Anatomy and Physiology.....	4
Theology 105 Introduction to Sacred Scripture	2
Nursing 101 Introduction to	2
Physical Education (Required)	0
	<hr/> 17

<i>Second Semester</i>	<i>Credit Hours</i>
English 102 Composition	3
History 102 Western Civilization	3
Biology 106 Human Anatomy and Physiology.....	4
Chemistry 106 Fundamentals of	3
Theology 106 Introduction to Sacred Scripture	2
Nursing 101 Introduction	2
Physical Education (Required)	0
	<hr/> 17

Sophomore Year

<i>First Semester</i>	<i>Credit Hours</i>
Nursing 102 General	4
Sociology 201 General Sociology	3
Biology 202 Microbiology	4
Home Economics 205 Principles of Nutrition and Diet Therapy	3
Philosophy 201 General Psychology	3
	<hr/> 17

<i>Second Semester</i>	<i>Credit Hours</i>
Nursing 202 Basic, Medical and Surgical Nursing	9
Education 203 Principles of Learning and Teaching	3
Psychology 402 Human Growth and Development	4
	<hr/> 16

Junior Year

<i>First Semester</i>	<i>Credit Hours</i>
Sociology 305 Sociology Psychology	3
Theology 205 Ecclesiology	3
Nursing 301 Maternal and Child Health	8
Philosophy 403 Metaphysics.....	3
	<hr/> 17

<i>Second Semester</i>	<i>Credit Hours</i>
Nursing 304 Health Problems of Contemporary Society	5
Nursing 401 Psychiatric Nursing	5
Theology 206 Worship	3
Nursing 407 Principles of Public Health Science	3
	<hr/> 16

Senior Year

<i>First Semester</i>	<i>Credit Hours</i>
Nursing 405 Advanced Medical and Surgical Nursing	5
Nursing 402 Principles and Practice of Public Health Nursing	5
Nursing 404 Principles of Management	2
Elective	3
	<hr/> 15

<i>Second Semester</i>	<i>Credit Hours</i>
Nursing 406 Senior Clinical Nursing	3
Nursing 400 Seminar	3
Nursing 403 Professional Nurse in Society	3
Nursing 404 Principles of Management	1
Theology 305 Morality	3
Philosophy 407 History of Philosophy.....	3
	<hr/> 16

CURRICULAR ORGANIZATION

The curricular offerings of Salve Regina College are planned to help the faculty and the students attain the ideals expressed in the general and specific objectives of the College. The instructional material is organized into six major divisions of knowledge. Each division is united within itself by related subject matter and by specific aims.

Course Information

Courses with a double number, for example Theology 103, 104, extend through two semesters. Odd-numbered courses are given in the first semester; even-numbered courses in the second. The number in parentheses after the title of the course indicates the number of semester hours of credit.

Divisions of Instruction

1. Division of Community Service
Education, Home Economics, Physical Education.
2. Division of Humanities
Art, Classical Languages, English, Modern Foreign Languages, Music.
3. Division of Natural Science
Biology, Chemistry, Mathematics, Medical Technology, Natural Sciences — Biological and Physical, Physics.
4. Division of Nursing
5. Division of Philosophy and Theology
6. Division of Social Science
Economics, History, Political Science, Psychology, Sociology.

COURSES OF INSTRUCTION

THE DIVISION OF COMMUNITY SERVICE

DR. E. WILLIAM BURRELL, *Chairman*

Education

The Education Department prepares students for teacher certification on the elementary and secondary levels and in the field of special education. Teachers today meet the challenge of higher academic standards for their pupils by possessing themselves a solid foundation in the liberal arts. Professional education courses are recognized as an essential adjunct to the academic program in teacher preparation.

The education department, then, defines its role as ancillary, recognizing that the strength of the teacher education program is that primacy is given to academic studies. Therefore, at Salve Regina College the prospective teacher, regardless of the level at which she will teach, must major in an academic field. The minor in education is heavier than the normal academic minor since an effort is made to prepare the student to meet the teacher certification requirements of various states.

The department provides directed teaching experiences and professional opportunities which help the student to cultivate an intelligent appreciation of the function of the school in a democratic society.

Opportunities are available for students to develop professional interests in teaching careers by participating in the varied activities of the college chapter of the Student National Education Association. In addition to chapter activities, members travel to several state meetings on campuses of other colleges in Rhode Island with SNEA chapters.

Students also are encouraged to take advantage of junior membership benefits in subject matter associations appropriate to the grade levels and subjects of their interest.

A balanced sequence of courses in each classification might include:

Foundations of Education

201	311
202	316
203	331
301	331

Educational Psychology

(301)
401
403
415

Elementary Education

308

309

312

405

408

409

Secondary Education

315

310

312

405

408

410

100. Introduction to Teaching (1)

This course, offered in the second semester of the current academic year, is required of all prospective minors in education. Specifically designed for undergraduates who may be undecided about pursuing a career in teaching, only students without courses in education will be permitted to enroll. During one weekly lecture and discussion class faculty members of the Department of Education will provide an orientation to professional education in general with specific reference to the areas of teacher education at the College, i.e. elementary, secondary, and special education. Some weekly lectures will include an interdisciplinary approach to analyzing the contemporary scene in American education by members of the faculty in such disciplines as psychology, sociology, and political science.

In lieu of examinations, each student will be required to submit a descriptive and evaluative report of teaching experiences which she has undertaken in consultation with a member of the education department. Usually these teaching experiences will be a community service activity such as tutoring and will be in addition to the weekly lecture with the hours to be arranged by the student and approved by her consultant for the course.

201. History of Education. (3)

This course is planned as a general survey of educational origins as reflected in the civilizations and cultures of the past and present, with emphasis on modern educational theories and practices.

202. Intellectual and Social History of American Education (3)

Through lectures, discussions, and reports, this course will analyze education in relation to the main currents of American intellectual and social history. Where possible, historical data will be related to contemporary problems, ranging from class prejudice and religiosity of colonial institutions to racial prejudice and secularization in contemporary education.

Ordinarily students who have received credit for Education 201: History of Education, may not enroll in this course.

203. Principles of Learning and Teaching. (3)

A study of the psychological principles underlying the theory of learning and the techniques and practices to be used in good teaching procedure.

301. Educational Psychology (3)

The application of the principles of psychology to the field of education with special emphasis on the nature and measurement of intelligence, the learning process, and the developmental tasks of childhood and adolescence.

308. Language Arts. (3)

An introduction to the teaching of the language arts of reading, writing, listening, and speaking in the elementary school. Practice in the writing of lesson plans in these areas serves as a preparation for the observation experience for which this course is a prerequisite.

309. Modern Elementary Curriculum with Applied Teaching Methods. (9)

This course combines intensive coverage of modern curricula materials in mathematics, science, and social studies with structured observation and initial teaching experience in public and parochial schools.

310. Curriculum and Methods of Teaching in the Secondary School. (3)

As a prerequisite to Education 410 (Student Teaching) this course attempts to provide pre-student teaching experiences in secondary education. The course is divided into two phases. A one and one half hour lecture and discussion meeting which focuses on practical concerns of teaching in secondary schools is augmented by the second phase, a weekly two-hour laboratory period in the public secondary schools of Middletown, Newport, or Portsmouth. Students exchange laboratory assignments at mid-semester enabling students to observe the operations of at least two schools often in different school systems, an opportunity unavailable during student teaching. Specialists with practical experience such as supervising teachers, guidance personnel, principals, representatives of the National Teacher Association and the American Federation of Teachers serve as guest lecturers. Usually offered second semester.

311. Philosophy of Education. (3)

This course sets forth the fundamental principles of education in the light of scholastic philosophy and applies that philosophy in a critical evaluation of current philosophies of education.

312. Special Methods. (3)

Methods in the subject matter departments.

315. Principles of Secondary Education. (3)

This course will focus on the adolescent "coming of age in America" and with the successes and failures of American secondary education. In addition to extensive reading on adolescence, a large segment of the course will use a case studies approach to simulate situations often encountered in secondary school classrooms. Emphasis is placed on independent study resulting in oral reports and participation in class discussions.

316. History of Secondary Education (3)

This course surveys the development of secondary education within the context of social, political, and intellectual history of the United States with particular emphasis given the period since the Civil War: the century of the public high school.

Ordinarily students who have received credit for Education 201, History of Education, or for Education 202, Intellectual and Social History of American Education, may not enroll in this course.

331. Contemporary Philosophies of Education (3)

A synthesis of the basic ideas of foremost philosophers of past and present provides a frame of reference to evaluate contemporary philosophies of education. Extensive readings and discussions of major philosophical positions such as scholasticism, idealism, realism, pragmatism, logical empiricism, and existentialism will be juxtaposed to provide contrasting points of view.

Ordinarily students who have received credit for Education 311, Philosophy of Education, may not enroll in this course.

351. Political Science for the Teacher. (Pol. Sci. 351) (3)

401. Child Psychology

An examination of the concepts, methods, and problems of human development with consideration of both its psychological and psychosocial aspects.

403. Tests and Measurements. (3)

Principles of psychological measurement, including errors of measurement, techniques for estimating reliability of validity, techniques of test construction, and problems in assessment and prediction. The laboratory will include the use of selected instruments.

405. Survey of Music Theory for Teachers. (Music 405.) (3)

408. Art Education. (Art. 407.) (3)

409. Student Teaching at the Elementary Level. (12)

410. Student Teaching on the Secondary Level. (12)

411. Crafts Art Education. (Art 411.) (3)

414. Children's Literature. (Eng. 414.) (3)

415-416. Linguistics. (English 415-416.) (3, 3)

417. Counseling Techniques (Psych. 417.) (3)

419. Critical Issues in American Education (3)

The growth and development of the public school is studied in the light of the current century with special reference to the impact of such critical issues as our rapidly increasing population, recent court decisions affecting education, our economic structure and tax base, automation, mass media, health and longevity, increased leisure time, racism, sex education, urban education, national and international education. The course presupposes an interest in the current scene. Teaching experience, although not a pre-requisite, would make lectures and class discussions more meaningful and significant and is strongly recommended as background preparation.

425. Adolescent Psychology (Psych. 425) (3)

Special Education

320. Introduction to Mental Retardation. (3)

This course will focus on the problem of mental retardation and its magnitude. Some historical background will be studied. Emphasis will be placed on parental guidance and society's role in aiding the retarded individual.

321. Personality Adjustment. (3)

This course focuses on the implications of mental health for the individual and for society. Current trends in the mental health move-

ment are evaluated in reference to basic principles of personality adjustment.

322. Psychology of Education of Exceptional Children. (3)

Overview of educational needs of exceptional children in the regular classroom situation. Emphasizes identification of handicaps and use of individual and group processes for children having hearing losses, visual problems, speech disorders, emotional/social handicaps, and intelligence deviations.

323. Characteristics and Needs of Retarded Children. (3)

The characteristics of the various types of mentally retarded are studied with emphasis on the psychological, emotional and educational needs that can be met in special school situations. Some opportunities are provided for visiting classes and schools for mentally retarded during this course.

324. Theory, Methods and Demonstration Teaching for Retarded Children. (6)

A practicum conducted during the Junior year for students preparing to teach in the area of special education. Directed experiences in classes for mentally retarded in the Newport County area are provided as well as other opportunities for first hand observation of exceptional children in day care and residential institutions. This course is prerequisite for student teaching in this area.

325. Curriculum for Retarded Children. (3)

Deals with organization and development of instruction for mentally retarded in special class programs. Lectures, discussions, clinical observations, and readings provide students with thorough knowledge of principles underlying curriculum development. Study of characteristics of retarded children develops appreciation of their needs in and out of school and affords opportunities to critically evaluate existing curricula and community services. Variety of specialized methods and materials for teaching mentally retarded described and evaluated.

326. Introduction to Speech Correction. (3)

A survey of basic concepts and principles of speech pathology including bases of speech production, causes, symptomatology, classifications and incidence of speech and hearing problems. Conduct and rationale of speech therapy.

327. Curriculum for the Adolescent Mentally Retarded. (3)

This course includes survey, curriculum organization, methods and materials for the teenage educable mentally retarded student.

401. Child Psychology. (Educ. 401) (3)

409. Student Teaching in Special Education. (8)

412. Arts and Crafts for the Mentally Retarded. (Art 412) (3)

421. Abnormal Psychology. (Psych. 421) (3)

423. School Activities for the Trainable Mentally Retarded. (3)

Objectives of this course will be to provide the teacher of trainable classes with materials and methods geared to develop the limited child to his utmost potential. Emphasis will be placed on arts and crafts, music, language development, numbers in everyday living, reading for safety and self-care. Films, lectures and field trips will be planned to aid the teacher in creating a suitable classroom climate and environment for the learning experiences of trainable children.

430. Guidance of the Mentally Retarded. (3)

This course considers personal, educational, and vocational guidance principles and practice as they relate to those who are mentally retarded.

Home Economics*

This program develops women educated in the related disciplines of a liberal arts college and qualified to meet the requirements of one of the following professional fields:

1. General Home Economics which prepares the student for merchandising and fashion, interior design, extension work and other professional careers in business.
2. Dietetics which fulfills the requirements for entrance into internships approved by the American Dietetic Association.
3. Education which prepares the student to fulfill the requirements for state certification in home economics teaching on the secondary level.

Orientation Program meeting one hour weekly for freshmen in the department to acquaint them with the home economics curricula and the professional areas open to graduates majoring in home economics.

* Course offered available to currently enrolled students only; program to be discontinued in 1970.

General Home Economics

Prerequisites for Concentration: Chemistry 101, 102; Biology 102, 202; Sociology 201; Home Economics 201, 202, 203.

Required for Concentration: Eight Upper Division courses.

301. Textiles. (3)

A basic course in the concepts, principles and facts about fibers, yarns, fabric construction and finishes which will enable the student to intelligently select, use and care for textile products.

Lecture 2 hours; Laboratory 4 hours

302. Tailoring. (3)

A course in advanced techniques of clothing construction developed through the assemblage of a custom tailored garment.

Lecture 1 hour; Laboratory 4 hours

303. Child Care and Development. (3)

A basic course for parenthood or professional work with children in the essential contributions of the home to the growth and guidance of the child from birth to twelve years.

304. Home Planning and Furnishings. (3)

An examination of the fundamental principles of exterior and interior home design, covering architectural features, furnishings and socio-economic considerations.

312. Methods in Teaching Home Economics. (3)

A study of the educational principles and special techniques peculiar to the presentation of lessons in all areas of Home Economics.

400. Coordinating Seminar in General Home Economics. (3)

401. Pattern Design. (3)

A study of the methods of draping and drafting of a basic pattern to be used in the construction of an original costume.

Lecture 1 hour; Laboratory 4 hours

402. Consumer Economics. (3)

A course in the application of the principles and procedures of business to personal and family problems.

403. Home Management. (3)

A study of the philosophy basic to the process of the use of family resources to achieve family and personal goals in a world of change.

403. Home Management. (3)

A study of the philosophy basic to the process of the use of family resources to achieve family and personal goals in a world of change.

404. Family and Community Health. (3)

A study of the public health sciences and home nursing care.

Dietetics

Prerequisites for Concentration: Chemistry 101, 102, 305, 404; Biology 102, 202, 303; Economics 201; Sociology 201; Home Economics 201, 202, 203.

Required for Concentration: Eight Upper Division courses.

205. Principles of Nutrition and Introduction to Diet Therapy. (3)

A study of the elementary principles of normal nutrition and the essential modification of the normal diet in disease. This course is designed for students majoring in nursing.

322. Meal Management. (3)

A course in meal management in the home with emphasis on total nutrition, economics and service attainable and compatible with modern situations.

Lecture 1 hour; Laboratory 4 hours

323. Principles of Demonstration. (2)

A course in the methods and techniques of demonstration used effectively in business and the classroom.

Laboratory 4 hours

325. Experimental Foods. (3)

A study and comparison of the effect of different food materials and methods of preparation through laboratory experiment.

Lecture 1 hour; Laboratory 4 hours

327. Accounting. (3)

A study of the entire accounting cycle from the recording of business transactions to the financial statements.

400. Seminar in Advanced Nutrition. (3)

A study of international and national food problems; nutritional problems throughout the life cycle; the chemical and physiological process and functions of nutrients in the body; nutrition fads and fallacies; and other current topics.

421. Diet Therapy. (3)

A study of the modification of the normal diet as used in the treatment of disease.

422. Organization and Management. (3)

A study of the organization and administration of food service, the formation of financial policies and the planning of layouts for efficient operation.

423. Quantity Cookery. (3)

A study of the problems involved in the preparation and serving of food in large quantities; menu making; standardization of formulae.

Lecture 1 hour; Laboratory 4 hours

424. Institution Purchasing. (3)

A study of the production, grading, marketing, purchasing and care of foods and a study of equipment, its selection, operation and care.

426. Personnel Management. (3)

A course designed to develop in the student an understanding of the employee as a person who needs to obtain satisfaction in his work which, in turn, will affect the efficiency of the institution. It includes personnel policy formation, interviewing and hiring of employees, orientation and training procedures, work scheduling, supervision and job performance evaluation.

Physical Education

Four semesters of physical education activity courses are required of students unless excused by advice of physician. This credit is not applicable toward the 120 hours necessary for a degree.

101, 102. Fundamentals of Physical Education.

A basic course including gymnastics, rhythmic and postural exercises, the elements of modern and folk dance, and practice in the rules and techniques of seasonal sports.

201, 202. Team and Individual Sports.

The practice of fundamental techniques and team play and the application of rules and regulations in the game situation of soccer, basketball, volleyball, and tennis.

THE DIVISION OF THE HUMANITIES

SISTER MARY JEAN, R.S.M., *Chairman*

The Division of the Humanities includes the departments of Art, Classical Languages, English, Modern Foreign Languages and Music. The general objectives are to provide the student with a general cultural background, an appreciative understanding of what has been accomplished in these areas, and the consequent stimulating of student thinking and accomplishment.

Art

Courses in Art are offered to develop the cultural and aesthetic values of students. They may be taken as electives or pursued as a minor subject. Courses in art are recommended as supporting fields for Education and Home Economics.

101. Introduction to the Arts. (3)

To acquaint students with the character of the experience of a work of art. The body of the course consists of a series of topics from the development of Western art, selected to afford important and varied examples of painting, sculpture, and architecture; not a historical survey, but an analytic study of masterpieces, including originals in the Rhode Island area.

102. Contemporary Art. (3)

The understanding of painting, sculpture and graphic arts of our time; their nature and trends; their contribution to individuals and civilization. Lectures, readings, discussions, and student expositions. American Art is stressed.

201. Foundation Art. (3)

Fundamental principles of drawing and composition. Line, form, color, texture, figure drawing and artistic anatomy. Illustration. Experience with a variety of painting and drawing media.

202. Color and Design. (3)

Elements and principles of design and their relationships with emphasis on their creative use. Work in a variety of media. Lectures, discussion, museum visits and readings.

301, 302. Art History. (3, 3)

History of ancient, medieval and Renaissance art.

A general introduction to the history of architecture, sculpture, and painting. After a brief discussion of the Egyptian, Mesopotamian,

and Aegean art, the classic periods of Greece and Rome are studied. The course continues with a study of medieval art from its beginnings to its climax in the Gothic period of the thirteenth century.

Renaissance Art of the North and South of Europe. The new distinctions in style from 1300 to 1550 studied against the background of the social transformation and cultural expansion in Italy at this time.

307, 308. Painting. (3, 3)

Development of skill and expressiveness in water color painting, experimenting with various techniques; discussion of methods and styles of outstanding water colorists. Lectures, demonstrations, and museum visits as well as studio work.

Work with water color, pastel, casein, and other mediums. Lectures, discussions, museum visits and readings. Studio practice in the various media.

405, 406. History and Appreciation of Art in Dress and in the Home. (3, 3)

405. Art in Dress. (3)

Lectures dealing with the history of costume. Readings, and research in the history of costume from Classical times to the present day. Studio work on plates illustrating different periods. Creative work on costumes for plays, pageants, etc.

406. Art in the Home. (3)

Lectures on interior and exterior design of the homes from Egyptian times. Notebook required showing research. Problems related to contemporary homes.

407. Art Education. (3)

Art in contemporary life and education; creativity and the art experience; the contribution of art to personal and social development. Art in the school and community.

415. The Arts of Portugal. (3)

The arts of painting, architecture, and sculpture of Portugal. Slide lectures, dealing with the culture of the Portuguese people from pre-historic times to the present day.

Craft Courses

409. Clay Modeling and Pottery. (3)

Study of ceramic processes in pottery production and clay modeling, glazing, kiln firing. Lectures on history and techniques of ceramics. Studio work and experimentation.

410. Metalwork, Jewelry and Enameling. (3)

Lectures, studio work, and research. Emphasis on simple problems useful in teaching children.

411. Crafts Art Education. (3)

Directed practice in a wide range of media with a view to teaching crafts, puppetry, enameling, stenciling, etc.

412. Arts and Crafts for the Mentally Retarded. (3)

Practical arts for classroom teachers of the retarded. Implications for occupational activities. Experience with tools and inexpensive materials.

English

Students are taught to speak and write clear, correct, and forceful English. It is the aim of the department to direct the student in acquiring a knowledge and appreciation of those works of English, American, and World Literature which exemplify the power and beauty of thought and language. There is opportunity for supervised creative expression in the various forms of writing. Within the schema of literary studies standards for a true critical appraisal, embracing aesthetical as well as the moral aspects of literature, are presented and discussed.

A two-semester course in American Literature, in World Literature, and a one-semester course in the survey of English Literature are required as prerequisites for concentration. The Reading Seminar, the Coordinating Seminar, a course in Shakespeare in addition to five courses in the upper division are required for concentration in English.

Prerequisites for Concentration: English 201, 202; 203; 205, 206.

Required for Concentration: English 300, 301, 400, and five other courses in the Upper Division.

101, 102. English Composition. (3, 3)

One half of the English Composition course is concerned with the organization and craftsmanship of writing with an emphasis on the long research paper. The other half seeks through language and logic to develop an active command of the principles of reasoning and an understanding of the instrument of language. The larger objective is to prepare the student for the task of rational analysis with which he will be faced throughout his intellectual career.

201, 202. Masters of World Literature. (3, 3)

The purpose of this course is to examine selected master works in the Western tradition together with collateral readings.

203. Masters of English Literature. (3)

An examination of the significant authors from Anglo-Saxon period to the present. The course will be selective rather than all inclusive. Its purpose is to develop literary taste and interpretation. There will be required collateral readings.

205, 206. Masters of American Literature. (3, 3)

The counterpart of English 203-204 with its approaches and objectives transferred to the field of American Literature.

300. Reading Seminar. (3)

A seminar concerned with the nineteenth century English novel with special attention in ways of reading fiction. Emphasis on close analysis of selected novels.

301. Shakespeare. (3)

After tracing rapidly the beginnings of English drama, this course will investigate the works of Shakespeare. References will be made to other forms of literature insofar as they bear on the dramatists.

303. Romantic Poetry. (3)

Selected poetry of the major poets of the period studied with the view toward understanding the nature of romanticism generally especially as constituting a modern literary condition continuing into our own time.

305. Chaucer. (3)

A reading course emphasizing the relationship of the literary products to the historical and social background of the time.

308. Eighteenth Century Literature-Prose and Poetry. (3)

This study is centered around Dryden, Addison and Steele, Pope, Swift, Johnson and the minor writers, with consideration of literary, philosophical and social trends.

400. Co-ordinating Seminar (3)

405. Victorian Poetry. (3)

Studies in the poetry of Tennyson, Browning, Arnold and the Pre-Raphaelite school with special attention to background literary, historical and religious.

408. Modern American Novel. (3)

A study of the chief Novelists from Henry James to William Faulkner. The lectures are designed to furnish the social and intellectual background necessary for a comprehension of the works.

410. Survey of Oriental Literature. (3)

This course will give the student new insight into the mind and spirit of the Orient. It will offer an experience of the literatures of the Arabs and Persians, an introduction to the epic and drama of India, a survey of the Chinese lyric and imaginative prose literature, and an understanding of major developments in Japanese poetry, drama, and fiction. All of the selections have something to say to the Western reader. The main purpose of the course lies in its attempt to inculcate an appreciation for a highly complex civilization which is almost totally distinct from Western civilization and Western tradition.

***414. Children's Literature. (3)**

The aim of the course is to acquaint students with the wide range of good books for children and to provide wide reading experience in children's literature. Evaluation and use of current materials is a necessary adjunct to the reading required.

***415-416. Linguistics. (3, 3)**

An historical and comparative study of English sounds, grammatical forms, syntax and vocabulary designed to assist teachers of English with the linguistic approach.

417. Renaissance Drama. (3)

This course will trace the development of the English drama from its medieval origins to the closing of the theaters in 1642. It

*Courses 314, 415 and 416 can be given credit in education as well as English.

will include consideration of several mysteries, moralities, and interludes, but its major concentration will be on the drama of the Tudor and Stuart periods. The chief dramatists of the period 1580 to 1642, exclusive of Shakespeare, will be studied, and representative selections from their works will be read.

418. Negro Poetry, American. (3)

A survey course in Negro poetry touching upon the first beginnings in 1746 and stressing the poets of the Harlem Renaissance up to the present. Poets studied will include Paul Laurence Dunbar, James Weldon Johnson, William Stanley Braithwaite, Claude McKay, Langston Hughes, Countee Cullen, Margaret Walker, Gwendolyn Brooks, Owen Dodson, Melven Tolson, and Robert E. Hayden.

F r e n c h

The French Department prepares the student to understand the spoken language, to speak it as fluently as possible, to appreciate French culture and civilization, to evaluate the literature of France. All classes are conducted in French.

A Junior Year of Study Abroad in an approved program may be substituted for the junior year at Salve Regina College for French majors if the plan of study is approved by the Dean of Studies and the Head of the French Department.

Entering Freshmen who have studied French for three or four years in high school are expected to attain at least the level of 103 in the Placement Examination. If, because of poor performance a student is advised to work at the 101 level, she will not receive credit for this course.

A student may major or minor in French.

Prerequisites for concentration in French: 203, 204, 211, 212.

Requirements for concentration in French: 300, 303, 304, 305, 400 and four electives, (312 for students who plan to teach French.)

101, 102. Elementary French. (3, 3)

Course for students who have not presented French for admission. Special emphasis on oral expression and aural comprehension; reading of simple texts; extensive laboratory work.

103, 104. Intermediate French. (3, 3)

Review of French syntax; dictation, conversation, composition, and reading of texts for comprehension.

201, 202. Readings in French Literature. (3, 3)

This course acquaints the student with representative pieces of French Literature from each period and aims to equip the student with the ability to read French with ease.

203, 204. Survey of French Literature. (3/4, 3/4)

This course considers the development of literary movements through the centuries with attention to the principal authors, their major works and influences.

211, 212. Conversational French and Composition. (3, 3)

Fundamental principles of style; extensive practice in oral and written composition: description, narration and dissertation. Emphasis on organization of a plan.

300. Reading Seminar. Masterworks (3)

A study of the nature and types of literary structure. Examination of the literary values as well as exercises in evaluation of major writers and their works.

303. French Prose and Poetry of the Seventeenth Century. (3)

A study of the principal movements in French prose and poetry from the most important writers of the seventeenth century.

304. The French Theater of the Seventeenth Century. (3)

A study of the trends in the theater during the seventeenth century. Concentration on the major works of Corneille, Racine, and Moliere.

305. Introduction to French Life and Culture. (3)

A study of the history and geography of France as well as an introduction to the political, social, intellectual and artistic aspects of French civilization.

307. French Literature of the Eighteenth Century. (3)

A study of the main currents of thought in eighteenth century France as expressed in the literary works of the "philosophes." Special attention is given to the theater and the novel of this period.

312. Applied Phonetics and Methodology. (3)

This course aims to introduce the student to the various methods utilized in the teaching of foreign languages in the elementary and secondary programs. Practice in diction is geared to the needs of prospective teachers. Extensive laboratory work.

400. Coordinating Seminar. (3)

To lead the students to review, organize, and summarize their knowledge and skills so that they may achieve as complete mastery of French as is possible on the undergraduate level. Students are required to write a thesis and take a comprehensive examination.

401. Romanticism. (3)

A study of the development of romanticism in France. Special attention is given to the works of Lamartine, Hugo, DeVigny, and DeMusset.

402. Realism and Naturalism in France. (3)

The impact of new developments in science and thought upon the writers of the late nineteenth century.

403. Contemporary Novel in France. (3)

A study of the French novel from Proust to the "nouveau roman".

404. Modern French Poetry. (3)

Modern poetry from Baudelaire through symbolist and surrealist expressions to contemporary tendencies.

407. Modern French Theater. (3)

A study of the movements in the contemporary French theater, from 1890 to the present.

German

Courses in German are offered for students who wish to fulfill the degree language requirement in this language. It is recommended for students majoring in mathematics.

101, 102. Elementary German. (3, 3)

Grammar with mature and interesting graded readings.

201, 202. Intermediate German. (3,3)

Conversation and composition with a review of German grammar.

Spanish

The program of studies in Spanish trains the student to understand the spoken language and to speak it as fluently as possible; to give a general idea of the culture, civilization and literature of Spain

and of Spanish America. All classes are conducted in Spanish. Adequate preparation for higher studies is thus established. Major and minor concentrations are offered in Spanish.

A Junior Year of Study Abroad in an approved program may be substituted for the junior year at Salve Regina College for Spanish majors if the plan of study is approved by the Dean of Studies and the Head of the Spanish Department.

Prerequisites for concentration: 203, 204, 209, 210.

Required for Concentration: 300, 307, 309, 311, 400, 401, 403, 404.

To satisfy the needs of students who wish to pursue a more intense program or who desire to explore a particular area of research, the following electives are available: 305, 309, 312, 313-314, 408.

The following are the courses available. Those marked with an asterisk are the Electives, offered as the need arises.

101, 102. Elementary Spanish. (3, 3)

Grammar drill, syntax, elementary readings, dictation and conversation. Open to students who did not present Spanish at entrance.

103, 104. Intermediate Spanish A. (3)

Open to students who have pursued two or three years of Spanish in High School. A systematic review of Spanish syntax. The aim is to develop the audio-lingual skills of the student through dictations and cultural readings.

Prerequisite: an examination will be given to ascertain if the student has enough of a knowledge of Spanish for this course.

201, 202. Intermediate Spanish B. (3, 3)

Open to students who began ELEMENTARY SPANISH 101, 102. Syntax, and audio-lingual skills are continued on an advanced level.

NOTE:—All the above courses emphasize the use of the language on the street, at home, under every conceivable circumstance of everyday life.

203, 204. Advanced Grammar. (3, 3)

Its aim is to develop the reading, speaking, and writing ability of the student, giving her a facility in the general use of the Spanish language for commercial or cultural use.

NOTE:—All the above courses will have an intensive accent correction in the language laboratory.

Students who take the general courses may, after taking 103, 104, choose to improve their conversational fluency by taking 203, 204, or they may take two semesters of 311, 313-314, or two semesters of a literature course.

209. Spanish Culture and Civilization. (4)

A study of the geography, history, and economic life in Spain as it bears on the literature, fine arts, and life of the people in Spain.

210. Hispanic Culture and Civilization. (4)

Development of Hispanic-American culture and civilization. Lectures, discussions, seminar reports.

300. Spanish Reading Seminar. Masterworks. (3)

305. **Cervantes and His Epoch. (3)

A study of the epoch, and the historico-cultural influence of the Baroque style on the *Quijote* and the *Novelas Ejemplares*.

307. Survey of Spanish Literature. (3)

A panoramic history of Spanish Literature. The course considers the development of literary movements through the centuries with attention to the principal authors, their major works and influences.

308. **Literary Criticism. (3)

This course presents sound principles for literary judgment and evaluation. Literary terms and figures are explained and discussed, leading to the explication de texte.

309. Spanish Literature of the 19th Century. (3)

A study of the philosophies of the era, and their influence on the Romantic and Realistic literary movements of the 19th Century.

311. Conversational Spanish and Composition.

312. Spanish Methodology.

The course is oriented towards application in teaching in the elementary and secondary schools. Discussions and practice in modern audiolingual theories of the FLES program and of the secondary level.

313, 314. **Contemporary Spanish and Hispanic-American Life. (1, 1)

Once a week, by means of periodicals and newspapers, the students remain in contact with conversational Spanish as well as with the literary language of the literature courses. Discussions of current events in Spain and in Latin America.

400. Co-ordinating Seminar. (3)

401. Survey of Spanish American Literature. (3)

Study of the literature of Spanish America, its general structure and trends, including the major writers from the colonial period to the present.

403. Contemporary Spanish Literature. (3)

A study of the principal currents and tendencies of contemporary Spanish literature beginning with the Generation of '98 to the present day.

404. Literature of the Golden Age. (3)

A chronological study of the prose, poetry, and drama of Spain's Classical period.

409.Contemporary Novel of Spain. (3)**

A seminar on novelists like Miro, Cela, Zunzunegui, Sanchez—Ferlosio, etc.

Music

Courses in Music are offered to develop the cultural values and musical talents of students. They may be taken as electives or a minor concentration in Music may be arranged with the Head of the Department. Private vocal and piano lessons may also be arranged.

101. Elementary Theory. (3)

Scales, intervals, triads, melody writing, pitch recognition, as a necessary preparation for harmony.

201. Harmony I. (3)

A study of triads, chords of the dominant seventh and secondary sevenths. Sight-singing, ear training, melodic dictation, Keyboard.

202. Harmony II. (3)

Chromatic chords of the seventh; Modulation. Ear training, harmonic dictation, keyboard.

301. Strict Counterpoint I. (3)

Writing of two-part Counterpoint in all five species.

302. Strict Counterpoint II. (3)

Writing of three and four-part Counterpoint in the five species.

401. Orchestration. (3)

The course is designed to give the student a knowledge of musical instruments and their use in the orchestra, as well as the experience of arranging compositions for orchestras of different sizes.

402. Form and Analysis. (3)

An analytical study of representative music literature from the Baroque Period to the Contemporary Period. (Pre-requisite—Harmony II)

405. Survey of Music Theory for Teachers (Educ. 405.) (3)

A study of theory and its application in teaching music to children in Elementary and Secondary Schools. Suitable vocal exercises and repertoire for each grade.

407. History of Music. (3)

A survey of composers and their works from Greek Music to 1750.

408. History of Music. (3)

A survey of composers and their works from 1750 to the present time.

Piano

101. Piano I.

Scales and arpeggios in different rhythms; Hanon, Bach, Czerny, Cramer, Bach two-part Inventions; Haydn sonatas; pieces by classical composers.

201. Piano II.

Advanced technical exercises; Pischna, Phillip, Czerny; Bach three-part Inventions and Partitas; Mozart and early Beethoven sonatas; early French School and classic and romantic composers.

301. Piano III.

Technical studies continued. Bach preludes and fugues, W. T. C. I.; Chopin etudes, preludes, nocturnes, waltzes; sonatas of Scarlatti and Beethoven, classic, romantic and modern pieces.

401. Piano IV.

Bach W. T. C. II, suites, and partitas; ballades of Chopin, Schumann, Brahms, Debussy, Davel; concerti of Mozart, Beethoven and other composers.

Applied Music

Credit for applied music is earned as follows: one semester hour of credit is given for one one-half hour lesson a week with daily practice. Two semester hours of credit are given for one one-hour lesson a week with a minimum of one practice hour daily. Three semester hours of credit are given for one one-hour lesson a week with a minimum of two practice hours daily. To earn credit, the final examination must be passed.

Advanced credit in applied music and theory is accepted tentatively on transcript, but must be validated by placement examinations. Each case will be treated individually by an examining board of the music department.

THE DIVISION OF SCIENCE AND MATHEMATICS

SISTER MARY PHILEMON, R.S.M., *Chairman*

The courses in the Division of Natural Science include Biology, Chemistry, Mathematics, Medical Technology, Natural Sciences — Biological and Physical, and Physics. The Division aims to acquaint the student with a knowledge of scientific principles, with all the exemplifications of these principles in biological and physical phenomena, and with their applications to man's needs. The different branches of study give an appreciation of the scope of scientific development and provide factual and cultural information.

Concentration in the Natural Sciences with a minor in Education is offered for students who are interested in preparing for teaching. At least eight semester courses in the Natural Sciences must be obtained for certification as a science teacher on the secondary level.

Biology

A major or a minor field of concentration is offered in Biology. The department prepares students for teaching on the secondary level and for further graduate study. Students who concentrate in Home Economics, Medical Technology and Nursing take courses in the Department of Biology.

Prerequisites for Concentration: Biology 101, 102, 201; Chemistry 103, 104, 301, 302; Mathematics 105, 106; Physics 101, 102 (Not required for education minors).

Required for Concentration: 30 semester hours in the major field, exclusive of Freshman subjects.

101. General Botany. (4)

A study of the fundamental processes of life as manifested by plants.

Lecture 3 hours; Laboratory 2 hours

102. General Zoology. (4)

A study of the fundamental principles of biology as illustrated by vertebrate and invertebrate phyla.

Lecture 3 hours; Laboratory 2 hours

Biology 105, 106. Human Anatomy and Physiology (4, 4)

A systematic study of the gross and microscopic anatomy of the human body and function of its parts. Laboratory work includes dissection of a typical mammal, examination of microscopic structure, and experiments in Physiology. Open to Nursing Majors only.

Lecture 3 hours; Laboratory 2 hours

201. Comparative Anatomy. (4)

A comparative study of the anatomy of the systems of the vertebrates, including man.

Lecture 2 hours; Laboratory 4 hours

202. Microbiology. (4)

Observation and cultivation of bacteria and related microorganisms.

Lecture 2 hours; Laboratory 4 hours

300. Reading Seminar. (3)

301. Mammalian Anatomy. (4)

A detailed study of gross human anatomy with laboratory including the dissection of the cat.

Lecture 2 hours; Laboratory 4 hours

302. Parasitology. (4)

A general introductory course with emphasis on the fundamentals of taxonomy, chemical composition, morphology, development, life cycles, physiology and ecology of animal parasites.

Lecture 2 hours; Laboratory 4 hours

303. Physiology. (4)

A general study of the physiological processes of the human body.

Lecture 2 hours; Laboratory 4 hours

305. Genetics. (3)

A study of the principles of heredity based on Mendelism with practical applications.

Lecture 2 hours; Laboratory 2 hours

318. Principles of Ecology. (3)

The interrelationships of plants and animals with both their living and non-living environments.

401. Histology. (4)

A microscopic study of the tissues and organs of vertebrates.

Lecture 2 hours; Laboratory 4 hours

409, 410. Introduction to Research. (3, 3)

A pre-research course offering training in the use of the biological library and individual study in some problem in biology.

411. Radiation Biology. (3)

A study of the biological effects and the medical application of radiation and training in the use and handling of radioisotopes and the instruments associated with their use.

Lecture 2 hours; Laboratory 2 hours

C h e m i s t r y

A major or a minor field of concentration is offered in Chemistry. The department prepares students for teaching on the secondary level, industrial chemistry, and for graduate study. Students who concentrate in Home Economics, Medical Technology and Nursing take courses in the Department of Chemistry.

Prerequisites for Concentration: Chemistry 103, 104; Mathematics 203, 204, Physics 101, 102.

Required for Concentration: 30 semester hours in the major subject, exclusive of Freshman courses; 18 semester hours in related subjects chosen from the fields of mathematics or biology.

103. General Chemistry. (4)

An intensive study of the fundamental laws and theories of chemistry.

Lecture 3 hours; Laboratory 3 hours

104. Qualitative Inorganic Analysis. (4)

Chemical equilibrium and its application to the separation and identification of the principal cations and anions.

Lecture 3 hours; Laboratory 3 hours

105, 106. Fundamentals of Chemistry. (3, 3)

This course presents the general principles of inorganic, organic, and biochemistry.

Lecture 2 hours; Laboratory 2 hours

202. Quantitative Analysis. (4)

Representative procedures in volumetric and gravimetric analysis.

Lecture 2 hours; Laboratory 6 hours

301, 302. Organic Chemistry, (4, 4)

A study of the principal organic compounds of carbon.

Lecture 3 hours; Laboratory 3 hours

303. Radiation Chemistry. (3)

Fundamentals of radioactivity measurement, detection and use of radioactive materials.

Lecture 2 hours; Laboratory 2 hours

305. Organic Chemistry. (4)

This course presents the general principles of organic chemistry.

Prerequisites: Chemistry 101, 102. For Home Economics students.

Lecture 3 hours; Laboratory 3 hours

403. Inorganic Chemistry. (4)

Topics discussed are atomic structure, metals and non-metals with special emphasis on the periodic table.

Lecture 3 hours; Laboratory 3 hours

404. Physiological Chemistry. (4)

A study of the carbohydrates, fats, and proteins, and their metabolism in the body.

Lecture 3 hours; Laboratory 3 hours

405, 406. Physical Chemistry. (4, 4)

Introductory course intended to give a general background in the fundamental laws, theories, and methods of physical chemistry. Topics covered include chemical equilibria, thermodynamics, electrochemistry, crystallography, quantum theory, chemical kinetics, colloids, nuclear chemistry.

Lecture 3 hours; Laboratory 3 hours

408. Qualitative Organic Analysis. (3)

A systematic study of the identification of typical organic compounds and the separation of mixtures. Prerequisite: Chemistry 302.

Lecture 1 hour; Laboratory 6 hours

409, 410. Introduction to Research. (3, 3)

A pre-research course offering training in the use of the chemical library and individual study in some problems in chemistry.

411. Instrumental Analysis. (4)

An introduction to some of the more familiar instrumental methods used in analytical chemistry. Lectures will be concerned with the theory, components, and operation of the instruments.

412. Advanced Physical Chemistry. (3)

The course will be devoted to quantum chemistry and its relation to the formation of chemical bonds. Introduction to the course will be centered around the comparison of old and modern quantum theory.

413. Advanced Organic Chemistry. (3)

A study of the mechanisms of homogeneous organic reactions. Prerequisite: Chem. 302.

Mathematics

The mathematics curriculum is so designed that upon graduating the student will be able to enter a career in teaching, a career in industry, or go on to graduate school, depending on her interests and abilities.

All mathematical majors are required to take Math 201, 202, 203, 204, 309, 310, 401, and 402. Mathematics majors should take Math 201, 202 in the freshman year. It is recommended that mathematics majors take at least one additional course in mathematics. It is also recommended that mathematics majors take Physics 101, 102 during the sophomore year.

All mathematical minors must take Math 201, 202, 203, 204.

105, 106. Fundamental Mathematics. (4, 4)

A course in basic mathematics covering elementary properties of real numbers, absolute values, inequalities, elementary algebra, trigonometry, conic sections, graphs, exponentials, logarithms, and additional topics as time permits. *May not be used to fulfill requirements for either the mathematics major or minor.*

201, 202. Mathematical Analysis I, II. (4, 4)

An integrated approach to elementary calculus and analytic geometry including a review of some of the important aspects of elementary algebra and trigonometry.

Prerequisite: permission of the instructor and either four years of college, preparatory mathematics in high school, or Math 105, 106.

203, 204. Mathematical Analysis III, IV. (4, 4)

A continuation of Math 201, 202. Topics covered will include infinite series, elementary calculus of functions of two or three variables, and a brief introduction to linear algebra.

Prerequisite: Math 202.

207, 208. Geometry. (4)

Euclidian plane and solid geometry from a modern point of view. Primarily for prospective teachers.

305. Differential Equations. (4)

A study of solutions of elementary ordinary differential equations including applications as time permits.

Prerequisite: Math 204.

308. Introduction to Mathematical Statistics. (4)

A study of elementary statistics from a mathematical point of view including applications as time permits.

Prerequisite: Math 204.

309, 310. Abstract Algebra I, II. (4, 4)

An introduction to the basic algebraic systems of mathematics. Topics covered will include groups, rings, integral domains, fields, vector spaces, linear transformations, matrices, and determinants.

Prerequisite: Math 204.

401, 402. Advanced Calculus I, II. (4, 4)

A rigorous study of functions of one or more real variables. Topics covered may include elementary topology in Euclidean 1-, 2-, and 3- space, basic properties of continuous functions, differentiation and integration of functions of several variables, line and surface integrals, transformations of Euclidean n - space, the implicit, and inverse function theorems.

Prerequisite: Math 204.

405, 406. Reading and Research (variable credit)

Individual study under the direction of a member of the mathematics department.

Prerequisite: permission of the chairman of the mathematics department.

409, 410. Topics in Mathematics (variable credit)

A study of topics not covered in regularly offered courses. Content will depend upon the interests of the staff and students. Offered upon demand.

Prerequisite: permission of the instructor.

MEDICAL TECHNOLOGY

The program leading to a Bachelor of Science in Medical Technology is designed to meet the increased need for persons scientifically trained to be laboratory technologists in hospitals, research foundations, medical schools, and industry. During the freshman, sophomore and junior years, basic degree requirements are completed and the necessary foundation in the sciences for laboratory technology is acquired. During the senior year the student follows professional lecture courses in conjunction with an internship of 52 weeks at the affiliated hospital. Contact is maintained with the College by weekly seminars.

Upon completion of the four year program, the student is qualified to take the examination of the American Society of Clinical Pathologists in order to become a registered Medical Technologist, M. T. (A.S.C.P.) and to receive the degree of Bachelor of Science in Medical Technology.

Prerequisites for Concentration: Biology 102, 202, 301, 302, 303; Chemistry 103, 104, 202, 301, 302, 404; Physics 101 or 102; Mathematics 105.

Required for Concentration: 32 semester hours in Medical Technology.

301. Immunohematology. (2)

The study of the formation, structure, and action of antigens and antibodies; types of immunity; method of immunization, and the role of immunization in disease. Serodiagnostic procedures are discussed. The relationship and application of immunology to transfusion techniques is discussed.

302. Hematology. (3)

A detailed study of that branch of biology which deals with the morphology of the blood and blood forming organs, and the study of blood dyscrasias as revealed in peripheral blood and bone marrow.

303. Medical Bacteriology and Clinical Parasitology. (3)

Systematic study of the relationship of bacteria and bacterial diseases of man emphasizing the application of all bacteriological procedures to medical diagnosis. Included is the study of mycology virology and Rickettsia diseases of man. Clinical parasitology includes a specialized study of human excreta with emphasis on the fields of protozoology and helminthology.

305. Seminar in Professional Adjustments for the Medical Technology Student. (Required)

Designed to give the student an understanding of the various facets of their chosen profession, the responsibilities, and the medical ethics involved. The prime purpose is to enable the student to establish mature relationships and to adjust to the demands of the professional life of a graduate Medical Technologist.

400. M. T. Seminar. (1, 1)

Designed to provide an opportunity for investigation in specific phases of the broad field of Clinical Pathology.

401. Clinical Chemistry. (3)

An explanation of the qualitative and quantitative determinations of the biochemical body constituents of blood, urine and spinal fluid as related to the diagnosis of human disease.

402. Histologic Technique. (1)

A practical study of the accepted procedures for all types of tissue sections, routine and special staining techniques, and the operation of the rotary and freezing microtomes and the autotechnicon.

403-408. Clinical Laboratory Techniques (12 months). (10, 10)

Intensive study and practice in microscopic and chemical methods which aid in diagnosis. The course is pursued in the Laboratory of the hospital and constitutes an internship for the seniors in Medical Technology.

Physics

Courses in fundamentals of physics are offered. They are required courses for students majoring in mathematics and other sciences.

101, 102. General Physics. (4, 4)

An introduction to the fundamental laws and theories of the major areas of physics; namely, mechanics, heat, sound, electricity, magnetism and optics. Lecture 3 hours; Laboratory 2 hours

103. Physics. (3)

A course designed primarily for the medical technology student. The aim of the course is to familiarize the student with contemporary physics, to develop a fuller appreciation and understanding of current scientific advances. Lecture 2 hours; Laboratory 2 hours

THE DIVISION OF NURSING

SISTER KATHLEEN O'CONNELL, R.S.M., *Chairman*

The aim of the Division of Nursing is to prepare beginning practitioners in professional nursing. The program provides opportunity for the student's growth through intellectual, spiritual, social and professional development and assists her in acquiring a true appreciation of her responsibilities to self and society.

Upon completion of the requirement for the nursing major a bachelor of science degree is conferred and the graduate is eligible to take the licensing examination for registration to practice nursing in any state. She possesses the ability to function as a professional nurse on the health team in the various community agencies and health facilities. She should possess potentiality for assuming beginning leadership and administrative functions without further formal education. She has the necessary educational background to pursue formal study in graduate programs in order to become qualified for professional nursing practice as a clinical specialist, a nursing educator, administrator, or to become engaged in research activities.

Course Offerings

101. Introduction to Nursing. (4)

An orientation to the field of professional nursing through an investigation of its historical development, modern concepts, and the importance of nursing in the general program of world health. The underlying philosophy of nursing as a profession and the processes of personal adjustment and interpersonal relations are considered. Opportunities for interaction in carefully selected health agency settings is provided with faculty guided conferences to develop understanding of self and others.

102. General Nursing. (4)

Understanding and appreciation of the role of the professional nurse in a general hospital setting. Promotion of increased understanding of human needs and principles of interpersonal relationships. Through supervised practice in identifying needs of selected hospitalized patients and in administering required nursing care, students are assisted in the acquisition of skills basic to the care of all patients.

202. Basic Medical and Surgical Nursing. (9)

Guidance in identifying the total needs of selected patients with uncomplicated medical and/or surgical problems. Direction in the administration of required nursing care with therapeutic effectiveness is correlated with formal instruction and unstructured individual and group conferences. Emphasis is put on the use of logical reasoning and sound judgment in the preparation and implementation of an individualized plan of care for specific patients.

301, 302. Maternal and Child Nursing. (8)

A family centered approach to the role of the professional nurse in maternal and child health services. The components of health and the current methods for promoting and maintaining it; the sociological aspects which affect family structure in contemporary society are considered. There is faculty-guided practice in identifying and analyzing nursing care needs of the expectant mother and family, normal and premature newborns and sick children from infancy to adolescence. Participatory observation in related facilities such as public health clinics, schools and social agencies provides an opportunity for correlation of the psychology of normal growth and development.

304. Problems in Contemporary Health Services. (6)

The aim of this course is three-fold: 1. To acquaint the student with the influences affecting individuals and groups within the structure of communities. 2. To more specifically identify the dynamics in a community which affect the health of individuals and groups. 3. To acquaint the student with public health practice in contemporary life.

400. Seminar. (3)

A coordination of previous and concurrent educational experiences through an increasing understanding of the research process, independent investigation, and critical evaluation. Appreciation of the place of research in professional nursing; an analysis of research methodology and an independent investigation of a selected nursing research topic with faculty-guided supervision.

401. Psychiatric-Mental Health Nursing. (7)

An investigation of modern theories relative to mental illness and therapies used in the treatment of the mentally ill. Includes study of the dynamics of interpersonal relations with faculty guided practice in one-to-one and one-to-many nurse-patient relationships. Provides opportunity for identifying, analyzing, and rendering the nec-

essary nursing care of hospitalized patients having psychiatric problems. Offers introductory experience in community mental health and care of emotionally disturbed children.

402. Principles and Practice of Community Nursing. (5)

Coordinated community nursing theory and practice offered during the first semester of the senior year. Emphasis is placed upon identifying the role of the professional nurse in various community settings as well as the contribution and responsibility of public health nursing in total planning for community health. Opportunities are provided for the development of the ability to recognize family health needs and to formulate a plan which will assist the family in meeting these needs. (The student must have the use of a car during this course.)

403. The Professional Nurse in Modern Society. (3)

The role of the modern professional nurse as a cultured, Christian woman in contemporary society. Analysis of the evolving patterns of educational preparation for meeting the health and nursing needs of people; the legal aspects of professional nursing practice; the opportunities for formal graduate study and other means of continuing personal and professional development.

404. Principles of Management. (3)

Increased understanding and utilization of the basic concepts of interpersonal relationships. A study of the techniques of personnel management and the process of supervision. An investigation of the principles of leadership; administration, communication, and efficient management for effective functioning.

405. Advanced Medical and Surgical Nursing. (5)

An identification of the nursing needs of patients with complex medical and/or surgical problems. Practice in planning for and administering more involved and comprehensive nursing care and in meeting the total needs of patients. Opportunity to practice the various aspects of nursing care required by hospitalized patients during the evening and night and to understand the importance of the professional nurse in the hospital situation during these hours.

406. Senior Clinical Nursing. (3)

Directed practice in team nursing as a leader and member; head nurse functioning and planning for nursing unit management in a general hospital. Development of greater depth in understanding and increased skill in administering comprehensive nursing care.

Opportunity is provided for a more independent functioning in rendering professional assistive services to various types of hospitalized people.

407. Principles of Public Health Science. (3)

Philosophy, history, development and organization of the science of Public Health. Principles of Epidemiology, Biostatistics and Environmental Sanitation. Investigation of the organization and function of the modern agencies providing services for the prevention of disease and the promotion of health.

THE DIVISION OF PHILOSOPHY

REVEREND JOHN P. REILLY, *Chairman*

The system of Philosophy followed is basically Aristotelian-Thomistic. The value of the subject is that it offers the deepest penetration of reality that unaided reason can attain. When Philosophy is integrated with Theology and other subjects in the liberal arts curriculum a knowledge-content, aptly termed "Christian Wisdom," is offered the student which not only forms him intellectually but helps to mould him as a Christian personality able to make Christian value judgments. All students must complete nine semester hours of Philosophy.

201. Psychology. (3)

This subject seeks to understand the ultimate nature of man. It proceeds from an analysis of man's activity to the type nature or being that causes this activity. This involves a study of human knowledge, human dynamics, the existence and nature of the human soul, and the unity of man's being.

403. Metaphysics. (3)

This course is the study of all things in as much as they exist. It follows the account of reality given by St. Thomas which teaches that it is the act of existing which makes a being real. The course explains why this is so and what follows from it with regard to God and Creatures.

407. History of Philosophy. (3)

A survey course in which is offered a general but comprehensive review of the great thinkers of Western Civilization who have helped to form the modern mind. The course begins with Plato and Aristotle and proceeds in an order of continuity to contemporary philosophers.

THE DIVISION OF THEOLOGY

SISTER MARY ELOISE, R.S.M., *Chairman*

The study of Theology, as presented at Salve Regina College, is ordered not to imparting abstract knowledge but value knowledge of Christian reality which will be of concrete use in motivating the student to lead a Christian life. The courses offered therefore will present Christian truths in their relevance to leading a Christian life in the 20th century. They will be pastoral and scripturally oriented. Great use will be made of the documents of Vatican II and commentaries thereon. All Catholic students must complete thirteen semester hours of study in Theology.

105, 106. Introduction to Sacred Scripture: Old and New Testament. (2, 2).

By means of Biblical Theology, Scriptural exegesis and salvation history, to present the inspired account of God's dealings with man in a manner that will give the student an integrated, functional basis for sound understanding and interpretation of the Scriptures in this ecumenical era of Biblical renewal.

205, 206. Ecclesiology. (3, 3)

A study of the nature of the Church in its visible and pneumatic structure based on the documents of Vatican II and the most up-to-date reliable thinking on the subject. This will involve a study of the end of the Church, the Members of the Church, the worship of the Church, and the various apostolates in the Church in relation to its end.

305. Morality. (3)

The aim of this course will be to try to show the student how to love God and neighbor in the twentieth century. This will involve studying the relevant moral principles and their application to the moral problems of our time. Pertinent documents of Vatican II plus the most recent writings of outstanding moralists will be the source material.

415. Religious Pluralism. (3)

The first part of this course is given over to a study of the non-Christian religions: Hinduism, Buddhism, Confucianism, Taoism, Shinto, Islamism, and Judaism. The second half concerns the historical development of Protestantism, some modern developments, Protestant theology, and the implications of the Ecumenical Movement. The class is conducted on a lecture-seminar basis.

416. The Problem of God. (3)

This course will deal with such themes as the nature of religion and faith, the concept of God as it has evolved historically from Biblical thought through the Moderns with emphasis on the problem of Atheism in our time. The course will be conducted on a Lecture-Seminar basis.

THE DIVISION OF SOCIAL SCIENCES

SISTER MARY MARTINA, R.S.M., *Chairman*

The aim of the Division of Social Sciences is to equip the student with a knowledge of the fundamental principles of the social sciences, and to give the necessary training for intelligent comprehension of the complex social, economic, political, and historical problems of modern society, in order that the student may contribute to society an intelligent exercise of Christian social living.

Economics

The Department of Economics endeavors to present basic economic principles in a study of the historical and present-day economic order. Economics is a collateral field offering required courses for the Departments of History, Sociology, Home Economics, and electives for students in other departments.

201, 202. Principles of Economics. (3, 3)

This course encompasses a study of the economic institutions which make up our society. Detailed study is also given to productive and consumptive process with an understanding of the role of price in our system. Taxation, international trade, public utilities, types of markets, labor and management problems, economic growth, stability freedom and employment and related areas are dealt with in this course.

203. Survey of Economics. (3)

A general survey of the organization, development, function and problems of the economic sector of the United States. Emphasis is placed on the role of Economics in our social and political life.

301, 302. Labor Encyclicals. (3, 3)

A detailed study of the problems of labor and management as found in the Papal Encyclicals is made in this course. Special emphasis, in study, is placed on the great Labor Encyclicals. *Rerum Novarum*, *Quadragesimo Anno*, and *Mater et Magistra*, as well as pronouncements by the American Hierarchy.

History

The study of History gives the student an understanding of the past and an appreciation for our cultural heritage. It forms a basis

for a more enlightened interpretation of contemporary problems. It aims to deepen the student's sense of responsibility to the world in which she lives. A major concentration in History is offered.

Prerequisites for Concentration: History 101, 102; 201, 202; Economics 201, 202.

Required for Concentration: Political Science 303, 304; History 300, 400, and four Upper Division Courses.

101, 102. History of Western Civilization. (3, 3)

Survey of major developments of mankind, political, economic, social, intellectual and religious, from ancient to modern times, in order to enable the student to obtain an intelligent grasp of the essential facts of European history, and an ability to correlate and interpret these facts for a clearer understanding of current affairs and a finer appreciation of our cultural heritage.

201, 202. American History, (3, 3)

A general survey of American society, politics, and institutions, and of the relations of the United States with other countries.

300. Reading Seminar. (3)

Reading under supervision in a selected field.

301, 302. Latin American Civilization. (3, 3)

European background; native civilizations; institutions and life of the colonial period; revolutions by which independence was established; relations with the United States.

303. Europe in the Nineteenth Century, 1789-1905. (3)

The Old Regime in decline; French Revolution and Napoleon; liberalism and the economic revolutions; new social movements and nationalism; Revolutions of 1848; democracy and progress, or failure to progress toward social and political stability; imperialism; science, religion, and anti-intellectualism; the Concert of Europe and the system of alliances.

304. Europe in the Twentieth Century. (3)

Nineteenth century origins; the last decade of peace; First World War and Peace Settlement; Democratic, Communist, and Fascist states between the wars; decline of the Peace Settlement and rise of the Axis; Second World War; post-war questions.

305, 306. Contemporary World Problems

Contemporary issues involving the United States and foreign countries.

312. Materials and Methods of Teaching History or the Social Studies. (3)

This course will include curriculum content, objectives, modern methods of instruction and presentation.

315, 316. Special Studies in United States History.

This course will give students greater depth and insight into special phases of United States History.

400. Co-ordinating Seminar. (3)

401, 402. The Science and Method of History. (3, 3)

The nature and function of history; historical sources and criteria; the modern state of historical inquiry.

409. Modern Russia. (3)

A survey of the political, economic and social development of Russia from Peter the Great to the present.

411. Modern Far East. (3)

A study of the Western impact which resulted in the opening of China and Japan to Western influence in the middle of the nineteenth century and of the response of these Asian countries to this impact. Where applicable, the course attempts to integrate the traditional institutions of China and Japan, while emphasizing the rise of modern China and Japan. Where relations with the United States are significant to these countries, such aspects are also developed.

413. Survey of History of Africa. (3)

A general survey of the geographic, economic, social, and political factors influencing the emergence of Africa.

414. Area Studies of the Non-Western World. (3)

The interdisciplinary treatment of the cultural and historical background of critical areas of the world: Africa south of the Sahara, Latin America, the Middle East, India and Pakistan, and eastern Asia. Major concepts are developed as a basis for interpretation of the contemporary non-western world.

Political Science

The Department of Political Science offers a minor concentration which is intended to prepare the student to understand the nature and operation of man as a political animal from both a speculative and practical perspective. This course provides the needed groundwork for further study in politics or for professional work in government and related private employment. It also provides a background for students intending to pursue legal studies.

203. Principles of Political Systems. (3)

A general survey of the more basic principles of political thought in the Classical-Christian tradition. The principles are related to the present structures of American and other contemporary political communities. Intended for student not concentrating in Political Science.

301. Political Philosophy: The Classical Period. (3)

The metaphysical and ethical bases of the major political doctrines from Plato and Aristotle through St. Thomas Aquinas. Their relation to the political development of the West and to modern issues is stressed.

302. Political Philosophy: The Modern Period. (3)

From Marsiglio of Padua and Machiavelli to the present. This course is a continuation of Politics 301.

303, 304. American Government. (3, 3)

A general introduction to the origins, development, and present status of political life in the United States. Consideration is given to the structures, processes, and major issues in both their historical perspective and contemporary importance.

351. Political Science for the Teacher. (3)

This course will afford an opportunity for the teacher to take advantage of the insights of Political Science on the problems presently facing our country and world. It is especially valuable to those teaching History, Civics, and Social Studies. While some historical background is included, the emphasis is devoted to an analytical approach to modern, social and political behavior.

401, 402. International Relations. (3, 3)

Origins, forms and forces of the state system. Conduct and practice of diplomacy. Structure and scope of international law. Development and issues of international organization in modern world politics. Geopolitics and modern American foreign policy.

403, 404. American Constitutional Law and Development. (3, 3)

Historical treatment of the establishment of the United States Constitution and its development to the present. Special emphasis is placed on the role of the United States Supreme Court in the interpretation of the Constitution.

Psychology

Students may minor in psychology or elect psychology courses to support related fields of concentration. Psychology minors are to choose courses according to the following requirements. A minimum of eighteen credits is required, and of these, Psych 221, 222, 321, and 400 must be taken, preferably in the above sequence. It is recommended that the student who is interested in pursuing education in a specialized area such as social work, education or clinical psychology choose electives commensurate with the specialization of her choice.

221. Foundations of Psychology I. (3)

A systematic presentation of the principal areas of psychology including motivation, perception, and learning. Required during sophomore year for psychology minors.

222. Foundations of Psychology II. (3)

This course is designed to present the philosophical premises and methodological approaches which have served as the foundations upon which psychology has developed. Included will be a critical review and appraisal of the various psychological systems.

301. Educational Psychology. (Ed. 301.) (3)

305. Social Psychology. (Soc. 305.) (3)

321. Theories of Personality. (3)

A systematic study of the various personality theories. Emphasis will be placed on the contribution of each personality theorist to the understanding of man.

322. Psychology of Exceptional Children. (Ed. 322.) (3)

400. Perspectives of Psychology. (3)

A study of the current issues and research areas in psychology. Presented as a seminar with emphasis placed on the student's special area of interest. Recommended during senior year for psychology minors.

401. Child Psychology. (Ed. 401.) (3)

A systematic study of human development from birth through childhood. The child will be studied as a psycho-social being influenced by heredity. Students will be provided with opportunities for observation and research with children of varying ages.

402. Human Growth and Development. (4)

An introduction to the theories of human growth and development throughout the life cycle. Emphasis is based upon the observation, recording and identification of behavior. This course aids the student to develop an appreciation for the normal patterns of growth and development and a basic understanding of the dynamics of behavior from prenatal development to senescence.

403. Tests and Measurements. (Ed. 403.) (3)

414. Social Psychiatry. (Soc. 414.) (3)

417. Counseling Techniques. (Ed. 417.) (3)

425. Adolescent Psychology. (Ed. 425.) (3)

A course designed to provide an understanding of the process involved in the complex transition from childhood to adulthood. Of special concern will be the quest for individuality faced by modern youth. Students will be provided with opportunities for observation and research with adolescents.

429. Phenomenological Psychology.

A study of man in his personal world. This course will emphasize the validity of each individual's experience. Current phenomenological psychologists as well as certain novelists, poets, and playwrights will also be considered.

431. Psychopathology I—First semester. (3)

An introduction to major forms of behavioral pathology of children and adults, with an emphasis on understanding, treatment, and prevention of these abnormal psychological disorders.

432. Advanced Psychopathology II—Second semester. (3)

In-depth consideration of recent developments in abnormal psychological disorders with consideration given to relevant research and clinical materials. Students will be provided with opportunities for research projects and observation in clinical service settings.

Sociology

The Department of Sociology introduces the student to a study of society and provides an understanding of its social institutions by means of sociological analysis. The courses presented attempt to give the student a good basic scientific command of the discipline while not overlooking the advantages of a deeper insight into the social situations of their lives as participating members of society.

A major concentration is offered in Sociology.

Prerequisites for Concentration: Biology 101, 102 or Mathematics 105, 106; Economics 203; Political Science 203.

Required for Concentration: 300, 400, and six Upper Division courses.

201. General Sociology. (3)

An Introduction to the scientific study of sociological questions and their relations to the individual, the family and the state. Discussion of modern theories of evolution of social institutions with emphasis upon modern group life.

203. Social Disorganization. (3)

An analysis of the causes, development and extent of modern social problems. Discussion of theoretical and scientific attempts at treatment and prevention with an interest in the development of Christian attitudes, regarding them.

300. Reading Seminar. (3)

303. Intergroup Relations. (3)

The Study of immigration policies of the United States; the immigrant and his cultural background and the problems of adjustment to our culture. Emphasis will be on race relations, but the course will also include a discussion of other intergroup tensions.

305. Social Psychology. (3)

The study of the influence of group life on the formation of individual personality, attitudes and motives. Study of current research in the field and its use in such areas as mental health, advertising and propaganda.

317. Sociology of the Professions. (3)

The course studies the development of the professions in modern society with special attention given to the development of professional roles in complex institutional structures. The basic concepts are illustrated by application to the teaching and medical professions.

400. Co-ordinating Seminar. (3)

401. Field of Social Work. (4)

The history of development of modern social work. An analysis of case work and group work methods in the various areas of social work and a discussion of the ethics of the practitioner in this field.

402. Community Organization. (4)

An investigation of the organization of the community for meeting varied human needs and the modern co-ordination of welfare agencies for this task. The course includes lectures and field trips to illustrate the material under discussion.

403. History of Social Thought. (3)

Survey of the social thought in ancient civilizations and the middle ages. Utopian theories; individualistic social thought; Comte and the positivists; 19th century schools of sociology and modern trends.

405. Social Statistics. (3)

407. Urban Sociology. (3)

The ecology of the American city with emphasis on the factors affecting cities and the processes through which they change; characteristic urban institutions and folkways, interpretation of present trends. Discussion of problems and possible solutions.

408. Seminar in Sociological Theory. (3)

Seminar in Sociological Theory. For selected senior students for research and discussion of outstanding sociologists of the 20th century. Emphasis on use of primary sources and periodical literature.

409. Marriage and the Family. (3)

History of the family; marriage among primitives. The modern family; its members and its place and function in society. Current social problems related to the family and scientific thought in their solution and in the preservation of the family.

412. Science and Method in Sociology. (3)

Discussion of the use of the scientific method in the field of social science. Experience in the various steps in the development of the research design and a survey and evaluation of the various measuring techniques. The principles developed in the course in Statistics are applied to a broader field.

413. Cultural Anthropology. (3)

A consideration of man in his unique role as the bearer of culture. Economics, social and political organizations, languages and ideologies of other cultures are studied.

414. Social Psychiatry. (3)

A review of the concepts relevant to mental health and mental illness and a consideration of the social and etiological factors in its development. Discussion of modern therapy and preventive measures in the field of mental health.

415. Sociology of Child Development. (3)

This course attempts to identify and evaluate those influences which arise from the child's culture. The impact of his society on his development is considered. Brief sketches of children in primitive tribes are also studied as a means of comparison with western culture.

416. Introduction to Demography.

This course deals with the phenomena of fertility, mortality and migration. Developed and developing countries are focused upon in an attempt to understand the impact of population pressures.

417. Criminology.

The incidence of crime and its nature and extent are considered with special reference to current theory. Both adult crime and juvenile delinquency are studied.





VII Administration and Faculty



Officers and Members of the Corporation
of
Salve Regina College

Mother Mary Kiernan Flynn, R.S.M., M.A.T., *President*

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Sister Mary Emily Shanley, R.S.M., M.A., *Second Vice-President*

Sister Mary Victor Felton, R.S.M., M.Ed., *Secretary*

Sister Mary Verona Church, R.S.M., M.A., *Treasurer*

His Excellency, The Most Reverend Russell J. McVinney, D.D.,
Chairman

His Excellency, The Most Reverend Bernard M. Kelly, D.D.,
ex-officio

Sister Mary Alban Kerwick, R.S.M., M.A.

Sister Mary Siena O'Brien, R.S.M., M.A.

Sister Mary Philomena Cawley, R.S.M., B.Ed

Sister Mary Rosalia Flaherty, R.S.M., Ph.D.

Sister Mary Pierre Donnelly, R.S.M., M.Ed.

Sister Mary Lurana Caffrey, R.S.M., B.S. in Ed.

Sister Mary Petronilla Donnelly, R.S.M., B.A.

Administrative Officers

Sister Christopher O'Rourke, R.S.M., Ph.D.	<i>President</i>
John S. Renza, M.A.	<i>Executive Assistant to the President for Financial Affairs</i>
Sister M. Alban Kerwick, R.S.M., M.A.	<i>Dean of Studies</i>
Sister M. Donald Egan, R.S.M., M.A.	<i>Dean of Women</i>
Sister Monica Marie Kelly, R.S.M., M.A.	<i>Registrar</i>
Sister M. Audrey O'Donnell, R.S.M., M.A.	<i>Dean of Admissions</i>
Sister Carol Marie Van Dusen, R.S.M., B.S.	<i>Treasurer</i>
Sister M. Thomas Aquinas O'Brien, R.S.M., M.S. in L.S.	<i>Librarian</i>

Administrative Staff

Sister M. Marcella Shanley, R.S.M., M.A.	<i>Assistant Treasurer</i>
Sister Marie Therese Lebeau, R.S.M., B.S. in L.S., Ed.M.	<i>Assistant Librarian</i>
Sister Susan Marie Carignan, R.S.M., A.B.	<i>Director of Financial Aid</i>
Sister Maria Cilli, R.S.M., B.Ed.	<i>Executive Secretary</i>
Joan David, M.A.	<i>Coordinator of Cultural Affairs</i>

Counseling and Placement

Sister Marie Susanne Breckel, R.S.M., Ph.D.	<i>Director, Counseling and Psychological Services</i>
Marie MacDonald, M.S.	<i>Counseling and Placement</i>
Lester Carr, Ph.D.	<i>Chief Consultant in Psychological Services</i>
E. Charles Velnosky, M.A.	<i>Counseling Staff</i>

Faculty

SISTER MARY CHRISTOPHER O'ROURKE, R.S.M.

President of the College

A.B., Pembroke College in Brown University

M.A., University of Notre Dame

Ph.D., University of Notre Dame

Professor of Sociology

MRS. VIRGINIA ANZIVINO

B.S., University of Rhode Island

Instructor in Home Economics

SISTER MARY PHILEMON BANIGAN, R.S.M.

A.B., Salve Regina College

M.S., Catholic University of America

Associate Professor of Chemistry

SISTER CATHERINE MARY BARRY, R.S.M.*

A.B., Salve Regina College

M.A., Assumption College

Assistant Professor of French

JOSEPH MICHAEL BERMAN

B.S., University of Florida

Assistant Professor of Mathematics

SISTER MARY WILHELMINA BLAKE, R.S.M.

B.Ed., Catholic Teachers College

M.A., Catholic University of America

Associate Professor of History

SISTER MARY MARCIA BLISS, R.S.M.

B.S. Salve Regina College

M.S., Saint Xavier College

Instructor in Nursing

SISTER MARY HELEN BOLAND, R.S.M.

A.B., Salve Regina College

M.A., Assumption College

Ph.D., Laval University

Associate Professor of French

LEO BOTTARI

B.S., Stonehill College

M.S., University of Notre Dame

Assistant Professor of Biology

SISTER BARBARA MARY BRAMAN, R.S.M.

B.Ed., Catholic Teachers College

M.A., Providence College

Assistant Professor of Theology

- DR. E. WILLIAM BURRELL
 A.B., Fordham University
 M.A., Boston University
 Ed.D., Harvard University
Associate Professor of English and Education
- DR. LESTER CARR
 A.B., New York University
 M.A., New School for Social Research
 Ph.D., Vanderbilt University
Associate Professor of Psychology
- SISTER MARY MARTINA CONLEY, R.S.M.
 A.B., Providence College
 M.A., Boston College
 Ph.D., Boston College
Professor of History
- SISTER MARY JANICE COWSILL, R.S.M.
 B.S., Catholic Teachers College
 M.Ed., Boston College
 Ed.D., Boston University
Assistant Professor of Education
- SISTER PRUDENCE MARY CROKE, R.S.M.
 A.B., Salve Regina College
 M.A., Catholic University of America
Instructor in Theology
- JOAN DAVID
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 M.A., Catholic University of America
Assistant Professor of English and Dramatics
- SISTER MAUREEN DIETZ, R.S.M.*
 B.S., Catholic Teachers College
 M.S., The University of Pennsylvania
Assistant Professor of Physics
- DR. ASCANIO G. DIPIPPO
 B.S., University of Rhode Island
 M.S., University of Rhode Island
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Associate Professor of Chemistry
- SISTER VERONICA MARIE DUFFY, R.S.M.†
 A.B., Salve Regina College
 M.S., Michigan State University
Instructor in Home Economics
- SISTER MARY DONALD EGAN, R.S.M.
 A.B., College of Notre Dame of Maryland
 M.A., Boston College
 Certificate, Oxford University, England
Associate Professor of English

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SISTER MARY CALLISTA FONTAINE, R.S.M.
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B.S., Creighton University
M.S., Creighton University
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M.S. in Dt., St. Louise University
Associate Professor of Home Economics

JANE HALE
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M.A., Catholic University of America
Director of Women's Recreational Activities

SISTER MARY PATRICIA HEALY, R.S.M.
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M.A., Boston College
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Instructor in Nursing

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M.S., University of New Hampshire
Assistant Professor of Medical Technology and Biology

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Instructor in Sociology

- SISTER MARY LOUISE LALIBERTE, R.S.M.
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 M.N.Ed., University of Pittsburgh
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- VERNON J. LISBON
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 M.A., Boston College
Instructor in Sociology
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Associate Professor of Nursing
- SISTER MARY ANDREA MARTELL, R.S.M.
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 M.A., Boston College
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 M.A., Providence College
Instructor in Theology
- JESSE WILLARD MCCOY
 B.S., U. S. Naval Academy
 M.S., Purdue University
Assistant Professor of Mathematics
- RICHARD J. MCGINN
 A.B., Providence College
 M.A., Columbia University
Assistant Professor of English
- SISTER MARY MAURITIA MCGUIRL, R.S.M.
 A.B., Providence College
 M.A., Catholic University of America
Associate Professor of English
- ROBERT J. MCKENNA
 A.B., Brown University
 M.A., Catholic University of America
Assistant Professor of Political Science and Philosophy
- CAROLYN L. MILLER
 B.S., Loyola University
 M.A. in N.Ed., New York University
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- DR. GEORGE V. MORRIS
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 M.S., University of Rhode Island
 Ph.D., University of Rhode Island
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- SISTER KATHRYN MARY MURPHY, R.S.M.
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 M.A. in Sp.Ed., Cardinal Stritch College
Assistant Professor of Special Education
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 M.A., University of Notre Dame
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 M.A., Niagara University
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 M.Ed., Columbia University
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- RAE O'NEILL
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 M.Ed., Rhode Island College
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- SISTER MARIE NORMA ORME, R.S.M.
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 M.A. Catholic University of America
Instructor in Spanish
- ANN D. PELLETIER
 A.B., College of William and Mary
 Certificates: Universidad Nacional Mayor De San
 Marcos, Lima, Peru
 Universidad De Sevilla, Spain
 M.A., Middlebury College
Instructor in Spanish

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 M.A., University of Notre Dame
Assistant Professor of Theology
- SISTER YOLANDE PLANTE, F.C.S.C.J.
 A.B., Sherbrooke University
 M.A., University of Montreal
Instructor in French
- SISTER MARY ROCHELLE POSTIGLIONE, R.S.M.
 B.Mus., Catholic University of America
 M.Mus., Catholic University of America
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- GEORGETTE RAMOS
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 M.A., University of California
Associate Professor of French
- SISTER MARY CAROL REAGAN, R.S.M.
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 M.S., University of Minnesota
Assistant Professor of Nursing
- REVEREND ANTHONY REBEIRO
 S.T.L., Pontifical University of Propaganda Fide, Rome
 M.A., Oxford Univeristy, England
Instructor in Economics and Philosophy
- REVEREND JOHN P. REILLY
 Ph.L., Gregorian University, Rome, Italy
 S.T.L., Gregorian University, Rome, Italy
 Ph.D., St. Louis University
Associate Professor of Philosophy
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 M.A., Boston College
Instructor in History
- JAMES D. ROBISON
 B.S., Eastern Illinois University
 M.S., Eastern Illinois University
 M.F.A., Claremont Graduate School
Assistant Professor of Art
- SISTER MARY AUGUSTINE SAN SOUCI, R.S.M.
 B.S. in Ed., Catholic Teachers College
 B.S. in N.Ed., Catholic University of America
 M.S., Catholic University of America
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MILES SANTAMOUR

B.A., Syracuse University
M.S.W., Syracuse University
Instructor in Sociology

MARY A. SANTULLI

B.S., Boston College
M.S., Boston University
C.A.G.S., Boston University
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S.T.L., Catholic University of America
Instructor in Theology

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M.A., Assumption College
Assistant Professor of French

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B.Ed., Catholic Teachers College
Undergraduate Chemistry: Niagra University
Creighton University
M.S., Fordham University
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LUCILLE SULLIVAN

Certificate Public Health Nursing, Simmons College
B.S., PHN., Boston College
M.Ed., Boston College, Graduate School
Associate Professor in Nursing

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B.Ed., Catholic Teachers' College
M.S., Catholic University of America
Associate Professor of Biology

SISTER MARY ELOISE TOBIN, R.S.M.

A.B., Providence College
M.A., Catholic University of America
Associate Professor of Theology

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M.A., Catholic University of America
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M.A., Brown University
Ph.D., Brown University
Associate Professor of English

MARIAN VAN SLYKE

B.Mus., Eastman School of Music, University of Rochester
Instructor of Glee Club

DR. HERIBERTO VAZQUEZ

A.B., SanCarlos Seminary, Havana, Cuba

B.S., Havana Official Institute

Ph.D., University of Havana

Ph.D., University of Havana

Associate Professor of Spanish

E. CHARLES VELNOSKY

A.B., St. Bernard's College

M.A., Assumption College

Instructor in Psychology

*On leave of absence for doctoral study.

†Leave of absence first semester

TEACHER EDUCATION

CHAIRMAN, EDUCATION DEPARTMENT
DR. E. WILLIAM BURRELL

DIRECTOR, ELEMENTARY TEACHER EDUCATION
MISS RAE K. O'NEILL

DIRECTOR, SPECIAL TEACHER EDUCATION
SISTER KATHRYN MARY MURPHY, R.S.M.

Associates in Education*

MISS MARGUERITE R. BRENNAN
Director of Elementary Education
Newport School Department

MR. JOSEPH H. GAUDET
Superintendent of Schools
Middletown School Department

MR. THEODORE E. GLADU
Superintendent of Schools
Tiverton School Department

MR. NICHOLAS S. LOGOTHETS
Director of Secondary Education
Newport School Department

DR. JOHN F. MACDONNELL
Superintendent of Schools
Newport School Department

MR. IAN MALCOLM
Superintendent of Schools
Barrington School Department

MR. EDWARD MARTIN
Superintendent of Schools
East Providence School Department

REVEREND EDWARD W. K MULLEN
Superintendent of Diocesan Schools
Diocese of Providence

*Associates in Education for the Academic year 1967-1968.

DR. CHARLES A. O'CONNOR
Superintendent of Schools
Providence School Department

MR. ROLAND SHAPPY
Superintendent of Schools
Portsmouth School Department

Associates in Secondary Teacher Education*

Mr. Roger Aubin	English
Mr. George Bishop	Mathematics
Mr. Terrence Burns	Mathematics
Mr. Austin W. Coen, Jr.	English
Mr. John Curran	English
Miss Emelia M. D'Andrea	English
Mrs. Barbara Donahue	Home Economics
Miss Ann Drury	Home Economics
Miss Doris Dyson	Home Economics
Mrs. Julius E. Fuchs	English
Mr. Joseph Gomes	Spanish, English, and Coordinator Pre-Student Teaching Experiences at Middletown High School
Miss Ethel Kelly	English
Mr. John P. Lauth	English
Miss Phyllis McCaughey	English
Mr. David A. McKivergan	English
Miss Frances Martin	French
Mr. James A. Martland	English
Mr. John Mason	Mathematics
Mr. Val Guy Moreau	French
Mr. Terrence Murphy	English
Mr. Louis Murphy	History
Mr. Wilfred T. Ouellette	English
Mr. Gerard Paquette	Mathematics
Mr. Paul Peterson	English
Mr. Donald A. Rock	English

*Associates for the 1967-1968 Academic year.

Mr. William Russo
Miss Geraldine Sousa
Mr. Peter B. Turano
Miss Eileen Shanley

Mathematics
English
English
Home Economics

Associates in Elementary Teacher Education*

Mrs. Rose Marie Bolen	Mr. Robert Morris
Mrs. Ivy Brierley	Miss Elizabeth Mountbatten
Miss Constance Casey	Mrs. Marion Munch
Mrs. Evelyn Cavanaugh	Mrs. Irene Murphy
Mrs. Mary Daly	Mrs. Leonora Murphy
Miss Eileen Fitzpatrick	Mrs. Kay O'Brien
Mrs. Donna Frank	Mrs. Marion Oliver
Mrs. Ida Fullerton	Mrs. Helen Nigohosian
Mrs. Mary Grace	Miss Rose Marie Nunes
Miss Barbara Griffith	Mrs. Mary Perry
Mrs. Imogene Hilton	Mrs. Marie Piotrowski
Mrs. Isabella C. Holland	Mrs. Dorothy Reilly
Mrs. Mary Holt	Mrs. Barbara Seyer
Mrs. Rita Kern	Mrs. Madeline Southwick
Mrs. Doris Lawton	Mrs. Ann Sullivan
Mrs. Elizabeth Lewis	Miss Arlene Sullivan
Mrs. Kathryn Magee	Miss Evelyn Sullivan
Mrs. Donna Mangei	Mr. Charles Toracinta
Mrs. Barbara Manuel	Mr. Donald Vacchi
Miss Claire McDuff	Mrs. Audrey Williamson
Mrs. Helen McGinness	Mrs. Rita Wood
Mrs. Edith McLean	

Associates in Special Teacher Education*

Mr. Odie Hilton

Supervisor of Special Education

Middletown School Department

Mrs. Kathleen Crudup	Mr. Kenneth Sargent
Mrs. Kathleen Davis	Mrs. Mary Sinnott
Mrs. Rosalie Manuels	Mrs. Gwyne Van Slyke
Miss Carol Raymond	

*Associates who served during the 1967-1968 academic year.

Division of Nursing—Cooperating Agencies, 1968-1969

Baptist Home of Rhode Island, Newport
Sisters of Saint Joseph of Cluny School, Newport
United States Naval Hospital, Newport
Newport Hospital, Newport
Our Lady of Fatima Hospital—North Providence
Head Start Program, Newport
Saint Joseph's Hospital—Providence
Roger Williams Hospital—Providence
Rhode Island Medical Center, Howard
Emma Pendleton Bradley Hospital, East Providence
Butler Hospital, Providence
Selected Community Mental Health Facilities in Rhode Island
Newport Visiting Nurse Service, Newport
Progress for Providence, Inc., Providence
East Shore Visiting Nurse Association, Warren
U. S. Veterans Administration Hospital, Providence

SCHOOL OF MEDICAL TECHNOLOGY AFFILIATES

Sister Ralph Mary Imperatore, R.S.M., M.S., M.T. (ASCP)
Coordinator of the Medical Technology Program

NORWALK HOSPITAL

Norwalk, Conn.

Roy N. Barnett, M.D.

Director of Laboratories and School of Medical Technology

Dorothy D. McIver, B.S. M.T. (ASCP)

Teaching Supervisor

HOSPITAL OF ST. RALPHAEL

New Haven, Conn.

Robert Nesbit, M.D.

Chief Pathologist

Bernard F. Mann, M.D.

Associate Pathologist

Co-Directors of the School of Medical Technology

Teresa M. Mariano, B.S., M.T. (ASCP)

Teaching Supervisor

WATERBURY HOSPITAL

Waterbury, Conn.

Joseph O. Collins, M.D.

Director of Laboratories

Roger K. Gilbert, M.D.

Director of the School of Medical Technology

Mary-Claire Sullivan, B.S., M.T. (ASCP)

Teaching Supervisor

MEMORIAL HOSPITAL

Pawtucket, R. I.

Gary Paparo, M.D.

Director of Laboratories and School of Medical Technology

Claire M. Geddes, B.S., M.T. (ASCP)

Teaching Supervisor

Health Staff

PHYSICIANS OF AQUIDNECK MEDICAL CENTER

William F. Maher, M.D.

Attending Physician

M. Osmond Grimes, M.D.

Oculist

Arthur M. Dring, D.M.D.

Dentist

Isadore G. Schaffer, D.M.D.

Dentist

Resident Registered Nurses

Faculty Committees

The President and the Dean are ex-officio members of all committees.

Admissions: Dean of Admissions, Dean of Studies, five Faculty members

Curriculum and Education Policies: Dean and Chairmen of Divisions

Library: Librarian and seven Faculty members

Scholarships: Financial Aid Officer, Dean of Studies, Dean of Admissions, Registrar, Chairman of Division of Nursing

Student Activities: Dean of Women and Faculty Moderators of Student Organizations

Salve Regina College Alumnae Association

The Alumnae Association was organized by the first graduating class in 1951. It aims to unite all the members of the Salve Regina family in promoting the welfare of Alma Mater by contributing to its spiritual, intellectual and physical progress and to foster the ideals of service to God and society. The generous efforts initiated by the first class are continually augmented by each succeeding class.

The officers of the association are:

President, Miss Jane Skeffington, '61

34 Sylvia Avenue, North Providence, R. I.

Vice President, Mrs. Carmela Ricci Bosco, '61

508 George Waterman Road, Johnston, R. I.

Corresponding Secretary, Miss Eileen Farrelly, '58

16 Wyndham Avenue, Providence, R. I.

Recording Secretary, Miss Judith Brissette, '65

637 Fruit Hill Avenue, North Providence, R. I.

Treasurer, Miss Raelene Mara, '62

420 Newport Avenue, Pawtucket, R. I.

Member-at-Large, Miss Mary Ann McCaughey, '61

129 Rosemont Avenue, Pawtucket, R. I.

Alumnae Chapters

There are Alumnae Association Chapters in Connecticut, Massachusetts (Boston and Fall River-New Bedford), New York-New Jersey, Newport, Providence and Washington, D. C.

Salve Regina Guild

The members of Salve Regina Guild are interested persons who have organized for the purpose of assisting Salve Regina College in its renovation, expansion, and general progress.

The officers of the association are:

President, Mrs. Thomas Costa

2149 Warwick Avenue, Warwick, Rhode Island

First Vice President, Mrs. Theophile C. Sousa

47 Borden Road, Tiverton, Rhode Island

Second Vice President, Miss H. Gertrude Coleman

112 Sheldon Street, Providence, Rhode Island

Corresponding Secretary, Mrs. Henry T. Farrell

18 Luzon Avenue, Providence, Rhode Island

Recording Secretary, Miss Nora K. Shea

97 Second Street, Newport, Rhode Island

Treasurer, Mrs. Kieran Farrelly

16 Wyndham Avenue, Providence, Rhode Island

The Fathers Council

The Fathers Council of Salve Regina College was organized on October 27, 1962. Its purpose is to afford the fathers of the students an opportunity to acquire directly a better understanding and personal acquaintance with the physical, social, civic, intellectual, moral, and spiritual program which is carried on at Salve Regina College in the education of their daughters. The Fathers Council affords the administration and faculty of the college experience, counsel, advice, and suggestions on current college problems and on technical and financial planning so that Salve Regina College may continue to prepare adequately the young women of the future in the liberal arts tradition.

The Gateway Club of Salve Regina College is sponsored by the Fathers Council as a means of assisting the Sisters of Mercy in raising funds which may be used for scholarships, faculty salaries, and other educational endeavors of the College. Membership in the Gateway Club represents a minimum annual donation of \$100.

The Officers of the Fathers Council are:

President, Dr. Thomas P. White
Belmont, Massachusetts

Vice-President, Mr. Vincent L. Cadigan
Riverside, Rhode Island

Moderator, Sister Mary Christopher O'Rourke, R.S.M.
Newport, Rhode Island

Secretary, Dr. Francis J. Fanning
Tiverton, Rhode Island

Treasurer, Mr. W. Wallace Mathison
Newport, Rhode Island

Association of Friends of Salve Regina College

Each person who contributes \$100 to aid in founding a scholarship, or to assist in building a hall, or in equipping or furnishing any halls or buildings after completion, will be considered a Friend of Salve Regina College, and as such will be enrolled as a life member in the Association and will become a sharer in all its spiritual advantages.

The names of deceased friends or relatives may be entered on the list of members in order that they, too, may become perpetual sharers in the spiritual benefits of the Association.

FULL TIME STUDENT ENROLLMENT

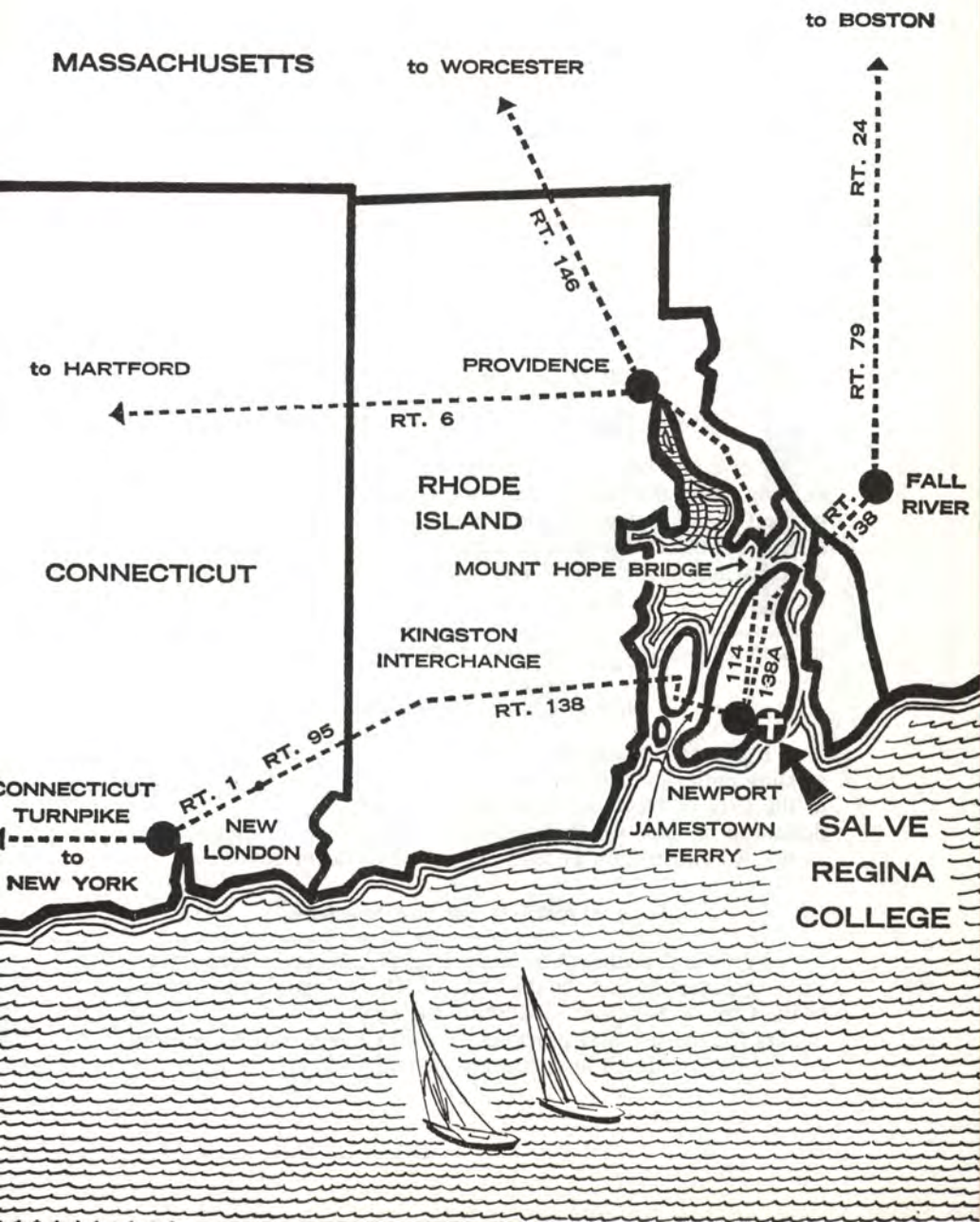
September, 1967

Seniors	201
Juniors	208
Sophomores	148
Freshmen	168
Special	30
	<hr/>
	755

Geographical Distribution of Students by Home Address

California	1
Connecticut	103
Florida	1
Indiana	1
Maine	9
Maryland	8
Massachusetts	182
Mississippi	1
New Hampshire	3
New Jersey	33
New York	48
North Carolina	1
Ohio	1
Oklahoma	1
Pennsylvania	5
Rhode Island	334
Virginia	5
British Honduras	2
Colombia	3
Dominican Republic	1
Honduras	2
India	4
Malaysia	1
Panama	2
Philippines	1
Trinidad	1
	<hr/>
	755

INTERSTATE MAP of CONNECTICUT, MASSACHUSETTS
and RHODE ISLAND Showing Location of
SALVE REGINA COLLEGE



Needs of the College

In order to carry out its program of Catholic Higher Education, Salve Regina College will welcome gifts and bequests which will be tax exemptions for the donors for the following needs:

Endowments

- A. Faculty salaries
- B. Scholarships — partial or complete for students

For the Building Program Fund

- A. Academic Building
- B. Dormitories
- C. Chapel
- D. Auditorium

FORMS OF BEQUEST

Form of Bequest for Full or Partial Scholarship

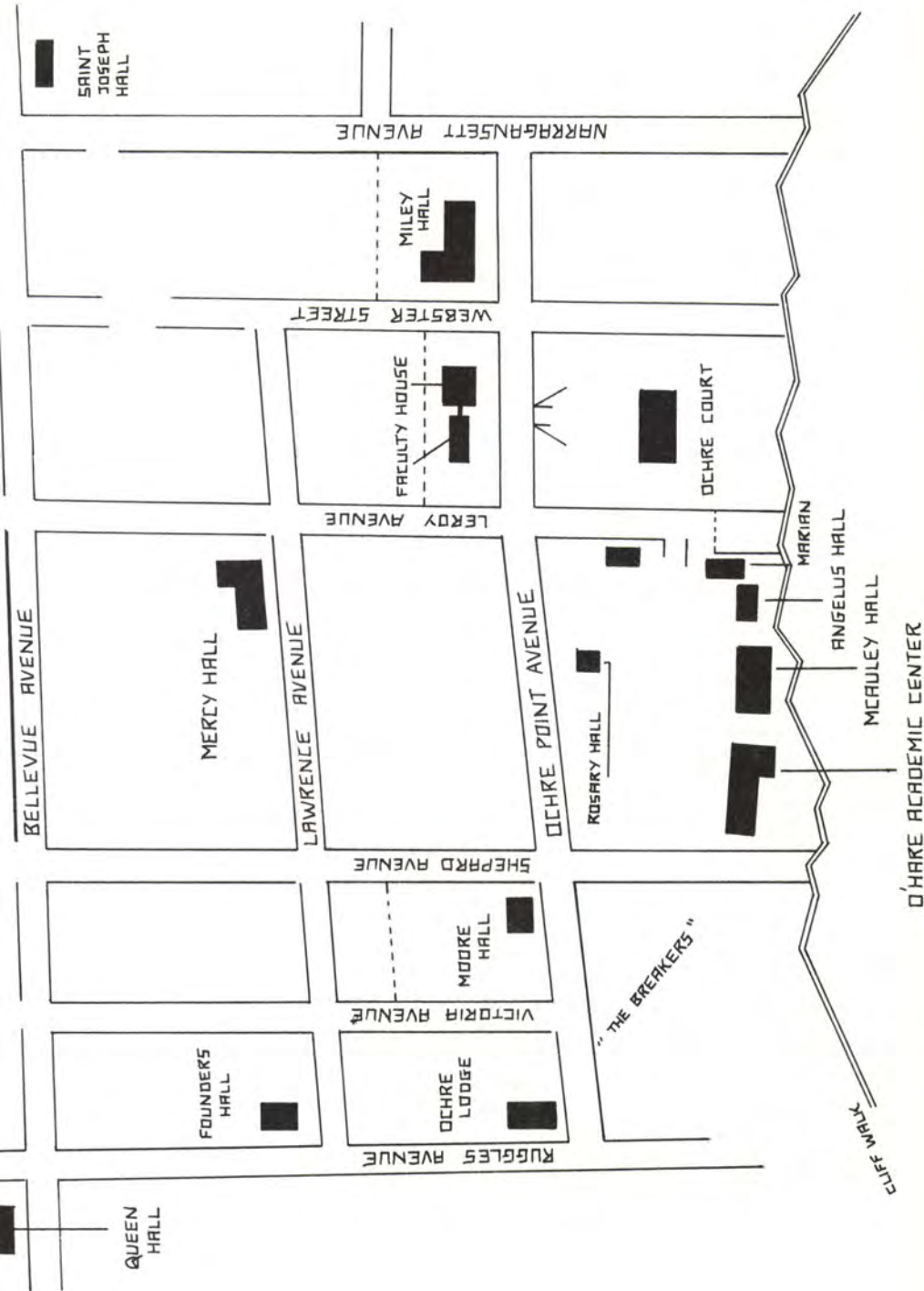
I give and bequeath to Salve Regina College, a corporation existing under the laws of the State of Rhode Island, and located in the City of Newport, said State, the sum of _____ dollars for the establishment, support and maintenance of a full, or a partial, scholarship. The scholarship shall be (known as the _____ Scholarship) (in memory of _____) and shall be granted from time to time as specified by the Administration of said College.

Form of Bequest for General Use

I give and bequeath to Salve Regina College, a corporation existing under the laws of the State of Rhode Island, and located in the City of Newport, said State, the sum of _____ dollars to be used for the benefit of said College in such manner as the Administration of said College shall deem advisable.

Form of Bequest for Use Specified

I give and bequeath to Salve Regina College, a corporation existing under the laws of the State of Rhode Island, and located in the City of Newport, said State, the sum of _____ dollars for the use and purposes of said College and to be used as specified by the Administration of said College.



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