

REGIS COLLEGE

CATALOGUE



1953 - 1954

Denver, Colorado

THE CREDO
of
REGIS COLLEGE

There is a world-wide struggle to capture the mind of youth. Through "youth movements" foreign dictatorships aim to perpetuate their pernicious doctrines. In our own country youth is exposed to these poisons which can destroy our hard-won liberties. Protection should, therefore, come from the leading universities and colleges of America.

Regis College refuses to subscribe to the doctrine that "academic freedom" may be used as a pretext to teach systems which destroy all freedom. We proudly boast that we have always taught and will continue to teach the following creed:

We believe in God.

We believe in the personal dignity of man.

We believe that man has natural rights which come from God and not from the state.

We are therefore opposed to all forms of dictatorship which are based on the totalitarian philosophy that the "total man" belongs to the state.

We believe in the sanctity of marriage and of the home—the basic unit of civilization.

We believe in the natural right of private property, but likewise that private property has its social obligations.

We believe that Labor has not only rights but obligations.

We believe that Capital has not only rights but obligations.

We are vigorously opposed to all forms of "racism"—persecution or intolerance because of race.

We believe that liberty is a sacred thing, but that law, which regulates liberty, is a sacred obligation.

We believe in inculcating all the essential liberties of American Democracy and take open and frank issue with all brands of spurious "democracy."

We believe, briefly, in the teachings of Christ, and we, therefore, hold that morality must regulate the personal, family, economic, political, and international life of men if civilization is to endure.

REGIS COLLEGE

INDEX

CATALOGUE



1953 - 1954

Denver, Colorado

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1883-1884
CALENDAR

HISTORICAL NOTE

HISTORY OF THE COLLEGE

Regis College is conducted under the auspices of the members of the Jesuit Order. Its foundation was laid as far back as the pioneer days of 1877. The College was authorized to confer degrees by Section 1 of an Act of March 28, 1889. (Session Laws of 1889, p. 121.) The College was incorporated on November 27, 1893. On April 19, 1921, the Articles of Incorporation were amended so as to change the name from "College of the Sacred Heart" to "Regis College."

LOCATION IN DENVER

Regis College is situated in the northwestern section of Denver, the College campus forming a part of the northern city limits. The campus is located between Lowell and Federal Boulevards on the west and east, and between 50th and 52nd Avenues on the south and north, comprising more than eighteen city blocks. The general level of the campus is higher than the surrounding property and thus commands a view of the fertile Clear Creek valley and the majestic range of mountains which encircle Denver on the west and give it distinction as the city of mountain and plain. The climate of Colorado is justly famous. Each year, students attend Regis who were unable to carry on their school work elsewhere on account of ill health; but who here successfully carry their studies while making a permanent gain in health. The College is served by two automobile arteries and by bus No. 6.

1953-1954 CALENDAR

- Sept. 9-11—Wed.-Fri.....Freshman days, beginning at 8:30 A.M., Wed.
 Sept. 9-11—Wed.-Fri.....Registration for evening classes.
 Sept. 14—Mon.....Registration except for freshmen.
 Sept. 16—Wed.....Day and evening classes begin.
 Sept. 25—Fri.....Last day for delayed registration and change of courses.

SEPTEMBER—1953

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20	21	22	23	24	25	26
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- Oct. 2—Fri.....Solemn Mass of the Holy Ghost.
 Oct. 26-30—Mon. Fri.....Mid-semester examinations.

OCTOBER—1953

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18	19	20	21	22	23	24
25	26	27	28	29	30	31

- Nov. 1—Sun.....Feast of All Saints.
 Nov. 11—Wed.....Armistice Day. Holiday.
 Nov. 26-27—Thurs., Fri.....Thanksgiving Holidays.

NOVEMBER—1953

S	M	T	W	T	F	S
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22	23	24	25	26	27	28
29	30					

- Dec. 7-10—Mon.-Thurs.....Senior comprehensive examinations.
 Dec. 8—Tues.....Immaculate Conception. Holiday.
 Dec. 11—Fri.....Christmas vacation begins after last class.

DECEMBER—1953

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- Jan. 5—Tues.....Classes resume at 9:15 A.M.
 Jan. 15—Fri.....Semester examinations begin.
 Jan. 21—Thurs.....First semester ends.
 Jan. 22—Fri.....Registration.
 Jan. 25-28—Mon.-Thurs.....Annual retreat.
 Jan. 27-29—Wed.-Fri.....Registration for evening classes.
 Jan. 29—Fri.....Classes for second semester begin.

JANUARY—1954

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- Feb. 5—Fri.....Last day for delayed registration and change in courses.
 Feb. 22—Mon.....Washington's birthday. Holiday.

FEBRUARY—1954

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1953-1954 CALENDAR

Mar. 22-26—Mon.-Fri.....Mid-semester examinations.

MARCH—1954

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Apr. 14—Wed.....Easter recess begins after last class.

Apr. 20—Tues.....Classes resume at 9:15 A.M.

Apr. 26-30—Mon.-Fri.....Senior comprehensive examinations.

APRIL—1954

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May 21—Fri.....Semester examinations begin.

May 27—Thurs.....Ascension Day. Holiday.

May 30—Sun.....Commencement Day.

MAY—1954

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SUMMER SESSION—1954

June 10-11—Thurs.-Fri.....Registration for Evening classes.

June 14—Mon.....Registration for summer session.

June 15—Tues.....Classes begin for summer session.

June 16—Wed.....Last day for delayed registration and change of courses.

JUNE—1954

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July 5—Mon.....Independence Day. Holiday.

JULY—1954

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Aug. 4-5—Wed., Thurs.....Final examinations for evening classes.

Aug. 5-6—Thurs., Fri.....Final examinations for summer session.

Aug. 6—Fri.....Summer session ends.

AUGUST—1954

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CALENDAR

1954-1955

Sept. 8-10—Wed.-Fri.....Freshman days, beginning at 8:30 A.M., Wed.

Sept. 8-10—Wed.-Fri.....Registration for evening classes.

Sept. 13—Mon.....Registration except for freshmen.

Sept. 15—Wed.....Day and evening classes begin.

Sept. 24—Fri.....Last day for delayed registration and change of courses.

Oct. 1—Fri.....Solemn Mass of the Holy Ghost.

Oct. 25-29—Mon.-Fri.....Mid-semester examinations.

SEPTEMBER—1954

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Nov. 25-26—Thurs.-Fri....Thanksgiving Holidays.

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CALENDAR

1954-1955

Mar. 21-25—Mon.-Fri.....Mid-semester examinations.

MARCH—1955

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Apr. 6—Wed.....Easter recess begins after last class.

Apr. 12—Tues.....Classes resume at 9:15 A.M.

Apr. 25-29—Mon.-Fri.....Senior comprehensive examinations.

APRIL—1955

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REGIS COLLEGE

A COLLEGE OF LIBERAL ARTS AND SCIENCES

ITS AIMS AND IDEALS

Regis College hopes to educate the student to be successful in his future activities or career. Yet, it is not concerned only with what he will do in life, but also with what he will be. It realizes that it is much more important that he be trained to live than merely to earn a living.

Regis has, therefore, a philosophy of education which seeks the formation of the whole man—body and soul—as a member of a family, of the American nation, and of the Church. Courses and activities are provided which help directly towards the fulfillment of these aims and toward moral and successful living.

A small College. Regis takes justifiable pride in its close-knit student body and in the easy, personal approach between students and members of the faculty and administration.

A Catholic College. Regis believes that its destiny is to be an arsenal of Catholic thought. Catholic beliefs, moral code, and form of worship enter into campus life.

A Western College. The only Catholic men's college in the heart of a territory larger than central Europe, Regis recognizes its primary responsibility is to the central Rocky Mountain area. Therefore, it fosters the active participation of its students and faculty members in the civic, social, and cultural life of the region.

An American College. In these days when Communism is a problem on so many college campuses, Regis looks with satisfaction on the absolute loyalty of its faculty and students to American ideals.

METHOD OF EDUCATING STUDENTS

Jesuit Education. Regis College is conducted by members of the Society of Jesus, an order of Catholic religious men who for the greater part dedicate their lives to the teaching of youth. The philosophy of education followed is based on the famous *Ratio Studiorum*, a plan of studies tested by more than four centuries of experience and practiced with timely modifications in over 225 colleges and universities conducted by the 29,000 members of the Society of Jesus throughout the world today.

The Ratio Studiorum. This system of education strives to provide a deep and broad cultural foundation upon which advanced study in specialized fields may be built. Secondly, this plan of studies is based on the firm conviction that the goal of a broad human culture can best be attained by sound, integrating courses in scholastic philosophy and religion, built on a foundation of classical and modern languages, history, mathematics, physical sciences, and social studies.

A very important technique in the plan of the *Ratio Studiorum* is the matter of classroom instruction. The classroom technique used is that of direct, personal, immediate contact of teacher with student and

student with teacher, by means of question and answer, repetitions, quizzes, and discussions, rather than by a straight, formal lecture method. Because of this technique, the size of classes is necessarily limited.

DEGREES AND PROGRAMS AVAILABLE TO STUDENTS

I. Bachelor of Arts Degree.

In the Jesuit system of education a student needs 16 hours of Collegiate Latin for the A.B. degree in any concentration major offered at Regis College. The Bachelor of Arts curriculum has for its purpose a balanced cultural education as a foundation for full living.

Bachelor of Science Degree.

The Bachelor of Science degree is offered in the following concentration majors to those students who do not wish to take Collegiate Latin: English, History, Philosophy, Sociology, Business Administration, Economics, Accounting. The above B.S. degree is comparable to the A.B. degree offered in many colleges.

II. Bachelor of Science Degree in Biology, Chemistry, Mathematics.

The Bachelor of Science degree has for its objective a thorough training in the scientific method as a basis of sound scientific and mathematical thinking, carefully balanced by a cultural training in languages, literature, and history, and correlated as closely as possible with sound philosophy and ethics.

III. Bachelor of Science Degree in Chemistry.

This degree is a professional degree and as such is quite distinct from a liberal arts degree. It offers a concentration major in chemistry.

The objective of this curriculum is to enable the student to prepare himself for more advanced work in chemistry, either in a graduate school or in industry. The program embodies all courses suggested by the American Chemical Society.

IV. Bachelor of Science Degree in Commerce and Finance.

This curriculum offers the following concentration majors: accounting, business administration, economics.

The objective of this program is to afford a balanced training in the principles and practices of the business function in human endeavors. The vocational courses are paralleled by cultural studies in philosophy, religion, history, psychology, and ethics. The curriculum may be described as a cultural business program. Accounting majors can fulfill the academic requirements for CPA examinations in Colorado.

V. Teacher Training Program.

The objective of the education courses is to provide preparation and training for those who plan to teach in secondary schools. The courses are designed to give prospective teachers the principles of education as based upon the Christian philosophy of life. Special attention is given to the acquisition of knowledge of effective methods of teaching and to the requirements of university and accrediting agencies.

VI. Associate in Arts Degree.

This is a cultural degree offered to men and women in evening classes. This curriculum affords majors in English or in philosophy.

The objective of the program is to present to the student who is otherwise occupied during the day the opportunity to pursue a four-year plan of evening courses constituting a major and a minor in general education.

VII. Associate in Science Degree.

This is a vocational degree offered to men and women in evening classes. The curriculum affords majors in accounting or in business administration.

The objective of the program is to present to the student who is otherwise occupied during the day the opportunity to pursue a four-year plan of evening courses constituting a major in a minor in commerce and finance.

VIII. Pre-Professional Programs.

These curricula have for their objectives the minimum preparation for admission to professional schools. They include: pre-dentistry, pre-engineering, pre-law, pre-medicine. However, unless the student has strong reasons for a minimum preparation, he should secure a longer, broader, and deeper education before entering his chosen professional school.

IX. Certificate in General Education.

The objective of this program is to afford men and women students in evening classes the opportunity to secure a two-year, basic cultural education.

X. Certificate in Commerce and Finance.

The objective of this program is to afford men and women students in evening classes the opportunity to secure a two-year, basic vocational training in business.

FACULTY AND STUDENT CLIENTELE

Regis College exists for the purpose of educating young men; women, however, are admitted to courses offered in the Evening Classes. The college is primarily intended for Catholic students, but students of other religious beliefs who may wish to experience the Jesuit system of education are most welcome. Courses in Religion and participation in Catholic religious exercises are obligatory for Catholic students and optional for non-Catholic students.

ADMINISTRATION

PRESIDENT

Raphael C. McCarthy, S.J., A.M., Ph.D.

DEAN

Louis G. Mattione, S.J., A.M., S.T.L.

BOARD OF TRUSTEES

REV. RAPHAEL C. McCARTHY, S.J.

REV. LOUIS G. MATTIONE, S.J.

REV. WILLIAM F. HOUSER, S.J.

REV. BERNARD S. KARST, S.J.

REV. ALOYSIUS M. REICKUS, S.J.

OFFICERS OF ADMINISTRATION

REV. RAPHAEL C. McCARTHY, S.J.	President
REV. LOUIS G. MATTIONE, S.J.	Dean
REV. JOHN J. GIBBONS, S.J.	Registrar
REV. WILLIAM F. HOUSER, S.J.	Treasurer
REV. ALOYSIUS M. REICKUS, S.J.	Supt. of Buildings and Grounds
REV. FRANCIS J. MALECEK, S.J.	Dean of Men
REV. BERNARD S. KARST, S.J.	Director of Carroll Hall
REV. BERNARD J. MURRAY, S.J.	Chaplain
MR. JOHN V. COYNE	Director of Evening Classes
REV. HAROLD L. STANSELL, S.J.	Assistant Director of Evening Classes
REV. CHARLES F. KRUGER, S.J.	Librarian
MR. ADRIAN N. DORZWEILER	Assistant Librarian

FACULTY COMMITTEES

The President of Regis College is *Ex officio* a member of all committees.

ADMISSIONS AND DEGREES: The Dean, Chairman; the Registrar; Rev. George M. Tipton, S.J.; Rev. Elmer F. Trame, S.J.

LIBRARY: Rev. C. F. Kruger, S.J., Chairman; Rev. L. A. Bloomer, S.J.; Mr. A. Dorzweiler; Rev. Mark S. Gross, S.J.; Rev. L. G. Mattione, S.J.; Rev. J. J. Quirk, S.J.; Rev. Thos. F. Singleton, S.J.; Rev. L. F. Cervantes, S.J.

EDUCATIONAL POLICIES: The Dean, Chairman; Rev. C. L. Bonnet, S.J.; Rev. Jos. V. Downey, S.J.; Rev. Jos. A. Ryan, S.J.; Rev. Harold L. Stansell, S.J.; Rev. E. A. Stauffen, S.J.

STUDENT COUNSELLING: Mr. F. Van Valkenburg, Chairman; the Dean; the Registrar; Mr. John V. Coyne; Rev. Harold L. Stansell, S.J.

STUDENT LIFE: The Dean of Men, Chairman; Rev. B. S. Karst, S.J.; Rev. J. J. Quirk, S.J.; Dr. F. J. Ozog; Mr. F. Van Valkenburg.

RANK AND TENURE: The Dean, Chairman; Rev. B. S. Karst, S.J.; Mr. J. V. Coyne; Rev. J. F. Walsh, S.J.; Most Rev. B. J. Sullivan, S.J.

STUDENT HEALTH: Rev. B. S. Karst, S.J., Chairman; Rev. E. J. Trame, S.J.; Brother Renk, S.J.

FACULTY

RAPHAEL C. McCARTHY, S.J., A.M., Ph.D.

PRESIDENT; PROFESSOR OF PSYCHOLOGY

A.B., St. Louis University, 1912; A.M., 1913; Ph.D., University of London, 1925.

Instructor in Mathematics and Biology, Regis College, 1913-1917; Associate Professor of Psychology, St. Louis University, 1925-1928; Regent of the School of Philosophy and Science, 1929-1936; Regent of the School of Divinity, 1929-1931; Acting Dean, 1931-1932; President, Marquette University, 1936-1944; Professor of Psychology, 1928-1936, 1944-1947; President of Regis College, 1947-; Professor of Psychology, Regis College, 1947-.

LOUIS G. MATTIONE, S.J., A.M., S.T.L.

DEAN

A.B., St. Louis University, 1936; A.M., St. Louis University, 1939; S.T.L., St. Louis University, 1946.

Instructor in Latin, English, Religion, The Creighton University High School, 1939-1942; Assistant Dean, Marquette University, 1948; Dean and Registrar, Regis College, 1948-50; Dean, 1950-.

JOHN J. GIBBONS, S.J., A.M.

REGISTRAR

Regis College, 1915-1917; St. Louis University, 1919-1921; Gonzaga University, 1921-1924; A.B., 1923, A.M., 1924; St. Mary's College, 1924-1927; St. Louis University, 1927-1931; Regis College, 1931-1932; Dean and Registrar, Rockhurst College, 1933-1939.
Assistant Professor of Philosophy, Regis College, 1939; Registrar, Regis College, 1950.

GEORGE ERIC BECHTOLT, A.M.

ASSISTANT PROFESSOR OF FRENCH AND GERMAN

B.A., Wittenberg College, Springfield, Ohio, 1917;

A.M., Ohio State University, 1939.

Instructor in German, Portuguese, Ohio State University, 1938-1939; University Scholar, Ohio State University, 1939-1940; Instructor in German and Spanish, Otterbein College, 1940-1941; Instructor in Spanish, German, and Economics, Regis College, 1945-51; Assistant Professor, 1951-.

LOUIS A. BLOOMER, S.J., A.M.

ASSOCIATE PROFESSOR OF ENGLISH

A.B., St. Louis University, 1919, A.M. (Philosophy), 1920;

A.M. (English), The Creighton University, 1935.

Instructor in English, Latin, St. Ignatius High School, Cleveland, Ohio, 1923-1926; Assistant Professor of English, Rockhurst College, 1929-1930; Instructor in English, St. Louis University, 1930-1931; Instructor in English, The Creighton University, 1932-1936; Professor of English, Rockhurst College, 1936-1943; Associate Professor of English, Regis College, 1943-.

CHRISTIAN L. BONNET, S.J., A.M., Ph.L., S.T.L.

ASSOCIATE PROFESSOR OF PHILOSOPHY

A.B., St. Mary's College, Kansas, 1926; A.M., St. Louis University, 1930; Ph.L., Gregorian University, Rome, 1932; S.T.L., St. Louis University, 1939. Instructor, Xavier University and High School, Cincinnati, 1930-1931; St. Louis University High School, 1933-1935; Instructor in Religion, St. Louis University, Summers, 1939-1942; Instructor in Philosophy, St. Louis University, 1942-1943; Assistant Professor in Philosophy, St. Louis University, 1943; Lecturer in Philosophy, Regis College, Summer, 1946; Assistant Professor in Philosophy, Regis College, 1947-51; Associate Professor, 1951.

LUCIUS F. CERVANTES, S.J., A.M., Ph.D.

INSTRUCTOR IN SOCIOLOGY

A.B., St. Louis University, 1938; M.A., St. Louis University, 1940; Ph.D., St. Louis University, 1951. Instructor, Creighton Prep, 1939-1942; Lecturer, Rockhurst College, 1946; Lecturer, St. Louis University, 1947; Instructor, Regis College in Sociology, 1951.

JOHN V. COYNE, A.B., M.B.A.

**ASSOCIATE PROFESSOR OF BUSINESS ADMINISTRATION;
DIRECTOR OF EVENING CLASSES**

A.B., University of Notre Dame, 1936; M.B.A., Stanford University, 1939. Instructor in Commercial Sciences, Beverly Hills High School, Beverly Hills, California, 1942; Coordinator of Distributive Education, Santa Maria, California, 1942-43; Instructor in Business Administration, Santa Maria, California, 1943-1946; Instructor in Business Administration, Regis College, 1946-1949; Assistant Professor in Business Administration, Regis College, 1949-52; Associate Professor, 1952.

ADRIAN DORZWEILER, A.B., M.A.

ASSOCIATE LIBRARIAN

A.B., Regis College, 1949; M.A., Denver University, 1953. Associate Librarian, Regis College, 1950.

JOSEPH V. DOWNEY, S.J., A.M., M.S.

ASSISTANT PROFESSOR OF PHYSICS

A. B., Xavier University, Cincinnati, Ohio, 1931; A.M., St. Louis University, 1934, M.S., 1936. Instructor in Physics and Mathematics, Regis High School, 1934-1936; visiting lecturer in Mathematics, Rockhurst College, 1942; Instructor in Physics, Regis College, 1942-51; Assistant Professor, 1951.

WILLIAM B. FAHERTY, S.J., A.M., Ph.D.

ASSISTANT PROFESSOR OF HISTORY AND SOCIOLOGY

A.B., St. Louis University, 1936; A.M., St. Louis University, 1938; Ph.D., St. Louis University, 1949. Instructor in History and Government, Campion High School, Prairie du Chien, Wisconsin, 1938-1941; Lecturer in history during Summer sessions at St. Louis University, 1941-1945; Instructor in History and Sociology, Regis College, 1948; Assistant Professor, 1952.

MARK S. GROSS, S.J., A.M.

ASSISTANT PROFESSOR OF ENGLISH

A.B., St. Mary's College, 1908; A.M., St. Louis University, 1915. Instructor in English, The Creighton University, 1925-27; Instructor in English, University of Detroit, 1927-1931; Instructor in English, Rockhurst College, 1931-1933; Instructor in English, Marquette University, 1933-1940; Instructor in English, Regis College, 1941-1945; Assistant Professor of English, 1945.

HENRY P. HECKEN, S.J., A.M.

PROFESSOR OF PHYSICS

A.B., Campion College, 1904; A.M., St. Louis University, 1911.
Instructor in Mathematics and Physics, Campion College, 1904-09; Instructor in Mathematics and Physics, Loyola High School, Cleveland, Ohio, 1913-17; Instructor in Mathematics and Physics, John Carroll University, 1919-24; Assistant Professor of Physics and Mathematics, John Carroll University, 1924-31; Professor of Physics, Regis College, 1931-.

ROBERT J. HOWERTON, B.S., M.S.

ASSISTANT PROFESSOR OF MATHEMATICS AND PHYSICS

B.S., Northwestern University, Evanston, Illinois, 1946.
M.S., Northwestern University, Evanston, Illinois, 1947.
Research Assistant, Dearborn Observatory, Evanston, Illinois, 1945-1946; Teaching Assistant in Mathematics, Northwestern University, Evanston, Illinois, 1946-1947; Research Assistant, Chamberlin Observatory, Denver University, 1947-1948; Instructor in Mathematics, Denver University, 1947-1948; Instructor in Mathematics and Physics, Regis College, 1948-51; Assistant Professor, 1951-.

JOHN JOLIN, S.J., A.M., Ph.D., S.T.L.

ASSISTANT PROFESSOR OF CLASSICAL LANGUAGES AND PHILOSOPHY

A.B., St. Louis University, 1932; A.M., 1933; Ph.L., 1934; Ph.D., 1937; S.T.L., 1941.
Instructor in Classical Languages and English, Campion, 1936-1937; Instructor in Classical Languages, St. Louis University, 1937-1938; Instructor in History, Classical Languages, and Assistant Dean, Rockhurst College, 1943-1944; Instructor in Classical Languages and Religion, Marquette University, 1944-1948; Instructor in Classical Languages and Philosophy, Regis College, 1948-51; Assistant Professor, 1951-.

BERNARD S. KARST, S.J., A.M.

ASSISTANT PROFESSOR OF EDUCATION

A.B., St. Louis University, 1922; A.M., 1923.
Instructor in History and Mathematics, Campion High School, 1923-1926; Instructor in Latin and Mathematics, Regis High School, 1931-1933; Principal, Regis High School, 1934-1944; Lecturer in Education, Regis College, 1944-51; Assistant Professor, 1951-.

CHARLES FRANCIS KRUGER, S.J., A.M., A.B.L.S., S.T.L.

LIBRARIAN, ASSISTANT PROFESSOR OF SPEECH

A.B., St. Louis University, 1926; A.M., 1928; S.T.L., 1935; A.B.L.S., University of Michigan, Ann Arbor, Michigan, 1937; Graduate of Preachers' Institute, Catholic University of America, 1936.
Instructor in Mathematics and Assistant, St. John's College, Belize, British Honduras, 1928-31; Instructor in Speech and Librarian, St. Mary's College, St. Marys, Kansas, 1937-39; Librarian and Assistant Professor of Speech, St. Louis University, 1939-46; Librarian and Assistant Professor of Speech, Regis College, 1946-.

FRANCIS J. MALECEK, S.J., A.M., S.T.L.

ASSISTANT PROFESSOR OF PHILOSOPHY

DEAN OF MEN

A.B., St. Louis University, 1936; M.A., St. Louis University, 1939; S.T.L., St. Louis University, 1946.
Instructor, St. Louis University High School, 1939-1942; Instructor in Philosophy, Rockhurst College, 1946-1950; Assistant Professor, 1951; Graduate Fellow in Philosophy, St. Louis University, 1951-1952; Assistant Professor of Philosophy Regis College, 1952-.

OLIVER OLSON, A.M.

ASSISTANT PROFESSOR OF PHYSICAL EDUCATION AND COACH

B.S., Northwestern University; A.M., Boston University.
Instructor in Physical Education, Carleton College, 1936; Macalester College, 1939; Black Hills College, 1946; Beloit College, 1948; Augustana College, 1950; Regis College, 1951-.

FRANCIS J. OZOG, B.S., Ph.D.

INSTRUCTOR IN CHEMISTRY

B.S., University of Detroit, 1947; Ph.D., Northwestern University, 1950.
Instructor in Chemistry, Regis College, 1950.

JOHN J. QUIRK, S.J., A.M.

ASSISTANT PROFESSOR OF MODERN LANGUAGES

A.B., Rockhurst College, 1931; A.M., Montreal University, 1938.
Instructor in French, Latin, Speech, St. Louis University High School, 1938-39; Instructor in French and English, Campion High School, 1939-41; Instructor in Modern Languages, Regis College, 1946-51; Assistant Professor, 1951.

PETER A. ROTAR, A.B., M.B.A.

INSTRUCTOR IN BUSINESS ADMINISTRATION

A.B., Adelbert College, 1920; M.B.A., Harvard University, 1922.
Instructor in Business Administration, Creighton University, 1927-31; Assistant Professor in Economics, College of St. Thomas, 1931-33; Assistant Professor in Economics, University of Washington, 1934-35; Union High School, Northport, Wash., 1935-38; Instructor in Economics, St. Martin's College, Lacey, Wash., 1938-39; Instructor in Accounting and Librarian, Jr. College, Mt. Vernon, Wash., 1939-42; Instructor in Business Administration, Regis College, 1950.

J. CLEMENT RYAN, S.J., A.M., S.T.L.

ASSOCIATE PROFESSOR OF ENGLISH

A.B., Xavier University, 1930; A.M., St. Louis University, 1932; S.T.L., St. Louis University, 1939; Instructor in English and Latin, Creighton University High School, 1932-1934; Instructor in Latin and Greek, Creighton University, 1934-1935; Instructor in English and Public Speaking, Rockhurst College, 1940-1942; Supervisor of Instruction, Chaplain School, 1942-1944; Acting Chairman of the Division of Language and Literature, Rockhurst College, 1946-1948; Assistant Professor of English, Rockhurst College, 1947-1948; Assistant Professor of English, Regis College, 1948-51; Associate Professor, 1951.

JOSEPH A. RYAN, S.J., A.M.

PROFESSOR OF ACCOUNTING AND ECONOMICS

A.B., St. Louis University, 1915; A.M., 1917.
Instructor, Regis High School, 1916-1921; Dean, Regis College, 1926-1933; Instructor in Accounting, Regis College, 1933-1936; Assistant Professor of Accounting and Economics, Regis College, 1936-1939; Associate Professor of Accounting and Economics, 1950; Professor of Accounting, Regis College, 1949.

THOMAS F. SINGLETON, S.J., B.S.

INSTRUCTOR IN MATHEMATICS

B.S., St. Louis University, 1932.
Instructor in Latin and English, St. Louis University High School, 1938; Instructor in Chemistry and Mathematics, Regis High School, 1941-46; Instructor in Mathematics, Regis College, 1946.

HAROLD L. STANSELL, S.J., A.M., Ph.D.

ASSISTANT PROFESSOR OF HISTORY

A.B., St. Louis University, 1934; A.M., 1936, Ph.D., 1948.
Instructor in History, Regis High School, 1936-39; visiting lecturer in History, St. Louis University, 1943; Instructor in History, Registry, 1946-51; Assistant Professor, 1951.

ERVIN A. STAUFFEN, S.J., A.M., S.T.L.

ASSOCIATE PROFESSOR OF ENGLISH

A.B., St. Louis University, 1928; A.M., 1930; S.T.L., 1937.
Instructor in Latin, English, Marquette University High School, 1930-1933; Lecturer in English, St. Mary's College, St. Marys, Kansas, 1934-1937; Instructor in English, St. Louis University, 1937-1938; Instructor in English, Marquette University, 1939-1940; Instructor in English, Rockhurst College, 1943-44; Instructor in English, Regis College, 1944-1945; Lecturer in English, Regis High School, 1944-1945; Assistant Professor of English, 1945-51; Associate Professor, 1951.

MOST REV. BERNARD J. SULLIVAN, S.J., A.M., LL.D., D.D.

ASSISTANT PROFESSOR OF ENGLISH

A.B., St. Louis University, 1914; A.M., 1924; LL.D., Regis College, 1929; D.D. as Bishop of Patna, India, 1929.
Instructor in English, Regis College, 1914-16; Instructor, Regis High School, 1916-18; Instructor in English, Regis College, 1918-19; 46-52; Assistant Professor, 1952-.

GEORGE M. TIPTON, S.J., Ph.D.

ASSISTANT PROFESSOR OF CHEMISTRY

A.B., St. Mary's College, Kansas, 1931; Ph.D., St. Louis University, 1949.
Graduate student in Chemistry, St. Louis University, 1936-1939; Instructor in the School of Philosophy and Science, St. Louis University, 1939; Instructor in Physics and Mathematics, Regis High School, 1939-1940; Instructor in the School of Philosophy and Science (Summer school), St. Louis University, 1941-1943; Graduate student in Chemistry, St. Louis University, 1943-1946; Graduate fellow in Chemistry, St. Louis University, 1947-1948; Instructor in Chemistry, Regis College, 1949-51; Assistant Professor, 1951-.

ELMER J. TRAME, S.J., A.M., Ph.D.

PROFESSOR OF BIOLOGY

A.B., St. Louis University, 1923; A.M., 1924; Ph.D., 1935.
Assistant Professor of Biology, The Creighton University, 1925-1926; Instructor in Biology, St. Louis University, 1926-1928; Professor of Biology, John Carroll University, Cleveland, Ohio, 1933-1936; Associate Professor of Biology, Regis College, 1937-50; Professor, 1950-.

FRED R. VAN VALKENBURG, A.M.

ASSISTANT PROFESSOR OF HISTORY

A.B., Regis College, 1940; A.M., Creighton University, 1947.
Instructor in History and Spanish, Creighton University High School, 1940-44; Instructor in History, Regis College, 1947-51; Assistant Professor, 1951-.

IVAN E. WALLIN, A.M., D. Sc.

PROFESSOR OF BIOLOGY

B.S., University of Iowa, 1905; A.M., University of Nebraska, 1908; D. Sc., New York University, 1917.
Professor of Anatomy, University of Colorado, 1951; Professor of Biology, Regis College, 1951-.

JAMES FRANCIS WALSH, S.J., A.M., Ph.D.

PROFESSOR OF PHILOSOPHY

A.B., St. Louis University, 1911; A.M., 1912; Ph.D., Fordham University, 1934.
Instructor in Latin, Greek, English, St. Xavier College, Cincinnati, Ohio, 1912-1914; Instructor in Latin, Greek, English, St. Ignatius College, Chicago, 1914-1917; Instructor, St. Louis University, 1922-1924; Assistant Principal, Loyola Academy, Chicago, 1924-1925; Professor of Philosophy, Dean of Men, Loyola University, Chicago, 1925-1932; Professor of Philosophy, The Rockhurst College, 1933-1937; Associate Professor of Philosophy, The Creighton University, 1937-1944; Professor of Philosophy, Regis College, 1944-.

EDWARD H. WINTERGALEN, S.J., A.M., M.S.C.

ASSISTANT PROFESSOR OF ECONOMICS

A.B., St. Louis University, 1929; A.M., 1932; M.S.C., 1940.
Instructor in English and Latin, Rockhurst High School, 1931-1932; Instructor in English and Latin, Campion High School, 1932-1934; Instructor in Economics, St. Louis University, 1940-1942; Instructor in Economics, Regis College, 1942-1945; Assistant Professor of Economics, Regis College, 1945-.

EVENING DIVISION FACULTY

John V. Coyne, A.B., M.B.A.....Director of Evening Classes

Harold L. Stansell, S.J., Ph.D...Asst. Director of Evening Classes

Philip Baiamonte, M.A.....	Spanish
Floyd E. Beyers.....	Traffic Management
J. Vincent Connor, C.P.A.....	Accounting
Fred C. Cook, C.P.A.....	Accounting
John Daly, B.S.C., C.P.A.....	Accounting
Judge Edward C. Day, J.M., LL.B.....	Business Law
Stephen R. Demarest, B.S.....	Advertising
John C. Eigman, C.P.A.....	Accounting
John A. Flanagan, M.A.....	Psychology
Gerald H. Galligan, B.S., LL.B.....	Business Law
Alenius Gunnar, C.P.A.....	Accounting
C. G. Klempera, C.P.A.....	Accounting
Donald Klene, A.B.....	Speech
Robert A. Knecht, C.P.A.....	Accounting
Helen McClatchey	Voice
Thomas J. McMahon, C.P.A.....	Accounting
Francis Morriss, B.S., LL.B.....	English
W. Barney Paul, C.P.A.....	Accounting
Gerald M. Shea, B.S., LL.B., C.P.C.U.....	Insurance
Joseph Stephens, C.P.A.....	Accounting
Joseph Sunderland, B.S.....	Business Administration
Rev. Francis Syriane, M.A. Litt.D.....	English

GENERAL INFORMATION

BUILDINGS

The college buildings are located on a campus of ninety-five acres. **The Administration Building.** The first building erected on the campus was completed in 1887. The non-academic administrative offices, cafeteria and residence for the Jesuit faculty are located here.

Loyola Hall. This building was opened for occupancy in November, 1951. It is a modern structure housing the academic administrative offices, classrooms and the library.

De Smet Hall. The student activities building. In this building space is provided for student recreational facilities and offices for the Brown and Gold, the student newspaper, and other offices of student campus organizations.

Carroll Hall. The student resident building. Single, well ventilated, steam heated rooms are available for college students. A modern residence building erected in 1923.

The Gymnasium. This spacious building is available for indoor athletic, intramural activities for all students.

The Chapel. Completed in 1949, the Chapel is available for student use at all times. Five hundred students are accommodated easily in this building.

LABORATORIES

The Biology, Chemistry, Physical Laboratories are located in Carroll Hall. Necessary apparatus and supplies for undergraduate work are supplied.

LIBRARY

The Regis College Library, one of the largest college libraries in the west, contains approximately 60,000 volumes, and offers ample facilities for research and study. It is open on class days from 8:00 A.M. until 9:30 P.M., on Saturdays from 9:00 A.M. until 12 noon, and on Sundays from 6:00 P.M. until 9:00 P.M.

By arrangement with the Denver Public Library books may be borrowed for an indefinite period for serious research projects. The resources of the Regis Library are further enriched by the fact that the Library has been selected and set up by the U. S. Government as a depository library for government publications. The facilities of the Bibliographical Center for Research are also available for students and faculty.

SEISMIC OBSERVATORY

The Seismic Observatory was established in 1909. The instrument room is located in the Administration Building.

The Jesuit Seismological Association has sixteen stations in the United States. All the stations depend on the Central Station, located at St. Louis University, St. Louis, Missouri. They exchange reports with practically all the stations of the world engaged in seismological research. Through the courtesy of "Science Service," Washington, D. C., the stations exchange telegrams immediately after large quakes have been registered, in order to locate their epicenters as early as possible. New electromagnetic seismometers with photographic recording were installed in 1946.

ACCREDITATION

Regis College is accredited by the North Central Association as a four-year degree granting college. It is a member of the Association of American Colleges. The College also holds membership in the American Council on Education, the Jesuit Educational Association and the National Catholic Educational Association.

The evening division is also a member of the American Association of Evening Colleges and Universities.

STUDENT ORGANIZATIONS

The College provides for and encourages a variety of student activities and organizations in so far as they promote wholesome entertainment and experience, as well as the objectives of the College. All student activities are under the supervision of the faculty. Student organizations must secure the approval of the Student Counselor for all meetings and programs.

ELIGIBILITY RULES

Students taking part in public collegiate performances or contests, academic or athletic, and those appointed to the staffs of the College publications, as well as all officers of student organizations, are subject to the following eligibility rules:

- 1—They must be enrolled in at least twelve semester hours work;
- 2—They must have passed at least two-thirds of the minimum student load during the last semester in residence;
- 3—They must not be under official censure of any kind.

ALPHA DELTA GAMMA IOTA CHAPTER

The purpose of this fraternity is to unite congenial-minded Regis men in a brotherhood of love and high respect; to develop the highest Christian ideals of manhood among its members; to foster the interests of Regis College among its members and their fellow students; to organize and maintain an association composed of all Regis alumni; and to actively support all functions of any other organized group at Regis insofar as said function is undertaken for the benefit of Regis.

FORENSICS

The Regis Debating and Oratorical Society offers special opportunities for development in the speech arts. In addition to regular practice sessions on the campus, inter-collegiate debates and speech contests are engaged in during the school year. Regis is a member of the Colorado-Wyoming Forensic League, and thus is associated in inter-collegiate competition in speech with Denver University, Colorado University, Colorado State College, Colorado College of Agriculture, Colorado College, Loretto Heights College, and University of Wyoming.

REGIS EVENING DIVISION CLUB

The student activities of the Evening Division of Regis College are organized in the Evening Division Club, the officers of which are elected by the student body of the Evening Division. The officers of the Club also discharge the duties of a Student Council. Monthly "get-togethers," including talent shows and dancing are sponsored by the Club, usually on the Campus of Regis College.

UNITED STATES NATIONAL STUDENTS ASSOCIATION (USNSA)

Regis College and Regis Evening Division were among the very first schools in the Northern Colorado Region to become members of the NSA. This Association, national organization of college and university students performs in this country the work of the International Union of Students (IUS) in Europe with the great difference that its policies are strictly non-political. Its chief aims are the integration and advancement of student activities, improvement of student conditions, equality of educational opportunities, and intercommunication between the various member schools.

THE BIOLOGY CLUB

The purpose of this organization is to promote interest in the biological sciences. Membership is limited to students who have successfully completed two semesters of Biology. Meetings are held monthly and include lectures by guest speakers, or reviews of current research by members, followed by discussion. The personnel of the Biology Department act as moderators. Officers are elected by the club members.

THE DELTA SIGMA

The Delta Sigma Commerce Club was founded and incorporated under the laws of the State of Colorado by Professor Everett S. Bailey's students in 1926. The purpose of the club is to promote interest in commercial subjects, and also, to foster a spirit of good fellowship and sportsmanship among its members. Membership in Alpha chapter is limited to men students who have successfully completed one semester of accounting. Membership in Beta chapter is limited to women students who have successfully completed one semester in a commercial course.

THE GLEE CLUB AND ORCHESTRA

Membership in these clubs is open to all of the students whose abilities and interests merit their inclusion. Their purpose is to contribute to the enlivening of student activities. The Glee Club, among other performances, contributes the music to the local affiliate of the world-wide Sacred Heart Program carried on radio station KMYR.

THE LITERATURE CLUB

This club has for its purpose the fostering of a love of the right type of intellectual enjoyment and the encouragement and training of college men who are interested in writing. Meetings are held bi-monthly.

RHO CHI SIGMA

This organization is composed principally of those members who are affiliates of the American Chemical Society and who plan to major in chemistry. Affiliation with the A.C.S. is not essential, however, for membership in the Rho Chi Sigma. Monthly meetings are held at which either the members or invited guest speakers discuss some phase of chemistry.

THE SODALITY OF THE BLESSED VIRGIN MARY

The Sodality was founded almost four hundred years ago to increase the personal holiness of its members and to train them in charitable work for others. Plentiful opportunities are afforded at Regis for the attainment of this twofold purpose. Sodalists can conveniently attend daily Mass and frequent the Sacraments, they can teach catechism to the Catholic students in public schools, visit prisons and reform schools, collect funds and clothes for the home and foreign missions, work for social and interracial justice, defend Christian morals and dogmas when the latter are attacked. Above all, they endeavor to acquire a deep personal loyalty to Christ and His Mother, and inspire others to do the same.

THE STUDENT COUNCIL

The Student Council comprises the elected representatives of the student body at large, and representatives from each class and from each campus organization. It aims at strengthening relations between members of the student body as a whole, between the students of the various classes and organizations, and between the students and the administration of the College. The Council encourages existing student activities and facilitates the development of new ones, strives to discover student talent and to foster student initiative. Regis is affiliated with the National Students' Association, the National Federation of Catholic College Students, and the Joint Committee for Student Action.

STUDENT PUBLICATIONS

The students of the College, under faculty supervision, issue two publications.

The **BROWN AND GOLD** is the student newspaper published semi-monthly. This publication aims at an unbiased recording of current campus activities.

The **RANGER** is the illustrated year-book published in May of each year. This publication pictorially records campus activities and perpetuates college acquaintances.

The faculty moderator of these publications selects the Editors-in-chief and other assistants on the basis of merit and interest in such work.

STUDENT LIFE

CHAPEL EXERCISES

On Friday morning at 9:15 chapel exercises of a strictly religious character are held for all students in the College Chapel. All Catholic students are required to attend. Attendance on other days is optional.

STUDENT RETREAT

Each year the Spiritual Exercises of St. Ignatius Loyola are given for the students. Attendance at the Retreat is obligatory for Catholic students. Non-Catholic students are invited to attend.

DISCIPLINE

The educational system employed by the College includes, as one of its prominent features, the formation of character. For this reason, the discipline, while considerate, and largely a matter of student morale, is firm, especially when the good of the student body and the reputation of the institution are concerned. Matters of discipline are supervised by the Dean and the Committee on Discipline. In the interests of the common weal, students who conduct themselves in a manner contrary to the College standards of conduct will be dismissed.

Besides the professors and authorities of the College, to whom the student may have recourse in the difficulties which may beset him, a priest is appointed to act as a counselor to any and all the students in whatever concerns their welfare, but above all in what concerns their conscience and the formation of character. There are many things which arise in the life of a young man at College in which he needs the advice of one who is experienced, and is at the same time ready to give a father's interest to the student. This need is supplied by the Student Counselor.

RESIDENCE HALL

Resident students live in Carroll Hall, a thoroughly modern building with single rooms for seniors and double rooms for other students. Running water and built-in clothes closet are provided in every room. The building contains tiled shower rooms and lounge rooms. Students residing in Carroll Hall must furnish bed linens, face and bath towels clearly marked with the student's name. Other bedding is furnished by the College. Each room is furnished with a study desk and book-rack.

STUDENT EMPLOYMENT

Students may make application to Fr. Minister for work which the College is able to provide. It is understood that any funds so earned by the student will be used in paying for tuition or board and room.

Students will be advised against taking employment of such a nature as will prevent their doing satisfactory work in their courses. If a student accepts employment for more than three hours on class days, he may be required to reduce the number of semester hours carried. No student should rely on outside work during the school terms to pay all expenses.

STUDENT HEALTH SERVICE

The College exercises supervision over the health of all students. Upon admission to the College all students must undergo a physical examination during Freshman days by our doctors. The record of this examination will be kept on file. When necessary, appropriate advice will be given to the student, and parents or guardians will be informed of any serious defect.

Resident students, when indisposed, are expected to report their condition either to the nurse or to one of the Prefects in the residence hall so that prompt action may be taken.

Students referred to specialists for consultation, operation or treatment, will be responsible for the payment of the physician's or surgeon's fee. If hospitalization is necessary, it is provided at St. Anthony's, St. Joseph's or Mercy Hospital. The student will be responsible for payment of the hospital bill. Failure to pay personal indebtedness to physician, surgeon or hospital renders the student ineligible for final examinations and receipt of a record of grades.

The Medical Fee for resident students entitles them to the use of the infirmary, ordinary medication and reasonable visitation by the school physician. It does not include special prescriptions, extraordinary medications or diets nor prolonged stay in the Infirmary.

Advice given to students on all health problems is governed by such prudence as may be dictated by a thorough understanding of all the factors affecting each individual case. Healthful habits of living are encouraged in the student's daily life by suggestions regarding hours of study and recreation, diet, exercise and rest.

(The Student Health Service cannot sponsor blood transfusions by students without explicit permission of parents or guardians.)

PHYSICAL TRAINING

Although the physical well-being and training of the student are of secondary importance in educational systems, inasmuch as they must be subordinated to mental and moral development, the college authorities have never overlooked their relative place and value.

Colorado's climate offers excellent opportunities to encourage physical fitness and mental alertness through healthful exercise. To this end Regis College supports both an intramural and an intercollegiate athletic program.

The intramural program is comprehensive enough to offer the student many opportunities for physical exercise, within the scope of his abilities and interests. Organized programs are conducted in touch football, softball, basketball, skiing, golf, tennis, volleyball, bowling, and ping-pong.

The intercollegiate athletic program offers basketball and baseball as major sports, tennis and golf as minor sports. These contests are intended to foster friendly and effective cooperation with schools the college meets competitively, to promote good sportsmanship, and to develop public appreciation of the educational values of athletics.

The Athletic Board of Regis College will pursue a realistic, common sense policy in all matters pertaining to athletics and see that this policy is in accord with the best traditional Jesuit Educational principles and practices and that this policy is in accord with the financial position and educational status of Regis College and in accord with the athletic code of the North Central Association.

SCHOLARSHIPS

Anyone who would be interested in providing a partial or permanent scholarship for a needy student should contact the President or the Treasurer's Office at Regis College.

Through the generosity of friends, the College is able to offer a certain number of partial scholarships to graduates of the parochial and public schools of Denver and vicinity. These scholarships entitle the holders to an award of \$400.00 (\$100.00 each year), provided he is a day student, and \$700.00 (\$175.00 each year) if he is a resident student, toward payment of tuition.

Holders of scholarships, however awarded to them, must meet the following requirements:

1. A general average of B in each semester's work with no conditions and no failures, must be maintained.
2. A scholarship covers tuition only and does not excuse the holder from the payment of other fees.
3. The privileges of a scholarship may be withdrawn at any time by reason of unworthy conduct.
4. These privileges are also forfeited by non-use, and they may not be transferred by the original holder to another, nor resumed at will after having been relinquished.
5. Renewal of scholarship each semester is contingent on holder's scholastic standing and conduct.

THE SACRED HEART SCHOLARSHIP

In 1901 the Sacred Heart Scholarship Fund of \$1000 was established anonymously. The income is applied yearly in the form of a partial scholarship to a needy and deserving student.

THE DESAULNIERS SCHOLARSHIP

In 1912 Reverend Joseph Desaulniers established a fund of \$1200. The income is applied yearly in the form of a partial scholarship to a needy and deserving student.

THE EUGENE HENRY ROURKE MEMORIAL SCHOLARSHIP FUND

In November, 1929, the sisters and heirs of Eugene Henry Rourke, La Junta, Colorado, established this perpetual Scholarship Fund by donating the sum of \$15,000.00 to Regis College. The annual income of this fund, \$600.00, is to be available to needy and deserving students who are residents of Colorado, and is to be applied on the expense of tuition.

THE WILLIAM J. SCHOLL MEMORIAL SCHOLARSHIP FUND

Mrs. Cecelia K. Scholl of Denver, Colorado, established the William J. Scholl Memorial Scholarship Fund of \$3,000.00 on September 20, 1930, in memory of her son, William J. Scholl. The annual income from this Fund is to be applied to the education of a needy and deserving student.

THE FATHER PANTANELLA MEMORIAL SCHOLARSHIP FUND

On December 24, 1930, The John K. and Catherine S. Mullen Benevolent Corporation established a perpetual Scholarship Fund in memory of Reverend Dominic Pantanella, S.J., by donating the sum of \$15,000.00 to Regis College. The annual income from this Fund, \$600.00, is to be available to needy and deserving students and is to be applied on the expense of tuition. By establishing the Father Pantanella Memorial Scholarship Fund, the heirs of Mr. and Mrs. John K. Mullen have most generously provided for four needy and deserving students at Regis College in perpetuity.

THE JOSEPH T. WARD MEMORIAL SCHOLARSHIP FUND

Mrs. Catherine Ward of Denver, Colorado, established the Joseph T. Ward Memorial Scholarship Fund of \$2,000.00 on January 26, 1931, in memory of her son, Joseph T. Ward. The annual income from this Fund is to be applied to the education of a needy and deserving student.

THE KNIGHTS OF COLUMBUS SCHOLARSHIP

Through the generosity of the Denver Council No. 539 of the Knights of Columbus a four year scholarship to Regis College is to be awarded annually to one high school boy in the local area who ranks in the upper third of the male members of his class. Application is to be made to the Knights of Columbus.

THE A. W. FORSTALL SCHOLARSHIP

The A. W. Forstall Scholarship was founded by friends of Father Forstall who wished in this manner to memorialize his scientific work in the State of Colorado.

THE CATHERINE McVEY SCHOLARSHIP

To encourage the struggle against racial intolerance and to aid in producing educated leaders who may guide the progress of members of their race, the Catherine McVey Scholarship of \$200 will be awarded annually, when vacant, to a promising and deserving student from any minority group in Denver. The holder may retain the scholarship for four years providing ordinary scholastic requirements are met.

PRIZE AWARDS

Inter-Collegiate English Prize. A purse of \$100.00 is offered yearly by the late Mr. D. F. Bremmer, of Chicago, for excellence in English essay writing. The purse is open to competition among the students of the Jesuit Colleges of the Mid-West.

Inter-Collegiate Latin Prize. A cash prize is given each year by the Very Reverend Fathers Provincial of the Missouri and Chicago Provinces of the Society of Jesus to the winner of a Latin contest participated in by students in the colleges of the Missouri and Chicago Provinces.

The Champion Physics Award. The late John F. Champion of Denver, Colorado, founded this award for the best essay in Physics.

The Mary J. Ryan Memorial Award. This award is awarded annually for the best work in the first year of Accounting.

The Class of 1929 Biology Award. This award was founded by the members of the graduating class of 1929 for the best essay in Biology.

The Bishop Vehr Award. His Excellency, Most Rev. Urban J. Vehr, D.D., donates this award for the best essay on Promotion of Catholic Thought and Catholic Action in America.

The A. W. Forstall Award. This award in Analytical Chemistry has been presented by friends of Father A. W. Forstall, S.J., to memorialize the work done by him in Chemistry and Science.

Wall Street Journal Award. This award is given for outstanding scholarship in the field of Business Administration.

Colorado Society of Certified Public Accountants. This award is given to a graduating senior majoring in Accounting who has the highest average grade.

The Paul V. Patridge Award. This award is given to a graduating senior majoring in the Field of Business with the highest average grade over a period of four years at Regis College.

TUITION AND FEES

Payment of tuition and other fees should be made in advance either semi-annually or quarterly. If paid semi-annually, payments should be made at the opening of the school in September and at the beginning of the second semester about February 1st. If paid quarterly, fees should be paid on registration, November 15, February 1 and April 1. Registration is not completed until all fees due at the time are paid and hence students are not admitted to classes until payment is made.

In case a student withdraws from the college within the first seven days of the quarter a total refund of the tuition and fees will be made, except the registration fee. After the first week of a semester the refund of the tuition and fees will be made as follows: 60% up to three weeks, 40% between three and five weeks, 20% between five and seven weeks; after which time no refund will be made.

No student may take a semester examination, regular or conditional, or receive any degree, diploma, or statement of credits, until his financial accounts are satisfactorily settled.

All remittances should be made payable to "Regis College."

Registration fee	\$ 2.00
Graduation fee	15.00
Tuition, per semester hour	10.00
Activities fee, per semester	7.50
Board, per semester	220.00
Private room, per semester	87.50
Double room, per semester	50.00
Physical examination fee for all Freshmen	2.00
Health service fee for boarders (per semester)	2.50
Laboratory fee:	
Chemistry	15.00
Physics	12.00
Biology	12.00
Microscope rental fee (per semester)	5.00
**Science demonstration fee	2.50
Conditional examinations, each	1.00
Examinations taken on days not assigned, each	2.00
Late registration fee	2.00
Change of registration fee	1.00
†Room Deposit	25.00
Part time students, per semester hour	10.00
College fee (for part time students)	5.00

Personal laundry is cared for by the student at his own expense.

(Board and room fees are subject to change without notice, owing to present uncertain conditions.)

**For those taking Sci. 10, 15.

†Room deposits will be refunded, provided the Dean is notified of a change of plans prior to July 1.

Fees subject to change without notification.

ADMISSION TO THE COLLEGE

GENERAL REQUIREMENTS

New students must make application for admission to the Dean. They must use the official Application for Admission, copies of which may be obtained from the Dean. New students are urged to enter their application before June first.

All official entrance records must be received and approved by the Dean not later than September 1.

SCHOLARSHIP REQUIREMENTS

The College requires for admission the satisfactory completion of a four year course in a secondary school approved by a recognized accrediting agency or the equivalent of such a course. The major portion of the secondary school course presented by a student for admission should be definitely correlated with the curriculum to which he seeks admission.

All candidates for admission must offer fifteen units in acceptable subjects. No student will be admitted except on presentation of an official transcript of credits from the high school last attended. Credits which are accepted for admission become the property of the College and are kept permanently on file.

The College reserves the right to refuse to admit any student whose preparatory work is of such a grade as to create doubt regarding his ability to pursue college work successfully.

Applicants for admission who graduated in the lowest fourth of their high school class may not be admitted to Regis College without special action of the Committee on Admissions and Degrees. In case the Committee approves the admission of such an applicant, the applicant shall be placed on a probationary status and must do satisfactory college work within the period assigned for his probation. The probation is a scholastic penalty and is not to be understood as reflecting any disciplinary action on the part of the College. The College reserves the right to determine the subjects and course which the student will take during the period of his probation.

ADMISSION FROM HIGH SCHOOL

A candidate for admission shall offer fifteen acceptable units of credit by certificate. A student may present the following certificates:

1. A record showing graduation from an approved high school.
2. A record showing graduation from a non-accredited high school. This certificate will be accepted provisionally, conditioned by subsequent work.
3. A record showing a minimum of fifteen acceptable units, even though the student has not been graduated, will be accepted provisionally as above in 2.

A total of fifteen acceptable units as follows:

- English, 3 units.
- Algebra, 1 unit.
- Geometry, 1 unit.
- History, 1 unit.
- Laboratory Science, 1 unit.

ADVANCED STANDING

Students are admitted to advanced standing on the presentation of the following credentials:

1. Record of high school units.
2. Official college transcript.
3. Evidence of honorable dismissal from the institution last attended.
4. Evidence of satisfactory scholarship. Such evidence is a C-grade average in courses taken at the first institution. Ordinarily, no course with a grade of "D" will be transferred.

No student will be admitted to the College as a candidate for a degree after the beginning of the first semester of the Senior year.

FRESHMEN

REGISTRATION

Freshmen will be on the campus during two days preceding the opening of classes. These dates are specified in the calendar. The program for these days, known as Freshman Week, will consist of aptitude and placement tests for guidance purposes, conferences with the Dean and with advisers relative to studies and problems of college life, registration and payment of fees. Lectures and tours to acquaint Freshmen with the facilities of the institution, various student activities, health and physical education provisions, and the ideals and spirit of Regis College will be provided to insure the proper induction into the whole of college life.

All Freshmen Must Be Present for the Whole of Freshmen Week. Registration for the program must be made between 8:00 and 9:00 A. M. on the morning of September 5th, at which time instructions will be given. Those who fail to take the tests at the assigned times will be required to take them later at a fee of \$1.00 for each test.

All official entrance records must be received and approved by the Dean not later than the last week of August.

CONDITIONAL REGISTRATION

In cases where application for admission is made so late that this is not possible, **CONDITIONAL** registration may be permitted. In case of such conditional registration all official entrance records must be filed with the Dean not later than two weeks after the regular registration day, and it shall be the responsibility of the student to see that this is done.

Students registering on any other day than that designated on the calendar will be required to pay a late registration fee of \$2.00. No registration will be permitted after the second week of class.

CHANGES IN REGISTRATION

After the first week of the semester, change of registration will be permitted with the consent of the Dean and on the payment of a fee of one dollar for each change thus made. In case the change is made upon the initiative of the College authorities no fee is required.

Changes in registration must be made officially in the Dean's office and must be approved by him. This applies to courses dropped, courses added, and changing from one course to another. No change in registration may be made after the second week of the semester. Students who drop a study without permission will be marked F on the records, and those who are permitted at their own request to drop a course after attending the class for five weeks or more will be given a grade of F or W, depending upon whether the student's work is satisfactory or unsatisfactory at the time of withdrawal.

LATE AFTERNOON AND EVENING CLASSES CO-EDUCATIONAL

Late afternoon classes in combination with evening classes are offered for men and women who desire to complete a B.S. degree program within four years including the summer sessions.

For those persons who are engaged in business and other occupations during the day Regis College offers a complete college program in its evening classes. For those who do not wish to pursue a degree program, the College offers Certificates and Associate Degrees.

CERTIFICATES

Basic business education is available in a two-year evening curriculum leading to a Certificate in Commerce and Finance.

Basic cultural education is available in a two-year evening curriculum leading to a Certificate in General Education.

ASSOCIATE DEGREES

The many earnest and ambitious persons can now avail themselves of complete four-year programs of business or cultural education leading to an Associate Degree by courses which emphasize either Accounting, Business Administration, English, Philosophy, History, Sociology.

ADMINISTRATIVE PROCEDURE

Admission: The usual requirement is fifteen acceptable high school units. Persons, however, past high school age who do not meet this requirement will be admitted provided they have sufficient intellectual maturity to profit by the work. Each case will be judged by the committee on admissions.

Attendance: Students who register for credit are expected to attend all class meetings. Those registered as "auditors" are free to attend or absent themselves as they wish; these are not held to the performance of assignments nor are they obliged to participate in the work of the class.

Classes: Classes are held on the campus. Classes with insufficient registration will be dropped.

Tuition and Fees: Registration fee is \$2. Late registration fee is \$4. Tuition for each semester hour of credit is \$10.

Withdrawal: In case the student withdraws from the college within seven days after registration a total refund of the tuition and fees will be made, except the matriculation fee. After the first week of a semester the refund of the tuition and fees will be made as follows: 60% up to three weeks, 40% between three and five weeks, 20% between five and seven weeks; after which time no refund will be made.

No student may take a semester examination, regular or conditioned, or receive any degree, diploma, or statement of credits, until his financial accounts are satisfactorily settled.

All remittances should be made payable to "Regis College."

ADMINISTRATIVE PROCEDURE

THE COLLEGE YEAR

The College year, running from the second week of September till the first week in June, comprises thirty-four weeks, which are divided into two semesters of seventeen weeks each. There is a Christmas and an Easter recess. Legal holidays and all holydays of obligation are observed.

SUMMER SESSION

Each summer a summer session of eight weeks is held beginning the third week in June and ending during the first week in August. A large number and variety of courses are offered in fields leading to the Bachelor's degree. The cool, pleasant summer weather of Colorado in the Western vacation land appeals to many who desire to combine school work with the opportunity to relax in the surroundings both pleasant and healthful. Classes are held both during the day and evening.

ATTENDANCE

Each student of Regis College must board and room on the College campus, or reside with parents, near relatives or guardian in Denver or its suburbs, unless other arrangements are authorized by the College officials.

No "cuts" are allowed in any of the classes or laboratory sections. Each tardiness, defined as a student's failure to be present when his name is called at the beginning of class, will be counted as half an absence. The student coming late is responsible for seeing that the instructor changes the absence noted at the beginning of class to a tardiness.

On the campus when a student's unexcused absences equal the number of semester hours of credit in any course, he will be automatically dropped with a grade of "F". Ordinarily illness is the only sufficient excuse for an absence.

Absences incurred in the twenty-four hours preceding or following a school holiday or vacation period will be trebled.

AMOUNT OF WORK

The semester hour is the unit or standard for computing the amount of a student's work. A semester hour is defined as one lecture, recitation or class exercise, one hour in length per week, for one semester. Three hours of laboratory work are equivalent to one recitation hour. Two hours of preparation on the part of the student is expected for each hour of lecture or recitation.

Regular work for freshmen is seventeen hours per week. For all others it may be from twelve to eighteen hours. No freshman may register for more than seventeen hours without special permission of the Dean.

In case of students of longer attendance, the Dean may grant permission to take more hours than are regularly allowed after the standing of the student in each study of the semester is examined and found to be B or over in the preceding semester.

GRADING SYSTEM

A student's scholarship rating in each of his subjects is determined by the combined results of examinations and class work. For purposes of convenience in reporting, symbols are used to indicate an instructor's evaluation of a student's work in his course.

- "A" indicates not only high achievement but also an unusual degree of intellectual initiative.
- "B" indicates attainment above the average.
- "C" indicates work of medium or average attainment.
- "D" indicates work of inferior quality, but passing.
- "F" indicates failure.

CREDIT POINTS

A candidate for a degree must gain not only the number of credits required, but his work must reach a certain standard of excellence. In addition to the 128 hours credit necessary for graduation, each student must earn at least 256 credit points.

No student will be advanced to candidacy for any collegiate degree whose credit points do not equal twice the number of his semester hours at the beginning of his last semester.

For a grade of A in a given course, a student will receive four times as many credit points as there are hour credits in that course; for a grade of B, three times as many credit points; for a grade of C, twice as many credit points; for a grade of D, as many credit points as there are credit hours. For example; a three-hour course in which the student receives A gives 12 credit points; B, 9 points; C, six points; D, merely three points.

EXAMINATIONS

1. In cases where a student claims knowledge of a given subject for which he cannot present official record of any kind, special examinations may be given upon recommendations of the head of the department concerned and with the approval of the Dean.

2. Examinations in all subjects are held at the close of the semester. The result of the semester examination, combined with the student's class work will determine his grade for the semester. Unexcused absence from the semester examinations counts as failure.

3. A condition due to failure to secure a passing grade in a semester examination may be removed by a supplementary examination. The supplementary examinations are held during the first month of the succeeding semester. They may not be deferred except with the consent of the Dean. Conditions not removed before the beginning of the next regular semester examinations automatically become failures. Removal of conditions by examination shall not entitle the student to a grade higher than D.

CLASSIFICATION OF STUDENTS

Those students are ranked as Sophomores who have at least twenty-four credit hours and forty-eight points; Juniors, those who have sixty credit hours and one hundred and twenty points; Seniors, those who have ninety-two credit hours and one hundred and eighty-four points.

QUALITY REQUIREMENTS

Failure or condition in 40% of his work in any semester renders a student liable to dismissal for poor scholarship. Exception to this rule is made only for weighty reasons and with the approval of the committee.

Freshmen whose credit-point average at the end of their first year is not at least 1.50 and Sophomores whose credit point-average at the end of their second year is not at least 1.75, are not eligible for readmission to the College in the following year.

Low grades and neglect of work during a semester render a student liable to probation, and failure to improve, to dismissal or a reduction in his schedule with a permanent record of failure in the subject canceled.

REPORTS

Reports of scholarship and general progress are sent to parents or guardians at every quarter. Semester grades are determined by the result of the semester examination combined with the student's class work during the semester.

TRANSCRIPT OF RECORD

Students wishing transcript of record in order to transfer from this College to another or for other purposes should make early and reasonable application for the same. No such statement will be made out during the busy periods of examination and registration. One transcript of record will be issued without charge. A fee of one dollar is required for each additional copy.

COUNSELING SERVICE

Informal cooperation and personal attention mark the relations of faculty members of the College with students. Students are urged to avail themselves of the opportunities to discuss their class work, their programs of study and other problems with their instructors in the classrooms, about the campus, or in faculty rooms and offices.

At entrance each Freshman is assigned to a class adviser. Assignments are made on the basis of courses of study, vocational choices and personal interests. Students of all other classes will select their advisers. At times announced to the students, conferences are to be held with advisers. Mid-semester grades and semester grades are issued to the students through the class advisers. Students are free to consult with their advisers concerning their studies, employment, vocational choices, and the more personal problems of health, social life, and character and personality development.

Students may consult with the Dean of the College at any time. Department heads counsel in matters of studies the upper-division students majoring in their respective department.

In addition to the counseling facilities described above, a Student Counselor for personal matters is available to the students.

DEGREES AND REQUIREMENTS

DEGREES

Regis College confers the Bachelor of Arts, the professional degree of Bachelor of Science in Chemistry, and the Bachelor of Science degrees with concentration in any one of these five fields of knowledge: Language and Literature, Social Science, Natural Sciences and Mathematics, Philosophy and Religion, and Commerce.

GENERAL DEGREE REQUIREMENTS

The general degree requirements for the Bachelor of Arts and Bachelor of Science degrees are as follows:

1. The completion of 128 semester hours of academic work in which the candidate has earned at least 256 quality points. For graduation a student must have a C or 2.0 average in the courses taken so that if he presents more than 128 semester hours, he must also have additional quality points to correspond.

2. The completion of the prescribed lower-division courses:

	Hrs.
English	12
Natural Sciences, Mathematics	6-8
European Civilization	6
Philosophy	3
*Religion	8
Physical Education	2
Expression	2
**Modern Language	14
Latin (for A.B. Degree)	16

*Not required of non-Catholics.

**Including high school work. Not required for those taking the Business Course.

Before being admitted to upper-division courses the student must have completed 60 semester hours of lower division work with an average of C.

3. The completion of 30 semester hours in strictly upper-division courses of which 18 hours of credit are to be in one subject in the field of concentration and 12 hours in related courses approved by the concentration adviser.

4. The completion of at least 15 hours of credit in Philosophy, which may or may not be a part of the field concentration which must include Pl 1, 141, 143, 125, 126, or their equivalents.

5. The completion of 8 semester hours of prescribed courses in Religion, including RI 145, Christian Marriage.

6. The completion of twelve semester hours of upper division work in an unrelated department.

7. In his Senior year the candidate for a degree must write a thesis or must pass written and oral examinations covering the major in the field of concentration.

UPPER DIVISION REQUIREMENTS

To provide organization, intensive work and a comprehensive grasp of some one field of knowledge, at the close of the Freshman

year, or at the latest by the end of the Sophomore year, each student must elect a field of concentration around which most of the work of the upper division will center. The field of concentration consists of a major chosen with the approval of the Chairman of the Division concerned, and a group of related courses to support and strengthen the major field of study. The field of concentration must include 30 semester hours of upper-division work, 18 hours to be given to the major subject and 12 hours to the related courses. Upper division courses passed with a grade of "D" will not be accepted in fulfillment of the concentration requirements.

Candidates for the A.B. Degree must complete 16 semester hours of strictly collegiate Latin.

All Catholic students must take Religion 145, Catholic Marriage, during either their Junior or Senior year.

THE BACHELOR OF SCIENCE IN CHEMISTRY

To afford an opportunity to students wishing to continue their work in chemistry, either in graduate studies and research, or in industrial fields, Regis offers the curriculum leading to the degree of Bachelor of Science in Chemistry. This program, which embodies all of the suggestions of the American Chemical Society, is quite distinct from the liberal arts degree of Bachelor of Science, wherein one may choose chemistry as his field of concentration. This program, rather than the one leading to the liberal arts degree, is recommended to all who wish to enter graduate school for further work in chemistry. For the requirements of this degree, consult the program given below, and the more complete statement of the Chemistry Department.

GRADUATION HONORS

A candidate for a degree who has made a quality-point average of 3.0 graduates cum laude; one who has made an average of 3.5 graduates magna cum laude; and one who has made an average of 3.8, summa cum laude.

HONORS COURSES

To permit gifted and industrious students to realize more fully the possibilities of upper-division work, a program of guided and independent study under the name of "Honors Courses" is offered.

The work will be restricted to the student's field of concentration, and hence may not be undertaken until the Junior year. A student who has maintained an average of B in his lower-division work with a quality-point index 3.5 in courses prerequisite to his major may make application to the Committee on Honors Courses for admission to Honors work during his last two years.

If his application is passed on favorably, he will consult with his major advisor and plan the work of the coming semester. A syllabus in each course in the honors field will make possible the planning of a specific program. The student will not be obliged to regular class attendance. He reports to his adviser once a week on the work accomplished and plans for the coming weekly period. At the end of the semester he takes a comprehensive examination in the subject.

A student who successfully completes his work of independent study will receive his bachelor's degree with a special notation for the successful completion of Honors work.

BACHELOR OF ARTS

FRESHMAN

First Semester	Credit Hrs.	Second Semester	Credit Hrs.
Latin 1, 11.....	4	Latin 2, 12.....	4
English 1.....	3	English 2.....	3
History 13.....	3	History 14.....	3
Greek or Modern Lan- guage.....	3-4	Greek or Modern Lan- guage.....	3-4
Physical Education.....	1	Physical Education.....	1
Orientation 32.....	2	Religion 3.....	2

SOPHOMORE

Latin 3, 13.....	4	Latin 4, 14.....	4
Greek or Modern Lan- guage.....	3	Greek or Modern Lan- guage.....	3
Mathematics or Science.....	3-4	Mathematics or Science.....	3-4
Speech 1.....	2	Philosophy 1.....	3
English 80.....	3	English 81.....	3
Religion 10.....	2	Religion 20.....	2

JUNIOR

*Philosophy 144.....	3	*Philosophy 145.....	3
Major and minor electives.....	6-9	Major and minor electives.....	6-9
Electives.....	3-5	Electives.....	3-5

SENIOR

Philosophy 125.....	3	Philosophy 126.....	3
Major and minor electives.....	6-9	Major and minor electives.....	6-9
Electives.....	3-4	Electives.....	3-4

*Phil. Majors take Pl 141, 143 instead of Pl 144, 145.

BACHELOR OF SCIENCE IN CHEMISTRY (Professional Degree)

FRESHMAN

First Semester	Credit Hrs.	Second Semester	Credit Hrs.
English 1.....	3	English 2.....	3
Chemistry 1 & 7.....	5	Chemistry 2 & 8.....	5
Mathematics 13.....	5	Mathematics 14.....	5
History 13.....	3	History 14.....	3
Orientation 32.....	2	Religion 3.....	2
Physical Education.....	1	Physical Education.....	1

SOPHOMORE

English 80.....	3	English 81.....	3
Chemistry 15.....	4	Chemistry 16.....	4
Physics 1.....	4	Physics 2.....	4
Mt 151.....	4	Mt 152.....	4
Philosophy 1.....	3	Speech 1.....	2

JUNIOR

First Semester	Credit Hrs.	Second Semester	Credit Hrs.
Philosophy 144	3	Philosophy 145	3
Chemistry 140 & 142.....	5	Chemistry 141 & 143.....	5
German A	4	German B	4
Religion	2		

1954-55 and even years

Chemistry 161	2	Chemistry 162	2
Religion	2	Religion 145	2

1953-54 and odd years

Chemistry 130	4	Chemistry 131	4
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SENIOR

Philosophy 125	3	Philosophy 126	3
German C	3	German D	3
Chemistry 144	3	Chemistry 145	2
Phy. or Math.....	3	Phy. or Math.....	3

1953-54 and odd years

Chemistry 130	4	Chemistry 131	4
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1954-55 and even years

Chemistry 161	2	Chemistry 162	2
Religion	2	Religion 145	2

BACHELOR OF SCIENCE—Natural Science Major (Liberal Arts Degree)

(Note: Candidates for the Bachelor of Science degree, who are also preparing to enter medical school, should follow the four-year program suggested for Premedics.)

FRESHMAN

English 1	3	English 2	3
Mathematics 1 or 11	3	Mathematics 11, 31, or 40	3
*Science	4	*Science	4
†History 13	3	†History 14	3
Orientation 32	2	Religion 3	2
Physical Education	1	Physical Education	1
		Speech 1	2

SOPHOMORE

English 80	3	English 81	3
‡German A	4	German B	4
Religion 10	2	Religion 20	2
Major or Minor		Philosophy 1	3
Prerequisites	6-8	Major or Minor	
		Prerequisites	4-6

JUNIOR

Philosophy 144	3	Philosophy 145	3
German C	3	German D	3
Major or Minor Electives	10-12	Major or Minor Electives	10-12

SENIOR

First Semester	Credit Hrs.	Second Semester	Credit Hrs.
Philosophy 125	3	Philosophy 126	3
Major or Minor Electives 10-12		Religion 145	2
		Major or Minor Electives 8-10	

*Majors in Chemistry, Biology, or Physics should register for the first year course in their respective field; Mathematics majors should take Physics.

†Biology majors should register for Chemistry 1 and 2 in their first year instead of for History 13 and 14; the History should then be taken during the Sophomore or Junior year.

‡A modern language other than German will be accepted for fulfillment of the Modern Language requirements by all departments except Chemistry.

BACHELOR OF SCIENCE

ENGLISH, HISTORY, PHILOSOPHY, SOCIOLOGY

FRESHMAN

English 1	3	English 2	3
History 13	3	History 14	3
Mathematics or Science	3	Mathematics or Science	3
Modern Language	4	Modern Language	4
Physical Education	1	Physical Education	1
Orientation 32	2	Religion 3	2

SOPHOMORE

English 80	3	English 81	3
Sociology or Pol. Sci.	3	Sociology or Pol. Sci.	3
Modern Language	3	Modern Language	3
Expression	2	Philosophy 1	3
Electives	4-6	Religion 20	2
Religion 10	2	Elective	2-3

JUNIOR

Philosophy 144	3	Philosophy 145	3
Major and minor electives	12	Major and minor electives	12

SENIOR

Philosophy 125	3	Philosophy 126	3
Major and minor electives	11	Major and minor electives	11

*Phil. Majors take Pl 141, 143 instead of Pl 144, 145.

BACHELOR OF SCIENCE—Commerce Major ACCOUNTING AND BUSINESS ADMINISTRATION

FRESHMAN

Accounting Principles	3	Accounting Principles	3
Mathematics of Accounting	3	Mathematics of Accounting	3
Economic History	3	Economic Resources	3
Freshman English	3	Freshman English	3
Orientation 32	2	Religion 3	2
Speech 1	2	Physical Education	1
Physical Education	1	Sociology or Pol. Sci.	3

SOPHOMORE

First Semester	Credit Hrs.	Second Semester	Credit Hrs.
Intermediate Accounting	3	Advanced Accounting	3
*Basic Accounting Review	1	*Work Sheets,	
Principles of Economics	3	Consolidations	2
Survey, English Literature	3	Survey, English Literature	3
Survey, Western		Principles of Economics	3
Civilization	3	Survey, Western	
Organizing, Financing		Civilization	3
Business	3	Religion 20	2
Religion 10	2	Logic	3

*Recommended Supplementary Accounting Courses.

ACCOUNTING CURRICULUM

JUNIOR

Philosophy 144	3	Philosophy 145	3
Cost Accounting	2	Cost Accounting	2
Government Accounting	2	Budgetary Accounting	2
Business Law	3	Business Law	3
Accounting Systems	2	Financial Statements	2
*Electives	5	Electives	5

SENIOR

C.P.A. Review Problems	2	C.P.A. Review Problems	2
Income Tax Accounting	2	Income Tax Accounting	2
Auditing	2	Auditing	2
General Ethics	3	Applied Ethics	3
Catholic Marriage	2	Electives	7
*Electives	6		

Either Junior or Senior electives must include one course in English.

BUSINESS ADMINISTRATION

JUNIOR

Philosophy 144	3	Philosophy 145	3
Business Law	3	Sales Management	3
Marketing	3	Industrial Management	3
*Electives	8	Business Law	3
		*Electives	5

SENIOR

Investments	3	Personnel Management	3
General Ethics	3	Applied Ethics	3
Catholic Marriage	2	Business Management	
Corporation Finance	3	and Control	3
*Electives	8	*Electives	8

*Elective hours must be used to build a related minor in either Economics or Accounting (12 hours). After satisfying this requirement other hours can be taken in Business Administration, Accounting or Economics.

COURSES PRELIMINARY TO PROFESSIONAL STUDIES

GENERAL STATEMENT

Students who intend to pursue professional studies after completing the required collegiate work are urged to take a course leading to a Bachelor's degree. Schools of law and medicine have increased their entrance requirements, so that a longer period of collegiate preparation is necessary. A Catholic professional man will need to have studied Philosophy from the Catholic viewpoint.

The entrance requirements for admission to the curricula preparatory to professional studies are the same as those required for admission to the degree curricula.

DENTISTRY

By a ruling of the American Association of Dental Schools, all students matriculating in the Dental Schools of the United States and Canada as regular students are required to present for admission sixty semester hours of college credits (the credits being earned in specific subjects), to be followed by four years in the Dental School.

The program outlined below includes all the recommendations of the American Association of Dental Schools and the specific requirements of the College. All students who apply for admission to a School of Dentistry must present among the minimum sixty semester hours of credit the following: six semester hours each of English, Biology or Zoology, and Physics, and twelve semester hours of Chemistry, including an approved course in Organic Chemistry.

FRESHMAN

First Semester	Credit Hrs.	Second Semester	Credit Hrs.
Biology 1	4	Biology 5	4
Chemistry 1	4	Chemistry 2	4
Chemistry 7	1	Chemistry 8	1
English 1	3	English 2	3
Mathematics	3	Mathematics	3
Orientation 32	2	Religion 3	2
Physical Education	1	Physical Education	1

SOPHOMORE

Chemistry 140 & 142	5	Chemistry 141 & 143	5
Physics 1	4	Physics 2	4
Religion 10	2	Religion 20	2
History 13	3	History 14	3
Electives	2-4	Electives	2-4

Electives may be chosen from Economics, English, History, Mathematics, Philosophy, Modern Language and Sociology courses open to lower division students.

PRE-ENGINEERING CURRICULUM

The first year of all engineering branches is the same at most recognized schools of engineering. The second year has not more than one or two course variations differing according to the branch of engineering or the school. If we replace these with economics, business law or accounting which are required now of all engineering branches in almost all schools, a student can take two full years at Regis and lose hardly as much as one summer school in his desired profession. Three full years of industrial engineering may be taken at Regis.

Today many engineering schools are recommending a five-year engineering course leading to the joint degrees in engineering and business. Regis is able to offer the equivalent of the first three years of these programs. Such programs are recommended for anyone who may later have to contract his own jobs or act as salesman of special engineering products. Forty-eight semester hours of business courses are often required for these degrees.

TWO-YEAR PROGRAM

FRESHMEN			
First Semester	Credit Hrs.	Second Semester	Credit Hrs.
Mathematics 13		Mathematics 14	5
(or 11 & 31)	5	Descriptive Geometry	4
Engineering Drawing	4	Chemistry 2 & 8	5
Chemistry 1 & 7	5	English 2	3
English 1	3	Religion 3	2
Physical Education	1	Physical Education	1

SOPHOMORES			
Calculus 151	4	Calculus 152	4
Physics 1	4	Physics 2	4
Economics 5	3	Economics 6	3
Religion 10	2	Religion 20	2
Elective	6	Elective	6

The elected subjects should be from the fields of surveying, chemistry, geology, accounting, business, or philosophy.

THREE-YEAR PROGRAM

Freshman curriculum is the same as for the two-year program.

SOPHOMORES			
Calculus 151	4	Calculus 152	4
Physics 1	4	Physics 2	4
Economics 5	3	Economics 6	3
Religion 10	2	Religion 20	2
Accounting Principles 1	3	Accounting Principles 2	3
Philosophy 1	3	Business Finance 1	3

JUNIORS			
Business Law 181	3	Business Law 182	3
Business Management 153	3	Industrial Management 140	3
Personnel Management 170	3	Fundamentals of Investments	3
Philosophy 144	3	Philosophy 145	3
Business Statistics	3	Marketing	3
Elective	4	Elective	4

The elected subjects may be surveying, chemistry, geology, differential equations, vector mechanics, or business.

LAW

The requirements of law schools are not measured by a fixed standard. However, most law schools demand some preparation; preparation which may be made in a Liberal Arts College by a student following a program which leads to the degree of Bachelor of Science. The courses leading to the B.S. degree should fit the aspiring student of law for his specialized study. It is recommended that the prospective student of law choose the curriculum offered by the Division of the Social Sciences and the Division of Philosophy. However, in certain cases it may be advantageous for some pre-legal students to follow the alternative program offered by the Division of Commerce and Finance.

MEDICINE

The minimum requirement for admission to medical schools is ninety semester hours of collegiate work, or a three-year program. It is better to plan at least a three-year program including Chemistry, Physics, Biology, English Rhetoric, Composition, and Literature, German or French.

†Minimum Subject Requirements. The credits submitted must ordinarily include the stated number of credit hours in certain specified subjects as follows:

a. English	6 hours
b. General Inorganic Chemistry	8 hours
c. Organic Chemistry	4 hours
d. Biology	8 hours
e. Physics	8 hours
f. Foreign Language	8 hours
g. Additional credit in subjects other than physical and biological sciences, at least	12 hours
h. Additional college credits to total 90 semester hours.	

†Each Medical School is free to set its own entrance requirements. The ones listed are the most common ones. A prospective applicant should ascertain well in advance what are the requirements of the school to which he intends to apply.

FRESHMAN

First Semester	Credit Hrs.	Second Semester	Credit Hrs.
English 1	3	English 2	3
Chemistry 1 & 7	5	Chemistry 2 & 8	5
Biology 1	4	Biology 2	4
Mathematics	3	Mathematics	3
Orientation 32	2	Religion 3	2
Physical Education	1	Physical Education	1

SOPHOMORE

Chemistry 15	4	Chemistry 135	4
Physics 1	4	Physics 2	4
History 13	3	History 14	3
English 80	3	English 81	3
Philosophy 1	3	Speech 1	2
		Religion	2

JUNIOR

Philosophy 144	3	Philosophy 145	3
German A	4	German B	4
Chemistry 140	3	Chemistry 141	3
Chemistry 142	2	Chemistry 143	2
Biology 121	4	Biology 110	5

SENIOR

Philosophy 125	3	Philosophy 126	3
German C	3	German D	3
Biology 141	3	Religion 145	2
Religion	2	Electives	6-8
Elective	3-4		

In the above schedule, requirements for entrance into Medical School are complete at the end of the first three years, and if an applicant is accepted by a medical school at that time, he may then discontinue his pre-medical program. The fourth year, although optional, is strongly encouraged by most medical schools.

COURSES OF INSTRUCTION

For administrative purposes the courses have been arranged with in divisions, and these divisions have been subdivided into departments. The following is the list of the divisions and their directors, the departments and department heads.

COMMERCE AND FINANCE—Father Ryan

Accounting, Father Ryan
Business Administration, Mr. Coyne
Economics, Father Wintergalen

THE HUMANITIES—Father Stauffen

Classical Languages and Literature, Father Jolin
English Language and Literature, Father Stauffen
Modern Language and Literature, Father Quirk

NATURAL SCIENCE AND MATHEMATICS—Father Downey

Biology, Father Trame
Chemistry, Father Tipton
Mathematics, Mr. Howerton
Physics, Father Downey

THE SOCIAL SCIENCES—Father Stansell

Education, Mr. Van Valkenburg
History, Father Stansell
Sociology, Father Faherty

PHILOSOPHY, PSYCHOLOGY AND RELIGION—Father Bonnet

Philosophy, Father Bonnet
Psychology, Father Walsh
Religion, Father Gross

Objectives of Lower Division Courses

The Lower Division Courses are numbered 1-99 and are courses intended for Freshmen and Sophomores. The objective of these courses is to furnish general education; and to enable the student to lay the proper foundations and to acquire the tools, skills, and attitudes necessary for success in the Upper Division Courses which are to follow.

Objectives of the Upper Division Courses

The Upper Division Courses are numbered 100-199 and are courses intended for Juniors and Seniors. The objectives of these courses are summarized at the beginning of each department's Courses of Instruction listed in the latter portion of this catalogue.

The whole approach, method, and content of Upper Division Courses is suited to the capacities of the more mature student. Emphasis is placed on the training which comes from self-activity, sanely independent work, thinking, penetration, and the use and organization of existing materials.

When a course with the same content is given as a two semester hour instead of a three semester hour course, a capital "A" follows the course number in the printed schedules and official transcripts; when a two semester hour course is extended to three semester hours a capital "X" follows the course number.

Unless otherwise specified, the Concentration Major will consist of 18 semester hours of upper-division work. The Concentration Minor consists of 12 hours of upper-division courses.

DIVISION OF COMMERCE AND FINANCE

The objective of the Division of Commerce and Finance is to enable the student to prepare himself vocationally, culturally, and morally to take active and intelligent part in the execution and control of the business function in human endeavors.

ACCOUNTING

OBJECTIVE OF THE DEPARTMENT

The objective of the courses in Accounting is to enable the student to possess definite knowledge of accounting principles and procedure of recording business progressions and retrogressions so that, at least by the end of his senior year, he can attain that grasp of business method that is expected of capable beginners in public or private accounting, that breadth and depth of growth that will best fit him to enter the fields of business and rise to executive responsibilities, that creative maturity expected of candidates for admission to graduate schools of business administration.

PREREQUISITES FOR CONCENTRATION MAJOR

ACCOUNTING 1, 2, 3, 4, 10, 11

THE FIELD OF CONCENTRATION

The field of concentration must include 30 credit hours of courses numbered 100-199, 18 hours to be given to Accounting and 12 hours to Business Administration and/or Economics. Courses must be chosen with the counsel of the concentration adviser.

1. Accounting Principles (3).

The purpose of debit and credit, use of books of original entry including multi-column journals and controlling accounts, principles underlying accounting for sole proprietorships, the preparation of statements, closing and adjusting entries. Numerous illustrative problems. A practice set. Offered annually.

2. Accounting Principles (3).

A study of the more involved procedures in accounting for the transactions of partnerships and corporations, including those of manufacturing companies. Numerous illustrative problems. Two practice sets. Prerequisite: Accounting 1. Offered annually.

3. Mathematics of Accounting (3).

Short methods for the accountant; commercial discounts; bank discount; partial payment; business insurance; payroll; average; storage; inventories; gross profit computations; analysis of statements; partnerships; goodwill; business finance; public finance and taxation. Offered annually.

4. Mathematics of Accounting (3).

Algebra; equations; logarithms; graphs; index numbers; progression; foreign exchange; annuities; bonds; bond interest; asset valuation; building and loan associations; permutations and combinations; probability; probability and mortality; life annuities; net premiums; life insurance policies. Offered annually.

9. Basic Accounting Procedures and Report Making (1).

This is a companion course which may well be carried together with Ac 10. It consists of a rapid review of accepted accounting principles, a study of accounting procedures, and exercise in the preparation of basic financial statements. Prerequisite: Ac 2. Offered annually.

10. Intermediate Accounting (3).

A somewhat comprehensive study of the current and non-current assets, liabilities, and proprietorship; errors and their correction; statements from incomplete data; statement analysis; statement of application of funds; introduction to cost accounting. Prerequisite: Ac 2. Offered annually.

11. Advanced Accounting (3).

Special applications of accounting principles to partnerships, joint ventures, installment sales, consignments, agency, branch. An introduction to corporate combination and consolidated statements. The statement of affairs. Accounting for estates and trusts. An introduction to accounting for governmental units. Actuarial Science. Prerequisite: Ac 2. Offered annually.

12. Work Sheet Variations; Consolidations; Receiverships (2).

This is a companion course which may well be carried together with Ac 11. Attention is paid to contemporary professional accounting practice and to accounting for large corporate enterprises. Prerequisite: Ac 2. Offered annually.

120. Factory Cost Accounting (2).

The nature of cost accounting; departmental accounting; unit costs; process costs; specific order costs; material cost and valuation; labor cost; manufacturing expense; distribution of service costs; factory burden; monthly closing entries; analytical financial statements. Prerequisite or corequisite: Accounting 10, 11. Offered annually.

121. Advanced Cost Accounting (2).

Cost estimates and estimating cost systems; the budget and cost control; standard costs; variances; control of distribution cost; joint products, by-products, and associated subjects; specialized cost treatments; graphic charts; reports; cost and volume production; capacity costs; cost relationships; uniform methods; advantages for auditing. Prerequisite: Accounting 120. Offered annually.

122. Budgetary Accounting and Procedure (2).

The nature and scope of budgets. Budgeting sales, production, materials, purchases, labor, manufacturing expense, cost of goods sold, distribution expenses, administrative expenses, and cash. Estimated financial statements; comparison of performance with budget; comparison of actual with estimated balance sheet. Enforcing the budget. Prerequisite: Accounting 120. Offered annually.

125. Analysis of Financial Statements (2).

Analysis and interpretation of statements and reports rendered for use by executives in control of business operations. Prerequisites: Accounting 10, 11. Offered annually.

130a. Auditing Principles and Practice (2).

Introduction to auditing; purpose and preparation of auditing working papers. Verification of asset values. Prerequisite: Accounting 10, 11. Offered annually.

130b. Auditing Principles and Practice (2).

Verification of liabilities, expense and income. Preparation of pertinent working papers. Preparation of the auditor's report and certified statement. Prerequisite: Accounting 10, 11. Offered annually.

133. Income Tax Accounting (2).

A study of the basis and application of the present federal laws concerning income tax as applied to individuals. Prerequisite: Accounting 10, 11. Offered annually.

134. Income Tax Accounting (2).

A study of the present federal laws concerning income tax as applied to corporations and trusts. Other forms of federal taxes, such as social security, estate, and gift. Prerequisite: Accounting 10, 11. Offered annually.

135. Accounting Systems (2).

A study of various types of accounting systems and of the principles of system installment. Prerequisite: Accounting 10, 11. Offered annually.

136. C. P. A. Problems (2).

Problems and questions selected from actual C. P. A. examinations. A thorough drill in the methodical analysis of complex problems and in the preparation of the necessary working papers and statements required in their solutions. Prerequisite: Eighteen semester hours of Accounting. Offered annually.

137. C. P. A. Problems (2).

Problems and questions selected from actual C. P. A. examinations to present a review of the field of Accounting. Prerequisite: Eighteen semester hours of Accounting. Offered annually.

140. Governmental Accounting (2).

Funds; expendable revenue funds; budget; budgetary accounts; revenues; expenditures; accounts of the treasury; fiscal period; bond funds; special assessment funds; trust and agency funds; working capital funds; utility funds; sinking funds; fixed assets and liabilities; financial reports. Prerequisite: Accounting 10, 11. Offered annually.

145. Retail Accounting (2).

A study of problems and accounting methods peculiar to retail enterprises. Valuation and control of inventories; departmental operations; budgeting; reports. Prerequisite: Accounting 10, 11. Offered annually.

146. Public Utilities (2).

180. Oil Production (2).

199. Special Study.

BUSINESS ADMINISTRATION

OBJECTIVE OF THE DEPARTMENT

The object of the courses in Business Administration is to prepare students for effective service in business, and to develop in them habits of thought that make for continuing growth. Certain definite and fundamental purposes underlie instructional activities. These may be described briefly as follows: 1) To develop an appreciation and understanding of the human and material factors that make up the subject matter of business. 2) To give the students the larger knowledge, skill, and resourcefulness which constitute a professional college training for the better opportunities in business. 3) To guide students in the selection of their business careers, and to aid graduates in the pursuit of their chosen business objectives.

PREREQUISITES FOR CONCENTRATION MAJOR—BUSINESS ADMINISTRATION 1; ACCOUNTING 1, 2, 3, 4, 10, 11

THE FIELD OF CONCENTRATION

The field of concentration must include 30 credit hours of courses numbered 100-199, 18 hours to be given to Business Administration (including 153, 181, and 182), and 12 hours to Accounting or Economics. Courses must be chosen with the counsel of the concentration adviser.

1. Organizing and Financing Business (3).

A thorough treatment of the fundamentals of business organization, management, and finance. A course in basic business finance, which is to be followed by specific courses in finance, banking, insurance, investments, and so on. A required course for all majors in Business Administration. Prerequisite: Accounting 1, 2 completed or in process. Offered annually.

83-84. Business Law. Contracts; Sales, Agency, Bailments and Employer-Employee (2 hours each semester).

Formation of contracts; kinds of contracts; rights and liabilities of buyer and seller in various kinds of sales; rights and duties of agents and principals; classification of bailments; obligations of bailees. Two semesters. Offered annually.

85-86. Business Law. Partnerships, Corporations, Insurance, Negotiable Instruments and Property (2 hours each semester).

Rights of partners and creditors against partners. The Corporation; formation; charter and by-laws; forms of stock; rights and liabilities of stockholders, directors, and creditors; dissolution. Elements of negotiability; various kinds of negotiable instruments; rights and liabilities of makers, drawers and indorsers. Real property; personal property; transfer of property. Two semesters. Offered annually.

110. Advertising Principles (3).

A comprehensive study of advertising methods and problems: the function of advertising; methods of market analysis; selection of media; integration of copy, illustration, type, color, and layout; organization of the advertising department and the advertising agency; the advertising problems of the manufacturer, wholesaler, and retailer. Offered annually.

111. Advertising Copy (2).

A study is made of the function of copy, copy appeals, and structural principles of copy. Practice is given in writing manufacturers', retail, and mail order copy. Market and product analysis are emphasized as the essentials of effective copy writing. Prerequisite: Ba. 110.

120. Fundamentals of Insurance (3).

A practical approach to the field of insurance, including historical, social and economic influences, with a brief survey of coverages available to the average businessman.

121. Advanced Insurance (3).

A study of the various policies in Fire, Marine, Casualty, and Life Insurance to enable an insurance buyer to properly set up an adequate insurance program.

122. Principles of Transportation (3).

A study of present-day transportation—rail, water, motor, and air—both as separate services and as parts of a coordinated system; a consideration of transportation services, facilities, rates, routes, management methods, and governmental regulation.

123. Fundamentals of Investments (3). Same as Ec. 123.

Principles underlying the making of safe investments; the need for constant supervision; investment instruments; security analysis; forecasting the market; the business cycle and investment values. Prerequisite: Ba. 1. Offered annually.

124. Investing for Profit (2).

American corporate enterprise—fundamental notions of sharing in ownership of shares in industry. Bonds, stocks, other investment instruments. How money is made (and lost) in the stock market. Investing for income and appreciation. Forecasting the market. How to read the financial page and interpret corporation financial reports. Book values, market values, and investment values of stocks. No prerequisite. Offered annually. Evening classes only.

131. Retail Store Management (3).

The organization and management of retail establishments; store location, policies, sales systems, control of inventories, personnel, store publicity and advertising, summaries for management controls.

132. Principles of Salesmanship (3).

An effective course to meet the growing demand for expert training in this field. Emphasis is given to selling methods and techniques; planning the sales presentation; opening the sale; meeting objections; closing the sale. Attention is given to the various types of selling and to the opportunities existing in salesmanship as a profession.

133. Sales Management (3).

The purpose of this course is to give a broad view of the important phases of sales administration, planning, and execution, as applied to manufacturers and wholesalers. Offered annually.

135. Credit and Collections (2).

Topics presented include: the nature and function of mercantile credit; sources of credit information; financial analysis; credit limits; methods of collections; and the legal aspect of credit extension.

140. Industrial Management (3).

An intensive survey of modern practices and techniques through which sound management principles of planning, organizing and controlling may be applied effectively to the manufacturing activities of an industrial enterprise.

141. Office Management (3).

A study of the functions of the various office departments and their organization; the selection and training of office personnel; office planning and layout; selection and care of office supplies, equipment and appliances; and other related problems.

142. Marketing (3).

The purpose of this course is to acquaint students with distribution channels, policies, and methods in a variety of industries engaged in the marketing of consumer's goods and industrial products. A discussion of the functions of marketing, competition, and marketing policies. Offered annually.

145. Traffic Management (3).

The study of the fundamentals of freight rates, the construction of tariffs, and the procedure of rate-making. Principles and practices of industrial traffic management including the organization and operation of the traffic department, shipping documents and rate adjustment procedure.

151. Corporation Finance (3).

Administrative and managerial problems of financing business and industrial companies; promotion, corporate structure; sources of fixed capital; expansion; distribution of earnings; reorganization; social aspect of corporate finance.

153. Business Policies and Management (3).

An analysis and appraisal of the objectives and functions of a business enterprise, and a thorough basic treatment of the fundamental principles of internal business planning, organizing, and controlling. To illustrate the practical application of the principles discussed in classroom sessions, visits will be made to various Denver industrial and business houses. A required course for students majoring in Business Administration. Prerequisite: Senior standing. Offered annually.

155. Managing Small Business (2).

This course will emphasize fundamental factors concerned with the establishment and competent operation of small business, including—financing and sources of funds; organizing the business and establishment of policies; factors in business success; and the future outlook of small business.

161. Public Administration (2).

The essential phases of government management, including personnel, fiscal, legal and public relations. Special consideration is given to the federal government to acquaint the student with the wide variety of functions in which there are career opportunities in administration.

164. Job Analysis and Evaluation (2).

Timely for those engaged in or considering personnel management in either public or private enterprise. The course will outline the known methods of job classification and will concentrate on the system used by the federal government.

170. Personnel Management (3).

The managerial implications of human relations in business; principles and practices of employee selection and training; organization and functions of a personnel department. Offered annually.

171. Psychological Aspects of Personnel Management (2).

This course expands on certain psychological aspects of personnel management covered in Ba 170. Such areas as selection; employment and counseling tests; placement techniques; and personnel services and their effect on morale. Prerequisite: Ba 170 or equivalent.

181. **Business Law (3).**

An introduction to the study of law and its administration. Topics covered include: branches of the law; tribunals for administering justice; bringing an action; the trial of the issue; the law of contracts; principal and agent; employer and employee; negotiable instruments. A required course for students majoring in Business Administration. Offered annually.

182. **Business Law (3).**

A study of the law applicable to principal debtor and surety; insurer and insured; bailor and bailee; carriers and shippers, passengers; vendor and vendee; relation of partnership; corporation and stockholders; property; mortgagor and mortgagee; landlord and tenant; torts; business crimes. A required course for students majoring in Business Administration. Prerequisite: Business Administration 181. Offered annually.

187. **C.P.A. Law Review (2).**

A concentrated review of Business Law with particular emphasis on preparation for the C. P. A. examination. Questions and cases used in past examinations are analyzed thoroughly, so that method of approach required by the examination can be acquired by the candidate. Prerequisite: Ba. 181 and 182, or equivalent. Offered annually.

190. (Ed. 152CS) **Methods of Teaching Commercial Subjects (2).**

A study of objectives, techniques, procedures, and skills in the teaching of bookkeeping, and other commercial subjects. The subject matter includes an evaluation of the various approaches to the teaching of commercial subjects, the essential classroom equipment, and the relation of commercial subjects to other subjects taught in the secondary school. Prerequisite: Senior standing with a major in Business Administration, and Ed. 151.

199. **Special Study.**

ECONOMICS

OBJECTIVES OF THE DEPARTMENT

Economic conditions are considered in a step-by-step analysis of many economic forces and institutions as they endure through a maze of laws, of practices, and of controls, by all sorts of groups. Economic analysis through several depressions and two World Wars is now enriched in all these areas: labor problems, pricing and marketing hazards, credit and monetary controls, fiscal policy, industrial enterprise and its regulation by government, and cyclical fluctuations in employment and national income. No solution today resolves tomorrow's complications, but he who joins experience to study finds that the only economic forces enduring full and free are those asserting community along with personal welfare.

PREREQUISITES FOR CONCENTRATION MAJOR

ECONOMICS 5, 6, 50, 60, Ac 1 and 2, Ba 1

Prerequisite for Econ. Minor: Ec. 6.

THE FIELD OF CONCENTRATION

The field of concentration must include 30 credit hours of courses numbered 100-199, 18 hours to be given to Economics including Ec 122, 123 (same as Ba 123), 140, 170 and 12 hours to Accounting, Business Administration, or Social Sciences. Courses must be chosen with the counsel of the concentration adviser.

5. Principles of Economics and Economic Problems (3).

Introduction to economic analysis; nature and motives of business enterprise; costs and prices in competitive enterprise; costs and prices in competitive and restricted market conditions; consumer demand and satisfaction within price areas. The income-incentive for labor and for capital. Basic principles of social justice in labor relations. The claims for land-use and resource-use are noted. Monopoly problems. Offered annually.

6. Principles of Economics and Economic Problems (3).

Institutional aspects of our economy manifest problems beyond simple analysis. Money, bank credit, banking, marketing of securities, short-term financing. Monetary standards and theories of money-values. Cyclical and unemployment problems. Government aids and controls in business, its fiscal program, its social security plans, and its foreign trade are briefly treated. Prerequisite: Economics 5. Offered annually.

50. Economic History of the U.S. (3).

A study of the five chief epochs of the economic development in the United States; the nation as part of the old-world system; early agricultural era; transitions in trade and transportation after the Civil War; origins of big business and industrialism; world markets and commercialism; American eminence, and responsibility in seeking economic balance between nations. Offered annually.

60. Economic Resources (3).

With emphasis on power and fuel resources, the United States industrial output is noted in minerals, metals, metal products, chemicals, forest, and agricultural products. Our place in world-trade and in financing foreign resources. Conservation and new derivatives through research is seen; need of world-trade is appreciated. Offered annually.

108. Economic Theory (3).

The course is designed to give the mature student a better grasp of economic analysis with special reference to value, distribution, and social control. Attention is paid to the development of economic thought, but emphasis is placed on current trends in economic theory. Prerequisite: Economics 5, 6.

110. History of Economic Thought (3).

122. Money and Banking (3).

A study of the nature and functions of money and credit; history; standards; bank currency; credit instruments; circulation; control relationship of money and credit to the economy as a whole.

123. Fundamentals of Investments (3).

(Same as Ba 123.)

131. Economics of American Industry (3).

Survey of major manufacturing and servicing industries in the U.S. with regard to market controls, merger tendencies, and pricing policies. Dominance over national or sectional consumer-areas as achieved through innovation, new-use creation, and taste-elicitation. The impact and inferences of consumer credit. The industrial association and its policy making; the industrial favoritism of tariffs, trade laws and franchise-grants. For "small business" and small consumers respectful word-homage.

140. Labor Problems (3).

The American labor force and its productiveness is surveyed. Need of a living wage and of healthy working conditions. Union organization and its bargaining power under modern labor law. Regulation of wages and hours. Union versus management claims; labor disputes and their conclusions. Incentives which assure good relations. Labor's security against old age, unemployment and disability.

142. History of the Labor Movement (3).

Guilds. Domestic systems. Worker's place in England's industrial revolution. Suppression of trade-unions; factory laws in the nineteenth century. Employers' organizations versus labor organizations. Status of woman, child, and man before the courts. Knights of Labor. AFL. CIO. New Deal legislation. NLRB. To be offered occasionally.

145. Labor Problems and Labor Laws (3).

151. Public Finance (3).

A study of public revenues, their nature and classification; theories and principles of taxation; the shifting and incidence of taxes; income, inheritance, sales, general property and business taxes; the classification, flotation, conversion, funding and redemption of public debts.

152. Government and the American Economy (3).

The Government's major responsibilities in directing and safeguarding the American economic life shows itself in measures aimed at ending management-labor conflict, and at stabilizing farm income, as well as granting social security to wage-earners. Attempts at measures for full employment, housing, and balanced opportunities for small business are evaluated, as well as the extensions of social security where private business now functions. The European Recovery Program demonstrates our international economic interests, along with trade promotion, trade financing, and currency stabilization.

161. Business Cycles (3).

Economic fluctuations as related to progress; historical record and measurement of business cycles. Pattern of prosperity and depression. Conditions and causes of such change. Overinvestment; capital and credit acceleration; gauging markets and price-cost relations. Keynes' multiplier and Schumpeter's innovation analysis. Monetary controls; job and output stimulation; inflation controls.

170. Introductory Statistics (3).

Gathering, presentation, and analysis of statistical information; tables, graphs, and chart presentation; the frequency distribution and measurement of its central tendency and dispersion; the analysis of time series and the seasonal index. Offered annually. Required for majors.

171. Statistics (3).

A continuation of Ec. 170. Index numbers studied as to accuracy and comparability; special analysis of major business indexes now in use. Simple correlation is analyzed and exemplified; multiple correlation; certain forecasting procedures in business.

175. Graphic Business Statistics (2). (Evening School)

The use of graphic materials and devices to present business data. The analysis of extensive data through tables; visual demonstration through bar charts, pie-charts and curves. Simplification through pictographs and figures. Special purpose curves to render comparisons and calculations. Rate-of-change charts in stressing relative values, and alignment charts in reckoning several functions. Financial statements as aided by graphic reporting. Personnel and public relations as aided by graphic information.

199. Special Study. Thesis.

OBJECTIVES OF THE DIVISION OF THE HUMANITIES

The Division of the Humanities includes the Departments of Classical Languages and Literature, English Language and Literature, Modern Languages, Speech, Art and Music. It provides courses of instruction intended primarily for the cultural development of the student, through contact with the culture of the past and present, since languages and literature are held fit instruments for intellectual and moral development and should contribute to the fuller and nobler life of the individual and of society. For the liberally educated man, a study of the ancient classics is a basis for a better understanding and appreciation of western civilization, in great part their heritage. The modern literatures, especially English, are also studied in their perspectives of social, philosophical, and religious movements. Furthermore the practical values of technical skills and basic communication, through a command of languages and their effective expression, are considered essential not only for personal enjoyment but for leadership.

Art 10. Appreciation of Art (3).

Aesthetic principles in estimating art. Survey of world art. A rapid survey of various periods of art from the primitive to the modern. Liturgical art. Symbolism. Emphasis on study of architecture, sculpture and painting, but including pottery, glass, terracottas, and similar forms of art expression. The course has as its aim to develop an appreciation of art techniques and qualities as they apply in contemporary living.

Art 110. Appreciation of Painting (3).

A general course covering the great periods of the Middle Ages, Renaissance, and modern times in Europe and America, with special emphasis on relation of painting to social and religious history. Theory of drawing, composition, and design.

Art 120. Appreciation of Architecture (3).

Detailed study of architectural achievement in ancient and modern civilizations, including the Far East, Egypt, Greece, Rome, modern Europe and America.

Art 130. Appreciation of Sculpture (3).

The several periods of sculpture from primitive efforts, through developments and experimentation to the period of highest attainments. Illustrations from ancient Greece and Rome, Early Christian, Byzantine, Romanesque, Gothic and Modern.

CLASSICAL LANGUAGES AND LITERATURE

OBJECTIVE OF THE DEPARTMENT

Courses in Greek and Latin language and literature are used to acquaint the students with ancient culture in a way befitting a liberally educated man. Both the method of expression and the thought content of the ancient classics are treated thoroughly. The mythology of the Greeks and Romans and their philosophic systems are likewise studied and evaluated.

GREEK

A. Elementary Greek (4).

A course intended for students who have studied no Greek before entering college. It consists in the mastery of the grammar and syntax, reading in Homeric Greek.

B. Elementary Greek (4).

A completion of the work described under Course A. Prerequisite: Course A.

12. Plato (3).

Selections from the Apology in Greek, the remainder in English. Introduction to Plato's thought, and appraisal of his position in Greek literature.

41. Homer (3).

Reading and interpretation of portions of the Iliad or Odyssey.

187. Greek Literature in English (2).

Interpretation and appreciation of the masterpieces of Greek literature, based upon the works of standard translators.

LATIN

A., B. Elementary Latin (8).

C. Cicero: Sallust (4).

Selections from the Orations Against Catiline, Pro Archia, and Bellum Catilinae. English to Latin Composition. Offered annually.

D. Virgil; Cicero (4).

Translation and interpretation of selections from the Aeneid and Pro Lege Manilia. English to Latin Composition. Offered annually.

Note: The above courses, C and D, are intended for students who enter with insufficient preparation in Latin, but will not be accepted in fulfillment of the required college Latin. Required for an A.B.

1. **Latin Composition (1).**
Study of the principles of Latin idiom and prose style. Application of these principles in themes. Required of students taking Course 11. Offered annually.
2. **Latin Composition (1).**
A continuation of Course 1. Required of students taking Course 12. Offered annually.
3. **Advanced Latin Composition (1).**
A continuation of Latin 1-2 and aiming at proficiency in the idiomatic translation of passages from English authors. Offered annually.
4. **Advanced Latin Composition (1).**
A practical study in composition and style; the finer points of Latin style emphasized in written exercises. Offered annually.
11. **Livy (3).**
Book XXI. A study of Livy's style, particularly its divergences from the prose canons of the Ciceronian age. Offered annually.
12. **Virgil (3).**
A study of the Aeneid, selections from books I-XII. Collateral readings on Virgil's style, the structure of the Aeneid, etc., required. Offered annually.
13. **Horace (3).**
Selections from the Odes, Epodes and Epistles. An introductory study to Horace's lyric forms. Offered annually.
14. **Tacitus (3).**
Agricola and Germania. A study of the chief characteristics of the style of Tacitus. The prose of the Empire. Offered annually.
24. **Latin Prose Literature (3).**
Introduction to life, works and style of representative classical Latin authors of prose. Study of technical terms, figures of speech, etc. Offered according to demand.
44. **Readings in Latin Poetry (3).**
Introduction to life, works and style of representative classical Latin Poets. Study of meters, with verse schemes, and technical poetic terms. Offered according to demand.
152. cf. Philosophy 152.
160. cf. English 160.

ENGLISH LANGUAGE AND LITERATURE

OBJECTIVE OF THE DEPARTMENT

The English courses aim at developing in the student powers of understanding, of discriminating reading, and of effective written and oral expression; the use of critical principles and models of comparison in judging the principal forms, movements, and authors; a knowledge of the development and cultural bearings of the main types and movements of English and American literatures; an appreciation of Catholic criteria and contributions to world literature and culture; and any latent talent for creative and critical work.

PREREQUISITES FOR THE CONCENTRATION MAJOR

En 1, 2, 80, 81.

FIELD OF CONCENTRATION

The concentration major in English consists of eighteen to twenty-four semester hours of upper division work, including: a course in Shakespeare (124); a course in 19th Century literature (151, or 155); a course in American Literature (171); a course in Newman (156), or in Catholic Literature (181). For recommendation for graduate study, courses in Chaucer, in the 17th and 18th Century, and in literary criticism will also be required. Equivalent courses and the required twelve semester hours of related courses of the field of concentration will be chosen under the direction of the concentration adviser.

0. Elementary English.

A course imposed without credit during Freshman year on those Freshmen who prove deficient in English as taught on the High School level. An examination to determine such deficiency is given to all Freshmen in the first school week in September.

1. Rhetoric and Composition (3).

A thorough review and analysis of grammar and of the essentials of composition, with emphasis on expository writing. Weekly themes and exercises. Offered annually.

2. Rhetoric and Composition (3).

A continuation of En 1, with emphasis on the development of the term paper, on effective writing and comprehensive reading. Original compositions in argumentation, description, and narration. Offered annually.

4. Advanced Composition, Reports (3).

Study and practice of effective writing, with emphasis on business reports. For the Evening Commerce and Finance program only, supplementary to En 1A and 2A. Offered annually.

40, 41. Basic Journalism (1 hour each semester).

Fundamental principles of good journalism, with stress on news writing, reporting, copy editing, proofreading, headline writing and basic makeup techniques. (Continued practical application of principles on the student newspaper.) Two semesters.

42, 43. Advanced Journalism—Newspaper Techniques (1 hour each semester).

Survey of basic principles in the operation of a small city daily, including reporting, rewrites, features, and sports. Practice in makeup, with all its specific problems and variations. (Continued application of principles on the student newspapers.) Two semesters.

80, 81. Survey of English Literature (3 hours each semester).

A study of the main tendencies of English literature from Beowulf to the present day, with readings in great and characteristic writers. Two semesters. Offered annually.

100. The Bible as Literature (3).

A study of the Bible as literature, with its influence on English literature. Analysis of the several types of poetry and prose; lyric; short story; drama; oratory; parables; historical books. Historical, ethnic, and cultural background supplied.

106. Chaucer and His Age (3).

A study of Chaucer's major works, with special emphasis on the *Canterbury Tales*. Attention also to be paid to other important works of the fourteenth century and to the social background.

108. Dante and the Early Renaissance (3).

A study of Dante Alighieri as a bridge between the "ancient" and the "modern" man, with special emphasis on the *Divina Commedia*.

113. English Drama to 1640 (3).

An historical study, from the earliest medieval origins. Early liturgical tropes; mystery, miracle, and morality plays; interludes. The new drama of the sixteenth century, and Elizabethan developments (exclusive of Shakespeare).

114. English Drama from 1640 to the Present (3).

Representative readings and analyses of the drama in the Restoration period, in the eighteenth and nineteenth centuries, and in contemporary England and America. Social, economic, intellectual, and continental influences in the theater.

118. **Modern Drama (3).**

Representative works of the distinguished playwrights of recent years. Emphasis on dramatic value, philosophical viewpoint, and moral and social significance.

121. **English Renaissance Poetry and Prose (3).**

Studies in Skelton, St. Thomas More, Spenser, Donne, Jonson, Carew, Herbert, Herrick, Browne and other important English non-dramatic literature from 1500 to 1660, exclusive of Milton.

124. **Shakespeare and His Age: Earlier Plays (3).**

125. **Shakespeare and His Age: Later Plays (3).**

Shakespeare's work in its relation to contemporary writing, stage conditions, social and cultural backgrounds. Reading and study of a group of Shakespeare's comedies, histories, and tragedies. Offered annually.

134. **Milton and His Age (3).**

Reading and study of *Paradise Lost* and some of the masques, lyrics, and prose writings. A comparative study of some contemporary poets in the "metaphysical" and dramatic traditions.

143. **The Age of Dryden, Pope, and Johnson (3).**

Reading in Dryden, Swift, Pope, Johnson and their contemporaries. An introduction to the principal currents of literary theory and practice characteristic of the eighteenth century.

151. **The Romantic Period (3).**

Studies in the Romantic Movement of the eighteenth and nineteenth centuries, exclusive of the novel and drama, with special emphasis on the poetry of Burns, Wordsworth, Coleridge, Shelley, Byron, and Keats.

155. **The Victorian Period (3).**

Studies in the principal writers, exclusive of the novelists, from 1830 to 1900, against the Victorian background. Special emphasis on Macaulay, Carlyle, Ruskin, Arnold and Newman; Tennyson, Browning, Swinburne, and Hopkins.

156. **Newman and the Catholic Literary Revival (3).**

Study of *The Present Position of Catholics in England*, the *Apologia*, *The Idea of a University*, and some sermons. The origins and influence of the Oxford Movement. Influence of Newman on the Catholic Literary Revival.

159. **The English Novel (3).**
 Brief contrast with the Short Story. Reading and study of Defoe, Richardson, Fielding, Scott, Austen, Eliot, Dickens, Thackeray, Emily and Charlotte Bronte, Hardy, Meredith, Conrad, and Henry James. Present trends in England and American.
160. **Greek and Latin Classics in Translation (Lt. 160) (3).**
 The Ancient Classics and their influence on English writers, especially of the Classic Age. Mythology, elements of ancient culture, origin of the several types in poetry and prose. Contrasts with Christian civilization and literature.
- 161, 162. **Survey of World Literature (3 hours each semester).**
 Masterpieces which have helped to shape our literary culture. Comparative study to show their influence in English and American literature. Two semesters.
163. **Contemporary British and American Literature (3).**
 Introduction to recent trends in poetry, essay, novel, short story, and drama. Offered annually.
165. **Great Books—I, II, III, IV (2 hours a semester).**
 Selected works from the world classics, as studied in the national four-year program. Critical analyses, discussion periods, and reports.
171. **American Literature—1608 to 1860 (3).**
172. **American Literature—1860 to the Present (3).**
 A survey of the development of literature in the United States, including the political, social, philosophical and religious influences. Offered annually.
- 181, 182. **Catholic Literature (3).**
 A preliminary study of literary elements, in the light of Catholic principles. A brief survey of Catholic world literature, with special emphasis on the modern Catholic Literary Revival. Extensive reading and reports on modern fiction and poetry. Offered annually.
191. **Practical Criticism—Poetry (3).**
192. **Practical Criticism—Prose (3).**
 A brief survey of theories of literary criticism. Practice in analysis and appreciation of poems and prose selections, of the contemporary and earlier periods.

193. Directed Writing (2 hours each semester).

194. Creative Writing (3).

Preliminary study in words, use of senses, and methods of effective writing. Progressive development of use of environment, human relationships, character, mood, personalized exposition, emotionalized idea, and other techniques. Weekly "creative diary," and the writing of short stories.

196. Script Writing (2).

197. Play Writing (2).

199. Special Study.

DEPARTMENT OF MODERN LANGUAGES

OBJECTIVES OF THE DEPARTMENT

The courses in modern languages are designed to attain the following objectives:

1. A reading knowledge sufficient to fulfill lower-division requirements.
2. Accuracy of expression, written and oral, through a functional mastery of grammar and pronunciation.
3. A knowledge and appreciation of the cultural background of the language.

FRENCH

1. Elementary French (4).

Careful and intensive drill in pronunciation; thorough grounding in the essentials of grammar. Drills in vocabulary; graded reading. Offered annually.

2. Elementary French (4).

Continuation of Course A. Intensive grammar study combined with written and oral practice. Further insistence on pronunciation. Graded reading. Offered annually.

3. Intermediate French (3).

Grammar review with special attention to gallicisms. Short stories read in class and used as basis for conversation and theme work. Frequent use of records. Offered annually.

4. Intermediate French (3).

Continuation of French C. Intensive practice in conversation based on texts read in class and collaterally. Further insistence on grammar and syntax. Offered annually.

180, 181. Survey of French Literature (3 hours each semester).

A general survey of French literature from the early literary documents to the eighteenth century; from the eighteenth century to the present time. Two semesters. Offered occasionally.

GERMAN

1. Elementary German (4).
An intensive course in the rudiments of grammar. Translation and practice in basic conversational sentences. Offered annually.
2. Elementary German (4).
Continuation of Course A, with emphasis on functional proficiency in the use of the language as a means of communication. Offered annually.
3. Intermediate German (3).
An intensive course in current idiomatic German. A thorough review of essential grammar designed to develop accuracy and proficiency in the use of the language. Offered annually.
4. Intermediate German (3).
A continuation of Course C. Extensive reading of prepared illustrative texts. Scientific reading included to meet needs of class. Offered annually.
10. Scientific German (2).
180. Survey of German Literature (3).
The chief characteristics of the various epochs in German literature. A realistic and sympathetic understanding of German thought and culture through readings of the chief works of the more important authors. Offered occasionally.
181. Survey of German Literature (3).
A continuation of Course 180. A presentation of the significant movements in the 19th and 20th Century. Offered occasionally.

RUSSIAN

1. Elementary Russian (4).
2. Elementary Russian (4).
3. Intermediate Russian (3).
4. Intermediate Russian (3).
10. Scientific Russian (2).
(The above courses are offered intermitently upon demand only.)

SPANISH

1. Elementary Spanish (4).
A basic course in the essentials of grammar. Rudiments of pronunciation and syntax. Offered annually.
2. Elementary Spanish (4).
A continuation of Course A. Readings of current idiomatic Spanish. Offered annually.
3. Intermediate Spanish (3).
A thorough review of the essentials of grammar. Class and collateral study of modern Spanish texts. Readings of excerpts from current Spanish newspapers. Offered annually.
4. Intermediate Spanish (3).
A continuation of Course C. Functional grammar analysis based on reading. Frequent use of Spanish records. Offered annually.
- 180, 181. Survey of Spanish Literature (3 hours each semester).
A general survey of Spanish literature from the early literary documents to the 18th Century; from the 18th Century to the present time. Two semesters. Offered occasionally.

MUSIC

Mus. 1. How to Listen to Music Creatively (2).

A survey of the history of music and its architecture: Music and the Dance; Music and Ceremony; Music and Religion; Music of the Folk Dance. Melody, harmony, and rhythm.

Mus. 2. The Art of Enjoying the Orchestra in Action (2).

A study of the orchestra's various choirs. Instrumentation. Historical background of the overture and its different types. Biography and general background of the composer. "Absolute" versus programmatic content in the overture. The major works of the different schools and forms of orchestra music.

Mus. 3. Survey of Operas and Oratorios (2).

History of the opera. A study of the different types of operas and arias. The story behind the operas. A detailed study of the outstanding composers and their best-known operas. A survey of the history of the oratorio, and a study of the various schools.

Mus. 4. Survey of the Symphony, the Sonata, the Concerto (2).

The study of the schematic outline of a symphony, as a whole. Characteristics of the four usual movements of the conventional type of symphony, as expressed in the best-known works of Beethoven, Brahms, Mozart, Haydn, Dvorak, Schubert, Mendelssohn, and Tchaikovsky. A detailed study of the outstanding sonata and concertos.

SPEECH

Administered by the Department of English Language
and Literature.

1. **Essentials of Effective Speaking (2).**
A practical training in the fundamentals of effective speaking: overcoming stage-fright, acquiring ease and fluency, voice development and enrichment of tone quality, audience attitudes, gesture and grace of posture. Outline and speech composition. Delivery of speeches. Criticism of delivered and recorded speeches. Radio speech. Offered annually.
2. **Public Speaking for Business Men and Executives (2).**
Fundamentals of parliamentary law, the formal platform speech, the informal conference room speech, the after-dinner speech, executive thinking and persuasive presentation, elements of salesmanship. Voice development and enrichment of tone quality. The handling of demonstration equipment and visual aids. Direction of group discussion. Offered annually.
3. **Public Discussion and Debate (2).**
The theory of argumentation: definition of terms, outlining and stating the proposition, ideas, judgments, reasoning, evidence, proof, fallacies, probability, certitude, deduction, induction. Sources of evidence, handling of library and research materials. The brief, the speech, the audience. Practice of debate. Parliamentary procedure. Offered annually.
5. **Practical Oratory and Debating (1).**
(Open to members of the Regis Debating and Oratorical Society.) Practice in formal debating before judges and audience. Practice in interpretative reading. Practice in extempore speaking. Practice in formal oratory. Practice in radio announcing and broadcasting. Offered annually.
6. **Parliamentary Law (1).**
9. **Radio Technique (2).**
10. **Radio Writing and Announcing (2).**
101. **Phonetics, Pronunciation, and Vocabulary Building (2).**
Study of phonetics as a basis for correct sound formation, and standards of pronunciation. Practical and extensive exercises designed to enlarge the active vocabulary required in speech work. Offered annually.
105. **The Teaching of Public Speaking (2).**
Pedagogical principles involved in the teaching of speech. Principles of criticism. The psychology of the student speaker. Methods of introducing active and interested student participation. Present tendencies in the teaching of speech. Speech curricular programs. Offered occasionally.

DIVISION OF NATURAL SCIENCE AND MATHEMATICS

The division of mathematics and science includes the departments of biology, chemistry, mathematics, and physics. The object of the division is primarily professional, in that the greatest consideration is given to preparing the science major for postgraduate work in one of the four departments mentioned. The courses can also be selected in a manner to fulfill all ordinary entrance requirements of professional schools.

The objective of the division is also cultural in that it aims to give a student an introduction to scientific thinking and to correct laboratory procedure and to stimulate him to inquire further into the origin of the power and beauty of nature. Some courses are designed to this end especially for the non-science major.

BIOLOGY

OBJECTIVE OF THE DEPARTMENT

The purpose of the courses offered by the Department of Biology is both cultural and professional. The student in general education is offered a survey of general principles, the contribution of biology to human welfare and discussion of practical applications to human problems from selected areas of biological science. The student in a pre-medical or pre-dental program is offered a sequence of laboratory and lecture courses to adequately meet admission requirements. The student preparing for teaching or advanced study in the biological sciences is offered intensive training in laboratory procedures and a sequence of courses covering the genetic, developmental, anatomical and physiological aspect of selected forms.

PREREQUISITES FOR THE CONCENTRATION MAJOR

Bl 1, 5.

THE FIELD OF CONCENTRATION

The concentration major consists of eighteen semester hours of upper division courses to be chosen with the counsel of the student's adviser. In the case of a Natural Science Major, the selection of upper division courses is integrated with those of related departments in the Division of Natural Science and Mathematics.

1. General Biology (4).

An introduction to the study of living matter. The elements of morphology and physiology are stressed and the fundamental viewpoints are emphasized. The study of the properties of protoplasm, the cell as an organism, the cell as the unit of structure in plant and animal organization is also included. Two lectures, two laboratory periods per week. Offered annually.

5. General Zoology (4).

A discussion of the morphological principles of the invertebrate body. The increase in complexity of the various systems is traced from a comparative viewpoint in the lectures. In the laboratory an intensive study is made of type forms from the Coelenterates to the Chordates. The value of the structures as basal elements of invertebrate anatomy, the principles of homology and adaptive radiation are stressed. Two lectures, two laboratory periods per week. Prerequisite: Bl 1. Offered annually.

101. Comparative Vertebrate Anatomy (5).

A study of type forms from the protochordate to the mammalian inclusive. The value of the structures as basal elements of vertebrate anatomy, the principles of homology, adaptive radiation and change in the various groups are elaborated in the lectures. In the laboratory, emphasis is placed on the detailed dissection of the cat as an illustrative mammal. Three lectures, two laboratory periods per week. Prerequisites: Bl 1, 5. Offered annually.

110. Vertebrate Embryology (5).

A descriptive course in vertebrate developmental anatomy. Various phases of development are treated from a comparative viewpoint in the lectures. Emphasis is placed upon chick development in the laboratory, with some studies of the pig embryo. Three lectures, two laboratory periods per week. Prerequisite: Bl 1, 5, 101. Offered annually.

120. General Physiology (5).

This course treats of the nature of the life-process, the physico-chemical factors in cellular metabolism, growth, regeneration and morphogenetic forces. This course is of value to preprofessional students and those with a major in Biology. Three lectures, quiz, two laboratory periods per week. Prerequisite: Bl 1, 5, 101. Offered annually.

121. Advanced General Physiology (5).

This course is complementary to Bl. 120. The lectures are a comparative treatment of the vital processes in plant and animal systems, with special emphasis on the processes in the animal organism. In the laboratory, particular attention is given to the specialized functions of irritability, motility, and contractility. Three lectures, two laboratory periods per week. Prerequisite: Bl 1, 5, 101. Offered annually.

141. Genetics (3).

A lecture course on the known facts and theories of heredity. Current research in the field of plant and animal breeding is reviewed. Lectures, three hours per week. Prerequisites: BI 1, 5. Offered annually.

143. Organic Evolution (3).

A lecture course on the recent developments in experimental biology, heredity and evolution. A review of the evolutionary theories regarding the method of evolution is stressed. Lectures, three hours per week. Prerequisites: BI 1, 5, 141. Offered annually.

151. Vertebrate Histology (4).

This course studies the morphology of the cells and tissues of selected forms. Attention is directed to the participation of the fundamental tissues in the formation of organs and systems. Training is offered in the preparation of tissues for microscopic observation. Two lectures, two laboratory periods per week. Prerequisites: BI 1, 5, 101. Offered annually.

159. Consultation Course.

Content and credit to be arranged.

199. Special Study. Thesis.

CHEMISTRY

OBJECTIVE OF THE DEPARTMENT

The purpose of the courses offered by the Department of Chemistry is primarily professional rather than cultural. For this reason, exactness and care in laboratory technique, as well as strict attention to the mathematical development of theory, is considered essential.

For the benefit of those students who wish to prepare themselves for more advanced work in chemistry, either in graduate school or in industry, the department offers the degree of **Bachelor of Science in Chemistry**. The curriculum leading to this degree embodies all courses suggested by the American Chemical Society. This is to be considered as a professional degree, and as such, something quite distinct from the degree of Bachelor of Science, wherein the student establishes a field of concentration in one of the natural sciences.

For the benefit of premedical students, and for others who wish to obtain a fairly strong background in chemistry before undertaking studies in another profession, the department offers a second curriculum—one which leads to the degree of **Bachelor of Science**, with a major in Chemistry. While the requirements of this degree do not demand such intensive work in chemistry as do those for the professional degree, they are, nevertheless, quite comparable to the requirements for a major in any of the other natural sciences.

The Department will recommend for entrance into graduate, medical, or other professional school only those students who shall have maintained a quality point average in the chemistry courses taken at Regis of at least 2.5 (C plus).

The Bachelor of Science in Chemistry Degree

PREREQUISITES:

Adequate preparation in high school algebra and trigonometry.

REQUIRED COURSES:

Lower Division:

Chem. 1, 2, 7, 8, 15, 16; Physics 1, 2; Mathematics 13, 14.

Upper Division:

Chem. 140, 141, 142-3, 130-1, 144, 161-2.

Physics and Mathematics to total 12 upper division hours; must include Mr 151, 152.

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The Bachelor of Science Degree

PREREQUISITES FOR A CONCENTRATION MAJOR

Chem. 1, 2, 7, 8, 15; Math 1 or 11, and 31; Physics 1-2.

THE FIELD OF CONCENTRATION

The requirements for a major in Chemistry are:

18 hours of upper division credit which includes Chem. 140-1, 142-3, and either 135, or 130-1.

The related minor must consist of at least 12 hours of upper division work in physics, biology, or mathematics.

1. General Inorganic Chemistry (4).

(To be taken concurrently with Ch. 7.)

Three lectures, one three-hour laboratory. A study of the fundamental laws and theories of chemistry, as well as of the nature of the more common elements. High school chemistry is not a prerequisite.

2. Qualitative Analysis (4).

(To be taken concurrently with Ch. 8.)

Two lectures, and two three-hour laboratory periods. A study of the theory and practice of qualitative analysis; one-third of the lectures, however, are devoted to a continuation of the study of the families of the elements.

7, 8. Chemical Calculations (1 hour each semester).

(To be taken concurrently with Chem 1 and 2.)

A study of the usual problems connected with fundamental chemistry.

10. General Inorganic Chemistry (4).

A course specifically designed for students who have need of Inorganic chemistry instead of Qualitative Analysis.

15. Quantitative Analysis (4).

Two lectures, two three-hour laboratory periods. Theory and use of the analytical balance, precision and accuracy, acidimetry, neutralization, pH, indicators, solubility products, coprecipitation, oxidation-reduction. Gravimetric and volumetric techniques. Prerequisite: Math 1, 11, or 13, Chem 1 and 2, and at least a C-grade in Chem. 1 or 2.

16. Analytical Chemistry (4).

Two lectures, two three-hour laboratory periods. More advanced quantitative analysis, including colorimetry, electroanalysis, gas analysis, electrometric titrations, and other instrumental analyses. Prerequisite: Chem 15.

80. Techniques of Scientific Glassblowing (2).

Two Laboratory periods.
An introduction to the manipulation of glass; useful for industry or for research.

130, 131. Physical Chemistry (4 hrs. each semester).

Three lectures, one four-hour laboratory period. Quantitative study of the basic laws of chemistry. The nature of the various states of matter, thermodynamics, reaction kinetics, electrochemistry, and molecular and atomic structure. Prerequisite: Ch. 16, Mt. 152, Ph. 2.

135. Premedical Physical Chemistry (4).

Three lectures, one three-hour laboratory period. Physical chemistry with special emphasis on subjects of interest to premedical students, such as diffusion, osmotic pressure, equilibrium, pH, oxidation-reduction systems, colloids, catalysis, membranes. Prerequisites: Six hours of college math, Ch 15, and credit or registration in Ph 2.

140, 141. Organic Chemistry (3 hours each semester).

Lectures and recitations treating the properties of the important classes of aliphatic and aromatic compounds, and the development of fundamental theories. Prerequisite Ch 2 with a grade of C or better. Co-requisite Ch 142 and 143.

142, 143. Organic Chemistry Laboratory (2 hours each semester).

Two three-hour laboratory periods. Laboratory exercises to accompany Ch 140 and 141. The preparation and purification of carbon compounds and the study of their characteristic properties. Introduction to Organic Qualitative Analysis.

144. **Qualitative Organic Analysis (3).**

One lecture, a minimum of six hours laboratory. The classification and identification of selected organic compounds and mixtures. Prerequisite: Credit in Ch 143.

145. **Organic Preparations (1-4).**

One hour conference, a minimum of six hours laboratory. The preparation of selected organic compounds. Prerequisite: Registration in Ch 143. Credit and hours to be arranged.

161, 162. **Advanced Inorganic Chemistry (2 hours each semester).**

Two lectures. Periodic Table. Nuclear, atomic, and molecular structure. Radioactivity, spectra, quantum, theory, resonance, chemical bond, crystal structure, dipole moments, x-ray and electron diffraction, free radicals, coordination compounds. Prerequisite: Senior standing.

165. **Inorganic Preparations (3).**

One hour conference, six hours laboratory. Laboratory synthesis of inorganic compounds. Prerequisites: Senior standing, credit or registration in Ch 161.

190. **Special Topics in (a) Inorganic Chemistry, (b) Organic Chemistry, (c) Analytical Chemistry, (d) Physical Chemistry.**

Prerequisite: Consent of the Department. Content and credit to be arranged.

199. **Senior Thesis.**

May be required, at the discretion of the individual director, instead of the Comprehensive Oral Examination.

240. **Advanced Organic Chemistry (2).**

A discussion of selected topics adapted to the needs of post-graduate students. Qualified undergraduates admitted only on consent of the Department.

ENGINEERING DRAWING

(Administered by the Department of Mathematics)

1. **Engineering Drawing (4 hours).**
Lettering; orthographic projection; working-drawings; graphical representations; isometric, oblique, and perspective projections; plates and tracings. Lectures and laboratory. Offered annually.
10. **Descriptive Geometry (4).**
Orthographic projection. Fundamental auxiliary views. Point-Line-Plane problems. Revolution. Curved lines and surfaces. Intersections and developments. Offered annually.
15. **Surveying and Mapping (4).**
Surveying computations, theory and practice. Theory, use and adjustment of instruments. A study of land surveying, field astronomy, route surveys, and topographic surveys. Offered annually.
16. **Surveying and Mapping Problems (4).**
A continuation of the preceding. Offered on demand.

GEOLOGY

(Administered by the Department of Physics)

1. **Physical Geology (4).**
The earth as a planet; composition of its minerals and rocks; erosion and sedimentation, meteorological agencies, igneous rocks, metamorphism, diastrophism, volcanoes and vulcanism, earthquakes, history of mountains, land forms. Lectures three hours a week, laboratory one period a week, and field work.
2. **Historical Geology (3).**
Theories of the earth's origin, its age, the stratigraphical succession and evolution of life forms. Description of the Pre-Cambrian times, rocks and economic deposits; Paleozoic, Mesozoic, and Cenozoic land distribution, oceans, continents, mountains, climate, life forms and economic deposits. Evidences of Early Man, Theoretical questions, field trips.

MATHEMATICS

OBJECTIVE OF THE DEPARTMENT

The objective of the department is to offer a complete curriculum leading to the concentration major in mathematics. The courses are chosen to give the student the mathematical background necessary in any field of science. Since the courses are presented primarily for a very definite field and the main group for mathematics majors, the quality of work demanded from all members of the class must be on a level with those for whom the class was intended.

PREREQUISITES FOR A CONCENTRATION MAJOR

Mathematics 11, 31, 40.

THE FIELD OF CONCENTRATION

The concentration major in mathematics consists of eighteen hours of upper division work, including Mt 151, 152, 153, 154, 156, and 121 or 142. The related courses of the field of concentration will be chosen with the counsel of the concentration advisor.

1. Intermediate Algebra (3).

A course for those who cannot demonstrate elementary proficiency in the fundamentals of high school algebra. It will be offered in summer school each year. It is suggested that prospective students arrange to take an examination prior to registration for summer school in the summer preceding entrance to the college. This will enable the student to make up his deficiency before the fall term. The course includes the language of algebra, factoring, fractions, graphical representation of functional notation, linear equations in more than one variable, exponents and radicals, quadratic equations in one unknown. Offered annually.

11. College Algebra (3).

This course presupposes a thorough knowledge of intermediate algebra. Content: logarithms, complex numbers, inequalities, the theory of quadratic equations, progressions, binomial theorem, elementary theory of equations, determinants, partial fractions. Offered annually.

13 and 14. Freshman Mathematics (5 hours)

This course is designed for those students who intend to major in the physical sciences, mathematics, or engineering. Content: First semester, three hours per week of trigonometry and two hours per week of college algebra. Second semester, three hours per week of analytic geometry and two hours per week of college algebra. Prerequisite: Consent of the mathematics department. Offered annually.

30. Trigonometry (3 hours).

Same content as Mt. 31 except the course is taught as a terminal course for those satisfying a mathematics requirement of one year. Emphasis is placed on development of the ideas behind trigonometry. Prerequisite: Mt. 1 or its equivalent. Offered annually.

31. Plane Trigonometry (3).

Trigonometric functions of acute angles, the right triangle, logarithms, goniometry, the oblique triangle, graphs of trigonometric functions, trigonometric equations, inverse trigonometric functions, the exponential series. Prerequisite: Mt 1 or its equivalent. Offered annually.

40. Plane Analytic Geometry (3).

The Cartesian plane, the straight line, the circle, locus problems, transformation of coordinates, polar coordinates, tangents, conic sections, graphs of functions, curve fitting. Prerequisites: Mt 11, 31. Offered annually.

121. Theory of Equations (3).

Complex numbers, polynomials and their fundamental properties, solution by radicals of cubic and quartic equations, the graph of an equation, derivatives, number of real roots, isolation of a root, solution of numerical equations, determinants, symmetric functions, discriminants. Prerequisite: Mt 151.

123. Introduction to Higher Algebra (3 hours)

Rational, Real, and Complex Numbers; Elementary Theory of Groups and Rings; Determinants and Matrices; Linear dependence and independence of systems of linear equations. Prerequisite: Mt 151.

130-131. Vector Mechanics (3 hours each semester).

See Ph 120-121.

140. Introduction to Higher Geometry (3).

An introduction to the concepts of projective geometry and a logical extension of the material covered in Mt 40. Prerequisite: Mt 40.

151. Differential Calculus (4).

Fundamental properties of variables, functions, limits, derivatives and differentials; differentiation of ordinary algebraic, exponential, trigonometric, inverse trigonometric functions with applications to geometry and physics; partial derivatives and differentials. Prerequisite: Mt 40. Offered annually.

152. Integral Calculus (4).

The indefinite and definite integral, elementary processes, and integrals; geometric applications to plane areas, length of curves, volumes and areas of surfaces of revolution; formal integration by various devices, infinite series, multiple integrals. Prerequisite: Mt 151. Offered annually.

153. Differential Equations (3).

Origin of differential equations; solution of ordinary linear differential equations in two variables; and solutions of equations of higher order and of higher degree in two variables; applications to geometry and science. Prerequisite: Mt 152.

154. Advanced Calculus (3).

Limits and continuity, practical derivatives and differentials, functions of several variables and geometric applications, definite integrals, multiple integrals, line integrals, surface and space integrals. Prerequisite: Mt 152, and preferably 142.

155. Advanced Differential Equations (3 hours).

Linear Equations of the second order; solutions of equations by use of infinite series; applications from other fields of mathematics and physics; solution of particular equations. Prerequisite: Mt 153.

156. Limits and Series (3).

Sequences, series, limits, continuity, converging and diverging sequences, infinite series, double series, power series, applications of power series, improper integrals, evaluation of improper integrals, Gamma functions. Prerequisite: Mt 152, and preferably 154.

199. Special Study. (Credit to be arranged).

PHYSICS

OBJECTIVE OF THE DEPARTMENT

While the objective of the physics department is to prepare the student for postgraduate work in physics, yet no physics major is actually conferred. Instead, we recommend that the student who prepares for postgraduate work in physics should major in mathematics while at Regis and take only the fundamental courses of physics which, like the mathematics, are the common requirement for any field of physics in which he may later choose to specialize.

A MINOR IS OFFERED IN PHYSICS

1, 2. General Physics (4 hours each semester).

Lectures and experimental demonstration in Mechanics, Sound, Light, Heat, Magnetism and Electricity. Prescribed for pre-medical students. Must be preceded or accompanied by a course in plane trigonometry. 3 lectures, 1 laboratory period weekly. Offered annually. Two semesters.

11. Descriptive Astronomy (2 hours).

A survey of the field of astronomy on an elementary level. Description of the solar system, galaxy, and exterior galaxies. Emphasis on the phenomena as they occur with no mathematics included. No prerequisite.

80. Survey of Atomic Physics (2).

A course similar to 180 but with less emphasis on mathematics and intended for non-science majors. Prerequisite: Sc. 10 or equivalent. Offered occasionally.

103. Heat and Thermodynamics (3).

Temperature, thermodynamic systems, work, heat, ideal gases, Carnot cycle, entropy, the second law, reversibility and irreversibility, properties of pure substances, the steam engine and the refrigerator. Offered occasionally.

110. Magnetism and Electricity (3).

Magnets and magnetic fields, electrostatics, potential, capacity, dielectrics, the electric circuit, measurement of current resistance potential, electrolytic conduction and batteries, direct current measuring instruments and machines. Prerequisite: Mt 152 to be taken at least concurrently.

111. Advanced Electrical Measurements (2).

A laboratory course intended to accompany and supplement Ph 110.

112. Elementary Electronics (3).

Fundamentals of vacuum tubes and elementary electron circuit analyses with emphasis on the use of electronics as a tool in research and in industry. Prerequisites Ph 110, Mt 152. Offered occasionally.

113. Electronics Lab. (2).

A laboratory course designed to accompany Ph 112.

116. Alternating Current Circuits (3).

A continuation of course 110. Alternating current measurements, steady and varying A.C. circuits and electromagnetic waves and oscillations are studied mainly from the mathematical viewpoint.

120, 121. Vector Mechanics (3 hours each semester).

A study of the elementary concepts of vector analysis with applications to mechanics. The course takes up the Newtonian concepts of velocity, acceleration, position, momentum, inertia, various moments, etc., using the vector notation wherever practicable. Prerequisite: Mt 152.

130. Physical and Geometrical Optics (3).

Study of wave motion, Huygens' Principle, lenses, light sources, the eye and optical instruments, dispersion, interference, diffraction, polarized light, double refraction, origin of the spectra. Offered occasionally.

180. Introduction to Atomic Physics (3).

A study of the finding of the elementary charged particles, electromagnetic radiation, waves and particles, the Hydrogen atom, atomic spectra, natural radioactivity, disintegration of nuclei, atomic energy. Prerequisite: Ph 110.

181. Introduction to Nuclear Physics (3).

A study of natural radioactivity, radiation measurement technique, artificial radioactivity theory of nuclear radiations, nuclear fission and chain reactions, radiation tracer technique.

182. Atomic Physics Laboratory (2).

A laboratory course to accompany Ph 180 and 181.

SCIENCE SURVEY COURSES

Survey courses in science have been designed for students who are not majoring in science and for science majors in the physical or life sciences who may wish to know something about the sciences other than their own fields. Emphasis is laid on the power of the scientific method as a tool of learning, and the effects these theoretical results can have on our philosophy of life.

10. Survey of Physical Sciences (3).

A non-mathematical course for non-science majors. The theories and laws of more general importance from astronomy, physics, chemistry, and geology are studied historically and developed according to the scientific method of proving theories. Only those natural phenomena are taken which are needed in developing the theories. Offered the first semester of each year.

10Aa. Survey of Physical Sciences (2).

Same as Science 10, but taking only the theories from physics and chemistry.

10Ab. Survey of Physical Sciences (2). Earth Sciences.)

Same as Science 10, but taking only the theories of astronomy and geology.

15. Survey of Life Science (3).

A survey of general principles, contribution of biology to human welfare, discussion of practical problems and epochs in the development of the biological sciences. Emphasis is placed upon the physiological, behavioristic and sociological points of view. The course is of suppositional value to philosophy and psychology. Three lectures per week. One semester. Offered annually. Demonstration fee: \$2.50.

15A, 16A. Survey of Life Science (2 hours each semester).

The course as described in Sci. 15 is distributed through two semesters.
Two lectures per week. Two semesters.

20A. Biology, Its Human Implications (2).

A discussion of the biological contributions to a philosophy of life and human welfare. Emphasis is placed upon psychosomatics and the relative influence of heredity, training, and environment on behavior patterns. Two lectures per week. One semester.
Prerequisites: Sci. 15A, 16A.

DIVISION OF PHILOSOPHY, RELIGION AND SOCIAL SCIENCES

OBJECTIVE OF THE DIVISION OF PHILOSOPHY, RELIGION, AND SOCIAL SCIENCES

The compass of the Division is both extensive, as regards the number of Departments, and intensive, insofar as the various Departments are largely concerned with Man. The objective of the Division is to clarify the student's notions about the nature of man and about man's ability to attain truth, as well as to impart a deeper knowledge of human behavior. As an aid to this understanding of man, the various Departments present to the student the picture of man in his past and present environment, thus leading the student to a deeper realization of how man attempted to solve his problems in the past and how, in the light of past mistakes and accomplishments, man should try to meet the problems of the present. Furthermore, the Division proposes to give the student vocational training in the methods of transmitting knowledge to others. Finally, and most important, the Division is concerned with a systematic clarification of man's relation to God through the presentation of Catholic dogma and Christian faith and morality as a guide to useful leadership of others and as a directive in the individual's activities as a son of God.

EDUCATION

OBJECTIVE OF THE DEPARTMENT

The purpose of the Education Department is to provide preparation and training for those who plan to teach in elementary and secondary schools. The courses are designed to give prospective teachers principles of education based on the Christian philosophy of life. Special attention is also given to acquisition of a knowledge of effective methods of teaching and to fulfillment of the requirements of university and accrediting agencies.

A MINOR IN EDUCATION IS OFFERED: Prerequisites, Ed 11,
Ed 40.

11. History of Education (3).

A survey of educational theory, institutions, and practice from ancient times to the present. The aims and methods of education in Western civilization; school education in the Americas; informal agencies of education. Offered annually.

40. Educational Psychology (3).

A study of the fundamental principles of the learning processes and a practical application of these principles, laying stress upon the factors and laws which will aid in the presentation of subject matter and facilitate the acquisition of knowledge. Offered annually.

130. **Philosophical Principles of Education (3).**
 A study of the fundamental principles of education in accordance with scholastic philosophy; a critical evaluation of educational theories as based upon the philosophy of Naturalism, Nationalism, Communism and Experimentalism; a study of man's nature, origin and destiny as the only basis for religious, moral, liberal, cultural and universal education.
132. **Principles of Counseling and Guidance (3).**
 A study of the meanings, concepts and principles of guidance. The role of the educator in guidance; representative guidance practices; individual counselling; the clinical approach to student problems; directing choices of education in the school and vocation in life.
135. **Tests and Measurement (3).**
 A survey of the testing movement and standardized tests in current use; a study of the merits and limitations of intelligence, achievement, prognostic and diagnostic tests; their administration, scoring, tabulation and interpretation; construction of achievement tests.
136. **Child Psychology (3).**
 (Same as Psychology 136.)
137. **Psychology of Adolescence (3).**
 (Same as Psychology 137.)
139. **Mental Hygiene (3).**
 (Same as Psychology 143.)
141. **High School Administration (3).**
 A study of the fundamentals of school management, objectives, organization, and the procedure in the administration and supervision of secondary schools; the relationship of superintendent, principal, teachers, parents and students; certification of teachers; rating of teachers and teacher's efficiency; standardizing agencies; school finances, construction and equipment.
147. **Curriculum Development (3).**
 A study of the basic principles for curriculum construction and development. An appraisal of modern techniques and trends of curriculum development.
148. **Methods in Elementary School Instruction (3).**
 A general course giving an overview of elementary education, including a study of classroom procedures, discipline, measurement aids, student participation, etc.
149. **Special Methods of Teaching in Elementary Schools (1-3).**
 The practical aspects of teaching the social studies, language arts, arithmetic, spelling, etc., in the elementary grades. Prerequisite: Ed 148.
 149A—Teaching of Art.
 149SS—Teaching of Social Studies.
 149Ar—Teaching of Arithmetic.
 149Mu—Teaching of Music.
 149Rl—Teaching of Religion.
 149Pe—Teaching of Physical Education.

151. Methods of Teaching in Secondary Schools (3).

General methods in classroom management; motivation of learning, study, and performance; methods of effective disciplinary action; the assignment and the direction of learning; skillful questioning; programs of directed study; problem-solving; selection of textbooks and classroom apparatus.

152. Special Methods of Teaching in Secondary Schools (1-3).

The practical aspects of teaching, dealing with the selection and organization of the content of courses usually offered in secondary schools; the psychology and special methods involved in teaching them. Prerequisite: Ed 151.

152CS—Teaching of Commercial Subjects.

152En—Teaching of English.

152SS—Teaching of Social Studies.

152L—Teaching of Languages.

152Sc—Teaching of Science.

152Mt—Teaching of Mathematics.

152RI—Teaching of Religion.

152Pe—Teaching of Physical Education.

156. Observation and Practice Teaching (4).

The student is engaged in observing teaching methods and practice teaching in an elementary or accredited high school under the supervision of a critic teacher; lesson plans and required written reports; conferences with critic teacher and college faculty supervisor. Prerequisite: Ed 151.

170. Educational Statistics (3).

The fundamentals of statistical methods in use in education; techniques used in collecting data; organization, computation, and interpretation of data; frequency distribution; measures of central tendency and dispersion; coefficient of correlation and reliability.

HISTORY

OBJECTIVE OF THE DEPARTMENT

The purpose of the courses in history is to help the student to become familiar with the manner in which man has met and coped with social, economic, religious, and political problems in the past. Familiarity with man's problems in the past as well as the attempts he has made to solve those problems should help prepare the student to take his place in his own world with a better understanding of human nature. It should also help him to obtain a better understanding of the problems, which confront man in the present age.

PREREQUISITES FOR THE CONCENTRATION MAJOR

Hs 13, 14, 32, 33.

Approval of the Department is required for those who have not had Hs 32 and 33 and who wish to take upper division courses in the history of the United States.

FIELD OF CONCENTRATION

For a major in history a total of eighteen semester hours of upper division courses will be required. This work should be supported by twelve semester hours in related fields which should be chosen with the advice of the concentration adviser.

1. American Government (3).

A study of the constitutional and political system of the U. S. Constitutional origins and foundations; federalism and interlevel relations and trends; citizenship; civil rights; the instrumentalities of popular control; organization, functions, services, and administration of the national government. Offered annually.

2. American Government (3).

A continuation of History 1. National expenditures and revenues; currency, banking, and commerce; government in its relations with agriculture, labor, and business; foreign relations; national defense; state and local government; political parties; recent advances and innovations. Offered annually.

13. Survey of Western Civilization (3).

A survey course designed to acquaint the student with the roots of Western Civilization. For the sake of completeness the student reviews the history of the earliest civilizations; studies the contributions of the Greeks and Romans; and covers the period of the Middle Ages down to the Reformation. Offered annually.

14. Survey of Western Civilization (3).

A continuation of Hs 13. Starting with the Reformation, the student becomes acquainted with the evolution of Modern Europe from the period of the Religious Wars, and the Age of Absolutism through the Enlightenment, the French Revolution, and the Nineteenth Century to the antecedents of World War I. Offered annually.

32. History of the United States to 1865 (3).

A survey course covering the roots of American civilization, the discovery and exploration of the New World, the colonization of North America, the struggle for independence, the establishment of national government, territorial expansion, sectionalism and the slavery disputes, and the Civil War.

33. History of the United States Since 1865 (3).

A continuation of Hs 32. The growth of America since the Civil War. Reconstruction, capital and labor, populist revolt, the silver crusade, the American Empire, social legislation, intervention in Europe; prosperity, depression, and the New Deal; World War II.

110. Medieval Civilization (3).

A study of the Middle Ages with special reference to the characteristic medieval institutions, such as the Church, the Empire, Monasticism, and Feudalism. Attention is also given to the study of the unity of Christendom, the Crusades, the revival of commerce, the growth of cities, and the rise of the national monarchies.

120. History of the Catholic Church in the United States (3).

A study of the beginnings of the Catholic Church in the United States; the problems of development in a hostile environment; early struggles against forces internal and external; emergence into the age of maturity as a respected institution in American life of today.

130. Colonial America (3).

The European background for colonization. The history of the Spanish, French, British, and Dutch colonies in North America; culture, government, trade and industry, influence of the frontier, rivalry of European powers, movements for independence, War of Independence, creation of a new government.

134. Constitutional History of the United States to the Civil War (3).

The emergence of the constitutional system as embodied in the Constitution, English and colonial backgrounds; the philosophy of the Revolution; formation of the Union; development of the Constitution; growth of democracy and political parties.

135. Constitutional History of the United States Since the Civil War (3).

Reconstruction and the Civil War Amendments; development of national authority; imperialism; interstate commerce; social problems; the presidency, and recent developments.

136. **American Economic Development (3).**
A study of the major economic factors in the colonization, and development of America, with special emphasis on the struggle for independence from Great Britain, the Civil War, the rise of industrial capitalism, the labor movement and state capitalism.
137. **National America, 1828-1865 (3).**
The Jacksonian Era, Manifest Destiny, tariff questions, state's rights and nullification, internal improvements, the Mexican War, the slavery question, the fight over Kansas, election of 1860, secession, political and military aspects of Civil War.
140. **Emergence of Modern America, 1865-1900 (3).**
Political and economic reconstruction after Civil War; big business; labor; populism; free silver; interstate commerce; imperialism; civil service reform; humanitarianism; Pan-Americanism; Spanish-American War.
141. **History of American Political Parties and Elections (3).**
The electorate and public opinion; pressure groups; origin, nature, and history of parties; minor parties; party organization; nominations; national conventions; campaign methods, finance, and practices; conduct of elections.
142. **Diplomatic History of the United States (3).**
Origins and development of American foreign policy from the Revolution to World War II. Independence, isolation, freedom of the seas, free trade; Monroe Doctrine; claims and commerce; Asiatic interests; Cuba, Panama, and the Caribbean; the Open Door and Pacific policies; World War I and the peace; American relations with Canada and Latin America; isolation and neutrality; Pearl Harbor and the United Nations.
144. **The West in American History (3).**
A study of the rise of the West. Geographical factors of the westward movement; settlement of the trans-Appalachian and trans-Mississippi regions; frontier finance; transportation; society and culture; problems of governmental organization; state-making on the frontier.
145. **History of Colorado (3).**
Background of Colorado History. Indians; Spanish, French, and American explorations; fur traders and trappers; Pike's Peak gold rush; early mining methods and influence of mining; pioneer life; creation and organization of Colorado Territory; movement for statehood; settlement of eastern and western areas; conservation and reclamation; recent problems and tendencies.
147. **Far Eastern Relations of the United States (3).**
A study of the impact of the West on Eastern Asia. China under the Manchus; the opening of China; the foreign impact. The opening of Japan; Japan in transition. The contest for Korea; Russo-Japanese war; imperialism, reform, and revolution in China; the Chinese Republic; the progress of China and Japan; Russia in the Far East; Japan in Manchuria; the Far East in World War II period.

148. **America Since 1900 (3).**

The progressive movement; the American Empire; the new freedom, neutrality, World War I, Treaty of Versailles; the Harding and Coolidge administrations; foreign affairs; prosperity, Hoover, and depression; the New Deal; domestic and foreign policies of the New Deal; prelude to Pearl Harbor; World War II, politics, social trends, and Truman.

149. **American Social Movements Since 1865 (3).**

The various social reform movements in the United States since the Civil War, the labor movement, the cooperative movement, temperance, Populism, the work of the Muckrackers, the New Freedom, the New Deal, the valley authorities, and the like, against the background of American Social History.

150. **The Renaissance (3).**

A study of the status of Europe at the dawn of the modern age; the intellectual quickening with its influence in the fields of art, architecture, painting, sculpture, and literature; the troubled history of the Church from Boniface VIII to Leo X.

151. **The Protestant Revolt (3).**

The causes of the disruption of the religious unity of Europe; Luther, Calvin, Henry VIII and others and their revolt from Rome; the Church's renewal from within affected chiefly by the reforming Popes and the Council of Trent with the help of the new religious orders.

155. **The Age of Absolutism (3).**

In this course the student will be offered an opportunity of studying Absolutism as it existed in the France of Louis XIV, the Prussia of Frederick the Great, and the Russia of Catherine the Great. To complete the picture, a study of the struggle for empire and the Enlightenment will be undertaken.

171. **The Social History of 19th Century Europe (3).**

This course views the various *isms* of the century: Liberalism, Utilitarianism, Nationalism, Communism, Imperialism, Utopian Socialism, Feminism, Nihilism, and Anarchism in the light of existing social conditions. It studies the development of the social interest of the Church that led up to the issuance of the encyclical *Rerum Novarum*.

175. **The History of Russia (3).**

The History of Russia from the coming of Rurik to the present, with special emphasis on the development of the Russian culture with a view to understanding Russia today. The Golden Horde; the age of Ivan the Terrible; Peter the Great and "Windows to the Baltic;" Russia as a European power; the French invasion; Russia in the Nineteenth Century; the Bolshevik Revolution; Stalinist Russia.

185. Europe Since 1914 (3).

To help towards a better understanding of current problems this course is offered so the student can make an inquiry into the causes of World War I; the Treaty of Versailles; the efforts of the various European countries to adjust themselves to the changed circumstances brought on by the War.

186. The French Revolution and Napoleon (3).

An inquiry into the causes of the French Revolution and the course of the history of France in the period of that great upheaval. Further, the work of Napoleon and his influence on the history of France will be evaluated from his accession to power to his downfall in 1815.

187. History of England (3).

The history of Great Britain from the earliest times to 1485, and from 1485 to modern times. The course is offered to give the student the opportunity to acquaint himself with the way of life of a people who exercised a great influence on the history of the modern world.

188. Leo XIII and His Successors (3).

A study in Church history since the middle of the last century, with special emphasis on its conflict with secularism, liberalism, laissez-faire capitalism, socialism, fascism, nazism, and communism; the personalities of the popes; the great encyclicals.

FRESHMAN ORIENTATION

32. Orientation of Mind (2).

Required of all Freshmen, this course aims to introduce the student to what is expected of him as a college student. In summary fashion it treats of the ideal of education, methods of study, the importance of straight thinking, the character of man. Offered annually.

PHILOSOPHY

OBJECTIVE OF THE DEPARTMENT

The courses in Philosophy serve as integrating courses in the different fields of knowledge and acquaint the student with the organization of mental life. They also stimulate the talent for speculative and practical thought and give an enlarged appreciation of the dignity of human nature. In the final effect they give to the student a philosophy of life which conforms with the best traditions of Christian civilization.

PREREQUISITE FOR THE CONCENTRATION MAJOR PHILOSOPHY 1.

FIELD OF CONCENTRATION.

The Concentration Major in Philosophy calls for 18 hours of upper division credit, including Philosophy 141 and Philosophy 143. There must also be twelve hours in upper division work in related courses which will be chosen with the advice of the concentration adviser.

1. Logic (3).

A concise presentation of the laws of thought, including the nature and acts of the mind; ideas; judgments; the syllogism; the laws of correct reasoning; induction and deduction; argumentation and proof. Required in all undergraduate curricula. Prerequisite for all upper division courses. Offered annually.

110. Epistemology (3).

The theory of human cognition. Legitimization of human thought. Establishes the fact that the human mind is capable of knowing reality. The character of truth and error; the nature and fact of certitude; the value of human testimony; the criterion of truth. To be offered 1951-52.

125. General Ethics (3).

The fundamental principles governing the voluntary act. Nature of the moral act; the distinction between moral good and moral evil; moral habits; natural and positive moral law; conscience, rights and duties. Offered annually.

126. Applied Ethics (3).

The application of the general principles of Ethics to particular, individual, and social rights and obligations. The right to property, life, honor; the rights and obligations of Domestic Society; marriage and divorce; Civil Society, its nature and forms and rights; Church and State; International Relations. Prerequisite: 125. Offered annually.

129. Medical Ethics (2).

141. **Philosophy of Being (3).**

A course in the fundamental principles of Metaphysics of Aristotle and St. Thomas Aquinas. The problem of the one and the many and its solution by act and potency; the notion of Being and its analogy; efficient and final causality; the ten Predicaments; Substance and Accident; Supposit and Person. Offered annually.

143. **Philosophy of Man (3).**

The principles of Metaphysics as applied to the human composite. Life and immanent action; the divisions of life; the unity of man; the various powers of the soul and their character; cognition, sensitive and intellectual; the process of ideogenesis; sense appetite and will; the habits. Prerequisite: 141. Offered annually.

144. **Survey of Metaphysics, Part I. (3).**

Philosophy of Nature and Man. This course, in combination with Pl 145, aims at furnishing for those not majoring in Philosophy a comparatively brief coverage of the entire field of Metaphysics, with emphasis on the questions and problems that are of greater significance in a practical way. The hylemorphic interpretation of reality, the spirituality and immortality of the human soul and the freedom of the human will receive particular stress. Offered annually.

145. **Survey of Metaphysics, Part II. (3).**

Philosophy of Being, Cognition and God. A continuation of Pl 144. Comparatively brief treatment is given to the fundamental principles of metaphysics, the theory of human cognition, and the existence and attributes of God as known from human reason. Emphasis is placed throughout on questions of more practical application. Prerequisite: 144. Offered annually.

151. **Philosophy of Nature (3).**

The Metaphysics of corporeal being. Matter and form and the composition of essence in corporeal being; matter as the principle of individuation; quantity, space and time; corporeal qualities and the error of the mechanistic interpretation of material being; efficient and final causality in the material universe. Prerequisite: 141. Offered Summer 1952-53.

152. Texts of St. Thomas (3).

A special study of select texts from the *Summa Theologica* of St. Thomas Aquinas, in the Philosophy of Man, Natural Theology, and Ethics, with emphasis on the original Latin in comparison with the standard English translation. For students in Philosophy having Senior standing. Credit in Latin (Lt 152) may be given for this course with the approval of the Latin Department. Offered 1952-53.

155. Natural Theology (3).

The knowledge of God from pure reason. Proof of the existence of God according to the "five ways" of St. Thomas Aquinas; the attributes of God: simplicity, perfection, goodness, infinity, immutability, eternity, unity; character of human knowledge of God; the divine knowledge and will; providence and predestination. Prerequisite: 141. Offered Summer 1953.

162. History of Ancient Philosophy (3).

Representatives of Greek Philosophy singled out for attention are Socrates, Plato, Aristotle and the Stoic and Epicurean systems. Plotinus exemplifies the Alexandrian movement, and St. Augustine the early Christian Philosophers. The course makes use of representative selections from the various philosophers of antiquity. Offered Summer 1952.

163. History of Modern Philosophy (3).

The outgrowth of modern philosophy from the decline of medieval philosophy is indicated. Based on selections from their writings a critical estimate is made of the outstanding philosophers of the modern period, such as Descartes, Locke, Hume, Hegel, Spinoza, Kant. Attention is given to the "living" thought of contemporary philosophers. Relations between the various systems are noted. Offered 1952-53.

199. Special Study. Thesis.

PHYSICAL EDUCATION

(Administered by the Department of Education)

- 1, 2. Physical Education (1 hr. each semester).
Lectures and practical work designed to inculcate skills in sports, gymnastics and calisthenics.
(Required of all Freshmen.)
10. Introduction to Physical Education (2).
15. School Health Education (2).
101. Teaching of Individual Sports (2).
102. First Aid; Treatment and Prevention of Athletic Injuries (2).
103. Fundamental Principles of Football Coaching (2).
104. Fundamental Principles of Basketball Coaching (2).
105. Fundamental Principles of Baseball Coaching (2).
106. Fundamental Principles of Track and Field Coaching (2).
107. Organization and Administration of Physical Education (2).
108. Methods in Physical Education (2).
(Pe 101, 102, 107, and a combination of six hours from the other upper division physical education courses are required for a minor.)

PSYCHOLOGY

OBJECTIVE OF THE DEPARTMENT

The courses in psychology aim to give the student a knowledge of human mental behavior that will enable him better to understand the conduct of others and more wisely direct his own. The sources, motives and theoretical explanation of both normal and abnormal activities are studied by the scientific method.

A MINOR IS OFFERED IN PSYCHOLOGY

50, 51. General Psychology (3 hours each semester).

The nature of organic life, consciousness, the reflexes, sensation, perception, instincts, imagination, attention, learning, retention, intelligence, origin and nature of the soul, the feelings and emotions, volition, motivation, individual differences, fatigue, personality. Offered annually.

121. Psychology of Industrial Relations (3).

A course in applied psychology. Science of human beings developed by an analysis of the mental reactions of employer and employee in the field of business and industrial relations. Deals with problems of personnel managers.

123. Introduction to Psychology of Personality (3).

Review and evaluation of current theories of personality, survey of elements in personality development, structure and dynamics.

131. Educational Psychology (3).

Same as Ed. 122.

135. Child Psychology (3).

A survey of the development of normal children from birth to adolescence, maturation and training, learning. Intellectual, moral, emotional and social development, maturity, physical, intellectual and emotional.

137. Psychology of Adolescence (3).

The subject matter of this course is the physical and mental development of the normal adolescent. The need of a sympathetic understanding of youth and its problems is consistently stressed with the view of helping the adolescent to make the best use of his specific powers and to attain to maturity, physical, intellectual and emotional.

139. Differential Psychology (3).

A survey of the origin, nature, and significance of individual and group differences.

141. Social Psychology (3).

A study of social situations and our mental reactions to them. It investigates the processes by which man acquires from experience those behavior characteristics constituting his social personality.

143. Mental Hygiene (3).

The practical science which studies the human personality in its mental deviations with a view to their prevention. It presents attitudes, ideals and principles to give stability in the conflicts of life.

145. Group Psychology (2).

Analysis of process in small groups, participative group action and distributed leadership, role playing and its place in the problem solving group, review of research in group dynamics.

149. Applied Psychology (3).

The application of psychological principles, research and findings to problems of vocational selection and guidance, work efficiency, morale, advertising, professional fields, accident prevention and other areas.

151, 152. Abnormal Psychology (3 hours each semester).

The course deals with abnormal types of behavior such as mental deficiency, psychoneuroses, psychoses, sleep, dreams, suggestion, hypnosis, the mental effects of drugs. Various theories that attempt an explanation of such conditions are discussed. The viewpoint is always psychological, hence, the emphasis is on the causes of abnormalities and not on their cure or their prevention. Two semesters.

RELIGION

OBJECTIVE OF THE DEPARTMENT

The purpose of the Department of Religion is to provide the college man with a systematic teaching of the dogmas of the Church and an orderly explanation of Christian morality. It is hoped thus to equip the college graduate with such a degree of scientific religious knowledge as will enable him to be not only a leader among Catholics, but even a lay apostle in the midst of those non-Catholics with whom his lot will necessarily be cast.

3. The Life of Christ (2).

A study of the life of Christ based on the four gospels. The course emphasizes the Historical Christ, the human nature of Christ and His divinity, His miracles, the foundation of His Church, His teachings, and His relation with His contemporaries. The course also applies the teachings of Christ to present-day moral and social problems. Offered annually.

10. Apologetics (2).

This course is based on reason and history. Reason informs us that God exists. History, supported by reason, informs us that this God became man, and made a revelation. History, likewise, informs us that this God-man, Jesus Christ, proved the truth of his revelation by works called miracles; that He founded a Church which is in the world today; that all men, therefore, if they use their reason, will become members of this Church. Offered annually.

20. Grace and the Sacraments (2).

This course is designed to give the student a clear idea of the meaning of the Sacraments in general as means of grace which Christ instituted. What grace is and its necessity for salvation is likewise treated. After this follows a detailed exposition of each of the Seven Sacraments and their bearing on the supernatural life of the Christian from earliest infancy to death. The Christian's life is supernatural; grace is its principle; and the Sacraments are the ordinary channels of grace; hence, the importance of this course to the religious life of the Catholic student. Offered annually.

40. Modern Catholic Problems (2).

Discussion of the modern problems which confront Catholics in the modern day.

97. Christian Morality (2).

The purpose of this course is to confront and to solve the ordinary religious difficulties that arise in every Christian's life. This course makes full use of divine revelation and endeavors to set down in detail the exact degree of evil involved in the violation of man's duties.

130. Theology for the Layman, Part I. (2).

A study of the major dogmas of the Catholic Faith having as its purpose the development of intellectual understanding of the content of revealed fact through the application of philosophical principles. This first part considers the role of human reason in the understanding of dogma, the oneness and attributes of God, the Trinity, the creation of angels and men and the fall of man and original sin. Credit in Philosophy may be given for this course with the approval of the Philosophy Department. Offered annually.

131. Theology for the Layman, Part II. (2).

A continuation of RI 130, though the previous course is not required as a prerequisite. Philosophical principles are applied to an understanding of the mysteries of the Incarnation, the Redemption, and the grace of Christ. The Life of Grace and the life after death are considered, as also the character and function of Christ's Church in the economy of man's salvation and perfection. Credit in Philosophy may be given for this course with the approval of the Philosophy Department. Offered annually.

140. Catholic Social Principles (2).

145. Catholic Marriage (2).

A course presenting the Catholic doctrine on the married state; the Church's part in determining morality; Marriage as a Sacrament; the respective powers of Church and State over marriage; pre-nuptial morality; pre-nuptial requirements; general preparation for marriage; the rights and duties of the married couple; divorce, birth control, and allied enemies of marriage. Offered annually.

SOCIOLOGY

OBJECTIVE OF THE DEPARTMENT

The purpose of the Department of Sociology is to provide instruction for the analysis and thorough comprehension of society and its problems. It studies social relationships not only as they are but as they should be in the light of man's nature. To attain this end, considerable emphasis is placed on the history of social movements and on the social encyclicals.

Prerequisites for the Concentration Major: Soc. 1, 2.

1. Introduction to the Science of Sociology (3).

The basic ideas and principles of sociology. The definition, purpose, field and divisions of sociology; nature of man and the postulates; approaches to sociology; social groups; social processes; products of social processes. Offered annually.

2. Social Problems (3).

This is a survey course beginning with industry, working conditions, wages, unionism, industrial co-operation, risks, unemployment; next considering the subjects of poverty, relief, crime, delinquency, eugenics, etc.; finally, the farm problem, the Negro problem, educational society, social service and Christian social action. Offered annually.

100. A System of Sociology.

This course gives a system of sociology as a generalizing science of social systems, culture systems, and personality in their inseparable interdependent relationships. In its structural part it analyzes the structure of social groups and institutions, of culture, and of personality. In its dynamic part it studies the basic social, cultural, and personality processes, their types, interrelationship, temporal, spatial and causal uniformities. The what, how, and why to the chief structural and dynamic problems of sociology.

106. Restoration of Social Order (Econ. 106) (2).

A presentation and discussion of the basic principles for a solution of the socio-economic problems regarding labor and capital, as presented in the papal letters *Rerum Novarum* and *Quadragesimo Anno*, with special application to the American scene.

109. Juvenile Delinquency (2).

110. Criminology (2).

111. History of Social and Sociological Thought (3).

115. Current Social-Economic Problems (3).

120. Pre-professional Social Work (2).

This course is to help the undergraduate student to understand the nature of social work and its functions. It includes three fundamental divisions: casework, group work, and community organization. The more professional aspects are left to the graduate schools and their programs of field work training.

124. **Population and Race (3).**
125. **General Ethics (3).**
cf. Pl 125.
126. **Applied Ethics (3).**
cf. Pl 126.
130. **Minority Groups (2).**
Cultural and ethnic minorities in the U.S.; the factors influencing their relationships with the majority; the problems of the minorities. The problems of inter-group work. Special emphasis on the problems of minorities in the Rocky Mountain Region.
140. **Social Origins (2).**
A study of Primitive societies—the marginal peoples; the pastorals; the higher hunters. Property, marriage, the family, the place of women, and other social problems.
142. **The Family**
A study of the sociological implications of the differences of the sexes. After ascertaining the characteristic qualities of the sexes in the physical, emotional, intellectual, and religious realms, after reviewing the divergent theories of causation of these differences, their significance in social relations is assayed. On the institutional level it is seen that the primary sociological implications of the differences of the sexes is the monogamic family.
143. **The American Family.**
A study of the contemporary American familial patterns tracing the disintegration of the American family from institutional status to that of the companionate.
145. **The Family and Civilization.**
The basic social relations found in the family with particular reference to Western culture. Changes in the family system of Greece, Rome, and modern European culture. The present crisis in family and civilization in light of historical parallels.
150. **Catholic Social Thought (2).**
A study of Catholic social thought from the Gospels down to the present. Special emphasis on the writings of Augustine, Thomas Aquinas, Bellarmine, Leo XIII, Pius XI, and Pius XII.
155. **Catholic Social Principles.**
An explanation of Catholic social principles in the light of American economic life. The rights and duties of Capital, Labor, the State, the Church, in the contemporary circumstances of the American social environment.

155. Catholic Social Principles.

An explanation of Catholic social principles in the light of American economic life. The rights and duties of Capital, Labor, the State, the Church, in the contemporary circumstances of the American social environment.

156. Delinquency and Crime (3).

160. Rural Sociology (2).

The American farm today; trends in agriculture; farm organizations; the work of the National Catholic Rural Life Conference; the future of the family type farm; sharecropping, commercial agriculture; farm legislation. Offered 1952.

164. Communism (2).

A study of the communistic theory of the family, the state, private property, the relationship of the sexes, surplus value. The careers of Marx and Lenin. Various communistic societies. World Revolution. The encyclical *Divini Redemptoris*. Offered 1951-52.

184. The Sociology of Feminism (2).

A study of the woman problem in its historical and sociological aspects, with main emphasis on the position of women in current American society; women in industry, the professions; problems of female education; the American home. Offered 1951.

199. Special Study.

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If Regis College is to meet its present day challenge it will need the help of many. Your gifts and bequests will serve youth for many generations to come.

BEQUESTS

I give and bequeath to Regis College, a corporation of the State of Colorado, located in the City of Denver, County of Denver and State of Colorado,

the sum ofdollars,
to be appropriated by the trustees for the benefit of the college
in such manner as they shall think will be most useful.