The University is, and must be, detached from immediate practical purposes. It stretches horizons and honors dreams. It is willing to open doors without anxieties over what may be found beyond the doors... without disappointment if beyond an open door, nothing is found. As such, the University teaches man to push back the frontiers of knowledge... to enjoy knowing for the sake of knowing... to deepen his capacity to understand, to reason, and to love. It teaches him to become truly human and humane.

President Robert A. Kidera
This is not a traditional university catalog. Most catalogs simply list requirements and courses of study, but we want to do more than that. We want to tell you about Sacred Heart... in as honest and personal a way as is possible. We want you to know who we really are... what we stand for... and how you might fit into the life of this University. Of course, you should not take the word of any catalog, so we hope you will write or call us... or better yet, we hope you will come out and see us. Take a walk around our campus... visit our fine library... listen to the laughter... sit in on a class... feel the excitement of the place... talk to a professor.

First, we are a co-ed, liberal arts college with opportunities for specific career preparation... a commuter institution founded under Catholic auspices... staffed and administered by laymen. So right away we are different from other Universities... and we're proud of that fact. We're not a big University, or even a big research institution... so there is no room for impersonality on our campus. At Sacred Heart the emphasis is on "belonging"... on being part of a community that is definable... that has direction and meaning.
If we had to come up with one word to describe the Sacred Heart experience it would have to be "Personalism." Our students are known by their first names... not as numbers on key-punch cards. We believe we are personal enough to foster meaningful dialog... and we are determined to stay that way.

We know something about you too, and we are trying to fashion a university community here that will be responsive to your special needs. We know you have dreams and aspirations, and we respect you because of them. We also know you are more "aware" than students of just a few years ago. We know you are interested in exploring your own potential... in becoming attuned to the vibrations of the world around you... that as part of the new "consciousness" you are asking questions like... who am I?... how do I define myself in relation to others?... in relation to my environment? At Sacred Heart, we believe the liberal arts experience stimulates the discovery of answers to questions such as these.

The whole drift of my education goes to persuade me that the world of our present consciousness is only one out of many worlds of consciousness that exist.

William James
We also believe that you want to be challenged... that you bring to the university experience a desire to learn... a desire to acquire independence, initiative, and a sense of responsibility. Furthermore, we believe the greatest challenge of all is not the challenge of a term paper or even a final exam. The real challenge life offers us is learning how to respect one another... learning how to give unselfishly of oneself... learning how to accept the trust of others.

We think we are building a place where this kind of personal interaction can and does take place... in an atmosphere of excitement and friendship. We are working together to build a community on Park Avenue based on openness... trust... love... respect... and personal commitment.

How can we do this? We do it by reducing and restructuring the requirements of your first two years of study... so that you can define yourself through an individualized program of study. This is just our way of saying we think you are mature enough to make your own curricular decisions.

Of course there are other ways mutual trust and respect operate at Sacred Heart. For example, we believe students must have a say in the way their University is run. For this reason, our students, along with faculty and administrators, have a voice in the deliberations of the University Senate, the highest policy recommending body in the University. And now, with the approval of the new Activities Fee, students have complete financial control over all their extra-curricular activities.
What are our students really like? Well . . . it seems everyone is talking about commitment today. But at Sacred Heart we think we live it. You see, our students make a decision . . . they decide not to go away to school, but to stay in their own community where they can put their idealism to the test . . . Because they know that’s where the action is — in their own community . . . Like Armando who teaches English to a class of Portuguese immigrants . . . or like Sidnee who spends her spare time helping out in a local drug referral center . . . or like the kids who work as tutors for the inner-city children . . . Yes, that’s the flavor of social consciousness, the meaning of commitment at Sacred Heart.

**People coming out of schools with just skills and no values can look forward to becoming more cogs in the machinery. People coming out with just values and little skills are merely self-righteous and little more than dilettantes.**

Ralph Nader

And another important point. There are very few regulations at Sacred Heart. We think of our University as a community of individual people . . . and we try our best to celebrate the diversity of human life. Doug wears a long feather in his hat, and no one gives him a hard time.
There's something else you should know about us. In most Universities, you will never even see the top administrators. But things are different on our campus. Our students aren't surprised when President Kidera joins them for lunch in the cafeteria or invites them into his office for one of his famous rap sessions... and the fellow in the shirt-sleeves who seems to be everywhere at once is Dr. Ford, the academic chief and number two man on campus. At Sacred Heart the doors are always open... and that means all doors, all the time.

And when we say we are a Catholic University we mean in an ecumenical, modern way. This means that students of all religious persuasions or none as well as Catholics come to Sacred Heart. In fact, we openly seek students of all races and creeds, reflecting the pluralism of America... because we believe such diversity causes a heightened awareness of the variety and mystery of life... as well as an openness and respect toward others.

When we depend less on industrially produced consumer goods, we can live in quiet places. Our bodies become vigorous; we discover the serenity of living with the rhythms of the earth. We cease oppressing one another.

Alicia bay laurel

We hope you see by now that this catalog is a sincere attempt to tell you who we are, and what our philosophy of life is really like at the inner core. We think you need this kind of information before you decide whether or not you want to become a part of our community of students and scholars. But no description of a University would be complete without some mention of its social and cultural life.
Somehow, the fact that we are co-ed translates itself into a very full social calendar. Well... the big weekends for instance... Ivy Weekend... Winter Weekend... Spring Weekend. Then the parties and mixers of the clubs and organizations... Skit Night... the class proms and dances... the outings... the Ski-Weekends... the after-hours Coffee House in the Student Lounge... the heavy calendars of the fraternities and sororities... the special atmosphere of the Weekend Cabarets...

And what University would be complete without a strong commitment to culture and the arts? Our drama productions have an outstanding reputation... and then there is the Community Chamber Orchestra... the University Convocations featuring noted lecturers and panelists... the University Chorale... the full complement of cultural programming on our own University radio station WSHU-FM... the art shows and exhibits... the Film Series... the Story Theatre... the Chamber Singers... the Annual week-long Celebration of the Arts. And there is always somebody getting together a bus-load of kids to take in a show in New York.

The artist... speaks to our capacity for delight and wonder, to the sense of mystery surrounding our lives: to our sense of pity, and beauty, and pain.

Joseph Conrad

Finally, there is our inter-collegiate sports program, and Sacred Heart teams give us plenty to cheer about. First there is "Joe" who played on the United States soccer team at the recent Pan American Games. And then "Big Ed" was named our first All-American basketball player... In fact, for the last two years in a row the Sacred Heart basketball team has played in the NCAA tournament. But sports are not big business at Sacred Heart. They are just another part of our community life which fosters the special kind of pride Sacred Heart is noted for.

So these are some of the reasons why we are proud of this vital community we are building on Park Avenue... We are a young University, and we are excited about what we are becoming... We really think we are part of the future... so think about us... If you honestly believe in love, in personalism, in the joy of real commitment, in attempting to "become" rather than "be"... we may well be the place for you.
ADMISSIONS

Application Procedures

The University accepts applications from students who offer evidence of academic promise. Preferential consideration will be given to students whose records indicate superior scholastic achievement and who receive strong recommendations from their guidance counselors.

Candidates are urged to submit evidence of superior achievement within a normal college preparatory program. Although this program should emphasize studies in English, Foreign Languages, History, Social Science, Natural Sciences, and Mathematics, students who have elected experimental programs in high school should not hesitate to apply.

Scholastic Aptitude Test

All candidates are required to take the College Board Scholastic Aptitude Test in the senior year of high school. Candidates for the B.A. degree are advised to take the Modern Language Achievement Test in their high school language. Also candidates for the B.S. degree are advised to take the Level M-1 Mathematics Achievement Test. The results of these achievement tests are used for appropriate placement, or for waiver of requirements in these areas. Application blanks for the tests and a bulletin of information may be obtained from your high school guidance office, or by writing the College Entrance Admission Board, P. O. Box 589, Princeton, New Jersey.

Application Forms

A preliminary information request form is enclosed in this catalog. With the application, all students are requested to have their secondary school forward to the University Admissions Office the following items: results of all testing programs, character profile, class rank, and academic subject grades. Also a written recommendation from the high school counselor should be included. A fee of $10 must accompany the application for admission.

In addition, an interview with an admissions counselor is required for all applicants. This interview is best scheduled on a weekday when the University is in session. All communications concerning admissions to Sacred Heart University should be addressed to the Director of Admissions. Those requiring immediate consultation may call 374-9441.
Advanced Placement (CLEP)
The University encourages admissions under the terms of an advanced placement program known as the College Level Examination Program (CLEP). The University assumes that the candidate has pursued studies in the subject in which advanced placement is sought and will successfully complete an advanced placement examination with a score acceptable to the Admissions Committee and the academic department specifically concerned.

Credit for advanced standing can be earned in five area examinations (English, Mathematics, Science, Humanities and Social Studies) at the Sacred Heart University Test Center. CLEP enables the applicant to graduate in three years.

Sample report:
The sample report below demonstrates the test results of a student who will receive thirty college credits prior to his registration at Sacred Heart University and thus qualify for graduation in three years. Call the Director of Admissions for additional information or to arrange for an analysis conference. No application or fees are required for this conference.

<table>
<thead>
<tr>
<th>ENGLISH</th>
<th>NATURAL SCIENCES</th>
<th>MATHEMATICS</th>
<th>HUMANITIES</th>
<th>SOCIAL SCIENCES</th>
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<td>TEST DATE</td>
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</tbody>
</table>

Admission to Advanced Studies
The student who has attended another institution and wishes to transfer to the University must present, in addition to all the items indicated for entering freshmen, an official transcript indicating the work he has completed and evidence of honorable dismissal from the institution from which he is transferring. Credit will be given for courses which carry grades of ‘C’ or above.

Generally all courses are accepted for transfer, but the University reserves the right to examine selected courses to determine whether or not their quality and content are parallel to the University’s offerings. Applicants for advanced standing must be prepared to complete one year’s residency and at least fifty per cent of their concentration at the University.

Special Students
Qualified individuals who give evidence of meeting the admission standards of the University but who have not completed the customary program for admission may be accepted for special programs of study. Special students may take courses for which they qualify but not as matriculated or degree candidates. Final decision concerning full admission will be made by the Admissions Committee.

Early Admission and Early Decision
Qualified students may be admitted to the University after completion of their junior year in high school or may request an interview with an admissions counselor for an early decision the following year.
ACADEMIC PROGRAMS

The selection of a specific program is the responsibility of the student in consultation with his academic advisor. There is, however, no compulsion to follow a given program if the student is undecided or views the college experience as an opportunity for exploration of alternate life patterns, modes of thought, types of commitment. Only in areas such as teacher education, or premedical, predental and prelaw studies is the student urged to begin preparation in the first year at the University.

Baccalaureate Degree Programs
The University offers a Bachelor of Science and Bachelor of Arts degree with majors in ten disciplines.

Areas of concentration include:

ACCOUNTING
BIOLOGY
BUSINESS ADMINISTRATION
  Personnel Management
  Management
  Marketing
  Economics
ENGLISH
HISTORY
MATHEMATICS
PHILOSOPHY
PSYCHOLOGY
SOCIOLOGY
SPANISH

In addition to the above, upper-division studies may be pursued in:

COMMUNICATION ARTS
  Drama
  Speech
  Radio and Television
  Film and Filmmaking
CHEMISTRY
EDUCATION
FINE ARTS
  Art
  Music
FRENCH
PHYSICS
POLITICAL SCIENCE
RELIGIOUS STUDIES
SOCIAL WORK
URBAN STUDIES
Degree Requirements

All baccalaureate candidates must meet the following requirements:

1) Completion of 120 credits. This program includes the core curriculum, major concentration, required supporting courses and electives.

2) One year (a minimum of 30 credit hours) must be taken at the University.

3) A proficiency in both written and oral English as determined by the Department of English.

4) A major concentration which will consist of not less than thirty (30) nor more than fifty-one (51) required credit hours in the discipline, including required supporting courses from related disciplines. A grade of "C" or better is required in all major courses.

5) Half of the credit hours in a candidate's major concentration must be completed at the University.

6) Candidates for the BA degree must demonstrate a proficiency in a Foreign Language through the level of Language 52.

7) Candidates for the BS degree must demonstrate a proficiency in Mathematics through the level of Math 2 or Math 5.

8) Candidates must achieve a 2.0 QPA to qualify for the Baccalaureate Degree.

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Higher education must not merely broaden a student's sense of social responsibility, arousing in the potential expert an interest in the social consequences of practicing his expertise. We must meet the more far-reaching and far more difficult challenge of sending him back to first principles and getting him to consider what is worthwhile in life.

William Roy Niblett

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Core Curriculum

The following core curriculum (36 credit hours) will be required of all baccalaureate candidates. Disciplines selected must exclude the candidate's major concentration; this exclusion applies only to the candidate's major concentration and not to the required supporting courses.

AREA I
(9 credit hours; at least two disciplines)

Fine Arts
History
Literature: English, American, Spanish, etc. (in original language or in translation)
Modern Foreign Language

AREA II
(9 credit hours; at least two disciplines)

Anthropology
Economics
Political Science
Psychology
Sociology

AREA III
(9 credit hours; at least two disciplines) *Except majors in Science

Biology
Chemistry
Mathematics
Physics

AREA IV
(9 credit hours; at least two disciplines)

Philosophy
Religious Studies
Advisory Program

All students at the University participate in the University Advisory Program. Incoming freshmen are assigned to General Advisors except in those areas where special preprofessional advisement is imperative.

Students and advisors meet regularly to discuss academic programs, evaluate personal objectives and matters of intellectual and cultural interest. The advisory program allows the student to relate to a college professor in a relaxed, informative atmosphere that hopefully fosters a long lasting, sometimes abrasive, but definitely creative, inter-personal relationship.

University Honors Seminar

The University offers a highly selective Honors Program for students with superior academic records. Members of the Honors Program, admitted by invitation only, are afforded an opportunity to create and intensify intellectual and cultural interests early in their University experience.

Students are advised to prepare for honors by electing a strong academic high school program. Extensive independent reading of serious literature, and the ability to write clear, effective prose is a sine qua non. Advanced standing through the CLEP Program described on page nine should also be pursued.

The Honors Program for 1972 will consist of a series of challenging seminars conducted by the Director of the Honors Program, other University professors, visiting scholars, artists, and leaders in related fields of endeavor. The program for 1972-1973, The Integration of Humanistic Study, will center upon four internal themes:

1. The artistic structure, its nature, uniqueness and power.
2. The re-integration of sensibility.
3. The relevant versus the philosophic—a fruitful tension.
4. Response to vision—a redemption of the academic.

Outstanding statements in critical theory as well as examples of great literature, art, and music will be employed to illuminate the goals primarily, but not exclusively, intellectual, of the study of the arts. Each of these topics will be developed in student essays, to be critically analyzed within the semester sessions. Occasionally, open seminars will be held for the University’s community.
Cooperative University Program
The Higher Education Center for Urban Studies (HECUS) was established in 1968. Currently nine institutions including Sacred Heart University are engaged in cooperative efforts in five areas: research, community service, regional planning, information sharing, and cultural programs. Students and faculty at the University are afforded the opportunity to participate in these programs through their major departments, university service agencies, or on their individual efforts. The University also participates in an inter-academic program with the University of Bridgeport and Fairfield University known as the Tri-University Program.

Internships
The University instructional program includes the use of assigned internships. Presently the Departments of Business, Education, Sociology and Biology place students in commercial, governmental and educational organizations for a stated period of time and for a specific educational purpose.

Field Experience Programs
Several departments design a combination of internship-independent study programs wherein candidates are required to work with one or more agencies developing the ability to translate theoretical studies into the practicality of an intended profession. Recent Field Experience Programs have included studies in marketing research, ecological parameters of urban estuaries, shellfish coliform indexes, psychiatric therapeutic techniques, and behavior modification for retardates.

Professional Nursing Program
The University administers a coordinated professional nursing program with St. Vincent's Hospital.

Students interested in the nursing profession who would like to commence their studies for a registered nurse diploma are urged to apply to the Director, School of Nursing, St. Vincent's Hospital, 2820 Main Street, Bridgeport, Connecticut.

Nursing studies and academic work completed at the University are transferable to a University degree program.

Foreign Study Program
University students are able to participate in programs which allow them to study in major foreign universities. Thus far, students have attended the following schools: University of Seville, University of Navarra, University of Sorbonne, University of Aix Marseille, University of Manchester, University College Dublin.
Associate Degree Programs

The University offers a General Studies Program leading to the Associate of Arts or Associate in Science Degree. Applicants should note that the University is undergoing a review of its Associate Degree Programs, and that several new programs will be initiated. These programs will focus on social work, civil service, government, media and business. The University is also developing bi-lingual programs in preparation for a variety of positions. All Associate Programs will be determined by the students and their advisors.

Departments currently offering Associate Level concentrations are: Accounting, Business Administration, Biology, Chemistry, Communication Arts, English, Fine Arts, History, Mathematics, Philosophy, Political Science, Psychology, Social Work, Sociology, Religious Studies, and Spanish.

Degree Requirements

All associate candidates must meet the following requirements:

1) All Associate in Arts (General Studies) degree candidates are required to complete 60 credit hours. Their programs will include the Associate in Arts core curriculum, Departmental Emphasis and electives.

2) One year (a minimum of 30 credit hours) must be taken at the University.

3) Selection of the appropriate emphasis is accomplished by the department and the candidate in accordance with their career objectives.

4) When appropriate, candidates for this program will receive schedules which may contain one or all of the following developmental structures: En 10 — Freshman Rhetoric (An Introduction to College Writing); Mt 99 — Basic Mathematics; Ps 1 — Elements of Psychology; and Reading/Study Skills. This course design will be complemented by individual and group counseling sessions provided by the Student Personnel Division. The developmental course selections for the student’s first year program will be determined by the results of an analysis of the following data: CEEB scores, high school academic records, secondary school guidance counselor’s recommendations, the personal interview and the University Placement Test Program.

5) All candidates must demonstrate a proficiency in both written and oral rhetoric as determined by the Department of English.

6) A candidate’s emphasis will consist of not less than 15 credit hours in a given discipline.

7) Candidates must achieve a 1.8 QPA to qualify for the Associate Degree.
Core Curriculum
The following core curriculum (24 credit hours) will be required of all Associate in Arts candidates. The disciplines selected must exclude the candidate's emphasis.

AREA I
(6 credit hours; at least two disciplines)
Fine Arts
History
Literature: English, American, Spanish, etc. (in original language or in translation)
Modern Foreign Language

AREA II
(6 credit hours; at least two disciplines)
Anthropology
Economics
Political Science
Psychology
Sociology

AREA III
(6 credit hours; at least two disciplines)
Biology
Chemistry
Mathematics
Physics

AREA IV
(6 credits; 3 credits in each discipline)
Philosophy
Religious Studies

HAVING GOT SO FAR,
WHAT ARE THE MINIMUM
REQUIREMENTS TO BE
FULFILLED BEFORE WE
CAN SAY THAT THE ROAD
AHEAD OF US IS OPEN?
THERE IS ONLY ONE,
BUT IT IS EVERYTHING.
IT IS THAT WE SHOULD BE
ASSURED THE SPACE AND
THE CHANCES TO FULFILL
OURSelves, THAT IS TO
SAY, TO PROGRESS TILL
WE ARRIVE ... AT
THE UTMOST LIMITS OF
OURSelves.

TEILHARD DE CHARDIN
Preprofessional Programs
Currently there are two Associate Level Degree Programs offered by the Department of Business Administration in addition to the General Studies Program.

*Executive Secretarial Program.* The University offers qualified applicants an Executive Secretarial Program leading to the Associate of Science degree. This program equips students with secretarial and office management skills while providing a solid foundation in business and the liberal arts. Academic credits earned in this program are transferable to the Baccalaureate Degree Program.

Curriculum

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<th>Credits</th>
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<td>Freshman Rhetoric I</td>
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<tr>
<td>Typing I*</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Shorthand I*</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Organization Management</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Liberal Arts Elective</td>
<td>3</td>
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</tr>
</tbody>
</table>

| 2nd Semester |
| Freshman Rhetoric II | 3 | |
| Typing II* | 3 | |
| Shorthand II* | 3 | |
| Secretarial Practices I | 3 | 15 |
| Liberal Arts Elective | 3 | |

*Establishment of existing proficiency in these areas will allow the candidate to select courses in other academic areas.*

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<th>SECOND YEAR</th>
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<td>Typing III*</td>
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<td>Shorthand and Transcription III*</td>
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<tr>
<td>Liberal Arts Elective</td>
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<td>15</td>
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</table>

| 2nd Semester |
| Secretarial Practices III | 3 | |
| Shorthand and Transcription IV* | 3 | |
| Business Elective | 3 | |
| Liberal Arts Elective | 3 | |
| Liberal Arts Elective | 3 | 15 |

Total Credit Hours 60

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STUDENTS WOULD BENEFIT GREATLY FROM OCCASIONAL AND EVEN FREQUENT CONTACT WITH INSTRUCTORS WHOSE PRIMARY ORIENTATION IS NOT ACADEMIC.... FOR THE COLLEGE TO FACILITATE THE FULLEST GROWTH OF THE HUMAN PERSONALITY, IT OUGHT TO REFLECT THE WORLD BEYOND THE CAMPUS IN EVERY FEASIBLE WAY.

From: *The Student in Higher Education*
American Institute of Banking Program. The University in affiliation with the Bridgeport Chapter of the American Institute of Banking offers an Associate in Science Degree in Bank Management. Courses taken in the AIB program, with the exception of Effective English and Effective Speaking, are not transferable to a baccalaureate level program.

Students who wish to obtain credit toward a BA degree for courses taken with AIB may do so by obtaining satisfactory scores in the College Level Examination Program (CLEP) offered by the University.

Curriculum

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<tr>
<th>Course</th>
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<td>Bank Letters and Reports (Ca 151)</td>
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Major

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<td>Organization Management (Bu 201)</td>
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</tr>
<tr>
<td>Commercial Law (Bu 231)</td>
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<td>Any five bank oriented 3 credit</td>
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<tr>
<td>TOTAL</td>
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Credit Hours and Institution at which respective courses are to be taken.

Analyzing Financial Statement
Bank Investments
Bank Public Relations & Marketing
Credit Administration
Financing Business Enterprises
Fundamentals of Bank Data Processing
Installment Credit
Home Mortgage Lending
Principles of Bank Operation
Savings and Time Deposit Banking
International Banking
Trust Functions and Services
Developmental Studies Program

Full-time students whose potential for pursuit of degree programs at the University is questionable as determined by admissions data may be placed in a special first year program.

Requirements

1) The student may enroll in the Developmental Program for a maximum of 12 credit hours per semester, and pays tuition at the full-time rate.

2) All credits earned in the Developmental Program are transferable to the Associate or Baccalaureate Degree programs.

3) Students in this program will participate in a special Academic Advisory and Personnel Counseling Program.

4) Students are subject to a thorough first semester review to determine their continued status or dismissal from the University.

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<th>Curriculum</th>
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<tr>
<td>1st Semester</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English 10</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics 99</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Psychology 1</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Liberal Arts Elective</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>TOTAL</td>
<td>16</td>
<td>12</td>
</tr>
</tbody>
</table>

Division of Continuing Education

The objective of the Division of Continuing Education is to serve the growing population of adults, young and old, whose educational needs are met by part-time educational programs. Degree programs and courses are offered in the evening and on Saturday on the University campus and in other University centers located throughout Southwestern Connecticut.

The Division of Continuing Education publishes a brochure describing its programs in detail. Additional information can be obtained by addressing a request to the Director of Continuing Education.

Daytime Adult Study Program

For applicants who wish to pursue college courses and degree programs but cannot spend the customary number of hours on campus, a Daytime Adult Study Program is provided between 10:00 a.m. and 2:00 p.m.

Students whose previous higher education has been interrupted are urged to evaluate their credits and to explore the possibility of obtaining additional credits through CLEP and Life Experience Programs.

For mothers of young children who are interested in this program, the University provides a Children's Day Care Center. Information on this program can be obtained through the Director of Continuing Education.

Non-credit Courses of Study

From its founding, the University has offered non-credit studies designed to enhance professional, cultural, intellectual and social advancement of both full-time students and non-matriculants. A listing of these courses can be obtained from the Director of Continuing Education.
ACADEMIC REGULATIONS

Students are admitted to the University as full-time (4 or more courses) or part-time (less than 4 courses); matriculated (Degree Candidates) or non-matriculated. Only full-time matriculants are eligible for participation in inter-institutional cooperative programs, election to class offices and the University Senate and for membership in the various social and service organizations.

Classification of Students
Students are classified as follows:

- **Freshmen** — students who have completed less than 30 credit hours of college work;
- **Sophomores** — students who have completed at least 30 hours of college work;
- **Juniors** — students who have completed at least 60 credits of college work;
- **Seniors** — students who have completed at least 90 credits of college work.

Calendar
The academic year consists of two 15 week semesters. The Evening Division's calendar runs concurrently and there are two summer sessions in the day and evening. The University uses the semester hour system as the basis for its credit system. A semester hour is given for satisfactory work in one period of class per week for a full semester. Class periods are ordinarily 50 minutes in duration, and laboratory periods generally run for one hour and forty minutes for one credit.

Registration
Students register for courses at the regularly scheduled registration period. Late registrants are liable for a penalty fee of $10. All charges for the semester are payable in full during the registration period unless other arrangements have been made with the Director of Financial Aid or Business Manager. The normal program is 5 courses. Students must receive the permission of the Academic Vice President or Associate Dean to enroll for more than 5 courses per semester.

Program Changes
Students are permitted to change their programs within the first week of the semester only. There is a $2 charge per course change. The change of program form distributed at the time of registration must be followed by the student.
Course Withdrawal

Any student registering for a course but not attending, must officially withdraw or be subject to a "WF" grade. Students wishing to withdraw within the first week from a class must follow the procedure for a change of program.

Withdrawal from a course without substitution of another course must be with the approval of the office of the Associate Dean. Students may withdraw from courses within the first five weeks of the semester. The grace period for non-penalty withdrawals may be extended with the professor's approval.

Class Attendance

Regular class attendance is the responsibility of each student enrolled in the University. Furthermore, students are expected to complete work missed because of absence. Excessive absences may result in a grade of failure by absence (FA).

Convocation Attendance

University convocations provide an opportunity for acquaintance and dialog with leaders of contemporary thought. Participation is considered an essential part of a student’s education.

Examinations and Grades

Advisory grades are provided to the students for their guidance at mid-semester. Final grades derived from evaluations of the semester's work are sent to the student after the close of each semester.

Make-up examinations are given by the Academic Dean's office three weeks after the regular final examination period. A fee of $5 is charged for late final examinations, and written permission from the Associate Dean must be obtained.
Grades
The system of grades currently used by the University is as follows:
A  superior mastery of subject material
B+ excellent
B  very good
C+ good
C  fair or average level of college work
D+ less than average performance
D  minimum mastery of subject matter
F  failure
Other grades include:
FA failure by absence
WF withdrawal failing or unofficial withdrawal
W  official withdrawal
FI failure incomplete
I  incomplete — temporary grade

FI grades may be altered by completion of the deficiency no later than six weeks after the commencement of the following semester. Permission of the instructor and Associate Dean is required for the removal of the FI grade.

Quality Points
The quality point average (QPA) is the result of the cumulative quality points divided by the total number of credit hours attempted.

Cumulative quality point average is computed accordingly (quality points per credit):

A  4
B+ 3.5
B  3
C+ 2.5
C  2
D+ 1.5
D  1
F  0
FA 0
WF 0
I  0
FI 0
W  not applicable
P  not applicable

Student Standing
A student making normal progress toward an Associate or Baccalaureate Degree is generally in good standing if he achieves quality point averages as indicated in the following schedule:
Entry into second semester Freshman year 1.5 minimal
Entry into Sophomore year 1.6 minimal
Entry into Junior year 1.8 minimal
Entry into Senior year 2.0 minimal

Students whose QPA is below this level one semester or more, and who have not make satisfactory improvement will be dismissed from the University.

Graduation
A student is eligible for a degree if he has completed degree requirements as listed in this catalog. Degree candidates must apply to the Office of the Registrar two semesters prior to graduation.

Academic Honors
Full time students who earn a QPA of 3.4 or better are eligible for the Dean’s List at the end of any given semester. Additionally, students demonstrating academic excellence above that level are eligible for the following honors at graduation: Summa Cum Laude (3.8 or better), Magna Cum Laude (3.60 to 3.79), Cum Laude (3.40 to 3.59).

Transcripts
The official record of a student’s performance at the University is contained in his transcript. Official transcripts are generally used for application to graduate schools, transfer to other institutions, prospective employers or other agencies, and may be obtained by writing to the Registrar. A one dollar fee per transcript must accompany each written request. Transcripts will not be released without the consent of the student.
IF WORKING WITH THE WORKING CLASS IS GOING TO MAKE SENSE, TWO THINGS NEED TO BE PRESENT. THE PEOPLE IN THE INSTITUTION HAVE TO BE STRUGGLING TO FULFILL THEIR HUMAN POSSIBILITIES, AND THOSE WHO ARE WORKING WITH THEM NEED TO UNDERSTAND AND SYMPATHIZE WITH THEM. THE RESULT WILL BE DYNAMITE, BUT THE KIND THAT WILL NOT BLOW UP BUILDINGS (ALTHOUGH YOU NEVER KNOW), BUT THE ESTABLISHED MYTHS WE HAVE ABOUT SOCIAL CLASSES IN THIS COUNTRY.

ALAN WOLFE

UNIVERSITY FEES

Application Fee* ......................................................... 10.00
Tuition (per semester)
  Full time students (4 or 5 courses) ....................... 725.00
  Over 5 courses — per credit hour .................... 48.50
Part time students:
  Day Division — per credit hour ....................... 48.50
  Division of Continuing Education — per credit hour 35.00
Student Activity Fee* — full time students (per semester) 25.00
Late Preregistration Fee — full time students .......... 10.00
Registration Fee — part time students ................. 5.00
Late Registration Fee ................................................... 10.00
Change of Registration Fee — per course ............ 2.00
Late Examination Fee ................................................... 5.00
Laboratory Fees* (per semester)
  Biology ................................................................. 20.00
  Chemistry ............................................................ 25.00
  Physics ............................................................... 20.00
  Language ............................................................. 5.00
  Psychology .......................................................... 10.00
Student Teaching Fee* .................................................. 100.00
Graduation Fee ............................................................ 25.00
Transcript Fee (per transcript) ............................. 1.00
*Non-refundable
Acceptance Fee
Upon notification of acceptance, candidates are required to forward a non-refundable reservation deposit of $50. This fee will not, under any circumstances, be refunded but is credited toward payment of the first semester tuition charge.

Payment of Tuition and Fees
University charges must be paid on or before registration for each semester or session unless prior arrangements have been made under a deferred payment plan. Regulations covering deferred payment plans are available from the Business Office.

Tuition Refunds
Withdrawal from the University within four weeks from the commencement of a semester entitles the candidate to a proportional refund of tuition. Refunds are granted only if the candidate complies with the withdrawal procedure as prescribed by the Office of the Dean of Students.

Refund Schedule
Fees are not refundable and the schedule of tuition refunds is as follows:

<table>
<thead>
<tr>
<th>Period</th>
<th>Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>before start of class</td>
<td>100%</td>
</tr>
<tr>
<td>1st week</td>
<td>80%</td>
</tr>
<tr>
<td>2nd week</td>
<td>60%</td>
</tr>
<tr>
<td>3rd week</td>
<td>40%</td>
</tr>
<tr>
<td>4th week</td>
<td>20%</td>
</tr>
<tr>
<td>5th week</td>
<td>0%</td>
</tr>
</tbody>
</table>

Proportional refunds of tuition monies are also in effect for those courses which do not meet on a full semester basis.

Military Service Withdrawal
Withdrawal for reason of military service is not subject to the refund schedule, if such withdrawal is involuntary. A full credit will remain in the student’s account to help defray the tuition costs for the first semester following completion of military service.
FINANCIAL AID

The University maintains a strong commitment to provide higher education to as many students as possible by making available scholarships, loans and employment.

Financial Aid programs are based on the student’s academic potential, character and citizenship, and demonstrated financial need. Since its foundation, over 50% of the University’s students have availed themselves of financial aid. The procedure for applying for financial aid is as follows:

1) Admission to the University (see pages 8-9).
2) Completion and submission of a Financial Aid Application Form to the Director of Financial Aid on or before June 1.
3) Submission of a Parents' Confidential Statement to the College Scholarship Service, Box 176, Princeton, New Jersey on or before May 1. (A Parents' Confidential Statement Form is generally available at the applicant's secondary school and is used to determine the amount of assistance a student will need in order to attend the University for one year.)

Connecticut Guaranteed Student Loan Program

The Connecticut Student Loan Foundation was created as a non-profit, state-supported corporation by the 1965 General Assembly. It provides guaranteed loans for residents of Connecticut in amounts up to $1500 per academic year, with a maximum of $7500 as the aggregate unpaid principal of all such loans permitted to any student.

The actual loans are made through authorized lenders such as Commercial Banks, Mutual Savings Banks, Credit Unions and Savings and Loan Associations.

Application forms may be obtained from the Director of Financial Aid, from any participating institution, or directly from the Connecticut Student Loan Foundation, 54 Pratt Street, Hartford, Connecticut. Applications should be filed as early as possible in order to participate in the funds available for this program.

Although this program is limited to residents of Connecticut, similar guaranteed student loan programs are in operation in other states. Students who fail to qualify as Connecticut residents may be eligible under a program of some other state.
Educational Opportunity Grants

In accordance with the Higher Education Act of 1965, the Federal Government has instituted a program providing for federal grants for students with exceptional financial need. These grants range in value from $200 to $1000 per year, and must be matched by an equal amount of some other form of approved financial aid. These grants do not require repayment.

Applications must be submitted to the Director of Financial Aid by June 1. A Parents' Confidential Statement is required, and this form should be submitted to the College Scholarship Service, Box 176, Princeton, New Jersey by May 1.

Public Act No. 102

As of July 1, 1972, additional student aid is available for Connecticut residents attending independent colleges or universities under Public Act No. 102. Sacred Heart University shares in these funds which are distributed through the State Commission For Higher Education.

Students who wish to apply for these funds should contact the Director of Financial Aid for further information.

National Defense Student Loan Programs

The University administers loans to candidates from funds made available under the National Defense Education Act of 1958. This program is designed to aid qualified students in need of financial assistance who otherwise could not obtain a college education. Primary consideration is given to students who may have the lowest family income.

Under this program, students may borrow up to $1,000 per year, with a maximum of $5,000. These loans are obtained directly from the University. Interest and repayments may extend as long as ten years. When interest begins, it is charged at a simple interest rate of 3% per year.

A borrower who teaches may cancel 10% of his loan, including interest, for each year of teaching service, up to a maximum of 50%. A borrower who teaches in a low-income area or who teaches handicapped children may cancel 15% of his loan, including interest, for each year of teaching service, up to a maximum of 100%.

Currently borrowers may cancel 12½%, including interest, of the total amount of the loan for each year of consecutive military service performed after June 30, 1970 up to a maximum of 50% of the total loan. National Defense Student Loans require completion of the Parents' Confidential Statement which must be submitted to the College Scholarship Service, Box 176, Princeton, New Jersey, on or before May 1.

Financial Aid and Private Income

The University Financial Aid Program is based on the expectancy that candidates and their families will provide as much assistance as they can from their private income and assets. The Director of Financial Aid follows, in his calculations, the procedures and practices developed by the College Scholarship Services.

For additional information on financial aid, address inquiries to the Director of Financial Aid.
College Work Study Program
In addition to grants and loans, employment is available to students as part of the Financial Aid Program. Employment within the University is offered under the terms of the College Work Study Program.

Campus jobs provide the opportunity to earn between $300 and $800 per academic year. Wages are based on an hourly rate and are paid directly to the student.

Area Part-Time Employment
There are numerous opportunities for part-time employment in the Bridgeport area and in Fairfield County. The Placement Office serves as liaison between students and outside employers.

Family Allowance
The University Board of Trustees has adopted the following policy: When two or more dependent children receiving their support from the same parent are in full-time attendance at the University at the same time, each will receive a 15% reduction in the cost of tuition. Applications for such an allowance must be submitted to the Director of Financial Aid by August 1.

Deferred Payments
Candidates who prefer to pay their educational costs in monthly payments may avail themselves of the services of the Tuition Plan of New York, or the EFI Fund Management of Chicago, Illinois.

Such plans should be made with the Business Office as early as possible and are subject to the credit policy established by the University.

Scholarships

*Presidential Scholarships* are awarded based on academic promise and financial need by the President and the Scholarship Committee in varying amounts to incoming Connecticut freshmen and transferring upperclass students. A limited number of these awards have been reserved for highly recommended transfer students from Housatonic Community College and Norwalk Community College. These scholarships are made possible by the generous donations of alumni, parents, friends and local corporations and businesses.

*The WNAB Scholarship.* Through the generosity of Radio Station WNAB a full tuition scholarship is provided to an entering, disadvantaged student residing within the WNAB listening area.

*The Connecticut Society of Certified Public Accountants Educational Trust Fund* provides an annual award of $500 to an outstanding student who at the start of his or her junior year has selected a major in accounting and is planning to enter public accounting after graduation.

*The Southern Connecticut Gas Company Scholarship* provides annually one-half year's tuition for a resident of the Bridgeport inner city area. The recipient must meet the academic requirements and be in need of financial assistance. To help earn the balance of the tuition costs the company will also offer summer employment to the recipient, although acceptance of summer employment is not a condition of eligibility for this award.

*Greater Bridgeport Personnel Association Scholarship.* This scholarship provides an award every third year to an outstanding second semester junior who will require financial assistance during his senior year. Applicants must be permanent residents of the Greater Bridgeport Labor Market area with prefer-
ence given to a son or daughter of an employee of a
member firm of the Greater Bridgeport Personnel
Association who has registered an intent to pursue a
career in personnel work. This award will be rotated
annually among Sacred Heart University, University
of Bridgeport and Fairfield University.

Fairfield Kiwanis Club. This full tuition scholarship
is annually made possible through the efforts of the
Kiwanis Club in sponsoring the Sacred Heart Holiday
Classic Basketball Tournament. In this event seven
outstanding colleges compete with Sacred Heart
University in a tournament conducted during the
Christmas vacation. Preference for this award is given
to candidates who have graduated from a Fairfield
secondary school and who have competed in ath-
etics.

The Catholic Graduates Club of New Haven
Scholarship provides funds to an outstanding junior
who will require financial assistance during his or her
senior year.

The State Court Catholic Daughters of America
annually offer a scholarship of $100 to a student of
good character and high academic accomplishment.

Endowed Scholarships

The Mechanics and Farmers Savings Bank Scholar-
ship was established to celebrate the Bank’s one
hundred years existence as a mutual savings bank.
The income from this endowed fund will be used to
aid a deserving student or students residing in a town
situated within the Bank’s deposit area.

The James Joy Scholarship Fund was established
through the will of James Joy with income of the
invested principal providing funds for a deserving
student. The recipient is selected by the President and
this award is not limited to students with the highest
academic standings.

The Dr. John A. Rycenga Memorial Fund Scholar-
ship. This gift was donated by Mr. Lee Rycenga and
the R.P.M. Products Company of Roseville, Michigan.
The income from this fund is used annually to
provide assistance to a deserving student.

The John Balamaci Memorial Fund Scholarship.
The funds for this award were given by Mr. and Mrs.
Thomas Balamaci in memory of their son, deceased
alumnus John Balamaci, to aid a worthy student in
meeting his educational expenses.

Kent State Students Memorial Scholarship. At the
request of the Student Government the University
has established an annual full tuition scholarship in
memory of the students who lost their lives on the
Kent State campus. Preference for this award is given
to minority group disadvantaged students.
STUDENT SERVICES
The University is committed, through a wide variety of Student Services, to the extra-curricular growth and development of the student.

Orientation
Before the fall semester begins, all freshmen and transfer students participate in an orientation program which seeks to introduce the student to the academic, social and cultural life of the University.

The orientation program includes: conferences with faculty, department chairmen, the President, Academic Vice-President, Dean of Students and the psychological counselors; seminar discussions on the summer reading program; academic advisement through the assignment of a lower-division advisor; the registration process; and finally, meetings and social events with the members of university student organizations.

MOST DISSATISFIED STUDENTS... DO NOT FIGHT ALL AUTHORITY, THEY FIGHT ILLEGITIMATE AUTHORITY — AUTHORITY THAT DEMANDS THAT THEY PURSUE TEDIOUS, SECONDARY QUESTIONS IN HUMAN AFFAIRS AS IF THEY WERE PRIMARY, WHILE IGNORING THE INTERESTING CHANGES ALTOGETHER. THEY ARE, IN FACT, DEMANDING A HIGHER FORM OF AUTHORITY. THEY ARE ASKING THE ASSISTANCE OF PEOPLE WHO ARE PREPARED TO EXERCISE SELF-DISCIPLINE, TALENT, ENERGY, SKILL, COMMITMENT TO THE TASK OF UNCOVERING SOMETHING OF THE IDEAL UNIVERSE ABOUT WHICH KNOWLEDGE OF "THINGS AS THEY ARE" PROVIDES NO USEFUL ANSWER.

EDWARD SCHWARTZ

Counseling Center
The “Open Door — Available on Request” policy of the Counseling Center reinforces the objectives of service to the student body. The Counseling Staff helps the student define himself and his relationships with others, as well as his academic, social and professional goals.

Counseling Center programs include personal counseling, interpersonal groups, draft counseling, and peer counseling.

Veterans and Selective Service Counseling
The Office of the Registrar is the source of counseling for those students receiving the benefits of legislation dealing with Veterans’ Education.

Veterans must present form 21E 1993 “Certificate of Eligibility” to the Registrar’s Office to obtain veterans’ benefits. This form can be obtained from the local Veterans Administration Office. Dependents of veterans should present form “Request for Approval of School Attendance.”

Veterans and dependents of veterans must notify the Registrar’s Office at the time of registration each semester of their continuance in the Veterans Administration Program.

The Registrar’s Office also certifies full-time students to their local Selective Service Board.
Graduate School Counseling
Students seeking admittance to graduate schools are requested to contact the Advisor on Graduate Studies during their junior year at the University. The student should also plan to meet with the Chairman of his major field of concentration to discuss particular graduate schools and their programs.

Graduate school catalogs and lists of assistantships and fellowships are available in the University Testing Center and the University Library. Upon acceptance into a graduate program, the student is responsible for notifying the Dean of Student Personnel Services.

Placement Counseling
The Placement Director provides information to students on opportunities in professional, industrial, commercial, governmental and educational fields, and on general trends in the labor market. The Director also assembles information on prospective employees for personnel and recruitment officials, and arranges for campus visits by recruiting representatives of local and national organizations.

A current listing of available part-time jobs is maintained throughout the year by the Placement Office.

Health Services
The Health Center is located in the south wing next to the cafeteria. A registered nurse is on duty from 9:00 a.m. to 3:00 p.m. throughout the calendar year.

The Health Center houses a three bed infirmary, and provides first aid and emergency health care services for students of the University on a day care basis. The Center also distributes articles and pamphlets on health problems of particular interest to students.

Student Health Insurance Program
The University participates in a Student Health Insurance Plan which covers the student during the academic year including all vacation periods, all school sponsored activities and all intramural athletic programs (but not intercollegiate sports).

Participation for a 12 month period is currently scheduled at $25 per student. Applications should be made through the Business Office no later than the last day of September during the academic year for which the student desires coverage.
Campus Ministry at the University is best described by excerpts from a recent article in the Bridgeport Post (May 28, 1972).

Recently three SHU family members representing ordained clergymen in three major faiths — the Rev. L. Wayne Rogers, a school counselor and a Protestant clergyman, Rabbi S. Jerome Wallin, a lecturer in religious studies and a Jewish clergyman, and the Rev. John B. Giuliani, a Catholic priest who serves as university chaplain — offered some views on some common spiritual concerns of modern college-age young people.

The Rev. Mr. Rogers noted that many college students today seem to emphasize their religious values in smaller, more informal group settings and undertakings such as “Search” or the “Jesus Movement” rather than in more traditional worship approaches.

The Rev. Mr. Rogers commented that “many youngsters today are motivated by concerns such as a responsibility for human life and a proper stewardship of resources — both of which have decidedly religious elements — to translate many of their deeply held beliefs into primary goals for living. As a result, self-identity questions concerning whether or not the purpose of one’s life is simply to advance economically or to develop a finer total human environment, are being asked more frequently.”

He noted that institutions such as SHU provide many opportunities for students interested in reshaping personal approaches to greater commitment and said he was pleased to note the substantial numbers of students and faculty of all faiths working at SHU in a friendly atmosphere of interfaith community dialogue.

Rabbi Wallin indicated that emphasis on humanitarian concerns can be noted in the behavior of today’s Jewish college-age students. Many feel that they do not have to attend Synagogue or participate in formal services to reflect their spiritual heritage “and they simply strive to live the Golden Rule as good, decent human beings.”

Rabbi Wallin is also concerned about college students who often fail to follow through with their expressed ideals of peace and humanitarian aid. He noted that “when many colleges suspended classes or closed at the time of Kent State and Cambodia, a number of students who had initially protested government policies failed to sustain their protest once administrative action had been taken, and they simply switched to a concern over final grades with no further positive involvement in anti-war activities.”
He feels that much of the solution to the problem lies in increased faculty care and willingness to work with students to translate meaningful classroom learning into effective sustained future performance that will benefit the individual, but more especially, our society.

Rabbi Wallin said that smaller liberal arts institutions, such as Sacred Heart, provide ideal opportunities for study in individual and smaller group settings. He cited enrollment in his own courses on Modern Jewish Life and Thought as but one example of ecumenical interest.

Father Giuliani indicated that the institutional forms of present day organized religious practice have, in the minds of many youth, raised questions which he considers to be legitimate ones.

"Many young Catholic people of college age, at least from my viewpoint," he said, "seem to feel that present institutional forms of church worship are not really addressing themselves to their present day problems. There is undoubtedly a massive disaffection among youth from organized traditional religious practices and a groping for new forms of worship to properly express their own spiritual values."

This tendency toward massive disaffection, he felt, goes far beyond religious practices and involves a "dropping out" from a variety of structures and institutions within our present day society which many young people feel do not create the type of human community and brotherhood they consider essential to genuine understanding.

The SHU chaplain felt that youngsters are "looking beyond today's restrictive boundaries of community, state and nation to the survival of the Earth itself and the human beings who inhabit this planet. Many of them, it seems, are seeking to return to more primitive forms of spiritual and social organization which they consider reflective of a personalized Spirit of the Gospel."

Personally, Father Giuliani is very excited by the prospects of what he sees in young people. He feels that through such endeavors to alter the course of human development, a deeper organic bond of spiritual and social units will be forged. Sustaining mechanisms to channel and express these ideas, however, will be necessary to their successful fulfillment in the years ahead.

He feels that potentially Sacred Heart University has some excellent advantages for ecumenical dialogue and that, as percentages of non-Catholic students and faculty increase, the potential of learning through "the tension and perhaps playful opposition of ideas" will become even more effective in the years ahead.
DEPARTMENT OF BIOLOGY

The curriculum offered by the Department of Biology is designed to provide a comprehensive background in life science and to relate biological systems to other fields of science and to the liberal arts. A core program encompassing the areas of molecular, cellular, developmental, organismic and environmental biology prepares the student for graduate studies, academic, clinical, industrial and field research, education, medicine and dentistry. Contemporary research methods and use of instrumentation are stressed.

Research experience is provided initially on the group level and later on an independent basis, as an integral part of the program. The introductory core course is an experimental approach to modern biology from both the molecular and descriptive viewpoint. Students may choose to concentrate on laboratory or field biology.

Upperclass majors may design independent study programs to investigate contemporary research problems. Credit for independent research may also be earned by participation in projects sponsored by the Higher Education Center for Urban Studies, Environmental Studies Institute.

Bi 6 Human Biology (3)
An introduction to human body systems, designed to acquaint liberal arts students with man's integration and control, maintenance and reproduction. Two lectures, one hour laboratory-discussion weekly.
(Each Fall)

Bi 7 Heredity and Society (3)
A special course in genetics designed for the non-science major. The material will cover the principles of natural selection, the mechanism of hereditary transmission, the biochemical code, the effect of 20th century genetics on individual families and societies. Two lectures, one hour laboratory-discussion weekly.
(Each Spring)

Bi 8 Man and Environment (3)
The interactions of man and the environment including population and cultural problems, resource utilization and the impact on biotic systems. Presented to enable liberal arts students better to understand and evaluate current information. Two lectures, one hour laboratory-discussion weekly.
(Annual Sequence)

Bi 121 Biological Development (3)
(Prerequisite: Biology 21-22)
A study of gametogenesis, embryogenesis, morphogenesis and evolutionary differentiation among animals. The biochemical control of development and the major systems are considered. Laboratory work in the development of gametogenesis, meiosis and organ systems in selected invertebrates and vertebrates. Two lectures, three hours laboratory weekly.
(Each Spring)

Bi 131 Introductory Microbiology (3)
An introduction to procaryotic structure, bacterial metabolism and microbial ecology with emphasis on host-parasite cellular energetics and metabolism, homeostatic relationships, integration and coordination, mechanisms of heredity, reproduction and evolution. Student seminars and group research are an integral part of the course. This course is required of all biology majors, open to all psychology majors and with the permission of the department, to other qualified students. Two lectures, three hours laboratory weekly.
relationships and control of infectious microorganisms. The laboratory introduces aseptic techniques, cultivation and identification of organisms. Two lectures, three hours laboratory weekly.

(Each Fall)

Bi 221-222 Physiological Biology I and II
(Prerequisite: Biology 21-22, Chemistry 11-12.)
A study of general and comparative physiology of animals in the framework of the phylogeny of animal functions. Topics include the chemical and morphological organization of cells, sources of energy and its distribution, environmental relations, neural integration and reproduction. Laboratory work on subcellular, neuro-muscular, respiratory, circulatory and endocrine systems. Two lectures, three hours laboratory weekly.

(Annual Sequence)

Bi 251 Environmental Biology
(Prerequisite: Biology 21-22)
The fundamental concepts of plant and animal ecology as revealed by field and laboratory studies of communities, succession, energy systems, physiological factors of the environment and population dynamics. Two lectures, three hours laboratory weekly.

(Each Fall)

Bi 261 Experimental Plant Growth and Development
(Prerequisite: Biology 21-22)
The life of the plant considered from the viewpoint of both physiology and morphology. Emphasis will be laid on the experimental investigation of the plant's response to varying environmental conditions. Two lectures, three hours laboratory weekly. (Spring 73)

Bi 271 Genetic Biology
(Prerequisite: Biology 21-22)
A study of Mendelian inheritance, cytological basis of inheritance, molecular genetics, cytoplasmic inheritance, mutagenesis, and population genetics. Two lectures, three hours laboratory weekly. (Each Fall)

Bi 281 Invertebrate Biology
(Prerequisite: Biology 21-22)
A study of the major invertebrate phyla including a consideration of phylogenetic relationships and morphological and physiological adaptations related to the ecology or level of organization of each phylum. Laboratory and field work. Two lectures, three hours laboratory weekly. (Fall 73)

Bi 321 Independent Work in Biology
(1-6)
By invitation of the department; hours and credits by special arrangement. (Every Semester)

Bi 331 Advanced Genetic Biology
(Prerequisite: Biology 271)
An experimental approach to modern genetics. Major topics of consideration include genetic control of proteins, transfer and regulation of genetic information, nature of the genetic code, and environmental effects on gene expression. Original papers serve as source material. Contemporaneity is stressed. Two lectures, three hours laboratory weekly. (Spring 74)

Bi 341 Marine Biology
(Prerequisite: Biology 251)
An introduction to biological oceanography. The interrelations between organisms of the sea and their physical and chemical environment. Emphasis is placed on ecology and taxonomy of Connecticut estuarine fauna in the laboratory and on field trips. Two lectures, three hours laboratory weekly. (Fall 73)

Bi 351 The Principles of Natural Resource Management
(Prerequisite: Biology 251)
A field and laboratory course in population control mechanisms. The effects of misuse, pollution and radiation on natural resources. Two lectures, three hours laboratory weekly. (Spring 73)

Bi 361 Advanced Microbiology
(Prerequisite: Bi 131)
A study of patterns of microbial physiology, principles of microbial genetics and ecology of soil, air and water microorganisms. Laboratory concentrates on isolation of microbial groups from local habitats, determination of growth curves and use of bacteriophage to study microbial genetics. Two lectures, three hours laboratory weekly. (Each Spring)

Bi 371 Evolution
(Prerequisite: Biology 21-22, Bi 121)
An introduction to the analysis and synthesis of the evolutionary pattern of life in plants and animals. Laboratory sessions provide an insight into the methodology of evolutionary studies. Two lectures, three hours laboratory weekly. (Spring 74)
The objective of a college education is to provide the broadest possible exposure to knowledge. A college graduate, having gained some familiarity with the totality of human experience, should be capable of rational evaluations and creative participation in life. He should be cognizant of the dynamic character of knowledge, hence continuously staying abreast of recent developments. Finally he should communicate precisely so that he can be effective in his endeavors.

The faculty of the Department of Business Administration considers its mandate to be: to prepare the student for creative roles in life while at the same time providing him with certain minimal skills that can be applied to his career choice. It is hoped that the student will avail himself of the unique opportunity that the University offers and gain some understanding of the subject matter that may currently appear to be of peripheral interest to him.

**Program in Accounting**

The Accounting curriculum is designed to meet both short-term and long-term needs of a student who wishes to enter the accounting profession. The program will prepare the student majoring in accounting. Equally important, the program provides a sound foundation for professional growth; and in addition, an opportunity to participate as an intern with local firms will be provided qualified accounting majors. A foundation for professional growth in accounting is equivalent to preparation for graduate study; therefore, the accounting program will also meet the needs of those who plan to continue their education on the graduate level. The following courses are those required for majors in accounting:

- Principles of Accounting I and II
- Intermediate Accounting I and II
- Advanced Accounting I and II
- Cost Accounting I and II
- Auditing I and II
- Federal Taxes I and II
- Principles of Economics I and II

**REQUIRED SUPPORTING COURSES**
- Business Law I and II
- Organizational Management
- Analytical Techniques for Decision Making

**12 semester hours in required supporting courses**

**Ac 101-102 Principles of Accounting I and II (6)**

The beginning courses for all Accounting majors. They present procedures, statements, introductory theory, and an introduction to managerial and financial accounting. (Annual Sequence)

**Ac 103 Accounting for Managers (3)**

Presentation and explanation of the function of accounting in the managerial process, interpretation of financial statements, treatment of cost information, and the purpose and use of budgetary controls. (Every Semester)

**Ac 201-202 Intermediate Accounting I and II (6)**

(Prerequisite: Ac 101-102)

Further development of accounting concepts, placing more emphasis on the theoretical aspects involved and bringing this theory into focus by concentrating on realistic business problems. Primarily intended for the Accounting major, this is a highly useful course for Business Administration majors who will derive benefit in both undergraduate and graduate level courses. (Annual Sequence)

**Ac 301-302 Advanced Accounting I and II (6)**

(Prerequisite: Ac 201-2)

Intended for accounting majors. Designed to provide a complete grounding in partnership accounting, installment sales, consignment sales, and preparation of consolidated balance sheets and income statements with related problems. (Annual Sequence)

**Ac 313 Cost Accounting I (3)**

(Prerequisite: Ac 201)

Provides a comprehensive foundation in cost accounting for a manufacturing concern. Major emphasis is placed on the development of materials, labor and overhead cost data using job and process cost accounting systems. (Each Fall)

**Ac 314 Cost Accounting II (3)**

(Prerequisite: Ac 313)

An extension of the principles studied in Ac 313, placing major emphasis on the use of cost data for decision making and control. Topics include extensive concentration of budgets, standard cost, break-even analysis, and return on capital. (Each Spring)

**Ac 321 Auditing I (3)**

(Prerequisite: Ac 202)

A study of the principles of audit practice and the procedures used by independent public accountants in examining accounting records and statements. This course emphasizes accepted accounting practices and professional ethics in connection with rendering a professional opinion on financial conditions or operating results. (Each Fall)

**Ac 322 Auditing II (3)**

(Prerequisite: Ac 321)

Provides advanced training in auditing utilizing case studies, publications of the American Institute of Certified Public Accountants, preparation of audit reports, and other advanced materials. (Each Spring)

**Ac 383 Federal Taxes I (3)**

(Prerequisite: Ac 102)

A survey of income tax accounting as it applies to the individual. This course covers the most important concepts involved in preparing Federal income tax returns. (Each Fall)

**Ac 384 Federal Taxes II (3)**

(Prerequisite: Ac 383)

A study of income tax accounting as it applies to the corporation. This course includes a survey of gift and estate taxes, reorganizations, and other specialized topics. (Each Spring)
Program in Business Administration

The curriculum in Business Administration provides a solid foundation in both quantitative techniques and in management theory. The following courses are required of majors in Business Administration.

- Accounting for the Manager
- Organizational Management
- Organizational Behavior
- Business Law I
- Principles of Economics I and II
- Analytical Techniques for Decision Making
- Business Policy

In addition, an elective option is available to concentrate in the fields of Personnel, Marketing, or General Management.

Bu 201 Organizational Management (3)
An interdisciplinary study of managerial decision-making utilizing behavioral and quantitative approaches. Included among the topics are decision-making processes, motivation and behavior, leadership, group behavior, organization, organizational change, planning, control and allocation of resources. Lectures and case studies. (Every Semester)

Bu 202 Organizational Behavior (3)
(Prerequisite: Bu 201)
Examination of the research underlying current theories of organization. Individual, group intergroup and other human behavior and development; application of social science research to administration. (Every Semester)

Bu 207 Personnel Management (3)
(Prerequisite: Bu 201 or permission of Department Chairman)
Personnel and industrial relations are covered from the following aspects: employment and development of personnel, wages and hours, labor-management relations, and the administration of labor contracts. Lectures and case studies. (Each Fall)

Bu 208 Wage and Salary Administration (3)
(Prerequisite: Bu 207)
Principles and problems of wage and salary determination. Topics include job evaluation, incentive systems, wage surveys, executive compensation. (Fall 72)

Bu 211 Budgeting for the Manager (3)
Designed to show how the operating plans of Marketing, Engineering, Personnel, and Manufacturing become part of the company’s financial objectives. Covers sales forecasting and budgeting; planning; budgeting for cash flow, capital requirements and manufacturing operations; budget control and standards. (Spring 73-Evening School)
Bu 215 Business Finance  
(Prerequisite: Ac 103)  
The basic course in Finance investigates the methods of securing funds and managing them in order to meet both short and long term capital requirements. Internal financial management, cash flow analysis, capital expenditure decision making, source and use of funds and financial analysis are investigated. The use of cases is employed in certain circumstances to bring classroom technique closer to the actual business situation.  
(Each Fall)

Bu 216 Investments: Survey and Analysis  
(3)  
This introductory course is designed to acquaint the student with the varieties of investment instruments such as stocks and bonds of various kinds and the markets in which they are traded, and to develop the kind of critical analysis needed to evaluate investment plans. Also provides valuable practical insights into the various forms of investments.  
(Fall 72-Evening School)

Bu 221 Principles of Communications  
(3)  
(Prerequisite: Bu 202)  
The sociopsychological principles (and the functional and dysfunctional aspects) of the communication process with particular emphasis on communication patterns and barriers in small groups and large-scale organizations.  
(Each Spring)

Bu 231 Business Law I  
(3)  
A general survey of law, including the legal system, courts and court procedures, the law of contract, agency, partnership, corporation, sales and employment.  
(Each Spring)

Bu 232 Business Law II  
(Prerequisite: Bu 231)  
The law of negotiable instruments, wills and estates, as well as other pertinent areas in the legal field.  
(Each Spring)

Bu 245 Introduction to the Computer  
(3)  
Introduction to the digital computer, its basic method of operation. Limited exposure to computer programming and the use of the computer in problem solving.  
(Fall 72-Evening School)

Bu 249 Analytical Techniques for Decision Making  
(Prerequisite: Mt 5)  
Survey of analytical techniques used in the solution of management problems. Potentials and limitations of mathematical models and proper areas for their application. Topics include break-even analysis, probability, statistical decision theory, linear programming, waiting line, inventory replacement models.  
(Each Fall)

Bu 261 Principles of Marketing  
(Prerequisite: Bu 201)  
The basic course in investigating the components of the marketing mix. The comprehensive managerial approach is employed, and cases supplement each area of exploration. Topics covered are customer behavior, product policy, channels of distribution, advertising and promotion, price policy, marketing programs and the legal aspects of marketing.  
(Each Fall)

Bu 262 Principles of Advertising  
(Prerequisite: Bu 261)  
An analysis of advertising from the managerial viewpoint and its relationship within the marketing mix. Social and economic aspects of advertising; practices and issues; analysis of media; the communications function; creative aspects including art and copy; measures of effectiveness; advertising production processes and field trips.  
(73-74 School year)

Bu 263 Principles of Retailing and Merchandising  
(Prerequisite: Bu 261)  
History and development of the retail function and its relationship to the wholesaler and manufacturer. Store management; the buying function; elements of style and fashion; pricing policies; customer relations; store location; sources of supply. Retail mathematics including markup, markdown, and turnover. Field trips.  
(73-74 School year)

Bu 277 Purchasing—Policies, Procedure, and Techniques  
(3)  
A comprehensive course in the concepts and methodologies of purchasing. Among the topics covered are the management of purchasing personnel, vendor relationships, performance standards, systems contracting, negotiating techniques, and materials management. It is designed to complement Bu 275, Principles of Production and Inventory Control.  
(Fall 1972)

Bu 265 Industrial Marketing  
(3)  
A study of the special problems involved in the marketing of industrial products. Covers the following aspects of the industrial marketing program: organization, advertising and sales promotion, market research, product pricing, budgets and controls, the use of the computer, and international marketing.  
(Fall 72: Evening School)

Bu 275 Principles of Production and Inventory Control  
(3)  
A comprehensive survey of the techniques and rationale of Production and Inventory control. Covers forecasting, inventory management, production planning, scheduling and control.  
(Spring 73: Evening School)

Bu 276 Job Evaluation  
(3)  
Examines in detail the techniques and rationale of determining job value to the organization in terms of relative job worth within the firm and equitable relationships of pay for similar responsibilities in other organizations. Emphasis will be placed upon the procedures for analyzing and describing jobs, methods of evaluating job worth, and techniques for developing wage structures.  
(Fall 72: Evening School)

Bu 281 The Social Setting of Business  
(3)  
(Prerequisite: Junior standing)  
Examines the problems of the American business community in connection with economics, history, politics, culture and societal factors. Cases and readings are utilized to illustrate the interactions, conflicts, strategies and responsibilities which emerge in regard to the role of the business entity. Stress is placed on the mutually affective relationship between the business community and its larger context of society.  
(Each Fall)

Bu 286 Consumer Motivation  
(3)  
(Prerequisite: Bu 261)  
The survey approach is implemented to explore those fields of knowledge from which important contributions to understanding marketing behavior are being made. Materials and references from psychology, sociology, cultural anthropology and history are used in conjunction with marketing problems. The consumer is examined in terms of both individual and group buying behavior patterns; his process of arriving at buying decisions is appraised at both the retail and non-retail levels.  
(Fall 72)

Bu 301 Business Policy  
(3)  
(Prerequisite: Senior standing or permission of the instructor)  
Formulation and administration of policy; integration of the various specialties of business; development of overall management viewpoint.  
(Each Spring)

Bu 307 Collective Bargaining  
(3)  
(Prerequisite: Bu 207)  
A study of the development and methods of organized groups in industry with reference to the settlement of labor disputes. An economic and legal analysis of labor union and employer association activities, arbitration, mediation and conciliation; collective bargaining, trade agreements, strikes and boycotts, lockouts, company unions, employee representation, and injunctions.  
(Spring 73)

Bu 309 Problems in Industrial Relations  
(3)  
(Prerequisite: Bu 207)  
Discussion of industrial and manpower management, and research into advanced problems. Particular emphasis is given the problems of the senior personnel executive.  
(Spring 73)
Bu 314 Financial Analysis  
(Prerequisite: Ac 102 or 103)  
Major financial analysis techniques involved in determining the merits of specific companies and their securities. Students are required to apply concepts to a particular company in a written report.  
(Each Spring)

Bu 361 Marketing Management  
(Prerequisite: Bu 261)  
A broad study of the effective management of the marketing mix. The case approach assists in viewing the marketing manager’s efforts as coordinated with the contributions of the segments of the firm. Outside readings contribute to the understanding of marketing decision making as being wholly related to the firm’s goal, with a view to the larger context of society itself.  
(Spring 73)

Bu 362 Marketing Research  
(Prerequisite: Bu 261)  
Principle areas and methods of marketing research are explored; areas such as information sources, markets, products, price, distribution, advertising and promotion. The three-fold research method of inquiry, observation and experiment are exemplified in real-life field assignments.  
(Fall 72)

Bu 363 Marketing Promotion  
(Prerequisite: Bu 261)  
The inter-related roles of advertising, publicity, sales promotion, personal selling and sales management are considered as a whole. Case problems are taken from a variety of fields, with solutions sought through the use of universal promotional principles.  
(Spring 73)

Bu 364 Sales Management  
(Prerequisite: Bu 261)  
Management of sales personnel; sales department organization; selecting, training and compensation plans; sales territories; motivation of sales personnel; quotas and budgets; measurements of sales effectiveness. Analysis of the selling functions as related to consumer and industrial needs and requirements.  
(73-74 School year)

Bu 365-366 Contemporary Marketing Problems  
(Prerequisite: Bu 261)  
Investigation of current marketing problems with emphasis on decision making in an environment of uncertainty. Analysis of modern marketing philosophy and trends. Course structured in a seminar atmosphere. Research paper required.  
(73-74 School year)

Bu 391 Business Seminar  
(Prerequisite: Senior standing and permission of the instructor)  
A general seminar requiring research on a personal project, oral progress report to the seminar group, and a formal written report.  
(Each Fall)
Program in Economics

Very few disciplines are undergoing such a rapid transformation as are economics and the related sciences. The concentration in economics takes this into account. While the faculty does not share the view that an understanding of economic problems is impossible without considerable mathematical sophistication, it must inform interested students that advanced studies in the field are extremely difficult without an advanced understanding of mathematical techniques. Hence, it strongly urges all students, regardless of their ultimate objectives, to elect courses in mathematics in consultation with their major advisors. The following courses are those required for a concentration in economics:

Principles of Economics I and II
Economics of the Firm
Money and Banking
National Income Analysis
Analytical Techniques for Decision Making
PLUS 12 elective hours in economics

Ec 101 Introduction to Economics (3)
(Not open to Accounting or Business Administration Majors)
Introduction to the resources, institutions, and problems of the economic system.
(Each Fall)

Ec 201 Principles of Economics I (3)
Introduction to the major topics of macroeconomic analysis, including the roles of consumption, saving, investment, government fiscal policies, and the banking systems in the determination of employment, output, and growth.
(Each Fall)

Ec 202 Principles of Economics II (3)
(Prerequisite: Ec 201)
Introduction to major topics of microeconomic analysis. Covers the functioning of the market system, marginal concepts, and distribution theory.
(Each Spring)

Ec 221 Economics of the Firm (3)
(Prerequisite: Ec 202)
The application of economic theory to problems faced by the individual firm. Studies such topics as analysis and forecasting of demand, cost analysis, and market structure analysis.
(Spring 73)

Ec 311 Money and Banking (3)
(Prerequisite: Ec 201)
a study of the behavior and significance of money, credit, debt, and the banking system. A survey of the quantity theories and structure of interest rates. Current problems in monetary and fiscal policies are critically discussed.
(Spring 73)

Ec 312 National Income Analysis (3)
(Prerequisite: Ec 311)
A course in aggregate economic analysis. The emphasis is on the determination of national income and employment, consumption and saving, investment, prices, and the interest rate. Policies associated with the theory are critically examined.
(Spring 74)

Ec 341 History of Economic Thought (3)
Development of economic theory. The major contributions of the various schools of economic thought; Adam Smith through contemporary theory.
(Fall 73)

Ec 371 Public Finance (3)
(Prerequisite: Ec 202)
History of U.S. public economy. Inter-governmental fiscal relations. Growth and development of the public economy as part of the national economy. Public finance policies.
(Fall 72)

Ec 381 Labor Economics (3)
(Prerequisite: Ec 202)
Covers union, labor legislation, dynamics of labor supply, labor mobility, productivity and the effects of automation, wage structure and determination, and the problems of unemployment.
(Fall 72)

ONE OF THE SUREST WAYS TO TELL AN EXPERIENCED WALKER FROM A BEGINNER IS THE SPEED AT WHICH HE STARTS WALKING. THE BEGINNER TENDS TO TEAR AWAY IN THE MORNING AS IF HE MEANT TO BREAK EVERY RECORD IN SIGHT. BY CONTRAST, YOUR EXPERIENCED MAN SEEMS TO AMBLE. BUT BEFORE LONG, AND CERTAINLY BY EVENING, THEIR POSITIONS HAVE REVERSED.

FROM THE COMPLETE WALKER
COLIN FLETCHER
Program in Secretarial Science

This program is designed to meet the needs of both those students who plan to terminate their education after two years and enter the secretarial-managerial field as well as those who plan to continue their education toward a Bachelor's degree.

The two-year program equips the student with the expert skills that today's business world requires at the executive secretarial/administrative assistant level. The development of superior secretarial techniques, as well as a broad liberal arts background, develops the ability and confidence needed to meet the demands of the complex business community.

Prior to registration, placement tests will be given to those students who have had previous instruction in typing and shorthand. Students showing proficiency in these areas can substitute courses in other academic areas.

Se 41 Typing I (3)
Develop mastery of the electric keyboard, knowledge of the manipulative parts of the machine, and introduce centering, tabulations, and basic business letters. (Each Fall)

Se 42 Typing II (3)
(Prerequisite: Se 41)
Further develop skills introduced in Typing I with emphasis on building speed and maintaining accuracy. Apply typing techniques to more complex business forms. (Each Spring)

Se 43 Typing III (3)
(Prerequisite: Se 42)
Continue speed development, importance of accuracy stressed, introduce specialized vocabulary, technical typing, typing from handwritten materials and rough drafts, provide exposure to development of skills on electric typewriters with proportionate spacing and interchangeable type. (Fall 73)

Se 51 Shorthand I (3)
Present Gregg Shorthand with emphasis on reading and writing. Some dictation and transcription of elementary business letters is included. (Each Fall)

Se 52 Shorthand II (3)
(Prerequisite: Se 51)
Emphasize building speed in taking dictation, strengthening knowledge of shorthand theory, developing a shorthand vocabulary, and building transcription skills. (Each Spring)

Se 151 Shorthand III and Transcription (3)
(Prerequisite: Se 42, Se 52)
Review and reinforce principles of Gregg Shorthand theory. Place emphasis on building speed in taking dictation and developing accuracy in transcription. (Fall 73)

Se 152 Shorthand IV and Transcription (3)
(Prerequisite: Se 151)
Further skill development in shorthand theory and dictation with emphasis on producing mailable copy, specialized dictation using legal, medical, and executive terminology; develop ability to produce outlines for unusual words, become exposed to reference sources available. (Spring 74)

Se 161 Secretarial Practices I (3)
Stress placed on effective oral and written communication, modern office procedures, filing, work habits, attitudes and human relations. (Each Spring)

Se 162 Secretarial Practices II (3)
(Prerequisite: Se 42)
Develop skills in the operation of various office machines: calculators, comptometers, adding machines, popular duplicating processes, transcribing machines. (Fall 73)

Se 163 Secretarial Practices III (3)
This course is designed to provide students with the opportunity to transfer their basic skills to the solution of office problems. Arrangements will be made with organizations in the local business community for a supervised work experience program. Permission of instructor required. Weekly seminar scheduled. (Spring 74)
THE CAMPUS

A new $7,500,000 campus of contemporary design. So new we call our buildings:

Main
Administration
Library

The main building is a two story structure. In it are

42 Classrooms
1 Language Lab
5 Biology Laboratories
3 Chemistry Laboratories
1 Health Center
1 Art Studio and 2 Audio Visual rooms
16 Faculty Offices
1 Registrar
1 Large gymnasium, home for Pioneers, 1200 seats
1 first-class bookstore that keeps 720 books in inventory, and last year sold 84,146 volumes.
The Psychology Department and its laboratory, including rats.
1 Day Care Center
1 huge cafeteria with a four bank Seeburg.

The student center lounge where the stereo or WSHU blasts... upstairs dinette for a quickie lunch... coffee pours... pool tables... paneled walls... sometimes Mass... mostly conversations... home of Cabaret... student-run referral center... coffee house on Wednesday nights with readings and sounds... sometimes called the Zoo, "has potential."

A draft counseling center... 85 square feet where the 1365's decide how best to serve... A faculty lounge... coffee, ideas, talk, some books, where things get posted, a clearing house.

Upstairs, the Director of Admissions where information on CLEP, requirements, programs (everything from encounter groups to just how to get a scholarship, a Placement office whose staff will help you get a position after you finally get AB, BS, AA, or...

Downstairs again (in the south wing) is the Captain Maloney, the University's three-m...
West of the library is the Administration building. 43 faculty have their offices here with hours posted for consultation or just plain visiting. A small conference room on the second floor is often the scene for impromptu discussions and meetings.

Major matters are decided in the Board Room, and special conferences are held in the attractive Round Room. Then there is the cashier's window where bills are paid.

The Administration Building is where the Chancellor, President, Business Manager, and the Director of Development work for the continued growth of the University.

If you call ext. 222 or 223 almost anytime and get programs... across the hall is the counseling center (or is it?), and over a way the financial aid office where you can loan or defer your tuition payments. Likewise the security office. After you get your parking sticker from the security patrol will do their best to protect your car (they say there are approximately 1,450 parking spaces, so you won't have to "circle the block").

Back on the north end and downstairs are the offices of the Black Student Union, the Prologue, the Obelisk, Student Government. Some day all student activities will be housed in the student center, but since 1963 everything that has happened has been in "Old Main"... a unique building as such facilities go in American higher education.

Definitely unique is the Library completed in 1968 at the cost of $1,150,000. This three story structure can hold nearly 200,000 volumes with a reader accommodation of 545 students... Books have been purchased at the rate of 9,000 per year and at this writing, there are 75,680 volumes and 756 periodical subscriptions... Carpeted and air conditioned, the Library contains:

Audio visual center
Microform for which microfilm, microfiche and reader printers are available.
1071 phonograph records and individual stations where tapes and records can be listened to.
10 typing booths.
2 group study rooms where students can smoke, chat, relax, and reflect.
246 seat lecture hall for classes, A-V programs, lectures, films, special events.
3 professional librarians and staff of 15 to assist and...

Library schedule:
8:30 — 10:30 Monday-Friday
8:30 — 5:00 Friday
9:00 — 5:00 Saturday
12:00 noon — 10:30 Sunday
The curriculum offered by the Department of Chemistry is designed to provide a comprehensive background in chemistry within the framework of the liberal arts tradition that prepares the student for either graduate study in chemistry, employment in the chemical or related industries and for the teaching of chemistry on the secondary level.

The core program consists of the study of the four major areas of chemistry, i.e., Inorganic, Organic, Analytical and Physical Chemistry with required and recommended course offerings in Biology, Mathematics and Physics. Contemporary research methods and instrumentation are stressed in all courses.

Independent research, under faculty direction, is encouraged among upperclassmen. In addition to those electives offered by the Chemistry Department, students may avail themselves of electives offered by the University of Bridgeport and Fairfield University under the Tri-University Program.

Ch 5 Fundamentals of Chemistry (3)
This course is devoted to the basic principles of Chemistry. The topics examined are: physical properties of matter; the laws of chemical change; the kinetic molecular theory; molecular formulas and the atomic weight scale; the structure of the atom; principles of chemical bonding; chemical equilibrium; and nuclear reactions and energy. Applications of the fundamental laws to the contemporary technological problems are integrated into the course content. Two lectures, one laboratory discussion period.

(Ch 5, Every Semester)

Ch 6 Chemistry, Man and Society (3)
(Prerequisite: Ch 5)
This course is devoted to the study of the effects that chemical technology has had on man and society. It is the intent of this course to present an innovative approach to the study of the chemical processes which touch upon man’s daily life. Such topics as: Chemical Pollution of Man’s Environment, Chemical Life Processes, Natural Products, Drugs, Consumer Chemistry, Nuclear Energy and other contemporary scientific problems.

(Ch 6, Every Semester)

Ch 11 General Inorganic Chemistry I (4)
The systematic study of the fundamental laws and theories of Chemistry; basic atomic theory and structure; chemical bonding; chemical equations and stoichiometry; theory of gases; kinetic molecular theory; liquids and solids; oxygen and hydrogen; oxidation-reduction properties of solutions; theory of ionization; concentration; colligative properties; electrochemistry; electrolysis; Faraday’s Laws; EMF; electrode potentials; voltaic cells; galvanic cells; concentration cells; the non-metals. Laboratory experiments consist of qualitative analysis of common cations and anions. Three lectures, one three-hour laboratory period.

(Ch 11, Each Fall)

Ch 111 Organic Chemistry I (4)
(Prerequisite: Ch 12)
An introduction to organic chemistry; the stereochemistry, nomenclature, synthesis and reaction of aliphatic compounds will be discussed. Three lectures, one three-hour laboratory.

(Ch 111, Each Fall)

Ch 112 Organic Chemistry II (4)
(Prerequisite: Ch 111)
An extension of Ch 111; topics discussed will include electronic spectra of organic molecules, optical activity, the chemistry of aromatic compounds and the chemistry of carbohydrates and proteins. Three lectures, one three-hour laboratory.

(Ch 112, Each Fall)

Ch 211 Analytical Chemistry I (3)
(Prerequisite: Ch 112)
This course is designed to give the student a working knowledge of the analytical methods and techniques used in chemistry. The lectures stress: 1) the chemical principles fundamental to quantitative analysis; 2) the theory of physical and physico-chemical methods of analysis. The laboratory exercises encompass a variety of volumetric and gravimetric methods of analysis. An introduction to some basic instrumental methods of analysis. Two lectures, one three-hour laboratory.

(Ch 211, Each Spring)

Ch 212 Analytical Chemistry II (3)
(Prerequisite: Ch 211)
This course in instrumental methods of analysis treats the theory and practice of the application of instrumental methods of quantitative analysis. The methods studied will include spectrophotometry, chromatography, polarography and other electro-analytical techniques. Two lectures, one three-hour laboratory period.

(Ch 212, Spring 74)

Ch 215 Special Topics in Biochemistry (3)
(Prerequisite: Ch 112)
Topics discussed will include buffers, carbohydrates, the properties and synthesis of amino acids, peptide synthesis and analysis, separation of amino acids and peptide mixtures, organic chemistry of rudimentary models of enzymatic processes, and the mechanisms of chemical transformations of biologically important compounds.

(Ch 215, Spring 73)

Ch 236 Elements of Physical Chemistry (3)
(Prerequisite: Ch 112)
This course is intended for students who are considering a career in Biology and for students who are preparing for secondary school science teaching. The course content consists of such topics as the gas laws, the laws of thermodynamics, free energy concept, chemical equilibrium, in heterogeneous and homogeneous systems, solutions of electrolytes, electrochemical cells, kinetics, macromolecular solutions and colloidal dispersions; principles of nuclear chemistry and some biological applications.

(Ch 236, Fall 72)
The Department of Education provides a professional curriculum to meet the requirements of the Connecticut State Department for provisional certification as an elementary or secondary school teacher.

The programs offered at the University are planned programs of preparation which have been approved by the State Department of Education. Upon certification by the University that the applicant for provisional certification has met the requirements of the State approved program, he is granted provisional State certification as a teacher on the educational level and in the subject area specified.

The applicant for elementary certification must complete successfully a minimum of thirty semester hours' credit in professional education involving a planned pattern of study and experience, including student teaching.

The applicant for secondary certification must complete successfully a minimum of eighteen semester hours' credit in professional education, involving a planned pattern of study and experience, including student teaching.

Through frequent and planned observations and participation in public school situations effort is made to keep the content of the professional education courses relevant and functional.

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**Ed 101 Educational Psychology (3)**

An introduction to psychological theories and research findings about learning and the learning process, and to a method of thinking psychologically that will help answer questions about methods of teaching or techniques of dealing with children.

(Every Semester)

**Ed 152 Introduction to American Education (3)**

A survey of the history of elementary and secondary education through the use of readings in education, with special emphasis on the progressive period and on the contemporary issues of race and religion.

(Every Semester)

**Ed 202 Developmental Psychology for Elementary and Secondary Teachers (3)**

A course designed to present to future teachers a basic knowledge of the developmental stages from childhood through adolescence and adulthood. Study of patterns of development will serve as a background for understanding individual differences, healthy personality development, and maladjustive possibilities. Studies of individuals will furnish the basis for personal and professional insight into human behavior.

(Every Semester)

**Ed 231 School Health and Safety Education (3)**

(Prerequisite: Ed 101)

The student is introduced to the health and safety programs as they are carried on in the elementary and secondary schools. Special emphasis is placed on the subject material relating to health problems of children and adolescents, with stress upon the adverse effects of alcohol and drug dependence upon personal and family life. The role of the classroom teacher, in cooperation with the home and community agencies in furthering the health and safety of individual students, will be emphasized.

(Spring 73)

**Ed 241 The Teaching of Reading (3)**

(Prerequisite: Ed 101 and Ed 202)

A course in reading instruction for elementary school teachers. The student examines the developmental nature of reading and the reading process. Current theories, methods and materials in the teaching of reading are studied at primary and upper levels of the elementary school. Classroom observation is included.

(Each Fall)

**Ed 242 The Teaching of Language Arts and Social Studies (3)**

(Prerequisite: Ed 101 and Ed 202)

The social studies and language arts are naturally inter-related. The content, methods, materials and techniques of teaching language arts and social studies in the elementary school will be studied, including the inter-relationships which exist within these areas.

(Each Fall)

**Ed 243 The Teaching of Science (3)**

(Prerequisite: Ed 101 and Ed 202)

The objectives, content and techniques of instruction in the teaching of elementary school science are included in the course with an analysis of current programs in elementary schools.

(Each Spring)

**Ed 244 The Teaching of Arithmetic (3)**

(Prerequisite: Ed 101 and Ed 202)

The course will include a study of content, modern practices and instructional materials in the teaching of mathematics in the elementary school.

(Each Spring)
Ed 246 The Teaching of Art in the Elementary School  
(Prerequisite: Ed 101 and Ed 202)  
To provide the classroom teacher with the knowledge of basic skills necessary to meet the interests of children in arts and crafts suited to various grade levels. This comprises work with varied media suited for use in the elementary schools.  
(Each Fall)

Ed 247 The Teaching of Music in the Elementary School  
(Prerequisite: Ed 101 and Ed 202)  
A course designed to provide the classroom teacher with the knowledge of basic music skills necessary to meet the interests of children through functional teaching of music activities for the elementary school.  
(Each Spring)

Ed 261 Methods of Teaching in the Secondary School  
(Prerequisite: Ed 101)  
A comprehensive study of the principles and practices of secondary school teaching with emphasis on the teacher, the adolescent, the teaching-learning process, the curriculum planning for effective teaching, current problems in the secondary school and teaching as a profession. Directed observation in the classroom will be required. (Not to be taken by students majoring in English or history and social studies.)  
(Each Fall)

Ed 262 Methods of Teaching English in the Secondary School  
(Prerequisite: Ed 101)  
This course is designed to provide special training for students majoring in English. It will include laboratory experiences.  
(Each Fall)

Ed 263 Methods of Teaching History and Social Studies in the Secondary School  
(Prerequisite: Ed 101)  
This course is designed to provide special training for students majoring in History and Social Studies. It will include laboratory experiences.  
(Each Fall)

Ed 264 (Sp 264) Methods of Teaching Spanish in the Secondary School  
(Prerequisite: Ed 101 and Sp 102)  
Appraisal of objectives, contents and methods. Study and analysis of courses of study, textbooks and tests. Preparation of lesson plans. Consideration and discussion of practical classroom problems in teaching Spanish.  
(Spring 73)

Ed 271 Principles of Guidance  
(Prerequisite: Ed 101)  
An introduction to the theories and functions of educational and vocational guidance. The topics covered include the study of the individual student, sources of occupational information, educational and vocational counseling, and the pertinent sociological information required to understand community living.  
(Fall 73)

Ed 301 Student Teaching: Elementary Grades  
(Permission of Department Chairman required)  
Provides the senior student an opportunity to apply the skills and knowledge he has acquired in his professional preparation. This is done in an approved cooperating elementary school under the guidance of a skilled classroom teacher and building principal. The student teacher is visited regularly by a college supervisor and must also attend a weekly two-hour seminar which is an integral part of the course.  
(Every Semester)

Ed 315 Evaluating the Results of Instruction  
(Prerequisite: Ed 101)  
This course will survey the various types of measuring instruments being used in present-day Public School Testing Programs. Special emphasis will be placed on the evaluation of the different types of tests being used, what they attempt to measure, their advantages and limitations, their uses and cautions for using, and standardized testing. Proper procedures to be followed in the construction of good tests by the classroom teacher, and the interpretation and proper use of the results will also be included. Elementary statistics will be introduced merely as a tool to interpret testing.  
(Every Fall)

Ed 341 Reading Problems of School Children  
(Prerequisite: Ed 101)  
This course is open only to senior students prior to or following the completion of Student Teaching and to experienced teachers. Its objective is to assist the classroom teacher in diagnosing and providing corrective measures within the framework of regular class instruction. Planned classroom participation will provide opportunities to make practical applications.  
(Every Semester)

Ed 351 Student Teaching: Secondary  
(Permission of Department Chairman required)  
Provides the senior student an opportunity to apply the skills and knowledge he has acquired in his professional preparation. Opportunity is provided for the utilization of concepts of instructional planning, principles of learning, the selection and organization of learning experiences, and evaluation procedures. This is done in approved cooperating secondary schools under the guidance of a skilled classroom teacher and department chairman. The student teacher is visited regularly by a college supervisor and must also attend a weekly two-hour seminar which is an integral part of the course.  
(Every Semester)
The Department of English concerns itself with the study of man’s inexhaustible attempt to define through word and image himself and the world he inhabits. The student who elects to concentrate in Literature and the Communication Arts learns to perceive and appreciate man in his entirety — artistically, philosophically, psychologically and historically.

All students are required to take a basic five course sequence of upper-division departmental studies which seek to delineate the broad concerns of the discipline, and to supplement these required courses with a minimum of five departmental electives. Students who concentrate in English are also urged to elect advanced studies in related disciplines such as Fine Arts, History, Psychology and Philosophy.

The primary aims of the English studies program are: 1) to develop critical judgment through the close scrutiny of literature; and 2) to develop the student’s personal style of expression, oral and written, so that he can communicate to others, as teacher or simply as human being, that which he perceives.

The department also offers course sequences in speech, radio and television, the theater arts, film, and filmmaking which help prepare the student for a variety of professions including Teaching, Publishing, Advertising, Journalism, Public Relations, Sales and Law.

The Elementary English Education major is recommended to take Advanced Composition (En 375) and Children’s Literature (En 387) to ensure adequate teacher preparation. The Secondary English Education major must take Advanced Composition (En 375) and Young Adult Literature (En 388) to meet state certification requirements.

Students exhibiting superior abilities in their course of studies are urged to participate in the Independent Studies Program, and to propose specific areas of concentration for the Advanced Departmental Seminars.

Required upper-division departmental studies include: En 207 (Introduction to English Language Study); En 208 — 209 (Survey of British Literature); En 265 (Survey of American Literature).

En 10 Freshman Rhetoric: An Introduction to College Writing (3)
A basic writing course which seeks to develop the student’s writing competence. The course stresses grammatical acceptability, as well as the methods of observation and the methods of exposition. On the written recommendation of the instructor, and with the concurrence of the Director of Freshman English, a student may be granted a waiver to move directly into En 12. (Every Fall)

En 11 Freshman Rhetoric: Shorter Forms (3)
A systematic and practical introduction to the techniques of effective writing. The course stresses the rudiments of traditional rhetoric, trains the student in the techniques of close and analytical reading, and provides supervised practice in writing of essays. (Every Semester)

En 12 Freshman Rhetoric: Longer Forms (3)
A continuation of English 11. This course deals especially with the writing of argumentative-expository essays and the application of advanced rhetorical principles. Training in basic research methods is stressed. (Every Semester)

En 107 Poetry and the Short Story (3)
An introduction to basic literary principles and techniques through a close analysis of selected poetry and short fiction. (Each Fall)

En 108 Drama and the Novel (3)
This course focuses on the principles and techniques of drama and fiction. The intention of En 107 and En 108 is to provide the students with adequate critical tools to appreciate and evaluate various forms of literature which they will encounter in later reading. (Each Spring)

En 207 Introduction to English Language Study (3)
A survey of the major changes in structure, vocabulary, and uses of the language from the earliest times to the present. This course will also present the more important findings of modern linguistic scholarship. (Each Fall)

En 208 Survey of British Literature I (3)
The basic historical survey course presenting the major literary works, from Beowulf to the Lyrical Ballads, in their context. Shakespeare’s dramatic works are excluded from this course; see En 265. (Each Fall)

En 209 Survey of British Literature II (3)
A continuation of the basic survey course with extensive readings of major literary figures from Wordsworth to T. S. Eliot. (Each Spring)

En 235 British Drama (3)
An examination of selected plays beginning in the medieval period through the eighteenth century. Emphasis will be on intrinsic literary values, with some attention to historical trends and theatrical conventions. (Each Spring)

En 239 Modern Drama (3)
A study of the modern drama, since Ibsen, not restricted to British and American limits. Ibsen, Chekhov, Pirandello, O’Neill, Shaw, and Miller are usually among the readings assigned. (73-74 School Year)

En 252 Survey of American Literature (3)
An overview of literature in America from colonial times to the present. The emphasis will be on the main currents of development which structure American literary history along with selections from each author. (Every Semester)

En 254 19th Century American Novel (3)
A study of the history and criticism of the American novel through the first century of its life. Extensive readings will include Melville, Hawthorne, James and Twain. (Each Fall)

En 255 20th Century American Novel (3)
A study of the major movement, figures and works in the American novel in this century. The emphasis will be on those works which seem to be of lasting importance: Faulkner, Fitzgerald, Hemingway, for example. (Every Semester)

En 265 Shakespeare (3)
The study of Shakespeare’s plays and their relation to the Elizabethan era. Generally this study will focus on the major tragedies (Hamlet, Macbeth, Othello, King Lear) and a representative comedy and history play. (Every Semester)

En 282 Continental Literature: I (3)
A study of continental masterpieces, in translation, from the ancient world to the Renaissance (e.g., Homer, Sophocles, Virgil, Dante). (Each Fall)

En 283 Continental Literature: II (3)
A study of continental masterpieces, in translation, from the Renaissance to the present. (Each Spring)
En 310 Medieval Literature (3)
A study of literature during the Middle English period with special emphasis on Chaucer and his contemporaries.
(73-74 School Year)
En 311 Sixteenth Century Literature (3)
The prose and poetry of the sixteenth century including works by Skelton, More, Erasmus, Wyatt, Surrey, Sidney, Spenser, and the non-dramatic poetry of Shakespeare.
(73-74 School Year)
En 312 Seventeenth Century Literature (3)
The prose and poetry of the seventeenth century with special emphasis on Milton.
(Each Fall)
En 313 Neo-Classicism (3)
A study of selected prose and poetry from the Restoration through the eighteenth century with special attention to Dryden, Pope, Swift, and Johnson.
(73-74 School Year)
En 314 Romanticism (3)
A critical analysis of the Romantic period in English Literature. That shift in men's feelings, thoughts, and tastes called the Romantic Movement is studied in the creative and critical writings of the leading figures of the period: Blake, Coleridge, Wordsworth, Byron, Keats, Shelley, Lamb, and Hazlitt.
(73-74 School Year)
En 315 Victorian Literature (3)
A critical survey of Victorian Literature. A study of the numerous literary figures of this broad and diffuse era, including Tennison, Arnold, Newman, Browning, Ruskin, Rosetti, Shaw, among others.
(Fall 72)
En 325 Modern British and American Poetry (3)
The development of modern poetry in England and America. Poets studied include Hopkins, Yeats, Frost, Eliot, Thomas.
(Each Fall)
En 341 Eighteenth and Nineteenth Century British Novel (3)
A study of the development of the novel in England. Although the historical context will be considered, the main emphasis will be on the analysis of the art and craft of the individual novels being read. The reading list will usually include novels by Richardson, Fielding, Austen, Dickens, Trollope, Thackeray, and Hardy.
(Spring 73)
En 342 Twentieth Century British Novel (3)
A study of the major British novelists, including Conrad, Joyce, and D. H. Lawrence. Emphasis will be on the close reading analysis of the novel, but the historical context will also be considered.
(Each Spring)
En 375 Advanced Composition (3)
This course will introduce the student to basic rhetorical theory, and at the same time provide him further experience to perfect his own mastery of writing.

The emphasis will be on effective practice, and preparation for teaching, rather than on history of rhetoric. The student will be given more than ample writing experience.
(Every Semester)
En 378 Creative Writing (3)
Introduction to the techniques of short story writing, with some attention to the problems of other forms. Close direction and criticism of manuscripts by the instructor.
(Each Spring)
En 386 Black Writers (3)
A survey of the major black writers of America. This course will emphasize those writers whose work reflects the black experience, and will concentrate on those of lasting literary worth.
(Each Fall)
En 387 Children's Literature (3)
A survey of children's literature, including an introduction to mythology and the folklore of the world. Consideration will be given to the techniques of teaching literature to younger children. Enrollment limited to students preparing to be elementary teachers.
(Every Semester)
En 388 Young Adult Literature (3)
A survey of adolescent and young adult literature, including an introduction to mythology and the folklore of the world. Consideration will be given to the techniques of teaching literature to young people. Enrollment limited to students preparing to be middle junior and senior high school teachers.
(Every Semester)
En 390 Literary Criticism (3)
The history and methods of literary criticism. A synthesis of the basic issues, speculations, and practices of literary critics through the ages, and an introduction to the various modern schools of critical approaches to literature.
(Each Spring)
En 391 Departmental Seminar (3)
Advanced literary studies on a particular subject to be announced by bulletin prior to registration for the semester in which it is offered. Typical subject offered: "Satire," "Dickens," "Contemporary Literature," etc.
(To Be Announced)
En 398 Independent Study (1-3)
Work on a special topic to be arranged with an instructor who will direct the work. Permission of the Department Chairman will be granted qualified English majors on the basis of a written prospectus.
(To Be Announced)
En 399 Honors Seminar (3)
Open to qualified seniors by invitation of the Department of English. The aim of the course is to enable the student to synthesize his understanding of English and American Literature through the study of selected problems in literature and literary criticism.
(To Be Announced)
Program in Communication Arts

The Communication Arts Program offers elective courses in Speech, Theater, Radio-Television and Filmmaking. The program stresses theory as well as practical experience, and the student is expected to participate both as actor and maker. Much of the Communication Arts Program is based on the notion that the future belongs to the electronic media of communication. In this sense, the program offers the student the opportunity to confront himself in the future tense.

Ca 21 Fundamentals of Speech I (3)

Introductory instruction and practice in effective oral self-expression; the working with ideas and emotions as found in selected projects in speaking and oral reading.

( Every Semester)

Ca 171-271 Fundamentals of Acting I and II (6)

Designed to present acting technique in theory and practice. It is concerned with methods and procedures in building characterization for plays on an individual, group rehearsal and performance basis. Participants are required to audition for college productions.

(Annual Sequence)

Ca 201 Introduction to Radio and Television (3)

Basic study of the radio and television industry reviewing the various facets of radio-television broadcasting, including radio station operation, personnel, production, announcing news, engineering, advertising, and legal aspects. This course is a basic background study for the field of radio-television communications.

(Each Spring)

Ca 214 Newswriting for Broadcasting (3)

An introduction to those techniques of writing for oral delivery over the broadcast media. A special emphasis will be placed on the rewriting of wire service material, and on original news writing.

(Each Fall)

Ca 215 Radio-Television Production (3)

A study of techniques used in the presentations of radio-television programs. Practical application of these techniques will be outlined and executed in this classroom workshop course.

(73-74 School Year)

Ca 216 Radio-Television Announcing (3)

Fundamentals of announcing for radio and television. This course is designed to assist students, interested in radio-television broadcasting. Emphasis on delivery, style, voice personality, and ad-lib ability.

(Every Spring)

Ca 241 Mass Media and the American Culture (3)

(This course is also listed as HI 291)

The impact of the newspaper, film, radio and television on values, tastes, attitudes, entertainment and art in the contemporary American experience.

(Fall 72)

Ca 277-278 History of the Theater I & II (6)

A study of the development of the theater. It covers the period from 1400-present, taking into consideration the culture of the times on the social, political, religious, and dramatic levels. The emergence of profane drama with the accompanying innovations in playwriting, acting, scenery, and theater architecture comprises the substance of the course.

(73-74 School Year)

Ca 280 Oral Interpretation of Literature (3)

An introduction to the study of literature from the viewpoint of the oral reader. The study of voice and communication principles as well as the theories of criticism and aesthetics are fused into the re-creative art of oral interpretation.

(Performance course) (73-74 School Year)

Ca 281 Theater Interpretation (3)

A general course in the practical aspects of theater; scene building, costume building, general production, and direction. The unusual aspect of this course is its on-the-job arrangement; students observe professional theater productions in the Southern Connecticut area. A student may register for this course more than once.

(Every Semester)

Ca 291 Film-Making Workshop (3)

An introduction to the basic techniques of cinematic composition, editing, and film criticism. The student will also be introduced to the basic administrative and aesthetic aspects of film making. Critical stress will be on super 8mm filming techniques, and the student will be expected to provide equipment and film.

(Fall 72)

Ca 382 Journalism (3)

An introduction to the basic principles and techniques of journalistic writing. Limited enrollment-priority given to Obelisk staff members and to students preparing to be high school teachers.

(Every Semester)
DEPARTMENT OF FINE ARTS

Program in History of Art

Through painting, sculpture and architecture, there is direct access to the products of human intelligence and ingenuity on a global scale. Modern creativity reflects and builds upon the past as well as projects into the future. Art is historical, existential and futuristic. History of Art courses foster the ability to examine works of art intelligently in the framework of the social and cultural milieu within which they were created. By its very nature, Art History is an inclusive discipline, depending upon and ultimately contributing to the social sciences as well as the humanities.

Fa 51 Art in the Western World (3)
A study of the ideas and arts of those cultures that initiate and develop into the Western tradition presented through a study of a highly selected series of examples from ancient to modern periods. Includes an analysis of the basic characteristics of the art and architecture of these eras in the context of general cultural trends. (Every Semester)

Fa 255 Renaissance Art (3)
A critical discussion of the historical, conceptual and formal changes in the visual arts within the 15th and 16th Centuries. Includes an analysis of the influence of Italian and Northern painting on the culture of Europe. (Fall 73)

Fa 256 Baroque and Rococo Art (3)
A course treating the major developments in painting, sculpture and architecture during the 17th and 18th Centuries, as modified by the historical situations and humanistic values in specific countries. (Fall 72)

Fa 257 Studies in Modern Art (3)
An analysis of the works and questions raised by the arts of the 19th and 20th Centuries. The roles of modern artists as they reflect, criticize and project or prophesy on life in the 20th Century are emphasized. (Each Spring)
Program in Studio Art

Studio Art courses are planned to foster the growth of individuality through the exploration of a variety of methods and materials. These courses are a challenge to the perceptual and conceptual processes of creative expression.

A maximum exchange of ideas and information between student and instructor encourages the student to discover his individual form of expression. The student will need to work outside the studio, as well as in it, and beyond scheduled periods.

Fa 283  Introduction to Drawing  (3)
An introduction to the problems of expression through graphic images on the two-dimensional surface. An understanding of the drawing media is explored through studies of the relationship of line, form, texture and space organization. Individual interpretation and style is emphasized and encouraged. (1½ hours, twice a week)  (Each Fall)

Fa 288  Introduction to Painting  (3)
A basic and practical introduction to the problems of painting through the study of color and composition and its control and use in artistic practice. An exploration into the varied techniques of the media with emphasis on individual development and stylistic viewpoint. (1½ hours, twice a week)  (Each Spring)

Ed 246  Teaching Art in the Elementary School  (3)
To provide the classroom teacher with the knowledge and skills necessary to meet the interests of the children in arts and crafts suited to various grade levels. This comprises work with all media suited for use in the elementary school.  (Each Fall)
Program in Music

The condition of today’s music is radically changed from that of all previous ages. This change is the work of scientists and technicians, not composers and performers. Through electronic media, music has become immediately accessible to almost everyone; not only the songs of modern troubadours, but the accents of distant drummers, speaking from far off lands and ages. In a sense, all music, however close or remote its origins in time and space, has become our music. We seek to engage it, to open our minds and spirits to its language and emotion, to range through its vast, polyglot treasures, and thus to become more fully one with the humanity which continually amplifies our cultural heritage.

Fa 111  Music in Western Civilization (3)
An introductory study of musical style, content and function as determined by the culture and ideas of the age in which the music was created. (Every Semester)

Fa 123  Music Literature:
   Renaissance – Baroque (3)
Representative compositions studied as products of the interactions among composer, musical tradition and contemporary culture. Emphasis upon developing an understanding of the expressive language of early music. No technical background required. (Each Spring)

Fa 124  Music Literature:
   Contemporary (3)
A survey of major trends in 20th century music: the language of modern music, style and function in today’s society. No technical background required. (Each Fall)

Fa 126  Applied Musicianship:
   The Recorder (3)
The development of musicianship through the medium of the recorder (flauto dolce). Survey of the varieties of Renaissance, Baroque and modern music appropriate to the instrument. (Each Fall)

Fa 201  Musicianship I (3)
An integrated study of the materials and structure of music, including music fundamentals, music writing, analysis and reading. (Fall 72-Evening School)

Fa 231  Chorale (3)
Choral performance with emphasis upon modern works. Open to all university students. (Every Semester)

Fa 232  Chamber Singers (2)
A select ensemble specializing in pre-Classical and modern vocal chamber works. Admission by audition. (Every Semester)

Fa 233  Chamber Orchestra (2)
Admission by audition to performers on woodwind, brass, string, or keyboard instruments. (Every Semester)
Program in Humanities

The basic idea underlying courses in the Humanities is the formation of greater sensitivity and discernment through a more integrated cultural experience.

Studies in human thought and art can be enriched by transcending barriers and looking into the social and technological forces shaping the world as one experiences it.

A two semester Humanities Program is available for everyone seeking an integrated understanding of the arts. The course is organized around central themes drawn from works of art, music and intellectual history.

Hu 101  The Search for the Ideal
A study of the eras in which many foundations of the modern world were established. Incorporates a unitary view of civilizations closely allied through an analysis of key works of art, music and philosophy. (Each Fall)

Hu 102  The Search for Identity
A study of thought, belief and attitudes of the modern world. Focuses on the experience, values and expression of man in art, music and philosophy. (Each Spring)
The Department of History aims to deepen the student's knowledge of the spiritual and social inheritance received from the fusion of the Graeco-Roman and Judaeo-Christian heritage that is our civilization. To accomplish this, the Department offers a broad understanding of the record of such past events as are definite in time and space, social in nature, and socially significant.

The presentation is made in the fashion best designed to stimulate the inquiring mind and cultivate the critical insight of the student. Thus it aims to provide the student with a comprehension of the permanent values and lasting ideas which have survived the acid test of ages. Further, it widens cultural horizons by giving an appreciation of cultural patterns once as vital as our own. The Department is convinced that only against such a background may the student begin to appreciate politics and government as "the art of the possible."

Finally, the Department would strongly enjoin the student to consider and act on the words of Dante: "The man who has benefited from the common heritage but does not contribute to the common good can have no doubt that he is failing sadly in his duty." Major 30 hours. All History Majors are required to take the following courses:

| Hi 1 and 2 | Western Civilization |
| Hi 121 and 122 | U.S. Survey |
| Hi 201 | Historical Methods and Criticism |

Hi 1 Growth of Civilization to 1715 (3)
A basic survey which seeks to explain the religious, intellectual, social, and economic evolution of Western Civilization. (Each Fall)

Hi 2 Growth of Civilization since 1715 (3)
Continuation of Hi 1. The course presents the major historical trends in the eighteenth, nineteenth, and twentieth centuries. (Each Spring)

Hi 121 United States History to 1865 (3)
Growth of the United States from Colonial foundations to the end of the war between the States. Constitution; early years of the republic; Jacksonian democracy, westward expansion; sectionalism, slavery and war. (Each Fall)

Hi 122 United States History Since 1865 (3)
An analysis of the period of Reconstruction, industrial expansion, transportation, agriculture, labor and finance. Place of the United States among nations, World War I, Depression, New Deal and World War II. (Each Spring)

Hi 201 Historical Method and Criticism (3)
An introduction to the problems of understanding and explanation in history, and to the history of historical writing; aids to research; techniques and methods employed by historians; and experience in textual criticism. (Each Fall)

Hi 210 Early Modern Europe, 1453-1789 (3)
A study of European thought and society in the age of the Renaissance, the Reformation, the Expansion of Commerce, the Discovery of the New World, the Scientific Revolution, and the Enlightenment. (Fall 1972)

Hi 212 Modern Europe, 1789-1914 (3)
A historical analysis of events in Europe since the French Revolution. Special attention is given to the impact of nationalism and industrialization. (Spring 1974)

Hi 213 Contemporary Europe, 1914 to the present (3)
A study of the Continent of Europe in the World Community during and after the two world wars. (Spring 1973)

Hi 221 American Colonial Foundation (1607-1783) (3)
A study of the development of American society with emphasis on the political, social, and economic problems which led to the American Revolution, and the further problems created during the Revolutionary War. (Fall 1973)

Hi 225 Afro-American History (3)
A study of the forced migration of the African to America, the condition and nature of his servitude, the development of abolitionism culminating in emancipation, the twilight zone of freedom, the growth of civil rights and Black Power movements and an analysis of the psychic and cultural implications of racism. (Fall 1972)

Hi 231 The History of Modern Russia (3)
A study of the political, social, economic and cultural developments in Russia with emphasis on the Revolution and those events and doctrines which have shaped the Soviet Union. (Fall 1973)

Hi 252 The Middle Ages (3)
The development of European history from the Fourth to the Fourteenth century. The topics include the birth of the Middle Ages; Christianity; Byzantine, Islamic and Carolingian Empires, Feudalism, the Crusades, the growth of national states. (Fall 1973)

Hi 264 The British Empire and Commonwealth (3)
The evolution of the British Empire and Commonwealth from the American Revolution to the present; the fall of the old colonial system; the free trade movement; the growth of the Dominions; relations with India; the Empire and Commonwealth in recent years. (Spring 1973)

Hi 265 Modern England, 1485 to the present (3)
A study of the transformation of England from an agrarian, aristocratic society in the 16th century to an industrial democracy in the contemporary world. (Spring 1974)

Hi 272 The New Nation (1783-1877) (3)
The achievement of national government; the development of political parties and political democracy; social, political, economic and cultural developments of the early and mid-nineteenth century; westward expansion; slavery, national disruption and civil war; Reconstruction and its legacy. (Fall 1972)

Hi 273 The Age of Enterprise (1877-1929) (3)
The development and impact of corporate capitalism; the political, social, intellectual and diplomatic transformations of the late nineteenth century; attempts at national reform and the impact of war; the beginnings of mass society and the causes of the Great Depression. (Spring 1974)

Hi 274 Contemporary America, 1929 to present (3)
The effects of the Depression and the initial response to it; the nature, achievements and shortcomings of the New Deal; the United States in world affairs from the Good Neighbor policy to Vietnam; post-war America from Truman to Nixon. (Spring 1973)

Hi 280 History of Modern East Asia (3)
Summarizes the achievements of traditional East Asian societies and examines Western contacts; imperialism and the
resultant conflicts. Emphasis on China and Japan; traces Japanese imperialism and the revolutionary movements in China; influence of the United States and the Soviet Union upon the emergence of Chinese Communism as a central force in the area today.
(Fall 1972)

Hi 281 History of Southeast Asia

A study of the formation of Southeast Asian cultures (Burma, Thailand, Cambodia, Laos, Vietnam and Indonesia) and an analysis of Chinese, Indian and Western influences on their development. Emphasis will be placed on the process of modernization in emerging nation states.
(Spring 1973)

Hi 284 World Community since 1939

Assesses the impact of World War II on the world, the emergence of the United Nations and its role down to the present time.
(Fall 1974)

Hi 291 Mass Media and the American Culture
(This course is also listed as CA 241)
The impact of the newspaper, film, radio and television on values, tastes, attitudes, entertainment and art in the contemporary American experience.
(Fall 72)

Hi 303 United States Urban History

A study of the urbanization of the United States; the origins, growth and development of American cities; their impact upon the nation; the city as a social, economic, political and cultural environment.
(Fall 1973)

Hi 321 United States Constitutional History

A case study approach to the organic growth of the Federal Constitution with particular emphasis on federalism, separation of powers, individual rights and ordered freedom, Church-State issues.
(Spring 1974)

Hi 322 United States Diplomatic History

The diplomacy of the American Revolution, the struggle for neutral rights, the Monroe Doctrine, relations with Latin America and the Far East, relations with Panama, diplomatic trends after World War I and World War II.
(Fall 1972)

Hi 325 United States Intellectual History

Evolution of the “American mind” through three centuries of transition to the Twentieth Century; concentration on contemporary themes; conservative-liberal dialogue in American History.
(Spring 1973)

Hi 391 History Seminar
Topics chosen by Department.
(Each Spring)
Program in Political Science

Political Science is the study of human government and politics, both historical and contemporary, in terms of ideas and principles, and the structure and function of institutions. Knowledge of political science is crucial to the development of the well-informed citizen, and is an important aid to those contemplating careers in such fields as law, government and public administration, teaching, and journalism. Although the University at present does not have a major in political science, it does offer a wide range of courses in the discipline, embracing the political systems of the United States, Asia, Europe, and Latin America; international politics and organizations; political theory; public administration; political and economic geography; and international law.

Po 101 Principles of Government (3)
Introduction to the study of principles, institutions, and practices of Government and Politics. Necessary background information for the understanding of terms, ideas, and objectives that underline our changing twentieth century politics.
(Every Semester)

Po 161 Political and Economic Geography (3)
The role of geographic factors and natural resources in national power and international relations of the United States and other world powers.
(Each Fall)

Po 211 American Federal Government (3)
An analysis of society, authority and common good. Forms of government. The constitution, structure, operation and functions of the three branches.
(Fall 73)

Po 212 State and Local Government (3)
The original constitutional position of the states and the changing federal state relationships. Types and evolution of local government; constitutional and statutory limitations. Emphasis on Connecticut and its divisions.
(Spring 73)

Po 215 American Political Parties (3)
Organization and operation of political parties and pressure groups, and their interrelations. Voters, political campaigns, elections.
(Spring 73)

Po 231 Comparative Government (3)
(Spring 74)

Po 233 Comparative Government: ASIA (3)
The political traditions, structure, functioning and contemporary political problems of selected Far Eastern countries emphasizing China, Japan, and India.
(Fall 72)

Po 241 International Politics (3)
Factors influencing and determining relations among nations; problems of world peace and security; geopolitics.
(Spring 74)

Po 242 International Organizations (3)
Origin, organization, activities, and goals of various types of international units. The United Nations: structure, goals, and means.
(Fall 72)

Po 301 Development of Political Theory (3)
A survey of political thought from Plato and Aristotle to the present century.
(Spring 74)

Po 311 Latin American Governments and Parties (3)
The structure, functioning, recent history, and contemporary problems of government and political parties in Latin America.
(Fall 72)

Po 321 Public Administration (3)
Nature of public administration; structures and statutory limitations; staff organization and flow of command; employment policies, personnel training and management; employee organization; public relations.
(Fall 73)

Po 341 International Law (3)
The relations among nations as regulated by legal concepts and practices in international affairs. War and peace, neutrality and non-belligerency.
(Spring 73)
The aims of the Mathematics Department are: 1) to offer a math curriculum that, coupled with mathematics extra-curricular activities, will provide mathematics majors with basic undergraduate requisites for successful advanced study at the best graduate schools, or for successful employment in industry or in areas where mathematicians are in demand; and 2) to provide the non-mathematics majors with foundations and skills that will be increasingly useful, if not necessary, in the pursuit of their respective disciplines and professional work, by offering them courses whose content is both modern and relevant to the needs of an ever-increasingly technical society.

In the furtherance of these aims, the mathematics curriculum at the University is set up in accordance with the guidelines and standards established by the CUPM of the MAA. Moreover, the course offerings are continually being updated through the incorporation of new developments that will make the subject matter of greater relevance and usefulness. The introduction of the theory and techniques of computer applications in mathematics into Modern College Mathematics II is cited as an example. This modernization follows the recommendations of the Mathematics Panel of the Conference on Computers in Undergraduate Education, which stated: “The Panel feels strongly that the students will be enormously stimulated by the introduction of computing into the curriculum; for many it will turn the all-too-often totally passive college experience into one of active participation. It will provide a powerful problem-solving tool, and will enable students to do genuine research at an early period in their training, whereas only the truly exceptional student is now capable of anything worthy of the name research in the classical areas of mathematics.”

Mathematics Colloquium

The Department also offers a Mathematics Colloquium which features leading mathematicians discussing important parts of mathematics not covered in the regular curriculum.

Math Films

The showing of the principal math films produced by the MAA is another complementary activity to our curriculum. Its purpose is similar to that of the Colloquium and supplements it.

Mt 099 Basic Mathematics (3)
- Fundamentals of arithmetic; assumptions, fundamental definitions. Cardinal and ordinal numbers. Equalities and inequalities of natural numbers. Algebraic expressions. Fundamental operations on polynomials. Rational fractions. Exponents and radicals. Algebraic equations. (For students who fail the departmental entrance examination.) (Every Fall)

Mt 1 Modern College Mathematics I (3)
- Set theory; the logical method; systems of numeration; functions, the real numbers; algebraic processes; equations and inequalities; complex numbers; graphs of relations. Analytic trigonometry. (Every Semester)

Mt 2 Modern College Mathematics II (3)
(Prerequisite: Mt 1)
- Matrices; determinants; systems of equations; combinatorial theory and probability; progressions. Introductory Statistics. Algebraic Systems. (Every Semester)

Mt 5 Probability and Statistics (3)
(Prerequisite: Mt 1)
- An introduction to the theory of probability and elementary statistics. Important discrete distributions; sampling theory of large and small samples. Estimating population mean and proportion; test hypotheses. (Every Semester)

Mt 10 Precalculus (3)
(Prerequisite: Mt 10 or passing departmental test)
- For the prospective Math major without the proper background to take Mt 13. Set theory and symbolic logic. Definition of function and algebra of functions. Polynomial and rational functions. Analytical trigonometry. (Every Semester)

Mt 13 Introductory Calculus (3)
(Prerequisite: Mt 10 or passing departmental test)
- First credit course for Mathematics majors. Differential and integral calculus of the elementary functions with associated analytic geometry. Limit and approximation. Technique and applications of differentiation. Area and integral applications. (Every Spring)

Mt 14 Mathematical Analysis I (4)
(Prerequisite: Mathematics 13)
- Completion of Mt 13. Limits of functions. Implicit and inverse functions. Methods of integration. Limits of sequences. Applications of integration; improper integrals; series; power series. Parametric representation; polar coordinates. Solid analytic geometry. (Each Fall)

Mt 103 Linear Algebra (4)
(Prerequisite: Mathematics 13)

Mt 104 Mathematical Analysis II (4)
(Prerequisite: Mathematics 14)

Mt 231 Numerical Analysis (3)
(Prerequisite: Mt 104)

Mt 232 Applied Mathematics (3)
(Prerequisite: Mt 210)
- A course to illustrate the principles and basic styles of thought in solving physical problems by mathematical methods. (Each Fall)

Mt 234 Computer Technology (3)
(Prerequisite: Mt 104)
- Introduction to functional units for digital computers. Fundamentals of programming. Fortran languages. Laboratory work and assignments in full size digital computers. (Spring 74)

Mt 313 Real Analysis (3)
(Prerequisite: Mt 201)

Mt 314 Complex Analysis (3)
(Prerequisite: Mt 201)
Program in Physics

Physics, the pioneer science, is basic to an understanding of the natural sciences, engineering and the applied sciences. It has brought about profound changes in our modes of living and made vast contributions to this electronic, atomic and nucleonic age. Physics must be intimately involved in prudent plans to control our environment, to improve our ecology and to reduce the technological and other types of pollution which threaten our earthly existence.

Py 1 Introduction to Classical Physics
(Each Fall)
Designed to introduce the non-science students to the methodology and concepts of physics, this course will cover mechanics, kinetic theory, heat, thermodynamics, sound, light and electricity.

Py 2 Introduction to Modern Physics
(Prerequisite: Py 1)
A continuation of Physics 1, this course will deal with 20th century physics: the Bohr atom, elementary atomic theory and quantum mechanics, introductory electronics and special relativity theory.

Py 111-112 College Physics I and II
(Prerequisite: Mt 2 or equivalent)
(Each Fall and Spring)
Designed for science students and premedical majors, this course will give a theoretical and experimental foundation in general physics. The topics covered will include mechanics, kinetic theory, heat, thermodynamics and sound. Electricity, magnetism, light and introductory modern physics. The course will consist of 3 classroom periods and one 2-hour laboratory period per week.

Py 261-262 Introduction to Atomic and Nuclear Physics I & II
(Prerequisite: Py 112)
(Each Spring)
This course is designed to give science students and premedical majors an introduction to the fundamentals of modern atomic and nuclear theory.
DEPARTMENT OF MODERN FOREIGN LANGUAGES

The curriculum in Modern Foreign Languages responds to the student's interest in learning about other peoples, both abroad and in this country, and to his desire to communicate with these peoples. An enthusiastic faculty, unified through a common interest in teaching the language in a dynamic way, aim to help the student develop linguistic versatility and cultural sensitivity through learning the language of another society, together with the culture in which it operates.

Through flexible counseling the student will be helped to attain his specific goals, whether they be intellectual growth, training in linguistic skills, or professional competence in such areas as Social Work with the Spanish speaking, Bilingual Teaching, Teaching Language in the Secondary Schools, or work as a translator or interpreter.

Italian, French and Spanish

Courses are offered in Italian through the intermediate level. A four year sequence is offered in French, with Conversation and Composition in alternate years. A Major Concentration is offered in Spanish, consisting of a minimum of 30 hours selected from courses such as Spanish Composition,* Conversational Spanish, Masterpieces in Spanish Literature,* Spanish Phonetics, Methods of Teaching Spanish in the Secondary Schools, and Hispanic Civilization. Two monographic courses are planned for ensuing years, dealing with Cervantes and Garcia Lorca.

A language laboratory helps the students develop and maintain necessary linguistic skills. A Spanish Club, La Hispanidad, acquaints students with the problems of the Spanish-speaking people in their own community. Study abroad is made available through the Academic Year in Pamplona and Seville, or the Summer Program of the University of Granada at Malaga. The Modern Language Department encourages prospective students to plan programs suited to their individual needs.

*Required courses.

FRENCH
Fr 1-2 Elementary French I and II (6)
   Essentials of French grammar, reading basic texts, speaking and writing simple French sentences. Acceptable pronunciation stressed. (Annual Sequence)
Fr 51-52 Intermediate French I and II (6)
   (Prerequisite: Fr 2 or equivalent)
   Review and intensified study of French grammar, reading of short works, vocabulary building, composition, and conversation. Successful completion of this course attests to a reading knowledge of French. (Annual Sequence)
Fr 101-102 French Composition and Grammar I and II (6)
   (Prerequisite: Fr 52 or equivalent)
   More complex grammar; enrichment of vocabulary, and improvement of proficiency in speaking, reading, writing, and translating, based on literary and cultural texts. (1973-74 School Year)
Fr 111-112 Conversational French I and II (6)
   (Prerequisite: Fr 52 or equivalent)
   An integrated study of French as it is spoken and written today. (1972-73 School Year)

ITALIAN
It 1-2 Elementary Italian I and II (6)
   Essentials of Italian grammar, reading of basic texts, speaking and writing sentences. Acceptable pronunciation is stressed. (Annual Sequence)
It 51-52 Intermediate Italian I and II (6)
   (Prerequisite: It 2 or equivalent)
   Review and intensified study of Italian grammar, reading of short works, vocabulary building, composition, and exercise in conversation. (Annual Sequence)

SPANISH
Sp 1-2 Elementary Spanish (6)
   Basic language patterns learned in the context of normal cultural situations. Practice in understanding, speaking, reading and writing Spanish. Language as communication is stressed. Opportunities are given for gaining insight into the contemporary culture of Spain and Hispanic America. Learnings are reinforced by work in Language Laboratory. (Annual Sequence)
Sp 51-52 Intermediate Spanish (6)
   (Prerequisite: Sp 1-2 or equivalent)
   Review and intensified study of authentic language patterns. Readings based on contemporary life in Spain and Hispanic America. Use of Language Laboratory is continued in order that language patterns may become automatic. (Annual Sequence)
Sp 111-112 Conversation: Topics for daily living (6)
   (Prerequisite: Sp 52 or equivalent)
   An integrated study of Spanish as it is spoken and written today. Intensive oral practice; pronunciation, vocabulary, reading, comprehension; short speeches and group discussions. Use of audiolingual aids in the laboratory is required. (Annual Sequence)
Sp 201-202 Masterpieces of Spanish Literature (6)
   (Prerequisite: Sp 101-102 or permission of the department.)
   Reading of the great works of Spanish Literature from the Middle Ages to the present day, with emphasis on an understanding of the Spanish mind and way of life. Conversation and composition based on the above materials. Use of audiolingual aids in the laboratory is required. (In Spanish) (72-73 School Year)

Life and joy cannot be subdued. The blade of grass shatters the concrete. The spring flowers bloom in Hiroshima . . . . Those who would reduce, control, quell must lose in the end. The ecstatic forces of life, growth and change are too numerous, too various, too tumultuous.

George Leonard
Education and Ecstasy
Sp 215-216 Spanish Readings and Discussion
   (Prerequisite: Sp 101-102)
   Content of readings dependent upon the interests of the students. Composition
   and discussions based on the readings, with attention given to the finer points of
   structure. For students specializing in Sociology. Readings and discussions will
   be based upon practical situations which will be useful to those doing social work.
   (73-74 School Year)

Sp 241 Spanish Phonetics
   A study of the sounds of the language. Drill for the improvement of pronunciation
   and intonation. Recommended for all majors and for those who expect to
   teach Spanish. Use of audiolingual aids in the laboratory is required. (Fall 72)

Sp 264 (Ed 264) Methods of Teaching Spanish in the Secondary School
   Appraisal of objectives, contents and methods. Study and analysis of courses of
   study, textbooks and tests. Preparation of lesson plans. Consideration and discussion
   of practical classroom problems in teaching Spanish. (Spring 73)

Sp 280 Hispanic Civilization – Spain
   (Prerequisite: Sp 101-102)
   History and culture of Spain from its origins to the present day, with emphasis
   on the literary and artistic contributions of the Spanish people. Audiovisual ma-
   terial will be used. (In Spanish) (Fall 72)

Sp 281 Hispanic Civilization – Spanish America
   (Prerequisite: Sp 101-102)
   History and culture of Spanish America from its pre-historic times to the
   present day, with emphasis on the literary and artistic contribution of Spanish
   America to Western Civilization. Audiovisual material will be used. (In Spanish)
   (Spring 73)

Sp 315-316 Conversation: Contemporary Issues
   A course designed to improve mastery of spoken Spanish. Discussions will be
   based on current materials, books, newspapers, magazines and filmstrips dealing
   with life in the Spanish world, both here and abroad. (73-74 School Year)

Sp 341 Applied Linguistics
   Awareness of the relationship between linguistics and the learning of a new
   language. Phonological and structural comparison between Spanish and English
   as an important aspect of the audiolingual approach to the learning and
   teaching of the Spanish language. (Fall 73)

Sp 351-352 Masterpieces of Spanish American Literature
   (Prerequisite: Sp 101-102)
   Reading of the great works of Spanish American literature, from the Colonial
   period to the present day. Lectures in Spanish. Conversation and composition
   based on the works studied. (In Spanish)
   (73-74 School Year)
DEPARTMENT OF PHILOSOPHY

The Department of Philosophy serves the university community in a three-fold way. Since the University deems the philosophical experience as integral to the intellectual and cultural development of modern man, the Department provides foundation courses that satisfy core requirements in Area IV. Its broad range of electives, dealing with historical movements as well as contemporary problems, allows for a major in philosophy and makes available a variety of electives of an interdisciplinary nature.

In whatever way the student comes to philosophy, whether it be to satisfy a core, major, or elective requirement, the Department seeks to enrich his life experience by making available to him the broad and generous ideas that have shaped the contemporary intellectual world. Awareness of the traditional philosophical forces of the past is a condition for understanding the ideological trends of today.

In an increasingly complex and dynamic culture, where the accumulation of novel and challenging ideas and beliefs unsettle traditional patterns of thought and action, the role of philosophy becomes more vital, for it addresses itself to the conflict between the enduring insights of the past and the emergent discoveries and theories of the present in an attempt to attain a coherent philosophy of life. The ability to understand, manipulate, and control these broad theories is a prerequisite to structuring for oneself a coherent and consistent world-view that will give direction and meaning to one’s behavior, both intellectual and social.

Ph 150 Historical Survey of Philosophy I (3) Survey of some major philosophers in the ancient and medieval eras. (Every Semester)

Ph 155 Historical Survey of Philosophy II (3) Survey of some major philosophers in the modern and contemporary eras. (Every Semester)

Ph 211 Logic (3) Study of the formal structure of deductive and inductive reasoning. (Fall 72)

Ph 222 Philosophy of Science (3) Brief survey of the historical development of the scientific theory and method; investigation of specific modern theories regarding the structure and methods of the theoretical and empirical sciences. (Spring 73)

Ph 242 Philosophy of History (3) History as measured being; time in its mystery; linear and cyclical approaches; progress as motion and as being; epochs and events; man and historical consciousness; being in history. (Spring 74)

Ph 252 Philosophy of Value (3) Examination of ethical theories with special attention to contemporary theories as Kantianism, Utilitarianism, Pragmatism, Existentialism, and Linguistic Analysis. (Fall 73)

Ph 253 Philosophy of Law (3) Study of the leading philosophical ideas of law from historical beginnings to the present. (Spring 73)

Ph 258 Medical Ethics (3) Medical ethics considers the general nature of human morality and is specifically concerned with problems of medical moral practice. The origin, preservation and termination of human life is analyzed on the basis of ethical, medical and human factors.

Ph 261 Philosophy of Art and Literature (3) Brief historical survey of the various conceptions of beauty and art; study of the nature of the aesthetic experience with special emphasis on contemporary critical and aesthetic theories in literature and art. (Fall 73)

Ph 271 Philosophy of Being (3) The problem of being: the one and the many; essence and/or existence; being and experience. (Fall 73)

Ph 273 Philosophy of Person (3) The development, dimension, and necessity of the concept of person; difficulties in the synthesis of man as person and classes of man; the person-centered attitude; the creativity of person. (Spring 74)

Ph 275 Process Philosophy (3) An examination of the influence of the theory of evolution on the philosophical thought of Bergson, Whitehead, Dewey, Teilhard de Chardin. (Fall 72)

Ph 283 Philosophy of God (3) Study of the continuous theorizing of God from the ancient to the contemporary philosopher. (Spring 74)

Ph 322 American Philosophy and Culture (3) Study of the interaction of American philosophical thought and the American experience as revealed in the philosophies of Edwards, Emerson, Royce, Peirce, James, and Dewey. (Spring 73)

Ph 331 Oriental Thought (3) Investigation into some significant philosophical ideas of India and China. (Fall 72)

Ph 399 Departmental Seminar (3) Seminar content specified by the department with each offering.
It is the goal of the Psychology Department to provide its students with a basic foundation in the scientific study of behavior. Such a background will be of value to two groups of students: those who intend to enter the employment market after completion of the Baccalaureate Degree, and those who wish to further their education through graduate study and pursue a career in Psychology or a related field.

A broad spectrum of courses ranging from Psychodynamics to Experimental Psychology is offered by the Department and, in addition to completing the required courses, a student may take those electives which interest him and for which he has completed the necessary prerequisites. Independent laboratory research, programs in field experience, and contemporary seminars are also available to qualified students in their senior year.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisite(s)</th>
<th>Description</th>
<th>Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ps 1</td>
<td>Elements of Psychology</td>
<td>3</td>
<td></td>
<td>Introduction to the basic psychological factors underlying human behavior, with emphasis on the understanding of personal, family, and social life situations.</td>
<td>(Each Fall)</td>
</tr>
<tr>
<td>Ps 101</td>
<td>General Psychology - Scientific Aspects</td>
<td>3</td>
<td></td>
<td>Introduction to psychology as the science of behavior; focusing on the individual as an adapting biological system. Includes history and methodology of psychology, discussion of the principles of learning, and related basic topics (perception, emotion, motivation, etc.).</td>
<td>(Every Semester)</td>
</tr>
<tr>
<td>Ps 102</td>
<td>General Psychology - Psychodynamics</td>
<td>3</td>
<td>Ps 101</td>
<td>A continuation of Ps 101. Topics include personality development and assessment, behavior disorders, psychotherapy, attitudes, and group behavior.</td>
<td>(Every Semester)</td>
</tr>
<tr>
<td>Ps 121</td>
<td>Applied Psychology</td>
<td>3</td>
<td></td>
<td>A survey of the professional activities of psychologists as applied to the fields of business, advertising, mental health, education, and law.</td>
<td>(Each Spring)</td>
</tr>
<tr>
<td>Ps 131</td>
<td>Dynamics of Behavior</td>
<td>3</td>
<td></td>
<td>Considers the basic nature of man, the determinants and patterning of personality development and factors in healthy and faulty development; human motivation and stress and our reactions to them; effective and faculty patterns of adjustment.</td>
<td>(Each Semester Evening School)</td>
</tr>
<tr>
<td>Ps 132</td>
<td>Adjustable Behavior</td>
<td>3</td>
<td></td>
<td>Considers development and function of groups and the way groups and individuals influence each other; interpersonal relationships such as marriage, occupation, and resources for personal growth and change. Studies applications of concepts for effective behavior.</td>
<td>(Each Semester Evening School)</td>
</tr>
<tr>
<td>Ps 135</td>
<td>Drugs and Behavior</td>
<td>3</td>
<td></td>
<td>An examination of the relationship between drugs and behavior as manifested in the characteristics and activities of psychoactive drugs, drug users, and society as a whole.</td>
<td>(Fall 1972)</td>
</tr>
<tr>
<td>Ps 152</td>
<td>Research Design and Analysis</td>
<td>3</td>
<td>Mt 5</td>
<td>The application of statistical principles to the mechanics of the scientific method within the context of psychological research. Stress is placed on the design of models for hypothesis testing.</td>
<td>(Each Spring)</td>
</tr>
<tr>
<td>Ps 205-206</td>
<td>Experimental Psychology I &amp; II</td>
<td>10</td>
<td>Ps 101 &amp; 152</td>
<td>A laboratory course emphasizing both the method and content of psychological experimentation in the areas of sensation, perception, emotion, motivation, human and animal learning. Three lecture and four laboratory hours per week. (Annual Sequence)</td>
<td>(Each Fall)</td>
</tr>
<tr>
<td>Ps 215</td>
<td>Social Psychology</td>
<td>3</td>
<td>Ps 101 or So 101</td>
<td>An introduction to the basic areas of social psychology. Topics include socialization; cognition and interpersonal perception; attitude; the concepts of role, the influence process; several aspects of group processes, leadership and conformity. (This course also listed under Sociology as So 215.)</td>
<td>(Each Fall)</td>
</tr>
<tr>
<td>Ps 241</td>
<td>Psychology of Personality</td>
<td>3</td>
<td>Ps 101</td>
<td>Research-oriented approach to theories of personality development, and personality assessment.</td>
<td>(Each Fall)</td>
</tr>
<tr>
<td>Ps 252</td>
<td>Child Developmental Psychology</td>
<td>3</td>
<td>Ps 101</td>
<td>Biological, psychological and social factors in child development from birth to pre-puberty with particular emphasis on cognitive, emotional and personal social functioning.</td>
<td>(Each Fall)</td>
</tr>
<tr>
<td>Ps 272</td>
<td>Adolescent Developmental Psychology</td>
<td>3</td>
<td>Ps 101</td>
<td>Physical, emotional and social development in adolescence; the nature of adolescent rebellion; criteria for psychological maturity and adulthood.</td>
<td>(Each Fall)</td>
</tr>
<tr>
<td>Ps 292</td>
<td>Systems and Theories of Psychology</td>
<td>3</td>
<td>Ps 101-102</td>
<td>An historical survey of theoretical formulations and systems in psychology with evaluation of the contributions of structuralism, functionalism, behaviorism, Gestalt psychology, psychoanalysis, learning theory, and the physiological orientation.</td>
<td>(Each Fall)</td>
</tr>
<tr>
<td>Ps 301</td>
<td>Basic Concepts in Psychology</td>
<td>3</td>
<td></td>
<td>A senior seminar devoted to basic concepts and current controversies in psychology.</td>
<td>(Each Spring)</td>
</tr>
<tr>
<td>Ps 311</td>
<td>Abnormal Psychology</td>
<td>3</td>
<td>Ps 241</td>
<td>The concepts of &quot;mental health&quot; and &quot;abnormality,&quot; types of psychopathology; biological, epidemiological, actuarial, clinical and developmental perspectives on abnormal behavior.</td>
<td>(Each Spring)</td>
</tr>
<tr>
<td>Ps 331</td>
<td>Psychological Tests and Measurements</td>
<td>3</td>
<td>Ps 101</td>
<td>Principles of test theory in psychology; validity, reliability and standardization of tests; survey of representative types of tests and measurements.</td>
<td>(1973-74 School Year)</td>
</tr>
<tr>
<td>Ps 351</td>
<td>Physiological Psychology</td>
<td>3</td>
<td>Ps 101</td>
<td>Development, anatomy, and functions of the nervous and endocrine systems; physiological basis of sensation, perception, emotion, motivation, learning, and memory.</td>
<td>(1973-74 School Year)</td>
</tr>
<tr>
<td>Ps 390-395</td>
<td>Psychological Research (1-6)</td>
<td>3</td>
<td></td>
<td>A senior course in which selected students conduct original independent research culminating in a formal written report at the end of the semester. (By special arrangement with Department Chairman.)</td>
<td>(By special arrangement with Department Chairman.)</td>
</tr>
<tr>
<td>Ps 396-397</td>
<td>Field Experience in Psychology</td>
<td>6</td>
<td></td>
<td>Supervised participation in practical work or research of a psychological nature in an appropriate setting, e.g., psychiatric hospital, research institute, etc.</td>
<td>(By special arrangement with Department Chairman.)</td>
</tr>
</tbody>
</table>

and I am awaiting perpetually and forever a renaissance of wonder

I. ferlinghetti
Program in Urban Studies

The evolution of Urban Studies as has become increasingly significant does not, at this time, offer a degree course sequences which can be pursued. Recommended courses include Business 281 (The Social Setting, Finance); History 225 (Afro-American Urban History); Spanish 111 and Living); Religious Studies.

Religious Studies 101, Introduction to the Study of Religion, is a foundation course and prerequisite to the elective courses in the department.

Rs 101 Introduction to the Study of Religion
(Prerequisite: So 101)
A critical and constructive study of the nature of religion, of its functions in human life, and of its various forms and manifestations. (Every Semester)

Rs 216 Modern Jewish Life and Thought
(Prerequisite: Rs 21 or 101)
Discussion of the many facets of modern Judaism, including marriage, education, festivals, religious traditions, ethical questions, from its development in the Biblical-Torah basis to the present. (Each Fall)

Rs 222 Jesus or the Church?
(Prerequisite: Rs 21 or 101)
The course shall attempt to throw light on the historical beginnings of the Christian Church. A consideration of the meaning of the Resurrection and its relationship to the development of this community as well as whether such a community corresponds to the intention of the historical Jesus. Examination of the structure of this Church and the bearing this structure has or does not have on the contemporary Church. (Each Spring)

Rs 228 Jesus: God or Man?
(Prerequisite: Rs 21 or 101)
An attempt to reach the preaching and consciousness of the historical Jesus from a proper methodological examination of the sources. A study of the response of the early community to the Jesus event through an analysis of the names of Jesus. (Each Fall)

Rs 234 Contemporary Religious Humanisms
(Prerequisite: Rs 21 or 101)
A study of selected nineteenth and twentieth century theistic and atheistic writers whose concerns reflect the religious situation in contemporary Western culture. (Each Spring)

Rs 244 Exploration of Christian Systematics
(Prerequisite: Rs 21 or 101)
Study of modern theories of dogma. Historical investigation of the rise of doctrine from pre-dogma period to creeds, councils, proclamations and beyond. Man’s alienation and the creativity of God. (Each Fall)

Rs 256 Christian Marriage
(Prerequisite: Rs 21 or 101)
An exploration of the modern understanding of marriage in the light of the theological conclusions about the nature of person, of man and woman, of sex, of sacrament. Analysis of Christian moral teachings in the light of historical evolution in the Church. (Each Spring)
DEPARTMENT OF SOCIAL SCIENCES

The Social Science Department offers a program to provide its students with a background in Sociology, but also in Anthropology of behavior. Such a background will be of service to the departmental approach to understanding social interaction, his prob the Baccalaureate Degree, and those over-all liberal arts educational ethrough graduate study and pursuit of specific programs of pre-professional studies.

Program in Sociology

The Sociology major is structured around a core of basic courses whose purpose is to acquaint the student with the discipline and some of its most important areas. Upon completion of the core program, the student may elect one of several programs of professional or academic preparation.

Students preparing for graduate school will be assisted in planning a selection of courses designed with the graduate school admission requirements in mind, and also as far as possible the students' personal interests within the field.

The combined major of sociology and elementary school education leads to teacher certification with an academic specialization in those areas of sociology which might be helpful either in teaching or in dealing with interpersonal problems and dynamics in the teaching situation.

The combined major in sociology and secondary school teaching leads to certification with an academic preparation in social studies.

So 101 Principles of Sociology (3)
Introduction to the study of human behavior within the context of group, society, and culture.

So 121 Social Problems (3)
(Prerequisite: So 101)
Survey of contemporary social problems. Concepts of social disorganization.

So 131 Physical Anthropology (3)
The origin and evolution of man. Contemporary theories and developments in genetics, prehistory, and cultural differentiation.

So 151 Cultural Anthropology (3)
Study of the origin and development of human culture. Emphasis is placed upon such areas of cultural expression as language, religion and art, as well as cultural change, food acquisition and kinship in primitive societies.

So 181 Occupational Sociology (3)
(Prerequisite: So 101)
Occupations and professions in relation to social structure; special characteristics of occupations in an urban society; analysis of occupational structures and institutions; significance of occupation for society and the individual.

So 185 Social Stratification (3)
(Prerequisite: So 101)
Analysis of theories in social stratification; study of factual data on systems of stratification. Descriptive analysis of the American class system, including social mobility and ethnic, racial, and religious discrimination.

So 203 Human Sexuality: Key to Personality (3)
An interdisciplinary approach to the total recognition of the physical, emotional, social, and cultural expression and involvement of human personality, male and female.

So 211 Statistics for Sociology (3)

So 215 Social Psychology (3)
(Prerequisite: So 101 or Ps 101)
Introduction to the basic areas of social psychology; socialization, cognition and interpersonal perception; attitudes; role; the influence process and some other group processes; leadership and conformity.

So 216 Social Structure, Role, and Behavior (3)
(Prerequisite: So 101)
Personality in relation to social structure; differential socialization and role learning as social processes; male and female roles; age categories; interpersonal interaction.

So 219 Social Change (3)
(Prerequisite: So 101)
Instability, disorganization, war, and revolution; sub-cultures, counter-cultures, and social movements.

So 221 Social Pathology (3)
(Prerequisite: So 101)
Mental illness, drug abuse, and suicide in socio-cultural perspective.

So 231 Marriage and the Family (3)
(Prerequisite: So 101)
Family as a major social institution. Changing role structure and functions of the modern family; rural-urban, social class and ethnic differences in family organization; marriage and family as a developing system of interpersonal relationships.

So 241 The Urban Community (3)
(Prerequisite: So 101)
Study of the growth and structure of modern urban communities and metropolitan regions; ecology of cities; the urbanization of American society; community planning and urban redevelopment; suburban growth.

So 251 Black Studies (Prerequisite: So 101)
The psychology of prejudice as against the scientific evidence about race. Development of Black culture. The special problems of racial-cultural differentiation with the American cultural context.

So 261 Intergroup Relations (3)
(Prerequisite: So 101)
Immigration to the United States; its effects of population composition and on the culture. Theories of ethnic prejudice and the melting pot.

So 271 Crime and Delinquency (3)
(Prerequisite: So 101)
The nature and extent of delinquency and crime; theories of criminal causation from Lombroso to the present; crime as deviance; legal and penal aspects.
Program in Urban Studies

The evolution of Urban Studies as an academic discipline and a profession has become increasingly significant in the past decade. While the University does not, at this time, offer a degree program in Urban Studies, there are course sequences which can be pursued in preparation for careers in urban affairs. Recommended courses include: Biology 8 (Man and Environment); Business 281 (The Social Setting of Business); Economics 371 (Public Finance); History 225 (Afro-American History); History 303 (United States Urban History); Spanish 111 and 112 (Conversation: Topics for Daily Living); Political Science 212 (State and Local Government); Political Science (Public Administration); Sociology 241 (The Urban Community); Sociology 251 (Black Studies); Sociology 261 (Intergroup Relations); Sociology 271 (Crime and Delinquency); Sociology 281 (Demography); Sociology 371 (Social Welfare); Sociology 391 (Research Methods); Sociology 395 (Practicum in Research).
CULTURAL ACTIVITIES

The University is specially committed to the arts, and sponsors a wide variety of cultural activities. Situated on the outskirts of the City of Bridgeport on the Merritt Parkway, only twenty minutes away from the Yale campus and one hour away from New York City, Sacred Heart is centrally located in one of the richest cultural areas in New England.

The focal point for many cultural programs is the spacious University Auditorium. Panels and lectures are also held in the newly refurbished Round Room or in the University Library Lecture Hall. The University's widely acclaimed Weekend Cabaret is produced in the Student Center Lounge.

Film Series
The University presents a yearly program of outstanding films which display a wide range of cinematic techniques and content.

Recent Series

Alice's Restaurant
The Pawnbroker
The Fox
Bullitt
The Damned
Bonnie and Clyde

Ballad of Cable Hogue
Giant
America, America
Reflections in a Golden Eye
Pretty Poison

The Wild Bunch
Seconds
Joe
Dr. Strangelove
Who's Afraid of Virginia Woolf?

Toward a Real Easter
(New Life of a Lasting Order) through movies
(X-Raying the Heart of Darkness)

God's Monkey
Dream of Wild Horses
Night and Fog
Ski the Outer Limits

Renaissance
Hiroshima-Nagasaki
What Right Has a Child?
Overture-Nytani

'72-'73 Series

McCabe and Mrs. Miller
Klute
Summer of '42
Death in Venice
THX 1138

Billy Jack
The Twelve Chairs
First Love
Johnny Got His Gun

The Faculty Forum
Lectures and panel discussions by members of the faculty on topics of interest to the university community.

'71-'72 Topics

"What's Catholic About a Catholic University?"
"The Student in Higher Education"
"In Praise of Irrelevance"
University Convocations

A committee of students, administrators, and faculty plan the weekly University Convocations which feature noted scholars, lectures, and people from the performing arts.

Recent Convocations

Dorothy Day, Catholic Worker Movement
Ashley Montague, Anthropologist
Alan Caruba, Poetry Reading
Tusco Heath, Folk Balladeer
Jean Houston, Psychologist
Stanley Cooperman, Poetry Reading
Mary Lavin, Irish Short Story Writer
R. J. Dryfoos, Philosopher/Anthropologist
E. O. Apronti, African Literature
Donald Ross, Ecologist
Jean A. Dieudonne, French Mathematician
Quentin Wilkes, Psychologist
W. H. Auden, Poetry Reading
John McDermott, Philosophical Ecologist
Alexander Tolar, Psychologist
Gloria Schaeffer, Secretary of State
Danny Taylor, Folk Singer
Joel Oppenheimer, Poetry Reading
Mock Trial, “Possession of Marijuana”
Sr. Arlene Schmeer, O.P., Cancer Research
Joseph L. Fruton, Biochemist

Themes For A Day

University-wide convocations to study specific themes or topics through lectures, slides, films, and open panel discussions.

“In The Matter of Life on Earth”

Topics
Progress Without Destruction
Existence vs. Extinction
Community Planning and the Environment
Psychology, Man, and the Future
The Human Person, Guardian of the Universe
Man — A Story of Evolutionary Success or Failure?

“In The Matter of Myth”

Topics
Christ in Myth from Apollo to Clark Kent
The Archetype of Death and Rebirth
The Athlete as Seasonal God
Myth to Reality: the Human Translation

Celebration of the Arts

A springtime week of music, art, theater and film, open to members of the university community and to the general public, which provides an outstanding series of cultural events.

May 13 – May 21, 1972

A Celebration of Music
“P.D.Q. Bach: An Evening of Musical Madness”
“Renaissance and Twentieth Century Music”

A Celebration of Cabaret Theater
“The Forties: Popular Songs of Love and War”

A Celebration of Painting and the Book
“Reginald Marsh: An Exhibition of His Paintings and Drawings”
“Private Press Books: A Collection of Rare Twentieth Century Imprints”

A Celebration of Film
“Contemporary Short Films, A Program of International Shorts”
“Three from the Thirties”

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Drama

Drama at the University has won a measure of respect and critical acclaim usually reserved only for professional acting companies. The Drama department has expanded the concept of a University theater by nurturing the acting abilities of the student while at the same time recruiting superior, experienced acting talent from the Southwestern Connecticut area. The result has been an exciting new concept—a community theater centered in and subsidized by the University.

Recent Major Productions

West Side Story
Waiting for Godot
Man of LaMancha
The Last Sweet Days of Isaac
Cabaret
The Trial of the Catonsville Nine

Weekend Cabaret

Easily the most exciting innovation in drama at the University is our Weekend Cabaret, offering a wide range of first-rate entertainment in a congenial, social setting.

'71-'72

Brecht and Weill
Dames at Sea
Hair
Jesus Christ, Superstar
Frank Growling Bear
Roger Sprung
Stop the World
Little Mary Sunshine
Up In The Air Boys
Black Street Theatre
You’re a Good Man Charlie Brown

Story Theatre

Story Theatre is another exciting presentation by the Drama Department involving Sacred Heart students. This theatre for children acts out animal stories, fables and folk tales, and is designed to be presented to local schools in the area.

Program '72

Little Lisa
The Lion and the Mouse
The Golden Goose
The Princess and the Pea
Henny Penny
The Cat and the Mouse
The Emperor’s New Clothes

University Exhibits

Sculpture of Gertrude Amidar
City Planning an Architectural Mock-up
Renaissance and Baroque Musical Instruments
History of Filmmaking
Rubbings of British Memorial Stones
Paintings of Christine Cyr
Don Quixote: Early Printed Editions
History of Dance
Connecticut Art Association Exhibit
Liturgical Art
Early Film Stocks and Projectors
African Artifacts
Classical Art Exhibit
Painting and Drawings of Virginia Zic
SHU – Community Chamber Orchestra
The University is specially proud to be the base of operations for the Community Chamber Orchestra. This talented ensemble, composed of students, faculty and experienced area musicians is primarily concerned with the authentic interpretation of Baroque music, although emphasis is also placed on the works of modern American and European composers.

Recent Programs
“Program of Orchestral and Chamber Music”
“The Art of J. S. Bach”
“Concerto!”
“An 18th-Century Affair”

The Chamber Singers
This select group of vocalists offers students, faculty and area residents the unique opportunity to study and interpret early and modern compositions. The Chamber Singers regularly join with the Community Orchestra to present joint concerts.

Recent Offerings
“The Cryes of London”
“A Concert of Renaissance and Modern Choral Music”
“Bach Cantatas”
“Christmas Old and New”

The University Chorale
Another outlet for talented students is the University Chorale. This group presents a variety of choral programs during the school year.
“Musical Americana”
“An Evening of Mozart”
“American History Through Folk Music”
“Sing Freedom”

Cultural Resources in Area
Long Wharf Theater
New Haven
Yale University Library
New Haven
American Shakespeare Festival Theater
Stratford
New Haven Folk Music Society
New Haven
Silvermine Guild of Artists
New Canaan
Greenwich Choral Society
Greenwich
Connecticut Opera Association
Hartford
Bushnell Memorial Theater
Hartford
Polka Dot Playhouse
Bridgeport
Yale Repertory Theater
New Haven
Westport Country Playhouse
Westport
Candlewood Playhouse
Danbury
Yale University Art Museum
New Haven
Wadsworth Atheneum
Hartford
Peabody Museum
New Haven
Goodspeed Opera House
East Haddam
Beinecke Library
New Haven
Weston-Westport Community Theater
Westport
STUDENT ACTIVITIES

The University offers an exceptionally diversified program of social, cultural and service-oriented activities which provide opportunities for the student to develop a realistic view of self and a strong social consciousness.

ATHLETIC ASSOCIATION
BETA DELTA PHI
BLACK HERITAGE CLUB
BLACK STUDENT UNION
CABARET
CARALANNAS
CENTER LOUNGE COMMITTEE
CHESS CLUB
CHEERLEADERS
COFFEE HOUSE
THE COMMUNITY CHAMBER SINGERS
CONNECTICUT INTER-COLLEGiate STUDENT LEGISLATURE
DELTA EPSILON SIGMA
DELTA PHI OMEGA
THE EAR
FALL WEEKEND
FRENCH CLUB
GAMMA PHI DELTA
LA HISPANIDAD
HISTORY CLUB
THE INTER-FRATERNITY SORORITY COUNCIL
INTRAMURALS
ITALIAN CLUB
JAZZ GROUP
KREUZFAHRRERS
THE LEOS
LITERARY COALITION
MANAGEMENT CLUB
MATH CLUB
NEW MAJORITY FOR PEACE
OBELISK
PEER GROUP COUNSELING
PHILOSOPHY CLUB
PI DELTA
PI SIGMA PHI
PROLOGUE
REFERRAL CENTER
RHO SIGMA CHI
ROCKS AND ROOTS
SIGMA ETA UPSILON
SIGMA PHI KAPPA
SIGMA PSI DELTA
SIGMA TAU OMEGA

An end to adolescence does not come until a person has made four basic decisions: To resolve the Oedipus conflict; to adopt heterosexual goals; to choose a vocation; to opt for constructive relationships with other people.
AS THE NEW STUDENT GOVERNMENT PRESIDENT HERE IS WHAT I AM PLANNING FOR SACRED HEART THIS COMING YEAR. THE MOST IMPORTANT THING AS I SEE IT IS TO IMPROVE COMMUNICATIONS AROUND SHU. I PLAN ON SETTING UP A "HALL OF COMMUNICATION," EXTENDING FROM THE LOUNGE TO THE CAFE. EVERYTHING FROM CONCERTS, LECTURES, PLAYS, MIXERS TO JOBS, HOUSING, AND VOLUNTEER WORK WILL BE POSTED AND EASILY IDENTIFIED. ALONG WITH THIS WILL BE A REFERRAL CENTER TO PROVIDE THE STUDENT WITH NEEDED INFORMATION.

THERE WILL BE AN INCREASE IN JOBS ON CAMPUS, BOTH DURING THE DAY AND IN THE AFTERNOONS AND EVENINGS.

EXPECT MORE SPEAKERS BOTH FOR THE UNIVERSITY IN GENERAL, AND FOR DEPARTMENT MAJORS.

I WILL DO ALL I CAN TO ENCourage CREATIVE SOCIAL EVENTS FROM ORGANIZATIONS ON CAMPUS.

MOST IMPORTANT, I DEDICATE MYSELF TO PROVIDE ACTIVITIES ON THIS CAMPUS THAT ARE AS DIFFERENT AND UNIQUE AS THE STUDENT BODY. THERE WILL BE SOME OF YOU WHO WILL TAKE ADVANTAGE OF ALL THAT IS OFFERED, AND SOME WHO WILL NOT TAKE PART AT ALL. HOWEVER, I PLAN THRU THESE ACTIVITIES — INCLUDING THE RADIO STATION AND PUBLICATIONS — TO RAISE MANY EYEBROWS.

GREG COLLINS, PRESIDENT
STUDENT GOVERNMENT

Social Service Activities
March of Dimes Drum Corps Exhibition
Inner-City Tutorial Program
Children’s Halloween Party
Fairfield Hills Game Night
Appalachia Food and Clothing Drive
Grammar School Athletics
Leukemia Fund Drive
Blood Bank
Children’s Christmas Party
Cancer Fund Cake Sale
Canned Food Drive
Children’s Easter Egg Hunt
Book Drive for Inmates
Children’s Wards Visits
Muscular Dystrophy Fund Drive
Cartoons for Children
Notre Dame Novitiate Bazaar
Monastery Manual Labor
March Against Hunger
From its establishment, the University has worked to develop an athletic program which reflects Sacred Heart's uniqueness and which provides for as much participation from the students as possible.

The University belongs to the NCAA and the ECAC, and was champion of the Northeast Basketball League for 1972.

Intercollegiate Programs

- BASKETBALL
- BASEBALL
- SOCCER
- GOLF

Intramurals

The University encourages student participation in a variety of intramural activities. In the past year the program included the following sports.

- TOUCH FOOTBALL
- BASKETBALL
- BOWLING
- VOLLEYBALL
- GOLF
- TENNIS
- GNIP GNOP
- HATHA YOGA
- FRISBEE
- BADMINTON
- BILLIARDS
- CHESS
- SOFTBALL
- HANDBALL
- ARCHERY
- CALISTHENICS
- FREE PLAY
- GYMKHANA
Listed below are typical schedules of opponents during the intercollegiate season. In its brief history the University has consistently expanded its major sports program to the point where it is a recognized power in the New England area.

**BASKETBALL**

- PACE COLLEGE
- BABSON INSTITUTE
- C. W. POST
- AMERICAN INTERNATIONAL
- HERBERT LEHMAN COLLEGE
- WESLEYAN UNIVERSITY
- UPSALA
- MUHLENBERG
- HOFSTRA
- ST. MICHAEL’S
- STONEHILL
- CENTRAL CONNECTICUT
- U. S. MERCHANT MARINE
- MERRIMACK
- SOUTHERN CONNECTICUT
- MARIST
- ADELPHI
- TUFTS
- ST. ANSELM’S
- SIENA
- BROOKLYN COLLEGE
- CCNY
- JERSEY CITY STATE
- FAIRFIELD UNIVERSITY
- UNIVERSITY OF BRIDGEPORT

**NEW HAVEN**

- STONYBROOK
- QUEENS COLLEGE
- SOUTHERN CONNECTICUT
- HUNTER

**GOLF**

- FAIRFIELD UNIVERSITY
- UNIVERSITY OF BRIDGEPORT
- MARIST
- PACE
- WESTERN CONNECTICUT
- SOUTHERN CONNECTICUT
- LEHMAN
- CENTRAL CONNECTICUT
- UNIV. OF NEW HAMPSHIRE
- BROOKLYN
- HARTFORD
- QUENNIPAC
- ST. PETER’S
- NEW PALTZ
- RENSELAE POLYTECHNIC

**BASEBALL**

- ST. JOHN’S UNIVERSITY
- UNIVERSITY OF BRIDGEPORT
- CENTRAL CONNECTICUT
- BROOKLYN
- EASTERN CONNECTICUT
- WESTERN CONNECTICUT
- ST. PETER’S
- QUINNIPAC
- FAIRFIELD UNIVERSITY
- LEHMAN
- PACE

**SOCcer**

- MARIST
- ST. PETER’S
- LEHMAN
- WESTERN CONNECTICUT
- HUNTER
- PROVIDENCE
- SIENA
- FAIRFIELD UNIVERSITY
- CENTRAL CONNECTICUT
- MANHATTAN COLLEGE
- NEWARK STATE
FACULTY

PROFESSORS

STEPHEN J. BENNETT  Professor — Philosophy
B.S., A.M., Columbia University; doctoral candidate, New School for Social Research

*H. ARLISS DENYES  Professor — Biology
Chairman — Department of Biology
B.A. (Honours), Queens University, Canada; M.S., Ph.D., University of Michigan

*RAOUL A. DE VILLIERS  Professor — Mathematics
Chairman — Department of Mathematics
Ph.D., Dr. of Physico-Math-Sc., University of Havana; Rutgers — The State University of New Jersey; University of Georgia Faculty Fellow; University of Kentucky

*WILLIAM D. LADEMAN  Professor — Philosophy
B.A., Spring Hill College; M.S. Ed., University of Notre Dame; M.A., Georgetown University; Ph.D., Fordham University; Harvard University

*JOHN L. MAHAR  Professor — History
Chairman — Department of History
B.A., St. Francis College; B.S., Kings Point U.S. Merchant Marine Academy; M.A., Marquette University; Ph.D., University of Wisconsin

THOMAS J. MC GANN  Professor — Business
B.A., Boston College; M.B.A., Graduate School of Business

Administration, Harvard University; C.P.A., University of the State of New York; C.P.A., Wisconsin State Board of Accounting

CLAUDE I. MC NEAL  Professor — Communication Arts
B.S., Boston University; M.F.A., Yale University; Doctoral Studies, University of Denver

ROBERT B. MORRISSEY  Professor — Physics
B.S., M.S., Massachusetts Institute of Technology; Columbia University

*AMOS NANNINI  Professor — Mathematics
B.A., University of Pisa, Italy; Dottore in Matematica, University of Pisa, Italy

*ANTHONY V. PINCIARO  Professor — Chemistry
Chairman — Department of Chemistry
B.S., Fairfield University; M.S., Boston College; Ph.D., Fordham University

*Tenured faculty

ASSOCIATE PROFESSORS

*DONALD W. BRODEUR  Associate Professor — Psychology
Chairman — Department of Psychology
B.S., Pharmacy, Fordham University; M.S., Ph.D., Fordham University
it seeds his imagination and opens up corridors of experience.

I do basically two things: teach students, and teach philosophy, both of which are inseparable.

My concern for philosophy is its effect upon the student, especially in the way it seeds his imagination and opens up corridors of experience previously closed to him or her. In coming to know the philosophical tradition of Western man, the student gains a more profound and lasting awareness of himself as a person situated in the America of the latter part of the twentieth century. Philosophy raises to a level of critical examination contending cultural values operative in today's world that each day influence behavior. Unless the modern man can control and manipulate them, coherently and systematically, with reference to his needs and desires, he will be controlled by them, and at that blindly.

The reconstruction of experience which continues today at an increasingly accelerated pace, requires a firm understanding of our tradition and its relation to present directions; the synthesis of past experience with novel changes to achieve an integrated and stable world view demands familiarity with the great philosophical thought of the past and the present. We all live at various levels of historical consciousness philosophically, but we are not equally conscious of this; philosophy is the tool whereby we come to grasp the broad and generous ideas that energize our culture. Our freedom is measured by our ability to control the ideas that control us and to integrate them into a coherent pattern so as to give consistency to our choices.

Edward J. Bordeau
Department of Philosophy

RONALD J. CHRISS  Associate Professor — Chemistry
B.S., Siena College; M.S., Ph.D., University of Connecticut; University of New Hampshire

SR. LORETTA GOSEN  Associate Professor — Education
A.B., Fontbonne College; M.A., Ph.D., Catholic University of America; Loyola University; University of Puerto Rico

MICHAEL KRIEGSFELD  Associate Professor — Social Science
B.S.S., C.C.N.Y.; M.S.W., University of Pittsburgh; M.A., New York University; Postgraduate Center for Psychotherapy Fellow; Ph.D., New York University

RICHARD A. MATZEK  Associate Professor — University Librarian
A.B., Marquette University; M.A.L.S., University of Wisconsin

STANISLAV-ADOLF MIKOLIC  Associate Professor — Social Science
University of Ljubljana; University of Sacred Heart, Milan; Dr.Pol.Sc., University of Padua; Diploma, Social Institute Leo XIII, Madrid, University of Salamanca

ROBERT S. O'SHEA**  Associate Professor — Philosophy
B.A., M.A., Ph.D., Catholic University of America; St. Joseph's Seminary, Dunwoodie

MARIANN RUSSELL  Associate Professor — English
B.A., St. John’s University; M.A., Ph.D., Columbia University

LIVIO SENNI  Associate Professor — Modern Languages
Dr. Sc., Pol., Eco., Catholic University of Louvain; J.D., University of Rome

NELSON J. SMITH, III  Associate Professor — English
B.A., DePauw University; Ph.D., Indiana University

JACQUES M. VERGOTTI  Associate Professor — History
B.S., Lycee real I Mesota Braskov, Rumania; M.A., Bucharest University, M.A., Pol. Sc., Columbia University; Ph.D. Soc. and Pol. Sc., University of Lausanne, Switzerland

JAMES WIELAND  Associate Professor — Religious Studies
Chairman — Department of Religious Studies
B.A., M.A., University of Notre Dame; Fordham University; The Catholic University of America

*Tenured Faculty
**Leave of Absence 1971-73

ASSISTANT PROFESSORS

APRIL OURLSER ARMSTRONG  Assistant Professor — Religious Studies
B.A., Bryn Mawr; M.A., Ph.D., Fordham University

EDWARD J. BORDEAU  Assistant Professor — Philosophy
Chairman — Department of Philosophy
Ph.B., University of Montreal; M.A., Ph.D., Fordham University
the very best teacher is often the one who renders himself obsolete

I am convinced that the key to learning is bound up in the word "discovery." Instead of assimilating fifty minutes of pre-packaged information from carefully preserved and annotated lecture notes, the student must be allowed to engage in the process of discovery, to approach, to experience, to analyze, and to think through a given body of knowledge. And the role of the professor in this process is principally that of a guide, a helper, a person who establishes the problem, who makes available the means to solve the problem, who encourages the student to discover the answers, and then who steps back and allows the learning process to "happen." In other words, the very best teacher is often the one who renders himself obsolete. He teaches his students to teach themselves.

Ralph L. Corrigan, Jr.
Department of English

JOHN W. BROOKES Assistant Professor — Mathematics
B.A., M.A., M.Phil., Yale University; doctoral candidate, Yale University

WALTER E. BROOKS Assistant Professor — Religious Studies
B.A., Boston College; M.A., Fordham University; doctoral candidate, Fordham University

JOANMARIE BURNHAM Assistant Professor — Psychology
B.S., University of Rochester; M.A., New School for Social Research; doctoral candidate, New School for Social Research

*RALPH L. CORRIGAN, JR. Assistant Professor — English
Chairman — Department of English
B.A., Iona College; M.A., Fordham University; doctoral candidate, Fordham University

ROCH-JOSEF DI LISIO Assistant Professor
B.A., Universite Catholique de Louvain; St. Mary's Seminary and University; M.S., Simmons College

GERTRUDE D. DISKIN Assistant Professor — Social Science
Program Director — Urban Studies
A.B., Regis College; M.A., Georgetown University; doctoral candidate, American University

NAZARICE N. DUPRE Assistant Professor — Modern Languages
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CHARLES J. ESTRADA Assistant Professor — Philosophy
B.S., B.A., University of Notre Dame; M.A., Ph.D., Fordham University; State University of Buffalo; Yale University

MARIS G. FIONDELLA Assistant Professor — English
B.A., Albertus Magnus College; M.A., Fordham University; doctoral candidate, Fordham University

CHARLES W. HARPER Assistant Professor — Business
Chairman — Department of Business
B.A., University of Maryland; M.S., George Washington University

EDWARD W. MALIN Assistant Professor — Psychology
B.A., University of Notre Dame; M.A., Fordham University; doctoral candidate, Fordham University

*MARCELLA C. MALLOY Assistant Professor — Modern Languages
Chairman — Department of Modern Languages
B.A., Northwestern University; University of Illinois; Chicago Teachers College; University of Mexico; M.A., University of Chicago; doctoral studies, New York University
I believe knowledge to be the key to action, the fuel of the spirit and the informer of love.

Teaching is a dialogue, a personal involvement with other minds, a communication spanning a semester of mutual attempt at understanding a field together. It may be at times frustrating, at times humbling, at times maddening. It is never dull. And when one student mind wakes to share the enthusiasm of the teacher, one finds a dialogue of joy.

I like to teach because I believe knowledge to be the key to action, the fuel of the spirit and the informer of love. To glorify and share both the discipline of rational investigation and argument and the creativity of supra-rational intuition is, to me, the greatest service one can provide in a world increasingly suspicious of both. In our milieu of propaganda, cliche and gibleness, invested with pseudo-mysticism, the ability to think rationally needs training and defense. In our milieu of computer-logic and statistical overkill, the ability to work with symbol, myth and inspiration is at times forgotten.

Because I believe in this world, and the young people in it, I get excited about teaching.

April Armstrong
Department of Religious Studies

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SR. PATRICIA A. MC C Abe Assistant Professor — Biology
A.B., Albertus Magnus College; M.A., Catholic University of America; Ph.D., Ohio State University

GEORGE F. R. MILLER Assistant Professor — Business
B.I.D., M.B.A., Syracuse University

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*MARIA S. QUINTERO Assistant Professor — Modern Languages
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*LELAND R. ROBERTS Assistant Professor — Music
Program Director — Music
B.Mus.Ed., M.Mus.Ed., University of Kansas; doctoral studies, University of Iowa

DOROTHY E. SIEGFRIED Assistant Professor
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*TANIA S. von YORK Assistant Professor — Social Science
Chairman — Department of Social Science
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LAWRENCE N. WATERBURY Assistant Professor — Business
Program Director — Accounting
B.S., Ohio State University; M.B.A., University of Chicago; C.P.A., Ohio State Accountancy Board

*VIRGINIA F. ZIC Assistant Professor — Art
Chairman — Department of Fine Arts
Ph.B., DePaul University; Xavier College; St. John’s, Cleveland; Notre Dame, South Bend; M.A., Villa Schiuffanoia Graduate School of Fine Arts, Italy; School of the Art Institute, Chicago

*Tenured Faculty

INSTRUCTORS

CHARLES R. CYR Instructor — English
A.B., Marquette University; M.A., Northwestern University
Comenius tried to find a method that would imprint knowledge on the minds of his pupils.

Three hundred years ago, Comenius tried to find a method that would imprint knowledge on the minds of his pupils as effectively as the printing press prints the daily paper. He wanted a method that would be so efficient that it would be necessary only to put it in motion, keep it going, and the results would be certain. He failed but the search continues. In modern life, ruled by technique, this search for an unfailing method seems to have a new fascination.

“Fads and frills” vie with another for popularity and acceptance with the latest one frequently being considered the best. Mechanized procedures, programmed instruction, open classrooms, instructional media centers, individualized instruction and all audio-visual automation can contribute much to the educational process. Nevertheless, one needs to be aware of the fact that all of these techniques are helpful only in solving the peripheral and easy problems in education; they can never offer the solution to the problems concerning goals and values.

Sr. Loretta Gosen
Department of Education

EDWARD G. DONATO
Instructor — History
A.B., M.A., Providence College; doctoral studies, Boston College

REV. WILLIAM J. FLETCHER
Instructor — Social Science
A.B., S.T.B., S.T.L., St. Mary, Baltimore; M.S., M.A., Johns Hopkins University

NANCY C. HARTMAN
Instructor — Education
B.S., Penn State University; M.A., University of Connecticut; doctoral studies, University of Connecticut

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Instructor — Mathematics
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TSUNG-LU (TIMOTHY) KAO
Instructor — Business
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Instructor — Secretarial Science — Business
B.S., University of Bridgeport; M.S., Fairfield University

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Instructor — English
B.A., Russell Sage College; M.A., University of Virginia

JONATHAN C. STOCK
Instructor — English
B.A., Bowdoin College; M.A., Trinity College, Hartford; M.Litt., Trinity College, Dublin

LECTURERS

ANNA M. CAIN
Professorial Lecturer — Education
B.S., M.A., Columbia University; 6th year diploma, Fairfield University

WILLIAM J. DEAN
Lecturer — Psychology
B.A., Sacred Heart University; M.A., Fairfield University

JOSEPH F. DI MICCO
Lecturer — Business
B.S., Clarkson College of Technology; M.B.A., New York University

JOHN P. FLANAGAN
Lecturer — Business
B.A., Boston College

BRIAN A. FLESHER
Lecturer — Business
B.S., University of Connecticut; M.B.A., University of Bridgeport

EDWARD GASPIERIK
Lecturer — Accounting
B.B.A., Pace College of New York; Pace College; C.P.A.

RICHARD A. GOGGIN
Lecturer — Marketing
B.A., Holy Cross; M.B.A., Harvard Business School; Michigan State University

MARGARET K. GONSALVES
Lecturer — Education
B.S., Danbury Teachers College; M.S., University of Bridgeport
It does no good to suggest that the individual should take care of his vital juices on his own.

For me the university exists to help save my spirit. That’s dangerous talk, I know, because it conjures up Dark Age spooks. But at a time in history when events conspire to drag me down, to hold back the life force within me, I must seek liberation no less from the university than from the Church.

The role of the university is to conserve the intellectual, spiritual, aesthetic energy of the past and to re-cycle it into the present. We are too pathetically limited in the here and now to ignore the dynamism of the past. Without it we cannot creatively rendezvous with the future.

It does no good to suggest that the individual should take care of his vital juices on his own. The individual is fulfilled in society and must be served by its institutions. The university will either contribute to the life of the individual or to his death. It’s that simple, that profound.

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