

marist  
college

CATALOG  
69-70



A Liberal Arts College for Men & Women

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# THE PURPOSE OF MARIST

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

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

TO FOSTER an intellectual encounter between the members of the college community and the world of nature, the world of men and women, and the world of all things;

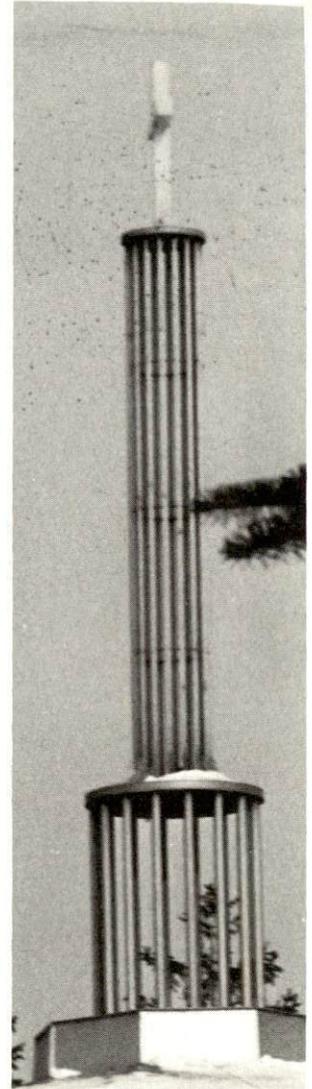
TO MOTIVATE and encourage its members to live in a manner consistent with Judeo-Christian tradition;

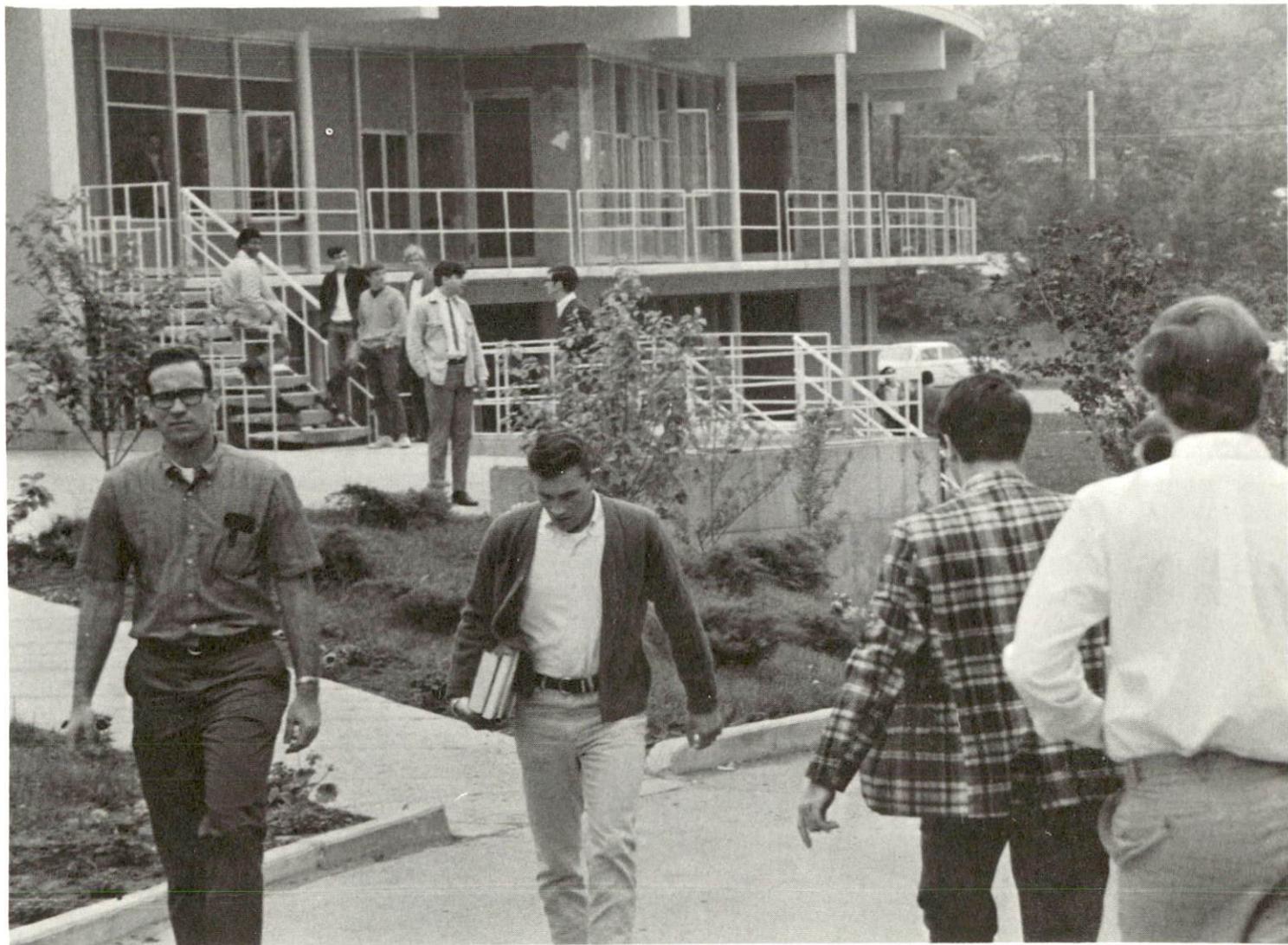
TO PROVIDE for their mental and physical well-being;

TO PREPARE the student, by means of a liberal educational experience, to take his place in the business or professional worlds and to realize his full potential in his own personal life;

TO TRAIN him for citizenship through an intellectual appreciation of democratic principles and a love of and respect for his country;

TO DEVELOP a social awareness, again through the Judeo-Christian tradition, which will guide him in the service of his fellow-man.





# THIS IS MARIST

Marist, located in the rapidly growing mid-Hudson area of New York State, is a liberal arts college for men and women conducted by the Marist Brothers. Marist traces its origins to Marist Training School, a two-year teacher-training college founded in 1929 for the education of the Marist Brothers. By 1946, the school had achieved four-year status as a liberal arts institution. It received its permanent charter from the State of New York in 1950, together with authorization to accept students who were not members of the Marist order. In September, 1957, it accepted 12 lay students, a figure in sharp contrast to the 300 freshmen entering Marist in September, 1969. Such rapid increase in numbers has been made possible only by a ten-year building program which has produced a campus presently worth over 11 million dollars.

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

In the 1968-1969 school year, Marist numbered 1310 full-time day students, with 346 evening division students. Its faculty is supported by the library of over 62,000 volumes and sufficient laboratory facilities to support an undergraduate program.

Although its expansion has been rapid, the Board of Trustees expects to limit the size of Marist to about 1400 full-time students. The Board feels this size is sufficient to maintain the extensive liberal arts program, yet retain the many virtues of a small college.

Marist College is located one mile north of Poughkeepsie, New York, in the mid-Hudson Valley. The campus lies between the Hudson River and Route 9, the major north-south route east of the Hudson. The Poughkeepsie station of the Penn-Central Railroad is less than five minutes drive from the campus. The New Paltz Exit (18) of the New York State Thruway is about twenty minutes from Marist. The college is within two hours' ride from New York City by railroad, bus or car.

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

## HISTORY

## LOCATION

## CAMPUS

Among the most important buildings on campus are the following:

*Our Lady Seat of Wisdom Chapel* (1954), which accommodates 250 students, has been cited as an outstanding example of contemporary church architecture. All later campus construction has been designed so as not to interfere with the design and prominence of the chapel.

*Donnelly Hall* (1960) is a circular building with academic facilities for 1,400 students. Its classrooms, three lecture halls, twelve science laboratories, language laboratories and Spellman Library serve as the educational focus of campus life. Brother Nilus Donnelly, for whom the building is named, has supervised Marist's construction program since 1952.

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

*Adrian Hall* (1958) is the headquarters for the business office, registrar, recorder and computer center. Brother Adrian August, for whom the building is named, was Marist's first Professor of Chemistry and taught with distinction for twenty years. He also was in charge of the development of the Student Brothers' Choral Group.

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

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

*William H. Martin Boathouse* (1963). Built through community and college cooperation, the Marist boathouse is helping to return intercollegiate rowing to historic Regatta Row. Mr. Martin was one of Poughkeepsie's leaders who helped organize the campaign for funds for the Marist College Boathouse. Modern in design, with facilities for storage of 12 shells inside and 8 out-

side, the area also includes space downstairs for storage of sailboats, work space, and a place for practice rowing machines.

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

*Gymnasium Building* (1949) serves as the center for the physical education program for freshmen. It is also used for varsity basketball practice and the extensive intramural sports program. The Marist College Press is located in this building.

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

*Champagnat Hall* (1965), named for Blessed Marcellin Champagnat, founder of the Marist Brothers, features a tri-level campus center and a 10-story student residence, overlooking the Hudson. This complex provides accommodations for 435 student residents. In addition to a dining room capable of seating 1200, the campus center houses a theater, lecture and conference rooms, art gallery, rathskeller, and the college bookstore.

*Cluster Housing* (1968) is now used as residence homes for the Marist student brothers who are enrolled at the college. This complex is located on Water Works Road, directly opposite Fontaine Hall.

The Cardinal Spellman Library is housed in Donnelly Hall. The spacious four-level library contains over 62,000 volumes and subscribes to 625 professional and cultural periodicals. One very interesting collection is Our Lady's Library, a research center for students in the field of Mariology. This collection of 10,000 books and periodicals in 24 languages includes many volumes dating to the 16th and 17th centuries. It forms the second largest collection of books on Mariology in the United States.

The library is open Monday through Thursday from 8:00 A.M. to 10:00 P.M., on Friday from 8:00 A.M. to 6:00 P.M., on Saturday from 9:30 A.M. to noon and from 1:00 P.M. to 5:00 P.M., and on Sunday from 6:30 P.M. to 9:30 P.M.

## LIBRARY

Spellman Library is a member of the Southeastern (New York) Library Resources Council and through the Council shares many resources with public, college and industrial libraries. The New York State Interlibrary Loan program for books and periodicals has been in use for several years. Through this program teachers and students can make use of library resources throughout New York State.

With the help of a government grant, an Audio Visual Materials Center has been established in the library. Here the faculty and students can secure phonorecords, maps, tapes, art slides, moving pictures and related material. The library also has microfilm readers and a 209 3M Book copier. Twenty-five periodicals, including *The New York Times*, are available on microfilm.

**WESTERN  
LANGUAGE  
LABORATORY**

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

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

**CLOSED  
CIRCUIT  
T.V. CENTER**

The Closed Circuit Television Center is located in the Donnelly Building on the ground floor. The Center is equipped with recording studio equipment and playback apparatus. Facilities for recording educational television off the air are available. Studio apparatus, including cameras and records, are used in preparing material to be used in the classroom. The television programs are broadcast from the Center into the classrooms and laboratories. The Closed Circuit Television Center is used by teachers and students who wish to experiment with the media. Portable apparatus is available for use outside of the studio. Arrangements for use of the facilities can be made with the Director.

**COMPUTER  
CENTER**

The Computer Center at Marist College is available to the faculty and students during regular class hours and, upon request, at other times. Time will be reserved, upon application, to anyone who is familiar with the operations of the facility. Long periods of uninterrupted use for research usually are scheduled after regular hours. Key-punch consoles are available at all times for the use

of students and faculty. If it is preferred to have the computer staff process the work, programs and data cards may be left at the receiving window. These are processed daily. Fortran, Cobol, and Autocoder languages are handled.

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

*Evening Division.* The evening session offers a degree program on a part-time basis which is the exact counterpart to that offered during the day. The evening bachelor of arts program is limited to the major fields of English, history, mathematics, physics, business, and chemistry. New majors in political science and psychology are being considered.

*Summer Session.* The Evening Division conducts a 6½ week summer session. It enables students to take six credits during the summer, attending evening classes, Monday, Tuesday, and Thursday from 6:00 to 10:30. Its purpose is to help enrolled students of both the day and evening Marist divisions, and to help accredited members of other colleges to accelerate or to make up deficiencies. Special courses are also offered in the evening for juniors and seniors of area high schools.

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

Marist College is chartered by the Board of Regents of the University of the State of New York and is accredited by the State Department of Education, and by the Middle States Association of Colleges and Universities. The college is also accredited by the United States Department of Justice for the training of foreign students. It has the approval of the State Approval Agency for Veterans' Education. The college is also approved for holders of New York State Scholarships, including Regents Scholarships, State War Service Scholarships, and Scholar Incentive Awards. The college

## DIVISIONS

## MEMBERSHIP AND APPROVAL

holds memberships in the National Catholic Educational Association, the Association of Colleges and Universities of the State of New York, the Commission on Independent Colleges and Universities, the American Association of Colleges for Teacher Education, and the Association of American Colleges. Marist is also a charter member of the Associated Colleges of the Mid-Hudson Area (ACMHA).

### **CAMPUS LIFE**

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

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

### **STUDENT GOVERNMENT AT MARIST**

At many colleges a student government is little more than a body to regulate social affairs. This is not the case at Marist. Besides being the official liaison between faculty, administrator and student, the Student Government has a hand in many activities which may best be outlined by a brief summary of its structure.

The Executive Council of the Student Government is composed of the president, vice president, treasurer and two secretaries. Besides their obvious duties, they provide a careful scrutiny of all proposed actions. The Council is rounded out by two representatives from each class who provide a gauge of popular opinion. The Student Council meets weekly, and here pertinent topics of the day are discussed. These range from financial aspects of social events to student participation in the community.

As in the Federal government, a Judiciary reviews the constitutionality of all laws and presides over the equivalent of civil suits.

Committees are an integral part of any governing body. Of course there is a social committee to regulate that aspect of campus life, an athletic committee, and a cultural committee. These may be found on any campus, but the unique factor of the Marist Student Government is in certain other committees.

The Student Academic Committee, comprised of appointees from all classes, augments faculty committees by proposing such important actions as student initiated courses and generally making known the students' feelings in regard to academic matters. This, and all committees, is augmented by the Student Opinion Board, which polls the students' feelings.

The Social Service Board provides coordination to Students and Clubs which engage in community projects, thereby making Marist a part of the community rather than a community apart.

Students are also an integral part of several faculty committees. The Academic Policy Committee, which gives direction to the academic program at Marist, consists of five voting faculty members, the Dean of Academics, and two students. The Campus Life Committee is half students. Most important, the budget committee, which determines the fiscal policies of the school and therefore its long-term growth, has four students besides administrators, faculty and trustees. The Dr. Martin Luther King Committee, designed to promote a closer liaison with the community at large, also seats a student.

To round out the Student Government, there is a secretariat to keep records and a three-man Election Commission which oversees the successful and democratic continuation of the Student Government.

The Resident Board is the official representative of the interests and opinions of Resident Students to the Administration on matters directly related to Resident Students. It likewise presents the views of the Administration to Resident Students.

The Board is composed of eleven members. Three each from the Senior, Junior, and Sophomore classes and two from the Freshman Class. After election those members elected caucus and elect a President, Vice President and Secretary.

The Resident Board legislates and enforces regulations pertaining to Resident Students and coordinates extracurricular activities for Resident Students. The Board is empowered to recommend suspension or dismissal of Resident Students who violate resident hall regulations.

#### **CAMPUS BOOSTER CLUB**

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

#### **THE HISTORY CLUB**

The Marist College History Club is dedicated to the promotion of understanding of and interest in history through the presentation of significant historical topics to the student body. The club aims

### **RESIDENT BOARD**

### **CLUBS AND ORGANIZATIONS**

to encourage historical discussion and to prepare its members for constructive citizenship. The History Club sponsors lectures and films as well as its annual spring luncheon.

#### **PHI ALPHA THETA**

Phi Alpha Theta is an international honor society in history. The Mu Zeta chapter was established at Marist in 1966. The objective of this professional society is the promotion of the study of history by the encouragement of research, good teaching, publication, and the exchange of learning and thought among historians. It seeks to bring students, teachers and writers of history together both intellectually and socially, and in a variety of ways it encourages and assists historical research and publication by its members. The Marist Chapter sponsors the Annual Phi Alpha Theta Lecture and publishes *The Marist Journal of History*. Its members, both students and faculty, participate in regional and national meetings.

In order to qualify for Phi Alpha Theta a student, who must have at least 12 hours of history, must have a 3.1 index or better in his history courses. He also must have a 3.0 index in  $\frac{2}{3}$  of his remaining courses and he must be in the upper third of his class.

#### **THE FOOTBALL CLUB**

Formed in the spring of 1965 to support a football team at Marist, the club enjoyed instant success. Financed solely through student support, and coached by Ron Levine, the Viking football team has become the personification of the spirit of Marist.

#### **THE SKI CLUB**

The purpose of the Ski Club is to advance the sport of skiing on campus and the spirit of fellowship among skiers during the fall and spring.

#### **BUSINESS CLUB**

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

#### **T A C**

Thought, Action, Communication is designed for discussion and action on pertinent topics of the day.

#### **LA GIOVANE ITALIA**

This club strives to foster a better understanding of our Italian heritage through lectures, discussions and social affairs.

#### **BIG BROTHER FRATERNITY**

This club is dedicated to aiding the Children's Home. To achieve this purpose, outings and frequent visits are made with the orphans.

#### **APPALACHIAN WORKERS**

This group is affiliated with the Christian Appalachian Project and deals with the Socioeconomic problems of that region. Trips are made at Easter and during the summer to work in the Appalachian Region.

#### **SAILING CLUB**

The Sailing Club of Marist was founded in the fall of 1962. Its purpose is to promote good sportsmanship, sponsor the activity of sailing and provide social functions on campus. The Marist Intercollegiate sailing team is competitively chosen from this organization. In the spring of 1963 this team won the Middle Atlantic Intercollegiate Sailing Championship (Associate Division), Marist's first intercollegiate championship.

#### **THEATRE GUILD**

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

The purpose of the Guild is to educate, to arouse an interest in the dramatic arts, and to create an enjoyment of the theatre in its members, the student body, the community, and other colleges. In accord with this, there is participation with the women's colleges in the area, facilitating production of a wide range of plays. Members of the Theatre Guild are eligible for membership in the Marist College Cast of the Delta Psi Omega Dramatic Fraternity.

#### **VARSITY CLUB**

The Varsity Club of Marist College is made up of lettermen achieving recognition in intercollegiate sports. The purpose of the club is to promote good sportsmanship, to make known the college's

athletic activities, to serve the college, to bring athletes together. The Varsity Club has control over intramural sports and the sale of tickets for basketball games.

#### **YOUNG AMERICANS FOR FREEDOM**

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

#### **THE MATHEMATICS CLUB**

The purpose of the Mathematics Club is to stimulate interest in mathematics among math majors on campus and to provide an opportunity for students interested in math to meet and discuss different developments in this field.

#### **THE KNIGHTS OF COLUMBUS**

The Champagnat Council of the Knights of Columbus was founded in the spring of 1965. One of the largest organizations on campus, it strives to implement the ideals that the Knights of Columbus represent.

#### **THE GAELIC SOCIETY**

This society strives to foster a better understanding of our Irish heritage through lectures, discussions and social affairs. It also seeks to strengthen faculty-student relations.

#### **PHI THETA DELTA SERVICE FRATERNITY**

This service fraternity has as its main purpose the promotion of the ideals of Marist in the intellectual, cultural and social spheres. It renders the service of its members to the college campus, its activities, and to any person, club, or organization requesting these services.

#### **THE PSYCHOLOGY CLUB**

Set up in the fall of 1965, this club strives to foster an awareness of the importance of the study of Psychology and to provide an intellectual atmosphere in which the psychology majors may discuss new developments in the field.

*The Reynard*: Marist College yearbook.

*The Circle*: campus weekly.

*Mosaic*: literary quarterly.

*Humanities House Bulletin*: Annual listing of participants and activities.

*The Marist Journal of History*: published by the Mu Zeta Chapter of Phi Alpha Theta.

Humanities House is an experiment in living-learning. It groups together in Sheahan Hall all students wishing to enrich their college experience by organizing and running various cultural and intellectual activities. Students form three basic groups: *La maison française*, for achieving greater proficiency in French; *La casa española* for Spanish; and *Humanities Floor*, for literary, artistic, and philosophical stimulation.

Residence in Humanities House is by special application to the Director; it is open to freshmen as well as upperclassmen.

A special fee of \$10 is asked of all participants.

This program, established at the college in 1966 and funded by a grant from the Office of Economic Opportunity, enrolls 11th and 12th grade students from Dutchess and Ulster Counties. These students are those with intellectual or artistic ability who have not done well academically because of cultural or economic reasons. Upward Bound students are in residence at Marist College for six weeks during two summers and are then placed in colleges throughout the country.

Marist faculty members and undergraduates participate in the program as teachers and tutor-counselors respectively. Upward Bound students also meet regularly on the campus during the academic year follow-up. The program is operated in conjunction with Bennett College where 10th grade students are in residence.

The program of religious activities is designed to enrich the total experience of campus life for the individual student and the college community.

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

Each class day Mass is celebrated at the college chapel with an emphasis on the fullest par-

## **PUBLICATIONS**

## **HUMANITIES HOUSE**

## **UPWARD BOUND PROGRAM**

## **RELIGIOUS ACTIVITIES**

ticipation in the liturgy by all present. Confessions are heard before all Masses. Confession and Masses are provided on the Sundays of the school year for resident students and faculty. The Mass of the Holy Spirit officially opens the academic year and the Baccalaureate Mass terminates it.

A resident Chaplain directs the religious activities program and is always available for confession and/or counseling at the Chaplain's office in Donnelly Hall or at Byrne Residence.

## **ATHLETICS**

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

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

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

# ADMISSIONS INFORMATION

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

## ADMISSION TO FRESHMAN CLASS

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

### PROCEDURE

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

1. *Transcript of Record and Principal's Recommendation:* The student completes the required sections of the application for admission and returns it to the college. The secondary school record form should be presented to his high school principal or guidance director. After completing the form the principal or guidance director returns it to the Director of Admissions. The secondary school record should contain the sixth term marks in the case of an applicant who has not yet graduated from high school.

2. *Entrance Examination:* Applicants to the day division must submit the results of the Scholastic Aptitude Test of the College Entrance Examination Board (C.E.E.B. morning session).

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

Students seeking advice on admission or on such matters as preparation or choice of curricu-

lum may call for an appointment with the Director of Admissions, while the college is in session.

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

4. *Health Report*: Each student must supply a health report from his doctor. This report should be filed with the Director of Admissions after the student has been accepted for admission to Marist College.

#### **REQUIREMENTS**

Marist College welcomes all those applicants who have during their secondary school careers distinguished themselves both in ability and achievements. After the application has been received, it is the task of the Committee on Admissions to decide its acceptability. The decision of this Committee is based on three factors: 1. High School Record; 2. Results of the Scholastic Aptitude Test of the College Entrance Examination Board; 3. Recommendation of the High School Principal or Guidance Counselor.

#### **EARLY ACCEPTANCE**

A transcript of the high school record, the student's standing in his class, a recommendation from the secondary school principal or guidance counselor, and the results of the College Entrance Examination Board Aptitude test must be submitted before any decision can be made regarding admission. The student should file his application during the summer preceding his senior year or early in the fall semester of his senior year in high school. A letter stating that Marist is the only choice of the applicant should accompany the application. All candidates for early acceptance should file their application and letters by December 1st.

#### **PROFICIENCY EXAMINATIONS**

The college grants credit for College Proficiency Examinations (CPEP) and the College Level Examinations (CLEP) on an individual basis. The acceptable grade and credit assignment shall be determined by the department concerned with the subject area in which credit is sought.

To cover administrative costs, the college will make a charge of \$10.00 for each credit accepted.

#### **TRANSFER STUDENTS**

A student who wishes to transfer to Marist from another college must meet the same requirements as a beginning student. In addition, he must submit, from each college attended, a statement of honorable dismissal or of good standing and an official transcript of courses completed and in progress.

Transfer credit will, in general, be granted for appropriate courses in which the applicant has received at least a "C" grade. Credit for "D" courses will be given to holders of an AA Degree (not an AAS Degree). An "appropriate" course is one which might logically be offered by a liberal arts college such as Marist and which can be used as a required or elective course in the student's program.

Transfer credit for courses taken more than ten years prior to admission at Marist will be granted provisionally only. Such credit will be validated by the completion of 30 semester hours with at least a 2.0 index.

To receive a Degree from Marist, transfers from two-year colleges must complete at least 60 credit hours in residence. Transfers from four-year colleges must complete a minimum of 30 hours, including 12 hours in their major field, at Marist. In general, upper level (300-400) course credit will not be given for two-year college courses.

An evaluation of transfer credit will be mailed to each candidate for admission when all records are received. Any errors or omissions on this evaluation must be reported to the Registrar at once. No changes will be made after three weeks. No evaluations can be made between August 1 and September registration. A student who receives no evaluation must see to it that he does not take a course for which he may have transferable credit and that he has the necessary prerequisites for any course for which he registers.

Students accepted as "Special Students" should matriculate as soon as they have satisfactorily completed the required 12 credit hours. Forms for this purpose are available at the Admissions Office.

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

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

#### **ADMISSION OF NON-MATRICULATED STUDENTS**

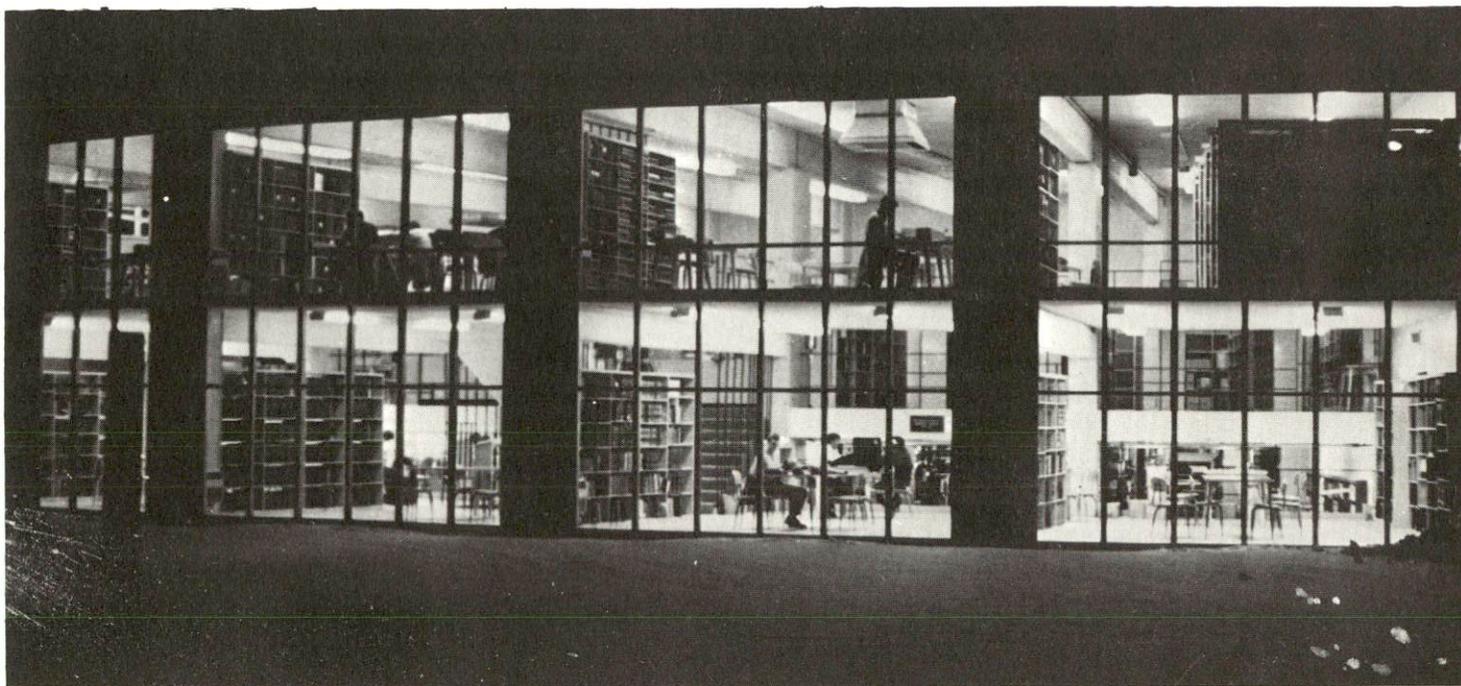
#### **STUDENTS FROM FOREIGN COUNTRIES**

certification may be made by the American Consul or through a qualifying examination. For information about this examination, the applicant should write to the Director of Admissions.

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

### **EVENING SCHOOL SPECIAL REGULATIONS**

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



# TUITION AND FEES

TUITION		STATEMENT OF FEES
Per semester, effective September, 1969 .....	675.00	
A student with twelve or more semester hours in any semester is considered a full-time student.		
<i>Per semester hour</i>		
Degree students, effective September, 1969 .....	45.00	
Special students, effective September, 1969 .....	45.00	
<i>Room and Board</i> , per semester .....	550.00	
<i>Matriculation fee</i> .....	25.00	
This fee is payable once, immediately upon the student's acceptance for a degree program. It is non-refundable.		
<i>General Deposit</i> .....	150.00	
This general deposit is payable by all new resident students upon their acceptance. It is applicable to their semester room and board upon registration in September or February. It is refundable if notice of intention not to attend Marist College is received by the Director of Admissions prior to May 1. After this date all payments are non-refundable.		
<i>General Deposit</i> for all returning resident upperclassmen .....	50.00	
Due on or before May 1. Academic dismissal is the only basis for refund.		
<i>Application fee</i> .....	10.00	
<i>Registration fee</i> .....	5.00	
Payable each semester.		
<i>Late registration fee</i> .....	15.00	

<i>Activities fee, day</i> . . . . .	15.00
Payable each semester	
<i>Activities fee, evening/part time</i> . . . . .	5.00
Payable each semester	
<i>Deferred examination and re-examination fee</i> . . . . .	10.00
<i>Graduation fee</i> . . . . .	25.00
<i>Change of program fee</i> (or major field) . . . . .	3.00
For every change of program issued at the request of the student, payable at the time of request.	
<i>Transcript fee</i> . . . . .	1.00
Payable at the time of request.	
<i>Parking fee</i> . . . . .	1.00
Payable in first semester of student's academic year.	
<i>Room key deposit</i> . . . . .	2.00
Refundable at the end of academic year, when key is returned to Director of Residence.	

Certain science departments require internal key and breakage deposits which are refundable at the end of the semester, providing all materials are returned intact.

**EXCESS CREDIT  
HOURS**

The average number of credits for an academic year is 30—that is, 15 each semester. The maximum credits permitted each semester is 15 hours, the minimum 12 (full time). Any deviation from this must have the approval of the Dean.

A student may request permission to take more than the maximum hours to accelerate his course, to make up for past deficiencies, or to enrich his program. If permission is granted, the

cost of such extra courses is \$45.00 per credit hour. Basic physical education courses or any required one-credit laboratory course do not incur this extra charge.

Any student repeating a course due to failure or intent to raise a grade is chargeable for the stated number of credits at the regular per hour rate. Full time students will incur this extra charge over and above the regular semester rate, when the course exceeds the range of the entitled 15 hours.

All students registering at Marist College for the first time are required to pay tuition and fees *in full* at the time of registration.

## PAYMENT OF FEES

Returning students may elect a deferred payment plan with fees payable according to the following schedule:

### *Fall Semester*

- Sept. 3 (½ all tuition, and fees)
- Oct. 10 (Payment in full, with NO service charge)
- Nov. 25 (last date for payment of all fees)

### *Spring Semester*

- Jan. 19 (½ all tuition, and fees)
- Feb. 27 (Payment in full, with NO service charge)
- April 14 (last date for payment of all fees)

A service charge of \$2.00 per hundred dollars, or any fraction thereof, will be added to all outstanding balances after October 10 (fall) and Feb. 27 (spring), with the entire outstanding amount due Nov. 25 (fall), and April 14 (spring).

The college also cooperates formally with two independent agencies which arrange for financing of college costs on payment basis of one to six years. Both plans include attractive insurance clauses which provide for coverage of college expenses in the case of death or disability of the parent. Information about either agency (The Tuition Plan, Inc., 575 Madison Avenue, New York, New York 10022, or Insured Tuition Payment Plan, c/o Richard C. Knight, 38 Newbury Street, Boston, Mass.) may be obtained either by writing directly to the agency or by inquiry to the Business Office of Marist College.

Many local banks, in cooperation with state agencies, also provide financing plans for college costs. Inquiries may be made by writing directly to:

New York: New York Higher Education Assistance Corp.  
111 Washington Avenue  
Albany, New York 12224

Pennsylvania: Pennsylvania Higher Education Assistance Corporation  
Education Building  
Harrisburg, Pennsylvania 17126

New Jersey: New Jersey Higher Education Assistance Authority  
Division of Higher Education  
State Department of Education  
Trenton, New Jersey

Local banks will have the address of home-state agency.

Marist students who are residents of New York State may be eligible for Regents Scholar Incentive Awards or Regents Scholarships. Inquiries and applications concerning these should be directed to: The University of the State of New York, The State Education Department, Regents Examination and Scholarship Center, 800 North Pearl St., Albany, New York 12204. The semester deadlines for filing are: December 1, fall; April 1, spring.

Students who are recipients of Regents Scholar Incentive Awards, Regents Scholarships, or any other type of financial scholarship or assistance, *must present evidence of this to the business office* at the time of registration or as soon as received.

Deductions from semester billings for specified grant amounts may only be made upon official notification to the student. All awards not officially acknowledged and presented to the business office before fee deadlines will be subject to the schedule of late fees.

The business office prefers payment by check. Payments may be made at the time of registration, by mail, or at the business office.

Requests for complete statement of charges and receipt of payments should be made in writing to the business office at the time of the final payment. The receipt will be mailed directly to the student.

STUDENTS WHOSE ACCOUNTS ARE IN ARREARS WILL NOT BE ADMITTED TO CLASSES OR EXAMINATIONS, AND WILL NOT BE GIVEN SEMESTER GRADES, A DIPLOMA, OR A TRANSCRIPT OF RECORD.

Since engagements with instructors and other provisions for education and residence are made in advance by the college for the entire year, the refund rule for each category will be as follows:

## REFUNDS

### TUITION

In the event a student withdraws from the college during the first week of instruction, the total amount of his tuition will be refunded. After the first week, and before the beginning of the fourth week, a refund of one half tuition will be made. After this time, no refund will be allowed. (See academic calendar for specific dates concerning these refunds.)

Should a student withdraw from one or more courses so that he then becomes classified as a part-time student, pro rata refund of tuition will be made according to the above rebate schedule provided that such a reduction of study load occurs during the first week of instruction. To withdraw from a course or from the college, a student must notify the Recorder in writing. A form is provided for this purpose and may be obtained at the Recorder's Office. Simply notifying the classroom instructor or the dean is insufficient. Procedures to be followed are outlined on this form. In computing the refund, the business office accepts the date that the completed form has been received in the Recorder's office.

### ROOM

Should the student withdraw from the college during the first three weeks of the semester, the initial dormitory deposit of \$150.00 will cover his room charges for this period. Should he withdraw after beginning of the fourth week, the entire semester room charge will be enforced.

### BOARD

A refund for the remainder of the semester following the date of the student's withdrawal may be made of the amount paid for board at the per diem college rate.



# FINANCIAL AID

Financing a college education is a serious problem to many young men and women. Besides the usual sources—family assistance, personal savings, and summer earnings—a variety of ways to pay college expenses exist. These are scholarships, grants, loans, and part-time earnings while in school. Since freshmen are not expected to use all of their pre-college savings in one school year, it is wise for them, if they expect to need financial aid later, to apply while seniors in high school. It is much easier for an upper-classman to secure a renewal grant than an initial one. The following types of aid are available to students who attend Marist.

## STUDENT FINANCIAL AID AT MARIST

Marist College has limited funds available for grants to freshmen with superior high school records and with financial need. These grants are automatically renewed each year provided the recipient has maintained the necessary academic index. If you feel that you are qualified scholastically for a Marist Grant you should note this fact on a sheet attached to your application for admission. A Parents' Confidential Statement must be submitted with your application.

## MARIST GRANTS-IN-AID

New York State Regents Scholarships provide from \$250 to \$1,000 per year to many New York residents. Other states may offer similar awards. Many private scholarships may also be available to you. Ask your high school Guidance Director about this type of aid.

## SCHOLARSHIPS AND GRANTS

### *Bache & Co. Foundation Scholarship*

One yearly scholarship amounting to \$500.00 awarded to an outstanding senior. The award is given to Business or Economics majors.

### *Peter and Virginia Foy Scholarship Fund*

The Peter and Virginia Foy Scholarship Fund is an endowment fund to provide financial assistance to needy students.

### *Leonidoff Scholarship*

Funds for the Dr. A. A. Leonidoff Scholarship Fund were donated by Dr. A. A. Leonidoff for boys and girls in Dutchess County who are entering the medical field or allied studies.

*McCann Foundation Inc. Scholarship*

There are a limited number of scholarships offered each year under this program. The awards are given to students who have financial need and who have attended high school in Dutchess County.

*Nathan L. Reifler Memorial Scholarship*

This award is given to an upperclassman who has achieved satisfactory academic grades. In addition, the recipient must be a resident of Dutchess County and must show financial need.

**NEW YORK STATE  
SCHOLAR  
INCENTIVE AWARDS**

Most New York State residents will qualify for grants of \$100, \$200, or \$500 per year, depending upon family income, under this plan. The grants must be renewed each year. Your application should be sent to Regents Examination & Scholarship Center, State Education Department, Albany, New York 12204. December 1st is the deadline for first semester awards.

**U.S. GOVERNMENT  
SPONSORED  
PROGRAMS**

Marist offers you an opportunity to participate in all programs offered under the National Defense Education Act and the Higher Education Act of 1965 as amended. These programs offer grants (gifts), loans, and part-time work. All are for one year only. A new application and PCS must be filed each year.

1. *Educational Opportunity Grants*

Grants ranging from \$200 to \$1,000 per year are available to students who qualify on the basis of financial need. In general a \$200 grant is awarded to a boy in a one-child family with gross income (before taxes) of \$5,000. The grant increases as family income decreases or the number of children in the family increases. These Educational Opportunity Grants cannot be more than one half of the financial aid a student receives.

2. *National Defense Student Loans*

National Defense Student Loans up to \$1,000 per year are available to Marist students who qualify. These loans bear no interest while a boy or girl is in school. 3% simple interest is charged after he graduates.

3. *Work-Study Jobs*

Marist operates a federally sponsored Work-Study program during the school year and during the summer vacation. Jobs paying a minimum of \$1.50 per hour for a maximum of 15 hours

a week are available both on and off campus. Some jobs require special skills (typing ability is very desirable); other jobs are available which require no special skills. Although freshmen are generally advised not to work during their first semester of college, we do assign work-study jobs to a few freshmen who secure the approval of the Director of Admissions. Financial need is the qualification for participating in this program. In general, students whose families have a gross income of \$10,000 or less will qualify.

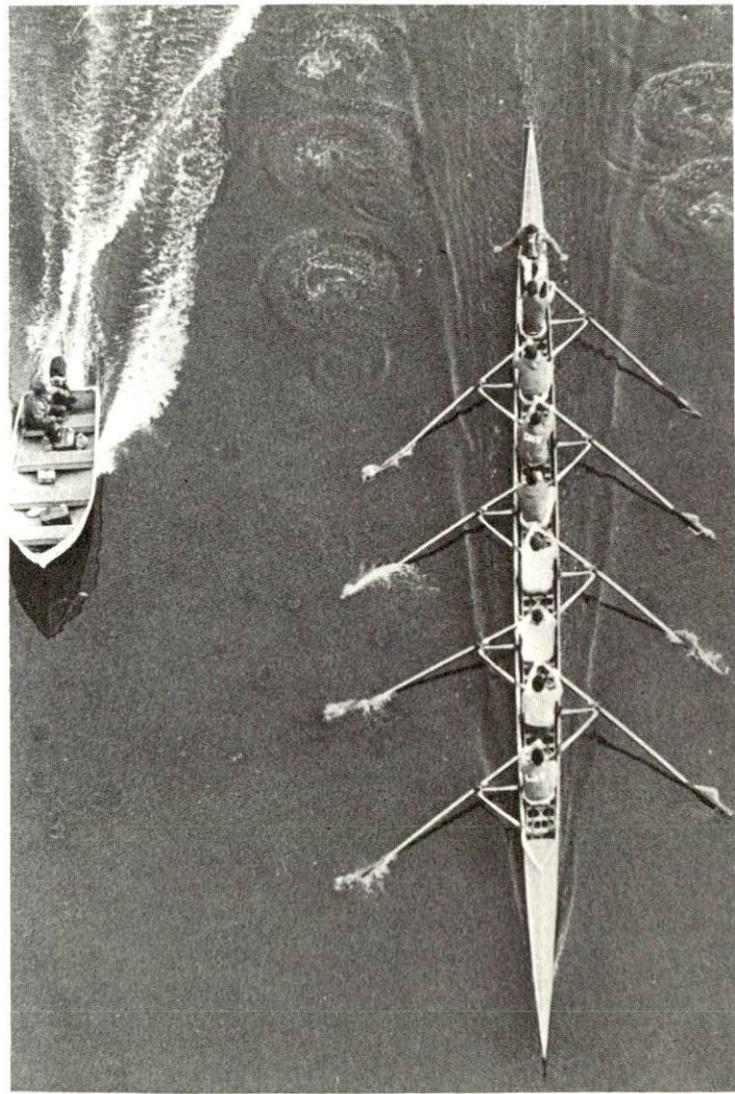
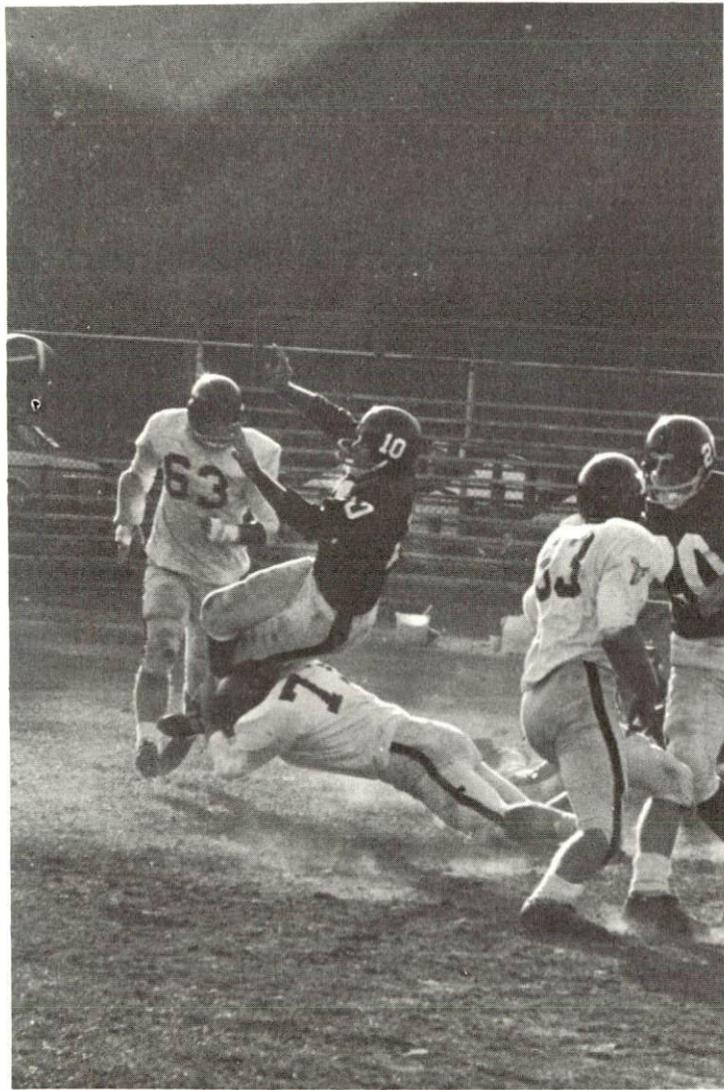
The Parents' Confidential Statement of the College Scholarship Service is required for the above three programs. These Statements may be obtained from your high school Guidance Office, from the College Scholarship Service at Princeton, or from the Registrar at Marist. When filled out, the form should be sent directly to The College Scholarship Service, Box 176, Princeton, New Jersey 08540, with a request that a report be sent to Marist. This report and a Marist student aid application must be on file before any requests are considered. Although the above three programs are sponsored by the Federal Government, only a limited amount of money is allocated to Marist College. Each year some students who qualify financially do not receive aid because earlier applicants have been given all available funds. The application and the Parents' Confidential Statement must be received at Marist by April 1st in order to insure consideration. At least one month should be allowed for the return of the PCS. Late applicants have almost no chance of receiving aid.

Under the Higher Education Act of 1965 as amended, the Federal Government guarantees certain loans to students. For New York State residents this is the New York State Higher Education Assistance Plan. Qualified students may borrow \$1,000 as freshmen and sophomores, \$1,250 as juniors, and \$1,500 as seniors. No interest is charged while the borrower is in college. There are similar plans in operation in all states. These loans are made directly from local banks. Complete information, forms, etc., may be obtained at your local bank. Forms should be sent to the Recorder's Office for the necessary college certification.

Marist has a Placement Office through which students are placed in part-time private jobs in the Poughkeepsie area. Students interested in part-time work should file an application with the Placement Director and watch the Placement Bulletin Board in lower Donnelly Hall for job openings.

## **INSURED BANK LOANS**

## **PART-TIME EMPLOYMENT**



## COURSES OF STUDY

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

A student must pass 120 credits in approved courses with at least a "C" average (2.0 index). About two-thirds of the course work is in general-liberal education, the remainder divided between major field and electives. The general studies are divided into three areas: Philosophy and Theology; History, English and Language; and Mathematics and Science. The student's major department must certify that he has mastered the elements of the area and is capable of independent study. The form of this certification is left to the individual department. Many departments employ a combination of the following criteria: Senior research project, oral or written comprehensive examination, participation in seminars, and Graduate Record Examination. It is the responsibility of the student to learn from his departmental adviser which requirements are applicable and to arrange to take the necessary examinations.

Although academic advisers are available to assist students in fulfilling all requirements for the degree, the ultimate responsibility for checking these matters rests with the individual student. Students should file an Application for a Degree with the Registrar during April or May of their junior year. A Senior Evaluation Sheet showing courses still needed for the degree will then be mailed to them during the summer.

A student who has successfully completed 90 semester hours of credit at Marist and then transferred to another college may under certain conditions, with the approval of the Academic Dean, be awarded a degree from Marist.

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

Every graduate of Marist will be expected to show competence in areas of study which have long been recognized as important in the development of the well-rounded Christian personality: classical or modern language, English, economics, history, mathematics, philosophy, psychology, religion, and science.

### DEGREE REQUIREMENTS

### THE LIBERAL ARTS CURRICULUM

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

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

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

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

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

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

**FRANKLIN D.  
ROOSEVELT  
STUDIES AT  
MARIST COLLEGE**

During the past several years Marist College, in cooperation with the Franklin D. Roosevelt Library, has focused attention on the wealth of scholarly materials available at the Roosevelt Library. The Roosevelt era in American history has had a vital role in the shaping of American domestic and foreign policies over the past decades. Marist College further associates itself with the growing number of scholars who have written about these historic days of our recent past.

Annual Roosevelt Symposia have been held since 1965 to examine important events during

Franklin Roosevelt's administration. Among the former New Dealers who have spoken at the symposia have been Justice William O. Douglas, appointed by F.D.R. to the Supreme Court; Adolf A. Berle, Jr., former braintruster and Roosevelt's Assistant Secretary of State; James Roosevelt, son of the late President. Among the eminent historians who have delivered papers at the symposia have been Arthur M. Schlesinger, Jr., James MacGregor Burns, Frank Freidel, and William Leuchtenburg. Attending these Roosevelt Symposia have been hundreds of college history professors and high school social studies teachers from many eastern states.

A Franklin D. Roosevelt Summer Institute (6 credits) was initiated in 1966. This seminar-research course is coordinated at both Marist College (seminar) and the Roosevelt Library (research). A substantial research paper utilizing the Roosevelt papers is required. The Institute includes discussions with scholars actively engaged in research and surviving friends and acquaintances of President Roosevelt. Field trips are made to a number of places of historic interest in the Mid-Hudson area. Available photocopied documents and audio-visual aids are utilized.

During the regular academic year a Franklin D. Roosevelt Seminar Course (3 credits) is offered. This topical seminar course allows undergraduate students the unique opportunity to utilize presidential papers and other pertinent manuscripts usually reserved for scholars and graduate students.

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

Marist College students may enroll in the physics-mathematics curriculum. Following completion of sophomore year, students may transfer to the College of Engineering of the University of Detroit and continue their studies toward the bachelor's degree in engineering.

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

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

## **COOPERATIVE ENGINEERING PROGRAM**

## **PRE-PROFESSIONAL PROGRAMS**

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

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

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

## **THIRD YEAR ABROAD**

Marist College allows certain select students to spend their junior year in a foreign country. Though the primary purpose is academic betterment, the cultural advantages are also considerable. While complementing one's own American background, study abroad provides the opportunity to gain an insight into another people's culture and civilization by direct personal contact.

Excellent study programs are available throughout the world. Inquiries are to be addressed to the Director of Third Year Abroad as early as possible and, in any case, no later than October 1 of sophomore year.

## **TEACHER EDUCATION**

### **THE PROGRAM: DIRECTION AND PURPOSE**

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

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

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

#### **ADMISSION TO THE PROGRAM**

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

#### **ADVISERS**

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

#### **PRE-PROFESSIONAL EXPERIENCE**

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

#### **THE SEMESTER OF PROFESSIONAL PREPARATION**

During his senior year, the student will spend one semester in which his exclusive concern will be his professional preparation. The first half of this semester is spent in the following courses devoted

to the social and psychological foundations of education, including the methods and materials of teaching the subject in which he is majoring. During the second half of this semester, he engages in directed observation and practice teaching under the supervision of the college and a cooperating teacher approved by the college. At the same time, he participates in the education seminar, which deals with the principles and problems of secondary education.

#### **COMPREHENSIVES**

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

#### **N.Y. STATE CERTIFICATION**

Marist College is empowered by the State of New York to recommend students for provisional certification by the Department of Higher Education. This certificate is valid for five years (not including military service), at the expiration of which time the requirements for permanent certification must be fulfilled. The provisional certificate enables the student to seek employment in the public schools of New York State as well as assist them to secure positions in eight other states with which New York has reciprocal agreements; without it, no one can be hired except in an emergency. Marist College is empowered to certify in the following secondary academic subjects, grades 7-12: English, social studies, mathematics, French, Spanish, biology, chemistry, and physics.

Further information on the Teacher Education Program may be obtained from the Office of Teacher Education.

# BACHELOR OF ARTS DEGREE

FRESHMAN YEAR			MAJOR IN AMERICAN STUDIES	
Religious Studies	110-111	Sacred Scripture	3	3
English	105-106	Introduction to Literature	3	3
History	101-102	Medieval—Early Modern	3	3
Language			3	3
Mathematics	105-106	Modern Mathematics	3	3
or				
Science		Biology, Chemistry, Physics, Psychology	3	3
Phys. Ed.	101-102	Physical Education	1	1
English	100	English Composition (if necessary)	<u>(3)</u>	<u>(3)</u>
			16	16
SOPHOMORE YEAR				
Philosophy	203-204	Philosophical Thinking I & II	3	3
English	201-202	American Literature	3 or 3	
History	201-202	U.S. and the World I & II	3 or 3	
Language			3	3
or				
Elective			3	3
Mathematics			3 or 3	
or				
Science			3	3
Major			<u>3</u>	<u>3</u>
			15	15
JUNIOR YEAR				
Philosophy		Elective	3 or 3	
Economics			3 or 3	
Elective			3 or 6	3 or 6
Major			<u>6</u>	<u>6</u>
			15	15

SENIOR YEAR

Elective		9 or 12	9 or 12
Major		3 or 6	3
Senior Seminar		<u>    </u>	<u>  3  </u>
		15	15

SUMMARY

Religious Studies	6	Math-Science	9
Philosophy	9	Language	6-12
English	9	Physical Education	2
English Composition (if necessary)	3	Major	36
History	9	Electives	34-43

**MAJOR IN  
BIOLOGY**

FRESHMAN YEAR

Religious Studies	110-111	Sacred Scripture	3	3
English	105-106	Introduction to Literature	3	3
Biology	201-202	General Biology	4	4
Chemistry	101-102	Modern, Inorganic Chemistry	3	3
Chemistry	103-104	General Chem. Lab.	1	1
Physical Education	101-102	Physical Education	1	1
English	100	English Composition (if necessary)	<u>    </u>	<u>(3)</u>
			15	15

SOPHOMORE YEAR

Philosophy	203-204	Philosophical Thinking I & II	3	3
Biology	305	Genetics	4	
Biology		Elective		3-4
Chemistry	203-204	Organic Chemistry	3	3
Chemistry	205	Organic Chem. Lab.		1

Mathematics	107-108	Analysis I & II	3	3
or				
Mathematics	107-205	Analysis I and Statistics	3	3
Psychology	103	Introductory Psychology	3	
Economics	203			<u>3</u>
			<u>16</u>	<u>16-17</u>

#### JUNIOR YEAR

History	201-202	U.S. and the World I & II	3	3
or				
History	101-102	Medieval-Early Modern	3	3
Biology	310	Cellular Physiology		4
Biology		Elective	4	
Chemistry	206	Organic Chem. Lab.	1	
Physics	205-206	General Physics	4	4
Elective			<u>3</u>	<u>3</u>
			<u>15</u>	<u>14</u>

#### SENIOR YEAR

Philosophy		Elective		3
Chemistry	401	Biochemistry	3	
Biology	307	Ecology		4
Biology	407	Senior Seminar		1
Elective			<u>12</u>	<u>6</u>
			<u>15</u>	<u>14</u>

#### SUMMARY

Religious Studies	6	Science	32
Philosophy	9	Psychology	3
English	6-9	Physical Education	2
History	6	Major	24
Economics	3	Electives	21-24
Mathematics	6		

**MAJOR IN  
BUSINESS**

		FRESHMAN YEAR	
Religious Studies	110-111	Sacred Scripture	3 3
English	105-106	Introduction to Literature I & II	3 3
History	101-102	Medieval—Early Modern	3 3
or			
History	201-202	U.S. and the World I & II	3 3
Mathematics	105 or 107	Modern Math. I or Analysis I	3 -
Science		Biology—Chemistry—Earth Science—Physics	- 3
Language		See Area Requirements	3 3
Phys. Ed.	101-102	Physical Education	1 1
English	100	English Composition (if necessary)	<u>    </u> (3)
			16 16

		SOPHOMORE YEAR	
Philosophy	203-204	Philosophical Thinking I & II	3 3
English		American Literature or English Literature	3
Language or Elective			3 3
Economics	203-204	Principles of Economics I & II	3 3
Major			<u>3 6</u>
			15 15

		JUNIOR YEAR	
Mathematics	205	Introductory Statistics	3 -
Psychology	201	Introduction to Psychology	- 3
Major			6 6
Electives			<u>6 6</u>
			15 15

		SENIOR YEAR	
Philosophy		Elective	- 3
Major			3 3
Electives			<u>12 9</u>
			15 15

### SUMMARY

Religious Studies	6	Mathematics	6
Philosophy	9	Science	3
English	9	Psychology	3
History	6	Physical Education	2
Economics	6	Major	24
Language	6-12	Electives	36

### FRESHMAN YEAR

Chemistry	101	Introduction to Physical Chemistry	3	-	
or					
Chemistry	111	Introduction to Physical Chemistry (Honors Course)	3	-	
Chemistry	102	The Structure of Matter and Chemical Periodicity	-	3	
or					
Chemistry	112	The Structure of Matter and Chemical Periodicity (Honors Course)	-	3	
Chemistry	103-104	Introductory Physical and Analytical Laboratory	1	1	
Mathematics	107-108	Analysis I-II	3	3	
Religious Studies	110-111	Sacred Scripture	3	3	
Economics	203	Principles of Economics I	-	3	
Psychology	103	Introductory Psychology	3	-	
Phys. Ed.	100	Physical Education	1	1	
English	100	English Composition (if required*)	-	(3)	
			14	14	(17)

### MAJOR IN CHEMISTRY

*\*If English Composition is not required, then an additional elective course is permitted.*

### SOPHOMORE YEAR

Chemistry	203-204	Organic Chemistry I & II	3	3
Chemistry	205	Organic Chemistry Laboratory I	-	1

Mathematics	207	Analysis III	3	-
Physics	205-206	General Physics	4	4
English	105-106	Introduction to Literature	3	3
History	201-202	America and the World in the Nineteenth and Twentieth Centuries	3	3
or				
History	101-102	Medieval and Early Modern European Period	3	3
Elective			-	<u>3</u>
			16	17

#### JUNIOR YEAR

Chemistry	206	Organic Chemistry Laboratory II	1	-
Chemistry	303	Analytical Chemistry	4	-
Chemistry	304	Instrumental Methods of Analysis	-	4
Chemistry	305-306	Physical Chemistry I & II	3	3
Chemistry	307	Experimental Physical Chemistry I	-	1
Philosophy	203-204	Philosophical Thinking I & II	3	3
Electives			<u>3</u>	<u>3</u>
			14	14

#### SENIOR YEAR

Chemistry	308	Experimental Physical Chemistry II	1	-
Chemistry	451-452	Seminar I & II	1	2
Philosophy		Core Requirement	3	-
Electives			<u>9</u>	<u>15</u> (12)
			14	17 (14)

#### SUMMARY

Religious Studies	6	Psychology	3
Philosophy	9	Physical Education	2
English Literature	6	Mathematics	9
English Composition (if necessary)	(3)	Science	16
History	6	Major	30
Economics	3	Electives	30 (27)

FRESHMAN YEAR			MAJOR IN ECONOMICS	
Religious Studies	110-111	Sacred Scripture	3	3
English	105-106	Introduction to Literature	3	3
History	101-102	Medieval-Early Modern	3	3
Mathematics	105-106	Modern Math I & II	3	3
or				
Mathematics	107-108	Analysis I & II	3	3
Language			3	3
Phys. Ed.	101-102	Physical Education	1	1
English	100	English Composition (if necessary)	<u>—</u>	<u>(3)</u>
			16	16

SOPHOMORE YEAR				
Philosophy	203-204	Philosophical Thinking I & II	3	3
English		American Literature or English Literature	3	—
History		U.S. and the World	—	3
Language or Elective			3	3
Economics	203-204	Principles of Economics I & II	3	3
Business	201-202	Managerial Accounting I & II	<u>3</u>	<u>3</u>
			15	15

JUNIOR YEAR				
Mathematics	205	Introductory Statistics	3	—
Psychology	103	Introduction to Psychology	—	3
Major		Intermediate Macroeconomic Theory	3	—
		Intermediate Microeconomic Theory	—	3
		Economics Electives	—	3
Electives			<u>9</u>	<u>6</u>
			15	15

### SENIOR YEAR

Philosophy	Elective	-	3
Major	Economics Elective	3	-
	Economics Elective	3	-
	Economics Elective	-	3
Electives		9	9
		15	15

### SUMMARY

Religious Studies	6	Mathematics	9
Philosophy	9	Psychology	3
English	9	Physical Education	2
History	9	Major	24
Language	6-12	Electives	33
Business	6		

### FRESHMAN YEAR

<b>MAJOR IN</b>	Religious Studies	110-111	Sacred Scripture	3	3
<b>ENGLISH</b>	English	105-106	Introduction to Literature	3	3
	History	101-102	Medieval-Early Modern	3	3
	Mathematics and/or Science			3	3
	Language			3	3
	Phys. Ed.	101-102	Physical Education	1	1
	English	100	Composition (if necessary, replaces one semester of Math/Science)	(3)	or (3)
				16	16

### SOPHOMORE YEAR

Philosophy	203-204	Philosophical Thinking I & II	3	3
English	201-202	American Literature	3	3
or				
English	211-212	English Literature	3	3

History	201 or 202	U.S. and the World I & II	(3)	3
Mathematics and/or Science			3	(3)
Language or Elective			3	3
Major			3	3
Elective			<u>    </u>	<u>  3</u>
			15	15

#### JUNIOR YEAR

Philosophy	Elective		3	-
Major			6	6
Electives			<u>  6</u>	<u>  9</u>
			15	15

#### SENIOR YEAR

Major			3	3
Electives			<u>11</u>	<u>11</u>
			14	14

#### SUMMARY

Religious Studies	6	Language	6-12
Philosophy	9	Physical Education	2
English	12	Major	24
History	9	Electives	37-43
Math/Science	9		

#### FRESHMAN YEAR

Religious Studies	110-111	Sacred Scripture	3	3
English	105-106	Introduction to Literature	3	3
History	101-102	Medieval-Early Modern	3	3
Language			3	3

#### MAJOR IN HISTORY

Mathematics	105-106	Modern Mathematics	(3)	(3)
or				
Science		Biology, Chemistry, Physics, Psychology	(3)	(3)
Phys. Ed.	101-102	Physical Education	1	1
English	100	English Composition (if necessary)	<u>(3)</u>	<u>(3)</u>
			16	16

#### SOPHOMORE YEAR

Philosophy	203-204	Philosophical Thinking I & II	3	3
English	201 or 202	American Literature	(3)	(3)
or				
English	211 or 212	English Literature	(3)	(3)
History	201-202	U.S. and the World I & II	3	3
Language			3	3
or				
Elective			3	3
Mathematics			(3)	(3)
or				
Science			3	3
Major			<u>3</u>	<u>3</u>
			15	15

#### JUNIOR YEAR

Philosophy Elective			(3)	(3)
Elective			6	6
Major			6	6
Elective			<u>(3)</u>	<u>(3)</u>
			15	15

#### SENIOR YEAR

Major			3	3
Major			<u>12</u>	<u>12</u>
			15	15

### SUMMARY

Religious Studies	6	Language	6-12
Philosophy	9	Physical Education	2
English	9	Major	36
English Composition (if necessary)	(3)	Electives	34-43

### FRESHMAN YEAR

Religious Studies	110-111	Sacred Scripture	3	3
English	105-106	Introduction to Literature	3	3
History	101-102	Medieval-Early Modern	3	3
Mathematics	105-106	Modern Mathematics	3	3
or				
Science		Biology, Physics, Chemistry, Anthropology, etc.	3	3
Foreign Language		See Area Requirements	3	3
Phys. Ed.	101-102	Physical Education	1	1
English	100	English Composition (if necessary)	—	3
			16	16

### MAJOR IN LANGUAGES

### SOPHOMORE YEAR

Philosophy	203-204	Philosophical Thinking I and II	3	3
English	201 or 202	American Literature	3	or 3
or				
English	211 or 212	English Literature	3	or 3
History	201	U.S. and the World I	3	
or				
Economics	203	Principles of Economics I	3	
Mathematics or Science				3
Foreign Language or Elective			3	3
Major Course			3	3
			15	15

### JUNIOR YEAR

Philosophy	Elective Course	3	
Major Courses		6	6
Electives		<u>6</u>	<u>9</u>
		15	15

### SENIOR YEAR

Major Courses		6	6
Electives		<u>9</u>	<u>9</u>
		15	15

### SUMMARY

Religious Studies	6	Foreign Languages	6 or 12
Philosophy	9	Physical Education	2
English	9	Major	30
History or History/Economics	9	Electives	42 or 36
Math/Science	9		

### MAJOR IN MATHEMATICS

### FRESHMAN YEAR

Religious Studies	110-111	Sacred Scripture	3	3
English	105-106	Introduction to Literature	3	3
or				
Science		Biology or Chemistry or Physics	3	3
Psychology	101	Introductory Psychology	3	-
History	102	Early Modern European	-	3
or				
Economics	203	Principles of Economics I	-	3
Mathematics	107-108	Analysis I & II	3	3
Phys. Ed.	101-102	Physical Education	1	1
English	100	English Composition (if necessary)	<u>-</u>	<u>(3)</u>
			16	16

### SOPHOMORE YEAR

Philosophy	203-204	Philosophical Thinking I & II	3	3
Science	205-206	Physics	(4)	(4)
Mathematics	207-313	Analysis III—Differential Equations	3	3
History	201-202	U.S. and the World I & II	3	3
or				
History	101-102	Medieval—Early Modern	3	3
Mathematics	312-314	Linear Algebra and Foundations of Mathematics	<u>3</u>	<u>3</u>
			16	16

### JUNIOR YEAR

Philosophy		Elective	-	3
Economics	203		3	-
or				
History	201		3	-
Major			6	6
Electives			<u>6</u>	<u>6</u>
			15	15

### SENIOR YEAR

Philosophy		Elective	-	3
English		Literature (if Comp. was not taken)	3	-
Major			3	3
Electives			6	6
Seminar			<u>-</u>	<u>3</u>
			12	15

### SUMMARY

Religious Studies	6	Science	12-16
Philosophy	9	Psychology	3
English	6	Physical Education	2
History	9	Major	30
Economics	3	Electives	28-24
Mathematics	9		

**MAJOR IN**

**PHYSICS**

		FRESHMAN YEAR			
Religious Studies	110-111	Sacred Scripture		3	3
English	105-106	Introduction to Literature		3	3
Chemistry	101-102	Modern, Inorganic Chemistry		3	3
Chemistry	103-104	General Chem. Lab.		1	1
Mathematics	107-108	Analysis I & II		3	3
Phys. Ed.	101-102	Physical Education		1	1
English	100	English Composition (if necessary)		<u>—</u>	<u>(3)</u>
				14	17

SOPHOMORE YEAR

Philosophy	203-204	Philosophical Thinking I & II		3	3
Physics	205-206	General Physics		4	4
Mathematics	207	Analysis III		3	—
History	201-202	U.S. and the World I & II		3	3
Psychology	103	Introductory Psychology		3	—
Physics	453	Theoretical Physics			3
Electives				<u>3</u>	<u>3</u>
				16	16

JUNIOR YEAR

Philosophy		Elective		—	3
History	201			3	—
Major				6	6
Electives				<u>3</u>	<u>8</u>
				12	17

SENIOR YEAR

Philosophy				—	3
Economics	203			3	—
Major				6	6
Electives				<u>3</u>	<u>3</u>
				12	12

### SUMMARY

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

### FRESHMAN YEAR

Religious Studies	110-111	Sacred Scripture	3	3	<b>MAJOR IN POLITICAL SCIENCE</b>
English	105-106	Introduction to Literature	3	3	
Mathematics	105-106	Modern Mathematics	3	3	
Phys. Ed.	101-102	Physical Education	1	1	
Language			3	3	
History (in either semester) (Hist. 101, 102, 201, 202)			(3)	(3)	
Political Science	200	Introduction to the Study of Politics	(3)	(3)	
English (either semester)	100	English Composition (if necessary)	(3)	(3)	
			—	—	
			16	16	

### SOPHOMORE YEAR

Philosophy	203-204	Philosophical Thinking I & II	3	3
English	201 or 202	American Literature	(3)	(3)
or				
English	211 or 212	English Literature	(3)	(3)
History—101, 102, 201, 202; and/or Economics 203			3	3
Language			3	3
or				
Elective			3	3

Science	103	Introduction to Psychology	(3)	(3)
Major			<u>3</u>	<u>3</u>
			15	15

#### JUNIOR YEAR

Philosophy		Elective	(3)	(3)
Electives			6	6
Major			6	6
Elective			<u>(3)</u>	<u>(3)</u>
			15	15

#### SENIOR YEAR

Major			9	6
Electives			<u>6</u>	<u>9</u>
			15	15

#### SUMMARY

Philosophy	9	Language	6-12
Religious Studies	6	History-Economics	9
English	9	Physical Education	2
English Composition (if necessary)	3	Electives	30-36
Math-Science	9	Major	36

#### MAJOR IN PSYCHOLOGY

Religious Studies	110-111	FRESHMAN YEAR		
English	105-106	Sacred Scripture	3	3
Psychology	103	Introduction to Literature	3	3
Economics	203	Introductory Psychology	3	-
		Principles of Economics	-	3

Mathematics	107-108	Analysis I & II	3	3
Chemistry	101-103	Modern Chemistry and Lab.	4	
Phys. Ed.	101-102	Physical Education	1	1
English	100	English Composition (if necessary)	<u>-</u>	<u>(3)</u>
			17	16

#### SOPHOMORE YEAR

Philosophy	203-204	Philosophical Thinking I & II	3	3
Biology	201-202	General Biology	4	4
History	201-202	U.S. & the World I & II	3	3
Mathematics	205	Introductory Statistics	-	3
English		Literature (if Comp. was not taken)	3	-
Major			<u>3</u>	<u>3</u>
			16	16

#### JUNIOR YEAR

Philosophy		Elective	-	3
Major			9	6
Electives			<u>6</u>	<u>6</u>
			15	15

#### SENIOR YEAR

Major			6	6
Electives			<u>9</u>	<u>6</u>
			15	12

#### SUMMARY

Religious Studies	6	Science	12
Philosophy	9	Psychology	3
English	6-9	Physical Education	2
History	6	Major	30
Economics	3	Elective	34
Mathematics	9		

## PROGRAMS OF STUDY

### GENERAL DEGREE REQUIREMENTS

The formal requirement for attaining the Bachelor of Arts degree at Marist College is 120 credit hours of work. The courses constituting this number of credits may be categorized as core, major and elective courses, and the student's total of 120 credit hours must be distributed among core, major and elective courses as described farther on. Each student must also fulfill certain requirements set by the department in which he does his major work. These requirements are specified in the catalog under the various departmental headings.

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

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

In summary, a student fulfills the formal requirements for the degree by taking a certain number of courses in core, major, and elective categories, which courses add up to 120 credit hours, and by fulfilling certain departmental requirements.

The following are requirements for all students.

- A. Philosophy-Religious Studies. A total of 15 credit hours is required of students in Religious Studies and philosophy as described below.
1. 6 credit hours as follows: Religious Studies 110, 111.
  2. Philosophy: 9 credit hours as follows: Philosophy 203, 204 and any one course in the 300 or 400 series.
- B. Physical Education. 2 credit hours in Physical Education 101-102.
- C. English Language Skills.  
No student may graduate who has not demonstrated a sufficient degree of competence in written English. Those who do not attain an adequate level of proficiency will be required to take English 100.

A. Humanities Area Majors

1. Literature and Language: 15-24 hours
  - a. Literature in English: 9 credit hours which include Eng. 105, 106, 201, or 202.
  - b. Foreign Language Skills and Literature: 6-12 credit hours  
This requirement is flexible because it is based upon the student's high school background and competence. Consult the core requirements listed under the language department offerings.
2. History-Economics: 9 credit hours
  - a. History: 6-9 credit hours
  - b. Economics: 0-3 credit hours  
The required courses in history are Hist. 101, 102. The student then has the option of taking Hist. 201 or Econ. 203.
3. Mathematics-Science: 9 credit hours.
  - a. Mathematics: 3-6 credit hours  
Humanities area majors ordinarily fulfill the mathematics requirements with Math. 105, 106. However, they may also choose from Math. 107, 108, 207, and 208.
  - b. Science: 3-6 credit hours  
This requirement may be fulfilled by taking any two science courses offered to humanities area majors.

**CORE  
REQUIREMENTS**

**AREA  
CORE  
REQUIREMENTS**

B. Mathematics-Science Area Majors

1. Literature in English: 6 credit hours. English 105 and 106 are required for six credit hours.
2. History-Economics: 9 credit hours  
The history-economics requirement may be fulfilled in one of two ways: (1) Hist. 101, 102 and Econ. 203 or (2) Hist. 102, 201, and Econ. 203.
3. Mathematics-Science: 23–31 credit hours
  - a. Psychology: 3 credit hours Psych. 103
  - b. Mathematics: 6–12 credit hours as follows:  
Chemistry and mathematics majors must complete mathematics up to and including Analysis 3.  
Physics majors must complete up to and including Analysis 3.  
Biology majors are required to complete Math. 107 and either Math. 108 or 205.  
Psychology majors are required to complete two courses from the group Math. 107, 108, 207, and 208 in addition to Math. 205.
  - c. Science: 12–16 credit hours as follows:  
Biology Majors: Bio. 201–2 and Chem. 101–2, 103–4, 203–4, 205–6; Phys. 205–6, 207–8.  
Chemistry and Physics Majors: Chem. 101, 102, 103, 104, and Physics 205, 206, 207–8.  
Mathematics Majors: Phys. 205, 206, 207, 208, and either Bio. 201–202 or Chem. 101, 102 or additional courses in science, psychology or economics. (See Adviser.)
  - d. Psychology Majors: Bio. 201–202; Chem. 101, 103.

C. Business and Economics Area Majors

1. Literature and Language: 15–21 credit hours.
  - a. Literature in English: 6–9 credit hours. English 105 and 106 are required for six credit hours. Students who are not required to take a course in composition complete the total English requirement with one of the following: Eng. 201, 202, 211, 212 for a total of 9 credit hours. Those who have taken the composition course have completed their requirement with 6 credit hours in Literature and 3 credit hours in Composition.
  - b. Foreign Language Skills and Literature: 6–12 credit hours. This requirement is flexible because it is based upon the student's high school background and competence. Consult the core requirements listed under the language department offerings.

2. History—Economics and Business: 12–15 credit hours.
  - a. History: The business major is required to take 6 credit hours from the following: Hist. 101, 102, or 201, 202.  
The economics major is required to take 9 credit hours from the following: Hist. 101, 102, 201, 202.
  - b. Economics and Business: The business major is required to take 6 credit hours in economics as follows: Econ. 203–204. The economics major is required to take 6 credit hours in business as follows: Bus. 201–202.
3. Mathematics—Science: 12 credit hours.
  - a. Mathematics: The business major is required to take 6 credit hours as follows: Math. 205 and one other course chosen from Math. 105, 106, 107, 108.  
The economics major is required to take 9 credit hours as follows: Math. 205 and Math. 105, 106 or Math. 107, 108.
  - b. Science: The business major is required to take 6 credit hours as follows: Psych. 103 and one course chosen from the Biology, Chemistry, Earth Science, or Physics offerings. Priority of choice should be given to a science that the student has not previously studied in high school.  
The economics major is required to take 3 credit hours in Psych. 103.

NOTE: Business majors must have at least 90 credit hours in Liberal Arts courses. Business, Education, Physical Education, Creative Music, Art Workshops, and Theology courses over 12 credits are not considered Liberal Arts.

# THE CURRICULUM

## A NEW MAJOR: AMERICAN STUDIES PROGRAM

MR. THOMAS W. CASEY, *Director*

Marist is now offering a new major in American Studies. This interdepartmental program allows the student to explore the interplay between ideas and events in the American past through an investigation of America's history, politics, law, literature, philosophy, and religion.

The addition of an American Studies major to the Marist curriculum is accomplished through a combination of the selective utilization of various departmental offerings already in existence, a basic six-credit course in American culture to be taken in the junior year, and a three-credit senior seminar devoted to investigating the leading ideas that have shaped American culture and an analysis of representative interpretations of America. The inter-disciplinary structure of the American Studies Program is designed to appeal to students who seek a more integrated understanding of the American cultural complex than can be found within any of the major areas of study presently in the Marist curriculum.

### REQUIREMENTS BEYOND THE HUMANITIES CORE:

- American Culture (6 credits) 201-202
- American History (6 credits) 423, 425, 427, 431, 440-441-442-443, 451
- Economics (3 credits) 203-204, 304, 306
- English (6 credits) 314, 319-320
- Philosophy (3 credits) 307, 406, 408
- Political Science (3 credits) 301-302-303-304-305-306
- Senior Seminar in American Studies (3 credits)

## ANTHROPOLOGY

Courses administered by the Academic Dean

MR. VINCENT F. KOTSCHAR, *Instructor*

### **ANTH. 101**     *Introduction to Anthropology (Physical and Cultural).*     **Three Credits**

An investigation of man's ancestors and his continual physical evolution to modern man. Emphasis also placed on the evolution of cultures at all levels of man's chronology, with stress on the Neolithic culture, and the Egyptian and Pre-Columbian civilizations.

### **ANTH. 102**     *Introduction to Anthropology (Ethnology).*     **Three Credits**

An introduction to the nature, uniformity, and diversity of cultures through an exploration of primitive and modern peoples. Topics include: the family, economics, government, religion, social stratification, and art and crafts.

### **ANTH. 201**     *American Culture.*     **Three Credits**

Study of geographic, ethnographic, historic, and other factors pertinent to the development of Latin and Anglo-American cultures. Consideration will be given to minority and diverse groups; factors promoting urban and rural communities; and to a study in the historical and geographical development of selected cities. Statistics will be frequently provided in order to substantiate lectures and to encourage discussion.

### **ANTH. 202**     *American Culture.*     **Three Credits**

- Part 1. The study of radical groups throughout United States history.
- Part 2. An intense study of factors producing the megapolis, the city, and smaller communities; the role

cities play in the present and their role in the future. Special attention will be given to the movement of peoples to and from the city, as well as an analysis of the population of several cities as to national origin, race, economic and social stratification, and religious and political preferences.

## ART AND MUSIC

MRS. E. RIMAI FISHER, *Artist in Residence*

MRS. EVA PLAUT, *Lecturer*

### ART WORKSHOP 101

*Three Credits*

Exploration in art at individual level through design experiments in various media. Development of each person's identification with materials of his choice; emphasis on spontaneous and expressive experiences; creativeness as a constructive force of integration of a person.

### ART WORKSHOP 102

*Three Credits*

The dynamism of color in the art experience. Experiments in the variability and interdependence of color; color design in terms of form and space concept; color as a plastic force; the language of the color vocabulary.

### ART WORKSHOP 201-202 *Independent Study.*

*Six Credits*

Exploration, in depth, of areas of creative expression in media of student's choice. Search for identity-experience in the art form, by moving as a self-determining individual to wholeness of statement. Frequent conferences with instructor.

*Prerequisite:* Art Workshop 101-102

### ART 110

*Three Credits*

Art from the impressionist revolt to our time. A study of the development of the visual arts, painting, sculpture, architecture; their origin in past cultures. The relationship between art and environment and the profound influence of our technological age.

### ART 111

*Three Credits*

The artist as a cultural force. Consideration of the problems of creativity. Study of significant contributions by major figures and basic aesthetic principles of our time.

### MUSIC 101 *Introduction to Music Literature.*

*Three Credits*

The role of music in Western Civilization as appraised through a study of representative works from each period. A chronological survey of the periods and schools of vocal and instrumental music, sacred and secular, from the beginning of its development to the present.

### MUSIC 201-202 *Creative Music.*

*Six Credits*

For students who have a need to express themselves through a musical medium of their choice: composing, conducting, chamber music, solo performing, and advanced sight singing. Practical knowledge of functional harmony and experience in rhythmic composition leading to a musical analysis geared toward the development of the "inner hearing" and personal interpretation. Analysis of compositions.

## BIOLOGY

DR. GEORGE B. HOOPER, *Professor, Chairman*

MR. JOSEPH S. BETTENCOURT, *Assistant Professor*

MR. WILLIAM T. PERROTTE, *Assistant Professor*  
BRO. HUGH TURLEY, *Assistant Professor*

*Area Requirement.* There is no area requirement in Biology. However, Biology 101 may be taken to partially fulfill the science area requirement for nonscience students.

*Major Field Requirement.* Students majoring in biology must complete a minimum of 24 semester hours in biology beyond Biology 201-202 and take a comprehensive examination in senior year. Biology 305, 307, 310, 407 and Chemistry 401 are required upper class courses. Chemistry 101-102, 103-104, 203-204, 205-206 and Physics 205-206 are also required for all majors. Upperclassmen may elect to take Chemistry 305-306 in place of two major biology courses providing prerequisite courses have been taken and the consent of the adviser is obtained.

**BIOLOGY 101**    *Topics in Biology.*    **Three Credits**

A course designed for the non-science major. Approximately twenty topics relevant to central biological principles and their application in today's society will be discussed.

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

An introduction to biological structure, function, diversity, and adaptation at the level of the cell, organism, population, community, and ecosystem.

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

**BIOLOGY 207**    *Botany.*    **Four Credits**

An introduction to basic interrelationships of plant structure, function, growth, and reproduction.

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

**BIOLOGY 303**    *Embryology.*    **Four Credits**

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

*Prerequisite:* Biology 201-202

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

**BIOLOGY 304**    *Cellular Biology.*    **Four Credits**

A study of cell structure and function. Laboratory exercises demonstrate histological principles and microtechnique procedures.

*Prerequisite:* Biology 201-202

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

**BIOLOGY 305**    *Genetics.*    **Four Credits**

A study of principles and theories of inheritance. Classical as well as recent studies are discussed. Laboratory exercises center around the study of fruit fly inheritance, taxonomy, and ecology.

*Prerequisite:* Biology 201-202

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

**BIOLOGY 307**    *Ecology.*    **Four Credits**

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

*Prerequisite:* Biology 201-202

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

**BIOLOGY 308**    *Invertebrate Zoology.*    **Four Credits**

An introduction to representative types of invertebrate animals through laboratory dissections, observations, and

experiments with occasional field trips. Lectures emphasize morphology and progressive specialization in morphological development.

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

**BIOLOGY 310 Cell Physiology. Four Credits**

A presentation of modern topics of cellular function. Cellular enzymes, nucleic acids, the cell cycle, and cellular radiobiology are the major topics studied. Control and regulatory mechanisms are taken as the central theme.

*Prerequisite:* Biology 201-202, Chemistry 203-204

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

**BIOLOGY 402 Microbiology. Four Credits**

A study of microorganisms including their taxonomy, physiology, history, and importance of microbes to man. Emphasis is placed on bacteria.

*Prerequisite:* Biology 201-202, Chemistry 203-204

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

**BIOLOGY 404 Evolution. Three Credits**

A study of evolution as a process including a review of the history of evolutionary thought. Critical periods in the evolution of life are also discussed.

*Prerequisite:* Biology 201-202

*Three hours lecture. One semester.*

**BIOLOGY 405 Comparative Anatomy. Four Credits**

A comparative study of the organ systems of protochordates and vertebrates. Laboratory includes the dissection of the shark and cat. *Prerequisite:* Biology 201-202

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

**BIOLOGY 406 Senior Research Project. Four Credits**

Seniors may elect to conduct a research project under faculty supervision over a two-semester period for four credits. A minimum of eight hours per week is to be spent on the project. Final evaluation is based on a written report that is submitted to the adviser by the end of the first week in May. Interested students should notify their adviser of their intentions by mid-semester of the junior year.

**BIOLOGY 407 Senior Seminar. One Credit**

A required seminar for senior biology majors. Students present reports on scientific papers with discussion by the class.

*One hour per week. One semester.*

**The Natural History of an Estuary. Three Credits P/F**

Interdisciplinary study of an estuary to demonstrate the inter-action of the biological, chemical, geological, and meteorological influences on productivity, using the tidal reach of the Hudson River as a model.

*Prerequisite:* One year of Biology/Chemistry and permission of course adviser.

**BUSINESS AND ECONOMICS**

MR. JOHN C. KELLY, *Assistant Professor of Economics, Chairman*

MR. EDWARD F. GERISH, *Adjunct Professor of Business*

MR. JOHN J. GRIFFIN, *Assistant Professor of Economics*

MR. THEODORE O. PRENTING, *Assistant Professor of Business*

BRO. CORNELIUS J. RUSSELL, *Assistant Professor of Business*

MR. FRED VAN TASSELL, *Instructor in Business*

and the analysis of variances, budgets, internal control and break-even analysis.  
*Prerequisite:* Business 201

**BUS. 301 Principles of Management. Three Credits**

The fundamentals of management and organization for business operations. Emphasis is placed on the theory of management, authority and responsibility, organization principles, the managerial task, direction and leadership, decision-making, policy formation, planning and control.

**BUS. 302 Business Law. Three Credits**

Designed to cover fundamental legal principles applicable to common business transactions; the nature and function of law; court procedure; the law principles pertaining to contracts, agency, and sales.

**BUS. 303 Government and Business. Three Credits**

An analysis of government's role and activity in influencing economic life. Topics include the philosophy and instruments of the nation's economic policy as they relate to competition, regulation of industries, income redistribution, and the enforcement of these measures.

**BUS. 304 Financial Management. Three Credits**

A study of the financial framework within which business operates. Topics considered include business organization; an analysis of internal and external business financing procedures; capital and cash budgets; valuation problems. Emphasis will be placed on corporate financial policies and procedures.

**BUS. 405 Marketing Management. Three Credits**

Designed to provide the student with an understanding of the various principles and problems of marketing activities. Covers the basic functions of marketing, such as

MR. JAMES E. COOMBS, *Lecturer in Business Law*

MR. DANIEL CURTIN, *Lecturer in Business Law*

MR. JAMES B. FAY, *Lecturer in Business*

MR. VINCENT F. KOTSCHAR, *Lecturer in Economic Geography*

MR. RICHARD MANGAN, *Lecturer in Business*

**BUSINESS**

*Major Field Requirement.* Business majors must complete a minimum of twenty-four semester hours in business courses. Required are Business 201, 202, 301, 302, 303, and three management courses.

*Comprehensive Examination.* The business major must take the Graduate Record Examination, both the morning aptitude test and the afternoon test in business.

**ECONOMICS**

*Major Field Requirement.* Economics major must complete a minimum of twenty-four semester hours in economics courses. Required are Economics 203, 204, 301, 302, and four other economics courses.

*Comprehensive Examination.* The economics major must take the Graduate Record Examination, both the morning aptitude test and the afternoon test in economics.

**BUS. 201 Managerial Accounting I. Three Credits**

Development of basic accounting concepts. Recording changes in financial condition through analysis of business transactions, and the preparation of statements reporting present monetary position, earnings, and fund-flows of the business organization.

**BUS. 202 Managerial Accounting II. Three Credits**

Deals with tools of financial control. Course covers such topics as: manufacturing overhead, cost systems, standards

buying, selling, financing, risk taking, etc., with elaboration of each topic. Marketing "game" and case studies provide supplementary materials.

*Prerequisite:* Mathematics 205

**BUS. 406**     *Personnel Management and Industrial Relations*     **Three Credits**

A course designed to consider and evaluate current practices in personnel administration and labor relations. Topics include a study of the Labor movement in the United States, managerial organization and policy alternatives, and legislative influence in this field.

**BUS. 407**     *Production Management.*     **Three Credits**

This course is designed to study the field of production management with emphasis on the interrelationships of product design, manufacturing methods and the administrative and technical problems faced by production managers and their staffs. The evaluation of the technical concepts and planning and control functions are made in the light of contemporary theory and practice.

*Prerequisite:* Mathematics 205

**BUS. 450**     *Honors Seminar.*     **Three Credits**

A course for selected business majors. It consists of weekly meetings to solve simulated business problems by applying principles and knowledge acquired in previous courses. Discussion of current business and economic problems will be emphasized. Registration by departmental invitation only.

**ECON. 201**     *Economic Geography.*     **Three Credits**

Man's utilization of the major economic resources of the world, with emphasis on environmental factors such as climate, soil, physiographical elements, etc. Special attention is afforded to population questions.

**ECON. 203**     *Principles of Economics I.*     **Three Credits**

An introductory course in economics. Topics covered include the basic functioning of a free enterprise economy; economic activities of government; national income analysis; the theory of income determination; and the monetary system.

**ECON. 204**     *Principles of Economics II.*     **Three Credits**

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

*Prerequisite:* Economics 203

**ECON. 301**     *Intermediate Macroeconomic Theory.*     **Three Credits**

Analysis above the level of Economics 203 of the aggregates of consumption, saving, investment and government fiscal activity and the influence of these on the size of national income. Includes consideration of factors affecting employment, prices and economic growth.

*Prerequisite:* Economics 203-204

**ECON. 302**     *Intermediate Microeconomic Theory.*     **Three Credits**

A more detailed analysis of the material covered in Economics 204. Included is the theory of consumer behavior and the determinants of demand; theory of production; nature and behavior of cost; price and output determination in the various competitive markets; theory of factor prices and income distribution.

*Prerequisite:* Economics 203-204

**ECON. 303**     *Soviet Economics.*     **Three Credits**

Designed to cover the Soviet Economy from 1927 to date.

Topics include the reliability of Soviet statistics; five-year plans; Soviet industrial growth; collectivized agriculture; and general economic policies.

*Prerequisite:* Economics 203-204

**ECON. 304**     *Monetary Economics.*     *Three Credits*

A study of the nature of money and credit; the commercial banking structure and operation; the Federal Reserve System; the development of monetary theory; American monetary policy.

*Prerequisite:* Economics 203-204

**ECON. 305**     *International Economics.*     *Three Credits*

Development of the theoretical framework of trade between nations; balance of payments theory; foreign exchange markets; policies on tariffs and trades; customs unions; and international financial agencies.

*Prerequisite:* Economics 203-204

**ECON. 306**     *History of Economic Thought.*  
*Three Credits*

A study of the principal theories of the production and distribution of economic goods. Consideration of the essential elements in the thought of the exponents of classical and neo-classical economics and modern macroeconomics.

*Prerequisite:* Economics 203-204

## CHEMISTRY

DR. ROBERT E. REHWOLDT, *Associate Professor, Chairman*

DR. FLORENCE S. TABOR, *Adjunct Professor*

BRO. RICHARD LAPIÉTRA, *Associate Professor*

DR. LAWRENCE W. MENAPACE, *Assistant Professor*

DR. MALVIN MICHELSON, *Assistant Professor*

DR. LESLIE ANDERSON, *Lecturer*

DR. WILLIAM CUMMINGS, *Lecturer*

DR. WALTER D. FOUCHER, *Lecturer*

*Science Area Requirement for Humanities and Business Majors:*

Chemistry 101, 105, or 111 may be used to satisfy in part the science area requirement of majors in the humanities and business.

*Science Area Requirement for Mathematics, Natural Science, and Psychology Majors:* Mathematics majors may satisfy their science requirement in part with Chemistry 101-102 or Chemistry 111-112. Biology, Chemistry, and Physics majors are required to take either Chemistry 101-102 or Chemistry 111-112 as well as Chemistry 103-104. Psychology majors are required to take Chemistry 101 or Chemistry 111 as well as Chemistry 103.

*Chemistry Major Field Requirement:* The requirements in Chemistry are 203-204, 205-206, 303-304, 305-306, 307-308, 451-452, and one other course at the 400 level for a total of thirty credits. In related areas, Physics 205-206 (including Laboratory), and Mathematics 107-108, and 207 are required. Although foreign language is not required, the study of German or Russian is recommended to students planning for advanced study. German 111-112 is especially designed for science majors.

*Requirements for Graduation:* In addition to general college requirements, Chemistry majors must take the Advanced Test in Chemistry (code 27) of the Graduate Record Examinations by February 1 of the academic year in which

the student intends to graduate. It is the responsibility of the student to present his score to the chairman of the department.

Students whose quality point index in chemistry is below 2.00 and who perform below standard in the G.R.E. must pass a departmental comprehensive examination or fulfill an equivalent requirement (reading or formal course work to make up deficiencies) before being certified by the department for graduation. Since departmental recommendation of prospective graduates is in part conditioned upon the student's performance in the G.R.E., students who perform below standard are urged to request a departmental comprehensive examination.

**CHEM. 101**     *Introduction to Physical Chemistry.*     **Three Credits**

An introductory study of the states of matter, the chemistry of solutions, chemical equilibrium, electrochemistry and chemical thermodynamics.

*Three hours lecture and one problem session per week.*

**CHEM. 102**     *The Structure of Matter and Chemical Periodicity.*     **Three Credits**

A survey of the chemistry of the elements based on the concept of periodicity and its foundation in the structure and properties of atoms and molecules.

*Prerequisite:* Chemistry 101 or Chemistry 111

*Three hours lecture per week.*

**CHEM. 103-104**     *Introductory Physical and Analytical Laboratory.*     **Two Credits**

Experimental work in physical chemistry, qualitative and quantitative analysis.

*Co-requisite:* Chemistry 101-102 or 111-112

*Four hours laboratory per week.*

**CHEM. 105**     *The Science of Chemistry.*     **Three Credits**

A course designed for nonscience majors dealing with the development of the science of chemistry and its present impact. It attempts to secure an understanding of the methods and techniques of this science.

*Three hours lecture per week.*

**CHEM. 111**     *Introduction to Physical Chemistry (Honors Course).*     **Three Credits**

An introductory study of the states of matter, the chemistry of solutions, chemical equilibrium, electrochemistry, chemical thermodynamics and kinetics. This course proceeds at a faster pace and explores these topics at greater depth than Chemistry 101. Registration only with approval of the instructor.

*Three hours lecture and one problem session per week.*

**CHEM. 112**     *The Structure of Matter and Chemical Periodicity (Honors Course).*     **Three Credits**

A survey of the chemistry of the elements based on the concept of periodicity and its foundation in the structure and properties of atoms and molecules. This course proceeds at a faster pace and explores these topics at greater depth than Chemistry 101. Registration only with approval of the instructor.

*Prerequisite:* Chemistry 101 or Chemistry 111

*Three hours lecture per week.*

**CHEM. 203-204**     *Organic Chemistry I & II.*     **Six Credits**

The structure and reactions of organic compounds with emphasis on the mechanisms by which these reactions take place. Physical properties, stereochemistry, and the



**CHEM. 451-452 Seminar. Three Credits**

A program designed to allow the senior student the opportunity to prepare and present topics which he has encountered in the chemical literature and original ideas which he has developed as a result of his accumulated knowledge and reading.

*Prerequisite:* All major level 200 and 300 courses.

**CHEM. 495-496 Senior Research. Four Credits**

This course is open to senior chemistry majors only. It offers such students the opportunity to do basic research under the supervision of a faculty member. Although there are no formally assigned hours, a student is expected to spend at least four to eight hours per week for two semesters to earn credit. At the end of his work he presents a written report and an oral report to the seminar.

*Prerequisite:* Students desiring to take this course will be permitted to do so only with the approval of the Chemistry Department. Students interested in this course should, therefore, consult the chairman of the department not later than the first semester of the junior year, and apply in writing before the beginning of the second semester.

***The Natural History of an Estuary* Three Credits P/F**

Interdisciplinary study of an estuary to demonstrate the interaction of the biological, chemical, geological, and meteorological influences on productivity, using the tidal reach of the Hudson River as a model.

*Prerequisite:* One year of Biology/Chemistry and permission of course adviser.

## EARTH SCIENCE

Courses administered by the Academic Dean.

MR. VINCENT F. KOTSCHAR, *Instructor*

**SCIENCE 103 Introductory Earth Science.**

**Three Credits**

A study of earth formation and physical and historical geology. Special attention is given to geomorphology. Other topics include the historical geology of the New York Region and the study of rock and mineral specimens.

**SCIENCE 104 Introductory Earth Science.**

**Three Credits**

A study of astronomy (emphasis on the solar system), weather, climate, soils, vegetation, and other factors leading to the understanding of the earth as an abode of man.

## EDUCATION

BRO. BERNARD G. FLOOD, *Program Director*

### ADVISERS:

BRO. MAURICE G. BIBEAU, *Language*

MR. WILLIAM PERROTTE, *Science*

MRS. JUNE TATE, *Mathematics*

MR. VINCENT TOSCANO, *History*

MR. EDWARD WATERS, *English*

Courses in this area are administered by the Director of the Teacher Education Program. Courses are open only to students enrolled in the Teacher Education Program.

**EDUCATION 371**     *Methods of Teaching English  
in Secondary Schools.*     **Three Credits**

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

*Open only to students enrolled in the Teacher Education Program.*

**EDUCATION 372**     *Methods of Teaching Social  
Studies in Secondary Schools.*     **Three Credits**

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

*Open only to students enrolled in the Teacher Education Program.*

**EDUCATION 373**     *Methods of Teaching Science  
in Secondary Schools.*     **Three Credits**

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

*Open only to students enrolled in the Teacher Education Program.*

**EDUCATION 375**     *Methods of Teaching Mathematics  
in Secondary Schools.*     **Three Credits**

A discussion of the current trends in secondary school mathematics courses. Study of syllabi in mathematics on the junior-senior high school level. The principles of problem solving. Demonstration lessons by the students, testing and construction of classroom tests.

*Open only to students enrolled in the Teacher Education Program.*

**EDUCATION 376**     *Methods of Teaching Languages  
in Secondary Schools.*     **Three Credits**

Objectives of foreign language study. Examination of revised language syllabi. Study of recent trends in foreign language teaching with a concentration on the audio-lingual method. Demonstration and use of the language laboratory and other audio-visual materials. Observation of demonstration classes and presentation of typical lessons by the students, testing and construction of classroom tests.

*Open only to students enrolled in the Teacher Education Program.*

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

A program of social service involving work with children of various ages on a general level, but under the supervision of the college and private or public agencies. Designed to give the student some practical experience with young people on a semi-formal level before Education 451-452. Course is a prerequisite for practice teaching.

**EDUCATION 451-452**     *Observation and Practice  
Teaching.*     **Six Credits**

Clinical experience in the classroom on the junior-senior

secondary school level including at least 120 clock hours of actual teaching under the bi-weekly supervision of the Office of Teacher Education and the academic departments. Eight weeks of full-time attendance at a secondary school is required.

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

Concurrent with Education 451-452. Preparation of papers on problems in secondary school work, either from the administrative or teaching aspect. Guests, including cooperating teachers, invited to participate.

**PHILOSOPHY 318**     *Philosophy of Education*  
(see *Philosophy*).     **Three Credits**

**PSYCHOLOGY 351**     *Educational Psychology*  
(see *Psychology*).     **Three Credits**

**PSYCHOLOGY 352**     *Educational Testing*  
(see *Psychology*).     **Two Credits**

## ENGLISH

DR. GEORGE J. SOMMER, *Associate Professor, Chairman*

DR. JOHN SCHROEDER, *Professor*

DR. MILTON TEICHMAN, *Associate Professor*

BRO. STEPHEN A. LANNING, *Assistant Professor*

MR. ROBERT P. LEWIS, *Assistant Professor*

BRO. AUGUSTINE J. NOLAN, *Assistant Professor*

MR. ROBERT C. NORMAN, *Assistant Professor*

MR. EDWARD P. WATERS, *Assistant Professor*

BRO. STEPHEN L. COX, *Instructor*

BRO. PATRICK GALLAGHER, *Lecturer*

MRS. RUTH STORM, *Lecturer*

*Area Requirement:* Six credits of English are required of students majoring in the natural sciences, mathematics, and psychology. Students majoring in these disciplines who are found to be deficient in writing skills must use elective credits for English 100. Nine credits of English are required of students majoring in business or economics. English 100 (Composition) must be included in the requirement of students majoring in these disciplines who are found to be deficient in writing skill. Nine credits of literature are required of students majoring in the humanities (English, history, languages, political science, American studies). Humanities majors who are found to be deficient in writing skills must use elective credits for English 100.

*English Major.* A student wishing to offer English as his major field must present twenty-four semester hours of English courses numbered 300 or above.

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

*Language.* The student majoring in English who expects to continue his English studies on the graduate school level should elect either French or German.

**ENG. 100**     *English Composition.*     **Three Credits**

Offered to freshmen who do not meet faculty standards for writing proficiency. The course focuses upon fundamentals of sentence, paragraph, and essay construction.

**ENG. 105-106**     *Introduction to Literature.*     **Six Credits**

This course introduces the student to the various forms of literature. The approach is intended to permit him to enjoy literature and be enriched by it through understanding the techniques of the artist. Through reports and class

discussions, the student is encouraged to exhibit his understanding and appreciation of literary expression.

**ENG. 107 *Developmental Reading.* Two Credits**

Training is given to develop the techniques which increase the speed and comprehension of reading.

**ENG. 201-202 *American Literature.* Six Credits**

The principal developments in the literature of the United States expressive of the American mind from colonial times to the present.

**ENG. 203 *Public Speaking.* Three Credits**

Training is given in developing stage presence and in delivering note talks and extemporaneous speeches; students also participate in forums and panel discussions.

**ENG. 205 *Introduction to Journalism.* Three Credits**

The history, philosophy, and function of the newspaper with classroom instruction and professional guidance in laboratory practice.

**ENG. 211-212 *English Literature.* Six Credits**

Selections from the principal writings of the leading literary figures in English Literature.

**ENG. 304 *Advanced Composition.* Three Credits**

Intensive practice in developing the techniques to write short descriptive and narrative pieces and the formal essay.

**ENG. 305-306 *History of Communications Arts.* Six Credits**

This course emphasizes the social and literary conditions that contribute to the rise and growth of the various media of communications, their aesthetic problems, and their contemporary functions.

**ENG. 307-308 *Introduction to Linguistics.* Six Credits**

A study of the internal structure of the English language as it relates to current patterns in speech and grammar. This course treats phonology, morphology, morphophonemics, the description of language structures, and English transforms.

**ENG. 309 *History of the English Language.* Three Credits**

The development of the language from the Old English period to the present.

**ENG. 311-312 *History of Literary Criticism.* Six Credits**

A reading of the major texts from antiquity to T. S. Eliot and the New Critics.

**ENG. 313 *Contemporary English Poetry.* Three Credits**

A close reading of the principal British poets from the end of the Victorian era to the present including Hardy, Yeats, Eliot, Auden, and Dylan Thomas.

**ENG. 314 *Contemporary American Poetry.* Three Credits**

A close reading of the principal American poets since the beginning of the Twentieth Century including Pound, Stevens, Frost, Williams, Lowell, and Cummings.

**ENG. 315 *The Rise of the English Novel.* Three Credits**

The generation and development of the novel in the Eighteenth and Nineteenth Centuries.

**ENG. 316 *The Contemporary English Novel.* Three Credits**

A study of the developments in the novel from Joyce to the present.

**ENG. 317-318    *The Drama.*                      *Six Credits***

The development of the drama in England and America, excluding Shakespeare, from its origin in the liturgy of the Medieval Church to the present.

**ENG. 319    *The Rise of the American Novel.*                      *Three Credits***

Reading and analysis of the principal novelists in America before the First World War.

**ENG. 320    *The Contemporary American Novel.*                      *Three Credits***

Trends in the novel from World War I to the present.

**ENG. 321    *Medieval Literature.*                      *Three Credits***

English literature from the Old English period to the establishment of printing exclusive of Chaucer. Emphasis is placed on Beowulf, the romance, themes in lyric poetry, and the development of prose.

**ENG. 322    *Renaissance Literature.*                      *Three Credits***

An intensive reading from the prose and poetry of the English Renaissance exclusive of Shakespeare and the drama. The rise and development of humanistic thinking is stressed.

**ENG. 323    *Seventeenth Century Literature*  
*(1603-1660).*                      *Three Credits***

A detailed examination of metaphysical and classical poetry. The intellectual atmosphere of the age is examined through a reading of the principal prose stylists including Burton, Browne, and Bacon.

**ENG. 324    *Literature of the Restoration*  
*(1660-1700).*                      *Three Credits***

Emphasis placed on the major works of Milton and Dry-

den. The poetry of the Court Wits and trends in the drama are examined.

**ENG. 325-326    *Eighteenth Century Literature.*                      *Six Credits***

A close examination of the major works of Pope, Swift, Gay, Johnson, and the pre-Romantics, especially Burns and Blake. Tendencies in literary theory are studied.

**ENG. 327    *The Romantic Movement.*                      *Three Credits***

Poetry and poetics of the Romantic Movement with emphasis on the major works of Wordsworth, Coleridge, Byron, Shelley, and Keats.

**ENG. 328    *The Later Nineteenth Century.*                      *Three Credits***

Poetry and poetics of the Victorian Age with special emphasis on the major works of Tennyson, Browning, Arnold, Rossetti, and Pater.

**ENG. 389    *Seminar.*                      *Three Credits***

Periodically an instructor in the English Department will invite a limited number of upper class students to study a literary figure or problem with him.

**ENG. 411-412    *Writing Prose Fiction.*                      *Six Credits***

Analytical study and production of the creative forms of prose, particularly the short story.

**ENG. 413    *Chaucer.*                      *Three Credits***

A detailed examination of the love visions, the *Troilus and Criseyde*, and the *Canterbury Tales*.

**ENG. 415    *Shakespeare.*                      *Three Credits***

A study of Shakespeare's art and development through a reading of representative comedies, histories, and tragedies.

**ENG. 417-418**     *Masterpieces of European Literature.*     **Six Credits**

Reading of the principal works of several of the major writers in Western Civilization, including Homer, Virgil, Dante, Cervantes, Rabelais, Ibsen, Dostoyevsky, Tolstoy, and Mann.

**ENG. 419**     *The Twentieth Century European Novel.*     **Three Credits**

A general survey of the development of the novel in contemporary Europe.

**ENG. 420**     *Twentieth Century European Drama.*     **Three Credits**

A general survey of the development of drama in contemporary Europe.

**ENG. 490**     *Senior Research Project.*     **Three Credits**

Senior English majors may apply to pursue a program of reading and research in either semester on a major literary figure or literary trend in English or American literature under the direction of a member of the department.

## HISTORY AND POLITICAL SCIENCE

DR. GEORGE H. SKAU, *Assistant Professor, Chairman*

DR. ROSCOE BALCH, *Professor*

DR. YUAN CHUNG TENG, *Associate Professor*

MRS. CAROLYN C. LANDAU, *Assistant Professor*

MR. VINCENT TOSCANO, *Assistant Professor*

MR. JOHN G. WHITE, *Assistant Professor*

MR. LOUIS ZUCCARELLO, *Assistant Professor*

MR. JOSEPH M. NORTON, *Instructor*

MR. PETER O'KEEFE, *Instructor*

*Area Requirement.* Humanities majors are required to take six or nine credits in history depending upon whether they have taken Economics 203. They may satisfy their core requirement by taking in sequence 2 or 3 of the following courses: History 101, 102, 201, 202.

Students majoring in economics are required to take nine credits in history. They may satisfy their core requirement by electing the sequence History 101, 102 and 201 or History 102, 201 and 202.

Business and Math-Science majors are required to take six credits in history. They may satisfy their core requirement by taking History 101-102 or History 201-202.

Students who have a strong background in American and European history may with the written approval of the Chairman of the Department of History and Political Science take History 355 and/or 356 to replace one of the core courses.

*History Major.* History majors must take History 101, 102, 201, 202 as well as eight other courses (24 credits) in the department. These courses must include at least one semester in American, European, and Asian history as well as a course in Political Science. While history majors are encouraged to take Political Science courses, a maximum of six credits, including the required course, in political science will be credited toward the History major. The credits over six he may take as electives. History majors are advised to select electives from areas allied to their field (Economics, Sociology, and Anthropology).

*Language.* The recommended languages for students majoring in History are French, German, Spanish, and Russian.

Normally students expecting to go on to graduate school should achieve a reading knowledge of French or German.

*Graduate Record Examination.* History majors are required to take the Graduate Record Examination in their field (Advanced test in History) during their senior year.

*Political Science Major.* Political Science majors must take Political Science 200; 24 additional credits in Political Science are required, including one course in each of the following areas: political theory, American Government, and Comparative *or* International Politics. Nine credits of related courses are required and must be selected from the following: Business 303, Economics 303, Anthropology 201, Anthropology 202, Sociology 103, Sociology 104, Philosophy 406, Philosophy 408. Psychology 103 and Mathematics 205 are strongly recommended but not required.

*Language.* The recommended languages for students majoring in Political Science are French, German, Spanish, and Russian. Normally students expecting to go on to graduate school should achieve a reading knowledge of French or German.

*Graduate Record Examination.* Political Science majors are required to take the Graduate Record Examination in their field (Advanced test in Political Science) during their senior year.

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

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

The blending of classical, barbarian, and Christian strains to form the first Europe. The development of monastic,

feudal, imperial, and papal institutions, their conflicts; urbanization, birth of the universities and growth of medieval thought, development of national states, legal systems, and the English Parliament.

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

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

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

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

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

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

### **SPECIALIZED COURSES**

**HIST. 250** *Geography for Historians.* **Three Credits**

An intensive study of geographic factors important to



**HIST. 356**     *History of Modern Asia II. Three Credits*

Covers the period from World War I to the present, with the emphasis on the interplay of nationalism and communism and on the American relations with Asian countries in this century.

**HIST. 360**     *History of India. Three Credits*

A survey of the civilization of India from the earliest times to the modern period. Political, social, economic, and religious developments of India.

**HIST. 361**     *History of China. Three Credits*

A survey of the civilization of China from the earliest times to the modern period. Political, social, economic, and religious developments.

**HIST. 365**     *History of Central Asia. Three Credits*

A survey of the history of this area as a crossroad of four civilizations and a study of its developments from ancient times to the modern period. The area covers the five present-day Muslim Soviet Socialist Republics of Turkmenistan, Uzobekistan, Tadzhikistan, Kirgiziya, and Kazakhstan; the Chinese province of Sinkiang; and the northern slopes of Hindu Kush in Afghanistan.

**HIST. 375**     *Nationalism and Communism  
in Modern China. Three Credits*

A study of the interaction of the two movements of nationalism and communism in Twentieth Century China.

**HIST. 380**     *History of Russia I. Three Credits*

A survey of Russia's historical development from the establishment of Kievan Rus to the reign of Alexander III, with an emphasis on the emergence of Muscovy, reigns of

Peter I and Catherine I, and the social and political development of the Nineteenth Century.

**HIST. 381**     *History of Russia II. Three Credits*

This half traces the evolution of Russian communism, reigns of Alexander III and Nicholas II, and the Russian Revolution of 1917.

**HIST. 395**     *The Diplomatic History of Early  
Modern Europe. Three Credits*

A study of the alliances, peace treaties, reversals, etc., through which nations in the developing European state system attempted to deal with international problems from the end of the Thirty Years War to the coming of the Franco-Prussian War.

**HIST. 398**     *French Revolution and Napoleon.  
Three Credits*

Traces the French Revolution from its causes to its culmination in the dictatorship of Napoleon.

**HIST. 401**     *French Hegemony. Three Credits*

A study of the development of France in the Seventeenth and early Eighteenth Centuries; particular emphasis will be placed on selected problems regarding France's internal development as well as her position on the continent and in the world.

**HIST. 402**     *English Hegemony. Three Credits*

A study of England in the Eighteenth and early Nineteenth Centuries, with particular emphasis on the development of Parliamentary government as well as selected problems regarding England's position in the world at that time.

**HIST. 403**     *Europe in the 19th Century. Three Credits*

A survey beginning with Napoleonic Europe, covering the

rise of the liberal movement in England and on the continent, the mid-century revolution, stabilization of the state and problems of the European state system at the end of the century.

**HIST. 415**     *American Middle Period, 1789–1845.*  
*Three Credits*

A concentration on the problems, the formation of the republic, the growth of the republic until the period just prior to the outbreak of the Civil War; emphasis will also be placed on the expansion of the American nation to the west.

**HIST. 420**     *Black America.*                     *Three Credits*

A detailed examination of the Negro participation in the cultural, economic, political, and social development of America. The course will start with the African backgrounds and will go up to the present.

**HIST. 423**     *Early American History—Seminar.*  
*Three Credits*

A closer investigation of selected topics in colonial and early national history, with emphasis on the history of the Hudson Valley and early New York State.

**HIST. 425**     *Civil War and Reconstruction.*  
*Three Credits*

A study of America from 1848–1877, emphasizing the causes, the course, and the aftermath of the Civil War, with a consideration of the lingering effects of the conflict on American society, North and South.

**HIST. 427**     *Westward Expansion.*             *Three Credits*

The course acquaints the student with the men who opened the West from 1804 to the closing of the frontier, with

the conditions which characterized the trappers', the miners', and the farmers' frontier, and with the continuing influence of the West on American life.

**HIST. 431**     *American Colonial History. Three Credits*

A comprehensive view of economic, social, and cultural foundations of American life, with special attention to the conditions peculiar to New York and New England.

**HIST. 440**     *The Progressive Era.*             *Three Credits*

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

**HIST. 441**     *Seminar on the Franklin D.*  
*Roosevelt Era.*                                     *Three Credits*

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

**HIST. 441 SI**     *Franklin D. Roosevelt*  
*Summer Institute.*                                 *Six Credits*

The description of the course outline is similar, but in greater depth, to the Roosevelt Seminar History 441. The Institute will be set up on a seminar-research basis. A coordinator will direct it at both college (seminar) and at the Roosevelt Library (research). A research paper utilizing the archival materials (presidential papers) will be required. The Institute will include discussions with scholars engaged in research and surviving friends and acquaint-

ances of President Roosevelt. Available audiovisual aids will be utilized; these will include film strips and records of the Roosevelt Era. Field trips to a number of places of historical interest in the Mid-Hudson area will be planned.

**HIST. 442-443**      *History of the Presidency of the U.S.*      **Six Credits**

An analytic and historical study of the office and the powers of the President of United States. An investigation of the development of the many roles of the chief executive and his relationship with the other branches of the American governmental system. An historical examination of the presidencies of those who have contributed to the making of the modern presidency.

**HIST. 453** *American Issues and Problems.*      **Three Credits**

This course will focus attention on selected problems of contemporary America and analyze each in an historical framework, e.g., The Right of Dissent, American Racism, Foreign Relations: Neutrality, Isolation, etc.

**HIST. 460-461**      *Problems of Latin American History.*      **Six Credits**

A study of selected problems in the development of the Latin American republics. Emphasis will be placed on the Twentieth Century and particularly the problems of Latin American relations with the United States.

**HIST. 500**      *Research Seminar.*      **Three Credits**

In seminar and/or tutorial sessions students will become better acquainted with the tools of historical research and the authorities and significant trends of the particular field. A student will be expected to demonstrate his ability

to write a well researched paper. Permission of the instructor is required.

**POLITICAL SCIENCE**

**POLITICAL SCIENCE 200**      *Introduction to the Study of Politics.*      **Three Credits**

Various basic assumptions and methods of inquiry and verification; political concepts; political structures and functions; unity of internal and international politics; and philosophy, empirical theory, and ideology of politics.

**POLITICAL SCIENCE 301**      *Political Theory I.*      **Three Credits**

A survey of the development of ideas concerning the major problems of political theory. Selected writers of the ancient and medieval world will be studied; consideration of early ideas on constitutionalism, of representation and church-state relations.

**POLITICAL SCIENCE 302**      *Political Theory II.*      **Three Credits**

A study of selected theorists and theories of the period; emphasis will be placed on Marxism, fascism, liberalism, conservatism, and present day developments in political thought.

**POLITICAL SCIENCE 303**      *American National Government.*      **Three Credits**

A study of the American political system, analysis of the institutions of the national government and of the American political process. Political behavior and selected issue areas will also be studied.



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

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

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

### **GREEK COURSES**

**GREEK 101-102**     *Elementary Greek.*     **Six Credits**

This intensive course in Attic morphology, vocabulary, and syntax aims to provide the student with a solid foundation.

**GREEK 201-202**     *Selections in Greek Prose and Poetry.*     **Six Credits**

Reading of excerpts from the best Greek authors, emphasizing grammar and vocabulary.

### **LATIN COURSES**

**LATIN 101-102**     *Elementary Latin.*     **Six Credits**

An intensive systematic study of Latin grammar. No previous knowledge of Latin required.

**LATIN 103-104**     *Intermediate Latin.*     **Six Credits**

Intensive review of grammar with the reading of many short excerpts from ancient authors.

**LATIN 201-202**     *Selections in Latin Prose and Poetry.*     **Six Credits**

A variety of reading selections through which the student may become acquainted with some of the best Latin literature: selections from Catullus, Cicero, Lucretius, Virgil, Horace, Livy, Ovid, etc.

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

Study of the text, with a comparison of the rhythms with those of the Classical Period. Appreciation of the poetic qualities of the hymns in the various ages.

**LATIN 204**     *Church Latin.*     **Three Credits**

Readings in the Liturgy and in the writings of the Fathers of the Church—comparing the vocabulary and the grammar with Classical usage.

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

Readings in Bks. I and XXII of Livy with a discussion of his style and historical methods and accuracy.

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

Reading of the text and a discussion of the peculiarities of style and the historical value of the writings of Tacitus.

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

Study of the text with appreciation of the art of Ovid in story telling and in his vivid description of various situations.

**LATIN 305-306**     *Epic and Narrative Poetry.*     **Six Credits**

Epic and narrative poetry as exemplified in Virgil and Ovid. Elementary appreciation of the art of each author.

**LATIN 307-308**     *St. Jerome's Letters.*     *Six Credits*

Reading of important letters of St. Jerome with a discussion of his style, versatility, and ideas on ascetic life.

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

Studying examples of all the rhythms found in Horace and Catullus, coupled with a discussion of the aims and the art of each poet. A memory gem should fix each rhythm in the mind of the student.

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

A careful study of Cicero's grammar and rhetoric in his philosophical "DeAmicitia" and a comparison of the same with the various examples found in a selection of his letters.

**LATIN 405-406**     *St. Augustine's "Confessions" and "DeCivitate Dei."*     *Six Credits*

Study of the text with discussions of the philosophy and the style of the author.

**LATIN 407-408**     *Survey of Latin Prose and Poetry.*     *Six Credits*

The history of Latin literature of both the Republic and the Empire; translation and appreciation of selections from the more important authors.

## MODERN LANGUAGES

BRO. GERARD R. WEISS, *Associate Professor, Chairman*

BRO. JOSEPH L. BELANGER, *Associate Professor*

BRO. MAURICE G. BIBEAU, *Assistant Professor*

MRS. FRANÇOISE B. GREGG, *Assistant Professor*

MR. JULIAN M. LAMA, *Assistant Professor*

MR. CASIMIR NORKELIUNAS, *Assistant Professor*

MRS. SIGRID BRANDIS, *Lecturer*

MRS. TINA M. GIOIELLI, *Lecturer*

MR. MARIO RUGGERI, *Lecturer*

MRS. MIRIAM SWIDLER, *Lecturer*

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

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

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

A student who begins at the intermediate level takes six credits in the courses numbered 103-104.

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

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

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

*Instruction.* Elementary and Intermediate courses require weekly laboratory work. These courses meet twice weekly for class instruction and twice weekly for lab practice.

(See information in the catalog on the Western Communications Laboratory.)

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

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

*Course Work.* The student must complete a minimum of thirty semester hours in his major language beyond the basic core requirement. Teacher education students are required to complete only twenty-four semester hours in these major language courses.

The division of major-level courses is as follows:

Language skills—6 credits  
Civilization—6 credits  
Literature—15 credits  
Seminar—3 credits

Language majors who intend to teach must take a course in methods of teaching foreign languages (Education 376). A four semester study of a second foreign language is highly recommended for language majors.

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

*Comprehensive.* Before graduation, language majors must demonstrate their proficiency in the language as a medium of communication. Therefore, no candidate will be recommended for graduation who is deficient in the basic skills of understanding, speaking, reading and writing. In

addition, the language major will be tested on his overall grasp of the civilization and literature of his field. Accordingly, all language majors must take Battery A of the Modern Language Association Foreign Language Proficiency Test. In addition, all language majors are required to take either Battery B of the above test or the Graduate Record Examination.

Students in the teacher education program are strongly urged to spend a semester or a full year in a country where the language of their major is spoken.

***FRENCH 101-102 Elementary French. Six Credits***

The elements of basic French pronunciation, essentials of grammar, vocabulary building, original sentence construction. Reading of graded selections of French prose and verse.

***FRENCH 103-104 Intermediate French. Six Credits***

The elements of basic French pursued more intensely and thoroughly.

***FRENCH 205-206 Advanced French. Six Credits***

Extensive use of idiomatic French in conversation and composition is intended to broaden the student's linguistic and cultural knowledge of the language.

***FRENCH 207-208 Major French Writers. Six Credits***

A survey of major French literature from the *Chanson de Roland* to the novels of F. Mauriac. Intended for non-French majors.

***FRENCH 301 Medieval and Renaissance Literature. Three Credits***

A survey of French literature from its origins up to 1600;

introductory exposition of the evolution of Vulgar Latin into Old French. Acquaintance in some depth with: *La Chanson de Roland*, Villon, Rabelais, Ronsard, Montaigne.

**FRENCH 302**      *Classical and Neo-Classical Literature.*      *Three Credits*

A survey of French literature in the Seventeenth and Eighteenth Centuries. Acquaintance in some depth with: Corneille, Moliere, Racine, Pascal, Voltaire, Rousseau.

**FRENCH 303**      *Backgrounds of French Civilization.*      *Three Credits*

The geography of France. The characteristic developments in French history, government, art, science, and religion up to 1914.

**FRENCH 304**      *Contemporary French Civilization.*      *Three Credits*

Considerations on French family, religious, educational, political, and social life since World War I. The nature of Frenchmen. The commitments of France today.

**FRENCH 311-312**      *French Grammar and Composition.*      *Six Credits*

Thorough grounding in advanced grammar. *Analyse logique et grammaticale*. Grammatical analysis of literary texts. Writing by imitation. The *explication de texte*, the *dissertation*. Creative writing.

**FRENCH 313**      *The Romantic Movement: 1800-1850.*      *Three Credits*

The characteristics of French Romanticism exemplified by Lamartine, Hugo, Vigny, Musset; Stendhal, Balzac; Sainte-Beuve. Pre-romanticism as seen especially in Chateaubriand.

**FRENCH 314**      *Realism to Symbolism: 1850-1895.*      *Three Credits*

The Parnassian Movement. Realism and naturalism in Flaubert, Zola, Maupassant, Becque. Literary criticism of Taine. Poetry of Baudelaire, Rimbaud, Verlaine, Mallarme.

**FRENCH 315**      *Phonetics.*      *Three Credits*

Advanced work in phonetics, rhythm and intonation, transcription. Oral interpretation and recording of prose and poetry.

**FRENCH 316-317**      *Advanced Conversation.*      *Six Credits*

Free conversation based on topics of daily life and cultural interests.

**FRENCH 401**      *Contemporary French Literature to 1939.*      *Three Credits*

A survey of the major writers and movements up to World War II; acquaintance in some depth with Peguy, Valery, Claude; Gide, Proust; Giraudoux.

**FRENCH 402**      *Contemporary French Literature Since 1939.*      *Three Credits*

A survey of the major contemporary writers and movements since World War II; acquaintance in some depth with Malraux, Mauriac, Sartre, Camus; Montherlant; St. John Perse.

**FRENCH 423**      *French Poetry.*      *Three Credits*

A study of the content and form of French lyric poetry. Readings in representative authors of various periods.

**FRENCH 424**      *French Drama.*      *Three Credits*

A survey of French dramatic production from its origins

to the beginning of the Twentieth Century, exclusive of Corneille, Racine, and Moliere.

**FRENCH 425    *The French Novel.*    *Three Credits***

A survey of French novel writing from its origins to the beginning of the Twentieth Century.

**FRENCH 450    *Seminar.*    *Three Credits***

Intensive study of one movement, author, or literary characteristic. Offered in conjunction with the preparation of the student's thesis.

**GERMAN 101-102    *Elementary German.*    *Six Credits***

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

**GERMAN 103-104    *Intermediate German.*    *Six Credits***

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

**GERMAN 111-112    *Scientific German.*    *Six Credits***

A course designed to give science and math majors a reading knowledge of German. Extensive reading of German scientific texts.

**GERMAN 207-208    *Major German Writers.*    *Six Credits***

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

**ITALIAN 101-102    *Elementary Italian.*    *Six Credits***

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

**ITALIAN 103-104    *Intermediate Italian.*    *Six Credits***

Selected readings of Italian authors and conversational practice are stressed.

**ITALIAN 205-206    *Advanced Italian.*    *Six Credits***

Extensive use of idiomatic Italian in conversation and composition is intended to broaden the student's linguistic and cultural knowledge of the language.

**RUSSIAN 101-102    *Elementary Russian.*    *Six Credits***

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

**RUSSIAN 103-104    *Intermediate Russian.*    *Six Credits***

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

**RUSSIAN 205-206    *Advanced Russian.*    *Six Credits***

Extensive use of idiomatic Russian in conversation and composition is intended to broaden the student's linguistic and cultural knowledge of the language.

**SPANISH 101-102** *Elementary Spanish. Six Credits*

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

**SPANISH 103-104** *Intermediate Spanish. Six Credits*

Continuation of the elementary course with the emphasis gradually shifting to reading and writing.

**SPANISH 205-206** *Advanced Spanish. Six Credits*

Extensive use of idiomatic Spanish in conversation and composition is intended to broaden the student's linguistic and cultural knowledge of the language.

**SPANISH 303-304** *Hispanic Civilization. Six Credits*

The cultural development of the Hispanic world through the study of its history, geography, literature, and fine arts. The first semester deals with Spain and the second with Latin America.

**SPANISH 313-314** *Spanish Composition. Six Credits*

Designed particularly for Spanish majors, this course offers intense written practice in Spanish on topics pertinent to the study of the Hispanic world.

**SPANISH 315-316** *Advanced Conversational Spanish. Six Credits*

Designed particularly for Spanish majors, the topics of conversation will center around the culture, history, and literature of the Hispanic world.

**SPANISH 321-322** *Spanish Literature: Origins to 1700. Six Credits*

Medieval literature, the Renaissance, Golden Age prose and poetry.

**SPANISH 323** *Spanish Literature: 1700-1898. Three Credits*

Neo-classicism, Romanticism, Realism.

**SPANISH 324** *Contemporary Spanish Literature. Three Credits*

Generation of 1898 to the present.

**SPANISH 405** *Golden Age Drama. Three Credits*

A detailed study of representative plays of Lope de Vega, Tirso de Molina, Calderón, and several other dramatists of this period.

**SPANISH 406** *Cervantes. Three Credits*

The life and writings of Cervantes with a detailed study of the *Quijote*.

**SPANISH 431-432** *Spanish American Literature. Six Credits*

A survey of the major trends in the literature of Spanish America.

**SPANISH 450** *Seminar. Three Credits*

Intensive study of one movement, author, or literary characteristic. Offered in conjunction with the preparation of the student's thesis.

## MATHEMATICS

MR. LOUIS ALPERT, *Assistant Professor, Chairman*

BRO. KEVIN P. CAROLAN, *Associate Professor*

MR. ROBERT VIVONA, *Assistant Professor*

BRO. LINUS FOY, *Lecturer*

BRO. PETER OSTROWSKI, *Lecturer*

MR. JOHN LUMIA, *Instructor*  
MR. JOSEPH M. RODGERS, *Instructor*  
MRS. JUNE TATE, *Instructor*  
DR. LEOPOLDO TORALBALLA, *Adjunct Professor*

*Major Field Requirement.* The student must complete a minimum of thirty semester hours of mathematics in courses numbered 300 or above, excluding Mathematics 351. He must also take Physics 205, 206; and either Biology 201-202, or Chemistry 101-102, or two semesters of Economics excluding Economics 203, or two additional semesters of Physics, or two semesters of Psychology excluding Psychology 101. He must take the Graduate Record Examination.

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

**MATH. 105    *Modern Mathematics.*    *Three Credits***

Provides a comprehensive overview of the methods and topics of modern mathematics. Emphasis is on readings and understanding, manipulative skill being used only as an essential tool for proper understanding of the subject. Topics include set theory; mathematical logic; mathematical systems; applications.

**MATH. 106    *Modern Mathematics.*    *Three Credits***

Considers such topics as: set theory, probability theory; vectors and matrices; linear programming and the theory of games; introduction to the calculus; applications.

**MATH. 107    *Analysis I.*    *Three Credits***

Introduction to functions, limits, and continuity. The elements of differentiation and integration.

**MATH. 108    *Analysis II.*    *Three Credits***

Transcendental functions, their derivatives and related integrals, the conics, polar coordinates, methods of integration, applications of integration.

**MATH. 205    *Introductory Statistics.*    *Three Credits***

Description of sample data, simple probability, the binomial and normal curves, estimation and testing of hypotheses, correlation and regression, the Chi-squared distribution.

**MATH. 207    *Analysis III.*    *Three Credits***

Solid analytic geometry, vectors and vector spaces, eigenvalue problems.

**MATH. 301    *Differential Equations.*    *Three Credits***

First order and higher order linear differential equations; systems of linear equations, applications. Infinite series and series solutions; Laplace transform. [Not for math majors.]

**MATH. 305-306    *Mathematical Analysis.*    *Six Credits***

The Real and Complex Number Systems. Basic point set theory. Limits and continuity. Differentiation. Partial differentiation. Theory of Riemann-Stieltjes Integration. Multiple Integrals and line integrals. Vector Analysis. Differential Geometry. Infinite series. Improper Integrals. Fourier series and Fourier integrals.

**MATH. 311    *Abstract Algebra.*    *Three Credits***

Set theory. The real and complex number systems. Integral domains, fields and groups. Survey of such abstract

structures as linear algebras, rings and boolean algebra.

**MATH. 312**    *Linear Algebra.*                      *Three Credits*

Abstract systems. Vector spaces and linear transformations. Matrices and matrix operations. Applications of matrices to linear equations. Characteristic value problems and quadratic forms.

*Prerequisite or Co-requisite:* Mathematics 207

**MATH. 313**    *Differential Equations for Math Majors.*  
*Three Credits*

The content of this course is more theoretical than Mathematics 301.

**MATH. 314**    *Foundations of Mathematics.*    *Three Credits*

Mathematical systems, mathematical logic and proof, the real number system. History and Philosophy of Mathematics. Readings in mathematical literature.

**MATH. 341**    *Applied Mathematics.*                      *Three Credits*

Selected topics in at least four of the following: Application of Differential Equations; matrices; complex variables; Fourier series. Laplace transformations. Partial Differential Equations, Algebra and Calculus of vectors; numerical methods.

*Prerequisite:* Mathematics 301 or Mathematics 313

**MATH. 351**    *The Teaching of Mathematics.*  
*Two Credits*

A discussion of the current trends in secondary school mathematics courses. Study of syllabi in mathematics on the junior-senior high school level. The principles of problem solving. Demonstration lessons by the students.

*Open only to students enrolled in the Teacher Education Program.*

**MATH. 402**    *Complex Variables.*                      *Three Credits*

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

**MATH. 403-404**    *Probability and Statistics.*  
*Six Credits*

Probability. Distribution functions. Moments and moment generating functions. Regression and correlation. Sampling estimation. Testing of hypotheses. Design of experiments.

**MATH. 413**    *Numerical Analysis.*                      *Three Credits*

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

*Prerequisite, or Co-requisite:* Math. 301 or Math. 313

**MATH. 421**    *Fundamental Concepts of Geometry.*  
*Three Credits*

An introduction to the following areas of geometry: Euclidean geometry since the Renaissance, elementary transformation theory, Lobachevskian geometry, and projective geometry.

**MATH. 451**    *Seminar.*    *Three Credits*

This is required of all mathematics majors. It consists of weekly meetings of the department to discuss mutual problems relating to projects undertaken by the students.

**MATH. 453**    *Elementary Topology.*                      *Three Credits*

An introduction to a few selected topics in topology: topological equivalence in three-dimensional space; maps

on a sphere, the Jordan Curve theorem; topological transformation; topological spaces.

**MATH. 460-461**     *Advanced Topics in Mathematics.*  
*Six Credits*

Designed for pregraduate mathematics students. Content covered will depend on student and faculty interest, and will be covered either by independent study, directed study, tutorials or seminars. Content will be from such areas as: Real Variable Theory, Topology, Modern Algebra.

## PHILOSOPHY

MR. THOMAS CASEY, *Assistant Professor, Acting Chairman*

DR. D. A. DRENNEN, *Professor*

MR. ITALO BENIN, *Assistant Professor*

BRO. KEVIN DONOHUE, *Assistant Professor*

BRO. RICHARD RANCOURT, *Assistant Professor*

*Area Requirement.* Basic requirement for arts, science, and business majors is nine credits in philosophy. All students are required to take Philosophy 203 and Philosophy 204 and any other course elected from the 300 or 400 series.

**PHIL. 203 & 204**     *Philosophical Thinking I & II*  
*(formerly 201 & 202).*     *Six Credits*

An introductory survey of the principal men, movements, and modes of conceptualization that have shaped Western philosophical thought.

**PHIL. 301**     *History of Ancient Philosophy.*  
*Three Credits*

A study of the major themes that formed Western philo-

sophical tradition from the time of the pre-Socratics to Plotinus.

**PHIL. 302**     *History of Medieval Philosophy.*  
*Three Credits*

The historical development of Western Christian philosophy from the period of the Alexandrines to Duns Scotus, with particular attention to Augustine and his influence.

**PHIL. 305**     *History of Modern Philosophy: I.*  
*Three Credits*

An analysis of the movements of philosophical ideas in Europe from the Seventeenth Century through the Nineteenth Century.

**PHIL. 306**     *History of Modern*  
*Philosophy: II.*     *Three Credits*

A consideration of European philosophical ideas from the Nineteenth through the Twentieth Centuries.

**PHIL. 307**     *History of American Philosophy.*  
*Three Credits*

An investigation of the origins and significance of American philosophical ideas with special reference to Pragmatism as the philosophy of the American Experience.

**PHIL. 311**     *Philosophy of Science.*     *Three Credits*

Analysis of scientific knowledge, methodology, and procedures, together with consideration of contemporary notions of space, time, matter, causality, physical laws, and life phenomena.

**PHIL. 312**     *Philosophy of Religion.*     *Three Credits*

An investigation of the philosophical issues regarding



coaching. Emphasis will be placed on his functions as a teacher and administrator in the area of coaching. Specific sports will not be dealt with. Focus will be put on general guidelines and relationships, administrative problems, and personal values. Developing from this will be the lab course dealing with the various sports.

*Fall semester only. No prerequisites.*

**PHYS. ED. 301      Coaching Techniques.      One Credit**

Fall semester—Soccer and Basketball  
Spring semester—Track and Baseball

A lab session meeting three times per week designed to be a practical application of Physical Education 300 dealing with specific activities. Emphasis will be on the techniques of teaching the activity to the athlete, the mechanical analysis of skills, and the problems associated with the activity.

The student may enroll in either or both labs, or arrange with the department to take any two of the areas offered for the one credit.

*Phys. Ed. 300 is a co-requisite or prerequisite.*

## PHYSICS

BRO. BRIAN H. DESILETS, *Associate Professor, Chairman*

BRO. JOSEPH MARCHESSAULT, *Associate Professor*

MR. PAUL TEICHMAN, *Assistant Professor*

DR. HELMY H. EL-SHERIF, *Lecturer*

DR. CONNOR F. HAUGH, *Lecturer*

*Area Requirement.* Physics 105 may be taken by students who are not majoring in mathematics or the sciences to satisfy their science requirement.

*Major Field Requirement.* Students electing to major in Physics must complete a minimum of 27 credits in the department over and above Physics 205–206. This will include Physics 311, 312, 321–322, 411–412, 422, 431, and 453. In the Evening Division, students, with the approval of the chairman, may elect to major in Applied Physics. Under this program, the required courses in the major field area are limited to Physics 311, 312, 411, and 453. The student must complete 27 credit hours in the department. All students are required to take at least one lab course above 207–208. Students majoring in Applied Physics will arrange their curriculum with the advisor at the time of their application to this major field.

In addition, a Physics major is required to take Mathematics 107, 108, 207, and Chemistry 101–102 and 103–104.

**PHYS. 105      Principles of Physics.      Three Credits**

A general survey course in Physics for liberal arts majors. Stress is put on understanding the vocabulary of Physics and a verbal explanation of the physical phenomena encountered in one's daily life. No mathematics beyond elementary algebra is required.

**PHYS. 205      General Physics I.      Three Credits**

**PHYS. 206      General Physics II.      Three Credits**

An introductory course covering the basic concepts arising in mechanics, heat, sound, electricity and magnetism, optics, and atomic physics. The approach stresses the use of calculus and vector algebra.

*Prerequisite:* Mathematics 104, 201, 202 and Chemistry 101–102, 103–104

**PHYS. 207**    *General Physics Lab. I.*    **One Credit**

**PHYS. 208**    *General Physics Lab. II.*    **One Credit**

The General Physics Labs are taken simultaneously with the course in General Physics. The requirement for this laboratory is dependent on the department in which the student is a major. One credit is assigned to each semester of the laboratory. A series of 12 laboratories are required for each semester; attendance of the pre-laboratory is a requirement.

*Co-requisite:* Physics 205–206

**PHYS. 311**    *Mechanics.*    **Three Credits**

A study of Newtonian mechanics in both fixed and moving coordinate systems. Conservation laws, harmonic motion, gravitational fields and potentials, celestial mechanics, mechanics of continuous media. Introduction to generalized coordinates and Lagrange's equations.

*Co-requisite:* Physics 453

**PHYS. 312**    *Physical Optics.*    **Three Credits**

A brief review of geometric optics followed by a systematic development of physical optics. Major topics: wave propagation, electromagnetic character of light, interference, Fraunhofer and Fresnel diffraction, absorption, scattering, dispersion, and polarization.

*Co-requisite:* Physics 453

**PHYS. 321**    *Electricity and Magnetism I.*    **Three Credits**

**PHYS. 322**    *Electricity and Magnetism II.*    **Three Credits**

A study of electrostatic fields and potentials, dielectric theory, capacitance, electric current, AC-DC circuits, magnetic properties of matter, transmission lines, Max-

well's equations and their application to electromagnetic wave propagation.

*Co-requisite to both:* Physics 453

*Prerequisite to Physics 322:* Physics 321

**PHYS. 323**    *Electricity and Magnetism*

*Laboratory.*

**Three Credits**

Covers a selected number of experiments which are complementary to Physics 321–322.

*Co-requisite:* Physics 321–322

**PHYS 411**    *Atomic and Nuclear Physics I.*    **Three Credits**

**PHYS. 412**    *Atomic and Nuclear Physics II.*

**Three Credits**

An introduction to the atomic structure of the atom, a study of basic experiments and the tools of investigation; atomic, X-ray, and Gamma ray spectra; nuclear theories and fundamental particles.

*Co-requisite to Physics 411:* Physics 311, 312, 322

*Prerequisite to Physics 412:* Physics 411

**PHYS. 421**    *Solid State Physics.*    **Three Credits**

A course intended as a survey of the field of Solid State Physics. The topics introduced are: crystallography, quantum mechanics, atomic bonding, statistical mechanics, free electron theory and zone theory. The purpose of the course is to introduce the student to the vocabulary of these topics and to some of the elementary calculations in these fields.

*Co-requisite:* Physics 411

**PHYS. 422**    *Modern Physics.*    **Three Credits**

An introduction to the theory of relativity and to quantum mechanics; other special topics to be drawn from contemporary physics.

*Prerequisite:* Physics 411

**PHYS. 423 Modern Physics Laboratory. Three Credits**

An advanced laboratory course designed to cover a selective number of experiments related to the major field courses with special emphasis placed on topics from modern and atomic physics.

*Co-requisite:* Physics 411

**PHYS. 431 Thermodynamics. Three Credits**

An introduction to the laws of thermodynamics and the application of these to physical systems. A brief discussion of kinetic theory and transport phenomena.

*Prerequisite:* Physics 453

**PHYS. 432 Electronics. Three Credits**

A basic course in electron tube and transistory theory and circuit design. The course stresses the functional aspects and relies upon laboratory demonstrations using equipment most often encountered by physicists.

**PHYS. 444 Semiconductor Physics. Three Credits**

Covers semi-conductor theory, contact and surface properties, PN junctions, semi-conductor measurements, semi-conductor materials, semi-conductor material preparation, semi-conductor devices, design and application.

*Prerequisite:* Physics 421

**PHYS. 446 Crystal Physics. Three Credits**

A study of interatomic forces, classification of materials, lattice vibrations, specific heat, dielectric properties of crystals, crystal defects, and crystal growth processes.

*Prerequisite:* Physics 421

**PHYS. 451 Seminar. Three Credits**

The objective of this course is to integrate the subject

matter previously covered by the students in major field courses. It consists of weekly discussions directed by members of the department.

**PHYS. 452 Senior Research Project. Three Credits**

This course consists of a cooperative effort between a faculty member and a student. A research topic will be selected which will give the student the opportunity to do some original work while remaining within the limits of his abilities. The topic should be selected in the second half of junior year. A report on the research will be submitted by the student.

**PHYS. 453 Theoretical Physics. Three Credits**

This course is designed to supply the Physics major with the mathematics which may be lacking in his background in preparation for the major field Physics courses. The topics may be adjusted from year to year but will include the ordinary and partial differential equations of Physics, complex variables, and other pertinent mathematical applications.

This course will be co-requisite to all junior level courses and prerequisite to all senior level courses.

*Prerequisites:* Physics 205-206

## PSYCHOLOGY

DR. DANIEL KIRK, *Professor, Chairman*

DR. EDWARD J. O'KEEFE, *Associate Professor*

DR. WILLIAM R. EIDLE, *Assistant Professor*

MR. HARRY SCHMITZ, *Instructor (on leave)*

MR. CHARLES BRAMBILLA, *Lecturer*

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

*Major Field Requirement.* A student must complete a minimum of thirty hours of psychology courses over and above Psychology 103. To fulfill the science requirement he should take: Chemistry 101, 103, Biology 201-202. To fulfill the mathematics requirement he should take either Mathematics 107-108 or Mathematics 205. The student should consult with his departmental adviser in the choice of electives.

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

In order to assist graduating psychology majors to clarify their educational and vocational plans a Work Experience Program was initiated in the spring semester of 1968. The program differs from an internship, field work, and conventional employment. After completing their course work in psychology the last-semester seniors are employed in local institutions under the supervision of qualified psychologists. The seniors receive a weekly salary and the training program coincides with the length of the spring semester and terminates prior to graduation. The requirements for the B.A. Degree are completed by taking two elective courses in the evening. The program attempts to smooth the transition between campus living and the workaday world, while alleviating the shortage of psychology personnel in hospitals, schools, and industry.

***PSYCH. 103    Introductory Psychology.    Three Credits***

A fundamental treatment of the basic facts and theories comprising the science of psychology; exploration of the nature, scope, and methods involved in the scientific investigation of human behavior, stressing such topics as learning, emotions, personality, sensation, and perception.

***PSYCH. 209    Personality Development.    Three Credits***

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

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

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

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

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

***PSYCH. 329    Psychological Foundations  
of Learning.    Three Credits***

The major emphasis of this course is with the learner in the learning situation. Current psychological theories and

practices, their influences, implications, and applications are reviewed. Other areas covered include the developmental processes, the influence of personality and culture, and other relevant psycho-educational variables.

**PSYCH. 340**     *Principles of Psychological Testing.*

*Three Credits*

This course encompasses an intensive review of the procedures involved in the administration, scoring, and interpretation of both group and individual tests; a study of the major theories and techniques of intelligence, aptitude and proficiency testing; a survey of interest and preference tests; and an evaluation of personality and diagnostic tests.

**PSYCH. 351**     *Educational Psychology.*     *Three Credits*

Applied psychology in education; adolescent behavior problems; individual differences; the learning process; motivation; constructive discipline; measurement of intelligence and an evaluation as related to the educational processes.

*Psych. 103 serves as a prerequisite.*

*Open only to students enrolled in the Teacher Education Program.*

**PSYCH. 352**     *Educational Testing.*     *Two Credits*

A survey of the standardized psychological tests and techniques frequently used at the secondary school level. It also includes principles of construction of classroom tests. *Open only to students enrolled in the Teacher Education Program.*

**PSYCH. 409**     *Psychological Systems.*     *Three Credits*

A study of the historical development of psychology as

a science by detailed analysis of the various schools of thought, systems, and theories that have contributed to its growth. Attention is focused upon the philosophical roots of psychology as well as past and current trends in sensation, perception, learning and motivation.

**PSYCH. 420**     *Applied Psychology.*     *Three Credits*

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

**PSYCH. 429**     *Readings in Psychology.*     *Three Credits*

The students are given an assigned list of readings that cover the major areas in psychology. Presentations and discussions are confined to each of the assigned primary sources.

**PSYCH. 439**     *Physiological Psychology.*     *Three Credits*

History of the Mind-Body Problem, and the mind-body relationship as it is understood today. Emphasis is on the nervous system, particularly the brain. Psychosomatic and somatopsychological problems are discussed.

**PSYCH. 442**     *Bio-Chemical Basis of Behavior.*     *Three Credits*

History and development of the mind-body relationship and a brief review of the nervous system. Particular emphasis is on the endocrine system and its effects on behavior. Psychosomatic and somatopsychological problems

related to the function and disfunction of the endocrine system are discussed.

**PSYCH. 450**     *Supervised Work Experience.*

*Six Credits*

This is a culminating experience designed for all senior majors in psychology. It consists of actual work experience under the direction of the professional staff of the participating agency in cooperation with the members of the department.

**PSYCH. 452**     *Supervised Research.*     *Three Credits*

This is a culminating experience designed for interested senior majors in psychology. It consists of the student designing and executing a research proposal under the direction of one of the members of the department.

**PSYCH. 480**     *Seminar.*     *Three Credits*

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

**ANTH. 101-102**     *Introduction to Anthropology.*

*Six Credits*

*First Semester.* An investigation of man's ancestors and his continual physical evolution to modern man. Emphasis also placed on the evolution of cultures at all levels of man's chronology, with stress on the Neolithic culture, and the Egyptian and Pre-Columbian civilizations.

*Second Semester.* An introduction to the nature, uniformity, and diversity of cultures through an exploration of primitive and modern peoples. Topics include: the family, economics, government, religion, social stratification, and art and crafts.

*Anth. 101 serves as a prerequisite for Anth. 102.*

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

*First Semester.* Study of geographic, ethnographic, historic, and other factors pertinent to the development of Latin and Anglo-American cultures. Consideration will be given to minority and diverse groups; factors promoting urban and rural communities; and to a study in the historical and geographical development of selected cities. Statistics will be frequently provided in order to substantiate lectures and to encourage discussion.

*Second Semester.* Part 1: The study of radical groups throughout U.S. history. Part 2: An intense study of factors producing the megalopolis, the city, and smaller communities; the role cities play in the present and their role in the future. Special attention will be given to the movement of peoples to and from the city, as well as an analysis of the population of several cities as to the national origin, race, economic and social stratification, and religious and political preferences.

**SOC. 103-104**     *Introduction to Sociology.*     *Six Credits*

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

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

NOTE: This course is offered alternate years with Anthropology 201-202, American Culture.

## DEPARTMENT OF RELIGIOUS STUDIES

REV. EMILE R. GUILMETTE, S.M., *Instructor, Acting Chairman*

SR. FLORENCE MICHELS, *Associate Professor*

BRO. JOHN MALICH, *Assistant Professor*

BRO. AIDAN FLANAGAN, *Instructor*

MR. JEROME REMENICKY, *Instructor*

BRO. STEPHEN L. SULLIVAN, *Instructor*

BRO. FREDERICK LAMBERT, *Lecturer*

REV. R. RHYS WILLIAMS, *Lecturer*

In all the offerings of the Department of Religious Studies a serious attempt will be made to find a meaningful expression of the Word of God for modern man. A broad range of religious topics and issues will be considered in the light of contemporary as well as traditional Christian thinking.

Marist College students are required to take six credits in Religious Studies as partial fulfillment of the total credit requirement for graduation. The Religious Studies requirement is to be fulfilled in the freshman year unless special circumstances warrant exception.

*Minor program.* Students electing to minor in Religious Studies must complete twenty-four credits. This total includes the six required credits.

### **RELIGIOUS STUDIES 110**     *The Problem of God: The Old Testament record of the dialogue between God and man.*     **Three Credits**

Historical and thematic study of the writings of the Old Testament centering around the themes of Salvation, Covenant, Morality, Messianism, Biblical Humanism.

### **RELIGIOUS STUDIES 111**     *The Meaning of Man: The New Testament record of the continuing dialogue between God and man in the Christ event.*

**Three Credits**

A study of the Gospels and other New Testament writings in terms of the search for the Jesus of history and the Christ of faith. The implications of the Christ event in the experience of the early Christian community and for our times.

*Prerequisite:* Religious Studies 110

### **RELIGIOUS STUDIES 305**     *Theological Dimensions of the Christian Faith.*     **Three Credits**

Theological issues centering around the existence of God and Revelation. The meaning of Christ for today. Psychological and religious structure of the notion of Faith. Familiarity with contemporary Catholic and Protestant theology on these issues.

### **RELIGIOUS STUDIES 306**     *Christian Worship: Sacraments and Liturgy.*     **Three Credits**

Christ acting today in sacramental and liturgical life, studied within a biblical, historical, and theological framework. A study of Vatican II's Constitution on the Sacred Liturgy.

### **RELIGIOUS STUDIES 307**     *Contemporary Concepts of Man.*     **Three Credits**

A study in religious psychology. A consideration of man in the religious dimensions of his existence.

### **RELIGIOUS STUDIES 308**     *Theology of the Incarnation.*     **Three Credits**

**RELIGIOUS STUDIES 309**     *The Person Christ.*  
*Three Credits*

**RELIGIOUS STUDIES 411**     *Christian Morality*  
*and Contemporary Society.*     *Three Credits*

A consideration of basic moral principles as applied to modern moral questions viewed in the perspective of current theological thought. The Christian response and commitment to the signs of the times in our modern pluralistic society and technological world.

**RELIGIOUS STUDIES 421**     *Christian Marriage*  
*and the Family.*     *Three Credits*

Positive values in marriage studied within a scriptural and theological framework. Practical and moral aspects of contemporary Christian marriage and the family considered by various guest lecturers.

**RELIGIOUS STUDIES 441**     *Modern Catechetics.*  
*Three Credits*

The work of Christ in bringing all men to intimacy with God. The proclamation of the life-giving message and its meaning in liturgy. The parent and the educator as witness to the full life in Christ. Themes and methods in catechetics for the youth of today.

**RELIGIOUS STUDIES 442**     *The Psychology of*  
*Faith.*     *Three Credits*

**RELIGIOUS STUDIES 471**     *Christian Unity.*  
*Three Credits*

A lecture-discussion approach to the problems of Christian unity intended for qualified students who have shown superior competence in religious studies. The central issues contributing toward and preventing full union among the Christian churches will be investigated.

**RELIGIOUS STUDIES 472**     *Christian Unity*  
*Seminar.*     *Three Credits*

Readings in and discussion of Teilhard de Chardin and Dietrich Bonhoeffer.

**RELIGIOUS STUDIES 473**     *Christian Unity*  
*Seminar.*     *Three Credits*

The interfaith search for meaning in the life of the modern Christian.

**RELIGIOUS STUDIES 481**     *The Layman in the*  
*Church.*     *Three Credits*

A consideration of the Christian layman in the light of Vatican II's Decree on the Laity. The layman's full participation in the life of the Church.

**RELIGIOUS STUDIES 491**     *Major Contemporary*  
*Religions.*     *Three Credits*

A comparative study of the major Western and Oriental contemporary religions. Vatican II Declarations on Religious Liberty and on Non-Christian Religions.  
*Prerequisite:* Religious Studies 305

# GENERAL INFORMATION

For the exact date of registration for both freshmen and upper classmen, see the Calendar of the academic year of this catalog. Students registering on any day later than those designated in the academic calendar will be required to pay a late registration fee of \$10.00.

Any change after the initial registration is permitted only with the written consent of the Dean. Approved changes in registration must be effected within the dates specified by the academic calendar. Changes in registration initiated by the student are subject to the change-of-program fee.

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

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

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

A student who withdraws from Marist must submit a letter of withdrawal to the Dean of the College. In the absence of this letter no statement of honorable withdrawal will be issued by the college.

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

The most meaningful experiences promoting the realization of the purposes for which Marist exists are achieved through thoughtful considerations and discussions provoked by classroom lectures. Therefore, regular class attendance is a primary responsibility for all students. Failure to participate fully in classroom activity will result in a loss for the student. Absences from class

## REGISTRATION

## WITHDRAWAL AND COURSE CHANGES

## FRESHMAN ORIENTATION

## ATTENDANCE

for whatever reasons or duration do not free the student from the responsibility for the full content of the course and for all class assignments.

Irregularities in attendance on the part of freshmen will be brought to the attention of the Academic Dean. Appropriate action will be taken to make them aware of their responsibilities in this regard.

#### **DRAFT REGISTRATION**

Students must register with the Selective Service System on their 18th birthday or within five days thereafter. The college provides an official Selective Service System Registrar in the Recorder's Office located in Adrian Hall.

To receive a student deferment (2-S classification), students must obtain from the Recorder's Office a Selective Service System Form 109, fill it out completely, and request that the Recorder forward it to their local draft board. This must be done at the beginning of the fall semester. The college does not assume responsibility in any Selective Service matters. Information regarding the Selective Service System may be obtained at the Recorder's Office; however, it is the student's responsibility to discharge all requirements of the Selective Service System.

#### **VETERANS**

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

#### **TRANSCRIPT OF RECORD**

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

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

#### **FOREIGN STUDENTS**

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

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

## **FACULTY ADVISERS**

Freshmen are assigned a faculty adviser by the Dean.

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

## **GRADING SYSTEM**

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

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

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

### **C**

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

### **B**

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

## A

An "A" student is one who in addition to all the qualities manifested by a "B" student, seeks mastery of a specified field by reason of his interest; he has initiative and originality in attacking and solving problems; he shows ability in rethinking problems and making associations and in adapting himself to new and changing situations; moreover, he has an appropriate vocabulary at his command.

## D

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

## E

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

## Inc

For a serious reason a temporary grade of Incomplete may be given by an instructor. It becomes the student's responsibility to resolve this grade within three weeks of the beginning of the following semester. Failure to conform to this time limit will convert the Inc. to a grade of F.

## F

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

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

## Pass-Fail

A student may elect to pursue on a pass-fail basis non-core, non-major courses not in excess of six credits toward degree requirements and subject to the instructor's approval. Credit thus earned is not reflected in the student's cumulative index. This option must be exercised and filed with the Recording Office within the first week of the semester.

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

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

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

Without deviating from this general requirement the College recognizes that a freshman may encounter difficulties in adjusting to college life and college curriculum. Therefore, if a freshman obtains a minimum cumulative index of 1.7 for the two semesters of his freshman year, he will be allowed to continue as a student at Marist for the following year.

All students must have a minimum cumulative index of 2.0 at the end of sophomore year and must maintain a minimum cumulative index of 2.0 each semester thereafter.

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

First Honors is awarded to a student with a scholarship index of 3.5 or higher for the semester. Second Honors is given the student with a scholarship index of 3.0 for the semester.

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

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

Magna Cum Laude, or high honors, awarded to those having a scholarship index of 3.6 and no grade below C.

Cum Laude, or with honor, for those having a scholarship index of 3.0 or above.

Academic failures in required subjects must be made up either at Marist or elsewhere. The student choosing to make up his academic deficiencies at another college must have the written permission

## **SCHOLASTIC INDEX**

## **ACADEMIC HONORS**

## **FAILURES**

of the Registrar. If it is impossible for a student to obtain the precise course he needs, he may not substitute an equivalent without the permission of the Registrar.

## **DISMISSAL**

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

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

If a freshman has a cumulative index of less than 1.7 for the two semesters of his freshman year, he is subject to academic dismissal. The sophomore must have a cumulative index of at least 2.0 at the end of his fourth semester. The junior or the senior is required to maintain the minimum 2.0 cumulative index.

## **STUDENT HOUSING**

All students who do not live at home during the college year are required to reside on campus. All students residing on campus must pay full Room and Board charges regardless of whether they take their meals in the Campus Center Cafeteria or not. Since residence accommodations are limited, students who wish to reserve rooms should apply to the Business Office as soon as possible. A general deposit of \$150.00, independent of the matriculation fee, is payable by all new resident students upon their acceptance. A general deposit of \$50.00, due on or *before* May 1, is required of all returning resident upper-classmen. Students supply their own blankets, pillows, soap, towels, and other personal items such as radios. Refrigerators and cooking utensils are not allowed in the rooms.

The residence hall is closed during Thanksgiving, Christmas, inter-semester, and Easter holidays. Students may remain on campus during these periods only under extraordinary circumstances, with the permission and under the regulations set by the Director of Residents, and are obliged to pay extra fees. There is no cafeteria service during these periods.

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

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

## **COLLEGE BANK**

The testing and counseling center has been established to assist students with the successful completion of their duties, to help them formulate and achieve personal goals, and to facilitate their overall personality development. Toward these ends, the counseling center provides programs in testing and counseling on a group and/or individual basis for students who request or require them. These services are available to the entire student body and appointments can be made through the Director or his secretary.

## **TESTING AND COUNSELING CENTER**

The college maintains on campus an infirmary which is located on the first floor in the East wing of Champagnat Hall. It is staffed by a registered nurse from 8:30 A.M. to 4:30 P.M., Monday through Friday. Emergency medication can be obtained at the infirmary, but for extended care, patients are required to purchase their own medications. Emergency cases requiring hospitalization are treated at St. Francis Hospital, located directly across the North Road from Marist.

## **STUDENT HEALTH**

The facilities of the infirmary are available to all students, faculty and staff.

The college provides student health insurance on an optional basis. Arrangements for health insurance can be made at the College Business Office. Medical expenses and drugs prescribed are the responsibility of the student.

The Marist College Placement Office is under the direction of Mr. John Sherlock and is located in Rooms 106 and 107 in Donnelly Hall. Placement could be defined as: A student service function which assists the student in the selection of work experiences by providing him with information and guidance as to employment opportunities and by furnishing materials with which to carry on employer contacts.

## **PLACEMENT OFFICE**

The three-fold aim of Placement is: service to the student, service to the employer, and service to the institution.

The Placement Office is equipped with up-to-date employment information on approximately two hundred industrial and service institutions as well as current listings of part-time opportuni-

ties in the immediate area. Students are encouraged to take advantage early of the resources at their disposal to prepare themselves for their future.

During the course of the year, the placement program revolves primarily around the graduating student, providing him with *information, guidance, on-campus interviews with industry and government representatives, résumé processing, and career counseling* with the Placement Office personnel.

Alumni are also being encouraged to utilize Placement services whenever the need arises. This is typical of the continual efforts on the part of the college to maintain good communications with alumni.

Through its Director, the Marist College Placement Office is represented in the Poughkeepsie Chamber of Commerce, the Dutchess County Guidance Association, and the Northeast Regional Placement Association of the College Placement Council.

#### **ALUMNI ASSOCIATION**

The Marist College Alumni Association is the official representative of the alumni of Marist. Its purposes are to promote the welfare of Marist College and provide for the continuation of relationships formed in the College.

The Association publishes a newsletter regularly and, each year, sponsors Homecoming Day, during which Alumni return to spend a day on campus. There is also an annual fund-raising drive, the proceeds of which are gifted to the College.

The Marist College Alumni Association is a member of the American Alumni Council.

#### **AUTOMOBILES ON CAMPUS**

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

Sophomore, junior and senior resident students are permitted to have cars on campus but the college does not assume any responsibility. The use of cars by commuting students is at the option of the student. All cars must be registered with the Dean of Students and must bear a parking decal.

# ORGANIZATION

## BOARD OF TRUSTEES

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*Secretary*  
CHARLES C. GRIFFIN

*Treasurer*  
ARTHUR F. BROOK

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GEORGE L. LABERGE, F.M.S.  
ORIN LEHMAN  
JOHN J. McMULLEN

PATRICK E. MAGEE, F.M.S.  
JOHN A. ROOSEVELT  
LEONARD A. VOEGTLE, F.M.S.

### *President of the College*

LINUS R. FOY, F.M.S.

## PRESIDENTIAL ADVISORY COUNCIL

*Chairman*  
VINCENT J. STEARNS

*Vice Chairman*  
ROBERT A. GRAHAM, JR.

*Secretary*  
ARTHUR D. BUTTS

### *Members of Advisory Council:*

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ARTHUR D. BUTTS  
WALTER I. CONROY  
MARTIN J. CREAN  
EMMETT F. DONOHUE  
FRANK P. EBERHARD  
DAVID M. FLYNN  
JOSEPH FRANCESE  
LIONEL S. FRANK

THOMAS B. GALLIGAN  
ROBERT A. GRAHAM, JR.  
LOUIS GREENSPAN  
MILTON M. HAVEN  
LOUIS L. LEVINE  
WILLIAM P. MCGRATH  
JOSEPH T. MALLOY, JR.  
NORMAN MURKOFF

FRANKLIN ORNSTEIN  
WILLIAM A. PERRY  
BERNARD REIFLER  
THOMAS B. RICE  
JOEL D. ROBINSON  
ELIOT M. STARK  
VINCENT J. STEARNS  
GEORGE T. WHALEN, JR.

# ACADEMIC CALENDAR—1969-1970

1969

## EVENING SUMMER SESSION

June 26	Thursday	6:15—9:00 P.M. Registration. Full payment of fees must be made at this time.
June 30	Monday	Evening classes begin. Classes meet every Monday, Tuesday, and Thursday.
July 3	Thursday	Before 8:30 P.M. Last day to drop a course and secure full tuition refund.
July 10	Thursday	Before 8:30 P.M. Last time to drop a course without receiving a failure and with ½ tuition refund.
August 8	Friday	Final examinations given in regular classrooms during regular class hours.

1969

## FALL SEMESTER

August 18 to August 28	Monday to Thursday	Registration for transfer students by appointment.
September 1	Monday	Orientation for freshmen.
September 2	Tuesday	Registration for Evening Division—6:15 to 9:00 P.M.
September 3	Wednesday	Registration for Day Division.
September 4	Thursday	Classes begin.
September 8	Monday	Mass of the Holy Spirit.
September 11	Thursday	Last date for late registration, change of courses and course sections—Day Division, before 11:30 A.M.; Evening Division, before 9 P.M.; ½ tuition refund after this date.
September 25	Thursday	Last date for dropping course without penalty of failure; no tuition refund after this date—Day Division, before 11:30 A.M.; Evening Division, before 8:30 P.M.
October 10	Friday	Service charges are assessed on unpaid tuition balances as of this date.
October 20	Monday	Mid-semester examinations begin.
November 25	Tuesday	Last date for payment of fees.
November 27 28	Thursday Friday	Thanksgiving Holidays.
December 8	Monday	Holiday.
December 12	Friday	Semester Examinations begin—Evening Division.
December 15	Monday	Semester Examinations begin—Day Division.
December 20	Saturday	End of fall semester.

1970

SPRING SEMESTER

January 15	Thursday	Registration for Evening Division—6:15 to 9:00 P.M.
January 19	Monday	Registration for Day Division.
January 20	Tuesday	Classes begin—Day and Evening Divisions.
January 27	Tuesday	Last date for late registration, change of courses and course sections—Day Division, before 11:30 A.M.; Evening Division, before 8:30 P.M.; ½ tuition refund after this date.
February 10	Tuesday	Last date for dropping course without penalty of failure; no tuition refund after this date—Day Division, before 11:30 A.M.; Evening Division, before 8:30 P.M.
February 27	Friday	Service charges are assessed on unpaid tuition balances as of this date.
March 8	Sunday	Laetare Sunday—Junior Ring Day.
March 9	Monday	Mid-semester examinations begin.
March 17	Tuesday	Holiday.
March 25	Wednesday	Spring recess begins after last class.
April 6	Monday	Classes resume.
April 14	Tuesday	Last date for payment of fees.
May 7	Thursday	Holiday.
May 8	Friday	Semester Examinations begin—Evening Division.
May 11	Monday	Semester Examinations begin—Day Division.
May 16	Saturday	Spring semester ends.
May 23	Saturday	Twenty-fourth Commencement.

1970

EVENING SUMMER SESSION

June 29	Monday	6:15–9:00 P.M. Evening registration. (Full payment of fees must be made at this time.)
June 30	Tuesday	Evening classes begin. Classes meet every Monday, Tuesday, and Thursday.
July 6	Monday	Before 8:30 P.M. Last day to drop a course and receive full tuition refund.
July 13	Monday	Before 8:30 P.M. Last time to drop a course without receiving a failure and with ½ tuition refund.
August 10	Monday	Semester examinations given in regular classrooms during regular class hours.

# THE MARIST FACULTY

LOUIS ALPERT, *Assistant Professor of Mathematics*  
B.A., New York University  
M.S., Massachusetts Institute of Technology

LESLIE ANDERSON, *Lecturer in Chemistry*  
B.A., Marist College  
Ph.D., Syracuse University

WILLIAM AUSTIN, *Instructor in Physical Education*  
B.A., Trenton State College  
M.S., Indiana University

ROSCOE BALCH, *Professor of History*  
B.B.A., Seattle University  
M.A., Ph.D., University of Washington

BROTHER JOSEPH L. BELANGER, *Associate Professor of French*  
B.A., Marist College  
M.A., St. John's University  
M.A., Middlebury College

ITALO BENIN, *Assistant Professor of Philosophy*  
Ph.D., Lateran University  
Licentiate, Lateran University

JOSEPH S. BETTENCOURT, JR., *Assistant Professor of Biology*  
B.A., Suffolk University  
M.S., University of New Hampshire

BROTHER MAURICE BIBEAU, *Assistant Professor of Spanish*  
B.A., Marist College  
M.A., St. John's University

CHARLES P. BRAMBILLA, *Lecturer in Sociology*  
A.B., St. Michael's College  
M.A., Catholic University of America  
M.S.S., Fordham University

SIGRID BRANDIS, *Lecturer in German*  
Diploma, Pedagogische Hochschule

BROTHER KEVIN CAROLAN, *Associate Professor of Mathematics*  
B.A., Marist College  
M.S., St. John's University

THOMAS W. CASEY, *Assistant Professor of Philosophy*  
B.A., Oblate Seminary  
M.A., Fordham University

JAMES COOMBS, *Lecturer in Business*  
B.A., Marist College  
LL.B., Albany Law School

BROTHER STEPHEN LUKE COX, *Instructor in English*  
B.A., Marist College  
M.A., Hunter College

WILLIAM CUMMINGS, *Lecturer in Chemistry*  
B.S., Providence College  
Ph.D., University of Connecticut

DANIEL CURTIN, *Lecturer in Business*  
B.S., University of Florida  
D.J., University of Florida Law School

- BROTHER BRIAN H. DESILETS, *Associate Professor of Physics*  
 B.A., Marist College  
 M.A., St. John's University  
 M.S., New York University  
 Ph.D., Catholic University of America
- BROTHER KEVIN DONOHUE, *Assistant Professor of Philosophy*  
 B.A., Marist College  
 M.A., Fordham University
- D. A. DRENNEN, *Professor of Philosophy*  
 B.A., M.A., Ph.D., Fordham University
- WILLIAM R. EIDLE, *Assistant Professor of Psychology*  
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 M.A., Ph.D., Fordham University
- HELMY EL-SHERIF, *Lecturer in Physics*  
 B.S.E.E., Ain Shams University  
 M.Sc., Ph.D.E.E., Michigan State University
- JAMES B. FAY, *Lecturer in Business*  
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 M.B.A., St. Bernardine of Siena College
- E. RIMAI FISHER, *Artist in Residence*  
 B.A., Hunter College
- BROTHER AIDAN FRANCIS FLANAGAN, *Instructor in Theology*  
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 M.Sc., University of Vermont  
 Ph.D., University of Florida
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 M.A., Hunter College
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 M.B.A., Harvard Graduate School of Business
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 B.A., Vassar College  
 Certificate, University of Florence, Italy
- HOWARD GOLDMAN, *Associate Professor of Physical Education*  
 B.S. in Ed., Teachers College at Cortland  
 M.S. in P.Ed., Doctor of P.Ed., Indiana University
- FRANÇOISE B. GREGG, *Assistant Professor of French*  
 Baccalauréat Latin-Greek, Philosophy, Caen  
 Licence en Droit, Caen  
 Doctorat en Droit, Paris  
 Ph.D., Columbia University
- JOHN J. GRIFFIN, *Assistant Professor of Economics*  
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 M.B.A., New York University
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 M.A., Boston College
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 M.S., Ph.D., University of Illinois
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 M.A., Ph.D., Princeton University
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M.S., State University of New York at Albany

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L.L., Universidad Central Madrid, Spain  
M.N., Escuela Normal Pamplona, Pedagogy

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M.A., Catholic University of America

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Ph.D., University of New Hampshire

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Ph.D., University of Colorado

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 M.A., Manhattan College
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 B.A., Iona College  
 M.A., Hunter College
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 M.A., Catholic University
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 M.S., University of New Mexico
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 M.S., Pennsylvania State University
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 Fulbright Fellow, Italy
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M.S., Rutgers University

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

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M.A., Columbia University  
Th.D., General Theological Seminary

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M.S., M.A., Fordham University

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 LEONARD OLSON . . . . . *Cross Country Coach, Track Coach*  
 JERRY PATRICK . . . . . *Wrestling Coach*  
 RONALD PETRO . . . . . *Basketball Coach, Tennis Coach*  
 JEROME REMENICKY . . . . . *Sailing Coach*  
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 JAMES BRITT . . . . . *Director of Dramatics*

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

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

Inquiries should be addressed as follows:

ADMISSION to the freshman class or with advanced standing, information about SCHOLARSHIPS and GRANTS-IN-AID for entering students and requests for catalogs: the Director of Admissions.

SCHOLARSHIPS and LOAN FUNDS for students in college: the Registrar.

PAYMENT of college bills: the Business Manager.

ACADEMIC WORK of students: the departmental chairman or the Academic Dean.

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

Requirements for GRADUATION: the Registrar.

CAMPUS AND OFF-CAMPUS EMPLOYMENT: the Placement Office.

GIFTS or bequests: the President.

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PUBLIC RELATIONS: the Director of Development.

STUDENT ACTIVITIES: the Dean of Men or the President of the Student Council.

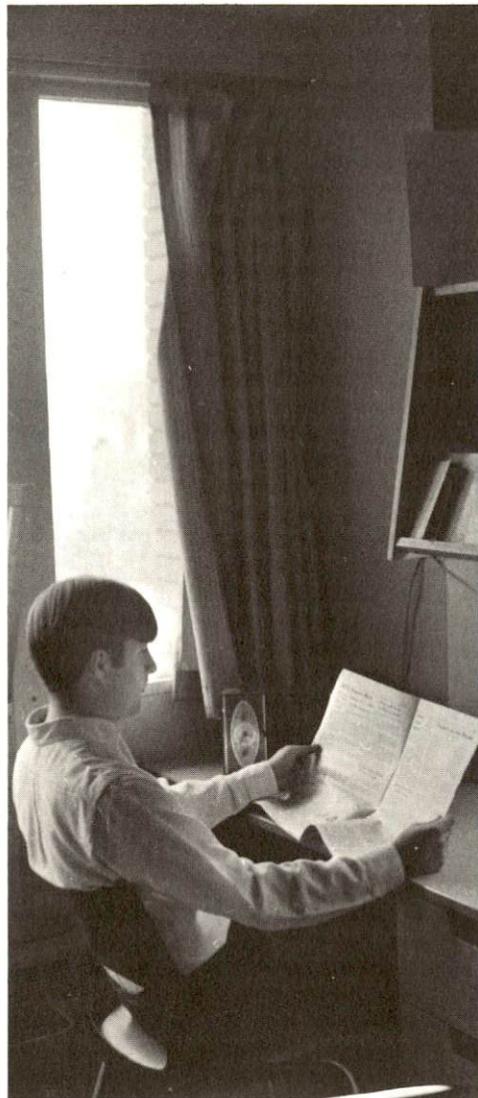


# STUDENT ROSTER

## CLASS OF 1972

Ahern, Jeremiah	<i>Farmingdale, N.Y.</i>	Campion, Denis W.	<i>Bronxville, N.Y.</i>	Del Maestro, Raymond	<i>Long Island City, N.Y.</i>
Alberti, George L.	<i>Hampton Bays, N.Y.</i>	Campion, William F.X.	<i>Bronxville, N.Y.</i>	Demboski, Maryanne	<i>Tivoli, N.Y.</i>
Alfano, Charles J.	<i>Newburgh, N.Y.</i>	Canale, Leo John	<i>Bronx, N.Y.</i>	Deucher, William A.	<i>No. Massapequa, L.I., N.Y.</i>
Alwon, Dennis	<i>Brooklyn, N.Y.</i>	Cappio, Daniel E.	<i>Manhasset, L.I., N.Y.</i>	Dicarlo, Frank	<i>Flushing, N.Y.</i>
Ambury, James M., Jr.	<i>Beacon, N.Y.</i>	Carey, William J.	<i>Poughkeepsie, N.Y.</i>	Dicarluccio, George	<i>Bronx, N.Y.</i>
Anderson, Richard C.	<i>Middle Village, N.Y.</i>	Carniaux, Robert F.	<i>Bayside, N.Y.</i>	Disciglio, Michael J.	<i>Newburgh, N.Y.</i>
Anderson, William	<i>Middle Village, N.Y.</i>	Carrubba, Louis	<i>Poughkeepsie, N.Y.</i>	Doherty, Kevin J.	<i>Bethpage, N.Y.</i>
Argentieri, Michael	<i>Jamaica Estates, N.Y.</i>	Casale, Glenn	<i>Beacon, N.Y.</i>	Dominguez, Richard	<i>New York, N.Y.</i>
Baker, William Vern	<i>Seneca Falls, N.Y.</i>	Casey, Michael	<i>Rhinebeck, N.Y.</i>	Donahue, Robert E.	<i>Yorktown Heights, N.Y.</i>
Bala, Richard C.	<i>White Plains, N.Y.</i>	Cella, Barbara J.	<i>Huntington, N.Y.</i>	Donnelly, Kevin P.	<i>New Milford, N.J.</i>
Barone, James	<i>Albany, N.Y.</i>	Cerulli, Ralph A.	<i>Astoria, N.Y.</i>	Durkin, Brian J.	<i>Mt. Vernon, N.Y.</i>
Barry, John Wade	<i>Sayville, L.I., N.Y.</i>	Cherry, Patrick	<i>Poughkeepsie, N.Y.</i>	Egan, Dennis	<i>Flushing, N.Y.</i>
Bassi, George A.	<i>Wingdale, N.Y.</i>	Ciepcielinski, William	<i>Rockville Center, N.Y.</i>	Farina, John Edward	<i>New Britain, Conn.</i>
Beaudette, Bruce M.	<i>Schenectady, N.Y.</i>	Clare, Edward	<i>Tappan, N.Y.</i>	Fenton, Neal Donald	<i>Douglaston, N.Y.</i>
Benedict, Bruce C.	<i>Poughkeepsie, N.Y.</i>	Clarke, Charles	<i>Wheeling, W. Va.</i>	Ferrone, Joseph V.	<i>Beacon, N.Y.</i>
Bennici, Joseph	<i>Highland, N.Y.</i>	Clarke, Raymond	<i>Flushing, N.Y.</i>	Fuentes, Robert	<i>Bronx, N.Y.</i>
Benvie, Michael G.	<i>Pleasant Valley, N.Y.</i>	Clarry, Edmund J.	<i>No. Babylon, N.Y.</i>	Fickel, William	<i>Hyde Park, N.Y.</i>
Bevilacqua, Joseph A.	<i>Miami, Florida</i>	Coda, Vincent	<i>Kingston, N.Y.</i>	Fitzgerald, Gerald J.	<i>Lynbrook, L.I., N.Y.</i>
Blum, Henry	<i>Tivoli, N.Y.</i>	Colliton, Ellsworth	<i>Rockville Center, N.Y.</i>	Fitzpatrick, Thomas	<i>Troy, N.Y.</i>
Bojsrski, Stanley A.	<i>Fonda, N.Y.</i>	Condon, Michael C.	<i>Staten Island, N.Y.</i>	Fleming, John E.	<i>New York, N.Y.</i>
Boland, Timothy F.	<i>Cornwall, N.Y.</i>	Connolly, Edward W.	<i>Milford, Conn.</i>	Flournoy, Edward	<i>St. Albans, N.Y.</i>
Bowden, Donald Lee	<i>Miami, Florida</i>	Cooke, Emmett	<i>Levittown, N.Y.</i>	Foley, John Francis	<i>Canaan, Conn.</i>
Boyd, William	<i>Malverne, N.Y.</i>	Corcoran, John H.	<i>Poughkeepsie, N.Y.</i>	Forti, Paul	<i>E. Hanover, N.J.</i>
Brook, Robert	<i>Ballston Lake, N.Y.</i>	Cosentino, James	<i>Richmond Hill, N.Y.</i>	Frail, Kevin James	<i>Bronx, N.Y.</i>
Brown, James G.	<i>Long Island City, N.Y.</i>	Costas, Stella	<i>Beacon, N.Y.</i>	Franchino, Thomas	<i>West Nyack, N.Y.</i>
Bubenko, John S.	<i>Haverstraw, N.Y.</i>	Costello, Richard J.	<i>Eastchester, N.Y.</i>	Fredreck, John C.	<i>Brooklyn, N.Y.</i>
Bunten, Peter A.	<i>Poughkeepsie, N.Y.</i>	Courtenay, John	<i>Long Island City, N.Y.</i>	Gale, William T.	<i>Catonsville, Md.</i>
Burke, Martin J.	<i>Troy, N.Y.</i>	Curtin, Dennis	<i>Levittown, N.Y.</i>	Geary, Elizabeth A.	<i>Kingston, N.Y.</i>
Burnett, Marc G.	<i>Newburgh, N.Y.</i>	Daly, James E.	<i>Massapequa, N.Y.</i>	Geisel, Robert E.	<i>Woodhaven, N.Y.</i>
Burns, Gerard T.	<i>No. Babylon, N.Y.</i>	Darcy, John A.	<i>Beacon, N.Y.</i>	Gerbes, Frank Paul	<i>Newburgh, N.Y.</i>
Burrell, Steven	<i>Smithtown, N.Y.</i>	D'Arienzo, Stephen C.	<i>Rochester, N.Y.</i>	Glancey, Bryan E.	<i>Hyde Park, N.Y.</i>
Burrell, William J.	<i>Staten Island, N.Y.</i>	Davis, Richard H.	<i>Leonia, N.J.</i>	Glennon, John	<i>Levittown, N.Y.</i>
Caldera, Lucile F.	<i>Poughkeepsie, N.Y.</i>	De Cabia, Paul D.	<i>Huntington, N.Y.</i>	Goldwitz, Samuel	<i>Poughkeepsie, N.Y.</i>
Calhoun, Peter	<i>Brooklyn, N.Y.</i>	Decintio, Anthony J.	<i>Tuckahoe, N.Y.</i>	Gordon, John	<i>Staten Island, N.Y.</i>
Callaghan, Sr. Mary	<i>New York, N.Y.</i>	Decker, Gregg M.	<i>Poughkeepsie, N.Y.</i>	Grady, John W.	<i>Rockville Center, N.Y.</i>
Callan, Stephen R.	<i>Yonkers, N.Y.</i>	Degrاندis, Philip E.	<i>Poughkeepsie, N.Y.</i>	Grady, Matthew J.	<i>Brooklyn, N.Y.</i>
		Dellay, Kathleen A.	<i>New Paltz, N.Y.</i>	Green, James	<i>Brooklyn, N.Y.</i>

Greenough, Joseph A. *Baldwin, N.Y.*  
 Gregory, Daniel T. *Yorktown Heights, N.Y.*  
 Haab, Arthur F. *Floral Park, L.I., N.Y.*  
 Habernig, Michael D. *Kingston, N.Y.*  
 Haedrich, William *Plainfield, N.J.*  
 Haggerty, William T. *Sound Beach, N.Y.*  
 Hall, James *Richmond Hill, N.Y.*  
 Hallihan, John P. *Canaan, Conn.*  
 Hand, John Edward *Yorktown Heights, N.Y.*  
 Harrington, Thomas *Rockville Center, L.I., N.Y.*  
 Healy, Timothy *Massapequa Park, L.I., N.Y.*  
 Henderson, Pamela *Poughkeepsie, N.Y.*  
 Heubeck, Michael *Washington, D.C.*  
 Hines, Robert R. *Flushing, N.Y.*  
 Hirschmugl, Garrett *Wappingers Falls, N.Y.*  
 Hollis, Stanley J. *Cambridge, Mass.*  
 Huttel, William *Poughquag, N.Y.*  
 Inch, Leslie J., Jr. *Long Beach, N.Y.*  
 Jakob, Joseph *Staten Island, N.Y.*  
 Johnson, Nancy A. *Poughkeepsie, N.Y.*  
 Johnson, William J. *Rockville Center, N.Y.*  
 Johnston, Arthur A. *E. Meadow, L.I., N.Y.*  
 Jones, Gary F. *Albertson, N.Y.*  
 Kaczor, Ronald *Union, N.J.*  
 Kaiser, Peter G., Jr. *Levittown, N.Y.*  
 Karges, William *Wheeling, W. Va.*  
 Kearney, Kathleen *Staatsburg, N.Y.*  
 Keating, Robert M. *Hyde Park, N.Y.*  
 Keeler, Scott H. *Wappingers Falls, N.Y.*  
 Keenan, John F. *No. Massapequa, L.I., N.Y.*  
 Kelly, Robert J. *Riverdale, N.J.*  
 Kelly, Stephen T. *Copiapue, N.Y.*  
 Kiernan, Bryce *Beacon, N.Y.*  
 Kiesel, Gerald *Bethpage, N.Y.*  
 Kilduff, Edward S. *Flushing, N.Y.*  
 Kimma, Jeffrey C. *Holmes, N.Y.*  
 Kozlowski, Paul *Maspeth, N.Y.*  
 Kren, Richard J. *Ulster Park, N.Y.*



La Catena, Martin *Newburgh, N.Y.*  
 La Combe, Peter J. *Massapequa, N.Y.*  
 Landolfé, James L. *White Plains, N.Y.*  
 Larkin, Leo James *Forest Hills, N.Y.*  
 Lavalée, Lawrence *Winooski, Vermont*  
 Lavelle, Robert F. *Beacon, N.Y.*  
 Lebel, Richard C. *Ogdensburgh, N.Y.*  
 Lee, Thomas *Yonkers, N.Y.*  
 Lehman, Glenn *Jersey City, N.J.*  
 Lenec, Zwenyslawa *Poughkeepsie, N.Y.*  
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 Le Roux, Malcolm J., Jr. *W. Hempstead, N.Y.*  
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 Longobardi, William *Schenectady, N.Y.*  
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 McDonald, Thomas F. *Hempstead, L.I., N.Y.*  
 McElroy, Joseph *Rockville Center, N.Y.*  
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 McKee, Joseph *Pearl River, N.Y.*  
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 McKinnon, William *Massapequa, N.Y.*  
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 McLoughlin, James J. *Central Islip, L.I., N.Y.*  
 McMackin, Terence *New Milford, N.J.*  
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 Mannese, Joseph J. *Milton, N.Y.*  
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 Matos, Arturo *New York, N.Y.*  
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 Mazzarelli, Frank C. *Newburgh, N.Y.*  
 Mikula, William J. *Poughkeepsie, N.Y.*  
 Mikus, Patricia F. *La Grangeville, N.Y.*  
 Milligan, Murray J. *Beacon, N.Y.*

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Mooney, Gloria W.	<i>Wheaton, Maryland</i>	Rafferty, Michael R.	<i>Lido Beach, L.I., N.Y.</i>	Stanley, Robert G.	<i>Forest Hills, N.Y.</i>
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Mungo, Dennis	<i>Lawrence, Mass.</i>	Riley, Chris A.	<i>Newton Falls, N.Y.</i>	Szczykowski, Frances	<i>Kingston, N.Y.</i>
Murin, Gregory M.	<i>Poughkeepsie, N.Y.</i>	Riordan, Michael	<i>Ozone Park, N.Y.</i>	Taggart, Vincent	<i>Williston Park, N.Y.</i>
Murphy, Michael J.	<i>New Hyde Park, N.Y.</i>	Rivera, George	<i>Brooklyn, N.Y.</i>	Tallevi, Richard W.	<i>Mamaroneck, N.Y.</i>
Musso, Pater Alan	<i>Bethpage, L.I., N.Y.</i>	Rohde, Wayne	<i>Babylon, N.Y.</i>	Tamburello, Paul	<i>Elmont, N.Y.</i>
Neidert, Gary	<i>Wheeling, W. Va.</i>	Romito, William P.	<i>Mountainside, N.J.</i>	Tierney, Thomas E.	<i>Bronx, N.Y.</i>
Ne Jame, Linda T.	<i>Poughkeepsie, N.Y.</i>	Rondon, Gerald	<i>Bronx, N.Y.</i>	Toner, Patrick D.	<i>Elmhurst, N.Y.</i>
Nerrie, Brian L.	<i>Beacon, N.Y.</i>	Rowland, Raymond	<i>Coral Gables, Fla.</i>	Torrey, Martin	<i>Chatham, N.Y.</i>
Nestler, Richard J.	<i>Harrison, N.Y.</i>	Sales, Walter	<i>Fanwood, N.J.</i>	Tracey, Patrick C.	<i>Demarest, N.J.</i>
Niccolls, Walter E.	<i>Hicksville, N.Y.</i>	Santimauro, Edward M.	<i>Flushing, N.Y.</i>	Trahan, Robert N., Jr.	<i>Salisbury, Conn.</i>
Nolan, Joseph	<i>Queens Village, N.Y.</i>	Sarsfield, James D.	<i>Jackson Heights, N.Y.</i>	Trainor, Francis M.	<i>Brooklyn, N.Y.</i>
Norton, Raymond	<i>Manchester, Conn.</i>	Sawicki, Stephen	<i>Bayside, N.Y.</i>	Trank, Joseph W., Jr.	<i>New York, N.Y.</i>
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O'Brien, Kevin P.	<i>Rochester, N.Y.</i>	Schabot, Alfred	<i>Kingston, N.Y.</i>	Velez, Edward E.	<i>New York, N.Y.</i>
O'Brien, Matthew J.	<i>Rochester, N.Y.</i>	Schenck, Charles L.	<i>Charleston, S.C.</i>	Volk, Robert F.	<i>Kingston, N.Y.</i>
O'Leary, Daniel	<i>Staatsburg, N.Y.</i>	Scherer, Ruth Louise	<i>Connelly, N.Y.</i>	Walaszek, Peter E.	<i>Hyde Park, N.Y.</i>
Olen, Paul	<i>Ruby, N.Y.</i>	Schmid, Mark J.	<i>Collingswood, N.J.</i>	Waldbillig, Donald	<i>Albany, N.Y.</i>
Olin, Janet D.	<i>Poughkeepsie, N.Y.</i>	Scott, Francis W.	<i>Dover Plains, N.Y.</i>	Walsh, Michael J.	<i>New York, N.Y.</i>
Paino, Michael A.	<i>Oxford, N.Y.</i>	Scott, Joseph T.	<i>New Milford, N.J.</i>	Walsh, Thomas A.	<i>Lynbrook, L.I., N.Y.</i>
Paggi, Michael	<i>Wappingers Falls, N.Y.</i>	Scotti, Patricia E.	<i>Poughkeepsie, N.Y.</i>	Walsh, Thomas E.	<i>Newburgh, N.Y.</i>
Palumbo, Ronald	<i>Wappingers Falls, N.Y.</i>	Seeley, Gerard	<i>Wappingers Falls, N.Y.</i>	Walsh, William	<i>Staten Island, N.Y.</i>
Panzarella, Paul A.	<i>Valley Stream, N.Y.</i>	Seibert, Robert	<i>No. Babylon, N.Y.</i>	Weis, John H.	<i>W. Orange, N.J.</i>
Parcells, Patrick R.	<i>Beacon, N.Y.</i>	Sepe, Christine	<i>Millbrook, N.Y.</i>	Werner, Robert	<i>Ann Arbor, Mich.</i>
Pasi, Raymond	<i>Williston Park, N.Y.</i>	Sereda, Charles	<i>Glenham, N.Y.</i>	Westfall, Gary	<i>Delanson, N.Y.</i>
Pearson, Ronald	<i>New York, N.Y.</i>	Shackel, Stephen P.	<i>Port Washington, N.Y.</i>	Whiteman, John P.	<i>Seaford, N.Y.</i>
Person, Walter	<i>Poughkeepsie, N.Y.</i>	Shupe, Donald A.	<i>Beacon, N.Y.</i>	Wildner, Gerard A.	<i>Middletown, N.Y.</i>
Pezzo, Michael J.	<i>Becket, Mass.</i>	Silas, Rudolph	<i>Bronx, N.Y.</i>	Wilkens, James F.	<i>Brooklyn, N.Y.</i>
Phillips, James	<i>Coram, N.Y.</i>	Singer, David	<i>Wheeling, W. Va.</i>	Wilson, Joseph	<i>Port Jervis, N.Y.</i>
Philpott, Robert J.	<i>Middletown, N.J.</i>	Small, James W.	<i>Glen Cove, N.Y.</i>	Wintenburg, John H.	<i>Poughkeepsie, N.Y.</i>
Pope, Gregory	<i>Bronx, N.Y.</i>	Smigelski, Joseph G.	<i>Hyde Park, N.Y.</i>	Wixon, Dennis	<i>Lagrangeville, N.Y.</i>
Porter, William R.	<i>Albany, N.Y.</i>	Smith, Jerome	<i>Wheeling, W. Va.</i>	Wixon, Richard	<i>Lagrangeville, N.Y.</i>
Potenza, William J.	<i>Schenectady, N.Y.</i>	Smith, Michael A.	<i>Newburgh, N.Y.</i>	Wunsch, Robert	<i>W. Hempstead, N.Y.</i>
Powers, Matthew	<i>Bronx, N.Y.</i>	Smith, Robert J.	<i>Queens Village, N.Y.</i>	Wynne, Brian	<i>Brooklyn, N.Y.</i>
Pratt, Susan M.	<i>Poughkeepsie, N.Y.</i>	Soyka, Matthew A.	<i>Poughkeepsie, N.Y.</i>	Zangle, Thomas W.	<i>Brooklyn, N.Y.</i>
Pray, Virginia M.	<i>Hyde Park, N.Y.</i>	Spellman, Robert M.	<i>Brooklyn, N.Y.</i>	Zelinski, Daniel A.	<i>Cutchogue, L.I., N.Y.</i>
Pucino, Michael D.	<i>Newburgh, N.Y.</i>				

## CLASS OF 1971

Abbate, Martin A.	<i>Highland, N.Y.</i>
Abramoski, Lawrence G.	<i>Commack, N.Y.</i>
Ackerson, William	<i>Staten Island, N.Y.</i>
Adam, William	<i>Fishkill, N.Y.</i>
Adney, Kenneth J.	<i>Poughkeepsie, N.Y.</i>
Adrat, Dennis M.	<i>Williston Park, N.Y.</i>
Ahearn, Dennis	<i>Port Ewen, N.Y.</i>
Ahmes, Richard	<i>Jamaica, N.Y.</i>
Altieri, Kenneth	<i>Highland, N.Y.</i>
Andreano, Nicholas	<i>Lodi, N.J.</i>
Andrew, Michael F.	<i>Binghamton, N.Y.</i>
Aridas, James W.	<i>Greenlawn, N.Y.</i>
Armstrong, John	<i>Franklin Sq., N.Y.</i>
Asaph, Raymond T.	<i>Hicksville, N.Y.</i>
Auchmoody, Jeffrey	<i>Poughkeepsie, N.Y.</i>
Bagar, Thomas	<i>Glen Rock, N.J.</i>
Bardugone, Frank	<i>Trumbull, Conn.</i>
Barker, Anthony R.	<i>Bronx, N.Y.</i>
Barry, Edwin	<i>Berlin, N.J.</i>
Basirico, Laurence	<i>Jamaica, N.Y.</i>
Basso, George	<i>Staten Island, N.Y.</i>
Bauer, Stephen J.	<i>Bronx, N.Y.</i>
Baumbach, Francis R.	<i>Mineola, N.Y.</i>
Becker, Donald P.	<i>Mineola, N.Y.</i>
Belby, Louis C.	<i>Maywood, N.J.</i>
Bell, Michael E.	<i>Newburgh, N.Y.</i>
Berger, Max	<i>Poughkeepsie, N.Y.</i>
Bergin, Robert W.	<i>New Hyde Park, N.Y.</i>
Berinato, Ann	<i>Hughsonville, N.Y.</i>
Berkley, Dennis	<i>Poughkeepsie, N.Y.</i>
Bickard, Edward	<i>Hicksville, N.Y.</i>
Bockstahler, Paul	<i>Binghamton, N.Y.</i>
Borski, Jerome	<i>Bayonne, N.J.</i>
Breen, Michael J.	<i>Elmont, N.Y.</i>
Brewer, John F.	<i>Central Islip, N.Y.</i>
Britt, James W.	<i>Poughkeepsie, N.Y.</i>
Brown, Stephen	<i>Hicksville, N.Y.</i>
Browne, Paul J.	<i>Bronx, N.Y.</i>



Buckley, Thomas	<i>Garden City, N.Y.</i>
Buffardi, Nicholas	<i>Island Pk., N.Y.</i>
Bukantis, Robert T.	<i>Yorktown Heights, N.Y.</i>
Burger, Donald K.	<i>Poughkeepsie, N.Y.</i>
Busterna, Charles	<i>Woodhaven, N.Y.</i>
Byrnes, Robert M.	<i>Bayside, N.Y.</i>
Carlson, Kenneth J.	<i>Jamaica, N.Y.</i>
Castellane, William	<i>Brooklyn, N.Y.</i>
Catucci, Giacomo D.	<i>Poughkeepsie, N.Y.</i>
Cedeno, Douglas	<i>Holliswood, N.Y.</i>
Chesman, Michael	<i>Newburgh, N.Y.</i>
Claire, Dennis D.	<i>Patchogue, N.Y.</i>
Corredine, Robert	<i>Carona, N.Y.</i>
Craft, Lawrence	<i>Wappingers Falls, N.Y.</i>
Crifasi, Paul R.	<i>Staten Island, N.Y.</i>
Cronin, Stephen	<i>E. Providence, R.I.</i>
Cullen, John A.	<i>Seaford, N.Y.</i>
Dalmer, Peter	<i>Rhinebeck, N.Y.</i>
D'Arcy, John D.	<i>Poughkeepsie, N.Y.</i>
Dawson, George J.	<i>Albany, N.Y.</i>
Delisle, Joseph	<i>Brooklyn, N.Y.</i>
Dellarocca, Gerald	<i>Albany, N.Y.</i>
Derosa, David J.	<i>Staten Island, N.Y.</i>
Desjardins, Mark L.	<i>Holland Patent, N.Y.</i>
Devine, Kevin	<i>Queens Village, N.Y.</i>
Dicarpio, Ralph	<i>Yonkers, N.Y.</i>
Diffley, John	<i>Woodhaven, N.Y.</i>
Dillon, Thomas F.	<i>Brooklyn, N.Y.</i>
Donaldson, Robert	<i>Bronx, N.Y.</i>
Doyle, Thomas K.	<i>Bayville, L.I., N.Y.</i>
Draves, Cornelius J.	<i>Saratoga Springs, N.Y.</i>
Dudek, Daniel W.	<i>Farmingdale, N.Y.</i>
Dunham, Daniel R.	<i>Highland, N.Y.</i>
Dutka, Richard J.	<i>Staten Island, N.Y.</i>
Eaton, James A.	<i>Gloversville, N.Y.</i>
Eisenhardt, John F.	<i>Poughkeepsie, N.Y.</i>
Eisenman, Gerard P.	<i>Bridgeport, Conn.</i>
Emery, Louis D.	<i>Poughkeepsie, N.Y.</i>
Emken, Frederick J.	<i>Albertson, N.Y.</i>
Fantauzzi, James M.	<i>Mechanicville, N.Y.</i>
Fantauzzi, Michael S.	<i>Mechanicville, N.Y.</i>

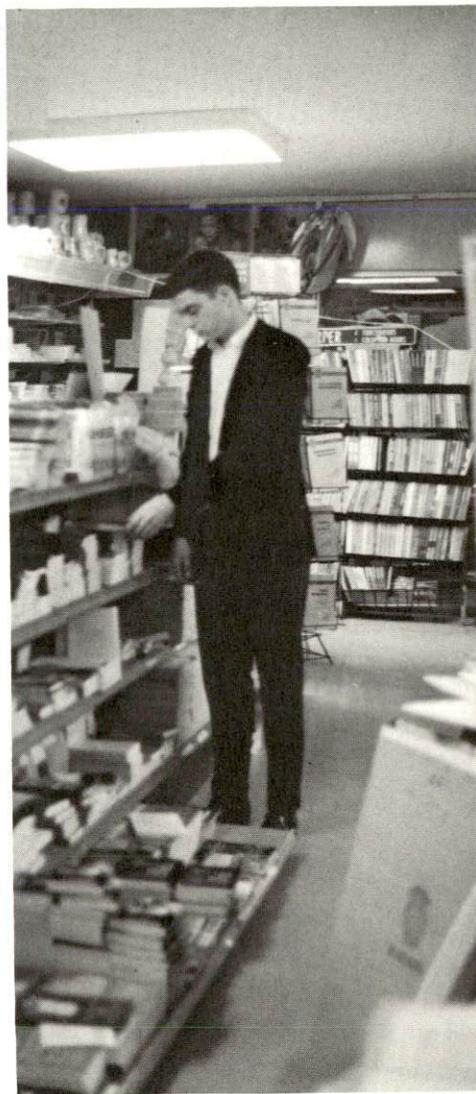
Farina, Robert F.	<i>New Hyde Park, N.Y.</i>	Hawd, Robert	<i>Rosedale, N.Y.</i>	Lester, Daniel	<i>Irvington, N.J.</i>
Fay, Roger E.	<i>Bergenfield, N.J.</i>	Heaney, James K.	<i>Centerport, N.Y.</i>	Lobosco, Charles M.	<i>Albany, N.Y.</i>
Fazziola, Peter	<i>Middleville, N.Y.</i>	Hesko, John E.	<i>Queens Village, N.Y.</i>	Long, Walter C.	<i>Hicksville, L.I., N.Y.</i>
Fell, Harold, Jr.	<i>Red Hook, N.Y.</i>	Hinchey, Donald M.	<i>Woodhaven, N.Y.</i>	Longendyke, Gerald	<i>Kingston, N.Y.</i>
Ferrara, Thomas F.	<i>Staten Island, N.Y.</i>	Holl, Manfred	<i>Poughkeepsie, N.Y.</i>	Lorefice, Richard	<i>Poughkeepsie, N.Y.</i>
Ferry, Richard E.	<i>Mahwah, N.J.</i>	Holt, John J.	<i>Bronx, N.Y.</i>	Loverso, Vincent	<i>Ardonia, N.Y.</i>
Fil, William A.	<i>Wappingers Falls, N.Y.</i>	Howard, George	<i>Bayonne, N.J.</i>	Lyons, Robert M.	<i>Newark, N.Y.</i>
Finnegan, John F.	<i>Plainview, L.I., N.Y.</i>	Howe, Gregory L.	<i>Jersey City, N.J.</i>	McCauley, Robert	<i>Oceanside, N.Y.</i>
Fitterer, Joseph	<i>Mineola, N.Y.</i>	Hultzen, Peter J.	<i>Larchmont, N.Y.</i>	McClinchy, James P.	<i>Middle Village, N.Y.</i>
Fitzsimons, Donald	<i>Hyde Park, N.Y.</i>	Hustis, W. Bruce	<i>Fishkill, N.Y.</i>	McCollum, Helen M.	<i>Hyde Park, N.Y.</i>
Fleming, Patrick	<i>Cambria Heights, N.Y.</i>	Jones, Russell C.	<i>Central Islip, N.Y.</i>	McDermott, Joseph	<i>Hicksville, N.Y.</i>
Flood, Brian	<i>Middletown, N.J.</i>	Judge, David D.	<i>Highland, N.Y.</i>	McDonnell, John	<i>River Edge, N.J.</i>
Flood, Kevin J.	<i>Staten Island, N.Y.</i>	Jurina, Raymond P.	<i>Hopewell Jct., N.Y.</i>	McGowan, Terrence	<i>Yonkers, N.Y.</i>
Fogarty, Edward	<i>Brooklyn, N.Y.</i>	Kaley, John F.	<i>Ridgewood, N.Y.</i>	McInerow, Walter D.	<i>Utica, N.Y.</i>
Franco, Charles J.	<i>Modena, N.Y.</i>	Kassenbaum, Peter	<i>Merrick, N.Y.</i>	McLoughlin, James	<i>Massapequa, N.Y.</i>
Fratto, Louis J.	<i>Newburgh, N.Y.</i>	Kavanagh, John J.	<i>Port Washington, N.Y.</i>	McNeely, Michael	<i>Huntington, N.Y.</i>
Gagnon, Ronald	<i>Gloucester, Mass.</i>	Kawina, William	<i>Zambia</i>	McPeake, Charles	<i>Valley Stream, N.Y.</i>
Galbraith, Kevin	<i>Richmond Hill, N.Y.</i>	Kearney, John E.	<i>Smithtown, N.Y.</i>	McSherry, Patrick	<i>Paterson, N.J.</i>
Gallagher, John	<i>New Hyde Park, N.Y.</i>	Kelly, James P.	<i>Huntington, N.Y.</i>	Malavet, Gerald	<i>New Monmouth, N.J.</i>
Garger, Stephen	<i>Williston Park, N.Y.</i>	Kelly, Robert T.	<i>Queens Village, N.Y.</i>	Manning, Raymond J.	<i>West Islip, L.I., N.Y.</i>
Gartland, William J.	<i>Poughkeepsie, N.Y.</i>	Kennedy, Raymond P.	<i>Levittown, N.Y.</i>	Marcel, Richard J.	<i>Oceanside, N.Y.</i>
Gatto, Anthony	<i>Peekskill, N.Y.</i>	Kennedy, Raymond L.	<i>Seafood, N.Y.</i>	Martin, David	<i>Binghamton, N.Y.</i>
Gaudet, Pierre F.	<i>Poughkeepsie, N.Y.</i>	Ketcham, Ronald	<i>Beacon, N.Y.</i>	Mauskopf, John P.	<i>Saint James, L.I., N.Y.</i>
Gebbia, Joseph A.	<i>Brooklyn, N.Y.</i>	Key, John G.	<i>Poughkeepsie, N.Y.</i>	Mayerhofer, Robert	<i>Rockville Center, N.Y.</i>
Gestal, Dean P.	<i>Amityville, N.Y.</i>	Kilgallon, John M.	<i>So. Hempstead, N.Y.</i>	Meara, Charles	<i>Bayside, N.Y.</i>
Glennon, Philip	<i>Hasbrouck Heights, N.J.</i>	Kilker, Paul V.	<i>Poughkeepsie, N.Y.</i>	Meehan, Eugene	<i>Flushing, N.Y.</i>
Gordon, David J.	<i>Hurley, N.Y.</i>	King, David E.	<i>Albany, N.Y.</i>	Meyer, Christopher	<i>Rosedale, N.Y.</i>
Graeff, Randall T.	<i>Ramsey, N.J.</i>	Koehler, Leith	<i>Rhinecliff, N.Y.</i>	Micoli, Richard A.	<i>Rochester, N.Y.</i>
Granstrand, Neil	<i>Linden, N.J.</i>	Kopki, Stephen D.	<i>Bayonne, N.J.</i>	Miller, Jerome C.	<i>Baldwin, N.Y.</i>
Gregory, John F.	<i>Brooklyn N.J.</i>	Koske, Gerard W.	<i>New Hyde Park, N.Y.</i>	Miller, Joann	<i>Highland, N.Y.</i>
Grewe, Harold	<i>Northport, N.Y.</i>	Kramer, Vincent G.	<i>East Norwich, N.Y.</i>	Miller, Robert L.	<i>Staten Island, N.Y.</i>
Grogan, Joseph K.	<i>Queens Village, N.Y.</i>	Kudlo, John	<i>Hyde Park, N.Y.</i>	Miressi, Louis	<i>Bronx, N.Y.</i>
Gryczan, Thomas J.	<i>Bayonne, N.J.</i>	Kuhnert, Donald P.	<i>New York, N.Y.</i>	Montville, Harry	<i>Plains, Penn.</i>
Guglielmo, Ronald	<i>Queens Village, N.Y.</i>	Lamagna, Armand	<i>Bronx, N.Y.</i>	Moody, William A.	<i>Newfoundland, N.J.</i>
Gumbs, Stephen W.	<i>Deer Park, L.I., N.Y.</i>	Lanigan, William J.	<i>Beacon, N.Y.</i>	Mooney, T. Brendan	<i>Bronx, N.Y.</i>
Gunn, Richard A.	<i>Mineola, N.Y.</i>	Lapis, Peter	<i>Beacon, N.Y.</i>	Mooney, W. Terrence	<i>Bronx, N.Y.</i>
Gurske, Robert	<i>Scotch Plains, N.J.</i>	Lepore, Linda	<i>Poughkeepsie, N.Y.</i>	Moore, Francis S.	<i>Hicksville, N.Y.</i>
Hackett, Thomas J.	<i>Rockville Center, N.Y.</i>	Larkin, Stephen	<i>Bronx, N.Y.</i>	Morganteen, James T.	<i>Wingdale, N.Y.</i>
Harper, Robert	<i>Bayville, N.Y.</i>	Larsen, Michael A.	<i>Oyster Bay, N.Y.</i>	Muenkel, Raymond L.	<i>Tillson, N.Y.</i>
Harrow, Donald	<i>Bellport, N.Y.</i>	Lasko, Francis X.	<i>Scotia, N.Y.</i>	Mulholland, John J.	<i>Brooklyn, N.Y.</i>
		Leary, James	<i>Brentwood, N.Y.</i>	Mullen, John K.	<i>Binghamton, N.Y.</i>

Murphy, Edmond C. *Garden City, N.Y.*  
 Murphy, Howard *Valley Stream, N.Y.*  
 Murphy, John *Syosset, N.Y.*  
 Murphy, Michael *Pawling, N.Y.*  
 Nash, Terence S. *Little Falls, N.Y.*  
 Neville, Joseph P. *Beacon, N.Y.*  
 Newman, James F. *Williston Park, N.Y.*  
 Nolan, William *Orange, N.J.*  
 Novak, Paul C. *Long Island City, N.Y.*  
 O'Connor, Robert *Manhasset, N.Y.*  
 O'Connor, Robert F. *Ossining, N.Y.*  
 O'Leary, Michael J. *Hyde Park, N.Y.*  
 Oliver, Robert E. *Carmel, N.Y.*  
 O'Loughlin, Kevin *Scotch Plains, N.J.*  
 O'Neill, Edward *Bronx, N.Y.*  
 O'Reilly, Maurice *Great Neck, N.Y.*  
 O'Reilly, William J. *Westbury, N.Y.*  
 Paccione, William V. *Newburgh, N.Y.*  
 Paluszek, Jack *Staten Island, N.Y.*  
 Papp, George *Scotch Plains, N.J.*  
 Parga, Anthony L. *Syosset, N.Y.*  
 Pasuit, Paul H. *Lodi, N.J.*  
 Peck, Edwin *Massapequa, N.Y.*  
 Persely, Kevin J. *Hyde Park, N.Y.*  
 Petrosky, Edward *Albertson, N.Y.*  
 Peyton, Robert G. *Staten Island, N.Y.*  
 Piazza, Salvatore I. *Mahopac, N.Y.*  
 Piccione, Nicholas A. *Valley Stream, N.Y.*  
 Pierri, Peter A. *Lynbrook, N.Y.*  
 Pinna, John *Bronx, N.Y.*  
 Porcaro, Joseph *Bronx, N.Y.*  
 Potenza, Thomas *Cambria Heights, N.Y.*  
 Pugnali, Philip A. *Poughkeepsie, N.Y.*  
 Quinlan, Patrick *Stormville, N.Y.*  
 Radzevich, Michael J. *Amsterdam, N.Y.*  
 Raffaele, Daniel *New Hyde Park, L.I., N.Y.*  
 Randolph, Austin *Mt. Vernon, N.Y.*  
 Regan, Daniel *New York, N.Y.*  
 Rhodes, Michael A. *Highland, N.Y.*  
 Risetto, Andrew *Highland, N.Y.*



Ritzert, Winfield J. *Copiapue, L.I., N.Y.*  
 Riva, David M. *Canaan, Conn.*  
 Roarty, George K. *Bethesda, Maryland*  
 Rogan, Matthew *New York, N.Y.*  
 Rogener, John *Bronx, N.Y.*  
 Romeyn, Merwyn R. *Amsterdam, N.Y.*  
 Rooney, William *Stratford, Conn.*  
 Rothrock, Raymond *Leeds, N.Y.*  
 Rowinski, Mark *Cold Spring, N.Y.*  
 Royce, Edgar *East Norwich, N.Y.*  
 Rubino, Joseph *Newburgh, N.Y.*  
 Runberg, Steven *Opa-Locka, Fla.*  
 Ryan, John *Yorktown Heights, N.Y.*  
 Ryndak, Joseph J. *Kingston, N.Y.*  
 Sacino, Joseph *New York, N.Y.*  
 Salamon, Barbara J. *Milwaukee, Wis.*  
 Sampogna, Dominick *Maspeth, N.Y.*  
 Santoro, George J. *Middle Village, N.Y.*  
 Seccina, Andrew C. *Cold Spring, N.Y.*  
 Schmiemann, John J. *Queens Village, N.Y.*  
 Schultz, Michael J. *Poughkeepsie, N.Y.*  
 Scott, Robert J. *Cambria Heights, N.Y.*  
 Sepe, Stephen *Yonkers, N.Y.*  
 Sessman, Thomas *Miami, Fla.*  
 Sette, Loretta *Poughkeepsie, N.Y.*  
 Sheeley, Glenn *Highland, N.Y.*  
 Smith, Heywood V. *Washington, D.C.*  
 Smith, William A. *Wantagh, N.Y.*  
 Snyder, James *Albany, N.Y.*  
 Sokol, William *Huntington, Conn.*  
 Spenla, William *Fairlawn, N.J.*  
 Stanford, Thomas A. *Middletown, N.Y.*  
 Starzyk, Stephen J. *Poughkeepsie, N.Y.*  
 Staudle, William *Flushing, N.Y.*  
 Steinmeyer, James N. *Glendale, N.Y.*  
 Sterlacci, Vincent M. *Staten Island, N.Y.*  
 Strong, Charles J. *Linden, N.J.*  
 Studva, Peter G. *Middle Village, N.Y.*  
 Sullivan, Gary M. *Schenectady, N.Y.*  
 Sullivan, George *Woodside, N.Y.*  
 Sullivan, Thomas S. *New York, N.Y.*

Tantillo, Anthony *New Paltz, N.Y.*  
 Thomas, Richard *Dover Plains, N.Y.*  
 Thompson, Kenneth D. *New York, N.Y.*  
 Thonack, William G. *Maywood, N.J.*  
 Thorsen, Joseph *Flushing, N.Y.*  
 Tkach, John R. *New Hyde Park, N.Y.*  
 Tortorici, Peter *Syosset, N.Y.*  
 Towers, James *Brooklyn, N.Y.*  
 Tringali, Ezio J. *Astoria, N.Y.*  
 Turowski, William M. *Poughkeepsie, N.Y.*  
 Tynan, Mark F. *Carle Place, N.Y.*  
 Ullrich, Robert C. *Hicksville, N.Y.*  
 Vaccarelli, Anthony *Whitestone, N.Y.*  
 Velez, Dasil E. *New York, N.Y.*  
 Vellucci, Peter T. *Brooklyn, N.Y.*  
 Vitanza, Alfred *Poughkeepsie, N.Y.*  
 Voelker, Thomas *Huntington, L.I., N.Y.*  
 Vogel, Marc *New York, N.Y.*  
 Vossen, William E. *Staten Island, N.Y.*  
 Wagner, Frederick E. *South Nyack, N.Y.*  
 Waldbillig, Thomas *Albany, N.Y.*  
 Walls, Gerard J. *Deer Park, N.Y.*  
 Walsh, Daniel J. *Staten Island, N.Y.*  
 Walsh, John *Long Island City, N.Y.*  
 Wawrzonek, John L. *Poughkeepsie, N.Y.*  
 Weber, Kenneth *Staten Island, N.Y.*  
 Weimer, William G. *Utica, N.Y.*  
 Weit, Eileen M. *Wappingers Falls, N.Y.*  
 Whiteside, Edward F. *Syracuse, N.Y.*  
 Wiley, Brian *Middle Village, N.Y.*  
 Wilson, Thomas *Bellport, N.Y.*  
 Witter, John T. *East Northport, N.Y.*  
 Wolk, Michael J. *Spring Valley, N.Y.*  
 Wynne, John *South Hempstead, N.Y.*  
 Wysowski, Steven *Shelton, Conn.*  
 Yurch, Robert E. *Trumbull, Conn.*

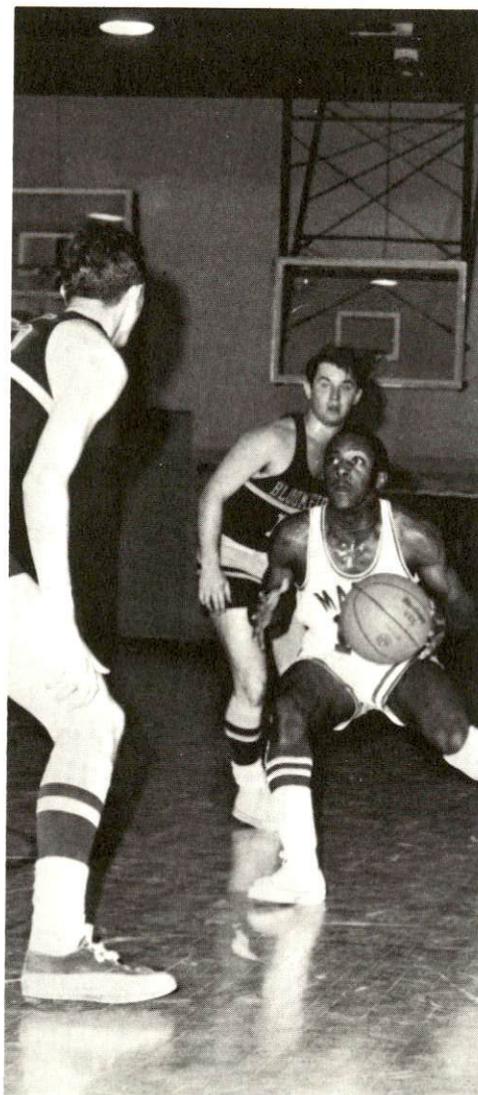


Alessi, Robert S. *Mountainside, N.J.*  
 Angus, Howard F. *Bayonne, N.J.*  
 Apers, Fred J. *Poughkeepsie, N.Y.*  
 Arcieri, Joseph G. *Elmhurst, N.Y.*  
 Aresto, Vito M. *Bronx, N.Y.*  
 Arteaga, Michael J. *Upper Montclair, N.J.*  
 Assenza, Salvatore *Poughkeepsie, N.Y.*  
 Attonito, Francis X. *Westbury, L.I., N.Y.*  
 Baldassarri, K. J. *Bronx, N.Y.*  
 Barry, Richard C. *Sparta, N.J.*  
 Barry, Robert F. *Cambria Heights, N.Y.*  
 Bartucca, Peter J. *Bristol, Conn.*  
 Bauer, Gerard *Bronx, N.Y.*  
 Begley, Vincent J. *Seaford, N.Y.*  
 Bernikow, Piedad A. *Red Hook, N.Y.*  
 Bianco, Matthew J. *Sag Harbor, N.Y.*  
 Bida, Gerald T. *Amenia, N.Y.*  
 Blum, Andrew J. *Tivoli, N.Y.*  
 Blum, Paul *Tivoli, N.Y.*  
 Boschen, Robert *Poughkeepsie, N.Y.*  
 Brooks, Dale *Galesburg, Ill.*  
 Brosnan, Theodore B. *Levittown, N.Y.*  
 Bruno, Richard F. *Flushing, N.Y.*  
 Buckley, Kevin J. *Valley Stream, L.I., N.Y.*  
 Buckley, Robert T. *Flushing, N.Y.*  
 Burke, Robert P. *Forest Hills, N.Y.*  
 Butler, Thomas H. *New Canaan, Conn.*  
 Caiola, Steven J. *Sea Cliff, N.Y.*  
 Camardi, Michael J. *Manhasset, N.Y.*  
 Campbell, Ray J. *Albany, N.Y.*  
 Cappio, Philip *Manhasset, N.Y.*  
 Caramore, Stephen P. *Uniondale, N.Y.*  
 Casey, Michael A. *Poughkeepsie, N.Y.*  
 Cerniglia, Carl E. *Poughkeepsie, N.Y.*  
 Chiwanda, Emmanuel *Malawi*  
 Clancy, John A. *Queens Village, N.Y.*  
 Cleary, Kevin R. *Wappingers Falls, N.Y.*  
 Coffey, James B. *Saugerties, N.Y.*  
 Comunale, Patrick, Jr. *Hartsdale, N.Y.*

## CLASS OF 1970

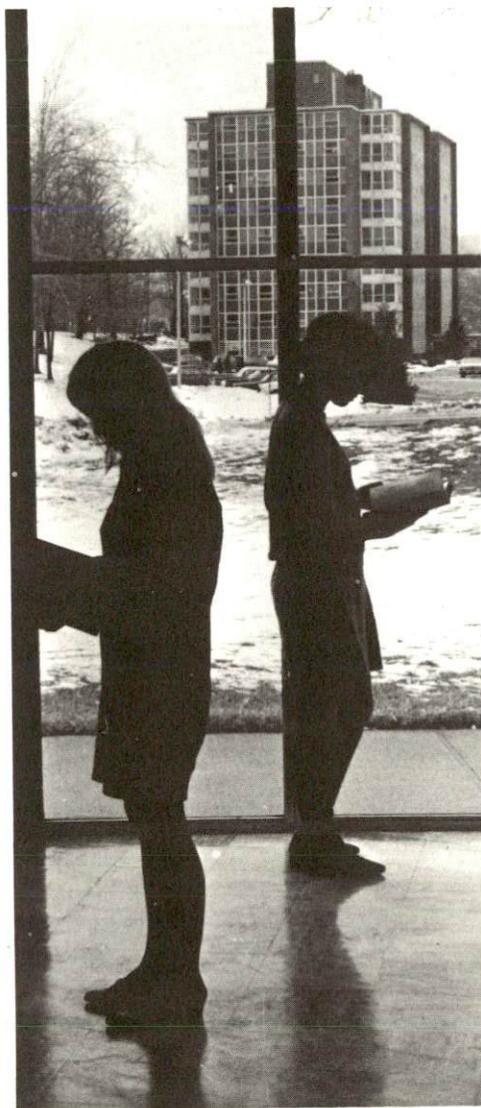
Abbatiello, John J. *Westbury, N.Y.*

Connolly, Arthur R. *West Nyack, N.Y.*  
 Connors, Thomas *Roslyn Harbor, N.Y.*  
 Cooney, Thomas M. *Staten Island, N.Y.*  
 Corcoran, Brian R. *Hempstead, N.Y.*  
 Corcoran, John H. *West Islip, N.Y.*  
 Cotter, William T. *Staten Island, N.Y.*  
 Crawford, Phillip C. *Miami, Fla.*  
 Crowley, Kevin W. *Bronx, N.Y.*  
 Currie, John F. *Highland, N.Y.*  
 D'Arienzo, Lawrence A. *Long Island City, N.Y.*  
 David, Joseph F. *Troy, N.Y.*  
 Desouter, John M. *Johnstown, N.Y.*  
 Detura, Joseph F. *Amsterdam, N.Y.*  
 Devenish, Alan J. *Richmond Hill, N.Y.*  
 Devita, Joseph R. *Poughkeepsie, N.Y.*  
 Diodato, Maria T. *Acon, N.Y.*  
 Dipadova, Arthur A. *Belford, N.J.*  
 Distasio, Anthony A. *Staten Island, N.Y.*  
 Dodge, Cleveland J. *Levittown, N.Y.*  
 Doroski, Alexander *Riverhead, N.Y.*  
 Dorrin, James G. *Flushing, N.Y.*  
 Dourdis, William H. *Poughkeepsie, N.Y.*  
 Downing, Jeremiah M. *Little Neck, N.Y.*  
 Droogan, Cornelius J. *Hyde Park, N.Y.*  
 Dunn, Kenneth M. *Great Neck, N.Y.*  
 D'Urso, Stephen J. *Lawrence, Mass.*  
 Dwyer, Peter J. *Brooklyn, N.Y.*  
 Eagen, William J. *Millbrook, N.Y.*  
 Elder, Deborah L. *Poughkeepsie, N.Y.*  
 Elliott, James D. *Franklin Sq., N.Y.*  
 Evans, Craig *Syracuse, N.Y.*  
 Evans, Ira C. *Poughkeepsie, N.Y.*  
 Fairlie, Brian *Poughkeepsie, N.Y.*  
 Fallon, Andrew J. *Amityville, N.Y.*  
 Farrell, Peter J. *Bronx, N.Y.*  
 Federico, Wayne J. *Hyde Park, N.Y.*  
 Feldman, Steven Paul *Poughkeepsie, N.Y.*  
 Figlia, Frank J. *Bedford Hills, N.Y.*  
 Finn, Gerard C. *Staten Island, N.Y.*  
 Flaherty, Edward J. *Lindenhurst, N.Y.*



Flynn, John J. *Oceanside, L.I., N.Y.*  
 Flynn, Richard E. *Miami, Fla.*  
 Foley, William V. *Folsom, Pa.*  
 Francese, Joseph J. *Mt. Vernon, N.Y.*  
 Furlong, Franklin H. *Albany, N.Y.*  
 Garey, Gerard J. *Wilmington, Del.*  
 Gargaro, Nancy E. *Poughkeepsie, N.Y.*  
 Gasper, Peter W. *Binghamton, N.Y.*  
 Gates, Daniel P. *Trumbull, Conn.*  
 George, Robert D. *Mahopac, N.Y.*  
 Geraci, Joseph M. *Richmond Hill, N.Y.*  
 Gestal, Kenneth L. *Amityville, N.Y.*  
 Gormley, Kevin *No. Merrick, N.Y.*  
 Gould, Paul M. *Newburgh, N.Y.*  
 Gratzel, Stephen J. *Teaneck, N.J.*  
 Grier, Edward M. *Worcester, Mass.*  
 Gunderman, Kurt F. *Uniondale, N.Y.*  
 Hallen, Edward G. *Saratoga Springs, N.Y.*  
 Halliday, Lawrence J. *New Hyde Park, N.Y.*  
 Harris, Robert F. *Carmel, N.Y.*  
 Harrison, Stephen A. *Brooklyn, N.Y.*  
 Havens, Sanford C. *Staten Island, N.Y.*  
 Hayes, Jeremiah J. *Floral Park, N.Y.*  
 Hennessy, Joseph A. *Geneva, N.Y.*  
 Henstebeck, William D. *Fishkill, N.Y.*  
 Herzing, Andrew *Salt Point, N.Y.*  
 Herrera, Jose E. *Laredo, Texas*  
 Hoey, Michael J. *Glens Falls, N.Y.*  
 Hoffay, Thomas R. *Kingston, N.Y.*  
 Huck, Anthony M. *Methuen, Mass.*  
 Hurley, John *New Milford, N.J.*  
 Hyland, Thomas F. *Bronx, N.Y.*  
 Iacobellis, William *Pelham Manor, N.Y.*  
 Iamascia, Joseph P. *Garden City, N.Y.*  
 Imbornone, Francis *Elmhurst, N.Y.*  
 Ingrao, Joseph R. *Bronx, N.Y.*  
 Innocenti, John J. *New York, N.Y.*  
 Jarvis, George N. *Bellerose, N.Y.*  
 Jessen, George *New City, N.Y.*  
 Johnson, James C. *Wappingers Falls, N.Y.*  
 Jordan, Patricia G. *Poughkeepsie, N.Y.*

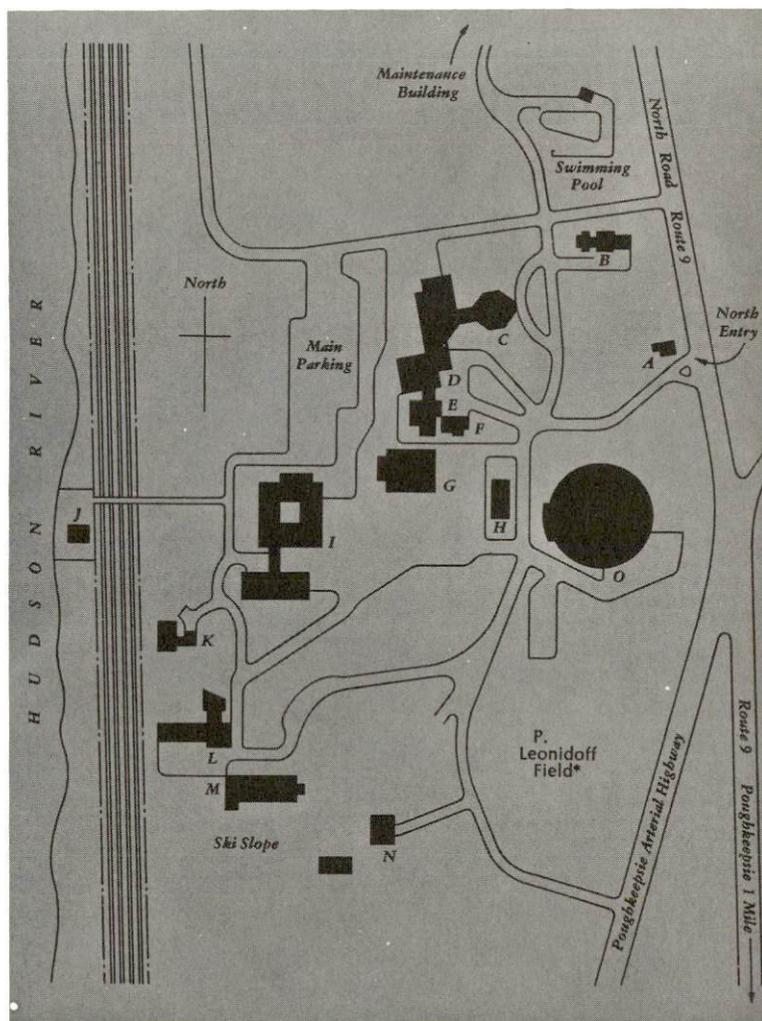
Jung, Arthur *Poughkeepsie, N.Y.*  
 Jurica, Blase M. *Johnstown, N.Y.*  
 Kalish, William M. *Kew Gardens, N.Y.*  
 Kay, Lawrence P. *Port Washington, N.Y.*  
 Kazemier, L. G. *Uniondale, N.Y.*  
 Kearse, Terence J. *Staten Island, N.Y.*  
 Keefe, Kevin E. *White Plains, N.Y.*  
 Keller, Robert *Larchmont, N.Y.*  
 Kelly, Dennis P. *Glen Cove, N.Y.*  
 Kelly, John M. *Garden City, N.Y.*  
 Kelmer, Lee W. *Riverdale, N.Y.*  
 Kennedy, Kevin E. *Long Island City, N.Y.*  
 Kennedy, Mark F. *Cahoes, N.Y.*  
 Key, Ronald L. *Poughkeepsie, N.Y.*  
 Killilea, Peter M. *Wingdale, N.Y.*  
 Kiszewski, M. T. *Merrick, N.Y.*  
 Klein, John *Manhasset, N.Y.*  
 Klubnick, Michael P. *Cold Spring, N.Y.*  
 Knutson, William B. *Elmhurst, N.Y.*  
 Kouri, George R. *West Park, N.Y.*  
 Kozersky, David J. *Waterford, N.Y.*  
 Kren, John J. *Ulster Park, N.Y.*  
 Krenn, Robert S. *Massapequa, N.Y.*  
 Krom, Stephen J. *Poughkeepsie, N.Y.*  
 Kubran, John *New City, N.Y.*  
 Lacombe, Barry S. *Rochester, N.Y.*  
 Lamassa, John *Woodhaven, N.Y.*  
 La Mothe, Gregory *Cornwall, N.Y.*  
 Lankford, Frank H. *Andover, N.J.*  
 Larose, Raymond J. *Highland, N.Y.*  
 Lasher, Peter L. *Hyde Park, N.Y.*  
 Lawney, Dennis J. *Sunnyside, L.I., N.Y.*  
 Leber, William J. *Union City, N.J.*  
 Lederer, Joseph T. *Yonkers, N.Y.*  
 Liantonio, Frank P. *Albertson, N.Y.*  
 Ligitino, Michael S. *Highland, N.Y.*  
 Lobosco, Dominick *Albany, N.Y.*  
 Lofaro, Anthony P. *Northport, N.Y.*  
 Lombardi, Bruce M. *Williston Park, N.Y.*  
 Lomitola, John L. *Indian Harbour Beach, Fla.*  
 Lozeau, Paul A. *Poughkeepsie, N.Y.*



Lug, Michael G. *Newburgh, N.Y.*  
 Lurie, Donald *Woodstock, N.Y.*  
 Lynn, Edward L. *Poughkeepsie, N.Y.*  
 McCarron, Robert K. *Bronx, N.Y.*  
 McCarthy, Joseph *Arlington, N.J.*  
 McCleary, Daniel J. *Westbury, N.Y.*  
 McDonald, David E. *Hempstead, N.Y.*  
 McGarr, William J. *Massapequa, N.Y.*  
 McGee, James P. *Franklin Sq., N.Y.*  
 McGee, Richard E. *New Hyde Park, N.Y.*  
 McGlumphy, James A. *Elm Grove, Va.*  
 McGovern, Bernard F. *Merrick, N.Y.*  
 McGowan, John M. *Poughkeepsie, N.Y.*  
 McGuire, James H. *Williston Park, N.Y.*  
 McGunnigle, Alfred *Hicksville, N.Y.*  
 McKee, Patrick R. *Mantoloking, N.J.*  
 McKinstry, William J. *New Britain, Conn.*  
 McMahon, Joseph P. *Catskill, N.Y.*  
 McMorrow, Patrick F. *Williston Park, N.Y.*  
 McNamara, C. P. *Oyster Bay, N.Y.*  
 McNamee, Thomas J. *Bronx, N.Y.*  
 McNallen, Carol *Hyde Park, N.Y.*  
 Maceyunas, Paul J. *Trumbull, Conn.*  
 Magalski, Donald M. *Lake Carmel, N.Y.*  
 Mahoney, Thomas P. *Seaford, N.Y.*  
 Mallon, Vincent J. *Bellerose, N.Y.*  
 Maloney, Richard *West Haverstraw, N.Y.*  
 Mangino, James E. *Wallingford, Conn.*  
 Marcus, Melvin W. *Poughkeepsie, N.Y.*  
 Masterson, Peter D. *Albertson, N.Y.*  
 Mastropolo, Joseph P. *Bronx, N.Y.*  
 Meidenbauer, Robert *Middle Village, N.Y.*  
 Meunier, Raymond J. *Levittown, N.Y.*  
 Meyer, Frederick W. *Poughkeepsie, N.Y.*  
 Miserandino, Anthony *Valley Stream, N.Y.*  
 Moller, William J. *Carle Place, N.Y.*  
 Molon, Terrence *Vernon, N.J.*  
 Moran, Larry J. *Poughkeepsie, N.Y.*  
 Moran, Michael J. *Cedar Grove, N.J.*  
 Moreno, Fred *Carmel, N.Y.*  
 Mulderrig, Michael *Pearl River, N.Y.*

Mullany, Thomas J.	<i>Woodside, N. Y.</i>	Reisner, Robert	<i>Poughkeepsie, N. Y.</i>	Strippoli, Sabino	<i>Poughkeepsie, N. Y.</i>
Mulvihill, Richard	<i>Mineola, N. Y.</i>	Reuschle, William R.	<i>Babylon, N. Y.</i>	Sullivan, Roger	<i>Garden City So., N. Y.</i>
Mvula, Martin	<i>Zambia</i>	Rifkin, Norman J.	<i>Wappingers Falls, N. Y.</i>	Sweeney, Warren A.	<i>Staten Island, N. Y.</i>
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Naradzay, John	<i>Yonkers, N. Y.</i>	Roche, Edward G.	<i>Staten Island, N. Y.</i>	Tevlin, John E.	<i>Hicksville, L.I.</i>
Neligan, Charles D.	<i>Woodside, N. Y.</i>	Roman, Thomas G.	<i>Patchogue, N. Y.</i>	Thomas, Allan D.	<i>Amityville, N. Y.</i>
Nesteroke, Gregory	<i>New Hyde Park, N. Y.</i>	Romano, Anthony J.	<i>Madison, N.J.</i>	Thompson, Ann	<i>Poughkeepsie, N. Y.</i>
Nkhuwa, Abdon	<i>Zambia</i>	Ronchi, Donald M.	<i>Poughkeepsie, N. Y.</i>	Tillson, Guy F.	<i>Walden, N. Y.</i>
Nobile, Robert E.	<i>Garrison, N. Y.</i>	Rossi, Richard J.	<i>Bronx, N. Y.</i>	Timmes, Edward H.	<i>Queens Village, N. Y.</i>
Nocket, Thomas P.	<i>Poughkeepsie, N. Y.</i>	Rush, John J.	<i>Troy, N. Y.</i>	Tortone, John	<i>Wappingers Falls, N. Y.</i>
Nohe, Steven P.	<i>Miami, Fla.</i>	Russell, Kenneth	<i>Poughkeepsie, N. Y.</i>	Towers, Michael A.	<i>Manhasset, N. Y.</i>
Nolting, Joseph	<i>Jamaica, N. Y.</i>	Russett, Charles	<i>Staten Island, N. Y.</i>	Trocino, Richard J.	<i>Poughkeepsie, N. Y.</i>
Noonan, William J.	<i>Flushing, N. Y.</i>	Ryan, Joseph K.	<i>Hauppauge, N. Y.</i>	Tucci, Frank A.	<i>Washingtonville, N. Y.</i>
Nytransky, John J.	<i>Stottville, N. Y.</i>	Sabeta, Isidore C.	<i>Poughkeepsie, N. Y.</i>	Tyne, Gerald P.	<i>Bergenfield, N.J.</i>
Nunziata, John J.	<i>Port Washington, N. Y.</i>	Salvia, Joseph	<i>Stanfordville, N. Y.</i>	Ulasewicz, Thomas A.	<i>Flushing, N. Y.</i>
O'Grady, Kevin J.	<i>Williston Park, N. Y.</i>	Sammon, John	<i>Bronx, N. Y.</i>	Unger, Otto N.	<i>Teaneck, N.J.</i>
O'Hare, Bernard H.	<i>Albany, N. Y.</i>	Sansone, Austin J.	<i>Yonkers, N. Y.</i>	Van Houten, Richard	<i>Ozone Park, N. Y.</i>
Olsen, Robert	<i>New Hyde Park, N. Y.</i>	Schleder,		Von Borstel, Harry	<i>Poughkeepsie, N. Y.</i>
Opar, John K.	<i>Watervliet, N. Y.</i>	George F. J.	<i>Wappingers Falls, N. Y.</i>	Varol, Peter	<i>Manhasset, N. Y.</i>
Palenscar, Stephen G.	<i>New Hyde Park, N. Y.</i>	Schmidt, Raymond	<i>Peekskill, N. Y.</i>	Vaughan, James N.	<i>Miller Place, N. Y.</i>
Palmateer, Dierdre	<i>Poughkeepsie, N. Y.</i>	Schratz, Marjorie M.	<i>Mahopac, N. Y.</i>	Viola, Jeffrey J.	<i>Bronx, N. Y.</i>
Parker, James M.	<i>Whitestone, N. Y.</i>	Schuetz, James H.	<i>Baldwin, N. Y.</i>	Walker, Peter, Jr.	<i>Hyde Park, N. Y.</i>
Penney, Suzanne M.	<i>Wappingers Falls, N. Y.</i>	Schumacher, Robert	<i>Little Falls, N. Y.</i>	Walzer, Edward	<i>Yonkers, N. Y.</i>
Peterson, Robert	<i>Yonkers, N. Y.</i>	Scott, Richard	<i>Florham Park, N.J.</i>	Warren, Robert W.	<i>Elizabeth, N.J.</i>
Pietzykowski, Paul	<i>Ballston Spa, N. Y.</i>	Scribner, Dean	<i>Batavia, N. Y.</i>	Waters, Daniel	<i>Ridgewood, N. Y.</i>
Pinckney, Andrew M.	<i>Albany, N. Y.</i>	Sczerba, Thomas V.	<i>Goshen, N. Y.</i>	Weir, Brian C.	<i>Kensington, Conn.</i>
Pizzuto, Donald B.	<i>Poughkeepsie, N. Y.</i>	Sharpe, Richard J.	<i>Wheeling, W. Va.</i>	Weiss, John	<i>Salt Point, N. Y.</i>
Pizzuto, Fred B.	<i>Highland, N. Y.</i>	Sinnamon, Rowl M.	<i>Washingtonville, N. Y.</i>	Widmer, Walter J.	<i>Maybrook, N. Y.</i>
Platania, John P.	<i>Highland, N. Y.</i>	Sinnott, Timothy E.	<i>Baldwin, N. Y.</i>	Wild, Alison	<i>Poughkeepsie, N. Y.</i>
Pluta, Thomas A.	<i>Bronx, N. Y.</i>	Slivka, George	<i>Poughkeepsie, N. Y.</i>	Winsch, Vincent R.	<i>Flushing, N. Y.</i>
Prutinsky, Keith	<i>Poughkeepsie, N. Y.</i>	Smith, Barry A.	<i>Poughkeepsie, N. Y.</i>	Witchey, Thomas J.	<i>Poughkeepsie, N. Y.</i>
Pryor, Stephen	<i>New Hyde Park, N. Y.</i>	Sondergaard,		Wolfe, Robert	<i>Middletown, N. Y.</i>
Pullaro, Daniel A.	<i>Poughkeepsie, N. Y.</i>	Neal A.	<i>Schenectady, N. Y.</i>	Wood, Robert I.	<i>Hicksville, N. Y.</i>
Quickenton, Arthur	<i>Schenectady, N. Y.</i>	Sparacio, Anthony	<i>Highland, N. Y.</i>	Zebatto, John	<i>Thornwood, N. Y.</i>
Quinn, Kenneth	<i>Lynbrook, N. Y.</i>	Starzyk, Thomas M.	<i>Poughkeepsie, N. Y.</i>	Zoccoli, Andrew	<i>Jamaica, N. Y.</i>
Quinn, Thomas K.	<i>Queens Village, N. Y.</i>	Stevener, David E.	<i>Schenectady, N. Y.</i>	Zujkowski, Edward	<i>Jamaica, N. Y.</i>
Rakow, Gregory	<i>Staatsburg, N. Y.</i>	Stimpson, Richard M.	<i>Middletown, N.J.</i>	Zurawik, Ronald T.	<i>Albertson, L.I., N. Y.</i>
Reid, Kenneth	<i>Long Island City, N. Y.</i>	Stoffel, Norbert L.	<i>Hyde Park, N. Y.</i>		
Reifert, Kenneth J.	<i>Farmingdale, N. Y.</i>	Stringer, Kenneth M.	<i>Lake Carmel, N. Y.</i>		

- A. Gate House
- B. St. Peter's Faculty Residence
- C. Chapel
- D. Fontaine Hall
- E. Marian Building
- F. Greystone
- G. Gymnasium
- H. Adrian Lounge
- I. Champagnat Hall
- J. Marist Boathouse
- K. Chaplains Residence
- L. Leo Hall
- M. Sheahan Hall
- N. St. Mary's Residence
- O. Donnelly Hall
- P. Leonidoff Field



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