

St. Norbert College

## Digital Commons @ St. Norbert College

---

Course Catalogs

Academic Affairs Office

---

1979

### 1979-1980 College Catalog

St Norbert College

Follow this and additional works at: <https://digitalcommons.snc.edu/coursecatalogs>

---

#### Recommended Citation

St Norbert College, "1979-1980 College Catalog" (1979). *Course Catalogs*. 19.  
<https://digitalcommons.snc.edu/coursecatalogs/19>

This Administrative Document is brought to you for free and open access by the Academic Affairs Office at Digital Commons @ St. Norbert College. It has been accepted for inclusion in Course Catalogs by an authorized administrator of Digital Commons @ St. Norbert College. For more information, please contact [sarah.titus@snc.edu](mailto:sarah.titus@snc.edu).

# **St. Norbert College Catalog 1979-80**

## **Table of Contents**

The College / 1

The Campus / 2

Academic Calendar / 3

Goals and Objectives / 4

Religious Dimension / 6

Admissions / 11

Financial Aid / 14

Fees and Expenses / 18

The Academic Program / 20

Division of Humanities and Fine Arts / 26

Pre-Professional Programs / 51

Division of Natural Sciences / 53

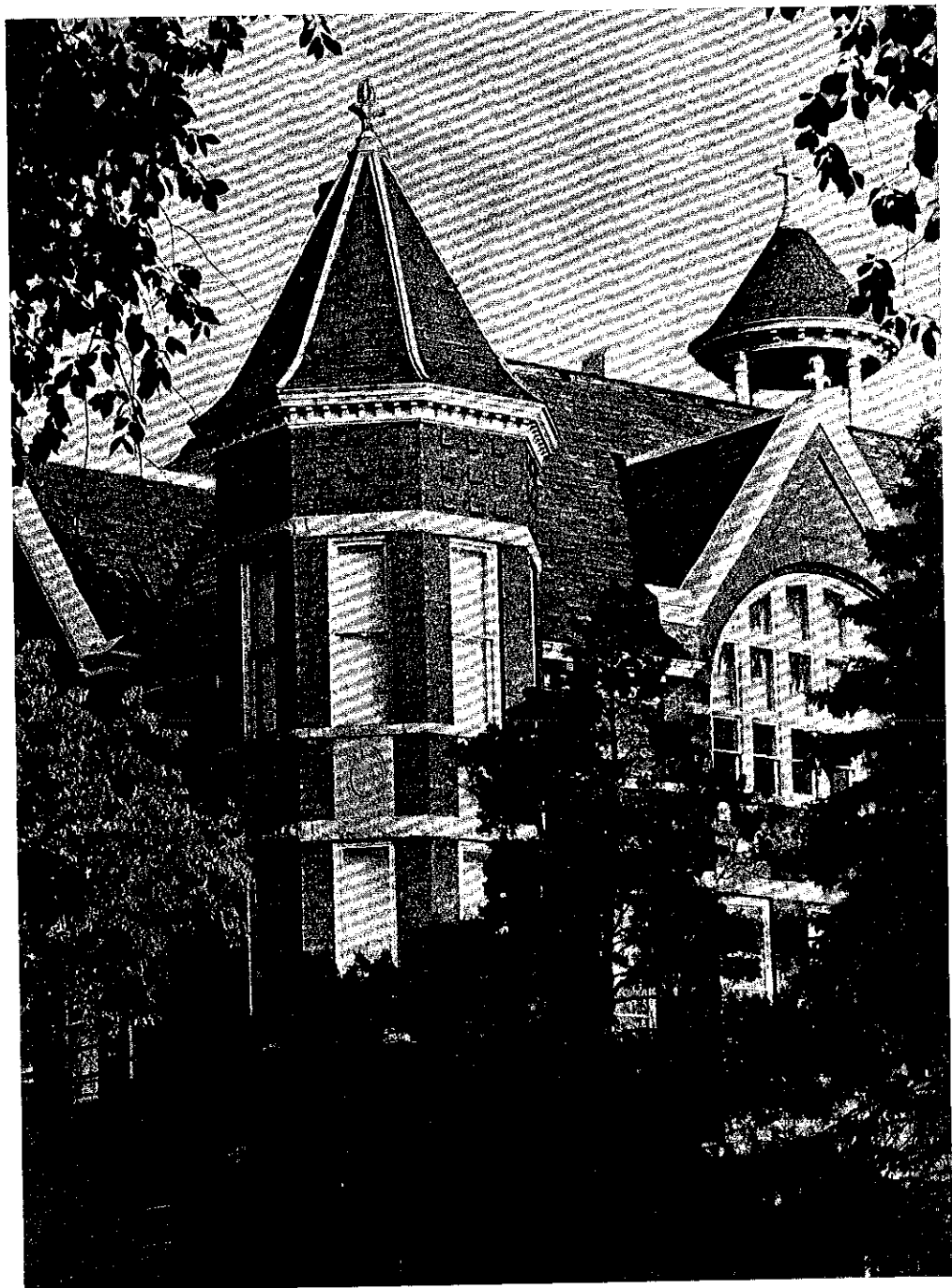
Division of Social Sciences / 64

Inter-Divisional Programs / 82

Extra-Divisional Programs / 84

SNC Directory / 91

Index / 97



Main Hall, the administration building at St. Norbert College.

## ACCREDITATION

North Central Association of Colleges and Secondary Schools  
National Council for the Accreditation of Teacher Education

# The College

In 1898 Abbot Bernard Pennings, a Norbertine priest and educator, opened the doors of St. Norbert College in De Pere, Wisconsin, a small community adjoining Green Bay. Francis I. Van Dyke, a seminarian, was the first—and, at that time, the only—student.

Since that time St. Norbert has grown to a stabilized enrollment of 1,500 men and women. Modernization, increased size, and sophistication have not changed the basic Pennings philosophy of education: “to perfect the personal, moral, and intellectual development of each student.” That philosophy remains the cornerstone of the college’s goals and objectives today.

Moreover, St. Norbert College is dedicated to maintaining the type of environment in which this development can take place—a Christian community of learners in tune with the traditions of the Norbertine Fathers.

St. Norbert is a private, Catholic school, but its administration, faculty, and student body represent all faiths. A deep concern for moral and social values is evident here.

In keeping with the times, St. Norbert also seeks maximum effectiveness in utilizing the college’s human and financial resources. The interaction of administration, faculty, and students, the most efficient use of physical facilities, and the updating of the campus to promote the welfare of the college community contribute to the kind of quality education that St. Norbert offers.

# The Campus



Students relaxing around the campus mall sculpture.

The 30-acre campus stretches along the scenic west bank of the Fox River. Located in De Pere, just five miles from Green Bay, the college is part of a metropolitan community of more than 180,000. The campus is within a few miles of some of the finest summer and winter recreation areas in the country; Milwaukee, Chicago, and Minneapolis-St. Paul are all just a few hours distant by car, bus, or plane.

The campus itself is a harmonious blend of old and new. Twenty-three major buildings are located on the tree-covered grounds, and these structures house nearly 70 classrooms and lecture halls and 26 laboratories.

The oldest building on campus is the former national Shrine of St. Joseph, now the school chapel. The newest facility is the Todd Wehr Library, dedicated in 1978.

At the very heart of the campus is ivy-covered Main Hall, which now houses administrative offices. The first permanent building constructed for the college, "Old Main" is one of the symbols of St. Norbert.

Education buildings at the college are modern and spacious. Francis H. Boyle Hall is one of three major classroom buildings, housing most social science, education, and humanities classes. The hub of campus cultural life is Abbot Pennings Hall of Fine Arts with its auditorium, rehearsal areas, and classrooms. Minahan Science Hall is one of the largest buildings, with more than 120,000 square feet of science classrooms, labs, lecture halls, and display centers.

Since St. Norbert is a residential campus, housing accommodations are excellent. About 1,100 students live in seven residence halls: Rev. Dennis M. Burke, Frank J. Sensenbrenner, Madelaine and Lorraine, Mary Minahan McCormick, Victor McCormick, and Gertrude S. Bergstrom. Students are also housed in the Clementine Devroy Building and several college-owned houses.

Campus social life is centered in the Frank J. and Margaret Sensenbrenner Memorial Union, which contains dining halls, lounges, club rooms, and game rooms. The two main centers for sports and recreation are the Schuldes Sports Center and Dr. John R. Minahan Stadium.

Planned major campus renovations will include development of the waterfront and adjacent areas for recreation, remodeling of buildings, and completion of a central campus pedestrian mall.

# ACADEMIC CALENDAR 1979-80

## Semester I

|  |  |
|--|--|
| Faculty Conference                           | Friday, August 31  |
| Freshmen Arrive                              | Sunday, September 2  |
| Orientation                                  | Monday, September 3 (Labor Day)                                      |
| Registration, Advisement,<br>and Orientation | Tuesday-Wednesday, September 4-5                                     |
| Classes Begin                                | Thursday, September 6  |
| Long Weekend: No Classes                     | Thursday, October 25, 5:00 p.m. to<br>Tuesday, October 30, 8:00 a.m. |
| Mid-Term Reports                             | Friday, November 2   |
| Advisement                                   | Monday-Tuesday, November 5-20  |
| Last Day for Course Withdrawals              | Tuesday, November 20   |
| Thanksgiving Vacation                        | Tuesday, November 20, 5:00 p.m. to<br>Monday, November 26, 8:00 a.m. |
| Registration                                 | Monday-Wednesday, November 26-28                                     |
| Registration                                 | Wednesday-Thursday, December 5-6                                     |
| Classes End                                  | Friday, December 14  |
| Reading Days                                 | Saturday-Sunday, December 15-16                                      |
| Final Exams                                  | Monday-Friday, December 17-21  |
| Halls Close                                  | Saturday, December 22, Noon  |

## Semester II

|                                 |  |
|---------------------------------|--|
| Halls Open                      | Sunday, January 20   |
| Registration                    | Monday, January 21   |
| Classes Begin                   | Tuesday, January 22  |
| Long Weekend: No Classes        | Thursday, February 28, 5:00 p.m. to<br>Tuesday, March 4, 8:00 a.m. |
| Mid-Term Reports                | Friday, March 21   |
| Easter Vacation                 | Friday, March 28, 5:00 p.m. to<br>Tuesday, April 8, 8:00 a.m.      |
| Advisement                      | Tuesday-Friday, April 8-May 2                                      |
| Last Day for Course Withdrawals | Friday, April 18   |
| Registration                    | Monday-Wednesday, May 5-7  |
| Classes End                     | Friday, May 9  |
| Reading Days                    | Saturday-Sunday, May 10-11   |
| Final Exams                     | Monday-Friday, May 12-16   |
| Halls Close                     | Saturday, May 17   |
| Commencement                    | Sunday, May 18   |

# Goals and Objectives



On the way to classes.

It is a reality as well as a cliché that we live in a time of rapid change. Institutions no less than individuals seek to regain their bearings and chart a course for the present as well as the future by looking again to those values and purposes which traditionally are theirs. Merely to refer to the "Judaean-Christian heritage" of the college, however, or its "liberal arts tradition", significant as these are in the life of the institution, seems only to repeat those generalities of expression which have given rise to the phrase "catalog rhetoric".

Instead, St. Norbert College has enlisted the constituent groups of the St. Norbert community: students, faculty, trustees, administrators, parents, and alumni, in an effort to achieve a consensual statement of those goals that should be most important for St. Norbert in times such as these. The resulting statement of goals is two-fold.

First, realizing that it will graduate its students into a world of change, the college community has specified those qualities which it desires to produce in students so they may have the ability to come to grips with cultural change—to confront, to shape, and to grow with the future. The college, therefore, commits itself to the personal, moral, and intellectual development of its students.

In the personal sphere, the college will emphasize those activities which help students clarify and develop their own personal goals, achieve a sense of self-worth, gain a deeper level of self-understanding, and become open, honest, and trusting in their relationships with others.

In the area of moral development, it is a commitment to Christian values that lies at the heart of St. Norbert College's reason for being. It is on the foundation of the college's heritage as a Catholic institution that students will be encouraged to clarify their own values and embrace their beliefs from personal conviction. The campus, like the pluralistic society in which we live, offers a laboratory for testing and strengthening human values.

In the intellectual realm, it is the goal of the college to make students self-educating people. It seeks to develop in students the ability to synthesize knowledge from various sources, and to train students in methods of scholarly inquiry. Frequently, students will be working independently, making their own choices and decisions with the help and guidance of teachers—but not at their dictation. In the end, students should have learned that the methods and data necessary to solve problems vary with the nature of the problem and sometimes must be newly invented when the problem is too different from familiar ones. Students should also have gained confidence in their ability to work in this way.

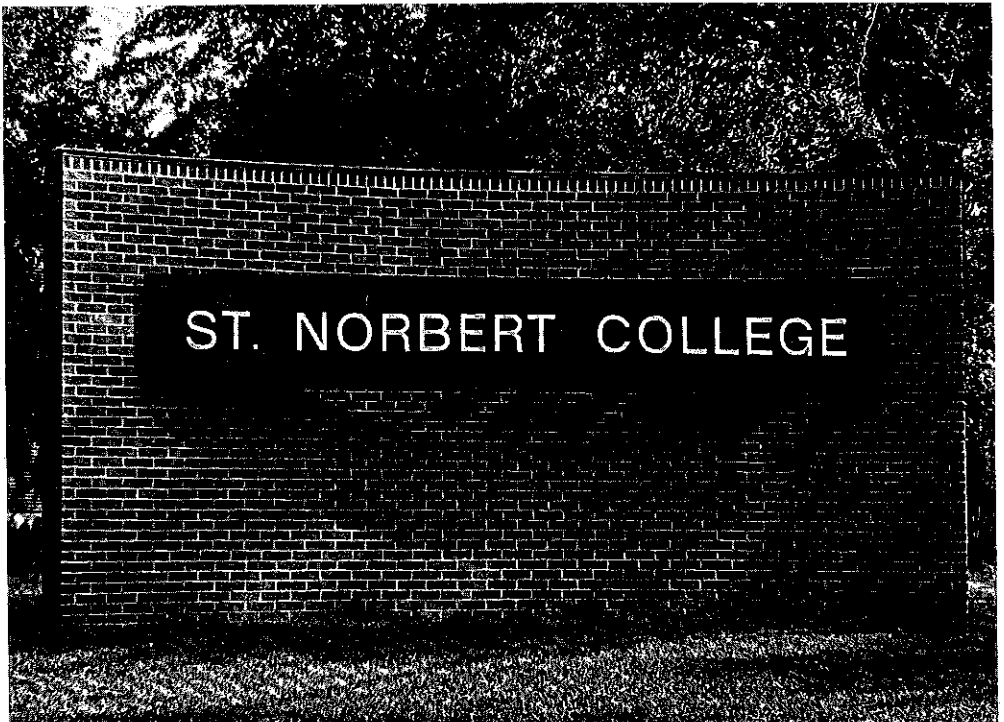
Second, in support of these goals, St. Norbert College commits itself to maintaining an environment in which such developmental changes can take place and will be fostered. The college proposes to provide for a community rooted in Christian ideals, faithful to the continually evolving Norbertine experience.

Such a community should be characterized by open communication among its members, all of whom share the responsibility for creating an atmosphere of mutual respect and trust among all elements on the campus. A key feature of this co-responsibility is a system of campus governance which is genuinely responsive to the concerns of all.

St. Norbert College recognizes its responsibility to provide as rich an aesthetic and intellectual stimulation as possible, drawing from outside the college as well as from within.

Finally, St. Norbert College commits itself to operate efficiently, offering quality academic programs within a curriculum which makes the best use of its human and financial resources.

This then, is liberal education as St. Norbert College sees it. In its fundamental approach, its basic goal is perhaps not too different from what it has always been—to perfect man in his intellectual and moral dimensions. These simple consensual statements of what we are striving to become at St. Norbert College are an explicit definition of this basic goal. They will be reviewed periodically to insure that they will remain guides for action in a society that is likely to continue to change.



Welcoming sign at the edge of campus.



# Religious Dimension



Old St. Joseph Church.

St. Norbert is a Catholic college founded in 1898 by Bernard H. Pennings, a Norbertine priest from Holland. The order to which he belonged is now over 850 years old. From its origin the college's most distinctive priority has been its exploration and understanding of the consequences of faith in Jesus Christ. The Statement of Goals and Objectives of St. Norbert College succinctly states its religious mission: "The college proposes to provide for a community rooted in Christian ideals and faithful to the continually evolving Norbertine experience."

## **Hallmark of the Norbertine Way of Life: Community**

Community is the hallmark of the Norbertine experience. The lived community of the Norbertine Order is rooted in the Gospel and the Rule of St. Augustine, which calls Norbertines to be of "one heart and mind in Christ". Neither monks nor diocesan priests, the Norbertines as Canons Regular are ordained clergy who collaborate in a common ministry to a local church while living in common. There are a number of principles that underlie the Norbertine experience of community. These key principles, or lived traditions of the Order, constitute an implicit framework for the realization of community at the college.

The key principles the practice of which constitutes or builds up community are: First, the principle of common prayer: a witness and invitation to the liturgical prayer of the church, particularly as expressed in the Eucharist and the Liturgy of the Hours.

Second, the principle of self-emptying service: a willingness to cede one's personal advantage for the good of the community, particularly as expressed in the generosity and discipline required to participate in the structures that support community life.

Third, the principle of collegiality: a firm commitment to government by consultation and to interdependence in decision making.

Fourth, the principle of subsidiarity: an encouraged independence of sub-groups allowing decisions to be made and responsibility to rest where the issue can be competently handled.

Fifth, the principle of complementarity: an active cooperation with lay men and women whose often differing life experiences and competencies provide completion and enrichment.

These principles are fundamental to the Norbertine experience and to the continuing development of community at St. Norbert.

The fostering of community is then the basic backdrop for everything done at St. Norbert. The "mission to form community" can be traced through every aspect of the college's life. This Christian mission is present not only in formal gatherings such as a community-in-Eucharist to mark religiously, for example, the beginning of an academic year or the graduating of a class, but it is equally present in the day-by-day aspects of life at St. Norbert. There are a number of tangible signs of the extension of this mission throughout the college. These are manifest in the curriculum, the Church at St. Norbert College, the ministry to and beyond the campus, and the value-oriented student life.

### **The Curriculum, the Disciplines, and the Faculty**

The pursuit of wisdom and truth, the very reason for the existence of St. Norbert, is manifested especially, but not exclusively, in the curriculum. Within the academic program the college considers it the responsibility of all members of the faculty to embrace such personal values as integrity, honesty, and concern for others as well as such societal values as a commitment to thoughtful citizenship, social justice, and peace. The college espouses the philosophy that all human activity is essentially related to human values and, therefore, it urges that this be reflected in every discipline taught.

More specifically, the college expects its students to grapple with ultimate questions in a formal way. This is done in the several disciplines, for example, literature, history, and science, but particularly in religious studies and philosophy. The core of this orientation to education is derived from the Gospel of Jesus Christ as vitally expressed in the Catholic tradition. This means especially that the college attempts to maintain an increasingly competent religious studies staff. Although learning defies the borders of the various disciplines and every discipline impinges upon the investigation of the others, the tradition of this college makes the excellence of this department singularly imperative.

The values that emerge from the Gospel and the age-old tradition of Catholic learning should aid in intensifying the meaning of literature, the arts, and professional traditions studied by St. Norbert students. In pursuit of this end the college holds high among the criteria for recruiting faculty and administrative personnel both professional competence and a willingness to accept the value-oriented approach to education of the college as well as a willingness to contribute to its implementation.

In the spirit of the Second Vatican Council, the college considers it essential to its mission and faithful to its tradition to include among its faculty articulate persons for other Christian and even non-Christian traditions. Some faculty, while neither sharing the Catholic tradition nor the Christian faith, remain at St. Norbert because they lead lives of inquiry that support a commitment to the realm of moral values. This pluralism is demanded by the conscientious pursuit of truth in personal freedom by a diverse group of people.

### **Concentric Circles: Religion and the College**

In a time of sharp questioning, much freedom, and greater independence, all the members of the St. Norbert College community might be viewed as a series of concentric circles. First, there are those, perhaps even a large number, who come to St. Norbert for vocational reasons, or because of its convenient location, or for other reasons unrelated to religion. This circle of persons may study or work at the college, little influenced by its religious dimension except in passing fashion in one way or another.

Second, there are other circles of persons at St. Norbert whose participation in religion waxes and wanes. They benefit to some degree by the religious resources of the college, but they are generally too busy, too career-oriented, or too preoccupied elsewhere to become too deeply involved beyond participation in an occasional liturgy.

Third, there is a smaller circle of persons who share in the ministry and worship of the Church at St. Norbert College. This community of believers is at the core of the college. The Church at St. Norbert College is, then, a community of persons who minister to each other, who reach out to the other circles of persons, and who respond to some of the needs of the larger community with the spirit and service of Christ.

### **The Church at St. Norbert College**

The community of believers constitutes the Church at St. Norbert College, the campus parish established by the Bishop of Green Bay on Easter, 1969. The Church at St. Norbert is an ecclesial form of community that gives sacramental expression to the real dimensions of the Catholic community at the college. Thus, the community of believers is made up of students, faculty, administrators, college personnel, and other families who feel a special kinship with the college. As an integral Catholic community on campus, the Church at St. Norbert allows for the development of an atmosphere of faith and love in which to work and for an effective ministry to the religious needs of its individual members.

The Eucharist is the central liturgical celebration of the Church at St. Norbert College. It is celebrated each day and on Sundays in Old St. Joseph Church, the oldest building on campus. It is there that the Norbertines also celebrate the daily Morning and Evening Prayer of the Liturgy of the Hours in which all members of the community can participate.

The leadership in the Church at St. Norbert College is provided by the Campus Ministry Council, a select number of students and non-students elected yearly by the college community. A Norbertine pastor, other Norbertines, religious, and laity form the professional team that serves this community of faith. The Church at St. Norbert acts collegially through the interaction of the Council, the Campus Ministry staff, and the various committees of this campus parish.

### **Ministry to the Campus and Beyond**

The Gospel calls every Christian to share in the ministry of Jesus. The ministry of the Church at St. Norbert supports activities which demonstrate the vitality and relevance of Christianity to every area of life.

Some examples indicate that this ministry has developed in a number of areas on the campus. Reflection-action groups on world hunger and pro-life issues complement prayer-study groups on Scripture and meditation. The Issues Forum, a faculty-student exchange, meets regularly to discuss current concerns in the world, the Church, or the campus. Volunteer action activities take some students to the parishes of the area for the teaching of religious education, to St. Joseph's Home for tutoring and interacting with problem teenagers, or to a number of other volunteer projects in the Green Bay-De Pere area.

The theologians and other faculty on campus have been active participants in continuing pastoral and religious education programs in the Green Bay Diocese. The

college sponsors a Theological Institute each summer, providing an opportunity for the updating and enrichment of Christians who minister in a variety of contexts around the country.

Since the liturgy is so important for the nurturing of faith on the campus, a full scale liturgical ministries program has been developed to train ministers of the word, of the altar, and of holy communion. Students also have every opportunity to participate in the ministry of music by contributing their musical abilities to one of several choirs. Confirmation and marriage preparation programs are offered each year, and the sacrament of penance is available weekly or by appointment with any Norbertine.

Personal counseling, spiritual direction, and vocational information can be obtained through the campus ministry staff. A retreat program, directed by students, sponsors several retreats yearly. Finally, the Norbertines offer a pre-novitiate, affiliate program for any man who senses a call to priesthood within religious community.

The opportunities for ministry, Christian service and religious experience are numerous at St. Norbert, and they await only the initiative, enthusiasm and energy of some members of the community.

### **Student Life: An Emphasis on Christian Values**

The Church at St. Norbert is neither the only forum for religious expression nor the only locus of religious life at the college. There would be very little to celebrate in the liturgy if the Christian values to which the college is committed were not actualized in every-day student life. It is the goal, not only of the curriculum and the campus parish, but also of every effort in the area of student life to produce a "new generation of dedicated Christians" (Preamble, Constitution of the Church at St. Norbert College). It is, of course, understood at the outset that such a dedication cannot be forced upon any individual or community from the outside.

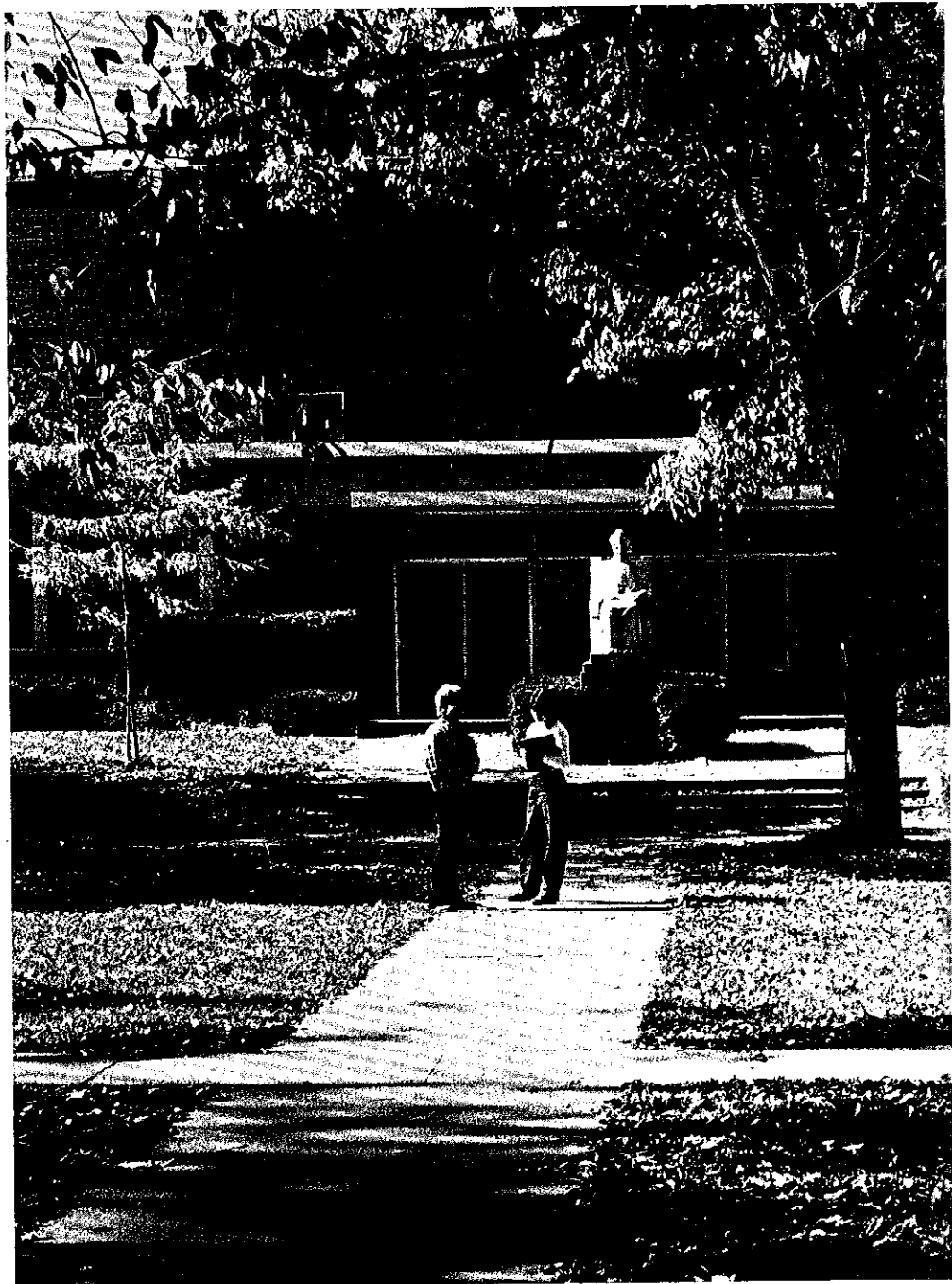
Rightly, the St. Norbert student handbook reflects and details the Statement of Goals and Objectives of the college. This statement emphasizes the formation of a community "characterized by open communication among its members, all of whom share the responsibility for creating an atmosphere of mutual respect and trust among all elements on campus." In the specifically religious sphere, these same goals and objectives state that "students will be encouraged to clarify their own values and embrace their beliefs from personal conviction." The St. Norbert campus offers a forum for the testing and the strengthening of Christian values.

The fleshing out of the ideals of the college can take place in a number of concrete ways in student life while at once reinforcing the sense of community. Self-emptying service, for example, can come alive: in residence halls, through a mutual concern for the right of others to an environment in which to study and live with a measure of quiet and privacy; in a willingness to participate as a representative student voice on standing committees that are devoted to the wider concerns of the college; and in volunteer programs or reflection-action programs of all kinds.

### **The Challenge**

As a Catholic liberal arts college, St. Norbert offers to its students the specific challenge of joining with the academic staff and administration in giving substance and flesh to the college's goals, objectives, and Catholic heritage in a complex

world. Any such set of goals comes to life only when it is espoused by living human beings who are willing to work at making the realities conform to the ideals. This is the task the St. Norbert College community faces. It must be undertaken critically and creatively.



Abbot Pennings Hall of Fine Arts.

# Admissions



Robert L. Horn, Dean of the College.

St. Norbert College welcomes applications for admission from students who have prepared for a competitive collegiate academic program. All qualified students, regardless of sex, race, religion, color, physical handicap, national or ethnic origin, will be extended an offer of admission on a first-come, first-served basis as long as space remains available.

Because the college has established a 1,500 student enrollment limit, it has not been possible in recent years to admit every student judged to have proper academic preparation. For this reason, students are encouraged to seek admission beginning at the conclusion of their junior year of high school. Qualified students who delay filing an application for admission until late in the second semester of their senior year may find that they will not be permitted to enroll until the second semester (January term) of the academic year.

## The Admissions Process

Obtain an application for admission from the Office of Admissions, complete and return it along with a \$15.00 matriculation (application) fee. Request that your high school and any college or university that you may have attended forward an official transcript of all work attempted directly to the Office of Admissions. Test results from one of the following college entrance examinations are also required:

American College Test (SNC code #4644)

Scholastic Aptitude Test (SNC code #1706)

PSAT/National Merit-NMSQT-Test (SNC code #1706)

Candidates who submit more than one set of scores will be judged on the basis of the best scores reported. Scores reported on an official high school transcript will be accepted.

Candidates are notified of the college's decision as soon as enough evidence is on file on which to base a decision. Because the high school record is the single most important factor for freshman applicants, it is usually possible to notify a candidate of the college's decision following receipt of the application and high school transcript reporting courses taken, class rank, and the grades earned during the first six semesters of high school.

Students with a strong college-prep background are considered well-prepared if they have been able to maintain their school's "college-recommending" average. Students not in college preparatory programs can be offered admission if test results and class rank and grades show aptitude for college work. Successful applicants typically submit high school records that include four years of English or its

equivalent, three units of high school mathematics, two or three units each of natural science, foreign language, history, and the social sciences. Students should also list involvement in athletics, extracurricular activities, student government, and community service work on their application.

After a student has been offered admission to the college, a non-refundable deposit of \$100.00 is required by March 15th before the September he plans to enroll. Students who are offered admission after that date must confirm their intention to enroll by paying the \$100.00 deposit within 30 days of the date of their acceptance letter.

### **About Our Students**

The freshman class at St. Norbert College averages 465 students with a nearly equal number of men and women. Approximately one-half of the freshman class comes from outside Wisconsin. Illinois, Michigan, Iowa, Minnesota, and Missouri account for most of the out-of-staters, but 26 states and several foreign countries are represented on the campus.

### **Early Admission**

Exceptionally gifted and mature students who wish to enter college immediately after the conclusion of their junior year of high school are encouraged to apply. A personal interview with the Dean of Admissions is required, and the parents of the candidate are encouraged to be present. Students who take advantage of the Early Admission Program may not be considered for admission without the recommendation of their high school.

### **Transfer Students**

St. Norbert welcomes applications from students attending two-year or four-year accredited schools. Credit for college-level work is granted in all areas that correspond to courses offered at St. Norbert College as long as the student has earned at least a "C" for the course.

Transfer students will be considered for admission as long as they have a cumulative grade average of at least "C", are free to return to their previous college or university, and are considered to be in good academic standing both at their previous school and at St. Norbert College.

The college recommends that students who plan to transfer to St. Norbert from a junior college pursue a program of study that includes a full year of math and/or science. Also suggested is coursework in areas such as literature, economics, sociology, political science, history, psychology, speech, and business. Foreign language courses are also fully acceptable. Each full course at St. Norbert is equivalent to courses worth four semester hours or six quarter hours of credit at other institutions.

Students who enroll at St. Norbert with an Associate degree in an area that corresponds to an area offered at the college will be considered to have completed two years (16 St. Norbert College courses) of college work. Every effort is made by the college to permit the holder of the Associate degree to complete study in an additional two-year period.

## Veterans

Applications from veterans are encouraged. The college recognizes that many veterans possess an unusual degree of maturity. The college will also grant college credit for service experience if the experience is gained in areas that correspond to what is taught at St. Norbert.

### Advanced Standing, Credit-by-Examination, CLEP

St. Norbert encourages students to complete their degree requirements as quickly as possible. Students who participate in the Advanced Placement Program of the College Entrance Examination Board will be granted credit in appropriate areas on tests in which the scores of three, four, or five have been earned.

Students who submit scores earned on College Level Examination Program (CLEP) tests will be awarded credit in appropriate areas with a satisfactory score (usually the national norm recommended by CEEB).

In every case in which a student earns a satisfactory grade, college credit will be awarded and the student may, if he chooses, enroll in the next highest level course.

### For more information about admissions contact:

Office of Admissions  
St. Norbert College  
De Pere, WI 54115  
(414) 337-3005



The "Write Place", a tutorial workshop for students who want to brush up on their writing skills.



# Financial Aid



Financial aid packages can contain on-campus jobs for students.

St. Norbert College has long recognized its obligation to make higher education as accessible as possible to students who prefer a personalized approach to study in a small, private institution. Therefore, the college maintains an excellent financial aid program offering many types of assistance.

Both students seeking admission to St. Norbert College, and their parents, should be reassured that the college is doing everything possible to make aid funds available. The college administration believes that every student has an obligation to provide at least a portion of the money needed to cover educational expenses, and that parents should give whatever support they can. But St. Norbert also recognizes that many students, nearly two-thirds of the student body, could not attend college without the help of the Financial Aid Office. Gifts, loans, and work assistance are available—through the Financial Aid Office—to help offset the cost of private education.

## Eligibility

Students who demonstrate financial need are eligible for financial aid. Financial need is the difference between the cost of attending college and the amount a family is able to contribute. The cost of attending college includes such items as tuition, fees, supplies, room, board, transportation, and personal expenses.

## A Definition of Financial Aid

Financial aid is money provided to fulfill financial need. Financial aid comes in three major forms: gift assistance, educational loans, and student employment. Usually administered by the Director of Financial Aid, the dollars a student needs are provided by the college, federal and state governments, and private agencies.

## Determining Aid Needs

St. Norbert College, like almost every college or university in the United States, asks a student seeking financial aid to complete a financial statement to determine how much assistance the student needs. The Financial Aid Form has a standardized analysis and is available in all high schools and at St. Norbert College. When the FAF is sent to the College Scholarship Service for analysis, the applicant must instruct the agency to forward the results to St. Norbert College. In addition, the college application for financial aid, available from the Financial Aid Office, must also be completed.

## Filing the FAF

Students should file the FAF between January and April for the following year. A statement must be submitted each year a student wants financial aid. No awards can be made before the college receives such a statement.

## **Notification of Financial Aid Award**

It usually takes four to six weeks for the FAF to be analyzed and the results sent to St. Norbert. Only those students accepted for admission to the college are eligible to receive a financial aid award. The types of aid a student is offered may depend on his past academic record and his ability to do college-level work. The better the academic record of the student, the more likely his/her award will contain gift assistance (scholarships or grants). Transfer students will be considered for all aid programs administered by the college.

## **More Than One Type of Aid**

Many students receive a financial aid "package" that may include gift, loan, and job assistance.

### **St. Norbert Grants and Presidential and Founders Scholarships (Gift Assistance)**

St. Norbert College provides scholarships and grants for nearly 250 members of the freshman class. Need is the prime consideration in these awards, but academic ability and special talent are also factors. Scholarships and grants range from \$200 to full tuition and are renewable on an annual basis.

### **Family Tuition Discounts (Gift Assistance)**

Families with two children attending St. Norbert College simultaneously, even though they do not require assistance as determined by the Financial Aid Office, will receive a 10 per cent tuition discount for each full-time, degree-seeking student. Families with three or more members attending the college will receive a 25 per cent tuition discount for each student.

### **Supplemental Educational Opportunity Grants (Gift Assistance)**

This federal program assists students with exceptional need. Awards range from \$200 to \$1,500 per academic year, not to exceed \$4,000 over a four-year period.

### **Basic Educational Opportunity Grants (Gift Assistance)**

Authorized under the 1972 Amendments to the Higher Education Act, this program, when fully funded, provides up to \$1,800 per year to students from low- and middle-income families.

### **Wisconsin Tuition Grants (Gift Assistance)**

This state-supported program offers gift assistance to students attending private institutions in Wisconsin. Students must be residents of the state to qualify for grant assistance of up to \$1,500 per year.

### **ROTC Scholarships (Gift Assistance)**

The U.S. Army offers one, two, three, and four-year ROTC Scholarships to qualified men and women. These scholarships include a cash allowance of \$100 a month, plus full payment of tuition, fees, books, and other classroom supplies. A four-year military obligation is incurred when a scholarship is awarded.

### **Guaranteed Student Loan Program (Educational Loan Assistance)**

Every state allows students to borrow money to cover college expenses. Students may borrow up to \$2,500 per academic year on an interest-free basis, but the total amount borrowed for undergraduate study may not exceed \$7,500. Nine months

after graduation repayment of the loan is begun at seven per cent interest over a period of no more than 10 years.

### **National Direct Student Loans (Educational Loan Assistance)**

Funded by the federal government, administered by the college, this program enables students to borrow up to \$2,500 during their first two years of college and \$5,000 total for their undergraduate work. The loan is repaid at three per cent interest after studies end, during a maximum 10-year period with a minimum repayment of \$360 per year. Some professions allow a student to cancel all or part of the loan.

### **Joyce Rosenberg Loan Fund (Educational Loan Assistance)**

This emergency no-interest loan is administered by the Director of Financial Aid. Students in need may borrow from \$200 to \$1,500 per year. Repayment begins after graduation, but no time limit is established so that students may repay as they have funds available.

### **College Work-Study Program (Job Assistance)**

This is a federally-funded program providing jobs for needy students. Students are placed through the Financial Aid Office in jobs on campus, and, in some cases, in jobs for non-profit agencies away from campus.

### **Scholarships**

Besides the previously listed forms of financial aid, there are a number of endowed and annual scholarships available to students.

#### Endowed Scholarships

Mando S. Ariens Scholarship  
Gordon L. Schiffer Scholarship  
Henry B. and Henry C. Cleereman Scholarship  
E. L. Everson Scholarship  
Adelaide Hayes Scholarship  
Agnes Ryan Scholarship  
Robert C. Jacobs Scholarship  
Helen Roberts Scholarship  
Lella Gross Scholarship  
Mr. and Mrs. Frank Sensenbrenner and Children Scholarship  
Henry R. Metz Scholarship  
Ellen Hogan Neufeld Music Scholarship  
Anselm Maynard Keefe Science Scholarship  
Joseph M. and Olivia Bischel Scholarship  
Henry G. Mueller Scholarship  
M. T. Heller Scholarship  
Shopko Scholarship  
FEEO International Business Scholarship  
Robert M. McKenna Family Scholarship  
Math and Julia Thieltges Memorial Scholarship  
Sarah and Joseph VanDrise Memorial Scholarship  
Joseph M. and Jeannette B. Conway Scholarship  
Malcolm and Rose Schuldes Scholarship  
Cletus and Mabel Collom Memorial Scholarship

Mr. and Mrs. Louis Guyon Scholarship  
Catherine E. Ledvina Memorial Fund  
William M. Scholl Endowment

Annual Scholarships

Post Corporation Scholarship  
Superior Welding Scholarship  
St. Norbert Abbey Scholarship  
C. A. Lawton Scholarship  
First Northern Savings and Loan Scholarship  
R. I. MacDonald Memorial Scholarship  
Super Valu Scholarship  
Parents Association of St. Norbert College Scholarship  
Jerome C. McGinnis Scholarship  
Kramer Machinery Scholarship  
WFRV Scholarship  
Vollrath Free Enterprise Scholarship  
David A. Yuenger Scholarship  
Lucille Meusel Scholarship in Music  
Brown County Home Builders Association Scholarship

**For more information about financial aid contact:**

Financial Aid Office  
St. Norbert College  
De Pere, WI 54115  
(414) 337-3071



Students compete in the tug-o-war during Winter Carnival.

# Fees and Expenses 1979-80



Professor John Bennett takes his English class outside.

|                                       |            |  |
|---------------------------------------|------------|--|
| Application (Matriculation Fee)       | \$ 15.00   | This non-refundable fee must be paid at the time of application.   |
| Deposit for Students Living on Campus | \$ 100.00  | This non-refundable deposit must be paid by March 15th or 30 days after admission has been offered. \$75 is applied to the first semester's tuition. \$25 is held as a room security deposit.  |
| Deposit for Commuters                 | \$ 75.00   | This non-refundable deposit will be applied to the first semester's tuition bill. Due March 15th or 30 days after admission has been offered.  |
| Deposit for Returning Students        | \$ 100.00  | This deposit is required of all students planning to enroll in the succeeding fall semester. The deposit is due in mid-April and will be applied to the fall semester's tuition. It is not refundable after July 15. It is refundable prior to July 15 upon written request. |
| Tuition (Full-time students)          | \$3,075.00 | Tuition for full-time students taking three or four courses per semester for one academic year (Sept.-May). Students usually take four courses per semester.   |
| Tuition (Part-time students)          | \$ 500.00  | Per course. Part-time students are charged \$500 for each course taken for credit.   |
| Tuition (More than four courses)      | \$ 250.00  | Full-time students who take extra courses are charged  |

|                                     |            |   |
|-------------------------------------|------------|---|
|                                     |            | after the basic four ordinarily attempted.                                  |
| Tuition (Audited courses)           | \$ 250.00  | Students who audit courses for no credit are charged \$250.                 |
| Room Charges (Double occupancy)     | \$ 720-790 | Per academic year.  |
| Room Charges (Single occupancy)     | \$ 850-880 | Per academic year.  |
| Board Charges (On-campus residents) | \$ 600-880 | Per academic year. Resident freshmen are expected to take a full meal plan. |
| Student Activity Fee                | \$ 50.00   | Per year.   |

(Late payment of fees is subject to a one per cent monthly finance charge. All fees are subject to change without notice.)

### REFUND POLICY

|         |   |     |
|---------|---|-----|
| Tuition | — Withdrawal within first week          | 80% |
|         | Withdrawal within second week           | 60% |
|         | Withdrawal within third week            | 40% |
|         | Withdrawal within fourth week           | 20% |
|         | Withdrawal after fourth week            | 0%  |
| Room    | — Withdrawal within first four weeks    | 75% |
|         | Withdrawal within second four weeks     | 50% |
|         | Withdrawal within third four weeks      | 20% |
|         | Withdrawal after twelfth week           | 0%  |
| Board   | — Unused portion of meal plan purchased |     |

# The Academic Program



A record number of students are using the new Todd Wehr Library each month.

St. Norbert College awards baccalaureate degrees in arts, science, music, and business administration. Majors in art, communication arts, economics, elementary education, English, International Business and Language Area Studies, history, mathematics, philosophy, political science, psychology, sociology, or religious studies will receive the Bachelor of Arts degree. Majors in biology, chemistry, medical technology, physics, or pre-engineering will receive the Bachelor of Science degree. Majors in music or business administration will receive the Bachelor of Music or Bachelor of Business Administration degree.

The academic structure of St. Norbert College is divisional, meaning that all course work is taken under one of three divisions: Humanities and Fine Arts, Social Sciences, or Natural Sciences. There are extra-divisional programs as well, and a number of inter-disciplinary plans.

Following are the areas of study available at St. Norbert:

## **Division of Humanities and Fine Arts**

- Art
- Classical Language
- Communication Arts
- English
- Graphic Communications
- History
- Modern Foreign Languages
- Music
- Philosophy
- Religious Studies
- Pre-Law

## **Division of Natural Sciences**

- Biology
- Chemistry
- Computer Science
- Mathematics
- Medical Technology
- Physics
- Pre-Dental
- Pre-Engineering
- Pre-Medical
- Pre-Pharmacy
- Pre-Veterinary

## **Division of Social Sciences**

- Business Administration
- Economics
- Education
- Geography
- International Business and Language Area Studies
- Political Science
- Psychology
- Sociology
- Pre-Law

## **Extra-Divisional**

- Physical Education
- ROTC

## **Bachelor's Degree Requirements**

The general requirement for all degrees is successful completion of at least 32 courses.

In addition to fulfilling major requirements, to graduate, every student must present a minimum of eight courses selected from the two divisions outside the division of his major. At least two of the eight courses must be in each of the two other divisions. In the case of an interdivisional major, a student's program must be structured so it doesn't violate the intent of this requirement.

Also to graduate, each student must present two courses in religious studies and/or philosophy, and two courses in modern literature, other than American or British, which may be studied in the original language or in translation, or study of a foreign language on the intermediate level.

Students must satisfy the particular requirements of the major program which they select. In each case, these requirements are established by the faculties of the respective disciplines.

### **Personal Majors**

Individual students have the option of structuring a personal major program on a divisional or cross-divisional basis. The procedure is as follows:

As sophomores, students select an advisor and together they structure a major program.

This program is submitted to the Dean of the College for approval. In case of doubt an appeal may be made to the Committee on Curriculum and Educational Policy.

### **ROTC**

All freshmen are required to attend an orientation of the Reserve Officers Training Corps program conducted during orientation week of each academic year. The ROTC program is voluntary thereafter. Students transferring to St. Norbert with sophomore standing may enroll in the two year ROTC program.

### **Residency**

Baccalaureate candidates must spend their senior year in residence at St. Norbert College. A student is considered to be "in residence" if he/she is registered for full-time study.

### **Course System**

St. Norbert has a course system rather than a semester hour system. Under this system there are half and full courses. To graduate, each student must successfully pass the equivalent of 32 full courses. Each full course equals four semester hours; each half-course equals two semester hours.

Courses with an H prefix are half courses; all other courses are full courses unless marked no credit. Courses with three digit numbers beginning with 0 such as 012 are ensemble courses. Four ensembles must be completed to earn a full course.

The college reserves the right to change the semester or year in which a given course is offered.



Such changes are sometimes necessary because of personnel changes or for other serious reasons.

### **Class Schedules**

A primary purpose of the course system is so academic credit for courses can be measured in terms of educational objectives rather than in terms of number of class meetings per week.

To allow faculty members maximum flexibility in planning patterns of class meetings, the registrar has developed a schedule that allows at least four 50-minute periods per week. For those instructors who wish, the schedule makes possible the use of periods of 100 and 150 minutes in combination with 50-minute periods. Each instructor will request the sequence that best fits his teaching needs. He is free to use the periods within the sequence assigned to him for a course as he judges proper, using all of them or some of them or none of them from week to week as he wishes.

### **Summer School at Other Institutions**

Four summer session courses transferred from other institutions may be counted in the 32 required for graduation from St. Norbert College. Students who plan to transfer credit for summer school courses in their major fields must have the courses approved by their advisor and the registrar before they are taken. Courses fulfilling general degree requirements must be approved by the registrar.

### **Course Load**

A normal course load for full-time students is four full courses or the equivalent per semester. No student may take more than four courses in any given semester except by written permission of the registrar. The only exception to this will be those students registering in an additional half course in music or physical education.

### **Grading System**

The St. Norbert College grading system is as follows:

| GRADE | DEFINITION        | QUALITY POINTS* |
|-------|-------------------|-----------------|
| A     | Excellent         | 4               |
| B     | Good              | 3               |
| C     | Satisfactory      | 2               |
| U     | Unsatisfactory    |                 |
| W     | Withdrew          |                 |
| Inc   | Incomplete        |                 |
| Def   | Deferred          |                 |
| Ct    | Continuing Course |                 |

Only grades of A, B, C, U and W are entered on the student's permanent record.

*\*Since progress toward the degree is measured in terms of courses successfully completed, grade point average is used only for purposes of determining the Dean's List and honors at graduation.*

### **Incompletes**

With the instructor's consent a course may be left incomplete and then finished no later than five weeks from the beginning of the following semester. After this time it will automatically be treated as an unsatisfactorily completed course.

### **Withdrawal from Class**

Prior to the date specified on the academic calendar, a student may withdraw from a course by: a) obtaining the written permission of his/her advisor, b) notifying the instructor, and c) submitting the completed course withdrawal form to the registrar. Thereafter, students may withdraw from a course only by permission of the Dean of the College for a serious reason—such as prolonged illness.

### **Reasonable Progress Toward a Degree**

On the assumption that the average full-time student can and does ordinarily finish a baccalaureate program in four years but that some deviation in either direction from this norm should be expected in the case of students who are more or less competent than the average, the following criteria will be used in considering whether or not a student is making reasonable progress toward a degree: students must satisfactorily complete at least six courses by the end of the freshman year, 13 courses by the end of the sophomore year, 20 courses by the end of the junior year, 28 courses by the end of the senior year, 32 courses by the end of the ninth semester. Students who fail to meet this requirement will have their cases referred to the Dean of the College for action, which may take the form of either warning or dismissal.

### **Class Attendance**

Except for the rules regarding students on the Dean's List, the policy on absences from class will be determined by each teacher for his own classes. The teacher will clearly explain his policy in the first class of each semester. It is presumed that all teachers will exercise prudence and justice in the application of sanctions. A uniform policy for all sections of multiple section courses is recommended.

### **The Dean's List**

Students who attain a 3.50 grade point average in the previous report period earn a place on the Dean's List. This gives them the privilege of being absent from class, except on days of compulsory attendance specified by an instructor because of tests, special assignments, or other reasons. Army regulations forbid the extension of this privilege to ROTC classes or drills.

### **Application for a Degree**

Students must apply for their degree one year in advance of the date on which they expect to receive it.

### **Independent Study**

The academic program at St. Norbert is designed to provide maximum flexibility of opportunity to students for meeting their educational goals. An important aspect of the academic program is approved independent study under the supervision of a faculty member. There are two basic approaches to independent work by the student. The first is independent study of a course listed in the catalog. The second is expansion of a student's study which goes beyond the content of regular courses listed in the catalog.

Independent study which extends beyond the scope of a course listed in the catalog may take various forms. First, there is independent study on a special topic. Second, there may be a directed readings project or directed research. Finally, there may be a work-study program. The titles of the independent work may vary from one academic area to another. The requirements for these, however, are standard.

Students registering for independent work which is not part of an available course must secure approval in advance of registration from the supervising faculty member and the divisional chairman. In order to secure approval the student must submit a written proposal including a precis of what is to be accomplished in the course and how it is to be accomplished. The proposal should be developed with the assistance of the student's advisor or the supervising faculty member or both. The proposal should be prepared in sufficient numbers for copies to be kept on file with the advisor, faculty member, and divisional chairman. As would be required in any course, the student should submit to the instructor evidence of the work accomplished. This evidence should be sufficiently extensive to permit a valid evaluation of the quantity and quality of what the student has accomplished in the course.

### **Career Planning**

The Career Planning and Placement Office provides a full range of career services to St. Norbert students and alumni. Personalized career counseling and placement consulting are available. A Career Resource Library houses graduate catalogs and scholarship/grant information, occupational literature, and employer literature. On-campus recruiting, vacancy listings, and career programming are co-ordinated through this office.

### **Foreign Study**

St. Norbert College maintains a Foreign Study Center to assist students interested in study abroad.

Through formal agreements with the American Institute for Foreign Study (AIFS), the Council on International Educational Exchange (CIEE), the Institute for American Universities (IAU), Nanzan University, and Schiller College, St. Norbert enables its students to spend either a semester or a year abroad—usually in their junior year—at the following locations:

1. AIFS: Aberdeen or Stirling, Scotland; Cambridge or London, England; Paris or Evian-les-Bains, France; Salzburg, Austria; Salamanca, Spain; and Perugia, Italy.
2. CIEE: Cadiz or Seville, Spain; and Rennes, France.
3. IAU: Aix-en-Provence or Avignon, France; and Canterbury, England.
4. Nanzan: Nagoya, Japan.
5. Schiller: Heidelberg, Germany; London, England; Madrid, Spain; and Paris or Strasbourg, France.

Through this diversity of programs the college serves the foreign study needs of foreign-language majors, IBLAS (International Business and Language Area Studies) majors, and nearly every other kind of major as well.

Students who enter these programs remain enrolled at St. Norbert College by pre-registering for foreign study in the semester prior to going abroad. With advance approval from St. Norbert College advisors, course credits earned transfer fully to any St. Norbert major program. Students who receive financial aid from the college may apply that aid to their foreign-study tuition and related academic costs. St. Norbert's Business Office collects the fees and remits them to the appropriate agencies.

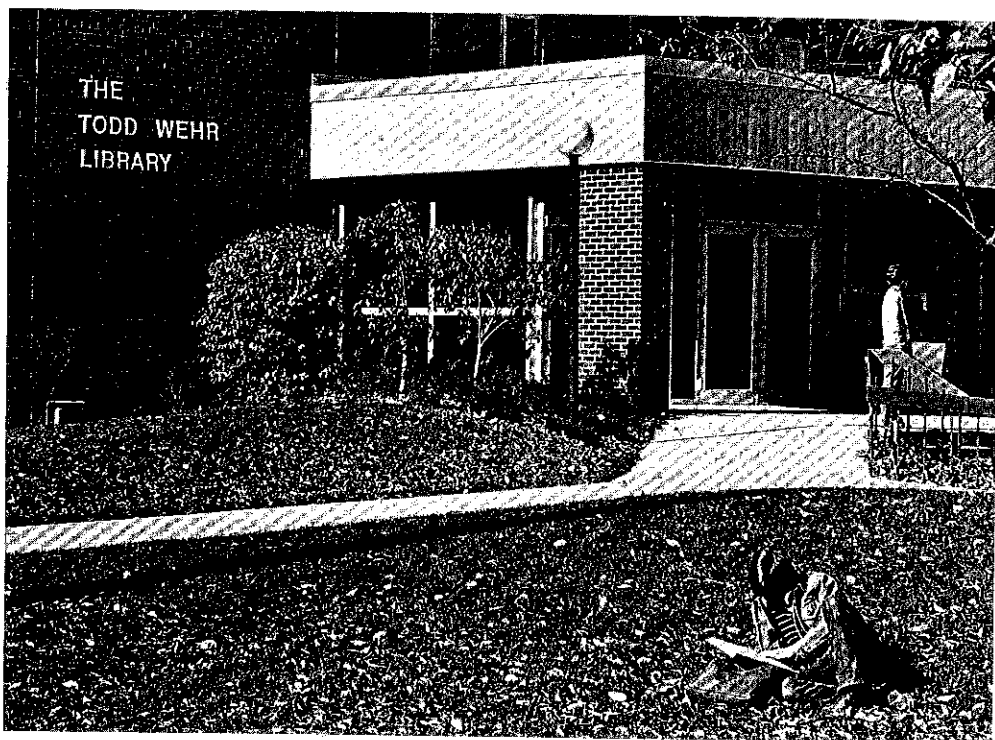
The Foreign Study Center determines eligibility for admission into the various programs, provides assistance in selecting programs, furnishes application materials and information about each program, and helps students plan and carry out all details involved in arranging for foreign study.

To recover the administrative costs resulting from these services, the college collects a fee of \$150 from each participating student. This fee is added to those charged by the sponsoring agencies. Any resulting surplus is applied to the student financial aid program. The Foreign Study Center is located in Boyle Hall 401-H.

### Practice Teaching Abroad

Besides the academic programs named above, St. Norbert College offers two other foreign-study opportunities to its students. Qualified students may arrange to practice teach in England or Ireland under the auspices of St. Norbert College and the Wisconsin Consortium. The St. Norbert College European Tour—in operation for more than a decade—allows students to earn course credit while traveling in Europe during the summer.

*St. Norbert College reserves the right to advance and alter the requirements regarding admission, the arrangement of courses, the curriculum, the requirements for majors, degree requirements, grading, and other academic policies and regulations affecting the student body. Such regulations will govern both incoming and matriculating students and will be effective as specified by St. Norbert College.*



Studying goes on outside the library as well as inside.

# Division of Humanities and Fine Arts



St. Norbert's Swinging Knights take to the stage.

## DIVISIONAL MAJOR IN HUMANITIES AND FINE ARTS (HU)

Rev. Xavier G. Colavechio, Chairman

A major in Humanities and Fine Arts is available for students who want a broader preparation in Humanities and Fine Arts than is permitted by a major in a single discipline. To structure this work with greater depth than a personal major might have and to ensure breadth, while at the same time insisting on a degree of concentration considered academically sound, the program consists of the following:

1. The chairman of the division will appoint a major advisor in consultation with the student.
2. The major program will consist of 15 courses in the Humanities and Fine Arts division chosen by the student in consultation with the advisor, six of which must be at an advanced level.
3. Courses must have a certain relevance to the student's explicit purposes and the program overall should exhibit reasonable integrity.
4. DH 100 (Introduction to Humanities) must be included in the major program.
5. There must be a course at the end of the program which has as its objective helping the student focus and synthesize the work he has done.

## DIVISIONAL COURSES (DH)

### 100 Introduction to the Humanities

An Introduction to the nature of studies in the humanities. This course offers students the opportunity to study and evaluate a selection of man's artistic and critical interpretations of the experience of being human. The materials are chosen from among the disciplines of Art, Music, Drama, Literature, Communication Arts, History, Philosophy, and Religious Studies. The course encourages students to reflect upon their responses to the selected materials. It provides instruction in theories and methodologies by means of which both the selected work and the individual response to it may be evaluated. The course seeks to broaden and deepen individual perceptions of the human experiences that are given expression in the selections; it

tries to develop sensitivity toward the forms in which those experiences are expressed; and it demands that each student evaluate both the experiences themselves and their artistic or critical expression. By drawing its content from a broad range of humanities disciplines, and by requiring students to deal with the concerns and practice the methods of those disciplines, the course demonstrates the essential integrity of the humanities curriculum. Required of students who enter the Humanities major program; open to all interested students. Second semester each year.

### 108 Film in Society

An investigation of the nature of film as an art form with emphasis on syntax, psychology, and philosophy. A variety of film genres will be studied. First semester each year.

## 121 European Seminar Tour

The course focuses on architectural styles, major museums, historical sites, and various European cultures. Work includes readings and a 25 day tour of England, France, Germany, Austria, Italy, and the Netherlands. Tour is conducted between spring semester and summer school.

## 135 Pop Aesthetics

Investigation of contemporary aesthetics and their relationship to media and the media phenomena.

## 150 Dante Aligheri

An analysis of Dante's development as a politician, philosopher, and theologian in the *Vita Nuovo*, *Convivio*, and *De Monarchia* which culminates in the mystic vision of the Divine Comedy. (Acceptable as literature in translation.)

## 200 Renaissance Culture

A study of the art forms and thought patterns which mark the development and flowering of the Renaissance in Europe from the late fourteenth to the mid-sixteenth centuries. Prerequisite: DH 100. First semester, alternate years.

## 212 Logic

A study of arguments to determine whether or not the process of reasoning involved takes place in an orderly way, following definite laws. Second semester each year.

## 213 Modern Continental Drama

This course includes some of the major dramatic works of Scandinavian, Russian, and German dramatists of the late nineteenth and the twentieth century. Dramatists whose works are likely to be treated include Ibsen, Strindberg, Gogol, Chekhov, Gorky, Mayakovsky, Schwarz, Hauptmann, Brecht, Kaiser, Borchert, and Sylvanus. Although the approach will be primarily critical, attention will be given to the cultural milieu in which each playwright worked. (Fulfills in part the literature in translation portion of the general education requirement.) Second semester, alternate years.

## 215 Fiction Writing

A course in the fundamental principles of writing stories: plausibility, plot construction, point of view, setting, symbolism, and style. The approach is workshop-tutorial. Some readings in short fiction are required. First semester, alternate years.

## 220 Classical Literature

A study of the major Greek classics—Homer, the tragedians, Aristophanes, Plato, and Aristotle through class discussion. Second semester, alternate years.

## 221 Great Books

A study of some of the original sources of Western intellectual tradition. Readings selected from Plato, Aristotle, Shakespeare, the Bible, Pascal, Jane Austen, Kierkegaard, and Freud. Offered on demand.

## 222 Continental Novel

This course includes some of the major works of the late nineteenth and the twentieth century, such as those by Flaubert, Kafka, Silone, Hesse, Kazantzakis, and Solzhenitsyn. Although attention is given to historical context, the approach is primarily critical. (Fulfills in part the literature in translation requirement.) First semester each year.

## 223 Black Literature and Culture

In this course students will study black culture through a selection of important literary works by such black American writers as James Baldwin, Ralph Ellison, Richard Wright, Langston Hughes, Le Roi Jones, Jean Toomer, Countee Cullen, and Lorraine Hansberry. Other materials will be used to provide background and critical perspectives. First semester, alternate years.

## 224 Contemporary Topics in Literature

This course concentrates on a single topic which is pertinent to the current needs and interests of students. The primary focus will be placed on the literary expressions of the natural human concerns embraced by such a topic. The topics covered will vary from semester to semester, and may include such areas as American humor, science fiction, politics and the novel, and western American literature. Second semester each year.

## 225 Mythologies

A special study of the classical myths and their influence on literature and art. Second semester, alternate years.

## 227 Environmental Aesthetics

A perceptive analysis of the human impact upon the visual environment. An awareness of historical tendencies and the complexity of contemporary problems with emphasis placed on design options for the future. Second semester each year.

### 375 Special Topics in Humanities

This course concentrates on a topic pertinent to the current needs and interests of students. Primarily, the focus will be placed on topics which cross disciplinary lines and involve two or more Humanities disciplines. Topics will vary and will be announced in the course listings.

### 490 Independent Study

A course allowing staff and students to explore together topics of special interest.

## ART (Ar)

William Bohne, James Cagle, Daniel Dickhut, Charles Peterson

**Content and Objectives:** Art is a basic component of the human condition and thus an essential ingredient of a liberal education. To provide all students with the opportunity to develop an aesthetic awareness of man and his environment is an essential objective of the discipline. The study of art and artists reveals mankind's continuing search for meaning beyond himself. Students are encouraged to compare their evolving value systems with those exemplified through the discipline. A major program is offered for students who possess the interest and potential for creative production. The major lays a firm foundation for graduate study, prepares effective teachers of art, and provides the background necessary for those interested in the fields of design and communication.

**Art Major (12 courses):** Ar 110, 115, 120, 134, 135, 221, 230, 240, at least two 300-level studio courses and one or two 400-level studio courses.

**Art Education Major, K-12 (14 courses):** Ar 110, 115 or 120, 134, 135, 221, 230, 240, 322, 326, DH 227, one additional 300-level studio course, one 400-level studio course, 280 or 310 and an art elective course.

**Elementary Art Education Major, 1-9 (eight courses):** Ar 134, 135, 221, 230, 240, 322, and two art history courses. (Note: Students may combine this major with Elementary Education).

Placement of art education graduates from 1971 through 1978 includes 74 per cent teaching art on elementary or secondary levels, 13 per cent attending graduate schools, and 13 per cent that either did not apply for a teaching position or did not secure a position. A total of 96 per cent of the art education graduates that applied for teaching jobs have secured teaching positions.

**Graphic Communication Major (14 courses):** Ar 110, 115 or 120, 134, 135, 221, 230, 240, 280, 310, 335, one 300-level studio and one 400-level studio; DH 108, 227.

It is recommended that art majors fulfill the Social Science requirement with courses in statistics, economics, and marketing. Elective courses in Communication Arts such as media history and contemporary media would intensify a student's background and preparation.

**Special Requirements or Information:** A senior exhibit is required of all majors.

## **110 History of Painting**

The evolution and development of painting from Giotto to Cezanne. Emphasis is placed on aesthetic awareness and insight into the human condition through art. First semester each year.

## **114 History of Crafts**

An interdisciplinary inquiry into the roles of the hand-made object and the craftsman in society. A variety of craft forms from primitive through contemporary cultures will be examined from the viewpoints of the artist-craftsman, designer, anthropologist, and the historian. Course will include demonstrations of craft techniques and provide opportunity for individual work in a craft area. First semester each year.

## **115 History of Modern Painting**

Examination of major figures, movements, and breakthroughs made between Impressionism and the present. Chronological and topical investigation of modern painting and its relationship to contemporary society. Second semester each year.

## **120 History of Modern Sculpture**

Investigation of contemporary sculpture, originating with the work of Rodin and culminating with recent developments (e.g., minimal sculpture, earth art). Architecture and painting included in sculptural survey when the conjuncture is evident. Second semester each year.

## **134 Concepts in Drawing and Design I**

Introduction to the fundamentals of drawing and design: technique, illusionism, composition, elements, and principles. Investigation of concept and media in line and mass drawing through use of the model, object, and still-life. First semester each year.

## **135 Concepts in Drawing and Design II**

A continuation of Ar 134 with greater emphasis on color and abstract design concepts. Prerequisite: Ar 134. Second semester each year.

## **221 Three-Dimensional Concepts I**

A basic and concentrated investigation of three-dimensional form and materials. This investigation concerns the structural nature and application of traditional and contemporary materials. Prerequisite: Ar 135. First semester each year.

## **230 Graphics I**

An introduction to serigraphy and lithography in relation to two-dimensional expression. Prerequisite: Ar 135. Second semester each year.

## **240 Painting I**

Introduction to fundamental problems of painting, with emphasis on form and color. The elements and principles of design and their application in painting will be investigated. Prerequisite: Ar 135. First semester each year.

## **280 Photography**

Photography as an art form. Aesthetics of photography, basic techniques in using a camera, and black and white darkroom procedures. Camera required. Prerequisite: Ar 135 or consent. First semester each year.

## **310 Film and TV Production**

An introduction to basic film and television techniques: equipment, theory, composition, etc. Completion of a film and tape is required of all students. Prerequisite: DH 108 and consent. Second semester each year.

## **322 Ceramics**

An introduction to the basic concerns of ceramics. Emphasis on hand-built and wheel-thrown forms will constitute the fundamental involvement of this three-dimensional studio. Prerequisite: Ar 221. Second semester each year.

## **324 Sculpture I**

Special emphasis on the development of personal statements and interest. Work in traditional and contemporary media. Prerequisite: Ar 221. Second semester each year.

## **326 Metals I**

Exploration with metal using the basic techniques of the jeweler, metalsmith, and sculptor including various casting processes, fabrication, and finishing techniques. Experimentation will include both traditional and contemporary uses of metal in jewelry and the use of metal in sculpture. Prerequisite: Ar 221. Second semester each year.

## **330 Graphics II**

Intensified exploration of graphic processes in relation to a personalized statement. Special emphasis placed on experimental techniques and relationships. Prerequisite: Ar 230. First semester each year.



### **335 Advertising Graphics**

An introduction to the basic elements and problems of graphic design. Emphasis is placed on the development of skills in the following areas: layout of illustration, photographs, and type for publication and the design of graphic communication systems. Prerequisite: Ar 135 or consent. First semester each year.

### **340 Painting II**

Problems involving the total creative processes in painting. Some synthesizing of previous and current information is expected. Prerequisite: Ar 240. Second semester each year.

### **424 Sculpture II**

Emphasis on new materials and attitudes. Students are encouraged to develop individual modes of plastic statement. Prerequisite: Ar 324. Second semester each year.

### **426 Metals II**

Additional technical experimentation and

research. Intensified exploration of a selected media with emphasis on developing individual approaches in object-making. Prerequisite: Ar 326. Second semester each year.

### **430 Graphics III**

Refinement and application of experimental techniques and processes in relation to independent expression. Prerequisite: Ar 330. First semester each year.

### **440 Painting III**

A concrete synthesis of experiences necessary to the emergence of a style is expected. Problems are determined by student in consultation with his instructor. Prerequisite: Ar 340. Second semester each year.

### **490 Directed Readings**

Specially qualified students under the guidance of an instructor may study various aspects of art.

## **CLASSICAL LANGUAGES**

A student may elect a personal major in classical languages if faculty staffing is available. Students may fulfill the school's language requirement through Latin or Greek.

### **GREEK (Gk)**

#### **101 Elementary Greek I**

The course will concentrate on forms and elementary syntax of koine Greek. By arrangement only.

#### **105 Elementary Greek II, New Testament**

One of the books of the New Testament will be used as text material. One period per week will be devoted to a review of forms and to composition. Prerequisite: Gk 101. By arrangement only.

#### **201 Xenophon**

The first few weeks will be devoted to an introduction to classical (Attic) Greek, after which the course will concentrate on the Anabasis. Throughout the course composition and forms will be stressed. Prerequisite: Gk 105. By arrangement only.

#### **490 Directed Readings**

Specially qualified students under the guidance of an instructor may study different literary works. By arrangement only.

### **LATIN (Lt)**

#### **101 Elementary Latin I**

The course will concentrate on forms and syntax of classical Latin. By arrangement only.

#### **105 Introduction to Latin Authors**

The course will consist of selected readings from Caesar's Gallic Wars or from Cicero's Orations or from philosophical works, plus composition, and a continued review of syntax and forms. Prerequisite: Lt 101 or one year of high school Latin and consent of instructor. By arrangement only.

## 201 Latin Authors

The course will be devoted to some authors not studied in Lt 105. Prerequisite: Lt 105 or consent of instructor. By arrangement only.

## 490 Directed Readings

Specially qualified students under the guidance of an instructor may study different literary works. By arrangement only.

## COMMUNICATION ARTS (CA)

D. Kelly Collum, John Giovannini, Edward Hruska, Douglas Kocher

**Content and Objectives:** The discipline of communication arts offers a curriculum which prepares students for careers in speech education, theatre, or professional media. This curriculum is directed toward integrating a substantial body of knowledge, both factual and theoretical, the developing of both communication skills and creative scholarly skills, and crystallizing and expressing individual human values.

The main objectives of the curriculum are to provide a broad program in the social and humanistic studies, to present courses in the processes and effects of communication, and to equip students with professional values.

A secondary objective is to provide that amount of training, skills, and techniques that will sustain a student's interest in his chosen profession and will assist him in beginning his career.

**Major (10 courses):** The major program consists of 10 courses to be distributed in the following manner:

Required courses: CA 121, 122, 223, 224

Required areas: Three courses from one of the following concentrations, two of which must be at the 400 level:

Theatre: CA 332, 333, 334, 436, 437

Speech: CA 342, 343, 446, 447

Media: CA 352, 353, 456, 457

**Elective Courses:** Three electives above 300, at least one of which must be a 400 level course from one of the other concentrations.

The following cognate courses are strongly recommended: En 150, and one English or American literature course, Ps 101, Sc 100 or Sc 111, and five courses in one or two of the following disciplines: art, English, history, music, or humanities. (For students concentrating in theatre, two of the courses should be selected from among En 214, 335, 339, and DH 213.)

A broad field communication arts major which prepares students for secondary teaching includes:

CA 121, 122, 223, 224, one 300 level in each area and one 400 level in each area plus an English minor.

## **012 Theatre Ensemble**

### **101 Basic Principles of Speech**

An inquiry into the sociological, rhetorical, logical, semantic, and ethical aspects of human communication. Principles and practice in the delivery of extemporaneous speeches which seek such responses as knowledge or understanding, pleasure, deep feeling, belief, or action. Offered one semester each year.

### **112 Theatre Production Practicum**

This course is intended to provide students who have an interest in theatre with practical experience in the various aspects of theatre production. It is a supervised lab course encompassing all forms of technical theatre. Basic skills in scenery construction, lighting, make-up, costume, and stage properties will be developed. Open to all students. Students must register for CA 012 for four (4) semesters to fulfill the requirements for credit for this course.

### **121 Communication Arts**

Addresses three basic questions: What is communication? What is the relationship between communication arts and other disciplines? Why study communication? In the formulation of answers, traces the history, development and influences of communication. Each semester.

### **122 Principles of Inter-Personal Communication**

Develops basic principles, characteristics, types, and summary propositions of personal communication. Examines models and theories of communication from a variety of views: philosophical, rhetorical, stylistic, psychological, and sociological. Prerequisite: CA 121. Second semester each year.

### **223 Principles of Public Communication**

Application and development of basic communication principles in the public setting. Examination of this process in diverse ways; theatre, public speaking, writing for public consumption. Prerequisite: CA 121. First semester each year.

### **224 Principles of Mass Communication**

Application and development of basic communication principles in mass media. Examination of a variety of media: journalistic, film, electronic. Prerequisite: CA 121. Second semester each year.

## **332 Acting**

The course will be concerned with the fundamentals of acting. Techniques for developing self-awareness, imagination, observation, concentration, and sensory recall will comprise the basic approach. Employment of voice and body in developing characterization will also be studied. Prerequisite: CA 122. First semester each year.

## **333 Directing**

A course in the fundamentals of script analysis, blocking, and interpretation. An investigation of the director's role as artist and coordinator as seen in the various schools and techniques of play direction. Prerequisite: CA 332. First semester, alternate years.

## **334 Scene Design and Stage Lighting**

A study of the artistic and practical elements involved in preparing a stage setting. Prerequisite: CA 121. Second semester, alternate years.

## **342 Public Speaking**

Students will prepare and deliver speeches or participate in speech with variable formats, such as those for discussion, debate, and persuasion. Equal time will be devoted to theory and practice, and equal importance to content and delivery. Prerequisite: CA 101 or consent and CA 122. First semester, alternate years.

## **343 Voice and Diction**

A study of normal and abnormal speech and hearing. Areas of special consideration will be articulation, voice, and stuttering. Study will also include special problems associated with aphasia, cerebral palsy, cleft palate, delayed speech, and hearing. Some work will be done on therapeutic approaches. The course also implements individual drill work in voice and articulation. Prerequisite: CA 121. Second semester, alternate years.

## **352 Writing for Media**

A study of writing styles, principles and methods for various media. Application of these principles in journalistic, audio-visual, and broadcast problems. Examination of demands made by the different media on the writer. Prerequisite: CA 122 and 224. First semester each year.

## **353 The Visual Image**

A study of elements and principles of non-verbal communication as they affect the public- and mass-communicator. Application of

such elements as line, mass, dynamics, color, light, and shadow to a diversity of visual media from journalism (lay-out, design) to stage and television. Prerequisite: CA 122 or consent. Second semester each year.

### **436 Theatre History**

Survey of the major periods in theatre from the Greeks to the present. Explores movements, significant personalities and styles which have affected theatre in the western world. Prerequisite: CA 223 or consent. First semester each year.

### **437 Contemporary Theatre**

A study of current trends in dramatic literature and theatre practice. Special emphasis is placed on relating contemporary theatre practice to future expectations. Prerequisite: CA 223. Second semester each year.

### **446 Psychology of Communication**

Psychological bases of symbolic communication in terms of language habits and their effects on inter- and intra-personal communication, thought, and behavior. Prerequisite: CA 122 and 223. First semester each year.

### **447 Contemporary Public Address**

A study of British and American oratory of the last fifty years. Focus will be on the rhetorical adaptations to time, place, audience, occasion, and especially language. An effort will also be made to evaluate the success of each speaker's discourse. Prerequisite: CA 122 and 223. Second semester each year.

### **456 Media History**

A study of the development of media, with an emphasis on the historical and cultural context. Examination of how the media have viewed the social concerns of their time and the results of action which the media have taken. Prerequisite: CA 223 and 224. Second semester each year.

### **457 Contemporary Media**

An examination of current media and their social contexts. Directs students to problems of control, support, and function of media today. Looks at current views of society as found in media and speculates about probable results and implications in the future. Prerequisite: CA 223 and 224. First semester each year.

### **490 Independent Study**

A course allowing staff and students to explore together topics of special interest in the area of Communication Arts.

## **ENGLISH (En)**

John Bennett, Robert Boyer, Thomas Davidson, Richard Londo, Stanley Matyshak, Linda McConnell, Kenneth Zahorski

**Content and Objectives:** The English discipline emphasizes the study of literature as the aesthetic expression of intellectual, ethical, and creative values. The program seeks to sensitize students to literary art form and provides experience in reading, analyzing, discussing, appreciating, and then writing about various aspects of literary works, genres, and historical periods.

We teach reading not only because reading is good in itself, but because only a skillful reader can get at the ideas of literary works which treat values subtly, deeply, or ambiguously. We analyze the structure of literary works not only because the unity of diversity is beautiful in itself, but because in perceiving form readers perceive the various points where character becomes behavior, that is, where a human being makes a value judgement and acts upon it. We emphasize technique and style not only because they are interesting in themselves, but because readers who are aware of these matters soon come to appreciate how they express and qualify theme and character.

We teach writing not only because the ability to write well is a mark of an educated person, but because writing is one of the most fully human of all human activities: it

develops, disciplines, and strengthens the writer's power to evaluate, to judge, to reason, to compose, to feel, to care; it is both a method of communicating with others and a process of self-realization in which the writer obeys Socrates' famous admonition "Know thyself."

**Major (10 courses):** The major program consists of 10 courses to be distributed in the following manner:

**Required Courses:** En 150, 250, 325, 339, 344, and 400. En 190 is required for students who plan to teach English on the secondary level. (This is the elective course for them.)

**Elective courses in required areas (one course from each area):**

|                     |                               |
|---------------------|-------------------------------|
| Renaissance:        | En 334 or 335.                |
| Nineteenth Century: | En 353, 355 or 358.           |
| American:           | En 216, 218, 221, 366 or 374. |

**Elective Courses (one course selected from the following):**

All other En courses not used to meet the above requirements, or DH 213, 215, 220, 221, 222, 223, 224 or 225.

**Teaching Minor (six courses):** En 150, 190, 250, 339, one elective in American literature and one other En course.

## 150 Literary Genres

This course attempts to help students develop skill in close reading and analysis of selected works from the genres of poetry, fiction, and drama according to the various principles and techniques of literary criticism. The emphasis is directed toward enlivening a student's perceptions and his ability to express them through class discussions and papers. (This course is required for all English courses in the 200 and 300 series.) Each semester.

## 190 English Grammar

An introduction to the study of language, with special emphasis on traditional English grammar. All English majors who plan to teach on the secondary level and teaching minors are required to take this course. Second semester each year.

## 212 The Modern British Novel

This course, because of the considerable number of important authors within its compass, is necessarily highly selective. Consequently, the selections offered vary from year to year. Authors whose works may be treated include Conrad, Hardy, Joyce, Forster, Woolf, Mackenzie, Lawrence, F. M. Ford, Carey, Evelyn Waugh, Rex Warner, Bowen, Snow, Renault, Spark, Murdock, Lewis, Graves, Charles Williams, Golding, Tolkien, Huxley, and

Orwell. First semester, alternate years.

## 214 Modern Drama

Representative American, Irish, British, and Continental dramatists of the past century, from Ibsen to Albee, are included in this course. The emphasis is upon the development of modern drama from the Theater of Realism to the Theater of the Absurd. Dramatists whose works may be treated include Ibsen, Brecht, Osborne, Bolt, Pinter, O'Casey, Synge, O'Neill, Wilder, Williams, Miller, and Hansberry. Second semester, alternate years.

## 216 Nineteenth Century American Novel

A study of the American novel prior to World War I, surveying representative works from the romantic, realistic, and naturalistic periods. Cooper, Hawthorne, Melville, Twain, Howells, James, Crane, Norris, and Dreiser are likely to be considered. Second semester each year.

## 218 The Modern American Novel

Surveys the development of the American novel since World War I. Fitzgerald, Hemingway, and Faulkner highlight the first half of the course. Other novelists included may vary from year to year. Ten to 12 novels will ordinarily be required reading for the course. First semester, alternate years.

## 221 The American Short Story

This course concentrates on the technical development of the American short story by studying selected works of Irving, Hawthorne, Poe, Twain, Harte, Bierce, Crane, James, O. Henry, Lardner, Anderson, K. A. Porter, Fitzgerald, Hemingway, Steinbeck, Faulkner, O'Connor, Welty, and others. Formal analysis of individual stories. Some attention also to general literary trends and theories of fiction that have affected the short story in its historical development in America. Second semester each year.

## 222 Modern Poetry

British and American poetry; the definition of "modern" depends on the instructor; the content of the course may vary from year to year; generally includes major figures such as Yeats and Eliot. Other poets who may be studied are Hopkins, Hardy, Dickinson, Frost, Stevens, Lowell, Pound, Auden, Thomas, Graves, and contemporary figures. Second semester each year.

## 250 Advanced Expository Writing

This course introduces students, by means of practical exercises, to the organizational, syntactic, and lexical problems faced by expository writers. It attempts to help students develop a prose style that is clear, concise, and accurate. Each semester.

## 325 Chaucer

A reading of Chaucer's *Canterbury Tales* from linguistic, historical, and especially artistic points of view. First semester each year.

## 334 Milton

This course begins with a study of some of Milton's earliest poetry and moves to a concentration on his greatest works, *Paradise Lost*, *Paradise Regained*, and *Samson Agonistes*. Some of Milton's prose pamphlets may also be considered. Second semester, alternate years.

## 335 Tudor-Stuart Drama

The rise and flourishing of English drama, exclusive of Shakespeare, in the sixteenth and seventeenth centuries. Some attention is given to the origins and development of this drama in the early sixteenth century; major focus on the works produced between 1580 and 1642, including plays by Kyd, Marlowe, Jonson, Webster, Beaumont and Fletcher, Chapman, Ford, and others. First semester, alternate years.

## 339 Types of Shakespearean Drama

This course is a survey of Shakespearean drama which usually includes representative plays

from each of the following categories: English chronicle play, Roman history, comedy, tragedy, tragicomedy, and dramatic romance. In essence, it is a dramatic sampler of some of Shakespeare's finest works. Designed not only for English majors, but also for general students who have an interest in Shakespeare. Each semester.

## 344 Eighteenth Century Literature

This course concentrates on the main currents of English literature during the period. Authors studied may include Defoe, Steele, Addison, Swift, Gay, Pope, Richardson, Fielding, Smollett, Johnson, Boswell, Goldsmith, and Sheridan. First semester each year.

## 353 The English Romantics

A study of Romanticism as one of the great movements of English literary history with an emphasis on a close analysis of the works of the major Romantic poets: Wordsworth, Coleridge, Byron, Shelley, and Keats. Second semester, alternate years.

## 355 Victorian Literature

The poetry of Tennyson, Browning, and Arnold is studied intensively with some attention given to selected nineteenth century essayists whose works explain the environment in which the poets worked. Such authors as the Rossettis, Morris, Swinburne, and Pater may also be included. First semester, alternate years.

## 358 Nineteenth Century English Novel

This course moves from Jane Austen to Thomas Hardy and Joseph Conrad. Representative novels are studied with emphasis upon the development from the eighteenth century beginnings through Romanticism and Realism to the beginnings of Naturalism. It includes works by Dickens, Thackeray, the two Brontës, Trollope, Meredith, and Butler. Second semester, alternate years.

## 366 American Romanticism

This course undertakes an intensive study of the works of Emerson, Thoreau, Hawthorne, Melville, and Whitman as representative of the great flowering of the American literary tradition in the mid-nineteenth century. First semester, alternate years.

## 374 American Realism and Naturalism

A survey of the literature of America produced between 1860 and 1900. Includes works representing the significant developments of the period. Authors likely to be included:

Dickinson, Harte, Howells, Twain, James, Garland, Crane, and Norris. First semester, alternate years.

#### **400 Advance Seminar in English Literary Studies**

The seminar offers junior and senior English majors (and minors who so choose) the oppor-

tunity to concentrate on a special problem or theme, or on an author or combination of authors.

#### **490 Independent Study**

A course allowing staff and students to explore together topics of special interest.

### **HISTORY (Hs)**

Heinz Baader, Wayne Patterson, Rev. Edward Stibili

**Content and Objectives:** The history discipline offers introductory and advanced courses in American, European, and Asian history. Its method and content are uniquely equipped to provide students with perspective and help them develop the critical skills of analysis and synthesis. Just as historical figures have argued over means and ends in political, cultural, religious, and social values, so too must historians examine the differing value premises which have shaped these historical debates and controversies. The objectives of the discipline are to contribute to the college's liberal arts curriculum and to prepare majors for careers in teaching, law, government, and many other professions.

**Major (10 courses):** The introductory courses, 111, 116, 121, and seven advanced courses. Students must take four advanced courses in one area of concentration, two advanced courses in a second area, and one advanced course in the third area.

**Teaching Major:** The courses necessary to complete a teaching major or a broad field Social Studies teaching major are the same as those needed for a History major, plus the courses required in Education.

**Teaching Minor (six courses):** The introductory courses, 111, 116 and 121, and one advanced course each in American, European, and Asian history.

Students may receive one course credit in Western Civilization (111) and/or one course credit in American History (116) through CLEP examination.

Transfer students who wish to earn a major in history must satisfy the above requirements or their equivalent and must complete, on this campus, at least three advanced courses.

#### **111 Western Civilization and Culture**

Milestones of history drawn from various movements of a political, social, religious, economic, intellectual, and cultural nature that have marked the development of Western civilization from antiquity to the present. Each semester.

#### **116 History of the American Nation**

A brief survey of the political, economic, diplomatic, and social developments in the United States from the first English colonies to the present. Each semester.

#### **121 History of East Asia to 1800**

A survey of the institutions, society, and philosophical underpinnings of traditional China, Japan, Korea, and Vietnam with primary emphasis on China. First semester each year.

#### **122 History of Modern East Asia After 1800**

Continuation of Hs 121. Topics include reactions to Western intrusion, nationalism, and ultra-nationalism, communism, the Pacific war, and postwar trends. Second semester each year.

## 227 Ancient Civilizations

A study of the social, political, and cultural features of ancient Mesopotamia, Egypt, Greece, and Rome to 500 A.D. First semester each year.

## 230 Medieval Civilization

A study of events and institutions from the fall of the Roman Empire until the eve of the Reformation, 500 to 1500 A.D. First semester each year.

## 250 Modern European History

A study of the transformation of European society since the sixteenth century, including the structure of institutions and modes of life inherited from the past. Emphasis on the impact of social, religious, technological, and cultural changes, the strains from two world wars, revolutions, and the rise and decline of the European nation-state. Second semester, alternate years.

## 253 Colonial America

A study of the development of the American nation from the first arrival of Europeans through the American revolutionary era. First semester, alternate years.

## 254 American Growth and Conflict

A study of the early national period, westward expansion and sectionalism, the Civil War and Reconstruction. Second semester, alternate years.

## 255 The Rise of Modern America

A study of American industrialization, imperialism, and reform from the end of Reconstruction to the end of the first World War. First semester, alternate years.

## 256 Twentieth Century America

A study of America's return to "normalcy" in the Twenties, the Depression and New Deal, World War II and the period after it. Second semester, alternate years.

## 261 History of Modern China

An examination of China in the nineteenth and twentieth centuries with special emphasis on the impact of the West, modernization, nationalism, and communism. First semester each year.

## 262 History of Modern Japan and Korea

This course focuses on the modern history of Japan and Korea with primary emphasis on Japan since 1853. Topics include the rise of militarism and the failure of liberalism, expansion in the Pacific, and postwar democratic political systems. First semester each year.

## 263 Communism in China

An examination of communism from its beginning in 1921, the alliance with the Kuomintang, guerrilla warfare, the rise of Mao, political developments after 1949, foreign relations, and the formation of Maoist ideology. Prerequisite: junior standing or consent. Second semester each year.

## 301 Western Intellectual and Cultural History

Historical analysis of the cultural and intellectual development from its Egyptian, Greek, and Roman origins to modern times. Second semester each year.

## 305 Topics in History

A course taught at intervals by a member of the staff, dealing with a topic in American, European, or Asian history. The topic will be announced each time the course is offered. The course, which counts as an advanced course in the area of concentration in which the topic falls, may be taken more than once for credit, if the topic is different. Second semester each year.

## 490 Independent Study

A tutorial course for majors only; involving either a directed reading program in an area of special interest to the student or a project based on research under the supervision of a staff member.

## MODERN FOREIGN LANGUAGES

Mechtild Calnin, Richard Calnin, Rev. Rowland De Peaux, Rev. Leonides Fresno, Maria Gawrilowa, Rev. Fabian Jolicoeur, M. Teresa Le Mense, Mary Techmeier

**Content and Objectives:** The objectives are to enable students to communicate effectively in French, German, and Spanish; to familiarize students with the values



and cultures of those countries, and several others, through literature courses studied in the respective language for majors, or in translation for general students, thus increasing their awareness of the human condition in all its dimensions, moral, religious, aesthetic, and encouraging students to clarify their own values and beliefs; to prepare teachers for bilingual schools and modern foreign language teaching careers; to provide language skills and cultural awareness to students specializing in other academic areas; to meet the foreign language requirements of graduate schools in foreign language and comparative literature studies.

**Major (nine courses):** Major programs are offered in French and Spanish. At least nine courses above 300 constitute a major. Included must be 328, 375, and 390; the Spanish major also requires Sn 385. A 300 level course, with the exception of 390, must consist of content directly related to the literature and culture representative of the respective foreign country.

**Minor (six courses):** Teaching minor programs consisting of six courses are offered in French, German, and Spanish (101, 102, 201, 225, 375, and 390).

**IBLAS Major:** In cooperation with Business Administration, there is a major program in International Business and Language Area Studies. See page 82 for details.

**Special Requirements or Information:** Laboratory sessions, being an integral part of the courses up to and including 201, are obligatory.

Translation courses numbered 226 through 299 do not fulfill major requirements. All other courses except 101 are conducted entirely in the foreign language.

All students with previous language experience should take CLEP examinations. Placement in language courses will be determined by either: a) the result of the CLEP test, or b) the high school record; two high school language courses normally place a student in Language 102; three or more high school courses normally place a student in Language 201. To assure correct placement a departmental examination will be given the first or second day of class to all students enrolled in Language 201.

A student who fails Language 101 or 102 at St. Norbert cannot receive credit for that course by successfully completing the next higher language course.

## FRENCH (Fr)

### 101 Elementary French

For students without previous training in the language. Four class periods of intensive drill in the aural-oral method with two laboratory drills per week as part of the lesson in grammar, pronunciation, and conversation. First semester each year.

### 102 Elementary French

Continuation of Fr 101. Prerequisite: Fr 101. Second semester each year.

### 201 Intermediate French

Short, basic readings, conversation, and grammar. Four class periods and two lab periods per week. Prerequisite: Fr 102 or placement. First semester each year.

### 224 Intermediate Business Readings, Conversation and Composition

A continuation of 201 designed especially for IBLAS majors, who may substitute this course for Fr 225. The course uses various aspects of business life within the context of modern culture in francophone countries. Prerequisite: Fr 201. Second semester each year.

### **230 Modern French Drama**

An introduction to modern French drama followed by a thematic study of the masterpieces of the great modern French playwrights: Giraudoux, Anouilh, Beckett, and Ionesco. (In translation)

### **237 European Realistic Novel**

A comparative study of the realistic movement and its major representatives: Balsac, Flaubert, Tolstoy, Dostoevsky, Dickens, Dreiser, Fontane, and Keller. (In translation)

### **251 Contemporary French Novel**

A critical study of select major French novelists of the twentieth century. (In translation)

### **328 Classicism**

A study of the thought and literary movement of the eighteenth century. Prerequisite: Fr 225 or consent. First semester, alternate years.

### **339 French Literature of the Eighteenth Century**

A study of the literary and philosophical trends of the Age of Enlightenment with special emphasis on Montesquieu, Voltaire, Diderot, and Rousseau. Prerequisite: Fr 225 or consent. First semester, alternate years.

### **340 Modern French Theatre**

An intensive study of the works and philosophy of such modern dramatists as Claudel, Matherlant, Giraudoux, Anouilh, Beckett, and Ionesco. Prerequisite: Fr 225 or consent. Second semester, alternate years.

### **349 Nineteenth Century French Novel**

A study of the major trends in the French novel: romanticism, realism, naturalism. Prerequisite: Fr 225 or consent. First semester, alternate years.

### **350 Modern French Novel**

A critical study of the major French novelists of the twentieth century. Prerequisite: Fr 225 or consent. Second semester, alternate years.

### **355 The Romantic Period in French Literature**

A study of the romantic movement in France with emphasis on poetry, prose, and drama. Prerequisite: Fr 225 or consent. First semester, alternate years.

### **360 Contemporary French Poetry—1850 to the Present**

A study of French poetry from Baudelaire to the present. Prerequisite: Fr 225 or consent. First semester, alternate years.

### **375 French Civilization**

A background of history, art, and institutions as an aid to the understanding of the principal movements in French literature and thought, and to appreciate the French people. Prerequisite: Fr 225 or consent. Second semester, alternate years.

### **390 Advanced Conversation, Grammar and Composition**

Review of French grammatical structures, syntax, and idioms. Drills in original French composition. Emphasis on developing facility in oral expression. Review of phonetics and practical drills on phonemes that pose problems to American students. Prerequisite: Fr 225 or consent. Second semester each year.

### **490 Independent Study**

For upper level students in lieu of a regular course; plan of work must be approved before registering. Reports, papers, and examination. Prerequisite: At least two courses above 225 or consent.

## **GERMAN (Gr)**

### **101 Elementary German**

For students with no previous training in the language. A careful drill in pronunciation and grammar, with written exercises, reading, dictation, and conversational drills. Four class periods and two laboratory periods per week. First semester each year.

### **102 Elementary German**

Continuation of Gr 101. Prerequisite: Gr 101. Second semester each year.

### **201 Intermediate German**

Short, basic readings, conversation, and grammar. Four class periods and two lab periods per week. Prerequisite: Gr 102 or consent.

### **225 Intermediate Readings, Conversation and Composition**

A continuation of 201 with emphasis on developing facility in oral and written expression.

Prerequisite: Gr 201 or equivalent. Second semester each year.

### 375 German Civilization

A course in extensive German language readings designed to acquaint students with German culture. Designed to widen the student's grasp of the social, political, and cultural aspects of German speaking nations. Prerequisite: Gr 225 or consent. Second semester each year.

### 390 Advanced Conversation, Grammar and Composition

Review of German grammatical structures, syntax, and idioms. Drills in original German composition. Emphasis on developing facility in oral expression. Review of phonetics and practical drills on phonemes that pose problems to American students. Prerequisite: Gr 225 or consent. First semester each year.

### 490 Independent Study

For upper level students in lieu of a regular course; plan of work must be approved before registering. Reports, papers, and examination. Prerequisite: At least two courses above Gr 225 or consent.

## RUSSIAN(Ru)

### 231 Nineteenth Century Russian Fiction

Readings include the fiction of major pre-Soviet authors such as Pushkin, Gogol, Turgenev, Dostoevsky, Tolstoy, and Chekhov. Concurrently with the literary studies, students will examine the history of the period to gain an appreciation of the relationship of the fiction to the times in which it was written. (In translation)

### 232 Soviet Russian Literature

Readings include primarily the fiction and drama of major Soviet Russian authors such as Gorky, Gladkov, Mayakovsky, Sholokhov, and Solzhenitsyn. Students are not required to have taken Ru 231, but this course will continue the same focus on historical and cultural developments (especially the theory of Socialist realism) and their relationship to the literature of Soviet Russia. (In translation) Second semester, alternate years.

## SPANISH (Sn)

### 101 Elementary Spanish

For students without previous training in the language. Four class periods of intensive drill in

the aural-oral method with two laboratory drills per week as part of the lesson in grammar, pronunciation, and conversation. First semester each year.

### 102 Elementary Spanish

Continuation of Sn 101. Prerequisite: Sn 101. Second semester each year.

### 201 Intermediate Spanish

Reinforcement of basic grammatical structures; enrichment of vocabulary and idiomatic expression, both in conversation and composition. Introduction to literary reading. Prerequisite: Sn 102 or consent. First semester each year.

### 225 Intermediate Readings, Conversation and Composition

A continuation of 201 with emphasis on developing facility in oral and written expression. Prerequisite: Sn 201 or equivalent. Second semester each year.

### 229 Life Styles in the Spanish Classics

A study of social and ethical value-systems as portrayed in literary masterpieces, such as *Don Juan*, *Don Quixote*, *La Celestina*, *El Cid*, *Lazarillo*, and the mystics. (In translation)

### 230 Spanish American Literature in Translation

Study of contemporary American and Spanish works, including the novel of the Mexican revolution. Attention is given to both literary analysis and historical background. (In translation)

### 251 Contemporary Dimensions of *Don Quixote*

A study of the literary masterpiece itself, the myth, and its dimensions as reflected in the interpretations of present day writers (Unamuno, Ortega y Gasset, etc.). (In translation)

### 328 Golden Age of Spanish Literature

A trifold study of the masterpieces of the sixteenth and seventeenth centuries; their literary form and language, their major themes and historical background, and an era of conflict. Prerequisite: Sn 225 or consent. First semester, alternate years.

### 340 Eighteenth and Nineteenth Century Spanish Literature

Romanticism and realism; life styles as expressed in literary masterpieces. Prerequisite: Sn 225 or consent. First semester, alternate years.

### **350 Spanish Contemporary Literature**

Recent literature, the generation of 1927 and post-war literature. Prerequisite: Sn 225 or consent. Second semester, alternate years.

### **357 Modernism, the Generation of "98"**

An existential view of man and society; a search for new styles in art. Second semester, alternate years.

### **375 Spanish Civilization**

A background of history, art, and institutions as an aid to the understanding of the attitudes and values of the Spanish people and culture. Prerequisite: Sn 225 or consent. First semester, alternate years.

### **382 Spanish American Poetry**

From Romanticism to the present. Prerequisite: Sn 225 or consent. Second semester, alternate years.

### **385 Spanish American Civilization**

Background of the history, art, and institutions of Spanish America. Prerequisite: Sn 225 or consent. First semester, alternate years.

### **387 Spanish American Novel**

Introduction to Spanish American novel. Main authors and critics. First semester, alternate years.

### **388 Hispanic Theatre**

Main representative authors from Spanish America and Spain. Second semester, alternate years.

### **390 Advanced Conversation, Grammar and Composition**

Review of Spanish grammatical structures, syntax and idioms. Drills in original Spanish composition. Emphasis in developing facility in oral expression. Review of phonetics and practical drills on phonemes that pose problems to American students. Prerequisite: Sn 225 or consent. Second semester each year.

### **490 Independent Study**

For upper level students in lieu of a regular course; plan of work must be approved before registering. Reports, papers, and examination. Prerequisite: At least two courses above 225 or consent.

## **MUSIC (Mu)**

Rev. Bartholomew Agar, Dudley Birder, Joseph Cohen, Norbert Ecker, Thomas Hurley, Sadie Jerry, Gerald Mattern, Marshall Moss, Seoung Lee Wilson

**Content and Objectives:** The discipline of music offers a curriculum which prepares students for a music career in teaching or performance. It also affords an opportunity for all St. Norbert College students to enrich their musical understanding. Students must grasp the integrity, responsibility, and self-worth that go hand in hand with the process of learning musical skills and must use their talents to express in their own individual ways the values of another, the poet or the composer.

**Major (14-15):** H05, either H60 or H64, 116, 117, 163, 164, 172, 263, 264, 272, 273, and eight semesters of applied music or seven semesters of applied music and Mu 420. Piano majors must also take Mu 220.

**Piano Pedagogy Major (19½):** The requirements for a music major plus Mu 330, Ar 134, PE H02 and H08, Ed H28, Ed H45, and Ed H48.

**Music Education Major (14½ or 15½):** Mu H05, 116, 117, 163, 164, 172, 263, 264, 272, 273, and eight semesters of applied music, at least four of which must be in the same area, and H60 and H61 for voice education and piano education majors, or H62, H63, H64, and H65 for instrumental education majors.

**Special Requirements or Information:** Freshman Music Majors — Admission to freshman standing in music is based upon sufficient ability and skill to pursue successfully one of the curricula of the major. Auditions will be conducted on the campus or by special arrangement during the spring prior to the initial semester. A screening test in music fundamentals will be offered at the first meeting of Mu 163.

Transfer students desiring to enter St. Norbert as music majors will be given music proficiency exams to determine advanced standing.

Applied Music: Voice and piano lessons at the freshman level will be given in class lessons, scheduled twice each week for 50 minute periods. Voice classes will meet in groups of six to 10; piano students will meet in groups of six, the size of the piano lab.

Toward the end of the freshman year, students enrolled in class lessons who wish to continue their applied lessons will be auditioned by a jury of at least three music faculty members. The jury will determine whether the student shall be permitted to go on to sophomore level applied lessons on a one-to-one basis, or continue in sophomore class lessons.

Exceptional students will be permitted to audition before the jury at any time to qualify for individual applied lessons.

Students wishing to take applied lessons in an area other than their primary interest will be limited to class lessons, with the following exceptions:

1. Judgement by a faculty jury that the student has exceptional talent in the secondary area, and
2. That time is available in the applied teacher's schedule to accommodate additional individual lessons.

All individual lessons will be offered for a minimum of 30 minutes each, but in general, lessons for junior and senior majors will be 45 minutes. (Advanced piano majors will ordinarily receive lessons of one hour)

Lessons will be given weekly, each student normally receiving 13 lessons per semester, with 12 lessons being the minimum.

Lessons cancelled by the teacher will be made up. Lessons cancelled by the student will be made up at the discretion of the teacher. Cancellation of lessons by the student must be made at least four hours in advance of the lesson.

Music students needing accompaniment are required to supply their own. They may purchase their own tape recorders and have tapes available.

**Recitals:** A senior recital must have approval of a recital jury granted at least six weeks prior to the scheduled date of recital. Except for reserving the stage, the student should make no preparations for the recital until after receiving the approval of the jury.

**Requirements for junior recital:** A student must have had a minimum of four semesters of private instruction or the equivalent, and fulfill the requirements as determined by the jury.

**Requirements for senior recital:** A minimum of six semesters of private instruction or the equivalent, and fulfill the requirements as determined by the jury.

For a student to give a senior recital before the senior year, all requirements established by the jury must be fulfilled.

**Attendance at recitals:** Attendance at faculty concerts, music lectures, student recitals, and other college music concerts/programs is required of all music majors.

Listings with an "0" prefix designate ensembles.

Courses for non-music majors:

### **176 Music Appreciation**

Designed for non-majors, this course is concerned with the art of intelligent and perceptive music listening for those interested in increasing their knowledge and enjoyment of music. The course traces the development of music and western civilization up to the present day. Various media: recordings, film, and live performances are employed. Each semester.

### **180 Twentieth Century Music**

Based predominantly on listening to sounds of the twentieth century, including electronic music, chance composition, jazz; appraisal of music's place among other arts and of the role of the composer in modern society. Second semester, alternate years.

### **182 American Music**

A study of the music and musicians influential in the music of the United States from 1620 to the present. First semester, alternate years.

### **185 Musical Theatre in America**

Examines the most important musical comedies of recent years and the contributions of each to the development of contemporary musical theatre. Each work will be studied along its original literary source. Audio and visual media will be used. Principally for non-music majors, and to provide interested students with an awareness of the literary and dramatic structure of the musicals discussed. First semester, alternate years.

### **187 A Study of Jazz**

A chronological approach to jazz styles and the people involved. The course includes jazz heritages, blues, ragtime, Dixieland, the big band era, and current practices. First semester, alternate years.

### **190 Black Music**

Survey of history of black music in America; sources and influences from the African heritage of the slaves through the development of spirituals, jazz, blues, to black soul music, and black involvement in the development of classical music in America. Second semester, alternate years.

Major courses:

### **H05 Piano Proficiency**

Course material will fit the state and departmental requirements. All music majors not majoring in a keyboard instrument must take Mu H05, and shall be required to pass the piano proficiency exam administered by a jury of the music faculty. Each semester.

### **H10, 11, 12, 13, 14, 15, 16, 17 Voice**

A half course consisting of one lesson per week and participation in voice class. Lesson material is designed to give students a foundation in performance techniques. H15 and H17 culminate in recital performance. Prerequisite: audition. Each semester.

## **H20, 21, 22, 23, 24, 25, 26, 27**

### **Piano**

**H20-23** The first four semesters will concentrate primarily on developing technical facility and acquaintance with the various styles in keyboard literature.

**H24-27** Semesters five through eight will concentrate primarily on preparing specific selections for performance. For keyboard performance majors, and piano pedagogy majors. Mu H25 will culminate in a recital performance of at least one-half a program and Mu H27 will culminate in a full recital. For music education majors with a concentration in piano, Mu H27 will culminate in a recital performance of at least one-half a program. Prerequisite: audition. Each semester.

## **H30, 31, 32, 33, 34, 35, 36, 37**

### **Brass**

One lesson per week in a brass instrument, and participation in an applied class. Lesson material is designed to give students a solid foundation in the technique of performance, culminating in recital performance. Prerequisite: audition. Each semester.

## **H40, 41, 42, 43, 44, 45, 46, 47**

### **Woodwinds**

One lesson per week in a woodwind instrument. Lesson material is designed to give students a solid foundation in the technique of performance. Prerequisite: audition. Each semester.

## **H50, 51, 52, 53, 54, 55, 56, 57**

### **Organ**

One lesson per week. Lesson material is designed to the needs of the student and culminates in a recital performance. Prerequisite: piano technique, two- and three-part inventions, Bach. Each semester.

## **H60 Choral Conducting**

Baton technique and the study of choral conducting problems. Students will apply acquired conducting skills in a laboratory situation. Required of vocal education majors. Prerequisite: sophomore standing. First semester, alternate years.

## **H61 Choral Methods**

A study of the technique of choral singing, rehearsal methods, choral problems, and the administration of a choral program. Required of vocal education majors. Prerequisite: sophomore standing. Second semester, alternate years.

## **H62 Woodwind Methods**

Basic principles of playing and teaching woodwind instruments. Reed making is part of the course. Required of all instrumental majors. Prerequisite: sophomore standing. First semester, alternate years.

## **H63 String Methods**

Basic principles of playing and teaching string instruments. Required of all instrumental majors. Prerequisite: sophomore standing. Second semester, alternate years.

## **H64 Instrumental Conducting**

Baton techniques and conducting problems utilizing a cross section of instrumental music from all periods of music. Required for all instrumental majors. Prerequisite: sophomore standing. First semester, alternate years.

## **H65 Brass and Percussion Methods**

Basic principles of playing and teaching all brass and percussion instruments. Required for all instrumental majors. Prerequisite: sophomore standing. Second semester, alternate years.

## **H66 Jazz Ensemble Arranging, Technique and Improvisation**

Students will study the technique of arranging for jazz ensemble, study the fundamentals of jazz improvisation, and be exposed to rehearsal and performance techniques. First semester, alternate years.

## **H67 Swing Choir Technique**

The course will study the technique of swing choir performance. Methods of choreography and vocal arranging for swing choir will be dealt with in depth. The class is designed to prepare students for teaching swing choir in junior and senior high school. First semester, alternate years.

## **H70 Orchestration**

A study of the instruments of the concert band and orchestra, their tonal characteristics and transpositions. Assignments involve scoring for orchestra and concert band. Class work includes score analysis and listening. Prerequisite: H72 recommended. Second semester each year.

## **H72 Counterpoint**

The course concentrates on original student writing based on the contrapuntal technique of Baroque and later styles of music. A two-part

original invention and a three-part fugue are required of students. Prerequisite: Mu 264. First semester each year.

## **H80, 81, 82, 83, 84, 85, 86, 87**

### **Applied Music**

A series of half courses in those instruments for which applied lessons are not available from the St. Norbert College faculty. Students who study an instrument with private teachers may apply for college credit by performing at appropriate levels before a jury of college music faculty. Mu H85 and H87 culminate in recital performances. By arrangement only.

### **116 Ensemble I**

### **117 Ensemble II**

### **216 Ensemble III**

### **217 Ensemble IV**

An ensemble course is completed after students have successfully participated in four semesters of any combination of ensemble activity; participation may be engaged in concurrently. All ensembles are taken on a pass/fail basis. Students must register for all ensembles according to the following scheme:

### **013 Oratorio Choir**

### **014 Band**

### **015 Chamber Singers**

### **016 Opera Workshop**

### **018 Brass Ensemble**

### **019 Accompanying**

### **020 Swinging Knights**

### **021 Stage Band**

The first semester freshman course is aimed at providing the student with a basis for acquiring skills and understanding of the three essential components of comprehensive musicianship: creation, performance, analysis, or listening by way of the ear and the eye. The study of clefs, key signatures, meter signatures, major and minor scales, diatonic harmony in major and minor, intervals, sight singing, rhythmic reading, keyboard performance, and ear training. (Entering students may take a placement test; if passed successfully the student takes Mu 164 in the second semester) First semester each year.

## **163 Basic Musicianship**

Students are introduced to clefs, major and minor scales, rest and active tones within the scales, intervals, rhythms, note values, and triad chord construction. Ear training based on the above is emphasized, as well as the singing of melodies and the articulation of rhythms at sight. In addition, students are required to develop sufficient keyboard technique to perform the course material. (Entering students will be given a placement test; if passed successfully students need not take Mu 163, and will enter Mu 164 in the second semester) First semester each year.

## **164 Comprehensive Musicianship I**

Using Mu 163 as a foundation, Mu 164 continues with the study of melody writing, triad harmony, non-harmonic tones, and seventh chords. Ear training, rhythmic and melodic sight-reading, and keyboard work are included. Analysis and original composition complete the course. Prerequisite: Mu 163. Second semester each year.

## **172 Music History and Literature I: Antiquity to c. 1600**

An introduction to the acoustical properties of music; media of performance. The course covers sacred and secular monody, sacred polyphony of the Catholic Church, and the Netherlands School. Prerequisite: Mu 163. Second semester each year.

## **220 Piano Pedagogy**

The subject matter is taught in the following sequence:

**Unit I** — The theories of teaching as applied to teaching piano.

**Unit II** — Establishing efficient practice procedures.

**Unit III** — Technical analysis of the playing mechanism; analysis of technical requirements of any piece and how to meet same, and determining a logical technical development for a student, based on individual characteristics.

**Unit IV** — Survey, evaluation, and procedure for selection of teaching materials.

Prerequisite: sophomore standing. First semester each year.

## **221 Practicum in Piano Pedagogy**

Designed to give students who have completed Mu 220 experience in the practical application of concepts and materials studied in that course. Both private and class methods will be used. Prerequisite: Mu 220. Second semester each year.



## 263 Comprehensive Musicianship II

The course covers modulation, chromaticism, secondary-borrowed dominants, augmented sixth chords, the Neopolitan sixth, altered chords, and the twentieth century techniques. Prerequisite: Mu 164. First semester each year.

## 264 Comprehensive Musicianship III

This completes the four semester comprehensive musicianship program. Major student projects include the analysis of a composition and the writing of an original composition. Counterpoint and orchestration are introduced and discussed although no assignments are offered. Prerequisite: Mu 263.

## 272 Music History and Literature II: c. 1600 to 1800

The course, a continuation of Mu 172, traces the development of dramatic, church, and instrumental music from the Renaissance through the Classical period. Particular emphasis is placed on Renaissance choral music, the evolution of the opera, sonata form, concerto, oratorio cantata, classical symphony. Prerequisite: Mu 172. First semester each year.

## 273 Music History and Literature III: 1800 to Present

A continuation of Mu 272, beginning with Beethoven; the tradition of grand opera, choral music, art song; Romantic piano music, instrumental ensembles, particularly the orchestra; the problems of contemporary style, media. Prerequisite: Mu 272. Second semester each year.

## 330 Approaches to Analysis

Begins with the Baroque period and encompasses the evolution of tonality and its analysis through twentieth century compositions. Includes standard procedures of analysis as well as how to develop investigative procedures for music not falling into standard or traditional forms, such as much twentieth century music. Prerequisite: Mu 264 and consent of instructor. First semester, alternate years.

## 372 Topics in Music History

The study of particular literature or specified era or style in music history. The topic will be specified each time in the course listings. Prerequisite: Mu 273. First semester, alternate years.

## 420 Honors Recital

A full recital for exceptional students in performance contingent upon completion of junior and senior recitals, and audition before the entire music faculty, resulting in an automatic waiver of the eighth applied half-course during that semester. Prerequisite: consent.

## 490 Tutorial Studies

Subjects of special interest, selected by the student with faculty approval. Prerequisite: senior standing. Each semester.

## 492 Special Studies for Advanced Students

Applied music on an advanced level for exceptional students. Prerequisite: consent of instructor.

## PHILOSOPHY (PI)

Rev. Vincent A. Conway, William O'Callaghan, Thomas Phelan, James Regan, Robert Vanden Burgt

**Content and Objectives:** The primary value of philosophy lies in the realm of personal development. Its study brings students to an understanding of fundamental questions of human existence. Philosophers are fond of quoting Socrates' dictum that "The unexamined life is not worth living". The business of philosophy is to undertake such an examination. In this role it is an intensively human and humanizing activity insofar as it examines the problems that are peculiar to man as a human being. The personal enrichment resulting from the study of philosophy also includes the development of qualities of mind often grouped under the general name of "critical thinking", e.g., the ability to follow an argument, to see its implications, to detect its implicit premises.

In addition to the values intrinsic to the study of philosophy, it also serves to complement study in other fields. Students of history interested in the ancient period or

modern period would considerably enhance their understanding of those times through taking the appropriate philosophy courses. Similarly, students of American literature would profit from an American philosophy course. The same is true of many other areas of study.

**Major (nine courses):** Either PI 110 or PI 213; PI 230; either PI 280 or 304; PI 490; five electives.

DH 212 (Logic) may be taken as one of the electives.

PO 210, 225, and 230 may be counted as PI courses.

DH 212 does not count toward fulfillment of the school's general RS/PI requirement.

### **100 Introduction to Philosophy**

An introduction to philosophical issues of perennial concern. Problems such as those of freedom, knowledge, God, and moral conduct are studied historically and in a contemporary context. Each semester.

### **110 Ancient Greek Philosophy**

An examination of the first nine centuries of Western philosophy--from Thales (sixth century B.C.) to Plotinus (third century A.D.). First semester each year.

### **120 Philosophy of Man**

An inquiry into some of the basic traditional and contemporary questions about human nature and the human condition. Second semester each year.

### **150 Philosophy of Aquinas**

A study of the man, his philosophy, and his enduring contribution. First semester, alternate years.

### **201 Metaphysics**

An investigation of some of the leading notions of the metaphysics of Aquinas: being, causality, analogy, God, unity, truth, goodness, and beauty. Second semester, alternate years.

### **213 Medieval Philosophy**

History of philosophy from Augustine (fourth century A.D.) to Ockham (fourteenth century A.D.). Second semester, alternate years.

### **218 Philosophy of Religion**

Philosophy of religion is the rational assessment of religious beliefs and concepts and of arguments used in their support. The focal point of this course is a consideration of con-

temporary challenges to belief in God and of the various responses to this challenge in defense of religious belief. Prerequisite: one course in RS or PI. First semester each year.

### **225 Topics in Philosophy**

This course concentrates on a single topic pertinent to the current needs and interests of the students. The topics covered will vary from semester to semester and will be announced in the course listings each time the course is offered.

### **230 Modern Philosophy**

A study of the major movements in European philosophy from the seventeenth century through the nineteenth century, with particular attention to the relationship of these movements to scientific and religious thought. First semester each year.

### **240 Political Philosophy**

A philosophical investigation of basic political problems: the state, government, law, civil and international law, war and peace, church and state. Second semester, alternate years.

### **280 Existentialism**

A study of the development of twentieth century European existentialism. Principal figures studied are Sartre, Marcel, Jaspers, and Heidegger. Prerequisite: one course in philosophy. Second semester each year.

### **304 Contemporary Philosophy**

A study of three major movements in philosophy in this century--pragmatism, existentialism, and analytic philosophy--with particular attention given to American pragmatism. Prerequisite: one course in philosophy. Second semester each year.

### 310 Philosophy of Communism

A study of the basic ideas of Karl Marx and the development and modification of these ideas by Engels, Lenin, Stalin, and Mao Tse-Tung. Prerequisite: PI 100 or consent. Second semester, alternate years.

### 315 Ethics

This course, an inquiry into the philosophy of morality, has two objectives: a) to acquaint

students with the perspectives and problems of a philosophical approach to morality in our time, and; b) to help develop personal sensitivity to the elements involved in ethical choices. Prerequisite: one course in PI or consent. Second semester each year.

### 490 Independent Study

A course allowing staff and students to explore together topics of special interest in the area of philosophy.

## RELIGIOUS STUDIES (RS)

Rev. Xavier G. Colavechio, Michael B. Lukens, James Regan, Robert Vanden Busch,  
Rev. Richard Ver Bust

**Content and Objectives:** As a major program, religious studies seeks to ground the student undergraduate major in theological method, providing him with the opportunity to develop a critical awareness in dealing with theological and religious problems. The discipline also offers courses intended to bring non-major students to a critical awareness of the problem of religious faith and to acquaint them with the various theologies and religions of man and their impact on human life. In all its offerings, the discipline attempts to confront students with those ultimate issues which are mankind's constant companions and to have them considered critically from the viewpoint of revelation.

The religious experience of man is an integrative one; it requires the consideration of man and his development within a large framework of reference. Therefore, the program is divided into four principal areas of study, defined not by traditional content, but by the use and development of specific methodological and analytical tools, illustrating four perspectives in the study of religion as a human phenomenon. The division is designed for flexibility in staffing since literary (RS 106, 107, 108, and 321), historical (RS 214 and 323), ethical (RS 113, 215, and 326), and theological (RS 114, PI 218, and RS 328) methods are applicable in each section.

**Major (nine courses):** Includes 106, 113, 114, 214, two courses in the 300 series, two RS electives and one course from among the following: ID 206, PI 218, and Sc 232. Students who intend to pursue state certification for teaching must include RS 107 and 108 in a major program.

**Religious Studies Associate of Arts Degree:** An Associate of Arts degree is also available in religious studies. This degree seeks to give a theological basis, especially to qualified adults who are interested in learning about theology and its impact on today's world. The degree should be especially helpful for lay people involved in parish or mission apostolates, parish coordinators, and members of liturgical commissions.

**The Concentration:** Eight courses in religious studies, including two in the 300 series, all courses to be chosen in consultation with an academic advisor.

Other courses (strongly recommended; adaptable to individual needs): ID 206 (The Phenomenon of Religion), Sc 232 (Religion and Culture), Ps 101 (Introduction to

Psychology), Ps 310 (Social Psychology), two science electives, and two other electives.

**Catechetics Associate of Arts Degree:** The AA degree in catechetics seeks to prepare teachers for work in school catechetical instruction programs, to work with CCD programs, and to provide the necessary background for work with boards of education in parishes and on a diocesan level.

**The Concentration:** Six courses in religious studies, including two in the 300 series, plus two courses in education, all courses to be chosen in consultation with an academic advisor.

**Other courses (strongly recommended; adaptable to individual needs):** Sc 232 (Religion and Culture), Ps 101 (Introduction to Psychology), ID 206 (The Phenomenon of Religion), PI 218 (Philosophy of Religion), two science electives, and two other electives.

### **106 Introduction to the Bible**

This course provides an introduction to the literature of the Judaeo-Christian tradition. It will include a study of modern critical methods including source criticism, form criticism, and redaction criticism as they relate to this literature. There will be a special emphasis on the theological themes. Each semester.

### **107 Oriental Religious Literature**

A study of eastern religions through the media of their scripture and other religious documents. Each semester.

### **108 Buddhism**

A study of the history, teachings, and practices of Buddhism from its beginnings in sixth century B.C. India to its twentieth century forms throughout the world. Religious education majors only.

### **113 Religion and Human Values**

An analysis of ethical problems in the context of Judaeo-Christian traditions; emphasis on the religious dimension of ethical choice and the development of the human person. Each semester.

### **114 Religion and its Expression**

A study of the dynamic process by which the Judaeo-Christian community moves from religious experience to the formulation and articulation of its beliefs; attention will be given to the critical and dialectical situations which compelled the community to develop new modes of understanding. Each semester.

### **214 Religion and Society**

A study of religious tradition and its impact on society with an analysis of the characteristics

and historical development of the religious dimension, including the American scene. Each semester.

### **215 Religion, Science, and Technology**

A study of religion and human values in the context of reciprocal relationships with science and technology; consideration of contemporary issues in bioethics, ecology, technology, and leisure, etc.

### **222 Contemporary Topics in Religious Studies**

This course concentrates on a single topic pertinent to the current needs and interest of students. Primarily, focus will be placed on religious topics of current concern. The topics covered will vary from semester to semester and will be announced each time in the course listings.

### **321 Special Topics in Literature and Christian Tradition**

A critical examination of themes and genres of religious literature throughout the history of Christianity. Prerequisite: RS 106. First semester, alternate years.

### **323 Special Topics in Religion and Society**

A course exploring in some detail a more specialized topic than in Religion and Society. Prerequisite: RS 214. Second semester, alternate years.

### **326 Special Topics in Religion and Human Values**

A course exploring one or more areas of contemporary concern: business, government, war

and peace, human sexuality, and similar topics. Prerequisite: RS 113. First semester, alternate years.

### 328 Special Topics in Religious Expression

A study, both historical and contemporary, of how the Judaeo-Christian community expresses

its articulated belief through cult, symbol, and ritual. Prerequisite: RS 114. Second semester, alternate years.

### 490 Independent Study

A course allowing staff and students to explore together topics of special interest.



"... worth a thousand words."

# Pre- Professional Programs



Study break outside the Union.

## PRE-PROFESSIONAL PROGRAMS

Students may choose to be considered pre-professional students. That is, they may pursue a course of study that fulfills the requirements of a professional school such as medical, dental, veterinary, or pharmacy, without actually seeking a degree from our college. Students may at any time declare their intent to complete a major program, in which case they are subject to the requirements of that program. Practically all pre-professional students who finish a degree program do so in biology, chemistry, or natural science.

It is wise for these students to allow for the possibility of finishing a degree after four years, since admission to professional school is not assured and the competition is keen, especially for medical school.

Advisors can assist students in selecting courses to fulfill the professional school requirements and will also help students select a major, if that is their intent, or to choose an alternative objective if they are not admitted to the school of their choice.

There is a standing Pre-Professional Careers Committee which provides recommendations for our students at the time of their application to a professional school. For more information on all science-based pre-professional programs, the chairman of the Division of Natural Sciences should be consulted.

**Pre-Medical:** There are well over 100 medical schools in the United States and their admissions requirements vary slightly. Most will not consider applicants unless they are an undergraduate degree candidate, so it is advisable to participate in a disciplinary major program such as biology, chemistry, or natural science.

Admission requirements common to medical schools are at least three years of undergraduate study—including two semesters each of biology, inorganic chemistry, organic chemistry, and physics with recommended electives in quantitative analysis, mathematics, and non-science areas. Currently, a B-plus average seems necessary for admission to a medical school.

Adequate performance in the national Medical Aptitude Test, usually taken during the third year of undergraduate study, is also a requirement.

**Pre-Dental:** The admission requirements for dental schools are somewhat variable, so the student's program should be developed in consultation with his pre-dental advisor. Although most dental schools specify two years of undergraduate work as a

minimum requirement, they generally give preference to students with three and four years of preparation, so it is advisable to pursue a disciplinary major program such as biology, chemistry, or natural science.

Admission requirements common to dental schools are at least two years of college work, including two semesters each of biology, inorganic chemistry, organic chemistry, physics, and recommended electives in science and non-science areas.

Adequate performance on the national Dental Aptitude Test, usually taken after the second or third year of undergraduate study, is also a requirement.

Other health related careers can be entered with some undergraduate preparation at our college. These include such fields as optometry, veterinary medicine, chiropractic medicine, physical therapy, pharmacy, nursing, and many others. It is not possible to generalize concerning the requirements of all the professional schools involved but they require an emphasis in the basic sciences as well as liberal arts electives. The Division of Natural Sciences maintains an information center through which students can receive assistance and advice on career opportunities in the health field as well as other fields which depend on a science emphasis. The chairman of the division should be consulted.

**Pre-Engineering:** St. Norbert College offers a number of opportunities through which students may enter the engineering profession.

The Marquette Program — Eligibility is based on at least three years of high school mathematics and one of physics. The program involves three years of pre-engineering study at St. Norbert, followed by one academic year in engineering at Marquette, which leads to conferment of a Bachelor of Science degree from St. Norbert. Completion of another year of study at Marquette leads to conferment of a degree in civil, mechanical, or electrical engineering from Marquette.

The Detroit Program — This program requires completion of freshman and sophomore pre-engineering study at St. Norbert, followed by three years of enrollment at Detroit under a work-study cooperative arrangement. The three-year cooperative arrangement consists of alternating 13-week periods of class attendance and on-the-job training, compensation for which will cover about 75 per cent of tuition and living costs.

Pre-engineering studies include an emphasis in physics and mathematics plus other science and non-science electives. Students should contact a member of the physics staff or the chairman of the division. It is also possible to transfer into other schools of engineering after two or three years at our college even though no official affiliation exists.

# Division of Natural Sciences



Seeing life from a different perspective.

## DIVISION OF NATURAL SCIENCES

Harold J. Baeten, Chairman

The Division of Natural Sciences includes the disciplines of biology, chemistry, mathematics, and physics with major programs in each of these areas as well as the natural science major described below. In addition, programs are offered in medical technology and pre-professional areas such as pre-medical, pre-dental, pre-veterinary, pre-pharmacy and other health related fields as well as pre-engineering. The division also offers computer science courses for science and non-science majors and divisional (DN) courses primarily for students not majoring in the sciences.

**Natural Science Major:** Objectives of the major in natural sciences are: to allow pre-professional students to make their selection of courses based on the requirements of the professional school and to serve those students interested in science without specific area commitments.

A major in natural science (divisional major) consists of 15 courses in the division of Natural Sciences which meet the educational objectives of the student. In consultation with the student, the advisor shall approve the selection of 15 courses to provide a program with breadth and depth of study.

**General Education Requirements:** Students whose major programs are outside the Natural Sciences will take two or more electives. A number of choices exist depending on the students' interest: all DN courses; BI 100, 120, 121, 150, 170; Ch 100, 105, 107; Mt H02, 114, 115, 131; CS 110, or Py 113, 114, 115, 116, 104, 105. Additional science courses are recommended when prerequisites are met.

## DIVISIONAL COURSES (DN)

### 101 World Food

A course of lectures, work exercises, field trips, and discussions concerned with man's basic nutritional demands. As a science course, emphasis will be on historical and contemporary technological contributions in food values, production, management, handling, and marketing.

### 102 World Energy

A lecture-demonstration course concerned with the energy sources on which modern civilization depends. Content will be science oriented in a) analysis of fossil fuels in a geological con-

text; b) chemical and physical aspects of energy transformations commonly used; and, c) the influence of human technology on past, current, and future use and disuse of world energy stores.

### 103 Science and Society

A lecture-discussion course focusing on an awareness of the nature of science and the role science plays in determining applications-technology. Emphasis will be placed on the rationale for individual opinions regarding science. Some general topics will be considered—methods, limitations, science, and politics. More specific topics in the course will depend on the background and interest of the instructor.



## 104 History of Science

The development of science from the early Greek period to modern times will be covered.

The primary emphasis will be on scientists as persons, analysis of certain contributions, and the significance of these in the development of scientific theories.

## MEDICAL TECHNOLOGY

Lawrence L. Motiff, Director; Norbert J. Flanigan, Associate Director

**Content and Objectives:** The program is designed to meet the requirements of the American Society of Clinical Pathologists and the baccalaureate requirements of St. Norbert College. In addition, it satisfies the recommendations of concerned schools of medical technology.

**Major Requirements:** Three academic years of appropriate course work (24 courses) at St. Norbert, followed by one calendar year of internship at a school of medical technology approved by the medical technology profession.

The 24 courses include Ch 105, 107, 211, 216, and 350; BI 120, 121, 217, 350, 372, and 343, or 344, or 368; Ps 101; one or more mathematics courses depending on student's background; CS 110; Py 115, and additional science and non-science electives.

St. Norbert College is affiliated with five hospitals in Wisconsin which have schools of medical technology. The college can not assure students of acceptance by the hospitals. The selection of students remains with the hospital school. The hospitals and directing staff are:

St. Elizabeth, Appleton; Adjunct Professors: James W. Erchul, M.D.; Robert F. Cihak, MT (ASCP).

Mercy, Oshkosh; Adjunct Professors: Charles I. Bowerman, M.D.; Jerome D. Fitzgerald, C (ASCP).

St. Mary's, Madison; Adjunct Professors: Dean M. Connors, M.D.; Thomas Olson, MT (ASCP).

St. Vincent, Green Bay; Adjunct Professors: Darrell P. Skarphol, M.D.; Ruth Bloy, MT (ASCP).

Theda Clark, Neenah; Adjunct Professors: H. Cullen Henshaw, M.D.; Thomas L. Pharmakis, M.Sc.

Students who complete the proper courses for the medical technology program, but major in a different area, must notify the program officers when applying to hospitals for admission to the internship.

## ACADEMIC DISCIPLINES IN THE DIVISION OF NATURAL SCIENCES

### BIOLOGY (BI)

Harold J. Baeten, Norbert J. Flanigan, James R. Hodgson, John Phythyon, Rev. Robert C. Vande Hey

**Content and Objectives:** The biology program has five objectives: to provide liberal arts students with the opportunity to use scientific methods to appreciate the contributions of science and scientists to man's present and future welfare; to prepare students for positions in graduate school, government service, and industry; to

prepare students for professional training in medicine, dentistry, medical technology, veterinary medicine, and other biologically-oriented disciplines; to provide content courses for prospective elementary and secondary school teachers; and to provide an environment for scientific inquiry.

**General Education Requirement:** Students whose major programs are outside the natural sciences will take two or more courses in the natural science division as part of their general education curriculum. If they decide to take biology courses they should choose from BI 100 (Human Biology), BI 150 (Human Anatomy), BI 170 (Human Ecology), BI 120 (Bioscience I), and if they wish, BI 121 (Bioscience II). Students may take other biology courses as electives when the prerequisites have been fulfilled.

**Major (10 courses):** BI 120 (Bioscience I) and BI 121 (Bioscience II) plus at least one course in each of the following five areas:

1. Environmental — BI 228 (Bioecology), BI 170 (Human Ecology).
2. Morphological — BI 150 (Human Anatomy), BI 215 (Biostructure of Vertebrates), BI 216 (Mammalian Anatomy), BI 217 (Animal Histology), BI 374 (Plant Structure), BI 381 (Vertebrate Embryology), BI 300 (Neurobiology).
3. Physiology — BI 371 (Cell Physiology), BI 372 (Systemic Physiology).
4. Systematics — BI 337 (Entomology), BI 368 (Parasitology), BI 376 (Plant Systematics), BI 225 (Vertebrate Biology), BI 355 (Invertebrate Zoology).
5. Heredity — BI 343 (Human Heredity), BI 344 (Genetics), BI 420 (Evolution).

At least three other biology courses are then taken as electives. BI 120 and 121 constitute the required core of the major program. When selecting electives, students should be oriented according to their interest and objectives.

Successful completion of general chemistry (Ch 105 and Ch 107) and a course in organic chemistry is required of all majors.

**Teaching Minor (six courses):** BI 120, 121, 228 (fulfills conservation requirement); three electives.

### 100 Human Biology

A lecture, discussion, and demonstration course for non-science students. The primary emphasis will be on the structure and function of the human organism. Some objectives will be: to develop an appreciation for man's position in phylogeny; an awareness of one's own body as a functioning biological entity; an awareness of some current issues involving the application of the science of biology to man's present and future welfare. This course will not count in the biology major program. First semester each year.

### 120 Bioscience I

A lecture and laboratory study of living systems with particular emphasis on the molecular,

cellular, and tissue levels of organization in both plants and animals. Genetic mechanisms and some aspects of development are included in the course. First semester each year.

### 121 Bioscience II

A lecture and laboratory study of living organisms. Representatives of both the animal and plant kingdom are considered in morphology, taxonomy, physiology, population dynamics, evolutionary history, and ecological relationships. Prerequisite: BI 120. Second semester each year.

**Note — BI 120 and 121 are considered an introductory sequence for biology majors and others such as pre-professional students who desire an emphasis in biological sciences. They**

also recommended for non-science students. They include general information on the field of science, the powers and limitations of the scientific method, some historical perspectives, and help develop an awareness of science and technology as it affects present and future civilization.

## 20 Human Anatomy

An introductory course, surveying the major systems of the human body. Kinesiology and nutrition will be stressed. This course is designed for pre-nursing, physical education, and physical therapy students. It is not intended for pre-medical, pre-dental, or medical technology programs. Includes laboratory work.

## 270 Human Ecology

A lecture and field course concentrating on man's present and future impact on the environment and a discussion of possible solutions to these problems. Topics include: general principles of ecology (as applied to human impact on the ecosystem), current food problems, mineral and energy resources, human population growth, man's contribution to air and water pollution, pesticide problems, and man's comparative position in the ecosystem. Primarily designed for non-science majors but open to all students.

## 215 Biostructure of Vertebrates

A laboratory and discussion course in the functional anatomy of the vertebrate line, tracing the history of the human body. Fulfills the pre-medical and pre-dental recommendations for comparative anatomy. Prerequisite: BI 121. Each year.

## 216 Mammalian Anatomy

A laboratory and discussion course in the regional approach to the dissection of a representative mammal. Each student schedules the dissecting time and dissects a specimen independently. Unit exams are oral, providing a new and useful experience. Recommended for pre-medical, pre-dental, and physical therapy students. Prerequisite: BI 215 or consent.

## 217 Animal Histology

A laboratory, lecture, and discussion course in the study of basic tissues and representative organs of the mammal. Laboratory study is confined to light microscopy. Contributions to ultrastructure by electron microscopy and other techniques are considered. Recommended for pre-medical, pre-dental, and medical technology students. For the latter, an opportunity to study the cells which produce the normal and pathological substances which the technologist measures. Prerequisite: BI 121. Each year.

## 225 Vertebrate Biology

A lecture and laboratory course on natural history, taxonomy, and ecological relationships of vertebrate animals. Field collections, identification, and preservation of specimens will be an integral part of the course. Prerequisite: BI 121. Each year.

## 228 Bioecology

A lecture and laboratory course on the relationships of plants and animals to one another and to their physical environment. Field trips and laboratory provide first-hand knowledge of organisms and their ecological significance in the De Pere area. Prerequisite: BI 121. Each year.

## 300 Neurobiology

A rare opportunity to study the human nervous system at the undergraduate level. The classic approach, investigating the limitations imposed by structure and development, is counterpointed by appreciation of the capacities and potential of the system. Consent only.

## 337 Entomology

A lecture and laboratory course in the morphology, classification, and physiology of insects. Field experience includes the assembling of a representative collection. Laboratory work includes establishment and maintenance of colonies for experimental studies. Prerequisite: BI 121.

## 343 Human Heredity

Discussion of the principles of heredity as applied to man and relevant implications of these. Prerequisite: BI 121. Each year.

## 344 Genetics

A lecture and laboratory course demonstrating and expanding the basic principles of the gene structure, gene action, and gene transmission. Prerequisite: BI 121. Each year.

## 350 Microbiology

An introduction to the theory and application of microbiology, including preparation of media, cultivation, and staining of organisms together with a study of their morphology and physiology. Prerequisite: BI 120. Each year.

## 355 Invertebrate Biology

A lecture and laboratory course concerned with identification, morphology, and bionomics of free living invertebrates (exclusive of the insects). Local fauna will be sampled via field trips. Phylogenetic relationships will be discussed. Prerequisite: BI 121.

### 368 Parasitology

A lecture and laboratory course in identification, life histories, and epidemiology of parasitic forms, with special reference to the parasites of man. Prerequisite: BI 121.

### 371 Cellular Physiology

A lecture and laboratory course concentrating on the structure and function of the cell as the basic unit of plant and animal organisms. Prerequisites: BI 121 and Organic Chemistry.

### 372 Systemic Physiology

A lecture and laboratory course concentrating on the function of organ systems and their role in the entire organism. Emphasis is placed on integration and control mechanisms. Prerequisites: BI 121 and Organic Chemistry. Each year.

### 374 Plant Structure

Lectures and laboratory studies of the anatomy and morphology of vascular plants. Prerequisite: BI 121.

### 375 Lower Plants

An exercise in the classification, morphology, and life history of algae, bryophytes, and fungi. Some emphasis will be placed on cell types, function, and evolutionary trends. The course involves field and laboratory identification of fresh material. Important economic aspects of the groups are also considered. Prerequisite: BI 121.

### 376 Plant Systematics

A lecture, field, and laboratory study of the fundamentals of plant relationship, identification, and classification based on local flora and the extensive resources of the college herbarium. Prerequisite: BI 121.

### 381 Vertebrate Embryology

A lecture and laboratory course in developmental biology. A descriptive terminology for normal development of vertebrate classes is first established. Then, experimental techniques and causal relationships are considered. Fulfills the recommendation for pre-professional students. Prerequisite: BI 121.

### 420 Evolution

A lecture, reading, and discussion course concentrating on the development of the theory of evolution and its impact on humanity. The objective will be to integrate the students' knowledge of the biological sciences. Prerequisite: a knowledge of genetic mechanisms. Senior majors.

### 450 Special Topics

A course designed for group study of subject matter of special interest. The organization, methodology, and objective of the course will be determined by the instructor and may include a laboratory experience. Prerequisite: Junior and senior majors or consent of instructor.

### 460 Biology Seminar

An in-depth study of biologically oriented topics in an area not usually covered by scheduled courses. Emphasis will be on current literature with student independent study and presentations. Prerequisite: BI 121.

### 495 Independent Study

A course offering which allows students to pursue an area of study on an individual basis with consultation and evaluation. The methodology and objective will be mutually agreed upon by a faculty member and the student. Prerequisite: Junior and senior majors or consent of instructor.

### 499 Research and Thesis

Original student laboratory and/or field research of a biological problem under faculty supervision terminating in a bachelor's thesis when approved. The student interested in research will seek a staff member willing to direct the work. The student will submit to his prospective research director a written proposal of the project. The staff member then forms a committee which he will chair with two other faculty members to consider the student's research proposal and the merit of research accomplished, to approve the preparation of a thesis, and to recommend acceptance of the thesis to the discipline (or division when interdisciplinary). Approval of the student research proposal should be received no later than the end of the student's junior year. The student will present his work in public forum at a time set by his committee with his approval. Prerequisite: Biology major.



Lab work in Minahan Science building.

## CHEMISTRY (Ch)

David L. Klopotek, Lawrence L. Motiff, John D. Worley

**Content and Objectives:** The objectives are to provide background for successful post-graduate work in chemistry and related fields; to train for industrial, governmental, and educational employment in the field; and to serve the other academic disciplines of the Natural Science Division as well as students from Social Sciences and Humanities.

**Major (10 courses):** At least eight courses earned above the 100 level including Ch 211, 220, 222, 330, and 332.

Physics, calculus, and a computer course are required.

Pre-medical chemistry majors may substitute an advanced biology course for one of the eight courses.

**Teaching Minor (six courses):** Ch 105, 107, 211, 216, 350, and one other course in chemistry numbered above 200.

### 100 Applications of Chemistry

The course is primarily designed as a terminal course for non-science majors, but is open to all students. Many of the traditional chemical theories will be presented, but always in association with a topic of everyday interest. The selection and sequence of topics will vary with the instructor and times. Labs illustrating applications will be carried out where appropriate.

### 105 General Chemistry

A study of the basic principles, laws, and definitions of chemistry. Laboratory work consists of experiments illustrating the above and an introduction to basic laboratory techniques. It is possible for well prepared students to test out of this course. Four lectures and one scheduled laboratory per week. Prerequisite: knowledge of exponents and logarithms. First semester each year.

### 107 General Chemistry

A continuation of the study of fundamental principles; emphasis will be on the study of ions in solution. Four lectures and one scheduled laboratory per week. Prerequisite: Ch 105 or consent. Second semester each year.

### 211 Quantitative Analysis

An introductory course in quantitative principles and techniques. Two lectures and two scheduled laboratories per week. Prerequisite: Ch 107. Each year.

### 216 Organic Chemistry

The course includes a review of chemical fundamentals, reactions of organic functional groups, an introduction to spectroscopic methods of structure determination, and basic biochemistry. Selected synthesis and mechanisms are developed to the extent that students have a basic understanding of these areas. The course is designed for medical technologists and students in the life sciences for whom a one-semester course is desirable. Note: Ch 216 does not serve as a prerequisite for Ch 222. Prerequisite: Ch 107. Each year.

### 220 Organic Chemistry

A study of the basic principles of organic chemistry. Topics include energy relationships, bonding theory, stereochemistry, synthesis, and reaction mechanisms. The laboratory work is designed to teach basic techniques necessary to both chemistry majors and students in the life sciences. Four lectures and one laboratory per week. Prerequisite: Ch 107. Each year.

### 222 Organic Chemistry

A continuation of Ch 220 with emphasis on synthesis, mechanisms, structural and spectral properties of organic compounds. Four lectures and one laboratory per week. Prerequisite: Ch 220 or consent. Each year.

### 251 Environmental Measurements

An applied science course which focuses on physical, biological, and chemical measure-

ment of man's environment. Emphasis will be placed on the identification and quantitative determination of important chemical components and their influence on the properties of land, water, and air environment. Prerequisite: Ch 211 or consent.

### **300 Special Problems**

Lecture, laboratory, and/or literature study of advanced chemistry. Consent.

### **305 Advanced Inorganic Chemistry**

A study of structural and descriptive inorganic chemistry. Laboratory work will provide an introduction to various techniques employed in the preparation and study of inorganic compounds. Three lectures and one laboratory per week. Prerequisite: Consent of instructor.

### **310 Advanced Organic Chemistry**

An in-depth study of synthesis, mechanisms, and spectral correlations of organic compounds. Prerequisite: Ch 222 or consent.

### **330 Physical Chemistry**

A course utilizing the mathematical approach and the laws of physics in the study of chemistry. Four lectures and one laboratory per week. Prerequisites: Ch 211, 222, calculus, computer science, physics, or consent.

### **332 Physical Chemistry**

Continuation of Ch 330. Four lectures and one laboratory per week. Prerequisite: Ch 330 or consent.

### **350 Biochemistry**

The chemistry of carbohydrates, proteins, lipids, vitamins, hormones, enzymes, and nucleic acids. Lecture and laboratory. Prerequisites: Ch 216 or 220 and 211 or consent. Each year.

### **495 Introduction to Research**

Independent study with consultation and evaluation by a chemistry staff member. Prerequisite: consent of instructor. Ct. course.

## **COMPUTER SCIENCE (CS)**

Maureen A. Bardwell, Gene A. DeBoth, Thomas M. Howlett, David C. Pankratz

A computer science major is not offered; however a student with a mathematics major (or a strong background in mathematics) and a few computer science courses usually does well in a graduate program in computer science, or in looking for a job in data processing. In addition to the courses listed below, Mt 315 can be considered a computer science course since most of the mathematical methods discussed in that course are programmed for solution on the digital computer.

### **110 Fortran Programming and an Introduction to Computer Science**

After a brief description of the nature, functions, and limitations of digital computers, the role of the stored program in the operation of a digital computer is studied in detail. Students are taught to write programs in Fortran, and then exercise their skill on laboratory problems suited to their mathematical background. Prerequisite: advanced algebra in high school. Each semester.

### **120 Theory of Computing Machines**

By familiarizing students with the basic structure and language of machines, the content of this course will give them a better understanding of the internal behavior of computers, and some facility in the use of assembly languages. Computer structure; machine language; instruction execution; addressing techniques; digital representation of data; symbolic coding and

assembly systems; program segmentation and linkage. Prerequisite: CS 110. Second semester, alternate years.

### **210 COBOL and Applications Programming**

Students are introduced to the Common Business Oriented Language. Applications of the computer in solving business related problems are studied in depth with emphasis in problem definition and data design. Students are expected to develop application programs using COBOL. Second semester, alternate years.

### **350 Electronic Data Processing Systems**

System design and advanced programming techniques. Students work as a team to develop portions of information system outlined by instructor.

## 490 Directed Study in Systems Analysis

Directed readings in principles and techniques of systems analysis are combined with an

assigned project. Students will have the opportunity to apply the principles learned and to design portions of an information system based on their findings. Prerequisite: CS 350 and consent.

## MATHEMATICS (Mt)

Maureen A. Bardwell, Gene A. De Both, David C. Pankratz, Richard L. Poss

**Content and Objectives:** The program has three objectives: to introduce all students who choose its courses to the methodology of mathematics; to provide students of experimental science, education, economics, business administration, and engineering with the mathematical competency required of these disciplines; and to train professional mathematicians.

**Major (11 courses):** Mt 131 through Mt 134 or their equivalents as judged by the mathematics department; CS 110, and two laboratory courses in physics (Py 104 and Py 105); at least four courses numbered 200 or above.

Transfer students majoring in mathematics must earn satisfactory credit in at least two courses numbered 200 or above at St. Norbert and must satisfy the above requirements.

**Teaching Major:** For secondary teaching, the program shall consist of CS 110, Mt 131, 132, 133, 134, and four other math courses numbered 200 or above, including 300, 321, and 350. Py 104 and Py 105 are also required.

**Teaching Minor:** The program shall consist of Mt 131, 132, 134, 300, and 350, plus one elective.

### H02 Advanced Algebra

Numbers and their properties, operations with rational numbers, fundamental operations in algebra, linear equations in one variable, special products and factoring, algebraic fractions, systems of linear equations, exponents and radicals, quadratic equations. Prerequisite: two years high school mathematics or consent. First semester each year.

concepts of set theory, algebraic operations, functions, limits, exponents, logarithms, and trigonometry are included. Prerequisite: Mt H02 or advanced algebra in high school, or consent. Note: Students may not receive credit for both Mt 114 and Mt 115.

### 131 Analytical Geometry and Calculus

Pre-calculus mathematics will be presumed but reviewed somewhat informally as needed. Limits and continuity of functions; derivative as a function, its meaning, computation and applications; the differential; the definite integral, its meaning, computation and applications especially the fundamental theorem of the calculus. Prerequisite: four years of college prep math in high school or Mt 114 or Mt 115 or consent. Each semester.

### 114 Foundations of Mathematics

Primarily intended for those students in the biological, management, or behavioral sciences. It includes basic concepts of set theory, algebraic operations, functions, systems of equations, and probability, but no trigonometry. Prerequisite: Mt H02 or advanced algebra in high school, or consent. Note: Students may not receive credit for both Mt 114 and Mt 115.

### 115 Pre-Calculus Foundations of Mathematics

Primarily for students intending to take calculus but who need more preparation. Basic

### 132 Analytical Geometry and Calculus

Differentiation and integration of logarithmic, exponential, trigonometric, and inverse trigonometric functions; integration by tables.

and numerical methods; improper integrals and indeterminate forms; variables separable differential equations, applications of integration; parametric equations; polar coordinates; series. Prerequisite: Mt 131. Each semester.

### **133 Analytical Geometry and Calculus**

A continuation of calculus. Vectors and curves in second and third dimensional space; partial derivatives; multiple and line integrals; introduction to differential equation; further applications of differentiation and integration. Prerequisite: Mt 132. Each semester.

### **134 Advanced Foundations of Mathematics**

This course is primarily intended for mathematics majors and is a preparation for higher level courses. Logic; what proof is; sets, relations, functions, 1-1 correspondences, systematic development of natural numbers, countability, cardinal numbers and ordinal numbers. Prerequisite: Mt 132 or consent. Second semester each year.

### **210 Differential Equations**

Solutions and applications of ordinary differential equations of types including: variables separable, homogeneous coefficients, exact, linear, and non-linear. Includes introduction to differential operators, variation of parameter, Laplace transform, power series, and numerical solutions. Prerequisite: Mt 132. Second semester, alternate years.

### **300 Introduction to Modern Algebra**

The content of this course includes introductory concepts of both abstract and linear algebra. Group, ring, and field theory; number theory; vector spaces; matrix algebra. Prerequisite: Mt 134 or consent. First semester each year.

### **303 Linear Algebra**

Vectors and vector operations; introduction to matrices and determinants; introduction to linear programming; linear transformations; characteristic value problems and quadratic forms; rational and Jordan forms. Prerequisite: Mt 300. Second semester, alternate years.

### **306 Abstract Algebra**

Group theory; isomorphisms and automorphisms; quotient groups; rings and ideals; modules; fields and field extension theory. Prerequisite: Mt 300.

### **315 Numerical Analysis**

The content of this course includes: approxima-

tions of roots of equations; Lagrangian and other types of interpolation; numerical methods of differentiation; integration and solutions of ordinary differential equations; systems of linear equations; least square methods. Emphasis is placed on those methods most easily programmed for solution by means of a digital computer. Prerequisite: CS 110 and Mt 132. Second semester, alternate years.

### **317 Operations Research Models**

Linear programming, transportation, and decision theory models. Emphasis will be on applying these models to a wide variety of problems. Introduction to duality, sensitivity analysis, and parametric and integer programming. Prerequisite: Mt 131. Second semester, alternate years.

### **321 Probability and Statistics**

Probability; discrete and continuous random variables; discrete and continuous distributions; statistical inference and sample statistics; hypothesis testing and selection of procedures. Prerequisite: Mt 132. Second semester, alternate years.

### **350 Modern Geometry**

This course is intended to provide prospective teachers of secondary mathematics an acquaintance with geometry; postulational systems; Euclidean and non-Euclidean geometries; and the role of geometry in the history of mathematics, especially calculus. Prerequisite: Mt 134. Second semester, alternate years.

### **355 Introduction to Topology**

Metric spaces and general topological spaces; separation properties, compactness, connectedness, convergence, and completeness; continuous functions and homeomorphisms. Prerequisite: Mt 134.

### **373 Advanced Real Calculus**

Introduction to the theory of functions of a real variable; topology; limits, continuity, differentiability; Riemann integral, sequences and series; functions of several real variables; and elementary measure theory. Prerequisite: Mt 133 and Mt 134. First semester, alternate years.

### **376 Introduction to Analytic Functions**

Elementary functions of a complex variable; conformal mapping; complex integrals; calculus of residues. Prerequisite: Mt 133 and Mt 134. First semester, alternate years.

### **450 Special Topics in Mathematics**

Prerequisite: Special arrangements with a member of the mathematics staff.



## PHYSICS (Py)

James Lang, Rev. Sebastian Schalk

The physics program and the pre-engineering program (See Page 52) are closely interrelated since students in both groups will be taking many of the same courses.

The pre-engineering program will be developed for each student in consultation with his advisor.

**Major:** Nine courses in physics including Py 104, 105, 201, 211, 221, 341, 351, 461, and 471. Courses numbered above 300 may be substituted with the approval of the advisor. Six courses in mathematics or computer science are also required.

**Teaching Minor (six courses):** Py 104, 105, and four physics courses numbered above 200 chosen in consultation with the advisor.

Pre-engineering students enroll in the general physics courses and are urged to enroll in selected advanced courses.

Non-science majors — three courses, Py 113, 114, and 116, are designed for students not majoring in the sciences.

Science majors other than physics, such as biology, chemistry, math, and pre-professional students, are advised, or required, to take Py 104 and 105; they may also choose other electives in physics. Medical technology students and others in health-related programs are advised to take Py 115 (Electronic Instrumentation), Py 241 (Astronomy), and Py 244 (Meteorology) which are offered for students with some science background and an interest in these subjects.

### 104 General Physics

Study of mechanics, wave motion. Three lectures, one lab per week. Prerequisite or concurrent registration: first course in calculus. First semester each year.

### 105 General Physics

Study of optics, electricity, and magnetism. Three lectures, one lab per week. Prerequisite: Py 104. Second semester each year.

### 113 Physical Science

A course for non-science students which uses the laboratory as the principal means of learning how the scientific method is used to discover physico-chemical laws. Students are given the opportunity to investigate the structure of matter through experiments in which they formulate and test hypotheses, analyze data, and arrive at conclusions. One discussion and two laboratories per week.

### 114 Physical Science

A continuation of Py 113 with a little more em-

phasis on the reasoning and data analysis and a little less on the details of the practical experiment. One discussion and two laboratories per week. Prerequisite: Py 113.

### 115 Electronic Instrumentation

Designed for students interested in the application of basic electronics to instruments in the medical and related professions. The course will emphasize basic electrical phenomena, measurements, elementary circuits, and their use in more elaborate instruments.

### 116 Acoustics

A discussion and laboratory course in the basic principles of vibrations and waves, production and reception of musical sounds, room acoustics, and sound measurement (especially valuable for music oriented students).

### 201 Mechanics

Mechanics of two body systems. Introduction to relativistic mechanics, and Lagrange equations. Three lectures, one lab per week. Prerequisite: Py 104.

## 211 Wave Mechanics

Considers electromagnetic wave phenomena. Three lectures, one lab per week. Prerequisite: Py 105.

## 221 Electricity and Magnetism

Study of electromagnetic fields, Maxwell equations. Three lectures, one lab per week. Prerequisite: Py 105.

## 225 Circuit Analysis

DC and AC circuits. Three lectures, one lab per week. Prerequisite: Py 105.

## 241 Astronomy

Astronomy is considered in a historical, physical context. Contributions of Brahe, Copernicus, and Galileo are studied. The application and extension of physical laws to astronomy are examined in detail. Contemporary origin theories are discussed, in view of current investigations of energy sources. Prerequisite: Py 104 or consent.

## 244 Meteorology

A study of weather patterns. Application of principles of thermodynamics and fluid dynamics are shown in this study. A consideration of instrumentation useful for measuring weather parameters is also given. Prerequisite: Py 104 or consent.

## 315 Continuum Mechanics

Introduction to boundary layer theory, compressible flow. Three lectures per week. Prerequisite: Py 105.

## 341 Quantum Mechanics

Study of quantized states. Three lectures, one lab per week. Prerequisite: Py 211.

## 351 Statistical Physics

Development of second law of thermodynamics from probability. Three lectures, one lab per week. Prerequisite: Py 341.

## 431 Thermodynamics

Treatment of canonical equations. Three lectures per week. Prerequisite: Py 105.

## 461 Atomic Physics

Three lectures per week. Prerequisite: consent.

## 471 Nuclear Physics

Three lectures per week. Prerequisite: consent.

## 481 Advanced Lab

Independent study, senior physics majors.

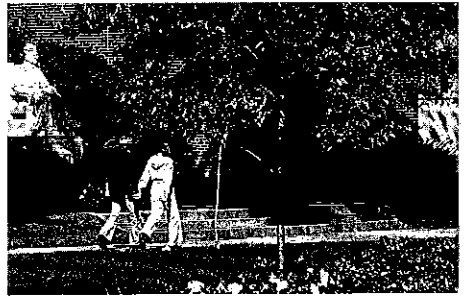
## 491 Advanced Lab

Continuation of Py 481.



Fr. Rowland DePeaux monitors the language lab.

# Division of Social Sciences



Wide lawns and towering trees surround the campus.

## DIVISION OF SOCIAL SCIENCES

Harold Ross, Chairman

The social sciences deal in a systematic and empirical way with the nature of man's social behavior and the forces that influence it. Work in the disciplines of the Social Sciences will contribute to the student's understanding of those forces. Since man is a social being who lives his life as a member of numerous societies, small and large—family, church, state, corporate, and others—this understanding should lead him to a fuller and more effective life, as an individual and as a member of society.

### DIVISIONAL COURSE (DS)

#### 210 Social Geography

An introductory course concerned with the interrelations of man and his natural surroundings. The course deals with the broad concepts of geography plus the cultural features with which man is associated. Problems of population, food supply, transportation, and other social concerns will also be discussed.

#### 224 Basic Statistics

Introduction to the basic statistical concepts and techniques used in the analysis of data in

the social sciences. Includes descriptive statistics, correlation and regression, probability theory, sampling and estimation, and tests of significance. Prerequisite: advanced high school algebra or Mt 114. Each semester.

#### 375 Special Topics in the Social Sciences

An interdisciplinary course which deals with topics involving two or more social sciences. May be team taught by faculty from the academic areas from which the topic has emerged. Enrollment will be normally limited to upper division students. This course may be repeated since the topics will vary.

### BUSINESS ADMINISTRATION (BA)

William Dargan, J. Stuart Devlin, Eliot Elfner, William Harrison, Donald Henrickson, James Johnson, Robert Kramer, Richard Kuchnicki, Nat Lebish, William Reynders

**Content and Objectives:** The basic objectives of the program are broadly conceived to offer a comprehensive program of study for students who plan to enter the world of business and to provide for the goals of a liberal education.

Specifically, the business administration program serves: a) students who will go directly into business careers upon graduation; b) students who will continue their education in graduate schools; c) students seeking electives to further their understanding of the many facets of the business community; d) students who wish to enhance their abilities in areas of personal business affairs; and e) students who wish to specialize in international business (see p. 82 for description of International Business and Language Area Studies program).

Three alternative baccalaureate programs are offered. One leads to a bachelor of business administration degree with opportunities to concentrate in finance, marketing, management, accounting, or general business. The second program is an accounting major leading to a bachelor of business administration in accounting. The third is the International Business and Language Area Studies program which also leads to a BBA.

**General Major:** Business Administration core curriculum of eight courses including BA 105, 106, 121, 310, 330, 350, 370, and 390.

Four advanced courses, three of which must be in an area of concentration (finance, management, or marketing) or five advanced courses from all possible areas.

At least three courses in economics including Ec 101 and Ec 102 and one advanced course.

A course in basic statistics (DS 224).

**Accounting Major:** Business Administration core curriculum as noted above plus a second course in business law (BA 391). Seven advanced courses in accounting including BA 225, 226, 227, 315, 417, 418, and 419.

Three courses in economics as required above.

A cumulative grade average of at least C-plus in all courses and a B average in all accounting courses.

**International Business and Language Area Studies (IBLAS) Major:** For IBLAS core curriculum requirements see p. 83.

### 100 Introduction to Business

Provides students with an introduction to the fundamental bases for the study of business. Illustrates the place business assumes in our economy and society through the historical development and the study of various areas of business systems. Major phases considered include management, marketing, accounting, finance, and the applications of computers in the business environment. Offered for non-business majors. Each semester.

### 105 Financial Accounting

A study of the primary financial accounting elements used by all businesses. Includes study and preparation of the balance sheet; income statement; use of journals and ledgers; trial balance; work sheet; classification of accounts; accrued and deferred items; periodic summary; cash; notes receivable and payable; receivables; inventories; plant assets; depreciation; payroll systems; interest and bonds; partnerships and corporations. Each semester.

### 106 Managerial Accounting

Study of the ways in which accounting can help managers operate more effectively. Emphasis placed on accounting data used by management for planning and control. Includes financial statement analysis; manufacturing accounting; job order, process and standard cost systems; capital budgeting, comprehensive budgeting; responsibility accounting; cost-volume-profit analysis; inventory control; management reports and analyses. Prerequisite: BA 105. Each semester.

### 121 Financial Mathematics and Basic Taxation

A study of the fundamental mathematical tools used in business and finance as well as an introduction to income and capital gains tax, insurance, real estate, and Social Security. Subject matter also includes present value concept, simple and compound interest, valuation of bonds, sinking funds, annuities and perpetuities. Prerequisite: Mt 114. Each semester.

## **225 Advanced Accounting Theory I**

Accounting concepts and principles and the accounting process; preparation of financial statements; cash and temporary investments; receivables valuation; cost, valuation, and estimation of inventories; investments in stocks, bonds, and funds; land, buildings, and equipment, their acquisition, use and retirement; depreciation and depletion; revaluation of fixed assets; intangible assets; life and fire insurance; current, contingent, and long-term liabilities. Prerequisite: BA 106. First semester each year.

## **226 Advanced Accounting Theory II**

Corporate contributed capital—formation and changes; retained earnings and their distribution; special measurement of stockholders' equity; statement of changes in financial position; financial statement analysis; statements from incomplete records; errors and their correction; reporting of general price level changes; partnership—organization, operation, liquidation, and joint ventures; home and branch office accounting. Prerequisite: BA 225. Second semester each year.

## **227 Advanced Accounting Theory III**

Corporate consolidation and mergers, at and subsequent to date of business combinations; consolidations via pooling of interests and purchase methods of wholly and partially owned subsidiaries; inter-company profit, losses, and special problems; parent and subsidiary accounting; financial reporting by multinational corporations; foreign exchange rate problems; bankruptcy and corporate reorganizations; fiduciary accounting—estates and trusts; installment sales and consignments. Prerequisite: BA 226 and senior standing. First semester each year.

## **310 Information Systems**

The course focuses on satisfying information requirements at all levels of a business organization through the use of computers and associated hardware. Specific systems are examined to illustrate typical applications, to understand collection and storage methods for data, to focus on both basic and advanced techniques used to process data and distribute information, and to establish an awareness of the problems of automatic systems as they affect business organizations and our general society. Prerequisite: sophomore standing. Each semester.

## **315 Advanced Cost of Accounting**

Review of process cost, job order cost, and standard cost systems. Covers joint and by-product costs, direct costs, relevant costs, capital

budgeting, cost-volume-profit relationships, rate of return, and decision making. Prerequisite: BA 106 and Junior standing. First semester each year.

## **330 Foundations of Management**

Develops management theories and practices from traditional principles, scientific management, and human relations methods to the contemporary contingency approaches using administrative management, quantitative analysis, and the behavioral sciences. Prerequisite: sophomore standing. Each semester.

## **333 Production Management**

A presentation of the benefits and applications of selected quantitative techniques and models to the managerial decision making process. Specific topics include forecasting, project scheduling and control, resource allocation, manpower management, quality control, waiting line analysis, inventory management, and master scheduling. Prerequisites: Mt 114, DS 224, and BA 330. Second semester each year.

## **335 Behavior in Organization**

The exploration of human behavior in organizations. Primary concern will be organizational psychology and the study of micro-organizational situations. Includes the study of motivation, leadership, decision making, and group behavior patterns. Prerequisite: junior standing, BA 330, or consent. Second semester, alternate years.

## **336 Personnel and Industrial Relations**

A study of the means of establishing and maintaining an efficient and effective work force. Includes selection, training, compensation, appraisal, health and safety, industrial relations, and other subjects. Prerequisite: BA 330 or consent. First semester each year.

## **338 Organizational Theory and Practice**

A study of the literature concerned with organizational models including bureaucratic, environmental, and technological theories. Second semester, alternate years.

## **350 Corporation Finance**

A study of finance and the business corporation: capital budgeting; cash flow; financing with common stock, preferred stock, bonds, and retained earnings. Prerequisites: BA 106 and 121. Each semester.

## 351 Investments

Investment processes and saving; government securities; corporate bonds; preferred and common stock; the securities market and the broker; company analysis; price and yield; stock market analysis; portfolio management. Prerequisite: BA 350. Second semester each year.

## 355 Advanced Corporation Finance

An in-depth analysis of the financial manager's decision making role. Through use of the case method students are faced with realistic problems permitting them to utilize and build upon earlier courses. The cases involve large and small corporations from a variety of industries. Relevant current readings on finance are assigned for each session. Prerequisite: BA 350. First semester each year.

## 356 Personal Finance

A course for non-business administration sophomores, juniors, or seniors aimed at preparing young adults for family financial responsibilities: family budgeting, installment buying, insurance, home buying, investing in the stock market, personal income tax, wills. Prerequisite: sophomore, junior, or senior non-business administration majors. First semester each year.

## 370 Marketing Concepts and Issues

Analysis of the role and importance of marketing in our economy. The course examines the philosophy underlying the concept of marketing in addition to the principles and problems involved in the marketing operations of the firm. Prerequisite: Ec 102. Each semester.

## 371 Sales Management

A coordinated study of organizational aspects and managerial functions in relation to the sales and marketing management field. Emphasis is given to sales force management and administration. Prerequisite: BA 370. Second semester, alternate years.

## 372 Market Research

Quantitative and qualitative analysis of market structures and their uses in planning and evaluating sales potentials and quotas, sales territories, warehouse location, sales cost, and other marketing activities. Prerequisite: BA 370. First semester, alternate years.

## 373 Marketing Channels: Retail

An analysis of the channel alternatives at the retail level of distribution, including current trends in retailing and the principles involved in management of the retail establishment. Pre-

requisite: BA 370. Second semester, alternate years.

## 374 Marketing and Advertising Campaigns

A reading and research course dealing with advanced problems in marketing and advertising. Students have an opportunity to examine the planning and strategy of marketing and advertising campaigns, and to analyze their step-by-step development and implementation. Prerequisite: BA 370 and 372. First semester, alternate years.

## 390 Business Law I

After a study of the development of the English and American legal systems, students are exposed to three major areas of the law having commercial significance: contracts, agency, negotiable instruments. The case study method will be emphasized. Prerequisite: junior standing. First semester each year.

## 391 Business Law II

A continuation of BA 390 covering real property, personal property, partnerships, corporations, bankruptcy, and product liability. Prerequisite: BA 390. Second semester each year.

## H46 Governmental and Institutional Accounting

This is a course which deals with the theory and practice of fund accounting. The accounting and budgeting processes of federal, state, and local government units, hospitals, social agencies, and educational institutions are covered. All of the various funds of these organizations are analyzed as well as the various reports issued by these organizations. Class sessions will consist of lectures and problems. Prerequisite: BA 106 or consent. Second semester each year.

## H47 Controllership

Study of the controllership function in a business organization. The course is primarily concerned with the managerial aspects of accounting. Emphasis is placed on the role of the controller in decision making. Lectures, problems, and case studies are used as a means of achieving this objective. Prerequisite: BA 310 and BA 315. Second semester each year.

## 418 Auditing

General principles of auditing, including the preparation of working papers and reports; auditing standards; professional ethics; legal liability; evidence; internal control; EDP audit; audit programs. Prerequisite: senior accounting major. Second semester each year.

## 419 Federal Income Tax

Individual, partnership, and corporation tax returns; installment sales; depreciation; sales and exchanges; basis for gain or loss; capital gains. Prerequisite: BA 106 and senior standing. First semester each year.

## 478/479 IBLAS Senior Seminar I and II (two semesters)

Two capstone courses required for all senior IBLAS majors. The courses attempt to apply the knowledge and skills obtained from the prerequisite courses in business administration, mathematics, economics, political science, and modern foreign language area studies to the identification and solution of some of the complex social, political, economic, and ethical problems frequently encountered in the international business arena. The course format will include lectures, oral presentations by students, seminars by visiting business executives, panel discussions, field trips, and a final term paper. Open only with consent of instructors. Each year.

## 485 Seminar in Business Policy

An integrated approach to decision making through case study, role playing, and student-led discussion. Emphasis on interrelationships of accounting, finance, marketing, and management. Prerequisite: by invitation only. Full year course.

## 490 Independent Study in Business

Individual research on an approved topic in business under the direction of a faculty member. Prerequisite: consent of instructor.

## 492 Directed Research in Business

Qualified students may undertake business research projects under the supervision of a business faculty member. Prerequisite: consent of instructor.

## 494 Work Study in Business

Appropriate work experience may be undertaken for course credit when directly related to the educational goals of the student. Prerequisite: consent and prior approval of the division chairman.

## ECONOMICS (Ec)

J. Stuart Devlin, Thampy Mammen, George McCallum, Sandra Odorzynski

**Content and Objectives:** The objectives of the major are to provide a basic understanding of our economic system and its operations as part of a liberal arts education; to prepare for successful post-graduate work in economics and related fields; and to train for positions in business, labor, and government.

**Major (9 courses):** At least nine courses in the discipline, including basic work in Ec 101 and Ec 102 and advanced work in Ec 310, Ec 311, and five other courses. Mt 114 and DS 224 or Mt 321 are also required.

For students contemplating post-graduate study in economics Mt 131 and Mt 132 are strongly recommended.

**Teaching Major (10 courses):** The teaching major program in economics consists of nine economics courses (including Ec 101, 102, 310, and 311) plus DS 224 (Basic Statistics) or Mt 321.

**Teaching Minor (six courses):** The teaching minor consists of six courses in economics (including Ec 101, Ec 102, and Ec 310).

### 101 Principles of Economics I

Central problems of every economic society. Includes basic economic concepts: institutional framework; national income, monetary and fiscal policy, economic growth, and current economic problems; international trade, balance of payments; underdeveloped countries, other economic systems. Each semester.

### 102 Principles of Economics II

Resource allocation by consumer and producer; efficiency of competition compared to noncompetitive markets. Determination of wages and other factor incomes. Problems of agriculture, labor, poverty, and pollution. Prerequisite: Ec 101. Each semester.

### **310 Intermediate Microeconomics**

Theory of consumer demand and theory of production. Pricing and output under pure competition, monopoly, monopolistic competition and oligopoly; resource markets and income distribution. General equilibrium and pareto-optimality. Prerequisite: Ec 102. First semester each year.

### **311 Intermediate Macroeconomics**

National income determination; general equilibrium of the product and money markets; stabilization policy; contemporary policy issues. Prerequisite: Ec 102. Second semester each year.

### **325 Introduction to Econometrics**

Ordinary least squares method of estimating parameters of linear equations, analysis of variance, matrix algebra and multiple regression analysis, problems of estimation and model building. Prerequisite: Ec 102 and DS 224, or Mt 321.

### **330 Labor Problems**

Labor markets and wage structure. Collective bargaining, wage theories and policies, labor productivity and real wages, income, employment and unemployment. Prerequisite: Ec 102 or consent.

### **340 Urban Economics**

Application of economic theory to problems of the cities: central-city decay, erosion of the tax base, the mass-transit dilemma, hardcore unemployment; analysis of remedial legislation; urban planning. Prerequisite: Ec 102 or consent.

### **351 History of Economic Thought**

History of the development of economic thought as exemplified by the writings of representatives of the principal schools of economic thought. Prerequisite: Ec 102.

### **360 Economics of Transportation**

Development of transport technologies; the demand for transportation; cost characteristics of the carriers and resultant pricing policies; effects of rate structures on industrial location; governmental regulation and promotion. Prerequisite: Ec 102 or consent.

### **361 Government and Business**

Market structure and conduct; public interest in the pricing process; the legal basis of regulation; control of monopoly; cases in antitrust; promotion of competition; "fair trade" and other anti-competitive laws; the public service industries. Prerequisite: Ec 102 or consent.

### **370 Comparative Economic Systems**

Primary emphasis on the Soviet economy and the workings of central planning; market socialism in Yugoslavia; indicative planning in France. Prerequisite: Ec 102.

### **371 International Economics**

Theory of international trade: why countries trade with each other, effects of trade, free trade versus protection and economic union. Balance of payments: problems and corrective mechanisms. Prerequisite: Ec 102.

### **372 Economic Development**

Theories of economic growth; special features of less developed countries. Role of capital, agriculture, foreign trade, and government in economic development. Major issues of economic development. Prerequisite: Ec 102.

### **390 Money, Income and Price**

The nature and functions of money; commercial banks and creation of money; Federal Reserve System and monetary control; the effect of money on income and price. Prerequisite: Ec 102.

### **391 Public Finance**

The impact of public finance (federal, state, and local) on the American economy. The subject matter includes taxes, their scope, interrelation and incidence; problems of government budgets; and the techniques of public borrowing. Prerequisite: Ec 102 or consent.

### **490 Independent Study**

Readings and discussion in an area of interest to the student. Prerequisite: senior majors with consent of instructor and approval of the division chairman. Each semester.

## **EDUCATION (Ed)**

Mural Adams, Sister Sally Ann Brickner, Robert Hoffmann, Sister Mary Alyce Lach, Rev. Ernest J. La Mal, Robert Shemky.

**Content and Objectives:** The teacher education program is approved by the Wisconsin State Department of Public Instruction and is accredited by the National Council



cil for the Accreditation of Teacher Education. It is organized specifically to prepare competent teachers for elementary and secondary schools.

### **General Requirements:**

- \* The baccalaureate requirements of St. Norbert College.
- \* The certification requirements of the state in which the student plans to teach.
- \* Eligibility for student teaching which depends upon:
  1. A cumulative grade point average of at least 2.40.
  2. A cumulative grade point average in major field of at least 2.60.
  3. Approval of major discipline.
  4. Approval of Teacher Education Committee.
  5. Acceptable performance in speech proficiency.
  6. A doctor's certificate of satisfactory health.
  7. Elementary education majors are expected to have achieved a 2.4 GPA in the education major courses by the end of the sophomore professional experience.

### **Elementary Education Requirements:**

- \* A combination of full and half courses in professional education to equal a minimum of 11 courses which constitute a graduation major.
- \* Another academic area of concentration which qualifies for a teaching minor or major in such areas as: nursery-kindergarten, elementary art teaching major, and various academic disciplines or broad field arrangements.
- \* A well balanced selection of general education courses pertinent to an elementary teacher's needs.

### **Secondary Education Requirements:**

- \* Prospective secondary school teachers must earn a minimum equivalent of six courses in professional education. The prescribed courses needed to qualify for a teaching certificate are: Ed H25 (Foundations of American Education), Ed H28 (Human Development and Personality), Ed 301 (Psychology Applied to High School Teaching), Ed H82 (Exceptional Children and Human Values), Ed H23 (Audio-Visual Education), Ed H70 (Teaching Reading in High School), a course in high school methods (Ed H51, H52, H53, H54, H55), Ed 430 (Student Teaching), and Ed 431 (Student Teaching and Seminar).
- \* One or more fields of major concentration represented in the secondary curriculum, for Wisconsin certification. The options are as follows:
  - a. One 34 credit (nine courses) college-approved major;
  - b. A 22 credit (six courses) minor if certified in another area with a major;

N.B. The minors in special areas as: art, music, physical education, must achieve a major in three years.

c. One 54 credit (14 courses) broad field preparation in social studies or communication arts/English.

\* Wisconsin certification requires fulfillment of special legislative requirements: a) science teachers need Conservation of Natural Resources, b) social studies teachers need both Conservation of Natural Resources and Cooperatives.

d. A 54 credit (14 courses) preparation in art or music for grades K-12.

**Student Teaching:** A variety of student teaching experiences is available.

\* Traditional, open concept, modular schedule, British primary, etc. programs in the area elementary and secondary schools.

\* Overseas student teaching for 10 weeks in England, Wales, Scotland, Ireland, or Australia.

\* Nursery-kindergarten student teaching for half days.

## Half Courses

### H23 Audio-Visual Education

The uses of new media (including video) in the school curriculum are combined in a laboratory approach to equipment operation and the production of materials. The course applies some of the knowledge available about perception, learning, and communication theory to audio-visual aids in the classroom. Each semester.

### H25 Foundations of American Education

This course will study education in the United States and show the evolution of schools, educational systems, and educational thought in America in relation to the major traditions of education and the larger movements of American life. Each semester.

### H28 Human Development and Personality

The purpose of this course is to analyze, compare, integrate and relate the theory and research in the field of human development and personality to the art of teaching. Each semester.

### H31 Visual Art in Elementary School

An introduction to art education theory and practice for prospective elementary classroom teachers. Content includes study of child growth and development as it relates to art, use and preparation of curriculum materials, lesson planning, evaluation, and instructional resources for art. Teaching-learning experiences

will be explored in relation to four aspects of art: seeing and feeling visual relationships, performing with art materials, knowing and understanding about art objects, and developing skills in criticism and evaluation. Second semester each year.

### H33 Art Education II

A study of concepts and change in art and art education, research in the visual arts, and teaching-learning experiences. Pre-student teaching experiences with children and art as well as studio work with a variety of media will provide a foundation for student teaching. Art education majors must take the course senior year with Ed 432 and 433. First semester each year.

### H34 Elementary Art Workshop

Taken the same term as Ed H31, it is an exploration of art content, materials, processes, motivation, and selection of activities appropriate for varied age and development levels. Second semester each year.

### H43 Classroom Appraisal and Evaluation

An introduction to evaluation as an integral part of the teaching-learning process. Emphasis is given to identifying and defining intended learning outcomes, constructing or selecting tests and other evaluation devices that are relevant to the specified outcomes, using descriptive statistics in classroom learning, and the general application of evaluation results to improve learning and instruction. Each semester.

#### **H48 Psychology Applied to Elementary Teaching**

This course selects and presents several ideas from the behavioral sciences that seem to have promise for providing teachers with systematic ways of thinking about and evaluating what happens in classroom instruction. Several small-scale miniature theories or concepts will be presented, each providing a frame of reference for teachers to use in organizing their observations and analysis of classroom interactions. Each semester.

#### **H49 Clinical Experience, Elementary School**

A sophomore practicum experience for elementary education majors. Teacher-pupil research is applied in a laboratory-type setting. Emphasis is placed on direct application of theory in the classroom in a non-didactic manner. The focus is on the discrimination of effective teacher-learning practices rather than the communication of these practices. Each semester.

#### **H51 High School Math-Science Methods**

A course designed to prepare future high school mathematics and science teachers. This course stresses lesson planning, methodology, techniques unique to these areas, observation in high school classes and curriculum trends and developments in order to adequately prepare students for teaching mathematics or science. First semester each year.

#### **H52 High School English Methods**

A study of the present approaches to teaching of English in American secondary schools. Emphasis is placed on planning, preparation, presentation, measurement, and evaluation. Students are introduced to the modern high school through classroom observation. First semester each year.

#### **H53 High School Social Science Methods**

This course will examine the objectives of the social studies curriculum in secondary schools. Implementation of desired objectives through lesson planning, approach, methodology, and evaluation will be stressed. Observation of existing practices in social studies teaching and investigation of curriculum trends and developments is intended to create an awareness of needs and background necessary for teachers of social studies in high school. Second semester each year.

#### **H54 High School Language Methods**

A comprehensive treatment of teaching modern foreign languages based on the nature of language and the new discoveries in psychology, physiology, pedagogy, and linguistics. Films and discussions which will enable future teachers to evaluate their observations of high school classes, prepare lesson plans and tests, and enable them to provide opportunities for their students to acquire and develop habits and skills which will ultimately lead to mastery of the foreign language are used. Second semester each year.

#### **H55 High School Religious Studies Methods**

A study of the various methods by which a religious educator approaches his task. Both theological and social science models will be examined so both the content of religion and the process of communicating its meaning will be taken into account. Second semester each year.

#### **H56 Elementary Religious Studies Methods**

A study of the various methods of teaching religion in elementary schools will be investigated. This will include planning, techniques, available programs and models, present trends, and resources which are unique to this area. Second semester each year.

#### **H61 Elementary School Music Methods**

The content for the various elementary grades is reviewed and the methods of presentation studied for developing musical experience through singing, playing, and creating. Music majors only. First semester each year.

#### **H62 Kodaly Method**

The history and development of the Kodaly concept is studied. The procedures and techniques are developed in depth. Music majors only. First semester each year.

#### **H63 Junior High School Music Methods**

General music is reviewed in depth. The teaching and administration of performing organizations are developed. Open to music majors only. Second semester each year.

#### **H64 Senior High School Music Methods**

This course examines the problems in teaching and administering vocal and instrumental

organizations. It explores the possibilities of other music course offerings at the high school level. Open to music majors only. Second semester each year.

### **H70 Teaching Reading in High School**

A study of current literature and the research of reading problems facing academic teachers in the secondary schools. Content is designed to help prospective teachers develop skills in general teaching of reading and its application in the various subjects taught in high school. This course is included in the first part of the professional semester and continues during student teaching as a clinical experience with students who are having reading difficulties. Second semester each year.

### **H82 Exceptional Children and Human Values**

The historical and current conceptions of the nature of exceptional children will be reviewed and the basic psychological concepts necessary for understanding exceptional individuals in a learning environment will be developed and discussed. Cognitive and affective models will be presented in a framework which will allow students to organize teaching strategies according to their focus and amount of structure associated with each. Field experience is required. Each semester.

### **H86 Reading Improvement in the Elementary School**

This course consists of seminars and directed teaching experiences. Students learn to diagnose reading disabilities and to plan, prepare, and teach exercises designed to correct them. Prerequisite: Ed 352. Each semester.

### **H90 Independent Study**

This course provides the opportunity to investigate, through independent inquiry and critical analysis, the relative value of educational theories, practices, and agencies which influence the work of teachers. Students are permitted to institute their own theme or they may select from themes. Each semester.

### **Full Courses**

### **270 Elementary School Music Education**

This course is designed to give future classroom teachers who have had little previous musical experience the necessary musical skills and understanding needed for teaching music in the elementary schools. Music fundamentals, basic

keyboard knowledge, and elementary instrument techniques, plus musical activities--listening, singing, playing, moving, creating, and reading--are stressed. Each semester.

### **285 Elementary Math-Science Methods**

Students participate in laboratory activities and field experiences which focus on the processes essential to modern mathematics and science programs. The discovery mode of learning is emphasized and applied to various organizational patterns for elementary schools, including individually guided education, multi-unit schools and integrated day curriculum. Each semester.

### **292 Early Childhood Activities and Practicum**

This course gives prospective early childhood teachers laboratory experiences under the supervision of qualified teachers of young children. Through actual teaching experiences and seminars students acquire knowledge in the observation and interpretation of child behavior, familiarity of materials appropriate for young children, and techniques of selecting, planning, organizing, presenting, and evaluating educational experiences appropriate to the developmental level of the children. Prerequisite: Ed H48 and H49. First semester each year.

### **294 Programs in Early Childhood Education**

This course is based on and developed around readings in early childhood education and related literature. It introduces students to various historical, philosophical, and theoretical bases of early childhood programs. The course introduces recent developments in the education of the young child. It is designed to aid in the selection and guidance of appropriate curriculum and activities. Special emphasis is given to the administration of early childhood programs. Prerequisite: Ed H48 and H49. First semester each year.

### **301 Psychology Applied to High School Teaching**

This course deals with motivation, evaluation, learning theory, development, creativity and intelligence, social learning theory, and behavior modification. It provides information relating to each of these topics and discusses the practical application of that information. The emphasis throughout is on those theoretical positions most relevant to educational practice. Contact with students is a required lab experience. Each semester.

### **332 Art Education I**

A study of concepts and changes in art and art education, research in the visual arts, and teaching-learning experiences. Pre-student teaching experiences with children and art as well as studio work in a variety of media will provide a foundation for student teaching. Prerequisite: art education majors must take it in their junior year. Second semester each year.

### **352 Elementary School Reading Methods**

The principles, instructional procedures, and materials for teaching elementary school children to read are examined in this course. Students tutor a child in reading one hour a week. Prerequisite: junior standing. Each semester.

### **353 Elementary Language Arts and Social Studies Methods**

The goals, content, instructional procedures, and evaluative measures involved in teaching elementary language arts and social studies are considered in this course. Prerequisite: junior standing. Each semester.

### **355 Nursery-Kindergarten Methods**

This course applies the psychological principles of teaching preschool children. Taken in professional block with Ed 425. Prerequisites: Ed 292, Ed 294. Second semester each year.

### **362 Children's Literature**

The course is intended to acquaint elementary teachers with representative examples of literature for children, and through lectures, discussion, audio-visual aids, and especially through wide reading, to develop their capacity to evaluate current books and to augment their power to stimulate children's reading. Each semester.

### **391 Problems and Materials in Safety Education**

The purpose of the course is to acquaint prospective driver education and safety teachers with the nature, background, significance, and trends in driver and safety education in schools. The course satisfies the safety requirement course for certification in driver education.

### **393 Problems and Materials in Driver Education**

This course is designed to prepare driver education teachers for secondary and vocational schools. It is designed so that laboratory experience is required to teach a trainee the funda-

mentals of driving. Prerequisite: A valid driver's license.

### **394 Advanced Traffic Safety**

This is a required course for driver education certification as established by the Wisconsin Department of Public Instruction. Advanced techniques of teaching driver education are included in this program; multiple car range, simulation, the President's Action Committee Reports, motorbike safety, audio-visual aids, curriculum structuring, supervision, in-service programming, and laboratory procedures and practices are all units in this course. Prerequisite: Ed 391.

### **422 Elementary Student Teaching**

Elementary student teachers will have a full day of student teaching for 10 weeks. Application for this course must be made in the preceding semester. Prerequisite: approval of Teacher-Education Committee. Each semester.

### **423 Elementary Student Teaching**

This section of student teaching will include seminars which deal with the teacher's role in the profession, classroom management, personal development, and professional growth. Taken with Ed 422. Each semester.

### **425 Nursery-Kindergarten Student Teaching**

Elementary education majors who have nursery-kindergarten as their minor spend six weeks student teaching in a nursery school and nine weeks in a kindergarten for half days. There is a weekly seminar included. Taken in professional block with Ed 355. Second semester each year.

### **430 High School Student Teaching**

To have sufficient time available for observation and teaching in the assigned school, a full day free from college classes is required. Application to take this course must be made by the preceding semester. Prerequisite: approval of Teacher Education Committee and major discipline. Each semester.

### **431 High School Student Teaching**

This section of student teaching will include seminars with the college supervisor and with the methods faculty to discuss and study pertinent problems. Each semester.

### **432 Elementary Art Student Teaching**

A full day of student teaching in art for a five week period, includes weekly seminars. Appli-

cation for this course must be made in the preceding semester. It is to be taken concurrently with Ed H33 and 433. Prerequisites: approval of art staff and Teacher Education Committee, Ed 332. First semester each year.

### **433 Secondary Art Student Teaching**

A full day of student teaching in art for a five week period, includes weekly seminars. Application for this course must be made in the preceding semester. It is to be taken concurrently with Ed H33 and 432. Prerequisites: approval of art staff and Teacher Education Committee, Ed 332. First semester each year.

### **435 Elementary Music Student Teaching**

Music student teachers will teach one-half day for the semester. Application must be made in the preceding semester. Prerequisite: method's courses, approval of Teacher Education Committee. Second semester each year.

### **436 High School Music Student Teaching**

Music student teachers will teach one-half day for the semester. Application must be made in

the preceding semester. Prerequisite: method's courses, approval of Teacher Education Committee. Second semester each year.

### **484 Intern Program**

The intern program is a cooperative program in the elementary schools in the area. The interns teach for one semester. Approval of the Teacher Education Committee and the cooperating school is required.

### **490 Independent Study**

A course allowing staff and students to explore together topics of special interest which influence the work of teachers. Each semester.

## **READING (Rd)**

### **100 Reading Skills Laboratory**

Students are individually tested and a personalized corrective reading program is devised for each. The goals are improved reading vocabulary, comprehension, and rate. Not a credit course. Each semester.

## **GEOGRAPHY (Ge)**

Rev. Camillus Frigo

**Content and Objectives:** Geography is an elective subject. No major program is offered. The purpose of the program is to develop practical skill in applying the accepted tools of an important natural science. The substance and methodology of geographical science are of interest and value to students in all divisions.

### **212 Economic Geography**

A study of food, raw materials, fuels, manufacturing, and commerce on a world-wide scale. A discussion concerning how and where man develops the natural resources of the earth and the resulting change of his environment due to his economic progress.

### **214 Geography of North America**

A regional survey of the physical features and economic resources of the continent of North America.

### **328 Conservation of our Natural Resources**

A geographic survey of the conservation practices in the United States. A study and application of the principles of conservation of raw materials from the farms, forests, grasslands, mineral deposits, and wildlife of the United States; a study of man's role in changing the face of the earth with project work in environmental management education. Each semester.

## **POLITICAL SCIENCE (Po)**

Rev. Robert Cornell, Jon Curtis, Elizabeth King, William O'Callaghan, Wayne Patterson

**Content and Objectives:** The political science curriculum is designed to expose the student to: a) basic philosophical questions about the nature of man and society, b)

the various governmental forms operating in the world, and c) the numerous factors that affect the establishment and operation of political systems.

**Major (10 courses):** Po 101, DS 224; one of the following: Po 210, 225, 230, or PI 240; one of the following: Po 227, 265, or 280; one of the following: Po 208, 241, or 242; and five upper level political science electives.

### **101 Introduction to Political Science**

An examination of the major concepts of political science and how various nation-states have dealt with fundamental political issues. Special emphasis is given to the United States. Each semester.

### **180 State and Local Politics**

A comparative examination of state political systems, stressing the interrelationships among political culture, government structure, and public policies.

### **182 History of Presidential Elections**

Gives a connected account of the history of national politics built around the quadrennial struggles for control of the office of President. Covers not only the elections, but developments in each administration that influenced the work of party conventions, and determined the character and outcome of campaigns. First semester.

### **205 Political Parties in the United States**

An examination of the history, structure, and function of American political parties and their relationship to democratic government. Prerequisite: Po 101 or sophomore standing.

### **206 Third Parties and Extremist Groups**

The course includes in-depth studies of the extreme right and left wing in the United States. Among the groups studied will be the Socialist Workers Party, Communist Party, S.D.S., Peace and Freedom Party, the Constitution and States' Rights movements, John Birch Society and American Nazi Party. Prerequisite: Po 205.

### **208 Legislative Politics**

An examination of the power, structure, and functions of legislative bodies in the United States at the national, state, and local levels and the various factors that influence the performance of these bodies. Prerequisite: Po 101.

### **210 Ancient Political Thought**

An examination of fundamental political concepts such as the purpose, nature, and types of

states, the relationship of citizens to the state as treated by Plato, Aristotle and Cicero. May be taken for philosophy credit.

### **225 Medieval Political Thought**

An investigation of the development of Greco-Roman political theory as it met the Jewish, Islamic, and Christian faiths. Particular topics of concern will include the notion of authority, monarchy, church-state relations, and world government as these are treated in the writings of such thinkers as Augustine, John of Salisbury, Thomas Aquinas, Alfarabi, Maimonides, Dante, and Marsilius of Padua. May be taken for philosophy credit.

### **227 International Relations**

An examination of the various methods of analysis of world politics in the twentieth century. Includes the balance of power, systems, decision making, integration theory, and others.

### **230 Modern Political Thought**

An introduction to such concepts as power, social contract, sovereignty, liberty, and revolution as these are treated in basic writings of Machiavelli, Hobbes, Locke, Rousseau, Burke, Mill, and Marx. May be taken for philosophy credit.

### **241 Constitutional Law I**

An examination of the constitutional evolution of the doctrines of judicial power, federalism, and separation of powers with emphasis on the historical circumstances in which the developments took place and the impact of the judicial decisions on the American social, economic, and political systems. Prerequisite: sophomore standing. First semester, alternate years.

### **242 Constitutional Law II**

An examination of major judicial decisions in the areas of civil rights and civil liberties and their impact on American society. Second semester, alternate years.

### **265 European Governments**

An examination of the political systems of England, West Germany, and France; attention will be given to their historic evolution, ideology, and political culture. Prerequisite: Po 101 or sophomore standing.

## Soviet Politics

assessment of the nature of the Soviet political system which focuses upon the role of the Communist Party, and the government in the Soviet Union. Prerequisite: Po 101 consent.

## 18 Administration Theory and Practice

The basic theories and concepts of public administration with an emphasis on orientation of citizen understanding. A critical examination of the role of administration, its basic characteristics, and the problems of making it efficient and holding it responsible. Prerequisite: Po 101 or Po 180.

## 353 American Foreign Policy

The formulation, conduct, and content of contemporary United States foreign policies: defense policies; changes in Cold War diplomacy; and policy toward the new states and developing countries. Prerequisite: Po 101.

## 489 Special Topics in Science

This is a seminar course which is offered whenever a mutual interest in a more specialized topic in political science exists for a member of the departmental staff and a sufficient number of upper division major students. This course may be repeated once. Prerequisite: political science major, junior or senior standing.

## 490 Independent Study in Political Science

Emphasis is placed on the interest of the individual student. Prerequisite: consent and approval of the division chairman. Each semester.

## 492 Directed Research in Political Science

A research project under the supervision of a faculty member in political science. Recommended for students specializing in political science. Second semester of senior year.

## PSYCHOLOGY (Ps)

Bea Appleby, Reed Hardy, Michael Leippe, John Williamsen

Content and background knowledge for students who wish to pursue graduate work in psychology.

**Objectives:** The program serves three functions: a) to prepare serious students for those students who plan to enter professions in which some psychology is required; and c) to offer elective studies to those others on their understanding of human nature and behavior.

**Major (A):** The major program consists of nine courses in psychology (including Ps 101, 230, 350, and 380 or 295), plus DS 224 (Basic Statistics).

**Teaching Courses:** The teaching major program in psychology consists of 10 courses in psychology (including Ps 101, 230, 350, and 380 or 295 plus DS 224 (Basic Statistics)).

**Teaching Courses:** The teaching minor consists of six courses—five courses in psychology (including Ps 101, 230, 350, and 380 or 295), plus DS 224 (Basic Statistics).

## 101 Introduction to Psychology

An introductory scientific study of mental processes and behavior. Topics covered include the physiological bases of behavior, sensation and perception, learning, cognition, motivation, emotion, personality, social behavior, and psychopathology. Each semester.

## 205 Seminar in Psychology

Discussion of selected works in psychology, both historical and contemporary. Emphasis is

placed on independent inquiry and the development of a critical attitude toward psychological problems. Prerequisite: Ps 101 or consent of instructor. Each semester.

## 230 Experimental Design

A detailed examination of classic methods, and experiments in scientific psychology. The course also involves technical experimental design and data analysis. Prerequisite: Ps 101.



## Testing Introduction to Psychological

This course is designed for those planning to become psychologists, teachers, social workers, guidance counselors, or personnel and training officers in business and industry. Topics covered include the theory, problems, content, and methods of psychological testing with special attention to the principal intelligence, aptitude, ability, educational, vocational, and personality tests. Prerequisite: DS 224.

### 260 Abnormal Psychology

This course develops the view of psychological abnormality understood in the light of the biological, sociological, and psychological factors involved. Prerequisite: Ps 101.

### 285 Motivation

A theoretical course designed to pursue questions such as why complex behaviors occur as they do. Material covered will include the biological bases of unlearned behavior in both animals and humans as well as incentive motivation and achievement motivation. Prerequisite: Ps 101. Second semester, alternate years.

### 290 Early Childhood Activities

The fundamental principles of operant learning theory and Piaget's theory of cognitive development are explored with emphasis on their practical applications in the nursery school. Students develop skills in defining behavioral objectives, conducting behavioral interventions, and designing and using cognitive assessment techniques. Two hour lecture, four to six hours each week. Prerequisite: consent.

### Developmental Psychology

of human development from a lifespan view. The environmental and physiological factors which are most important to development are emphasized. Prerequisite: consent.

### Psychology

human interaction as a function of testing; includes social groups, attachment, and social motivation. One of this course students will be with the current research activities and will be capable of furthering their own interest areas. Prerequisite: Ps 101 or Sc

### 330 Personality: Theories and Dynamics

A study of the current theories of personality from Freud to the present day; an examination of contemporary issues and trends. Prerequisite: Ps 101.

### 350 Experimental Psychology

Lectures include an introduction to experimental methodology in behavioral sciences, definition of variables, and statistical evaluation of results. Laboratory periods are devoted to experimentation with humans and animals. Prerequisites: Ps 101, Ps 230, and DS 224.

### 375 Group Dynamics

A study of small group dynamics and processes. Formal presentation of theory and research findings, supplemented by data generated through class interaction. Prerequisite: junior or senior psychology major.

### 380 Theories of Learning and Cognition

A course covering experimentation and theory on the nature of the learning process. The evolution of the current approach in research on human and animal learning is traced. Prerequisite: junior psychology or education major or consent of instructor.

### 408 Physiological Psychology

A course on the physiological basis of behavior. Emphasis is on sensory motor functions, and the physiological bases of emotional expression and behaviors. Prerequisite: Ps 101 and consent of instructor.

### 420 History of Psychology

A survey of the historical development of psychology. Focus will be on the present day. Prerequisite: psychology standing.

### 489 Special Topics in Psychology

This is a seminar course offered whenever a mutual interest in a specialized topic in psychology exists. A member of the departmental staff and a student from the upper division major study this course may be repeated once. Prerequisite: psychology major, junior or senior standing.

## 490 Independent Study

Individual library research on some topic in psychology under the direction of a psychologist. This course may be repeated once. Prerequisite: consent of instructor.

## 492 Research in Psychology

Qualified students may undertake psychological research projects under the direction of a

staff member. This course may be repeated once. Prerequisite: Ps 350.

## 494 Work Study in Psychology

Course credit may be given for suitable work experience of a psychologically related nature coupled with academic research or readings. Prerequisite: Ps 101 and prior approval by the division chairman.

## SOCIOLOGY-ANTHROPOLOGY (Sc)

John Cramer, Elizabeth Medland, Harold Ross, Brian Wilson.

**Content and Objectives:** The function of sociology as an academic discipline is to increase an awareness and understanding of society. Such increased awareness and understanding hopefully will result in our leading more effective personal lives. Thus sociology may be seen as integral to a liberal arts education.

Sociology may also be looked at in terms of its relation to career possibilities. It is especially relevant as preparation for work in research, administration, law enforcement, social work, government, and other fields in which a knowledge of human relations is important. Sociology is not synonymous with social work, for which specific courses, often on the graduate level, may be required. A sociology major, however, can be constructed with an orientation toward social work. In cooperation with local social agencies, the department provides a work-study program enabling selected students to gain firsthand experience in their chosen career. Sociology provides an excellent background for graduate study in law, business, and other fields as well as sociology.

**Major (10 courses):** The major program consists of nine courses in sociology (including Sc 100, 111, 215, 320, and 350), plus DS 224 (Basic Statistics). Sociology 100 is the basic introductory course that is prerequisite to higher level courses. There is a College Level Examination Program (CLEP) test for sociology which students may take to receive credit for Sc 100 (one course credit).

Basic Statistics (DS 224) and Social Research Methods (Sc 320) should be taken in the sophomore year in that order. Only under unusual circumstances will seniors be permitted to fulfill these requirements.

Students may choose the remaining courses from the department's offerings. No more than two anthropology courses can be counted in the 10 courses required for the major. Also, no more than one work-study course can be counted as part of the major.

**Anthropology Sequence:** Courses included in the anthropology sequence are: Sc 100, 109, 111, 230, 232, and 235, Ps 101 (Introduction to Psychology), Ps 310 (Social Psychology), and BI 100 (Human Biology).

### 100 Introduction to Sociology

Why do we have an escalating crime rate? What is the future of the family in these days of changing sex roles? How do factors such as sex, race, religion, and income influence the way we see our world and the choices we make? These

are some of the questions to which sociology is addressed. This course, the basic introduction to sociology, teaches basic concepts and perspectives of sociology, together with an overview of the topics considered in specialized courses. Prerequisite for sociology courses numbered 200 and above.

## 108 Criminology

An examination of the nature of crime, criminals, and societal reaction to illegal behavior.

## 109 Myth, Man and Society

An anthropology course beginning with a historical survey of theories which have attempted to explain the origin, function, and structure of myth, from Euhemerus to Levi-Strauss. Emphasis on anthropological view of myth as "charter of belief" incorporating central values of society, and a look at contemporary myth-making in popular culture. Second semester each year.

## 111 Cultural Anthropology

The nature of culture, culture patterns, cultural processes and change, and the comparative study of societies. Major anthropological theories of culture are considered. Extensive use of films, slides, videotapes. First semester each year.

## 112 Society, Sex and Marriage

The course is involved in scrutiny of the social organization of sexual relations with particular reference to the formation of the regulatory system which identifies and specifies acceptable and prohibited sexual activities for men and women.

## 150 Sociology of Women

The purpose of the course is to examine the status and role of women in society. Women's experience in school, in marriage, and in employment will be among the areas discussed. The sociological perspective of this course will emphasize the socialization of individuals into sex roles and the reinforcement of these sex roles throughout life. Various theoretical debates concerning the origin of sexual inequalities and how they are maintained or changed will be examined together with their implications for social changes. Prerequisite: Sc 100.

## 201 Sociology of Inequality: Race and Minorities

Social implications of differential status, power, and opportunity contingent upon racial or ethnic membership. Prerequisite: Sc 100.

## 202 De Tocqueville and the American Society

A close study of the two major works of Alexis de Tocqueville, *Democracy in America* and *The Old Order and the French Revolution* with the object of analyzing the two social models to

understand democracy as a mode of social organization. Emphasis is on theory of society. Prerequisite: Sc 100.

## 215 The Foundations of Sociology

Why was sociology invented? By whom? What were the original theoretical positions developed by Saint Simon; the Scottish moralists Adam Ferguson and Adam Smith; Tonnies? What effects did these views have on subsequent developments in the field? Historically an attempt is made to grapple with the nature of the changes which dramatically transformed the traditional social structures of Europe (medieval) into the urban industrial Europe of modern times in terms of the creation of sociology as a rational attempt to understand what had transpired. Prerequisite: Sc 100.

## 221 Work in America

This course will examine contemporary changes in the work force and the nature of work in the United States as the result of industrialization, bureaucratization, and automation. Topics included in the course are: alienation, changes in white collar work, minorities in the labor force, and workers' control. Prerequisite: Sc 100.

## 230 Ethnology of American Indians

This is an anthropology course which surveys the cultures, languages, and history of indigenous peoples of North America. The course can be divided into three parts, part one being the prehistoric record of the first migrants to North America, part two the Native American experience from European contact to the present, and part three the contemporary Native American. Prerequisite: Sc 100. First semester each year.

## 232 Religion and Culture

Anthropological approaches to the study of religions of pre-literate cultures. Films illustrate cross-cultural dimensions of religious phenomena. Prerequisite: Sc 100. Second semester each year.

## 235 African Ethnology

This anthropology course concentrates on the continuities and change in African societies in light of underlying tribal cultures. Prerequisite: Sc 100.

## 242 Stratification Theories

An examination of the theoretical basis of rule by elites. The theoretical positions of Mosca, Marx, Mills, Michels, and Pareto in regard to the organization of socio-political power and the rationales thereof. Prerequisite: Sc 100.

## 256 Urban Sociology

In the belief that urban sociology can only be learned in the field, a preliminary period spent reading significant works of Weber, Simmel, Park, Mumford, Wirth, Gans, and others, will be followed by an independent field study. Such a study might focus, for example, upon an urban renewal project, or a Model Cities program; or a neighborhood reclamation movement. Prerequisite: Sc 111, 215, and 320.

## 290 Political Sociology

Study of social institutions having to do with power, organization, and authority in distribution of values, things, positions; institutionalized ideologies of dominance. Prerequisite: Sc 111, 215, and 320.

## 303 Social and Historical Change: The Sociology of Marx

Study of why Marx ascribed the primary causes of historical change to the material conditions of human existence, i.e., the actual forces of production which, in his view, were responsible both for the forms of social organization and the forms of consciousness that characterized a given historical period. Analysis and critique of early capitalism as a basis for conflict theory. Prerequisite: Sc 215.

## 320 Social Research Methods

The methods used by sociologists include surveys, participant observation, experiments, and historical research. Examples of each of these methods will be studied to learn their strengths and weaknesses. In addition, students will participate in original research. Prerequisite: Sc 100 and DS 224.

## 350 Sociological Theory

Required for senior majors, this course reviews the works of early contributors to sociology, including Durkheim, Weber, Marx, Simmel. It traces their influence on modern sociology in the hands of Parsons, Merton, Dahrendorf, Gouldner, and others. The course is integrated around a central concept or theme such as "role" or "functionalism as ideology". Prerequisite: Sc 111, 215, and 320.

## 489 Special Topics in Sociology

This is a seminar course which is offered whenever a mutual interest in a more specialized topic in sociology exists for a member of the departmental staff and a sufficient number of upper division major students. Topics may include: socialization in contemporary society, socialization and symbolic interaction, sociology of structuralism, sociology of American Catholicism, advanced criminology. This course may be repeated once. Prerequisite: sociology major, junior or senior standing, or consent.

## 490 Independent Study in Sociology

For gifted students. May be repeated. Prerequisite: consent and approval of the division chairman.

## 494 Work Study in Sociology

Course credit may be given for suitable work experience of a sociologically related nature. Prerequisite: consent and approval of the division chairman.



Skylights and an indoor garden draw students to the library.

# Inter-Divisional Programs



Winter graces the St. Norbert campus.

## INTER-DIVISIONAL PROGRAMS (ID)

### PRE-LAW

Law schools require a bachelor's degree from an accredited college or university, but no specific fields of major study or particular courses are prescribed. The law relates to many aspects of human activity and law schools look for diversity in undergraduate courses that may present a highly desirable pre-law background. Students should obviously seek to develop a high degree of competence in reading and writing the English language, and to develop the skills of critical analysis and logical reasoning. Thus, courses in literature, composition, communication, mathematics, and logic offer obvious and useful preparation. In addition, applicants to law school should have a sound grounding in the economic, social, and political institutions of the United States.

Given such a broad undergraduate background, students interested in law should feel free to choose a major program consistent with their interests, or to devise a personal major. Although the broad background mentioned above should be pursued, it is also highly advisable that a student obtain a mastery of some definite field, whatever that might be.

Students applying for law school should take the Law School Admission Test (LSAT) no later than eight months before graduation. Applications can be obtained from the Career Planning and Placement Office.

## INTERNATIONAL BUSINESS AND LANGUAGE AREA STUDIES (IBLAS)

**Content and Objectives:** The aim of this program, which was the first of its kind in U.S. undergraduate institutions, is to prepare graduating students for entry directly into the international business arena, or prepare them for advanced entry into a graduate school of international business with which St. Norbert College has negotiated agreements.

This major degree program officially began in September, 1973. Graduates will help meet the present and projected need for executives to serve overseas, individuals who must be trained in the fields of accounting, marketing, finance, management, and data processing, and who also must have a fluency in one or more foreign languages and an understanding and appreciation of foreign people, their customs, traditions, and cultures.

There is a provisionally-planned, optional, junior year work-study program in a foreign country, which includes courses taken at a cooperating educational institution, a living-learning experience in a foreign cultural environment, and possibly on-the-job work training or observation with foreign business organizations.

Arrangements have been made with selected U.S. graduate schools for graduate course credit waivers which will allow IBLAS graduates to complete an MBA in international business in one-and-a-half years after graduation.

Another goal of the program was the establishment of an International Culture House on the campus where students in the program can meet with the faculty to share common academic and cultural interests, attend forums, listen to and question guest speakers and utilize related media materials, e.g., slides, films, records, tapes, a short-wave radio.

**IBLAS Major:** Business administration, economics, mathematics, political science, and foreign language courses as listed below. Core Curriculum: business administration, 10 courses — BA 105, 106, 121, 330, 350, 370, 478 (IBLAS Senior Seminar) and BA 479 (IBLAS Senior Seminar II) and two of the following three: BA 310, 390, DS 224.

Economics — three courses: Ec 101, 102, and 371.

Mathematics — either Mt 114 or Mt 131.

Political science and history — two courses: PO 227 and at least one of the following: PO 265, 280, or Hs 262.

Modern foreign languages — four courses beyond the 201 level to include 225, 375, and two electives. Spanish also requires Sn 385.

For descriptions of the courses listed above see the pages under the appropriate discipline headings.

## **INTER-DIVISIONAL COURSES (ID)**

### **101 Freshman Seminar**

The purpose of this course is to help students develop a personal hierarchy of values and to be aware of how this personal hierarchy fits within the context of societal values; crystallize educational objectives by employing a variety of educational philosophies and approaches; and develop a better understanding of their own life goals through various exercises requiring careful self analysis. Prerequisite: Enrollment in the EBO program. First semester each year.

### **206 The Phenomenon of Religion**

Man and his experience of the sacred are approached through a survey of the art, music, and literature of Eastern and Western religions.

Modern sciences such as psychology of religion will be invoked to shed light on man's religious responses. Second semester each year.

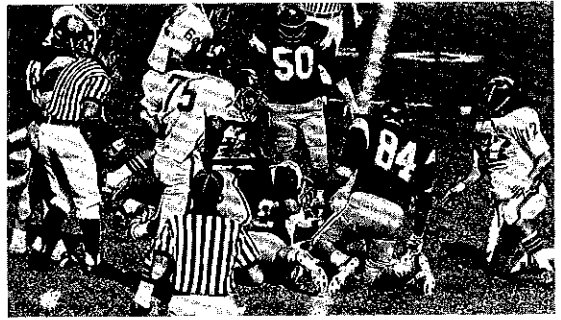
### **249 Rock Culture**

An investigation of the cultural, aesthetic, and socio-political statements of rock and roll music. Special emphasis on the historical roots, life styles, and unique forms of communication embodied in this contemporary phenomenon. First semester each year.

### **375 Special Topics in Inter-divisional Studies**

This course will concentrate on a topic pertinent to the current needs and interests of students. Primarily, it will focus on topics which cross divisional lines and will involve two or more inter-divisional disciplines.

# Extra-Divisional Programs



An independent, St. Norbert plays both private and public schools in varsity athletics.

## MILITARY SCIENCE (MS)

Col. Charles B. Allen, Maj. R. B. Logan, Maj. Richard D. Kuehl, Maj. Gerald J. Braun, Sgt. Maj. John C. Brandon

**Content and Objectives:** The general objective of the department is to obtain and produce junior officers who by education, training, attitude, and inherent qualities are suitable for continued development as officers in the United States Army, including its reserve components—the Army Reserve and National Guard. The Reserve Officer Training Corps (ROTC) program which the department administers consists of two parts: the pre-professional course (freshman and sophomore year), which is voluntary to male and female students after a required orientation; and the professional course (junior and senior years), which is available to selected upperclassmen.

**Professional Course:** Satisfactory performance in the pre-professional course, in other academic subjects, demonstrated leadership potential, and recommendations from the department permit an individual to enter the Professional Course.

Participants are insured deferment from active military service at least until graduation. A cash allowance of \$100 a month is paid each cadet. Upon completion of the ROTC program and after being awarded a baccalaureate, each cadet is commissioned a second lieutenant in the United States Army Reserve. Selected cadets are also offered commissions in the regular Army.

**ROTC Scholarship Programs:** The United States Army offers one-, two-, three-, and four-year scholarships to selected individuals, in addition to the \$100 a month cash allowance. These scholarships cover tuition, fees, books, and other classroom supplies. Applications for the four-year scholarship must be made while in high school. The other scholarships may be obtained while enrolled in college.

**Two-Year Program:** The department offers a program designed specifically for junior college graduates and students at four-year colleges who were unable to take ROTC during their first two years of college. Applicants must successfully complete a six-week summer camp prior to their junior year of college. This summer training takes the place of the basic course in the four-year program and qualifies students to enter the professional courses. Qualified veterans of military service are eligible to enroll in the professional course without participating in the pre-professional course.

**DMS Program:** Each year selected individuals in their last year of the professional course are selected as Distinguished Military Students. This enables these individuals to apply for a regular Army commission if desired. A Distinguished Military Student will be considered for appointment as a Distinguished Military Graduate upon graduation provided he/she fulfills the necessary requirements as prescribed by Army regulations.

### **H11 Introduction to Military Science**

Pre-professional course. Introduction to ROTC and military uniforms. Examination of the role of the Department of Defense and the Army in the United States. Introduction to Army radio and communication skills through practical exercises. Introduction to map reading, orienteering and use of the compass through practical exercises in the classroom and in the field. Development and understanding of basic leadership skills through practical exercises. First semester, first year.

### **H12 Introduction to Leadership and Management**

Pre-professional course. Introduction to tactical training of the individual and to the study of tactics. Includes elementary first aid, an introduction to marksmanship skills, and a study of the branches of the Army. Fundamentals of formal leadership and management theory. A review of the role and status of military dependents. Development of leadership understanding and basic leadership skills through practical exercises. Second semester, first year.

### **H21 Introduction to Military History**

Pre-professional course. Studies of U.S. military history, tracing the origin and development of the military organization, including the theory and practice of war and the evolutionary nature of war; the American Civil War, World War I, World War II, the Korean War period, the U.S. Army in Vietnam, and the contemporary military scene. Continued practical development of leadership skills through practical exercises. First semester, second year.

### **H22 Applied MOI and Management**

Pre-professional course. Development of methods of instruction, to include: the planning of a lesson, principles of military instruction, questioning techniques, the use of training aids and testing techniques, and student presentations. Survival in winter and summer environments, introduction to drill and ceremonies, squad level management and tactics, patrolling and patrol orders will also be covered. Continued practical development of leadership skills through practical exercises. Second semester, second year.

### **H31 Military Briefings and Management**

Professional course. Introduction to the professional level program, includes conduct of military briefings, practical work in the development and conduct of military briefings, and a formal seminar dealing with contemporary theories and developments of advanced leadership and management. Professional development of leadership skills at the platoon level through practical exercises during leadership laboratory periods and field training exercises. First semester, third year.

### **H32 Tactics and General Subjects**

Professional course. Introduction to platoon level command problems and tactics, Army communications and preparation for advanced ROTC camp by review of basic military skills and subjects, advanced land navigation and orienteering, and completion of pre-camp administrative requirements. Review of Army branches and initial selection of tentative branches for commissions. Continued professional development of leadership skills at the platoon level through practical exercises during leadership laboratory periods and field training exercises. Second semester, third year.

### **H41 Company Tactics and the Military Team**

Professional course. Development of necessary understanding of a commissioned officer in the mission, organizational structure, and capabilities of Army divisions and their component organizations. Practical experience in solving company level leadership problems in offensive and defensive settings. Introduction to unit supply and supply management procedures, tactical air support, airmobile operations, logistics, and classes of supply. Professional development of leadership skills through day-to-day operations of the cadet organization as a staff officer, special project officer, and through leadership laboratory periods and field training exercises. First semester, final year.

### **H42 Managerial Responsibilities of the Commissioned Officer**

Professional course. Continued development of necessary understanding of a commissioned officer.



## **H72 First Aid and Accident Prevention**

Basic procedures for teaching and administering first aid will be taught. Accident prevention as related to school safety and school safety programs will be developed.

## **111 Individual and Dual Sports**

A course in which the techniques of the following sports are studied and practiced: tennis, golf, archery, ice skating, skiing, swimming, horseshoe, bait casting, ping pong, handball, etc. The course consists of two hours of lecture and three hours of practical work per week. Prerequisite: freshman standing.

## **113 Team Sports**

This course is designed for the study and practice of such games as volleyball, speedball, touch football, basketball, softball, etc., and lead-up games. Prerequisite: PE 111.

## **308 Community Recreation**

This history of the recreation and playground movement in the United States is presented. The modern recreation program with emphasis upon playgrounds, social centers, boys clubs, etc., is reviewed.

## **311 Principles and Methods of Physical Education**

This is a theory course which explains the principles which govern the teaching of physical education and physical activities. Methods of teaching physical education, with emphasis on the primary and secondary levels, will also be covered.

## **371 Curriculum and Techniques of Teaching Elementary Physical Education**

This course is designed to teach prospective elementary physical education instructors the

fundamentals of physical education curriculum construction as well as furnishing them actual experiences in the various activities; movement exploration, games, rhythms, self-testing, fitness testing, and sport skill.

## **401 Problems and Materials in Driver Education (Ed 393)**

This is a required course for driver education certification. The techniques of teaching driver education are presented. It is designed so that laboratory experience in teaching is acquired in the actual teaching of a trainee (beginning driver) the fundamental skills of driving. Prerequisite: a valid Wisconsin driver's license.

## **402 Advanced Traffic Safety (Ed 394)**

This is a required course for driver education certification. Advanced techniques of teaching driver education are included in the program: multiple car range, simulation, the President's Action Committee Reports, motorbike safety, audio-visual aids, curriculum structuring, supervision, in-service programming, laboratory procedure and practices all are units in this course. Prerequisite: PE 401.

## **403 Safety Education (Ed 391)**

A comprehensive general program of safety education on both the elementary and secondary levels is presented with emphasis on teaching this vital subject area with due regard to methods and materials. This is a required course for driver education certification.

## **420 Special Activity Requirement**

To complete successfully a minor in physical education, a student must participate as an assistant director in an intramural activity, or supervise and practice teach in the freshman service course or a practice teaching assignment in a local elementary school. No credit is given for this course. It will be assigned by the head of the physical education department. Prerequisite: junior standing.

## **LIFETIME SPORT ACTIVITIES (LTS)**

This program emphasizes the study of movement as a force in one's life. Just as the forces of intellect and imagination give meaning and support to self development, so too can movement. For this to occur, however, people must have the skills to move effectively and efficiently. They must also have knowledge and attitudes about how participation in movement can give added meaning and attitudes one's potential, and counter-balance the stresses of today's world. The courses listed below have these goals as their objectives and will include readings, reports, exams, and field experiences which will give students the opportunity to develop skills by participation in various sports.

### **H03 Skiing-Cross Country and Downhill**

Introduction and development of skills and attitudes basic to a lifetime pursuit of active, outdoor winter recreation. Traditional Nordic and modified GLM downhill technique; other emphasis on manners, safety, and accident prevention; equipment comparison, purchase, and care; and a better understanding of snow and thoughtful use of the winter environment.

### **H08 International Folk Dance and Ballroom Dance**

A practicum course which surveys a variety of favorite group, solo, and couple dances from the Middle East, Central Europe, Scandinavia, and Great Britain, and such classic touch dances as the waltz, foxtrot, and jitterbug in the context of their cultural climate and national style. Designed for personal enrichment, lifetime leisure potential, and recreation leadership background. Class activity augmented by reading, films, and guest specialists.

### **H09 Beginning Swimming**

Instructions will be given in both the non-swimmer and beginning swimmer levels. Students will be taught the various basic strokes and will be given the opportunity to advance from non-swimmer to the Red Cross program of advancement.

### **H12 Developmental Weight Training**

A thorough study of the prime muscles of the body and the practical application of the latest theory available to improve strength, quickness, endurance, and the appearance of the body. Study of the white or "fast twitch" muscle fibre will be included in the course. Complete Nautilus equipment is used.

### **H14 Racquetball Fundamentals**

A class which will provide students with a general background in the skills, rules, and strategy of racquetball.

### **H15 Beginning Tennis**

This class emphasizes skill development. Some introduction to basic singles and doubles strategy will be offered. Skill tests, quizzes, and term examinations will be given to assess student accomplishment. An introduction to the rules of the game will be given.

### **H16 Volleyball/Softball**

An introduction to the skills of power volleyball for both men and women will be offered along with an emphasis on knowledge of rules of the game and beginning team strategy. It emphasizes the development of skills necessary

for successful participation in the activity.

### **H17 Fundamentals of Archery and Badminton**

This class will provide an opportunity for the development of fundamental skills and a knowledge of the rules necessary for lifetime enjoyment of archery and badminton.

### **H18 Bowling and Relaxation**

Primary objectives in these two lifetime sport and health activities is to teach students tension control skills through a recreational activity (bowling) and neuromuscular tension control techniques.

### **H19 Improving Your Golf Game**

A complete and thorough coverage of the game of golf in theory and practice. Includes: origin, the golf course, description of clubs, etiquette, the grip, stance, backswing, downswing, wood shots, long irons, short irons, sand shots, putting, and the rules.

### **H20 Swimming-Advanced Swimming**

Instruction in advanced lifesaving techniques will be given. Red Cross certification will be given upon successful completion of the course.

### **H21 Officiating Team Sports**

Techniques of officiating various team sports will be taught and will include knowledge of rules, floor position, philosophy, and tactics. Special emphasis will be placed on the sports of football, basketball, baseball, and track and field.

### **H22 Functional Physical Education and Conditioning Activities**

The how and why of physical education is stressed so that students may learn to live a better life in a mechanized society. Conditioning programs will attempt to promote and motivate students to a higher physical fitness level.

### **H23 Field Hockey and Basketball**

This course includes techniques and team strategy necessary for skillful recreational play of two popular team sports. Course emphasizes activity and personal skill development but also includes history, officiating, and teaching techniques.

### **H24 Elementary Gymnastics**

Techniques of tumbling, apparatus work, trampolining, and other self-testing stunts are taught. Physical fitness testing procedures are also included.

## H25 Modern and Jazz Dance

Surveys modern dance forms from liturgical dance to theatrical jazz. Emphasis is on activity and exploring skills and techniques for satisfying lifelong recreation. Studio routines and approaches to choreography lead to student compositions presented in a final program. Guest speakers.

## H26 Basic River Canoeing

Skills and techniques basic to safe, enjoyable canoe camping and recreation river running. Covers strokes, map interpretation, trip planning, safety precautions, meeting emergencies, and environmental concern. One weekend field trip.



Time out from Winter Carnival.

# College Directory

## BOARD OF TRUSTEES

**Lee G. Roemer**, Chairman; Director, Retired Chairman of the Board, Former President, Wisconsin Public Service Corporation.

**The Rev. Robert K. Finnegan, O.Praem.**, '49, Vice-Chairman; Canonry Treasurer, St. Norbert Abbey.

**The Rev. Isadore M. Gosz, O.Praem.**, '41, Secretary; Assistant to the President, St. Norbert College (non-board member).

**Michael S. Ariens**, '53, President, Ariens Company.

**The Rev. Dennis M. Burke, O.Praem.**, '26, Chancellor Emeritus, St. Norbert College.

**Joanne M. Burns**, '54, Assistant Director for Career Planning, Eastern Michigan University.

**Meyer M. Cohen**, Attorney/Partner, Cohen, Grant, Zuidmulder, Naze and Gazeley.

**Rev. E. Thomas DeWane, O.Praem.**, '44, Principal, Premontre High School.

**E. L. Everson**, '20, Attorney/Partner, Everson, Whitney, Everson, Bréhm and Pfankuch.

**William H. Fieweger**, Vice Chairman of the Board, George Banta Company.

**Herbert E. Hoefft**, '55, President, Christensen Oil Company.

**Joseph F. Kauffman**, Professor of Educational Administration, University of Wisconsin-Madison.

**Donald P. Kelly**, Chief Executive Officer, Esmark, Inc.

**The Rt. Rev. Sylvester M. Killeen, O.Praem.**, '27, Abbot Emeritus, St. Norbert Abbey.

**Robert E. Kissel, Sr.**, Retired Western Division Manager, Charmin Paper Products.

**The Rev. C. Albert Koob, O.Praem.**, '42, Assistant Director for the Institute for Religion and Culture, Daylesford Abbey and Consultant for Adult Education, Cabrini College.

**George F. Kress**, Chairman of the Board, Former President, Green Bay Packaging Company.

**Bernard S. Kubale**, Attorney/Partner, Foley and Lardner.

**Dorothy M. Lindner**, Retired Teacher, Homemaker.

**Rev. Alfred McBride, O.Praem.**, '50, Director, National Forum of Religious Education, National Catholic Education Association.

**James B. McKanna**, Chairman of the Board, Peoples Marine Bank of Green Bay.

**Rt. Rev. John E. Neitzel, O.Praem.**, '46, Abbot, Daylesford Abbey.

**Evaleen Neufeld**, Former Social Worker, Homemaker.

**Robert J. O'Brien**, Chairman of the Board, Robert J. O'Brien and Associates, Inc.

**The Hon. Andrew W. Parnell**, Retired Circuit Judge.

**William A. Reiss**, Chairman of the Board, Chief Executive Officer, C. Reiss Coal Company and Subsidiaries.

**The Rev. Julian C. Resch, O.Praem.**, '35, Pastor, St. Joseph's Church, Manitowoc, Wisconsin.

**James H. Ruben**, Group Vice-President, General Mills, Inc.

**Donald J. Schneider**, '57, Chief Executive Officer, Schneider Transport.

**J. Leslie Sensenbrenner**, Retired Secretary, Kimberly-Clark Corporation.

**James J. Shipman**, Executive Consultant to the President, Kimberly-Clark Corporation.

**Mary M. Walter**, Vice-President, Post Corporation.

**Quentin F. Willems**, '41, President and Chief Executive Officer, The Larsen Company.

**Carl N. Jacobs**, (Trustee Emeritus) Retired Chairman, Sentry Insurance.

**L. Ed Liebmann**, (Trustee Emeritus) Retired President, Liebmann Packing Company.

## ADMINISTRATIVE OFFICES

(Date indicates year of initial appointment)

### PRESIDENT'S OFFICE

**Neil J. Webb, Ph.D.**, President (1959).

**Isadore M. Gosz, O.Praem.**, Administrative Assistant to the President (1976).

**Priscilla L. Campbell**, Secretary to the President (1976).

### DEAN OF THE COLLEGE

**Robert L. Horn, Ph.D.**, Dean of the College (1978).

**Matthew G. Flanigan**, Dean of Admissions and Financial Aid (1972).

**Jeanne W. Ross**, Director of Financial Aid (1978).

**Michael F. Clegg**, Associate Director of Admissions (1975).

**Clarence Kriesa**, Admissions Counselor (1965).

**Ellen Olson**, Admissions Counselor (1978).

**Jon Curtis**, Registrar (1970).

**Eugene Bunker**, Head Librarian (1963).

**Donald Pieters**, Head of Readers' Services (1953).

**Thomas Howlett**, Director of Data Processing (1969).

### Director of Athletics

**John Giovannini**, Director of Summer Session (1967).

**Xavier G. Colavechio, O.Praem., S.T.D.**, Chairman of the Division of the Humanities and Fine Arts (1959).

**Harold Baeten, Ph.D.**, Chairman of the Division of Natural Sciences (1957).

**Harold M. Ross, Ph.D.**, Chairman of the Division of Social Sciences (1979).

### DEAN OF STUDENT LIFE

**Richard C. Rankin, Ph.D.**, Dean of Student Life (1978).

**Cynthia Barnett, M.S.**, Associate Dean of Student Life (1977).

**Peggy LeMahieu, R.N.**, Director, Student Health Center (1978).

**Ron Rohloff**, Associate Union Director (1979).

**Eugene Gries, O.Praem., M.A.**, Pastor-Chaplain (1969).

**James Aerts**, Director of Security (1956).

**John Willamsen**, Director of the Center for Student Development (1968).

**Director, Planning and Placement Office**

### VICE PRESIDENT FOR DEVELOPMENT

**John G. McNamara**, Vice President for Development (1977).

**Director of Annual Giving**

**C. Patrick Mulrooney, O.Praem.**, Director of Development (1976).

**Linda Fossier**, Director of Public Relations (1976).

**David Lesnick**, News Editor (1978).

**Bernice Schadrie**, Office Manager (1958).

**Donna O'Brien**, Director of Research (1973).

**John M. Krautkramer**, Director of Alumni Relations (1972).

## VICE PRESIDENT FOR BUSINESS AND FINANCE

**William C. Komsi, M.S.**, Vice President for  
Business and Finance (1977).

**Kenneth M. Smits**, Controller (1965).

**Beatrice Mallette**, Office Manager (1946).

**Gail Meyer**, Personnel Manager (1973).

**Peter Vander Logt**, Physical Plant  
Manager (1961).

**Steve Bruce**, Union Director (1976).

**Russell Leverenz**, Food Services  
Director (1974).

**Marlene Winter**, Bookstore Manager (1968).

## FACULTY

**Adams, Mural F.** (1968), Associate Professor of  
Education; B.S., University of Wisconsin-  
Platteville; M.S., University of Wisconsin.

**Agar, Bartholomew, A., O.Praem.** (1972), Assis-  
tant Professor of Music; B.A., St. Norbert  
College; M.A., Columbia University.

**Appleby, Beatrice D.** (1974), Assistant Professor  
of Psychology; B.S., University of Mississippi;  
Ph.D., University of Minnesota.

**Baader, Heinz G.** (1965), Professor of History;  
B.A., Highlands University; M.A., Ph.D.,  
University of California.

**Baeten, Harold J.** (1957), Associate Professor of  
Biology; B.S., St. Norbert College; M.S.,  
University of Wisconsin; Ph.D., University of  
Michigan.

**Bardwell, Maureen A.** (1978), Assistant Pro-  
fessor of Mathematics; B.S., American In-  
ternational College; M.A., Ph.D., Bowling  
Green State University.

**Bennett, John** (1968), Bernard H. Pennings  
Distinguished Professor of English and Poet  
in Residence; B.A., Oberlin College; M.A.,  
Ph.D., University of Wisconsin.

**Birder, Dudley D.** (1958), Professor of Music;  
A.B., M.M., University of Notre Dame.

**Bohne, F. William** (1965), Associate Professor  
of Art; B.F.A., University of Dayton and the  
School of the Dayton Art Institute; M.F.A.,  
Ohio University.

**Boyer, Robert H.** (1968), Associate Professor of  
English; B.A., M.A., La Salle College; M.A.,  
Marquette University; Ph.D., University of  
Pennsylvania.

**Brandon, SGM John C.** (1974), Instructor of  
Military Science; attended Wichita State  
University.

**Braun, Maj. Gerald J.** (1977), Assistant Professor  
of Military Science; B.A., Marquette Univer-  
sity; M.A., Ball State University.

**Brickner, Sister Sally Ann** (1970), Assistant Pro-  
fessor of Education; B.S., St. Norbert College;  
M.A., Ph.D., Michigan State University.

**Brooks, Robert M., O.Praem.** (1960), Associate  
Professor of Sociology; B.A., St. Norbert  
College; M.A., Ph.D., University of Notre  
Dame.

**Bunker, Eugene G.** (1963), Librarian with rank of  
Associate Professor and Library Director;  
Ph.B., Marquette University; M.S.L.S.,  
University of Wisconsin.

**Cagle, James L.** (1963), Associate Professor of  
Art; B.F.A., Chicago Art Institute; M.A.,  
M.F.A., Michigan State University.

**Calnin, Richard E.** (1957), Associate Professor of  
German and Spanish; B.A., St. Francis; B.A.,  
Mexico City College; M.A., University of  
Wisconsin.

**Cohen, Joseph M.** (1963), Sylvester M. Killeen  
Distinguished Professor of Music; B.M.,  
M.M., Texas Christian University; Ph.D.,  
University of Rochester.

**Colavechio, Xavier G., O.Praem.** (1959), Pro-  
fessor of Religious Studies; B.A., St. Norbert  
College; S.T.L., Gregorian University, Rome;  
S.T.D., Catholic University of America.

**Collum, D. Kelly** (1967), Associate Professor of  
Communication Arts; B.A., Auburn Univer-  
sity; M.A., University of Michigan; Ph.D.,  
Florida State University.

**Conway, Vincent A., O.Praem.** (1957), Assistant  
Professor of Philosophy; B.A., St. Norbert  
College; Ph.L., Ph.D., Angelicum Athenaeum,  
Rome.

**Cornell, Robert J., O.Praem.** (1947), Associate  
Professor of History; B.A., St. Norbert Col-  
lege; M.A., Ph.D., The Catholic University of  
America.

**Cramer, John E.** (1967), Professor of Sociology;  
B.S., M.A., University of Pittsburgh.

- Dargan, William E.** (1967), Associate Professor of Business Administration; B.S., Regis College; M.B.A., University of Denver College of Business Administration; M.A., University of Denver Graduate School of Arts and Sciences.
- Davidson, Thomas A.** (1963), Associate Professor of English; B.A., M.A., State University of Iowa.
- DeBoth, Gene A.** (1966), Associate Professor of Mathematics; B.A., St. Norbert College; M.S., Ph.D., Purdue University.
- De Peaux, Rowland C., O.Praem.** (1948), Associate Professor of French and Spanish; B.A., St. Norbert College; M.A., Ph.D., University of Wisconsin.
- Devlin, J. Stuart** (1971), Associate Professor of Business Administration; B.S., West Virginia Wesleyan College; M.S., University of South Carolina; Ph.D., Florida State University.
- Dickhut, Daniel F.** (1956), Professor of Art; B.S., M.S., University of Wisconsin.
- Ecker, Norbert J.** (1948), Professor of Music; B.A., St. Norbert College; M.S., University of Wisconsin.
- Elfner, Eliot S.** (1971), Assistant Professor of Business Administration; B.S., M.B.A., Ph.D., University of Wisconsin.
- Farrens, Anne E.** (1977), Librarian with rank of Instructor; B.A., M.A., University of Wisconsin.
- Flanigan, Norbert J.** (1963), Professor of Biology; B.A., St. Norbert College; M.S., Ph.D., State University of Iowa.
- Fresno, Leonides, O.S.A.** (1968), Associate Professor of Spanish; M.A., The Catholic University of America; Ph.D., St. Louis University.
- Frigo, C. Paul, O.Praem.** (1976), Assistant Professor of Geography; B.A., St. Norbert College; M.A., Central Michigan University; Ph.D., University of Wisconsin.
- Gawrilowa, Maria** (1978), Instructor of French; B.A., Hunter College; M.A., Harvard; M.A., Ph.D. Candidate, New York University.
- Giovannini, John D.** (1967), Associate Professor of Communication Arts; B.S., Northern Michigan University; M.F.A., Ohio University.
- Hardy, Raymond R.** (1974), Assistant Professor of Psychology; B.A., Clarion State College; Ph.D., West Virginia University.
- Harrison, William F.** (1965), Associate Professor of Business Administration; B.S., University of Wisconsin; J.D., William Mitchell College of Law.
- Henrickson, Donald R.** (1972), Associate Professor of Business Administration; B.A., University of North Dakota; Certified Public Accountant; M.B.A., Western Michigan University.
- Hodgson, James R.** (1970), Associate Professor of Biology; B.S., University of Wisconsin-Platteville; M.A., Western Michigan University; Ph.D., Montana State University.
- Hoffmann, Robert L.** (1951), Associate Professor of Education; Ph.B., M.Ed., Marquette University.
- Horn, Robert L.** (1978), Dean of the College, Professor of English; B.B.A., M.A., University of Notre Dame; Ph.D., University of Wisconsin.
- Hruska, Edward J.** (1946), Associate Professor of Communication Arts; Ph.B., M.A., Marquette University.
- Hurley, H. Thomas** (1970), Assistant Professor of Music; B.M.ED., Murray State University; M.M., Ph.D. Candidate, Louisiana State University.
- Johnson, James F.** (1978), Assistant Professor of Business Administration; B.S., United States Naval Academy; M.B.A., University of Michigan.
- King, Donald B.** (1967), Professor Emeritus of Humanities; B.A., Dartmouth College; Ph.D., Princeton University; Society of Fellows, Harvard University (1939-41).
- King, Elizabeth G.** (1973), Assistant Professor of Political Science; B.A., Emory University; M.A., Ph.D., University of Missouri-Columbia.
- Klopotek, David L.** (1968), Associate Professor of Chemistry; B.A., St. Norbert College; Ph.D., Utah State University.
- Kocher, Douglas J.** (1979), Assistant Professor of Communication Arts; B.A., Valparaiso University; M.S., Ph.D., University of Tennessee.
- Kosnar, Romie R.** (1958), Associate Professor of Physical Education and Head Basketball Coach; B.S., St. Norbert College; M.A., University of Wisconsin.

- Kramer, Robert F.** (1963), Professor of Business Administration; B.S.C., De Paul University; Certified Public Accountant; M.B.A., University of Wisconsin-Milwaukee.
- Kuchnicki, Richard J.** (1977), Assistant Professor of Business Administration; B.B.A., Eastern Michigan University; M.B.A., Central Michigan University.
- Kuehl, Maj. Richard D.** (1977), Assistant Professor of Military Science; B.A., Ripon College.
- Lach, Sister Mary Alyce** (1978), Instructor of Education; B.A., Mount Mary College; M.A., Loras College; Ph.D. Candidate, Ohio State University.
- La Mal, Ernest J., O.Praem.** (1952), Professor of Education; B.A., St. Norbert College; M.Ed., Marquette University; Ed. D., Loyola University, Chicago.
- Lang, James I.** (1963), Professor of Physics; B.S., M.S., University of Wisconsin; Ph.D., Illinois Institute of Technology.
- Lebish, Nat H.** (1970), Associate Professor of Business Administration; B.B.A., City College of New York; Certified Public Accountant; M.B.A., Wharton Graduate School of Finance and Commerce, University of Pennsylvania.
- Leippe, Michael R.**, (1978), Instructor of Psychology, B.A., University of Rochester; M.A., Ph.D. Candidate, Ohio State University.
- Le Mense, M. Teresa M.** (1964), Associate Professor of Spanish; B.A., Universidad de Valencia; Phil.L., Universidad de Barcelona.
- Logan, Maj. Robert B.** (1978), Professor of Military Science; B.S., University of Nebraska.
- Londo, Richard J.** (1958), Associate Professor of English; B.A., St. Norbert College; M.A., Ph.D., University of Wisconsin.
- Lukens, Michael B.** (1971), Assistant Professor of Religious Studies; B.A., The Johns Hopkins University; B.D., Union Theological Seminary; Th.M., Princeton Theological Seminary; Ph.D., Brown University.
- Mammen, Thampy** (1968), Associate Professor of Economics; M.A., University College, India; M.A., Ph.D., University of Pennsylvania.
- Mattern, Gerald M.** (1961), Assistant Professor of Music; B.M., Lawrence University; M.M., University of Wisconsin.
- Matyshak, Stanley A.** (1962), Associate Professor of English; B.S., Loyola University-Los Angeles; M.A., St. Louis University.
- McCallum, George E.** (1967), Associate Professor of Economics; A.B., Ph.D., University of California.
- McConnell, Linda** (1969), Assistant Professor of English; A.B., St. John's College, A.M., University of Chicago.
- Medland, Elizabeth** (1970), Associate Professor of Sociology; A.B., College of Mount St. Joseph; B.A., M.A., University College, Dublin; Ph.D., Bryn Mawr College.
- Moss, Marshall K.** (1964), Associate Professor of Music; B.A., Carroll College; M.M., Northwestern University.
- Motiff, Lawrence J.** (1939), Professor of Chemistry; B.A., St. Norbert College; M.S., University of Wisconsin.
- Noel, Donald C., O.Praem.** (1978), Assistant Librarian and Head of Media Services, with rank of Assistant Professor; B.A., St. Norbert College; M.A.L.S., University of Wisconsin.
- O'Callaghan, William J.** (1958), Professor of Philosophy; B.A., Siena College; M.A., Ph.D., Marquette University.
- Odorzynski, Sandra J.** (1978), Assistant Professor of Mathematics; B.S., University of Dayton; M.S., Ph.D., Purdue University.
- Pankratz, David C.** (1974), Assistant Professor of Mathematics; B.S., St. Norbert College; Ph.D., Purdue University.
- Patterson, Wayne K.** (1977), Assistant Professor of History; B.A., Swarthmore; M.A., Ph.D., University of Pennsylvania.
- Peterson, Charles R.** (1969), Associate Professor of Art; B.S., M.S., M.F.A., University of Wisconsin-Milwaukee.
- Phelan, Thomas W.** (1950), Professor of Philosophy; B.A., Regis College; M.A., St. Louis University.
- Phythyon, John R.** (1974), Assistant Professor of Biology; B.S., Wake Forest University; M.S., Ohio State University; Ph.D., Bowling Green University.



**Pieters, Donald L.** (1953), Librarian and Head of Readers' Services, with rank of Associate Professor; B.A., St. Norbert College; M.A., University of Wisconsin.

**Poss, Richard L.** (1970), Associate Professor of Mathematics; B.S., St. Procopius College; M.S., Ph.D., University of Notre Dame.

**Regan, James T.** (1954), Professor of Philosophy; B.S., Regis College; M.A., St. Louis University.

**Reynders, William J.** (1967), Professor of Business Administration; B.S., U.S. Naval Academy; M.B.A., Stanford University.

**Ross, Harold M.** (1979), Professor of Anthropology; B.A., M.A., Harvard University; M.B.A., Eastern Illinois University; Ph.D., Harvard University.

**Shemky, Robert W.** (1966), Professor of Education; B.S., M.S., University of Michigan; Ed.D., Indiana University.

**Stibili, Edward C., O.Praem.** (1967), Assistant Professor of History; B.A., St. Norbert College; M.A., University of Chicago; Ph.D., University of Notre Dame.

**Techmeier, Mary T.** (1966), Associate Professor of French; B.A., St. Norbert College; M.A., University of Wisconsin; D. es L., Universite Laval.

**Thorsen, Arthur L. III** (1979), Assistant Professor of Mathematics; A.B., Dartmouth College; M.S., George Washington University; M.A., Ph.D., Duke University.

**Tilley, Connie L.** (1977), Instructor of Physical Education; B.S., M.S., University of Wisconsin-La Crosse.

**Van Alstine, Lawrence R.** (1972), Assistant Professor of Physical Education and Head Football Coach; B.A., St. Norbert College; M.A., Northern Michigan University.

**Vande Hey, Robert C., O.Praem.** (1961), Associate Professor of Biology; B.A., St. Norbert College; M.S., Ph.D., University of Notre Dame.

**Vanden Burgt, Robert J.** (1968), Associate Professor of Philosophy; B.A., Holy Cross Seminary; M.A., Ph.D., Marquette University.

**Ver Bust, Richard M.** (1974), Instructor of Religious Studies; B.A., St. John's University; M.A., University of San Francisco; Ph.D. Candidate, Marquette University.

**Webb, Neil J.** (1959), President, Professor of Psychology; B.S., Marquette University; M.A., Ph.D., Loyola University, Chicago.

**Williamsen, John A.** (1968), Associate Professor of Psychology; B.S., St. Norbert College; Ph.D., University of Illinois.

**Wilson, Brian A.** (1970), Associate Professor of Anthropology and Sociology; B.S., Columbia University; M.A., Stanford University; Ph.D. Candidate, University of Wisconsin.

**Wilson, Seoung Lee** (1970), Associate Professor of Music; B.M., University of Louisville; M.M., Southern Methodist University.

**Wood, Frank A.** (1957), Associate Professor of Humanities; B.A., University of Chicago; M.A., Marquette University.

**Worley, John D.** (1972), Associate Professor of Chemistry; B.S., Hendrix College; Ph.D., Oklahoma University.

**Zahorski, Kenneth J.** (1969), Associate Professor of English; B.S., University of Wisconsin-River Falls; M.A., Arizona State University; Ph.D., University of Wisconsin.

## FACULTY EMERITI

**Berner, Lawrence J.** (1943), Professor Emeritus of Mathematics; B.A., St. Norbert College.

**Spellman, Boniface J., O.Praem.** (1940), Professor Emeritus of Classics and Geography; B.A., St. Norbert College; M.A., University of Wisconsin.

**Sromovsky, Robert A., O.Praem.** (1925), Professor Emeritus of Music; B.A., St. Norbert College; M.A., Ph.D., University of Wisconsin.



Biology professor Dr. Norbert Flanigan hard at work.

# Index

- Academic Program / 20
- Accounting / 65
- Administration / 92
- Admissions / 11
- Advanced Standing / 13
- Anthropology / 79
- Art / 28
- Athletics / 86
- Aviation / 86
  
- Biology / 54
- Board of Trustees / 91
- Business Administration / 64
  
- Calendar / 3
- Campus / 2
- Career Planning / 24
- Chemistry / 58
- Class Attendance / 23
- Classical Languages / 30
- Class Schedule / 22
- Communication Arts / 31
- Computer Science / 59
- Course Load / 22
- Course System / 21
- Credit by Examination / 13
- Curriculum / 20
  
- Dean's List / 23
- Degree Application / 23
- Degree Requirements / 21
- Directory / 91
- Divisional Courses / 26,53,64
  
- Early Admission / 12
- Economics / 68
- Education / 69
- Employment / 16
- English / 33
- Expenses / 18
- Extra Divisional Programs / 84
  
- Faculty / 93
- Fees / 18,19
- Financial Aid / 14
- Fine Arts / 26
- Foreign Study / 24
- French / 38
  
- Geography / 75
- German / 39
- Goals and Objectives / 4
- Grading System / 22
- Graduation Requirements / 21
- Grants / 15
- Graphic Communication / 28
- Greek / 30
  
- Half Courses / 21
- History / 36
- Humanities / 26
  
- Incompletes / 22
- Independent Study / 23
- Inter-Divisional Programs / 82
- International Business &  
Language / 82

Job Placement / 16

Languages, Classical / 30

Languages, Modern Foreign / 37

Latin / 30

Library / 2

Lifetime Sports / 88

Loans / 14

Marketing / 67

Mathematics / 60

Medical Technology / 54

Military Science / 84

Modern Foreign Languages / 37

Music / 41

Natural Sciences / 53

Personal Majors / 21

Philosophy / 46

Physical Education / 86

Physics / 62

Political Science / 75

Pre-Dental Program / 51

Pre-Engineering Program / 52

Pre-Law / 82

Pre-Medical Program / 51

Pre-Professional Programs / 51

Psychology / 77

Reading / 75

Refund Policy / 19

Religious Dimension / 6

Religious Studies / 48

Residency / 21

ROTC / 21

Russian / 40

Scholarships / 16

Social Sciences / 64

Sociology / 79

Spanish / 40

Sports / 86

Summer School / 22

Transfer Students / 12

Tuition / 18

Veterans / 13

Withdrawal / 23

Work-Study Program / 16